



TWO RIVERS PUBLIC CHARTER SCHOOL

Annual Report

2018-2019

Clara Haskell Botstein
Chair, Board of Trustees

1227 4th Street NE Washington, DC 20002 • (202) 546-4477 • www.tworiverspcs.org

Table of Contents

SECTION 1

SCHOOL DESCRIPTION

- 3 Mission, Goal, and Core Values
- 3 About Two Rivers: Curriculum & Instruction
- 4 About Two Rivers: Deeper Learning
- 5 Parent Involvement

SECTION 2

PERFORMANCE & PROGRESS

- 6 The Mission in Action
- 7 Goals & Academic Achievement
- 8 Unique Accomplishments
- 11 List of Donors

SECTION 3

APPENDIX

- 12 Two Rivers Data Report
- 13 2018-2019 Two Rivers Staff Listing
- 15 2018-2019 Two Rivers Board of Trustees
- 16 2018-2019 Finances
- 17 Approved 2019-2020 Budget
- 18 EL Education Implementation Review Scores for Two Rivers

School Description

Mission, Goal, and Core Values

The mission of Two Rivers is 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.

The core values of Two Rivers are: experience and grow, give access, be thoughtful, nurture relationships, and learn better together.

About Two Rivers: 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. In 2018-2019, Two Rivers used 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.

About Two Rivers: Deeper Learning

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 five "scholarly habits," which are shared with students, discussed frequently, and create a shared language for these sometimes hard-to-define traits. Two of the five habits speak directly to habits of character while one scholarly habit crosses between character and collaboration and communication skills. The scholarly habits are aligned with research from The Collaborative for Academic, Social, and Emotional Learning (CASEL).

I know myself: This scholarly habit is aligned with CASEL's competency for self awareness. They define self awareness as the ability to accurately recognize one's emotions, thoughts, and values and how they influence behavior; as well as the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a growth mindset.

I am independent and resilient: This scholarly habit is aligned with CASEL's competency for self-management. They define self-management as the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. In addition, effective self-management requires ability to set and work toward personal and academic goals.

I act with integrity: This scholarly habit bridges our definitions of both character and collaboration and communication. Acting with integrity is associated with CASEL's competency of responsible decision making and is defined as the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. In addition, to act with integrity people must realistically evaluate various consequences of actions with consideration for the wellbeing of themselves and others.

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. Two Rivers teaches two scholarly habits unique to character and a third that crosses between character and collaboration and communication skills:

I show compassion and embrace diversity: This scholarly habit is aligned with CASEL's competency for social awareness. They define social awareness as the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. In addition, showing compassion and embracing diversity includes the ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

I can connect and collaborate: This scholarly habit is defined by CASEL's competency for relationship skills, is the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. Strong relationship skills also involve the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

I act with integrity: This scholarly habit bridges our definitions of both character and collaboration and communication. Acting with integrity is associated with CASEL's competency of responsible decision making and is defined as the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. In addition, to act with integrity people must

realistically evaluate various consequences of actions with consideration of the wellbeing of themselves and 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 in one of many initiative-focused committees. In 2017-18, 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.

Two Rivers is proud to have consistently high parent involvement from year to year, and the 2018-19 school year was no exception. Our semi-annual showcase of learning is a capstone presentation where students share with family and community members the process and final products of their semester of learning. Showcase was attended by more than 92% of Two Rivers families at each building. Consistently high Showcase attendance is a testament of 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.

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 feel 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 school connectedness, social & civic learning, respect for diversity, and social support.

Two Rivers focuses on building character and celebrating community. Central to this is a weekly community meeting. This meeting gives each crew a chance to host where they create the meeting components: a greeting, share, initiative and a message (through song). The entire school community, including parents, gathers and spends this special time together to celebrate who we are as a community. This ritual is an important component in developing the culture of our learning community. It functions as an opportunity for our students and staff to come together to greet one another, to sing, to move, to celebrate our successes, and to share our learning. As part of Community Meeting "Kindness shout-outs" are shared where teachers and students acknowledge seeing members of our school community acting out our Scholarly Habits throughout their day.

In addition, to Kindness shout-outs, four times a year teachers nominate students in their crews for Scholarly Habit awards. Teachers look for students who exemplify one of the Habits, students are then awarded with a certificate and a pin they can wear daily with their uniform. The highest honor that students can receive in the Two Rivers Elementary School is to become a Navigator. The Navigator award is given out twice a year. Nominated by their peers, Navigators exemplify all the Scholarly Habits and are recognized as leaders. The Navigator award is given out during a special ceremony with the entire school. The school is brought together by the sound of African drumming and the students are announced in front of the school and their families. They receive a special uniform t-shirt and their names are added to the Navigator oar.

Central to Two Rivers' 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 92% 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 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.

Two Rivers students have continued to make an impact beyond the schools' walls as they apply their skills and knowledge to tackle pressing issues. In their spring expedition, Two Rivers sixth graders tackled both the science of climate change and the role that they can take to become advocates for sharing that science. Over the course of the 12 week project they learned about the rising levels of carbon dioxide in the atmosphere, the human contribution to that rise, and the consequences of global warming. In addition, they learned the skills of filmmaking including storyboarding, videography, and video editing. They combined their scientific knowledge and

video skills to create sixty second video shorts that shared what they had learned about causes and impacts of climate change. Projects like these provide real world application of the skills and knowledge Two Rivers students learn giving them both a compelling reason for learning and making a real impact in their community.

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 ELA and Math 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, an 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. 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 2018-19 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. Two Rivers' target score on the review is 98 and in the 2018-19 school year, the school scored 104, a 2-point improvement from last year. 4th Street's greatest area of improvement was in Curriculum. 4th Street's leadership excelled in cultivating a positive school and professional culture.

Now in its fourth year, Young's score of 99 exceeded the targeted score of 98. Young demonstrated strong implementation of the EL Education model across many indicators, improving particularly in the areas of Curriculum and maintaining its performance in the indicator for leadership. Young also improved in creating beautiful spaces that promote learning. Young excelled in designing learning expeditions.

Unique Accomplishments

Charter Renewed!

After a rigorous review, the DC Public Charter School Board renewed Two Rivers' Charter. After a successful first 15 years, we look forward to launching the next 15 years!

Unique Expeditions: First Graders Make a Difference!

At Two Rivers, students experience learning through expeditions that engage students deeply and authentically in compelling topics. These expeditions focus on a compelling problem that students must research and create a solution for. For their expedition on economics, first graders were presented with the problem: "We know that reading is a resource that helps our brain grow and gives people opportunity. However, not everyone has access to books. How can we help kids have more access to books in D.C.?" This problem question launched them into exploring Economics, in order to create a school store business to raise money for purchasing books for kids in the city. Students learned about how to earn money and create a business using their understanding of the needs and wants in their school community. In their expert role as entrepreneurs, they collected data from customers to inform what they would sell in their school store. They also asked for feedback from customers after a few days of running the store and used the new data to revise their business and make data-driven decisions. The first graders then donated their money to House of Ruth, a shelter for victims of domestic abuse. The donations were used to purchase books for children at the shelter.

First Showcase for Share Your DC, a Race and Equity Experience for Parents and Staff

In the wake of national spasms of high-profile gun violence targeting African Americans in 2016, Two Rivers started a program called Share Your DC (SYDC) in order to talk about systemic racism and individual biases. SYDC has become a seminal parent program at Two Rivers, helping parents of diverse backgrounds connect and inspire others to connect across difference. As the culmination of the latest cohort, the school hosted a Showcase akin to students' Showcase, where they celebrate and display their learning to the community. Busboys and Poets graciously hosted this SYDC Showcase. This elegant evening event featured panels by parent-facilitators and reflections by parent-artists, which kicked off a month-long gallery of photographic posters that represent parents' identities and their insight in sharing about themselves and learning from others.

Give Access to All: Operations Team Members Learn ASL

To give access to the TR community members, the operations team participated in a customized American Sign Language professional development series. The goal was to make our deaf and hearing impaired families feel welcomed and included when they come to TR. During the training, the team learned basic greetings, school and TR specific terminologies, and responses to the frequently asked questions by TR families. In addition to learning the ASL basics, we established a Google Voice account which allows us to use text communication to enhance our communication with families. In the upcoming year, the operations team will engage in refresher training as well as start a similar series for learning Spanish.

Two Rivers Recognized in Finland as Top Education Innovator for second year in a row

For the second year in a row, Finland's HundrED Global named Two Rivers as one of 100 global innovators in education for its assessments for deeper learning (problem-solving, effective reasoning, and decision-making). This work is revolutionary: the school has defined deeper learning, developed an approach to teaching it, and built performance-based tasks to measure students' performance quantitatively. Moreover, these assessments are not high-stakes endpoints but formative data points that serve as a method of feedback for students and for informing more effective instruction. This work centers on shifting educators' mindset from assessment of learning to "assessment for (deeper) learning."

Two Rivers' deeper learning assessments have been a work-in-progress since 2010 and has benefited from the support of numerous partners - CityBridge Education, Next Generation Learning Challenges, and Assessment for Learning Project. In the latest phase of this work, the school launched the Deeper Learning Cohort to share learning with educators across the city.

Smithsonian Partnerships: Two Rivers teachers build resources for use across the country

Two Rivers partnered with the Smithsonian Center for Learning and Digital Access to create collections in the Smithsonian Learning Lab, an online library of materials in the Smithsonian collection. Eight teachers across ES campuses and MS created at least three collections tied to their grade level's Expedition topics. For example, a fourth grade teacher created a collection titled, "Pocahontas: The American Myth" as a resource for the fourth grade expedition on Jamestown. This collection contained materials for students to analyze the way the myth of Pocahontas is often told in media today and some of the often contradictory truths that historians and anthropologists have discovered. These collections will allow TR students to access high quality texts and visual artifacts available in the Smithsonian Collections throughout their expeditions. All collections can be located on the Smithsonian Learning Lab website by searching #LearnwithTR.

Eleven Years of Musicals

Two Rivers middle school students presented the eleventh annual middle school musical, High School Musical Jr. on stage at the Two Rivers at Young campus. This long-running middle school tradition is incredibly popular with students, necessitating the formation of two full casts! The musical allows students to use the skills they have been learning all year in art, drama and music class to produce a high-quality show, where students excitedly take on either an acting or crew role and sometimes both! This year, 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, which was enjoyed by the Two Rivers community at large.

Kidpreneurs Make The Village Cafe Their Promo Video Venue

Shot partly at Two Rivers and at The Village Cafe, a new Two Rivers video highlights the school's orientation towards real-world learning, where boundaries are blurred between theory and practice. The video highlights the first grade economics expedition featuring two students trading places with The Village Cafe co-founder, Kevon King.

Student-run Group, Agents for Change, Advocates for Gun Control

Agents for Change, a Two Rivers Middle School organization, mobilized over 50 students to advocate Senators to support HR-8, a bill to help curb gun violence. These students opted to focus on gun violence as a topic germane to their lives and one in which they saw political momentum. Students learned about the complexity of legislative action and how their voice, their stories can make an impact.

Hunt-Kean Leadership Fellows Visit Two Rivers at Young

In December, Two Rivers hosted the newest cohort of Hunt-Kean Leadership Fellows, who are senior-level officials interested in education policy reform in their states. Hosting this group of political leaders allowed Two Rivers to demonstrate the importance of school choice and school-based autonomy in school reform. Fellows were especially eager to understand charter school dynamics and the school's approach to early childhood education. Fellows attended community meetings, went on student-led tours, met with teachers, leaders, and visited classrooms. We were delighted to have state senators, attorney generals, and state treasurers spend a morning learning from our students and staff.

Two Rivers Hosts EL Education Board of Directors and Leaders

On March 12, Two Rivers hosted the Board of Directors and leaders from EL Education in a school visit to let the leaders of this national organization see how their model is implemented in our school. Two Rivers is a leader in the EL Education network, serving as both a credentialed school and mentor school.

Two Rivers Receives Second Year of OSSE Special Education Enhancement Fund (SEEF) Competitive Grant

Two Rivers was awarded a second year of funding to support the expansion of fully co-taught classrooms. With this grant, we were able to add four additional classrooms - in addition to the early childhood co-taught classroom first launched in year one of the grant - that had both a full-time general education and full-time special education teacher, along with an assistant teacher, ensuring that students with disabilities receive high quality specialized instruction throughout the school day. All students in the classrooms benefited from more opportunities for small group, targeted instruction.

Dr. M Performs at Union Market District Venues

The middle school student-staff rock band, Dr. Meniculusus (affectionately called Dr. M) partnered with Trader Joe's and Union Market to host its spring concert series. Dr. M is a unique musical collaboration between staff and students, who meet weekly to learn and play music together. Alumnus teacher and university lecturer, Mr. Steve, returned to conduct the band.

Two Rivers Receives OSSE Dissemination Grant to Fund Second Deeper Learning Cohort

Two Rivers received a dissemination grant from the Office of the State Superintendent of Education to fund a second year of our deeper learning cohort to teach other educators how to design performance tasks and align instructions to thinking routines to teach stronger critical thinking and problem solving skills. Through this grant, we have been able to partner with educators from DC Public Schools and other charter schools in sharing our learning around these essential skills.

5th and 6th graders participate in capstone nature team building experiences

Two Rivers' 5th and 6th graders continue their development as active participants of their own learning through their capstone nature team building experiences. 5th graders launch their last year in ES together with a 3 day camping trip with Naturebridge, an outdoor adventure program that leads students to understand themselves and each other through studying and hiking in beautiful environmental ecosystems. In 6th grade, they kick off their middle school experience with a week long outdoor adventure program with Northbay, where they zip line, kayak, analyze oysters from the bay, and learn to serve meals to one another. In both experiences, our 5th and 6th graders learn to take risks, stretch their sense of what's possible, and collaborate to reach goals they could not achieve alone. They learn to be crew, not passengers!

Specials Teachers Professional Development: Data-Analysis-Strategy Looping in the Arts, Spanish, and PE

As part of Two Rivers' Data-Assessment-Strategy (DAS) Loop, our ten specials teachers (Spanish, PE, Music, Art, and Drama) explored student engagement and differentiation practices to engage all their learners. They examined research on the components of effective engagement, and then reviewed and applied research-supported strategies to increase the engagement of students with diverse interests and needs. Specials teachers learned to identify and evaluate engagement by doing peer observations of each other's classrooms across the disciplines, creating a strong community of professional learning. After every cycle of observation, data analysis, and feedback, teachers adjusted their practice to better facilitate meaningful learning and student ownership among their students in the arts, Spanish, and PE.

Two Rivers Volleyball team goes undefeated in regular season

As the flagship sport of Two Rivers, volleyball is the sport that everyone at Two Rivers rallies around. In 2018, the volleyball team went undefeated during the regular season and only lost one game in the playoffs. 95% of students on the volleyball team were also on the honor roll.

Network-wide Response to Intervention Program Implemented

To better address students' social-emotional-behavioral needs, Two Rivers launched a network-wide Response to Intervention program, including tracking all students' Time Out of Class data to ensure that support is targeted toward keeping all students in the classroom and learning; training all teachers in a variety of Tier II behavioral interventions, including Collaborative Problem-Solving; and dedicating Professional Development time every 6-8 weeks for all teachers to engage in data-driven discussions to develop targeted behavioral/social-emotional support plans for their at-risk students.

Two Rivers Celebrated by the National Center for Special Education in Charter Schools

In October 2018, the National Center for Special Education in Charter Schools (NCSECS) released a case study of Two Rivers profiling our inclusive special education practices. Two Rivers was one of only four schools across the country chosen as "Centers of Excellence" to showcase how charter schools are leveraging "their autonomy particularly well to benefit students with disabilities." Two Rivers was selected as a school that "enrolls a ... higher number of students relative to the district where the school is located, demonstrates an explicit commitment to developing exemplary programs with a focus on inclusion, and achieves higher-than-average outcomes for students with disabilities." Among the practices highlighted in the case study were the strong collaboration between our special education and general education teachers, which leads to proactive planning for differences in the classroom and multiple ways for students to engage with and respond to instruction, and our student-centered philosophy, which includes having students with IEPs "learn to set goals, monitor progress toward their goals, and regularly revisit strategies for reaching those goals," all practices that lead to greater self-determination for students with disabilities.

Two Rivers Hosts Sixth Annual Evening of Learning Seminars

Two Rivers hosted its sixth annual evening of learning seminars in March. We hosted over 100 participants from traditional public, charter, and independent schools. We began the evening with a catered dinner and sharing from first Two Rivers Deeper Learning cohort. Then participants were able to attend one of several seminars on best practice. Teachers from Two Rivers and across the district shared their learning on topics ranging from conscious discipline to inquiry-based science education. The evening concluded with a networking reception where educators were able to connect and share what they had learned in their seminars.

Launch of Deeper Learning Cohort

We are strongly committed to the idea that students' long term success depends on their mastery of deeper learning skills (problem-solving, effective reasoning, and decision-making). In an effort to ensure that the work of defining, teaching, and assessing deeper learning is not confined to Two Rivers alone, we scaled impact through the launch of the Deeper Learning Cohort. This initiative, funded by the Assessment for Learning Project in partnership with Next Generation Learning Challenges through an OSSE Dissemination Grant, helped teachers from charter and DCPS schools spend an entire year using our products (rubrics and performance tasks) in their own classrooms. The group convened quarterly to problem solve and learn collectively. In March, members of the cohort presented their insights to an audience of 100 teachers at the 6th annual Evening of Learning Seminars, hosted by Two Rivers.

Two Rivers Featured in National and Online Publications

Two Rivers' work has been featured in several national publications including articles in Education Leadership and Forbes. Staff also contributed regularly to the Next Gen Learning in Action Blog for Education Week.

Helen Lee Bouyges, head of Reboot Foundation, wrote an article in Forbes Blog, highlighting Two Rivers work around teaching and assessing critical thinking.

<https://www.forbes.com/sites/helenleebouygues/2019/07/08/how-one-school-is-using-critical-thinking-to-ensure-its-students-long-term-success/#5c15873a5094>

Anne Vilen, contributed an article to Educational Leadership about Data-Driven Instructional Leadership at Two Rivers.

<http://www.ascd.org/publications/educational-leadership/mar19/vol76/num06/Data-Driven-Instructional-Leadership.aspx>

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

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>

Monica Powell contributed an article on Building Equity by Building Background Knowledge

http://blogs.edweek.org/edweek/next_gen_learning/2018/10/we_dont_know_what_they_dont_know_building_equity_by_building_background_knowledge.html

List of Donors

The following donors and grantors have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2018-2019 fiscal year:

Align Staffing	Jennifer Lesko
Alliance Insurance	Laura & Wes Lindamood
Anacostia Watershed Society	LINK Strategic Partners
Karen Ancillai and Eric Kerensky	Live Nation
Arent Fox LLP	Luxury Wanderlust With Me
Assessment for Learning Project (ALP)	Marianne Blackham Photography
Atlas Brew Works	MCN Build
Law Office of Lauren E Baum, PC	Randi Moore & Kevin Bailey
Brady Birdsong & Damond Campbell	Kara & Gerald Morrissey
Ian Bishop & Claire Watkins	Rebecca Harris Mulvaney & Shawn Mulvaney
Blackham Tours	National Capital Bank
Blyth-Templeton Academy	Network for Good
Brumfield Consulting Group, LLC	NFP Meltzer Group
Building Hope	NGEN LLC
Camp Cody	NoMa Business Improvement District
Camp Twin Creeks	Lisa & Erik Oksala
Capital Community News	Averi Pakulis & Paul Kidwell
City Winery DC	Avni & Kirtan Parikh
Compass Consulting Services	Amanda Parks & Carl Holden
Jennifer & James Congdon	Malcom & Pamela Peabody
Nicole & Robert Coomber	Helen Pelican & Brian Gottlieb
Cox Graae + Spack Architects	Bill & Sara Pelton
Cotton & Reed	PMM Companies
Elizabeth & Frank Craddock	Gerald Ponasik
Katherine Dawes and Barry Lucas	Sarah & Todd Richardson
DC Commission on the Arts and Humanities	Karyn Richman & Gregory Kendall
DC Housing Finance Agency	Risk Cooperative
Abeyot Demissie & Elizabeth Harshaw	Benjamin Robins & Sharmaine Heng
Amal & Dante Disparte	Wensa & Nickolas Rodriguez
Amal Disparte	Senthil Sankaran
Anne & Billy Eckert	Amy & Michael Sawyer
EdOps	Eli Schlam & Emilee Pressman
Kenneth & Patricia Eisner	Michael Shenkman & Rebecca Terrell
Enlightened, Inc.	Springboard Education in America
Exxon Mobil Corporation	Lori & Matthew Steehnoek
Foulger-Pratt Development, LLC	Steve & Kate's Camp
Gamba Family Foundation	Sam Swiller & Ahnna Smith
Megan Gillick	Tech Painting Company
Anthony Goodman and Norah Rabiah	The Benevity Community Impact Fund
Ann Gosier	The Capitol Hill Community Foundation
Greater Washington Community Foundation	The Rob & Brent Group - TTR Sotheby's International Realty
Aldwyn Hamilton & Jose Cabrera-Macchi	The Smith Team Realtors
Hot Yoga Capitol Hill	The United Way of the National Capital Area
Pamela Jackson	Jane Tobler & Kirk Cunningham
Alex Jadin & Katherine PiggottTooke	Sarah & Bao Vuong
JBG Smith	Samantha Watson
Jeanne Phil Meg Team	Weddings 365
Adrian & Alesha Jordan	David Weller & Laelia Gilborn
Jose Andres ThinkFoodGroup	Dare Johnson-Wenzler & Mark Wenzler
Gregg & Jennifer Kendrick	Jessica Wodatch & Elizabeth Riddle
Ann & Thomas Kenedy	Kenneth Wong & Sher Salao
William & Jody Kent Lavy	
Nadia & Ali Khawar	
Dennis & Angela Kilcullen	
GW Medical Faculty Associates, Dr.	

Appendix

Two Rivers Data Report

Enrollment Data			
School	LEA Name	Two Rivers PCS	
School	Campus Name	4th Street	Young
PCSB	Ages served	PK3 - 8	PK3-5
PCSB	Audited Enrollment Total	528	332
PCSB	PK3 Audited Enrollment	36	36
PCSB	PK4 Audited Enrollment	45	46
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	50
PCSB	Grade 4 Audited Enrollment	49	50
PCSB	Grade 5 Audited Enrollment	50	
PCSB	Grade 6 Audited Enrollment	50	
PCSB	Grade 7 Audited Enrollment	50	
PCSB	Grade 8 Audited Enrollment	48	

Student Attendance Data			
		4th Street	Young
School	Total number of instructional days	178	178
PCSB	Suspension Rate	2.7%	2.7%
PCSB	Expulsion Rate	0.00%	0.00%
PCSB	Instructional Time Lost to Discipline	0.02%	0.04%
PCSB	In-Seat Attendance	93.4%	94.4%
PCSB	Midyear Withdrawals	1.5%	2.1%
PCSB	Midyear Entries	1.1%	1.5%
PCSB	Promotion Rate	99.5%	

Employment Data			
		4th Street	Young
School	Number of Teachers	42	27
School	Teacher Attrition Rate	19%	15%
School	Average Teacher Salary	\$73,145.00	
School	Teacher Salary Minimum	\$57,667.00	
School	Teacher Salary Maximum	\$85,167.00	
School	Executive Salaries	\$154,369.00 \$135,450.00 \$129,000.00 \$120,000.00 \$107,976.00	

Teacher Qualifications	
School	<p>Of the instructional staff at Two Rivers at 4th Street, which includes lead teachers, specials teachers, and special educators, 98% have earned a Bachelors degree or higher, and 64% have earned a Master's degree or higher.</p> <p>Of the instructional staff at Two Rivers at Young, which includes lead teachers, specials teachers, and special educators, 100% have earned a Bachelors degree or higher, and 81% have earned a Master's degree or higher.</p>

Teacher Tenure			
		4th Street	Young
School	New to Two Rivers for 2017	12	11
School	1 to 3 years at TR	10	7
School	4 or more years at TR	20	9

2018-2019 Two Rivers Staff Listing

Network Staff	
Jessica Wodatch	Executive Director
Sarah Richardson	Chief Financial Officer
David Nitkin	Chief of Staff
Maggie Bello	Chief Academic Officer/Acting Middle School Principal
Caroline Mwendwa-Baker	4th Street Elementary School Principal
Rossana Mahvi	4th Street Elementary School Assistant Principal
Muronji Inman_McCraw	Acting Assistant Principal
Emily Rubin	Dean of Students and Families at 4th Street Elementary School
Lashuanda Robinson	Middle School Assistant Principal
NaKeisha Jones-Helton	Dean of Students and Families at Middle School
Chelsie Jones	Young Elementary School Principal
Ann Selzer	Young Elementary School Assistant Principal
Fatima Graham	Dean of Students and Families at Young
Jeff Heyck-Williams	Director of Curriculum and Instruction
Gail Williams	Director of Operations
Khizer Husain	Director of External Relations
Laura Lorenzen	Director of Student Support
Dawnyela Meredith	Director of Two Rivers Connect
Chantele Martin	Director of Development
Nick Eckert	Development Associate
Molly France	Instructional Guide
Elaine Hou	Instructional Guide
Genifer Salandy	Special Education Coordinator
Shanon Redman	Special Education Coordinator
Kristal Graber	Special Education Coordinator
Lynn Moluf	Program Associate
Jamal Freeman	Program Associate
Toni Hawkins	Public Allies Program Assistant
Julie Shepperson	Enrollment and Admissions Coordinator
Corinne Wilkinson	Registration Systems Manager
Mary Gornick	Business Manager
Liz Riddle	Business Program Associate
Sam Stocks	Business Program Associate
Laura Sparks	Executive Assistant
Tameka Faison	Assistant Director of Operations
Melanie Jacobs	Operations Associate
Cynthia Pope	Operations Manager
Pretrece Smith	Operations Associate

Brea Steele	Operations Associate
Danielle Champ	Operations Associate
Alysha Brown	Operations Associate
Melanie Jacobs	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	Cheyenne Scarver
Talia Roth	PK	Evette Knight-Gibbs
Jazmin Hartfield	PK	Mia Ballard
Tamela Odom Stephanie Cade	K	Allegra Hall
Megan Sanchez	K	Lexie Seidel
Kai Blackwood	1	Suzanne Martin Kaitlin Brown
Rachel Owens	1	Christina Radden
Bethany Jenkins	2	Lee Price
Alice McNeill	2	Ayawnie Wingate
JoAnna Hickmott	3	Khadeem Wynter
Katie Dunn	3	Christel Davis
Max Williams	4	Victoria Richwine
Elizabeth Weiss	4	Sha'Quale Davis
Kathryn Mancino	5	Shawn Scileppi-Gonzalez
Antoinette Smith-Guyton	5	Anne Pride Wilt

Young Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER		ASST. TEACHER
Hannah Rosen	PS	Olivia Kessler
Helen Gasperetti	PS	Rachell Richardson
Maria Nguyen	PK	Ajulu Oluka
Sherrie Nesbitt Shannon Schmidt	PK	Cheryl Ouzts
Jessica Cisneros	K	Tyronne Ferrell
Susan Freye	K	Katelyn Lucas
Jane Yang	1	Christine Nwosu
Chelsea Rivas	1	Re'Jeanne Johnson
Lindsay Brown	2	Lakeisha Watson
Melissa Black	2	Catherine Cooper
Cara Littlefield Vincent Mak	3	KC Fletcher
Caroline Graebe	3	Sophie Kershaw
Megan Hahn Cierra Scott	4	MyShia Cheatham
Ralph Ogundiran Katrina Delaney	4	Heather Samuels-Skall
	Float	Stephanie Dyson

2018-2019 Two Rivers Staff Listing

Middle School Instructional Staff	
Carolina Riveros-Ruenes	Language Arts
Monica Powell	Language Arts
Nicole Clark	Social Studies
Lawrence Chien	Mathematics
Sean McGrath	Mathematics
Mark Walth	Mathematics
Matthew Hobbs	Expeditions
McKenzie Baecker	Science

Counselors and Specialists	
Sasha Clayton	Counselor
Leonardine Pacombe	Counselor
Tiffanie Featherstone	Counselor
Karena Wilson-Plater	School Psychologist
Kristal Graber	Student Support Coordinator
Elizabeth LeBoo	ELL Teacher

Special Education Teachers	
Lindsay Bellis	Beth Calano
Peter Gamber	Francine Perry
Lesley Riddick	Samantha Dillon
Ama Teasdel	Rebecca Wenstrom
Zo Clement	Teruko Garnett
Nicole Wood	Amber Moore

Subject Specials	
Ruth Skutt	Art-ES/MS
Allison Yood	Art-ES/Young
Gibbs Hilaire	Physical Education - Young
Delonte Johnson	Physical Education - 4th Street
Tarik Cranston	Physical Education - Middle School
Raphael Taylor	Music-ES/Young
Jennifer Louis	Music-ES/MS
Juan Samperio	Spanish - Middle School
Cody Encarnacion	Spanish - 4th Street
Elizabeth Dilone	Spanish - Young
Suzanne Katz	Drama - ES/Young
Tonia Vines	Drama/Arts Coordinator - ES/MS

2018-2019 Two Rivers Board of Trustees

Grace Aduroja* - Committee Member

Clara Haskell Botstein* - Chair

Ann Gosier* - Committee Co-Chair

Adrian Jordan* - Committee Co-Chair

Ali Khawar* - Secretary

Reem Labib Tyson* - Committee Co-Chair

Anne Lackritz - Committee Co-Chair

Jason Miller* - Treasurer

Two Rivers Parent

Nick Rodriguez* - Committee Member

Two Rivers Parent

Senthil Sankaran* - Committee Co-Chair

Eli Schlam* - Committee Member

Stephen Spaulding* - Committee Co-Chair

Justin Valentine* - Vice Chair

Jessica Wodatch* - Ex Officio

* Resident of the District of Columbia

2018-2019 Finances

Financial Statement and Budget

Financial Statement

Two Rivers

July 2018-June 2019 pre-audit year-end statement

		Year-To-Date
Income Statement		Actual
Revenue		
State and Local Revenue		17,205,973
Federal Revenue		1,344,662
Private Grants and Donations		615,100
Earned Fees		(236,594)
Donated Revenue		259,317
Total Revenue		19,188,458
Expenses		
Salaries		9,124,857
Benefits and Taxes		1,868,512
Contracted Staff		117,577
Staff-Related Costs		45,957
Rent		55,973
Occupancy Service		1,159,353
Direct Student Expense		2,024,662
Office & Business Expense		937,285
Donated Expense		259,317
Contingency		0
Total Expenses		15,593,493
Operating Income		3,594,966
Extraordinary Expenses		
Interest		1,240,273
Depreciation and Amortization		1,120,068
Total Extraordinary Expenses		2,360,341
Net Income		1,234,625

Balance Sheet

Two Rivers

As of June 30, 2019

Balance Sheet		6/30/2019
Assets		Current
Assets		
Current Assets		
Cash		6,459,718
Accounts Receivable		474,367
Other Current Assets		224,787
Intercompany Transfers		29,879
Cash-Restricted		203,476
Total Current Assets		7,392,227
Noncurrent Assets		
Facilities, Net		27,239,709
Operating Fixed Assets, Net		342,260
Rental Deductions		0
Total Noncurrent Assets		27,581,969
Total Assets		34,974,196
Liabilities and Equity		Current
Liabilities and Equity		
Current Liabilities		
Accounts Payable		462,282
Other Current Liabilities		1,057,504
Accrued Salaries and Benefits		166,995
Total Current Liabilities		1,686,781
Equity		
Unrestricted Net Assets		6,235,260
Net Income		1,025,437
Temporarily Restricted Net Assets		740,878
Total Equity		8,001,575
Long-Term Liabilities		
Senior Debt		24,338,746
Other Long-Term Liabilities		(198,373)
Subdebt		1,145,468
Total Long-Term Liabilities		25,285,840
Total Liabilities and Equity		34,974,196

Approved 2019-2020 Budget

Annual Budget

Two Rivers

FY2020

		Annual
Income Statement		Budget
Revenue		
	State and Local Revenue	18,611,464
	Federal Revenue	1,258,153
	Private Grants and Donations	493,230
	Earned Fees	172,193
	Donated Revenue	227,809
	Total Revenue	20,762,849
Expenses		
	Salaries	10,270,658
	Benefits and Taxes	2,400,965
	Contracted Staff	111,358
	Staff-Related Costs	58,960
	Rent	55,973
	Occupancy Service	1,084,332
	Direct Student Expense	2,270,182
	Office & Business Expense	1,167,887
	Donated Expense	227,809
	Contingency	60,000
	Total Expenses	17,708,124
Operating Income		3,054,725
Extraordinary Expenses		
	Interest	1,575,176
	Depreciation and Amortization	1,138,800
	Total Extraordinary Expenses	2,713,975
Net Income		340,750

EL Education Implementation Review Scores for Two Rivers

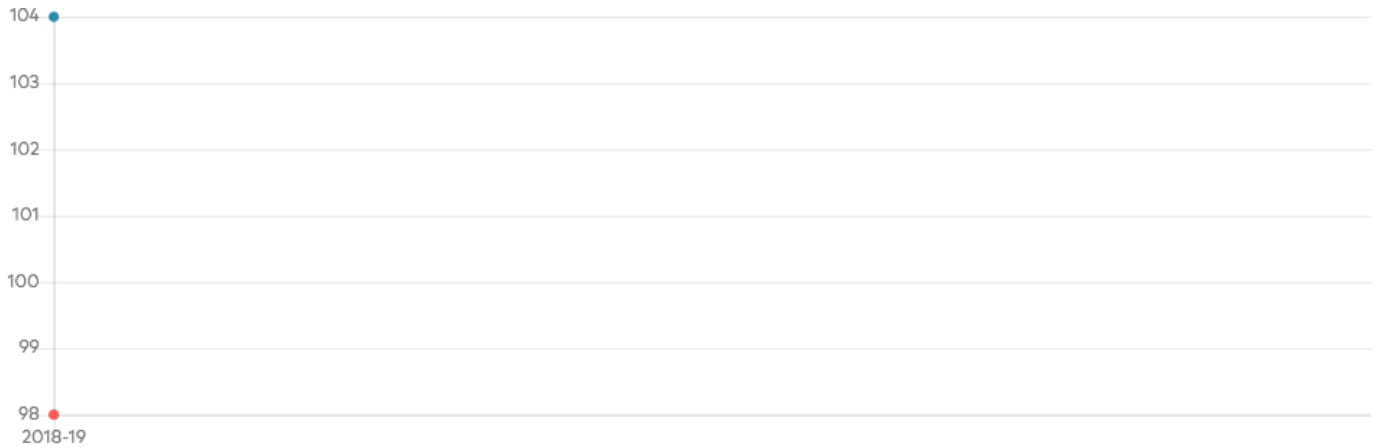
Partner Profile and IR Report

2018-19

Two Rivers Public Charter School - 4th Street

Implementation Review

PROGRESS REPORT TOTALS



	2018-19
SCHOOL IR SCORE	104
TARGET	98

Partner Profile and IR Report

2018-19

Two Rivers Public Charter School - Young Campus

Implementation Review

PROGRESS REPORT TOTALS



	2018-19
SCHOOL IR SCORE	99
TARGET	98