Opening, Closing, Siting (OCS) Working Group: Meeting #2
Date & Time: April 14, 2017 12:30-1:30pm
Location: Conference call line
Attendees:

Evelyn Boyd Simmons | Francis-Stevens parent; W2 Education Network; former member, Student Assignment Committee; President, Logan Circle Community Association
Shanita Burney | Deputy Chief, Community Engagement, District of Columbia Public Schools (DCPS)
Caryn Ernst | Watkins ES, Stuart-Hobson MS parent; former PTA president, Capitol Hill Cluster School; member, Capitol Hill Public School Parent Organization (CHPSPO)
Irene Holtzman | Executive Director, Friends of Choice in Urban Schools (FOCUS)
Mary Levy |Independent education analyst, former Washington Lawyers' Committee for Civil Rights and Urban Affairs, Parent of DCPS alumnae
Bethany Little | Murch ES, BASIS PCS parent; Education policy expert
Scott Pearson | Executive Director, Public Charter School Board (PCSB)
Shantelle Wright | Founder & CEO, Achievement Prep PCS; Chair, DC Association of Public Charter Schools

Call Summary:

Ramin Taheri went through the Meeting 2 Resource Deck (sent to members on 4/10/17) with the Task Force members on the call.

Task Force Member Questions/Comments:

- Q: What does Denver do about transportation since all of its schools are choice?
- Q: Will there be an opportunity for this task force to talk to folks in Denver? How do they draw the enrollment zones? Are these zone drawn based on old attendance zones or are they based on there being more schools in some areas than in others?
    - A: (Ramin) We are working on connecting with people from Denver next week and certainly could see if they would be willing to talk to us at one of our regular Task Force meetings.
- Q: is there a commitment in Denver to a certain outcome? Is the goal to get everyone to participate in a lottery or will neighborhoods always opt into and out of that?
    - A: (Ramin) These are all good questions; we need to get a better understanding of how they rolled out the enrollment zones, what their goals are, and whether it was piloted with some neighborhoods at first with the intention of spreading to all neighborhoods.
    - Q: Are you asking if there is a master plan for every neighborhood to become an enrollment zone?
        - A: Yes
        - A: We also need to investigate the link between the enrollment zones and quality.

- Q: If we are going to look at these other jurisdictions as examples, we need to know how successful their approaches have been. What are the outcomes in these cities? How many schools has Philadelphia closed using that policy?
    - A: (Ramin) That is a good point; what more do you want to know about each jurisdiction? How will this inform our conversation about what is happening here in DC? If anyone has any questions about what is going on in these jurisdictions please reach out or let us know now.
    - Comment: I agree that we need to know how these districts are doing before we look to their policies as examples.
        - Exactly. Are these districts doing well and is there a correlation between the policies we've seen here around closings and openings and how well the schools in the district are doing?
- Q: This raises another question: is New Orleans a relevant example for us to use? They are 93% charter and that's not comparable to our district.
- Q: All these examples have the district as the main charter authorizer; are there any other districts where the authorizer is independent from the district that have policies and frameworks like the ones we are looking at?
    - A: There are places where there are charter authorizers in addition to the district. New Orleans has multiple authorizers.
    - Comment: In that case, the question for New Orleans and places like it is how are they making decisions about openings and closings across multiple authorizers? I think Boston has multiple authorizers and we should look to them.
    - A: (Ramin)Oakland is another place where there are multiple authorizers
    - Comment: In Oakland, charters can appeal decisions from the OUSD authorizer to the Alameda county authorizer. We should see how schools authorized outside the district are incorporated into this work. There are also many other jurisdictions where the authorizer is different from the district.
- Q: Is there another district where the district is not the authorizer where are there are an appreciable number of charter schools already?
- Q: What's the rate of increase in new charter school seat openings in these new cities?
    - A: (Ramin) We can look into all of this information with an eye toward the areas of mutual concern that we identified in our first meeting. This deck is us putting forward examples of other frameworks and actions that other jurisdictions have taken.
- Comment: Again, we are getting at the outcome of other districts' collaboration. But what is their achievement looking like? What is the result of that coordinated framework in terms of school openings and expansions and closures? We need some of those high-level questions answered.
- Comment: We need to remember that coordinating a framework is different in a world of a single decision maker. We need to know what information-sharing happens v. how decisions are made.
- Comment: It is important to just say that one of the ground rules that Jennie laid out was that we are not making recommendations on changing decision rights.

- o Comment: In that case, it is all the more important to understand what we are looking at given the restrictions we have so we can understand what we are thinking about changing.
- Comment: One thing that is going to be really challenging about our information gathering efforts and our search for example frameworks is that we are one of the highest performing charter sectors. If we start looking to draw conclusions about the outcomes of a framework, we are going to end up looking at ourselves.
    - o Comment: Then we are in a good position to lead because we are basically leading by default.
    - o Comment: I don't think we need to go down the road of decision rights governance to improve upon what we are doing now.
- Comment: Along those same lines: part of what we are committed to achieving is a strong high-quality system of neighborhood schools complemented by schools of choice. We need to remind ourselves of our commitment to that outcome.
- Q: When we talk about what's "off the table" for the Task Force to make recommendations on, what is encompassed in that? Openings, closings, etc. are all off the table; how are we talking about facilities? What is on the table, what is off the table, and why? We need to have a better idea of this.
    - o A: (Ramin) We can try to articulate that. I would like to spend time talking about places where we can make some progress and not spend time in places where we know we can get mired in disagreement

Meeting adjourned at 1:04pm

Further information needed:

- What is on the table for the OCS group and what is off the table re: recommendations and why
- What are examples of districts that have independent authorizers and frameworks/policies around coordinated openings/closings/sitings for the traditional public and charter schools?
    - o What are the student and district-wide outcomes for these districts?
    - o Is there another district where the district is not the authorizer where are there are an appreciable number of charter schools already? What's the rate of increase in new charter school seat openings in these new cities?
    - o What are the outcomes in these cities? How many schools has Philadelphia closed using that policy?
- In districts with multiple authorizers, how are they making decisions about openings and closings across multiple authorizers?
- Is there a commitment in Denver to a certain outcome from the enrollment zone policy?
- What does Denver do about transportation since all of its schools are choice?
- Will there be an opportunity for this task force to talk to folks in Denver?
- How do they draw the enrollment zones in Denver? Are these zone drawn based on old attendance zones or are they based on there being more schools in some areas than in others?