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# **One City: One Goal**

## **Overview of the Office of the Deputy Mayor for Education's Priorities and Projects**

June 20, 2013

# One Goal for Public Education

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A comprehensive system that provides high-quality options for all children, that supports children in multiple situations, that collaborates across sectors, and that simplifies the route by which all children and families access public education.

*Deputy Mayor for Education's (DME) Charge: To coordinate across sectors, government agencies, and partners to develop and support the conditions that will allow us to meet this goal.*

# History and Context

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- We must build on the work that has already been done
  - Quality Schools Report
  - DME community conversations
  - Master Facilities Plan
  - Public Education Reform Commission
- Our work should be informed by the conversations and perspectives of the community
  - Education councils
  - Parent and other stakeholder meetings

# Key Focus Areas for the DME

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## Scale Up

- Replicate and expand successful programs
- Invest in proven models and operators
- Coordinated approach to planning across sectors

## Strengthen

- Increase the quality of current programs
- Invest in the right supports for students and schools
- Equity of resources and services across sectors

## Simplify

- Access to quality for all families
- Common measures of success across sectors
- Clear school options and PK-12 pathways for families

# DME's Guiding Principles

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Our work will be guided by the following planning principles:

- Equity
- Access
- Quality

Planning and program decisions should be made **in the best interest of students and families** and not by what makes sense for each sector or LEA.

# Framing Questions

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## Scale up

- What are the policy and structural changes that will allow for an intentional approach to school supply?

## Strengthen

- What are the policy and structural changes that will ensure fair and equitable allocation of resources?
- How are we ensuring schools and the city as a whole are taking responsibility for meeting students' needs?

## Simplify

- How does the city ensure that all students have access to high quality seats?
- How can we effectively marry the values of a neighborhood system and a system of choice?

# Three Types of Deliverables

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**Policy:** Legislative or regulatory changes that support the goals of equity, access, and quality cross-sector

- *E.g., revised UPSFF, new payment system, DCPS chartering authority*

**Process:** An established forum or approach to facilitate the ongoing practice of joint planning

- *E.g., shared analysis of supply and demand data to inform school planning, disposition of school buildings*

**Project:** Specific efforts to implement a new program that leverages both sectors

- *E.g., common application and lottery*

# Scale Up: Chartering Authority

## What

- Provides DCPS with chartering authority
- Provides an opportunity to become a neighborhood school of right or provides a neighborhood preference to families
- Places full responsibility of serving students with disabilities on all charter LEAs

## Why

- Opportunity to leverage the benefits of both DCPS and the public charter school sectors in an effort to increase quality school options for District families
- Offers DCPS an additional tool to turn around low-performing schools or provide more independence to high-performing schools
- Transitions charter LEAs into independent entities fully accountable for the education of students with special education needs



# Scale Up: Overall School Supply

## What

- Supply, demand, need data system
- Comprehensive data that informs sector planning and strategic investment in programming
- Reflects data points used for shared accountability tools

## Why

- Will help us identify areas of the city that have particular programmatic gaps
- Will help identify assets and opportunities for change, investment, and growth

# Scale Up: Facilities Planning

## What

- Transparent and efficient process by which we give charter schools and other education related organizations use and access to available school buildings
- Align capital investments with program investments to maximize impact on students and communities

## Why

- Giving high quality programs access to appropriate space is vital to increasing the number of high quality seats for students
- Modern facilities can support student achievement and enrollment growth when aligned with programmatic investments

# Strengthen: Multiple Pathways Project

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## What

- Examine the characteristics of student subgroups across sectors that are off-track to graduation
- Assess the efficacy of current programs targeting these subgroups.
- Employ proven strategies tailored to meet the needs of these students that will provide multiple paths to graduation

## Why

- A “one size fits all” approach will not meet the needs of all our students, especially those who have fallen off-track to graduation and who are most at-risk of dropping out of school

# Strengthen: Equitable Funding

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## What

- Update the Uniform Per Student Funding Formula to better reflect the resource needs of LEAs
- Process and mechanism by which we link LEA payments to actual enrollment

## Why

- Equitable funding across sectors that reflects operational and program needs is essential to ensuring that LEAs receive adequate resources to serve students
- The budget and payment process is not aligned with the school planning process and doesn't support the realities of school enrollment fluctuations and mobility

# Simplify: Common Lottery

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## What

- A single choice system for public school options -- a unified lottery and application for all families to access PK, out-of-boundary, charter, and application schools
- It will be the gateway for families to access data and information and learn about their public schools options and how best to exercise them

## Why

- Current process is complicated, cumbersome, and not easily accessible to all families -- the common lottery will make it easier for families
- A common lottery will also increase the number of families who get a spot at a school they want

# Simplify: Re-Engagement Centers

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## What

- A Re-Engagement Center is a one-stop shop for disconnected youth that will reconnect them with appropriate educational and support services
- The centers are a culmination of work with a variety of District agencies, schools, and service providers

## Why

- Need to simplify how disconnected youth can access the appropriate programs and services
- Enables us to holistically assess and serve youth and their families

# Simplify: Student Assignment

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## What

- Update school attendance zones and feeder patterns
- Identify opportunities for cross-LEA feeder patterns
- Support charter school authorizers in their work to develop guidelines for neighborhood preference and school of right (attendance zone) options

## Why

- Current attendance zones and feeder patterns are convoluted and out of date -- it is important to provide clarity and predictability for families
- Strategically partner across sectors to provide predictability and program continuity PK through 12

# Additional Key Issue Areas

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Other key issue areas that the DME has a role in coordinating include:

## **Early Childhood Education**

- Support the State Early Childhood Development Coordinating Council
- Work with partner agencies to identify and implement an effective governance model

## **Special Education**

- Provide oversight and support to agencies as they ramp up availability and quality of special education services in local public schools.

## **Post-Secondary Education**

- Work with the UDC and UDC-CC to ensure alignment and coordination with K-12 and District agencies
- Support the District's Career and Technical Education Task Force in establishing career academies across DCPS and charter school sectors



# Staying Informed and Engaged

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It is critical that the we continue to engage key stakeholders in an effort to ensure that our work represents the best interest of students and families.

We propose to do this in the following ways:

- Hold bi-annual large group stakeholder meetings
- Form issue specific groups that will enable us to have more focused conversations
- DM Smith and team are open and accessible to meet with stakeholders ongoing

# Discussion Questions

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- In what ways do you believe our work aligns with key community priorities?
- How can we better align our work?
- What should we be considering as we move forward with our work? (overall or on any particular issue)
- What do you think about our proposed stakeholder engagement plan moving forward?
- Burning question