DC CROSS-SECTOR COLLABORATION TASK FORCE

5.24.16
Meeting 4

GOALS FOR TODAY'S MEETING

- Update on working draft of guiding principles

- Understand student mobility, student churn and enrollment stability in DC

AGENDA

- Welcome (6-6:05)

- Working Draft Guiding Principles (6:05-6:15)

- Enrollment Stability (6:15-7:55)

  — Overview of challenges, data dive on student mobility (6:15-6:55)

  — Break out groups (6:55-7:50)

- Next Steps (7:55-8)

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.

- Promote enrollment stability.

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

GROUP NORMS AND EXPECTATIONS

We want members to:

- Act as public ambassadors for the process

- Advocate for what is best for all students and families and not just what is best for one particular school community or sector

- Put individual agendas aside in the interest of improving public education for the city

- Be open-minded
  - Genuinely consider alternatives to their own opinions
  - Respect each others' opinion
  - Generate and consider creative solutions

"THE ONLY LIMIT TO OUR REALIZATION OF TOMORROW WILL BE OUR DOUBT OF TODAY. LET US MOVE FORWARD WITH STRONG AND ACTIVE FAITH."

- FRANKLIN D. ROOSEVELT

WORKING DRAFT GUIDING PRINCIPLES

In order to actualize the Mayor's vision of high quality public schools in every neighborhood the following principles will guide our work:

- Raising the achievement of all students while accelerating the achievement of the lowest-performing students.
- Yielding positive outcomes for students and families through public education policies and resource planning.
- Providing equitable access to high-quality schools.
- Creating a core system of high-quality public schools of right in every neighborhood complemented by high-quality public schools of choice.
- Engaging the public to obtain input and participation in policy development.

GUIDING PRINCIPLES NEXT STEPS

- **Broad Community Input**
  - Online forum
  - Community conversation toolkit
  - Include in next broader community engagement effort

- **Goal is to have final draft in July**

PROMOTE ENROLLMENT STABILITY

Task Force Goal

DEFINITIONS

Mid-year Mobility: When students enter or exit a school during the school year.

Across Year Mobility: When students switch schools from one year to the next in a non-terminal grade.

Churn: The combination of both entry and exit of students.

Enrollment Stability: A public school where there is minimal student churn and current/future enrollment predictability.
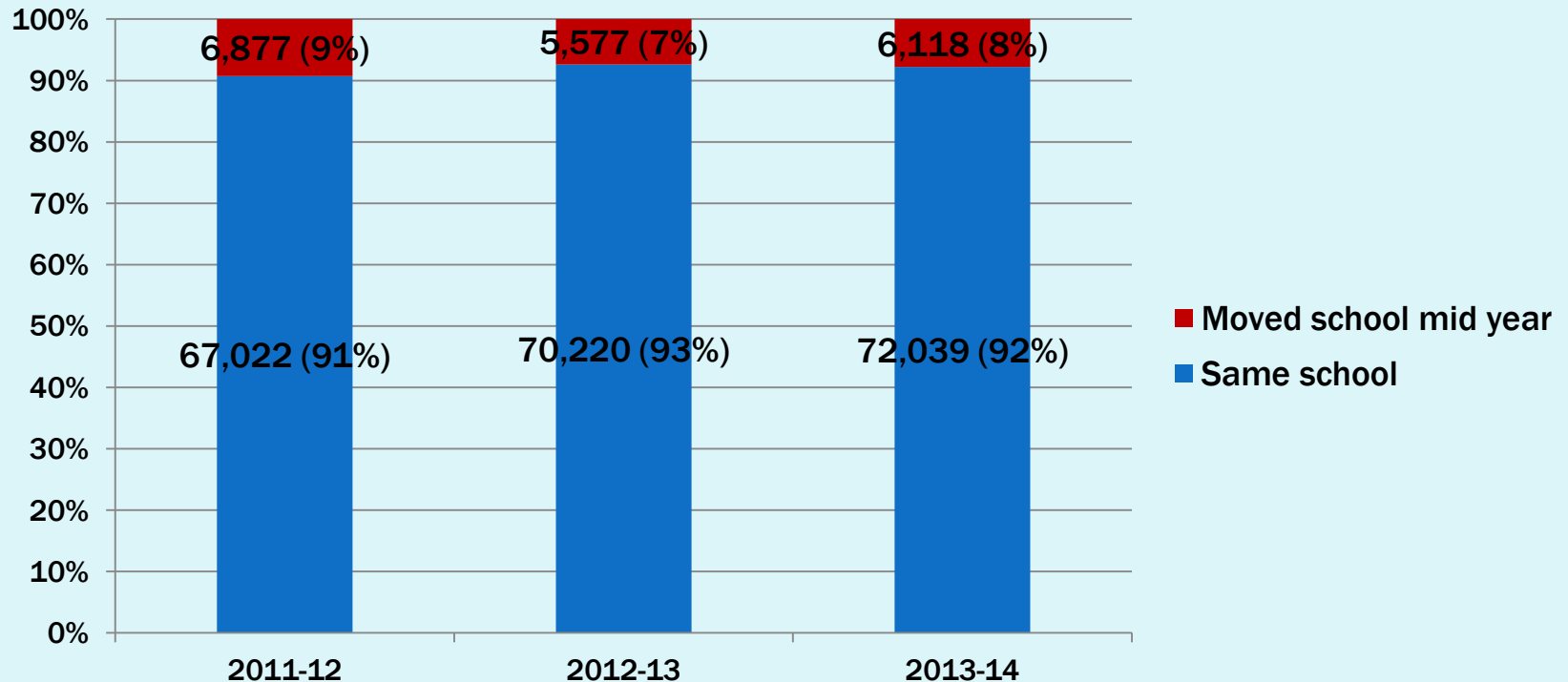
WHAT IS THE CHALLENGE?

DC has a public school environment which gives parents and students lots of opportunities to choose which promotes mobility.

While some mobility is expected, we see that **schools with significantly higher mid-year churn have significantly lower performance and serve disproportionally higher number of students of color and at-risk students.**

MID-YEAR MOBILITY: WHAT DO WE KNOW?

The majority of public PK3-12th grade students stay enrolled at the same school during the school year (between October and June).
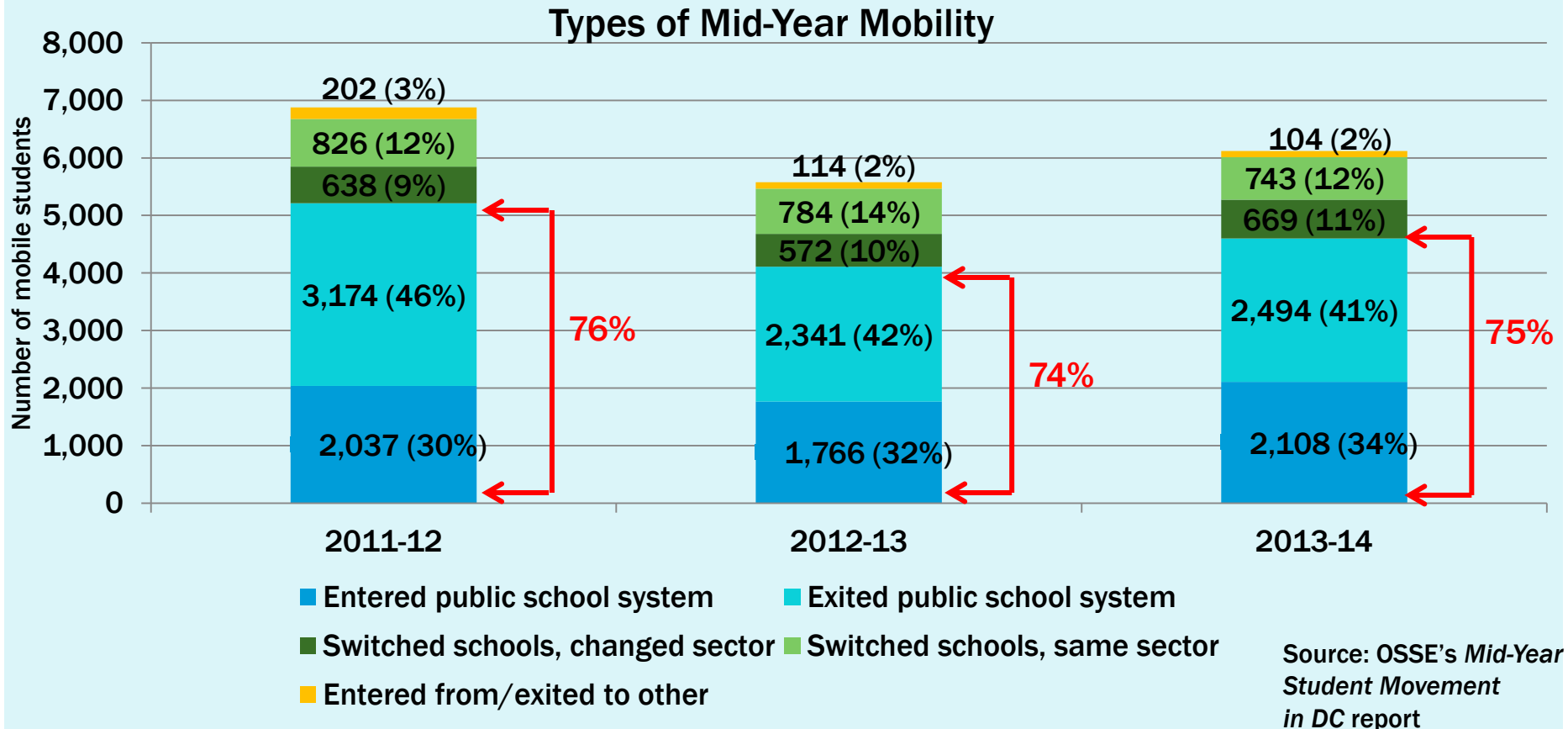
Mid-Year Student Movement

Year	Moved school mid year	Same school
2011-12	6,877 (9%)	67,022 (91%)
2012-13	5,577 (7%)	70,220 (93%)
2013-14	6,118 (8%)	72,039 (92%)

■ Moved school mid year
■ Same school

Note: Analysis excludes students enrolled at adult & alternative schools.

Source: OSSE's *Mid-Year Student Movement in DC* report

MID-YEAR MOBILITY: WHAT DO WE KNOW?

Of the 6,118 of students who were mobile mid year in SY2013-14, approximately 75% either left the public school system or entered the public school system rather than switched between public schools.

Types of Mid-Year Mobility

Year	2011-12	2012-13	2013-14
Entered from/exited to other	202 (3%)	114 (2%)	104 (2%)
Switched schools, same sector	826 (12%)	784 (14%)	743 (12%)
Switched schools, changed sector	638 (9%)	572 (10%)	669 (11%)
Exited public school system	3,174 (46%)	2,341 (42%)	2,494 (41%)
Entered public school system	2,037 (30%)	1,766 (32%)	2,108 (34%)
	76%	74%	75%

Legend:
- Entered public school system
- Exited public school system
- Switched schools, changed sector
- Switched schools, same sector
- Entered from/exited to other

Source: OSSE's *Mid-Year Student Movement in DC* report

MID-YEAR MOBILITY: WHAT DO WE KNOW?

Students enter and exit throughout the year. Without further information, patterns about mobility related to time of year is not clear.

Number of Exits/Entries by Month
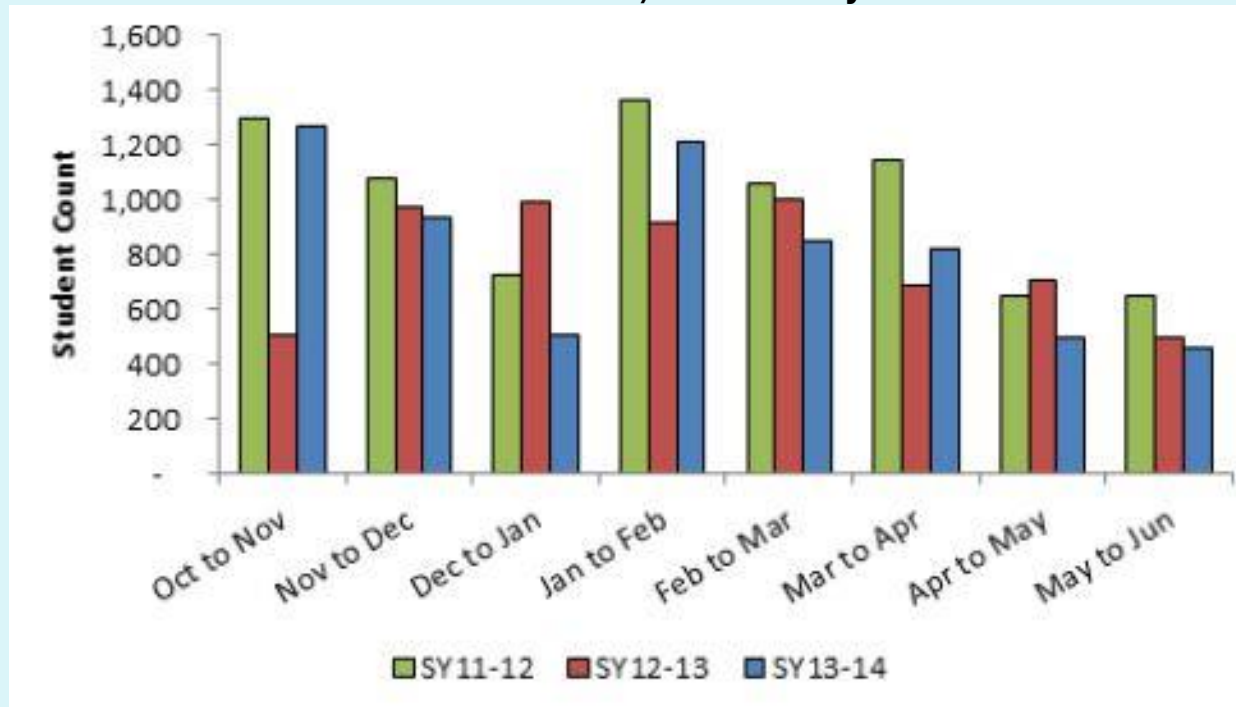
Note: Enrollments exclude adult and alternative schools.

MID-YEAR MOBILITY: SECTOR ANALYSIS

- DCPS has almost twice the amount of mobility compared to PCS

- The greatest amount of DCPS mobility is due to students entering DCPS from outside the public system

- The greatest amount of PCS mobility is due to students exiting the public school system.

- More PCS students switch to DCPS schools than vice versa

Number of Mobile Students Mid Year by Sector, SY2013-14

Legend:
- Entered from/exited to other
- Switched schools same sector
- Switched school changed sectors
- Exited public school system
- Entered public school system

DCPS:
- 52 (1%)
- 673 (16%)
- 49 (1%)
- 1,486 (36%)
- 1,819 (45%)

PCS:
- 52 (3%)
- 70 (3%)
- 620 (30%)
- 1,008 (49%)
- 289 (14%)
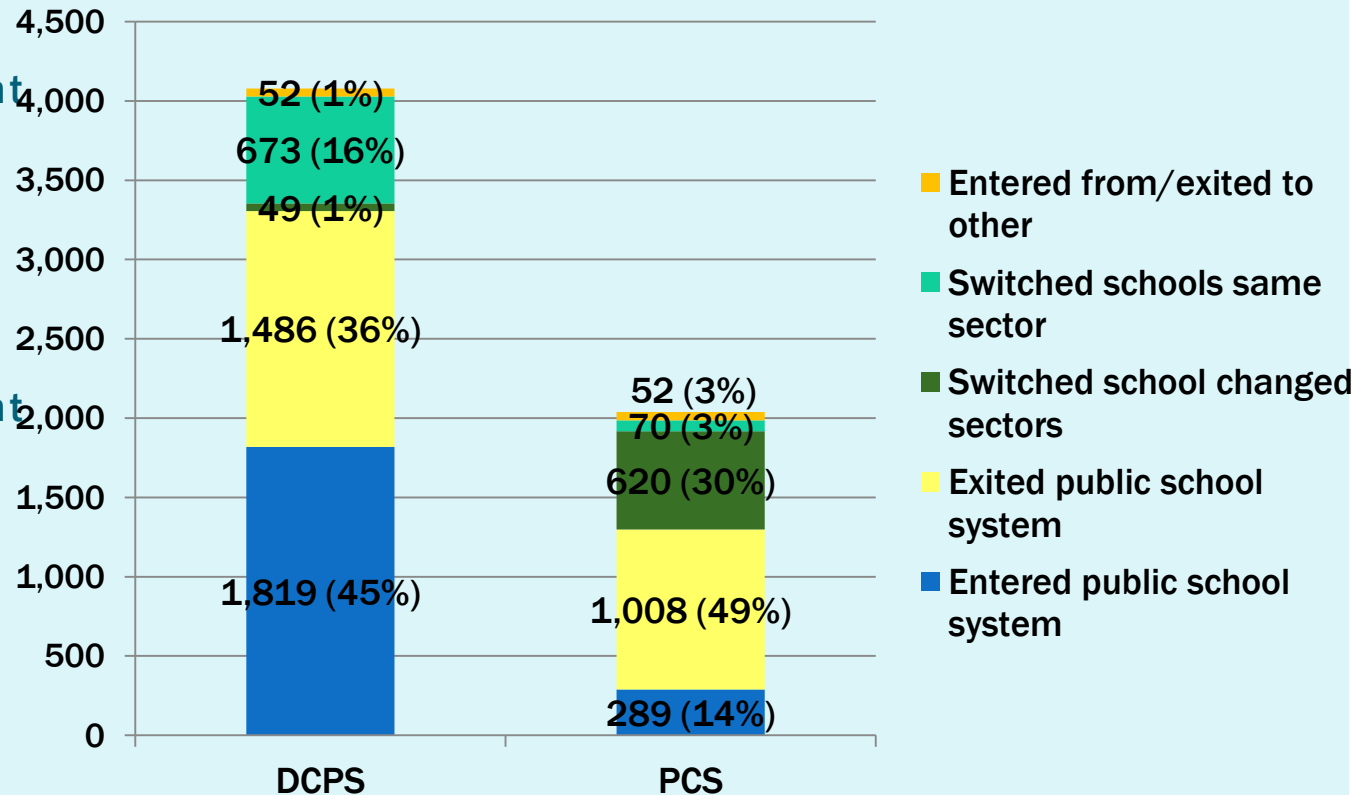
Source: OSSE's *Mid-Year Student Movement in DC* report

MID YEAR MOBILITY: SECTOR ANALYSIS

The public charter school sector experienced a significant net loss of students throughout the school year, while DCPS experienced a net gain.

Net Change in Enrollment Between Oct and June, SY2013-14

■ DCPS
■ PCS
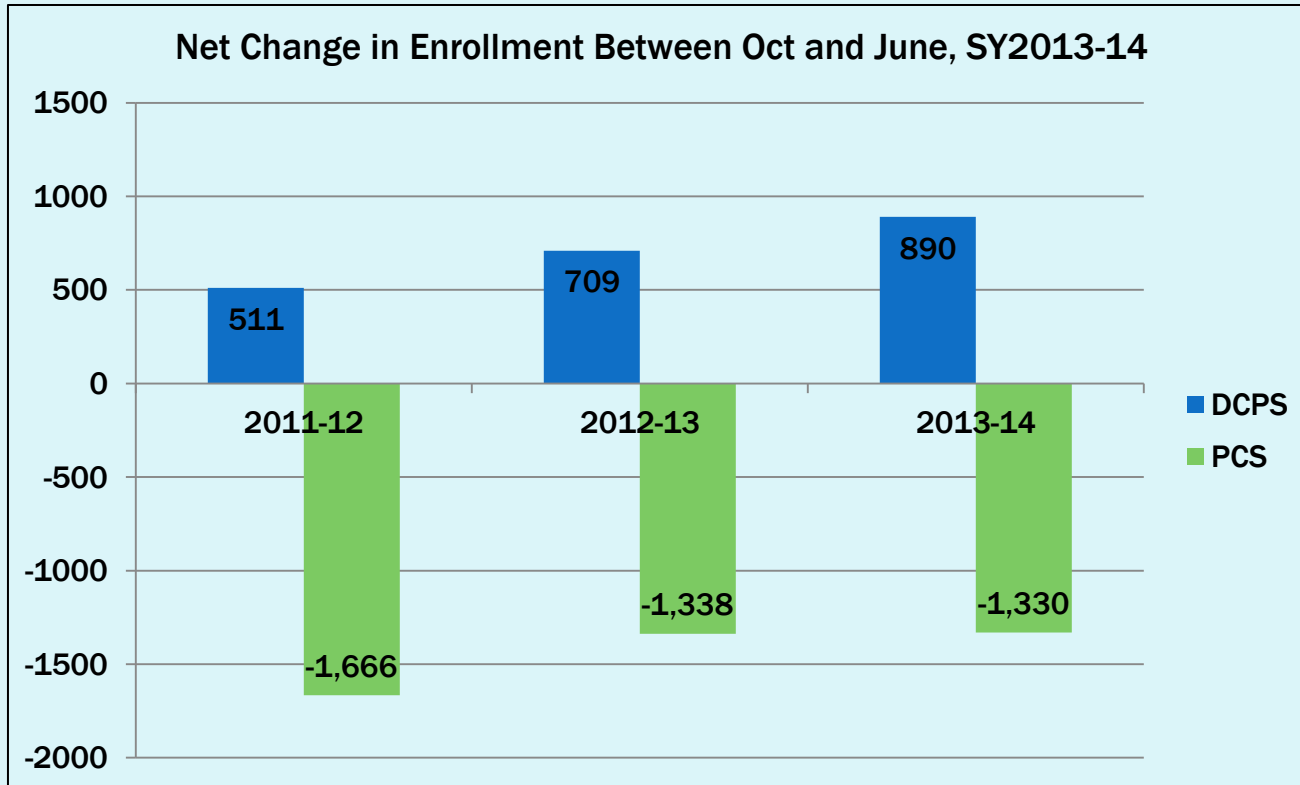
Source: OSSE's *Mid-Year Student Movement in DC* report

PROBLEM: HIGH CHURN SCHOOLS HAVE LOWER STUDENT PERFORMANCE

Schools that experience high churn (mid-year entry (>5%) and mid-year exits (>5%)) have significantly lower median % proficiency in DC CAS compared to schools with lower entry and withdrawal rates.

Source: Tembo analysis

■ % Proficient Math   ■ % Proficient Reading
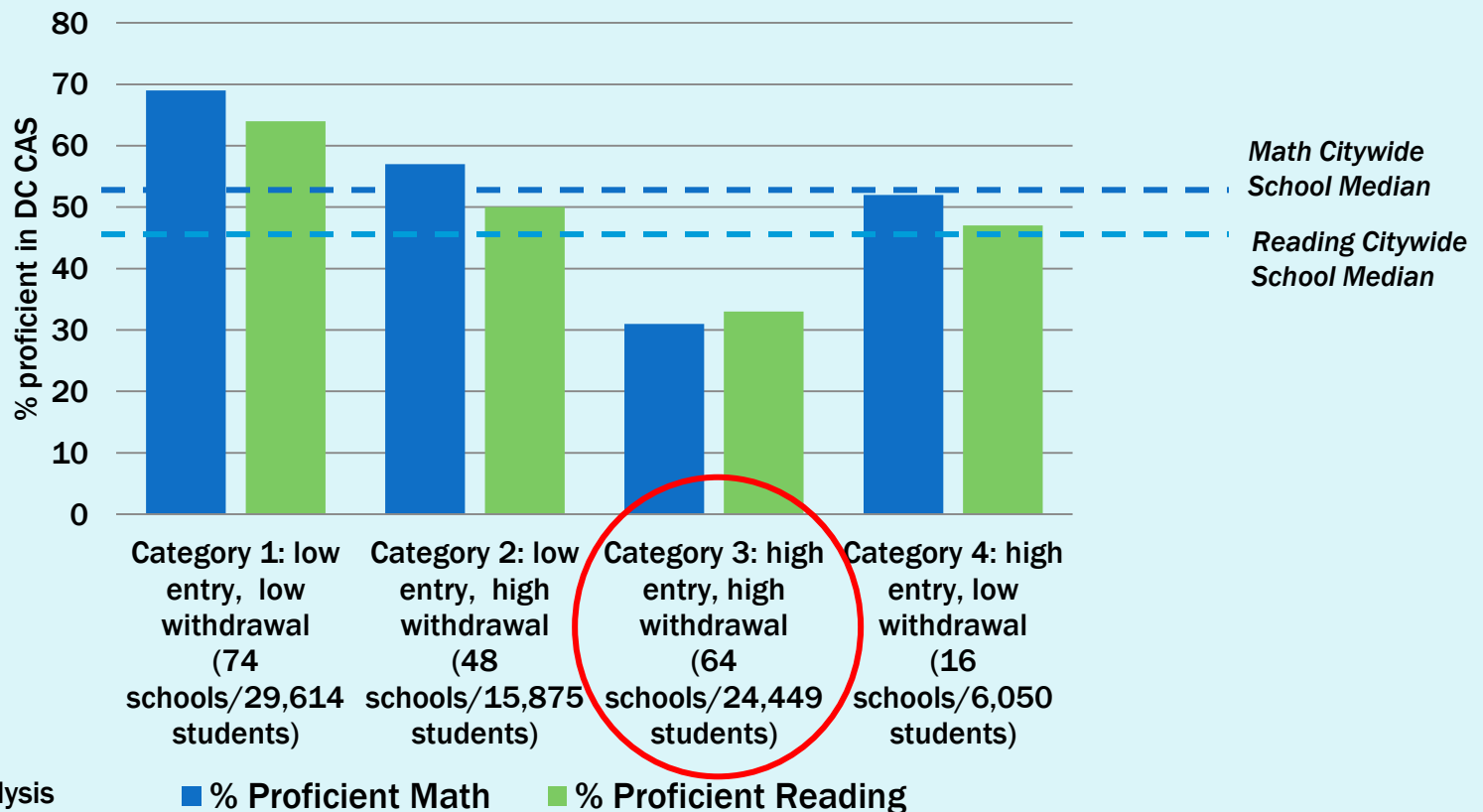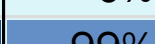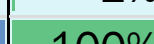
CATEGORY 1:
LOW ENTRY AND LOW WITHDRAWAL

This category has the highest performing schools in both sectors. PCS schools serve a greater share of free and reduced price and at risk students.

Category 1	DCPS	PCS	Citywide
Number of schools	32	42	202
Number of students	15,504	14,110	75,988
% Proficient math	77%	64%	51%
% Proficient reading	77%	59%	47%
% Black	38%	91%	92%
% Hispanic/Latino	9%	5%	4%
% White	30%	1%	1%
% Special education	8%	11%	12%
% English language learners	5%	3%	2%
% Free and reduced price lunch	24%	84%	100%
% At risk	15%	41%	51%
Attendance rate	96%	94%	93%
Suspensions rate	1%	6%	7%

Source: Tembo analysis

CATEGORY 2:
LOW ENTRY AND HIGH WITHDRAWAL

This category consists of mostly PCS schools with higher than citywide median DC CAS performance and high suspension rates.

Category 2	DCPS	PCS	Citywide
Number of schools	3	45	202
Number of students	1,223	14,652	75,988
% Proficient math	31%	59%	51%
% Proficient reading	46%	50%	47%
% Black	75%	96%	92%
% Hispanic/Latino	6%	2%	4%
% White	14%	0%	1%
% Special education	14%	12%	12%
% English language learners	1%	0%	2%
% Free and reduced price lunch	100%	99%	100%
% At risk	40%	51%	51%
Attendance rate	96%	92%	93%
Suspensions rate	2%	15%	7%

Source: Tembo analysis

CATEGORY 3: HIGH ENTRY AND HIGH WITHDRAWAL

This category is mostly DCPS schools that have significantly lower than the citywide median of performance and have large shares of at risk students. Both sectors have higher suspension rates than the citywide median.

Category 3	DCPS	PCS	Citywide
Number of schools	55	9	202
Number of students	21,712	2,737	75,988
% Proficient math	31%	47%	51%
% Proficient reading	33%	45%	47%
% Black	96%	98%	92%
% Hispanic/Latino	2%	1%	4%
% White	0%	0%	1%
% Special education	15%	6%	12%
% English language learners	1%	2%	2%
% Free and reduced price lunch	100%	100%	100%
% At risk	72%	55%	51%
Attendance rate	92%	90%	93%
Suspensions rate	10%	14%	7%

Source: Tembo analysis

CATEGORY 4:
HIGH ENTRY AND LOW WITHDRAWAL

This category is mostly DCPS schools with a higher share of Hispanic students, English language learners and special education students.

Category 4	DCPS	PCS	Citywide
Number of schools	14	2	202
Number of students	5,710	340	75,988
% Proficient math	52%	50%	51%
% Proficient reading	45%	50%	47%
% Black	82%	69%	92%
% Hispanic/Latino	10%	8%	4%
% White	1%	18%	1%
% Special education	16%	8%	12%
% English language learners	7%	5%	2%
% Free and reduced price lunch	100%	88%	100%
% At risk	54%	30%	51%
Attendance rate	93%	93%	93%
Suspensions rate	5%	7%	7%

Source: Tembo analysis

NUMBER OF STUDENTS BY MOBILITY CATEGORIES

32% of all students in DC are enrolled in Category 3 – high churn schools.
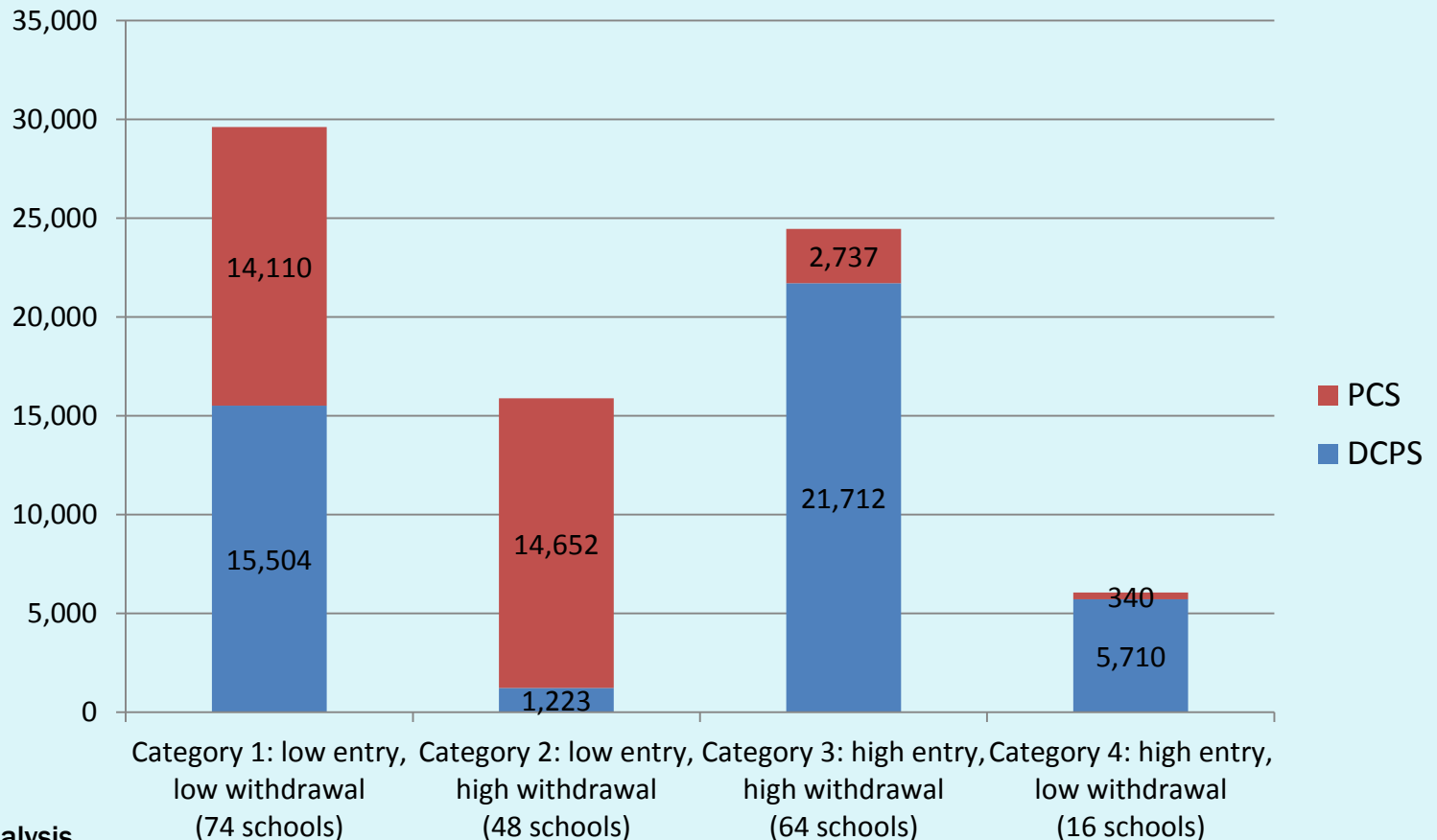
Source: Tembo analysis

BIG PICTURE TAKEAWAYS

- 92% of students do not move schools during the year.
- Student mobility happens throughout the year.
- Of the 8% of mobile students, 75% enter/exit to/from public schools (DCPS & PCS) during the year. Switching schools across sectors makes up 11% of mid-year mobility.
- Schools with high mid-year churn have significantly lower performance than all other schools.
- Schools that experience high churn serve a greater median proportion of at-risk, ELL, low income, and students with IEP's than schools with low churn.
- 32% of all DC students attend schools with high churn.
- DCPS has a disproportional number of schools with high churn, and is the only sector with by-right schools.

PERCEPTIONS

Based on Task Force and focus group feedback, the following perception exists:

Public charter schools push students out, so those students must enroll in their by-right DCPS school.

The data indicates:

- The number of students that leave PCS to go to DCPS mid-year account for 0.8% (620/78,157) of all students enrolled in public schools and make up 10% (620/6,118) of all mobile students.

- The public charter school sector experiences a significant net loss of students, while DCPS experiences a net gain.

WHAT WE STILL WANT TO LEARN ABOUT MOBILITY

- Why are so many students exiting our public schools (DCPS and PCS) altogether?
- Why do students switch schools mid-year?
- What else can we learn about the relationship between high churn and the impact on student achievement? High churn and higher concentrations of at risk, ELL, SPED, & low income? High churn and school culture?

QUESTIONS AND REFLECTIONS

Pair Share (3 min): Turn to your neighbor and share your reactions to the data and presentation.

Large Group Discussion

- What surprised you about the data?
- Do you agree with the takeaways? Anything missing?

BREAK OUT GROUP DISCUSSIONS

- What are the three most important issues relative to mid-year mobility that the Task Force should tackle?
- What are the conditions and policies that contribute to the most important issues identified above?

Group 1 (Margie)	Group 2 (Althea)	Group 3 (Aryan)	Group 4 (Amy)
Kaya	Angela	Anjali	Melissa
Irene	Hanseul	Charlene	Evelyn
Emily	Caryn	Kemba	Alejandra
Faith	Lars	Erika	Shantelle
Darren	Scott	Bethany (via phone)	Shanita

POLICY EXAMPLES FOR BREAK OUT DISCUSSION

Current Enrollment Policies

- School-of-right (K-12) – DCPS schools must enroll any in-boundary student at any time during the year
- Selective and citywide schools have the flexibility to control enrollment (e.g. not enrolling mid-year)
- PCS has lottery preferences (Special education, staff, sibling, founder)
- DCPS has lottery preferences (boundary for PK only, sibling, proximity)
- Age cut-offs (K-12) – some PC schools establish a minimum age that a student needs to be to enroll in a specific grade
- Other?

Other Policies and Potential Policies

- School funding is based on a single point in time enrollment count for PCS and on an enrollment projection for DCPS
- Grade configuration alignment across sectors?
- Cross-LEA feeder patterns?
- Neighborhood lottery preference for PCS?
- At-risk lottery preference?
- Other?

SCHOOLS BY ADMISSION TYPE

FOR BREAK OUT DISCUSSION

Citywide
- Random lottery admission only
- No preference based on residence/home address
- 3 DCPS schools (not including SPED, adult or alternative)
- All (107) PC schools (not including SPED, adult or alternative)

School-of-Right
- Guaranteed year-round admission in grades K-12 to students who live in a designated boundary
- 97 DCPS schools
- No PC schools provide guaranteed admission based on residence

Selective
- Admission requirements are established by the school (e.g. grades, essay, reference letters)
- 6 DCPS high schools
- No PC schools have admission requirements

NEXT STEPS

- Send out most important mobility issues and break-out discussion notes
- Complete survey to identify which mid-year mobility issues rise to the top for the Task Force
- Review the May meeting summary
- Check-ins with Co-Chairs/Jim Sandman
- Guiding principles outreach

June Meeting Preview
— June 28, Location TBD
— Discuss policy options to address mid-year mobility issues
— Explore enrollment predictability and access

APPENDIX

APPENDIX:
CATEGORIZATION OF SCHOOLS AND THEIR CHARACTERISTICS

	① Low Entry, Low Withdrawal 74		② Low Entry, High Withdrawal 48		③ High Entry, High Withdrawal 64		④ High Entry, Low Withdrawal 16	
	DCPS	PCS	DCPS	PCS	DCPS	PCS	DCPS	PCS
Number of Schools	32	42	3	45	55	9	14	2
% Proficienct (Math)	77%	64%	31%	59%	31%	47%	52%	50%
% Proficienct (Reading)	77%	59%	46%	50%	33%	45%	45%	50%
% White	30%	1%	14%	0%	0%	0%	1%	18%
% Black	38%	91%	75%	96%	96%	98%	82%	69%
% Hispanic/Latino	9%	5%	6%	2%	2%	1%	10%	8%
% Special Education	8%	11%	14%	12%	15%	6%	16%	8%
% Limited English Proficiency	5%	3%	1%	0%	1%	2%	7%	5%
% Free- or Reduced-Price Lunch	24%	84%	100%	99%	100%	100%	100%	88%
% At-Risk	15%	41%	40%	51%	72%	55%	54%	30%
% Attendance	96%	94%	96%	92%	92%	90%	93%	93%
% Suspensions	1%	6%	2%	15%	10%	14%	5%	7%

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APPENDIX:
MEDIAN CHARACTERISTICS OF SCHOOLS BY SECTOR AND CITYWIDE

This shows the median characteristics of the schools included in the mid-year mobility categorization analysis by sector and for all schools (citywide).
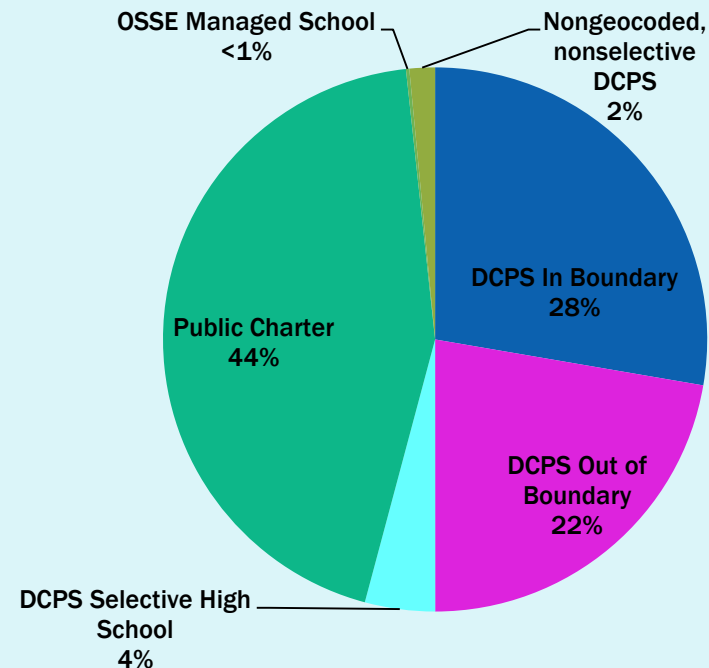
	DCPS	PCS	Citywide
Number of schools	104	98	202
Number of students	44,149	31,839	75,988
% Proficient math	43%	58%	51%
% Proficient reading	41%	54%	47%
% Black	87%	95%	92%
% Hispanic/Latino	6%	3%	4%
% White	1%	<1%	1%
% Special education	14%	11%	12%
% English language learners	2%	2%	2%
% Free and reduced price lunch	100%	89%	100%
% At risk	55%	46%	51%
Attendance rate	93%	93%	93%
Suspensions rate	5%	9%	7%

Source: Tembo analysis

APPENDIX:
SCHOOL CHOICE SNAPSHOT

Students and families have choices about where to attend school.

- **DCPS schools-of-right (boundary)**
- **Out of boundary DCPS school including citywide, alternative, and adult DCPS schools**
- **DCPS selective high schools**
- **Public charter schools**

OSSE Managed School
<1%

Nongeocoded, nonselective DCPS
2%

DCPS In Boundary
28%

Public Charter
44%

DCPS Out of Boundary
22%

DCPS Selective High School
4%

Source: SY14-15 audited enrollment (n=85,403)
Note: Percentages do not total to 100% due to rounding.