



## Roosevelt Community Cabinet Meeting Notes

October 22<sup>nd</sup>, 2015

6:30 – 8:30PM

Petworth Library

Presenter: Anjali Kulkarni

Support: Andrew Katz-Moses, Cassandra Sanchez

### Notes:

#### Agenda

Time	Agenda item	Key questions
6:30 – 6:35pm	Welcome/Review of agenda	<ul style="list-style-type: none"><li>What is the agenda for today?</li><li>What major questions do we plan to tackle?</li></ul>
6:35 – 6:50pm	Ice Breaker: Common Ground	
6:50 – 6:55pm	Update: School visit dates	<ul style="list-style-type: none"><li>When are our Roosevelt school visits scheduled?</li><li>What kind of format will they follow?</li></ul>
6:55 – 7:10pm	Debrief: Roosevelt Informational Meeting	<ul style="list-style-type: none"><li>What kinds of questions do you still have?</li><li>What did the informational meeting reveal that you did not already know?</li></ul>
7:10 – 7:45pm	Discussion: Setting a vision for the “re-envisioned” Roosevelt Senior High School	<ul style="list-style-type: none"><li>What is essential for DCPS to know about the community surrounding Roosevelt Senior High School?</li><li>What do you and the group(s) you represent hope to see in Roosevelt as a neighborhood high school?</li><li>What do you and the group(s) you represent hope NOT to see in Roosevelt as a neighborhood high school?</li></ul>
7:45 – 7:50pm	Break	
7:50 – 8:15pm	Key decisions of the Roosevelt Community Cabinet	<ul style="list-style-type: none"><li>What decisions does the Community Cabinet get to weigh in on?</li><li>What decisions have already been made?</li></ul>
8:15 – 8:30pm	Questions	

PARTICIPANT QUESTION/COMMENT	DCPS RESPONSE
<p>Are the kids who to take AP classes required to take the tests?</p>	<p>Principal Sah Brown (SB): I have to check on that. Not sure if years past they've been. My thinking is if they take the course let's see what they've learned.</p> <p>Anjali Kulkarni (AK): There are mixed ideas among our staff on the AP for all philosophy. There is research that shows kids who take those courses and are exposed to college content that shifts their mindset that they're good enough to sit for those courses. When you talk to teachers who actually teach those courses they say it can be pretty demoralizing. It doesn't feel very good to get a one, but it also feels good to take these AP courses.</p>
<p>Is there any post-graduation data? What percentage of these 467 kids actually go to college?</p>	<p>AK: From central office we're working on that currently. Not sure that'll be public any time soon, that's something we want staff members to have first. I sit next to the college team and they've been working for one year to get that data. I think it'll probably be made public in the next 3-4 months.</p>
<p>Does Roosevelt have a college counseling office? What's their experience? Do kids go there?</p>	<p>SB: That office is extremely busy.</p>
<p>I have a 10<sup>th</sup> grader he stays in there as much as he can. My very first visit to Roosevelt I went and talked to a couple of counselors and they really had their heads on their shoulders and that room was filled. My son goes in there every chance he gets.</p>	<p>AK: There's also a DC CAP advisor around college. Your question is more along the lines of success in college. Our focus is to get students to apply, get ready, understand what the process looks like. The counselors aren't as focused on after they get to college.</p>
<p>Relationship between CAS scores and graduation rate?</p>	<p>Again, if you're looking at the research, persistence rates have much more to do with GPA and graduation rates than proficiency scores.</p>
<p>I don't understand how you can have one and not the other.</p>	<p>SB: Well the CAS is also taken in a specific year... (only 10<sup>th</sup> graders took the CAS)</p>
	<p>AK: That could also, on an honest level that could speak to the level of rigor in our classrooms. We have not historically supported high schools in instruction the right way.</p>
<p>We had a 10-15 minute discussion about this on Monday. I see a lot of kids who are not great test takers, and they're doing everything they need to do in the classes they are assigned, they're going to tutors, and they may have better grades than you expect.</p>	
<p>At Roosevelt today, what are the big areas of growth? What are we focusing on this year?</p>	<p>SB: Every area. The area we drilled down on specifically was around literacy rates. Looking at</p>

	<p>the SRI – reading inventory test. Average score was 23% at the end of the year. 16% at the beginning of the year. Beginning of the year this year was at 19%. Really focused on literacy at 9<sup>th</sup> and 10<sup>th</sup> grade level. Focused on academic vocabulary. Students should spend a majority of the time reading, speaking, and writing about text. My initial observations students weren't reading that frequently. Teachers weren't necessarily aligned to the common core. Objectives weren't aligned. This is not a knock on teachers just a state of where Roosevelt was at the time. DCPS curriculum is aligned to the common core, Roosevelt needs to be aligned as well.</p> <p>We're focusing on the 'knowing the discipline well' topic in common core, focusing on academic vocabulary within that. Trying to expose students to the vocabulary they're going to see in these texts. We're going to do a mid-year assessment in January.</p> <p>One thing I also learned when I came on board was kids weren't informed about where they were. A lot of times we give kids assessments and tests. The English teachers in 9<sup>th</sup> and 10<sup>th</sup>, they're going to be tracking where students are and where they're going.</p>
<p>We see the data on who's proficient and who's above. What about the one step below proficient? Aren't there students who are almost there too?</p>	<p>SB: There are, and I've got all those numbers at my desk. At the same time, we've spent so much time with students at the lower end of the spectrum but there are kids who know what 's going on and are bored. They say you don't have anything for me so I'm going to throw this paper here...</p>
<p>*Group activity – members get in groups of 3-4 and consider guiding questions:</p> <ul style="list-style-type: none"> <li>• What is essential for DCPS to know about the community surrounding Roosevelt Senior High School?</li> <li>• What do you and the group(s) you represent hope to see in Roosevelt as a neighborhood high school?</li> <li>• What do you and the group(s) you represent hope NOT to see in Roosevelt as a neighborhood high school?</li> </ul>	

<p>Group takeaways:</p> <ol style="list-style-type: none"> <li>1. Don't want it to be 2 schools – “gentrifiers” vs. others</li> <li>2. Want neighborhood parents to opt in to ensure needs of current students are met. Lift up everyone.</li> <li>3. Focus on making it a great school, not just attract “children of privilege”. Don't disagree with boosting enrollment though.</li> <li>4. Community buy-in. Break down the barriers between groups, promote communication.</li> <li>5. Focus on our entire spectrum of kids. Address the needs of all of our populations.</li> <li>6. Looking for “Wilson” experience. Electives, extracurricular activities. Put out accurate information about Roosevelt.</li> <li>7. Redefine “community” – school should reflect diversity of community.</li> <li>8. Making sure parents are involved/supported</li> <li>9. Cultural competency among staff</li> <li>10. Community resource connection</li> <li>11. How do we get out the word about good things at Roosevelt?</li> <li>12. Actively push out the message of the school</li> </ol>	
<p>Any idea how MacFarland leadership will work?</p>	<p>AK: Not yet, pushing on that daily with superintendents. Idea we could potentially make a 6-12, that hasn't historically worked the way we wanted it to. That's not our inclination right now. The issue is MacFarland is going to be really small in the first year and it doesn't support the hiring of the full principal. With Van Ness they hired a principal, we call her a school leader. All that means is she's at the lower level of the principal scale. After a certain period of time, I think it's 2-3 years she becomes a full principal. MacFarland will almost certainly have its own leader. We also know it's going to be a huge school so we may invest in the front end and have a full principal.</p>
<p>Having a leader is really important.</p>	<p>AK: Yeah, it's just going to be a 65 kid school. It's hard to justify a full blown staff. It's a nice opportunity for someone who wants to build their own school, but isn't quite ready to lead a full</p>

	school yet.
If you want to attract particularly, kids from bilingual schools, Hispanic parents, and you tell them they're not getting a principal, you can explain it and I can understand it, it is going to feel like a slap in the face.	<p>AK: That's what Van Ness said but when they met her they were like boom, that's our leader. And they call her a principal.</p> <p>And a lot of our internal principals are interested in these jobs, because that's kind of a plum job, a new program and a planning year. And it's great for communities to get to see what they've already done.</p>
	Closing