DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

February 27, 2019

Anacostia Community Working Group

Meeting #4

Agenda

- Welcome, Introductions and Norms

- Meet Acting Chancellor Ferebee

- Potential School Improvement Strategies at Anacostia

- Closing and Next Steps

Welcome and Introductions

- Name

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

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**

About Me

Great Things Happening at DCPS

My Commitment

I am committed to celebrating our successes, and being transparent about our challenges to better serve our students and to earn your trust.

My Priorities

DCPS will ensure every neighborhood has a high-quality school at every grade level that prepares students to take advantage of the growth and opportunity in our thriving city.

My Priorities

DCPS will engage the public in meaningful ways. I will partner with parents, families, community members, and educators to set every student up for success.

My Priorities

DCPS will continue to expand early education opportunities.

My Priorities

DCPS will increase student achievement and engagement by introducing innovative high school programming that puts students on a clear path to college and their future careers.

Next Phase of Excellence

ESSA Needs Assessment and Engagement Updates

OSSE Requirements

Needs Assessment
For each school, engage and **gather perspectives** from key stakeholders; **review data** and other qualitative evidence over time; and analyze **root causes** and areas for change.

The Needs Assessment will take into account stakeholder perspectives, root cause analysis, and a data review over time.

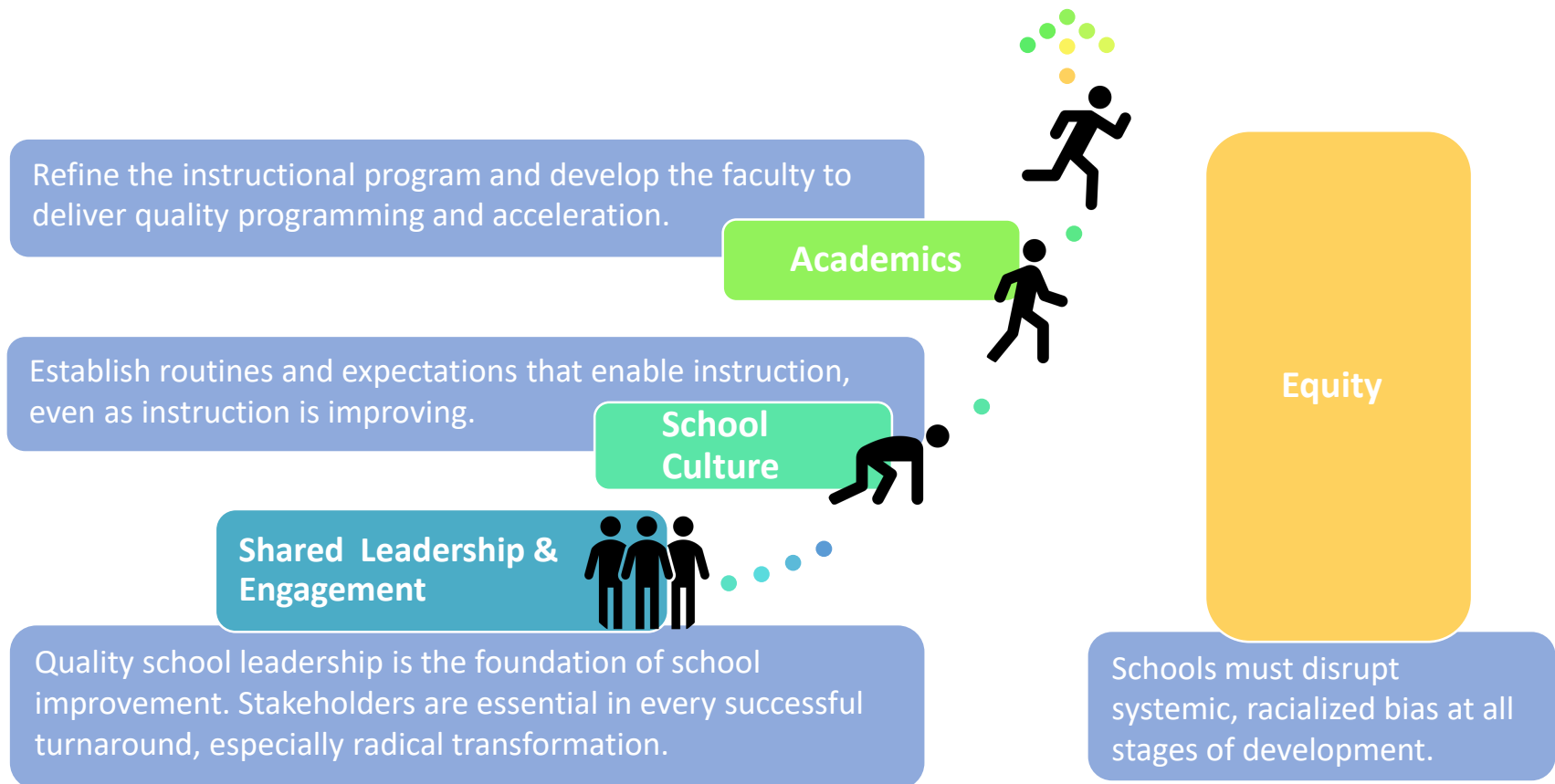**Gathering Stakeholder Perspectives** can include:
- Understanding school culture
- Highlight perceived barriers to success
- Review SEL and culture programming
- Determine areas of significant burden

Root Cause Analysis can include:
- Focus on implementation of key district priorities such as LEAP and IMPACT
- Determine strength of curricular implementation
- Determine process improvements

Stakeholder Perspectives

Root Cause

Review Data

Data Review will focus on STAR Rating indicators, as well as:
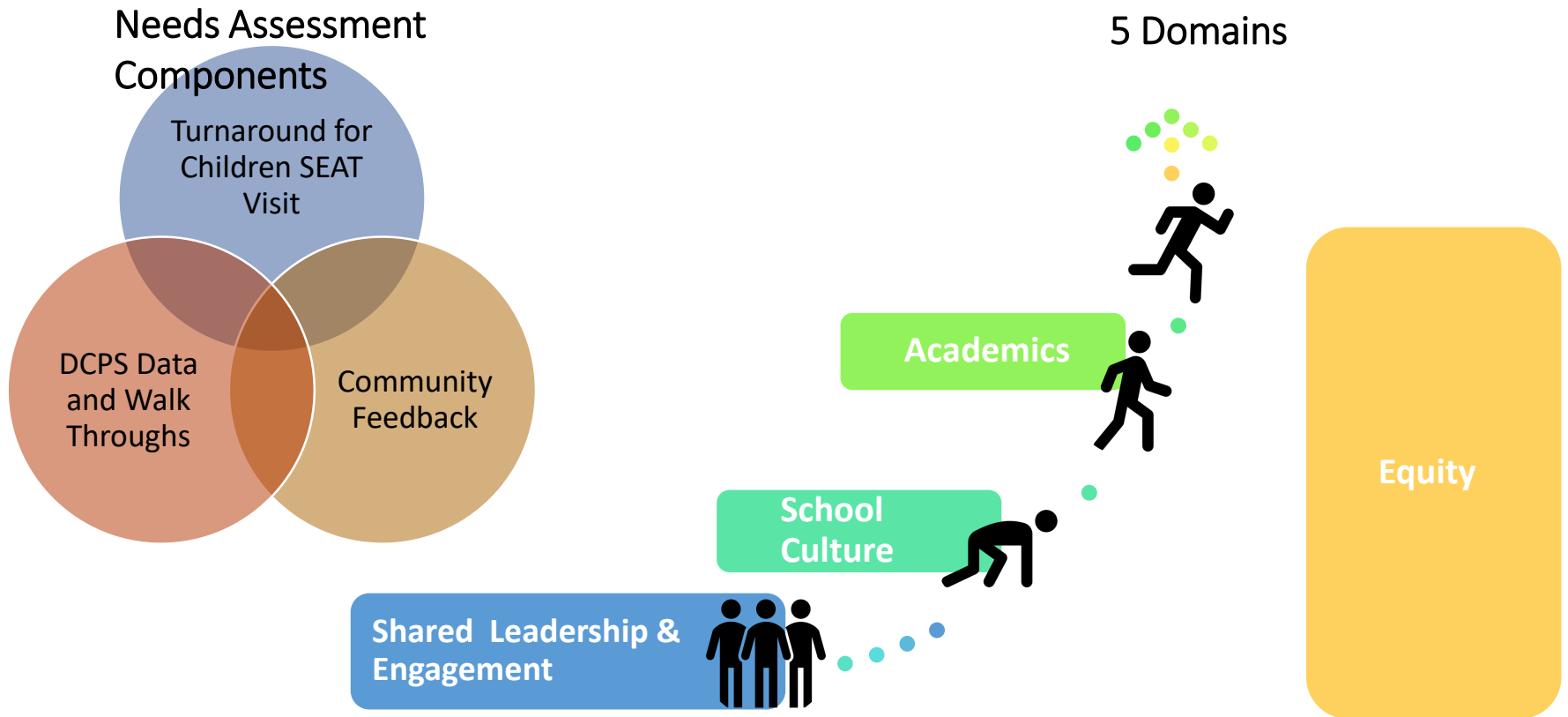- Formative Assessments
- Mechanisms for Responding to Student Data

Our needs assessment will gather information across five domains

This framework will help schools prioritize and focus improvement efforts

Refine the instructional program and develop the faculty to deliver quality programming and acceleration.

Academics

Establish routines and expectations that enable instruction, even as instruction is improving.

School Culture

Shared Leadership & Engagement

Equity

Quality school leadership is the foundation of school improvement. Stakeholders are essential in every successful turnaround, especially radical transformation.

Schools must disrupt systemic, racialized bias at all stages of development.

The process for selecting transformation strategies will begin with three-part **needs assessment**.

School leaders and instructional superintendents will provide input and recommendations throughout the needs assessment process.

Needs Assessment Components

- Turnaround for Children SEAT Visit
- DCPS Data and Walk Throughs
- Community Feedback

5 Domains

- Academics
- School Culture
- Shared Leadership & Engagement
- Equity

Anacostia Student Feedback

Equity

Students are seeking more challenge and rigor to be prepared for postsecondary success.
- *[We have the] right teachers, but they need to make it more challenging, they don't because not all the students are ready for the content. We should have TA, to help the ones struggling. (10th Grade)*
- *We need more programs that will help us get ready for the future like trades and stuff that will help us in our career. (11th Grade)*

Shared Leadership

Students highlighted the new school leadership as some of the best they have had.
- *Mr. Haith's the best principal we've had. (12th Grade)*
- *When we struggling we go to Mr. Haith, Ms. Chisholm, or Ms. Coleman. (12th Grade)*

Stakeholder Engagement

Students feel left out of decision making processes that impact their academic and social experience (e.g., course selection, field trips, policies related to phones, uniforms, etc.), and some cited a lack of engagement activities.
- *We don't choose [electives]; you can say that, but there's little choice. (9th grader)*
- *[I wish] our voices would be heard more, and changes could happen. (10th grader)*

Culture of Achievement

There is a need for more proactive support around trauma and grief for all students; not just those who ask for help or are already identified by the school.
- *I feel like there is a lot of support here because when students are going through stuff they set up stuff for emotional and mental health support. The therapists are helpful. (11th grader)*
- *We need to have social workers that come to us. They should check-in with all students. Not all teachers know when students are having a bad day. They need to pay attention to students' behavior if it's fluctuating. (12th grader)*

Academics

Students expressed a need for more rigorous courses, and opportunities for remediation or support.
- *We don't have teachers. We have all substitutes. [Teachers] quit, they don't come to school - we are teaching ourselves. They should put more of a rush on putting new teachers in the building if they know the teachers are going to be bad or quit. (11th grader)*
- *I think more classes should be hands-on, like labs. I'm a hands-on learner; I like to visualize. In 10th grade we dissected a frog and did labs. Now, our anatomy teacher quit, so we just do worksheets. (12th grader)*

What We Heard From The Anacostia Community So Far

- Continue engaging in **student-led conversations**

- Ensure **ongoing intentional community collaboration** and community voice

- Prioritize **trauma-informed supports**

- Explore school models that provide students with skills they need to be **ready for a career – not just college**

- Consider school models such as expeditionary learning that would **support local resources** like the Smithsonian

NEXT STEPS TO TRANSFORM OUR SCHOOLS

Our Plan for Improvement

Comprehensive School Plan

- We selected **specific strategies** and action steps that align with our **unique school circumstances**.
- We are implementing these strategies **during this school year.**

Transformation Strategy

- We will work together to find the right **strategy to transform our schoo**l and **dramatically improve** student outcomes.
- **DCPS** and **OSSE** will provide **resources** and **support** for us to reach our goals.

Next Steps and Timeline For Improvement

Needs Assessment Component	January	February	March	April
Data Review and School Visits	✓ Starting in Late January	✓ Ongoing	✓	DCPS to Submit **3 Year Plan for School Transformation Proposal**
Student and Staff Focus Groups	✓	✓		
Community Feedback Sessions	✓ Round 1	✓ Round 1	✓ Round 2	✓ Round 2

Based on the Needs Assessment and Feedback…
We Will Choose From a Variety of Transformation Strategies

- Will include **targeted multi-year action in select areas of a school**.
- May entail a **strategic whole school redesign** that involves a **comprehensive and complete overhaul of the school,** including academics, culture, extracurriculars, structure, and operations.
- Selected areas and the actions and interventions will be tailored to the specific school.

Decisions will be made by DCPS leadership with school community input.

Engagement Reflection Questions

Thinking about the school you are most familiar with, which domain of supports would you prioritize?

What questions do you have about the supports?

How might this approach engage existing community stakeholders and/or assets?

Radical Intervention and support efforts will be targeted and tailored to each community

Domain	Example Interventions
Shared Leadership	• Strategic investments (professional development, coaching, etc.) to build strong Academic Leadership Teams (ALTs) and a culture of achievement
Engagement	• Supports for building and maintaining relationships with families • Interventions could include community partnerships or wrap-around supports for families and students.
School Culture	• Investments to adopt a consistent schoolwide approach to culture and behavior supports (social worker, community partnership, etc)
Academics	• Establish dedicated time and space for teachers to work with content experts to ensure familiarity and comfort with the curriculum before the beginning of the school year • Significant investments in the instructional program to support student achievement
Equity	• Race and equity training for school leaders and staff • A review of how resources (technology, textbooks, etc.) are allocated to identify and address gaps in student success

Engagement Reflection Questions

Thinking about the school you are most familiar with, which domain of supports would you prioritize?

What questions do you have about the supports?

How might this approach engage existing community stakeholders and/or assets?

Why challenge the existing school model?

Both in D.C. and across the country, educators are taking a variety of approaches to redesign schools with the aim of better preparing students with 21st century skills

Engagement Reflection Questions

What excites you about this school model?

What questions do you have about the model?

What is the DC or Anacostia version of this model? How might we leverage existing community strengths?

School Model: Project-Based Learning

Schools that adopt a project-based learning approach **engage students in meaningful, long-term, and often self-directed authentic work**. Projects often culminate in a public exhibition or community event to showcase student work.

High Tech High:
- Launched in 2000, HTH was created to provide students with the opportunity to do real, personally challenging work that is meaningful to the world beyond the school walls.
- Curricular units typically end in student presentations in front of panels of teachers, students, parents, and community members.
- HTH educators see this process as supporting personalization, student ownership, family involvement, and teacher development.

Example projects:
- 11th grade Chemistry students investigate and make policy recommendations about the most effective ways to reduce lead in Flint's water supplies.
- Pre-Calculus students work with members of the community who become their "clients" as students advise them about their financial needs for college expenses, mortgages, and retirement.

Supporting Research
- A multi-year study has shown that AP pass rates increased by as much as 30 percent when students engaged in a project-based curriculum rather than more traditional instruction (University of Washington College of Education, 2011)

See it in Action – Leaders High School

Engagement Reflection Questions

What excites you about this school model?

What questions do you have about the model?

What is the DC or Anacostia version of this model? How might we leverage existing community strengths?

School Model: Expeditionary Learning

Expeditionary Learning is built on ten principles that reflect specific beliefs about teaching, learning and the culture of schools. Those values include: prioritizing self-discovery, fostering curiosity, student ownership of learning, empathy and caring, success and failure, collaboration and competition, diversity and inclusion, the natural world, reflection and service.

Grand Rapids Public Museum High School:
- Launched in 2015, GRPM is a product of intentional collaboration between the Grand Rapids Public Museum, Grand Rapids Public Schools, and several local universities and businesses.
- Students use the artifact collections of a local museum in an approach that uses the community as its classroom. Students use the museum collections to explore questions about culture and history.
- The school also has an intentional focus on leveraging place-based education to strengthen students' involvement in their community and teaching students design thinking methodology to support creative problem solving.

Example Project:
- Students design a solution to improve children's' health and nutrition, starting by interviewing local chefs, nutritionists, and pediatricians and finding examples in the museum collection of how local culture encourages or discourages health. Students present their proposals to parents and community members.

Supporting Research
- Place-Based Learning: This approach, which situates student learning in community institutions such as libraries, museums, and national parks, has been shown to improve ties between students and their broader communities, as well as increase academic achievement (PBEEC, 2017).

See it in Action – Grand Rapids Public Museum High School

Engagement Reflection Questions

What excites you about this school model?

What questions do you have about the model?

What is the DC or Anacostia version of this model? How might we leverage existing community strengths?

School Model: Career-Oriented

Schools that adopt a career-oriented design believe that **real world internships are an integral part of a student's education**; thus, a big portion of school time is spent on career and technical skills. Schools may choose to focus on particular career paths to guide students toward (for example: careers in STEM, conservation, or maritime trades).

The Urban Assembly New York Harbor School:
- Opened in 2003, NYHS offers a maritime-themed academic program grounded in Career and Technical Education and Work-Based-Learning.
- Students are provided with exposure to new careers, workplace skills development, paid internships, service learning opportunities, and presentations in conferences.

Example Projects:
- Support marine restoration efforts by growing, monitoring and researching oysters.
- Design, build, and remotely operate submersible vehicles.
- Gain diving certification and engage in internships in the professional diving industry, including educating the public at the New York Aquarium, and organizing and supervising Billion Oyster Project dives.

Supporting Research
- Students with greater exposure to CTE are more likely to graduate from high school, enroll in a two-year college, be employed, and earn higher wages and CTE is not a path away from college: Students taking more CTE classes are just as likely to pursue a four-year degree as their peers. (Dougherty, 2016)

See it in Action – New York Harbor School

Engagement Reflection Questions

	What excites you about this school model?

	What questions do you have about the model?

	What is the DC or Anacostia version of this model? How might we leverage existing community strengths?

Closing/Next Steps

- On your index card please write down one or two things you would like discussed at the next CWG Meeting

- Next Community Working Group Meeting
  - **April 10, 2019 at 6pm – location TBD**

Appendix

- **Links to Videos Reviewed During the Meeting**
  - Leaders High School: https://my.pblworks.org/resource/video/water_quality_project
  - New York Harbor School: https://youtu.be/BJa2u28Ow2s

- **Link to Video Not Shown During Meeting**
  - Grand Rapids Public Museum High School: https://youtu.be/hzOmtAPqpWc