

Fact-Base for DCPS Reform
Executive Summary

December 2006



THE PARTHENON GROUP

Boston • London • San Francisco

Table of Contents

- Executive Summary page 3
- What is the Need for Reform pages 4 – 10
- What Key Levers Should be Used pages 11 – 17
- What is the Role of Governance pages 18 – 24
- About The Parthenon Group page 25

Fact-Base for DCPS Reform

Executive Summary

DCPS is in an Education “State of Emergency” that requires an immediate turnaround strategy

- For almost 20 years, DCPS has had a clear vision of what is needed to improve student achievement
 - District pain points have remained largely unchanged since the 1989 COPE report “Our Children, Our Future”
 - Improvements to instructional capabilities, teacher/principal workforce, central office administration, facilities, accountability structures, and Special Education continue to underscore DCPS’ most critical needs – and ultimately undermine student achievement

Yet despite a solid vision of key reform needs, progress has been slow

- The consistency of leading DCPS challenges documented for almost two decades underscores slow or minimal progress
 - The inability to deliver consistent results across clear reform needs is alarming, despite repeated attempts

Complex governance structures and a lack of clear accountability have hindered critical reform efforts

- The cumbersome nature of DCPS’ governance structure has resulted in leading impediments to reform:
 - A system-wide lack of accountability
 - An inherent inability to accelerate change
 - A culture of inertia or inaction

Mayoral control of DCPS will accelerate the system’s ability to urgently improve student achievement

- Mayoral control must be viewed as a catalyst or “enabler” to change – in order to make drastic improvements to student achievement, DCPS must:
 - Establish clear and liable accountability for outcomes
 - Bring swift action to a dysfunctional system
 - Break the cycle of inactivity

What Is the Need for Reform?

DCPS' Problem is Not in Diagnosis – The Same Pain Points Have Been Highlighted for Almost 20 Years

1989: COPE Report "Our Children, Our Future"	1995: "Our Children Are Still Waiting" (COPE)	2001: DCPS Business Plan for Strategic Reform	2005: "Restoring Excellence to DCPS" (CGCS)	2006: DCPS Master Education Plan
<ul style="list-style-type: none"> • Redesign teaching, curriculum and testing to raise student achievement 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> • "By almost any measure, student academic performance has worsened" 	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>
<ul style="list-style-type: none"> • Strengthen the workforce to attract and retain high quality teachers and principals 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> • "No significant progress in improving the teacher workforce" 	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>
<ul style="list-style-type: none"> • Improve central office efficiency and support functions 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> • "Problems persist in providing adequate support to schools" • "Schools are shackled by an oppressive bureaucracy" 	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>
<ul style="list-style-type: none"> • Review special education program management and build system capacity 	<p style="text-align: center;"><i>Not explicitly addressed in COPE</i></p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> • "[We must] effectively manage and strengthen SpEd programs" 	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>
<ul style="list-style-type: none"> • Repair facilities to be decent and conducive to learning 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> • "Most school buildings <i>still</i> need renovations or repairs requiring hundreds of millions of dollars" 	<p style="text-align: center;">✓</p>	<p style="text-align: center;"><i>Not explicitly addressed in Council of Great City Schools</i></p>	<p style="text-align: center;">✓</p>
<ul style="list-style-type: none"> • Create community-wide engagement 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> • "[School] failings are tolerated [because] of the utter indifference of many within this community" 	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>

Note: DCPS addresses facilities repair in separate Master Facilities Plan

Source: D.C. Committee on Public Education (COPE) *Our Children Our Future* (June 1998); DCPS Business Plan for Strategic Reform, April 14, 2003; *All Students Succeeding*, A Master Education Plan for a System of Great Schools, DCPS, February 2006; D.C. Committee on Public Education (COPE) *Our Children Are Still Waiting* (1995); Restoring Excellence to the District of Columbia Public Schools, Council of Great City Schools, January 2004

What Is the Need for Reform?

DCPS Student Achievement Ranks at Bottom of Urban Districts Nationwide, Trailing Peers by Wide Margin

2005 4th Grade Reading

2005 4th Grade Math

2005 8th Grade Reading

2005 8th Grade Math

<u>Urban District</u>	<u>% Below Basic</u>
1. Charlotte	35%
2. National Public	38%
3. Austin	39%
4. New York City	43%
5. Houston	48%
6. San Diego	49%
7. Boston	49%
8. Atlanta	59%
9. Chicago	60%
10. Cleveland	63%
11. Los Angeles	63%
12. DC	67%

<u>Urban District</u>	<u>% Below Basic</u>
1. Charlotte	14%
2. Austin	15%
3. National Public	21%
4. Houston	23%
5. San Diego	26%
6. New York City	27%
7. Boston	28%
8. Cleveland	40%
9. Los Angeles	42%
10. Atlanta	43%
11. Chicago	48%
12. DC	55%

<u>Urban District</u>	<u>% Below Basic</u>
1. National Public	29%
2. Charlotte	31%
3. Austin	35%
4. San Diego	37%
5. Boston	39%
6. New York City	39%
7. Chicago	40%
8. Houston	41%
9. Cleveland	51%
10. Los Angeles	53%
11. Atlanta	54%
12. DC	55%

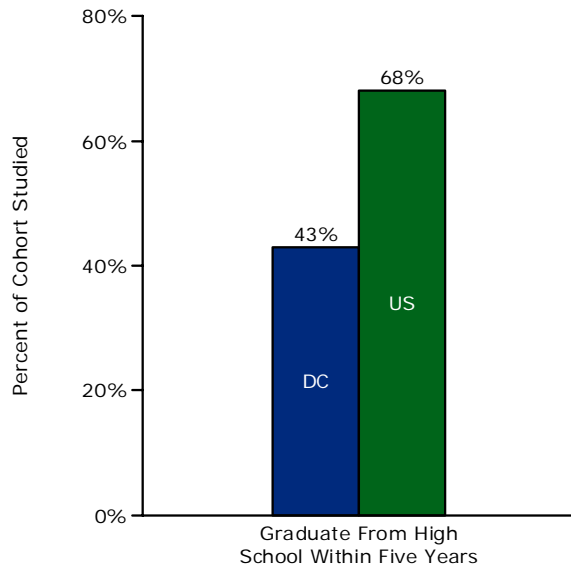
<u>Urban District</u>	<u>% Below Basic</u>
1. Charlotte	14%
2. Austin	15%
3. National Public	21%
4. Houston	23%
5. San Diego	26%
6. New York City	27%
7. Boston	28%
8. Cleveland	40%
9. Los Angeles	42%
10. Atlanta	43%
11. Chicago	48%
12. DC	55%

What Is the Need for Reform?

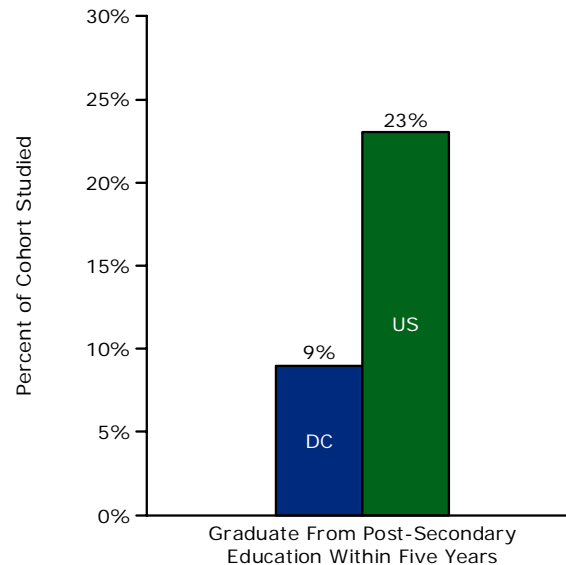
DCPS Schools Are Not Preparing Students for Work or College

- DCPS is fundamentally failing its students across all aspects of the educational pipeline, which perpetuates broader challenges faced by the city (e.g. unemployment)

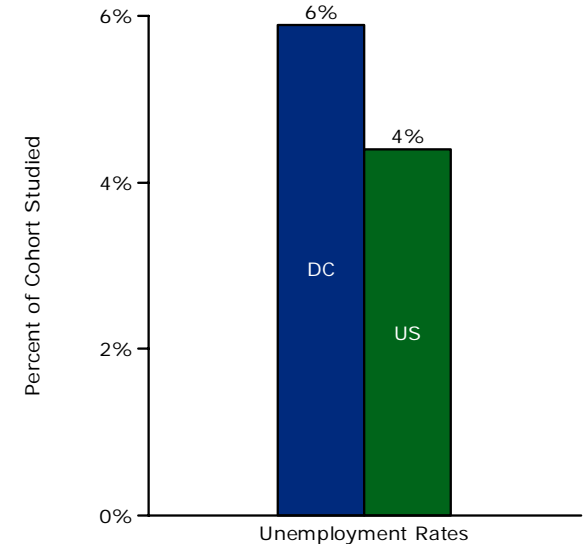
D.C. vs. U.S. Cohort High School Graduation* (2001-2006)



D.C. vs. U.S. Cohort Post-Secondary Graduation Rates* (2001-2006)



D.C. vs. U.S. Unemployment Rates (October 2006)**

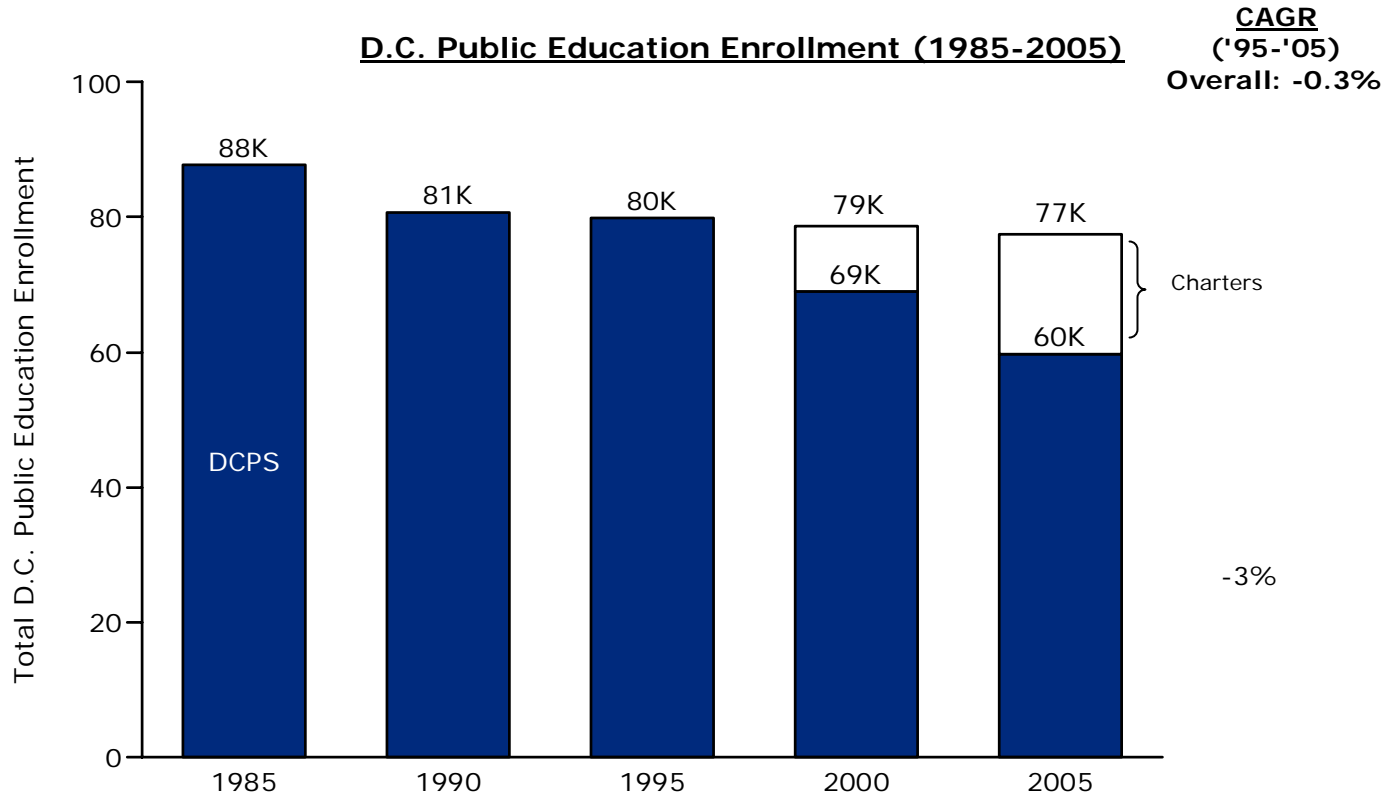


Note: (*) Analysis studies a cohort of DCPS and Public Charter School students who were in the 9th grade in 2001-2002 to see how many students graduated from high school within five years and how many students enrolled in post-secondary opportunities within five months of graduating from college; Percentage of student cohort graduating from post-secondary education within five years was calculated using previous data sets to estimate the percent of D.C. students that would graduate; (**) Unemployment rate seasonally adjusted

What Is the Need for Reform?

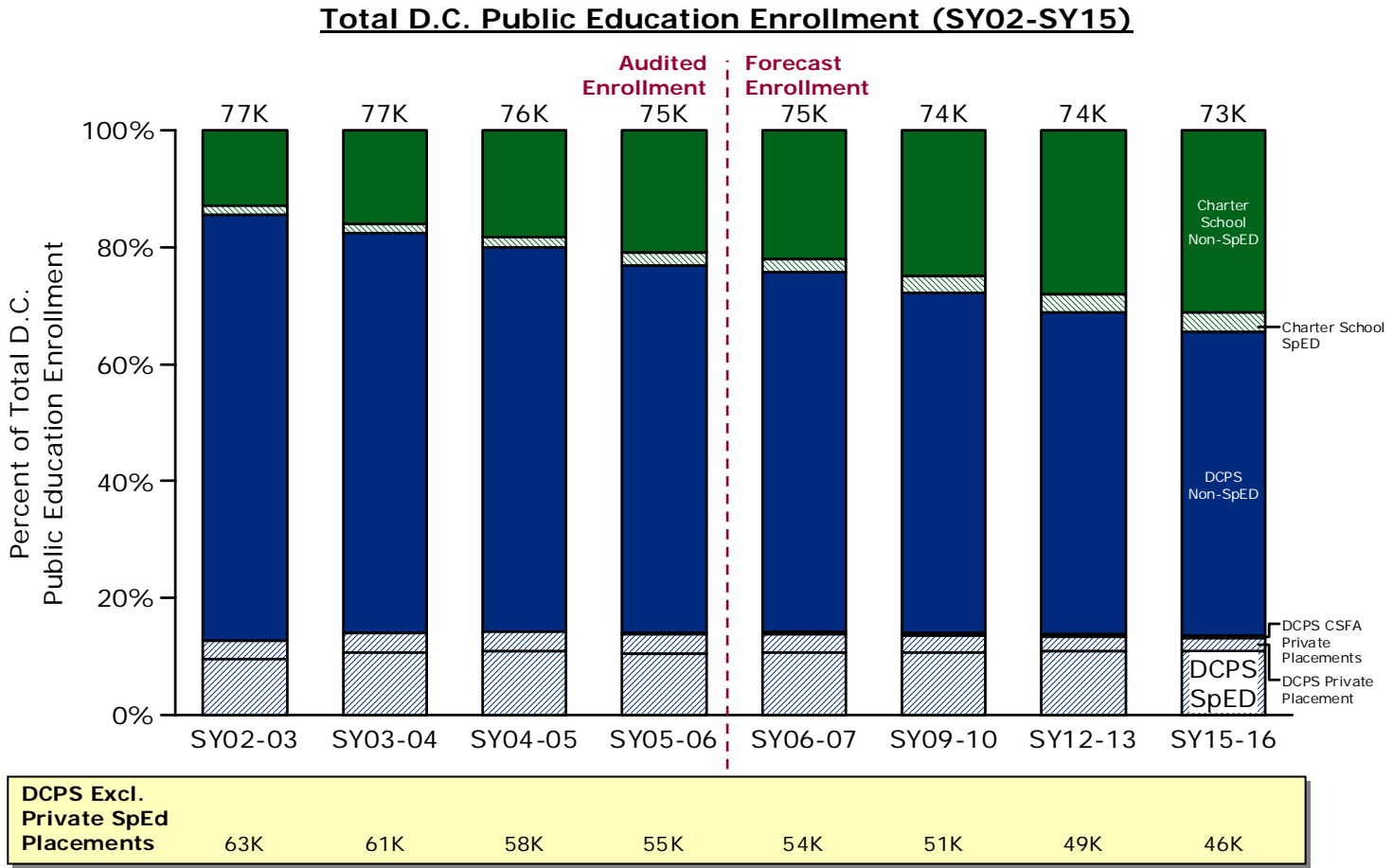
As a Result of Poor DCPS Performance, Students and Families Have Voted with Their Feet by Opting Out of DCPS

- Even as total DC public school enrollment has stabilized since 1990, DCPS has lost ~20K students to Charter Schools and other external options since the late 1990s



What Is the Need for Reform?

At Current Projections, Charter Schools Will Serve ~35% of D.C. Public Education Students by 2015

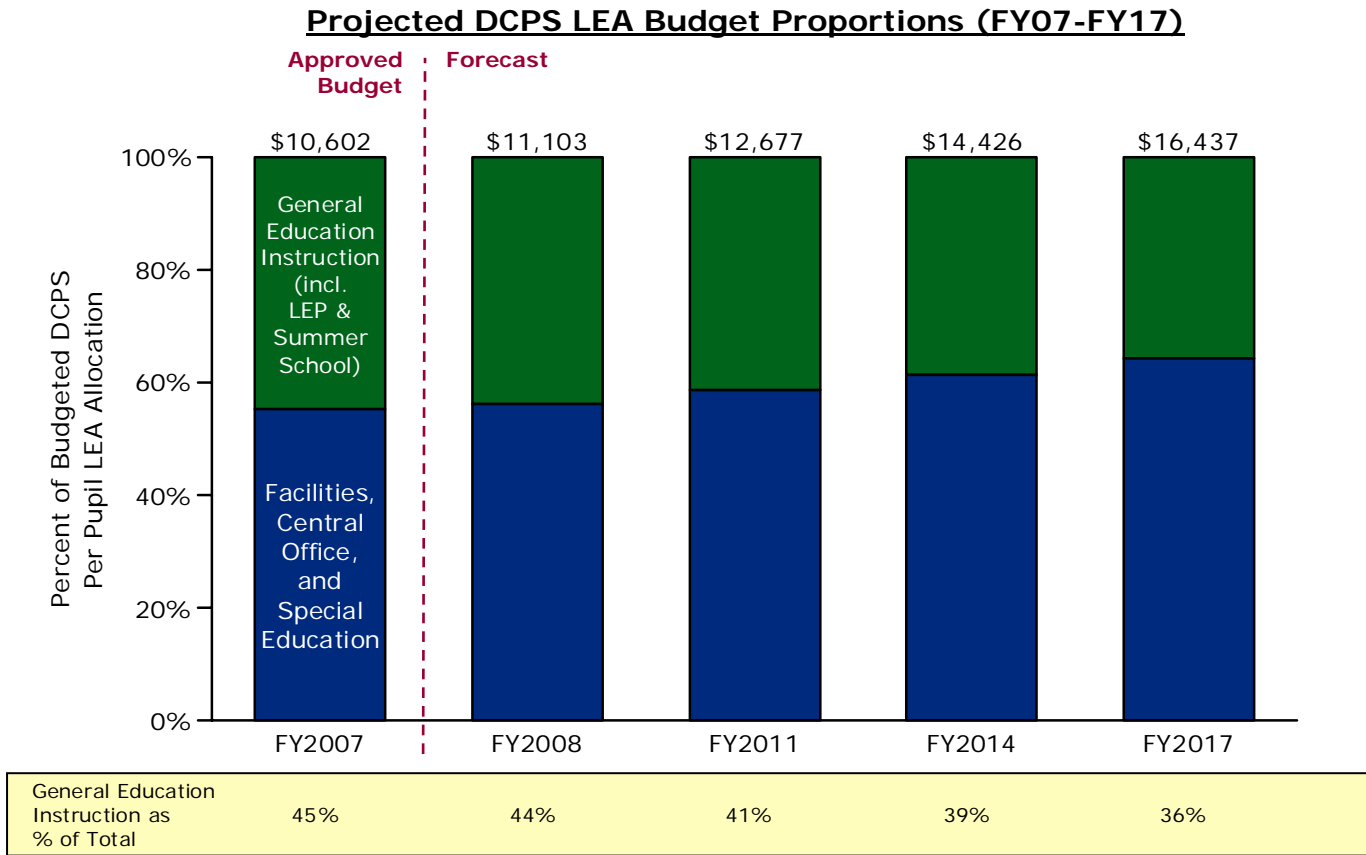


Key Assumptions: Total D.C. Public Education enrollment declines at -0.2% each year and charter school enrollment increases by 800 students each year, both at the expense of DCPS enrollment. Resulting annual decline in DCPS enrollment averages 946 students each year. Total D.C.-wide Special Education population is fixed at SY05-06 enrollment; charter school Special Education population is fixed at 9.8% of total charter school enrollment. Source: DCPS Proposed FY07 Operating Budget, May 2006; DCPS FY2007 Proposed Budget Board Presentation, February 2006; SEO Audited and Residency Verified Enrollment Reports; State of the District of Columbia Charter School Sector, 2006

What Is the Need for Reform?

Absent Immediate Reform, A Continued Enrollment Decline May Require Dramatic Restructuring of DCPS

- Current enrollment projections imply that the proportion of total per-pupil local budget spend on general education could drop as low as 36% by FY2017, absent any specific interventions or significant changes in enrollment trends



Note: Special Education General Education and add-on LEA allocation do not include state function costs such as nonpublic tuition and special education transportation. Facilities includes budgeted amount for facilities / infrastructure, custodial, and utilities expenses. Central office includes budgeted amount for central administration, central operations, and central instructional support. Projected LEA budget is tied to enrollment forecast key assumptions.

Source: DCPS Proposed FY07 Operating Budget, May 2006; DCPS FY2007 Proposed Budget Board Presentation, February 2006; SEO Audited and Residency Verified Enrollment Reports; State of the District of Columbia Charter School Sector, 2006

What Is the Need for Reform?

In Order to Increase Student Achievement, DCPS Must Pursue An Urgent Turnaround Effort Focused on Six Core Pain Points

Leading Pain Points

Supporting Quotes

Lack of Clear Accountability

- "There are too many chiefs who are never aligned and never in agreement"
- "How does the system hold itself accountable . . . it's hard to put one hat on and then the other"

Lack of Systemic Emphasis on Basic Teaching and Learning, including Inadequate Workforce

- "Quality of teaching is the leading pain point, if teaching is occurring at all"
- "Currently, adult job-saving is prioritized over student achievement"

Operational, Management and Implementation Inefficiencies

- "DCPS is full of mid-level political/ Superintendent appointees who are just not capable"
- "Whenever new plans are announced, there is never any structure, implementation process, criteria, or timeline"
- "The current governance structure is a 'Ben-Hur Cast of Thousands'"

Inability to Serve and Support Special Education Students

- "Special Education is the open, sucking chest wound in this district"
- "Lawyers [get] suburban families to move into DC, where their [special needs] kids fail to be assessed in time, and are then 'shipped outside' of the district with DCPS money"

Widespread Facilities Disrepair and School Safety Concerns

- "No working water fountains and no toilet paper are the most tangible things parents can see"
- "DCPS is hemorrhaging money from facilities"

Insufficient Community Engagement and DCPS Responsiveness

- "DCPS does not answer the phone, their voicemail is always full, and they never return phone calls"
- "Citizens will come directly to the School Board with complaints because they know that no one at DCPS will respond or take action"



Immediate and urgent action-oriented attention to leading pain points are required to make critical improvements to student achievement

What Key Levers Should Be Used?

Specific Reform Activities by Other Districts Underscore Opportunities for DCPS to Accelerate Change Across Pain Points

Teaching & Learning:
"Relentless Focus on Instruction"

Human Capital: "Recruit and Retain The Best Teachers and Leaders"

Operations: "Invest in Systems, Capacity, and Facilities"

Partnerships / Relationships: "Engage Families and Partners"

Encompasses Reforms In:

- Curriculum
- Classroom / School Day Length
- Summer School
- Social Promotion
- Attendance Policies
- Standards/Assessments of Teacher and Student Performance
- Recruitment and retention of teachers and principals
- Professional development
- Incentive pay / reward
- Teacher's union contract
- Teacher certification and licensure
- Facilities
- Central office administration (payroll, staffing, etc.)
- Fiscal/Budget Services
- Data Systems/IT
- School Autonomy
- Leadership organization
- Community buy-in
- Private sector partnerships
- Interagency relationships
- Charter Schools

Examples:

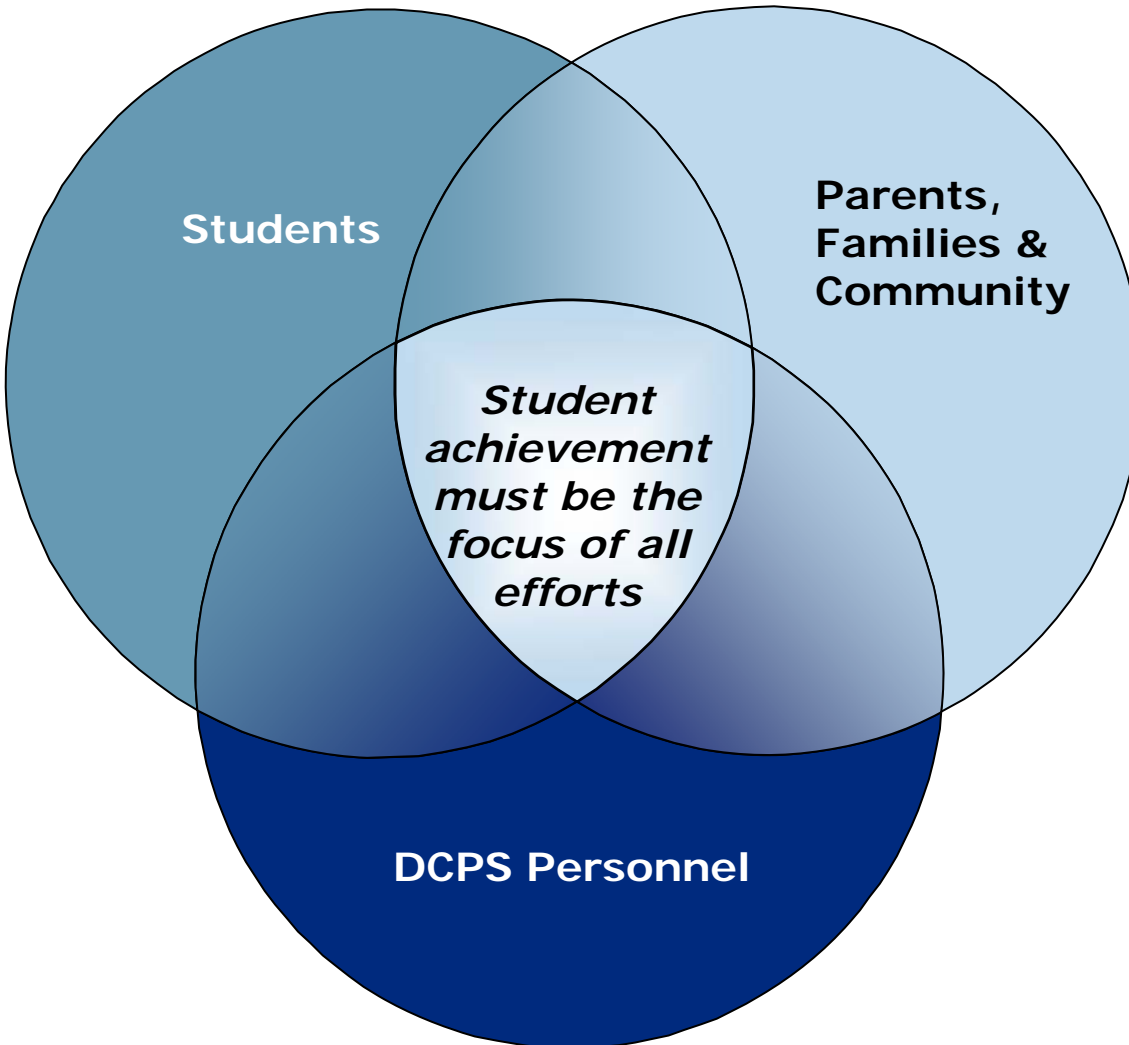
- Extended school day (Boston)
- Launched reading Initiative (Chicago)
- Standardized curriculum across district (NYC)
- Created 3rd grade reading program (Miami)
- Secured new teacher union contract (Boston)
- Increased dedicated resources to professional development (Chicago)
- Raised teacher salaries through elimination of non-core positions (Miami)
- Implemented HR electronic hiring process (Boston)
- Outsourced facilities and maintenance services (Chicago)
- Created the Autonomy Zone (NYC)
- Drafted first 5-year Facilities Capital Campaign (Miami)
- Approved creation of Horace Mann charter schools and Boston Pilot Schools (Boston)
- Coordinated more closely with city agencies (parks, police) (Chicago)
- Created of Leadership Academy for principals and teachers (NYC)
- Opened communication channels with community through superintendent town hall meetings (Miami)



Ultimately, all reform efforts must drive towards student achievement

What Key Levers Should Be Used?

A Unilateral Emphasis on Student Achievement Requires DCPS to Pursue a Customer Focused Strategy



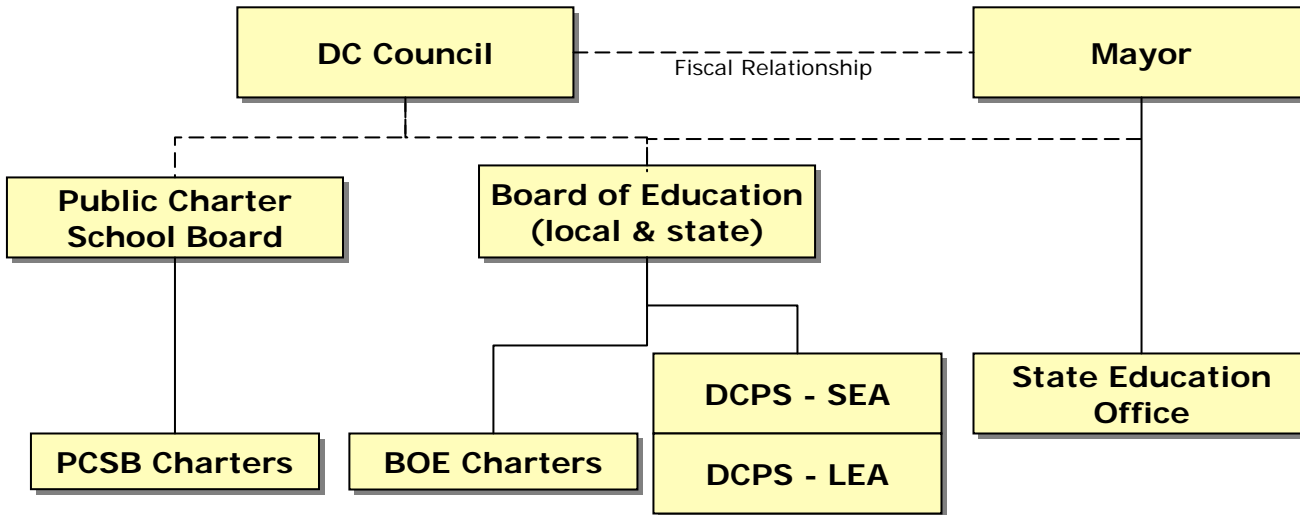
Leading categories of reform activities focus directly on one or more “customer” groups



- **Parents, Families and Community** are directly influenced by activities that “engage families and partners”
- **DCPS Personnel** will benefit from operational and human capital reform efforts that...
 - ...“Invest in systems, capacity and facilities” and...
 - ...“Recruit and retain the best teachers and leaders”
- Ultimately, **Students** are best served by reform efforts that pursue a...
 - “Relentless focus on instruction”
- However, **student achievement is also affected by all other leading reform activities** – the ability to attract and retain high quality talent, to improve operational efficiencies, and to proactively respond to and engage parental and community constituents are all required to effectuate systemic increases student achievement

What Key Levers Should Be Used?

A Primary Obstacle to Enacting Reform in DC Is a Complex Governance Structure that Lacks Accountability



Advantages of Current Structure

- Least disruptive

Disadvantages of Current Structure

- Little direct accountability
- Conflict of interest in DCPS regulating itself as both LEA and SEA
- No clear entity to administer NCLB sanctions and restructuring process
- Convoluted budgeting process
- Divided state-level responsibility between two offices
- Poor facilities coordination between DCPS and public charters

Current Roles

Mayor

Controls State Education Office; Very limited direct education role

DCPS

Teaching and Learning responsibility; Budgetary decisions; Control of school facilities

State Education Agency

Administration of federal grant money; State standards and achievement goals; Graduation requirements; Licensing procedures and standards; Attendance rules; Reporting requirements and data collection

State Education Office

Administering federal child nutrition programs; Verifying fall enrollment counts for all schools; Develop residency verification rules; Administering state scholarship grants; Office of Public Charter School Financing and Support

Charter Schools

Budgeting, administration, personnel, and instructional methods within their LEAs

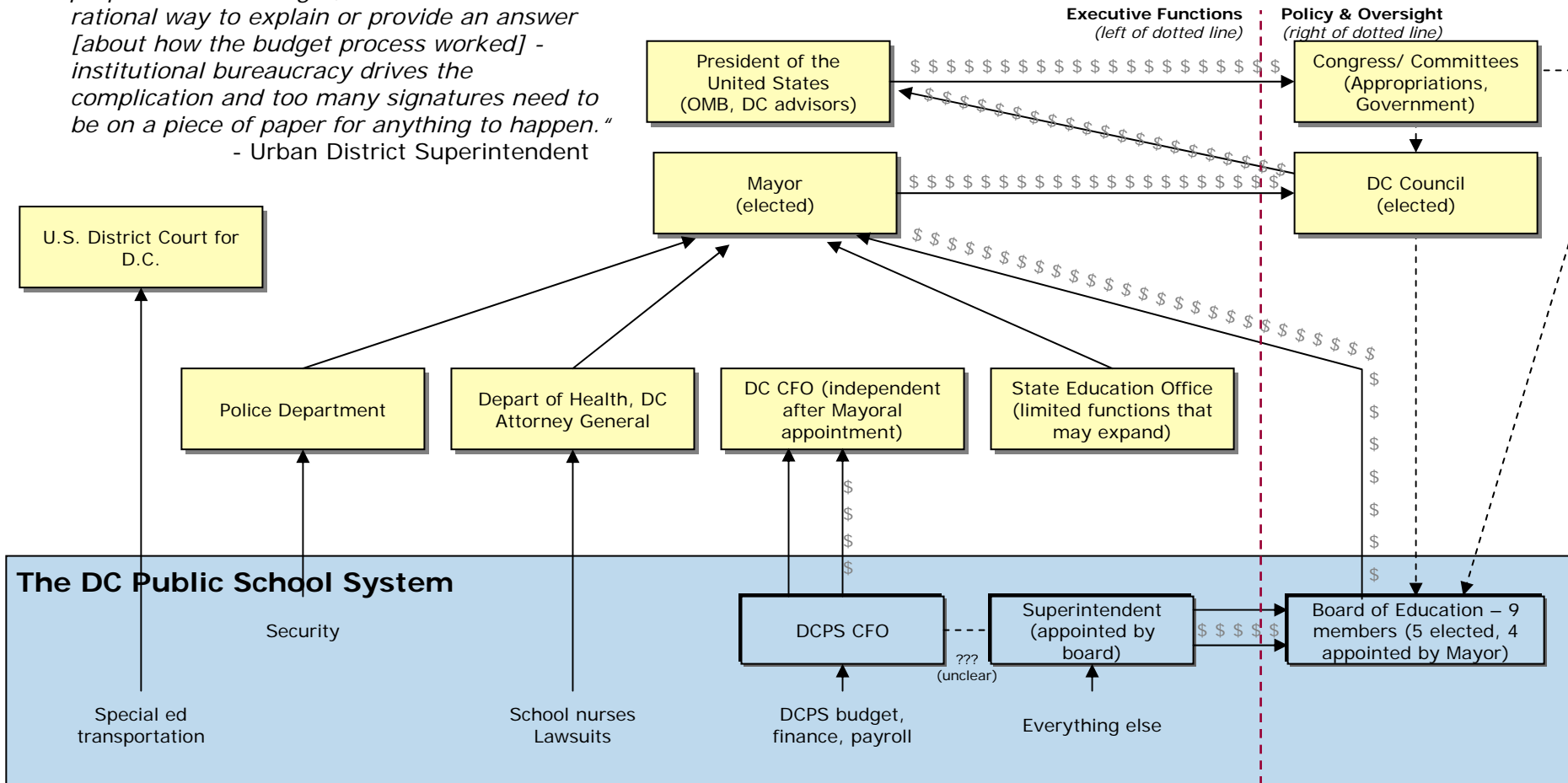
What Key Levers Should Be Used?

DC is Also Hampered by An Extremely Complicated and Burdensome Budget Approval Process

- Previous Superintendents and DCPS constituents find the budget process extremely difficult to describe and navigate:

"When I asked to whom I would report for purposes of the budget, there was no real rational way to explain or provide an answer [about how the budget process worked] - institutional bureaucracy drives the complication and too many signatures need to be on a piece of paper for anything to happen."
 - Urban District Superintendent

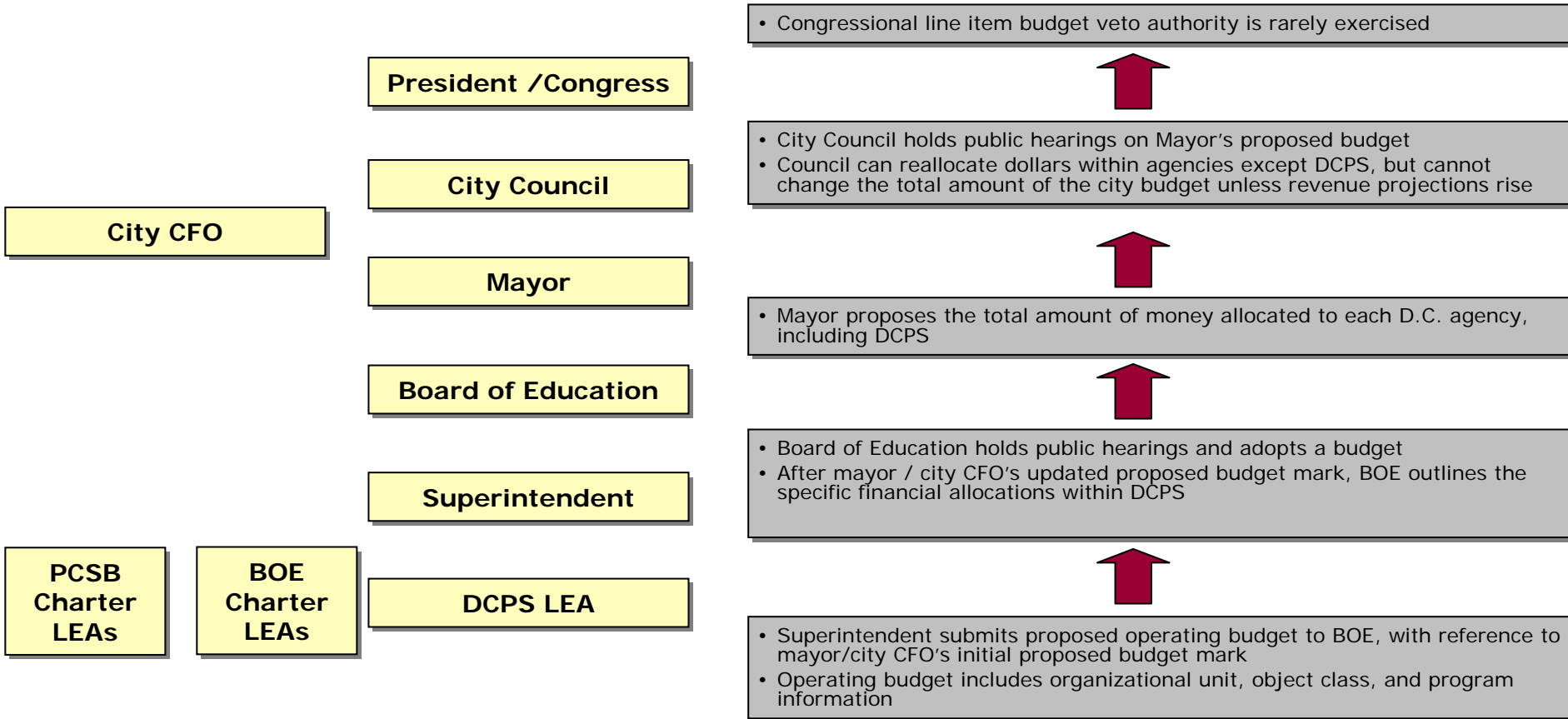
Lines of Authority
 ← Reports to
 \$\$\$ Budget approval
 ← --- Disapproval



What Key Levers Should Be Used?

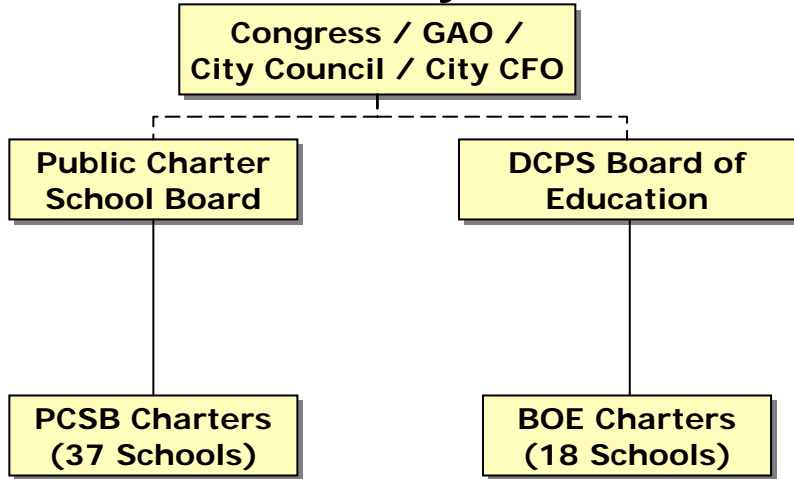
Multiple Entities Have Input, Influence and/or Approval Roles in DCPS' Budgeting Process

- At least six separate entities have influence and/or approval status in DCPS' budgeting process across DCPS, city agencies, and congressional interests



What Key Levers Should Be Used?

And A Clear Opportunity Exists to Pursue Greater Collaboration and a Unified System with Charter Schools



Key Charter Issues:

- **DCPS BOE** has declined to accept applications for new charter schools three times over its ten years as a chartering authority and **has recently voted to relinquish its chartering authority**
- **Charters have had little success gaining access to excess DCPS facilities** space under BOE control, currently estimated at ~5 million square feet
- **There is an inherent conflict of interest in the current oversight of federal funds for charters**
 - DCPS, in its state education agency role, is responsible for distributing and monitoring federal entitlement monies to itself (DCPS) and to the 55 charter school LEAs

Accountability and Oversight

- The primary accountability agents for D.C. Charter schools are its two charter authorizers: the D.C. Board of Education (BOE) and the D.C. Public Charter School Board
 - Charter school authorizers approve, oversee, and are charged with making decisions about charter renewal and in some circumstances, revocation
- The authorizer monitors each school's academic progress, operational and financial management, and legal compliance annually, and conducts a cumulative review of each school's progress at five year intervals
 - 12 charter schools have been closed in D.C as of July 2006, 8 by the BOE and 4 by the PCSB

Governance

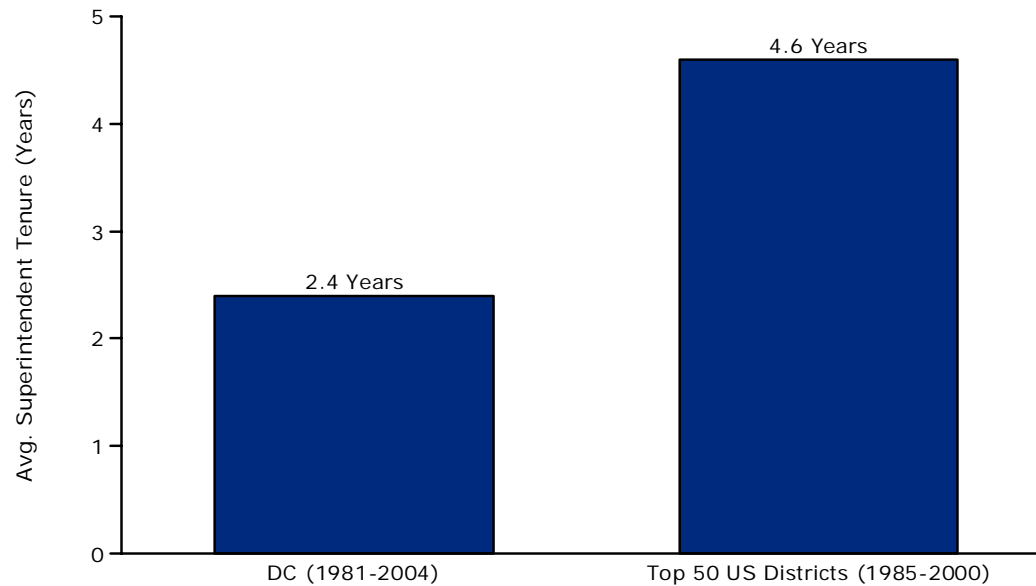
- PCSB and BOE Charter schools are not a part of D.C. government or DCPS and are exempt from D.C. statutes, policies, rules and regulations established for DCPS
- Each Charter has a Board of Trustees that governs the school in accordance with the Charter, which is granted for 15 years, with at least one performance review every five years
 - Board of Trustees have exclusive control over expenditures, administration, personnel, and instructional methods

What Key Levers Should Be Used?

DCPS' Burdensome and Disjointed Systems and Processes Are Viewed as a Key Factor Behind High Superintendent Turnover

- DCPS Superintendent turnover is almost 2x higher than average Superintendent tenure of the Top 50 largest US cities
- Many key constituents cite DCPS' complicated and limiting governance structures as leading reasons for Superintendent candidates to turn down job offers and for sitting Superintendents to leave the head position at DCPS

Average Superintendent Tenure



Key Quotes

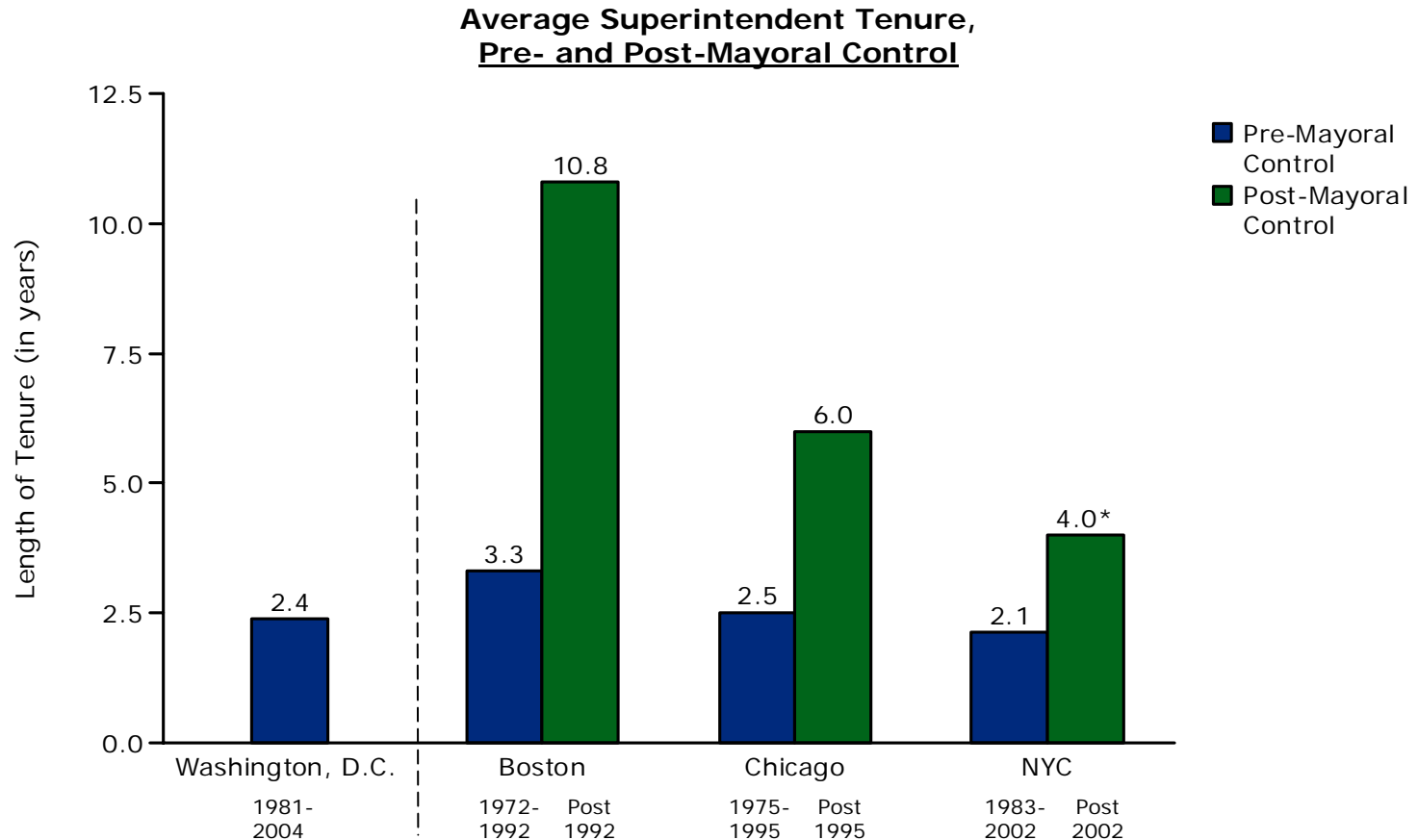
- *"Under the Control Board there was a period when the Superintendent had a few months without any [School] Board – and the rate of change happened so much quicker than with a [School] Board"*
- Former DCPS Superintendent
- *"The amount of time spent [as Superintendent] kowtowing to the [School] Board, the Mayor, and the [City] Council is a waste of time"*
- Former DCPS Superintendent
- *"DCPS would get a better superintendent if they would change the [governance] structure so as to not hamstring a talented Superintendent"*
- Fmr. DC Control Board Member

Complex governance, lack of accountability, and severely limited budget control all contribute to a lack of sustained DCPS leadership

What Is the Role of Governance?

Mayoral Control Clearly Points to Considerably Longer Periods of Superintendent Tenure...

- Longer Superintendent tenure can contribute to more focused and sustained execution of reform initiatives



Note: Boston analysis excludes the tenure of Supt. Harrison-Jones, who was appointed under one governance structure and fired under another; *tenure of the first NYC Superintendent under mayoral control, Chancellor Joel Klein, has not yet ended; DCPS tenure calculated prior to current Superintendent
Source: Supporting Education Reform: Mayoral and Corporate Paths; NCES; District websites; The Boston Globe; Miami Herald; Chicago Tribune; The New York Times; EdWeek

What Is the Role of Governance?

... And Early Indicators Point to Preliminary Increases in Student Achievement

Boston

- Between 1998 and 2002, the percent of students who met proficiency on the MCAS state assessment results rose in both 4th and 8th grade reading and mathematics
 - The percent of 10th graders proficient in reading improved from 23% to 41%, while math proficiency increased from 14% to 30% (again, between 1998 and 2002)
 - Proportion of African American 10th graders who passed the state mathematics test increased from 15% to 62%; the percent of Hispanic 10th graders who passed the same test increased from 13% to 65%
- 74% of the class of 2003 attended post-secondary education or training, the highest enrollment in 18 years (Boston Private Industry Council)

Chicago

- Between 1998 and 2002, the percent of K-8 students at or above national norms on the state reading test (the Iowa Test of Basic Skills) increased from 37% to 43%
- Tests of Achievement and Proficiency (TAP) reading performance for 9th and 10th graders increased from 29% to 34% during 1998 and 2002
- 4th graders in the lowest performing school improved the average for all schools by 5% in reading and by 6% for mathematics

New York City

- 57% of students achieved at or above the basic level on the 2005 NAEP test in reading, 8% higher than peers in other large cities, and marking a 4% increase since 2003
 - Gains demonstrated the highest of any of the participating urban school districts and higher than overall national gains
- In math, 73% of 4th graders achieved at or above the basic level on the NAEP test, 5% higher than peers in other large cities and a gain of 6% since 2003

What Is the Role of Governance?

In Addition, Other Key Advantages of Mayoral Control Would Address Leading DCPS Pain Points

Accelerated Pace of Reform

- Translate history of planning and analysis into action
- Increase focus on instruction and standards with goal of increasing student outcomes
- Drive inter-agency coordination to foster a culture focused on the comprehensive well-being of children

Direct Accountability for Management

- Streamline complex and overlapping governance structures and relationships
- Focus responsibility with clear individuals / entities
- Increase transparency between district standards and classroom performance
- Measure progress against consistent district-wide goals

Increase Stability in Leadership

- Support longer superintendent tenure through increased alignment of education objectives between the mayor and superintendent
- Attract strong leaders, teachers, partners with action oriented strategies across central office and school sites
- Provide sustained life cycles for reforms through extended Superintendent (and Mayoral) tenure

What Is the Role of Governance?

A Mayor's Ability to Pursue Reform In An Accelerated and Effective Manner Will Be Influenced By Governance

- Mayoral control is more or less conducive to different types of reform initiatives

	<u>Teaching & Learning:</u> "Relentless Focus on Instruction"	<u>Human Capital:</u> "Recruit and Retain The Best Teachers and Leaders"	<u>Operations:</u> "Invest in Systems, Capacity, and Facilities"	<u>Partnerships / Relationships:</u> "Engage Families and Partners"
Description:	<ul style="list-style-type: none"> • Enact fundamental changes to organizational and school structures, education policies, curriculum, etc. • Initiatives are those most closely linked to long-term, sustainable and measurable improvements to student achievement 	<ul style="list-style-type: none"> • Recruitment of new teachers and principals • Retention strategies to prevent defection of existing, highly qualified DCPS teachers • Increase professional development and support 	<ul style="list-style-type: none"> • Help improve "curb appeal" of school system facilities and operations, where feasible • Provide external supports for immediate resolution of most urgent pain points (e.g. payroll, HR processing, etc.) 	<ul style="list-style-type: none"> • Facilitate coordination between different city and educational entities, including inter-agency collaboration • Leverage other city or CBO programs to provide tangential educational benefits • Encourage private participation in district-wide education initiatives

Potential DCPS Options:	<ul style="list-style-type: none"> • Streamline organizational responsibilities and reporting structures • Rigorous overhaul of standards, curriculum, assessment and PD → all aimed towards improving student achievement • Differentiated performance incentives for teachers / schools 	<ul style="list-style-type: none"> • Recruitment and stay bonuses for teachers to bolster highly qualified teachers in DCPS • Creation of "Leadership Academy" type program to train principals in leadership methods • Place literacy and math aides in schools to support teachers in increasing achievement for lowest performing students 	<ul style="list-style-type: none"> • Leverage existing Mayoral staff, CBOs and nonprofits to provide critical central-office or school based supports • Provide other outsourced support of operational and needs • Solicit private support for in-school improvements (e.g. technology) 	<ul style="list-style-type: none"> • Universal pre-K • After-school programs • Inter-agency collaboration for child services and/or policy requirements • City support to address school safety concerns • Alignment of facilities strategies with other city agencies
--------------------------------	--	--	---	---

Feasibility without Mayoral Control (Status Quo):



Mayoral emphasis on "indirect" education initiatives provides external support for improvement, while other reform areas rely upon Mayoral control to effectuate change

What Is the Role of Governance?

Ultimately, Mayoral Control Is Required to Exercise Direct Influence Over the Full Range of DC's Greatest Pain Points

○ Little to no influence
● Greatest influence

	Mayor With State Power	Mayor With Local Power	Mayor With State and Local Power
--	------------------------	------------------------	----------------------------------

Lack of Clear Accountability



Lack of Systemic Emphasis on Basic Teaching and Learning, including Inadequate Workforce



Operational, Management and Implementation inefficiencies



Inability to Serve and Support Special Education Students



Widespread Facilities Disrepair and School Safety Concerns



Insufficient Community Engagement and DCPS Responsiveness



What is required to successfully implement a new governance structure?

What Is the Role of Governance?

The First Step Is to Clarify and Separate SEA Responsibilities

Responsibility	District of Columbia	Other States
Federal grant application and administration	DCPS Office of Categorical Programs & Development	State Education Agencies
Development of academic standards	DCPS Board of Education	State Education Agencies
Certification/licensure of educators	DCPS Educational Credentialing and Standards Branch	State Education Agencies
NCLB compliance and assistance	DCPS	State Education Agencies
Perform fact-finding and research	SEO	State Education Agencies
Rules governing acceptable credit	DCPS Board of Education	Nearly all State Education Agencies
Development of graduation standards	DCPS Board of Education	Many State Education Agencies
Approval and renewal of charter school applications	Public Charter School Board Board of Education (formerly)	Many State Education Agencies
High school equivalency credentials	University of the District of Columbia	Many State Education Agencies
Special Education grants and oversight of adequacy of programs provided	DCPS Private providers of SPED services	Varies by state



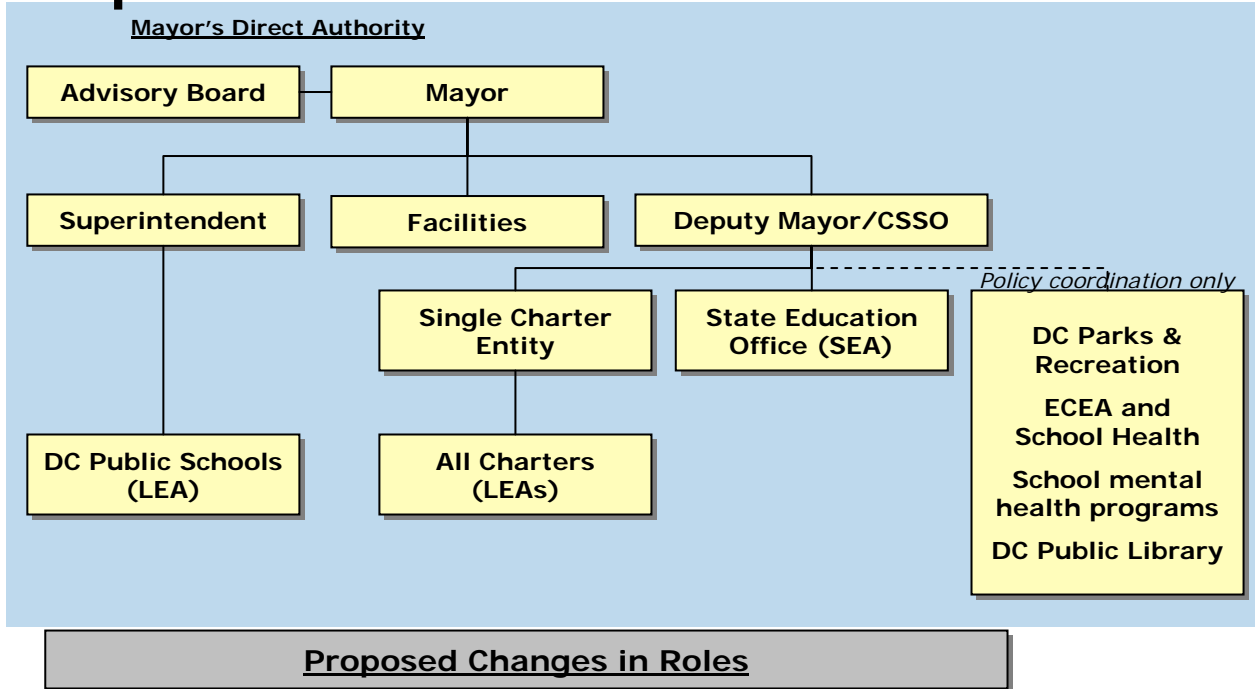
DCPS SEA responsibilities present challenges, including: limited oversight, conflicts of interest in application of funds, and failure to adequately perform some state functions

Note: SEO responsibilities include federally sponsored nutrition programs, verification of fall enrollment, formulation of residency rules, and administration of state higher education grants

Source: DC SEO, Mary Levy, Testimony of Clifford Janey, Testimony of Deborah Gist, Testimony of Michael Casserly, DC Appleseed

What Is the Role of Governance?

A Recommended Structure Would Place the Mayor at the Head of Separate State and Local Governance Functions



Advantages of Proposed Structure

- Mayor has power over the state and local education agencies in DC
- Single-line accountability and reporting terminating with the Mayor
- Simplifies the budgeting procedure, with the Mayor responsible for budgeting for DCPS and charters
- Mayor's office can coordinate state, local, and related children's services
- Mayor has control over facilities to smooth cooperation with charters
- Mayor has additional lobbying power for grants as head of DCPS and chartering authority

Mayor's Office

Deputy Mayor, Superintendent, and Facilities report to the Mayor

Deputy Mayor

Responsible for charter authority, state education functions, and coordination of policy with education-related mayoral agencies

Charter Schools

Establish a single chartering entity reporting to the Deputy Mayor; charter schools would have the right to appeal decisions to the Mayor's office

Facilities

Single agency responsible for school construction, maintenance, and decommissioning

Advisory Board

Advises Mayor on policy decisions

The Parthenon Group

The Parthenon Group

The Parthenon Group is a leading boutique advisory firm focused on strategy consulting and employs over 150 professionals across offices in Boston, San Francisco and London. In addition to the firm's core general strategy work, The Parthenon Group has an established Education Center of Excellence, which is founded in over 15 years experience in education.

The Education Center of Excellence

The Parthenon Group is a leading advisor to the education industry. The Education Center of Excellence offers a wide variety of services to its clients, bringing experience across the K-12, higher education, and corporate training markets in the US and around the globe. Parthenon's experience in US K-12 public education includes district-level strategic planning initiatives with the New York City Department of Education, Boston Public Schools, and Austin Independent School District, as well as school-level business planning engagements in New York City, Boston, Chicago, Los Angeles, Sacramento, Denver, and Seattle.

Parthenon Context for DCPS Assessment

The Parthenon Group was engaged in November 2006 to conduct a privately-funded assessment of the District of Columbia Public Schools system. DCPS' ongoing challenges to make urgent improvements to student achievement provided the basis for Parthenon's engagement, which sought to achieve three key objectives: (1) outline a fact-based rationale for reform, (2) identify leading reform levers, and (3) assess different school district governance options within the context of reform prioritization needs.

In each strategic engagement with US school districts, Parthenon recognizes the uniqueness of each and every city and school district. Parthenon takes a highly customized approach to assessing a school district's specific educational context and related strategic needs. In the case of the DCPS engagement, Parthenon's assessment represents a fact-base that is intended to help inform decision-making specific to the District of Columbia's unique history, current circumstances, and dynamic political and educational landscape. An important component of Parthenon's efforts included comprehensive primary and secondary research to gather a broad representation of perspectives from different constituents within the District of Columbia, as well as in other urban school districts.

The opinions and recommendations expressed within the body of this report reflect strategic needs that are relevant to DCPS, and do not represent a broader Parthenon philosophy on mayoral control or other reform initiatives that might be applied to other school districts absent a similar effort to understand the unique contextual needs of individual districts.