DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

October 17, 2018

Anacostia Community Working Group

Meeting #1

Welcome and Introductions

- Name

- School(s) with which you affiliated and how (age/grade of kid(s), role in community, etc.)?

- Read your "conversation card" question and share your response

Agenda

- Welcome and Introductions

- Group Purpose and Norms

- Overview of Every Student Succeeds Act (ESSA)

- Bard Early College East of the River – Overview and Discussion

- Bard Location Discussion

- Closing and Next Steps

Community Working Group Overview

Members represent their communities

Not a decision-making body, but advisory

Help guide DCPS planning

DCPS Core Values

STUDENTS FIRST

We recognize students as whole children and put their needs first in everything we do.

EQUITY

We work proactively to eliminate opportunity gaps by interrupting institutional bias and investing in effective strategies to ensure every student succeeds.

EXCELLENCE

We work with integrity and hold ourselves accountable for exemplary outcomes, service, and interactions.

TEAMWORK

We recognize that our greatest asset is our collective vision and ability to work collaboratively and authentically.

COURAGE

We have the audacity to learn from our successes and failures, to try new things, and to lead the nation as a proof point of PK-12 success.

JOY

We enjoy our collective work and will enthusiastically celebrate our success and each other.

Norms for CWG Meetings

- Take a **collaborative** approach
- Focus on common **purpose** and **goals**
- Lean into **difficult conversations**
- Presume a **positive intent**
- Go **hard on issues** and **soft on people**
- Acknowledge multiple **perspectives**

In **December 2018,** OSSE will release the first official STAR ratings.

OSSE will give all schools in DC, Charter & DCPS, a rating of **One Star (lowest)** to **Five Stars (highest).**

OSSE will also identify the lowest-performing schools for **dramatic improvement.**

What's on the Report Card?

School Profile	STAR Framework	Academic Information	School Environment
Shows basic information about the school, such as:	Details of the School Transparency and Reporting Framework:	Detailed look at academic performance:	Factors that contribute to school environment:

School Profile

Shows basic information about the school, such as:

- Grades served
- School hours
- Principal name
- STAR Rating
- Parent organization
- School demographics
- Programs and activities

STAR Framework

Details of the School Transparency and Reporting Framework:

- The STAR Framework shares information about the performance of public schools in the District for groups of students in the school.
- Each school receives a rating from 1-5 stars.

Academic Information

Detailed look at academic performance:

- Students at level 3+ and level 4+ on state tests
- Student growth on PARCC (ES and MS)
- SAT performance (HS only)
- Participation and Performance on AP and IB exams (HS only)
- Graduation rate

School Environment

Factors that contribute to school environment:

- Daily attendance
- Chronic absenteeism
- Safety and discipline
- Re-enrollment
- Teacher experience level
- Health Staffing information

School Transparency and Reporting (STAR) Framework

WHAT'S IN THE STAR FRAMEWORK?

The STAR Framework uses seventeen sources of data to measure the school's performance in the following areas:

Academic Achievement
Measures student performance on PARCC, MSAA and the SAT.

Academic Growth
Measures student progress on PARCC.

English Language Proficiency
Measures the progress of English learners in speaking, listening, reading and writing in English.

Graduation Rate
Measures how many students receive their regular diploma in four years.

School Environment
Measures chronic absenteeism, daily attendance, and re-enrollment of students from one year to the next. For high schools, it also measures extended graduation rates and student participation and performance on the AP and IB exams. For schools with Pre-K, it includes measures of early childhood learning.

	Academic Achievement	Academic Growth	School Environment	English Language Proficiency	Graduation Rate
Elementary/Middle	30pts	40pts	20pts	5pts	N/A
High	40pts	N/A	39pts	5pts	11pts

STAR Framework – How it Works

- Measures a school's performance for all students in all of the applicable metrics. Schools earn points based on their students' performance compared to students across the city.

- To ensure that schools are publicly accountable for educating DC's most vulnerable students, the STAR Framework then measures performance in each of these groups relative to similar students
  - ● Students with Disabilities ● At-Risk Students ● English Learners ● Racial/Ethnic Groups

- The overall score and rating combines the performance of all students and the performance score for each student group. The total score is then assigned a rating of 1 to 5 stars.

DCPS is developing a Districtwide Improvement Framework that:

Sets **vision for school improvement and excellence**, while responding to the demands of the **Every Student Succeeds Act (ESSA)**

Builds upon DCPS **core improvement strategies** and takes **transformative action** in lowest performing schools

Communicates and engages with our families and communities on improvement strategies

DCPS is committed to supporting our schools in response to OSSE's Star Ratings.

Districtwide Improvement Framework

- **School-specific goals** aligned to district goals
- **Core improvement strategies**: developing educators, high-quality instruction, and engaging curriculum

Supports for Schools with One Star Ratings

- **Prioritized**, **high-leverage strategies**, **supports**, **services**, and **resources** aligned to the school's pathway to excellence

Transformation

- **Innovative approaches** to dramatically **accelerate progress** in our lowest performing schools

We are planning to **engage communities on STARs, Transformation, and school improvement**.

Fall

August- November:

High-level engagement on STARs & Transformation

November- December:

School & Community Engagement for Transformation

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Winter

December:

STAR Ratings released & Transformation schools identified.

January & February:

School & Community Engagement for Transformation

March:

Begin transformation strategy

Discussion

- How can we work with our communities to deepen awareness and understanding of the STAR Ratings in advance of December?

- How do we partner with communities around STAR Ratings and improvement for our schools, particular for our schools that receive a One Star Rating?

- How can DCPS best support schools as we work with our communities on improvement efforts?

Early College

The Early College Model provides students with both a High School Diploma and an Associate's Degree

- **College is a must in the D.C. Economy:**
  - By 2020, 76% of DC jobs will require a postsecondary degree/credential.*

- **Early College** provides a **Pathway to the Middle Class**:
  - Increased high school graduation rates
  - Increased college degree attainment, in less time, and at less cost to students and their families

2 years of high school

+

2 years of college

→

High school diploma + College Associate's degree (up to 60 credits)
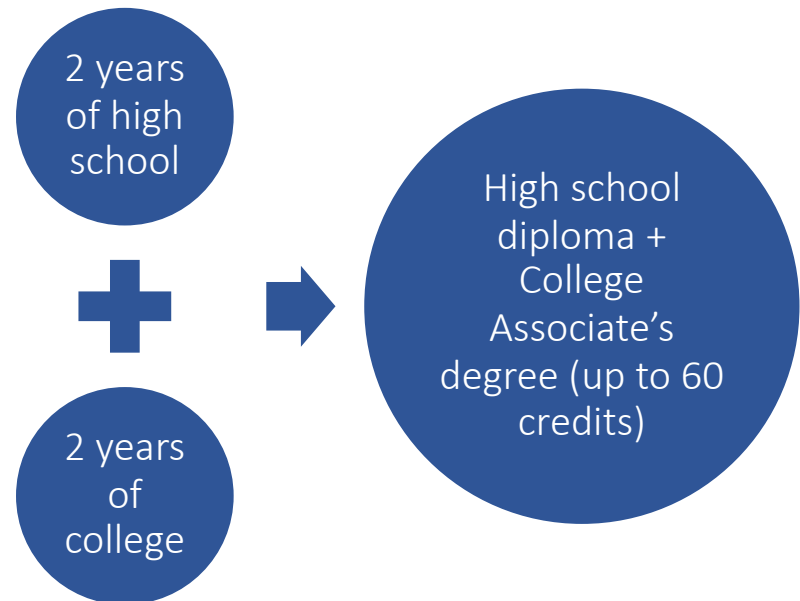
* Center on Education and the Workforce – Georgetown University

Early College High Schools

Our vision is to offer 3 citywide early college high schools or programs in different parts of the district

Students across the city should have **equitable access** to early college schools or programs, **regardless of where they live**.

- *Planning:* **North DC**: Early College Academy @ Coolidge
  - Slated for phased opening beginning in SY19-20

- *Opened*: **Center DC**: Early College Program @ School Without Walls HS
  - Fully operational
  - Partnership with GWU

- ***Planning* East of River DC:** Proposal to create a DCPS Bard High School Early College

Significant Expansion of Early College Students

SY17-18   SY22-23

30 → 380

Bard

Why Bard College

- Bard College has a proven, **high-quality model.** Bard College achieves outcomes with incoming students with low to average PARCC scores and GPAs; they admit students based on an essay and interview.
  - 2016 data from Bard College shows:
    - 88% A.A. degree completion
    - 85% four-year college enrollment
    - 97% B.A./B.S. degree completion after graduation, well above the national average of 60% (Classes of 2005-09)

- Bard College has **extensive experience** operating schools, beginning in 1979, when they established their first early college.
  - They currently operate schools in New York, Cleveland, Baltimore, and Newark.

- Bard College's Associate's Degree and the 60 college credits that students earn is highly transferrable to other colleges.

Bard Admissions

Bard Admissions Criteria

GRADE	MINIMUM GPA / STANDARDIZED TEST REQUIREMENTS	Essay	RECOMMENDATIONS	ADMISSIONS PROCESS
9th grade	None	Yes	Math Teacher	• Recommendation • Essay • Student Interview
11th grade	Bard will review PARCC and GPA. No minimum requirements	Yes	Math Teacher	• Recommendation • Essay • Student Interview • Transcript Review

What are students saying about BHSEC

"Bard has taught me so many things [that] it's hard to pick out one as the most important. I remember first coming here and being hesitant to speak up and share in class. 'What if I'm wrong?' But then my professors and the overall environment made me realize that when it comes to certain things, like philosophy, there is no 'right answer'... The importance is in discussing and figuring out how to get to an answer."

- Jahsol Drummond, BHSEC Baltimore

Discussion

- What questions and feedback do you have on the Bard Model?

- How can Bard best engage the community?

- What would you want Bard to know about the community that they are coming into?

Bard Location Discussion

Matthew Floca

DCPS Director of Facility Management

Closing/Next Steps

- Attend an upcoming Education Council meeting on November 1 at 6:30pm to learn more about ESSA:
    - Ward 7 Education Council Meeting (Kimball ES @ Davis – 4430 H Street SE)
    - Ward 8 Education Council Meeting (Hart MS - 601 Mississippi Ave SE)

- Next Community Working Group meeting: November 28, 2018 at 6pm – location TBD