

# DC CROSS-SECTOR COLLABORATION TASK FORCE

07.25.17  
Meeting 16

# AGENDA

- **Welcome, Goals for Today (6:00-6:10)**
  - Recap - where we left off last month, last WG
  - Cross-Sector Collaboration Spotlight
- **Working groups (6:10 – 7:15)**
- **Report out from At-Risk Working Group\* and whole group discussion (7:15-7:50)**
- **Check-out & next steps (7:50-8)**

\*The OCS Working Group reported out to whole group at June's meeting

# GOALS FOR TODAY'S MEETING

- Break into working groups to continue discussing theories of action and begin identifying possible policy solutions and/or recommendations
- Discuss the current ideas and possible policy proposals of the At-Risk working group

# **CROSS-SECTOR COLLABORATION SPOTLIGHT**

# CROSS-SECTOR COLLABORATION SPOTLIGHT

## **Georgetown's Executive Master's in Leadership (EML) for Public School Leaders in DC**

- The program is offered through the Georgetown McDonough School of Business.
- Current participants in the program include 20 public school principals from both charter and DCPS schools.



- Principals from DCPS and charter schools have partnered on cross-sector projects that include:
  - Curriculum development
  - Teacher professional development
  - Community redevelopment projects
  - A mentorship program for students
- Plans are in the works to have the principal teams assist the DME with different cross-sector projects

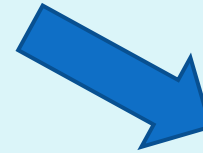
**“Freedom lies in being  
bold.”**

***–Robert Frost***

# REVIEW OF WORKING GROUP PROCESS

# REVIEW: PROCESS FOR DEVELOPING RECOMMENDATIONS

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



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



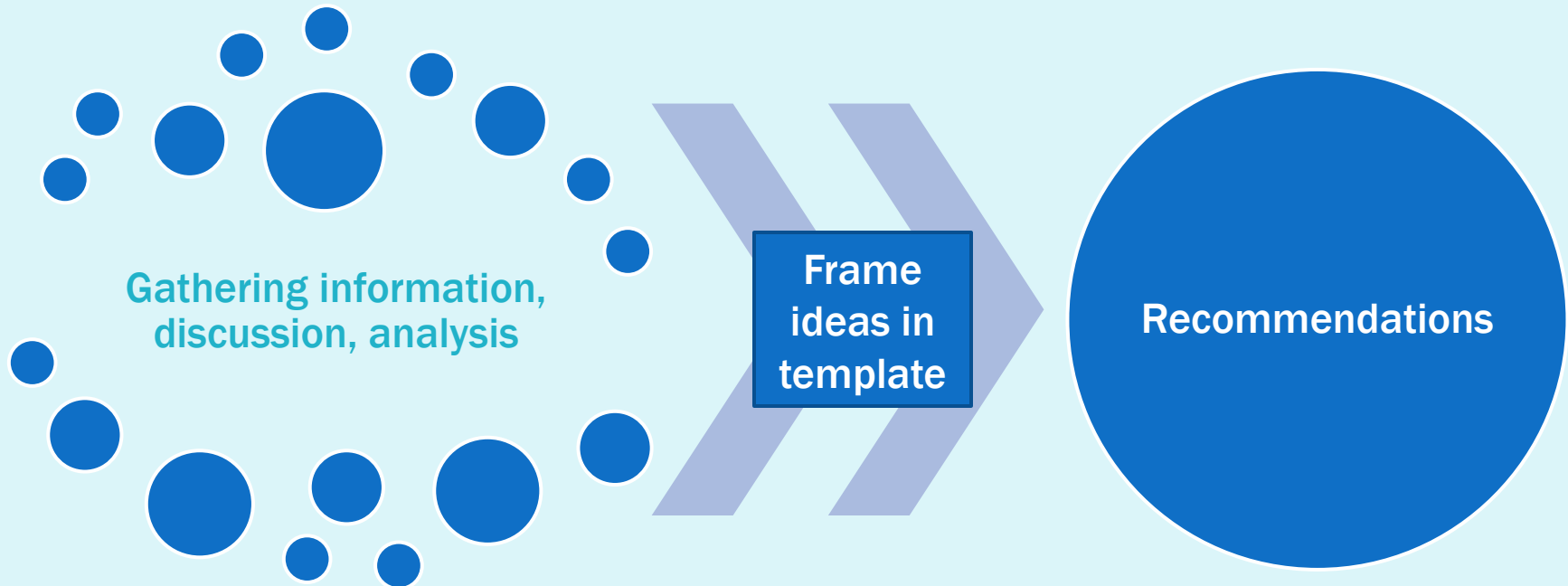
Develop and discuss possible policy solutions

Formulate recommendations





# REVIEW: MOVING FROM DISCUSSION TO RECOMMENDATION



# **WORKING GROUP GUIDELINES: O/C/S WORKING GROUP**

## **Goals for O/C/S Working Group for today:**

- **Finalize theory of action, policy proposal, and draft recommendation**
- **Determine the characteristics of community engagement processes around OCS**

# **WORKING GROUP GUIDELINES: AT-RISK WORKING GROUP**

## **Goals for At-Risk Working Group for today:**

- **Understand lottery preferences**
- **Prepare to present to Task Force on our work thus far**

# WHOLE GROUP DISCUSSION

# DISCUSSION FORMAT

Working group  
shares out the  
theory(s) of action  
or potential  
recommendation(s)  
they have been  
discussing during  
today's meeting and  
the off-cycle  
working group calls

Working group  
reporters give key  
points of the  
discussion around  
the theory(s) of  
action or potential  
recommendations

Task Force  
members turn and  
discuss with  
someone from the  
other group

All Task Force  
members discuss as  
a full group

# FOCUS AREAS FOR AT-RISK WORKING GROUP

**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**

# PROPOSALS FOR OFF-TRACK SECONDARY STUDENTS

**1. Cross-sector information exchange**

**2. Citywide, cross-sector approach to improving attendance**

**3. Cross-sector approach to sharing best practices around “anchors” – positive adult relationships in school**

**4. Cross-sector effort to identify and build on practices in high value-add high schools**

# INFORMATION EXCHANGE

**Problem:** A lack of access by schools to key data and information on at-risk students contributes to an increased likelihood of these students experiencing delays or disruption in education, especially during key transition points (e.g., from middle school to high school).

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

## **Possible Policy Solutions:**

- Expand the Bridge to High School Data Exchange to additional transition points along the education continuum.
- Coordinate a robust, citywide technical assistance program for schools that are sending and receiving data and information at key transition points.
- Monitor, report, and make necessary adjustments to existing data exchange efforts, including the Bridge to High School Data Exchange.



# ATTENDANCE

**Problem:** A lack of momentum behind a coordinated, citywide, and ambitious approach to improving attendance hurts all students, with a pronounced impact on at-risk students.

**Theory of Action:** Bolstering and supporting existing citywide efforts to improve attendance provides the most effective and direct route to keeping at-risk students in school.

## **Possible Policy Solutions:**

- Ensure robust commitment to Every Day Counts! initiative, with ambitious and measurable objectives.
- Explore and foster school-level and practitioner-level collaboration – assist LEAs in finding and building on best practices.
- Explore ways to further focus citywide efforts on particular segments of the student population.
- Plan and facilitate a convening and/or community of practice for cross-LEA, practitioner-level working groups.

# “ANCHORS”

**Problem:** Not all at-risk students have access to positive, in-school adult “anchors.”

**Theory of Action:** Creating a cross-sector, citywide approach to identifying, sharing, and expanding effective efforts and programs to provide positive, in-school “anchors” will help reduce the number of students in high school who are not on track to graduate on time.

**Possible Policy Solutions:**

- Explore possibility of building this component into the Every Day Counts! initiative.
- Identify and build on existing, evidence-based practices, such as OSSE’s pilot of the Check and Connect program.
- Explore ways to identify and evaluate promising practices from individual schools or LEAs.
- Plan and facilitate a convening and/or community of practice for cross-LEA, practitioner-level working groups.

# HIGH VALUE-ADD SCHOOLS

**Problem:** We have schools that are serving at-risk students particularly well, but we are not doing enough to identify those schools or share their successful practices.

**Theory of Action:** Identifying and replicating the most effective, “value-add” models – and ensuring that at-risk students have access to these schools – will lead to a reduction in the number of students who are off-track.

**Possible Policy Solutions:**

- Identify the schools and/or programs that are getting the best results for at-risk students.
- Explore the possibility of citywide, cross-sector definitions of common elements of school design and program offerings at the highest value-add schools.
- Identify the costs and obstacles to scaling successful program offerings.

# CHECK-OUT & NEXT STEPS

# CHECK-OUT: CHOOSE AN EMOJI



## NEXT STEPS

- **NOTE:** There will be no Task Force meeting in August.
- Ramin will reach out to each Task Force member for a six-month (since he started) check-in.
- DME staff will contact working groups to schedule follow-up meetings in August.
- Next Task Force meeting: September 26, 2017.

# **APPENDIX: VISION STATEMENT, TASK FORCE NORMS, GOALS, & PURPOSE**

# VISION FOR DC SCHOOLS

- What do we want to be true of DC public education in the future?
- What should our public schools seek to achieve?

Build on the guiding principles articulated by the Task Force:

1. Raising the achievement of all students while accelerating the achievement of the lowest-performing students.
2. Yielding positive outcomes for students and families through public education policies and resource planning.
3. Providing equitable access to high-quality schools.
4. Creating a core system of high-quality public schools of right in every neighborhood complemented by high-quality public schools of choice.
5. Engaging the public to obtain input and participation in policy development.



# VISION FOR DC SCHOOLS: VERSION #4

~~In order to~~**To** meet the needs of all students and ensure their success, DC is committed to providing excellent and dynamic school options through by-right ~~public schools~~ and citywide public schools. ~~of choice so that every child student receives a world-class education.~~

# GROUP NORMS AND EXPECTATIONS

We want members to:

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

# 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.
- Promoting enrollment stability.
- Identify educational challenges that need to be addressed through cross-sector collaboration.

# PURPOSE OF OUR WORK

Twenty years ago public charter school choice was established in DC. With 56% of public school students attending DCPS and 44% attending public charter schools, the next chapter of improving education in DC is for both sectors to strategically work together.

We come together now to:

- Objectively consider data to better understand our educational landscape across the City.
- Brainstorm ideas and generate solutions through cross-sector collaboration and problem-solving.
- Consider our current challenges for what they are – citywide challenges - and not side with or assign blame to a single sector.
- Develop clear and fair recommendations on how to reach our CSCTF goals (*our charge*).

# GUIDING PRINCIPLES

- Raising the achievement of all students while accelerating the achievement of the lowest-performing students.
- Yielding positive outcomes for students and families through public education policies and resource planning.
- Providing equitable access to high-quality schools.
- Creating a core system of high-quality public schools of right in every neighborhood complemented by high-quality public schools of choice.
- Engaging the public to obtain input and participation in policy development.