



2022 BOLD

PERFORMANCE



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

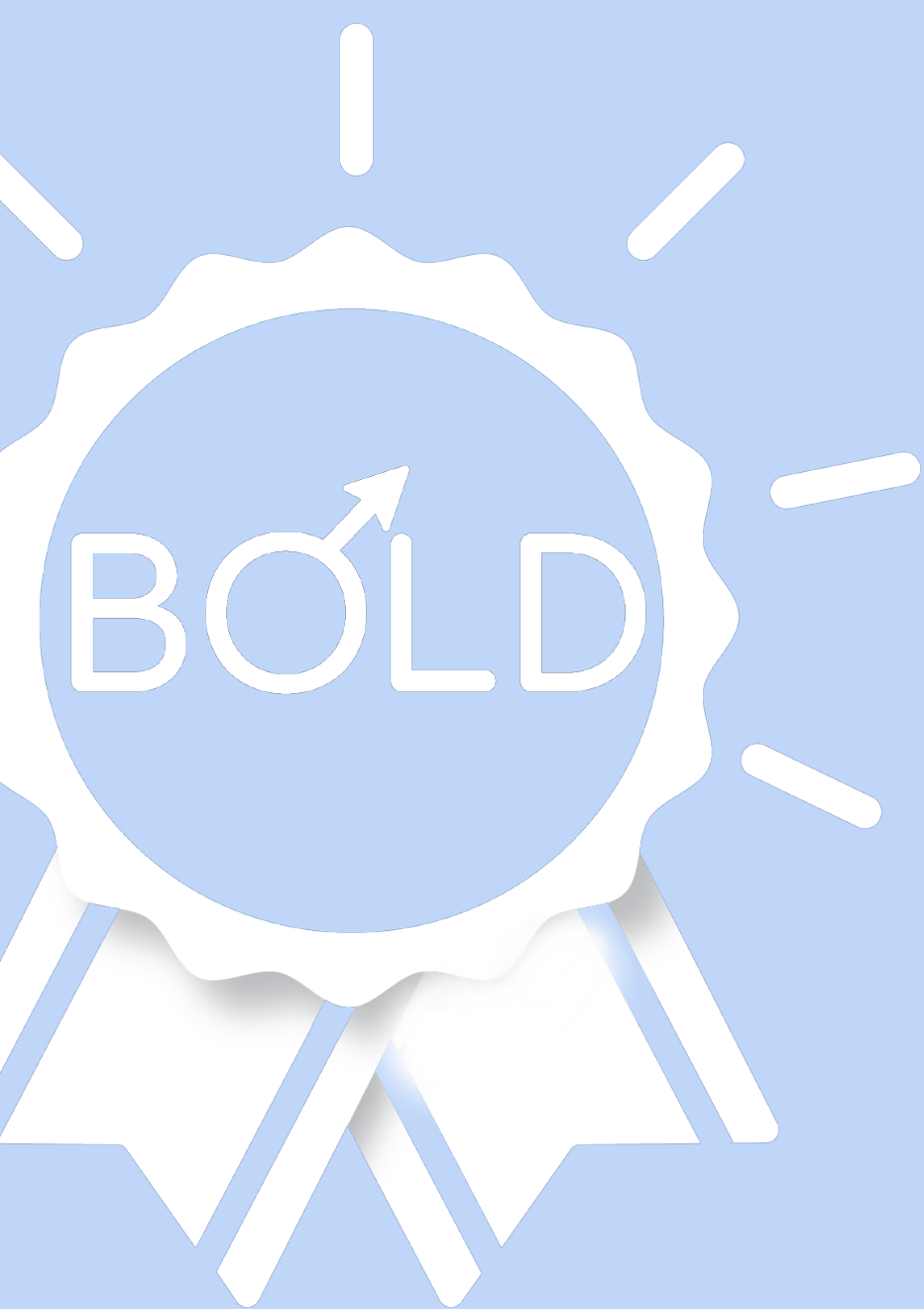




BOLD SCHOOLS HISTORY

- 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

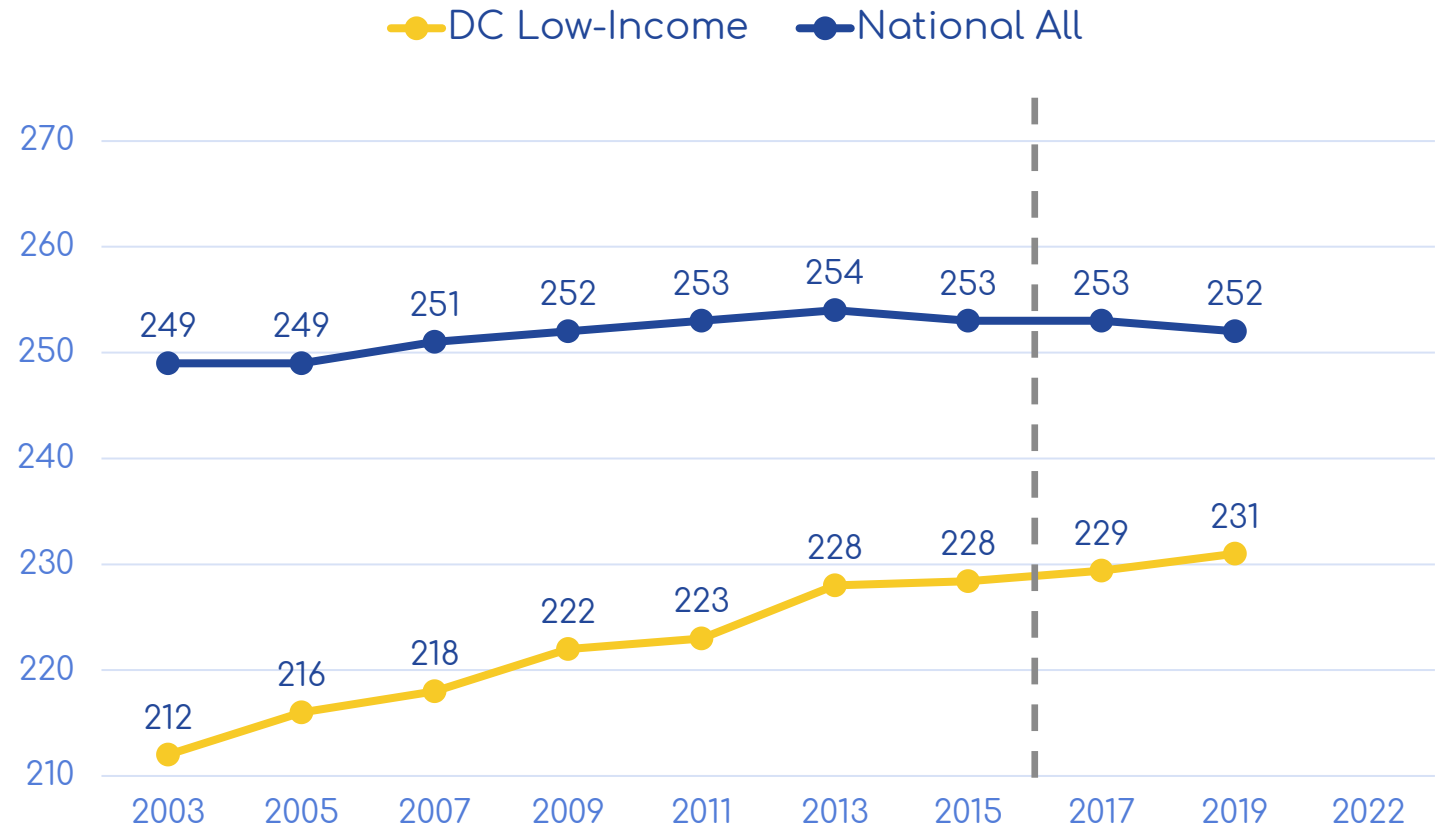
CENTER CITY CONGRESS HEIGHTS



WHY WE IDENTIFY BOLD SCHOOLS

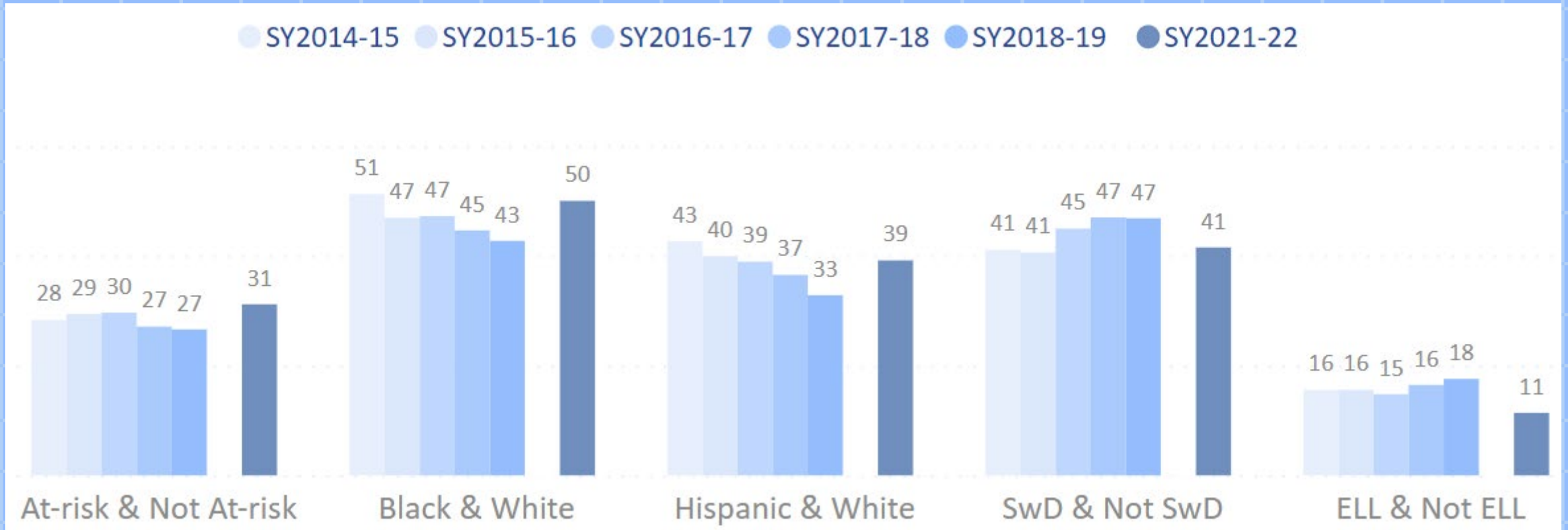
Prior to the pandemic DC's students designated as at-risk were making progress, one of only 6 jurisdictions in the US where low-income students were gaining on their national peers.

AVERAGE NAEP MATH AND READING SCORE



DC PARCC 3+ ENGLISH LANGUAGE ARTS

PERFORMANCE GAPS OVER TIME



DC PARCC 3+ MATHEMATICS

PERFORMANCE GAPS OVER TIME

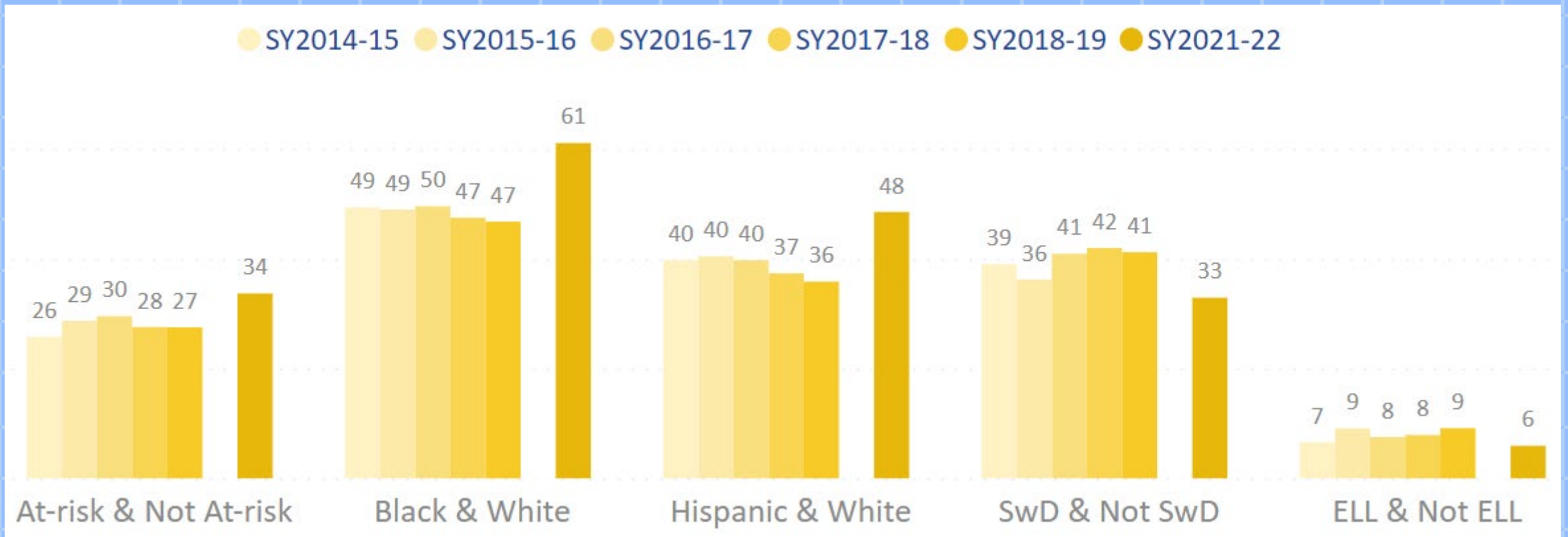
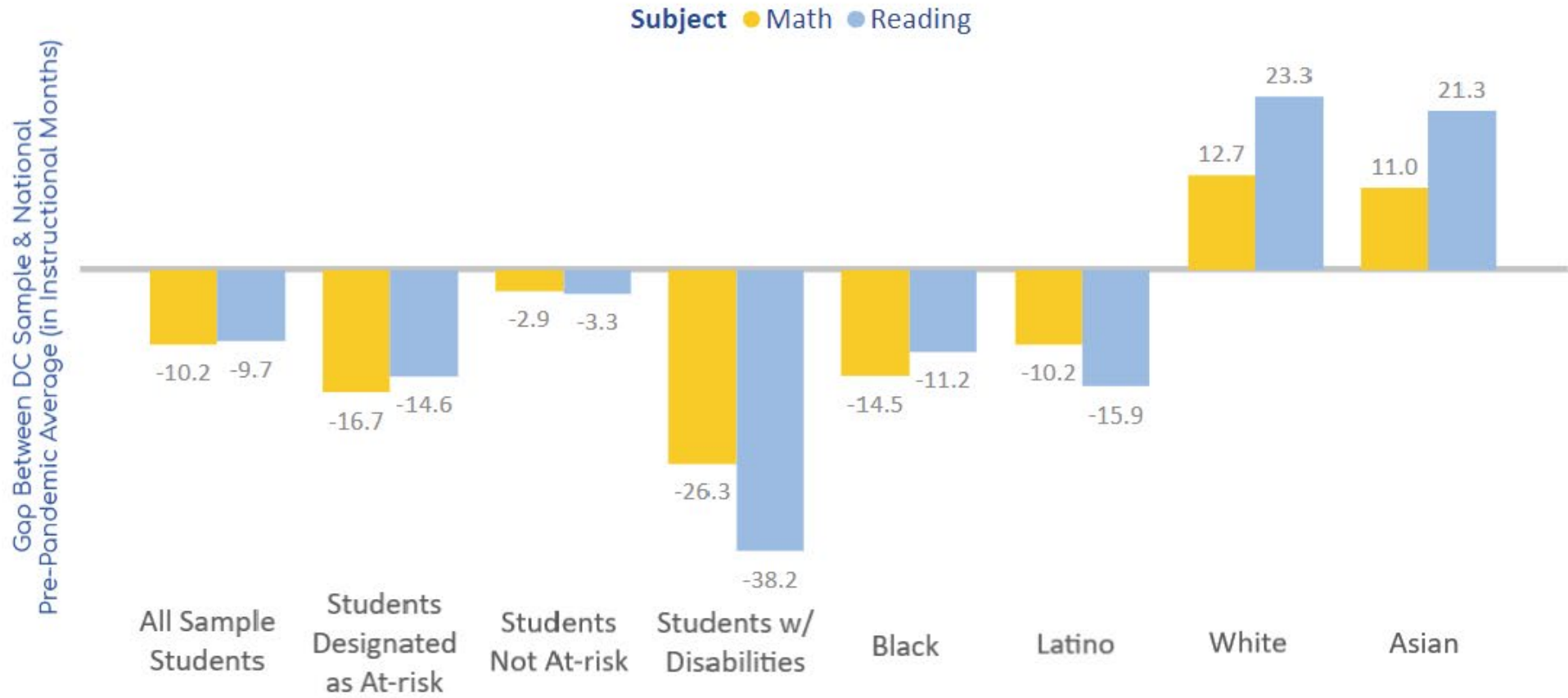
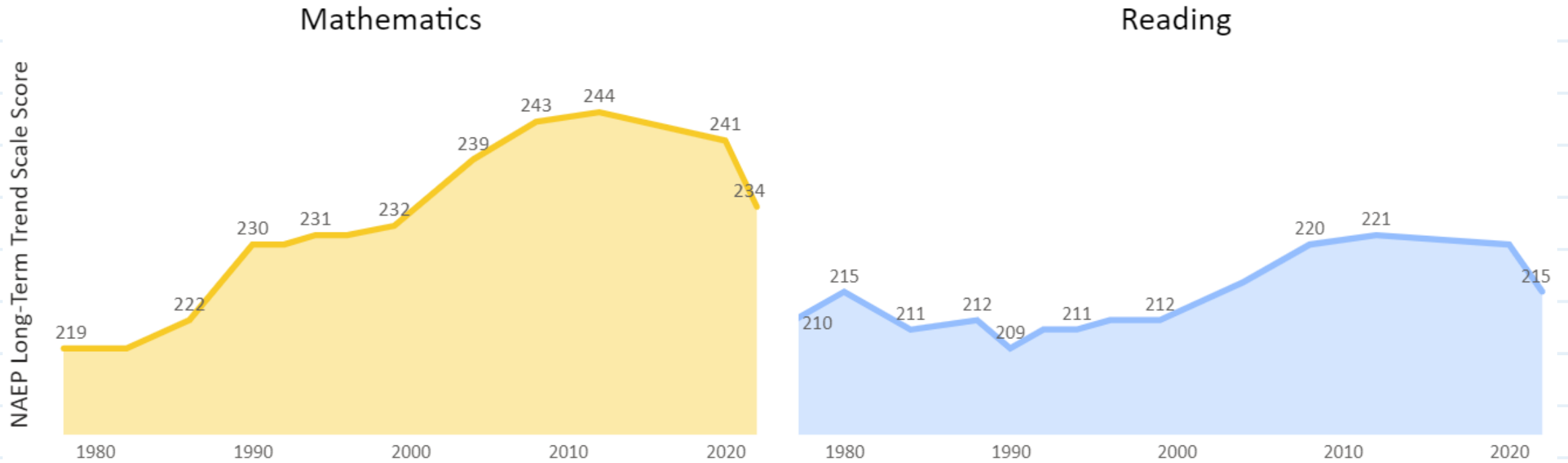


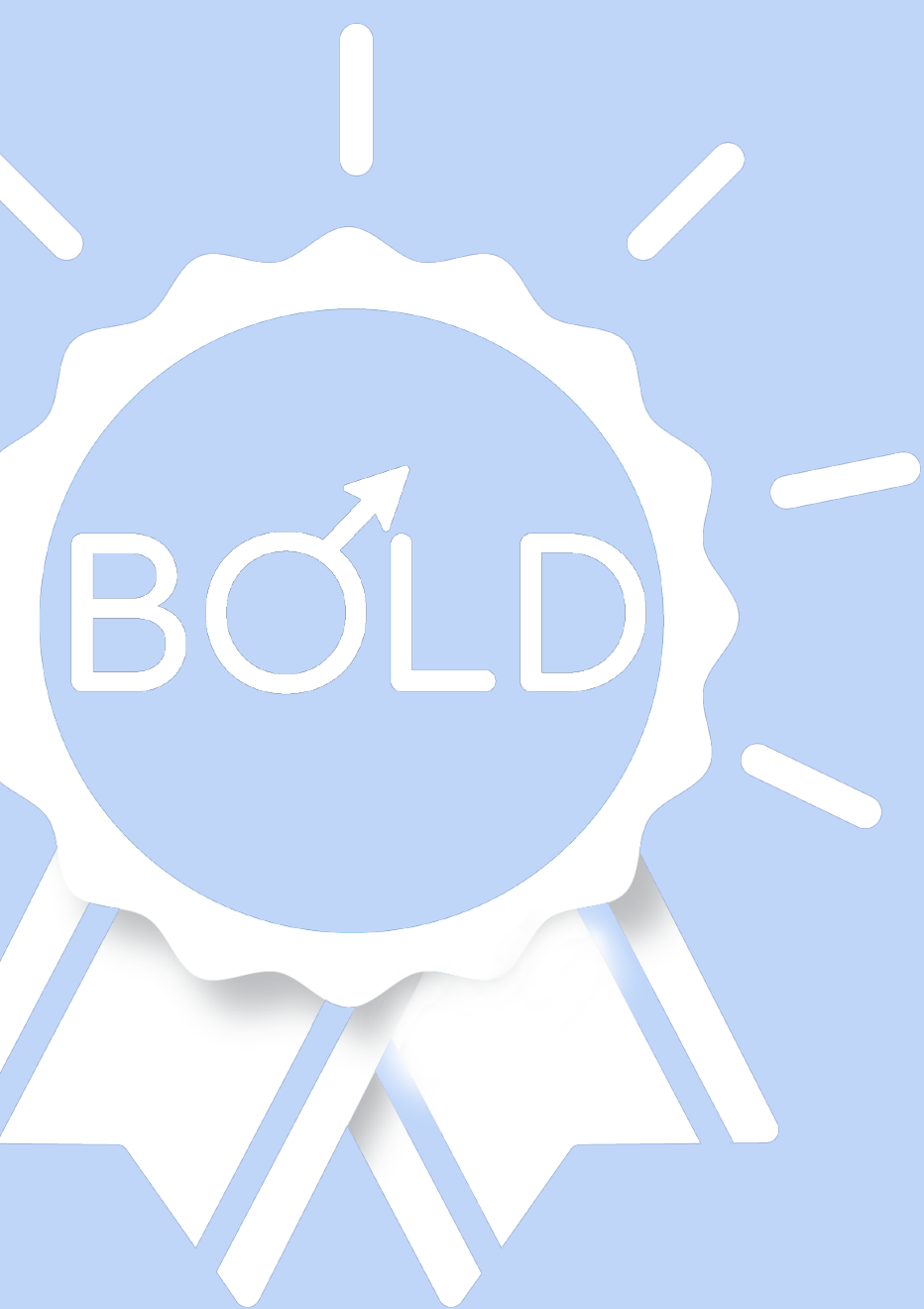
Figure 2. Pandemic Unfinished Learning Gaps
in Instructional Months as of Spring 2022



NAEP 9-YEAR-OLD LONG-TERM TREND RESULTS

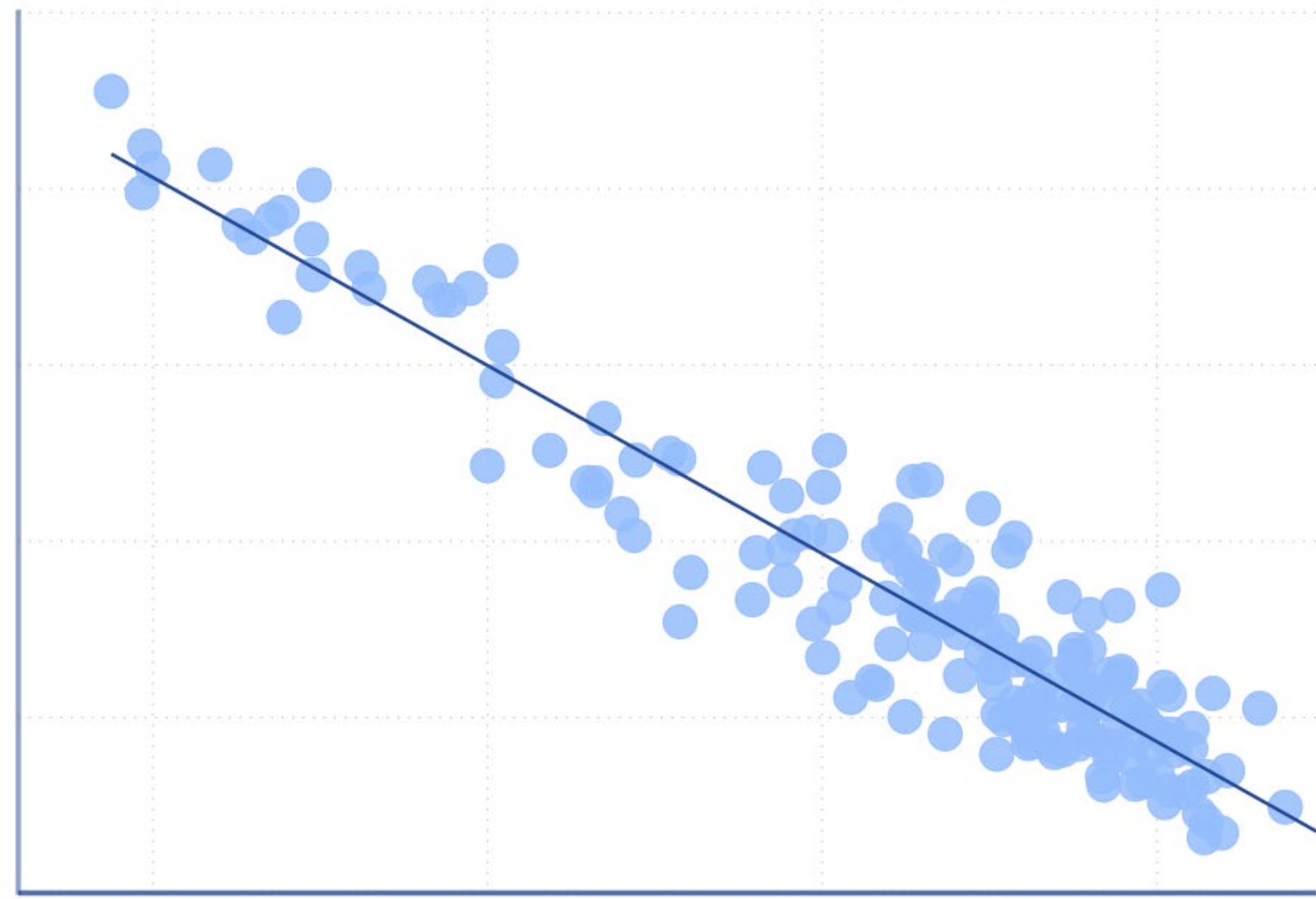


First statistically significant drop in U.S. math scores since the assessment began in 1978, and the first reading drops since 1984



HOW WE IDENTIFY BOLD PERFORMANCE SCHOOLS

Schoolwide Math and Reading Proficiency

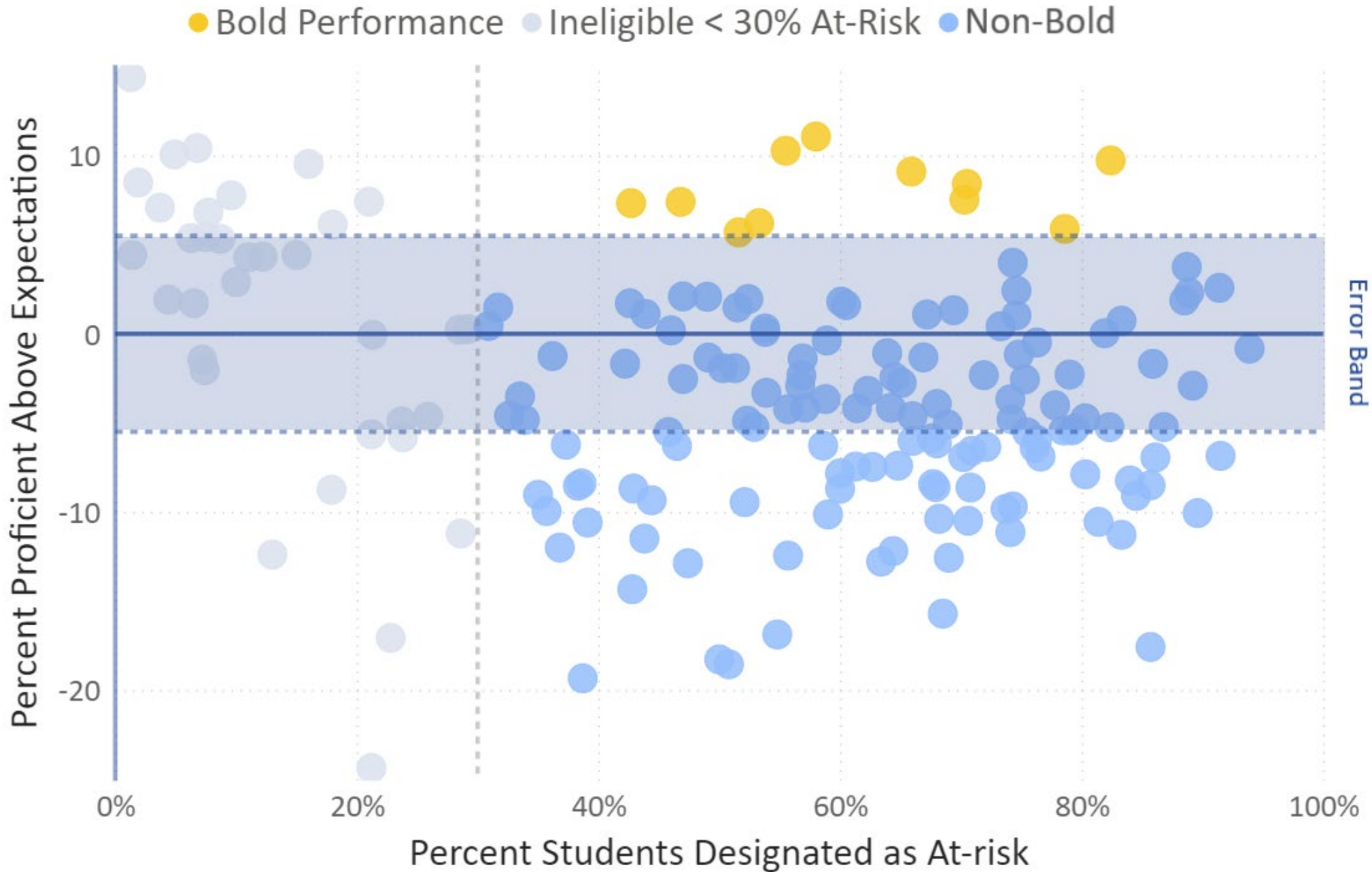


Percent of Tested Students from Priority Population Groups

BOLD SCHOOLS METHODOLOGY

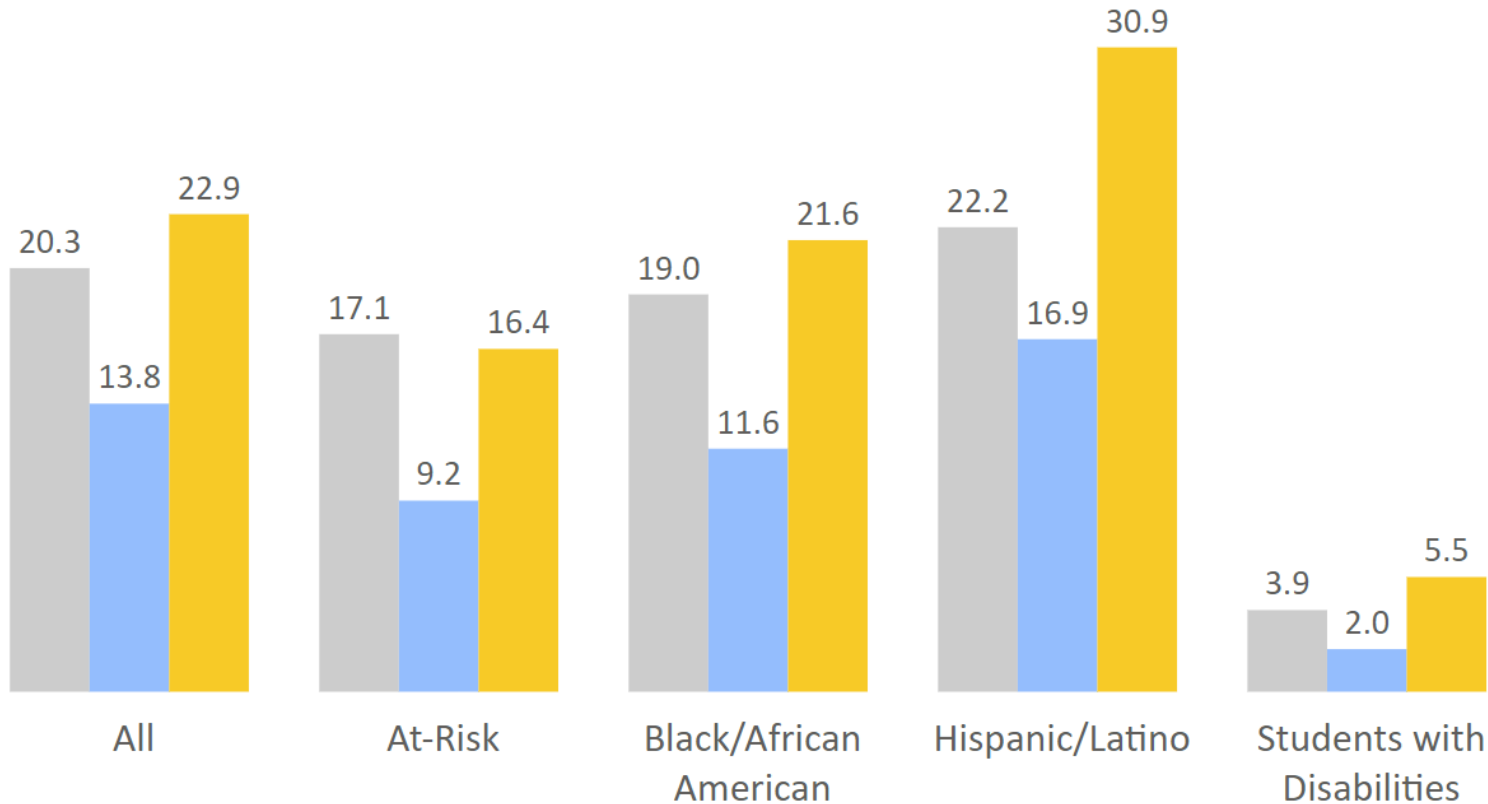
- Use multiple advanced machine learning algorithms to isolate the impact of a school from demographic factors it cannot control
- Create four separate ensemble models for math and reading, level 3+ and level 4+
- Find each school's average PPAE

PERCENT PROFICIENT ABOVE EXPECTED



PARCC 4+ PROFICIENCY IN MATH AND READING

● Pre-Pandemic Avg. Schools >30% At-risk ● 2022 Non-Bold Schools ● 2022 Bold Performance Schools



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

Burroughs ES

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Washington Global MS

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Garrison ES

Payne ES

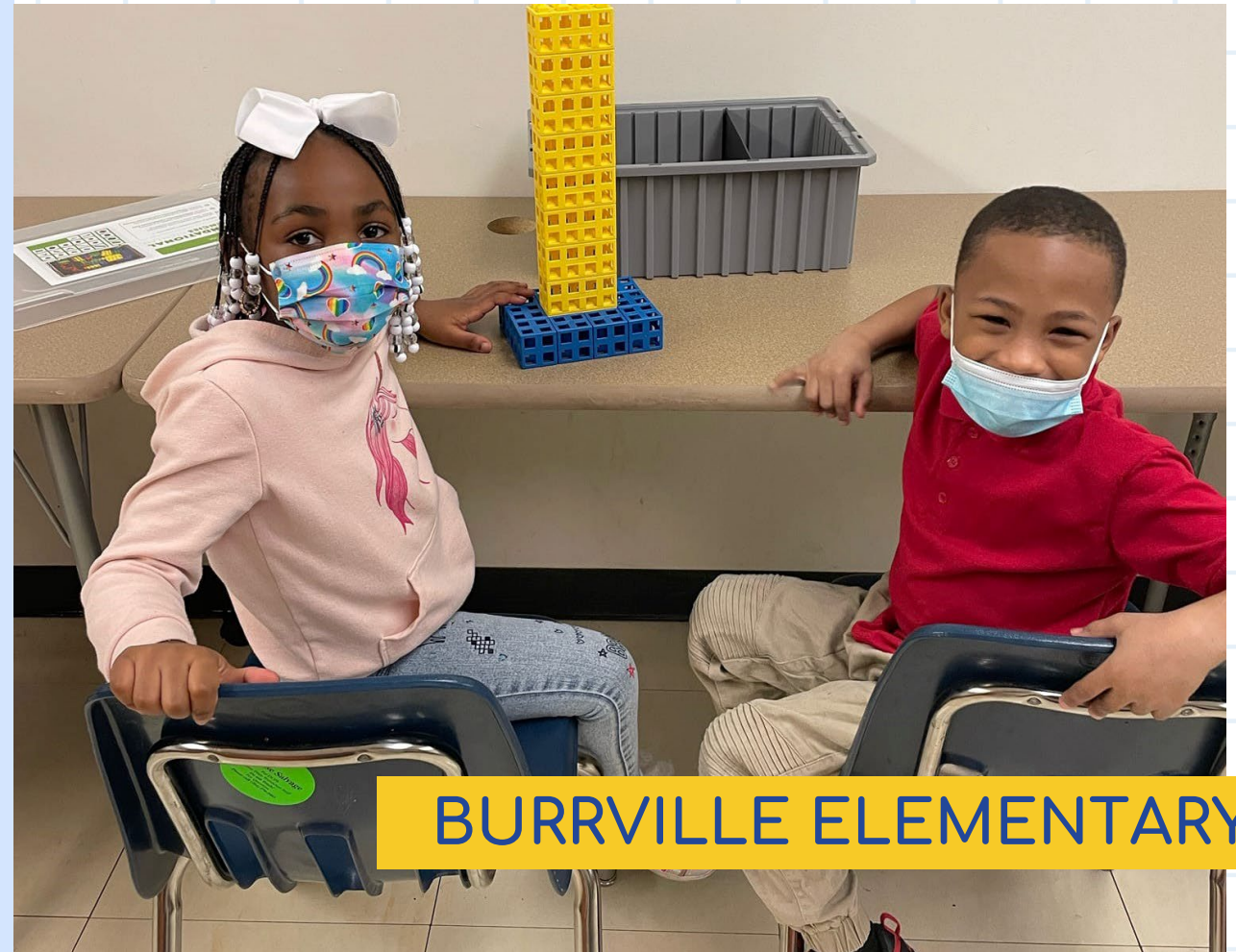
Digital Pioneers HS

Paul MS

Cesar Chavez MS/HS

Friendship Southeast ES

Bridges ES



BURRVILLE ELEMENTARY

ABOUT THE 2022 BOLD SCHOOLS

WHAT SCHOOLS SAY MAKES THEM SPECIAL



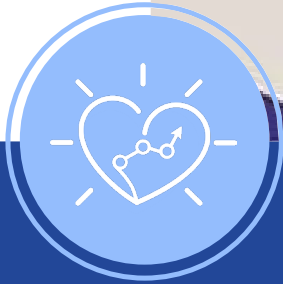


BOLD ANALYSES

- Reviewed publicly-available report card and workforce data from OSSE
- Leadership team surveys, including teacher leaders
- Interviews of leaders, teachers, and students

BURROUGHS ELEMENTARY

<u>Metric</u>	<u>Bold Performance Schools</u>	<u>Non-Bold Performance Schools</u>
In-seat attendance rate for all students	89%	86%
In-seat attendance rate for students designated as at-risk	86%	82%
Chronic absenteeism rate for all students	42%	48%
Chronic absenteeism rate for students designated as at-risk	34%	39%
Re-enrollment rate for all students	85%	85%
Re-enrollment rate for students designated as at-risk	86%	85%
2021-22 Teacher retention rate	75%	72%
Teacher average years of experience (estimate)	9	8
School leader average years of experience (estimate)	6	5
Per pupil expenditure rate	\$ 23,695	\$ 24,960



EMPHASIZED FUN & JOY

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



FRIENDSHIP SOUTHEAST ELEM.



RELATIONSHIP-BUILDING

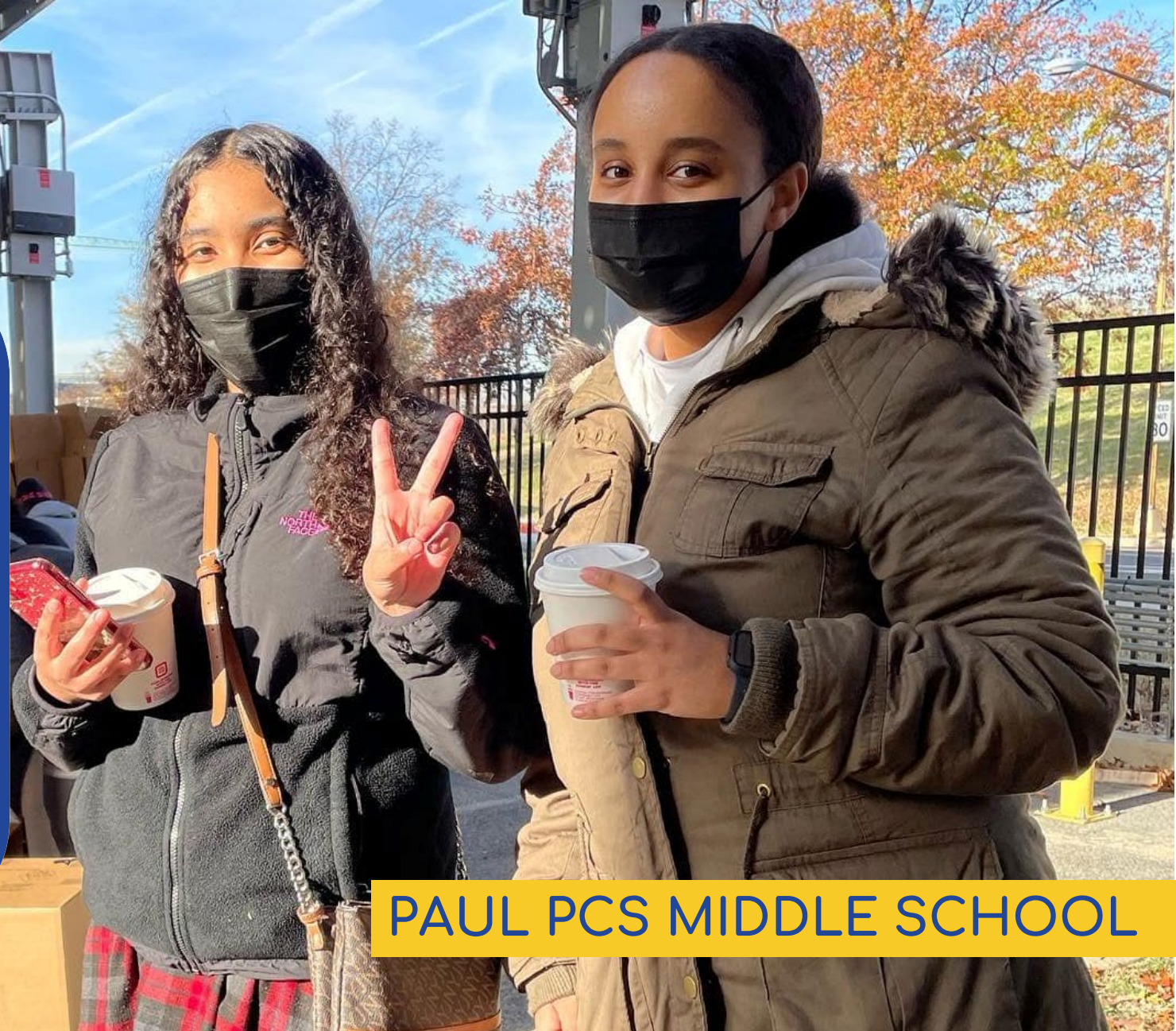
- Feeling like school is family
- Starting from the positive and academic, always
- Therapeutic approaches and sometimes actual therapy
- Teacher looping with students based on data

PAYNE ELEMENTARY



EXTENDED LEARNING TIME

- Returned for SY2021-22 one month early
- Added 1 hour to school day
- Saturday Celebration Academies
- Tutoring opportunities throughout school day



PAUL PCS MIDDLE SCHOOL



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



GARRISON ELEMENTARY



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

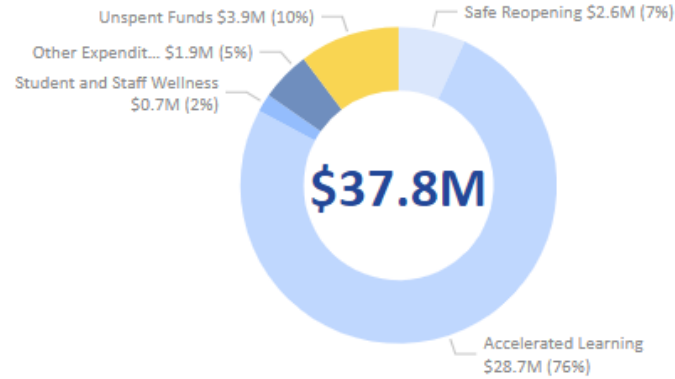
DIGITAL PIONEERS HS

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)



\$540,446,875

Total Recovery Allocation

\$85,754,924

Accelerated Learning Spent

\$19,503,302

Safe Reopening Spent

\$3,756,625

Student and Staff Wellness Spent

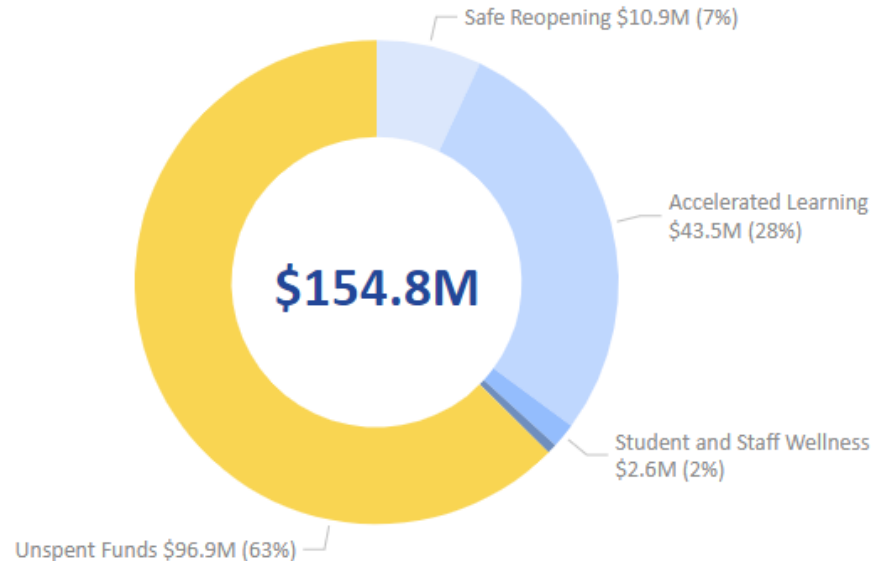
\$4,491,883

Other Expenditures

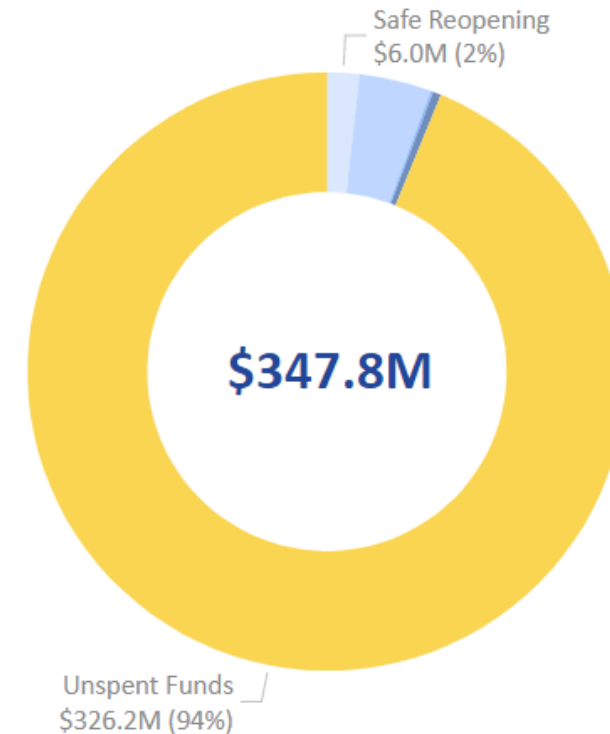
\$426,940,141

Unspent Funds

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



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





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.



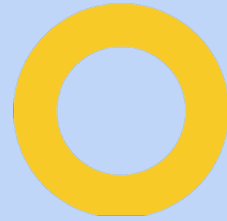
Adopt and implement strategic plans aligned with bold goals and commit to funding the solutions working at Bold Performance Schools



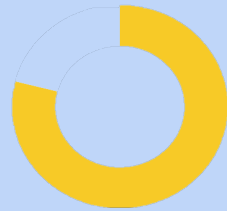
Invest in the research to implement what's working and how to course-correct when not.



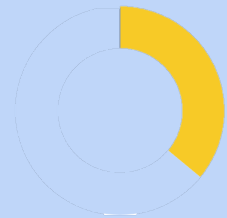
SURVEY RESULTS ON PLANNING



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

LANGDON ELEMENTARY

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**