

Briefing for the Alice Deal Middle School Diversity, Equity, and Inclusion (DEI) Committee

Michael Dannenberg
DEAL Local School Advisory Team (LSAT) Member
Michael.Dannenberg@gmail.com
Tel.: 917-653-3417 (c)

Prepared: January 17, 2023
Updated: February 6, 2023

One of DCPS' Top Goals is to Triple the Percentage of Black and Latino Students on Grade Level and Close the Achievement / Opportunity Gap

*“Goal 1: 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.”*

Note: DCPS goals are for: (i) “at-risk” students (defined as those living in poverty, homeless, or living in or foster care), and separately, (ii) students of color

Because of its Overall Size, Deal Serves More Black & Latino Students Than Nearly Every Other Middle School in the District

Middle School	Enrollment	Percent of Students who are Black or Hispanic	Number of Students who are Black or Hispanic
MacFarland	628	98%	615
Deal	1396	43%	600
Ida B Wells	530	97%	514
Stuart-Hobson	508	85%	432
Kelly Miller	400	99%	396
Jefferson	375	93%	349
Johnson	318	100%	318
Eliot-Hine	317	87%	276
McKinley	277	99%	274
Kramer	272	99%	269
Hardy	531	48%	255
Sousa	233	99%	231

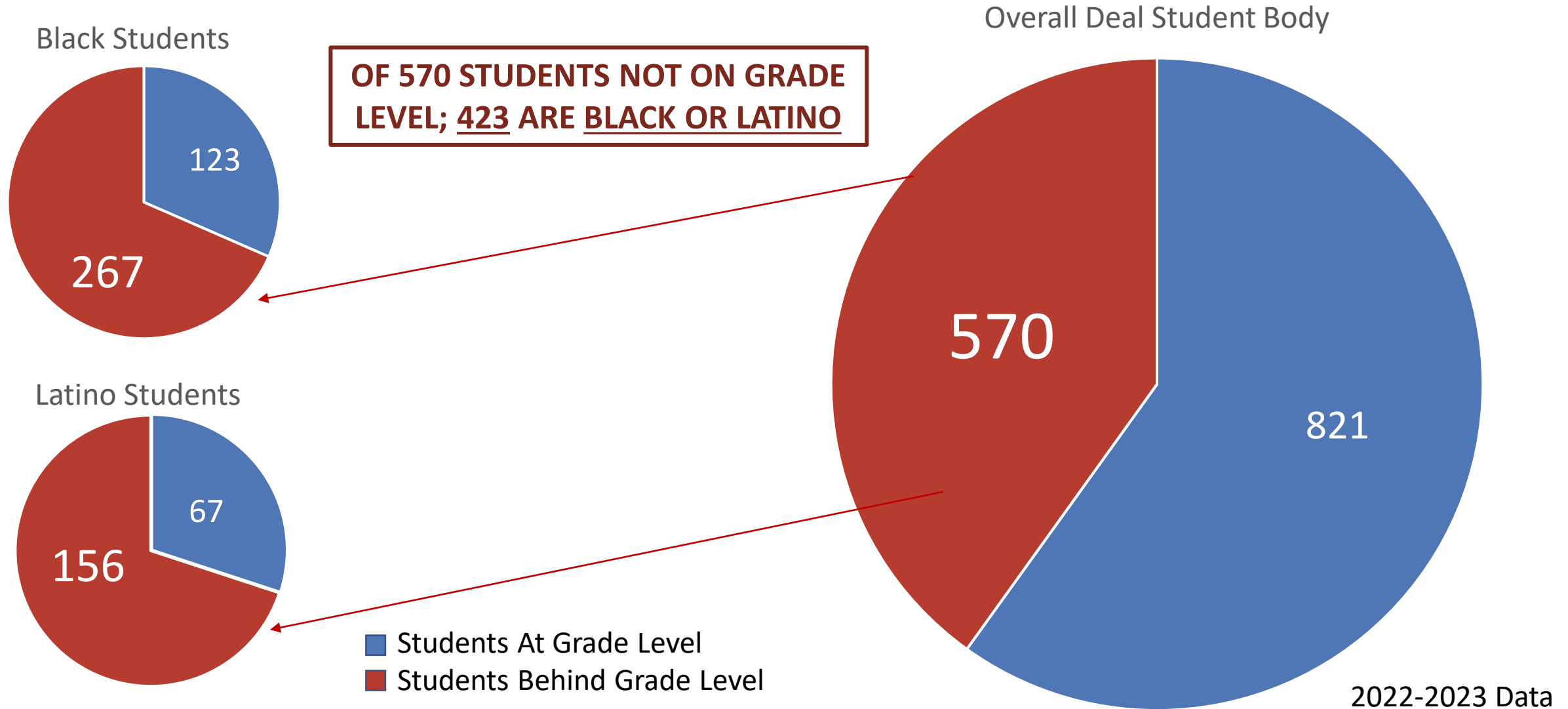
* Chart reflects 2021-2022 Demographic Data; Source: DCPS

* In 2022-23, Deal's percentage of Black or Hispanic students enrolled was higher -- 46%.

Problem: Deal is one of the highest performing middle schools within DCPS, but Just Going to Deal is not Enough for many Priority Students

PARCC “1s” & “2s” (approx. two grade levels <u>behind</u>)	PARCC “3s” (up to one grade level <u>behind</u>)
21% of Whole School	20% of Whole School
41% of Black / African American	27% of Black / African American
42% of Hispanic / Latino	28% of Hispanic / Latino
4% of White students	14% of White students
62% of Special Education	20% of Special Education
58% of English Language Learners	22% of English Language Learners
61% of At-Risk	25% of At-Risk

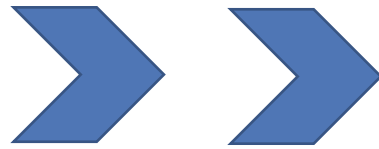
There are More Black & Latino Students *Not* on Grade Level at Deal than at Nearly Every Other DC Middle School



Bad News: DCPS' Funding Formula is Not Aligned with System Goals; Does Not Provide Supplemental Funding for Students of Color; Only "At-Risk"

- DCPS defines "students of color" as –

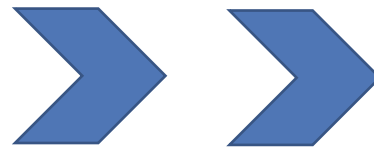
- Black/African-American,
- Latino/Hispanic, or
- Biracial



43% of Deal

- DCPS defines "at-risk" students as --

- Homeless,
- Living in poverty, or
- Living in or foster care.



10% of Deal

Good News: A Large Body of Research Supports a Popular and Promising Intervention that DCPS Embraces– “High Impact Tutoring;”

2017 Meta-Analysis

- “**High Impact Tutoring**” had an average effect size of .36 SD (about **216 days of additional learning** or 1.2 years)
- Tutoring was the **most effective** of all interventions examined.

2020 Meta-Analysis

- Found average impact of high dosage tutoring programs was 0.37 SD, equal to **222 days of additional learning gains**
 - Math 0.38 SD (228 days)
 - ELA 0.35 SD (210 days)

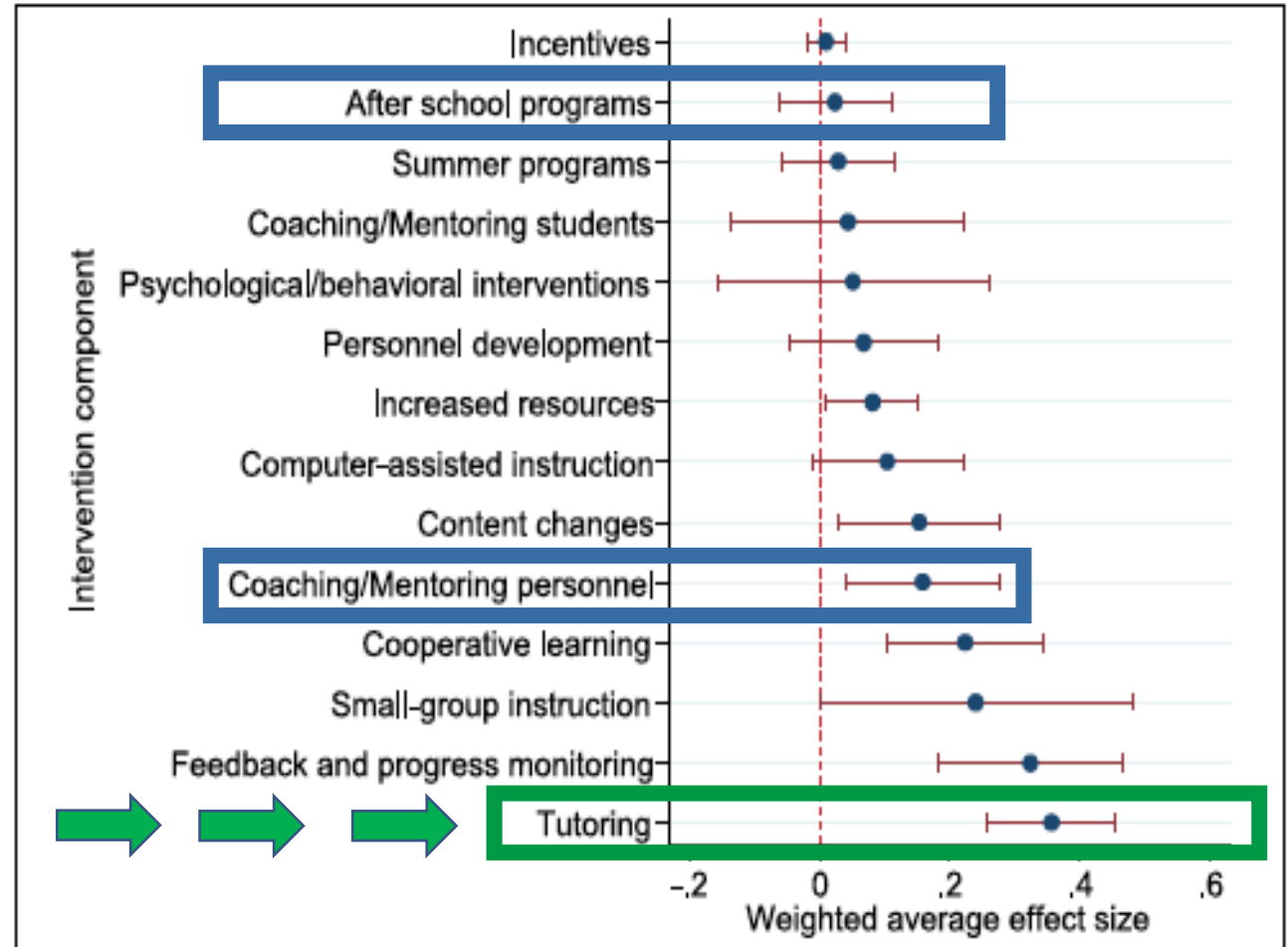


FIGURE 5. *Weighted average effect sizes by component.*

Brown University National Student Support Accelerator Center Reports the Same

High-Impact Tutoring:
An Equitable, Proven Approach to
Address Pandemic Learning Loss and
Accelerate Learning



NATIONAL STUDENT
SUPPORT ACCELERATOR

equalizing access to quality tutoring

Brown University: “High Impact Tutoring” *Executed with Fidelity* Generates a Full Year of Learning Gains

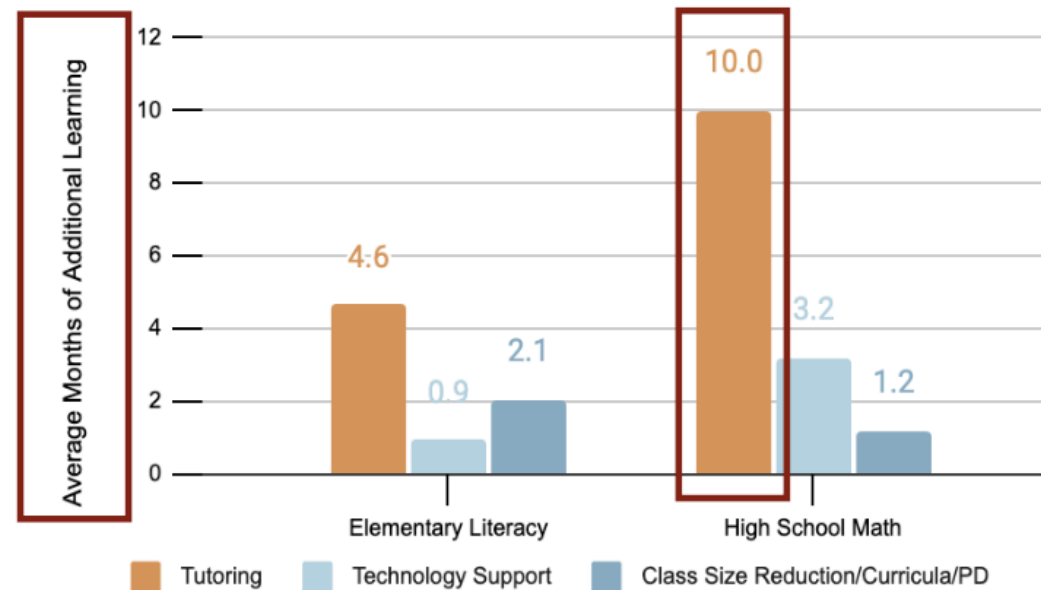
Tutoring has emerged as potential approach for addressing educational needs

Research: Substantial effects of high-dosage tutoring delivered in schools

Demand: Already the intervention of choice. US invested ~\$42 Billion 2020

Logic: Target students’ needs, builds close relationships

Spillovers: Potential benefits for tutors and for the teacher pipeline

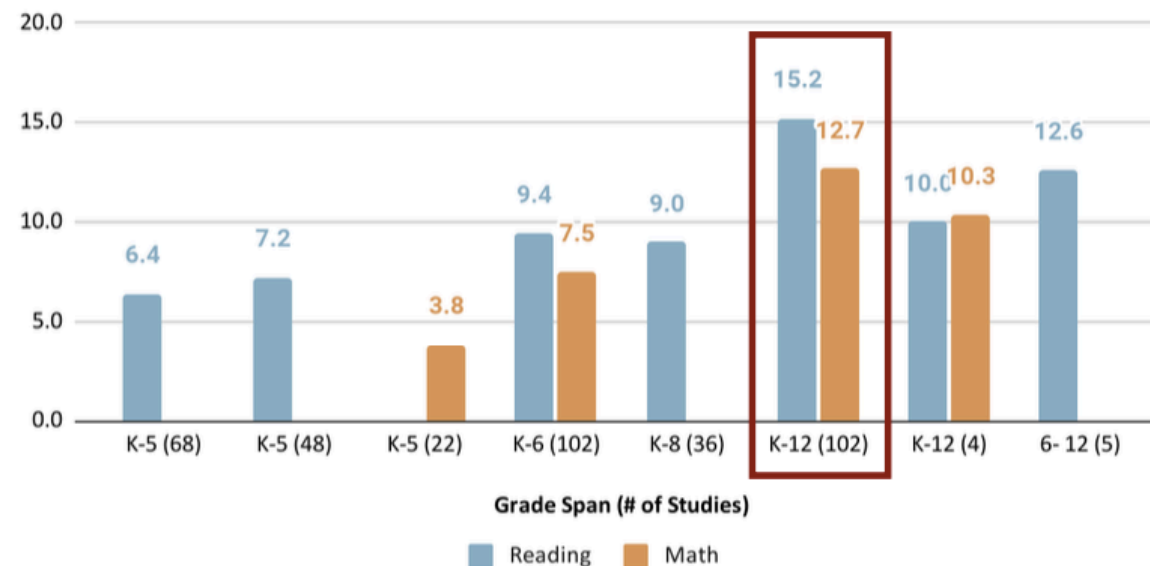


Brown University: Over 150 Studies Back the Promise of “High Impact Tutoring” as a Strategy *if done with Design Fidelity*

Large body of evidence supports tutoring effectiveness

Eight meta-analyses including over 150 studies consistently find that tutoring results in substantial additional learning for students.

Months of Additional Learning for Students in the Median Grade Level



Six Essential Elements Characterize Quality High Impact Tutoring Programs



1. Frequency – Multiple Days Per Week

- 3 days a week minimum

2. Must be Part of the Regular School Day

- Impact of in-school tutoring is double that of after school tutoring (0.40 SD vs. 0.21 SD)

3. Same Tutor Works With the Same Students Throughout the Year

- Helps in developing a mentor-relationship
- Limits diagnostic time and facilitates integration with regular classroom teachers

Effective “High Impact Tutoring” Programs are Characterized by Six Essential Elements

4. Curriculum Supports the Regular Classroom

- Important for tutoring curriculum to provide **foundational skills for** and **reinforce what is being taught in the regular classroom**

5. Small Group Instruction – 2 to 3 Students, Maximum

- 1-on-1 is not an effective use of tutors’ time
- More than 1-on-3 limits personalized time between student and tutor
- Ideal for middle and high schools is one tutor working alternately with 2 groups of 2 students each

6. Well-Trained Tutors

- **Strong impact when led by teachers or paraprofessionals**
- Parent-led & peer-led high dosage tutoring programs generate $\frac{1}{2}$ the growth impact of teacher-led programs



One of the most studied “high impact tutoring” programs – ‘SAGA’ tutoring services – is provided in some DCPS schools, but Not Deal



Chicago Public Schools w/ SAGA Education tutoring

- 50% decrease in math failure rates
- 28% in ELA failure rates

Non-Academic Outcomes

- Up 18 days of increased attendance
- Increased motivation, and feelings of self-efficacy as per survey data



<https://www.youtube.com/watch?v=X2EJ0DEZcJk>

Ball Park Cost Estimate to Bring “High Impact Tutoring” to Alice Deal Middle School: \$150,000

- Saga and Match for middle school students costs approximately is approximately \$1400 per student when employing FT certified teachers.
- Cost for serving 50% of Deal URM students who are one grade level behind
 - 423 URM students overall are not at grade level (PARCC scores of 1-3)
 - 216 URM students one grade behind (PARCC score of 3)
 - **108 * \$1,450 = \$151,200**

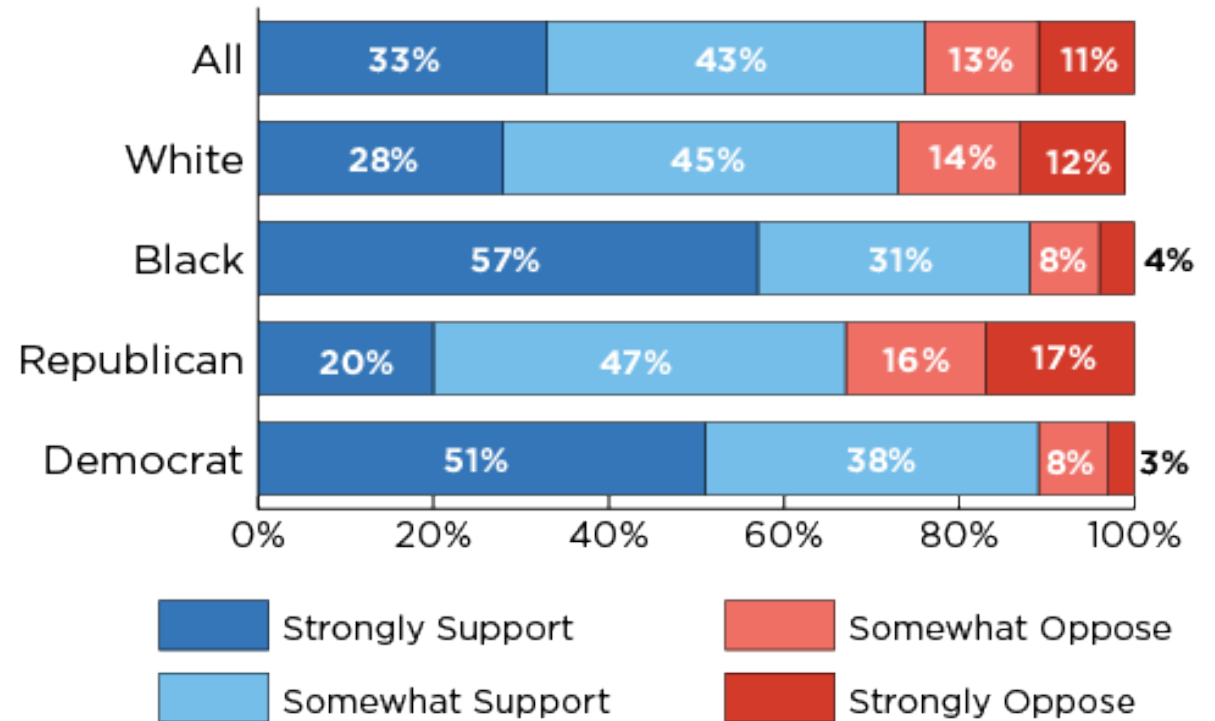


Polling indicates Public Support for “High Impact Tutoring” as an Intervention for Students Harmed by the Pandemic

Polling shows strong bipartisan support for “high dosage tutoring”

- 76% of likely Wisconsin voters supported HDT, including more than 2/3 of Republicans.
- A majority of Black and Democratic voters *strongly support* HDT.

Would you support public schools paying to provide their most disadvantaged students with "high dosage tutoring," which provides daily instructional support in groups of 1 to 4 students, either virtually or in-person?



Options for Parent & Community Advocates to Consider

- 1. Create a Sense of Urgency Across the Deal Community**
 - Employs Current, Limited Resources
- 2. Lobby to Grow DC's Overall Education Budget**
 - Deal's Resources Grow & Resources for Other DC Schools Grow Even More
- 3. Carryout a "Special" Ward 3 Fundraising Campaign**
 - Targeted on Specific Services to Get Students up to Grade Level

Options for Parent & Community Advocates to Consider

1. Create a Sense of Urgency

- In deploying limited resources, insist Deal's top budget and policy goal be to get more historically underserved kids up to grade level.

➔ **Example: "Deal will get 100 more students to grade level by the end of next school year."**



Options for Parent & Community Advocates to Consider

2. Lobby to Grow DC Education Funding Across the City

- Students *across the city* are still suffering from the pandemic, including the 46% of Deal's enrollment that is Black or Latino (623 Black and Latino students at Deal).
- Congress gave states and cities a ton of federal money to help kids. Where is it?
 - As of January 2023, OSSE reports over 70% of *it's* COVID-19 American Recovery Plan funds have not been spent. Same with over 40% of DCPS Recovery funds. It appears at least DCPS Recovery funds are being spread out as general school aid as opposed to targeted support.



Options for Parent & Community Advocates to Consider

3. “Special” Ward 3 Education Fundraising Campaign

- Targeted on students still suffering from the effects of the pandemic



- o Identify Key Deep Pocket Donor Prospects; Inform Them of Deal’s Challenge; Offer Opportunities for Involvement; and Seek Investment
- o Focus on Specific Services or Products to be Financed (ex. “High Impact Tutoring for Every (URM) Student not on Grade Level”)
- o Consider broad message like “**Make Deal a ‘National Blue Ribbon’ School**” or “Commitment to Diversity / Anti-Racism” message popular in Ward 3

Want More Information? Have Questions? Contact:

Michael Dannenberg
DEAL Local School Advisory Team (LSAT) Member
Michael.Dannenberg@gmail.com
Tel.: 917-653-3417 (c)