

School Year 2012-2013 Title I Program Evaluation

Overview

E.L. Haynes operates a comprehensive reform strategy designed to affect the entire educational program. As such, our “Title I Programming” is seamlessly integrated in to our regular educational practices directed at increasing student achievement for all students. We use consolidated federal funds to support salaries of individuals working throughout our academic programs with almost all teachers and students in our school. For these reasons, our evaluation of our Title I program is nearly synonymous with the evaluation of our overall program. Our strategy includes: a comprehensive needs analysis conducted annually with input from multiple stakeholders; identification and commitment to specific goals and strategies to address needs; comprehensive planning at all staff levels; and continuous review of data. In 2012-13, E.L. Haynes had the following school-wide goals, priorities, and initiatives focused on literacy and maximizing student time in school. The school utilized consolidated entitlement funding as well as local funds to execute projects aligned with our strategic goals. The major initiative we launched throughout the school was the roll-out of Response to Intervention which informed our goals and initiatives.

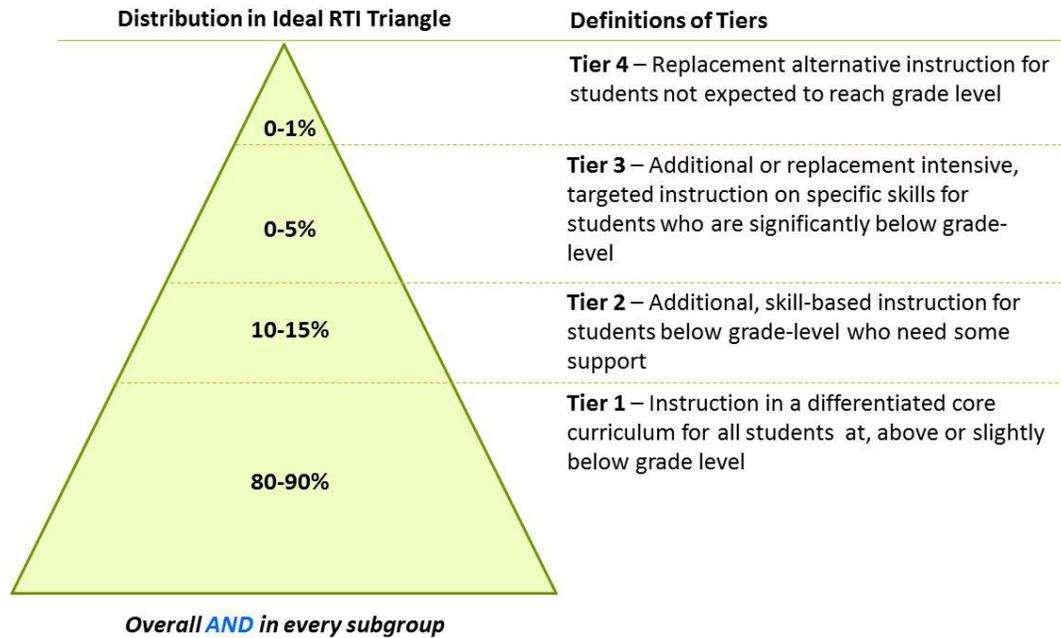
BIG GOALS

- A. 80% percent of students will be at or above grade level in reading (F&P, TC, DCCAS); 100% will have made a year-or-more of progress (F&P, TC); the 20% not on grade level will make more than a year’s growth (F&P, TC)
AND
B. We will use data to track and monitor initiatives regularly.

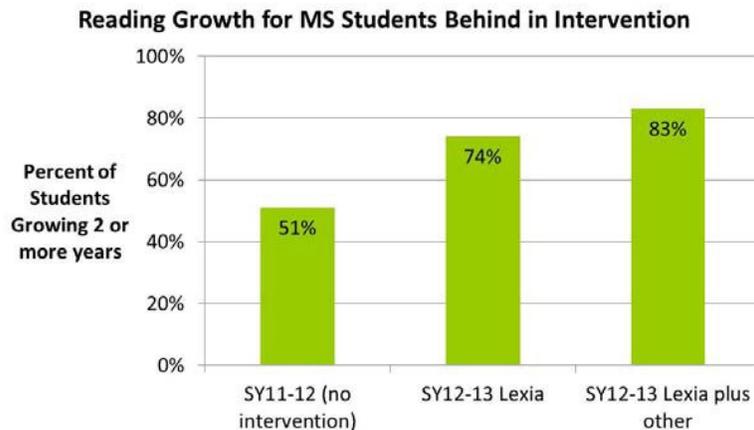
PRIORITIES

Priorities	1 Improve Tier I literacy instruction to meet needs of 80% of students	2 Move our students who are more than 2 years behind at least 2 grade levels*	3 Increase days at school compared to 2011-12 by reducing suspensions and reducing % of truant students
	Initiatives	<ul style="list-style-type: none"> • Word Study • Small Group Work • Improve SST co-planning and coordination • Lit. standards integrated in sci & ss 	<ul style="list-style-type: none"> • Lexia • HS Learning Lab • Intervention coord and tracking • AS3 Rollout • EDP tutoring and Intersession

With the roll-out of Response to Intervention, we also used the RtI Triangle as our targets to work toward. We expect that it will take between two and five years to meet the ideal targets for each of our campuses (elementary, middle, and high school).



In addition to the results from the DCCAS described in the section below, we did see some positive change towards meeting our goals, though we did not reach them completely. While we did not reach our goal of 80% of our students proficient or advanced in reading, we were able to see dramatic growth for our students in our intensive middle school reading intervention (see chart below) for 87 of our middle school students (approximately one third of all of our middle school students) who gained two or more years of reading growth. And, although we did not have 100% of our students gaining a year or more in reading, 81% of our students across our elementary and middle school made more one year of progress as indicated by our internal reading assessment.



In addition, we made significant progress towards reaching the ideal targets for our RtI Triangle. See the chart below which highlights our middle school data with the decrease in students who are significantly behind in Tiers 3 and 4, as well as the increase of students who are proficient and advanced in Tier 1. At this rate, we anticipate the middle school reaching the ideal targets in two to three more years.

**Change in Proportion of Middle School Students in RtI Tiers
Beginning of Year to End of Year in 2012-13**

RtI Tiers	Ideal RtI Target	Beginning of Year (BOY)	End of Year (EOY)	EOY-BOY
Tier 4	1%	2%	1%	-1%
Tier 3	0%-5%	35%	25%	-10%
Tier 2	10%-15%	18%	18%	0%
Tier 1	80%-90%	46%	57%	+11%

Results

In 2012-13, E.L. Haynes administered the DCCAS to students in second through tenth grade. The chart below shows the percentage of students who scored proficient or advanced in reading and math from 2006 to 2013 followed by a chart that shows the results for reading and math by 3rd – 10th grade levels for 2013. While we continue to outpace the District average in all grades and subgroups, our 2013 scores are below what we know our students can do.

E.L. Haynes did not make overall AMOs for math and reading. We also failed to make AMOs in the SPED, Black and Latino subgroups. Last year, we began implementing implemented Response to Intervention (RtI), and evidence based program, in order to address Tier I instructional gaps for all students as well as targeted interventions for Tier II and Tier III students. E.L. Haynes hired a Director of Response to Intervention in order to coordinate the implementation of Tier II and Tier III interventions school-wide. This position was funded from multiple federal sources. In our first year we focused on implementation of several literacy interventions. One intervention, Lexia, showed dramatic results for students that were two or more years behind in reading. In fact, 83% of students with Lexia and other interventions grew 2 or more years in reading. We will continue implementation of RtI in school year 2013-2014 and expand our interventions to mathematics.

Additionally, it is critical that E.L. Haynes address Tier I curriculum and instruction needs in mathematics and reading. Our Staff and Curriculum Developers for both literacy and mathematics will work with teachers on both curriculum and instructional coaching to address existing gaps and improve proficiency for all students.

Our overall reading score of 60% was not a surprise because we use internal reading assessments to track the progress of our students throughout the year. We had, in fact, predicted an overall score of 55%, so were pleased that our score was 5% higher than our prediction. (For the first time this year, we assigned a reading goal of 2 years or more to all students who were one or more years behind. In the past, we had not been this aggressive, but found that we'd be able to move 51% of our students who were behind two or more years, so decided to make that our expectation for all students who are significantly behind.)

We had predicted that we would see a small decrease in math, but not as large a decrease as we experienced. Two years ago, we made the decision to fully align our curriculum to the Common Core State Standards (CCSS) in math and reading by 2012-13. Given the significant reduction in the number of standards in CCSS compared to DC State Standards, our curriculum contained ~50% of the standards tested on the DCCAS. In addition to the reduction of standards, we also shifted our instruction to match the Common Core's increased rigor and the anticipated shift in PARCC's assessment of students through written responses, multi-step problems, and demonstration of critical thinking skills. Because DCCAS has not shifted to the Common Core math standards – the DCCAS questions may be aligned, but they are not akin to the increased rigor as defined by the CCSS – we anticipated a decrease in our scores. Lastly, we think that some of the decrease in scores overall may be due to our decision not to dedicate the month before the DCCAS to test preparation or take significant time throughout the year to practice test preparation.

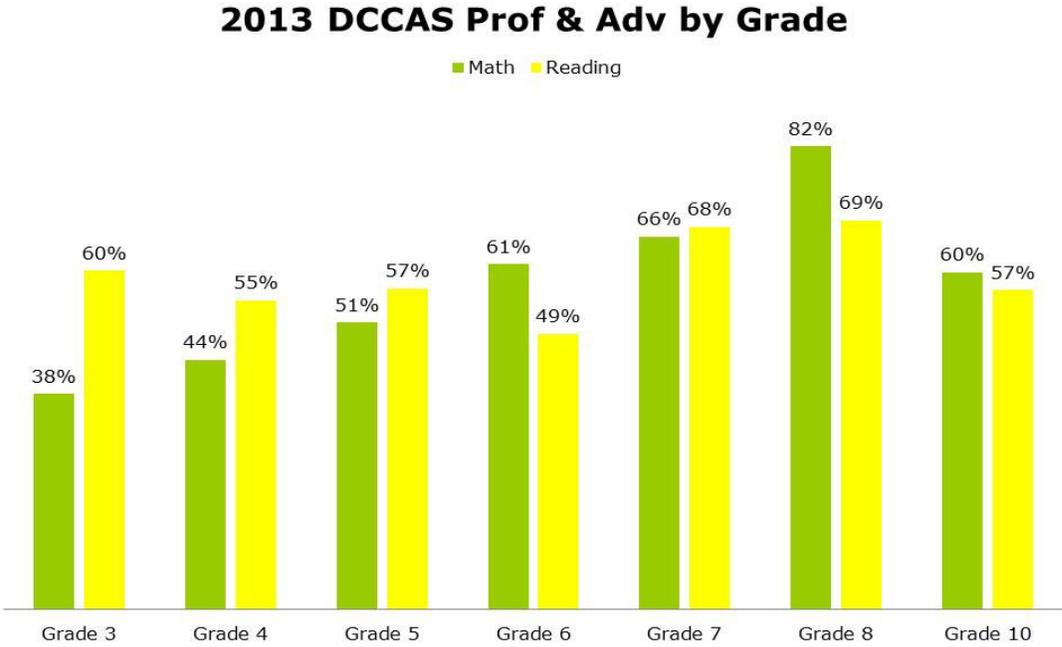
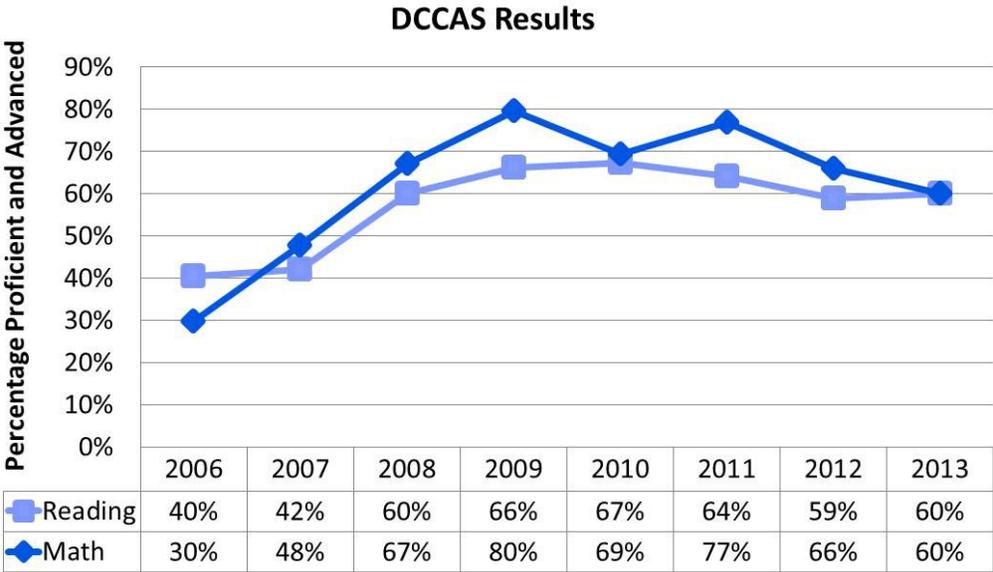
Kindergarten Readiness: The Creative Curriculum Teaching Strategies GOLD, designed by Teaching Strategies, is an assessment that allows teachers to systematically observe, record, and evaluate language, cognitive, socio-emotional, and physical development. In 2012-13, E.L. Haynes administered the Creative Curriculum to pre-kindergartners and 74% of students met or exceeded their projected annual growth goal. This exceeded our target on the Early Childhood Education Performance Management Framework (ECE PMF) of 70%.

Reading Growth for Early Childhood: The Fountas & Pinnell Benchmark Assessment System allows teachers to systematically observe, record, and evaluate strengths and weaknesses in students' decoding and comprehension skills. Teachers can plan for future teaching and track student progress. In 2012-13, E.L. Haynes administered the F&P to students in kindergarten to second grade and more than 76% of students demonstrated growth of a year or more which exceeded the ECE PMF target of 75%.

Reading Proficiency for Early Childhood: The reading proficiency target for students in first and second grade on the ECE PMF is 70%. In 2012-13, only 60% of students ended the year proficient or

advanced, so E.L. Haynes did not meet or exceed the target.

Attendance: The ECE PMF's targets for attendance are 88% (Pre-K) and 92% (1st and 2nd grades). In 2012-13, the attendance rates were 96% (Pre-K) and 98% (1st and 2nd grades) which exceeds the targets for each grade level group.



Evaluation

Our LEA Leadership Team (composed of the Head of School, Principals from all three campuses, other instructional leadership and Directors) evaluates literacy, math, and student behavior/wellness data on a quarterly basis to inform instructional improvements necessary throughout the year. At the end of the school year the leadership team dissects the DC-CAS data when it is made available over the summer and compares it to our internal data in order to gain further insights. In addition, the LEA Leadership team reviews additional data by reviewing student discipline disaggregated by campus, grade level and month; student attendance rates by grade level and month; parent survey data; teacher evaluation data; and professional development evaluations.

The Leadership Team had the following major take-aways from the data analysis: 1) our decisions to adopt the Common Core State Standards in math (this included the adoption of the instructional shifts as well as the standards) and not to take out a month of instruction to prepare for the DCCAS had a greater negative impact on our math scores than we anticipated; 2) the significant number of new students we've enrolled in 6th grade over the past three years had a small effect on our scores, but was not responsible for the overall decrease in math or lack of increase in reading scores, 3) there was no effect on our scores by the attrition of students (we have very little attrition, but we wanted to see if we'd lost high performing students at a greater rate than not-yet-high performing students); 4) there is a group of persistently struggling students in math and in reading at many grade levels that we have only begun to figure out how to serve; 5) while we have made progress on shifting the proportion of students in the different Tiers in reading, we still have a ways to go to reach the ideal proportions according to RtI Triangle; and 6) we did not see the increase in the percentage of students who scored advanced in reading or math that we wanted.

In terms of our third priority for 2012-13, we were very pleased to see the significant decrease in suspension rates in our elementary and middle schools. We attribute this change to using a restorative justice approach and the hiring of new Restorative Justice Coordinators at each of our campuses. We are deepening this work by launching Positive Behavior Intervention and Support (PBIS) across all our grade levels in 2013-14.

This data analysis and needs assessment formed the basis of our strategic planning for school year 2013-14. Based on the data from 2012-13, we have expanded our priorities to include math, so that our three school-wide priority areas are 1) literacy, 2) math, and 3) maximizing time in school. Our plans for 2013-14 build on the successful Response to Intervention pilots from 2012-13 by expanding the literacy interventions and launching math interventions. The plan includes the following: 1) in order to monitor the progress of our math program, we will use a new assessment (NWEA MAP) that is nationally normed which will be given to students in 3rd – 8th grades three

times over the course of the year and we have had Achievement Network customize our interim math assessments to the scope and sequence aligned to the Common Core State Standards; 2) we will expand the Tier 2 and 3 reading interventions to serve students across elementary to high school to address the students who are persistently struggling; 3) so we will pilot Tier 3 math interventions to serve our most needy students in math; and 4) we will continue to improve our Tier 1 instruction in reading and math so that we can further shift the RtI Triangle towards the ideal targets.