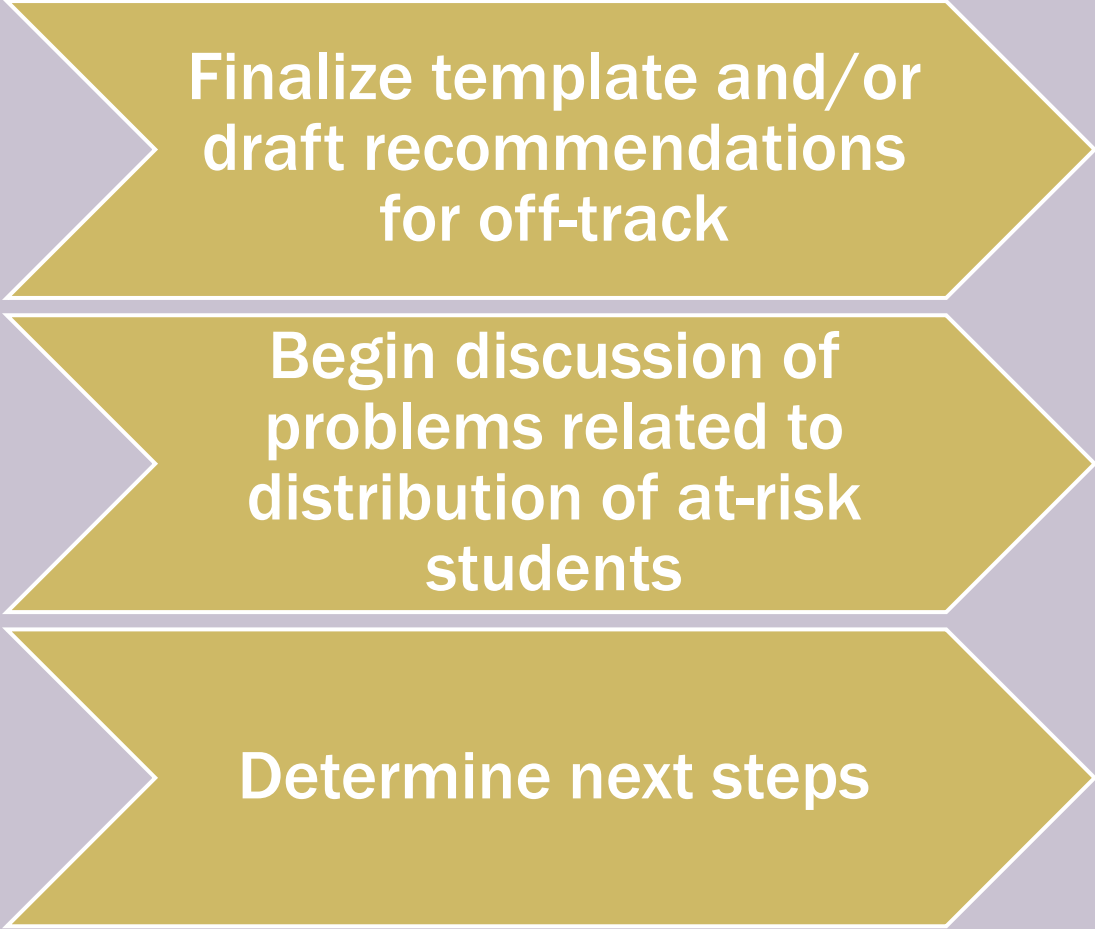# AT-RISK WORKING GROUP: MEETING 7

Task Force Meeting
June 27, 2017

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- Review:
  - Focus Areas for Working Group
  - Proposals for Off-Track Students
  - Process for Moving to Recommendations
  - Sample Report Language
- Finalizing Theory of Action, Recommendations for Off-Track Secondary Students
- Begin Discussing Distribution of At-Risk Students
- Next Steps

GOALS FOR TODAY'S MEETING

Finalize template and/or draft recommendations for off-track

Begin discussion of problems related to distribution of at-risk students

Determine next steps

REVIEW: FOCUS AREAS FOR AT-RISK WORKING GROUP

Beginning today

1. Inequitable distribution of at-risk students across schools

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

Finalizing today

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

Combining with other?

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

REVIEW: MOVING FROM DISCUSSION TO RECOMMENDATION

Gathering information, discussion, analysis

Frame ideas in template

Final Report
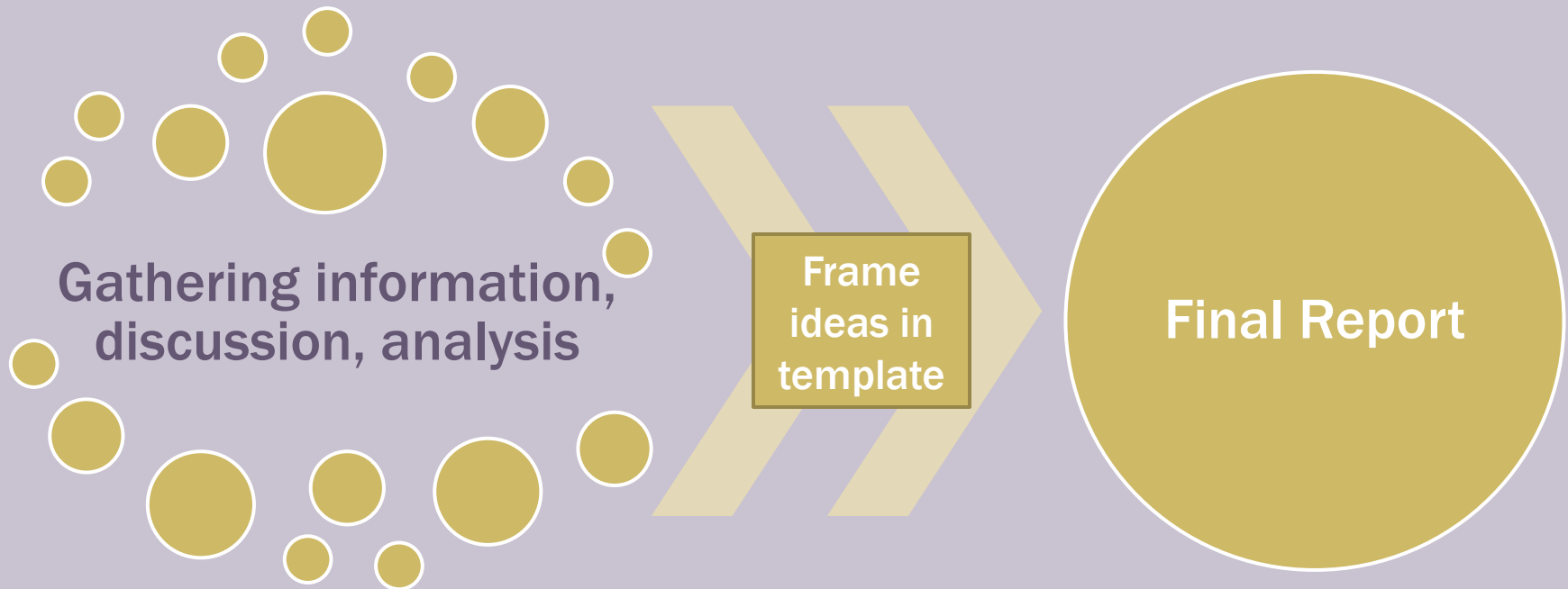
Task Force Strategy D

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:

- 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.

Task Force's original recommendation

- 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 . . .

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.

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: . . .

GROUP EXERCISE: AGREEING ON STATEMENT OF PROBLEM AND THEORY OF ACTION

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 2: A lack of momentum behind a coordinated, citywide, and ambitious approach to improving attendance hurts all students, with a pronounced impact on at-risk students.

Theory of Action: Bolstering and supporting existing citywide efforts to improve attendance provides the most effective and direct route to keeping at-risk students in school.

Brief Overview of the Issue and Key Data:

- A structure exists for citywide efforts in this area: the Truancy Taskforce is a partnership of diverse District of Columbia agencies and stakeholders that collectively advance and coordinate strategies to increase student attendance and reduce truancy.
- Truancy and absenteeism are disproportionately affecting at-risk students:
    o In its report on the "State of Attendance" for SY15-16, OSSE found that students who received TANF or SNAP benefits were 2.1 times more likely to be chronically absent compared to students who did not receive TANF or SNAP benefits.
    o Students who were homeless at some point during SY15-16 were 2.0 times more likely to be chronically absent compared to students who were not homeless.
    o Students who were over-age for grade were 1.7 times more likely to be chronically absent compared to students who were not over-age.
- Among other factors, attendance (total absences) in grade 8 is a key predictor of the likelihood of falling off-track for graduation.

Possible Policy Solutions:

- ?

Draft Recommendations:

- ?

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 3: No comprehensive, citywide effort to identify and expand programs that provide positive, in-school adult "anchors" for at-risk students.

Theory of Action: Creating a cross-sector, citywide approach to identifying, sharing, and expanding effective efforts and programs to provide positive, in-school "anchors" will help reduce the number of students in high school who are not on track to graduate on time.

Brief Overview of the Issue and Key Data:

- Evidence suggests that students who are at-risk but who stay on track for graduation tend to have at least one in-school, positive relationship with an adult – i.e., an "anchor."
- Much of the evidence is anecdotal, and most efforts seem to be ad hoc and not well organized.
- Some efforts are underway to identify and pilot promising, evidence-based practices; OSSE, for example, is piloting the Check & Connect intervention within the special education population.

Possible Policy Solutions:

- ?

Draft Recommendations:

- ?

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 3: No citywide effort to identify, understand, and replicate the most effective school design and program models.

Theory of Action: Identifying and replication the most effective, "value-add" models – and ensuring that at-risk students have access to these schools – will lead to a reduction in off-track students.

Brief Overview of the Issue and Key Data:

- By one account, only 9% of "high risk" students (those with probabilities of graduating less than 40% by the end of middle school) matriculate into a high value-added high school.
- There is no consensus on the common elements of school design and program offerings at the highest value-added schools.
- There is no understanding of how much these elements cost or what the other obstacles are to scaling them

Possible Policy Solutions:

- ?

Draft Recommendations:

- ?

DISTRIBUTION OF AT-RISK STUDENTS

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).
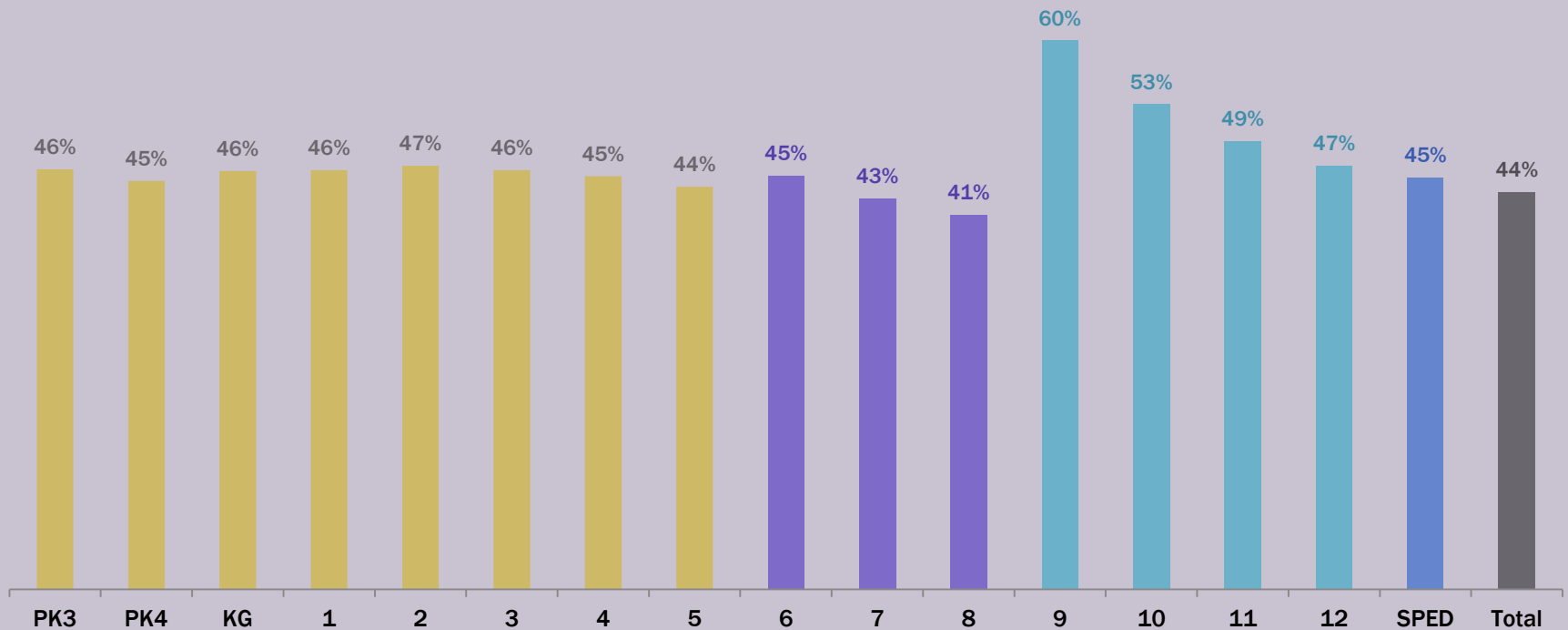
[1] Tembo Analytics, February 2016.

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
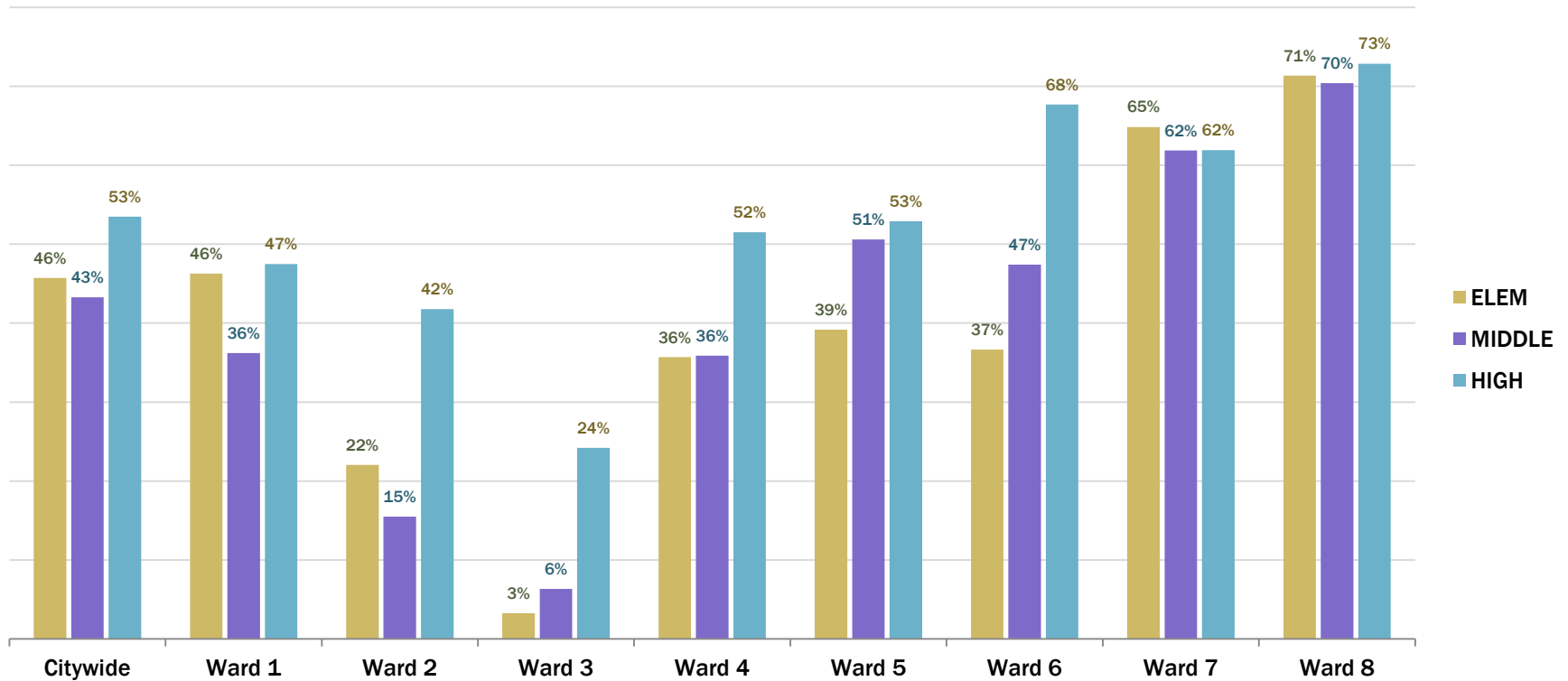
WHO ARE OUR AT-RISK STUDENTS BY GRADE OR GRADE BAND?

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

Grade	Percent
PK3	46%
PK4	45%
KG	46%
1	46%
2	47%
3	46%
4	45%
5	44%
6	45%
7	43%
8	41%
9	60%
10	53%
11	49%
12	47%
SPED	45%
Total	44%

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.

NEXT STEPS