

LSAT May Committee Meeting

Date: May 2, 2023

Scheduled Time: 4:30 pm (virtual)

Meeting Start Time: 4:33pm

Facilitator: Kassekert (Chair)

Member Attendance: Craig, Crumlin, Venzant, Tolosi, E. White, Popkin (Central Office Community Engagement Support)

Staff Attendance: Edgecombe, AP Daniel, Bostick-Delgado, AP Morado, Little

Summary

LSAT and school community spoke with Damián Popkin regarding current OA performance measurements. The school community reviewed current school data and received clarification regarding how graduation rates and numbers were determined by central office. School community members posed questions and reflections regarding current data, academic interventions and the best strategies moving forward to create a system that leverages school members and creates positive academic and social-emotional environments where students are excited about learning.

Points of Discussion

I. Community Partnerships

- a. Our current partnership with our local childcare center has raised some sensitive concerns. We are still striving to have our own childcare center.
- b.

II. Central Office Community Engagement & Continuous School Improvement

- a. Damián Popkin – Representative
- b. Presentation Link can be assessed [here](#).
- c. Note: this section of the agenda was not restricted to LSAT members and was open to discussion
- d. Popkin suggested that it is unfair to compare OAs to traditional schools.
- e. Members who attended the meeting were asked to sign an electronic attendance form.
- f. Point of Clarification: SY 21-22 graduation rate was 2.6% which is below the DCPS threshold. Our graduation rate is determined by when students started their 9th grade year (whether they were in an OA or not). Meaning students who entered 9th grade in 2019 and met all graduation requirements for the current school year are counted towards our graduation rate. All other students who did not start their 9th grade year in 2019 are counted towards our graduate number for this school year. According to

Panorama, 260 students out of 805 had their 9th grade year between 2018 and present day.

III. Data Questions & Reflections

- a. Is there a way for OAs to develop their own performance measurements vs. being measured against other traditional high schools? Popkin was not able to answer this question. Kassekert information regarding charter school autonomy.
- b. Would it be a better measure to count students as four-year graduates and five-year graduates? Little suggested developing a proposal that includes other OAs regarding our graduation rates or reaching out to the National Alternative Education Association. Little stated that he is open to discussing ideas with staff members in creating this proposal.
- c. Can anyone speak to why 89% of the interventions are non-academic? Staff should be encouraged to do more academic interventions and referrals based on student academic performance.
- d. Are there any narratives or further information regarding how male students scored favorably than female students and black males scoring less favorably than ELL males?
 - i. Male students may have a larger sense of community than female students.
 - ii. There is a difference between attendance rates with ELL and the general population.
 - iii. ELL populations are generally more sheltered which could speak to higher levels of support.
- e. Is there a referral process for the tutoring services, maybe that can be something to increase non-academic referrals and interventions?
 - i. A referral form can be created for Rise Tutors.
 - ii. Vickerie could oversee putting the interventions into Panorama.
 - iii. Suggestion of a shared plan so that all students and Tolosi (Intervention Coach) have access.
- f. How can we create a system for academic, student-centered interventions both in and beyond the classroom?
- g. We have created a haven for social emotional learning for our students. We often have to peel back layers for our students before we get to the academics. How can we make learning more fun for students?
- h. What is the timeline for creating a proposal for OA performance? Little stated he is in conversation with central office.
- i. There seems to be no clear line between doing intervention and closing gaps outside of checkpoints and focus area (which isn't meaningful to students) and may or may not impact graduation rates. However, HIT tutors and support to complete classwork directly connects to graduation rates but doesn't necessarily close gaps.

IV. Meeting Adjourned: 5:34pm