

AT-RISK WORKING GROUP: MEETING 6

Off-Cycle Call
June 21, 2017

TABLE OF CONTENTS

- Goals for today's meeting
- Review:
 - Focus Areas for Working Group
 - Proposals for Off-Track Students
- Sample Report Language
- Template – Theory of Action
- Next Steps

GOALS FOR TODAY'S MEETING

Review our work on
off-track secondary
students

Discuss sample
report language

Review template for
off-track secondary
recommendations

Determine next
steps

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

REVIEW: PROPOSALS FOR OFF-TRACK SECONDARY STUDENTS

Cross-sector information exchange

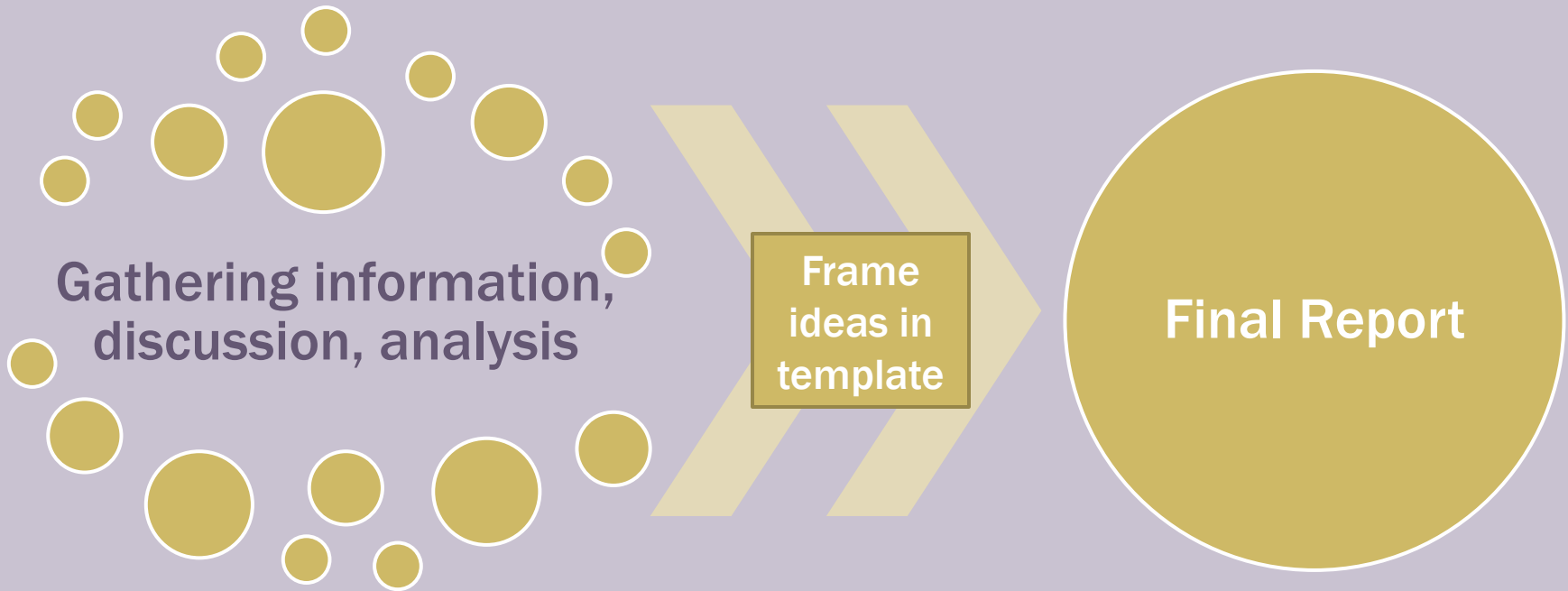
Diagnostic information earlier than 8th grade

Citywide, cross-sector approach to improving attendance

Cross-sector approach to sharing best practices around “anchors” – positive adult relationships in school

Cross-sector effort to identify and build on practices in high value-add high schools

MOVING FROM DISCUSSION TO RECOMMENDATION



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.

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 . . .

TEMPLATE: CROSS-SECTOR DATA EXCHANGE

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

Problem 1: A lack of coordination between and among schools and sectors contributes to increased likelihood of at-risk students experiencing delays or disruption in education during key transition points (e.g., from middle school to high school).

Theory of Action: Creating a coordinated, cross-sector approach to sharing data and information during key transition points (e.g., from middle school to high school) will improve the likelihood of at-risk students remaining on track for graduation.

Brief Overview of the Issue and Key Data:

- Twenty-six percent of the variation in students' chances of graduating explained by 8th-grade characteristics; seven key factors include special education, English-language learners, and overage status; math and reading proficiency levels; absences; and course performance.
- Cross-sector "Bridge to High School" Data Exchange works – 11 LEAs (charter and DCPS) enrolled over 2,000 first-time 9th graders, more than 700 of whom transferred across LEAs.
- Participating schools were able to promote early interventions, establish relationships between staff and new students within and across schools, and plan resource placement.
- Questions remain about how to best use the information shared between schools and LEAs, whether the receiving entities are able to use the data and information meaningfully, whether the receiving entities should or could report back to the sending entities, etc.

Possible Policy Solutions:

- Expand the Bridge to High School Data Exchange to additional transition points along the education continuum.
- Coordinate a robust, citywide technical assistance program for schools that are sending and receiving data and information at key transition points.
- Monitor, report, and make necessary adjustments to existing data exchange efforts, including the Bridge to High School Data Exchange.

Draft Recommendations:

- Support the implementation of the Bridge to High School Data Exchange at scale.
- Create and implement a citywide effort to monitor, evaluate, and iterate existing data exchange programs.

DRAFT REPORT LANGUAGE: CROSS-SECTOR DATA EXCHANGE

Ensure that at-risk students remain on track for graduation by creating and supporting a coordinated, cross-sector approach to sharing data and information during key transition points along the education continuum.

Key Recommendations:

1. Support the implementation of the Bridge to High School Data Exchange at scale.
2. Create and implement a citywide effort to monitor, evaluate, and iterate existing data exchange programs.]
3. Expand citywide efforts to exchange data and information at key transition points in the education continuum.
4. [INSERT ADDITIONAL RECOMMENDATIONS, IF ANY]

Entity responsible for implementation: DME, OSSE [other?]

Timeline: Full implementation by school year [20--?]

Implementation and Policy Considerations:

- The process should build upon the findings of the Graduation Pathways work and should be coordinated with efforts already underway, including those managed by Raise DC and OSSE.
- OSSE, with the support of Raise DC, shall monitor and evaluate efforts currently underway to implement the Bridge to High School Data Exchange.
- DME, in conjunction with Raise DC and others, shall convene a working group to explore the feasibility of expanding a formal data exchange program to other key transition points.
- Other...

Implementation Status:

- January 2018: . . .

NEXT STEPS