

AT-RISK WORKING GROUP: MEETING 12

Task Force
Meeting
October 24,
2017

TABLE OF CONTENTS

- Goals for today's meeting & review of working group process
- Sort and prioritize recommendations
- Prepare to present to Task Force
- Next steps

GOALS FOR TODAY'S MEETING

**Prioritize and clarify
recommendations for discussion
within entire Task Force**

Determine next steps

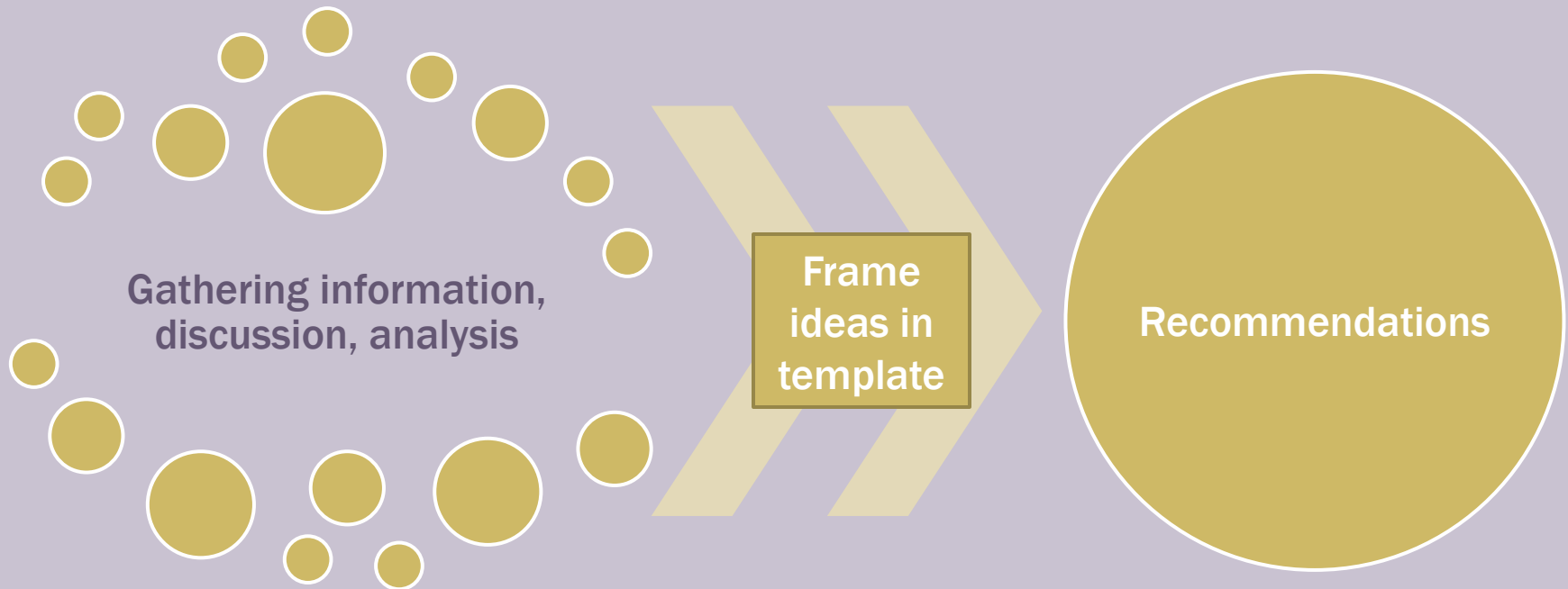
MONTHLY TASK FORCE MEETINGS

RECAP – OCTOBER OFF-CYCLE CALL

- Group began going through the 26 separate recommendations
- Broad agreement that we should better refine and organize – charged DME will clustering the recommendations into broader buckets

REVIEW OF WORKING GROUP PROCESS

REVIEW: MOVING FROM DISCUSSION TO RECOMMENDATION



REVIEW: SAMPLE REPORT LANGUAGE, EXAMPLE FROM CHARLOTTE-MECKLENBURG

Task Force Strategy D

Strengthen the early care and education workforce to improve the quality and experiences of early care and education available to children ages birth to five.

Key Recommendations

1. Improve the compensation and benefits of early care and education providers.
2. Expand the number of early care and education providers with certifications, credentials, and degrees.
3. Increase access to ongoing professional development for early care and education providers that is responsive to their limited time and financial resources, as well as to their educational needs.
4. Grow the cultural and linguistic diversity of our early care and education workforce to better serve our Latino children and families.

Implementation Tactics and Policy Considerations

- Determine the cost of raising our child care workforce's compensation to that of comparably educated staff in public Pre-K, Head Start, and Early Head Start to reduce turnover in the early care and education workforce.
- Investigate public and private strategies that have increased the early care and education workforce's compensation without increasing costs of care for families.

REVIEW: SAMPLE REPORT LANGUAGE, MID-YEAR MOBILITY

Intention 1:

Ensure students entering mid-year have equitable access to all available options to find the school that best matches their needs.

“Loftier”
language
stemming
from theory of
action

Key Recommendations:

1. Create and implement a common, centralized system for managing mid-year mobility.
2. [INSERT ADDITIONAL RECOMMENDATIONS, IF ANY]

Entity responsible for implementation: DME, My School DC

Timeline: Full implementation by school year 2017-18

Implementation and Policy Considerations:

- The Task Force recommends that My School DC manage a common mid-year entry and transfer process for public school students starting in SY17-18.
- DME shall convene a working group, to include My School DC, to determine the process for implementing this recommendation. The working group will be responsible for determining whether implementation is contingent on the Common Lottery Board approving My School DC’s ability to take on this additional responsibility.
- The working group must determine the parameters for gathering specific information about mid-year entry and transfer that can inform future policies on how to reduce unnecessary student mobility and promote enrollment stability.
- The new mid-year system should rely on the existing processes of the common lottery, My School DC, and therefore involves all schools participating in the common lottery.
- The new mid-year system should include students who wish to enroll in their in boundary DCPS school after October 5.
- The new mid-year system must require schools to provide their available seats after October 5, including out-of-boundary seats for neighborhood DCPS schools and all seats at public charter schools, citywide DCPS schools, and selective DCPS schools to MSDC. Schools will ensure that these seats are always up-to-date in MSDC so mid-year students are aware of all options and can immediately enroll.

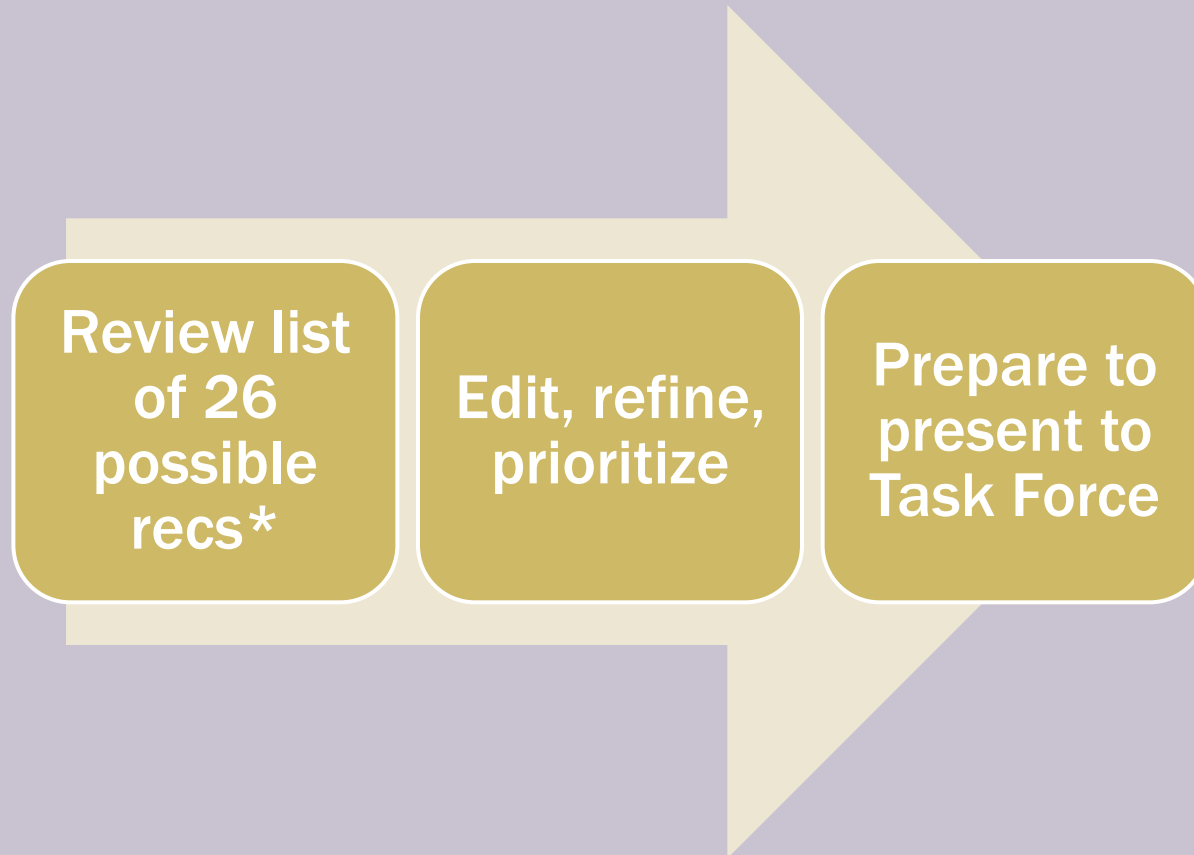
Task Force’s
original
recommendation

Implementation Status:

- May 2017: DME convened working group to determine . . .

**RECOMMENDATIONS
FROM THE AT-RISK
WORKING GROUP**

REVIEWING AND PRIORITIZING POSSIBLE RECOMMENDATIONS



**See Possible Recommendations handout*

DRAFT RECOMMENDATIONS – 1 OF 5

Objective (high-level recommendation)	Key Recommendations
<p>1. Develop and support policies and programs to address the adverse effects of concentrated poverty in public schools.</p>	<p>1.1: Explore data around students who travel across the city to attend a higher-performing public school. (At-Risk, Meeting 10)</p> <p>1.2: Establish an optional at-risk lottery preference for schools with less than 25% at-risk students.(At-Risk, Meetings 9 and 10)</p> <p>1.3: Explore ways to identify pre-Kindergarten students who may be at risk. (At-Risk, Meetings 9 and 10)</p> <p>1.4 Work with a partner organization (ex. DC School Reform Now) to develop an “education navigator” program to provide individualized counseling on school choice options for families throughout the My School DC process. (At-Risk, Meeting 10)</p> <p>1.5: Streamline school-level accountability information available to families. (At-Risk, Meeting 10)</p> <p>1.6: Investigate ways to better connect students and families with the agencies responsible for providing mental health supports. (At-Risk, Meeting 8)</p> <p>1.7: Explore the development of a citywide diversity plan with benchmarks for at-risk students or students from low-income families. (At-Risk, Meeting 10)</p> <p>1.8: Identify and implement policies, such as the use of magnet programs, designed to equitably distribute at-risk students without placing the burden of moving schools solely on at-risk students. (At-Risk, Meeting 10)</p> <p>1.9: Explore the establishment of zip-code or census-tract lottery to create deliberately diverse schools.*</p> <p>1.10: Conduct a feasibility study for city-run school busses on high density routes.*</p>

DRAFT RECOMMENDATIONS – 2 OF 5

Objective (high-level recommendation)	Key Recommendations
<p>2. Create more cross-sector options for education, training, and credentialing for our off-track and disengaged youth.</p>	<p>2.1: Examine policies that would allow LEAs/schools to provide students with cross-sector credit recovery options. (Grad Pathways)</p> <p>2.2: Investigate options around creating cross-sector “opportunity academies.” (Grad Pathways)</p>

DRAFT RECOMMENDATIONS – 3 OF 5

Objective (high-level recommendation)	Key Recommendations
<p>3. Invest in efforts to identify, share, and expand programs that serve at-risk students effectively.</p>	<p>3.1: Explore ways to identify and evaluate promising practices from individual schools or LEAs that are getting the best results for at-risk students. (At-Risk, Meeting 4)</p> <p>3.2: Explore the possibility of citywide, cross-sector definitions of common elements of school design and program offerings at the schools getting the best results with at-risk students. (At-Risk, Meeting 4)</p> <p>3.3: Identify and build on existing, evidence-based practices, such as OSSE’s pilot of the Check and Connect program.(At-Risk, Meeting 5)</p> <p>3.4: Identify the costs and obstacles to scaling successful program offerings. (At-Risk, Meeting 9)</p> <p>3.5: Expand on and systematize positive, in-school “anchors” that support students and help reduce the number of students in high school who are not on track to graduate on time, possibly as part of the Every Day Counts! Initiative. (At-Risk, Meeting 4 and Meeting 8)</p> <p>3.6: Plan and facilitate a convening and/or community of practice for cross-LEA, practitioner-level working groups. (At-Risk, Meeting 9)</p>

DRAFT RECOMMENDATIONS – 4 OF 5

Objective (high-level recommendation)	Key Recommendations
<p>4. Bolster and support citywide efforts to improve attendance as the most effective and direct route to keeping at-risk students in school and on-track.</p>	<p>4.1: Ensure robust commitment to Every Day Counts! initiative, with ambitious and measurable objectives. (CSCTF, Meeting 16)</p> <p>4.2: Foster school-level and practitioner-level collaboration to assist LEAs in adopting best practices, possibly through a convening and/or community of practice. (CSCTF, Meeting 16)</p> <p>4.3: Explore ways to further focus citywide efforts on the barriers to attendance for particular segments of the student population. (CSCTF, Meeting 16)</p> <p>4.4: Expand on and systematize positive, in-school “anchors” that support students and help reduce the number of students in high school who are not on track to graduate on time, possibly as part of the Every Day Counts! Initiative. (At-Risk, Meeting 4 and Meeting 8)</p> <p>4.5: Identify and build on existing, evidence-based practices, such as OSSE’s pilot of the Check and Connect program.(At-Risk, Meeting 5)</p>

DRAFT RECOMMENDATIONS – 5 OF 5

Objective (high-level recommendation)	Key Recommendations
<p>5. Expand and strengthen citywide, cross-sector approaches to sharing data and information during key student transitions, such as from middle to high school.</p>	<p>5.1: Expand the RaiseDC Bridge to High School Data Exchange to facilitate school-to-school sharing of data at additional transition points along the education continuum. (At-Risk, Meetings 3 and 4)</p> <p>5.2: Coordinate a robust, citywide technical assistance program for schools that are sending and receiving data and information at key transition points.(At-Risk, Meetings 3 and 4)</p> <p>5.3: Monitor, report, and make necessary adjustments to existing data exchange efforts, including the Bridge to High School Data Exchange. (At-Risk, Meetings 3 and 4)</p>

DISCUSSION QUESTIONS

- Which recommendations are most important? How would you prioritize them? Why?
- Have we accurately captured the intent of the group? Are there other issues with word choice that are incorrect or otherwise raise flags?
- Which recommendations do you want to prepare for consideration by the Task Force? How will you present them to the Task Force?

NEXT STEPS

NEXT STEPS

- Plan for November call
- Begin thinking about approach to sharing draft recommendations with community

APPENDIX: TASK FORCE GOALS

TASK FORCE GOALS

- Improve the experience of parents and families understanding and navigating their public school options.
- Develop methods for information sharing with the public and across public school sectors.
- Develop a framework for coordinating processes on school openings, closings, and facilities planning.
- Promoting enrollment stability.
- Identify educational challenges that need to be addressed through cross-sector collaboration.