

Bridges Public Charter School

School Year 2012-13 Title I Program Evaluation September 16, 2013

The 2012-2013 school year is the first year Bridges PCS has received Title I funding and the first year the school had elementary grade level students. Bridges PCS is an expanding elementary school program and served our first class of kindergarten students during the 2012-2013 school year. The school has historically served PK 3 and PK 4 students exclusively. The school will add a grade level each year through 5th grade in 2017-2018.

During the 2012-13 school year, Title I (and other consolidated funds) were used to support: (1) Social worker and (2) Literacy/Writing Professional Development.

Social Worker

The social worker for the 2012-2013 school year was responsible for:

- Overseeing the Student Support Team (SST) at Bridges
- Providing direct services to students
- Supporting families with social emotional concerns as well as connecting them to concrete services
- Providing training to school staff and parents
- Developing school policies and procedures for the social work program at Bridges

The 2012-2013 school year was the first year that Bridges PCS had a social worker on staff. The school views social work support as a much needed resource and will add additional social workers to the school's staff as the program grows in size. Bridges social workers case load was made up of both students with special needs / IEP and students from the general education population. The 2012-2013 SY case load for therapeutic support was 18 students. Five (5) families receive support with being linked to outside agencies. The school's social worker is also the school's liaison for Homeless students. In overseeing the Student Support Team the social work support nine (9) referrals of students for concerns to be address on matters that were either behavioral, developmental / academic or social emotional. Of these nine cases, six (6) resulted in successful plans of intervention / support where the concern was remediated and three (3) where referred to the school special education department with the recommendation for evaluation to determine if special education services were needed. The social worked draft policy for the school on the following matters during the 2012-2013 SY: Anti-Bullying policy; Sexual Harassment / Violence Policy (alleged staff to student and a Restraint and Therapeutic Hold Policy. The trainings provided to staff by the social worker included: Second Step Training,

Mandated Reporting Training, and Student Support Services Procedures and Policy Training. Sessions led for the school's student population included: Coordinating Good Touch Bad Touch Sessions / Presentations (a body safety program) and read alouds during Inclusion week with every classroom on a book about being friends with children with special needs.

Literacy/Writing Professional Development

The literacy / Writing Consultant who worked with the kindergarten grade level funded with Title I money for the 2012-2013 school year was responsible for:

- Training teachers on the school's English Language Art instructional approach / program, the Readers and Writers Workshop, which includes work in direct phonics instruction.
- Providing weekly real-time coaching in Readers and Writers Workshop to teachers.
- Training teachers in the use of the Fountas and Pinnell Literacy assessment tool and how to use interim assessment data to inform instruction.
- Training school based instructional support staff on coaching of teachers in Readers and Writers Workshop.

Bridges selected the Readers and Writers Workshop approach to literacy instruction for our elementary school as it in-line with the school's educational philosophy of being student center and has extensive research documenting it to be successful with a diverse student population. Historically Bridges the PK program student population has been 60% low-income, 40% English Language Learners (ELL) and 25% - 30% students with special needs. The school's special education population includes level 1 - 4 students; the majority of the level 4 students who are served by the school are non-verbal or have very limited verbal skills. The special education population at Bridges has historically been 33% level 4 special education students. In planning for the expansion of the early childhood program into an elementary school we anticipated that the student population would continue to be similar to the population of the early childhood program.

For the 2012-2013 school year Bridges served 26 kindergarten students: 54% were students with special needs, 50% were ELL and only 19% were students who did not have an IEP and were not an ELL student. 23% of the school's special education population was level 4 students, the majority of whom are non-verbal or have limited verbal skills. These students communicate primarily using PECS (the Picture Communication Exchange system).

Bridges does not yet serve a grade level that takes the DC-CAS. The assessment used by Bridges to determine student progress for literacy skills development / English Language Arts for the 2012-2013 for the Kindergarten grade level was the Fountas and Pinnell 3rd Edition Reading Assessment. F&P is a standardized assessment which measures students on their beginning literacy skills, letter identification, sight word recognition and independent reading level. This assessment is given every six weeks during the school calendar and is given in English. This assessment was given to every kindergarten student (with and without special needs). The test does not have an alternate version that can be used with students with special needs.

Disaggregated data for the Kindergarten grade level shows the success and challenges students at Bridges PCS are having with literacy skills development. See the tables below for the student performance targets for the 2012-2013 school year:

Student Progress Targets	Progress Results & Target Met	Progress Results by sub-groups
<ul style="list-style-type: none"> ▪ 80% of kindergarten students will be on or above a level D or higher or will increase their reading level by 2 reading skill development levels by the spring administration of the Fountas and Pinnell Reading Assessment. 	<ul style="list-style-type: none"> ▪ 58% of students met this goal ▪ No 	<p>Students with IEPs</p> <ul style="list-style-type: none"> ▪ 23% of students with IEPs % of students met this goal. <p>ELL Students</p> <ul style="list-style-type: none"> ▪ 31% of students met this goal. <p>Students who do not have an IEP & are not ELL</p> <ul style="list-style-type: none"> ▪ 100% of students met this goal.
<ul style="list-style-type: none"> ▪ 80% of kindergarten students will know 25 sight words or more or will increase the number of sight words that they will recognize by 10 words by the spring administration of the Fountas and Pinnell Reading Assessment. 	<ul style="list-style-type: none"> ▪ 81% of students met this goal. ▪ Yes 	<p>Students with IEPs</p> <ul style="list-style-type: none"> ▪ 38% of students with IEPs % of students met this goal. <p>ELL Students</p> <ul style="list-style-type: none"> ▪ 46% of students met this goal. <p>Students who do not have an IEP & are not ELL</p> <ul style="list-style-type: none"> ▪ 100% of students met this goal.
<ul style="list-style-type: none"> ▪ 80% of kindergarten 	<ul style="list-style-type: none"> ▪ 85% of students 	<p>Students with IEPs</p> <ul style="list-style-type: none"> ▪ 50% of students with IEPs % of students met this goal.

<p>students will know 52 letters (upper and lower case) or increase the number of letters that they recognize by 20 letters by the spring administration of the Fountas and Pinnell Reading Assessment.</p>	<p>met this goal.</p> <ul style="list-style-type: none"> ▪ Yes 	<p>ELL Students</p> <ul style="list-style-type: none"> ▪ 85% of students met this goal. <p>Students who do not have an IEP & are not ELL</p> <ul style="list-style-type: none"> • 100% of students met this goal.
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In reviewing student performance for English Language Arts, Individual Instructional support plans goal progress for ELL students and students IEP goal progress Bridges still believes that the Readers and Writer’s Workshop approach to literacy instruction is appropriate for the diverse student population that we serve. For the 2013-2014 school year to further support students with the development of students English Language Art skills the school will be adding a reading intervention teacher and a second ELL support teacher to provide instructional support for students who are English as a Second Language Learners. The reading intervention program Bridges will be using is Fountas and Pinnell’s Leveled Literacy Intervention (LLI). This researched based program fits well into the program and assessments already used by Bridges. Returning students will begin receiving reading intervention support based on 4th quarter data from the 2012-2013 school year. Students new to the school or who are found to not be making the quarterly progress expected for reading skills development will be added to the reading intervention teachers case load throughout the year. It is our hypothesis that the reading intervention program LLI and additional support staffing for ELL students will increase the performance outcomes of both students will IEPs and ELL students. The school is also looking at utilizing additional assessments to document Literacy Skill development that better allow non-verbal students to show their level of progress. The school uses the Peabody Picture Vocabulary Test (PPVT) at the early childhood level with our PK 3 & PK 4 students. The PPVT measures receptive language skill development, so student who are non-verbal or have limited verbal skills can successfully complete the assessment as they can point to answer the assessment, they do not have to say an answer.

For the 2013-2014 school year, Title I (and other consolidated funds) will be used to support: (1) Social worker; (2) Literacy/Writing Professional Development and; (3) Early Childhood Curriculum Coordinator. With the school’s expanding size we are receiving additional Title I funding and believe that support of the instructional resource staff person at the early childhood level, the Early Childhood Curriculum Coordinator is the best use of these funds. The activities / responsibilities for the social worker and literacy coach for the 2013-2014 school year will be similar to what occurred during the 2012-2013 school year. The work of the EC Curriculum Coordinator is described below.

The EC Curriculum Coordinator will be responsible for:

- Training PK 3 and PK 4 teachers on the school's curriculum
- Training teachers on how to use interim assessment to inform instruction
- Training teachers on implement data-driven parent-teacher conferences and meetings, Academic Parent Teacher Teams Meetings (APTT).
- Coordinating interim and end-of-year assessments using outside tester and school staff
- Coordinating the Response to Intervention (RTI) process at the Early Childhood level