

# DC CROSS-SECTOR COLLABORATION TASK FORCE

3.21.16  
Meeting 2

# GOALS FOR TODAY'S MEETING

- Review focus group feedback
- Understand cross-sector collaboration in other cities
- Discuss our guiding principles

# AGENDA

- **Welcome (6-6:05)**
- **Follow-up on education landscape data (6:05-6:15)**
- **Summary of focus group feedback (6:15-6:30)**
- **Informational Brief: Cross-Sector Collaboration Case Studies (6:30-6:55)**
- **Proposed Guiding Principles (6:55-7:45)**
- **Check-In and Next Steps (7:50-8)**

# TASK FORCE GOALS

- Improve the experience of parents and families understanding and navigating their public school options.
- Develop methods for information sharing with the public and across public school sectors.
- Develop a framework for coordinating processes on school openings, closings, and facilities planning.
- Promote enrollment stability.
- Identify educational challenges that need to be addressed through cross-sector collaboration.

# GROUP NORMS AND EXPECTATIONS

We want members to:

- Act as public ambassadors for the process
- Advocate for what is right for all students and families and not just what is right for one particular school community or sector
- Put individual agendas aside in the interest of improving public education
- Be open-minded
  - Genuinely consider alternatives to their own opinions
  - Respect each others' opinion
  - Generate and consider creative solutions

**“COMING TOGETHER IS A  
BEGINNING.  
KEEPING TOGETHER IS  
PROGRESS.  
WORKING TOGETHER IS  
SUCCESS.”**

**- HENRY FORD**

# YOUR REACTIONS TO THE DATA

## Surprises

- The large number of students living in W7 and W8, and the high number of school choices East of the River
- Differences in demographics by ward
- The small size of our schools across all grade levels

## Request for Additional Data/Information

- Achievement data disaggregated by poverty and at-risk designation
- More data on student movement
- School performance by sector and ward
- Comparison of available seats to enrollment (e.g. middle school)
- Data on family/sibling enrollment (same schools/different schools)

# NEXT STEPS

<b>Data Request</b>	<b>Follow-up</b>
<b>Assessment data disaggregated by poverty, sector and ward</b>	<b>By next Task Force meeting.</b>
<b>More data on student movement</b>	<b>We plan to do a deep dive when we turn to enrollment stability work.</b>
<b>Comparison of available seats to enrollment (e.g. middle school)</b>	<b>This will be included in the SY15-16 Fact Sheets – to be released in May.</b>
<b>Data on family/sibling enrollment (same schools/different schools)</b>	<b>The data source for this doesn't currently exist, but DME is working with OSSE and OCTO to do this analysis.</b>



# **FOCUS GROUP FEEDBACK**

# WHY FOCUS GROUPS?

## Purpose

- Provide insight from community members on Task Force goals - why they are important, relevant, and if anything was missing.
- Better understand what the public expects as outcomes of the process

## Strengths of structure

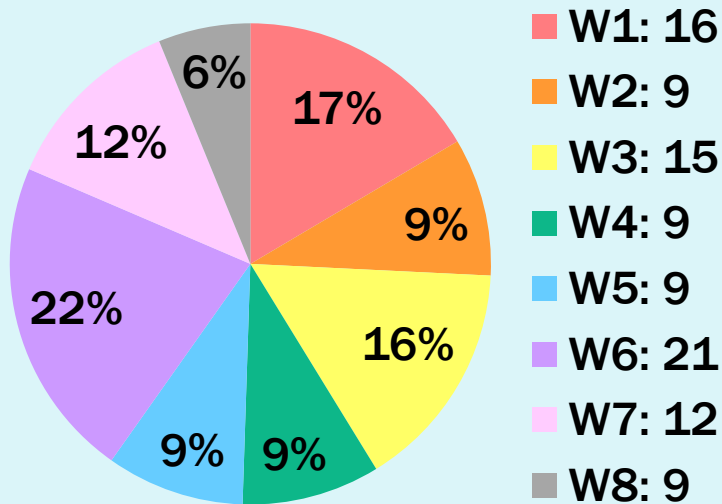
- Small group conversations are conducive to gaining in-depth feedback
- Opportunity for participants to learn from each other

# OUTREACH EFFORTS

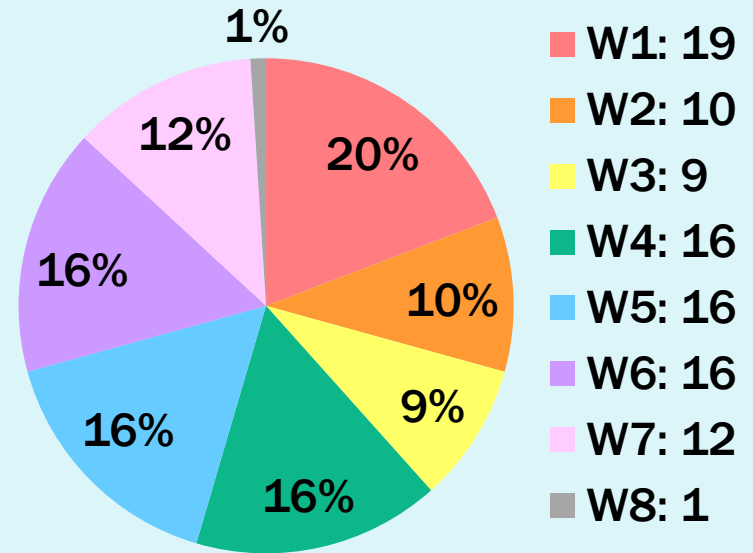
- **ANC Commissioners**
- **DME community listserv (900+ contacts)**
- **PCSB Wednesday Bulletin**
- **FOCUS network**
- **DCPS**
  - Email blast (450+)
  - Principal/school administrator newsletter
  - Listserv Postings
- **Council members**
- **Twitter/Facebook**
- **Washington Teacher's Union**
- **Teach for America alumni network**

# WHO CAME?

## Participants by Meeting Location



## Participants by Ward of Residence



Columbia Heights EC (W1)

Janney ES (W3)

Lamond-Riggs Library (W5)

Benning (Dorothy Height) Library (W7)

Mt. Pleasant Library (school staff, W1)

Martin Luther King Jr. Library (W2)

E.L. Haynes PCS (W4)

Eastern HS (W6)

Thurgood Marshall Academy PCS (W8)

Francis Gregory Library (school staff, W8)

# WHAT WE HEARD

## Accountability

- Better way of measuring, comparing schools across sectors to help families understand their choices
- What is the role of parents/community in holding public schools accountable?

## Coordinated Planning

- Facilities, program planning
- Grade configuration alignment
- Do we have too much competition? Can be counterproductive and hurts kids.

## Transparency

- Share more lottery data to better understand parent demand
- How are we using data to make decisions? What data are we using?

## Other

- Special education
- Discipline issues
- Understandable (less wonky) metrics on how a school is doing - can we include non-traditional inputs

# PERCEPTIONS & MISCONCEPTIONS

## Both Sectors

- Lack of accountability
- Lack of quality options
- Abundance of resources

## DCPS

- Low-performing
- Bureaucratic, inflexible
- School of last resort
- Picks up charter students who are expelled or counseled out

## PCS

- High-performing
- Nimble, innovative
- Selective, “skims” students
- Doesn’t serve special education students well
- Counsels difficult students out

# KEY TAKEAWAYS

- **Creating quality is of great importance**
  - How is this process improving quality of schools?
- **The goals are on the right track**
  - The goals resonated with participants.
- **Tangible results are necessary**
  - Participants want to see real and impactful deliverables.
- **Strengthen outreach for future efforts.**
  - There was low participant turn out for some sessions.
  - More targeted outreach in W8
- **Identify best way to respond to perceptions/ misconceptions**
  - FAQs, informational briefs, data analysis, other?

**INFORMATIONAL BRIEF:  
CROSS-SECTOR  
COLLABORATION IN  
OTHER CITIES**

**Education  
Counsel**



# PROPOSED GUIDING PRINCIPLES

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In order to actualize the Mayor's vision of high quality public schools in every neighborhood the following principles will guide our work:

- Equitable outcomes for all students with a focus on our lowest performing students
- Authentic public input and participation in policy development
- A core system of public schools of right in every neighborhood complemented by public school choice (DCPS, PCS)
- Equitable access to high quality schools
- Public education policies and planning that reflect the best interests of students and families.
- Effective investment of resources

# HOW DO WE USE GUIDING PRINCIPLES?

**Guide our work.** Provide a framework for our decisions – govern our actions.

**Mechanism to check ourselves.** Do our policy recommendations reflect our principles?

**Can act as a tie breaker.** A lens through which we decide which policies to pursue and not pursue.

# SMALL GROUP ACTIVITY

- Are these the right principles? What is missing?
- What are the practical implications of these principles?
- Are there any tensions between principles?
- What are the questions we need to answer in order to navigate the tensions?

<b>Group 1</b> (Margie)	<b>Group 2</b> (Amy)	<b>Group 3</b> (Jenn)	<b>Group 4</b> (Naomi)
Bethany	Amanda	Anjali	Alejandra
Caryn	Angela	Hanseul	Charlene
Kaya	Darren	Melissa	Evelyn
Kemba	Faith	Rod	Karen
Lars	Irene		Phone participants

# GROUP CHECK-IN

Opportunity to reflect on how the process is going so far.

Did we uphold our group norms in today's discussions?

Other reflections on the break out group activity?

# NEXT STEPS

- Online outreach on guiding principles
- Review the 3/21 meeting summary
- Full informational brief from EducationCounsel will be shared the week of April 18.
- Full focus group report will be shared next month.

## **April Meeting Preview**

— April 26, Wilson Building

— Presentation by the DC Office of Planning on the future of DC population