

Cross-Sector Collaboration Taskforce
Meeting 5 Breakout Group Notes

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- Churn is concentrated in W7/W8, areas w. high levels of poverty. Is this the only reason?
- 70% of W7/W8 do not attend their IB DCPS school; they attend OOB DCPS and PCS

- Multiple enrollment audits?

- More incentives > more requirements - additional money for taking kids mid-year
- Does giving money inadvertently create more churn?

- 3 yr. Enrollment average that adjusts LEA allocation each year attempts to minimize destabilization
- Not destabilizing for PCS, have reserves
- Is for DCPS, they do not have stockpile; a rolling average over time creates incentive for longer term stability without being instantaneously disruptive, entices school leaders

- Is change in enrollment beginning to end?
- Net within year. How is this different from multiple points in time throughout year?

- Financial system cannot increase churn but encourage longer term inclusion; effects of rolling average are cumulative
- Big issue is at-risk, low-income, low-achieving, behavior issue students
- Is the monetary incentive going to drive behaviors down? Needs to have a monitoring accountability piece

- Not just the per student ratio as incentive, but additional supports as supports
- Are we resourcing appropriately? How to fund based on the kids that are actually entering and exiting (i.e., more money for getting higher risk student, vice versa). How does the cyclical, 3 year plan account for more immediate changes in school composition or immediate needs
- Truing up after September is not necessarily helpful in finding/hiring high-quality staff

- Overall theme = longer term impact assessment w. Shorter term fixes
- DCPS can't roll over money, changing this policy may be helpful

- % caps on movement?

- Without sharing responsibility, no amount of retooling of funds will help

- What about special mid-year intake schools? Would feature personalized supports, high student-teacher ratio, blended learning and would keep kids until end of year, new AY start, at which point, they could enter mainstream system
- What about smaller schools for high risk/difficult to educate students?
- Need to create a system for non at risk midyear transfers

- Is residency worth attacking?

- Creating a special school is a hard sell for students; would not be easy to promote an alternative setting like this. Need innovative thinking like this though

- Finances alone are not going to solve problem, is too multifaceted. Need to fix processes place parameters on system

- Is there current weighted UPSFF?

- Disproportionate policy

- Need changes to PCS policy to reduce disproportionate impact; redistribute at-risk schools
- Need to speak to families to understand motivation, rationale, reality of situation
 - Also leaders at schools w. High churn
- Don't want to penalize schools (i.e., Hendley ES) for high level of direct certs would hurt them further
- Needs to be examined cross-city, across services

- Parameters = what is new system going to do? Are we weighting funding to create positive funding? Residency? Is there something about inequity between systems?

- Need to distribute high movers in better placements

- What is causing this degree of churn? Volume of high risk churn has what effects (teacher retention, discipline, etc.)
- WHAT IS THIS - 750-820 churn within LEA? How much of this is OOB kids being sent back to IB schools?

- Need more answers to why questions via community engagement

- What do we mean by better distribution?

- Issue of at-risk seats in PCS from boundary process