

07 TRCS Goals, Objectives and Pupil Evaluation

Summary of goals

Goal One: Academic

Goal Two: Deep Intellectual Inquiry with a Community Connection

Goal Three: Celebrating Diversity & Language

Goal Four: Commitment to Unity, Excellence and

7.1 Goal One: Academic Excellence

At every level from preschool through 8th grade, TRCS will provide a rigorous learning environment that will result in high academic achievement. Students will gain the knowledge, character, skills and passion required for long term academic and life success

7.1.2 Rationale

The data in Colorado is clear: Charter school students are performing better than other public school children statewide (The State of Charter Schools, Colorado Department of Education, April, 2013). Locally, we also know from community forums and from conversations with parents, many of whom have already filed TRCS intent-to-enroll forms, families are not satisfied with local school district outcomes. (School View Statistics, Colorado Department of Education, 2012) Along the Rifle to Glenwood Springs corridor, these parents are eager to embrace a charter school that will provide academic excellence with emphasis on critical thinking, problem solving, second language acquisition, passion for knowledge, engaged citizenship and a world view rooted in diversity. The rapidly-developing TRCS community – parents, engaged community members, volunteers and education leaders – believe that the most effective path to achievement of these desired outcomes is through project- and place-based learning in a small classroom environment with an absolute commitment to dual language competency. It should be noted that the TRCS academic philosophy has engendered passionate support from families with diverse cultural and socioeconomic backgrounds. In particular, it has attracted low-income families, Latino families, and many others across the socioeconomic spectrum feeling marginalized by public schools and community support systems that fail to deeply engage parents in the education process, celebrate diversity and produce outcomes that fully prepare students for success in a rapidly changing world.

7.1.3 Objectives

Early Childhood Education

For many young children in Glenwood Springs and surrounding communities, an achievement gap exists before they enter school. In particular, the language and cognition skills of young

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children living in poverty are often significantly lower than their peers from higher income families. (2013 Kids Count, Colorado Children's Campaign) TRCS has planned collaborations with Head Start, Raising a Reader and the researched based curriculum, Motherhead, to confront the achievement gap through early intervention utilizing high quality early childhood programming and parent education.

TRCS will establish at least one high quality preschool classroom to serve children ages 3-5.

- TRCS will collaborate with Head Start. The preschool will utilize Teaching Strategies GOLD (see appendix 8) for all educational components related to programming including: lesson planning, observations, progress monitoring and reporting of outcomes.
- Preschool students going on to kindergarten that attend Head Start preschool in collaboration with TRCS for at least 9 months with 80% attendance or better will meet widely held expectations in language, literacy, math and the social emotional components of Teaching Strategies GOLD. Qualitative data will be collected every week for each student and entered into GOLD data systems which produce benchmark reports three times a year: fall, winter, and spring.

Academic Excellence - Year One

- 70% of students in grades 3-6 who attend TRCS will score proficient or advanced in PARCC literacy.
- 60% of students who attend TRCS grades 3-6 will score proficient or advanced in PARCC Math.
- 60% of students who attend TRCS grades 3-6 will score proficient or advanced in PARCC Writing.
- 60% of students who attend TRCS will score proficient or advanced in science using the Colorado Summative Assessment of Science and Social Studies.
- 75% of students at TRCS grades K-6 will successfully complete at least one Place Based Project (PBP) that incorporates hands-on practice in the sciences, field work, applied reading and writing and interviewing experts in the field.

Academic Growth - Year One

- TRCS will have a school-wide median adequate growth percentile of at least 50 MGP to meet state expectations in Reading, Writing and at least 45 MGP in Math. The school's median adequate growth percentile rate will exceed the Roaring Fork School District's MGP.

Academic Growth Gaps- Year One

In order to close any pre-existing academic achievement gaps, TRCS objectives are as follows:

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- 75% of ELL Students, FRL Students, Minority Students and Catch Up Students grades 3-6 will make adequate growth in PARCC Reading.
- 70% of ELL Students, FRL Students, Minority Students and Catch Up Students grades 3-6 will make adequate growth in PARCC Math.
- 70% of ELL Students, FRL Students, Minority Students and Catch Up Students grades 3-6 will make adequate growth in PARCC Writing.
- 75% of ELL Students, grades 1-7, will make average student growth on ACCESS for ELL's by scoring within the range of 20-48 composite scale score gain.

College Trajectory

In order to ensure all TRCS students are prepared for college:

- At least 75% of 8th Grade students who have attended TRCS for two years or more will pass science, math, and ELA summative assessments provided by the National Math and Science Initiative and recommended as pre-AP courses.
- At least 75% of graduating 8th Graders who have attended TRCS for at least two years will have earned admission to a selective, college-preparatory high school such as Colorado Rocky Mountain School (CRMS) and/or have entered into an Honors or AP program in high schools located in the Aspen, Roaring Fork RE-1 or Garfield RE-2 Districts.
- TRCS students will show a high awareness, based on pre/post surveys given during 7th and 8th Grade, of various college options and the requirements for earning admission to a selective four-year college. Students at TRCS will visit at least one college campus before graduating.
- All TRCS 8th Graders will complete a high quality personal essay, as measured by a rubric, which may be used in an application for a selective secondary school or program.

7.2 Goal Two: Deep Intellectual Inquiry with a Community Connection

TRCS will cultivate critical thinking, human understanding and engaged citizenship through rigorous, interdisciplinary project- and place-based learning that will require intellectual inquiry, physical exploration and collaborative community interaction.

7.2.1 Rationale

This goal addresses the desire of the TRCS community – parents, engaged community members, volunteers and education leaders – to educate lifelong learners who are self-motivated and who develop the desire and capacity to utilize information to transform themselves and their communities. This goal is based on the Colorado State Writing Standards (aligned to Common Core Standards) specifically for Standard 4: Research and Reasoning. The TRCS community believes that a crucial skill for students is the ability to research, think critically about sources of information, synthesize information gathered from a variety of sources and apply this information to the essential questions contained within a project. Project- and place-based classrooms with an active learning environment will be the norm rather than the exception at TRCS. These strategies are shown to increase student engagement. (Smith, Gregory & Sobel, David (2010))

TRCS students will:

- Apply skills and knowledge to real world situations.
- Explore topics in depth by working on projects that call for intellectual inquiry, physical exploration, and use of community resources.
- Pursue work that has an overarching purpose and key understandings transferable to multiple subject areas allowing students to make connections in different subject areas.
- Create high quality products for authentic audiences.
- Research and demonstrate (through multimodal activities) reliable and valid information to answer their questions.
- Pursue learning that produces action and positive change within the student, the school community and the world.
- Work collaboratively and leverage each other's thinking, culture, and belief systems to create sustainable solutions to school, community or global issues.
- TRCS students will produce high quality work that develops their commitment to service.

7.2.2 Objectives

Research Applied Through Projects

- 80% of all students who have attended TRCS for two full academic years will meet or exceed Standard 4 in the new Colorado Academic Standards for Reading, Writing, and

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Reasoning by participating in research to complete Projects one to two times each year depending on grade level.

- Project requirements shall include obtaining information from a variety of sources such as community experts, various genres of literature as appropriate to the Projects, conducting fieldwork, and organizing information for written and oral presentations demonstrating high levels of critical thinking as measured by project rubrics and compared to Colorado Academic Standards for Reading, Writing, and Reasoning.
- TRCS will hold two Project Based Demonstration of Learning events each year, in which students demonstrate mastery of essential content and skills. These events will attract members of the general public, including educators from area schools.

Cultivating Service-Oriented Leaders through Meaningful Work

- 100% of TRCS students will participate in at least one service-oriented activity, as part of a project, each year.
- As measured by an end-of-year student survey, 80% of TRCS students will graduate with a strong commitment to serving their community.
- 80%, of community members surveyed each year will perceive TRCS students as “making significant contributions to the Glenwood Springs community”. Community members will represent higher education, business, natural resources, city /county government and school neighbors.

7.3 Goal Three: Celebrating Diversity & Language

TRCS will leverage the power of second language acquisition, and cultural and socioeconomic diversity to enrich the community, promote cross-cultural engagement, eliminate the achievement gap and develop students who are prepared for successful engagement in a competitive world environment.

7.3.1 Rationale

The TRCS community – parents, engaged community members, volunteers and education leaders – believes that a high quality education is the right of all students regardless of their economic status, ethnic background or native language. The TRCS community (which includes low income families, Latino families, and many others across the entire socioeconomic spectrum) feels marginalized by public schools and community support systems that fail to deeply engage parents in the education process, celebrate diversity and produce outcomes that fully prepare students for success in a rapidly changing world. The opportunity to learn in a small environment where individual talents and strengths are used to inspire mastery in all subject areas is provided through Projects which allow students to ask and answer their own questions and demonstrate what they have learned through multiple avenues. TRCS will foster an environment where:

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- Teachers will demonstrate through their interactions with students every day that all students can succeed within a rigorous curriculum.
- Staff enjoys the challenge of ensuring that every child reaches their full academic potential regardless of socioeconomic status or race.
- Students work collaboratively and leverage each other's thinking, culture, and belief systems to create more sustainable solutions to school, community or global issues.

The Center for Research on Education Outcomes, CREDO, examined charter school performance in 16 states, including states with a large Hispanic population such as Arizona, California, Florida, Texas, and New Mexico. It compared the average academic growth of Latinos, ELLs, and other student groups to that of their peers in traditional public schools. Profiles of four high-performing charter schools that serve a significant proportion of Latinos and ELLs include: El Sol Science and Arts Academy in Santa Ana, California; the Raul Yzaguirre School for Success in Houston, Texas; YES Prep Gulfton in Houston, Texas; and International Charter School in Pawtucket, Rhode Island support-the TRCS approach for producing high performing second language learners and engaging students with grade level content alongside their peers.(National Charter School Study, CREDO, 2013)

Extensive review of the literature related to adolescent literacy (Meltzer & Hamann, 2004) generated three promising practices teachers can use to motivate students, including English language learners, to read, discuss, and strengthen literacy skills across content areas:

- *making connections to students' lives*, thereby connecting background knowledge and life experiences to the texts to be read and produced;
- *creating safe and responsive classrooms* where students are acknowledged, have voice, and are given choices in learning tasks, reading assignments, and topics of inquiry that then strengthen their literacy skills; and
- *having students interact with text and with each other about text* in ways that stimulate questioning, predicting, visualizing, summarizing, and clarifying, preferably in the process of completing authentic tasks (tasks with a personal purpose or for a larger audience than the teacher)

TRCS believes school should be a point of integration. As such, teachers will encourage students to work with student partners who may not share the same native language. According to The American Council on the Teaching of Foreign Languages, the benefits of 2nd Language Learning at an early age are that second language acquisition:

- Has a positive effect on intellectual growth.
- Enriches and enhances a child's mental development.
- Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.
- Improves a child's understanding of his/her native language.
- Gives a child the ability to communicate with people s/he would otherwise not have the chance to know.

- Opens the door to other cultures and helps a child understand and appreciate people from other countries.
- Gives a student a head start in language requirements for college.
- Increases job opportunities in many careers where knowing another language is a real asset. (*What the Research Shows*, ACTFL, http://www.actfl.org/advocacy/discover-languages/what-the-research-shows#academic_achievement, multiple authors)

One of the major findings in *Developing Reading and Writing in Second-Language Learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth* (August, Shanahan, Editors, 2008), was that language minority students at the elementary and secondary levels receiving instruction in both their native language and English did better on English reading measures than language minority students instructed only in English.

7.3.2 Objectives

Engagement of ELL Students

English language will be taught while simultaneously delivering core academic content in Science and Math. Students will be able to access content alongside their peers and apply their learning to Projects as measured by Project rubrics. Methods such as those noted below shall be used:

- Parallel instruction in Spanish in key academic areas.
- Use of literacy materials matched to the reading level of the student that allows them to read about core content in social studies and science alongside their peers and respond at their level of understanding.
- Participation in sophisticated dialogue and critical thinking through 21st Century Learning skills such as Socratic seminars, creative thinking as a method of problem solving, community interviews and other methods that require skills in oral interviewing.
- Application of reading, writing and thinking skills to Projects which they find personally meaningful and that require them to develop the stamina and persistence to overcome academic challenges.

Respecting Language and Second Language Acquisition

- 100% of students at TRCS will take Spanish classes every school day beginning in year two of operation. Those classes will be second language classes for English speakers and reading/writing classes in Spanish for native speakers of the language.
- Second language learners, who have attended TRCS for three years and have a first language of Spanish, will successfully apply reading, writing, and speaking skills in Spanish to Projects as measured by Project rubrics.
- Students who have attended TRCS for six years or more regardless of their first language, will be required to complete one entire Project in Spanish by successfully applying all relevant reading, writing and speaking skills as measured by Project rubrics.

- Students whose first language is English and have attended TRCS for three or more years will successfully apply reading, writing and speaking skills in Spanish to Projects as measured by Project rubrics.
- Cross cultural competence shall be developed through use of native speakers and stories, and the integration of global arts within Projects, and through relevant exchanges as defined by students and parents. Culturally relevant materials shall be intentionally integrated into the curriculum at each grade level.

7.4 Goal Four: Commitment to Unity, Excellence and Accountability

In a small school setting and through deep and supportive relationships among staff, students, families and the community, TRCS will build a unique, inclusive culture with an unconditional commitment to the success of every student. TRCS will attract parents who want to be deeply engaged in the education of their own children, and staff and community members who strive to move all children forward as fully prepared leaders in a changing world. TRCS will achieve its academic goals with integrity, in a highly efficient manner with full accountability to the school community and community at large.

7.4.1 Rationale

The TRCS community, and in particular parents within the community, are deeply committed to developing and actively engaging within an inclusive school culture. A school culture cultivated where all parents are viewed as an asset and important partners in students' educational process enhances engagement. Parents' invaluable contributions will be encouraged and celebrated by a school community that embraces parents' talents and skills, and promotes nonconventional avenues for parental involvement. Studies show that when students have the opportunity to reflect on their progress and set their own goals for future success, their investment and engagement increase.

As previously mentioned, many families feel marginalized within the existing public school environment. Much of the excitement about TRCS is directly related to the promise of deep school-parent-community partnerships and collaboration. Parents already perceive the potential for "ownership" in TRCS.

Parents participating in our small focus groups have helped TRCS identify the following opportunities to engage in their children's education and strengthen the school culture:

- Goal-setting Conferences where important information about children's academic, linguistic, and social successes or struggles at school are communicated and built upon.
- Volunteer Opportunities in and out of school – The demands that are often put on parents in small schools are too much for low-income families that often struggle to make ends meet. Asking parents to donate goods and services versus asking parents to

donate time can be a defining factor on whether or not parents feel welcome to contribute.

- Depending on the interest and needs of families, those relationships may unfold through parent workshops, home visitations, registration for GED or English as a Second Language classes, and personal tutoring, etc. This comprehensive approach to education is firmly rooted in the belief that a child's success at school is tied to the overall well-being and health of the family and community. The school's leadership and staff will establish and nurture school-community relations as well as a culture of mutual respect.
- Cross-cultural celebrations
- Budget & Finance transparency and accessibility
- An inclusive governance structure that allows for multiple opportunities for Board of Directors and constituents to directly connect, hear from and engage with each other.

7.4.2 Objectives

Participation and Engagement

- TRCS will average 90% daily student attendance each school year. Attendance reports will be generated every two weeks to identify rates of absenteeism. Proactive steps such as personal phone calls, home visitations, and networking with local agencies will be taken by school leadership and teachers to intervene with families and minimize obstacles for school attendance for those students whose attendance is below 90%.
- As measured by student surveys administered each year, 80% of TRCS students will graduate with a strong commitment to serving their community.
- 90% of parents and their students will participate in at least one goal setting conference led by their child each year to review work, accomplishments and academic/behavioral needs. This will be measured by teacher records of conference attendance and outreach attendance sheets as well as student report cards containing goals and signatures of both parents and students. If this goal is not reached initially then this percentage will increase by 5% each year until it reaches 90%.
- 85% of families whose children have attended TRCS for at least two years will participate in at least one home visit with their child's teacher.
- 80% of the parents of English language learners will attend quarterly bilingual meetings where they will be updated on school progress, news and volunteer opportunities. Attendance rates at meetings will be collected four times per year. Parents will be surveyed to determine what, if any services, might be offered to help their children succeed in school or improve their family's access to community services or education. If this goal is not reached initially then this percentage will increase by 5% each year until it reaches 80%.
- 90% of families will demonstrate satisfaction on an annual survey dealing with communication, cultural awareness, and the value parents perceive their participation to have in building school culture.

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- Strong lines of communication with students' parents in their native language will be a priority. All school materials will be translated to Spanish. Bilingual staff will be hired. Home visitations and other forms of personal outreach shall occur to maintain communication and solicit input.
- Long term partnerships with community organizations will exist including: Colorado Mountain College, Garfield County Health and Human Services, Literacy Outreach, Raising a Reader, Catholic Charities, Family Visitor Program, and a host of other agencies shall be sought to support all families as needed. Depending on the interest and needs of families, those relationships may unfold through parent workshops, home visitations, registration for GED or English as a Second Language classes, personal tutoring etc. This comprehensive approach to education is firmly rooted in the belief that a child's success at school is tied to the overall well-being and health of the family and community. The school's leadership and staff will establish and nurture school-community relations as well as a culture of mutual respect.

Hiring and Maintaining Highly Qualified, High Functioning, Culturally Aware Staff

- Teaching applicants who have demonstrated successful teaching experience with second language learners, are bilingual/bicultural, and meet highly qualified status, will be given hiring preference.
- TRCS will hire mission-driven, highly qualified staff for each grade and/or subject area.
- All faculty and staff hired will hold high expectations for the academic, intellectual, and social growth of each and every student. This will be determined through the interview process, reference checks, and previous work demonstrating this belief system.

Wrap Around Services- Connecting Families to Needed Services

- TRCS will support a child's success in school by helping to connect families to needed services. One partnership will be formed to serve the families of TRCS each year based on the needs of these families for the first four years of the operation of TRCS. The first partnership sought will be with Rocky Mountain Head Start to open an early childhood Pre- K classroom. The classroom will not only offer families early childhood programming but also health and human service support through their Family Service Worker as well as the national mandates of the Head Start program. Raising a Reader, a nationally recognized model, will also partner with TRCS to provide high quality book bags PreK-Grade1 and offer a menu of required parent education sessions related to early literacy development. Subsequent collaborations will be based on the needs of families and may include ESL and/or GED classes through Colorado Mountain College, adult tutoring through Literacy Outreach or many others.

Low Income Families

- TRCS will effectively serve low-income students in Glenwood Springs through its recruitment and enrollment policies and its academic program. TRCS' student

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population will serve at least as many low-income students, as measured by % of Free/Reduced Lunch students, as the Roaring Fork School District by year three of operation. Academic achievement of FRL subgroup, as measured by both TCAP and standards-based internal measures, will grow at a comparable rate to that of the general student population.

Governance

TRCS goals related to governance that promote unity, excellence and accountability are:

- Standing and working committee involvement. Though not required, Board Members can serve on standing committees alongside parents and teaching staff that will serve on each committee.
- Board member elections by parents
- Participation in the Parent/Teacher Advisory and School Accountability Committee where the focus will be on ensuring that all students achieve their maximum academic capacity every year. It will also act as a forum for families' and teacher concerns and ideas that will be shared with the BOD and HOS at regularly scheduled board meetings.
- All committee minutes will be translated into Spanish. and a high level of communication between all stakeholders is expected.
- The Head of School will attend all Board meetings in an advisory capacity as ex-officio.
- Periodic participation of Board Members in morning Meetings.
- Visits by Board Members to the school during school hours to engage with students and teachers and attend special school events
- Board Members will participate in PBP and student presentations to various constituent groups and authentic audience.
- Board members will network within the community to provide relevant learning opportunities to connect the student to their community.

Budget and Finance

TRCS goals related to budget and finance excellence and accountability are:

- Comply with all state, local, and federal laws related to school financial management and transparency.
- Manage the school's finances to ensure both short-term and long-term financial stability.
- Implement policies and procedures that will ensure proper financial controls, safeguards, checks and balances, oversight, and reporting.
- Implement policies and procedures that comply with generally accepted accounting standards.
- Develop budgets that ensure proper organizational and financial planning and that support the TRCS mission and vision with a minimum of waste.
- Provide wages and benefits that are competitive- acknowledge good work-listen to employee opinions about what it is like to work there- train and develop staff- look for people whose personal mission is aligned with the organization.

7.5 School-Wide Assessments & Pupil Evaluation

Parents who have expressed a desire to have their child attend TRCS, have shared their interest in students accessing a rigorous education with applied learning opportunities as well as second language acquisition. Assessments outlined in this section include opportunities for students to gather evidence of their progress and communicate with fellow stakeholders (parents, teachers) during student led conferences, which include portfolios of work in different subjects and applied learning in place based projects. Additionally, every two years, a passage portfolio will be presented to real audiences including representatives from the larger community as part of multiage transitions. Spanish language acquisition is measured and reported on regularly through the Spanish curriculum as well as part of place based projects after three years of Spanish language instruction.

Meeting the needs of individual students is imperative for any target population. Diagnostic components of literacy and math assessments automatically group students based on their needs and make recommendations for strategies to accelerate student learning.

English language acquisition will be critical for a percentage of students attending TRCS. Assessments to monitor progress are included in the ELL curriculum, the computerized academic vocabulary program as well as the state required test.

Pre-K children are monitored using a developmentally appropriate program using copious qualitative teacher observations for each learning objective as well as video samples of student performance.

Base-line data will be collected on each of the following indicators and will be used in the first year to begin the benchmarking process toward meeting the performance outcomes noted below. PARCC will be given as a standardized unit of assessment given in the spring. In order to comply with requirements of the Read Act, students will be given STAR Early Literacy and STAR Reading assessments. STAR Math will be administered in order to gather data to drive math instruction. These tests will be given tri-annually for students achieving grade level standards, and bi-monthly for students performing below grade level expectations. Below is a breakdown of each interim and diagnostic assessment tool that will be used. Domains and specific skill sets are addressed. These skills align with state standards for each grade level and provide reports that are user-friendly with critical data that can be used to drive instruction.

All STAR assessments are a product of Renaissance Learning. Renaissance Learning is an endorsing partner of the Common Core State Standards. The STAR reading and math assessments are research-based and technology-based. They provide a quick and efficient mode of identifying students that need supplemental support. Based on the performance of each student, it uses their achievement data to accelerate learning and bridge any gaps if necessary. Each question of both reading and math assessments include Common Core aligned items that strive for a specific purpose and goal. The STAR reports provide actionable information to move toward the next instructional steps and prerequisite skills necessary to develop personalized instruction.

STAR Early Literacy assesses the following 3 domains, 10 sub-domains, and 41 skills:

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DOMAIN	SUB-DOMAIN	SKILL SETS
WORD KNOWLEDGE AND SKILLS	ALPHABETIC PRINCIPLE	Alphabetic Knowledge Alphabetic Sequence Letter Sounds
	CONCEPT OF WORD	Print Concepts: Word Length Print Concepts: Word Borders Print Concepts: Letters and Words
	VISUAL DISCRIMINATION	Letters Identification/Word Matching
	PHONEMIC AWARENESS	Rhyming/Word Families Blending Word Parts Blending Phonemes Initial and Final Phonemes Consonant Blends Medial Phoneme Discrim. Phoneme Segmentation Phoneme Isolation/Manipulation
	PHONICS	Short Vowel Sounds Initial/Final Consonant Sound Long/Variant Vowel Sounds Consonant Blends Consonant Digraphs Other Vowel Sounds Sound-Symbol Correspondence Consonants Word Building Sound-Symbol Correspondence Vowels Word Families/Rhyming
	STRUCTURAL ANALYSIS	Words with suffixes Syllabification Compound Words
	VOCABULARY	Word Facility Antonyms Synonyms
COMPREHENSION STRATEGIES/CONSTRUCTING MEANING	SENTENCE-LEVEL COMPREHENSION PARAGRAPH-LEVEL COMPREHENSION	

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NUMBERS AND OPERATIONS	EARLY NUMERACY	Number Naming/Identification Number/Object Correspondence Sequence Completion Composing/Decomposing Measurement
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STAR Reading addresses the following 5 domains, 10 sub-domains, and 36 skills:

Domain	Sub-Domain	Skill Sets
WORD KNOWLEDGE AND SKILLS	VOCABULARY STRATEGIES	Use context clues Use structural analysis
	VOCABULARY KNOWLEDGE	Recognize and understand synonyms Recognize and understand homonyms/multi meaning words Recognize connotation/denotation Understand idioms Understand analogies
ANALYZING LITERARY TEXT	LITERARY ELEMENTS	Identify/understand elements of plot Identify/understand setting Identify characters and understand characterization Identify/understand theme Identify narrator and point of view
	GENRE CHARACTERISTICS	Identify fiction/non-fiction, reality/fantasy Identify/understand characteristics of genres
UNDERSTANDING AUTHOR'S CRAFT	AUTHOR'S CHOICES	Understand figurative lang Understand literary devices Identify sensory detail
COMPREHENSION STRATEGIES AND CONSTRUCTING MEANING	READING PROCESS SKILLS	Make predictions Identify author's purpose Identify/understand text features Recognize an accurate summary of text Use repair strategies
	CONSTRUCTING MEANING	Understand vocabulary in context Draw conclusions Identify/understand main ideas Identify details Extend meaning or form generalizations

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		Identify and differentiate fact and opinion
	ORGANIZATIONAL STRUCTURE	Identify organizational structure Understand cause and effect Understand compare and contrast Identify and understand sequence
ANALYZING ARGUMENT AND EVALUATING TEXT	ANALYSIS	Identify bias and analyze text for logical fallacies Identify and understand persuasion
	EVALUATION	Evaluate reasoning and support Evaluate credibility

Star Math assesses the following 4 domains and 54 skills:

NUMBERS AND OPERATIONS	<p>Count with objects and numbers</p> <p>Identify odd and even numbers</p> <p>Relate place and value to a whole number</p> <p>Add and subtract whole numbers without regrouping</p> <p>Multiply whole numbers</p> <p>Divide whole numbers with/without a remainder in the quotient</p> <p>Identify, order, and compare fractions</p> <p>Add and subtract fractions with like/unlike denominators</p> <p>Find prime factors, common factors, and common multiples</p> <p>Convert between an improper fraction and a mixed number</p> <p>Relate a decimal to a fraction</p> <p>Add or subtract decimal numbers</p> <p>Divide a whole number resulting in a decimal quotient</p> <p>Multiply and divide with fractions</p> <p>Multiply and divide with decimals</p> <p>Relate a decimal number to a percent</p> <p>Solve a proportion, rate, or ratio</p> <p>Evaluate a numerical expression</p> <p>Perform operations with integers</p> <p>Determine a square root</p> <p>Solve a problem involving percents</p>
DATA ANALYSIS, STATISTICS, AND PROBABILITY	<p>Read or answer a question about charts, tables, or graphs</p> <p>Use a chart, table, or graph to represent data</p> <p>Determine a measure of central tendency</p> <p>Use a proportion to make an estimate</p> <p>Determine the probability of one or more events</p>

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ALGEBRA	<p>Relate a rule to a pattern Determine the operation given a situation Graph on a coordinate plane Evaluate an algebraic expression or function Solve a linear equation Determine a linear equation Identify characteristics of a linear equation or function Solve a system of linear equations Simplify an algebraic expression Solve a linear inequality Solve a nonlinear equation Graph a 1-variable inequality</p>
GEOMETRY AND MEASUREMENT	<p>Relate money to symbols, words, and amounts Use the vocabulary of geometry and measurement Graph on a coordinate plane Determine a missing figure in a pattern Determine a measurement Tell time Calculate elapsed time Solve a problem involving the perimeter of a shape Identify congruence and similarity of geometric shapes Solve a problem involving the surface area or volume of a solid Determine a missing measure or dimension of a shape</p>

STAR assessments provide reports with detailed information about each student, class, and school-wide achievement data. Reports can provide recommended groupings of students based on specific skill needs, and offer teachers research based strategies to address skills. This type of diagnostic support can save precious time for busy teachers. Student Growth Percentiles are provided to more accurately gauge growth. Individual student growth is compared to other students achieving the same level of ability. This growth is translated as a percentile score. Teachers can easily see which students are not progressing at the same rate as other students in the whole class, or small group. These students can be targeted for further intervention strategies. Other key growth indicators are also given, including grade equivalency, percentile rank, and instructional level in reading and math. This information will help teachers identify best teaching practices that most impact student growth. Progress monitoring reports show teachers how each student is progressing mastery of Core standards by giving detailed data on specific skills for each core subject. Re-teaching of these standards (or skills within a standard) can be done immediately and efficiently.

TRCS will use a number of strategies and make all decisions based on a data-driven culture. All students will be screened for placement in literacy and math groups, progress monitoring and formative assessments will determine curricular changes, and annual performance data will be interpreted to identify areas of weakness for future educational focus. TRCS realizes the importance of using multiple sources of data to improve student achievement. TRCS will use a combination of external standardized diagnostic assessments like those listed above, unit

assessments from Saxon Math as well as The National Math and Science resources, Sundance/Newbridge assessments covering all five elements of reading, Accelerated Reader, Avenues English and Sube, as well as internally developed formative and summative assessments toward this aim. IXL math assessments which are part of every student practice session, add one more data point for math teachers and provide detailed reports of individual progress and mastery. The Head of School in collaboration with the Academic Coach and classroom teachers will be responsible for all school-wide student assessment data, as well as overseeing the administration and analysis of classroom assessments. TRCS student assessment scores will be analyzed in grade level teams and by the school leaders throughout the school year and longitudinally to identify trends. Every week during PLC meetings, teachers will review and compare common assessments in reading, writing or math. These meetings will center around best practice strategies for moving students forward along continuums of learning for the different subject areas. The Head of School will also ensure that all staff members have the resources necessary to regularly use data to plan and modify lesson plans to meet the needs of all students.

Students in all grades will complete comprehensive place based projects, applying content knowledge and skills from across the curriculum. To assess student work within these projects, teachers will use standards-based grading rubrics, (see appendix 2 for example) collecting student work samples that demonstrate the students' progress toward meeting the specific standards. This type of assessment helps us to measure how effectively we are building our students' domain specific content knowledge.

7.5.1 Data-Driven Instruction

TRCS will follow two overarching goals while using data to drive instruction. Of utmost importance are: achieving academic excellence and preparing every student for college. With that in mind, teachers and administrators will use assessments as the STARTING point for instruction, not the end. Standards and objectives are meaningless to teachers until it is defined how to assess them. TRCS will focus on this specific objective: defining how to assess and evaluate students to reach excellence and college-readiness. The principles that TRCS will use to ensure that students are being given effective assessments are:

- Transparency
 - Teachers will see all assessments before they are given
 - Assessments will define the roadmaps for quality instruction
- Alignment
 - Alignment to state test (format, content, and length)
 - Alignment to instructional sequence (curriculum)
 - Alignment to college-ready expectations
- Reassessment
 - Standards that appear on the first interim assessment will appear on subsequent assessments
 - Students will be reassessed after re-teaching has occurred

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During key team meetings when teachers are analyzing assessment data, they will initially draw global conclusions about the data by asking specific questions.

- How did my class do as a whole?
- What are the strengths and weaknesses in the standards? Where do we need to work the most?
- What are the results with different modes of questioning? How did students do with multiple choice? Open-ended? Reading vs. Writing?
- Which students fall into the strong and weak categories?

Once this information is collected, teachers will then begin to “dig-in” and analyze more specific data about the assessment. The types of questions that teachers will ask during this phase are:

- Did the students all choose the same wrong answer? Why?
- How do standards compare? Do results of one standard affect another?
- Are there questions that separate proficient from non-proficient students? (sorting data by scores)
- Are there any anomalies occurring with certain students? (looking horizontally at each student)

Excerpts taken from Sanyoyo-Bambrick, Paul- Driven by Data: A Practical Guide to Improve Instruction (2010)

Using writing as an example, TRCS staff will follow specific guidelines when thinking about instruction and assessment. Anchor papers will be essential so that all staff have high expectations, and written work can be assessed objectively. Proficient and Advanced Proficient exemplar papers will be published throughout the school for each grade level and used by teachers. Teachers will have clear examples of a product that shows proficiency. Fourth grade teachers can see what a proficient third grade paper looks like so that they can increase rigor on fourth grade writing proficiency rubrics. Third grade teachers can see what a fourth grade proficient paper looks like so that they can scaffold and support the student throughout the year to attain the fourth grade level of proficiency. There will be grading consensus among teachers so that expectations are the same on rubrics. Teachers will grade as many papers together as possible in order to build this consensus. Draft Writing will be balanced with One-Time writing assessments. Students will need the practice in improving and refining their craft, but will ultimately need training in writing one-time drafts on state assessments and short-answer assessments.

In order to increase rigor and achieve academic excellence, TRCS will use data to inform best practices school wide. Teachers will use the following best practices to increase student success and achievement. When using these best practices, assessment is always at the forefront of every strategy employed in the classroom.

- Re-writing and tightening objectives with assessments in mind
 - Connecting objective to how student will be assessed

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- Writing “know/do” objectives
- Breaking objectives into smaller chunks to ensure mastery of skills
- Brief 5-10 minute exercises to start class
 - Mixed-format questions
 - Re-teaching questions
 - Add how/why questions for different levels of learners
 - “Why did you choose this answer?”
 - “How did you know your answer is correct?”
- Question to check understanding and increase engagement
 - Scripted questions to ensure appropriate scaffolding and rigor addressed at varying levels
 - Less teacher response and more student response
 - “Do you agree with him/her?”
 - “Why is that answer correct/incorrect?”
- Techniques to help with student error
 - Student whiteboards are utilized to check for immediate understanding and to modify instruction within each lesson
 - Students must articulate how they will avoid making repeated errors in the future
 - “No opt-out” rule- students are not let off the hook when struggling with an answer
- “Think” ratio
 - Student thinking is promoted instead of teacher talk
 - Students are asked to support answer, always using evidence
 - Definitions are put in students “own words” instead of reciting exact definitions
 - “What if” questions will be asked so that students are asked to analyze certain scenarios and determine how they would be different if specific information were to be eliminated
- Differentiated instruction
 - Assessments include leveled questions and a bonus section will allow for challenge questions
 - Data is used to determine degree of scaffolding and extra support
 - Assignments are created with menu options that allow for different areas of ability. These are chosen by the student, the teacher, or in collaboration.
- Peer to Peer support strategies
 - Students are responsible for teaching specific parts of a lesson to a small group
 - Think, pair, share
- Student self-evaluation

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- Students track their own progress and make goals for the future, as well as grade their own work with student/teacher created rubrics
- Exit Tickets
 - Teacher will assess similar skills using different methods
 - Data from exit tickets are used the following day during short instruction exercises
- Homework
 - Spiral review
 - Above grade-level challenge problems to achieve Advanced-Proficiency
 - Differentiated according to exit ticket data and other informal assessments

A key component to successfully evaluating student performance is providing ample time for teachers, support teachers, and administrators to have purposeful conversations regarding this topic. Teachers and administrators will understand achievement targets their students must master, as well as become an assessment-literate faculty. They will learn how to gather dependable and quality information about student achievement, as well as use that information effectively to maximize student achievement. This can only be done by participating in data-driven professional development opportunities and spending allotted time each week to analyze data and modify instruction accordingly. Throughout the year, teachers are given daily and weekly opportunities apart from classroom teaching time to spend engaged in meaningful data analysis.

Students at TRCS are released early every Friday so that teachers can spend time dedicated to data analysis and instruction modification. During these sessions each week, teachers will look at their data and ask the questions highlighted previously. Based on the data, teachers may find it necessary to reteach specific skills to the whole class. Small groups may be created, or shifted, in order to reteach skills that only a specific group needs. Classroom assessments may be modified if the teacher sees an inconsistency between their assessment and the desired objective. Teachers will also discuss specific assessment questions and decide whether they are worded in the appropriate way in order to get the desired outcome. Results may not be showing a true picture of whether students are achieving proficiency. Teachers may change the way they are approaching the curriculum and/or rearrange their schedule to better fit the needs of the students. Time allotment for specific objectives may be changed to allow for more or less engagement time. Teachers will reflect and collaborate with other faculty members to reteach these specific concepts and adjust the delivery of the lesson. Questions will be analyzed so that they are in tiers of achievement. Students will need the opportunity to show understanding of certain criteria, but also be given the opportunity to go above and beyond to show a deeper understanding of that same skill. These skills should be able to cross over into other subjects and disciplines. In addition to these weekly opportunities to look at data and adjust instruction, teachers are also given two planning times each day that consist of 45 minute blocks. A common planning time is provided each day for grades K-3, and separately for grades 4-6 for a 30 minute block. This allows for discussions across grade levels and collaboration to ensure appropriate sequencing of skills from grade to grade.

7.5.2 Project-Based Rubrics

Students at TRCS will be active participants in various projects throughout the year. Before a project is started, teachers will ask “How do I know if a project is successful? How will I measure what students will learn?” Teachers will continually assess to ensure students receive targeted content knowledge and skills. Teacher and student created rubrics will be a large part of the assessment process. By involving students in the creation of this type of assessment, it creates student “buy-in” and offers clear expectations for the teachers and students. The function of this type of assessment is to

- Help students plan their next steps
- Help students plan their next project
- Make content connections more clear
- Engage students directly in the evaluation of their own work
- Allow students to answer the questions, “Am I getting it?” and “How am I doing?”
- Allow teachers to develop more complex relationships with students

Project-based rubrics will

- Give clear guidelines to a reviewer on how to evaluate the project
- Allow different reviewers to arrive at similar conclusions when a completed project is compared to each of the graduated criteria
- Give clear targets of proficiency to aim for
- Serve as a tool to keep students on target along the way
- Remind students of their goal

Throughout the project, teachers will give ongoing formative assessments for the purpose of revision and improvement, both for students and teachers. It will hold students accountable to refine and improve their work, as well as guide teachers to refine and improve their instruction.

PARCC describes forthcoming assessments from Grade 3 to 12 as “rich, performance tasks” that measure students’ readiness for college. Students will be assessed on mastery of significant academic content plus 21st century skills such as creativity, problem-solving, and decision-making. Project-based learners plan, work on complex tasks, and assess their performance and progress. Their tasks are designed around issues, questions, or needs identified by learners.

When creating rubrics, teachers will

- Identify the project objective
- Choose criteria that meet the objective
- Select criteria that reflects a level of performance that is a model of successful achievement for the level they are teaching
- Write criteria statements in clear language that learners can understand
- Write description of levels of performance in clear language that will aid student in identifying how they can improve their performance

Along with formative and summative teacher/student created rubrics, students will also participate in peer and self-assessments. Peer assessments will take the form of guided questions, checklists, rubrics, questionnaires, and journals. Self-assessment is crucial for college-readiness because it gives them the ability to identify learning that is taking place and therefore builds life-long learning skills.

7.5.3 Portfolios

Summative and reflective portfolios will also be used to measure and report student progress. The portfolio will be a collection of student work and assessment data. With teacher support, students will create and add to portfolios throughout their enrollment at TRCS, selecting work samples that highlight students' progress toward meeting CAS and TRCS academic and nonacademic goals. A sample portfolio for a fourth grade student might include summative math assessments, standardized test scores, a chart showing progress in reading fluency, work samples selected by both the student and teacher that demonstrate mastery of CAS standards, and student reflections that note progress toward self-selected goals.

Students will play a key role in the management of these portfolios, not only in selecting the work to be included, but also in using the portfolios to identify academic and nonacademic goals for themselves, and reflect on their progress toward meeting those goals. Students will prepare and conduct a goal setting conference with their teacher and parents twice a year, in which they share products they are proud of, discuss projects that interest them, and identify individual goals for the upcoming year. Portfolios give students, teachers and parents rich data on students' progress in acquiring the content mastery, ownership of learning and problem solving ability that will put them on the path to college. Along with standardized assessments like the PARCC, STAR Early Literacy, STAR Reading, and STAR Math, TRCS will use formative and summative assessments to chart student progress throughout the year.

7.5.4 Second Language Acquisition

TRCS believes in the acquisition of a second language both for English speaking students and students who speak Spanish. Primary grades will participate in Spanish language classes every day during year one and all students will participate in Spanish classes every day beginning in year two. Those classes will be second language classes for English speakers and reading/writing classes in Spanish for native Spanish speakers linked to place based project topics. Leveled books in both English and Spanish have been budgeted for and will be used to provide time on text in both English and Spanish linked to place based project topics. TRCS will measure Spanish language acquisition of English speaking students through assessments developed by Sube (see appendix 7) until they have participated in Spanish classes for three years. After three years, these students will be expected to apply Spanish literacy skills to place based projects. See goal section for more details. This will be measured using a rubric developed by the staff. In Year Six, students will complete an entire place based project in Spanish regardless of their first language, applying all relevant reading, writing, and speaking skills. In addition, Avenues English Language Acquisition will be used for English acquisition. The curriculum provides assessments to be given every six weeks in order to monitor progress.

7.5.5 Early Child Education

Early childhood teachers will be using Teaching Strategies Gold as their primary tool for assessing student progress in literacy, math, language, and cognitive, physical as well as social emotional skills. Science and Technology, Social Studies, the Arts and English Language Acquisition can also be measured using this tool. There are 38 objectives for development and learning birth through kindergarten. Teachers write observations and/or record student learning through written observations and/or digital recorded observations in each area multiple times throughout the year. They then determine where the child falls on the learning continuums. GOLD generates highly developed reports that produce student profiles of learning in each area. This tool can also be used for special education students who are developing skills in the objective areas but may not be considered proficient for their grade. GOLD is strengths- based and allows teachers and parents to see where a child's learning status is, how far they have come, and where they need to go.

7.6 How Data will be Obtained

Each year, the Head of School and Academic Coach in cooperation with the School Accountability Committee comprised of parents, teachers, and community members will develop a Unified Improvement Plan, UIP, which includes a math, literacy, culture/climate status, and growth goal. An example is provided in appendix J.

A "root cause analysis" will be completed to determine the reason for each year's test results, whether they increased or fell behind and why. Student achievement data, surveys, numbers of referrals, attendance rating, and other relevant measures will be considered when setting key goals and strategies for increasing student achievement. The UIP will be presented to the TRCS Board of Directors by September 15th and to the authorizer no later than September 30th of each school year or on a date deemed necessary to meet CDE requirements for posting. TRCS will use the on-line data warehouse systems, and Alpine Achievement Systems, Inc. Alpine Achievement Systems, Inc. gathers all relevant data in one place, including ILP status and plans, RtI status, goals and plans, as well as PARCC results and student growth. All STAR assessments will be used to track and set specific goals around reading and math since it will be given three times per year and will allow for individual student goal setting in terms of growth and status reports that are normed nationally. The data will be imported into Alpine Achievement System's data warehouse and will be reported to the school community no less than once per year each September in the UIP following the completion of the analysis of the data.

The school will be using Power School as its Student Information System since this is in alignment with the other CSI schools. TRCS will also participate in the Colorado Education Performance Network, CEPN, provided by the Colorado League of Charter Schools in order to conduct value-added analyses and report results for participating charter schools and provide high quality professional development for teachers and school leaders in using the results of value-added analysis, data management software, and benchmark assessments to improve classroom instruction.

The Head of School and Academic Coach will be responsible for gathering the data and guiding Professional Learning Community conversations with instructional leadership team members to interpret the data, determine needs for professional development and to help modify the instruction for individual students.

Engaging Students

One learning target displayed and referred to during PLC meetings will be: *I can identify ways to engage students in actively using data about their own achievement to drive engagement and ownership.* One learning target displayed in classrooms and referred to by both teachers and students will be: *I can actively use data about my progress to set and achieve goals.* Students will be guided from a young age to review and analyze their progress and set goals for continued achievement. Some of the methods used will be:

- Error Analysis: Students analyze their errors for patterns and use these patterns to set goals for improvement.
- Progress Tracking: Students track their progress and set goals toward clear academic and character targets based on their analysis.
- Communicating Progress: Students communicate their progress and goals during their student led conferences.
- Reflection: What are your relative areas of strength? What area might you choose to work on first?

7.7 Promotion Requirements

Multi-age classrooms provide opportunities for students to access curriculum on a continuum that typically expands greater than single grade classes. As an example, students who may be low in literacy skills at a first grade level can access portions of the kindergarten curriculum as teachers form dynamic groups for literacy and math based on ability and readiness each day. Conversely, a kindergarten student capable of doing first grade work in literacy and math can easily access portions of that curriculum each day.

It is not uncommon for primary teachers to have five or six different multiage literacy groups that they work with regularly. Strategic assistance from colleagues through co-teaching, ELL teachers or Special Education teachers make this possible each week. Especially at the primary level, readiness is a significant factor to consider when looking at individual students. If a kindergarten student matures or demonstrates readiness for learning skills in reading, writing or math at a different rate than their peers, the multiage classroom will give that student extended time to demonstrate widely held expectations in core subjects. Teachers knowledgeable in the scope of skills and standards for spans of grades, can more readily move children up or down the continuum of learning as needed. Because teachers will be looping for two years with their students, some discretion can be made relative to retention if a child is moving into the next grade level with the same teacher. In collaboration with key school leadership, a teacher may decide not to retain a student if they determine that the present trajectory of the student, should it continue at the same pace throughout the next school year, would allow the child to be ready for subsequent grades. This is not unusual in the early years

of elementary school as students' progress on developmental continuums and show readiness and mastery individually. However, grade retention or acceleration will be carefully considered in collaboration with the teacher, Academic Coach, Head of School and parents. All of the following factors will be considered:

- Academic skills
- Maturity
- Satisfactory completion of work
- Likely success in completing the academic work at the next grade level

Procedural guidelines for retention or acceleration of a student are as follows:

- The parents, school leaders and other appropriate staff will confer about the student's educational needs at least four months before the end of the school year if retention or acceleration is to be considered. Academic interventions/supports that have been implemented will be reviewed and refined as needed.
- The teacher and/or school leaders will confer with the parents at least three months before the end of the school year about the reasons that grade retentions or acceleration may be recommended.
- The school leaders, teachers and parents will confer prior to the end of the school year about the student's progress. Based on the conference, which will include individual student data analysis, retention or acceleration will be considered if it is deemed in the best interest of the student. Strong consideration will be given to parental concerns; however, the Head of School will make the final decision. In such instances, a team of teachers who work with the student as well as the academic coach will prepare a plan that includes a summary of the schools interventions/support during the current year to meet the student's academic needs and the interventions to be implemented during the next school year to meet the student's academic needs and be eligible for promotion the following school year. For students who enter behind grade level, they must achieve 1.5 to two years of academic growth as determined by their individual growth plans in order to reach grade level proficiency in literacy and math.
- Students exiting 3rd grade will be targeted and closely monitored. Students' reading benchmark scores will be evaluated and the Head of School will make the final decision on retention of these specific students. The READ Act is in place to promote grade-level proficiency within K-3 grade levels. Not achieving grade-level expectations is not a definitive reason for retention, although their scores and other bodies of evidence will be closely looked at.

7.8 Reporting

Parents will receive narrative report cards three times a year: fall, winter and spring to align with STAR assessments and other testing that occurs in these cycles. Report cards will include academic progress in literacy and math relative to benchmark standards, samples of written work, and student goals. Parents will also participate in student-led parent-teacher conferences/ goal setting sessions where students will present a summary of their work,

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discussing their progress toward meeting academic and non-academic goals. Progress on the 8 Habits of Learning will be included in this discussion. Parents may also be informed of school progress through participation in Accountability/Advisory meetings and Brown Bag lunches scheduled throughout the year. Parents will also receive an annual report that includes achievement data from PARCC. This annual report will show current achievement and growth data school wide in reading, writing, and math.

Students, teachers and school administrators will be appraised as to the school's overall progress toward meeting its charter goals for student learning through a number of means. Regular faculty meetings, collaborative grade level or data team meetings, and Instructional Rounds visits and debriefs will all serve to share information with staff as to the overall health of the school as well as student learning and staff development needs. Administrators will receive electronic data on student assessments on a bi-monthly, tri-annual, and annual basis (depending on how often some students are required to take these assessments). This information will help administrators to guide professional development, maintain accountability, and provide warning if a course correction is necessary. Students will receive feedback from teachers regarding formal and informal assessments that occur at any time throughout the year. Teacher-students conferences could happen daily, monthly, and tri-annually, depending on the assessment given. Tri-annual teacher-student conferences will occur after each STAR assessment is given. Students will be given their scores, what skills they are excelling in, and what skills they can strive to achieve. Goal-setting will occur in which students reflect on their current level of performance and set goals for future assessments and projects.

Board members will receive tri -annual reports on the progress of the school toward its charter goals and meeting the learning needs of all students. These reports will coincide with the tri-annual STAR assessments to show how the school is progressing, making improvements between each assessment, and how the school is addressing areas of concern. In addition to this, ACCESS assessment data will be shared annually with board members to inform the board how TRCS is meeting the needs of the ELL population. Monthly/Quarterly board meetings will also be another means of sharing information with board members to identify how the actions and strategies of TRCS are leading towards the overarching "Big Picture" of the school. They will also receive the annual PARCC data report at the time that parents receive it.

The Larger Communities Served by TRCS (Glenwood Springs, New Castle, Rifle) will be able to access outcome data from School View, TRCS website and the local newspapers. TRCS will contact two local newspapers each year in an effort to highlight students and their academic progress.

7.9 Summary of Pupil Evaluation

Assessment Type	Who Uses It and For What Purpose?	How Often?
Student Portfolio Presentation	Demonstrates student ownership of their own learning, as well as individual student progress. Demonstrates student progress toward meeting nonacademic	A minimum of one time each Year

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	goals. Students use data to set goals for future learning. Teachers use data to gauge student progress in mastering targeted standards, as well as in taking responsibility for their own learning. Parents use this information to determine how to best support their child’s learning. Spanish teacher uses as a summative assessment of applied reading, writing and speaking skills for those students who are required to complete projects in Spanish.	
Teaching Strategies Gold	Looks at progress of preschool children in language, literacy, math, cognitive, fine motor, gross motor, and social emotional skills. Teachers gather qualitative data on each child for each area throughout the year and create check points for learning along continuums 3 times a year: fall, winter, spring to measure widely held expectations.	3 times a year
PARCC	Measures longitudinal growth using standardized measures in literacy, math and science. Measures the extent to which students are on track for college readiness in math and ELA.	Once a year
ePATS	Practice Tests in science and social studies to prepare students for Colorado Assessments in Social Studies and Science	At least once a year
Colorado Science and Social Studies Assessments	Summative tests: grades 4 and 7 for social studies - grades 5 and 8 for science	Once a year
Running Literacy Records STAR Early Literacy STAR Reading	Provides ongoing student progress updates in reading fluency and comprehension, phonics, and/oral language skills. Teachers and the Key Leadership use results to monitor individual student progress, determine where additional supports may be needed, and to evaluate the effectiveness of the literacy curriculum. Parents receive results to determine how best to support their child’s learning.	Running Records-Ongoing STAR Early Literacy-Tri-Annually (Monthly for students performing below grade level) STAR Reading-Tri-Annually (Monthly for students performing below grade level)
SAXON Math Curriculum Assessments STAR Math IXL Math	Provides formative and summative evaluations of students’ mastery of state standards and critical thinking skills in mathematics, aligned with the schools identified math program. Teachers and Key Leadership use the results to identify where to re-teach, where to adapt or modify the curriculum to meet student needs, and where additional resources may be needed to supplement the curriculum.	SAXON Math Assessments-Ongoing IXL Assessments- Ongoing STAR Math- Tri-Annually (Monthly for students performing below grade level)
National Math and Science Initiative –Laying the Foundation Unit Assessments and Post Tests	Provide formative and summative assessments in middle school grades 6-8 math, science and English Language Arts linked to CAS and AP classes at the secondary level	Post module completion- at least four times a year in math as a cross reference for Saxon and each month in ELA and Science
6 + 1 Traits Writing Rubrics	Provides information about the level of writing students are producing relative to: Ideas, Organization, Fluency, Voice. Conventions, and Word Choice	Twice a month
CELA / WIDA Assessments Avenues English	Provides information about the extent to which English Language Learners are becoming Fluent English Proficient Provides formative assessment in growth for reading, writing, and speaking English	CELA-Once a Year W-APT-Given at any time for new students to assess for placement

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		Every 6 weeks
Supere	Formative and summative assessments to measure growth in Spanish language acquisition	Twice a month
Projects/ Rubrics	Provides information on student progress in meeting standards and goals. Demonstrates student progress toward meeting nonacademic goals. Teachers use information to identify students' ability to apply skills across content areas. Students use the information to reflect on their own learning and identify areas for additional practice. Spanish teacher uses as a summative assessment of applied reading, writing and speaking skills for those students who are required to complete projects in Spanish.	One to four times a year depending on grade level
Student Self-Reflections and Peer Critique	Provides data on student-identified strengths and weaknesses and supports students in managing self-identified behavioral and academic goals. Teachers use the information to determine students' progress in academics, behavior, and in self-reflection. Students use the information to chart and monitor their own learning. Parents use the reflections to identify where they can support their child's academic progress.	Ongoing
Classroom Pre and Post-tests	Provides formative and summative data to support the monitoring of student progress, the design of lesson plans, and remediation and enrichment activities where needed. Key leadership uses information to monitor student progress. Teachers use the data to monitor student progress, design lessons, and evaluate the effectiveness of the curriculum.	Ongoing throughout the year as standards are introduced and evaluated
Parent, Student and Teacher Surveys	Provides stakeholder feedback on school operations, academic rigor, school culture, curriculum, and teacher effectiveness. Key Leadership, school staff, and the Board use the information to identify how the school is meeting community needs, the needs of students and staff, safety and school culture, and make changes as necessary. Teachers use the information to inform their practice in regards to lesson design and academic content.	Several times a year