

# **OPENING, CLOSING, SITING WORKING GROUP: MEETING 14**

**Task Force  
Meeting  
November 28,  
2017**

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- Discussion of steps in the coordinated cycle
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# GOALS FOR TODAY'S MEETING

**Discuss proposed community engagement guidelines**

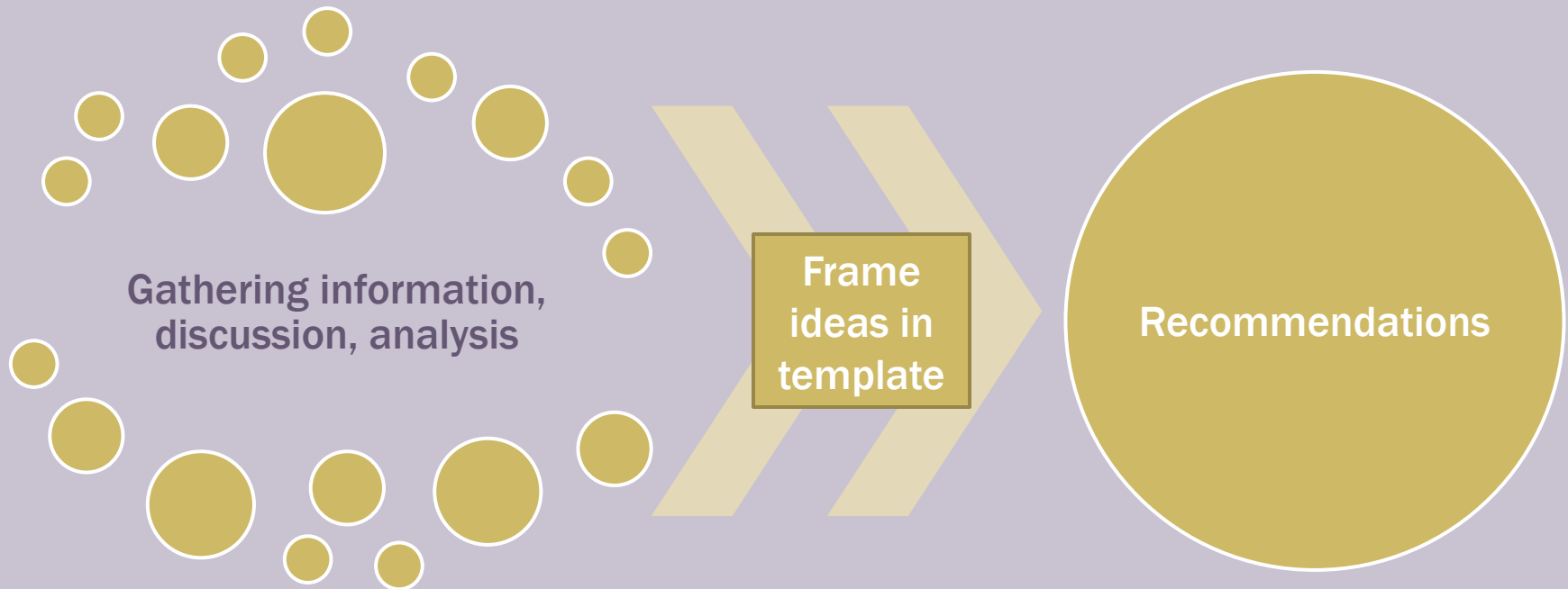
**Review details within coordinated cycle and identify potential recommendation points**

**Determine next steps**

# RECAP OF OCTOBER MEETING

- Discussed the need for more detail in the coordinated cycle to identify points for recommendation opportunities
- Determined the need for drafting community engagement guidelines

# REVIEW: MOVING FROM DISCUSSION TO RECOMMENDATION



# REVIEW: SAMPLE REPORT LANGUAGE, EXAMPLE FROM CHARLOTTE-MECKLENBURG

## Task Force Strategy D

**Strengthen the early care and education workforce to improve the quality and experiences of early care and education available to children ages birth to five.**

### Key Recommendations

1. Improve the compensation and benefits of early care and education providers.
2. Expand the number of early care and education providers with certifications, credentials, and degrees.
3. Increase access to ongoing professional development for early care and education providers that is responsive to their limited time and financial resources, as well as to their educational needs.
4. Grow the cultural and linguistic diversity of our early care and education workforce to better serve our Latino children and families.

### Implementation Tactics and Policy Considerations

- Determine the cost of raising our child care workforce's compensation to that of comparably educated staff in public Pre-K, Head Start, and Early Head Start to reduce turnover in the early care and education workforce.
- Investigate public and private strategies that have increased the early care and education workforce's compensation without increasing costs of care for families.

# REVIEW: SAMPLE REPORT LANGUAGE, MID-YEAR MOBILITY

## Intention 1:

Ensure students entering mid-year have equitable access to all available options to find the school that best matches their needs.

“Loftier”  
language  
stemming  
from theory of  
action

### **Key Recommendations:**

1. Create and implement a common, centralized system for managing mid-year mobility.
2. [INSERT ADDITIONAL RECOMMENDATIONS, IF ANY]

**Entity responsible for implementation:** DME, My School DC

**Timeline:** Full implementation by school year 2017-18

### **Implementation and Policy Considerations:**

- The Task Force recommends that My School DC manage a common mid-year entry and transfer process for public school students starting in SY17-18.
- DME shall convene a working group, to include My School DC, to determine the process for implementing this recommendation. The working group will be responsible for determining whether implementation is contingent on the Common Lottery Board approving My School DC’s ability to take on this additional responsibility.
- The working group must determine the parameters for gathering specific information about mid-year entry and transfer that can inform future policies on how to reduce unnecessary student mobility and promote enrollment stability.
- The new mid-year system should rely on the existing processes of the common lottery, My School DC, and therefore involves all schools participating in the common lottery.
- The new mid-year system should include students who wish to enroll in their in boundary DCPS school after October 5.
- The new mid-year system must require schools to provide their available seats after October 5, including out-of-boundary seats for neighborhood DCPS schools and all seats at public charter schools, citywide DCPS schools, and selective DCPS schools to MSDC. Schools will ensure that these seats are always up-to-date in MSDC so mid-year students are aware of all options and can immediately enroll.

Task Force’s  
original  
recommendation

### **Implementation Status:**

- May 2017: DME convened working group to determine . . .

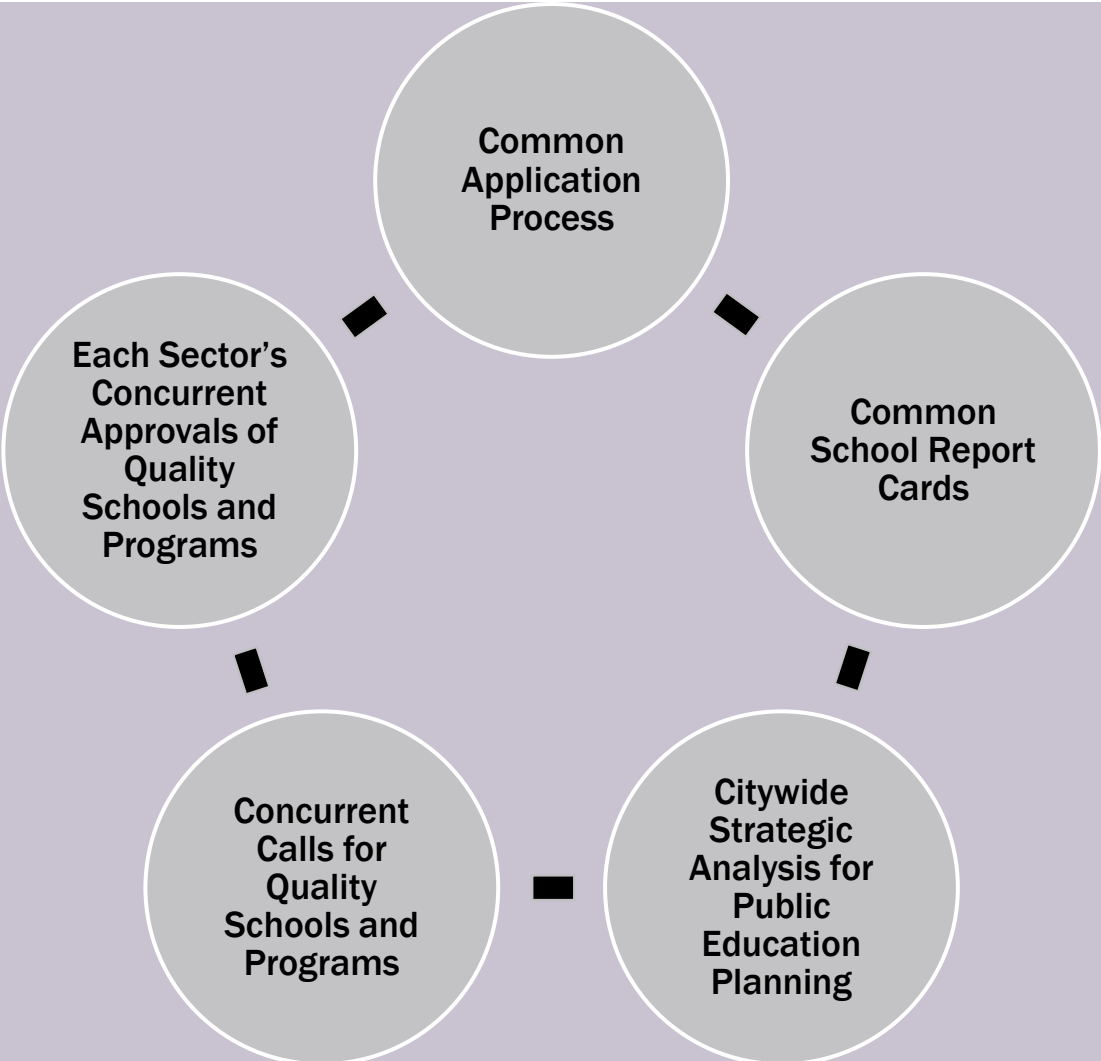
# DISCUSSION: COMMUNITY ENGAGEMENT



# COMMUNITY ENGAGEMENT SUGGESTIONS FROM OFF-CYCLE CALL

- Central listing for all engagement opportunities
- Calendar out community engagement opportunities for the year in advance
- Provide the opportunity to submit public comment remotely
- Be clear about the weight given to community input
- Engage the public multiple times throughout the process
- Convening a representative workgroup for certain decisions
- Engaging ANCs: 30 days notice required

# EDUCATION SCHOOL PLANNING AND IMPROVEMENT



# 1. COMMON APPLICATION PROCESS

## **Proposed:**

**Students apply to all public and public charter schools through the common application process, My School DC, which manages central applications for all students, mid-year transfers, wait lists, and all in-boundary enrollment (in-boundary does not go through the lottery process). Ed Leaders (Chancellor, State Superintendent, PCSB Executive Director, and DME) review results together.**

## 2. COMMON SCHOOL REPORT CARDS

### **Proposed:**

**Common school report cards based on the ESSA Star Rating System provide consistent school performance information across sectors from OSSE. Education Leaders meet together to discuss results and identify areas of improvement.**

# 3. CITYWIDE STRATEGIC ANALYSIS FOR PUBLIC EDUCATION (CSAPE)

## **Proposed:**

**DME creates CSAPE for use by city leaders, educators, nonprofit providers, and community members to identify citywide gaps in providing excellent public school options to meet the needs of all our DC students (see next slide). Education Leaders meet to discuss citywide gaps. DME also engages the community after CSAPE release and ahead of call for quality schools and programs.**

# 3. CITYWIDE STRATEGIC ANALYSIS FOR PUBLIC EDUCATION (CSAPE)

## Chapters:

1. School-age population and public school students
2. Schools
3. Facilities
4. Enrollment patterns
5. Future public school students and capacity or seat gap analysis
6. Neighborhood factors
7. School quality
8. My School DC information

# 3. CITYWIDE STRATEGIC ANALYSIS FOR PUBLIC EDUCATION (CSAPE)

Chapters	Filters			
	Geo- graphy	Grade Level	Sector	School Quality
1. School age population and public school students (number, location, change over time, private/public school, race/ethnicity, special ed, English learners, at risk)	X		X	
2. Schools (number, location, openings and closings, enrollment, programs)				X
3. Facilities (number, location, capacity, and utilization)				
4. Enrollment patterns (in/out boundary, distance traveled, neighborhood enrollment (.5 and 1 mile), live/go (spider maps), diversity index, feeder patterns and transition points)		X		X
5. Future public school students and capacity or seat gap analysis (forecasted population growth/public school growth, comparison of current capacities of schools to current/future public school students)				
6. Neighborhood factors (poverty rates, unemployment, educational attainment, vacant property, violent crime rates, early development instrument, housing development, number of resources [TBD])				
7. School quality (5 Star Rating System, OSSE report card, other?)*				
8. My School DC applications, offers, matches, and match/enrollment rate (e.g., take up rate) <sup>+</sup>		X	X	X

\* 5 Star Rating System for SY17-18 and OSSE report cards will be available December 2018. Quality data will be a separate chapter and a filter for other metrics.

<sup>+</sup> My School DC data availability to be determined.

## 4. CONCURRENT CALL FOR QUALITY PROGRAMS BY DCPS AND PCSB

### **Proposed:**

**DCPS and PCSB solicit new program proposals separately. Prior to release of each sector's call for quality programs, Education Leaders meet together to discuss how the proposals could fill the gaps in offerings throughout the city.**



# 5. CONCURRENT APPROVALS OF QUALITY SCHOOLS AND PROGRAMS

## **Proposed:**

**DCPS and PCSB evaluate new program proposals for quality separately. Prior to final approval, Education Leaders meet together to discuss applications based on identified needs and community input.**

# NEXT STEPS

# NEXT STEPS

- Next Task Force Meeting: January 30, 2018
  - EducationCounsel, 101 Constitution Ave., NW Suite 900
  - 6:00 – 8:00 PM

**APPENDIX: CSAPE  
GUIDING QUESTIONS,  
TASK FORCE GOALS AND  
GUIDING PRINCIPLES**

# 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.
- Promoting enrollment stability.
- Identify educational challenges that need to be addressed through cross-sector collaboration.

# GUIDING PRINCIPLES

- 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.