

DC Office of the  
**Ombudsman**  
for Public Education



**Quarter 3:**

**February – April 2019**



202.741.0886



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# om-buds-man

/ˈämbədzmən/

noun

An “entrusted person” or “grievance representative”

The DC Office of the Ombudsman for Public Education is an impartial, independent, and neutral office that uses mediation and conflict resolution to resolve complaints and concerns for parents and families regarding public education in the District of Columbia. The Office uses an “Activist Ombudsman” approach. We believe it is our responsibility to speak out against the systemic inequities that hurt our city’s children.



# Role of the Education Ombudsman

- **Respond to complaints and concerns**, and serve as an informational resource to families and students.
- **De-escalate and repair relationships** through creative problem-solving and conflict resolution techniques.
- **Provide technical assistance** to community organizations, LEAs, and education stakeholders on public education issues.
- **Act as an early warning system** of new, emerging issues and trends to school leaders, education stakeholders, and elected/appointed officials.
- **Leverage case trends to contribute to city-wide conversations** regarding cross-sector education systems to effect systemic change.



# Our Core Values

## Ensure Access

- Our office aims to ensure access to equitable public education for all students, regardless of race, class, income, disability status or ward of residence.

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## Address Issues

- We address issues that are brought to our attention by providing direct intervention for students and families;
- We also address these same issues on the systemic level through our engagement with local, state, and national education leaders.

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## Amplify Student and Family Voice

- Our office serves as a venue for families to have voice in directly addressing the issues their student is facing and the school level.
- In many instances such issues are systemic inequities that are causing our children, particularly children of color and students with disabilities, to fail.

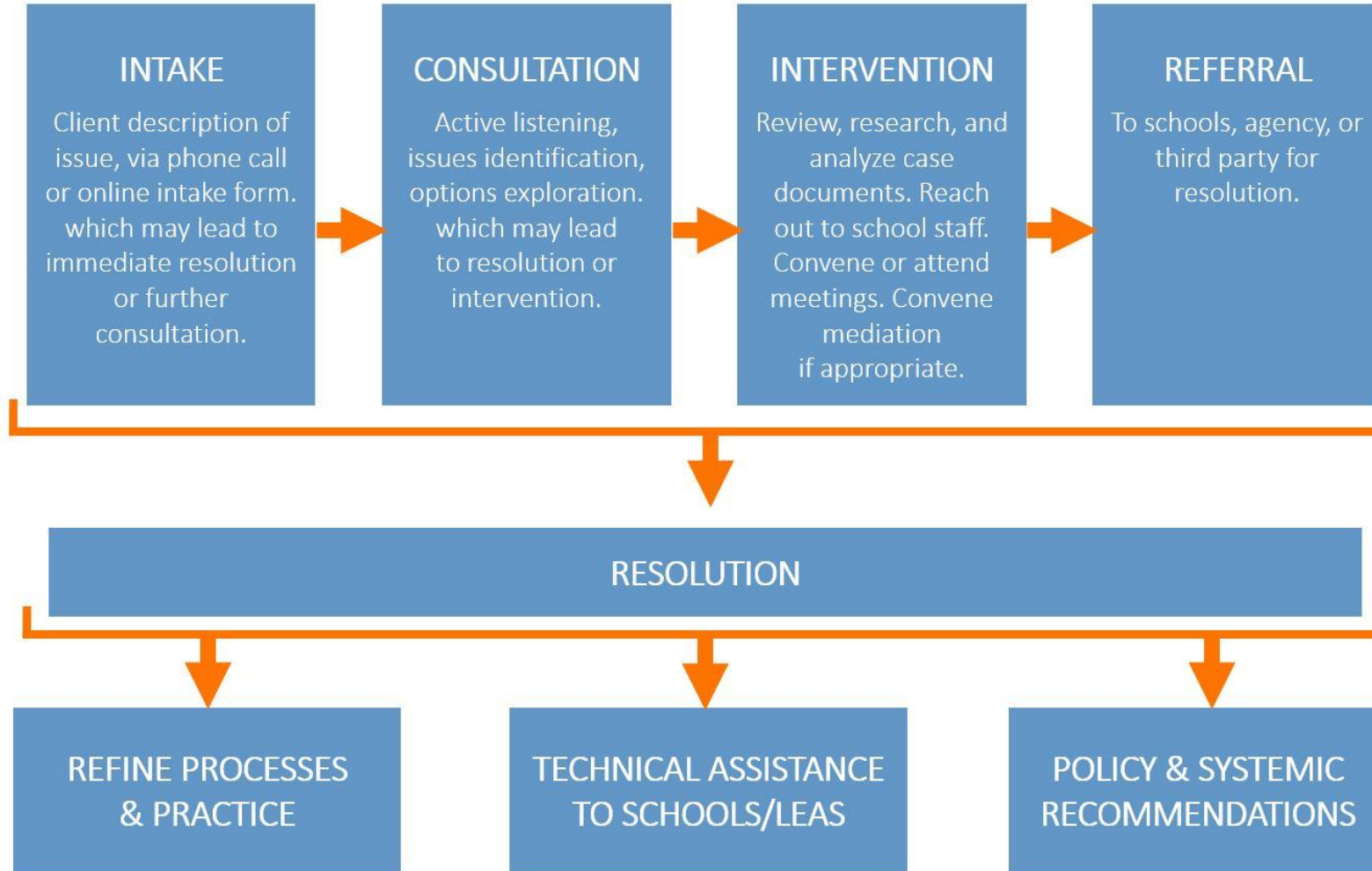
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## Reduce Systemic Inequities

- We believe it is our responsibility to speak out against the systemic inequities that hurt our city's children.
- We believe that through our work, and in our partnership with families and schools, we are creating a barrier-free system in which education equity is the primary focus. Such a system will allow students and families to benefit fully from their public school systems.



# How We Serve: Our Process



During intake, we ask a series of questions to determine the scope of the callers concerns and to determine if further consultation and actions are required.

During consultation, we work to understand the caller's perspective and help identify additional issues and contributing factors.

During the Intervention stage we work as an impartial third party to help reach a resolution.

We understand that sometimes there are other partners who can better address the issues- in those cases we make a referral.

Our process is designed to allow for a resolution at any point. We use the data we collect from cases to :

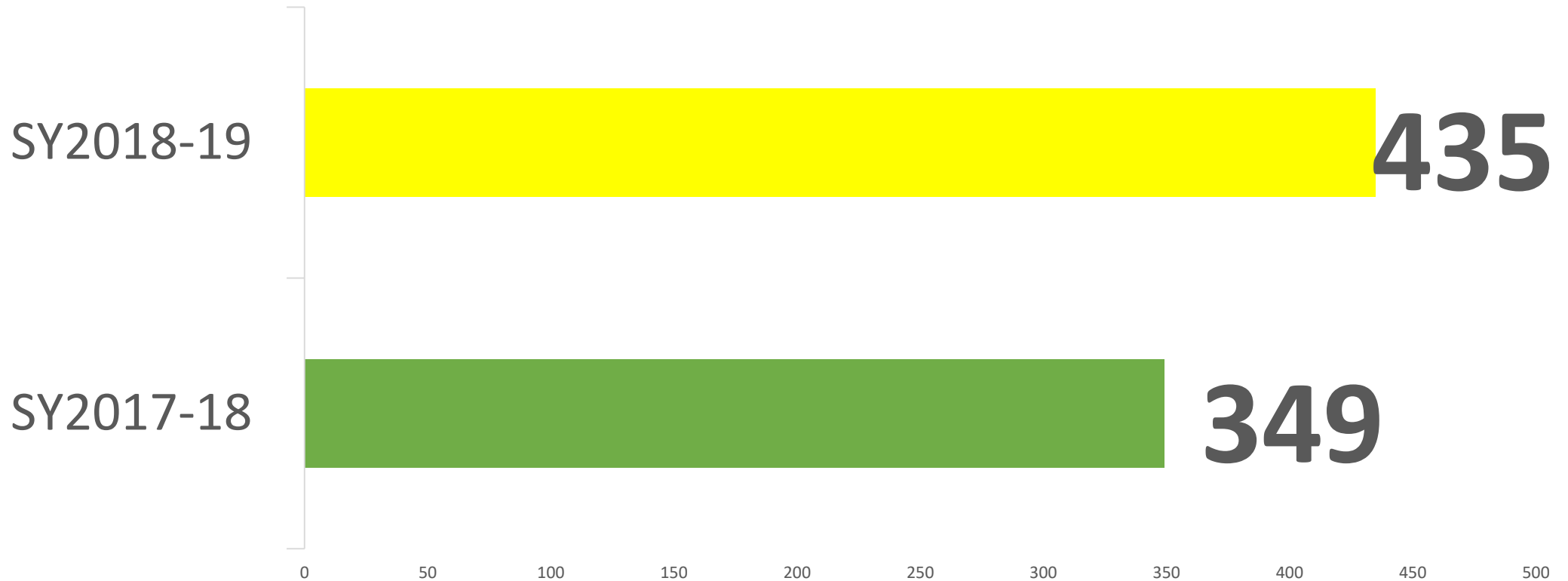
- Refine or processes and practice
- Develop and provide technical assistance to schools and local education agencies
- Create police and systemic recommendations.

.Adapted from the Washington State Office of the Education Ombudsman (2011). *Ombudsman Resource Manual*.



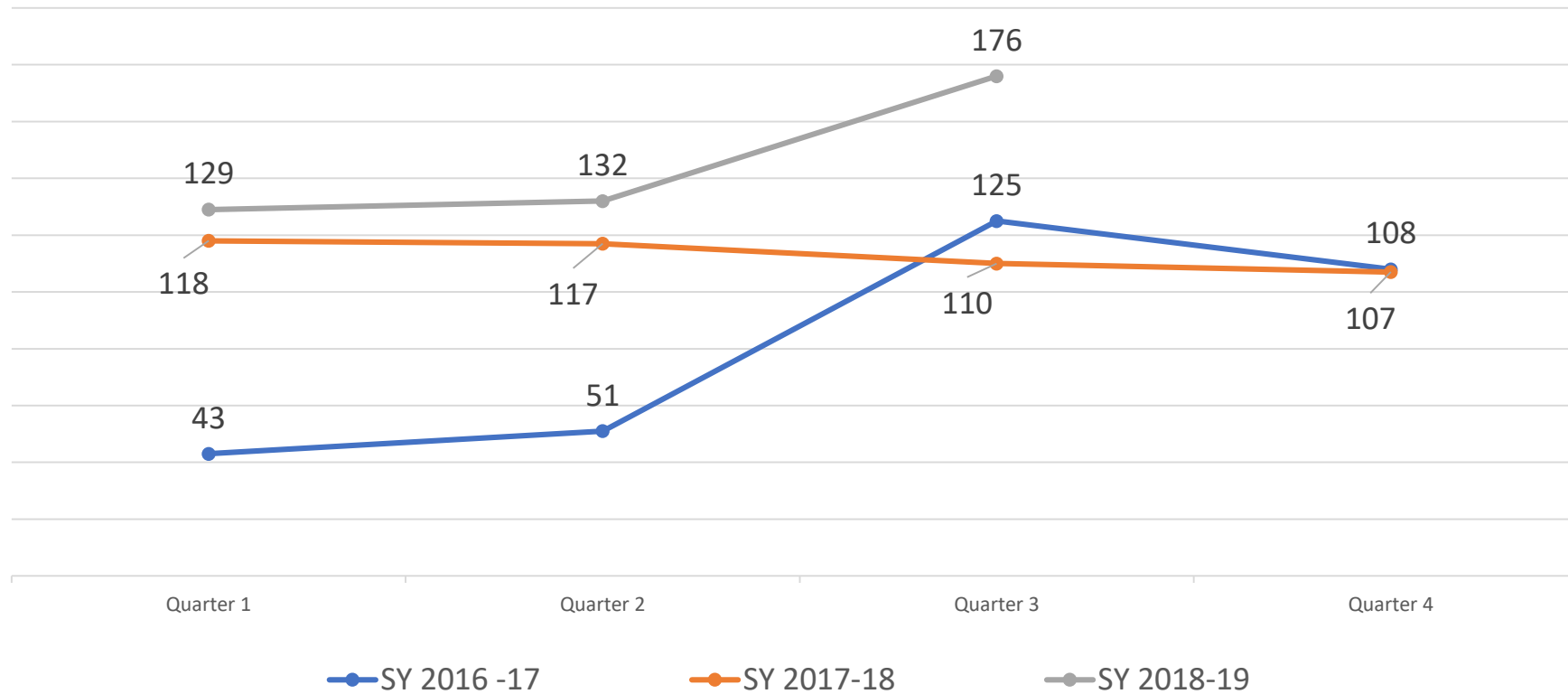
# Yearly Comparison Quarters 1-3

This chart compares Q1-Q3 this year (SY2018-19) to Q1-Q3 last year (SY2017-18).



# Total Cases per Quarter

This chart compares the number of cases per quarter for the past 3 years.



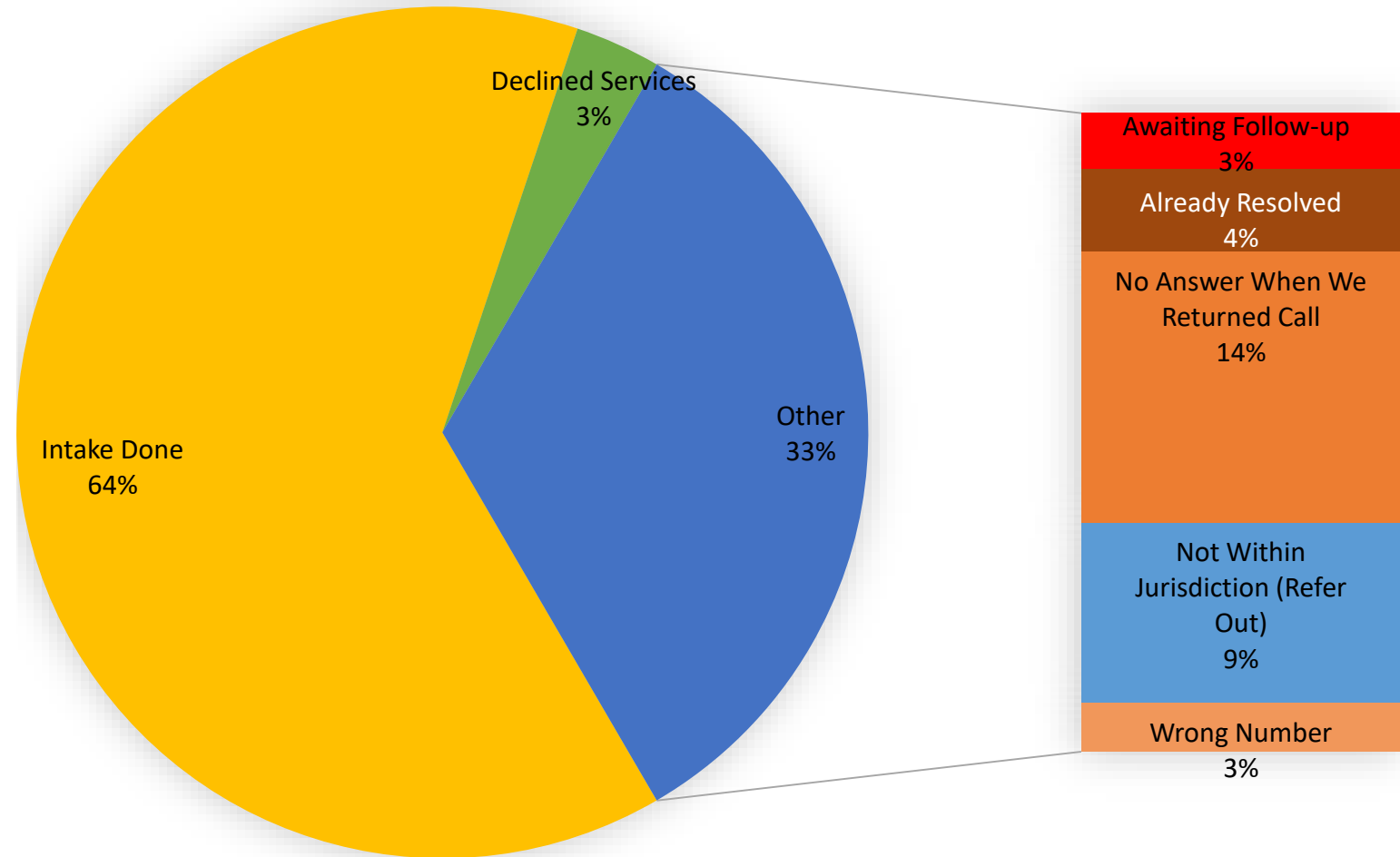
# Contact Summary

Total number of contacts received last week and describes the action taken

Total New Contacts **281**

Total Converted to Cases **176**

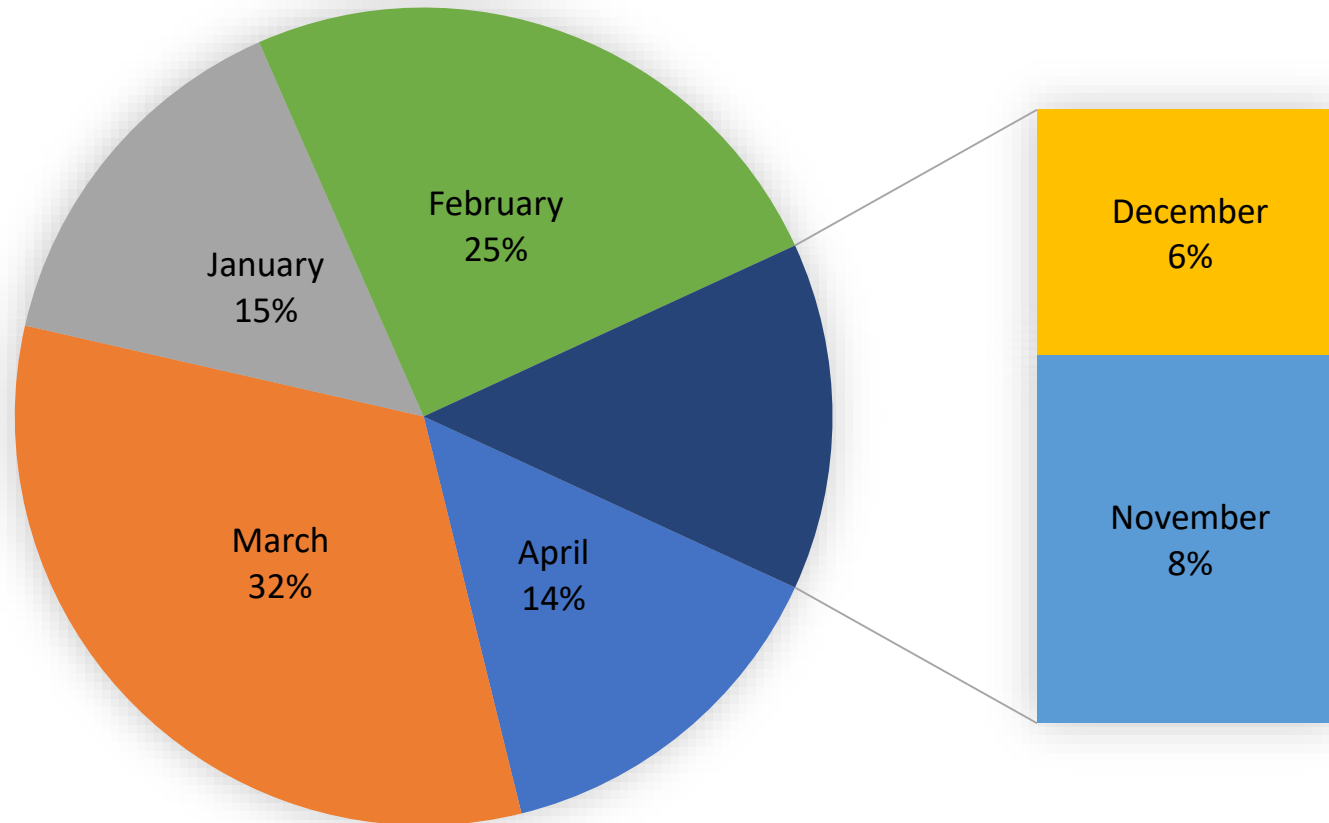
A contact becomes a case when we determine that our direct intervention is necessary to most appropriately address issue.





# Cases Closed

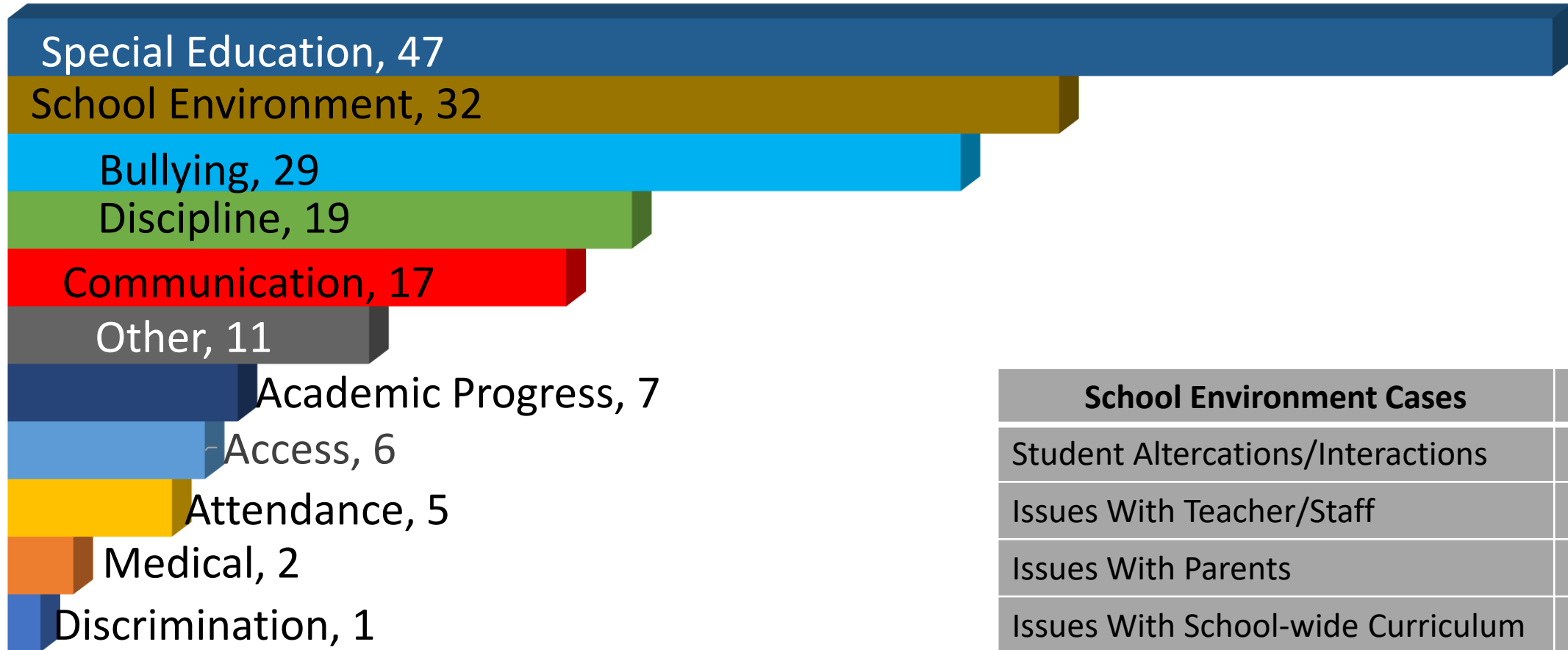
This chart represents all cases closed during Quarter 3.



Cases Opened	<b>176</b>
Cases Closed	<b>188</b>

# Cases by Category

This chart represents all cases collected last week.



<b>School Environment Cases</b>	<b>32</b>
Student Altercations/Interactions	10
Issues With Teacher/Staff	18
Issues With Parents	3
Issues With School-wide Curriculum	1

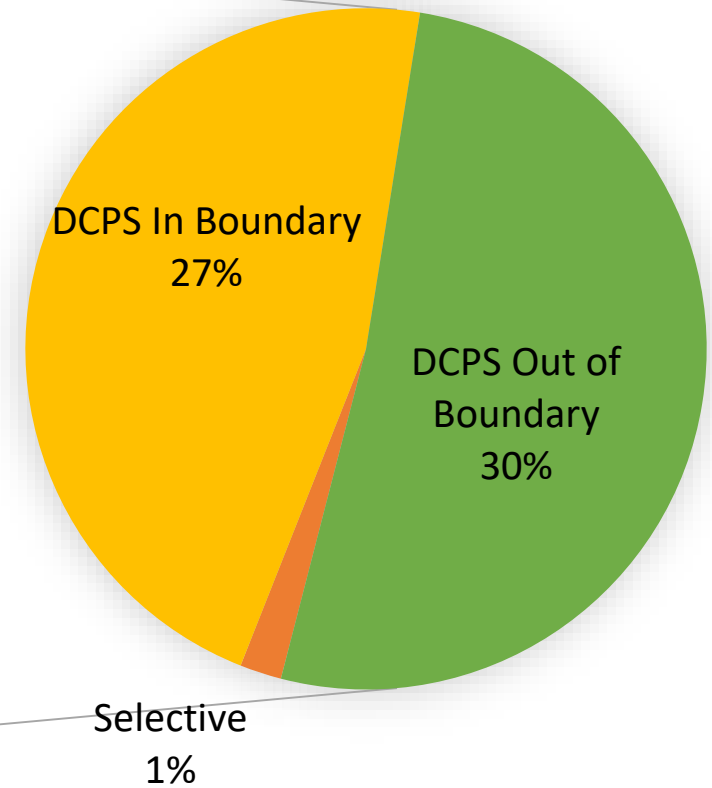
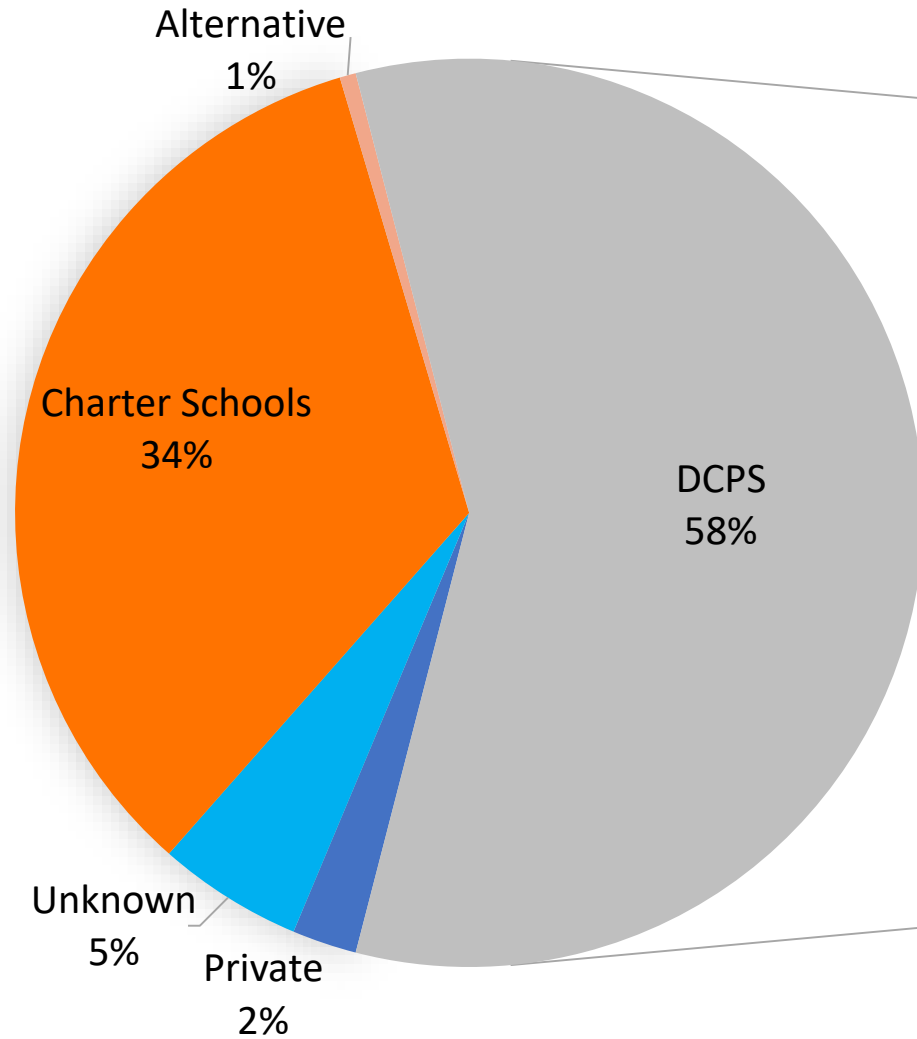
# Category Definitions

This list provides definitions for the categories shown on the previous slide.

- **Academic Progress:** Issues preventing a student from accessing their education related to grades, credits, transcripts, and curriculum that impact learning or perception of learning.
- **Access:** Issues preventing a student from accessing their education unrelated to the curriculum, or due to procedural difficulties or gaps
- **Communication:** Issues preventing a student from accessing their education due to real or perceived breakdowns in productive communication.
- **Special Education:** Issues preventing a student from accessing their education due to a student's diagnosed or suspected disability.
- **School Environment:** Issues preventing a student from accessing their education due to the safety, behavior, and environment issues, or actions of students or staff against the student that signal a need for intervention or support from the school.
- **Bullying:** School Environment issues in which a member of the school community is bullying a student. This includes the legal definition, a family member's impressions, and sexual assault.
- **Discipline - Expulsion/Suspension:** Issues regarding a student who has been temporarily or permanently placed out of school due to a behavior or disciplinary infraction.
- **Other:** Issues preventing a student from accessing their education due to issues unrelated to any of the other issues.

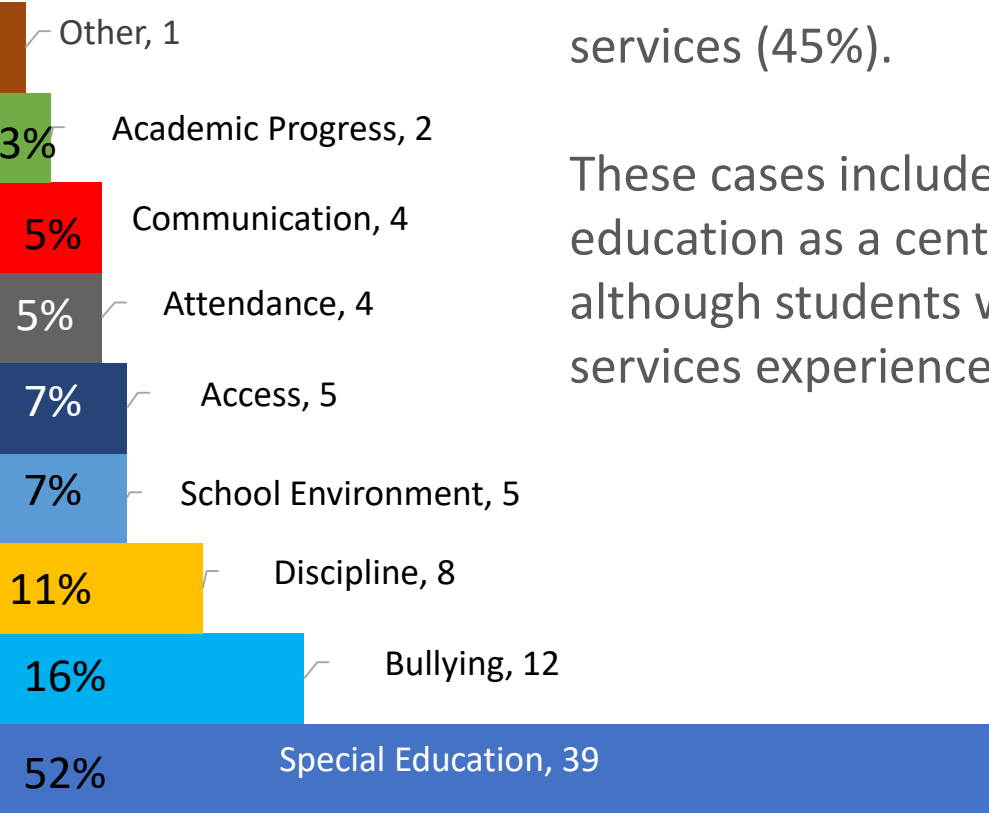
# School Type

This chart represents all cases collected this Quarter



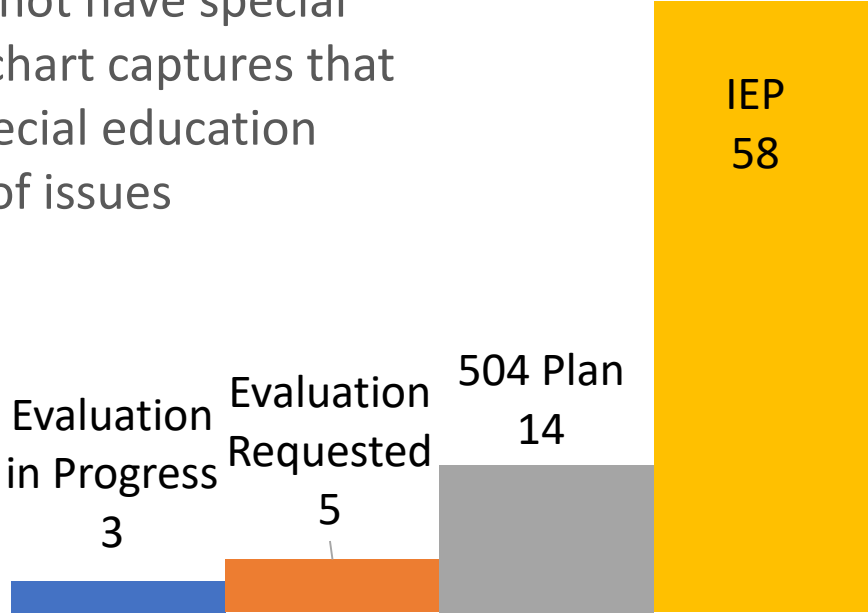
# Cases by Special Education Services

Cases involving students receiving special education services



Cases with students who receive special education services (45%).

These cases include cases that do not have special education as a central issue. This chart captures that although students who receive special education services experience a wide range of issues



# Cases by School Type

This chart represents all Quarter 3 Cases.

52

Top Categories for Out-of-Boundary Boundary DCPS Schools



47

Top Categories for In-Boundary Boundary DCPS Schools



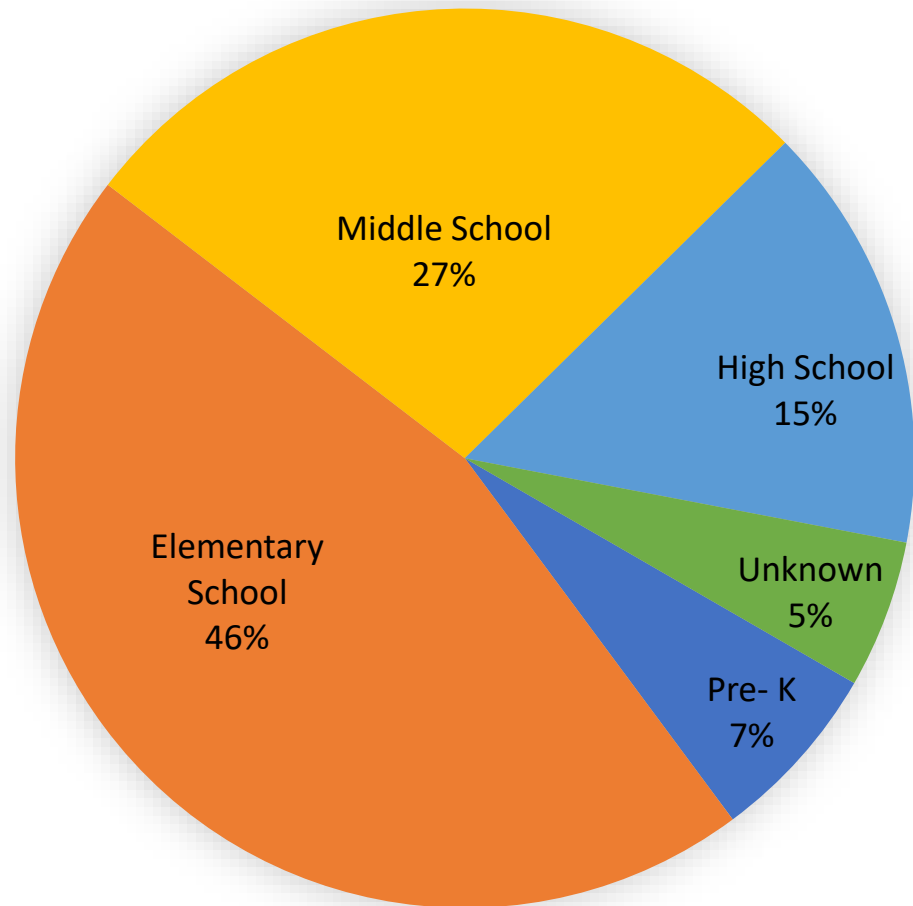
59

Top Categories for Public Charter Schools



# Cases by Grade Band of Student

This chart represents all Quarter 3 cases.



Top Categories for Elementary Schools



Top Categories for Middle Schools



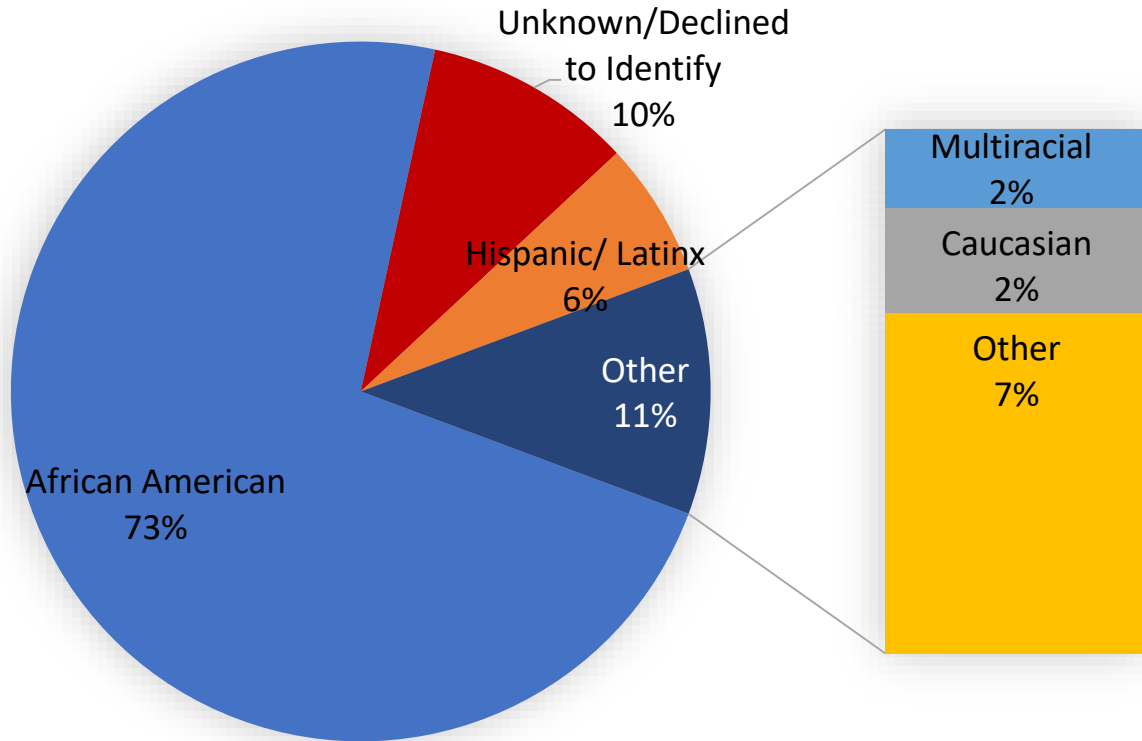
Top Categories for High Schools



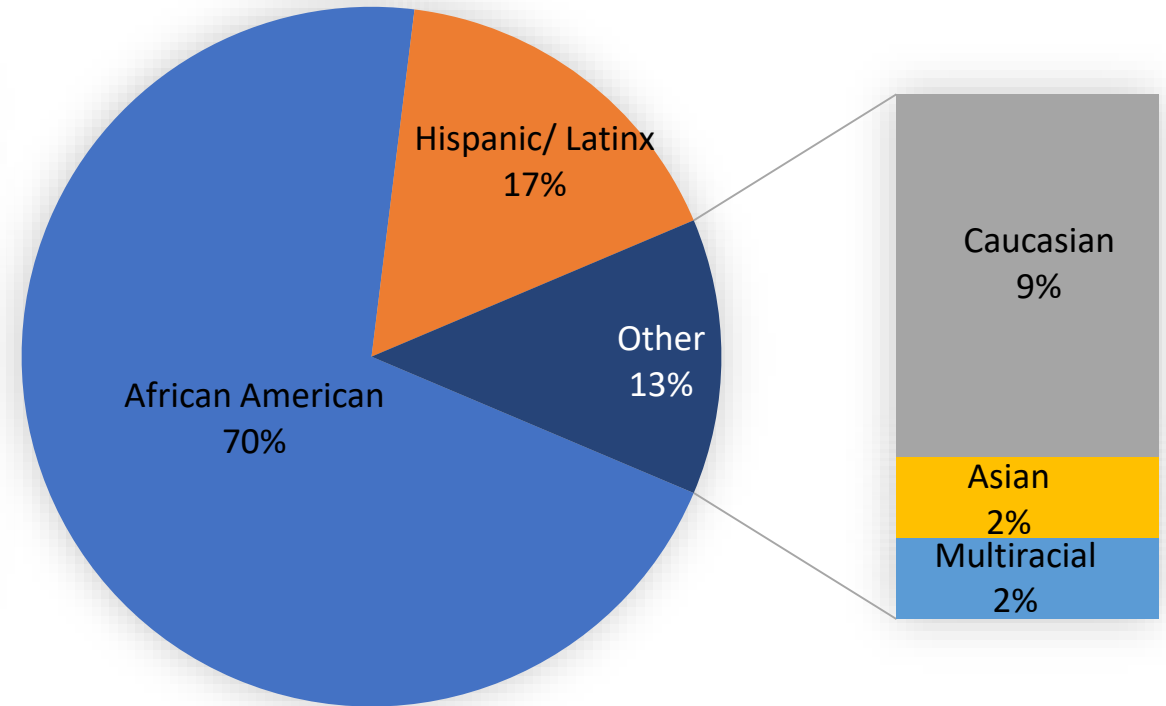
# Cases by Student Race

This chart represents all cases collected last week.

## Our Cases



## Overall DC Student Population According to Education Forward DC



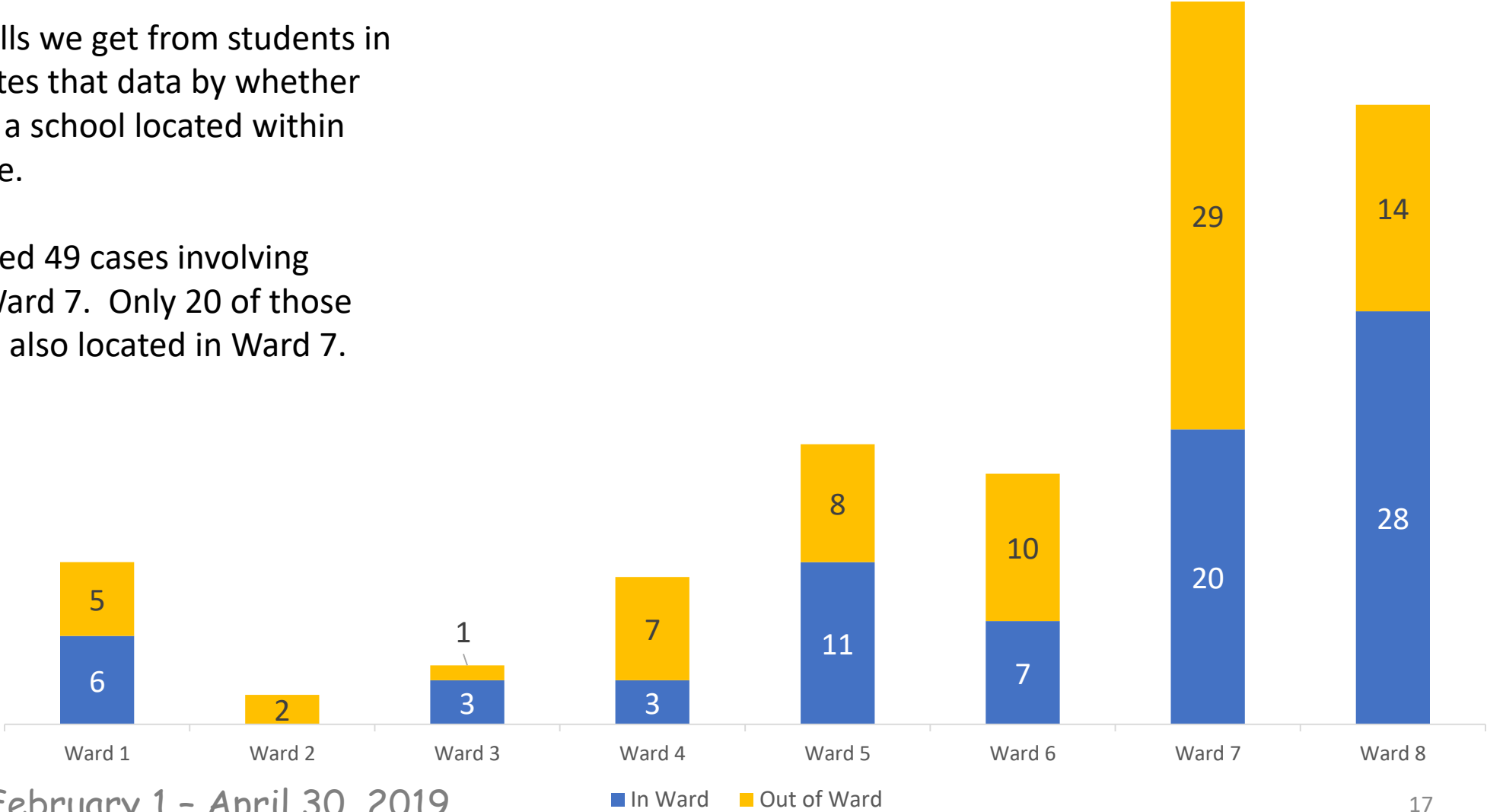


# Cases by Ward

This chart represents all cases collected this Quarter.

This chart takes the calls we get from students in each ward and separates that data by whether those students attend a school located within their ward of residence.

For example, we opened 49 cases involving students who live in Ward 7. Only 20 of those cases involved schools also located in Ward 7.

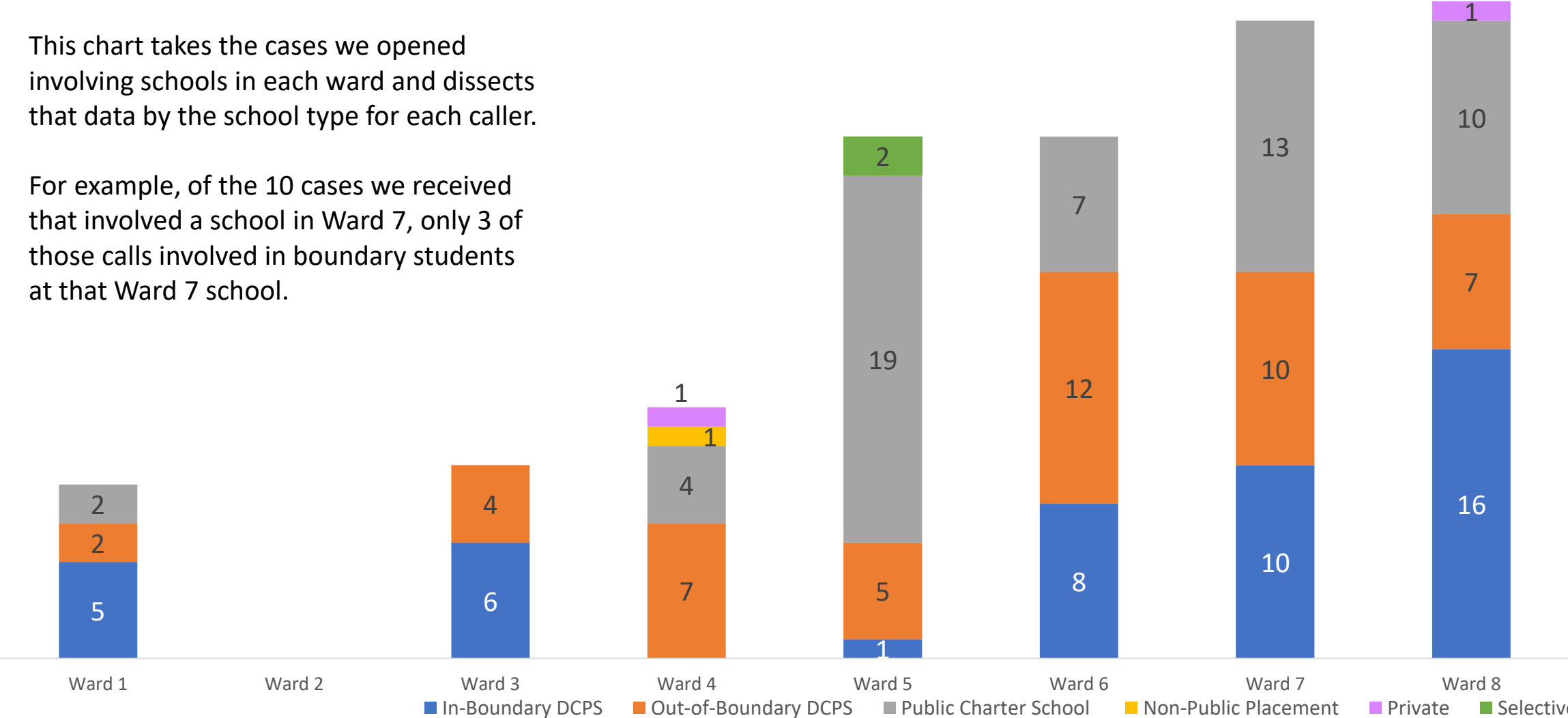


# Cases by Ward

This chart represents all cases collected this Quarter.

This chart takes the cases we opened involving schools in each ward and dissects that data by the school type for each caller.

For example, of the 10 cases we received that involved a school in Ward 7, only 3 of those calls involved in boundary students at that Ward 7 school.



We look forward to working with you!



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