

# DC CROSS-SECTOR COLLABORATION TASK FORCE

6.28.16  
Meeting 5

# GOALS FOR TODAY'S MEETING

- Further understand student mobility and student churn in DC
- Explore policy options for addressing mobility challenges

# AGENDA

- **Welcome (6-6:05)**
- **Mid-year Mobility (6:05-7:55)**
  - Review data slides in trios (6:05-6:15)
  - Large group discussion (6:15-6:30)
  - Break out groups (6:30-7:20)
  - Report out (7:25-7:50)
- **Big Picture Timeline Update (7:50-7:55)**
- **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

# PURPOSE OF OUR WORK

Twenty years ago public charter school choice was established in DC. With 56% of public school students attending DCPS and 44% attending public charter schools, the next chapter of improving education in DC is for both sectors to strategically work together.

We come together now to:

- Objectively consider data to better understand our educational landscape across the City
- Brainstorm ideas and generate solutions through cross-sector collaboration and problem-solving
- Consider our current challenges for what they are – citywide challenges - and not side with or assign blame to a single sector
- Develop clear and fair recommendations on how to reach our CSCTF goals (*our charge*)

**“THE SECRET OF CHANGE  
IS TO FOCUS ALL OF YOUR  
ENERGY, NOT ON FIGHTING  
THE OLD, BUT ON  
BUILDING THE NEW.”**

**- SOCRATES**

# MID-YEAR MOBILITY



# MID-YEAR MOBILITY DEFINED



**In/Out of State**

**Within LEA**

**Across LEA**

# ENTERING PUBLIC SCHOOL DEFINED

## Citywide

- Random lottery admission only
- No preference based on residence
- 3 DCPS schools (not including SPED, adult, or alternative)
- 107 PCS schools (not including SPED, adult, or alternative)
- TOTAL = 110 schools

## School-of-Right

- Guaranteed year-round admission in grades K-12 to students who live in a designated boundary
- 97 DCPS schools
- No PCS schools provide guaranteed admission based on residence
- TOTAL = 97 schools

## Selective

- Admission requirements are established by the school (e.g. grades, essay, reference letters)
- 6 DCPS high schools
- No PCS schools
- TOTAL = 6 schools

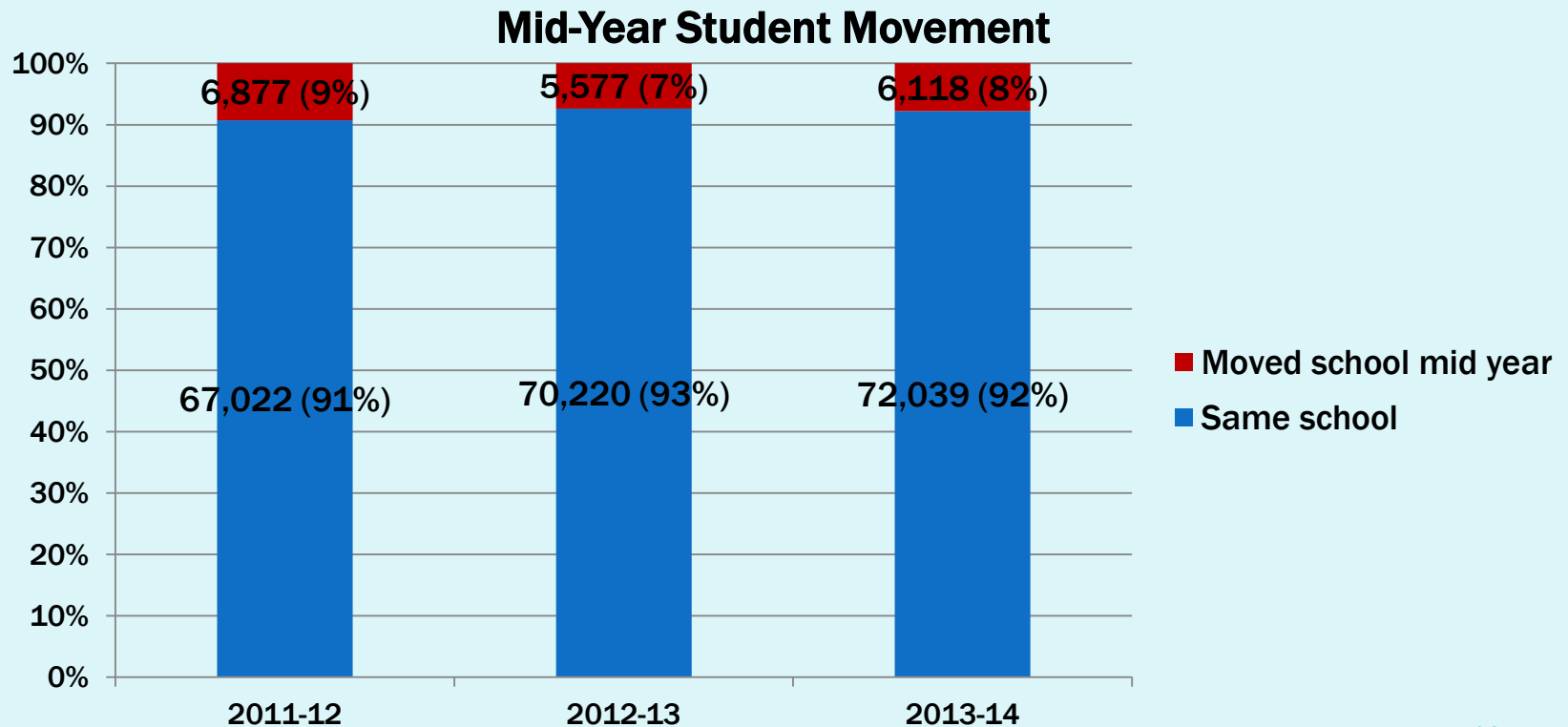
# TYPES OF KEY FINDINGS

The data in this deck is dense and is presented from a number of vantage points. The slides are grouped by:

- **Broad findings about mobility in DC**
- Within LEA mobility
- Sector differences
- High churn schools
- Disproportionate impact on wards
- Disproportionate impact on high schools

# ONLY 8% OF STUDENTS ARE MOBILE MID-YEAR

- The majority of public PK3-12th grade students stay enrolled at the same school during the school year (between October and June).
- Even though DC's overall mobility rate is modest (Education Counsel memo), DC experiences negative impacts of disproportional mobility.



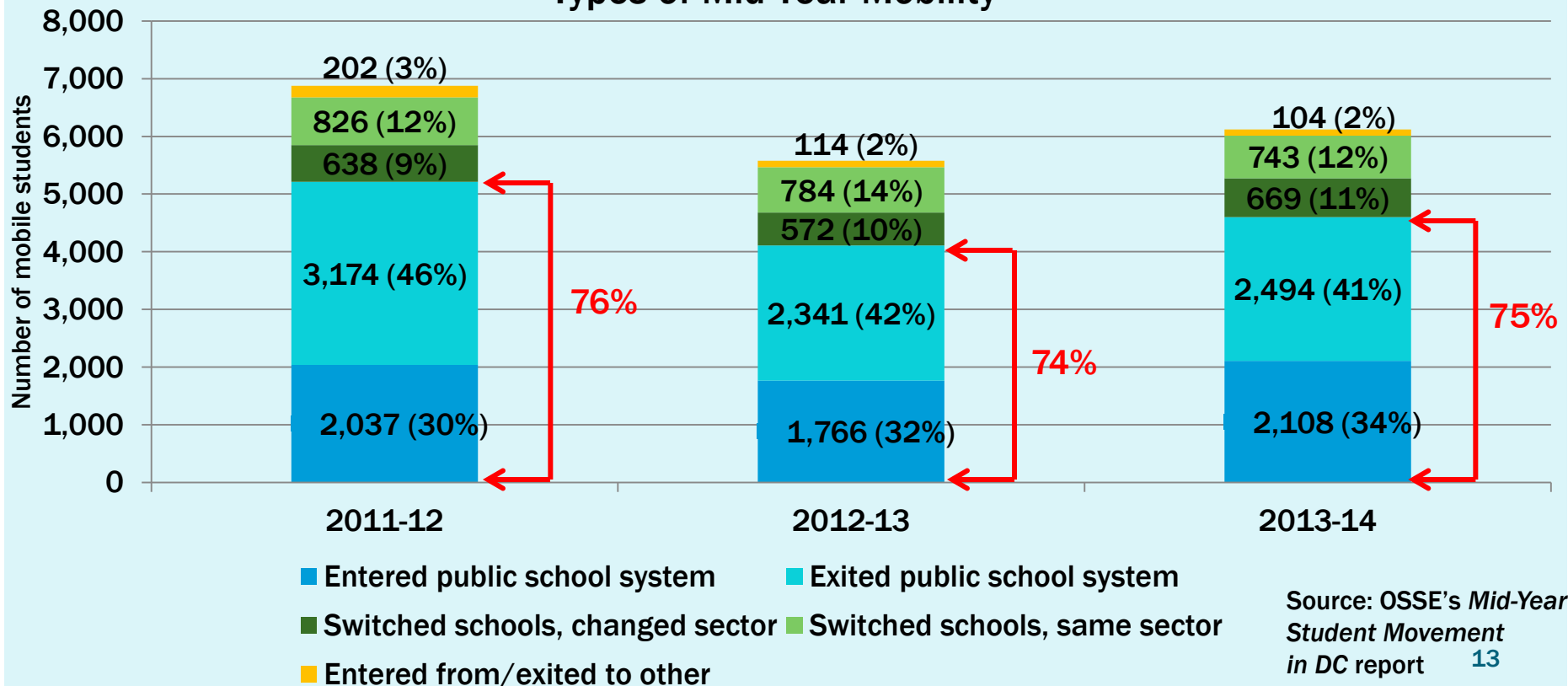
Note: Analysis excludes students enrolled at adult & alternative schools.

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

# OF ALL MID-YEAR MOBILE STUDENTS, 75% ARE MOVING IN/OUT OF STATE

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.

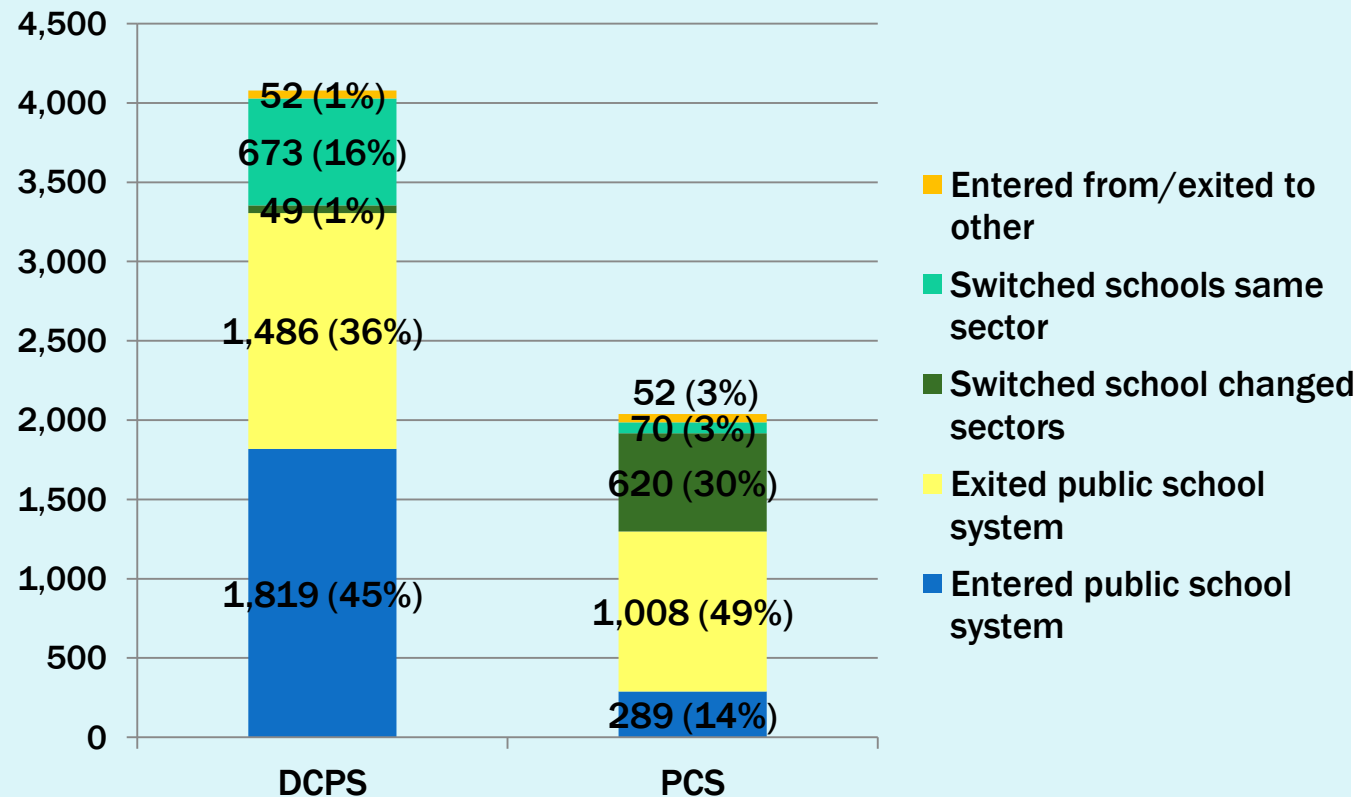
Types of Mid-Year Mobility



# DCPS HAS TWICE THE AMOUNT OF MOBILITY THAN 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.
- Note that this shows number of students rather than instances of entry and exit.

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



# AS CHURN INCREASES, PERFORMANCE DECREASES

- Looking at all PK3-12 schools there is a negative relationship between % churn and proficiency in math – the higher the churn rate, the lower the math proficiency rate.
- Churn is NOT the only factor that contributes to performance.

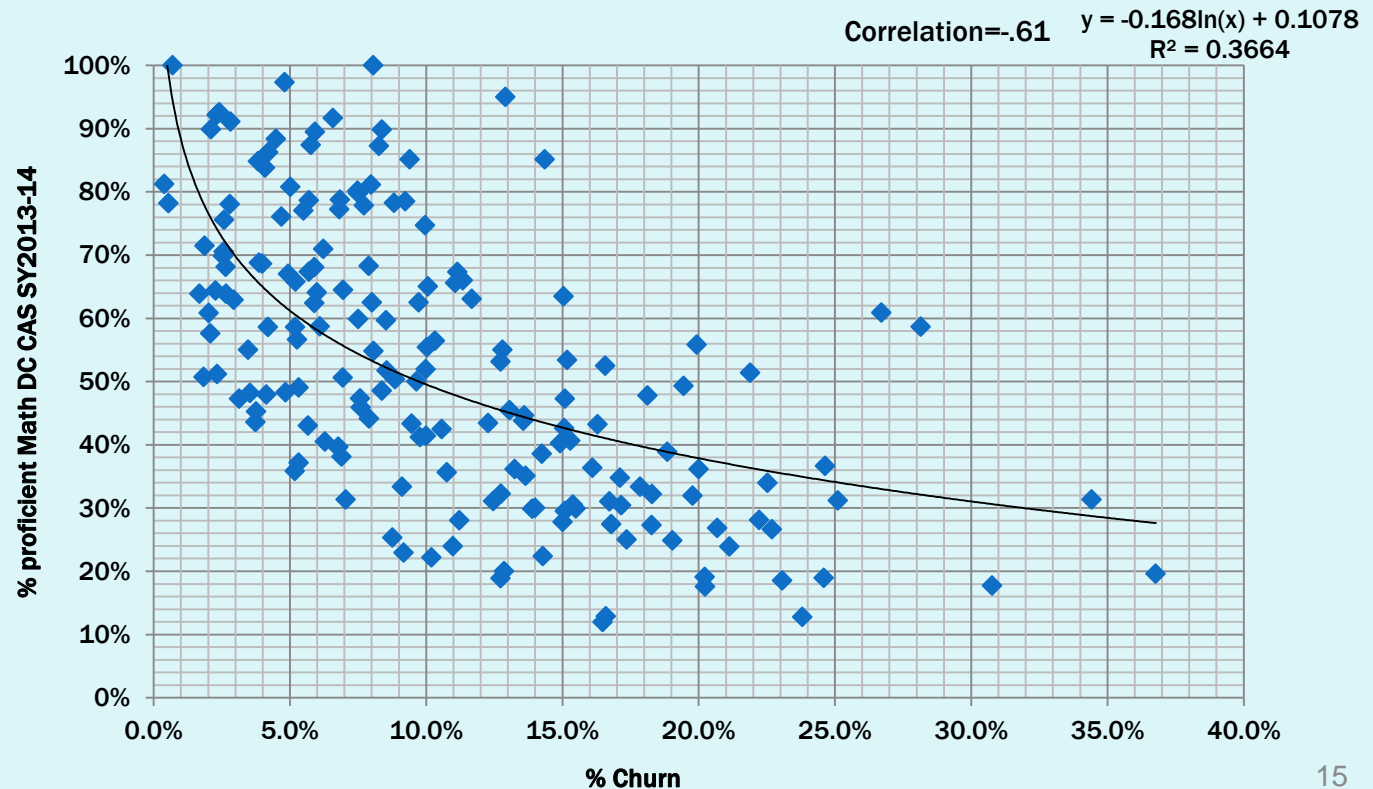


Figure 1.  
All schools with %  
Proficiency in  
Math (DC CAS)  
and Churn Rate

# ENTRY HAS GREATER NEGATIVE IMPACT THAN EXIT

The negative correlation between proficiency in Math DC CAS and % mid-year entry is larger than the negative correlation between proficiency in math and mid-year exit.

Figure 2. All schools with % Proficiency in Math (DC CAS) and Mid-Year Entry

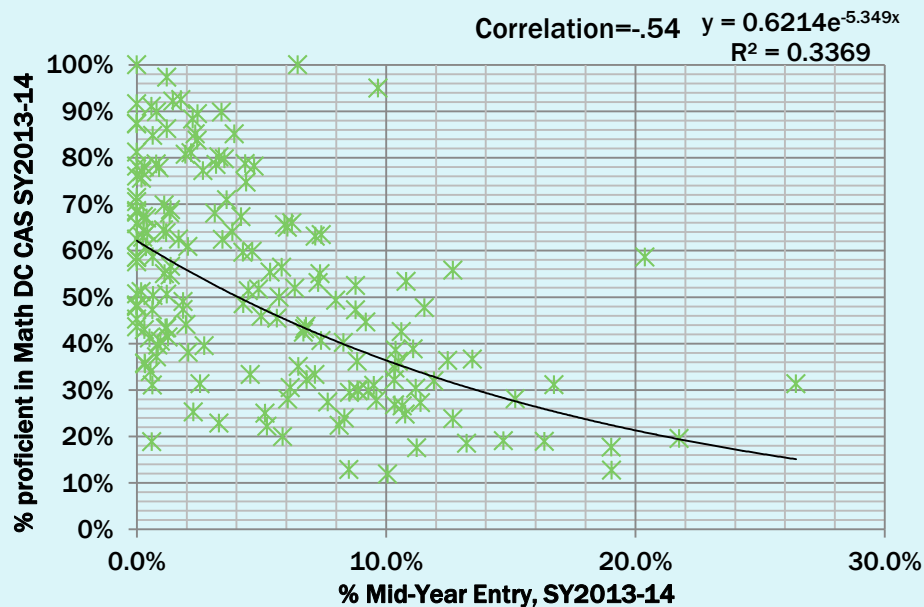
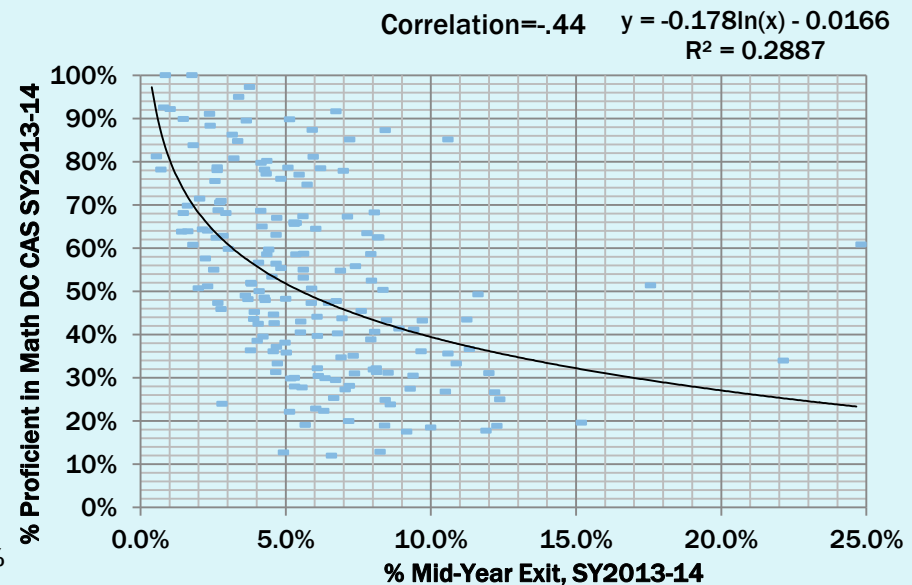


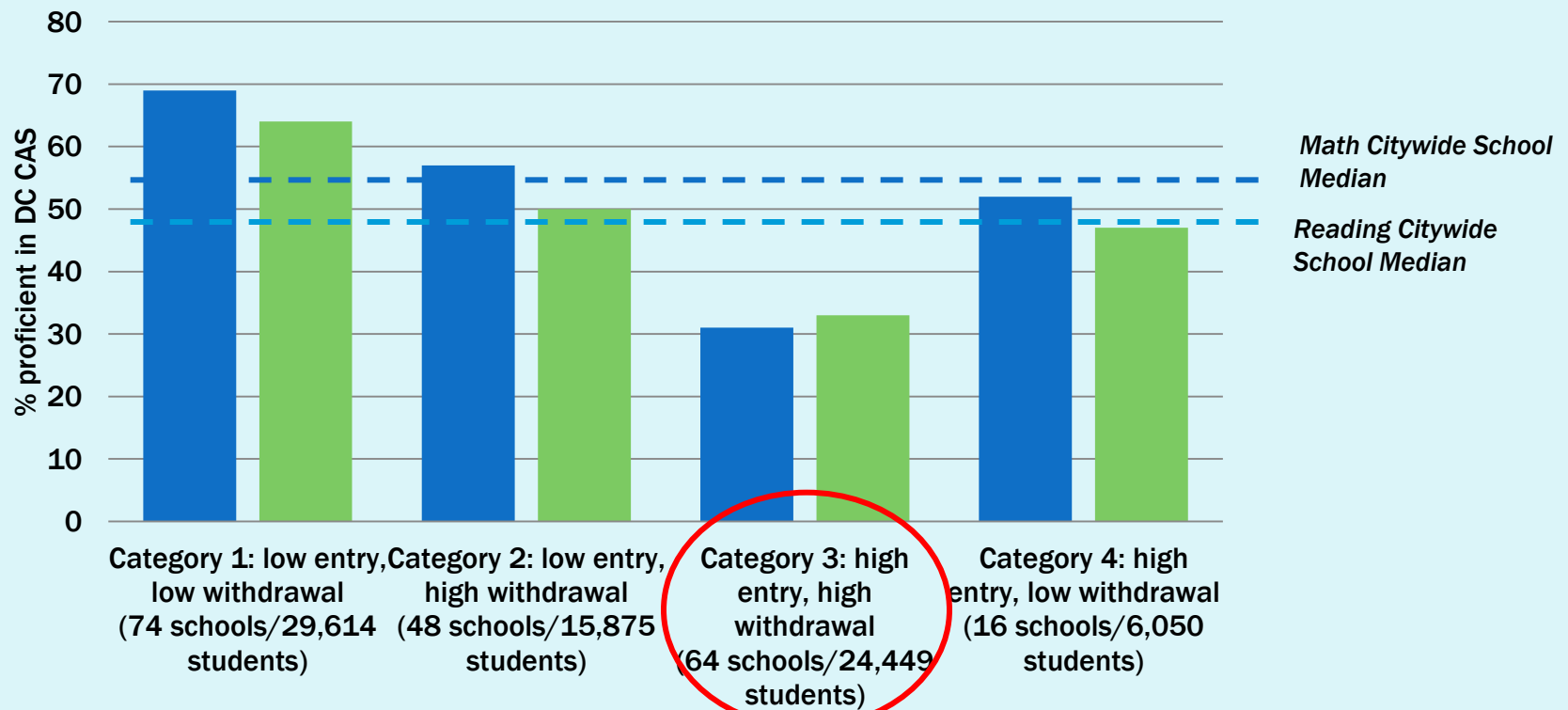
Figure 3. All schools with % Proficiency in Math (DC CAS) and Mid-Year Exit Rate





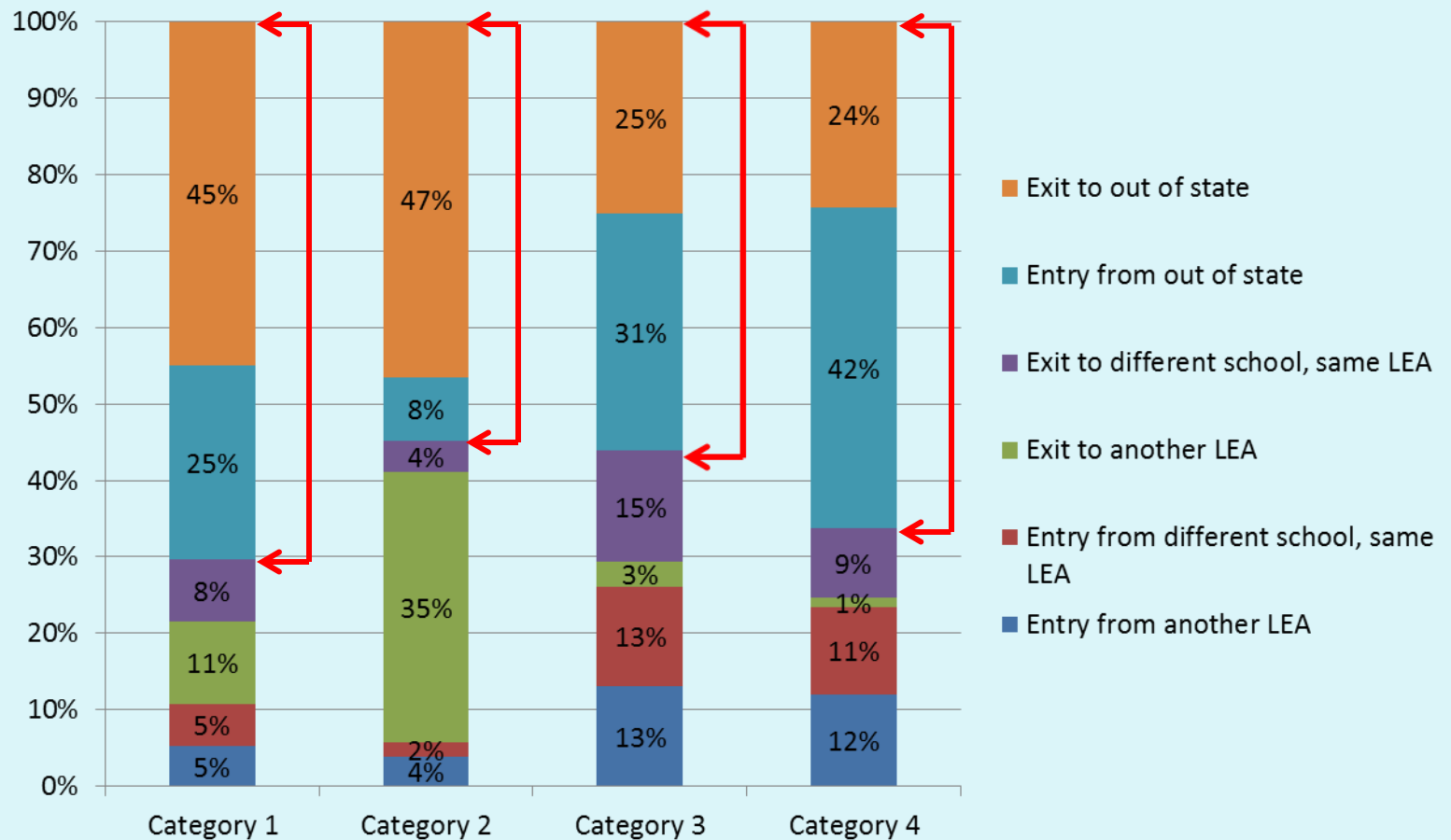
# HIGH CHURN SCHOOLS HAVE LOWER MEDIAN STUDENT PERFORMANCE

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.



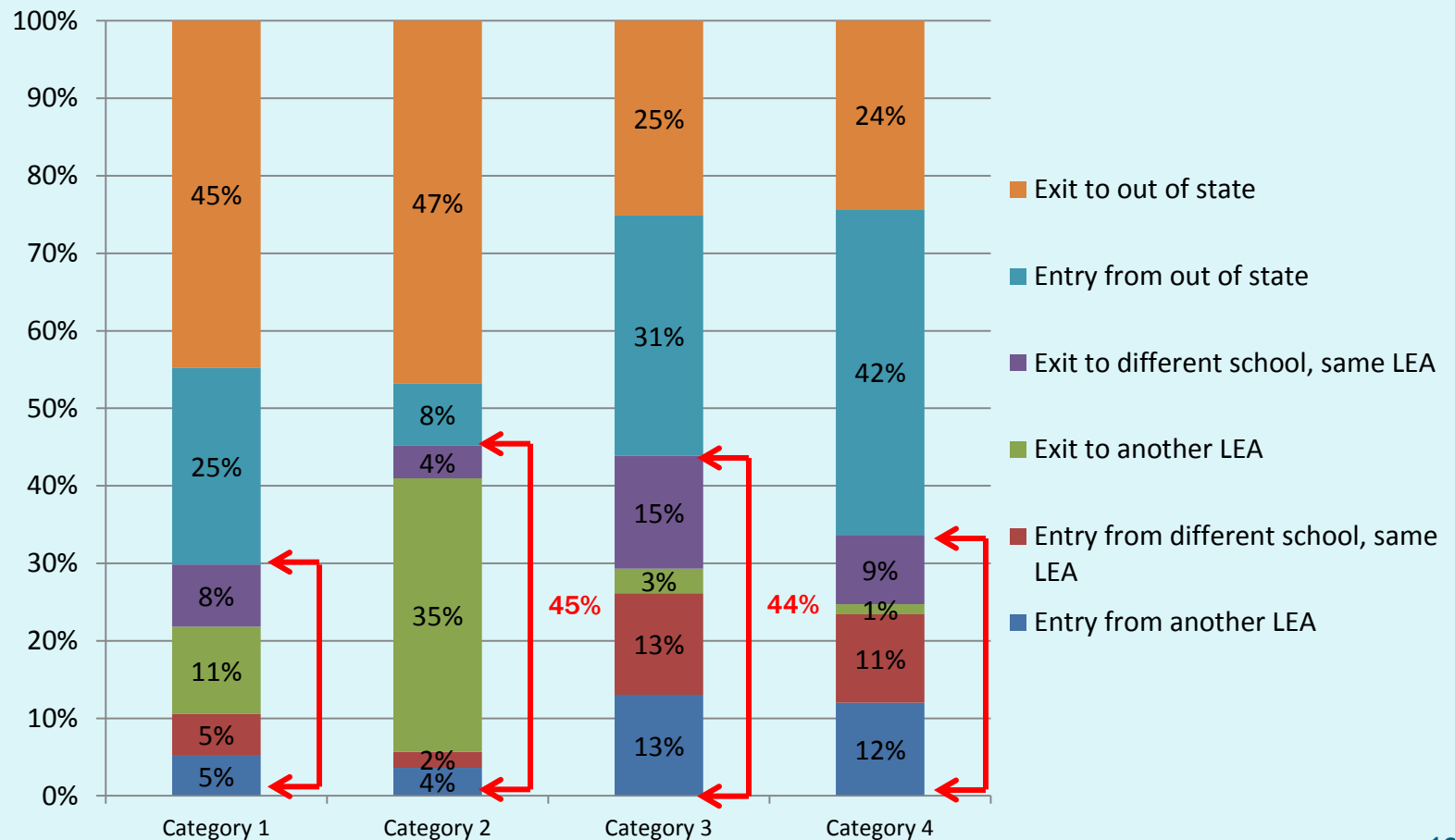
# IN/OUT OF STATE MOBILITY IS SIGNIFICANT IN ALL FOUR CATEGORIES

All Schools by Category and Types of Mobility



# CLOSE TO HALF OF MOBILITY IN LOW ENTRY/HIGH EXIT AND HIGH CHURN SCHOOLS IS WITHIN/ACROSS LEA'S

All Schools by Category and Types of Mobility



# DO WE KNOW WHY STUDENTS LEAVE?

The quantitative data to answer this question is exit code analysis. What can we learn from exit and entry codes?

- Exit and entry codes indicates when students:
  - Enroll in other public schools outside of the District
  - Enroll in private school in or out of the District
  - Drop out of or are expelled from public school
- Exit and entry codes do not explain why students move or where they move out of state

Because we have limited information about why students leave us, we propose the CSCTF focus on **1) mitigating entry from out of state and 2) within/across LEA mid-year mobility at this time.**

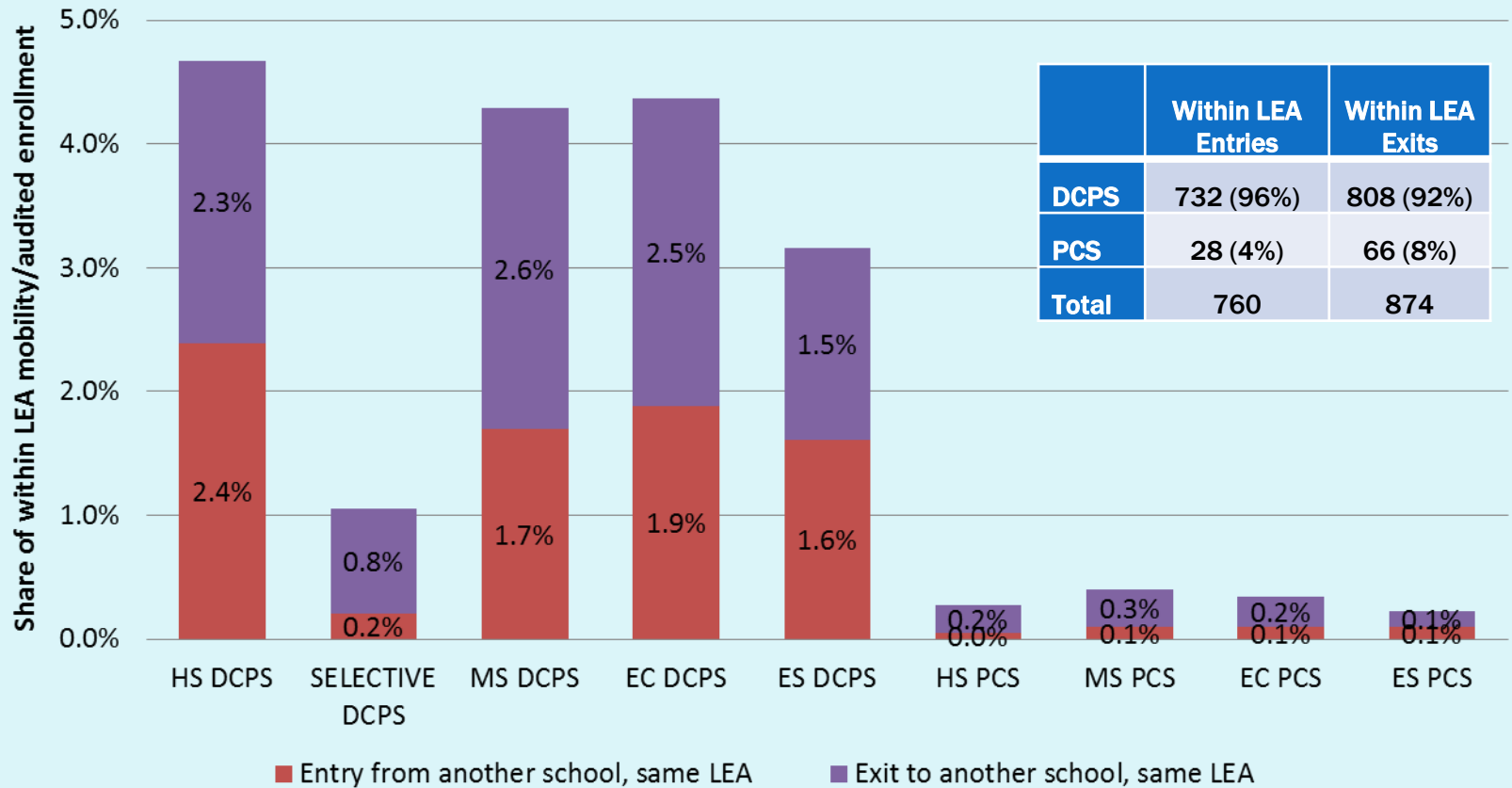
# TYPES OF KEY FINDINGS

The data in this deck is dense and is presented from a number of vantage points. The slides are grouped by:

- Broad findings about mobility in DC
- **Within LEA mobility**
- Sector differences
- High churn schools
- Disproportionate impact on wards
- Disproportionate impact on high schools

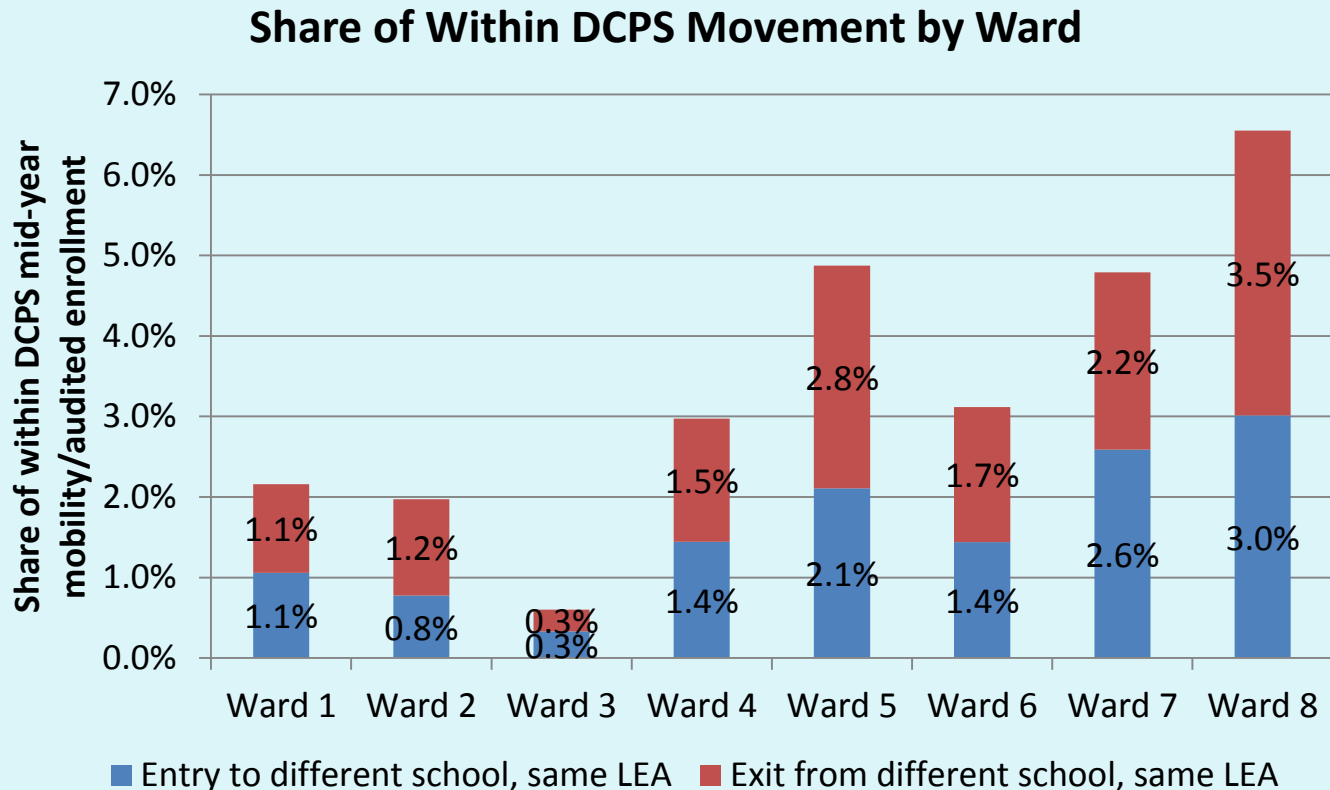
# DCPS HAS NEARLY ALL WITHIN LEA MOBILITY AND AT ALL GRADE LEVELS

## Within LEA Mobility by Sector and Grade Level



# WARD 8 HAS THE HIGHEST SHARE OF WITHIN DCPS MOBILITY

DCPS schools located in Ward 8 have the highest share of within DCPS mobility (as compared to the schools' audited enrollment), followed by DCPS schools in Ward 5 and Ward 7.



# TYPES OF KEY FINDINGS

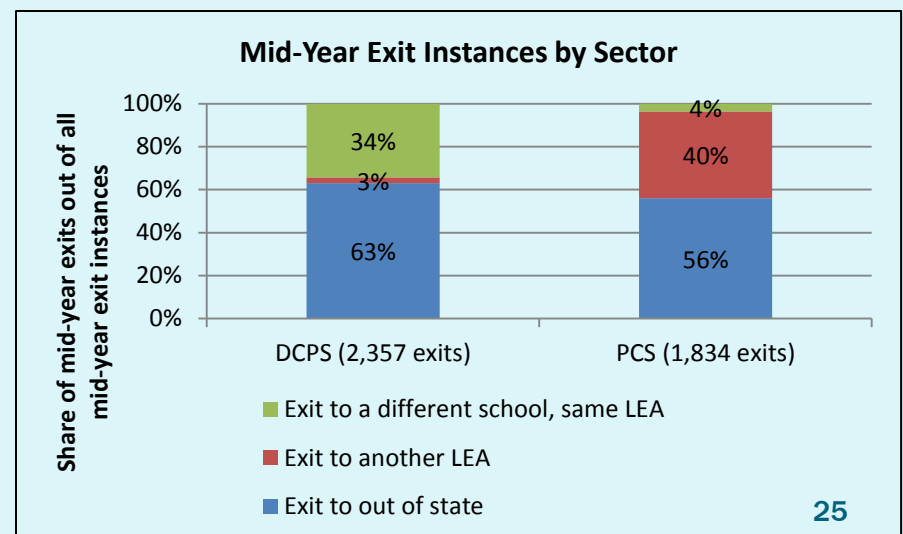
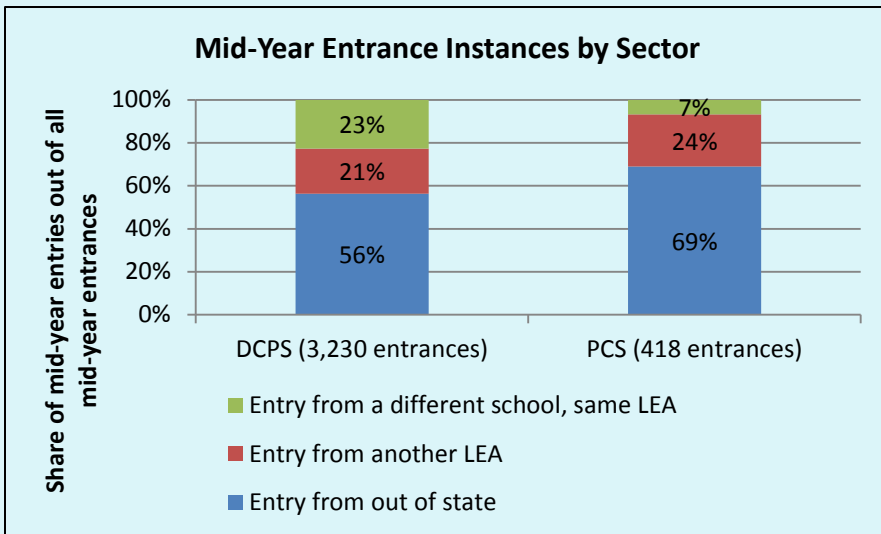
The data in this deck is dense and is presented from a number of vantage points. The slides are grouped by:

- Broad findings about mobility in DC
- Within LEA mobility
- **Sector differences**
- High churn schools
- Disproportionate impact on wards
- Disproportionate impact on high schools



# PROPORTION OF TYPES OF MID-YEAR ENTRIES AND EXITS DIFFERS BY SECTOR

- Of the 418 entrances for public charter schools, 69% are from out of state, 24% from another LEA, and 7% from a different school in the same LEA.
- Of the 3,230 entrances for DCPS schools, 56% are from out of state, 23% from a different school in the same LEA, and 21% from a public charter school.
- Of the 1,834 exits from public charter schools, 56% are to out of state, 40% to another LEA, and 4% to a different school in the same LEA.
- Of the 2,357 exits from DCPS schools, 63% are to out of state, 34% are to a different school in the same LEA, and 3% to public charter schools.



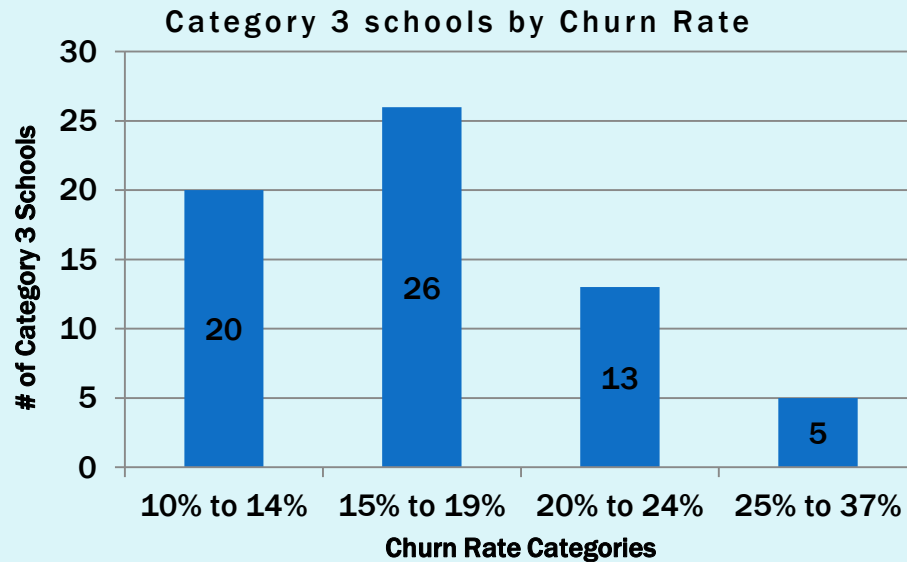
# TYPES OF KEY FINDINGS

The data in this deck is dense and is presented from a number of vantage points. The slides are grouped by:

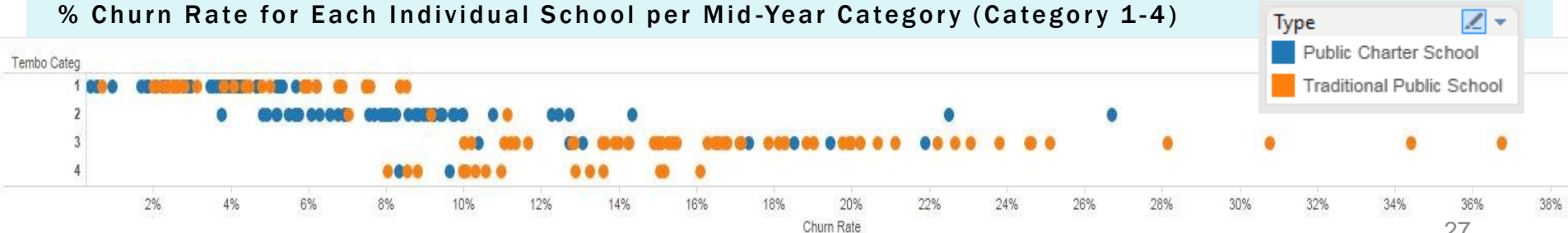
- Broad findings about mobility in DC
- Within LEA mobility
- Sector differences
- **High churn schools**
- Disproportionate impact on wards
- Disproportionate impact on high schools

# CHURN RATE RANGES FROM 10% TO 37%

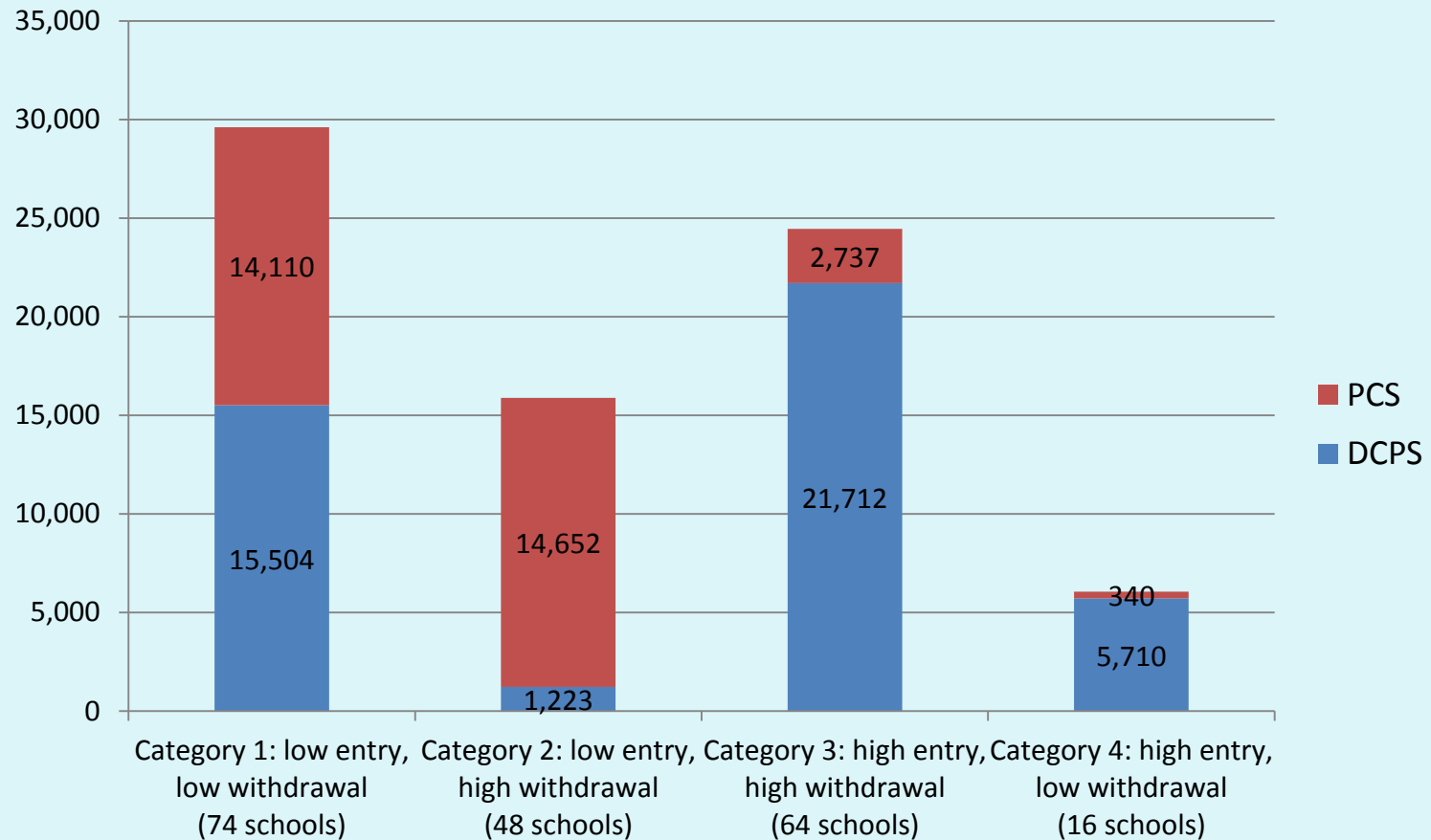
The churn rate for the 64 Category 3 schools ranged from 10% to 36.8%. The median churn rate for the Category 3 schools was 16.8%, and 26 Category 3 schools had churn rates between 15% to 19%.



% Churn Rate for Each Individual School per Mid-Year Category (Category 1-4)



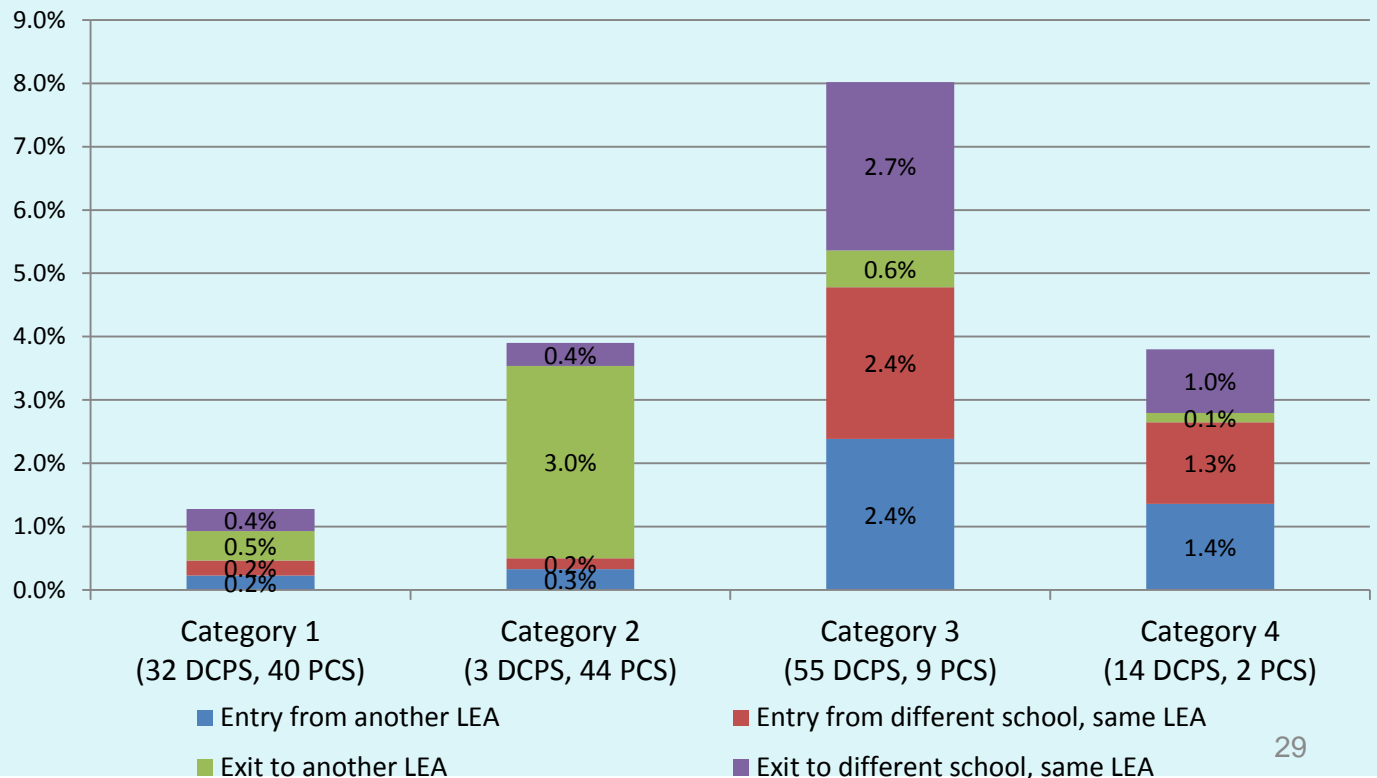
# 32% OF ALL PUBLIC SCHOOLS STUDENTS IN DC ATTEND HIGH CHURN SCHOOLS



# HIGH CHURN SCHOOLS EXPERIENCE MORE MID-YEAR ENTRIES THAN EXITS

- Category 3 schools typically have higher entry rates than exit rates. Almost all Category 3 schools are DCPS.
- Category 2 is driven by public charter schools exiting students mid-year to DCPS schools.
- Category 3 is driven by students entering DCPS from both DCPS and public charter schools.

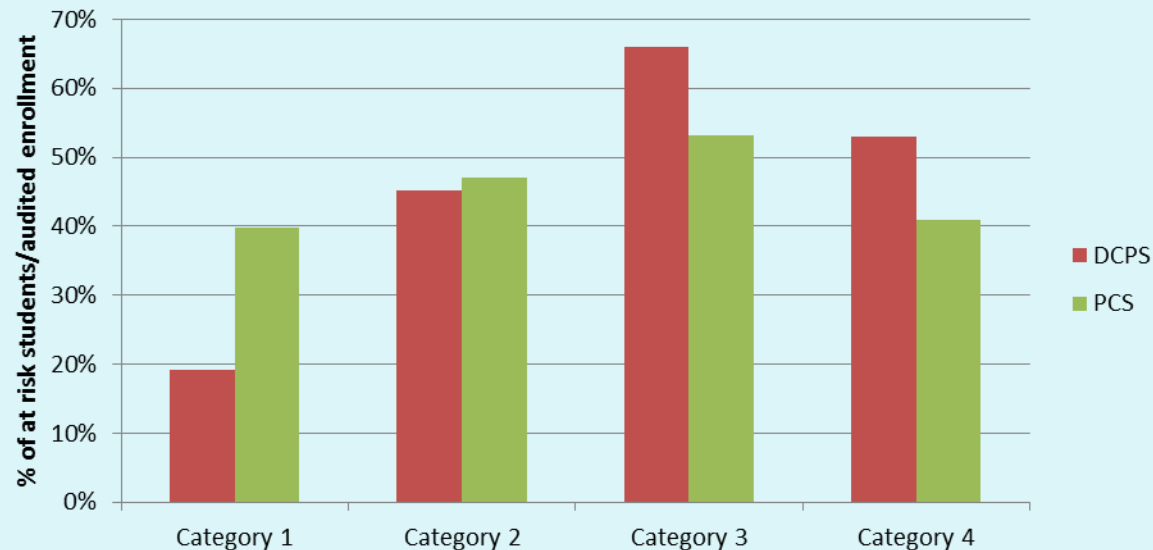
All Schools by Mid-Year Mobility Category by Between Schools Entry/Exits



# HIGH CHURN SCHOOLS HAVE LARGER SHARES OF AT RISK STUDENTS

- Schools that experience high churn (category 3) serve a greater average share of at risk students than schools with low churn.
- Category 3 DCPS students have the highest average share of at risk students.

Share of At Risk Students by Category and Sector, SY2013-14



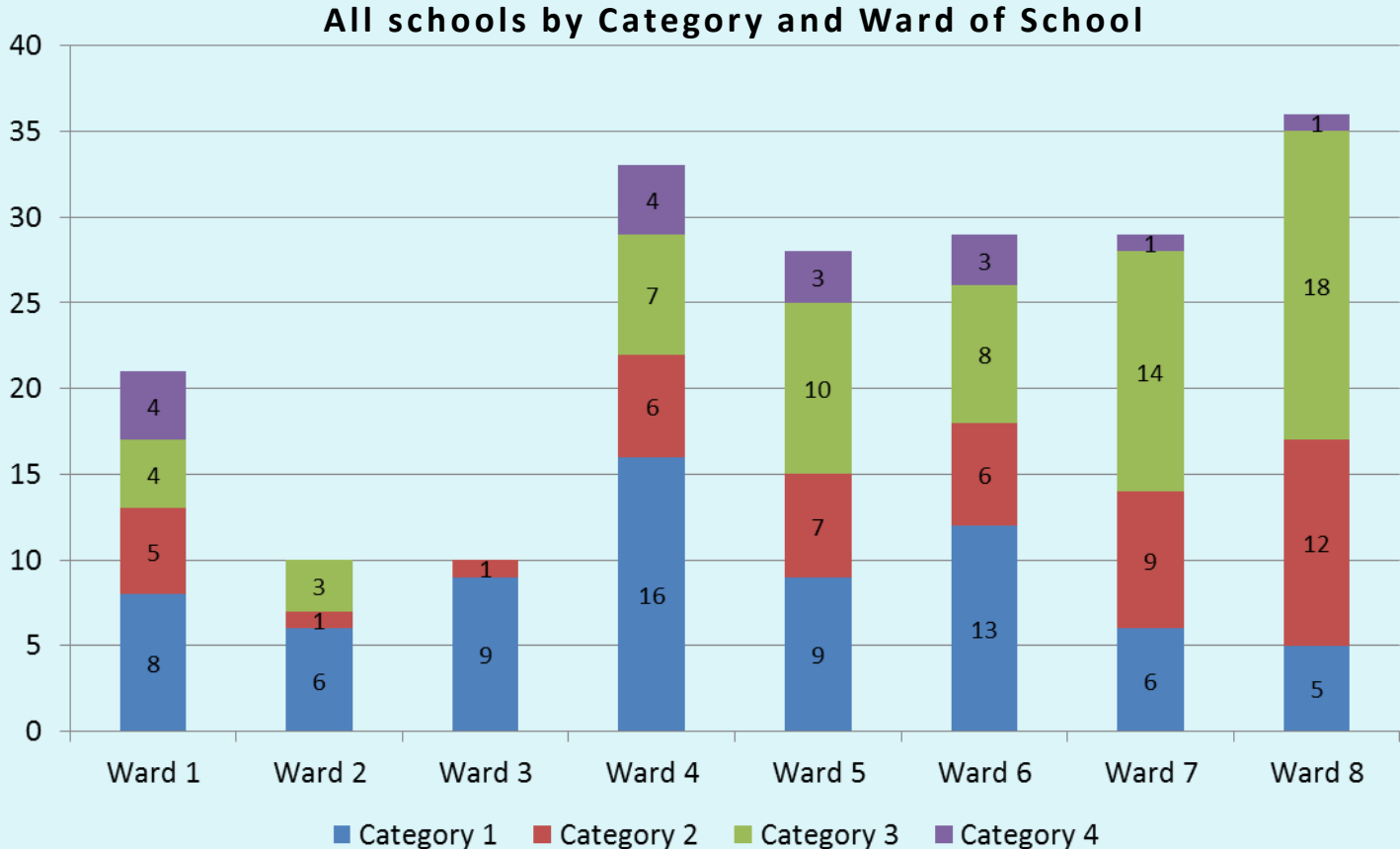
# TYPES OF KEY FINDINGS

The data in this deck is dense and is presented from a number of vantage points. The slides are grouped by:

- Broad findings about mobility in DC
- Within LEA mobility
- Sector differences
- High churn schools
- **Disproportionate impact on wards**
- Disproportionate impact on high schools

# HIGH CHURN SCHOOLS ARE MOSTLY LOCATED IN WARDS 7 AND 8

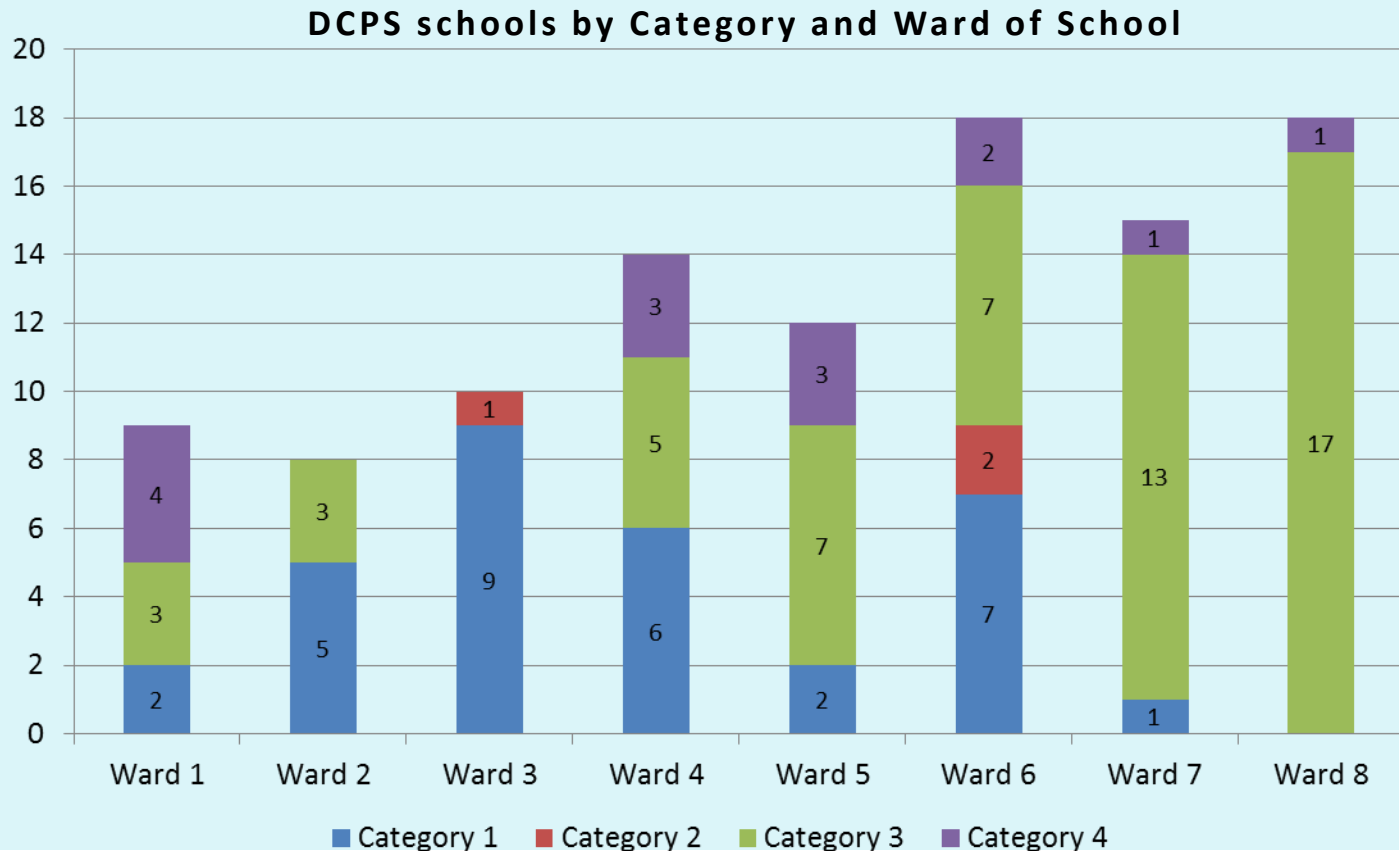
Wards 7 and 8 have the largest number of high churn (category 3) schools compared to other wards.





# NEARLY ALL DCPS SCHOOLS EAST OF RIVER ARE HIGH CHURN

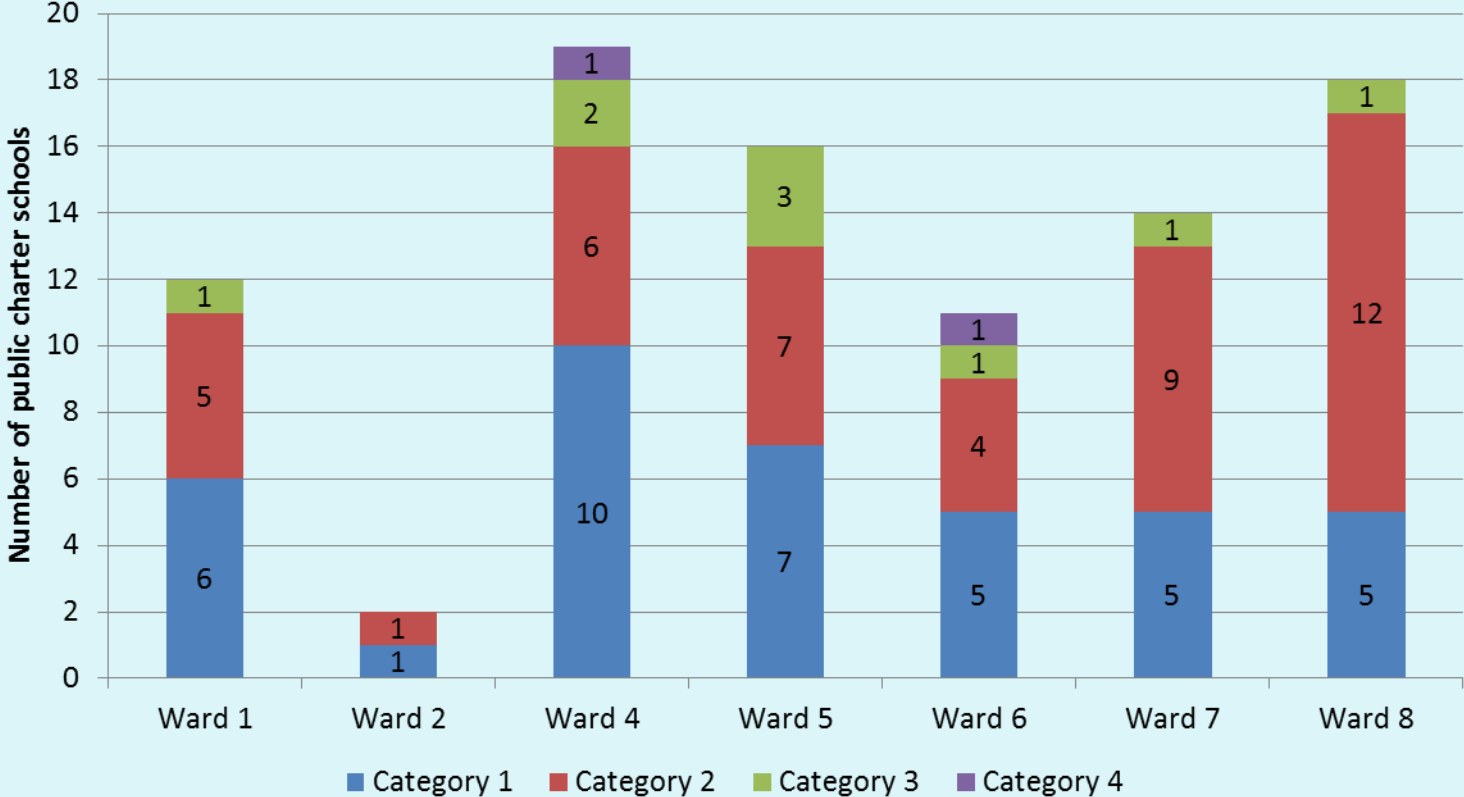
All but 3 of the 33 DCPS schools East of the River are category 3 schools. The exceptions are Beers ES (category 1), Garfield ES (category 4), and Sousa MS (category 4).



# TWO THIRDS OF THE PUBLIC CHARTER SCHOOLS EAST OF RIVER ARE LOW ENTRY/HIGH EXIT SCHOOLS

21 out of the 33 public charter schools East of the River are low entry and high exit schools (category 2).

Public Charter Schools by Category and Ward of School



Note: There are no public charter schools located in Ward 3.

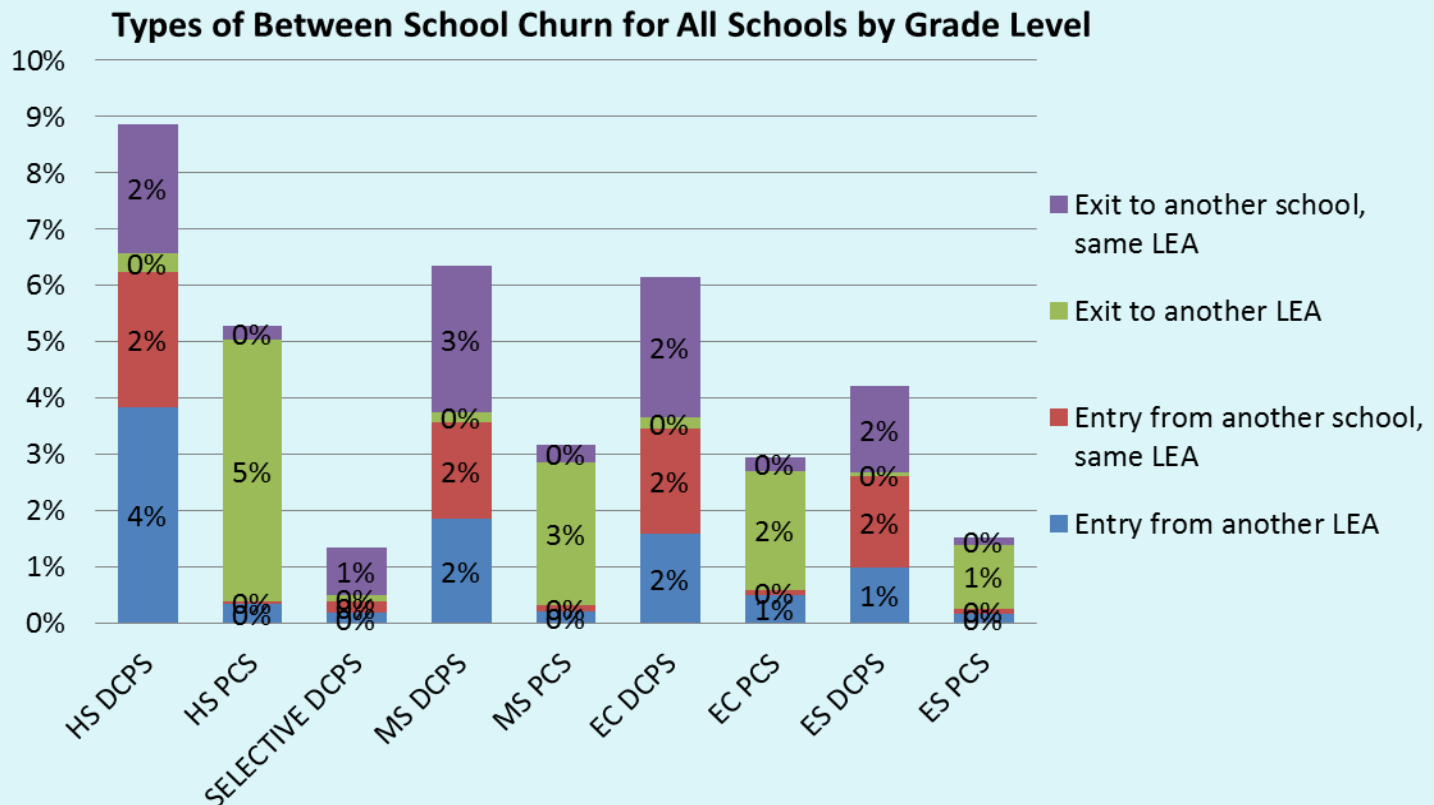
# TYPES OF KEY FINDINGS

The data in this deck is dense and is presented from a number of vantage points. The slides are grouped by:

- Broad findings about mobility in DC
- Within LEA mobility
- Sector differences
- High churn schools
- Disproportionate impact on wards
- **Disproportionate impact on high schools**

# DCPS COMPREHENSIVE HIGH SCHOOLS ARE DISPROPORTIONATELY AFFECTED BY ACROSS LEA MOBILITY

- Comprehensive DCPS high schools (across all four mid-year mobility categories) have a disproportionately larger share of mid-year mobile students compared to all other types of schools.
- PCS high schools have a disproportionate share of exits to other LEAs.



# SUMMARY OF WHAT WE KNOW (1)

- **Broad findings about mobility in DC**
  - DC has modest mobility; only 8% of students are mobile mid-year
  - Of all mid-year mobile students, 75% move in/out of state
  - DCPS has twice the amount of mobility than PCS
  - As churn increases, performance decreases
  - Entry has greater negative impact than exit
  - High churn schools have lower median student performance
  - In/out of state mobility is significant in all four categories
  - Within and across LEA mobility accounts for nearly half of all mobility for low entry/high exit (category 2) and high churn schools (category 3)
  - Entry and exit codes can tell us little about why students are mobile
- **Within LEA mobility**
  - DCPS has most of the within LEA mobility and happens across all grades
  - Ward 8 has the highest share of within DCPS mobility

# SUMMARY OF WHAT WE KNOW (2)

- **Sector differences**
  - DCPS enrolls the majority of all entries including across LEA exits from PCS
  - Nearly all across LEA exits are from PCS
- **High churn schools**
  - High churn rate ranges from 10% to 37%
  - 32% of all public schools students in DC attend high churn schools
  - High churn schools experience more mid-year entries than exits
  - High churn schools have larger shares of at risk students
- **Disproportionate impact on wards**
  - High churn schools are mostly located in Wards 7 and 8
  - Nearly all DCPS schools east of the river are high churn
  - Two thirds of public charter schools east of the river are low entry/high exit
- **Disproportionate impact on high schools**
  - DCPS comprehensive high schools are disproportionately affected by across LEA mobility and have higher mobility than any other type of school

# DATA REVIEW & LARGE GROUP DISCUSSION

# REFLECTION QUESTIONS

- What points resonate most with you?
- What is important to understand from this data?
  - As parents
  - As school and LEA staff members
  - As community members and residents
- What is important for this Task Force to understand from this data?



# **POLICY DISCUSSION: BREAK OUT GROUPS**

# GOALS FOR DISCUSSIONS

- How has our desire to have a *core system of high-quality public schools of right in every neighborhood complemented by high-quality public schools of choice* contributed to the following issues:
  - Disproportion of exit and entry
  - High churn schools
  - Disproportionate impact on Ward 7 and Ward 8
- What current policies most impact the issues listed above?
- Identify what policy options and/or recommendations should be considered in order to address the issues listed above.
- Consider the following questions with each policy option identified:
  - What analysis is necessary to understand impact of the policy?
  - What are the trade offs?

# POLICY EXAMPLES

## Current Enrollment Policies

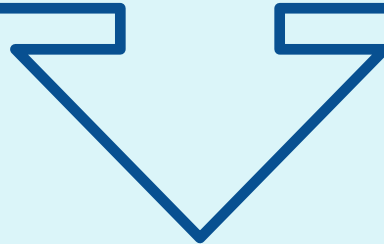
- School-of-right (K-12) – DCPS schools must enroll any in-boundary student at any time during the year
- Selective and citywide schools have the flexibility to control enrollment (e.g. not enrolling mid-year)
- PCS has lottery preferences (Special education, staff, sibling, founder)
- DCPS has lottery 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?

## Potential Policies

- School funding is redesigned to reward schools that take students mid-year?
- Limit the times during a year that student can switch schools?
- A placement process for families moving into the city mid-year?
- Grade configuration alignment across sectors?
- Cross-LEA feeder patterns?
- Lottery preferences?
- Other?

# POLICY DISCUSSION: DISPROPORTION OF ENTRY AND EXIT

- Of all mid-year mobile students, 75% move in/out of state
- DCPS has twice the mobility of PCS and enrolls nearly all entries
- DCPS experiences nearly all of the within LEA mobility
- DCPS comprehensive high schools are disproportionately affected by across LEA mobility and have higher mobility than any other type of school
- Entry and exit codes tell us little about why students are mobile



**Could LEAs work together to better distribute entries?**

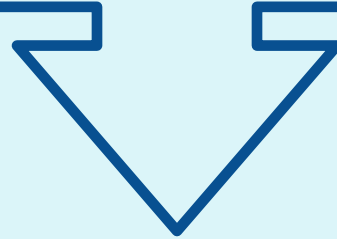
**What impact will LEA payment reform have on mid-year mobility?**

**What policies should be considered for families and schools to improve the entry/exit process?**

**How can we mitigate the impact on DCPS comp. high schools?**

# POLICY DISCUSSION: HIGH CHURN SCHOOLS

- High churn schools have significantly lower performance and serve a greater share of at risk students than schools in other categories
- 32% of all public school students in DC attend high churn schools
- Within and across LEA mobility accounts for nearly half of all mobility for high churn schools
- Nearly all DCPS schools east of the river are high churn



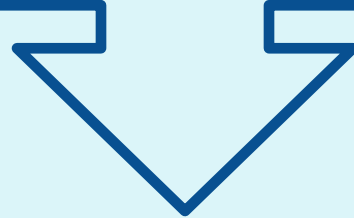
**What can we do to decrease within and across LEA mobility for high churn schools?**

**Can we leverage LEA payment reform to decrease mobility in high churn schools?**

**What are potential policies we should consider?**

# POLICY DISCUSSION: WARDS 7 AND 8

- Wards 7 and 8 have the largest number of high churn schools compared to other wards
- Nearly all DCPS schools east of the river are high churn
- Two thirds of public charter schools east of the river are low entry/high exit schools
- 43% of all public school students live in Wards 7 and 8
- Ward 8 has the highest share of within DCPS mobility



**What factors in W7 and W8 contribute to high churn?**

**What does it mean to have nearly all DCPS schools in W7 and W8 experience high churn?**

**How should the disproportionality of high churn schools in W7 and W8 shape citywide enrollment policy development and planning?**

# REPORT OUT

- Share at least one policy option or recommendation that should be considered in order to address one of the following issues:
  - Disproportion of exit and entry
  - High churn schools
  - Disproportionate impact on Ward 7 and Ward 8
- What analysis is necessary to understand the impact of the policy or recommendation?

# LOOKING AHEAD



# SUMMER/FALL SCHEDULE

## July

- Solidify student mobility policy options (for broader community input)
- Consider preliminary impact analysis

## August

- No meeting
- Members will receive a pre-reading packet in preparation for facilities topic

## September

- Introduce facilities topic
- Discuss community engagement plans

## October

- Community meetings to gather input on mobility policy options
- Reassess policy options based on community input
- Preliminary recommendations on mobility policies

# NEXT STEPS

- Explore opportunities for small group work between meetings
- Review the June meeting summary
- Check-ins with DM Niles or Jim Sandman
- Guiding principles outreach

## **Binder Documents**

- Focus Group Report
- Community Conversation Toolkit – Guiding Principles

## **July Meeting Preview**

- July 26, 2016 at the Taxicab Commission on Shannon Place, SE
- Finalize policy options for consideration
- Discuss community engagement timeline