DC CROSS-SECTOR COLLABORATION TASK FORCE

7.26.16
Meeting 6

GOALS FOR TODAY'S MEETING

- Prioritize policy options for further exploration

- Explore subset of policy options for addressing mobility challenges

AGENDA

- **Welcome (6-6:05)**

- **Prioritization of Policy Options (6:05-6:20)**

- **Break Out Group Discussion (6:20-7:10)**

- **Report Out and Large Group Discussion (7:15-7:55)**

- **Looking Ahead & 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*)

"INDIVIDUAL COMMITMENT TO A GROUP EFFORT--THAT IS WHAT MAKES A TEAM WORK, A COMPANY WORK, A SOCIETY WORK, A CIVILIZATION WORK."

--VINCE LOMBARDI

MID-YEAR MOBILITY

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**

PRIORITIZATION OF POLICY OPTIONS

PRIORITIZATION

Consider the following factors when prioritizing policies:

- Level of impact on addressing mobility issues
- Alignment with the goals of the CSCTF

Instructions:

- Please choose your top two policies by placing a **GREEN** sticky next to them
- Of the remaining policies,
  - Please indicate which are medium priority by placing a **BLUE** sticky next to them
  - Please indicate which are low priority or taken off the list altogether by placing a **PINK** sticky next to them
- LEA Payment and Residency Issues have been removed from the list because we have existing efforts addressing them. See appendix for an update on these two initiatives and timeline for our engagement.

Establish intake schools to take most/all student entering District mid-year	Placement of mid-year entries from out-of-state in PCS	Exit counseling, transition support	Citywide safety transfer policy
Establish transition schools for PCS students leaving mid-year	Establish common intake practices and/or procedures across LEAs to improve experience for students and schools	Eliminate post-Kindergarten age cutoffs	Placement process for PCS expulsions
Enact windows for student movement across DC schools to give parents/families specific times of year to make school changes	Allow charter sector to opt to become by-right schools with certain parameters	Placement process for DYRS students	Long-term suspension center

POLICY DISCUSSION

BREAK OUT GROUP DISCUSSION

- What is the desired outcome of the policy?
- How would it work?
- Should this policy be citywide or implemented in a subset of schools? (e.g. high schools)
- What analysis is necessary to understand impact of the policy?
- What are the trade offs?
- Which stakeholder groups would support this policy and why?
- Which stakeholder groups would oppose this policy and why?
- What are implementation challenges or considerations?
  - Is there a sequencing to implementation that we should consider, especially as we consider the LEA payment and residency work happening?
  - Are there interdependencies with other work or policies that we should be aware of?

REPORT OUT & LARGE GROUP DISCUSSION

- Each group shares out a summary of their break out group discussion
- Other members provide feedback, pose questions, and weigh-in

Whole Group Discussion Questions
- Which of these should the group focus on next to schedule meetings between now and September meeting?

LOOKING AHEAD

PATH TO MOBILITY RECOMMENDATIONS

Identify policy options

Conduct and review impact analysis

Determine which policies to propose for community input

Get broad community feedback

Develop recommendation for the Mayor

SUMMER/FALL SCHEDULE

August (No meeting)
— Members will meet with break out group to discussion additional policies not discussed tonight
— Members will receive a pre-reading packet in preparation for facilities topic

September
— Review and discuss OSSE's proposed changes to residency verification process
— Solidify mobility policy options before seeking broader community input
— Discuss community engagement plan for community meetings

October
— Community meetings to gather input on mobility policy options
— Reassess policy options based on community input
— Preliminary recommendations on mobility policies
— Introduce facilities topic

NEXT STEPS

- Review the July meeting summary
- Meet with break out group
- Review August reading packet
- Half day retreat facilitated by Education Council (option)

September Meeting Preview

— September 27, 2016 at Education Counsel

— Kaya Henderson's last meeting and welcoming John Davis

— Solidify student mobility policy options (for broader community input)

— Discuss community engagement plans

APPENDIX

OVERVIEW OF LEA PAYMENT INITIATIVE

Lead Agency: OSSE/DME

GOALS OF LEA PAYMENT INITIATIVE

- Fund schools equitably for the students they serve by instituting a funding system that calculates the amount that every LEA receives in the same way.

- Incentivize LEAs to enroll students throughout the year and minimize dis-enrolling.

- Improve student data systems and tracking that will improve the efficiency of other data collection and reporting efforts.

- Automate OCFO payments of local school funds to increase accuracy, efficiency, and timeliness.

WHAT THE LEA PAYMENT INITIATIVE IS NOT PROPOSING TO DO

- Take the place of, or function as, an accountability system

- Address educational funding beyond the scope of UPSFF student-funding allocations

- Destabilize schools by dramatically reducing funding mid year

- Save or reduce costs

COMPONENTS OF THE LEA PAYMENT INITIATIVE

- Multiple measurements of enrollment throughout the school year

- Multiple payments that reconcile to actual enrollment at one or multiple points in time

- Cash flows (or how payments will be disbursed) aligned to the multiple payments

Related components that will be addressed in the future:

– Enrollment audit

– Residency verification process

EXPECTED TIMELINE

- **LEA Payment Initiative will be simulated in SY2016-17 (with no budgetary impact)**
  - Data membership tracking will be piloted for all schools
  - Enrollment reports and simulated financial impact will be provided
- **Revisions to the payment process for PK3-12 grade LEAs will start in SY17-18**
- **Revisions to the payment process for adult and alternative school LEAs will start in SY18-19**

RESIDENCY VERIFICATION WORK

Lead Agency: OSSE

OBJECTIVES

Goals of the review and updating process are to:

- Clarify that residency for the purposes of school enrollment means both physical and legal presence in D.C., including clarifying application of custody and primary caregiver rules

- Streamline paperwork for families of returning students by offering an option of giving OSSE consent to go directly to other agencies on their behalf to further verify information (e.g., Office of Tax and Revenue, Department of Human Services)

- Preserve protections for vulnerable populations (i.e. homeless students, undocumented students)

- Align OSSE and DCPS processes and establish OSSE as the primary authority for all residency investigations in the District

Next Steps: OSSE will engage the CSCTF at our next meeting to weigh in on proposed updates.