

**DRAFT ONLY**  
**Tuesday, June 27, 2017**  
**6:00-8:00pm**  
**Cross-Sector Collaboration Task Force**  
**Meeting #15**

**Attendees:**

- Amanda Alexander | Deputy Chief of Elementary Schools, District of Columbia Public Schools (DCPS)
- Shanita Burney | Deputy Chief, Community Engagement, District of Columbia Public Schools (DCPS)
- John Davis | Chief of Schools, 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)
- 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
- Irene Holtzman | Executive Director, Friends of Choice in Urban Schools (FOCUS)
- Hanseul Kang | State Superintendent of Education, Office of the State Superintendent of Education(OSSE)
- Emily Lawson | Founder & CEO, DC Prep PCS
- 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
- Claudia Luján | School Turnaround and Performance Division, Office of the Chief of Schools, District of Columbia Public Schools (DCPS)
- Scott Pearson | Executive Director, Public Charter School Board (PCSB)
- Karen Williams | President & 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

**Co-Chairs:**

- Jennifer Niles | Deputy Mayor for Education
- Anthony Williams | CEO & Executive Director, Federal City Council; former Mayor

**Facilitator:**

- Jim Sandman | President, Legal Services Corporation; former General Counsel, DCPS

**Members on the Phone:**

- Melissa Kim | Chief Academic Officer, Secondary Schools, KIPP DC; former principal, District of Columbia Public Schools (DCPS)

### **Members not in Attendance:**

- Evelyn Boyd Simmons | Francis-Stevens parent; W2 Education Network; former member, Student Assignment Committee; President, Logan Circle Community Association
- Angela Copeland | Stuart-Hobson MS parent; public affairs specialist
- Charlene Drew-Jarvis | Graduate, District of Columbia Public Schools (DCPS); Senior Advisor, KIPP DC PCS; former Ward 4 City Councilwoman
- Carlie Fisherow | Executive Director, Scholar Academies and DC Scholars
- Alejandra Vallejo | Bancroft ES parent; Chair, Bancroft ES Local School Advisory Team (LSAT)
- Ariana Quiñones | Duke Ellington HS, Cesar Chavez PCS parent, education and human services policy consultant, Otero Strategy Group LLC, former member Student Assignment Committee
- Anthony Williams | CEO & Executive Director, Federal City Council; former Mayor
- Antwan Wilson | Chancellor, District of Columbia Public Schools (DCPS)

### **Staff:**

- Jennifer Comey | Director of Planning, Data, and Analysis, Office of the Deputy Mayor for Education (DME)
- Alex Cross | Special Advisor for Education Facilities Planning, Office of the Deputy Mayor for Education (DME)
- Hannah Holliday | Leadership for Education Equity Public Policy Fellow, Office of the Deputy Mayor for Education (DME)
- Aurora Steinle | Senior Policy Advisor for Equity and Opportunity, Office of the Deputy Mayor for Education (DME)
- Ramin Taheri | Director of Cross-Sector Collaboration Initiatives, Office of the Deputy Mayor for Education (DME)
- Richelle Russell | Policy Advisor, Office of the Deputy Mayor for Education (DME)

### **Meeting Summary:**

Ramin Taheri opened the meeting with the goals of this evening's whole Cross-Sector Collaboration Task Force 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 recommendations of the OCS working group as a full group
- Discuss Vision Statement: Version #4

Mr. Taheri gave a brief recap of the off-cycle working group calls and the goals that the groups focused on during those calls. Deputy Mayor for Education Jennie Niles presented the Cross-Sector Collaboration Spotlight for the month, which highlighted the DME-sponsored. Every Day Counts! Attendance Competition. For the 2017 competition, the DME partnered with the Truancy Taskforce and the State Board of Education to reward students and schools with improved attendance. (Slides 8-9)

Before the working groups split into different rooms for an hour, Deputy Mayor Niles emphasized that this time the whole group discussion would focus only on the Opening, Closing, and Siting group's discussions. The OCS group would present its ideas, theory of action, and potential recommendation to the whole group and field questions from the At-Risk working group members.

## Whole Group Discussion:

Jenn Comey, the OCS group facilitator, went over the Venn diagram of the problem with the whole group to frame the OCS group's thinking on a theory of action and potential recommendation.

### Task Force Member Comments/Questions:

- OCS facilitator: The OCS group agreed to focus on where both sectors could agree. There are four aspects of the problem, contained in this Venn diagram. (See slide 13 of the OCS group's meeting 15 deck)
  - We have talked extensively as a group about the statement of the problem as written in our template and have come up with the following revised version: *There is a lack of shared data and analysis that LEAs, agencies, nonprofits, and the community can use to plan their work, which leads to 1) a lack of coordination, 2) inefficiency, and 3) a missed opportunity to accelerate the improvement of public education in DC.*
  - During this evening's discussion, we spent some time looking at a possible policy solution: *Create a strategic citywide analysis (SCA) similar to the strategic regional analyses conducted in Denver and Oakland.*
    - We talked a lot tonight about how this is a first step or a framework and how we are probably going to do some more massaging of this statement.
- Q: Does this analysis take into account parent demand?
  - A: We talked about how the data can, particularly the current supply and demand analyses.
- OCS facilitator: We spent time talking about how the philosophies of the two sectors can be very different and how a common data set won't necessarily change that. The data doesn't solve difference of philosophy but allows for ways to start discussing these issues.
  - We also came to the conclusion this evening that it is worth starting to have the conversation about closing schools, specifically about reconstituting or restarting schools.
- At-Risk facilitator: What are some of the obstacles to implementing this Strategic Citywide Analysis (SCA) in DC?
  - A: The biggest one is that there are two different philosophies and that these philosophies, no matter what type of data and analysis you have, these philosophies will still lead people to different conclusions. The SCA is not necessarily going to create a more cohesive school system. The biggest question and tension for the group is "Is it possible for us to find overlap in our philosophies?"
- An important thing to note that we learned from Denver is that school openings there are not necessarily tied to facilities.
- There is also tension around decision-making: who actually has the power and authority to make the decisions? I don't think we can't come to agreement though.
- Q: I think we would be willing to make the recommendation of the SCA; are there other questions from the at-risk group? Or are there things to include in the SCA that you would like to see?
  - Facilitator: We should make sure we aren't missing something so we (the DME) should put something together to bring back to the group to allow the OCS group to move onto tackling other parts of the problem.
- Comment: It seems like a coordinated effort to look at data is a great start.
- Q: Would this data analysis be an analysis for our group to use? Who would use and be able to view this analysis?

- It would be an on-going public document, done on an annual basis and done in consultation with both sectors. We envision that the process would be similar to how the information sheets are done now. Hopefully would be interactive so that it is usable.
- We talked about different lenses and ways to cut the data.
- Q: Can you elaborate why this SCA is beneficial for communities?
  - A: In my community, schools get closed regularly on short notice and in ways that disrupt educational pathways. Parents feel cheated when they can't fight for their schools because they don't have the information available to fight for their schools. I have always felt there was a lack of planning about how to implement these decisions.
  - We have also started talking about the different ways to look at reconstitution in Denver.
- Q: Where would those inputs from the community come into play? Where is the regular community engagement in the Denver process?
  - Denver engages the community and shows all the data when restarting a school. Then it's the community that helps select the school
  - During the Call for Quality Schools portion of the process, they have a team for new school applications but there is a final vote that comes to the community.
- Comment: Denver comes with an infrastructure and process for engaging the community when there is school restart, etc., which delineates when certain actions take place. It would be good to know if there was a community engagement process in the creation of that infrastructure.
- Q: And what contributes to more oversight of a school before it's in the red twice in a row? What is done for a school once it's been in the red once?
- Comment: In terms of gaining community input into a process like that, it's hard to ask people what they want when they don't even know.
- Comment: I would like to know the process for deciding what is a red, orange, yellow, green, and blue school. How did Denver create that rating system?
- Comment: It's important to keep in mind that by the time a school has gotten a red rating, a group of teachers and parents might have put together a project plan for how to improve the school.
- Q: Where is Denver towards achieving its goal of 80% of students in blue or green schools? We should know how well their process is working before we model ours after theirs.
  - A: Students are in mostly in yellow schools. They are also reconstituting schools in low-income communities much more so than in higher income communities. We need to consider how we don't repeat that here.
  - Q: It sounds like this a fairly new process? Have they tracked the measures of students in the schools? Is this process something that is resulting in better student outcomes?

Because of the time, the group ended discussion there. Deputy Mayor Niles asked Task Force members to check-out of the meeting by answering the following question: "Do you feel/think that the pace of our progress is too fast, too slow, or just right?" The majority of Task Force members rated themselves as feeling in between "too slow" and "just right". The meeting adjourned at 8:03pm.