

Cross-Sector Collaboration Task Force Meeting

Tuesday, July 26, 2016

6:00 – 8:00pm

DC Taxicab Commission Hearing Room (2235 Shannon Place SE, Suite 2032)

Attendees

Co-Chair:

- Jennifer Niles | Deputy Mayor for Education

Members:

- Shanita Burney | Deputy Chief, Community Engagement, District of Columbia Public Schools (DCPS)
- Angela Copeland | Stuart-Hobson MS parent; public affairs specialist
- John Davis | Chief of Schools, District of Columbia Public Schools (DCPS) (incoming interim DCPS Chancellor)
- Caryn Ernst | Watkins ES, Stuart-Hobson MS parent; former PTA president, Capitol Hill Cluster School; member, Capitol Hill Public School Parent Organization (CHPSPO)
- Kaya Henderson | Chancellor, District of Columbia Public Schools (DCPS)
- Kemba Hendrix | Elsie Whitlow Stokes PCS parent; former public and public charter school teacher
- Irene Holtzman | Executive Director, Friends of Choice in Urban Schools (FOCUS)
- Hanseul Kang | State Superintendent of Education
- Melissa Kim | Chief Academic Officer, Secondary Schools, KIPP DC; former principal, District of Columbia Public Schools (DCPS)
- Anjali Kulkarni | Deputy Chief, Strategic School Planning, District of Columbia Public Schools (DCPS)
- Scott Pearson | Executive Director, Public Charter School Board (PCSB)
- Karen Williams | Ward 7 Representative, State Board of Education (SBOE)
- Darren Woodruff | EL Haynes PCS, Benjamin Banneker HS parent ; Chair, Public Charter School Board (PCSB)
- Shantelle Wright | Founder & CEO, Achievement Prep PCS; Chair, DC Association of Public Charter Schools

Members on the Phone:

- Lars Beck | CEO, Scholar Academies and DC Scholars
- Emily Lawson | Founder & CEO, DC Prep PCS

Members not in Attendance:

- Anthony Williams | CEO & Executive Director, Federal City Council; former Mayor (Co-chair)
- Jim Sandman | President, Legal Services Corporation; former General Counsel, DCPS (Facilitator)
- Amanda Alexander | Deputy Chief of Elementary Schools, District of Columbia Public Schools (DCPS)
- Rod Boggs | Executive Director, Washington Lawyer's Committee
- Charlene Drew-Jarvis | Graduate, District of Columbia Public Schools (DCPS); Senior Advisor, KIPP DC PCS; former Ward 4 City Councilwoman

- Erika Harrell | DC Prep PCS parent; Member, MySchoolDC Parent Advisory Council; member, DC School Reform Now; member, PCSB Parent & Alumni Leadership Council (PALC)
- Faith Hubbard | Chief Student Advocate, State Board of Education (SBOE); former member, Student Assignment Committee
- Bethany Little | Murch ES, BASIS PCS parent; Education policy expert
- Ariana Quiñones | Duke Ellington HS, Cesar Chavez PCS parent, education and human services policy consultant, Otero Strategy Group LLC, former member Student Assignment Committee
- Evelyn Boyd Simmons | Francis-Stevens parent; W2 Education Network; former member, Student Assignment Committee; President, Logan Circle Community Association
- Alejandra Vallejo | Bancroft ES parent; Chair, Bancroft ES Local School Advisory Team (LSAT)

Staff:

- Jennifer Comey | Senior Policy Advisor, Office of the Deputy Mayor for Education (DME)
- Claudia Luján | Senior Policy Advisor, Office of the Deputy Mayor for Education (DME)
- Aaron Parrott | Data Manager, MySchoolDC (MSDC) team, Office of the Deputy Mayor for Education (DME)
- Richelle Russell | Education Pioneers Fellow, Office of the Deputy Mayor for Education (DME)
- Carl Jiang | Leadership for Educational Equity (LEE) Public Policy Fellow, Office of the Deputy Mayor for Education (DME)

Support Team:

- Nick Spiva | EducationCounsel, LLC

Meeting Summary

Goals and Group Norms and Expectations

While they were not explicitly discussed, the Task Force members were reminded of the Task Force goals and the group norms and expectations as a reminder of the purpose and importance of the work of the committee.

Prioritization of Policy Options to Address Mobility Challenges

It was acknowledged that work is already being done on the LEA Payment initiative and on Residency Verification, which will likely have some effect on mobility. Updates on these initiatives were provided to the Task Force members and members were informed that there will be opportunities to provide input and feedback. Because these initiatives are already in progress, other possible policy options to address mobility challenges will be the focus of discussion.

Based on Task Force member discussion during the previous meeting, the following policies were identified to potentially address mobility:

- Establish intake schools to take most/all students entering the District mid-year
- Placement of mid-year entries from out-of-state in PCS
- Exit counseling, transition support
- Establish transition schools for PCS students leaving mid-year
- Citywide safety transfer policy
- Placement process for PCS expulsions

- Placement process for DYRS students
- Long-term suspension center
- Establish common intake practices and/or procedures across LEAs to improve experience for students and schools
- Enact windows for student movement across DC schools to give parents/families specific times of year to make school changes
- Eliminate post-Kindergarten age cutoffs
- Allow charter sector to opt to become by-right schools with certain parameters

Task Force members were asked if there are any priorities that are missing from the list.

- One suggestion was a transition policy based on student needs and school resources. For example, if a student has a need that another school can accommodate, that student should be able to transfer schools. It was noted that charter schools can establish a policy, without legislation, to allow a student to transfer within the same LEA. It was also noted that a lack of knowledge about other school programming contributes to the inability to develop successful transfer mechanisms.
- Another suggestion was to allow schools to exceed their enrollment ceiling if they are taking students mid-year.
- A final suggestion was to terminate waitlists following the October audit. The stated reasoning was that if a school chooses to take a student mid-year, they will take a student off the waitlist rather than a student from out-of-state or from another school.

Task Force members were asked to individually prioritize the policies listed above, as either High, Medium, or Low priority.

- It was noted that many of the proposed policies are interconnected and that it is difficult to compartmentalize them. The following groupings were proposed:

Group A	Group B	Group C	Group D	Group E
<ul style="list-style-type: none"> • Establish intake schools to take most/all students entering the District mid-year • Placement of mid-year entries from out-of-state in PCS • Exit counseling, transition support • Establish transition schools for PCS students leaving mid-year 	<ul style="list-style-type: none"> • Citywide safety transfer policy • Placement process for PCS expulsions • Placement process for DYRS students • Long-term suspension center 	<ul style="list-style-type: none"> • Establish common intake practices and/or procedures across LEAs to improve experience for students and schools • Enact windows for student movement across DC schools to give parents/families specific times of year to make school changes 	<ul style="list-style-type: none"> • Eliminate post-Kindergarten age cutoffs 	<ul style="list-style-type: none"> • Allow charter sector to opt to become by-right schools with certain parameters

Task Force members were then asked to discuss the desired outcomes of the policies in Group C and to identify how they would be implemented.

- Some clarification was needed regarding what “common intake practices and/or procedures” meant: is it common paperwork or common school culture orientation? It was noted that it could mean either or both. There might also be a need for school individualization beyond a common intake procedure. For example, there could be common enrollment forms, but there are also elements to each school’s intake process that are different, i.e. language tests.
- Everyone agreed that the intake school needs to know if a student has an IEP. A short form/questionnaire that the principle of the school the student is leaving would fill out was suggested. Questions would include whether the student has an IEP, if there are any behavioral issues that can be remediated, and if there is anything else the intake school needs to know to ensure the student will be successful. There was some concern regarding protecting the confidentiality of teachers and students and that it can be difficult to discuss strong behavioral issues candidly.
 - It was noted that there is currently a pilot program in progress at approximately 20 schools (cross-LEA) that allows for more detailed sharing of information of transferring students, with a focus on the 8th-9th grade transition. Information includes IEPs, test score data, attendance, and transcripts.

Next Steps

It is necessary to determine what impact analysis needs to be done in order to evaluate the effectiveness of these policies. What data collection and analysis is possible? In the coming months, there will be a focus on conducting impact analyses, formulating a policy proposal for community input, and drafting a policy recommendation for the Mayor.

In lieu of an August meeting, Task Force members were asked to meet informally in small groups to continue the conversation and further discuss potential policy options.

Reflection

Task Force members were asked to provide short reflection on the night’s discussion and what they would like to see going forward.

- The conversations are getting more candid and are getting more to the heart of the matter. However, the current format at the meetings is not allowing the discussion to go deep enough.
- Want to better understand why students are leaving a school before a policy can be decided on.
- Want to know what the perceived intended and unintended impacts of these policies are.
- Need to be mindful that there are barriers to access for some students.
- Need to be more specific with ideas and intentions; avoid generalities.
- Want to focus the discussion on what is best for students, not on what is most agreeable. It should be about making things equitable for students, not schools.
- Need to look at what policies are currently in place that prevents charter schools from successfully tackling some of these issues.

The meeting adjourned at 8:20pm.