

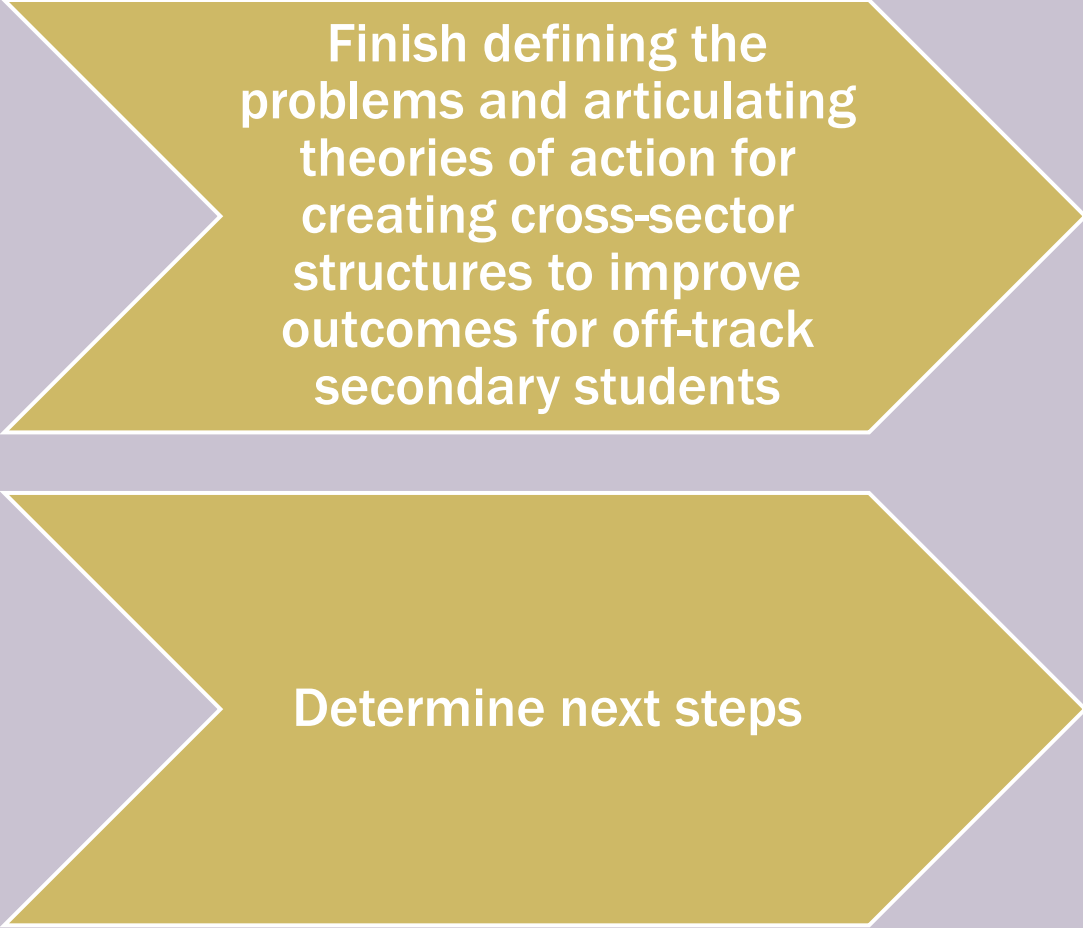
AT-RISK WORKING GROUP: MEETING 5

May 30, 2017
Working Group
Meeting

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 - Blank templates
- Next steps

GOALS FOR TODAY'S MEETING



Finish defining the problems and articulating theories of action for creating cross-sector structures to improve outcomes for off-track secondary students

Determine next steps

WHERE WE LEFT OFF

RECAP – FOUR BROAD PROBLEMS FOR THIS WORKING GROUP TO TACKLE

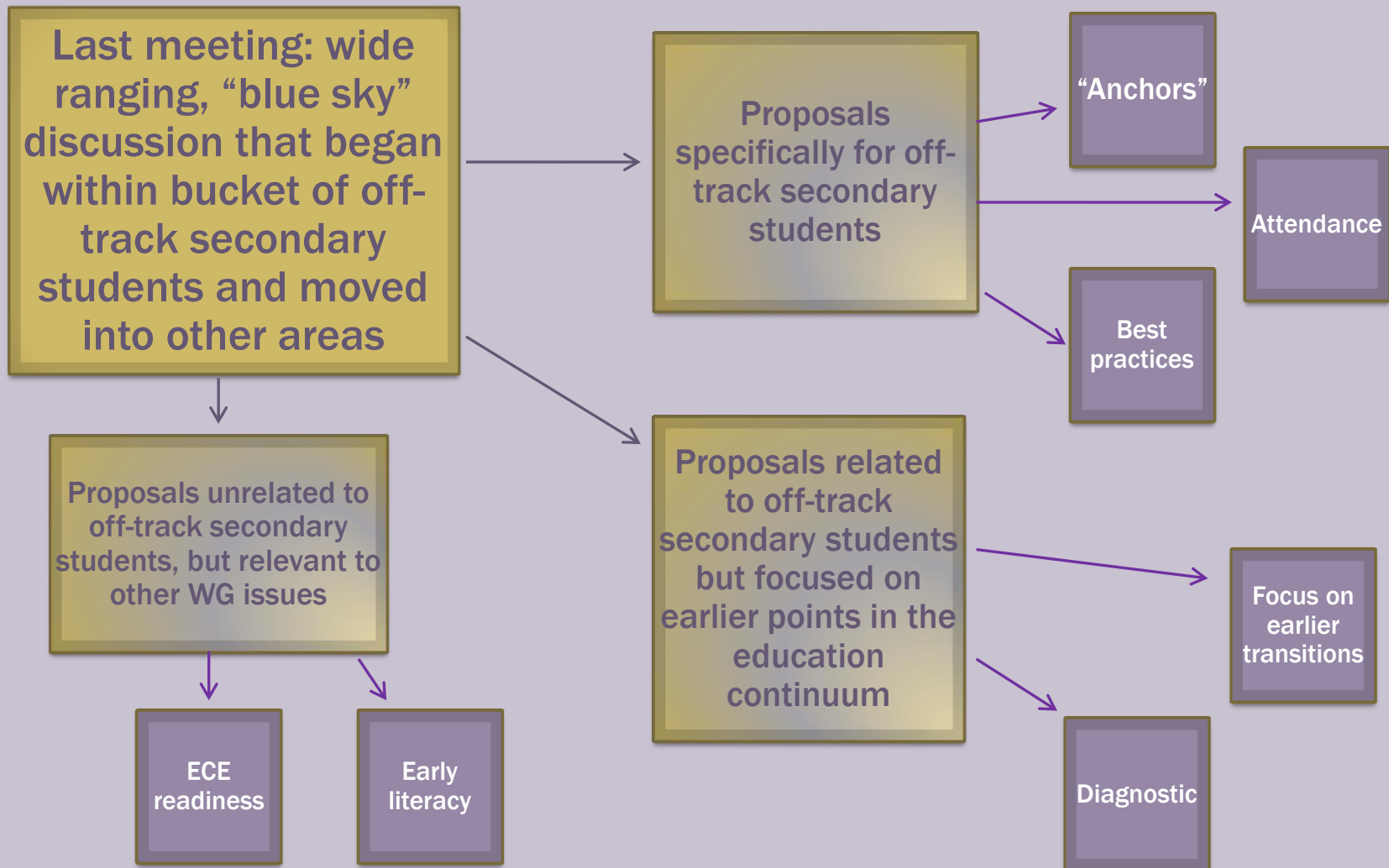
1. Inequitable distribution of at-risk students across schools

2. Inadequate or inefficiently used funding for at-risk students

3. Lack of structures in place for cross-sector sharing of best practices for serving at-risk students

4. Lack of cross-sector coordination on serving off-track secondary students

RECAP – BRAINSTORMING THEORIES OF ACTION FOR PROBLEM #4



SUMMARY: PROPOSALS SPECIFICALLY FOR, OR RELATED TO, OFF-TRACK SECONDARY STUDENTS

Cross-sector information exchange at earlier transition points

Citywide, cross-sector approach to improving attendance

Cross-sector approach to building and expanding best practices around “anchors” – positive adult relationships in school

Cross-sector effort to identify and build on practices in secondary schools that are beating the odds

Diagnostic information earlier than 8th grade

**GROUP EXERCISE:
AGREEING ON
DEFINITION OF
PROBLEM AND THEORY
OF ACTION**

WORKING GROUP: PROCESS FOR DEVELOPING RECOMMENDATIONS

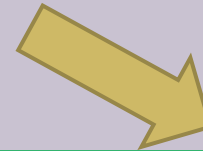
Discuss the Principles and Goals related to the Working Group's subject area

Formulate recommendations

Develop and discuss possible policy solutions

Define (and refine) the problem we want to solve

Ask probing questions about what we know now; brainstorm theories of action; determine what further information we need



WORKING GROUP TEMPLATE

*Chapter [x] – Improving Outcomes for At-Risk Students
Section [x] – Off-Track Secondary Students*

Section [x]. Improving Outcomes for Off-Track Secondary Students

Related Task Force Goal(s):

Goal 1-Improve the experience of parents and families understanding and school options;

Goal 2-Develop methods for information sharing with the public and across sectors;

Goal 5-Identify educational challenges that need to be addressed through cross-sector collaboration

Example of (1) narrowly defined problem; and (2) related theory of action

Problem: A lack of coordination between and among schools and sectors contributes to increased likelihood of at-risk students experiencing delays or disruption in education during key transition points (e.g., from middle school to high school).

Theory of Action: A coordinated, cross-sector approach to sharing data and information during key transition points (e.g., from middle school to high school) will improve likelihood of at-risk students remaining on track for graduation.

Working Group Charge: To examine the obstacles to achieving [insert language related to larger Task Force goal and/or assigned subject area] and develop recommendations for effective policy solutions.

Brief Overview of the Issue and Key Data: [insert: what we know about the issue and supporting data]

Possible Policy Solutions: [insert: broad policy solutions discussed and considered]

Draft Recommendations: [high-level recommendations that can inform implementable policy solutions]

DEFINING THE PROBLEM AND ARTICULATING THEORY OF ACTION

Cross-sector information exchange at earlier transition points

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Cross-sector effort to identify and build on practices in secondary schools that are beating the odds

Diagnostic information earlier than 8th grade

DEFINING THE PROBLEM AND ARTICULATING THEORY OF ACTION

Citywide, cross-sector
approach to improving
attendance

Problem:

Theory of Action:

DEFINING THE PROBLEM AND ARTICULATING THEORY OF ACTION

Cross-sector approach to building and expanding best practices around “anchors”
– positive adult relationships in school

Problem:

Theory of Action:

DEFINING THE PROBLEM AND ARTICULATING THEORY OF ACTION

Cross-sector effort to identify and build on practices in secondary schools that are beating the odds

Problem:

Theory of Action:

DEFINING THE PROBLEM AND ARTICULATING THEORY OF ACTION

Diagnostic information earlier
than 8th grade

Problem:

Theory of Action:

NEXT STEPS