DC CROSS-SECTOR COLLABORATION TASK FORCE

9.27.16
Meeting 7

THANK YOU FOR YOUR FEEDBACK!

This is what we heard from you:

- Concern about the pace of our progress

- Eager to get into the more substantive policy discussions

- Want more straw man proposals to react to

- Members should be more direct about what they think and the policies they want the Task Force to consider

- Leverage opportunities in between meetings

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GOALS FOR TODAY'S MEETING

- Discuss and refine policy options

- Discuss goals and outcomes for community engagement in November

AGENDA

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

- **Break Out Groups** (6:05-7:05)

  - **Policy Proposals**

  - **Community Engagement Goals**

- **Report Out & Large Group Discussion** (7:05-7:45)

- **Committee Member Updates** (7:45-7:55)

- **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*)

TO REACH A PORT WE MUST SET SAIL- SAIL, NOT TIE AT ANCHOR SAIL, NOT DRIFT.

- FRANKLIN D. ROOSEVELT

BREAK OUT GROUPS

ORIGINAL OPTIONS

Intake Policies
- Establish intake schools to take most/all students entering the District mid-year
- Placement of mid-year entries from out-of-state in PCS
- Establish common intake practices and/or procedures across LEAs to improve experience for students

Transfer Policies
- Citywide safety transfer policy
- Placement process for PCS expulsions and DYRS students
- Long-term suspension center

Exit Policies
- Enact windows for student movement across DC schools to give families specific times of year to make changes
- Exit counseling and transition support

By-Right Charter
- Allow charter schools to become by-right schools with certain parameters

Eliminate post-Kindergarten Cutoffs
- Eliminate post-Kindergarten age cutoffs so as not to limit the options available to at-risk students in their choice of school

PROPOSALS TO DISCUSS TODAY

By-Right Charter School

- Strengthen school/community relationships
- Alleviate the disproportionate impact of mobility on DCPS

Transfer and Exit Policies

- Ensure students who enter mid-year are set up for success
- Equitable access to public schools by vulnerable populations
- Reduce burden on DCPS taking mid-year PCS students

PATH TO MOBILITY RECOMMENDATIONS

Identify policy options

Determine which policies to propose for community input

Get broad community feedback

Develop recommendation for the Mayor

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GOALS FOR COMMUNITY ENGAGEMENT PROCESS

- Policies are just proposals – not final

- Community feedback will:

  - Provide broader perspective on options

  - Help the Task Force decide which policies to move forward as recommendations to the Mayor

  - Help identify what additional information is needed to better understand the proposal(s)

  - Ensure process is transparent and open

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COMMUNITY ENGAGEMENT PROCESS

Timeline

- November before Thanksgiving break

Format/Structure

- Three citywide meetings
- Partner with parent and stakeholder groups to identify structure and outreach
  - Ward-based education groups
  - DC School Reform Now
  - LEAs
- Overview presentation
  - Frame challenge (data overview)
  - What are the proposals and how would they work
- Facilitated table discussions

BREAK OUT GROUP DISCUSSION

Goal: Develop policy option(s) for presentation to community in November

Policy Proposal Questions

- What is the proposed policy and how would it work?

- What are the intended outcomes of this proposal?

- What are the strengths of this proposal?

- What are implementation challenges or considerations?

Community Engagement Questions

- What questions would you want to ask the community about this proposed policy? What community feedback would be helpful?

- Are these the right community engagement goals?

- What do you think about the community engagement straw man?

- Are there other questions (not relate to mobility) that you would want to ask the community about?

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LARGE GROUP DISCUSSION

REPORT OUT

- Each group shares out a summary of their break out group discussion

- Other members provide feedback, pose questions, and weigh-in

COMMITTEE MEMBER UPDATES

COMMITTEE MEMBER/STAFF UPDATES

Thank you!

- Kaya Henderson
- Rod Boggs
- Lars Beck

Welcome!

- John Davis, Interim DCPS Chancellor
- Carlie Fisherow, DC Scholars PCS

DME staff transition

LOOKING AHEAD

OCTOBER RETREAT

- Half-day (4-5 hours) retreat facilitated by EducationCounsel staff members.
  - Weekday morning or evening options
- Interactive, action-oriented retreat with the purpose of:
  - Identifying new areas to focus on during the coming months
  - Reflecting on our work to-date
  - Working through transitions on the Task Force's membership
  - Getting to know one another better

NEXT STEPS

- Meet with your break out group to further refine your policy option
  - DME will coordinate, facilitate, and note take
- DME will schedule retreat
- Reminder: Review and comment on OSSE's proposed residency regulations

October Meeting Preview
  - October 25th, 2016, Department of For-Hire Vehicles (previously DC Taxicab Commission)
  - Finalize policy options to take to community

APPENDIX

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

MID-YEAR 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