

DC Public Schools: Capital Commitment 2017-2022

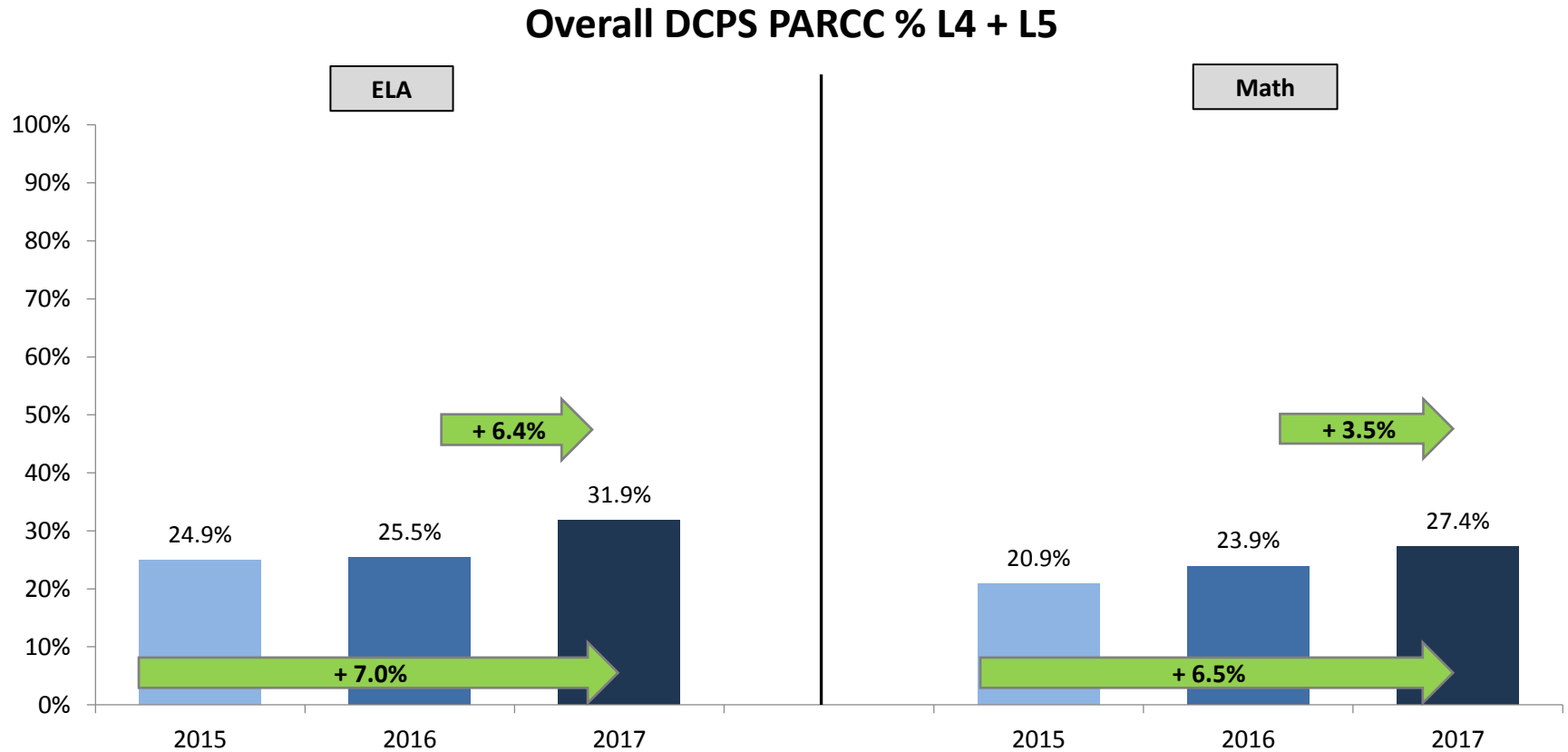
Cross Sector Taskforce
September 26, 2017



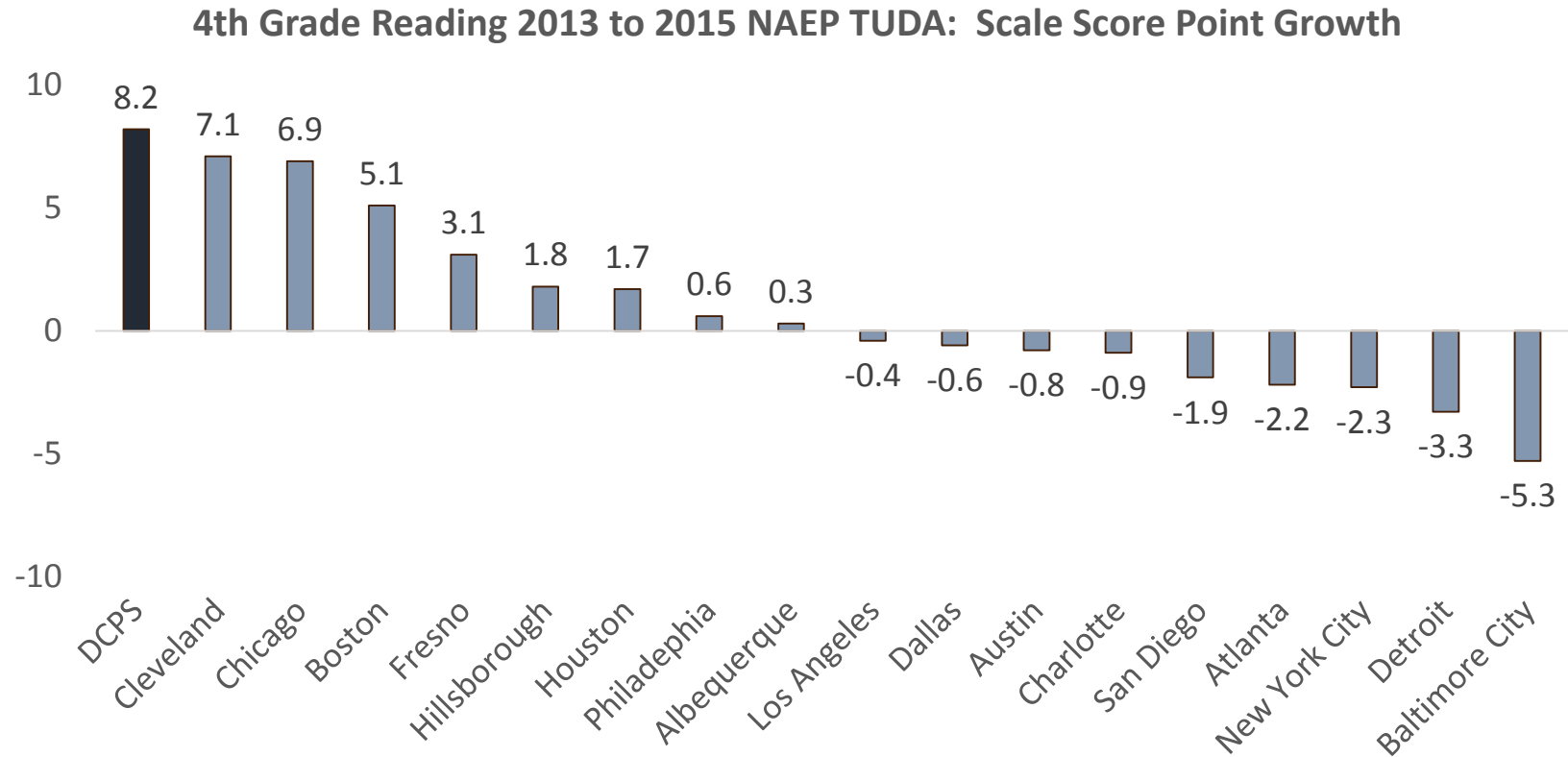
Looking back, we have had many successes!

- Strong gains on 2012-2017 **Capital Commitment** goals
 - Student Achievement
 - Graduation Rate
 - Enrollment
- **Fastest improving** urban school district in the country
- “...DCPS has made considerable progress toward the goals laid out five years ago...” (*Atchison and Stein, American Institutes for Research, 2017*)

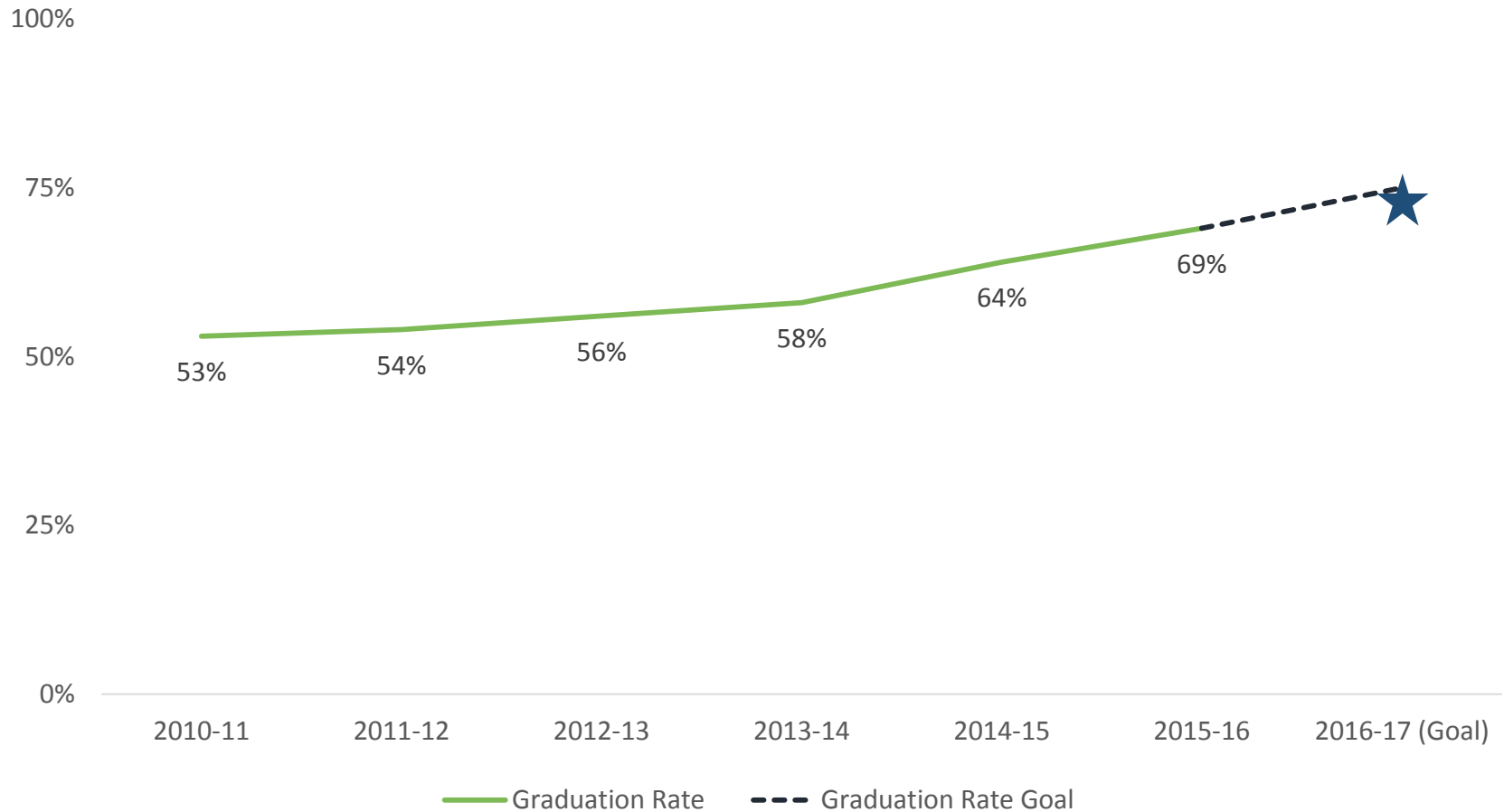
DCPS has made significant gains in both ELA and Math on the PARCC.



We remain the fastest improving urban school district.

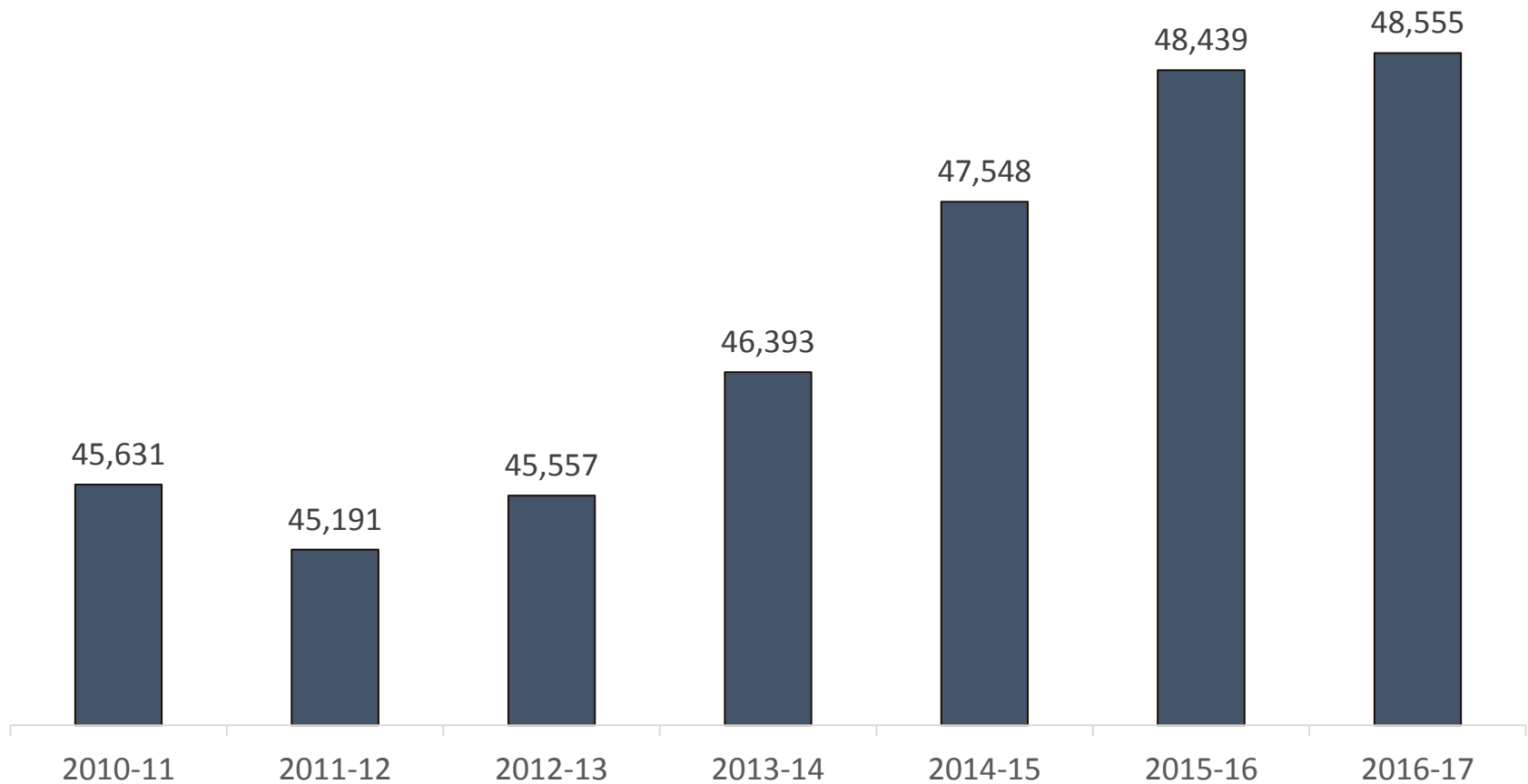


We are on track to meet our graduation rate goal of 75%



More Families are Choosing DCPS!

Audited Enrollment (DCPS)



AIR Report: “DCPS has made considerable progress”

“In many ways, DCPS has made considerable progress toward the goals laid out five years ago:

- **Proficiency rates in English language arts (ELA) and mathematics have increased for nearly all student subgroups at all school levels**, and many of the lowest-performing schools have shown improvements in test scores.
- **Graduation rates have risen substantially** overall and for all racial subgroups in both selective and comprehensive high schools.
- **Enrollment has grown** from approximately 45,000 students to more than 48,000 students.
- **Student satisfaction, especially among Hispanic and Black students, has increased substantially.”**

LOOKING BACK TO MOVE FORWARD Progress and Opportunity in District of Columbia Public Schools

Drew Atchison, Ed.D.

Laura B. Stein, M.A.

AIR: Success for ALL students “has not yet been fully realized”

“And yet, the overall purpose of Chancellor Henderson’s five-year plan—to ensure every DCPS school provides a world-class education that prepares ALL of our students, regardless of background or circumstance, for success in college, career, and life”—has not yet been fully realized...

- Black and Hispanic students still lag far behind their White peers in terms of ELA and mathematics proficiency, high school graduation, and college enrollment.
- And many of DCPS’ historically low-performing schools, located in wards that predominantly serve Black and at-risk students, remain the lowest-performing.”

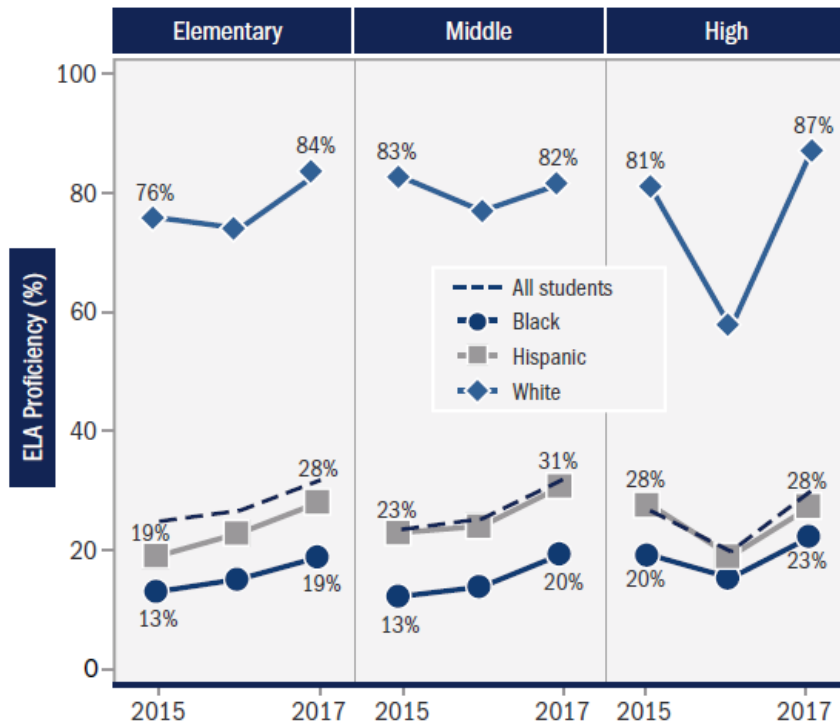
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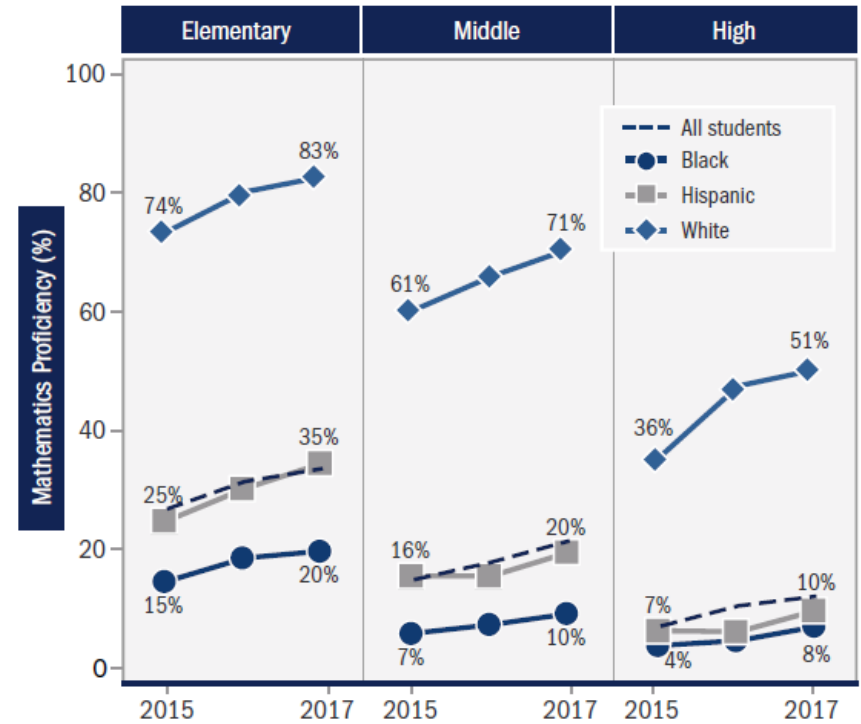
Laura B. Stein, M.A.

AIR Report: Despite progress, a persistent achievement gap for Black and Hispanic students

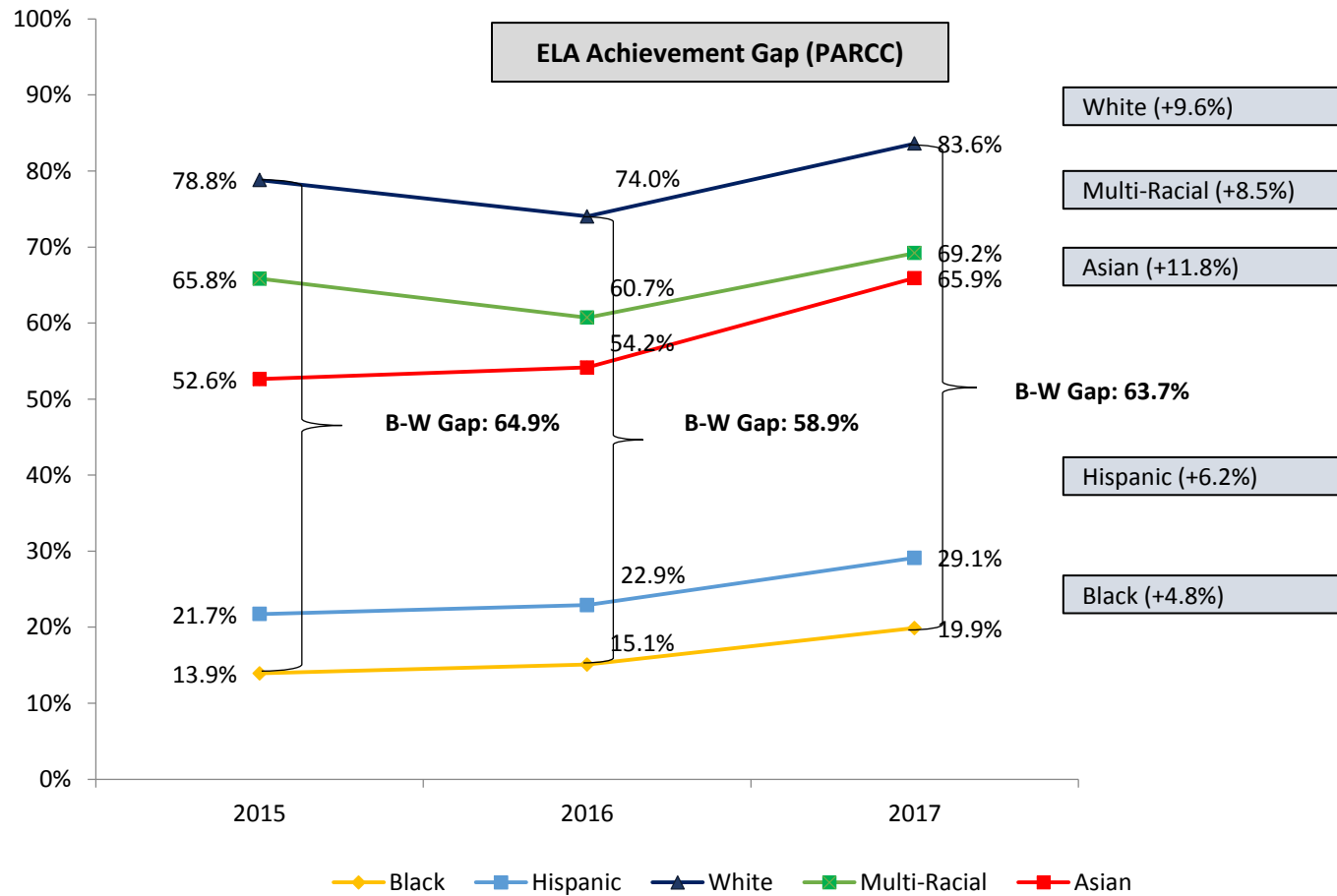
Black and Hispanic students made substantial gains in ELA proficiency in elementary and middle schools from 2015 to 2017. Despite that progress, White students' proficiency rates remain well above those of Black and Hispanic students.



Although Black and Hispanic students showed gains in proficiency in mathematics at all levels, the gains made by White students were generally as large or larger, resulting in a widening of the gaps in proficiency rates between White students and Black and Hispanic students.

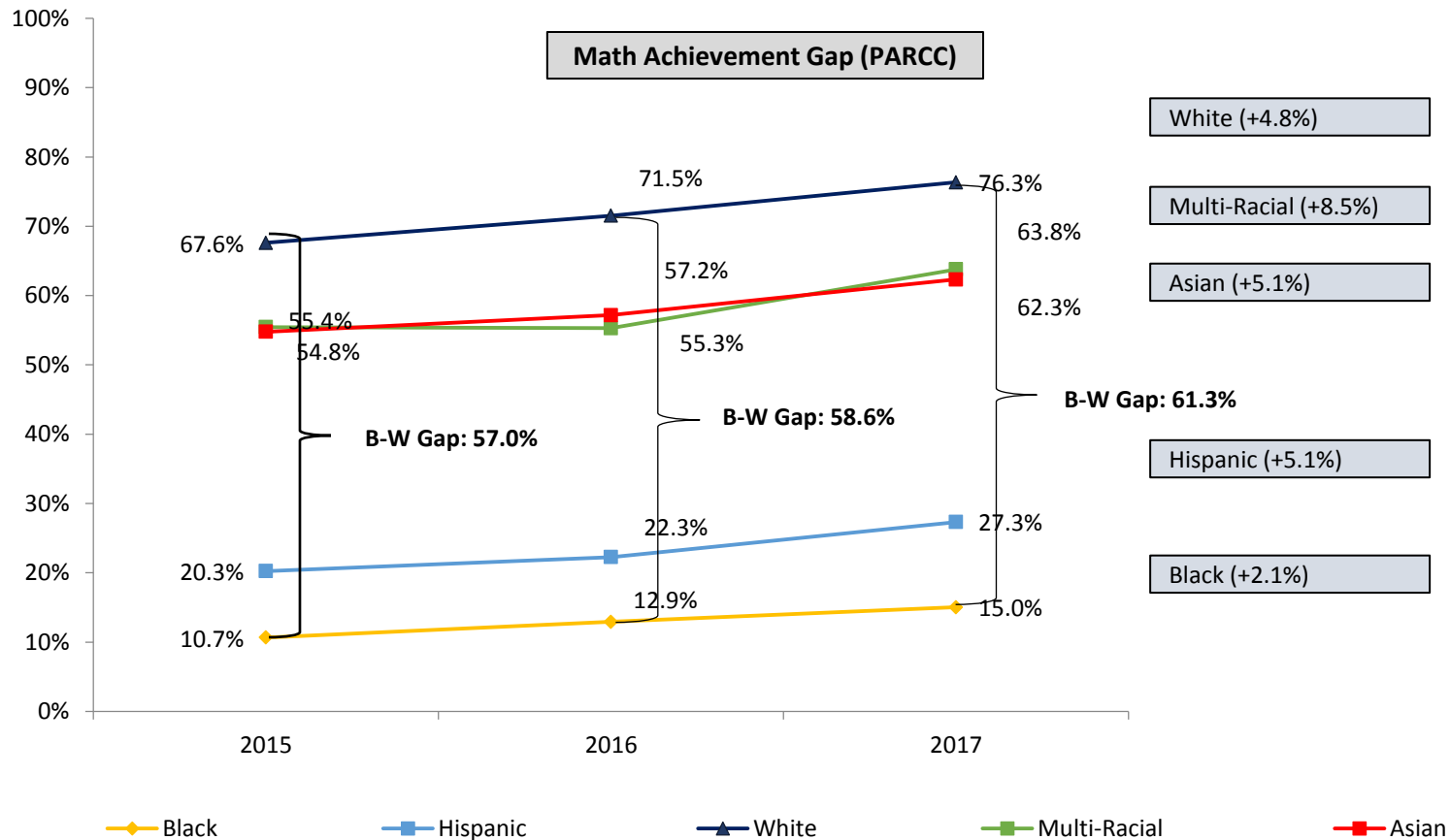


While all subgroups are improving, we have significant work to close the achievement gap (ELA).



*rounded to the nearest 10th of a percent

While all subgroups are improving, we have significant work to close the achievement gap (Math).



We Are DCPS, And We Can Do This



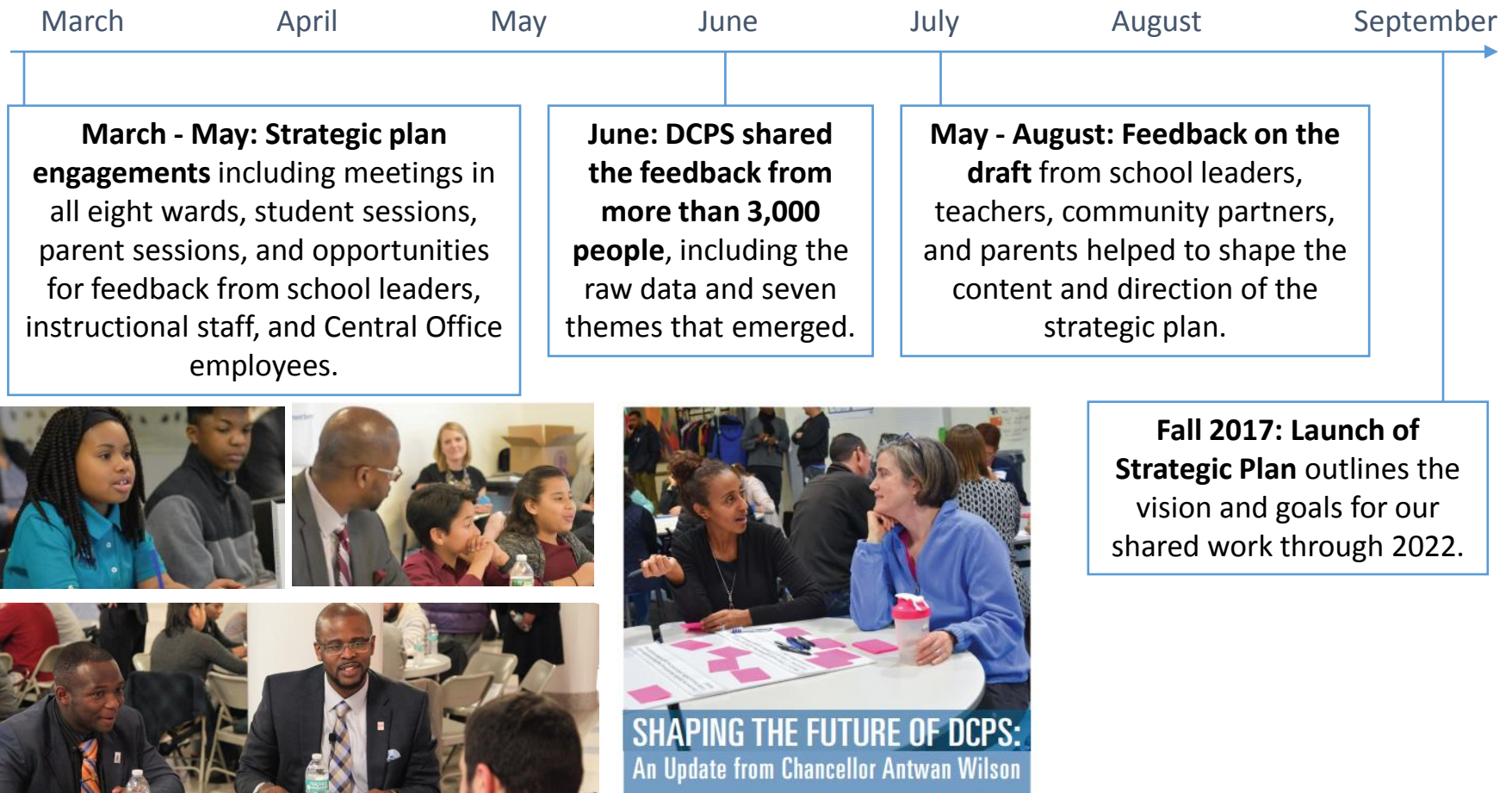
When we began our engagements, we stated our strategic planning process will be successful if we...

- Dream **big and boldly** for our students
- Plan how to **play as a team** to win for students
- **Focus our work** in order to build on our strong foundation and ensure equity and excellence for all

The difference between being great and winning for kids is TEAM.



We engaged with our stakeholders to shape the future of DCPS.



We engaged with our stakeholders to
shape the future of DCPS.

1600+
Students

300+
Central Office
Employees

2,000+
Teachers and
Instructional
Staff

700+
Families and
Community
Members

150+
School Leaders

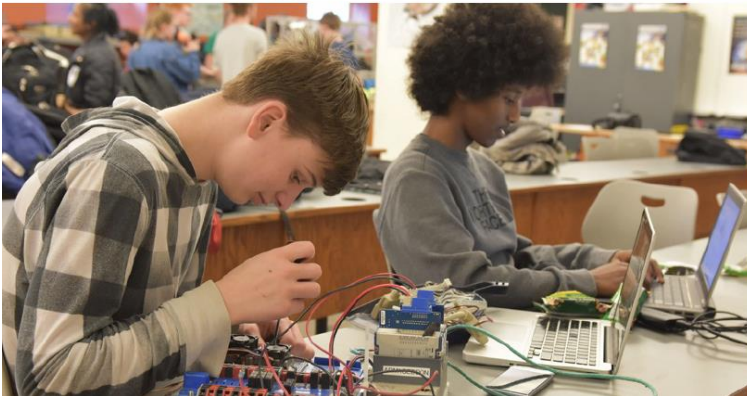
Key Questions:

- How can DCPS promote excellence and equity?
- What actions are important to ensure all students, families, staff members, and community partners feel welcomed in DCPS?
- What do you hope to see as you walk into a DCPS classroom/school?
- What should DCPS start, stop, and continue doing?

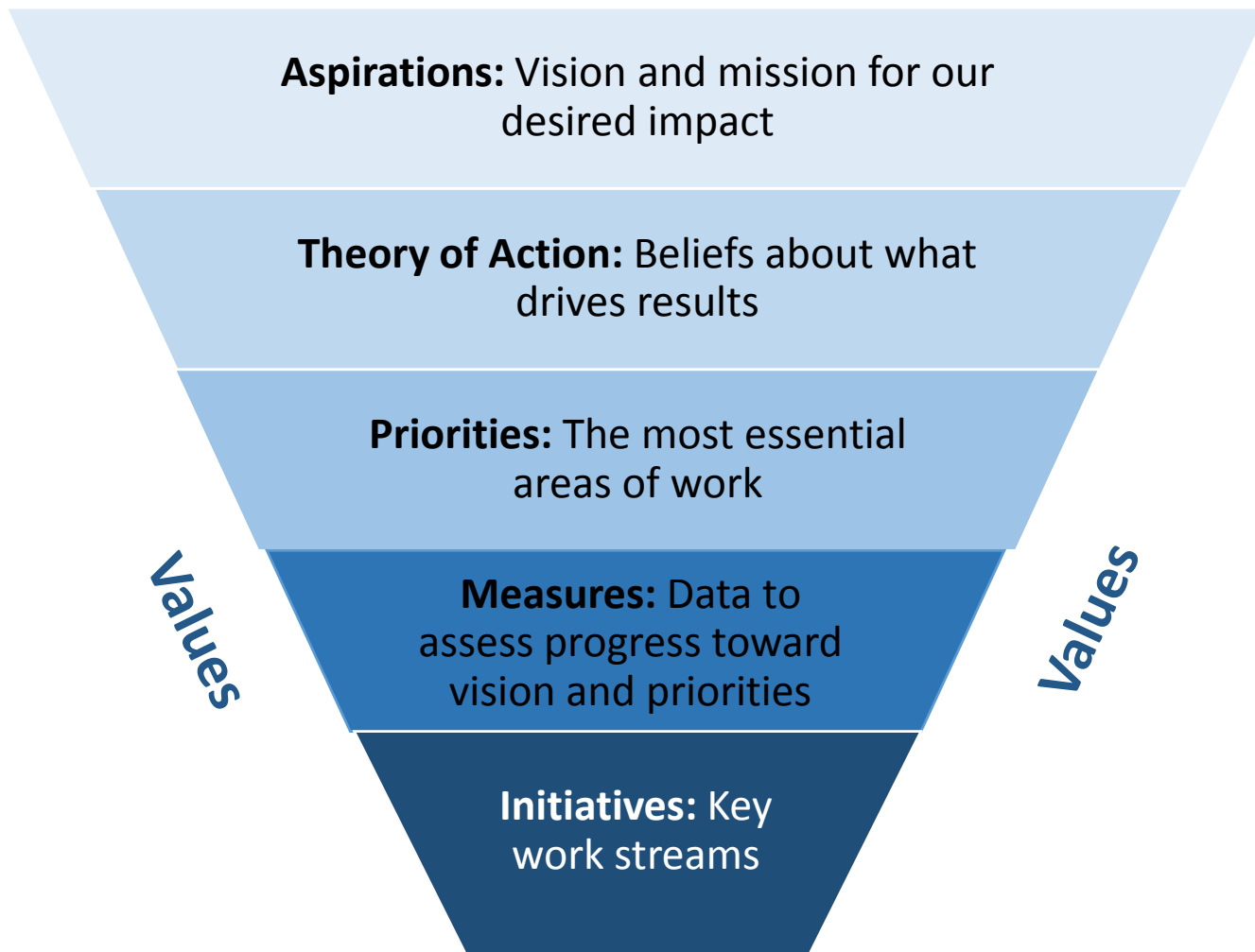
We engaged with our stakeholders to shape the future of DCPS.

Stakeholder	8 Ward Meetings	Survey	Faculty Meetings	Focus Groups	All Calls	Write-In
Students	✓			✓		✓
Families	✓			✓		✓
Community Members	✓					✓
Teachers/ Instructional Coaches (All WTU)	✓	✓	✓			✓
Paraprofessionals		✓				✓
School Leaders	✓	✓	✓	✓		✓
Central Office Staff				✓	✓	✓
Central Office Leadership		✓		✓		✓

Every staff member, parent, and student
is a critical member of this work.



The strategic plan is comprised of cascading elements.



Vision and Tagline

Vision statement:

Every **student** feels loved, challenged, and prepared to positively influence society and thrive in life.

Tagline:

Every Student, Every School, Every Day!



Mission

Mission statement:

Our mission is to ensure that every **school** guarantees students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment.



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.



Theory of Action

A theory of action expresses beliefs about what drives results.

DCPS's statement:

- Explains the **relationship between schools and central office.**
- Previews a process for creating a framework to determining **who gets autonomy over what and how.**



Theory of Action

In DCPS we are committed to every student being educated in an excellent school by adults who love them and have high expectations for them to succeed. We will support our school leaders in making **effective decisions in alignment with our strategic plan** to improve their schools in service of every student succeeding. We believe that by **providing excellent service to students and their families, embedding equitable practices, and focusing our efforts** we can accelerate student achievement and close achievement gaps.



Strategic Priorities & Initiatives

- These are the most essential bodies of work DCPS will pursue **over the next five years** to drive progress toward our goals.

Core

- Established and essential work of the district

Priority

- New body of work
- Expansion or acceleration of an existing body of work

Vision and
Tagline

Mission

Values

Theory of
Action

Strategic
Priorities &
Initiatives

Big Goals

Strategic Priorities & Initiatives

Promote Equity

Define, understand, and promote **equity** so that we **eliminate opportunity gaps** and **systematically interrupt institutional bias**.

- Develop and implement a strategy that infuses a **consistent focus on equity** across all DCPS.
- Offer **programming that supports students of color**, with an initial focus on maximizing the impact of EMOC and Reign.
- Develop and implement a **school budgeting model** that prioritizes resources for students who need them most.



Strategic Priorities & Initiatives

Empower our People

Recruit, develop, and retain a **talented, caring, and diverse team.**

- Develop and implement a strategy that strengthens and infuses our defined **values** into all that we do.
- Strengthen **teacher pipelines** with a focus on high-need content (e.g. bilingual) teachers and male educators of color.
- Strengthen **school leadership development and pipeline programs**, with an initial focus on Assistant Principals.

Vision and
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Big Goals

Strategic Priorities & Initiatives

Ensure Excellent Schools

Increase the number of **excellent schools** throughout the city.

- Develop and implement an aligned system of **differentiated supports and resources** that moves schools toward a **consistent standard of school excellence**.
- Develop and implement a **school improvement and growth strategy** based on school and regional need, that includes the systems needed to authorize new schools and programs (e.g. multilingual, magnet, etc.); promote greater student diversity; and increase opportunities for innovation.
- Develop and implement a strategy to increase **attendance**.
- Develop and implement a strategy to increase **re-enrollment** and further increase **enrollment**.



Strategic Priorities & Initiatives

Educate the Whole Child

Provide **rigorous, joyful, and inclusive academic and social emotional learning experiences** to ensure all students are college and career ready.

- Support teachers with implementation of the **DCPS curriculum** and resources through **Learning together to Advance our Practice (LEAP)**.
- Build a shared understanding of **social emotional learning (SEL)** competencies and embed SEL into our curricular resources and culture.
- Ensure students are reading on grade level by 3rd grade through a **coherent and aligned preK-12 literacy strategy** with an initial focus on **early literacy**.
- Strengthen **middle school offerings**, including increasing coursework options and access to extra-curricular opportunities.
- Expand access to **college and career** experiences and preparation.
- Strengthen **special education and English Learner** delivery models, curricular resources, and professional development for all educators.

Vision and
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Big Goals

Strategic Priorities & Initiatives

Engage Families

Ensure communication and deepen **partnerships** with **families and the community**.

- **Build staff capacity** to engage families and community in the academic and social emotional learning of our children, with an initial focus on expanding **home visits**.
- Improve and increase mechanisms to **communicate with and listen to families**.

Vision and
Tagline

Mission

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Theory of
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Big Goals

Big Goals

Measure of progress toward our vision, mission, and priorities

Value statements of what we believe are important indicators of success for our students and DCPS over the next five years

Inspirational for our students, families, staff, and community



Big Goals: By 2022

- | | |
|--|--|
| 1. Double College and Career Readiness | Double the percent of students who are college and career ready, and triple the percent of at-risk and students of color who are college and career ready. |
| 2. Accelerate Early Literacy | 100 percent of K-2 students are reading on or above grade level. |
| 3. Increase High School Graduation Rate | 85 percent of students graduate within four years; and 90 percent graduate within four or five years. |
| 4. Improve Student Experience | 100 percent of students feel loved, challenged, and prepared. |
| 5. Increase Excellent Schools | 100 percent of schools are highly rated or are improving. |
| 6. Increase Enrollment | 90 percent of students re-enroll, and DCPS serves 54,000 students. |



Thank you for your support!

