AT-RISK WORKING GROUP: MEETING 10

Task Force Meeting
September 26, 2017

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GOALS FOR TODAY'S MEETING

Discuss the theory of action and possible policy solutions for the inequitable distribution of at-risk students

Determine next steps

RECAP: MY SCHOOL DC PRESENTATION ON LOTTERY PREFERENCES

RECAP OF JULY TASK FORCE MEETING

- Cat Peretti, Executive Director of My School DC, presented about the implications of at-risk preferences and weights
- Discussion takeaways:
  - Creating an at-risk preference could help to more equitably distribute at-risk students across schools, but the efficacy of an at-risk preference would depend on how schools chose to rank preferences.
  - My School DC's analysis assumed that a school with <25% at-risk students would qualify.
  - Schools would have to opt-in to the preference. It is unclear if schools that qualify are even getting at-risk applicants.

MY SCHOOL DC PRESENTATION: IMPACT SUMMARY

Using the strongest priority preference (ahead of siblings and in-boundary):

- 610 **better or new** matches for At-risk applicants
- 565 **worse or lost** matches for not At-risk applicants

Using the heavy weighting:

- 187 **better or new** matches for At-risk applicants
- 184 **worse or lost** matches for not At-risk applicants

MY SCHOOL DC PRESENTATION: KEY TAKEAWAYS

Lottery applicants are a small subset of public school enrollment but many applicants qualify for an At-risk preference.

Many of the qualifying schools fill in the lottery so providing an advantage for one group of students will disadvantage another

Removing PK applicants from the preference analysis reduces the impact greatly

There is no way for us to identify At-risk PK applicants at the time of the Lottery, currently.

Waitlists will also change, depending on the preference type

REVIEW OF WORKING GROUP PROCESS

REVIEW: MOVING FROM DISCUSSION TO RECOMMENDATION

Gathering information, discussion, analysis

Frame ideas in template

Recommendations
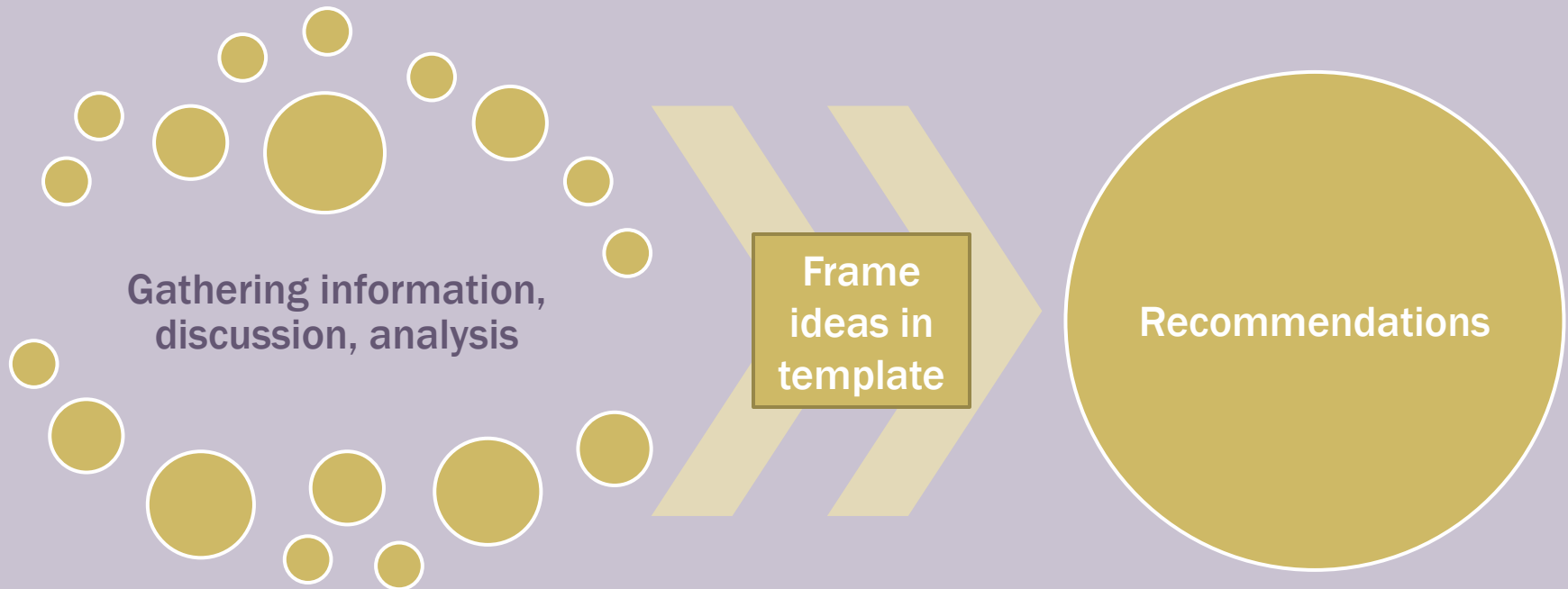
Task Force Strategy D

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.

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:

Task Force's original recommendation

- 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.

Implementation Status:

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

REVIEW – FOCUS AREAS FOR AT-RISK WORKING GROUP

1. Inequitable distribution of at-risk students across schools

2. Inadequate or inefficiently used funding for at-risk students

3. Lack of structures in place for cross-sector sharing of best practices for serving at-risk students

4. Lack of cross-sector coordination on serving off-track secondary students

DISCUSSION: DISTRIBUTION OF AT-RISK STUDENTS

POSSIBLE PROPOSAL(S) RELATED TO THE DISTRIBUTION OF AT-RISK STUDENTS

1. At-risk preference/set-aside

2. Citywide effort to address information gap?

Citywide structure (e.g., community of practice, steering committee) charged with identifying best practices?

Distribution of At-risk Students

Related Task Force Goal(s):

Goal 1-Improve the experience of parents and families understanding and navigating their public school options;

Goal 2-Develop methods for information sharing with the public and across public school sectors;

Goal 4- Promote enrollment stability.

Goal 5-Identify educational challenges that need to be addressed through cross-sector collaboration.

Problem 3: At-risk students in DC are currently concentrated in particular wards and at particular schools, including at high-churn and lower-performing schools.

Theory of Action: More evenly distributing at-risk students throughout public schools in DC will allow those students to access higher-quality and more equitable educational opportunities and allow all students to interact with a more diverse set of peers.

Brief Overview of the Issue and Key Data:

- Approximately 50% of the public school students in DC are designated as "at-risk of academic failure" (46% of elementary students, 43% of middle school students, and 53% of high school students).
- The majority of students (elementary, middle, and high) in Wards 7 and 8 are designated as at-risk of academic failure.
- The average performance of non-at-risk and at-risk students decreases slightly as the concentration of at-risk students increases in DCPS schools. In charter schools in DC, the average performance of at-risk students is unaffected by the increase of at-risk students, but the average performance of non-at-risk students in charter schools decreases slightly as the concentration of at-risk students rises.
- Research conducted nationwide shows that the strongest benefits of socioeconomic integration are found in schools that are no more than 50 percent low-income. See, e.g., Kahlenberg (2001).

Possible Policy Solutions:

- ?

Draft Recommendations:

- ?

DEFINING THE PROBLEM AND ARTICULATING THEORY OF ACTION

UNEVEN ACCESS TO INFORMATION ABOUT SCHOOLS
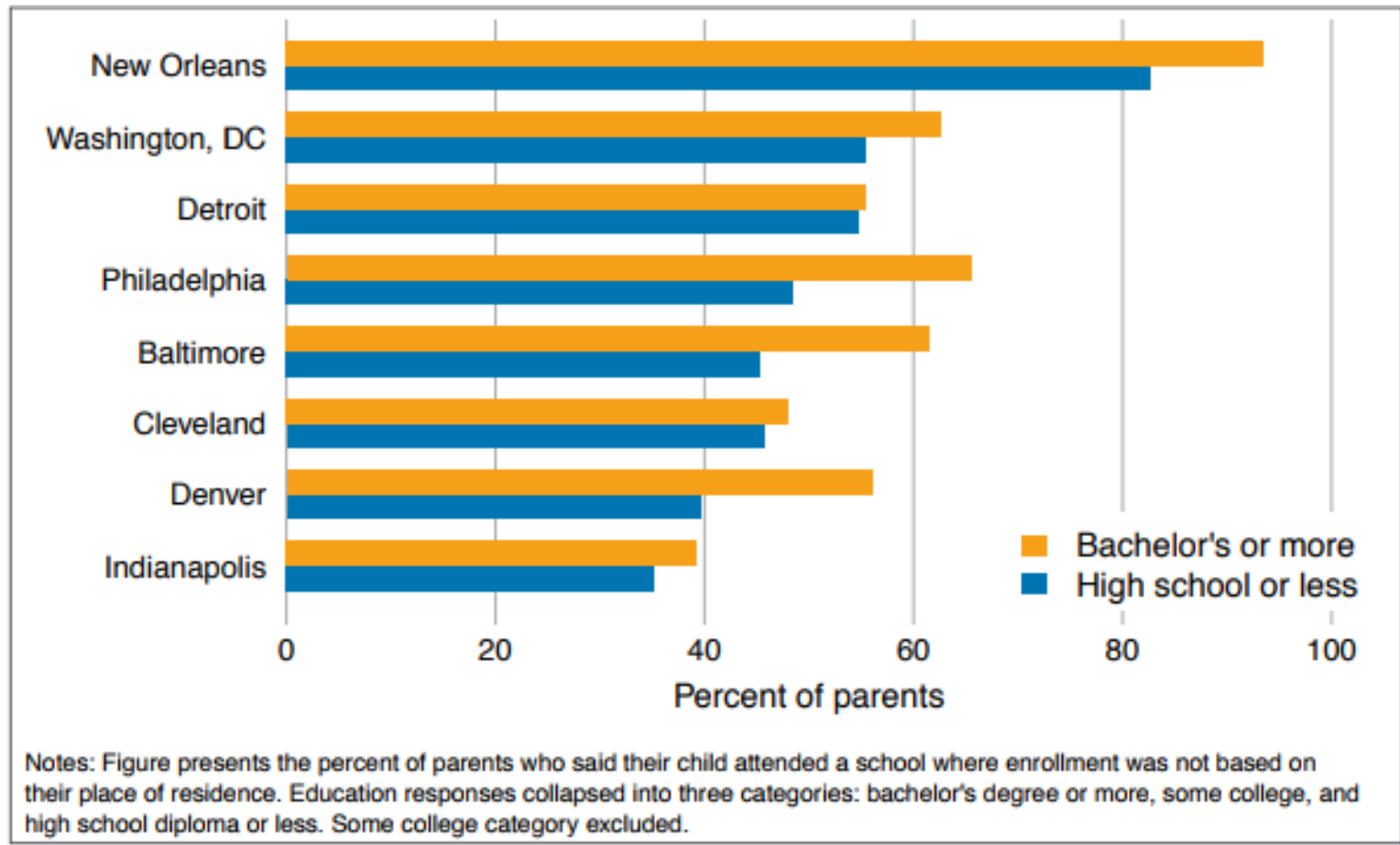
ACCESS TO INFORMATION

The Center for Reinventing Public Education (CRPE) published a study in 2014 on "How Parents Experience Public School Choice." Research showed that in DC:

> Parents with a Bachelor's degree or more were more likely than parents with a high school diploma or less to choose a non-neighborhood public school

> 25% of parents struggled to get the information they need to choose schools for their children

ACCESS TO INFORMATION

Figure 4. Educated Parents Are More Likely to Choose a Non-Neighborhood-Based Public School

Notes: Figure presents the percent of parents who said their child attended a school where enrollment was not based on their place of residence. Education responses collapsed into three categories: bachelor's degree or more, some college, and high school diploma or less. Some college category excluded.

Source: Center for Reinventing Public Education

ACCESS TO INFORMATION

MATHEMATICA
Policy Research

Steve Glazerman, who co-authored the 2016 Mathematica study "Market Signals: How Do DC Parents Rank Schools, and What Does It Mean for Policy?", noted key differences in how groups of parents perceive information:

"[...]different indicators of academic quality registered in varying ways for different groups of choosers. For instance, low-income parents were more responsive to proficiency rates at a school, whereas higher income parents were more responsive to a school's overall accountability rating. That might have something to do with how school information was made available[...]"

DISCUSSION

How does uneven access to information about school choices contribute to the inequitable distribution of at-risk students across schools?

NEXT STEPS

APPENDIX:

INFORMATION ON THE DISTRIBUTION OF AT-RISK STUDENTS (FROM JUNE TASK FORCE MEETING)

HOW DOES THE CONCENTRATION OF AT-RISK STUDENTS AFFECT SCHOOL PERFORMANCE?

In DC[1]

- Within charter schools, the average performance of at-risk students is largely not affected by changes in a school's at-risk concentration. The performance of non-at-risk students, however, decreases slightly as the concentration of at-risk students increases.
- Within DCPS schools, the performance of both at-risk and non-at-risk students in decreases through peer effects as the percentage of at-risk students increases.
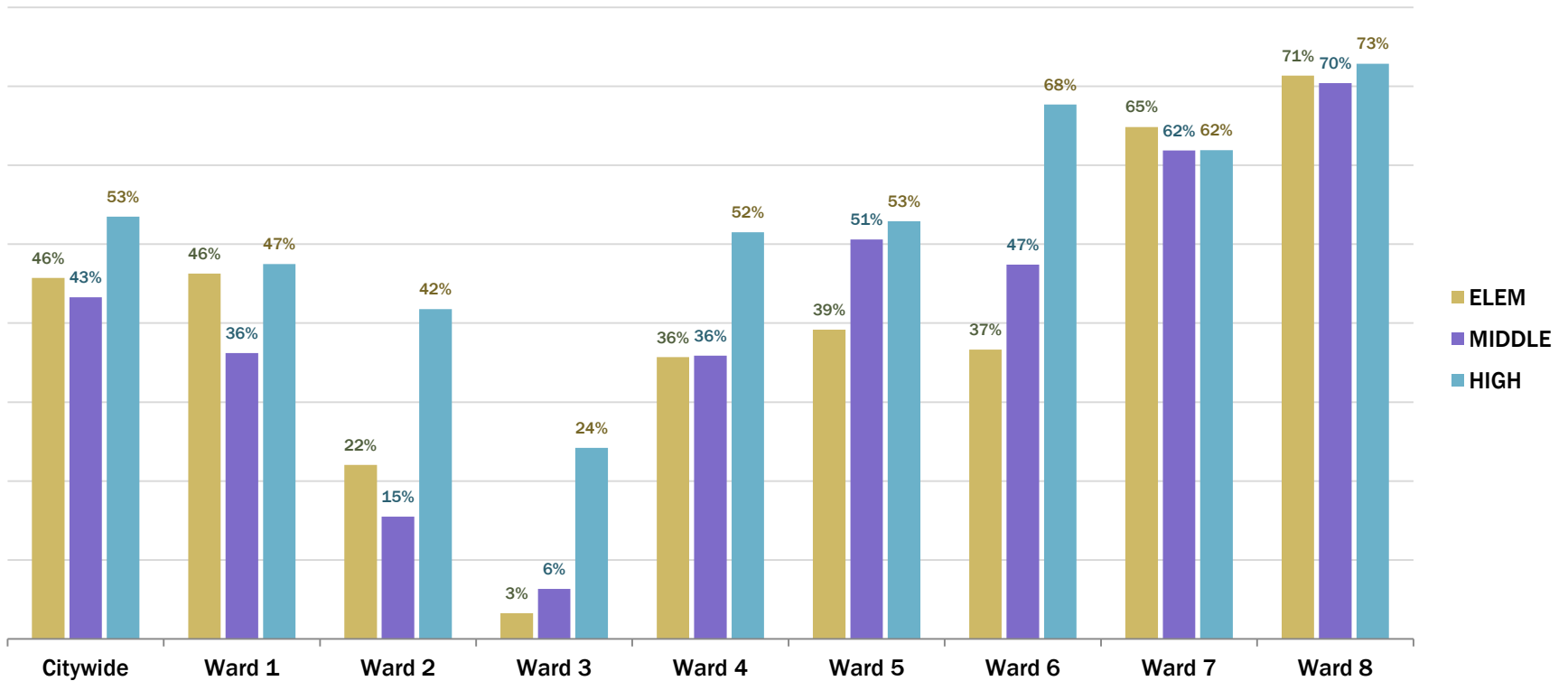
Nationally

- Research going back twenty years points to the strongest benefits of socioeconomic integration being found in schools that are no more than 50 percent low-income. See, e.g., Kahlenberg (2001).
- Anecdotally, we have heard from other jurisdictions (e.g., Denver), that a 1/3 threshold is important for students and families (i.e., a student from a higher-income family will be less likely to choose to attend a school that is more than 2/3 low-income).
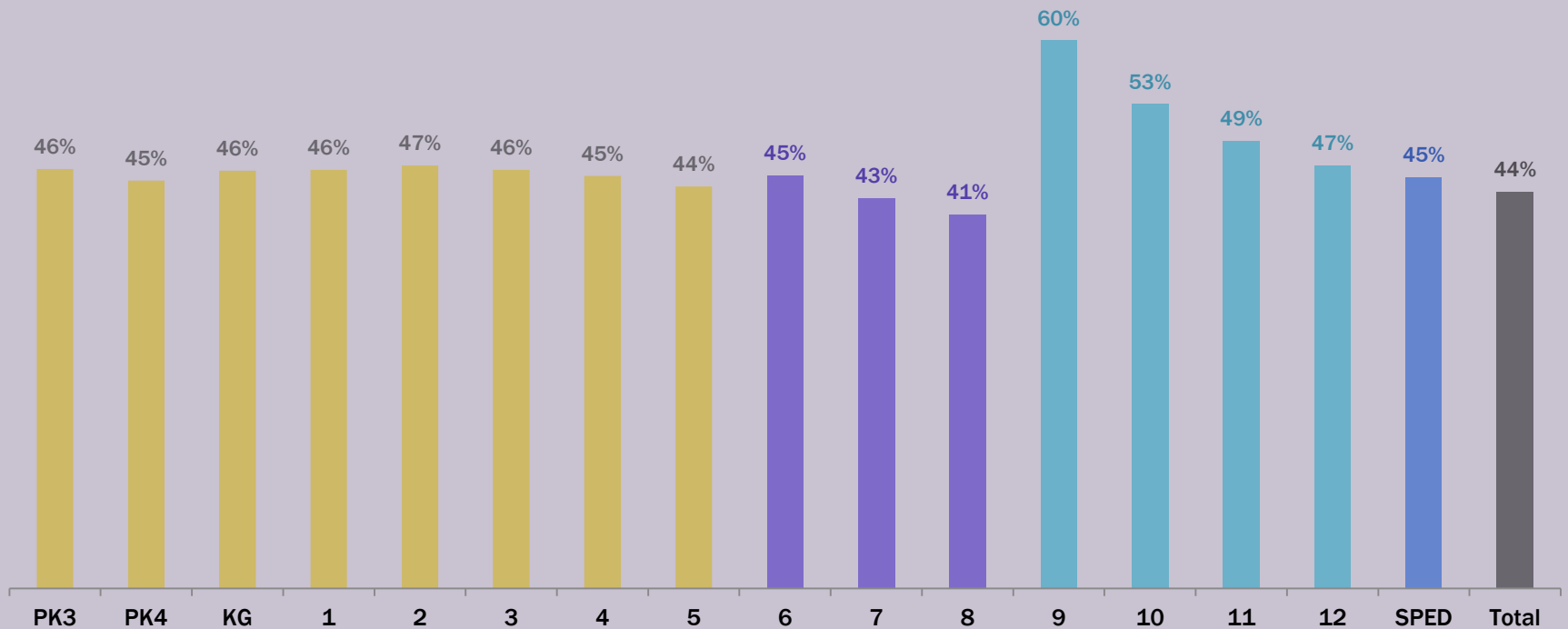
[1] Tembo Analytics, February 2016.

WHERE ARE OUR AT-RISK STUDENTS BY WARD OF SCHOOL ATTENDANCE (VERSUS WARD OF RESIDENCE)?

Share of Public School Students with At Risk of Academic Failure Status, by Ward of School Attended, SY16-17

	ELEM	MIDDLE	HIGH
Citywide	46%	43%	53%
Ward 1	46%	36%	47%
Ward 2	22%	15%	42%
Ward 3	3%	6%	24%
Ward 4	36%	36%	52%
Ward 5	39%	51%	53%
Ward 6	37%	47%	68%
Ward 7	65%	62%	62%
Ward 8	71%	70%	73%

WHAT'S THE RELATIONSHIP BETWEEN AT-RISK STATUS AND SCHOOL QUALITY?

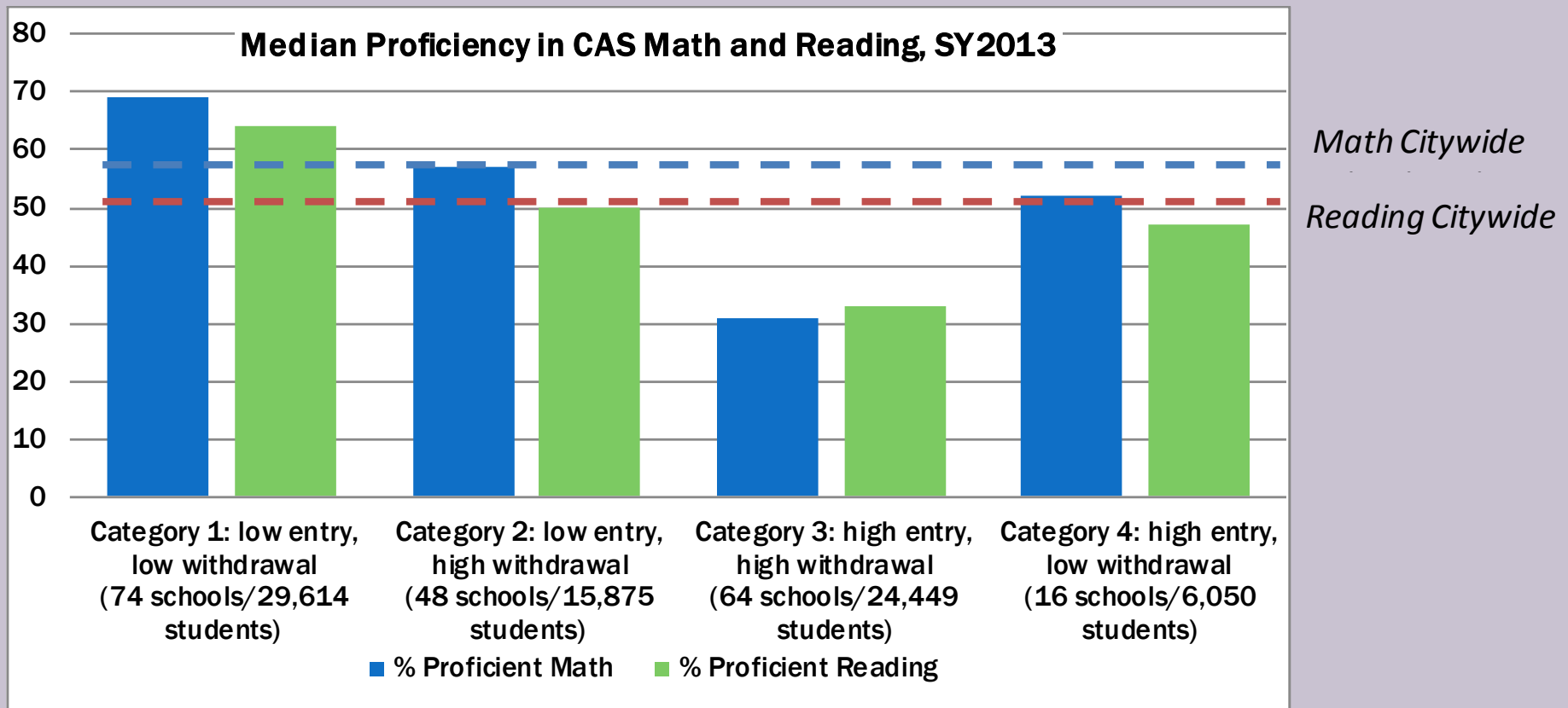**What we know from our analysis of mid-year mobility:**

Schools that experience "high churn" (defined as having both mid-year entry and exit greater than 5 percent of total population) are lower-performing (significantly lower median proficiency in DC CAS compared to schools with lower entry and withdrawal rates).

Schools that experience high churn serve a greater average share of at-risk students than schools with low churn.

High-churn DCPS schools have the highest average share of at-risk students.

Wards 7 and 8 have the largest number of high-churn schools compared to other wards.

WHAT'S THE RELATIONSHIP BETWEEN AT-RISK STATUS AND SCHOOL QUALITY?

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Median Proficiency in PARCC Math, SY2014, SY2015, SY2016