



TWO RIVERS PUBLIC CHARTER SCHOOL

# Annual Report 2019-20

**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.

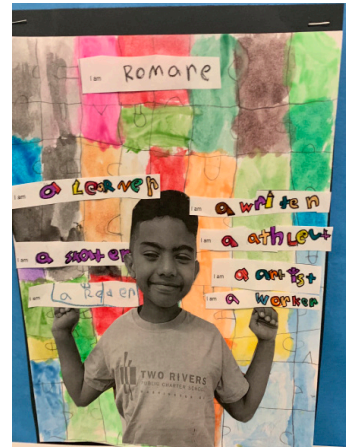
## Curriculum and Instruction

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 Bridges Math and Number Corner from the Math Learning Center in the elementary grades and Carnegie Learning 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.

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.

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.

**I know myself:** This scholarly habit is aligned with CASEL's competency for self awareness. This scholarly habit is aligned with CASEL's competency for self awareness, which is defined 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 the ability to set and work toward personal and academic goals.

**I act with integrity:** This scholarly habit combines character and collaboration and communication and is aligned with CASEL's competency of responsible decision making. It is defined as the ability to make constructive choices about personal behavior and social interactions based on ethical standard, 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.

**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. They describe relationship skills as 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.

# Parent Involvement

Two Rivers families are an involved, passionate group of parents and guardians. The school considers the input, assistance, involvement, and support of parents to be one of its greatest strengths.

Two Rivers' parents, guardians, and staff collaborate using a formal parent involvement structure- the Two Rivers Parent School Association (PSA).

The vision of the PSA is to have an open, supportive school community where families, teachers, school administrators, and community members collaborate to encourage lifelong learning.

The mission of the PSA is to provide a structured forum so families, in full partnership with school staff, can cooperatively contribute their time, and talent towards the ongoing success of Two Rivers PCS.

The association's primary objectives are:

- 1 To foster school-wide community building (across grade levels and between the elementary and middle schools);
- 2 To support student learning;
- 3 To participate in school governance by giving voice to the parent body
- 4 To engage in projects for continuous school improvement; and
- 5 To build resources for and facilitate the development of parent/teacher/school priorities.

All parents and guardians of Two Rivers students, as well as Two Rivers staff and administrators, are automatically members of the PSA, have voting rights, and can hold PSA offices.

In addition to being involved through a formal parent school association, Two Rivers family members are engaged in their children's learning through family conferences, celebrations of learning, and educational nights.

Two Rivers is proud to have consistently high parent involvement from year to year, and the 2019-20 school year was no exception. Showcase was attended by more than 89% 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, and Arts, 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 16th 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 recognizes that in addition to the core content and basic skills that schools have traditionally taught, students need more in order to be successful. Students need to develop skills associated with critical thinking & problem-solving, collaboration & communication, and character. 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 2019 Comprehensive School Climate Inventory, Two Rivers continued to receive high ratings (greater than 3.8 of 5 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. 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.

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.

Because of COVID-19 and our abrupt shift to remote learning in the spring semester, EL did not conduct an implementation review for either of our campuses. We look forward to resuming these in the 2020-21 school year.

## *Response to COVID-19*

Two Rivers started remote learning on March 23, 2020, following the closure of schools by Mayor Bowser. Through those unusual months, Two Rivers was able to keep all teachers and staff members employed and did not lose any student enrollment. The School also adapted and re-enrolled current students and enrolled new students for the 2020-2021 year remotely. The School's many years of conservative budgets ensured that the School had emergency funds available should they be needed.

At the onset of COVID-19, Two Rivers immediately pivoted to support students at home. Two Rivers worked to live its core value, Be Thoughtful, and developed an extended remote learning plan for the remainder of school year 2019-20 based on these principles:

- **CONNECTION:** Two Rivers believes that the most valuable time a student has with their teacher is live - whether it is over a video screen or over the phone. Whenever possible, Two Rivers prioritized live interactions over pre-recorded content. Crew time is also structured time to maintain connections with each other in age-appropriate ways.
- **CORE ACADEMIC CONTENT:** Two Rivers main goal during the end of the 2019-20 school year was to help students avoid the loss of core skills. Two Rivers did not introduce many new skills, but instead focused on the few key skills (particularly in math) that students are encouraged to master. The skills were practiced with an appropriate amount of support to ensure students' ability to master them by the end of the year.
- **CURIOSITY and CREATIVITY:** During the first week and a half of closure in April 2020, Two Rivers' focus was to ensure that students had work with which to engage. Since then, Two Rivers strived to infuse the opportunity for students to engage in their curiosity and creativity during this unique moment in time.

Based on these principles, Two Rivers students experienced:

### Elementary School

- Live crew meetings three times per week
- 2-3 lessons per week in math and literacy/expedition (live and/or recorded) along with related activities and assignments
- Virtual crew meet-ups/playdates
- Individual check-ins and office hours (depending on the grade)
- Additional lessons and/or at-home activities provided by specials teachers

### Middle School

- Live crew meetings every morning at 9am
- Open and by appointment office hours
- Live and recorded math, ELA, and expedition instruction
- Weekly assignments/activities across math, ELA, expedition, and specials
- Additional opportunities for middle school students to connect and give back to the community (virtually)

In addition to the above, English Learners and students with IEPs received weekly instructional check-ins to support progression in individual learning goals and access to the general education curriculum.

Because of our priority to ensure that we were able to provide a robust remote program (and that students were able to access it), we deprioritized assessments during our virtual learning in the spring. We did not administer our normal benchmark or summative assessments, and only administered an end of course assessment for our 5-8th grade students in order to inform our math placements for the fall.

Through the survey and outreach conducted by staff immediately before closure, Two Rivers identified a significant number of families in need of either or both internet and a computing device. Two Rivers initially supplied one Chromebook per family with a Two Rivers student in grades K or above that did not have a computer in the household. They also purchased and distributed a limited number of MiFis to families without internet.

Two Rivers PCS engaged in conversations with city officials, families, students, and staff as a response was planned to the continued impact of COVID-19. In the short-term, a community survey feedback was used to inform a decision to end school one week early last school year, on June 12, 2020.

# Unique Accomplishments

## **Two Rivers Receives Re-Accreditation from American Academy Liberal Education**

In March 2020, Two Rivers received notice of re-accreditation from the American Academy of Liberal Education. The re-accreditation, which is part of the charter, is valid for 5 years. The re-accreditation process involved writing a self-study and a 2-day site visit.

AALE reported that, Two Rivers Public Charter School-4th Street and Two Rivers Public Charter School-Young campus have the governance structure, administrative support, fiscal resources, long-range and financial planning processes necessary to fulfill their mission and maintain and strengthen the schools. They have shown themselves to be strong institutions, attentive to all compliance procedures, and with the planning structure and resources necessary to continue to grow and strengthen the program.

## **Two Rivers recognized as a Great Place to Work-Certified company**

Based on Two Rivers employees' feedback and the Trust Index Survey, we earned the recognition of being a Great Place to Work-certified company. This certification acknowledges the positive experience that we've created for our employees and the strong workplace culture that we've built.

## **Two Rivers at 4th street campus re-credentialed by EL Education**

Our 4th Street Elementary School and Middle School were recredentialed by EL Education for five years. This credential acknowledges our work to realize a deeper definition of success for all our students encompassing our work around students' mastery of skills and knowledge, development of character, and production of high-quality work.

## **8th Graders Advocate on Behalf of the Ethics of Gene Editing**

In the fall of 2019, Two Rivers 8th graders embarked upon a study of the ethics of gene editing. They studied the science of genetics, the history of consent and gene editing, read complex articles related to gene editing, and wrote advocacy briefs which they presented to staffers on Capitol Hill.

## **Two Rivers' Alumni Shine as Local Valedictorians**

Two students who attended Two Rivers from preschool - 8th grade became valedictorians of their high schools this year. Justin Williams was the first valedictorian at Ron Brown High School, and Roger Richardson was the valedictorian at McKinley Tech High School. We are so proud that our alumni, especially our "lifers", continue to excel after they have left Two Rivers. Through TR Connect (our alumni support program) we have been able to maintain relationships with these two young men as they moved through the struggles and success of high school. Both of them have had significant challenges over the course of their high school careers but they stayed focused and persisted which has gotten them to where they are today. The Two Rivers Community is extremely proud of both Justin and Roger for their commitment to excellence, hard work, and dedication. They are truly exemplars of our 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."

## **Two Rivers Continues Commitment to Deeper Learning**

During the COVID-19 school closure, Two Rivers teachers from grades PS-8 demonstrated unwavering commitment to continuing expeditions remotely, giving students an opportunity to engage in work that matters, and empowering them with agency in their learning.

Students created authentic online products such as recording videos of themselves testing marble runs and airplanes they made at home, creating rock cycle Instagram posts, designing infographics that compel the community to help restore the Anacostia River ecosystem, and writing letters, songs, and creating presentations on why the Founding of America is relevant to today's pursuit of freedom and justice for all.

## **Two Rivers assessments of social emotional learning recognized by CASEL's SEL Design Challenge**

Two Rivers' rubrics for our scholarly habits were honored by the Collaborative for Academic, Social, and Emotional Learning's 2019 Design Challenge. We were recognized for our successful implementation of assessments of social emotional learning in a school-based setting.



### **Two Rivers granted Innovative Program Award for Share Your DC**

The DC Public Charter School Board singled out the parent and staff diversity, equity, and inclusion program, Share Your DC, for its Innovative Program Award for 2019. The school launched SYDC in 2016 in the wake of police shootings of unarmed African Americans in order to reinforce a culture of connecting across difference by confronting implicit bias.

### **Two Rivers awarded 3rd year of OSSE Special Education Enhancement Fund (SEEF) competitive grant**

Two Rivers was again awarded a year of funding to support the expansion of fully co-taught inclusion classrooms. With this grant, Two Rivers has been able to continue funding 5 co-taught classrooms and add 3 additional classrooms across our network that have both a full-time general education and full-time special education teacher, along with an assistant teacher. We now have 4 fully co-taught classrooms at both 4th Street and Young Elementary Schools.

Our co-taught classrooms are designed to expand our continuum of support services for students with disabilities, ensuring that they receive high quality specialized instruction throughout the school day. All students benefited from more opportunities for small group, targeted instruction, including during the COVID-19 closure.

### **Innovative and New Fundraising Practices**

Under the newly expanded Two Rivers Development Team, we expanded the Beyond the Basics Fundraising Campaign to extend from from one months to four months and exceeded our fundraising goal by \$20,000.

Through a unique and new partnership with our local Ivy City based Target, we were granted a morning shopping spree to purchase clothing and holiday gifts for 20 families who are in need in our school community.

Due to COVID-19, we transitioned our annual Framing the Future Gala to become an on-line experience, and successfully raised \$100,000 for the arts at Two Rivers, an incredible achievement during a challenging time for fundraising. We also launched an inaugural Community Partner Award.

### **Continued and Deepened Race and Equity Work**

Over the course of 2019-2020, Two Rivers continued to engage in important work related to race and equity. Staff members attended monthly sessions throughout the year to raise racial consciousness through the work of Glenn Singleton's Courageous Conversations about Race. Additionally, Two Rivers Middle School students participated in a viewing and discussion of "America to Me".

### **7th Graders Create and Perform Poems of Resistance and Resilience**

Through their study of the resistance and resilience of people who were enslaved, Two Rivers 7th graders created and performed original poetry that connected historical resistance and resilience of people to modern day issues such as racism, ageism, gender bias, and cultural bias. Students performed these powerful poems to their families and community members at our annual Showcase of Learning.

### **7 Students Recognized for the Navigator Award at 4th Street**

Students in grades 3-5 were nominated by their peers to receive the Navigator Award. The Navigator Award is the highest honor that any student can achieve at 4th St. Elementary. A Navigator is a student leader who is a positive influence on their crew, the school community, and exemplifies the Two Rivers Scholarly Habits while demonstrating exceptional leadership.

### **Two Rivers recognized for Most Outstanding Parent**

At the annual Celebrating Best Practices in DC's Public Charter Schools, the Public Charter School Board (PCSB) awarded Tamara Brown as Most Outstanding Parent. Tamara, a Two Rivers parent for more than a decade, has gone above and beyond in her support for the Two Rivers community. Whether it is decorating the community room to help 8th grade graduates feel special, co-chairing the Framing the Future Gala, providing a delicious lunch for staff during staff appreciation week, hosting community service events, organizing the book fair, or co-leading the PSA, Tamara brings selflessness and a desire to create community. In her many parent volunteer roles, Tamara has worked to connect and collaborate with everyone in the community to make the school better for everyone.

### **Two Rivers Expands!**

In preparation for the expansion of the Middle School in 2020, Two Rivers broke ground on a beautiful new building. The new Middle School will be on the Young campus and includes 45,000 square feet of classrooms, common spaces, specials rooms, outdoor space, and a gym!

### **Volleyball Team wins city championship**

The Middle School Volleyball team won the Charter School Conference championship in a 3-2 set. The team had an amazing season and has a huge trophy to prove it.

### **Two Rivers presents at EL Education National Conference**

Former Executive Director Jessica Wodatch, Director of External Relations Khizer Husain, and teachers McKenzie Baecker and Ama Teasdel presented at the EL Education National Conference in Atlanta, Georgia in October of 2019. Jessica presented with board consultant Marci Cornell-Feist on engaging school boards of trustees to strengthen schools. Khizer and Jessica co-presented with parent Alison Waddy on our Share Your DC parent and staff expedition that aims to combat racism and bias through cultivating connections across difference. In addition, McKenzie and Ama co-presented on using thinking routines in middle school to deepen students' cognitive skills.

### **Two Rivers names next Executive Director**

After founding Two Rivers 16 years ago, Jessica Wodatch stepped down from leading the school at the end of June. Kristina Kyles-Smith was named the as the next Executive Director.

### **2nd Graders lead Student-Led Conferences**

In the fall of 2019 and Spring of 2020, 2nd graders led their first ever student-led conferences. Students presented their academic accomplishments and areas of growth. Students also reflected Habits of Character by reflecting on the role of the Scholarly Habits in their learning. Students presented their work to their family members.

### **4th Street earned Tier 1 designation from PCSB**

In the Public Charter School Board 2018-19 School Quality Reports, the 4th Street campus earned a Tier 1 designation. This is the seventh year in a row 4th street has earned the highest designation a school can receive!

### **Two Rivers featured in Online Publications**

Jeff Heyck-Williams, Director of Curriculum and Instruction contributed regularly to the Next GenLearning in Action Blog for Education Week.

[Making Learning Public](#) from July 2, 2019

[Designing for Social-Emotional Learning](#) from October 23, 2019

[Learning and Loving Math: Creating a Schoolwide Math Culture](#) from December 16, 2019

[Teaching Kindergarteners Critical Thinking Skills](#) from February 18, 2020 Written with Chelsea Rivas, Two Rivers kindergarten teacher, and Liz Rosenberg kindergarten teacher, Creative Minds International Public Charter School

[Connection, Core Content, and Creativity](#) from April 8, 2020

[Schools as Communities of Care](#) from June 5, 2020



# 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 2019-2020 fiscal year:

Mariam Alshamma & William Ward	Lisa & Erik Oksala
Fabiano Amin	Bill & Sarah Pelton
Anacostia Watershed Society	Gerald Ponasik
Ancillai Solutions LLC	The Queen Vic
Arent Fox LLP	Benjamin Robins & Sharmaine Heng
Sondra Arkin	William & Erin Sauer
Law Office of Lauren E Baum, PC	Michael Shenkman & Fleming Terrell
Bridgette & Brian Behling	The Smith Team
The Benevity Community Impact Fund	Lori & Matthew Steenhoek
Ian Bishop & Claire Watkins	Tech Painting Company
Bookstore Movers	Tides Center
Art Brown	Uncloudy Studio
Benjamin Cannon & Jennifer Lesko	University of Virginia
The Capitol Hill Community Foundation	Sarah & Bao Vuong
Capitol Hill Pediatric Dentistry	Rose & Ian Walton
Redding & Lina Cates	Elizabeth Weiss
Clark Construction Group, LLC	Kitty & Thomas Whitehead
Elizabeth & Frank Craddock	Kenneth Wong & Beng Salao
Katherine Dawes & Barry Lucas	Aswathi Zachariah & Richard Greene
Amal & Dante Disparte	
DPR Construction	
Duke Energy Corporation PAC	
Anne & Billy Eckert	
EdOps	
Ken & Patricia Eisner	
EL Education, Inc.	
Tom Faison	
Heather Fennerty	
Foulger-Pratt Development, LLC	
Doug & Laura Fraedrich	
Colleen Gallopin & Nathaniel Stankard	
Gamba Family Foundation	
Girsh Ganapati	
Maura & Mark Gaswirth	
Kate & Michael Gilles	
Graville Moore's Pasta Place	
Greater Washington Community Foundation	
Elizabeth Harshaw & Abeyot Demissie	
Clara Haskell Botstein	
Hot Yoga Capitol Hill	
JBG Smith	
Gregg & Jennifer Kendrick	
Ali & Nadia Khawar	
LCOR	
Lilly Pulitzer, Inc.	
Lubin Portrait Studio	
Maine School Administrative District	
#28: Five Town CSD	
MCN Build LLC	
Monumental Sports	
Kara & Gerald Morrissey	
Music on the Hill	
National Capital Bank	
NFP   Meltzer Group	
NoMa Business Improvement District	
Northrop Grumman Foundation	

# 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	534	381
PCSB	PK3 Audited Enrollment	35	36
PCSB	PK4 Audited Enrollment	46	46
PCSB	KG Audited Enrollment	50	49
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	50	50
PCSB	Grade 5 Audited Enrollment	50	50
PCSB	Grade 6 Audited Enrollment	53	
PCSB	Grade 7 Audited Enrollment	51	
PCSB	Grade 8 Audited Enrollment	49	

Student Attendance Data			
		4th Street	Young
School	Total number of instructional days	174	174
PCSB	Suspension Rate	4.9%	2.9%
PCSB	Expulsion Rate	0.0%	0.0%
PCSB	Instructional Time Lost to Discipline	0.17%	0.05%
PCSB	In-Seat Attendance	92.9%	93.4%
PCSB	Midyear Withdrawals	1.3%	2.6%
PCSB	Midyear Entries	0.2%	2.1%
PCSB	Promotion Rate	99.3%	

Teacher Employment Data			
		4th Street	Young
School	Number of Teachers	48	30
School	Teacher Attrition Rate	15%	17%
School	Average Teacher Salary	\$73,758	
School	Teacher Salary Minimum	\$58,820	
School	Teacher Salary Maximum	\$87,620	
School	Executive Salaries	\$159,000 \$129,000 \$120,581 \$120,581 \$117,216	

Instructional Staff Qualifications			
4th Street	Assistant Teachers	BA 37%	MA 6%
	Lead Teachers	98%	63%
	School Administrators	100%	89%
Young		BA	MA
	Assistant Teachers	63%	25%
	Lead Teachers	100%	77%
Network	School Administrators	100%	67%
		BA	MA
	Student Related Service Providers	100%	75%
	Counselors	100%	100%

Non-Instructional Staff Qualifications		
	Bachelors	Masters
Network Leadership	100%	100%
Network Support	52%	17%

Teacher Tenure			
		4th Street	Young
School	New to Two Rivers for 2019	12	8
School	1 to 3 years at TR	15	12
School	4 or more years at TR	21	10

# School Staff

Network Staff	
Jessica Wodatch	Executive Director
Sarah Richardson	Chief Financial Officer
Aurora Steinle	Chief of Staff
Kenneth McCants-Pearsall	Chief Academic Officer
Caroline Mwendwa-Baker	4th Street Elementary School Principal
Marcus Johnson	4th Street Elementary School Assistant Principal
Emily Rubin	Dean of Students and Families at 4th Street Elementary School
Maggie Bello	Principal Coach
Muronji Inman-McCraw	Middle School Principal
Lashuanda Robinson	Middle School Assistant Principal
Mark Nash	Middle School Assistant Principal of Culture
Hakim Johnson	Middle School Assistant Principal of Curriculum and Instruction
Chelsie Jones	Young Elementary School Principal
Susan Freye	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
Tricia Eisner	Director of Development
Rossana Mahvi	Director of Specialized Instruction
Nick Eckert	Development Associate
Alex Mackey	Manager of Foundations and Grants
Katona Johnson	Academic Counselor (My High School Search)
Molly France	Instructional Guide
Elaine Hou	Instructional Guide
Genifer Salandy	Student Support Coordinator
Shanon Redman	Student Support Coordinator
Kristal Graber	Student Support Coordinator
Lynn Moluf	Program Associate
Christina Radden	Program Associate
Julie Shepperson	Registrar
Mary Gornick	Director of Human Resources and Business Operations

Corinne Wilkerson	Registration Systems Manager
Liz Riddle	Business Program Associate
Sam Stocks	Human Resources Associate
Natalia Jones	Hiring Coordinator
Michelle Kimso	Executive Assistant
Tameka Faison	Assistant Director of Operations
Melanie Jacobs	Operations Associate
Cynthia Pope	Operations Manager
Pretrice Smith	Operations Associate
Jasmine Jones	Operations Associate
Brianna Little	Operations Associate
Bridget Espana	Operations Associate
Alysha Brown	Operations Associate
Tom Rhodes	Building Engineer
An Nguyen	Maintenance Technician
Sherry Finney-Holland	School Nurse - Young
Milan Williams	Communications Associate Intern

4th Street Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER	GRADE	ASST. TEACHER
Donna James	PS	Dilenia Dilone-Abreu
Kendall Doyle	PS	Kat Henry
Chantel Evans	PK	Cheyenne Scarver
Talia Roth	PK	Evette Gibbs
Kai Blackwood	K	Suzanne Martin
Marisa Corbett	K	Sha'Quale Davis
Tamela Odom Stephanie Cade	1	Allegra Hall
Lexie Seidel	1	Nija Loving
Katie Dunn	2	Christel Davis
Rachel Owens Lesley Riddick	2	Lee Price
Bethany Jenkins	3	Erin Berger
Kelly August	3	Derek Brown
Antoinette Smith Guyton Beth Calano Teruko Garrnett	4	Awaynie Wingate
Elizabeth Weiss Shawn Scileppi- Gonzalez	4	Xavier Scott
Katie Mancino Esther Kim	5	Khadeem Wynter
Max Williams Bahiya Pleasant	5	Aeisha Harrington
Vonja Jones	Assistant Teacher & Floating Substitute	

# School Staff

Young Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER		ASST. TEACHER
Hannah Rosen	PS	Ajulu Oluka
Helen Gasperetti	PS	Rachell Richardson
Maria Nguyen	PK	Olivia Kessler
Sherrie Nesbitt	PK	Cheryl Ouzts
LaKeisha Watson	K	Re'Jeanne Johnson
Chelsea Rivas Shannon Schmidt	K	Jordan Bolden
Jessica Cisneros	1	Christine Nwosu
Tyrone Ferrell	1	Katelyn Lucas Talika Newbon
Tuli Malarin	2	Jose Andrade
Jonna Coran	2	Kirstyn Fletcher
Karimah Smiley	3	Alice Pharr
Lindsay Wynott	3	Karolyn Cousin
Ashley Coleman Katrina Delaney	4	Stephanie Dyson
Ryan Townsley	4	Ariel Griffin
Ralph Ogundiran Raquel Ceppi	5	Lavelle Calhoun
Aleah Prentice Kate Cooper	5	Shawntika Johnson Myschia Cheatham

Middle School Instructional Staff	
Ama Teasdel	Language Arts
Carolina Riveros-Ruenes	Language Arts
Monica Powell	Language Arts
Nicole Clark	Social Studies
Dylan Alles	Mathematics
Khabeer Salaam	Mathematics
Matt Hobbs	Expeditions
McKenzie Baecker	Science

Counselors and Specialists	
Sasha Clayton	Counselor
Tiffanie Featherstone	Counselor
Leonardine Pacombe	Counselor
Melissa McCarthy	Academic Counselor
Elizabeth LeBoo	ELL Teacher
Adrianna Palestine	Speech Language Pathologist
Sarah Petry	Speech Language Pathologist
Karena Wilson-Plater	School Psychologist
Lily Damico	Occupational Therapist

Special Education Teachers	
Jazmin Heartfield	Francine Perry
Peter Gamber	Selena Taylor
Tyler Dendy	Vincent Mak
Courtney Legg	Zo Clement
Chavon Hyatt-Jackson	Lindsay Bellis
Sam Dillon	

Subject Specials	
Ruth Skutt	Art
Allison Yood	Art
Antwan Dessausure	Physical Education - Young
Delonte Johnson	Physical Education - 4th Street
Tarik Cranston	Physical Education - Middle School
Raphael Taylor	Music
Jennifer Lewis	Music
Blanca Sanchez Cole	Spanish - Middle School
Cody Encarnacion	Spanish - 4th Street
Elizabeth Dilone	Spanish - Young
Suzanne Katz	Drama - ES/Young
Tonia Vines	Drama/Arts Coordinator- Young/MS

# Board of Trustees

During the 2019-2020 school year, the Board of Trustees for Two Rivers Public Charter School was comprised of the following members:

Grace Aduroja Kolker\*-Strategic Planning Committee Member

Kimberly Rollins\*-Development Committee Co-Chair

Clara Haskell Botstein\* - Chair

Eli Schlam-Governance Committee Member

Adrian Jordan\* - Treasurer

Saumil Shah\*-Finance Committee Co-Chair

Ali Khawar\* - Secretary

Matthew Steenhoek\*-Facilities Committee Chair  
Two Rivers Parent

Reem Labib Tyson\*-Academic Excellence Committee Co-Chair

Justin Valentine\* - Vice Chair

Anne Lackwitz-Academic Excellence Committee Co-Chair

Jessica Wodatch\* - Ex Officio

Anne McElwain\*-Development Committee Co-Chair

Ashwati Zachariah\*-Facilities Committee Member  
Two Rivers Parent

Lucas Pipes\*-Finance Committee Member

\* Resident of the District of Columbia

Nick Rodriguez\*-Strategic Planning Committee Chair  
Two Rivers Parent

# Finance

## Financial Statement and Budget

Financial Statement		
Two Rivers		
July 2019 through June 2020 pre-audit year-end statement		
	23	
		Year-To-Date
Income Statement		Actual
Revenue		
State and Local Revenue		19,650,767
Federal Revenue		1,596,380
Private Grants and Donations		372,105
Earned Fees		(143,158)
Donated Revenue		291,934
Total Revenue		21,768,028
Expenses		
Salaries		10,964,617
Benefits and Taxes		2,288,595
Contracted Staff		122,619
Staff-Related Costs		145,723
Rent		55,973
Occupancy Service		1,240,535
Direct Student Expense		1,673,573
Office & Business Expense		979,971
Donated Expense		291,934
Contingency		0
Total Expenses		17,763,539
Operating Income		4,004,489
Extraordinary Expenses		
Interest		1,251,118
Depreciation and Amortization		1,144,950
Total Extraordinary Expenses		2,396,068
Net Income		1,608,421

Balance Sheet		
Two Rivers		
As of June 30, 2020		
Balance Sheet		6/30/20
<b>Assets</b>		
Assets		
Current Assets		
Cash		6,840,554
Accounts Receivable		393,283
Other Current Assets		449,288
Intercompany Transfers		29,879
Cash-Restricted		147,282
Total Current Assets		7,860,286
Noncurrent Assets		
Facilities, Net		35,517,015
Operating Fixed Assets, Net		473,089
Rental Deductions		0
Total Noncurrent Assets		35,990,103
Total Assets		43,850,389
<b>Liabilities and Equity</b>		
Liabilities and Equity		
Current Liabilities		
Accounts Payable		3,742,031
Other Current Liabilities		5,407,019
Accrued Salaries and Benefits		700,666
Total Current Liabilities		9,849,716
Equity		
Unrestricted Net Assets		7,665,605
Net Income		1,608,421
Temporarily Restricted Net Assets		652,774
Total Equity		9,926,801
Long-Term Liabilities		
Senior Debt		22,911,023
Other Long-Term Liabilities		43,788
Subdebt		1,119,061
Total Long-Term Liabilities		24,073,872
Total Liabilities and Equity		43,850,389



<b>Income Statement</b>		<b>SY20-21</b>
Revenue		
State and Local Revenue		20,472,394
Federal Revenue		1,386,421
Private Grants and Donations		608,109
Earned Fees		173,667
Donated Revenue		242,500
<b>Total Revenue</b>		<b>22,883,091</b>
Operating Expense		
Salaries		12,396,441
Benefits and Taxes		2,669,408
Contracted Staff		129,980
Staff-Related Costs		89,068
Rent		55,973
Occupancy Service		1,450,938
Direct Student Expense		1,753,186
Office & Business Expense		1,075,015
Donated Expense		242,500
Contingency		100,000
<b>Total Operating Expense</b>		<b>19,962,509</b>
<b>Net Operating Income</b>		<b>2,920,582</b>
Interest, Depreciation		
Depreciation and Amortization		1,855,869
Interest		2,662,461
<b>Total Expenses</b>		<b>24,480,839</b>
<b>Net Income</b>		<b>(1,597,748)</b>