COMMUNITY MEETING:
MID-YEAR ENTRY, TRANSFER, AND EXIT POLICY PROPOSAL

Cross-Sector Collaboration Task Force

GOALS FOR TONIGHT

- Share an overview of the Cross-Sector Collaboration Task Force's work and proposed policy to address student mobility
- Gather feedback on the purposes and components of the proposed policies to help the Task Force decide what to recommend to the Mayor
- Identify what additional information is needed to better understand and explain the proposed policies
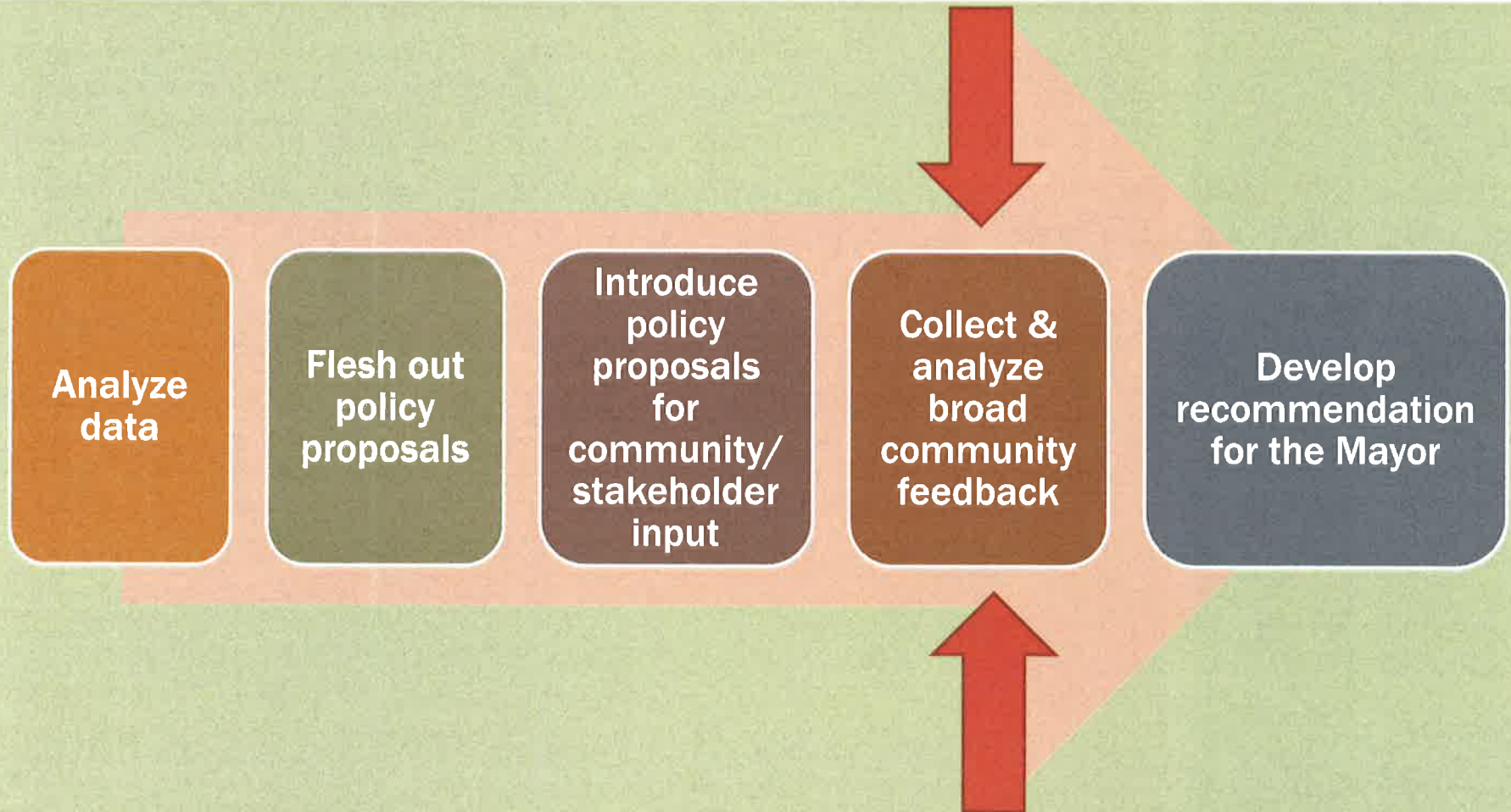
AGENDA

- **Welcome** (6:00-6:05)
- **Overview of the Cross Sector Collaboration Task Force** (6:05-6:10)
- **Mid-Year Entry, Transfer, and Exit Policy Framing** (6:10-6:35)
- **Discussion & Feedback** (6:35-7:25)
- **Next Steps** (7:25-7:30)

OVERVIEW OF THE CROSS-SECTOR COLLABORATION TASK FORCE

- The Deputy Mayor for Education established the Cross-Sector Collaboration Task Force (Task Force) in February 2016 at the direction of the Mayor.

  - Works to develop clear and fair recommendations for the Mayor on how to improve collaboration across public schools in DC. One goal is to promote enrollment stability.
  - Has 26 members: representatives from Local Education Agencies (LEA) and district agencies, public school parents, and community members. Membership is balanced across sectors, demographics, and ward of residence.
  - Meets once monthly (the last Thursday of the month) through 2017.

PROCESS: CREATE RECOMMENDATIONS TO PROMOTE ENROLLMENT STABILITY

Analyze data

Flesh out policy proposals

Introduce policy proposals for community/ stakeholder input

Collect & analyze broad community feedback

Develop recommendation for the Mayor

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MID-YEAR ENTRY, TRANSFER, AND EXIT POLICY FRAMING

WHY ADDRESS MID-YEAR ENTRY, TRANSFER, AND EXIT?

- Key takeaways from the data on enrollment stability:

  1. 8% of students in DC are mobile mid-year (after October 5th) and 75% of those are in and out of the District, not among DC schools.

  2. Student mobility has a greater impact on DCPS schools than on charter schools.

  3. High churn (high entry/high exit) correlates with lower student achievement – primarily in DCPS schools.

  4. The highest concentration of high churn schools is in DCPS schools East of the River in Wards 7 and 8.

  5. We do not know why students are moving in/out of DC mid-year.

CURRENT PROCESSES FOR MID-YEAR ENROLLMENT

- If student is seeking DCPS in-boundary school:
  - K-12 student enrolls at any point throughout the school year at the school. May not know options at other schools.
  - K-12 student does not apply for the school through My School DC – has right to enroll even if there is a waitlist for out-of-boundary students.
  - PK3/PK4 students must apply via My School DC (PK is not compulsory school, so there is no by-right school).
  - PK3/PK4 in-boundary students receive an in-boundary preference in the school waitlists and are ranked above out-of-boundary students.
  - PK3/PK4 students are added in the appropriate order in the waitlist if they apply after the lottery.

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CURRENT PROCESSES FOR MID-YEAR ENROLLMENT

Current Mid-Year Enrollment Processes for New Students or Students Experiencing Hardship

- If student is seeking DCPS out of boundary schools, DCPS citywide schools, DCPS selective schools, or public charter schools:
    - PK3-12 students must apply via the My School DC common lottery during the previous school year by the appropriate deadline (by Feb 1 for high school students and March 1 for PK3-8th grade).
    - PK3-12 students that wish to enroll in one of these schools after the lottery deadline must apply to enroll through the My School DC common lottery and add their name to existing waitlist if the school is full.
    - PK3-12 student could be at the top of the waitlist, and the school can offer a spot and the student can enroll.

CURRENT PROCESSES FOR MID-YEAR ENROLLMENT

Current Mid-Year Enrollment Processes for New Students or Students Experiencing Hardship

- If student is experiencing special circumstances and must transfer mid-year:
  - Transfer within their own Local Education Agency (LEA) based on the procedures (and # of campuses) for each particular LEA. DCPS has the Student Placement Office that assists with these types of transfers between DCPS schools.
  - Withdrawal from their current school and enroll in their in-boundary DCPS school.
  - Withdrawal from their current school and apply via My School DC to be added to the waitlists of a DCPS out of boundary school, public charter school, DCPS citywide school, or DCPS selective school. Student may enroll if there is a seat available (i.e., there is either no waitlist or they are at the top of the waitlist).

REVIEW OF MID-YEAR ENTRY, TRANSFER, AND EXIT POLICY PROPOSAL & DISCUSSION

PROPOSAL COMPONENTS

Three Main Components

Component 1:
Centralized Citywide Process for Mid-Year* Entries, Transfers, and Exits

Component 2:
Set-Asides for Hardship Transfers

Component 3:
Set-Asides for Out-of-State Mid-Year* Entries

*"Mid-year" refers to entries, transfer, and exits after the October 5 student count

GOALS AND PURPOSE

Goals and purpose of proposed policy for parents & students

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

- Improve the experience of students who enter and exit mid-year because schools are better prepared with timely, key information and possibly with additional resources.

- With hardship set-asides, ensure that students in crisis or experiencing special circumstances have a wider array of school options and school support services than they do currently.

- With out-of-state set-asides, provide new students with more access to high-demand schools mid-year than they do currently.

- **Which of the purposes and goals do you agree with?**

- **Which of the purposes and goals do you disagree with?**

COMPONENT 1: CENTRALIZED PROCESS

Review Parameters and Action Steps on Handout

What are the advantages and disadvantages of:

- Having a centralized process for mid-year entries and transfers, similar to how we're doing the My School DC lottery now, starting in school year 17-18.

The changes to the status quo would be:

- Going through My School DC to apply to your in-boundary school if you are new mid-year or are transferring schools, rather than enrolling directly at the school in K-12 (similar to what you'd have to do in Pre-K)
- My School DC would provide students and families of mid-year entries with all available school options and characteristics
- My School DC would gather data on why transfers happen

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COMPONENT 2: CRITERIA FOR A HARDSHIP TRANSFER

Review Parameters and Action Steps on Handout

Criteria to Qualify for a Hardship Transfer:

- 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
- Non-voluntary transfers/expulsions (?)

Question:

- Should expulsions and involuntary transfers be included in the hardship set-asides?
- LEAs could opt into including expelled students.

Hardship transfers must have supporting documentation and the family must agree to the hardship transfer.

COMPONENT 2: HARDSHIP SET-ASIDES

- What are the benefits and challenges of set-aside seats for hardship transfers?
- What are your opinions about the definition of hardship set-asides, in particular including expelled students in hardship set-asides?

The changes from the status quo would be:
- Hardship transfers would have a defined or formal process that could be used by all participating LEAs.
- The hardship set asides would be a process separate from the school's waitlist.
- Hardship transfers would get access to more school options with participating LEAs than they would otherwise.

COMPONENT 3: CRITERIA FOR A OUT-OF-STATE SET ASIDE

Review Parameters and Action Steps on Handout

Criteria to Qualify for a Out-of-State Transfer:

<u>K</u>-12 grade students who meet the following criteria and have appropriate documentation will qualify for an out-of-state set aside:

- PK3 and PK4 students would not qualify because of concerns about "gaming"
- Students who decide to enroll in public school during a school year for the first time during that year
    - Includes students who recently moved into the District
    - Includes students returning from home-schooling, and previously disengaged students (i.e., drop out)
- Student must not be enrolled in a DCPS or DC charter school for the school year in which they are trying to enroll
- Students who have been enrolled in private, independent, or parochial schools in the District would NOT qualify and would go through the centralized process to the end of a school's waitlist.

COMPONENT 3: OUT-OF-STATE SET-ASIDES

- What are the benefits and challenges of set-aside seats for out-of-state set asides?
- What are your opinions about the definition for out-of-state set-asides?

The changes to the status quo would be:

- The out-of-state set asides would be a process separate from the school's waitlist.
- Students new to the public school system mid year would get access to more school options with participating LEAs than they would otherwise.

THE ROLE OF WAITLISTS

Task Force is considering reducing or eliminating waitlists after the start of school

- Intended to better ensure that students entering mid-year have access to schools beyond their in boundary school.
- Eliminating waitlists would not need a separate system of set asides.

Options:

- Reducing/updating waitlists after the start of school by families actively opting in to remain on waitlist
  - Currently, families can <u>opt to actively remove</u> themselves from waitlists but generally do not. Reducing waitlists could involve more extensive outreach to encourage families to remove themselves if they are enrolled and happy.

- Eliminate waitlists after start of school: schools would have to ensure that their seat availably is up-to-date.

What are your reactions to reducing or eliminating waitlists after the school year?

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NEXT STEPS

CROSS-SECTOR COLLABORATION TASK FORCE TIMELINE

- The next Cross-Sector Collaboration Task Force meeting will take place on January 24, 2017 at the Department of For-Hire Vehicles

Timeframe/Date	Task Force Action
January 10	Community meeting: Bellevue Library
January 17	Community meeting: Mt. Pleasant Library
January 18	Community meeting: Northeast Library
January 24:	Task Force meeting to review community engagement data and discuss recommendation for the Mayor

NEXT STEPS

- Complete your worksheet before you leave
  - Your feedback will be shared with the members of the Task Force
- Encourage your network to attend an upcoming community meeting:
  - Tuesday, January 17—Mt. Pleasant Library
  - Wednesday, January 18—Northeast Library
- Visit dme.dc.gov
  - Find more information about the Cross-Sector Collaboration Task Force
  - Have your network fill out a worksheet to provide feedback
- Thank you!

APPENDIX I:
ADDITIONAL DATA

8% OF DC 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.

Mid-Year Student Movement

Legend:
- Moved school mid year (red)
- Same school (blue)

Chart data:
- 2011-12: 6,877 (9%) Moved school mid year; 67,022 (91%) Same school
- 2012-13: 5,577 (7%) Moved school mid year; 70,220 (93%) Same school
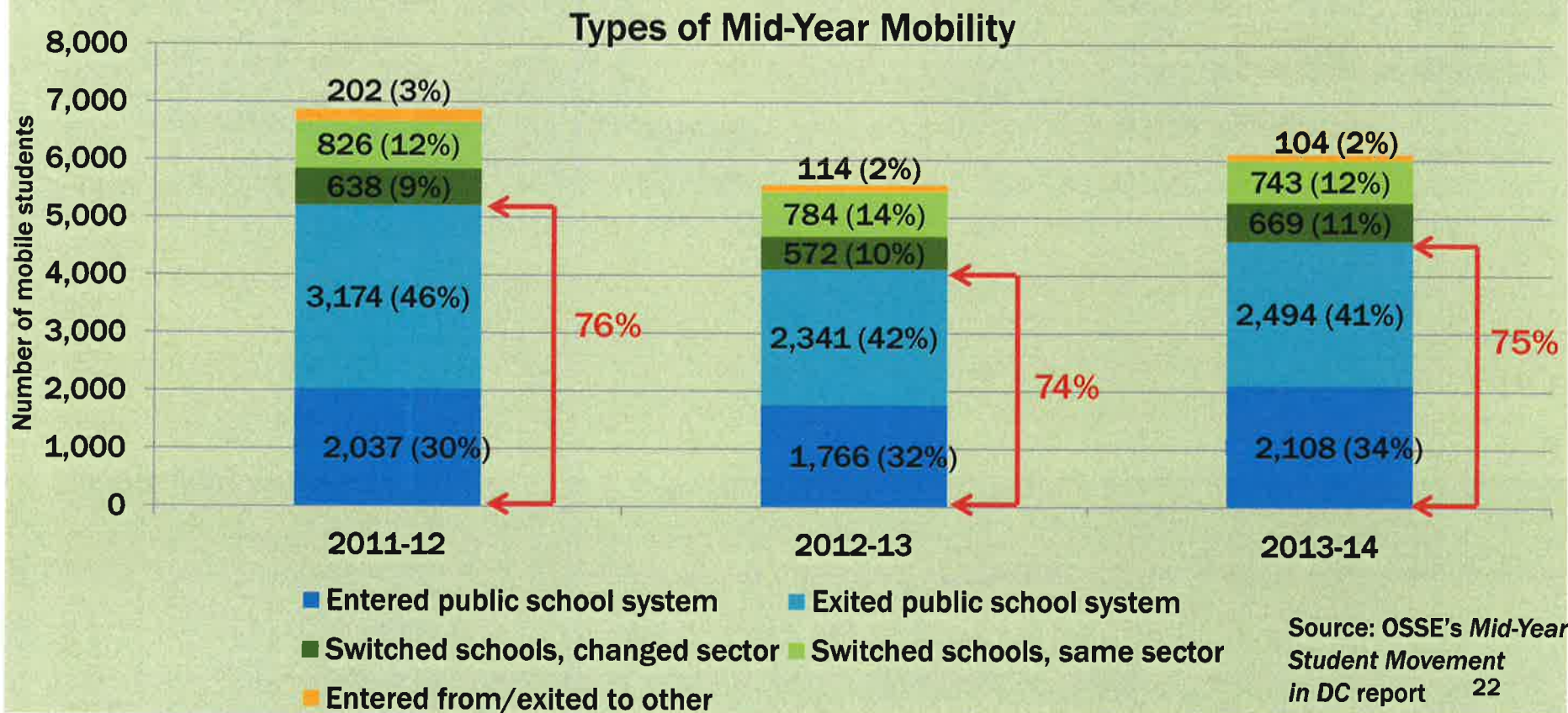- 2013-14: 6,118 (8%) Moved school mid year; 72,039 (92%) Same school
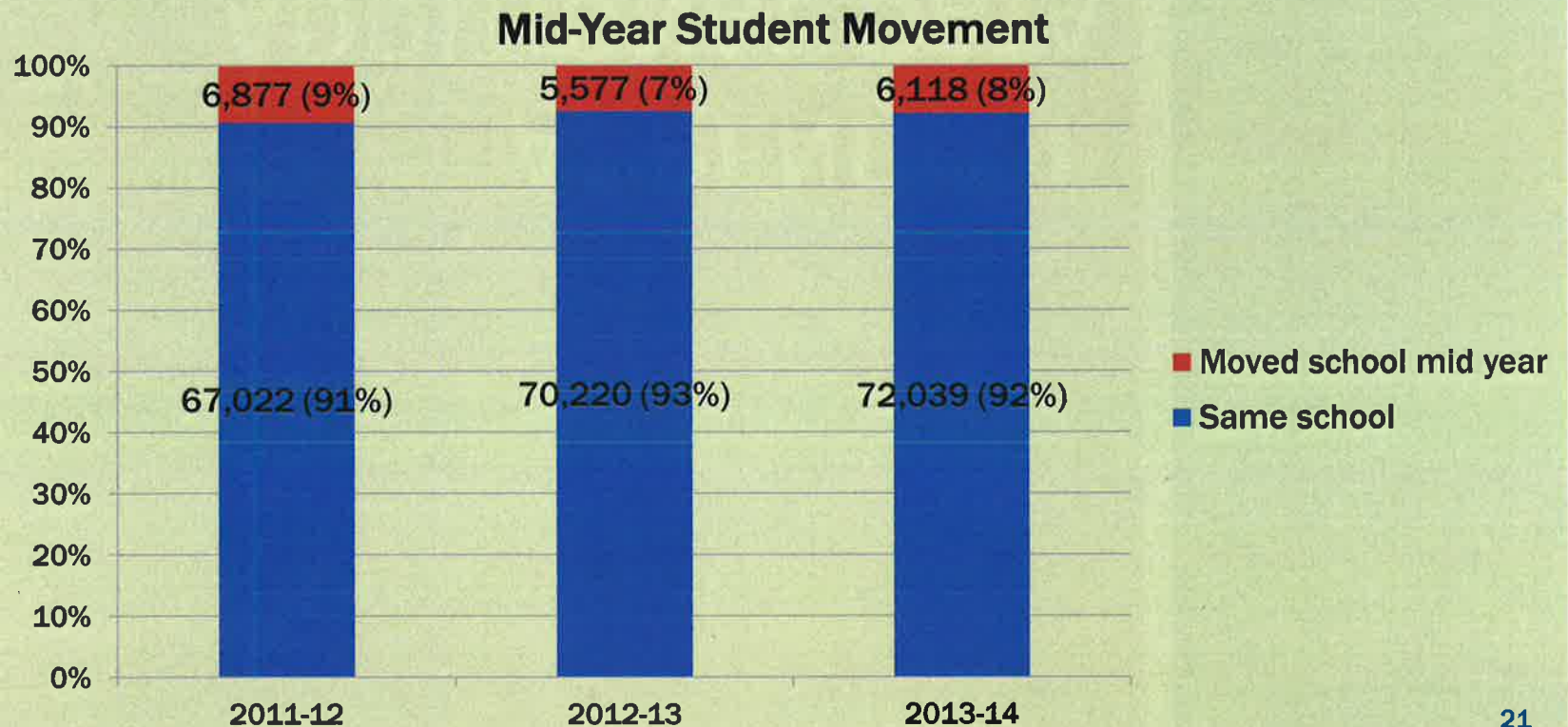
Note: Analysis excludes students enrolled at adult & alternative schools.

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

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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

Number of mobile students

2011-12
- 202 (3%)
- 826 (12%)
- 638 (9%)
- 3,174 (46%)
- 2,037 (30%)
- 76%

2012-13
- 114 (2%)
- 784 (14%)
- 572 (10%)
- 2,341 (42%)
- 1,766 (32%)
- 74%

2013-14
- 104 (2%)
- 743 (12%)
- 669 (11%)
- 2,494 (41%)
- 2,108 (34%)
- 75%

- ■ Entered public school system
- ■ Exited public school system
- ■ Switched schools, changed sector
- ■ Switched schools, same sector
- ■ Entered from/exited to other

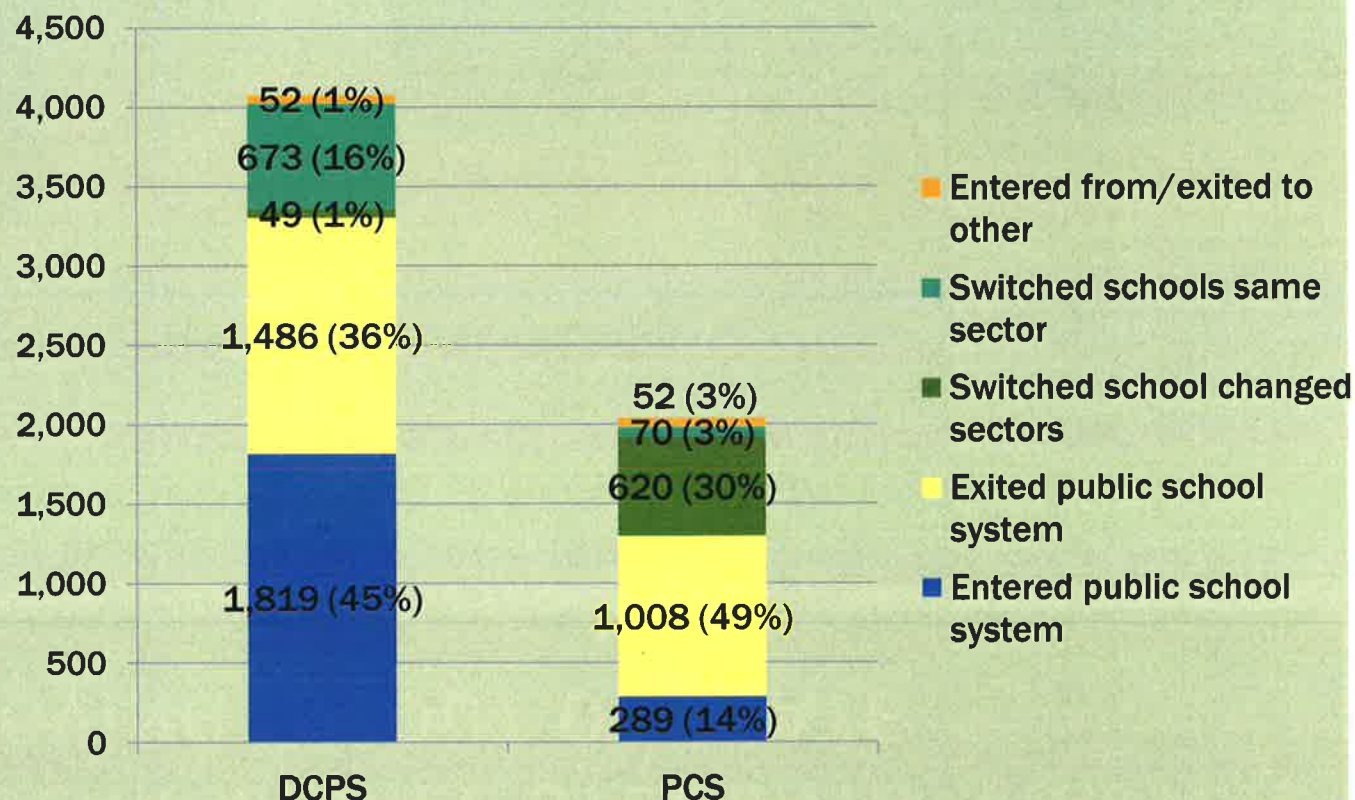Source: OSSE's *Mid-Year Student Movement in DC* report   22

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.

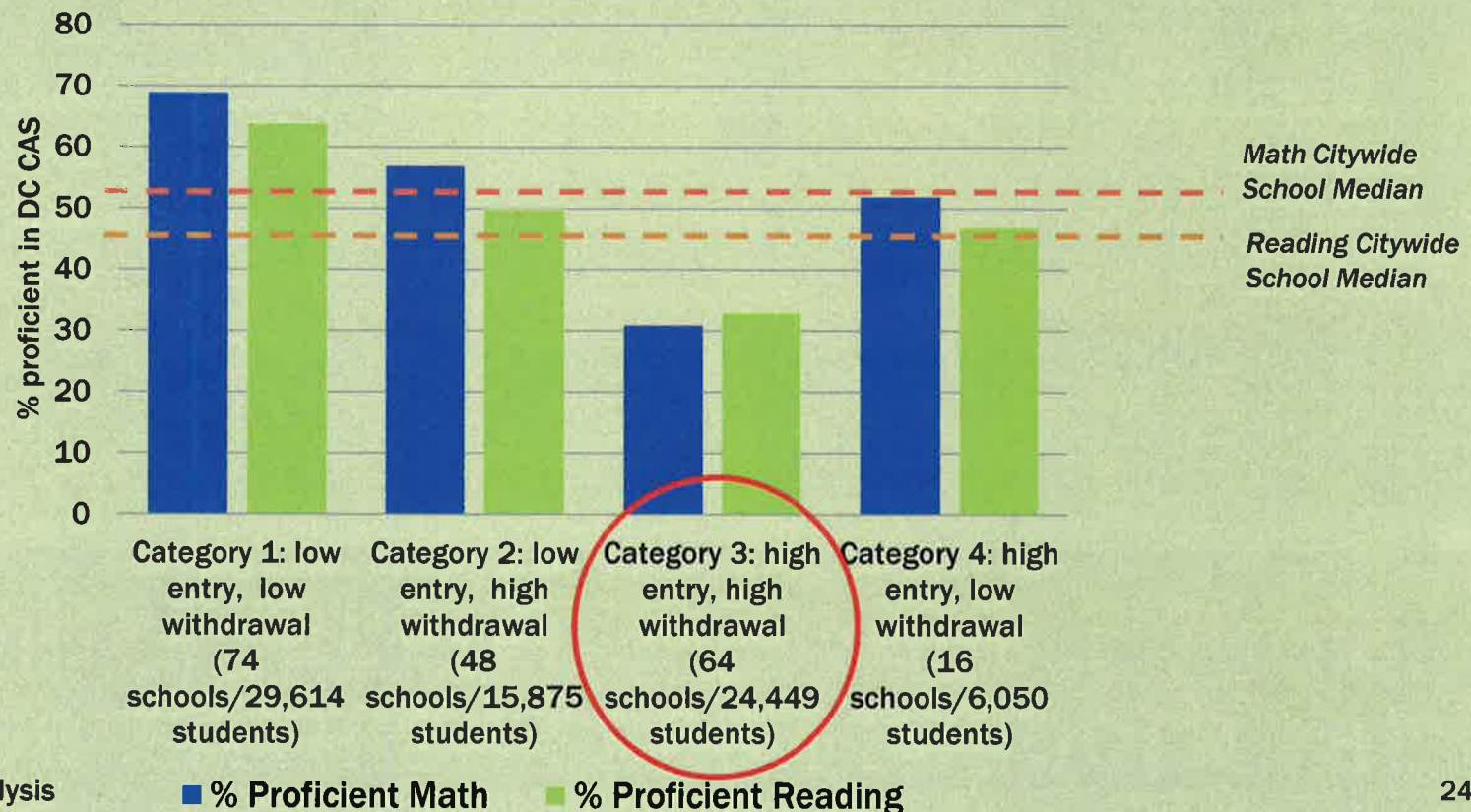- Note that this shows number of students rather than instances of entry and exit.

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

DCPS bar (bottom to top):
- 1,819 (45%) — Entered public school system
- 1,486 (36%) — Exited public school system
- 49 (1%)
- 673 (16%) — Switched schools same sector
- 52 (1%)

PCS bar (bottom to top):
- 289 (14%) — Entered public school system
- 1,008 (49%) — Exited public school system
- 620 (30%)
- 70 (3%)
- 52 (3%)

Legend:
- ■ Entered from/exited to other
- ■ Switched schools same sector
- ■ Switched school changed sectors
- ■ Exited public school system
- ■ Entered public school system

PROBLEM: HIGH CHURN SCHOOLS HAVE LOWER STUDENT PERFORMANCE

Schools that experience high churn (mid-year entry (>5%) <u>and</u> mid-year exits (>5%)) have significantly lower median % proficiency in DC CAS compared to schools with lower entry and withdrawal rates.

Math Citywide School Median

Reading Citywide School Median

% proficient in DC CAS

Category 1: low entry, low withdrawal (74 schools/29,614 students)

Category 2: low entry, high withdrawal (48 schools/15,875 students)

Category 3: high entry, high withdrawal (64 schools/24,449 students)

Category 4: high entry, low withdrawal (16 schools/6,050 students)

Source: Tembo analysis

■ % Proficient Math   ■ % Proficient Reading

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PROBLEM: 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.
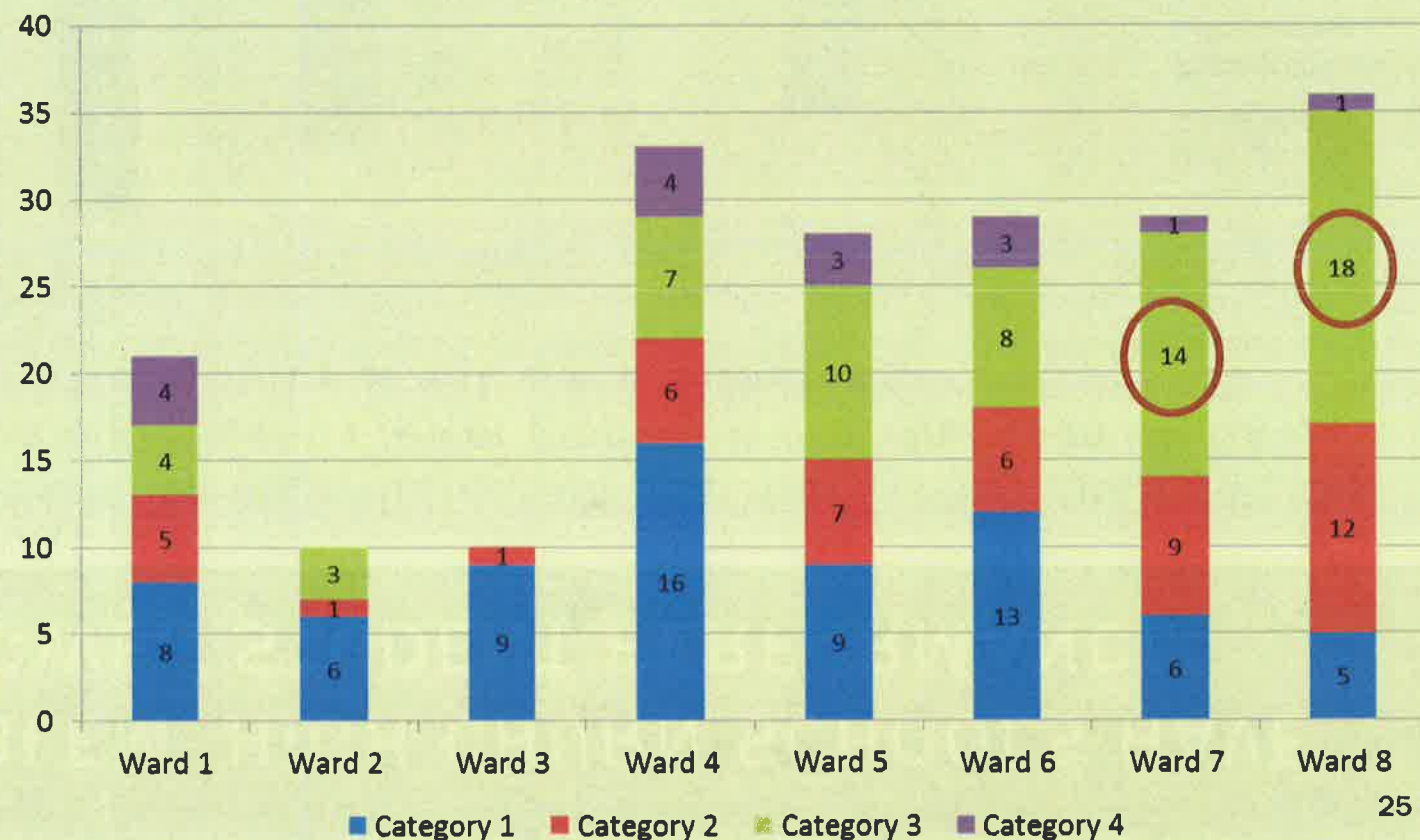
Category 1: low entry/low exit

Category 2: low entry/high exit

Category 3: high entry/high exit

Category 4: high entry/low exit

All Schools by Category and Ward of School

PROBLEM: NEARLY ALL DCPS SCHOOLS EAST OF THE 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 I), Garfield ES (category 4), and Sousa MS (category 4).

Category 1: low entry/low exit

Category 2: low entry/high exit

Category 3: high entry/high exit

Category 4: high entry/low exit

DCPS schools by Category and Ward of School