



## Chancellor Parent Cabinet Meeting Minutes

Tuesday, May 19, 2015  
5:30-8:00 PM  
DCPS Central Office

### Meeting Objectives

Meeting participants will:

1. Better understand the role of the Office of Innovation and Research in DCPS.
2. Better understand DCPS' approach to ensuring equity across the district.

### Meeting Attendees:

- *DCPS Chancellor's Parent Cabinet Members: DCPS Chancellor's Parent Cabinet Members:* Nazanin Ash, Jessica Bonness, E. Andre Carter, Olivia Chase, Camille Fair-Bumbray, Laurence Gill, Vivian Guerra, Christena Howell, Helene Klusmann, Michael Koppenheffer, Laura Levine, Corinne McIntosh-Douglas, Matthew O'Hara, Cristóbal Rodríguez, Shanti Sale, Kevin Sampson, Shameka Stewart, Tom Strike, and Jerome Young
- *Not in Attendance:* Tara Brown, Kimberly Johnson, Vivien Guerra, Sweta Shah, Connie Brown
- Chancellor Kaya Henderson
- Ken Slaughter, Senior Legal Adviser to the Chancellor
- *Office of Family and Public Engagement:* Josephine Bias Robinson, Shanita Burney, and Eli Hoffman
- *Guest Speaker:* Dr. Robert Simmons, Chief of Office of Innovation and Research

### Notes:

Topic	Comments
Welcome	<ul style="list-style-type: none"> <li>▪ DCPS hosted a successful Teacher Appreciation Week from May 4-8, to recognize its teachers in the following ways: matching 80 central office staff members to shadow teachers in schools across the district, running the second annual "I Love My Teacher" social media campaign and asking principals from each school to nominate three to four of their teachers to receive gift card. The Mayor, the Deputy Mayor of Education, City Council members, the Chancellor and members of the Management Team helped deliver gift cards to selected teachers.</li> <li>▪ Earlier this month, DCPS and the Metropolitan Police Department (MPD) hosted a press conference to announce the new National Academy Foundation (NAF) hospitality academy opening at Ballou High School and the NAF public safety academy opening at Anacostia High School as well as highlight the diverse paid summer internships DCPS students have accepted thanks to DCPS' business partners.</li> <li>▪ Ward 4 Parent Cabinet representative, Michael Koppenheffer, was acknowledged for reaching out to the Office of Planning and Postsecondary Readiness (OPPR) in follow up to the April meeting to</li> </ul>

	<p>learn how his employer, the Advisory Board Company, could support OPPR in its initiatives to improve high school programming.</p>
<p><b>Focus Topic: Ensuring Equity Across DCPS</b></p>	<ul style="list-style-type: none"> <li>▪ The Chancellor has charged the Office of Innovation and Research (OIR) to create new strategies and programs that will ensure equity in learning among all DCPS students. Led by Dr. Robert Simmons, OIR has designed a number of initiatives including: <ul style="list-style-type: none"> <li>○ Recruiting more male teachers of color, who only make up 16% of DCPS teachers.</li> <li>○ Serving in a consultative manner in collaboration with other DCPS offices to: <ul style="list-style-type: none"> <li>○ Support the implementation of Cornerstones assignments, which will provide every student, across schools and classrooms, with access to rigorous, meaningful content and instruction. These units of study will begin next school year. (The Parent Cabinet viewed a video about Cornerstones that can be viewed <a href="#">HERE</a>.)</li> <li>○ Launch a citywide, single gender high school that will introduce a new model of college preparatory education in DCPS. Increasing the number of Advanced Placement (AP) courses and standardized testing prep courses across all high schools, and increasing the number of young males of color who take standardized tests.</li> <li>○ Pilot an early childhood education initiative that will expand the number of students with a guaranteed seat in their neighborhood schools.</li> </ul> </li> <li>○ Pilot an early childhood education initiative that will expand the number of students with a guaranteed seat in their neighborhood schools.</li> </ul> </li> <li>▪ Throughout DCPS history, there have been clusters of schools that perform better than others. OIR is focused on ensuring that all schools provide the same level of quality education. The goal is to create high quality opportunities in every DCPS school.</li> </ul>
<p><b>Group Discussion on Focus Topic</b></p>	<ul style="list-style-type: none"> <li>▪ About 70% of the Cornerstones lessons are project-based and require students complete a demonstrative activity. Cornerstone assignments create a cross-subject integration of lessons that will be designed by 80 of DCPS’ highest performing teachers. Teachers will apply for these open positions, and selected teachers will work over the summer to develop the lessons. Teachers will have the freedom to design these lessons in their own style. DCPS will provide any additional materials required for the assignments.</li> <li>▪ DCPS does anticipate improving academic rigor will draw more families to its schools, some of which might have limited capacity to enroll additional students. The Chancellor is working with City Council to improve the process the district uses to prioritize schools for modernization projects, so the schools in most need are updated and can increase their class sizes.</li> <li>▪ Important to separate the customer from the user in our schools. There are times when parents have issues/concerns, but students don’t. The user – kids – need to be considered more as it relates to what is prioritized. An example are trailers that are used at schools to address space issues – parents tend to care more about this than students so it raises the questions of it is really an issue.</li> <li>▪ When adding new programs, DCPS has to consider if the program is sustainable and scalable. DCPS has implemented some high quality programs in the past that were too costly. For example, one program used</li> </ul>

	<p>\$100,000 to train three first grade teachers over three years to provide reading support to first graders that guaranteed the students completed their school year reading at grade level. While the program is effective in ensuring first grade students read at grade level, it does not provide the same support to them throughout their entire academic year. An alternative approach is to establish partnerships with literacy organizations, such as The Literacy Lab and Reading Buddies, to help provide similar support to a larger group of students over a longer period of time. Central office recently cut 25% of its budget and as a result, eliminated programs it had been implementing that were not effective. To recruit more male teachers of color, it is important for DCPS schools to provide courses that focus on teaching and education the way some schools have a STEM focus or an arts focus. There is an early teacher preparation pilot program at Dunbar High School.</p> <ul style="list-style-type: none"> <li>▪ DCPS does use several strategies to ensure quality teachers are in schools across the district, not just at the highest performing schools. DPCS offers teachers who work in a high poverty area an opportunity to earn more through incentives and bonuses. DPCS also hosts a special hiring fair for the 40/40 schools, so those schools have access to high performing teachers first. Teachers at lower performing schools also have access to more coaching staff and other socio-emotional supports. DCPS is investing \$5 million to create a coaching and retention model for teachers in the 20 lowest performing schools. DCPS is also working with the Office of the State Superintendent of Education (OSSE) to create a district-wide teacher equity plan in response to a request from the U.S. Department of Education.</li> <li>▪ DCPS ensures a baseline education for all students by allocating certain staff positions, such as art teachers or physical education teachers, in all school budgets, so schools do not have to depend on their parent organizations or other fundraising efforts to provide basic educational services to their students.</li> </ul>
<p><b>Open Forum</b></p> <p><i>This portion of the meeting is reserved for the Cabinet to pose questions of any topic to the Chancellor. The questions and the Chancellor's responses are recorded in this section.</i></p>	<ul style="list-style-type: none"> <li>▪ Question: What initiatives will OIR implement to improve equity across DCPS schools after one year?</li> <li>▪ Response: OIR will use several strategies in collaboration with the Office of Teaching and Learning, including: 1) closing the gap in parent organizations (PTA/PTO/etc.) across schools to ensure that these organizations do not depend on highly educated, high income parents to be successful; 2) scaling effective partnerships with The Literacy Lab and other partners through multi-year Proving What's Possible grants; and 3) conducting textbook audits to ensure the text we use in our schools is high quality and that students see themselves reflected in the curriculum.</li> <li>▪ Question: Are there culturally relevant technology programs DCPS can use? There have been challenges in getting students to use the traditional technology programs, such as Lexia Learning.</li> <li>▪ Response: Schools have some flexibility around what they can purchase, but the programs have to meet certain criteria to ensure they are appropriate and meet a certain level of rigor.</li> <li>▪ Question: How will each school determine how students qualify for</li> </ul>

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	<p>international trips at the high school level DCPS is trying to organize?</p> <ul style="list-style-type: none"><li>▪ Response: DCPS is finalizing a quote to understand the total cost. There will be a fair process to ensure all students have an equal chance to participate.</li></ul>
<b>Closing</b>	<ul style="list-style-type: none"><li>▪ The next Parent Cabinet meeting is June 11, 2015. Brian Pick, chief of the Office of Teaching and Learning will be the guest speaker to share more details on the new Cornerstone assignments.</li></ul>