



Tolson Campus

Title I Program Evaluation Summary 2012-2013 School Year

During the 2012-2013 school year hypotheses were made, and data were collected and analyzed in several areas pertaining to Title I student achievement. Parents/guardians, teachers, and administrators carefully reviewed these data in order to inform the decisions that will be made concerning Title I program design and implementation. Over the 2012-2013 school year Imagine Hope Tolson allocated funds to employ a math curriculum specialist, a reading curriculum specialist, a Stanford Math coordinator, and an instructional assistant. A small portion of funds was also dedicated towards professional development.

There were several changes made to the Title I program this year. One was the addition of the Stanford Math program to assist students in math achievement in grades 3-8. It was hypothesized that students might progress more significantly in a small group or individually with the expertise of a specially trained teacher.

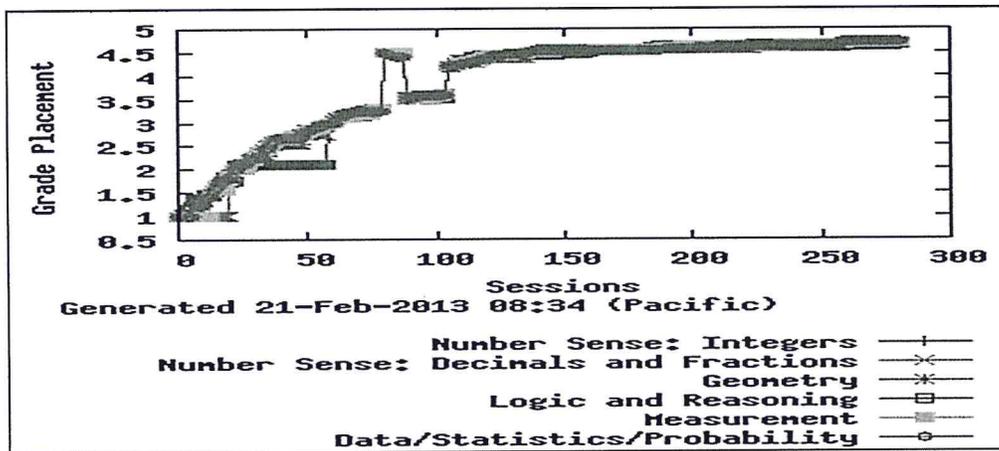
The Stanford Math coordinator made significant contributions in the 2012-2013 school year. Stanford Math coordinator contributions were depicted through student's academic advancement. The coordinator assisted students by working with them in small groups and one-on-one. She moves around the classroom continually monitoring students' progress while working on the Stanford math computer program. Additionally, she works with students through the math assignment. She sits with students individually and works through math problems with them. She goes through each mathematical step labeling each part of the problem for their full comprehension. As a result of the Stanford Math coordinator position, students have gained a more comprehensive understanding of mathematical problems.

The strategies put in place to see growth included working math problem out with the students dividing, multiplying; addition, and subtracting or reading words problems along with them to confirm holistic understanding of the math assignment. Subsequent to assisting students with an initial math assignment, students were instructed to do another math problem individually. Through instructing students to perform the math problem individually, while watching them, allowed the coordinator to conduct a visual assessment of comprehension of the assignment.

The specific testing achievements that were illustrated in the area of math and evidence of student's growth are depicted in Stanford math reports. As depicted in the graph below, the coordinator is able to view and analyze each student's progress.

Figure:1 Strand	Current Grade Placement	% Correct
Number Sense: Integers	4.62	81 % (2439 / 3006)
Number Sense: Decimals and Fractions	4.69	45 % (534 / 1183)
Geometry	4.67	71 % (300 / 419)
Logic and Reasoning	4.64	65 % (276 / 421)
Measurement	4.68	73 % (434 / 593)
Data/Statistics/Probability	4.72	77 % (299 / 385)

Figure: 2 Grade Placement Trajectory



As depicted in the figure 1, the coordinator is able to view the strand in which the students are working. In the example student graph above (figure 1), the coordinator can see that number sense integers is the students strongest component at 81% correct while by contrast number sense: decimals and fractions is the student's weakness at 45%, through this report she can monitor the student's progress and which areas to academically focus. Through data collection and monitoring, the coordinator can target the student's area of weakness and help students to progress academically through one-on-one instruction.

In figure 2, evidence is conveyed through the upward projection of the grade placement that the student has been move from a grade placement of 1 to 4.5 from the start of the school year to February 2013 respectively.

Moreover, there were testing achievements in the classroom which consequently had a direct impact on standardized tests.

The Stanford Math coordinator also engaged parents throughout the year. She engages parents through one-on-one conferences to discuss student's progress. Additionally, she maintained contact with parents via emails and telephone meetings. As the coordinator, she discussed with parents tactics they could utilize at home to continue students motivation once they leave the school classroom.

A math curriculum specialist was also employed to promote progression in the area of math. The math coach made many contributions during the 2012-2013 school year. The math curriculum specialist supported teachers during assessments, during planning, and also worked with specific teachers to support and grow their classroom instructional protocols. She supported the ANet data cycle by planning, analyzing data, and giving feedback on re-teaching plans for each of the 4 interim assessments. After developing the math scope and sequence for K-8th grades, she developed weekly formative assessments to help teachers monitor if they were teaching to the weekly objectives from the scope and sequence. She also arranged math focused programs such as Pi Day and the 100th Day of School Celebration. The math curriculum specialist also dedicated time toward assisting and engage parents. During each of the curriculum nights, the math curriculum specialist ran programs to help support parents in understanding Common Core State Standards, Imagine Hope Tolson Assessments and supporting students with their homework with problem solving strategies. The advances made in reading can be seen below in ANet data, DC CAS data, and SAT 10 data.

A reading curriculum specialist was also utilized during the 2012-2013 school year to promote academic success. The reading curriculum specialist coordinated and provided assistance to struggling learners in the area of reading. She participated and supported the ANet interim assessment program, where she supported the ELA/Reading teachers during the data cycle. She created weekly formative assessment that supported the scope and sequence that she created the summer of 2012. Teachers also worked with her during the data cycle to analyze data, create reteach plans and helped teachers focus on standards that are students were finding difficult. During the 2012-2013 school year, the reading curriculum specialist also supported other school wide literacy programs such as Reading is Fundamental (RIF), CUA tutors, the Scholastic Book Fair, the DC Spelling Bee, and monthly reading incentives and family programs. The advances made in reading can be seen below in ANet data, DC CAS data, and SAT 10 data.

An instructional assistant was utilized to pull out small groups of struggling learners to reduce class size of testing grade students throughout the 2012-2013 school year. The instructional assistant supported the self-contained class. She worked with the special education teachers and the special education coordinator to implement small group plans that met the goals of the students IEP's and current grade requirements. She also assisted in developing and supporting the creation of the DC ALT portfolios that the special education coordinator was creating to submit to OSSE. Overall, the instructional assistant assisted students in achieving academic success. Through daily assessments and re-teaching, she reworked daily lessons from data to create meaningful and thoughtful lessons that met the learning styles and individual needs of the self-contained students.

Employing these positions (curriculum specialists in reading and math, Stanford math coordinator, instructional assistant) helped to create short and long-term plans for student progress and schoolwide success. As you can see by our SAT 10 growth and DCCAS proficiency scores, our classes made growth in math and that can be directly correlated to our Stanford Math program and the support people we have in the classrooms. We also saw huge amounts of growth when our special education DC ALT portfolios were reviewed and received scores of proficient. Even though our Reading scores did not see as much growth, we did implement many programs throughout the school as we saw issues arise. For example, ANET staff members came in for a full day to observe and interact with our ELA teachers and then gave us a program review with many ideas and protocols to put in place to make our program more successful. After implementing their suggestions, we saw growth in our interim scores, and we did see growth in our overall SAT 10 scores and DCCAS proficiency levels.

The Schoolwide Program has been implemented as the Schoolwide Planning Team and school leadership intended. The additions of the reading curriculum specialist, math curriculum specialist, and instructional assistant have been academically beneficial and have put Imagine Hope Tolson on the path toward meeting academic targets.

Though Tolson did not achieve all AMO targets for the 2012-2013 school year, the additions made last year proved to be beneficial and lay the foundation for the coming 2013-2014 school year. After evaluating the initiatives that were successful and the initiatives that need revision, Imagine Hope Tolson has been able to make the necessary changes to put the school in the best position for achieving academic success going forward.

Imagine Hope Tolson also provided high-quality professional development activities for the staff. The staff participated in Quarterly Writing Aviator support through Pearson, weekly PLC meetings with grade level teams, and monthly support through the ANET coach. An instructional boot camp was also provided during quarters two and three, given by the principal and assistant principal, to support teachers in achieving the most effective practices to employ within their classrooms. Professional development sessions were conducted on differentiated instruction, the importance of homework, providing feedback for parents during parent conferences, appropriate pacing of lessons, small group instruction, and guided reading groups.

The professional development activities provided throughout the year assisted the instructional staff in adopting the most effective teaching strategies and practices. Many of the instructional practices and teaching strategies of the teachers begin to change as a result of the PD that was provided. Differentiation of lesson planning for small groups began to take place and became the focus. At the beginning of the school year, the instructional staff took a survey to determine the needs of the teachers and instructional assistants. This data was then prioritized and made into monthly focuses for PLC's that would meet the needs of teachers. Teachers were also sent to off-site trainings, such as, Singapore Math, Classroom Management, PreKindergarden Training, when needed.

Looking Forward

Going forward in the 2013-2014 school year, we have identified the need to allocate Title I funds towards employing an IXL math coordinator, two Pre-K instructional assistants, an instructional assistant in the self-contained classroom and a curriculum specialist.

After assessment and observation of the overall growth of the campus based on year-end data, Hope Community Charter has identified that the need still exists to enhance and increase the in-house intervention opportunities and programs available to struggling learners. To meet targets in math and reading, Imagine Hope Tolson will allocate funds to employ the use of a curriculum specialist to provide pull out support for struggling learners, assist teachers in making data driven decisions, and coordinate observation cycles to review instructional delivery methods and model teaching strategies for teachers. The curriculum specialist position will assist the LEA in making AMO targets this coming year in a number of ways. The specialist will assist teachers when determining priority standards to re-teach and to meet the needs of all learners. The curriculum specialist will work with Academy Leaders (Lead teachers) to analyze data and make instructional decisions within their academy by using daily and weekly formative assessments and tri-annual benchmark assessments (ANet, Dibels, CK-Pat, m Circle, m Class

math). The curriculum specialist will support PreK - 8th grade teachers and instructional assistants in all content areas. She will be creating the weekly formative assessments for K-8th grade in ELA and Math, and support teachers in making sure that they are implementing the scope and sequence of CCSS. She will also be assisting PREK lead teachers to develop a more rigorous program that combines SFA and CK into their daily schedule. Another focus for this year will be that the curriculum specialist will be working with Academy Leaders to support their teachers in understanding and interpreting data, using curriculum resources, understanding CCSS and implementing school wide expectations from the RTTT evaluation.

An IXL math coordinator will also be employed to manage math assessments and intervention programs for students specifically in testing grades, as well as 3-Instructional Assistants to assist in class reduction efforts of testing grade classrooms and pull out small groups of struggling learners in classrooms in the areas of math and reading. These positions will also assist the LEA in making AMO targets this coming year.

The IXL coordinator will aid the LEA in making AMO targets by pinpointing math areas of strength and weakness that each student may display. By isolating students' strengths and weaknesses in math, the teachers and LEA can make informed decisions in regards to the how the math program is taught at the school and grade level; which will directly impact the LEA achieving AMO targets. The IXL coordinator will work towards targets by working rigorously in various math areas. She will facilitate students in learning diverse math tactics and will instruct students how to employ the learned tactics into their math problem solving. Additionally, the daily reports generated from the IXL program will assist both the IXL coordinator and classroom teachers to identify math areas that need improvement and teachers may then better help students progress.

Pre-K instructional assistants will support lead teachers to develop and employ core knowledge and early childhood standards into daily classroom routines. They will also support assessment within the Pre-K Academy with CK-Pat and m Circle. Instructional assistants play an important role in meeting the needs of all students in daily small groups. Communicating with parents and families is a key role in our Pre-K Academy and our instructional assistants have daily contact with parents and can connect with the lead teacher when needed. Instructional assistants also participate in Professional Learning Communities (PLCs) (bi-weekly meetings) to enhance their skill set in the school setting.

Our third instructional assistant, Ms. Ruffin, will continue to work in our self-contained classroom. She will support the special education teacher and coordinator to follow the expectations of the IEPs. Through individual attention and instruction, Ms. Ruffin will assist the special education teacher in helping the students progress and meet their IEP goals.

Math Achievement

DC CAS Data

- There was an increase in the percentage of male students reaching proficiency and advanced in the area of math. Formerly 10.84% (2011) of males scored advanced, which significantly rose to 23.5% (2012) of males scoring advanced.
- We saw an increase in 3rd grade math levels at our Tolson campus where 4.76% students had reached advanced in 2011 to 7.41% scoring advanced in 2012.
- 4th grade had a significant growth in students scoring advanced at our Tolson Campus from 2011(4.76%) to 2012(13.79%) for math.
- 5th grade saw an increase in students scoring proficient in math rising from 2011(50%) to 2012(52.17%) at the Tolson campus.
- 6th grade math proficiency increased dramatically at our Tolson campus from 2011(36.36%) to 2012(59.26%).
- 52.63% of 7th grade students scored proficient in math. 10.53% of 7th grade students scored advanced in math in 2012.
- The percentage of 8th grade students scoring at proficient and advanced in math remained consistent from 52.94% in 2011 to 52.63% in 2012. 5.26% in 2012 of students scored advanced in math compared to 5.88% last school year.

SAT 10 Learning Gains

- In the economically disadvantaged student population at Tolson, we saw a math learning gain of 1.09
- The African American student population achieved a 1.08 learning gain in math.
- The Hispanic/Latino student population achieved a 1.17 learning gain in math.
- In the overall student population at Tolson, we saw a 1.09 learning gain in math.

Reading Achievement

DC CAS Data

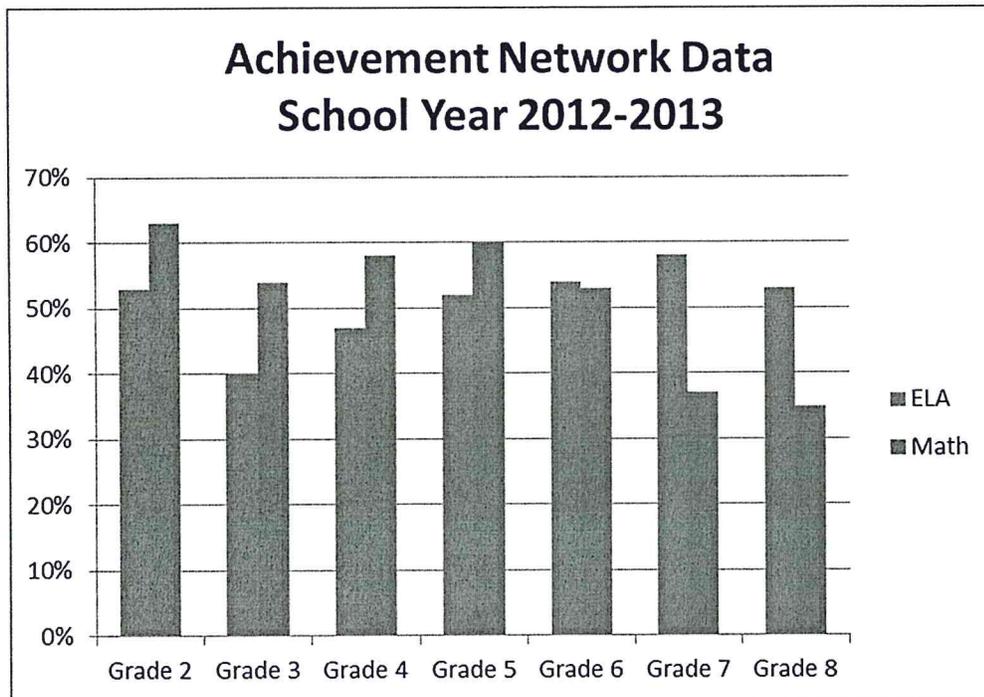
- 3rd grade demonstrated great accomplishments in reading proficiency in 2012. 70% of female students and 22.2% male in the 3rd grade at the Tolson campus reached proficiency in reading.
- 4th grade had a significant growth in students scoring advanced at our Tolson Campus from 2011(2.38%) to 2012(6.9%) for reading.
- Reading proficiency in 5th grade students also rose over last year from 2011(35.00%) to 2012(39.13%).
- Reading scores also increased in 6th grade from 2011(45.45%) to 2012(48.15%) proficient.
- 7th grade had a dramatic increase in reading proficiency compared to 2011, rising from 2011(63.34%) to 2012(78.95%) for reading. Our advanced 7th grade population in reading increased from 2011(9.09%) to 2012(10.53%).

SAT 10 Learning Gains

- In the economically disadvantaged student population at Tolson, we saw a reading learning gain of 1.00
- The African American student population achieved a 1.01 learning gain in reading.
- The Hispanic/Latino student population achieved a .83 learning gain in reading.
- In the overall student population at Tolson, we saw a 1.00 learning gain in reading.

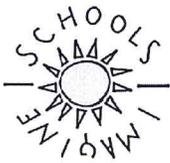
Achievement Network Data

The Achievement Network (ANet) provides tools and support to schools that serve high-need students to close the achievement gap and raise student achievement.



ANet Percentages by grade

Grade	ELA	Math
Grade 2	53%	63%
Grade 3	40%	54%
Grade 4	47%	58%
Grade 5	52%	60%
Grade 6	54%	53%
Grade 7	58%	37%
Grade 8	53%	35%



Learning Gain Imagine Schools - Econ. Disadvantage

School: Imagine Hope Community Charter School-Tolson
Period: F2012-S2013

Reading Learning Gain

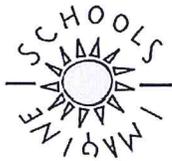
Economic Disadvantage	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in							
						Quartile 1 N	Mean LG	Quartile 2 N	Mean LG	Quartile 3 N	Mean LG	Quartile 4 N	Mean LG
Econ. Disadv.	165	1.00	0.51	45.56	0.39	61	1.06	37	1.01	38	0.99	29	0.90
Not Econ. Disadv	43	1.00	0.49	50.71	0.51	11	0.99	10	1.06	11	1.00	11	0.94
Overall	208	1.00	0.50	46.63	0.42	72	1.03	47	1.04	49	1.00	40	0.92

Math Learning Gain

Economic Disadvantage	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in							
						Quartile 1 N	Mean LG	Quartile 2 N	Mean LG	Quartile 3 N	Mean LG	Quartile 4 N	Mean LG
Econ. Disadv.	183	1.09	0.73	52.12	0.55	64	1.18	59	1.09	37	1.03	23	0.97
Not Econ. Disadv	43	1.07	0.77	54.77	0.63	11	1.09	10	1.13	17	1.04	5	1.04
Overall	226	1.09	0.73	52.63	0.57	75	1.14	69	1.11	54	1.04	28	1.01

Average Learning Gain

Economic Disadvantage	N	Mean LG	Proportion Growth > expected
Econ. Disadv.	157	1.05	0.66
Not Econ. Disadv	39	1.03	0.67
Overall	196	1.04	0.66



Learning Gain Imagine Schools - Econ. Disadvantage

School **Imagine Hope Community Charter School-Tolson**
Period **F2012-S2013**

Notes

NCE - Normal Curve Equivalent is a transformation of the Percentile Rank so that the scores can be summarized and Learning Gains calculated (the Percentile Rank is not a linear scale). The left hand side of this report represents the data for all students in the group indicated. The right hand side breaks these students down according to the quartile that they fell into on the Fall assessment. N - number of students in this category, Mean LG - Mean Learning Gain for students in this category, Proportion LG ≥ 1.0 - Proportion of students who made expected growth or more, Mean Spring NCE - Mean NCE score of this group on the Spring assessment. Fall mean NCE can be determined by computing $\text{Fall Mean NCE} = \text{Spring Mean NCE} - (\text{Mean LG} - 1.00) * 100$. Proportion NCE ≥ 50 represents the proportion of students scoring average or better on the Spring assessment



Learning Gain Imagine Schools - Ethnicity

School: Imagine Hope Community Charter School-Tolson

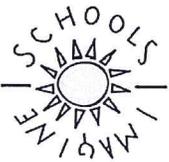
Period: F2012-S2013

Ethnicity	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Reading Learning Gain							
						Quartile 1		Quartile 2		Quartile 3		Quartile 4	
						N	Mean LG	N	Mean LG	N	Mean LG	N	Mean LG
Afr. Amer.	202	1.01	0.51	46.85	0.42	70	1.05	47	1.02	48	1.00	37	0.92
Asian	1	0.81	0.00	32.30	0.00	0	0.00	0	0.00	1	0.81	0	0.00
Hispanic/Lat.	5	0.83	0.20	40.46	0.40	2	0.95	0	0.00	0	0.00	3	0.75
Overall	208	1.00	0.50	46.63	0.42	72	1.00	47	1.02	49	0.91	40	0.84

Ethnicity	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Math Learning Gain							
						Quartile 1		Quartile 2		Quartile 3		Quartile 4	
						N	Mean LG	N	Mean LG	N	Mean LG	N	Mean LG
Afr. Amer.	219	1.08	0.73	52.62	0.57	71	1.16	69	1.09	52	1.03	27	0.98
Asian	1	1.07	1.00	70.90	1.00	0	0.00	0	0.00	1	1.07	0	0.00
Hispanic/Lat.	6	1.17	0.83	49.77	0.33	4	1.28	0	0.00	1	0.78	1	1.14
Overall	226	1.09	0.73	52.63	0.57	75	1.22	69	1.09	54	0.96	28	1.06

Ethnicity	N	Mean LG	Proportion Growth > expected	Average Learning Gain			
				Mean LG	Proportion Growth > expected	Mean LG	Proportion Growth > expected
Afr. Amer.	191	1.05	0.66				
Asian	1	0.94	0.00				
Hispanic/Lat.	4	0.99	0.50				

Learning Gain Imagine Schools - Ethnicity



School: Imagine Hope Community Charter School-Tolson
Period: F2012-S2013

Overall: 196 1.04 0.66

Notes

NCE - Normal Curve Equivalent is a transformation of the Percentile Rank so that the scores can be summarized and Learning Gains calculated (the Percentile Rank is not a linear scale). The left hand side of this report represents the data for all students in the group indicated. The right hand side breaks these students down according to the quartile that they fell into on the Fall assessment. N - number of students in this category, Mean LG - Mean Learning Gain for students in this category, Proportion LG >= 1.0 - Proportion of students who made expected growth or more, Mean Spring NCE - Mean NCE score of this group on the Spring assessment, Fall mean NCE can be determined by computing Fall Mean NCE = Spring Mean NCE - (Mean LG - 1.00)*100. Proportion NCE >= 50 represents the proportion of students scoring average or better on the Spring assessment