

## ISI Advisory Board Meeting Minutes

September 27, 2018

5:00 – 7:00 PM

Emery PD Center, 1720 First St NE

Presenters:

- Amy Maisterra, Deputy Chancellor of Innovation and Systems Improvement (ISI), DCPS
- Sara Goldband, Chief, Office of the Chief Business Officer (CBO)

### Notes:

#### Meeting Attendees:

- DCPS ISI Advisory Board Members: Alexandra Simbana, Frances Davidson, Robert Vinson Brannum, Jacqueline Gran, Kimberly Harrison, Lea Howe, Grace Hu, Avril Knott, Sherice Muhammad, Will Perkins, Bianca Singh, Raymond Weedon, and Andrew Weltman
- Not in Attendance: Carlos Ellerbe, Tina Fletcher, Daniel Obregon, Lissa Rosenthal-Yoffe, and Brittany Wade
- Office of Family and Public Engagement: Sarah Parker and Mahogany Blank
- Office of Innovation and Systems Improvement: Amy Maisterra and Brooke Strother
- Office of the Chief Business Officer: Sara Goldband

Agenda item	Comments
<b>Pre-Meeting</b>	<ul style="list-style-type: none"> <li>● Dinner and mingle</li> </ul>
<b>Welcome and Positive Opener</b>	<p><b>Introductions:</b></p> <ul style="list-style-type: none"> <li>● Members went around the room for introductions and why they were participating in the ISI Advisory Board.</li> <li>● Social Emotional Learning (SEL) Opener: Members were prompted to share a positive experience that they had in school or with a teacher to partners, and then the larger group.</li> </ul>
<b>ISI Theory of Action and Continuous Improvement through Inquiry</b>	<ul style="list-style-type: none"> <li>● Amy Maisterra opened the discussion by reviewing ISI’s Theory of Action: DCPS is a customer service business (customers being schools and families, secondly supporting Central Office businesses) and the lens through which she sees ISI – continuous improvement through inquiry               <ul style="list-style-type: none"> <li>○ Why are we doing this in this way?</li> <li>○ How is it working?</li> <li>○ What can we do to get better?</li> <li>○ Discussed the goal of becoming more transparent with the budget process.</li> </ul> </li> <li>● The Every Student Succeeds Act (ESSA) STAR rating system was briefly discussed and identified as a topic the ISI Advisory Board could delve into further.</li> </ul>



	<ul style="list-style-type: none"><li>○ Ratings will be released in December</li><li>● More information on ESSA can be found here: <a href="https://osse.dc.gov/essa">https://osse.dc.gov/essa</a></li></ul>
<b>Overview of the Innovation and Systems Improvement Team</b>	<ul style="list-style-type: none"><li>● Amy provided an overview of the five offices within ISI</li><li>● <b>Member Question:</b> How can parent and community members get information on changes (i.e., the creation of new offices) at DCPS?<ul style="list-style-type: none"><li>○ <b>Response:</b> We would like the board’s help translating the traditional communication methods to community members.</li><li>○ Sarah Parker provided more information on how the Office of Family and Public Engagement (OFPE) communicates information to community members:<ul style="list-style-type: none"><li>▪ OFPE supports principals in their engagement methods</li><li>▪ Digital engagement (Twitter, Facebook, etc.)</li><li>▪ Parent portal – there is currently an effort to ensure home phone numbers and contact information is correct for each student.</li></ul></li></ul></li><li>● <b>Member Question:</b> Who decided on the structure of DCPS offices?<ul style="list-style-type: none"><li>○ <b>Response:</b> The Chancellor makes organizational decisions</li></ul></li><li>● <b>Member Question:</b> Is there a chance anything changed by Interim Chancellor Alexander will get walked back in the event of a new chancellor?<ul style="list-style-type: none"><li>○ <b>Response:</b> Changes are made in DCPS if the Chancellor feels there is a risk to the agency.</li><li>○ Before making changes, the Chancellor consults with her supervisor, the Mayor, and the Deputy Mayor for Education to make these decisions.</li><li>○ A new chancellor can change structure/focus at the agency</li></ul></li></ul>
<b>Annual Budget Process</b>	<ul style="list-style-type: none"><li>● Sara Goldband provided an overview on the annual budget process and timeline.<ul style="list-style-type: none"><li>○ Currently in the planning, budget prioritization, and modeling phase (October – January)<ul style="list-style-type: none"><li>▪ Schools are drafting their Comprehensive School Plans (CSPs)</li><li>▪ Student &amp; Public budget hearings will be held</li><li>▪ Parent forums with School Leaders and Local School Advisory Teams (LSATs) in November where community members can testify</li></ul></li><li>○ Budget Development &amp; Technical Assistance (February – March)<ul style="list-style-type: none"><li>▪ Principal and School Community align budget to CSP</li><li>▪ School budgets are finalized</li><li>▪ Budget is then submitted to OCFO (Office of the Chief Financial Officer)/Council</li></ul></li><li>○ Public Release (April – May)<ul style="list-style-type: none"><li>▪ DC Council holds hearing on DCPS Budget</li></ul></li></ul></li></ul>



	<ul style="list-style-type: none"> <li>▪ Budget is posted to the DCPS Data Center (<a href="http://dcpsdatacenter.com/">http://dcpsdatacenter.com/</a>)</li> <li>• Comprehensive School Plans (CSPs)             <ul style="list-style-type: none"> <li>○ CSPs help ensure that school plans are aligned to the budget</li> <li>○ <b>Member Comment:</b> Have never heard of the Comprehensive School Plan</li> <li>○ LSATs work with principals to ensure CSPs are more user friendly and familiar to a broader group</li> <li>○ <b>Member Question:</b> What is an LSAT? Local School Advisory Team                 <ul style="list-style-type: none"> <li>▪ A group of elected and appointed members that exists for every DCPS school. The team (formerly the Local School Restructuring Teams) consists of parents, teachers, non-instructional school staff, a community member, and in some cases students, to advise the principal on matters that promote high expectations and high achievement for all students.</li> <li>▪ Learn more about LSATs <a href="#">here</a>.</li> </ul> </li> <li>○ <b>Member Question:</b> How do DCPS CSPs differ under the Title 1 plans that get approved under ESSA?                 <ul style="list-style-type: none"> <li>▪ <b>Response:</b> Every school creates CSPs no matter what their ESSA STAR rating.</li> </ul> </li> <li>○ <b>Member Question:</b> What is the best way to engage with the budget process?                 <ul style="list-style-type: none"> <li>▪ <b>Response:</b> Through community forums, the ISI Advisory Board, school-level conversations with LSATs and parent groups</li> <li>▪ Community members are eligible to serve as LSATs</li> </ul> </li> </ul> </li> </ul>
<p><b>Additional Questions</b></p>	<p>Please see below for additional questions/comments/thoughts that were posed throughout the meeting:</p> <ul style="list-style-type: none"> <li>• <b>Member Comment:</b> There is a penalty in place for turning in homework late, but in some cases, homework is not graded or input into the gradebook for weeks             <ul style="list-style-type: none"> <li>○ If we put penalties in place for students, we need to ensure that teachers are also meeting their duties.</li> </ul> </li> <li>• <b>Member Question:</b> New program called <a href="#">RestorativeDC</a> – have we considered the opposite of this?             <ul style="list-style-type: none"> <li>○ Consider children who are not helped and left in school</li> <li>○ Mental health needs to be a huge focus in schools (this also impacts attendance)</li> </ul> </li> <li>• <b>Member Comment:</b> Consider the effects of mental health on the victims/children that other students’ behavioral issues are inflicted upon.             <ul style="list-style-type: none"> <li>○ <b>Response:</b> Kim, feel free to connect with Brooke/Amy offline.</li> </ul> </li> <li>• <b>Member Questions:</b> A lot people who guide DCPS’ strategies are never in the room with community members? How do you get that trust back from the community?</li> </ul>



	<ul style="list-style-type: none"><li>○ <b>Response:</b> Transparency and accountability – involving folks in the success of DCPS. Current chancellor created these board meetings to give power and voice to the community.</li><li>● <b>Member Question:</b> How do we leverage the public voice to mitigate the issues raised during this meeting?<ul style="list-style-type: none"><li>○ <b>Response:</b> Acknowledging errors and saying, “how do we fix this?” as a collective.</li></ul></li><li>● <b>Member Comment:</b> Would like to build a bridge so that students who transfer from charter schools’ needs are met and are incentivized to attend DCPS.</li><li>● <b>Member Comment/Suggestion:</b> DCPS’ leadership is new. Think of established DC groups as resources: the ANC and civic associations can support DCPS.</li><li>● <b>Member Question:</b> Is there a charter for this meeting?<ul style="list-style-type: none"><li>○ <b>Response:</b> If the group would like to create a charter we can brainstorm the structure and design.</li></ul></li><li>● <b>Member Question:</b> Chancellor Wilson had a strategic plan, are we still following that?<ul style="list-style-type: none"><li>○ <b>Response:</b> Yes, we are still following. Find the Capital Commitment Plan <a href="#">here</a>.</li></ul></li><li>● <b>Member Question:</b> Will charter schools continue to be created?<ul style="list-style-type: none"><li>○ <b>Response:</b> Charters will continue to be created</li><li>○ OSSE has no oversight into charter creation</li></ul></li></ul> <p><b>Question for the group:</b> Would folks be interested in creating a formal charter, structure and design for this Advisory Board?</p>
<b>Gallery Walk/Share out Discussion</b>	<p>Post-it share out from members:</p> <p><b>What brought you to this work?</b></p> <ul style="list-style-type: none"><li>● DCPS’ implementation of ESSA</li><li>● Keeping DC schools public, not charter</li><li>● The belief that all children should have access to a high-quality education</li><li>● I wanted to contribute my analytical skills and learned experiences to help DCPS</li><li>● Improving the parent experience with DCPS</li><li>● More information on the SY Budget, IT, and Operations</li><li>● My discontent with the electronic/digital attendance apparatus at my daughter’s school</li><li>● Lack of WIFI at a tech school</li><li>● Embracing truly innovative responses to concerns...DCPS being open to radical ideas given the diverse population of schools</li><li>● I believe in the overall direction of DCPS and I want to volunteer in service of the vision of equity for all kids.</li></ul> <p><b>What are your priorities?</b></p> <ul style="list-style-type: none"><li>● Concerns about resource allocation – not penalizing high-performing schools, e.g., Wilson HS by lowering funding</li><li>● Resources, budget, and HR</li></ul>



- “Focus Group” – ideas or new initiatives from central
- Provide input on what is and what is not working at schools
- Provide feedback on ideas/plans before they are implemented
- Equitable allocation of resources (not just funding, but also technology and access to programming)
- Transparency in school budgets (example, at-risk funding)
- Tech support for school operations; better technology at DCPS – if DC’s leading in technology, why are the schools lagging?
- The majority of DCPS students eat (and rely on) school food every single day. DC also rates 11<sup>th</sup> for highest obesity rates in youth ages 10-17. It is critical that we recognize school food as a critical piece of the academic day and allocate resources accordingly. The FNS (Food and Nutrition Services) team needs more staff capacity. Cafeteria/school meals should be elevated and leveraged for academic purposes.
- Mental Health assistance for children
- Faculty training to recognize trauma in children
- More behavioral support and programming in schools so principals can work most efficiently (e.g., behavioral specialist)
- “Anonymous space” where students can drop notes for matters of attention, so they aren’t caught by other children for “tattling.”
- Have Child and Family Services Agency (CFSA) cross-train teachers so that they can better connect with students and families
- More diversity training for teachers
- Making every DCPS school a great school for kids and educators
- Improve customized response to school needs
- Often, resources are not just money. I wonder what would happen if we allow stronger educators to work in schools with the greatest needs.
- Drastically improve the outcomes for schools in Wards 7 and 8.
- Accountability, transparency, and inclusion
- Supporting the school improvement process
- Formatting a budget that supports our students in need
- Providing a community perspective

**What are your hopes and dreams for...students?**

- Resources and opportunity
- More equitable access to enrichment programming
- Great schools for all kids
- Ensuring quality education for all students
- Ensuring high standards are the goal of all schools
- All kids attend a school where they can thrive
- That students are fueled with the proper nutrients to thrive both in and out of school
- Access shouldn’t limit success
- Equity
- I am curious as to what kids are saying is missing...we need to tap into their thoughts
- That they go to college and feel prepared



	<p><b>What are your hopes and dreams for...your neighborhood school?</b></p> <ul style="list-style-type: none"><li>• More dual language programming</li><li>• That our neighborhood school will be an attractive choice for all neighborhood families</li><li>• A true neighborhood school...increase enrollment</li><li>• Community and school connections</li><li>• To learn from those who are working within DCPS departments to see where we can bridge gaps between them [DCPS] parents, and the community.</li><li>• Stay great schools...make plans to still be great even if they lose Title I funding one day.</li><li>• Concerns about quality of education</li><li>• Excellence of teachers, staff and the pursuit of them</li><li>• That it remains open and public</li></ul> <p><b>What are your hopes and dreams for...this meeting?</b></p> <ul style="list-style-type: none"><li>• Create new procedures and policies</li><li>• Rationalization of multiple DCPS bureaucracies – who is really in charge and who do they respond to?</li><li>• Getting to know everyone</li><li>• That all of our issues/concerns are heard and responded to</li><li>• Get clear on what success looks like for our work together – is our best service reviewing and advising on a broad set of policy considerations? Or going deep on 2-3 thorny issues?</li><li>• Keeps focus on system, not blaming educators</li></ul> <p><b>Takeaways from this meeting (9.27 Advisory Board)</b></p> <ul style="list-style-type: none"><li>• I’m excited to work with all of you!</li><li>• Excellently run meeting – allowed everyone to express thoughts – safe space</li><li>• Very productive meeting (unusual!)</li><li>• This seems like a strong group of divergent thinkers!</li></ul>
<b>Next Steps and Closing</b>	<ul style="list-style-type: none"><li>• Amy thanked the members for their attendance.</li><li>• Members were asked to fill out evaluation forms.</li></ul>
<b>Follow-up items</b>	<ul style="list-style-type: none"><li>• <b>Follow-up Item:</b> Overview of the educational landscape in DC (please see email attachment)</li><li>• <b>Follow-up Item:</b> Information on the <a href="#">Capital Commitment Plan</a>, DCPS’ 5-year strategic plan.</li></ul>