AT-RISK WORKING GROUP: MEETING 9

Task Force Meeting

July 25, 2017

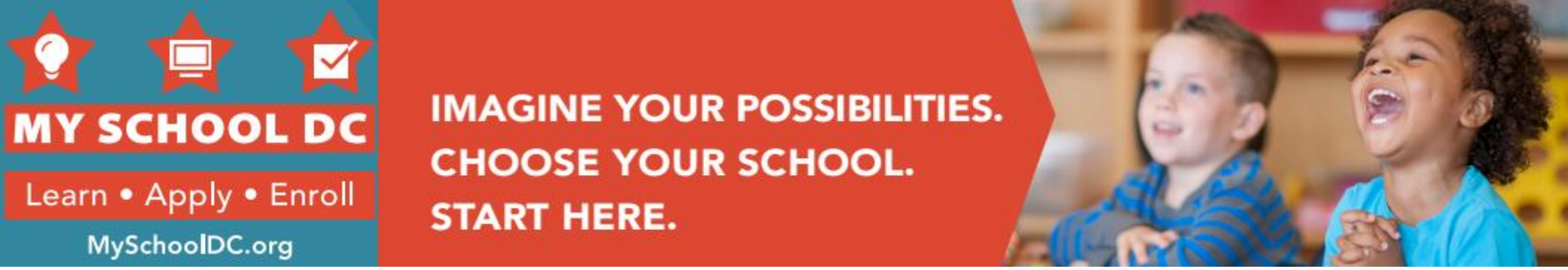
TABLE OF CONTENTS

- Goals for today's meeting
- Presentation: My School DC
- Prepare to present templates on off-track secondary students
- Next steps

GOALS FOR TODAY'S MEETING

- Understand lottery preferences
- Prepare to present to Task Force on our work thus far
- Determine next steps

MY SCHOOL DC: UNDERSTANDING LOTTERY PREFERENCES AND AT-RISK DISTRIBUTION



At-Risk Preference Discussion

July 25, 2017

Cross-Sector Collaboration Task Force

Goals for this Session

You will learn:

1. How preferences work in the common lottery
2. What an at-risk preference could look like
3. How school populations could be impacted

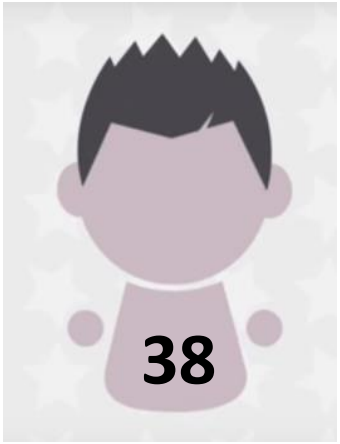
MY SCHOOL DC

Learn • Apply • Enroll

MySchoolDC.org

How do preferences work?

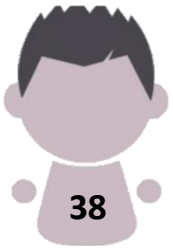
Common Lottery Basics



- Every student is assigned one random lottery number when applying to up to 12 schools via My School DC.
- The random lottery number is assigned to the applicant, and is used for all school selections on the application.
- "Match rate" refers to the percentage of students matched to any of the schools on the application for the lottery

What is a preference?

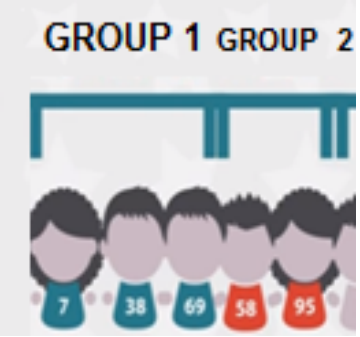
•Students with a preference at a particular school are offered space and enjoy higher waitlist positions at that school before students who don't have a preference.



•Schools decide which preferences to offer to student applicants (e.g. siblings, transfers, children of staff).

•Every preference that a school offers creates a preference group. Within that preference group, the random lottery number creates the order. A better preference "trumps" a random lottery number, even a great one.

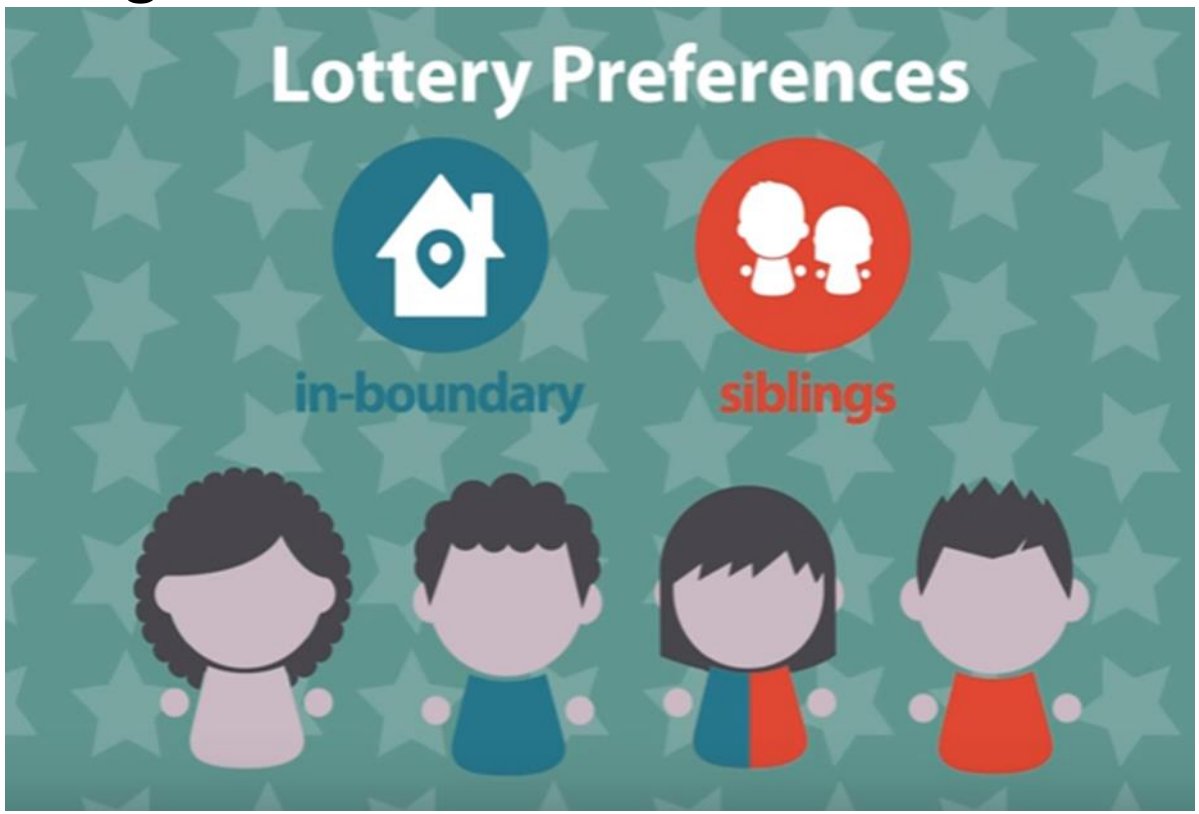
•Most new charter preferences must be legislated.



See www.myschooldc.org for more details and videos

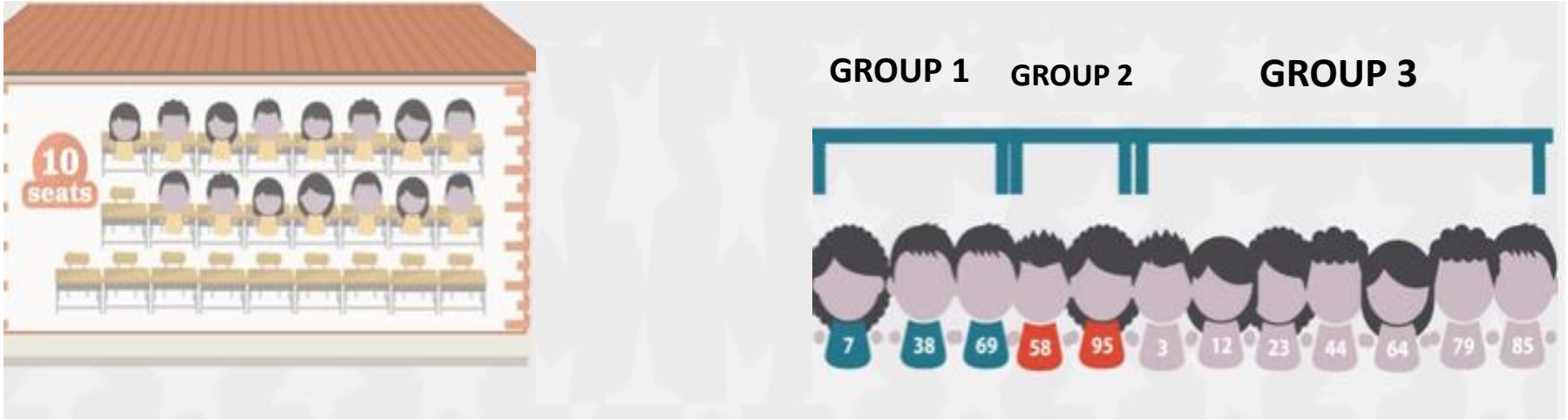
How do priority preferences work?

Students that are eligible for multiple types of preferences gets to be in the “best” preference group they are eligible for. LEAs decide the order of the groups.



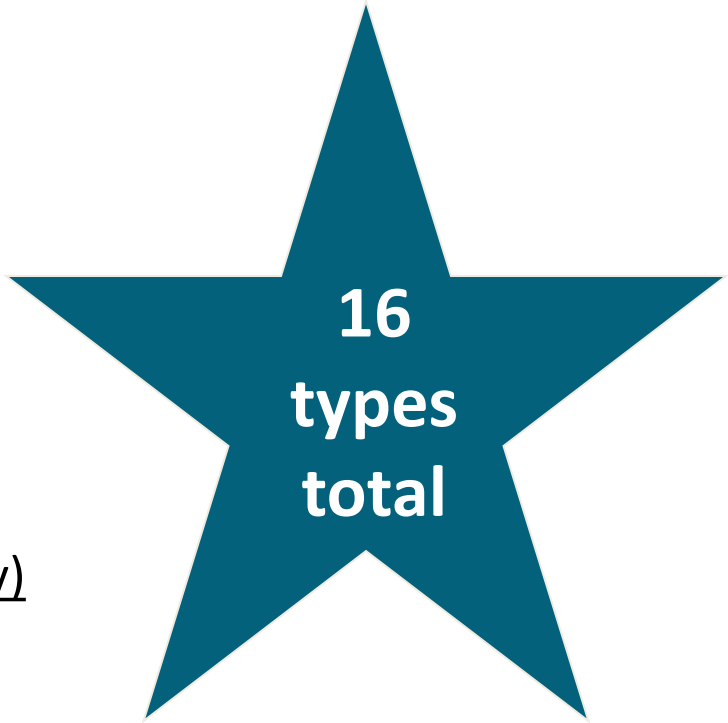
How do priority preferences work?

- Example: A school orders sibling preference (blue, Group 1) above at-risk preference (red, Group 2). All siblings get in before all at-risk students. The sibling group is the “better” preference group in the order.



Priority Preferences Implemented in 2016 Lottery

- Sibling
  - Sibling attending
  - Sibling/twin offered
  - Cross-LEA sibling variations for DCI
- Transfer (PCS only)
  - Same LEA, different campuses
  - Member schools to DC Int'l
- Children of Staff/Founding Board (PCS only)
- Special Education (Bridges only)
- Geographic (DCPS only)
  - In-Boundary (can be combined with sibling)
  - Proximity
- Administrative
  - Guarantees for DCPS Early Action PK, Dual Language programmatic feeder



2016 Lottery – Priority Preference Impacts

Overall Match Rate 70%

38% matched w/ a preference

62% matched w/o a preference

MY SCHOOL DC

Learn • Apply • Enroll

MySchoolDC.org

What could an at-risk preference look like?

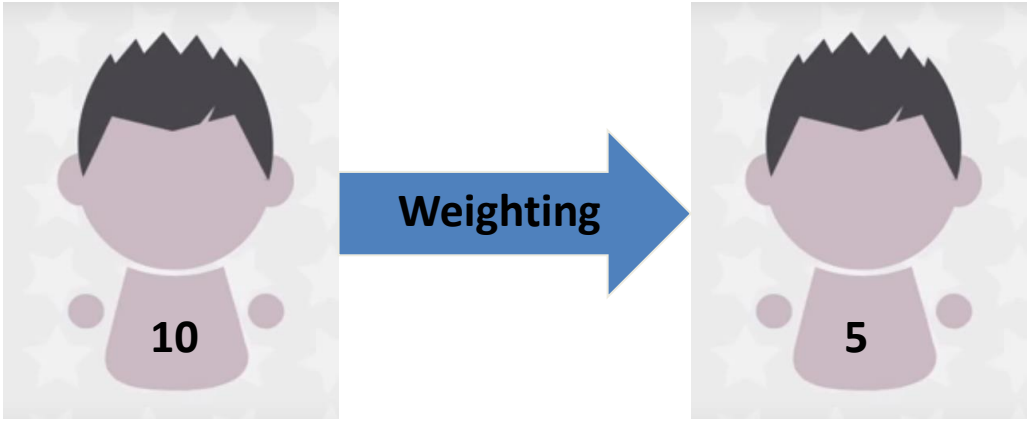
Priority Preference vs. Weighting

- We've learned how priority preferences are currently implemented in the My School DC lottery:
  - All priority preferences are ordered by the LEA.
  - All priority preferences are optional for all LEAs (i.e. nobody is required to offer a sibling preference or an at-risk preference)
  - There is no standard preference order for charters, only for DCPS.
- There is *another* way to give an advantage in the lottery – a weighting for applicants with a certain characteristic, such as the at-risk flag or an address in a neighborhood.
  - Currently, no weightings are implemented in the My School DC lottery, only priority preferences.

Priority Preference vs. Weighting

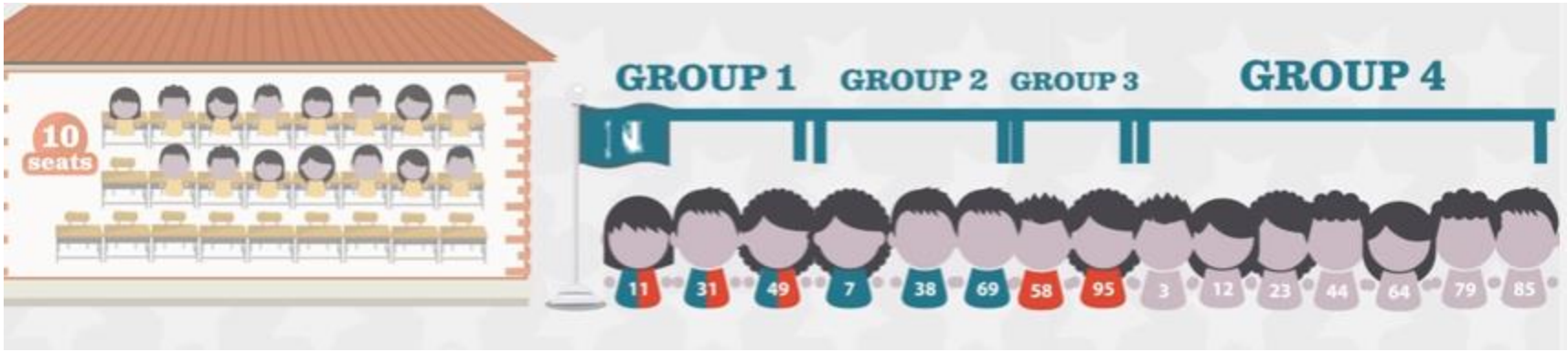
- A weighting doesn't change applicant's priority preference group. It improves the applicant's random lottery number.

  Ex: Sam, an at-risk sibling would get an improved random lottery number, moving him up in line **within** the sibling priority preference group.



Priority Preference vs. Weighting

Example: Joe is at-risk and is in group 4 because he has no sibling or in-boundary preference. Joe gets a weighting in group 4, and he can move to the front of group 4, but not into any other preference group.



Key Consideration for any At-Risk Preference

We'd have a large hurdle: identifying at-risk rising PK students

- Applications are due March 1, well before they will enroll for the school year
- At-risk identification comes AFTER students are enrolled

MY SCHOOL DC

Learn • Apply • Enroll

MySchoolDC.org

Analysis and Impacts

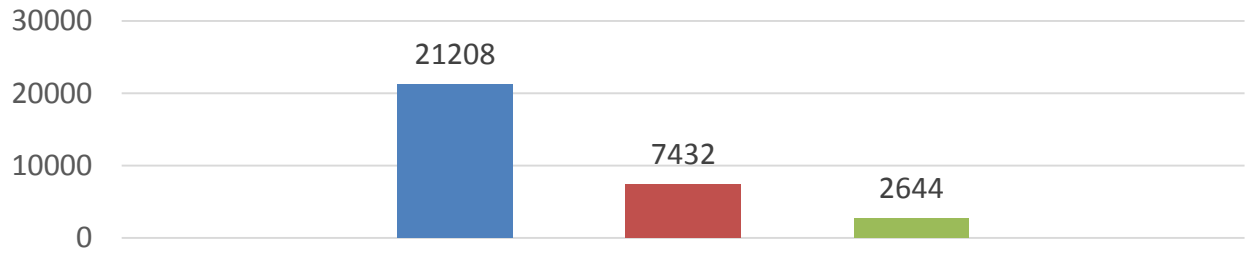
Mock preference definitions

- **Original Results** - actual results of the SY16-17 Lottery
- **Light weight** - 3/4 random number (100 cut to 75)
- **Medium weight** - 1/2 random number (100 cut to 50)
- **Heavy weight** - 1/4 random number (100 cut to 25)
- **Last Priority** - preference that is just better than no preference at all in the order the LEA sets
- **Priority to Sibling** - preference is placed just ahead of sibling preference (different at every LEA)
- **First Priority** - preference is placed in front of all other preferences including Sibling and In-boundary**

* Lower is better and more advantageous **Does not include Guaranteed placements

Applicants that qualified for the preference

- Mock Lotteries were run for each variation of the At-risk preference (6 in total)
- In the SY16-17 Lottery, there were 7,432 applicants identified as At-risk out of 21,208 applicants.
- 2,644 At-risk applicants qualified for the At-risk preference at least once (applied to a qualifying school), 716 were in PK



Schools that qualified for the preference

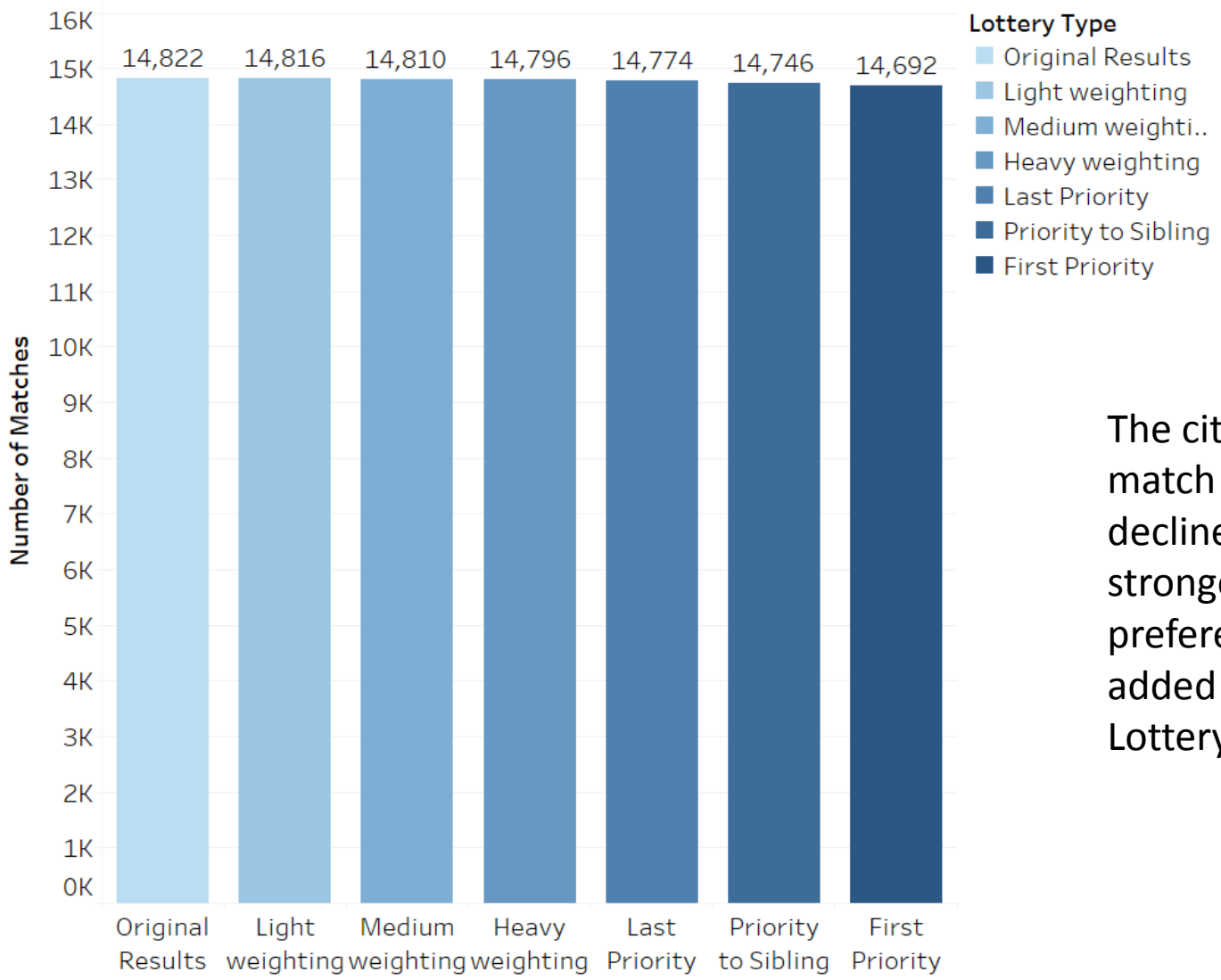
- AppleTree Early Learning PCS – Lincoln Park
- BASIS DC PCS
- Breakthrough Montessori PCS
- Brent Elementary School
- Capitol Hill Montessori School @ Logan
- Creative Minds International PCS
- Deal Middle School
- District of Columbia International School (Chinese Language Program)
- District of Columbia International School (French Language Program)
- District of Columbia International School (Spanish Language Program)
- Eaton Elementary School
- Elsie Whitlow Stokes Community Freedom PCS (French Language Program)
- Elsie Whitlow Stokes Community Freedom PCS (Spanish Language Program)
- Hardy Middle School
- Hearst Elementary School
- Hyde-Addison Elementary School
- Inspired Teaching Demonstration PCS
- Janney Elementary School
- Key Elementary School
- Lafayette Elementary School
- Lee Montessori PCS
- Ludlow-Taylor Elementary School
- Mann Elementary School
- Maury Elementary School
- Mundo Verde Bilingual PCS
- Murch Elementary School
- Oyster-Adams Bilingual School (Adams)
- Oyster-Adams Bilingual School (Oyster)
- Oyster-Adams Bilingual School (Oyster) - English Dominant
- Oyster-Adams Bilingual School (Oyster) - Spanish Dominant
- Peabody Elementary School
- Ross Elementary School
- School Without Walls @ Francis-Stevens
- School-Within-School
- Sela PCS
- Shepherd Elementary School
- Shining Stars Montessori Academy PCS
- Stoddert Elementary School
- Two Rivers PCS at 4th Street
- Two Rivers PCS at Young
- Van Ness Elementary School
- Washington Latin PCS – Middle School
- Washington Latin PCS – Upper School
- Washington Yu Ying PCS
- Watkins Elementary School
- Wilson High School

*Qualifying schools had an enrollment of less than 25% at-risk students overall

Why these schools?

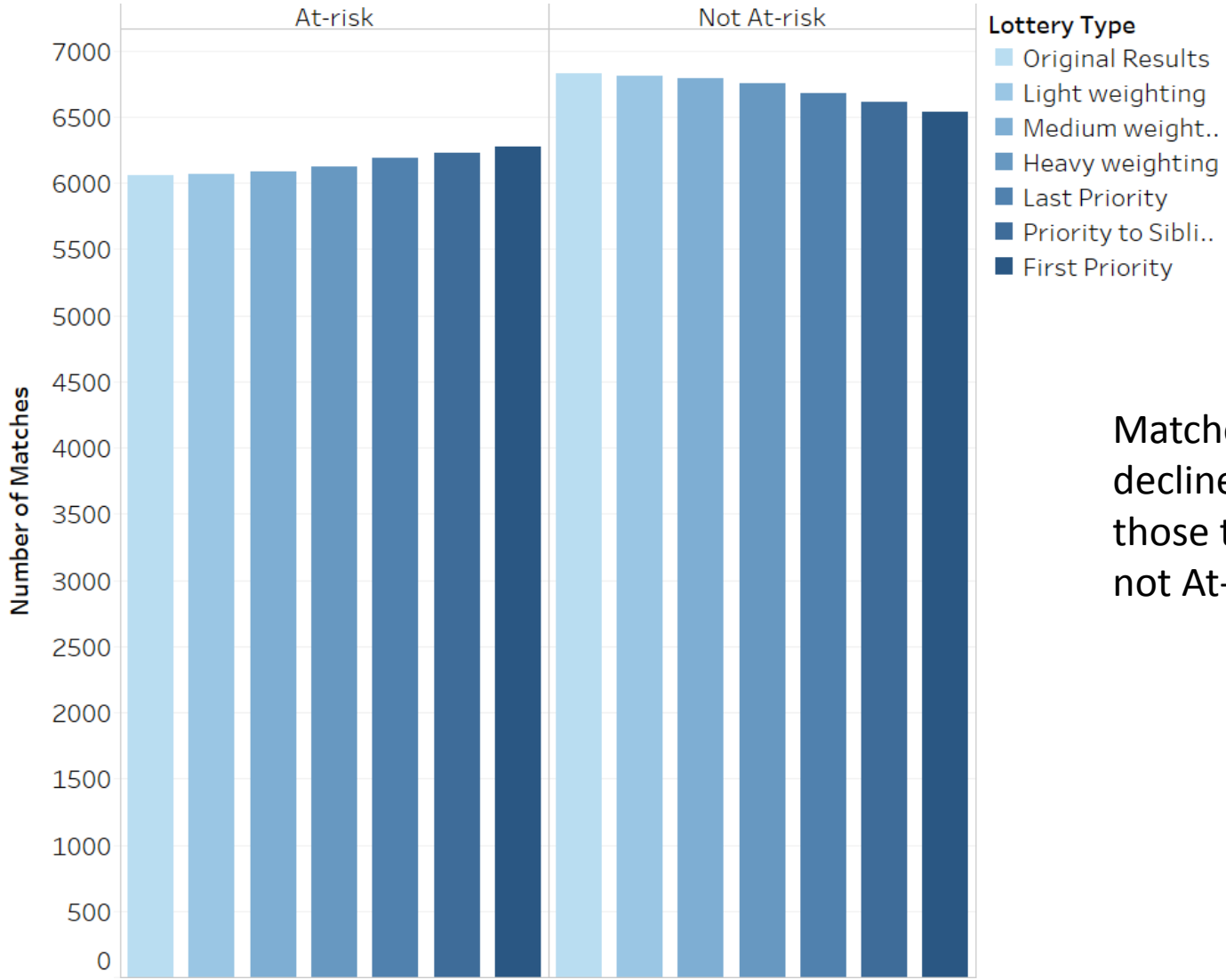
- They are some of the most highly demanded and highest performing schools in the city – they typically have many more applicants than seats available
- The 2014 boundary plan final recommendations on student assignment called out schools with 25% or less At-risk students for a lottery change
- Schools located in neighborhoods with high at-risk populations are already matched to many at-risk applicants
- NOTE: This analysis contemplates matches, but waitlists will also be re-ordered and impacted

Overall Match Outcomes



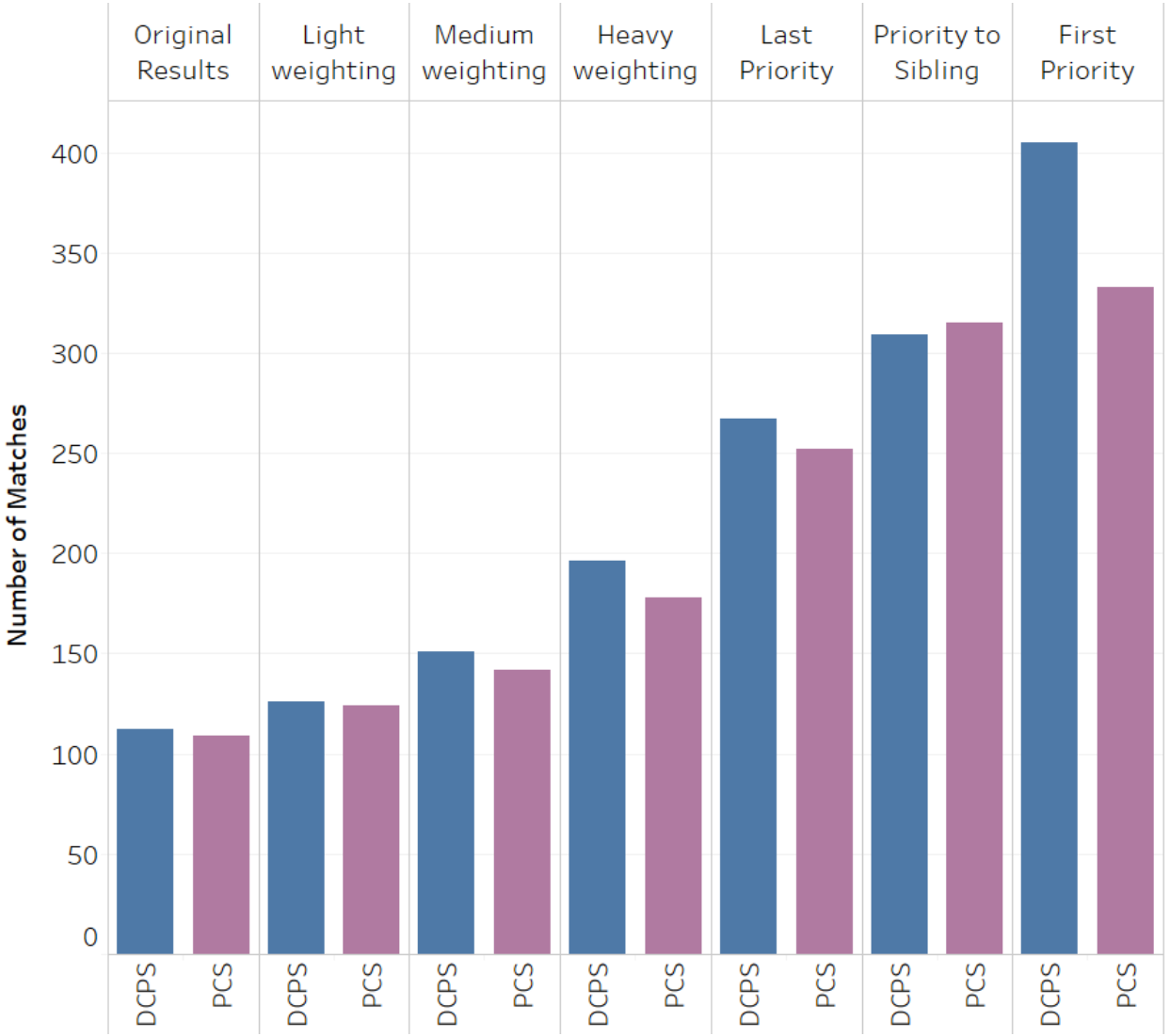
The citywide match rate declines as stronger preferences are added into the Lottery.

Overall Match Outcomes by At-risk status



Matches decline for those that are not At-risk.

At-risk matches at <25% At-risk Schools, by Sector

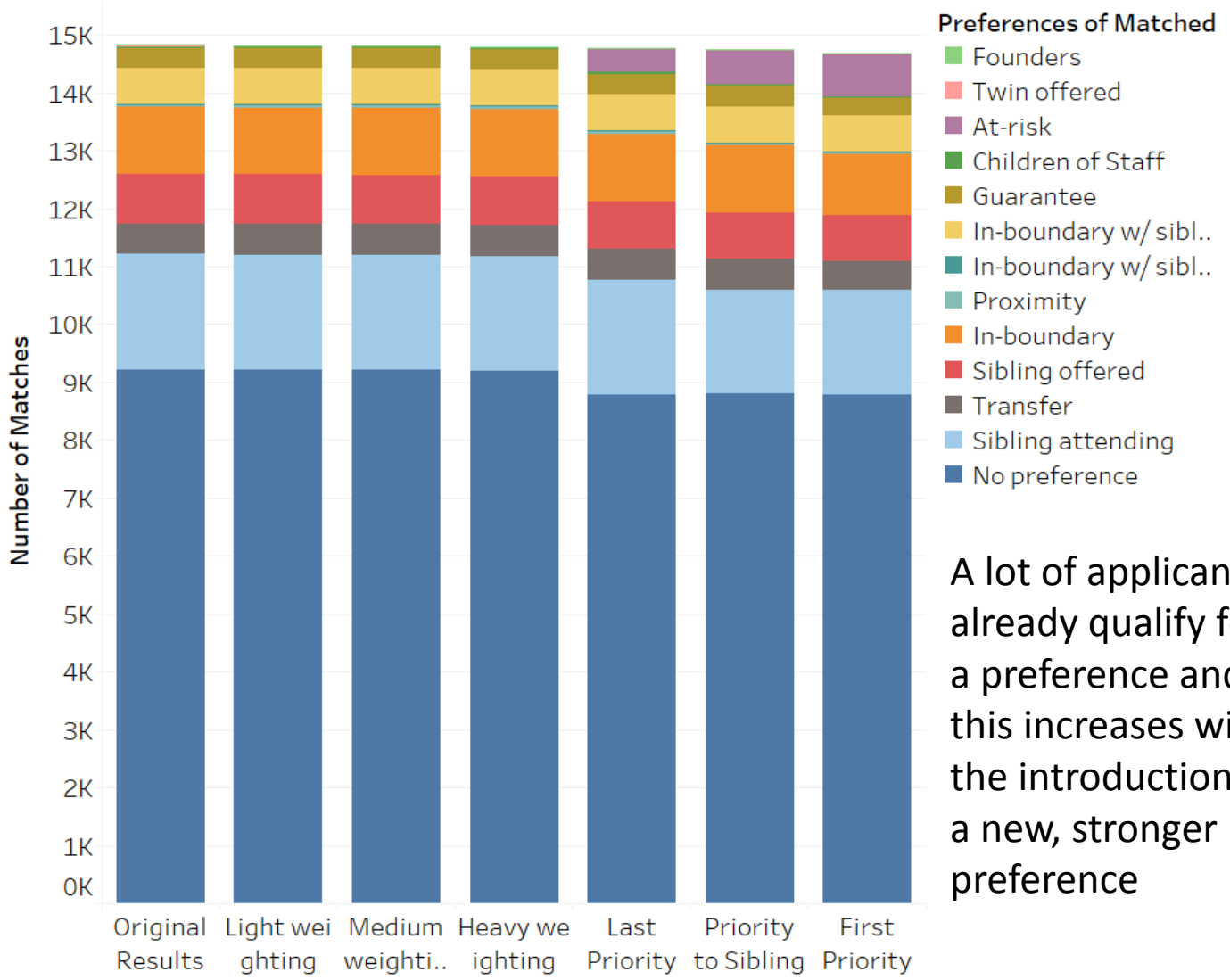


Matches for At-risk applicants increase with stronger preferences at similar rates in both sectors

Matched Applicants by Preference Type

38% matched with a preference

62% matched without a preference

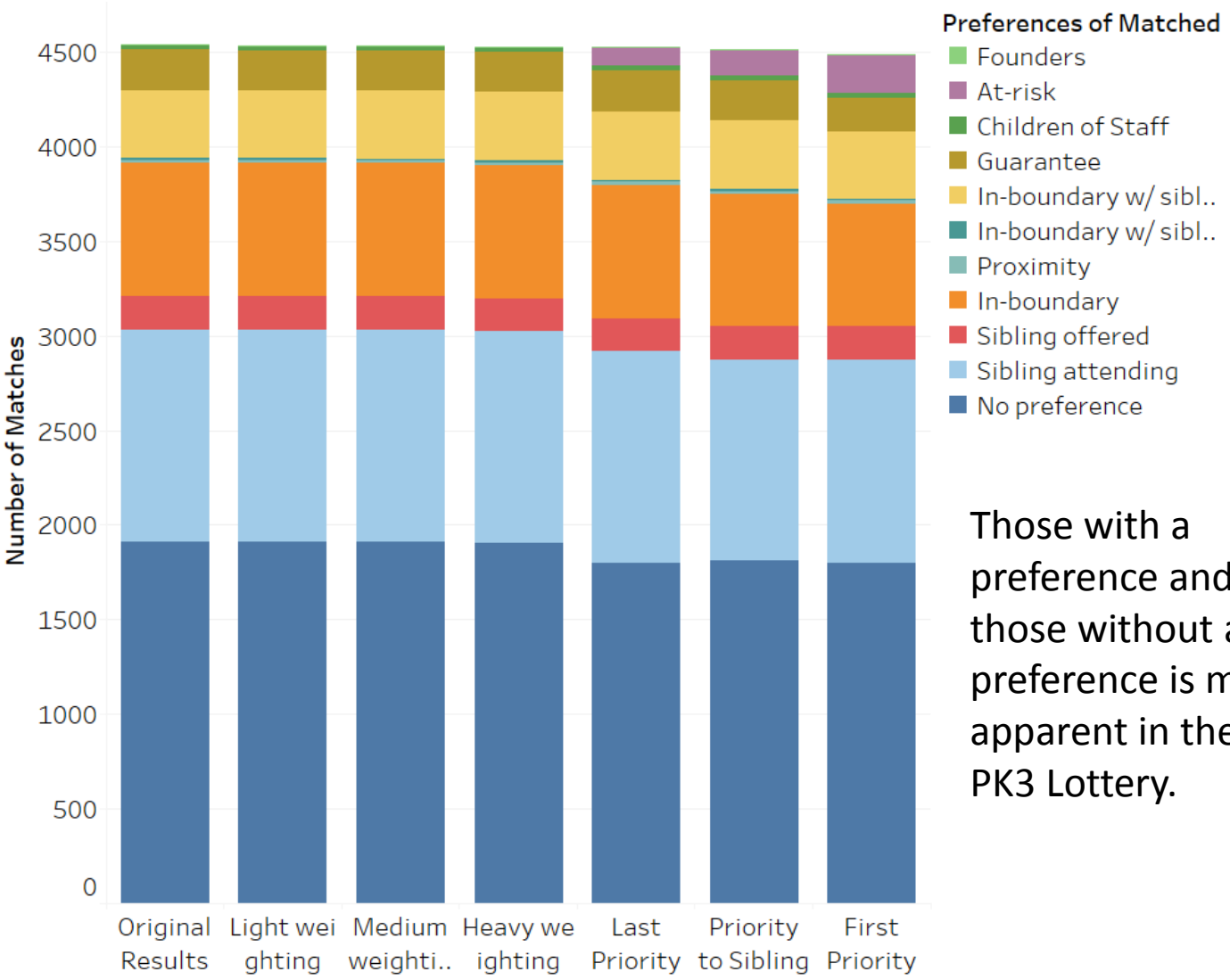


A lot of applicants already qualify for a preference and this increases with the introduction of a new, stronger preference

Matched Applicants by Preference Type, PK3

58% matched with a preference

42% matched without a preference



Those with a preference and those without a preference is most apparent in the PK3 Lottery.

At a school level, outcomes vary greatly

- The most any qualifying school increased the number of At-risk matches was 34 (an increase from 19 to 53)
- In some cases, qualifying schools had an overall loss in At-risk matches
- Matches to schools that don't qualify (they serve >25% At-risk) will also be affected

At a school level, entry grades matter

- Schools make the most seats available in the Lottery, in the entry grades
- Removing PK applicants from the preference analysis reduces the new At-risk matches at qualifying schools by almost 50% (from 517 to 278 students)
- Some schools have large at-risk applicant pools at non-entry grades (6^{th}, 9^{th}) where very few or no seats are made available
- DCPS will still have a responsibility to accommodate In-boundary students in K-12

Matched At-risk Applicants by Preference Type and School

School Name	Grade	Original Results	Light weighting	Medium weighting	Heavy weighting	Last Priority	Priority to Sibling	First Priority
Charter	PK3	5	5	5	5	5	16	16
	PK4	0	0	0	0	0	2	3
	K	0	0	0	0	0	5	7
	1	0	0	1	1	1	2	2
	2	1	1	1	1	1	2	2
	3	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0
	5	0	0	0	0	0	1	1
	Total	6	6	7	7	7	28	31
NW DCPS	PK3	1	1	1	1	1	1	10
	PK4	0	0	0	0	0	0	1
	K	0	0	0	0	0	2	2
	1	0	0	1	1	1	1	1
	2	0	0	0	0	1	1	1
	3	0	0	0	0	0	0	0
	4	0	0	0	0	1	1	1
	5	1	1	1	1	1	1	1
	Total	2	2	3	3	5	7	17

Note: the largest increase is in PK3, which we cannot currently flag at the time of the lottery.

Matched At-risk Applicants by Preference Type and School

School Name	Grade	Original Results	Light weighting	Medium weighting	Heavy weighting	Last Priority	Priority to Sibling	First Priority
Charter	PK3	4	4	5	8	8	7	5
	PK4	0	0	0	0	1	2	2
	K	0	0	0	0	0	0	0
	1	2	3	3	3	4	4	4
	2	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0
	Total	6	7	8	11	13	13	11
Citywide DCPS	PK3	6	10	12	18	22	20	16
	PK4	0	0	0	1	1	3	3
	K	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0
	3	1	1	1	1	1	2	2
	Total	7	11	13	20	24	25	21
NE Charter	PK3	4	4	4	4	4	3	3
	PK4	3	3	3	3	3	3	3
	K	4	4	4	4	2	2	2
	1	1	1	1	0	0	0	0
	2	2	2	2	2	2	2	2
	3	0	0	0	0	0	0	0
	Total	14	14	14	13	11	10	10

Note: Each school is effected differently by each type of preference. No preference type is impactful in the same way for all schools.

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

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**

MY SCHOOL DC

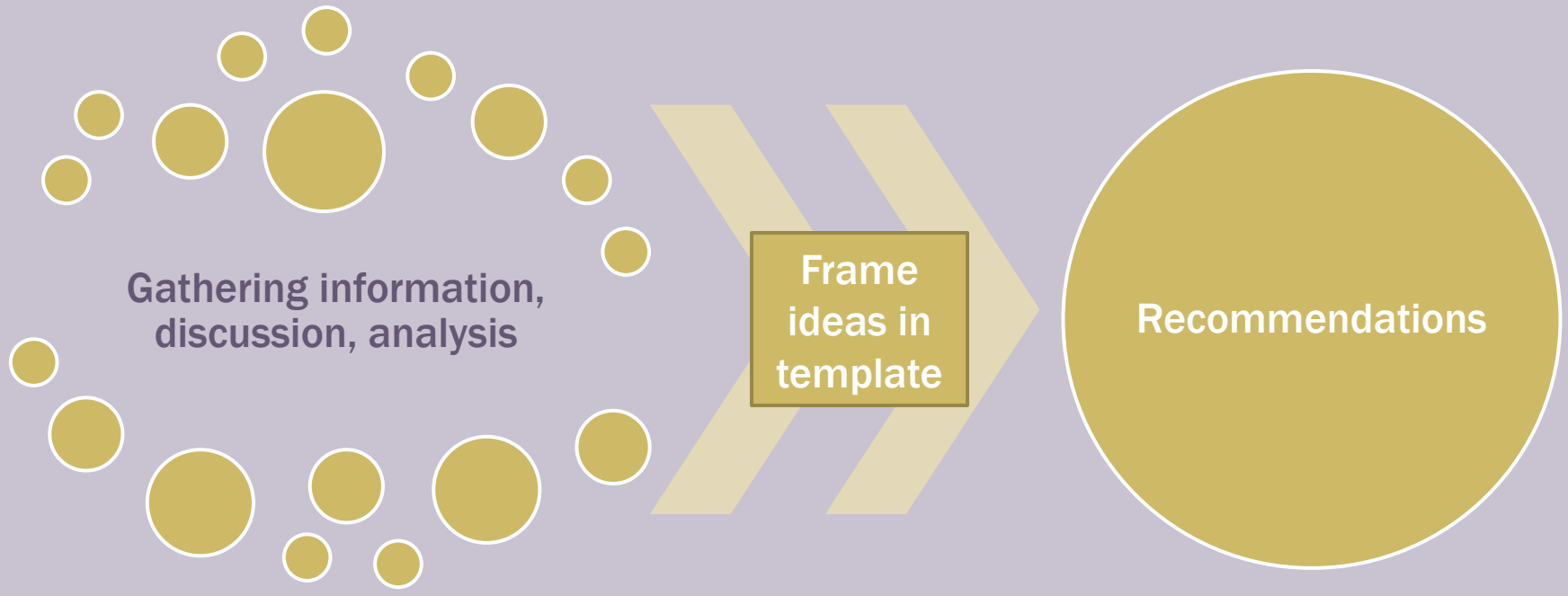
Learn • Apply • Enroll

MySchoolDC.org

Discussion

FINALIZING OUR DISCUSSION: OFF-TRACK SECONDARY STUDENTS

REVIEW: MOVING FROM DISCUSSION TO RECOMMENDATION



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

1. Cross-sector information exchange
2. Citywide, cross-sector approach to improving attendance
3. Cross-sector approach to sharing best practices around "anchors" – positive adult relationships in school
4. Cross-sector effort to identify and build on practices in high value-add high schools

INFORMATION EXCHANGE

Problem: A lack of access by schools to key data and information on at-risk students contributes to an increased likelihood of these students experiencing delays or disruption in education, especially 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.

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.

ATTENDANCE

Problem: 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.

Possible Policy Solutions:

- Ensure robust commitment to Every Day Counts! initiative, with ambitious and measurable objectives.
- Explore and foster school-level and practitioner-level collaboration – assist LEAs in finding and building on best practices.
- Explore ways to further focus citywide efforts on particular segments of the student population.
- Plan and facilitate a convening and/or community of practice for cross-LEA, practitioner-level working groups.

"ANCHORS"

Problem: Not all at-risk students have access to positive, in-school adult "anchors."

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.

Possible Policy Solutions:

- Explore possibility of building this component into the Every Day Counts! initiative.
- Identify and build on existing, evidence-based practices, such as OSSE's pilot of the Check and Connect program.
- Explore ways to identify and evaluate promising practices from individual schools or LEAs.
- Plan and facilitate a convening and/or community of practice for cross-LEA, practitioner-level working groups.

HIGH VALUE-ADD SCHOOLS

Problem: We have schools that are serving at-risk students particularly well, but we are not doing enough to identify those schools or share their successful practices.

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

Possible Policy Solutions:

- Identify the schools and/or programs that are getting the best results for at-risk students.
- Explore the possibility of citywide, cross-sector definitions of common elements of school design and program offerings at the highest value-add schools.
- Identify the costs and obstacles to scaling successful program offerings.

NEXT STEPS