



Thinking Routine: See Think Wonder

- 1) Review our CSP goals for succeeding academically (~2 minutes)
- 2) Review BOY data (~3 minutes)

With the people around you:

See

- What do you see in the data?

Think

- What do you think it means?

Wonder

- What questions does it raise?





Thinking Routine: See Think Wonder

From our see-think-wonder, now:

What do we want to focus on at the *LSAT level* for the remainder of this school year?

What other information do we need?



26-27 CSP Goals

	Goals
Succeeding Academically	By the end of the school year, 80% of all students and 35% of economically disadvantaged students are performing mid/above grade level on the iReady ELA assessment.
	By the end of the school year, 78% of all students and 30% of economically disadvantaged students are performing mid/above grade level on the iReady math assessment. 50% of ED students in K-2 will score EARLY/mid/above.
	By EOY, 92% of all K-2nd students and 65% of K-2nd economically disadvantaged students will score at or above benchmark, as measured by the DIBELS assessment. By EOY, reduce the number of ED K-2 students scoring below benchmark from 37% to 15%.

Strategies:

- Implementation of thinking routines (prod. strug)
- Curriculum internalization for EM2 & Arts and Letters
- Intervention model



BOY Data: DIBELS (K-2)



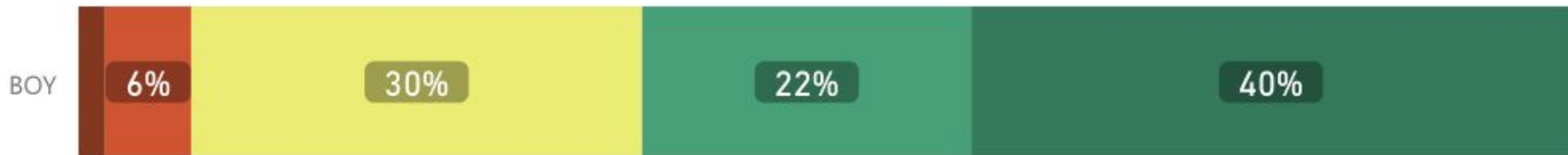
At/Above from 25-26: +2%

Well Below from 25-26: -2%





BOY Data: iReady ELA



Mid/Late from BOY 25-26: + 0%

2+ Grade Levels Behind from BOY 25-26: +1%





BOY Data: iReady Math

BOY

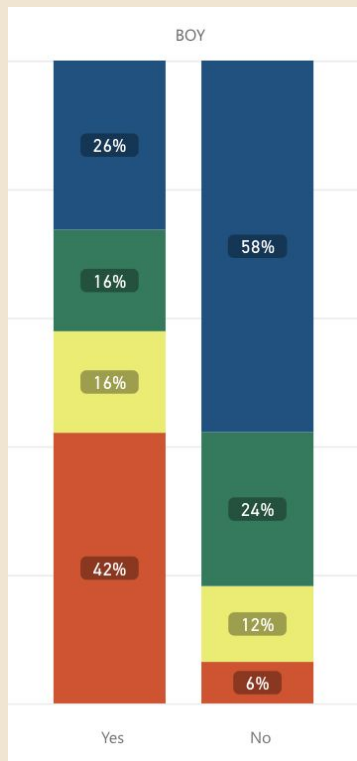


Mid/Late from BOY 25-26: **-6%**

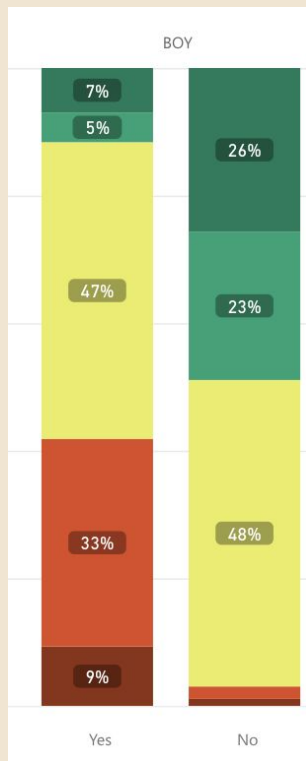
2+ Grade Levels Behind from BOY 25-26: **-1%**



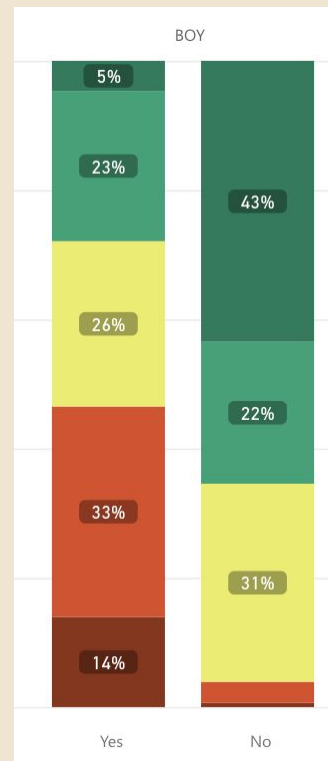
Priority Subgroup: Econ Dis



DIBELS



iReady math



iReady ELA



Enrollment Projections Process/Timeline

Each year DCPS projects the enrollment of each grade level based on three years of historic trends. For example:

GRADE	2022-2023	2023-2024	2024-2025	2025-2026
1	67	62	81	
2		68	69	?
Grade Progression Ratio:		101%	111%	

In entry grades like kindergarten, enrollment projections are based on feeder pattern enrollment, new in-boundary enrollment, and new out-of-boundary enrollment. The final projection is compared to historical school trends to see if the class size reflects recent enrollment trends. Where a Kindergarten projection significantly differs from a school's recent trends, DCPS School Planning does additional review.

For ECE, classes are projected based on the number and types of classrooms each school offers. Each PK classroom is generally projected to reach its seat capacity, except for a few seats reserved for children with developmental needs who are placed through DCPS Early Stages OR for Maury's equitable access program.





Enrollment Projections Process/Timeline

Draft enrollment projections are made available to Principal Hassler, the LSAT chair, and IS Bethel. Principals can submit petitions to change their total enrollment projection, Multilingual Learner (ML) projection, Special Education (SPED) projection, or at-risk projection.

The timeline for this is typically November/December

