

## **At-Risk Working Group: Meeting #2**

**Date & Time:** April 14, 2017 11:00-12:00pm

**Location:** Conference call line

### **Attendees:**

Amanda Alexander | Deputy Chief of Elementary Schools, District of Columbia Public Schools (DCPS)

Faith Gibson Hubbard | Chief Student Advocate, State Board of Education (SBOE); former member, Student Assignment Committee

Erika Harrell | DC Prep PCS parent; Member, My School DC Parent Advisory Council; member, DC School Reform Now; member, PCSB Parent & Alumni Leadership Council (PALC)

Kemba Hendrix | Elsie Whitlow Stokes PCS parent; former public and public charter school teacher

Alejandra Vallejo | Bancroft ES parent; Chair, Bancroft ES Local School Advisory Team (LSAT)

### **Call Summary:**

Ramin Taheri went through the Meeting 2 Resource Deck (sent to members on 4/10/17) with the At-Risk working group members on the call.

### *Task Force Member Questions/Comments:*

- Q: Is there something specific that schools which are achieving results beyond what the data predicted for at-risk students? Are these schools doing something different with their curriculum?
  - A: (Ramin) We should ask Celine from Grad Pathways (who will be speaking with us at our next Task Force meeting); these schools could be doing multiple things. It's a good question because if we can identify what these schools are doing then it's worth our time and energy to figure out how to replicate their programs.
- Comment: I am also curious about teacher quality and the ways the day is structured that might be having an impact. Are they doing intervention periods, wraparound services, innovative staffing models, etc.?
- Q: I am also interested in the type of school and how are the schools are financed to be able to do get those outcomes for students. We have at-risk funding but there are some schools that can fundraise beyond the funds they are being given.
  - A: This dovetails with the conversation from our previous working group meeting on how that at-risk funding is spent for at-risk students.
- Comment: I'm excited to unpack this information and data more; this is a group that tends to get ignored.
- Q: I am interested to see if there is extra money being used for students in schools that are doing better. Is there any difference in how that school's budget is allocated from other schools?
  - A: (Ramin) A lot of our questions so far are about these value-added schools. There's some questions about whether finance comes into play for these schools that are seeing higher levels of achievement for at-risk students. Are there funding inequities? Do these schools receive outside funds? Can we replicate or scale this across the city? We have questions

about where we want to focus our energy in this group: middle or high school and seeing where the Task Force can dive in and make some meaningful recommendations.

- Q: I would like to know if there are differences in social development programs or if certain schools that are focused on that aspect (student accountability, responsibility, etc.) and what their outcomes for at-risk students are.
- Comment: We should also be thinking before about how schools work with these students in terms of discipline; how are schools that are having good results are handling student discipline? This seems to come up a lot around these different groups.
  - A: (Ramin) When we talked during the first meeting, we focused on the term of art “at-risk” but we could look at other groups. The students here in this data deck are not necessarily all identified by the formal definition of “at-risk”. We could talk about ELL students and students receiving special education services.
- Q: Can we see which kids are coming from single parent homes?
  - A: I don’t think the data has family configurations. I’m not sure if it’s available or going to be made available in the future.
- Q: We should not just look at the concentration of students who are “at-risk” but also at what point does the concentration of high-risk students adversely affect school performance?
  - A: (Ramin) We have a lot of information to digest; there’s also more we can ask and I encourage you to think more about this. By end of our meeting on 25th, we will hopefully have a better idea of how this information can inform our work on the Task Force. Where can the sectors come together to help students in these particular categories identified in this data from Grad Pathways?
- Q: Can we also look at how many of those schools have a behavioral specialists, etc. to see what the value-added of these specialists is?

Call ended 11:40am

Further information needed:

- How many of those schools (schools with high concentrations of at-risk students that have strong outcomes for students) have a behavioral specialists, etc. to see what the value-added of these specialists is?
- Can we see which kids are coming from single parent homes?
- How are schools that are having good results are handling student discipline?
- Are there differences in social development programs or certain schools that are focused on that aspect (student accountability, responsibility, etc.) and what their outcomes for at-risk students are?
- Is there extra money being used for students in schools that are doing better. Is there any difference in how that school’s budget is allocated from other schools?
  - What is the type of school and how are the schools are financed to be able to do get those outcomes for students?

- What is teacher quality like at these schools and what are the ways the day is structured that might be having an impact? Are they doing intervention periods, wraparound services, innovative staffing models, etc.?
- Is there something specific that schools which are achieving results beyond what the data predicted for at-risk students? Are these schools doing something different with their curriculum?