2022 DC BOLD PERFORMANCE SCHOOLS

14 SCHOOLS SERVING HIGH PRIORITY STUDENT POPULATIONS WITH MATH AND READING ACHIEVEMENT BOLDLY EXCEEDING EXPECTATIONS
2022 Bold Performance

- Burroughs ES
- Center City Congress Heights ES/MS
- Burrville ES
- Langdon ES
- Washington Global MS
- Roots ES
- KIPP DC Legacy College Prep HS
- Garrison ES
- Payne ES
- Digital Pioneers HS
- Paul MS
- Cesar Chavez MS/HS
- Friendship Southeast ES
- Bridges ES
BOLD SCHOOLS HISTORY

- Awarded annually since 2016
- Schools serving higher than 30% at-risk are eligible
- “Beating the odds” analysis identifies schools with significantly higher than expected proficiency based on student populations
WHY WE IDENTIFY BOLD SCHOOLS
Prior to the pandemic DC’s students designated as at-risk were making progress, one of only 6 jurisdictions in the US where low-income students were gaining on their national peers.
DC PARCC 3+ ENGLISH LANGUAGE ARTS

PERFORMANCE GAPS OVER TIME

- SY2014-15
- SY2015-16
- SY2016-17
- SY2017-18
- SY2018-19
- SY2021-22

At-risk & Not At-risk
Black & White
Hispanic & White
SwD & Not SwD
ELL & Not ELL
DC PARCC 3+ MATHEMATICS

PERFORMANCE GAPS OVER TIME


At-risk & Not At-risk

26  29  30  28  27  34

Black & White

49  49  50  47  47  61

Hispanic & White

40  40  40  37  36  48

SwD & Not SwD

39  36  41  42  41  33

ELL & Not ELL

7  9  8  8  9  6
Figure 2. Pandemic Unfinished Learning Gaps in Instructional Months as of Spring 2022
First statistically significant drop in U.S. math scores since the assessment began in 1978, and the first reading drops since 1984.
HOW WE IDENTIFY BOLD PERFORMANCE SCHOOLS
BOLD SCHOOLS METHODOLOGY

• Use multiple advanced machine learning algorithms to isolate the impact of a school from demographic factors it cannot control
• Create four separate ensemble models for math and reading, level 3+ and level 4+
• Find each school’s average PPAE

PERCENT PROFICIENT ABOVE EXPECTED
The 14 Bold Performance Schools demonstrated 2022 PARCC proficiency that was 9.1 proficiency points above similar schools and above pre-pandemic averages.
2022 Bold Performance

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BURRVILLE ELEMENTARY
ABOUT THE 2022 BOLD SCHOOLS

WHAT SCHOOLS SAY MAKES THEM SPECIAL
Reviewed publicly-available report card and workforce data from OSSE

Leadership team surveys, including teacher leaders

Interviews of leaders, teachers, and students
<table>
<thead>
<tr>
<th>Metric</th>
<th>Bold Performance Schools</th>
<th>Non-Bold Performance Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-seat attendance rate for all students</td>
<td>89%</td>
<td>86%</td>
</tr>
<tr>
<td>In-seat attendance rate for students designated as at-risk</td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td>Chronic absenteeism rate for all students</td>
<td>42%</td>
<td>48%</td>
</tr>
<tr>
<td>Chronic absenteeism rate for students designated as at-risk</td>
<td>34%</td>
<td>39%</td>
</tr>
<tr>
<td>Re-enrollment rate for all students</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>Re-enrollment rate for students designated as at-risk</td>
<td>86%</td>
<td>85%</td>
</tr>
<tr>
<td>2021-22 Teacher retention rate</td>
<td>75%</td>
<td>72%</td>
</tr>
<tr>
<td>Teacher average years of experience (estimate)</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>School leader average years of experience (estimate)</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Per pupil expenditure rate</td>
<td>$ 23,695</td>
<td>$ 24,960</td>
</tr>
</tbody>
</table>
EMPHASIZED FUN & JOY

- Student & educator wellbeing
- Fun Fridays
- BOOM Room
- Morning Meetings filled with joy and celebration
- Mindfulness activities for educators
RELATIONSHIP-BUILDING

- Feeling like school is family
- Starting from the positive and academic, always
- Therapeutic approaches and sometimes actual therapy
- Teacher looping with students based on data
EXTENDED LEARNING TIME
• Returned for SY2021-22 one month early
• Added 1 hour to school day
• Saturday Celebration Academies
• Tutoring opportunities throughout school day
TARGETED INTERVENTIONS

- Emphasized rigor and grade level content with supports
- Added push-in interventionists to their staff
- Small groups based on data and relationships to facilitate peer-learning and support

KIPP DC LEGACY COLLEGE PREP
INSTRUCTIONAL SUPPORT

- Educator collaboration
- Open classroom policies, pop-ins for peer feedback
- School leaders also help cover classrooms and get observed
- Inclusive classroom PD
DATA & PROGRESS MONITORING

- Teachers at Bold Schools analyze data daily-to-weekly
- Some of the data analysis is deep diving into student work
- Students know their own data and growth targets
- Exit tickets
Other Key Strategies Schools Identified

- Push for teaching grade level content with foundational skills interventions
- Initiatives driven by student conversations and voice
- Literacy focus (Science of Reading for ES, Ind./Guided Reading for MS/HS)
- Teacher and leadership retention
- Preservation of core academic model during 2020-21 virtual year
- High impact tutoring by adults in the building
- Returning some students for 2020-21 in-person learning activities
- Double doses of core classes in the day
THE OPPORTUNITY: ESSER FUNDING

ESSER I - CARES (Spend by 9/30/2022)

- Unspent Funds: $3.9M (10%)
- Safe Reopening: $2.6M (7%)
- Other Expenditure: $1.9M (5%)
- Student and Staff Wellness: $0.7M (2%)

Total Recovery Allocation: $540,446,875

- $37.8M

ESSER II - CARES (Spend by 9/30/2023)

- Safe Reopening: $10.9M (7%)
- Accelerated Learning: $43.5M (28%)
- Student and Staff Wellness: $2.6M (2%)

- Unspent Funds: $56.9M (63%)

- $154.8M

ESSER III - CARES (Spend by 9/30/2024)

- Safe Reopening: $6.0M (2%)
- Accelerated Learning: $28.7M (76%)

- $347.8M

- Unspent Funds: $326.2M (94%)

- $426,940,141
Set citywide bold goals for a full academic recovery within three years where achievement rates meet or exceed pre-pandemic 2019 rates; and close academic gaps for priority students by 2030.

Adopt and implement strategic plans aligned with bold goals and commit to funding the solutions working at Bold Performance Schools

Invest in the research to implement what's working and how to course-correct when not.
100% want to make their additional mental health and interventionists permanent.

79% are interested in adding 45+ minutes to the school day for more planning and intervention time.

36% want to consider a change in school calendar that reduces summer learning loss for students.
DR. MICHELLE WALKER-DAVIS, PCSB E.D.
DR. DREWANA BEY, DCPS INTERIM DEPUTY CHANCELLOR
DR. CHRISTINA GRANT, STATE SUPERINTENDENT
PAUL KIHN, DEPUTY MAYOR EDUCATION
JOSEPHINE BIAS-ROBINSON, DCERC E.D.
1. Intentional relationship-building among students, educators, and families to create an effective team that meets high expectations.

2. Emphasize the importance of fun and joyful environments for adults and students.

3. Extended learning time opportunities for students.

4. Targeted small-group and individual student interventions that allow students to access rigorous, grade-level content, even when they have unfinished learning gaps.

5. Teacher observation, collaboration, coaching feedback cycles, and professional development that provide educators with support to improve.

6. Weekly data and student-work analysis, progress-monitoring, and goal-setting conversations with educators and students.