DC PUBLIC SCHOOLS

Chancellor's Parent Advisory Board

January 25th, 2024

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Agenda

01/25/24
• **Overview of Agenda and Community Norms**
• Socioemotional Learning Activity
• Member Spotlights
• Strategic Plan Reveal & Chancellor Q&A
• Secondary Education Presentation
• DCPS Becoming
• Announcements, Survey and Closing

Inclusive Space for ALL Members

Community Norms

- **Be an active** and **engaged** participant - attend meetings and participate
- Take a **collaborative** approach
- Respect different **perspectives** and **backgrounds**
- Focus on **common** purpose and goals
- **Lean** into difficult conversations
- Presume a **positive intent**
- Go **hard on issues** and **soft on people**
- Maintain **privacy** and **confidentiality**
- **Monitor** your airtime

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What's your child's favorite book?

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Member Spotlights

Mishaela Duran

Ward 6

Ludlow Taylor Elementary School

Yolanda Anderson

Ward 4

Roosevelt High School

Taressa Walton

Ward 2

Garrison Elementary School

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Welcome

The Capital Commitment 2023-2028

Strategic Plan

Strategic Plan Engagement: Feedback Themes

Students
- **Expand extracurricular/enrichment opportunities**
- Foster more respect & community
- Foster more student engagement & amplify student voices
- Improve equity in all schools
- **Provide additional supports for the transition from middle to high schools and after high school opportunities**

Families & Caregivers
- **Increase clubs & extracurricular opportunities**
- Improve transparency & communication
- Further celebrate diversity
- Increase mental health supports
- Teach essential life skills
- Promote teacher retention
- **Enhance college & career readiness supports**

Staff
- **Provide additional out-of-school enrichment opportunities**
- Include staff further in decision-making
- Improve staff retention & recruitment
- Increase mental health supports
- **Provide additional resources & training for success**

Access our summary document here: https://dcpsstrong.com/strategic-plan/

CAPITAL COMMITMENT
2023-2028

ONE

EQUITY IMPERATIVE:

All DCPS students have access to the **tools**, **support**, and **resources** they need to succeed.

TWO

COMMITMENTS:

Value our people.
Partner with our community.

THREE

STRATEGIC PRIORITIES:

SUCCEEDING ACADEMICALLY

CONNECTED TO SCHOOLS

PREPARED FOR WHAT'S NEXT

District of Columbia Public Schools

1200 First Street NE Washington DC 20002

CAPITAL COMMITMENT
2023-2028

OUR GOALS

SUCCEEDING ACADEMICALLY

- DCPS students are **MATHEMATICALLY STRONG**.
- DCPS students are **READING AND WRITING** across all subjects.

CONNECTED TO SCHOOLS

- DCPS students are **SAFE** and have a **SENSE OF BELONGING**.
- DCPS students have **EQUITABLE ACCESS** to opportunities.

PREPARED FOR WHAT'S NEXT

- DCPS students **GRADUATE ON TIME**.
- DCPS graduates participate in a **POSTSECONDARY PATHWAY**.

District of Columbia Public Schools   1200 First Street NE Washington DC 20002

Q&A

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GOVERNMENT OF THE
DISTRICT OF COLUMBIA
DC MURIEL BOWSER, MAYOR

DC
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Secondary Grading Policy Listening Session

Office of Social-Emotional and Academic Development Strategy

The Office of SEAD Strategy

Director, Student Engagement

Director, Data, Strategy, & Operations

Coordinator, Programs & Strategy

Our Grading Philosophy and Values Should Guide our Policy

Philosophy: DCPS believes that grades are in the service of ongoing learning, to provide timely feedback and plan for personalized instruction, while making a record of growth and development over a student's school career

Grades are:	Grades are not:
• A measure of a state of skill and knowledge of content taught and learned based on Common Core Standards and the DCPS Curriculum • Based on standards-based evidence of student learning demonstrated in foundational course engagement, assignments and assessments • A tool to grow intrinsic motivation • Transparent and consistent among all schools, within set parameters • Accessible and available for revision and improvement throughout the term • Provided frequently and accurately	• A reward and punishment behavior management tool • Based on institutional compliance or compatibility • Arbitrary and biased • Closed or final before the end of a term • A mechanism used to sort students and perpetuate opportunity gaps • A tool for teaching accountability of consequential lessons to students

Today's Goals

Objectives

- Become Familiar with Context of Grading Policy Changes
- Provide Feedback on Grading Policy Decision Points for SY24-25 and beyond
- Understand Next Steps in Revising the Grading Policy

DCPS Current Secondary Grading Policy

DCPS is focused on accelerating growth for students of all identities and abilities by ensuring equitable access to opportunity and removing barriers to learning.

The secondary grading policy conveys DCPS requirements related to grading and reporting on student academic progress for students in grades 6 through 12.

This policy was updated in SY20-21 and 21-22 during and after the COVID-19 public health emergency.

Grade Policy Changes since 2018

Category	DCPS Secondary Grading and Reporting Policy (Effective 2018)	SY 20-21 PreK- 12 Grading Policy (Effective SY20-21)
Term mark calculation (categories and weights)	Term grade calculations are based on Student Participation (10%), Student Practice & Application (50%), and Assessment (40%).	**Term grade calculations are based on Student Engagement (20%), Practice and Application (40%) and Assessment (40%)
Final mark calculation (impact of midterms and finals)	Average of all term grades and up to 10% for a midterm and 10% for a final exam	Average of all term grades (no additional weighting for midterms or finals)
Publishing final marks (grade scale)	All students receive traditional A-F grades.	**All letter grades of "A" or "B" earned will automatically be published on a student's transcript. All letter grades of "C" or "D" earned will automatically be published as a "P" on a student's transcript. Students who earn a failing final grade will be assigned an "I" for incomplete.

** Changes were temporary and have now reverted to the previous policy.

Grade Policy Changes since 2018 (continued)

Category	DCPS Secondary Grading and Reporting Policy (Effective 2018)	SY 20-21 PreK- 12 Grading Policy (Effective SY20-21)
Late Work (make-up work, work submitted after deadline, retesting)	• Each school shall specify a reasonable period of time for completion of makeup work, which shall be no less than one full calendar day for each day missed. • Teachers should follow standard grading procedures when grading makeup work.	• Students are not penalized for late submission of work.
Assigning a value to unsubmitted work (WS Code)	Not covered in policy; lots of inconsistencies in how schools handle unsubmitted work.	Implemented the Waiting for Submission (WS) Code, which is calculated at 50% and allows for distinction between missing and failed assignments.

Why reexamine the secondary grading policy?

- DCPS is committed to continuous improvement and to prepare our students for post-secondary success. DCPS is considering select changes to the secondary grading policy and would like critical stakeholders' feedback.

- This fall, the Washington Teachers' Union (WTU) provided policy recommendations to DCPS regarding its secondary grading policies.

Today's Goals

Objectives

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1. Late Work

Currently, late work is accepted at any point within the term, and all assignments are due by the end of the term.

DCPS is considering the following options. Which option would you advocate for and why?

1 Keep the policy the same

2 All assignments due 2 weeks before the end of the term

3 Incorporate a midpoint deadline: 5 days before progress reports are due and 5 days before end of term

2. Academic Integrity

DCPS does not currently have a specific policy, but Chapter 25 of the DCMR categorizes plagiarism as a tier III behavior that can result in the reduction of grades.

Which of the following should DCPS prioritize when establishing a district-wide academic integrity policy?

1 Failing grade for any offense, including inappropriate use of Artificial Intelligence. No opportunity for resubmission.

2 Failing grade for any offense but allow resubmission of assignment for partial credit.

3 Restorative justice process

3. Failure due to Absences (FA)

Currently, students automatically earn an F if they have 30 unexcused absences in any course, including half credit courses. DCPS is considering the following options for school year 2025-2026.

*Any potential changes to this policy will likely not go into effect until SY25-26 as it will require regulatory change.

Which option would you advocate for and why? Are there other options that you don't see listed?

1 Keep the policy the same

2 Change the requirements for half credit courses from 30 days to 15 days

3 Get rid of this policy altogether

Today's Goals

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- Become Familiar with Context of Grading Policy Changes
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Next Steps (Draft Timeline)

Dates	Action
Jan/Feb 2024	Stakeholder engagement Survey Closes 2/9
March 2024	Decision point memo for leadership review with stakeholder feedback incorporated
April 2024	Final decisions made by leadership
May 2024	Final policy issued
Summer 2024	System implementation and Policy training
Fall 2024	Changes go into effect for SY24-25
Fall 2025	Changes on the FA policy go into effect for SY25-26, if applicable

Thank you!

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DCPS Becoming
Chancellor's Parent Advisory Board

January 25, 2024

Meet Your Facilitator

Mike Lamb

**Deputy Chief,
Learning and Development Sciences**

THANK YOU!!!!!

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Session Goals

- Share DCPS approach to educating the whole child and to equity

- Learn from parents about what creates a Sense of Belonging

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SEL Opener | Your Journey

SEL Competency: Self-Awareness and Social Awareness

- **Think back to your own experience in school growing up.**

- **What grade did you experience the most joy and fun in school? What made that so?**

- **What teacher did you feel the strongest relationship with? What made that so?**

- **Looking back, what grade did you learn the most in school? What was the context around you that year?**

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HISTORIC DESIGN OF U.S. EDUCATION:

Most students are average, talent is scarce (male and white)

Schools should be sorting mechanisms

Success or failure is solely a result of merit

Quality is more important than equality or equity

TURNAROUND FOR CHILDREN

Skills exist in a potential state in *all children*
Waiting to be activated
By favorable learning conditions

Context—

our environment, experience, and relationships—drives our biology, the expression of our genes, and thus our ability to reach our full potential.

CONTINUUM

BIRTH   **6 YEARS**   **14 YEARS**

CONEL, JL.

THE POSTNATAL DEVELOPMENT
OF THE HUMAN CEREBRAL CORTEX

1959

TURNAROUND
FOR CHILDREN

PREFRONTAL CORTEX

- Executive Function
- Self-Regulation
- Attention

HIPPOCAMPUS

- Learning
- Memory

AMYGDALA

- Emotional Regulation
- Reactivity
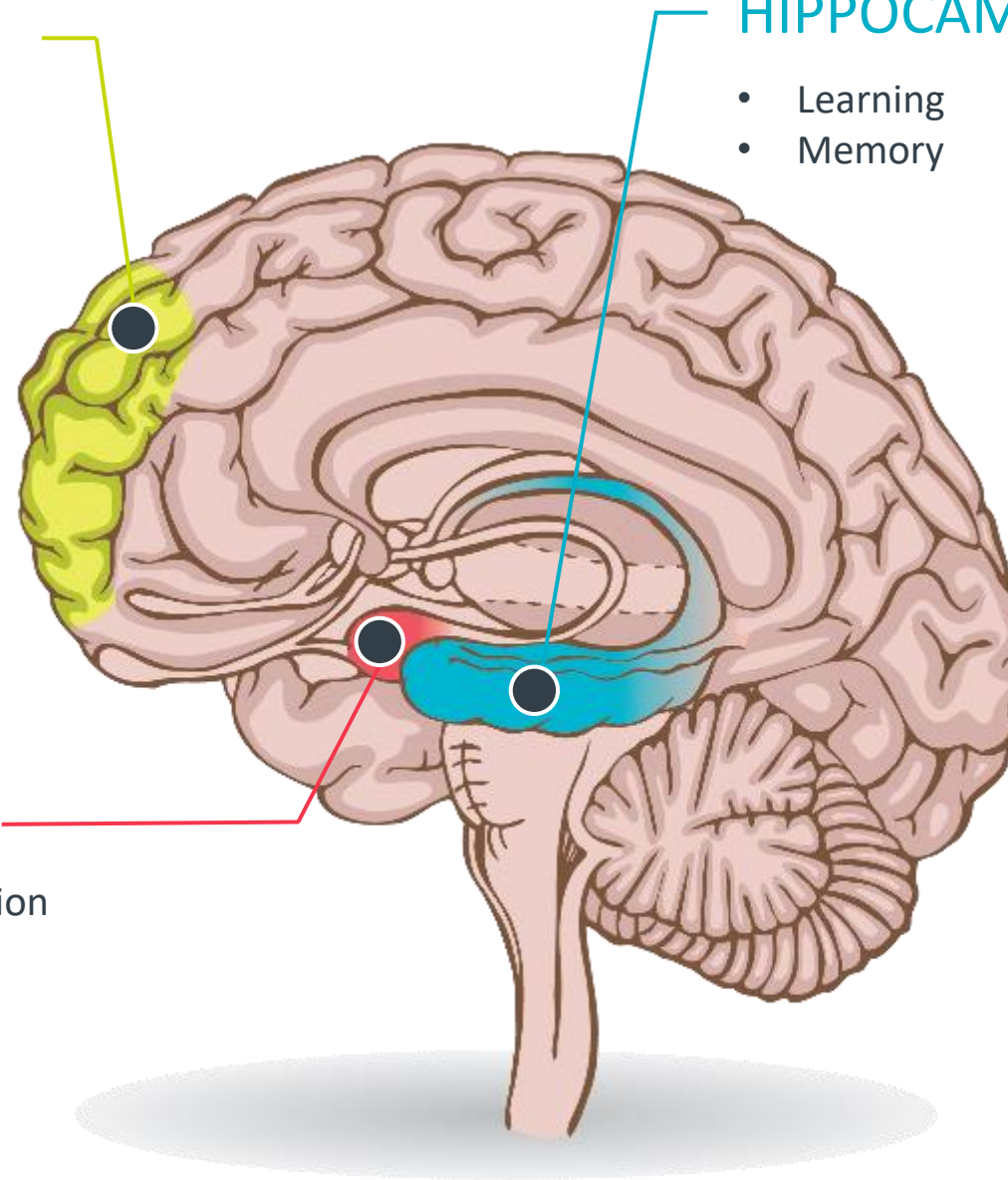
DCPS Becoming: The Impetus for Our Work

DCPS has been recognized as the fastest improving district in the country, yet still has significant disparities for students of color, special education students, and English language learners.

Those disparities are not the result of inherent deficits in students, so we must transform our system and practices to support students furthest from opportunity so they can reach their full potential.

ES Report Card Alignment to Whole Child Research

The new ES report card **eliminates problematic concepts** and **emphasizes social emotional learning**, highlighting an area where the child **demonstrates a strength** and including **practical strategies to support families in reinforcing SEL**.

Social Emotional Learning

DCPS teachers work to support student social-emotional growth throughout the instructional day, focusing on Self-Awareness, Self-Management, Social and Cultural Awareness, Relationship Building, and Demonstrating Agency.

Jade has shown **significant growth or strength** in this area:
Self-Awareness: Recognizing and understanding your emotions and how they impact your actions. Identifying your personal strengths, interests, values, and challenges
For example, Jade:
- Advocates for their personal needs and interests
- Identifies ways that they can use their individual strengths to solve problems or help others
- Recognizes the connection between their thoughts, emotions, and behavior

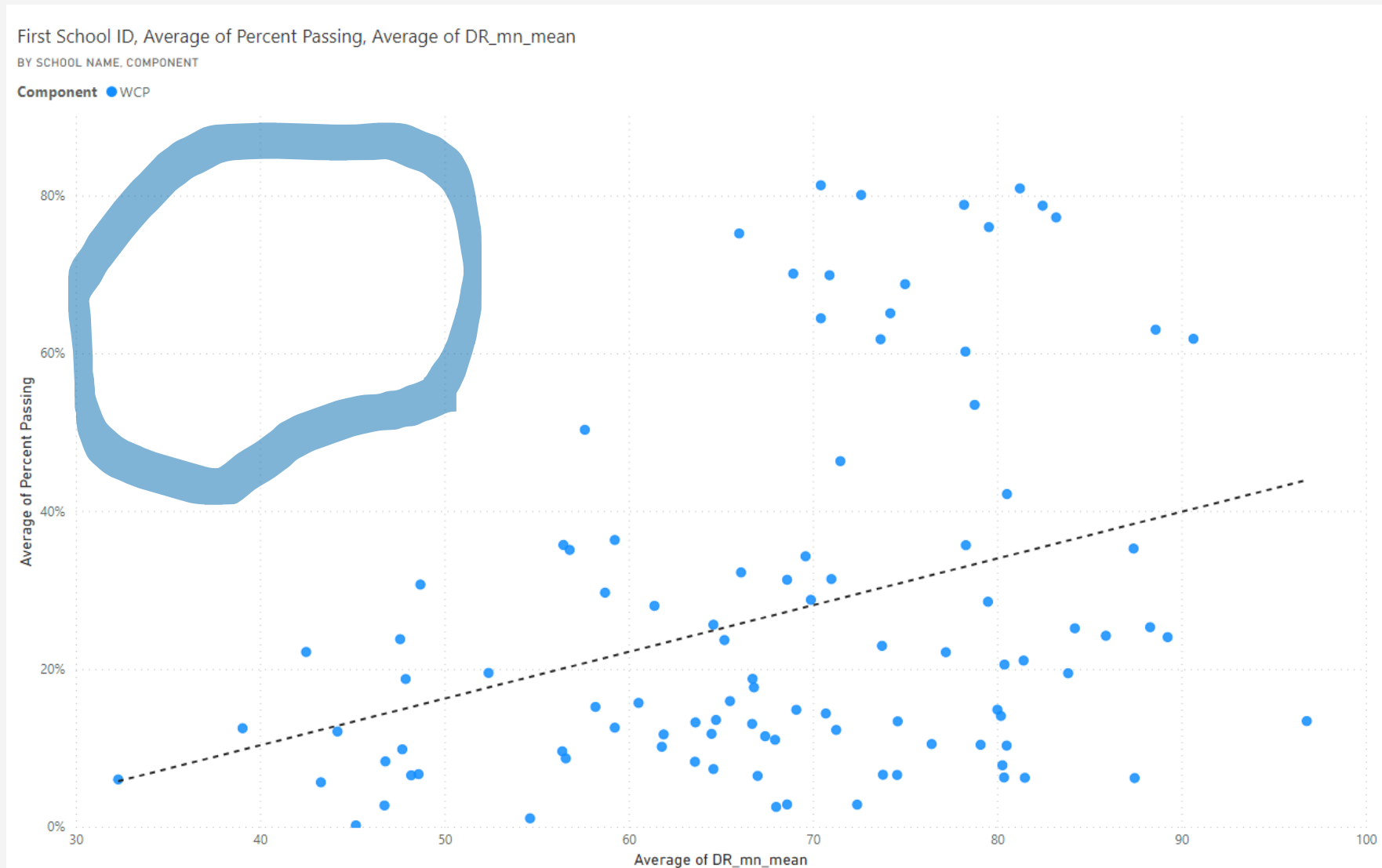**Ways to practice social emotional learning at home:**
- Play games where your child has opportunities to practice taking turns
- When reading stories, ask your child to talk about the different emotions that characters might feel and how they might respond to a situation based on those emotions
- Talk about the different strengths that members of your family and community have and how those strengths benefit your family or community
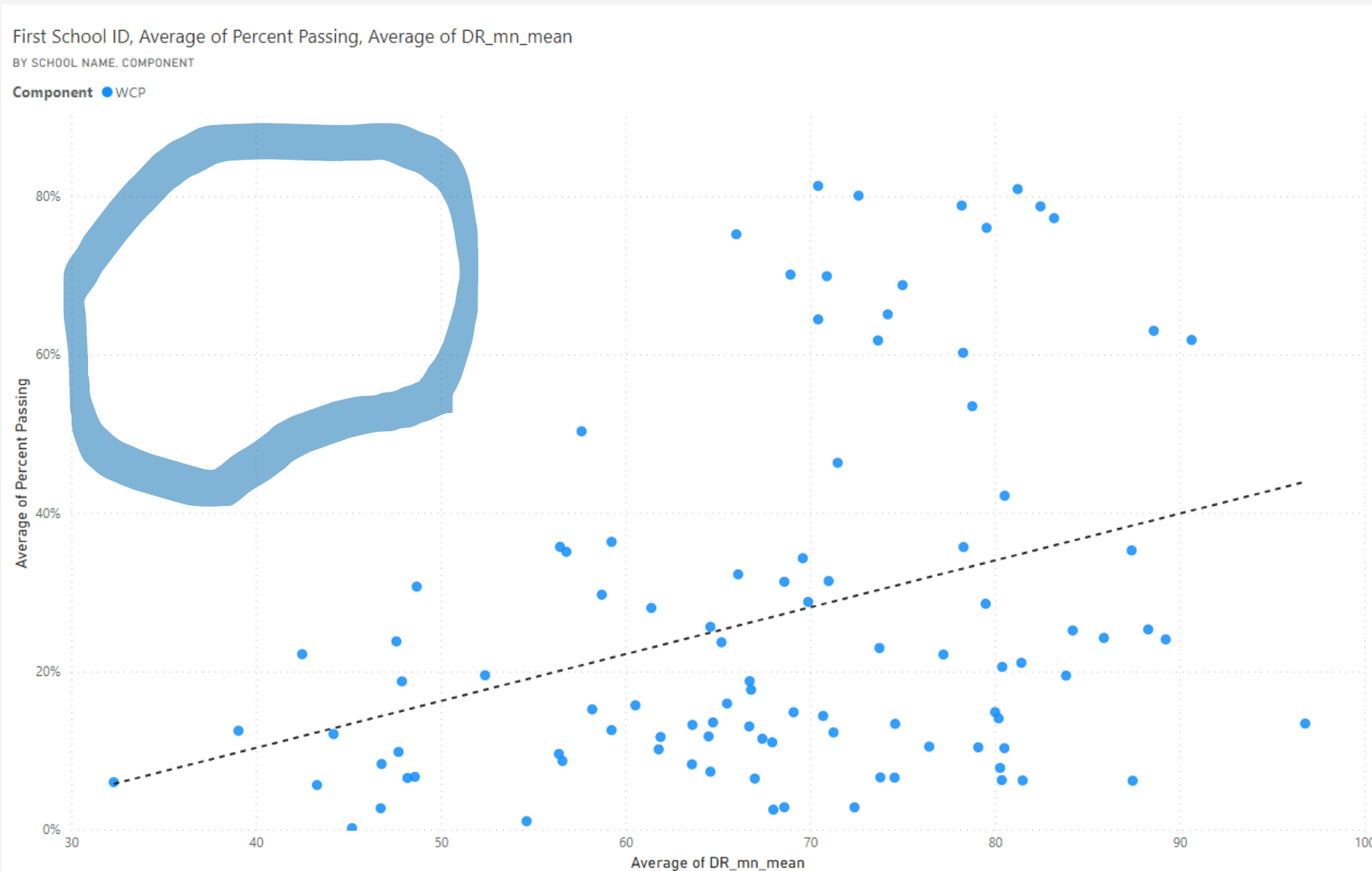
Essential Question / Pregunta Esencial

What would it mean for your child and your family if your DCPS school supported your **_whole child_**?

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All ES: Developmental Relationships Connected to PARCC Scores

First School ID, Average of Percent Passing, Average of DR_mn_mean
BY SCHOOL NAME, COMPONENT

Component ● WCP

All ES: Developmental Relationships Connected to PARCC Scores

First School ID, Average of Percent Passing, Average of DR_mn_mean
BY SCHOOL NAME, COMPONENT

Component ● WCP

If we were mapping backwards from the idea that strong Student Relationships Structures was connected to increasing learning and PARCC Scores—there are no schools with medium or high PARCC scores and low Relationships Structures—what would you/your school prioritize doing?

Belonging Inflection Point—5ᵗʰ to 6ᵗʰ grade

- DCPS launched 6ᵗʰ Grade Academies this summer to deepen students' experiences of connection, belonging and academic readiness for middle school

Results by group

Grade	Percentage
3	73%
4	72%
5	70%
6	53%
7	48%
8	47%
9	45%
10	47%
11	50%
12	52%

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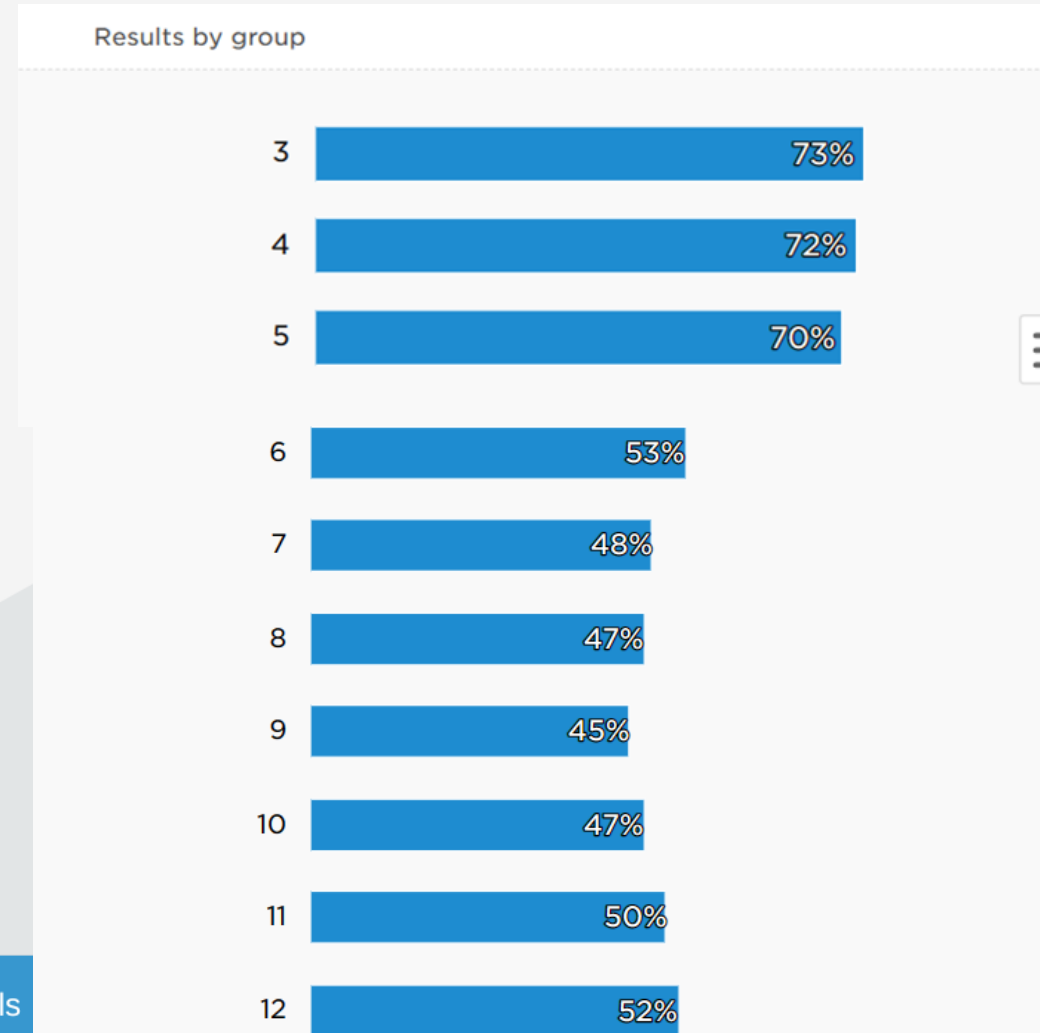
Highest Response Rate, Highest Loved Index

- Belonging/Loved Data
  - DCPS administers the Panorama Student Survey each Fall and Spring
    - This Fall, DCPS had:
      - The highest student response rate ever—78%
      - The most number of students responding ever
      - 98 schools met the 80% threshold response rate goal—most ever
    - In terms of Loved data, DCPS had:
      - The highest percentage of students reported feeling Loved ever
      - The largest Spring to Fall improvement ever—4 points
      - The largest Fall to Fall improvement ever—5 points

Strategies that Impact Loved/Sense of Belonging

Reflection Question:

- In your experience, what would be most helpful for your child to feel a Sense of Belonging in school?

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No School Friday January 26ᵗʰ

Newcomer Fair 2024

My School DC Deadlines

KEY DATES

December 2, 2023
EdFEST (PK3 – Grade 8)

December 9, 2023
EdFEST (Grades 9-12)

December 11, 2023
Lottery application opens

February 1, 2024
Application deadline (Grades 9-12)

March 1, 2024
Application deadline (PK3 – Grade 8)

March 29, 2024
Lottery results are available

April 27, 2024
Enrollment Saturday

May 1, 2024
Enrollment deadline for matched students

Upcoming Parent U Sessions

Next meeting:
February 15th at
6pm on Zoom

Survey Link:

http://bit.ly/PAB_Survey_125