



Two Rivers 4th Street

Performance Benchmarks Template

Each EL Education Network School develops a set of Performance Benchmarks aligned with EL's Dimensions of Student Achievement. Performance Benchmarks outline ambitious multi-year impact goals for the school and are the basis for annual Work Plans. Due to the diversity of schools in our network, it is necessary to strike the right balance between consistency and flexibility in these benchmarks. While the indicators listed below are common across all EL Education network schools, individual schools are welcome to identify additional outcomes that are relevant to their specific context and improvement priorities. Each year, the school tracks quantitative data in a [Credentialing Data Profile](#) and collects a multi-year body of evidence that shows how student achievement is improving across each dimension of achievement (specific strongly-encouraged examples of evidence options are named below).

[2016 IR Instrument](#)

	Mastery of Knowledge & Skills	Student Character and Engagement	High-Quality Student Work	Implementation Priorities
Baseline Year 0 (SY15-16)	% Proficient ELA- Overall: 43% 4+ on PARCC	* Two Rivers currently assesses every student on scholarly habits. Two Rivers has rubrics to unpack the scholarly habits.	* The Two Rivers Instructional Leadership Team engages in a Quality Work Protocol twice a year and uses those results as data to inform current and upcoming instructional focus priorities.	
	% Proficient Math- Overall: 40% 4+ on PARCC			
	Currently outperforming district? Y			
	Currently outperforming state? Y	* Two Rivers Middle School has used the crew structure since 2010. Two Rivers Elementary School uses the morning meeting structure, class meetings, and closing circle.	* Every class produces high-quality work related to their expedition and shares with the community and families at Showcase twice a year.	
	Graduation Rate (if HS): NA	* Students in 6th through 8th grade create digital portfolios and share them at student-led conferences twice a year and 4th and 5th grade create digital portfolios and participate in student-led conferences. During the conferences students reflect on how their scholarly habits impact their work.	* Two Rivers has also focused on using thinking routines as a habit of mind throughout all classrooms with a particular emphasis on Claim, Support, Question.	

		*Two Rivers 7th graders engage in a passage portfolio every year with a panel of staff members and students who score below an average of 3 are required to redo their passage portfolio. *The VOMP structure is used as a consistent peer conflict mediation structure in both the ES and the MS. *Attendance Rate - 93.6% for all and 92.4% for students who are economically disadvantaged *Suspension Rate - Two Rivers 4th Street ES had 2% of students suspended for 1+ days in school year 15-16. Two Rivers Middle School had 22% of students suspended for 1+ days in school year 15-16. The network suspension rate was 6% in school year 15-16. *Re-Enrollment - 93.4% of students who were eligible re-enrolled at Two Rivers, one of the highest of charters in Washington, DC.	*Students regularly engage in critique protocols to revise their work towards high-quality. Critique can be seen in all disciplines, including specials classes. Baseline QWP Trends: *During our QWP on 11/15, the ILT identified complexity as a relative area of need. We focused on the need for complex sources and for the students to do the cognitive lift. This data was used to help identify the instructional focus on synthesis the following year.	
Schoolwide Implementation- Phase 2				
3-Year Impact Goals	Two Rivers students will continue to outperform the state on the state standardized assessments	Students at Two Rivers will be lifelong, active participants in their own education, develop a sense of	All students at Two Rivers, with a special focus on students who are economically disadvantaged, will	

	and Two Rivers will increase the achievement of their students who are economically disadvantaged.	self and community, and become responsible and compassionate members of society.	produce high-quality work that is complex and authentic.	
Year 1 (SY16-17)	65% of our 1st-8th grade students will meet or exceed their growth targets on math and reading MAP 50% of our 3rd-8th grade students who are economically disadvantaged will score a 4 or 5 on Math and ELA PARCC 85% of our students in PS-K will score in the green on the end of the year mClass assessments in reading and math	75% of all ES and MS students will score a 3 or 4 on scholarly habits portion of the progress report. Two Rivers Middle School will decrease the suspension rate and will lower the suspension rate gap between all students and students who qualify as economically disadvantaged. Two Rivers Elementary School will maintain the suspension rate at 2% of students. 100% of students in grades 4 through 8 will produce digital portfolios and lead student led-conferences twice a year where they reflect on scholarly habits.	* Two Rivers will implement deeper learning assessments related to reasoning and problem-solving and will collect baseline data from 100% of students. *Teachers in grades 2-8 will use reasoning data to create targeted action plans for 100% of students who struggled with reasoning.	Implementation Review Target: Min Score
Year 2 (SY17-18)	Increase the percent of 1st-8th grade students meeting or exceeding growth targets on math and reading MAP Increase the percent of 3rd-8th grade students who are	Two Rivers will increase % of students meeting scholarly habits targets from last year to this year 100% of students in grades 4 through 8 will produce digital portfolios and participate in student	*The Instructional Leadership Team will use the QWP to compare the highest quality student samples with samples of work from students who are economically disadvantaged to in order describe the specific gap in	Implementation Review Target: Min Score 66

	economically disadvantaged who score a 4 or 5 on Math and ELA PARCC Increase the percent of students in PS-K scoring in the green on the end of the year mClass assessments in reading and math	led-conferences twice a year where they reflect on scholarly habits. 100% of students in 2nd and 3rd grade will participate in their conferences at the end of the year. Two Rivers Middle School will continue to decrease the suspension rate and decrease the gap between the students who are economically disadvantaged and those that are not. Two Rivers Elementary School will maintain the suspension rate of 2%.	attributes of high-quality student work.	
Year 3 (SY18-19)	- Percentage of students meeting MAP growth targets increases 5 percentage points compared to 2017-18 - Math: 40% - ->45% - Reading: 46%-->51% Middle School: Math: 51%--> 56% Reading: 42%-->47% 65% of students in grades 1-8 will meet or exceed growth targets on reading and math MAP (grade level targets?)	- Every student is assessed and reported on revised scholarly habits to set baseline data. - Students reflect on scholarly habits implementation during student-led conferences in grades 4-8. <i>Creation of a rubric for each new scholarly habit and accompanying "look fors" in task force</i> 25% decrease in student time out of class compared to the equivalent period in 2017-18	- Conduct two high-quality work protocols in ILT and 100% of student work demonstrates complexity. 80% of students per classroom will demonstrate Accomplished or Exemplary on one of the following rubric for problem solving , effective reasoning, or decision making. <i>80% of Students interviewed will be able to describe their problem solving, effective reasoning or decision making.</i>	Implementation Review Target: Min Score 84

	• ELA and Math PARCC proficiency increases 10 percentage points compared to 2017-2018 • 50% of our 3rd-8th grade students who are economically disadvantaged will score a 4 or higher on reading and math PARCC • All subgroups will increase their PARCC performance in ELA and math by 10 percentage points compared to 2017-2018 • 85% of students in PS-K will score in the green on end of the year mclass assessments in reading and math	• 100% of students in grades 4 through 8 will produce digital portfolios and lead student led-conferences twice a year where they reflect on scholarly habits. ○ Increase the number of students, 6-8 who have an IEP, leading the meetings • Two Rivers Middle School will continue to decrease the suspension rate, resulting in a decrease in the number of AA students who are suspended. • Two Rivers Elementary School will reduce the suspension rate by 1% (4% to 3%)		
Year 4 (SY19-20)	MAP: • Percent of students proficient on MAP Math (54%) and ELA (64%) will increase by 5 percentage points by June 2020 to be 59% in Math and 69% in ELA. • Percent of African-American students who are proficient on ELA and Math MAP will increase by 15 percentage points. • The percentage of students meeting MAP growth norms increases 5 percentage points compared to 2018-19	Scholarly Habits: • Two Rivers Middle School students will show aggregate growth on scholarly habit scores from 2018-2019 to 2019-2020 in, “I can connect and collaborate” and “I know myself” Student Interviews: Students reflect and track progress on Thinking Routines in the different subject areas.	Communicating Student Achievement: • All students (6th-8th) will create a portfolio with quality work that demonstrates practiced thinking routines (complexity) in all subject areas. ○ Percent of 7th grade students passing passage portfolio on the first round will increase by 30% ○ 100% of 8th graders	Implementation Review Target: Min Score 98

	• The percent of African-American students meeting MAP growth targets will increase by 10 percentage points compared to 2018-2019 PARCC: • Percent of students proficient (4 and 5) on ELA and Math PARCC increases by 5 percentage points compared to 2018-19 • Percent of students who are African-American proficient on ELA and Math PARCC will increase by 10 percentage points - Percent of consistently enrolled African-American students who are proficient on MAP will increase by 15 percentage points - Percent of African-American students meeting MAP growth targets will increase by 20 points compared to 2018-2019 - Increase the % of students of color who are accelerating towards proficiency as measured by MAP RIT growth that exceeds the projected growth		who didn't pass passage portfolio in 2018-19 will pass by February 2020	
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