CROSS-SECTOR COLLABORATION TASK FORCE

Draft Recommendations of the Opening, Closing, and Siting (OCS) Working Group

(Current as of February 5, 2018)

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OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

WE ARE WASHINGTON DC
GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

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OBJECTIVE 1: ESTABLISH A COORDINATED DC EDUCATION PLANNING CYCLE.

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Specific Recommendations	Policy and Implementation Considerations
1.1: Create and adopt a model cycle for coordinated educational planning that incorporates common lottery and school report cards, use of common data and analyses, and coordinated processes for school and program development and improvement. 1.2: Commit to coordinating and sharing information between and among leaders of DME, OSSE, DCPS, and PCSB. 1.3: Ensure that a coordinated cycle includes regular and predictable opportunities for public input and engagement.	1.1.1: Ensure that any model cycle is consistent with the current governance structure and considers the autonomy, independence, and unique role of each sector (e.g., DCPS's role in providing a core system of by-right schools) . 1.1.2: A model cycle should include, at a minimum, the following: • Common lottery • Common school report cards • Common data and information • Mechanism to coordinate development and improvement processes, including approval and siting of new schools and programs 1.1.3: Ensure that any model cycle is consistent with OSSE's implementation of ESSA accountability requirements. 1.1.4: Ensure that any model cycle clearly defines the roles of each relevant agency, including DME, OSSE, DCPS, and PCSB. 1.1.5: Research and adopt effective approaches from other jurisdictions that use common information to inform cross-sector planning decisions, as appropriate. 1.2.1: Develop a formal agreement (e.g., Memorandum of Understanding, or MOU) among education policymakers to meet regularly and consider planning questions.

OBJECTIVE 2: ENSURE THAT PLANNING DECISIONS ARE INFORMED BY COMMON DATA AND INFORMATION.

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Specific Recommendations	Policy and Implementation Considerations
2.1: Develop common set of data and analyses that look at gaps and needs in public education on citywide and neighborhood levels. 2.2: Commit to incorporating citywide strategic analysis in school planning by DCPS, PCSB, DME, and OSSE, and discuss citywide implications together. 2.3: Ensure regular and predictable opportunities for public input and engagement during the development of a common set of data and analyses.	2.1.1: DME, working collaboratively with DCPS, PCSB, and OSSE, will prepare and disseminate the citywide strategic analysis. 2.1.2: The strategic analysis should include data on and analyses of a variety of factors, such as: student demographics, schools and facilities, academic performance, student demand, enrollment transitions, neighborhood factors, degree of choice, student needs, feeder patterns, program types, transportation time, student-teacher ratio, and capacity, among others. 2.2.1: Develop a formal agreement among education policymakers to meet regularly and consider planning questions. 2.3.1: Create an interactive format to allow for information to be useful to a wide variety of stakeholders.

OBJECTIVE 3: ALIGN PLANNING TIMELINES AND COMMUNITY ENGAGEMENT EXPECTATIONS ACROSS SECTORS.

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Specific Recommendations	Policy and Implementation Considerations
3.1: Establish and make public a master timeline that includes significant dates for each sector's planning process. 3.2: Develop concurrent application and approval windows for new or expanded programs and schools with DCPS and PCSB. 3.3: Ensure regular and predictable opportunities for public input and engagement during the development of the master timeline.	3.1.1: Establish a working group of DCPS, PCSB, charter LEA, and DME representatives to make recommendations for a master cross-sector timeline. 3.3.1: Explore the development and adoption of a citywide guide to gathering community input for new or expanded programs and schools, including recommendations on issues such as how to provide the opportunity to submit public comment remotely and how each sector gives weight to community input, among others.

[PREVIOUS][1] PROPOSED MODEL FOR COORDINATED DC SCHOOL PLANNING

(NOV. 2017 VERSION)

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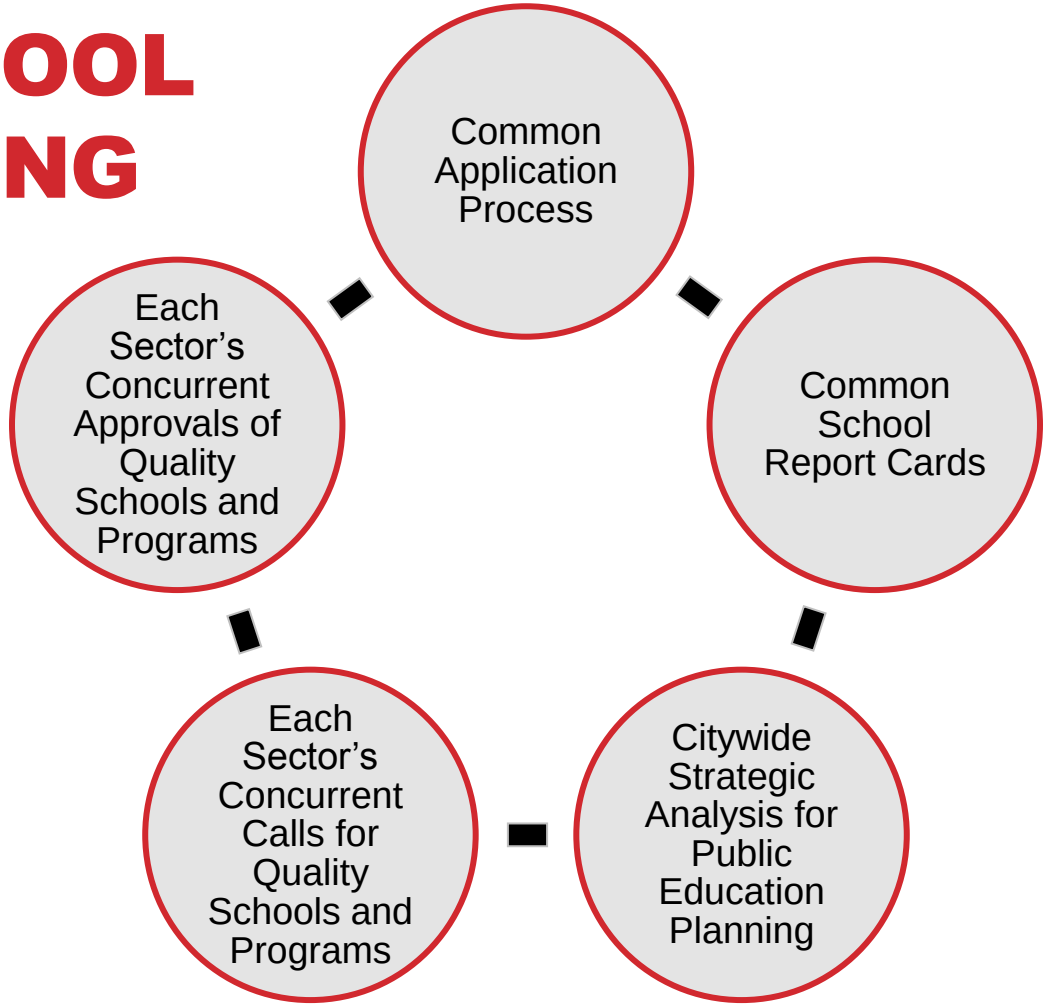

[1]**Based on Denver's Portfolio Management Process. See Appendix.**

PROPOSED MODEL FOR COORDINATED DC SCHOOL PLANNING

(UPDATED JAN. 2018)

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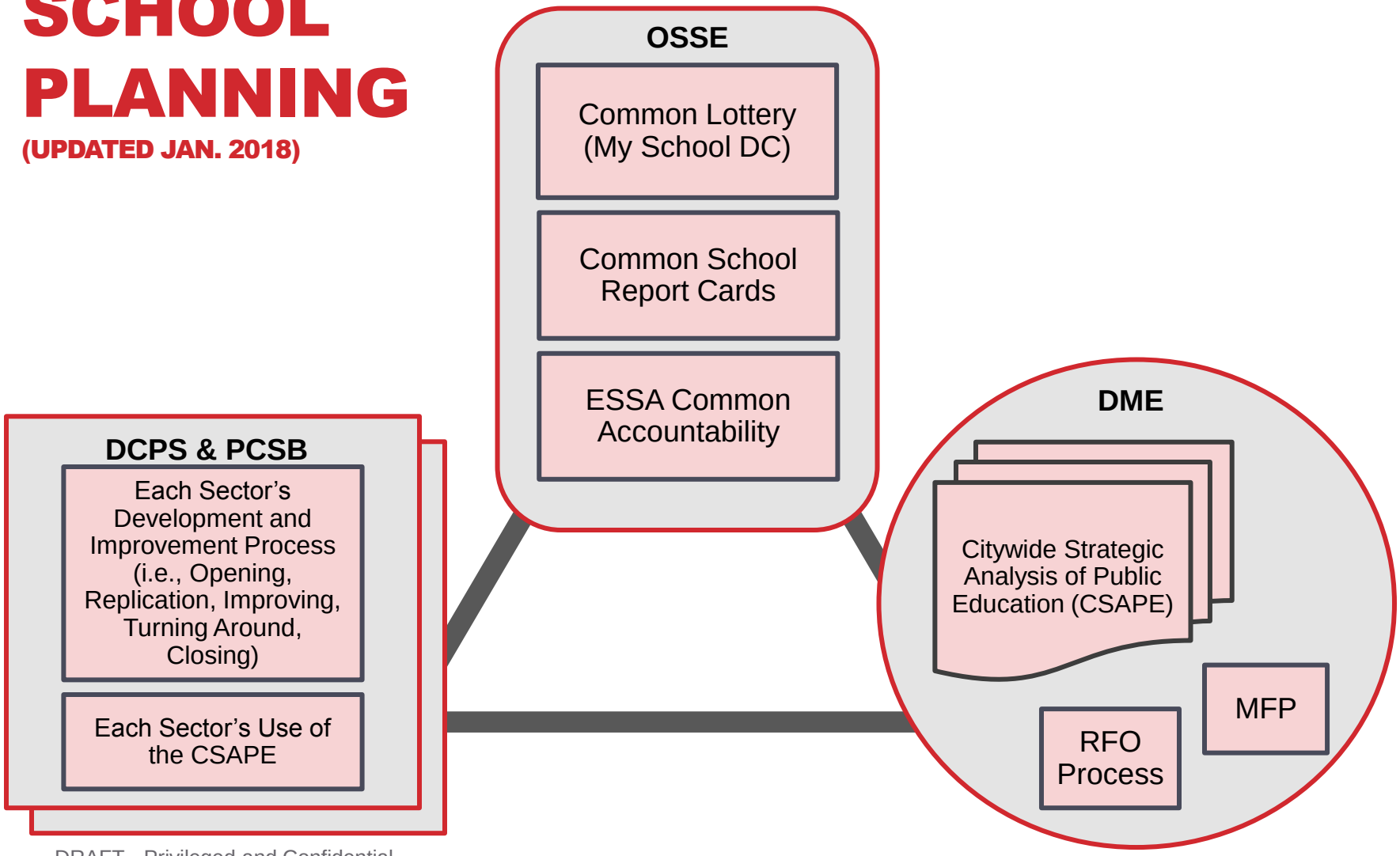

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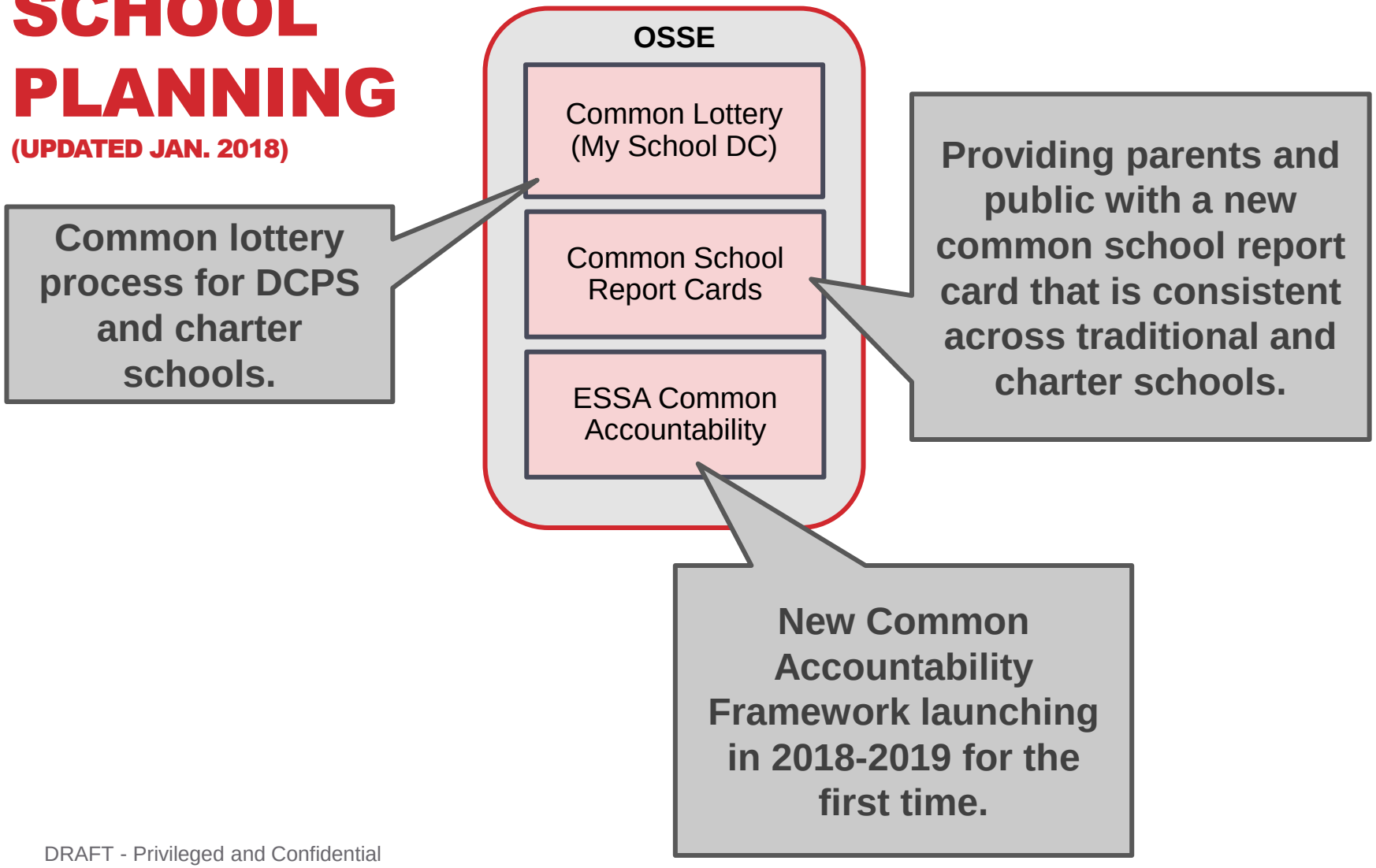

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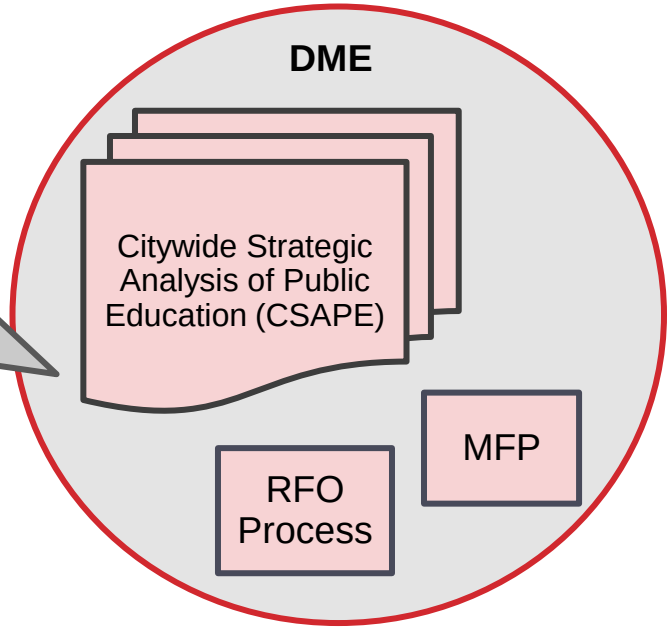
Citywide analysis to identify gaps and needs in public education on citywide and neighborhood levels; citywide analysis of public school facilities and 10-year future facilities needs (the Master Facilities Plan (MFP)); DME's management of the reuse of surplus school buildings (Request for Offers (RFO)).



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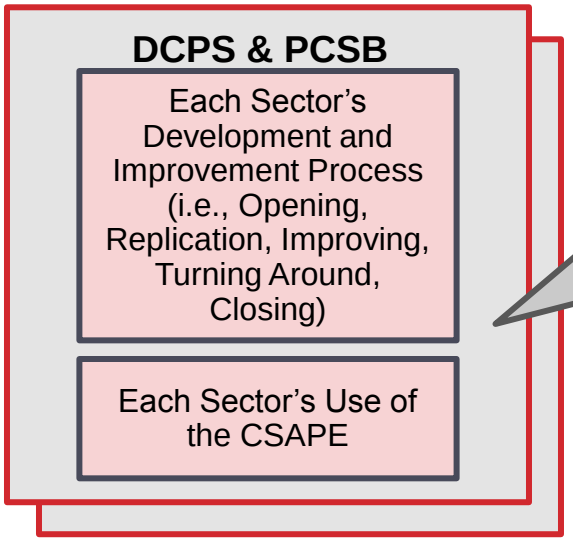

Coordination of each sector's process for creating new schools or making substantial changes to existing programs and accelerating school improvement. Each sector will consider gaps identified through the CSAPE and incorporate community and stakeholder input when soliciting proposals and identifying targeted school supports and interventions.

APPENDIX

DENVER'S CYCLE*

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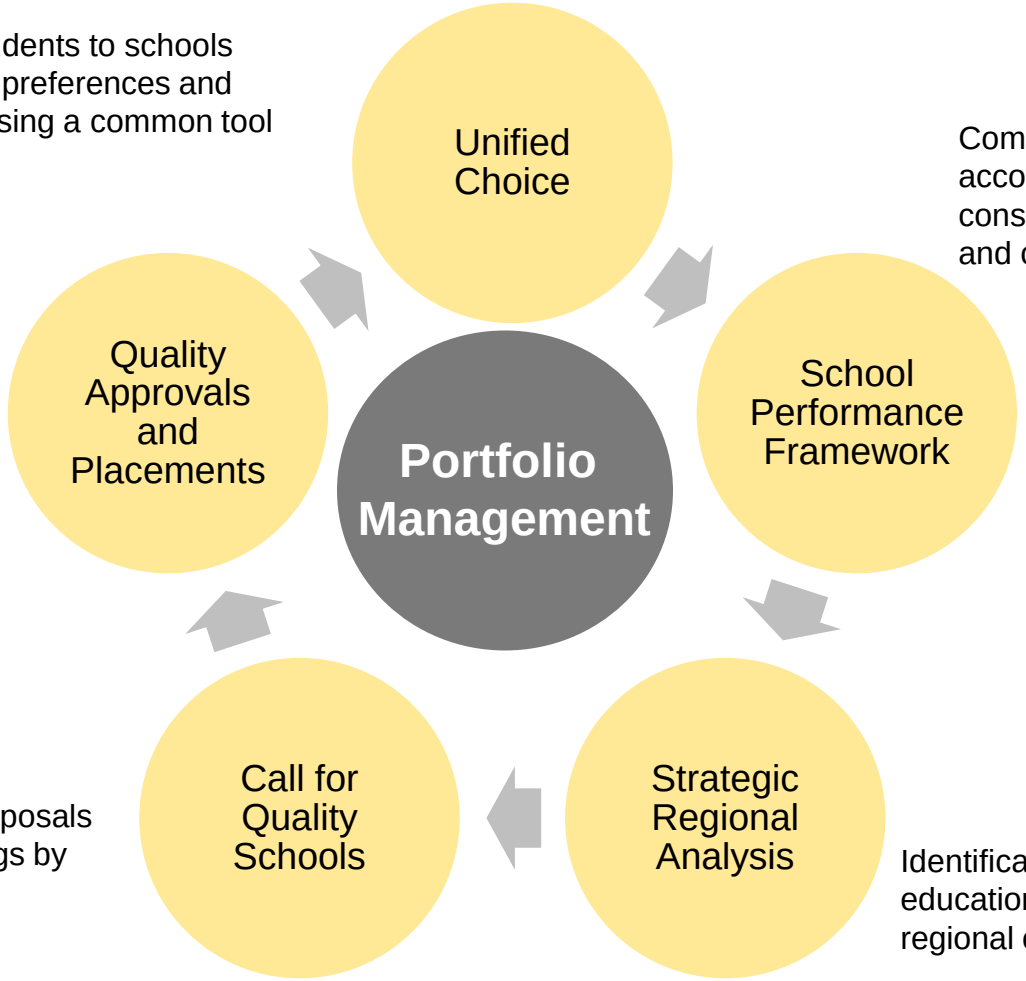
Assignment of students to schools based on student preferences and school priorities using a common tool

Comprehensive report card and accountability systems that is consistent across traditional and charter schools

Evaluates new school proposals for quality and potential facility placement based on applications and community input

Solicits new school proposals to meet gaps in offerings by region

Identification of gaps in educational offerings in a regional context



*While there is much to learn from Denver, please note that DPS is different than DC in that DPS authorizes Denver's charter schools and manages all DPS schools. In DC, the PCSB is the charter authorizer and DCPS is solely responsible for management of all DCPS schools.