

DC CROSS-SECTOR COLLABORATION TASK FORCE

11.7.16
Retreat

GOALS FOR THE RETREAT

- Reflect on how to continuously improve the Task Force's effectiveness and adhere to the group norms and shared purpose.
- Share what we know about why students are mobile mid-year and determine what else we need to know to reduce mid-year mobility.
- Get clarity regarding the mid-year entry, transfer, and exit policy proposals while exercising group norms.
- Explore the next issue area for the Task Force (fifth goal of the Task Force).

AGENDA

- **Welcome and Reflection (5:00-5:30)**
- **Panel Discussion on Student Mobility Data (5:30-6:05)**
- **Break (6:05-6:15)**
- **Policy Proposal Discussion: Mid-Year Entry, Transfer, and Exit (6:15-8:10)**
- **Fifth Goal Issue Area Pitches and Discussion (8:10-8:50)**
- **Conclusions and Looking Ahead (8:50-9:00)**

**“IT IS NOT BY MUSCLE, SPEED, OR PHYSICAL
DEXTERITY THAT GREAT THINGS ARE ACHIEVED,
BUT BY REFLECTION, FORCE OF CHARACTER,
AND JUDGMENT.”**

-MARCUS TULLIUS CICERO

Reflection

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*).

GROUP NORMS AND EXPECTATIONS REFLECTION

What should our discussions LOOK, SOUND, and FEEL like?

Group Norms and Expectations

- 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

PARTNER SHARE

Reflect on past meetings and discussions:

- What moments stand out to you that have exemplified our aspirations for how our conversations should LOOK, SOUND, and FEEL like?
 - What moments have demonstrated our norms and expectations?
 - When have our discussions have felt particularly productive?
- What moments have felt more difficult or less productive?

INDIVIDUAL REFLECTION AND GROUP SHARE

After reflecting on past meetings and discussions:

- **What should Task Force members do more or keep in mind moving forward? (Please identify something that helps contribute to or is supportive of the productivity of the group.)**
- **What should Task Force members try to avoid moving forward? (Please identify something that detracts from or is less supportive of the productivity of the group.)**
- **Prepare to share one idea for each category with the group**

WHY STUDENTS MOVE: PANEL DISCUSSION

MID-YEAR ENTRY, TRANSFER, AND EXIT POLICY GOALS

- The broad goals of the mid-year entry, transfer, and exit policy discussions have been as follows:
 1. Better understand why students transfer, enter, and exit the public school system and facilitate entries and transfers.
 2. Ensure that schools are better prepared for new students who transfer or enter mid-year by providing the school with information on incoming students.
 3. Equitably distribute new mid-year students or transfer students to schools across both sectors so as to reduce the concentration of mid-year entry students in high-churn schools.
 4. Ensure that students and families are aware of their school choices should they enter or transfer schools mid-year, across both sectors
 5. **Reduce mid-year student mobility.**

WHY DO STUDENTS MOVE MID-YEAR?

As a group, we have discussed our data limitations (quantitative and qualitative) regarding why students move mid year.

The purpose of this panel is the following:

- To provide the Task Force with information that we know
- To suggest qualitative and quantitative data that the Task Force needs in order to support policies that reduce student mobility

PANELISTS

- **Ja'Sent Brown | Director of the Reengagement Center, Office of the State Superintendent of Education**
- **Erika Harrell | Member of DC School Reform Now; DC Prep parent**
- **Faith Gibson Hubbard | Chief Student Advocate at the State Board of Education**
- **Information collected from current and former school leaders via survey (presented by Hannah Holliday)**

PANEL DISCUSSION QUESTIONS

- Why do students leave schools after October 5? Which reasons are most frequent?
- What are the students' and family circumstances for students who exit school after October 5?
- If your school(s) enrolls students after October 5, how do you collect information about why they enroll and what reasons do they give for enrolling in your school(s) mid-year?
- If your school(s) has participated in safety or hardship transfers, what has the process been like for those students and families?
- What is the impact of students entering and/or exiting a school on the other students and the school?
- Is there any other information about mid-year students that you would like to share?

LARGE GROUP DISCUSSION

- What themes can we identify from panel discussion?
 - Around the reasons students exit/enter schools mid-year?
 - Around the information we have and do not have?
 - Around the impact of student mobility on students, parents, and schools?
- What data do we still need?

BREAK
(10 MIN)

MID-YEAR ENTRY, EXIT, TRANSFER POLICY PROPOSAL

DISCUSSION FORMAT

- Jenn will guide the group through the current proposed mid-year entry, exit, and transfer policies (5 components)
- Jenn will provide a suggested implementation strawman based on previous conversations and implementation practicalities
- The group will discuss each question in the “decision tree”
 - Rate each component/decision at your seat
- Jenn will lead us in an exercise to rate and summarize our thoughts
 - We do not have to come to consensus on each aspect of the policy
 - After this meeting we will identify the areas on which we want community feedback

MID-YEAR ENTRY, TRANSFER, & EXIT POLICY PROPOSAL PURPOSE



- Better understand why students transfer, enter, and exit the public school system and facilitate entries and transfers.



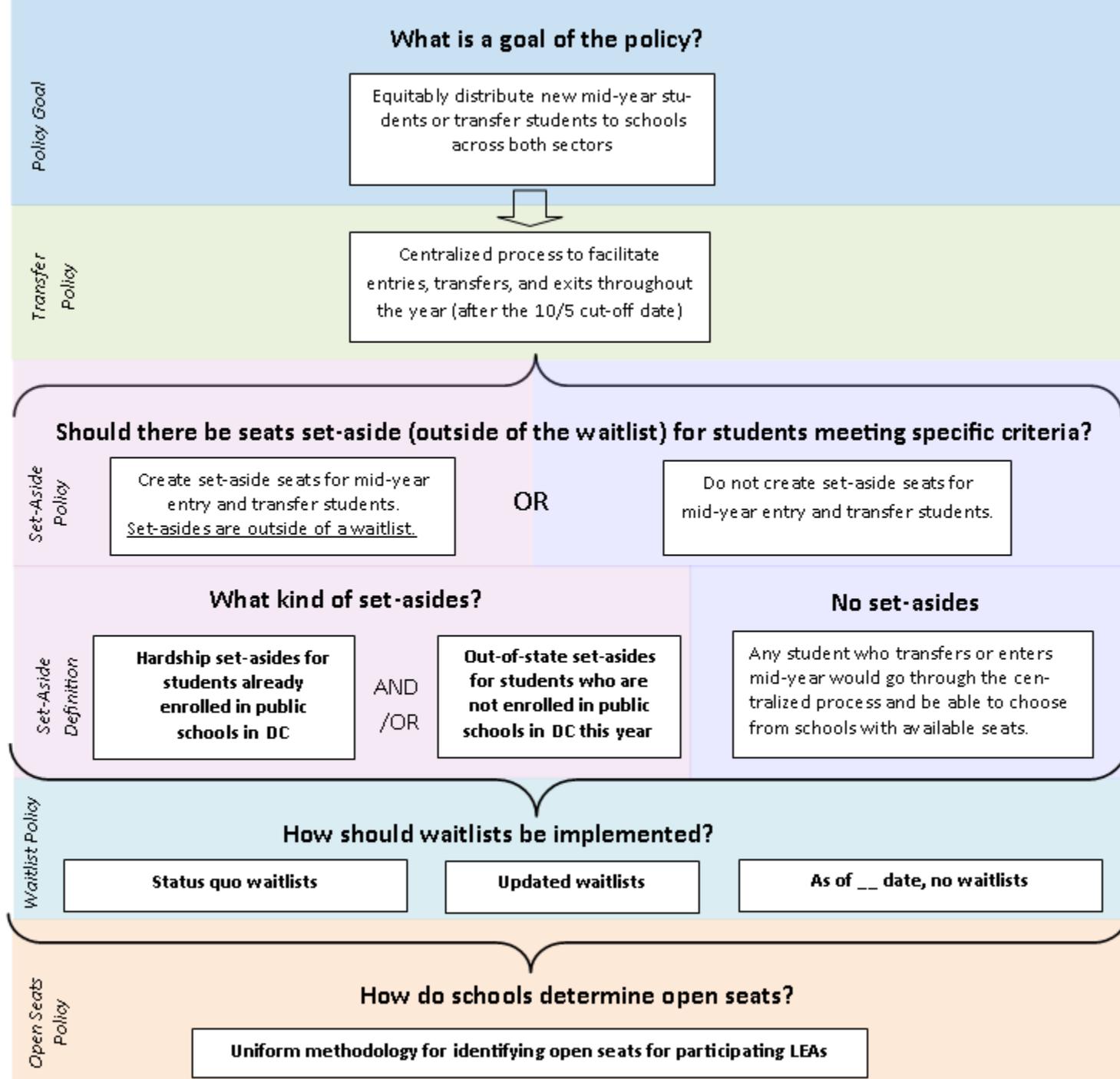
- Ensure that schools are better prepared for new students who transfer or enter mid-year by providing the school with information on incoming students.



- Equitably distribute new mid-year students or transfer students to schools across both sectors so as to reduce the concentration of mid-year entry students in high-churn schools.



- Ensure that students and families are aware of their school choices should they enter or transfer schools mid-year, across both sectors



IMPLEMENTATION STRAWMAN

DME proposes the following phased timeline for implementation to equitably distribute new mid-year students or transfer students to schools across both sectors

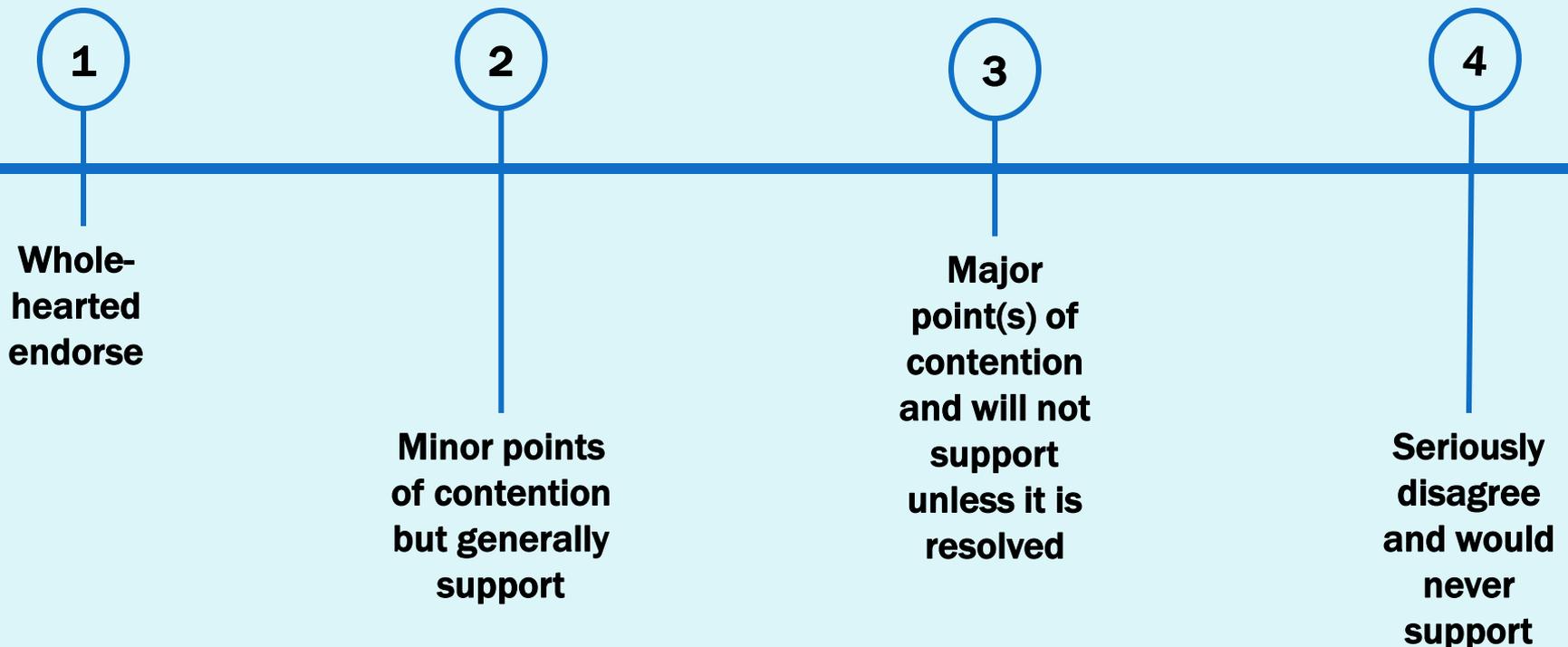
Timeframe	Policy Change
Year 1	<ul style="list-style-type: none">• Begin LEA Payment Initiative• Initiate the opt in centralized entry, transfer, and exit process• Implement uniform seat availability*• Create hardship set-asides• Continue waitlists as is
Year 2	<ul style="list-style-type: none">• Complete a plan to implement out-of-state set-asides in Year 3• Hardship set-asides continue
Year 3	<ul style="list-style-type: none">• Begin out-of-state set-asides• Continue hardship set-asides• Propose waitlist changes, if any, for Year 4
Year 4+	<ul style="list-style-type: none">• Implement revised waitlists policies, if any

UNDERLYING ASSUMPTIONS

- The policy is voluntary; LEAs opt-in to participate.
- The policy maintains students' rights to attend their in-boundary schools.
- The policy operates after October 5.**
- LEA payment initiative (i.e., \$ follows the student) is in effect.
- My School DC (with additional staff and resources) administers the process.

GRADIENTS OF AGREEMENT

Assessing Task Force member support for each component of the proposed policy, along with suggested timeline for implementation



COMPONENT DISCUSSION FOR PROPOSED POLICY

We will review the following 5 components

- **Component 1: Centralized process**
- **Component 2: Set-Asides**
- **Component 2: Set-Aside Definitions**
- **Component 3: Waitlist Policy**
- **Component 4: Open Seat Policy**
- **Component 5: Information and Counseling**

GOALS AND TARGETED POLICIES

Component 1: Centralized process

- Equitably distribute new mid-year students or transfer students to schools across both sectors

Centralized process to facilitate transfers throughout the year (after the 10/5) cut-off date

WHETHER TO IMPLEMENT SET-ASIDES

Component 2: Set-Asides

- Set-asides are seats separate from the waitlist
- PCSB would have to approve enrollment ceiling to include set asides

Option 1:

Create set-aside seats for mid-year entry and transfer students.

Option 2:

Do not create set-aside seats for mid-year entry and transfer students.

SET-ASIDE DEFINITIONS

Component 2: Set-Aside Definitions

Filling set-aside seats would not use the regular waitlist

Hardship set-asides:

- Medical reasons
- Safety reasons, including bullying
- Changes in legal or educational custody and/or guardianship
- Change of residence within DC if the move has created a hardship in getting to school

Should expelled students be included?

Out-of-state set-asides

- Qualifying students include those who move into the District mid-year or decide to enroll for the first time after October 5

Should homeschooled and private school be included?

WAITLIST POLICY

Component 3: Waitlist Policy

Status quo waitlists

- Rely on the waitlist to fill any seat beyond set asides (including students that do not qualify for set-asides)
- Fill set-aside seats with students meeting set-aside criteria

Updated waitlists

- Rely on the waitlist to fill any seat beyond set asides (including students that do not qualify for set-asides)
- Fill set-aside seats with students meeting set-aside criteria
- After Oct 5, My School DC requires families to actively opt in to remain on a waitlist; if they do not opt-in, they are taken off the waitlist.

Refer back to the “Status quo waitlists” policies

As of __ date, no waitlists

- After a determined date, My School DC erases all wait lists and LEAs no longer use regular waitlists.
- Open seats at schools are assigned to students on a first-come, first-serve basis.
- Students meeting set aside criteria are placed into set aside seats.

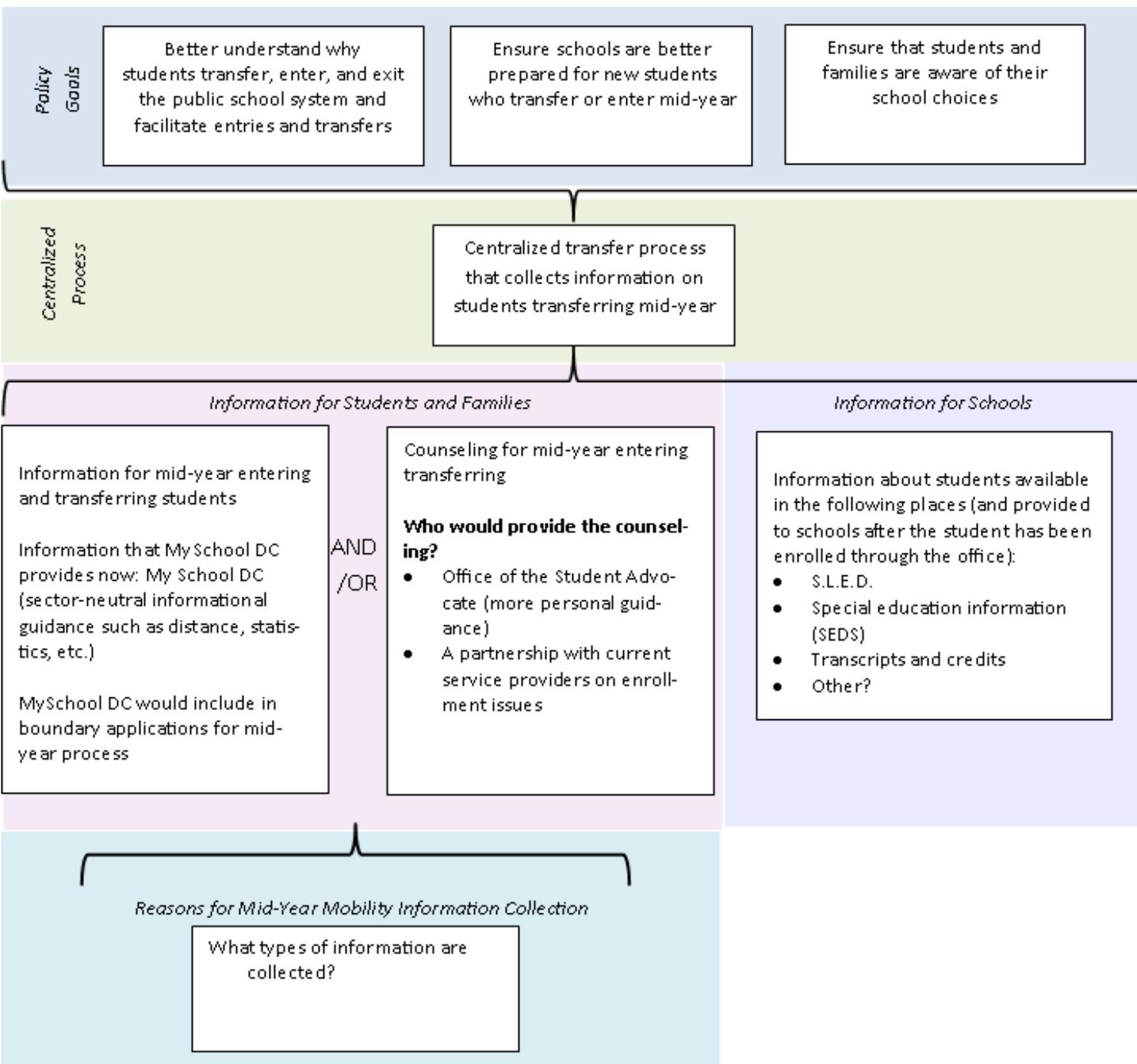
OPEN SEATS POLICY – 1 IN AND 1 OUT

Component 4: Open Seat Policy

Determine a school's enrollment minimum by using the enrollment count on Oct 5.

If a school goes below that count, the school has an available seat to be filled from waitlist or from centralized process.

Schools can add more seats above the Oct 5 enrollment (within their enrollment ceiling) through the centralized process.



INFORMATION FOR STUDENTS AND FAMILIES

Component 5: Information and Counseling

Information for mid-year entering and transferring students

- Information that My School DC provides now to students and families: sector-neutral informational guidance such as distance, statistics, etc.
- In-boundary applications after October 5 would go through the centralized process

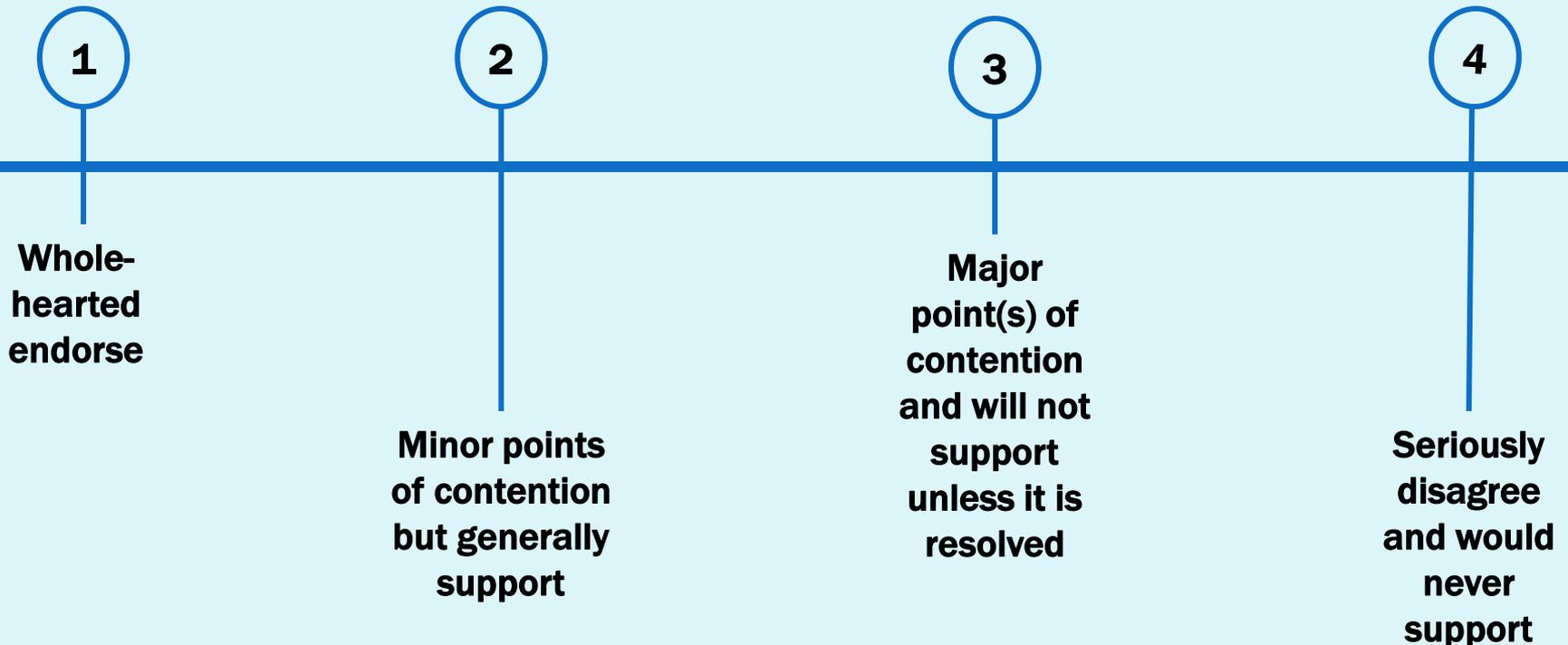
Should the centralized process include additional counseling?

Who would provide the counseling?

- My School DC
- Office of the Student Advocate (more personal guidance)
- A partnership with current service providers on enrollment issues

GRADIENTS OF AGREEMENT

Assessing Task Force member support for each component of the proposed policy, along with suggested timeline for implementation



FIFTH GOAL ISSUE AREAS PITCHES

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.

ISSUE AREA 1: STUDENT SAFETY

Background:

- Members of the public, LEA leaders, and students have noted in public testimony the need for improved student and school safety to and from school, as well as in school
- The Safety Working Group (formerly part of the DME's Transportation Working Group) launched as a stand-alone group in June 2016 to tackle issues related to student and school safety, and would welcome the CSCTF's energy and focus on this issue
- DCPS and PCSB have identified this as an area that would benefit from cross-sector collaboration and problem-solving since students and schools face similar challenges regardless of sector

ISSUE AREA 1: STUDENT SAFETY

Ideas for Task Force to consider:

- Understand the challenges and barriers to improving student and school safety from the Safety Working Group and other sources of data and information
- Take on the Safety Working Group's Safe Passage Initiative
- Work on the policy issues identified by the Safety Working Group that need cross-sector collaboration
- Address safety while also addressing overall cross-sector communication, accountability, data-sharing, etc.

ISSUE AREA 2: AT-RISK STUDENTS

Background

- Both PCS and DCPS serve at-risk students
 - 47.6% of DCPS students are at-risk (SY15-16 audited enrollment)
 - 43.8% of PCS students are at-risk (SY15-16 audited enrollment)
- At-risk students receive more funding in the Uniform Per Student Funding Formula (UPSFF)
- Students are identified as “at risk of academic failure” if they are either:
 - Homeless
 - TANF and/or SNAP recipient
 - In the foster care system
 - Overage by 1 year (high school students only)
- Recent DC Council roundtable (October 27, 2016) highlighted the importance of at risk

ISSUE AREA 2: AT-RISK STUDENTS

What policies could help improve outcomes for at-risk students?

Ideas for the Task Force to consider:

- Consider an at-risk student lottery preference or weight in the DC common lottery.
- Consider adding a “mobility weight” when calculating the number of and funding for at-risk students to better support mobile students, who are also at-risk.
- Determine policies to better support at-risk students already in enrolled in schools across sectors.

ISSUE AREA: SUPPORTING STUDENTS IN SCHOOLS EXPERIENCING HIGH-CHURN

- Identify schools with high rates of churn.
- Allocate additional resources, services, and supports to high-churn schools and students entering mid-year.
- Possible components:
 - Transition program/academy: a program that would provide students with academic and social supports within schools before transitioning them to regular classes.
 - Enrollment projections/budgeting: factor in churn when determining funding and available school resources for student support.

FINAL REFLECTION

FINAL REFLECTION

Consider the list of things to do and the list of things to avoid that we created at the beginning of the retreat:

- Name one thing the group did well during our conversations throughout this retreat.
- Name one thing the group could collectively do better in the future.

LOOKING AHEAD

LOOKING AHEAD & NEXT STEPS

- **November Task Force meeting: Tuesday, November 22, 2016**
 - Discuss community engagement around the policy proposal
 - Edits to the mid-year entry, transfer, and exit proposal sent before the November meeting

APPENDIX

MID-YEAR ENTRY, TRANSFER, & EXIT POLICY PROPOSAL PROCESS

