Common Lottery Board Quarterly Meeting

July 27, 2022

MY SCHOOL DC

The Public School Lottery

MySchoolDC.org

Common Lottery Board Roll Call

	Member	Organization
Voting Members	Paul Kihn	Deputy Mayor for Education
	Daniela Anello	DC Bilingual PCS
	Ijeoma Anyanwu	DC Public Schools
	Emerald Becker	DC Public Schools
	Sujata Bhat	DC Public Schools
	Hilary Darilek	E.L. Haynes PCS
	Charis Sharp	Latin American Montessori Bilingual PCS
Non-Voting Members	Michelle Walker-Davis	DC Public Charter School Board
	Evan Kramer	Office of the State Superintendent for Education
	Amy Lerman	My School DC

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Agenda

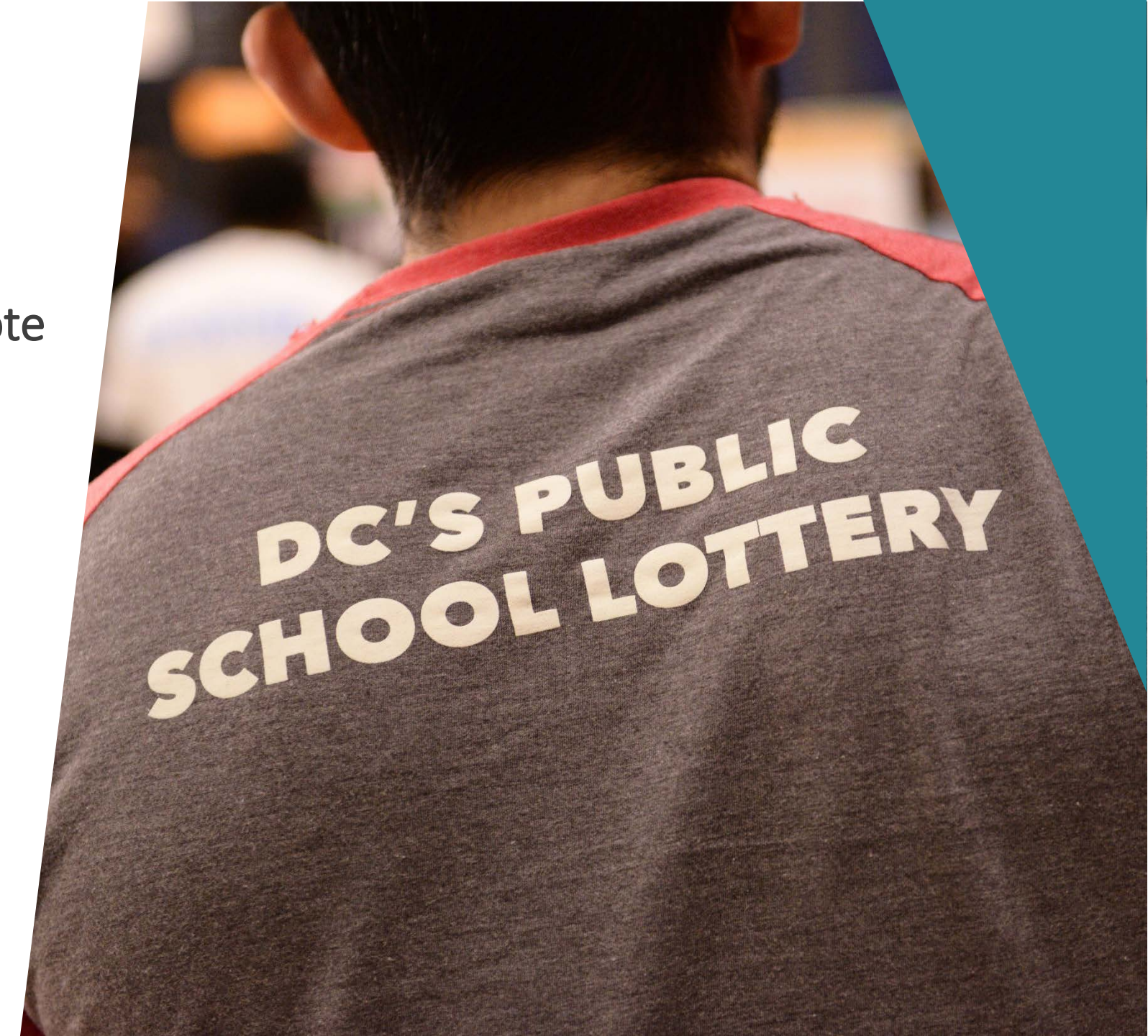
01 | Policy Guide Update & Vote

02 | Data Request & Vote

03 | SY21-22 Audit Results

04 | MSDC Strategic Goals

05 | Equitable Access Impact



Policy Guide Update & Vote

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School Relocations

Current Policy Guide Language	"A school with an uncertain facility remains invited to participate and to collect applications through MSDC, but a waitlist will be created for the school rather than a match list if the facility remains unsecured by February 9, 2022."
Challenge	The language is not clear enough for schools that currently have a secure location but are pursuing a relocation.
Goal	Ensure that applicants are not matched to a school without: • Knowing about the location change, and • Being given an opportunity to update their school choices if the new location is not amenable to them prior to the deadline.

School Relocations

Current Policy Guide Language:

MSDC will not advertise locations or match students to schools that have not acquired a title or otherwise secured (e.g., through a signed lease) a physical facility to serve as the school's campus. A school with an uncertain facility remains invited to participate and to collect applications through MSDC, but a waitlist will be created for the school rather than a match list if the facility remains unsecured by February 9, 2023. Once a facility is secured after the February 9th deadline, but not earlier than the day of lottery results, the ability to make waitlist offers will be turned on by MSDC.

Proposed Addition

Similarly, prospective families must be advised of any existing school's location change 20 calendar days in advance of the lottery application deadline. Schools with changes in location that are communicated on the MSDC website and via direct email to applicants after February 9, 2023 (grades PK3-8) and January 12, 2023 (grades 9-12) will have waitlists rather than match lists created. Exceptions will be made to this policy for schools that include a warning on both their MSDC school profile, and via "pop-up" in the MSDC application that their location for the upcoming school year is not confirmed or may be subject to change. This warning must be present as of the application launch date.

Vote to approve.

Late Change Requests

Current Policy Guide Language	"If MSDC receives a change request to any published data which has the likelihood of impacting an applicant's school selections and rankings on their application, such as changes to the school's existence, school name, operator, location or grades served, then those change requests will be evaluated on a case-by-case basis."
Challenge	The decision-making process is not specific enough.
Goal	Clarify when late change requests can be approved or denied by the MSDC staff or Common Lottery Board Chair, and when a Common Lottery Board meeting and vote to approve is necessary.

My School DC Policy Guide Language

Current Language:

If MSDC receives a change request to any published data which has the likelihood of impacting an applicant's school selections and rankings on their application, such as changes to the school's existence, school name, operator, location or grades served, then those change requests will be evaluated on a case-by-case basis…

The factors that MSDC will consider in making any changes to the published criteria on the lottery application and website are:

1. Whether such a change is finalized with approval from DCPS and DC PCSB;
2. How families have been notified or can be notified of the change;
3. Fairness to the total applicant pool and number of students impacted;
4. How much risk a late change will introduce into the stability of the common application and lottery for all schools; AND
5. How much time a family has to act on the change before the deadline for the impacted grade span.

My School DC Policy Guide Language

Proposed edits and additional language:

MSDC will only consider exceptions and open a grade for post-lottery applications if the school has first obtained written approval and authorizations from the DC Public Charter School Board (DC PCSB) or DCPS central office. Any such exceptions will be considered based on the criteria identified herein and is dependent on when MSDC received such request during the lottery application cycle.

If MSDC receives a change request to any published data which has the likelihood of impacting an applicant's school selections and rankings on their application, such as changes to the school's existence~~, school name~~, operator, ~~location~~ or grades served, then those change requests will be evaluated by the MSDC staff, the Common Lottery Board Chair, or during a special meeting of the Common Lottery Board.

The factors ~~that MSDC will~~ considered in making any changes to the published criteria on the lottery application and website are…

The decision-making entity is dependent on when the request is received:

If the request is received:	Prior to Application Launch	Between Application Launch & Application Deadline	After the lottery Application deadline
The approval or denial is determined by:	The My School DC staff	The Common Lottery Board Chair (with input from the Board as needed) Appeals Process: Special Common Lottery Board Meeting *	Special Common Lottery Board Meeting*

**The My School DC Common Lottery Board meetings are public meetings subject to the Open Meetings Act.*

Vote to approve

Data Request & Vote

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Urban Institute

URBAN is seeking to contact all SY22-23 PK3 applicants and invite them into a new research study that will wholistically analyze DC Early Childhood programs.

Newly Requested Metrics for PK3 families in the <u>SY22-23 lottery only</u>:

- Account Email Address
- Guardian Email Address
- Guardian Telephone #1 & #2

Will this add undue capacity constraints to MSDC Staff?

Not at this time.

Follow-up Question:

Do we want to add a consent to be contacted question to the application?

Please find full proposal in Team Chat

The University of Chicago

The University of Chicago is seeking to analyze the influence of Kids Ride Free on student level school choices. They're interested in understanding how the availability of free transit influences students' perception of school distance.

Key Requested Metrics for all applicants since SY14-15:

- Applicant School Choices
- Applicant School Ranking
- Applicant Block/Tract of Residence

Will this add undue capacity constraints to MSDC Staff?

Not at this time.

Please find full proposal in Team Chat

Syracuse University

Syracuse University is seeking to evaluate the efficacy and outcomes of the new Equitable Access preference. They're interested in modeling how applying the preference in the future may predict school match results.

Key Requested Metrics for all applicants since SY20-21:

- Applicant School Choices
- Applicant School Ranking
- Applicant Lottery Outcomes
- Applicant Equitable Access Status

Will this add undue capacity constraints to MSDC Staff?

Not at this time.

Please find full proposal in Team Chat

SY21-22 Audit Results

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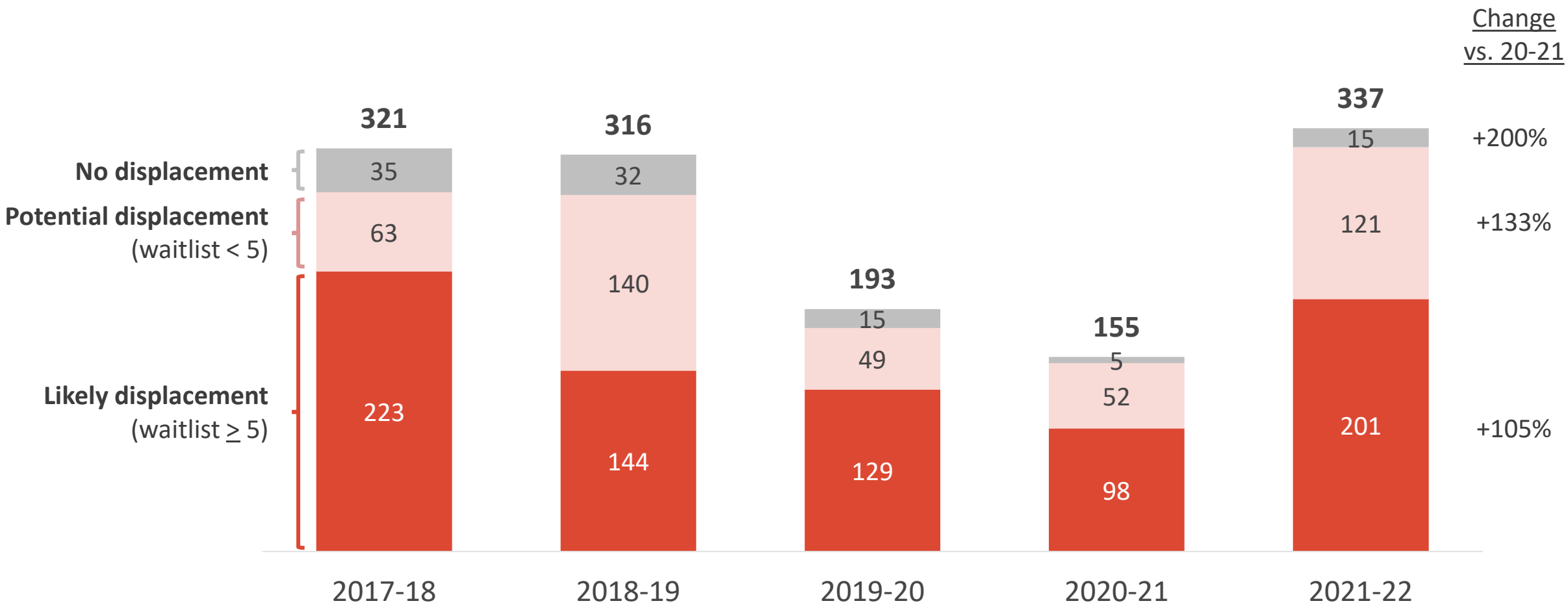
LSG Statement of Work

- Identify participating schools that enrolled students outside of the My School DC process
- Analyze requested lottery grades and enrolled lottery grades of applicants
- Analyze enrollment error trends in the SY21-22 lottery and the Centralized Waitlist Management System ("CWMS") usage

KEY SY21-22 FINDINGS

- Total citywide **errors increased by 117%** in SY21-22, from 155 to 337 total errors.
  - Staff turnover combined with a change in timeline resulted in fewer errors being caught and resolved earlier in the process.
  - Data discrepancies, such as older addresses, contributed to slower- & mis-identification potential enrollment errors.

Impact of Enrollments Outside the Process



Our Plan to Improve the Process

Additional Steps Added to Next Audit to Proactively Reduce and Prevent Errors

- Increasing Time for LEAs to Review and Respond to Potential Errors
- Providing Auditor with Additional Data Points
- Scheduling Individual Touch Points with LEAs with Staff Turnover

will let us

- Receive more complete responses
- Ensure less students are erroneously flagged in the files sent to schools.
- Proactively reduce errors through training and partnership.

Strategic Goals

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2022 Goals

	2022 SMART Goals	Results	Notes
One time goal	Implement the preference for students at-risk for academic failure for multiple LEAs		
	Launch development of “MSDC Application System 2.0” (Capital Investment Project)		
Recurring Goals	Achieve 4.4+ on ease of application across mobile and desktop		4.5 mobile, 4.4 desktop
	Achieve 4.3+ on applicant and staff satisfaction ratings		4.1 applicant, 4.4 staff
	Increase % of applications submitted by the deadline by 2% (as of **Results Day** and June 30)		Held steady at 94% as of Results day. Decreased from 77% to 76% as of 6/30
	Decrease **gap** between at-risk and non-at-risk applications before the deadline by 2%		-19% points (2019) -15% points (2020) -11% points (2021)
	Maintain enrollments outside the MSDC process at <**0.2% of total enrollment** from participating LEAs		0.38
	Achieve 92%+ satisfaction from in-person EdFEST attendees and staff		*Event was virtual. Satisfaction increased.
	Retain 99%+ school participation		

2023 Goals

	2023 SMART Goals	New Goal	Updated Goal
New Goal	Launch development of “MSDC Application System 2.0” (Capital Investment Project) in preparation for December 2023 release.		Y
	Create a working group tasked with determining the long-term plan for EdFEST	Y	
Recurring Goals	Achieve 4.4+ on ease of application across mobile and desktop		
	Achieve 4.3+ on applicant, staff, and Parent Advisory Council satisfaction ratings		
	Increase % of applications submitted by the deadline by 2% (as of **Results Day** and June 30)		
	Decrease **gap** between at-risk and non-at-risk applications before the deadline by 2%		
	Maintain enrollments outside the MSDC process at <**0.2% of total enrollment** from participating LEAs		
	Achieve 92%+ satisfaction from in-person EdFEST attendees and staff or 70%+ from virtual attendees and staff.		Y
	Retain 99%+ school participation		

Equitable Access Impact

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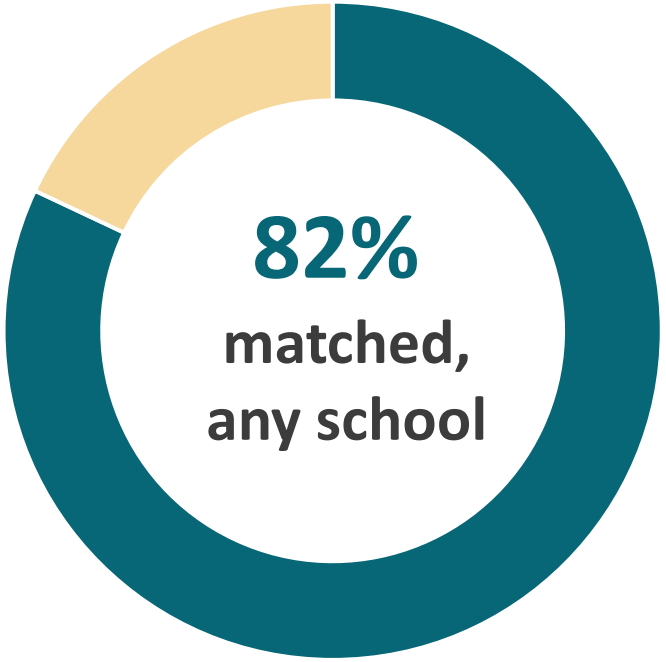
Equitable Access : Results

2,339

Applicants to one of the equitable access participating schools who were identified at the time of the lottery.

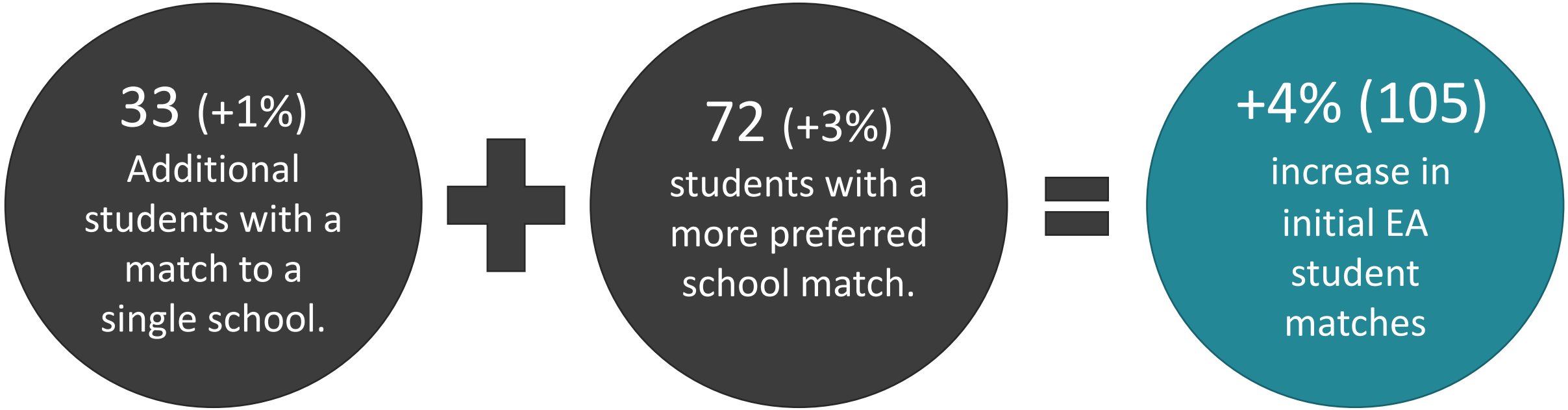


400

Students matched utilizing a equitable access preference or designated seat.

Equitable Access: Impact Analysis

We Ran the Lottery without the Equitable Access, and found the preference added:



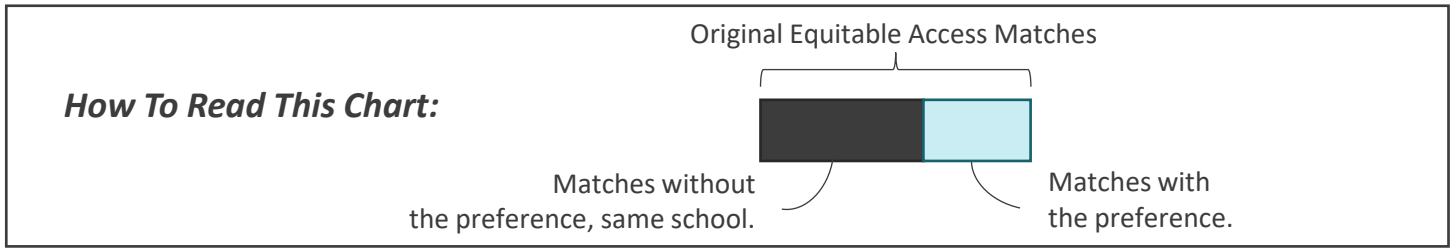
We've additionally noticed potential benefits for Equitable Access students within current waitlist movements and will revisit this topic in October to review a more complete picture.

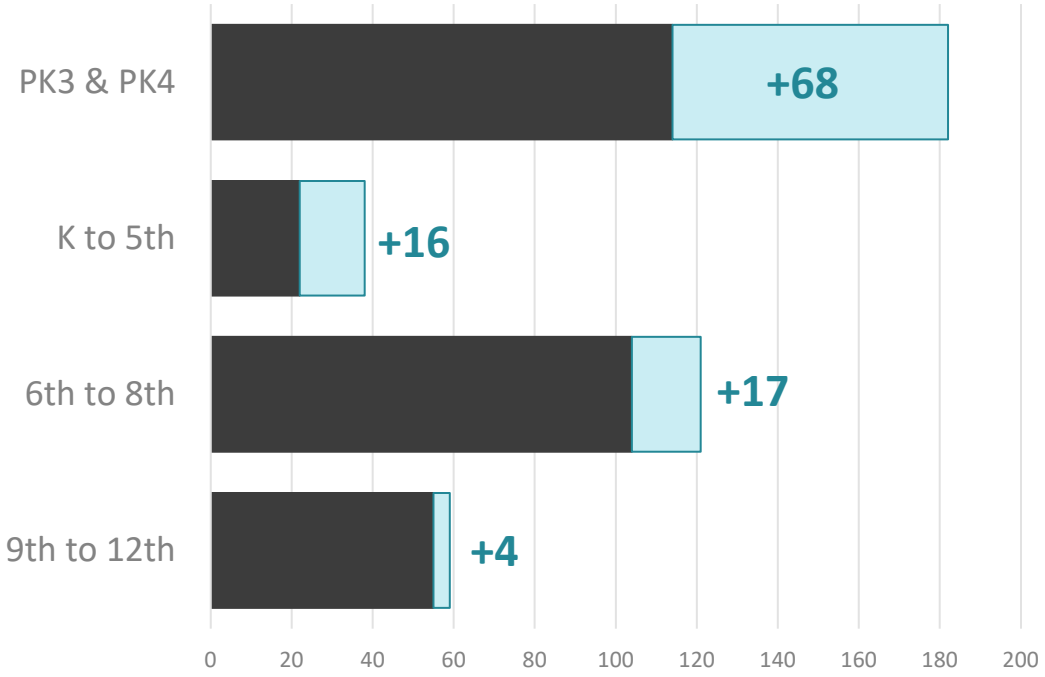
Equitable Access: Initial Matches

As a reminder, Equitable Access matched 400 applicants, with nearly half of the matches taking place in Early Childhood:

Grade Band	Applicants	Applied Preference		Designated Seats		Total Matches	% Match of Applicants
		Seats	Matches	Seats	Matches		
PK3 & PK4	**605**	**153**	**55**	**194**	**127**	**182**	**30%**
K to 5th	618	223	15	35	23	38	6%
6th to 8th	555	386	91	34	30	121	22%
9th to 12th	561	86	28	31	31	59	11%
Total	2,339	*848*	*189*	*294*	*211*	400	17%

Equitable Access: Impact Analysis by Grade





Grade Band	Applicants	Matches with …		Difference	% Match of Applicants
		No Change	Equitable Access		
PK3 & PK4	605	114	182	+68	+11%
K to 5th	618	22	38	+16	+3%
6th to 8th	555	104	121	+17	+3%
9th to 12th	561	55	59	+4	+0.7%
Total	2,339	*295*	***400***	+105	+4%

Appendix

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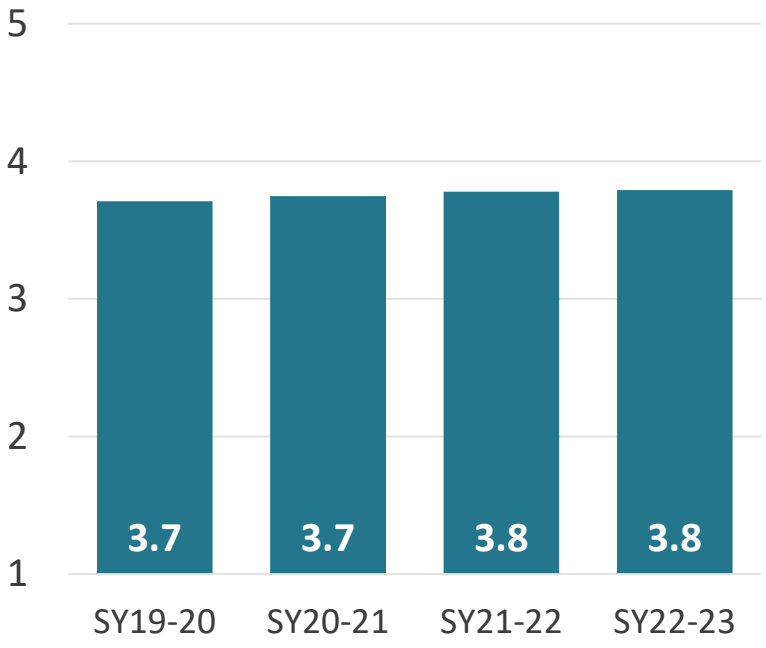
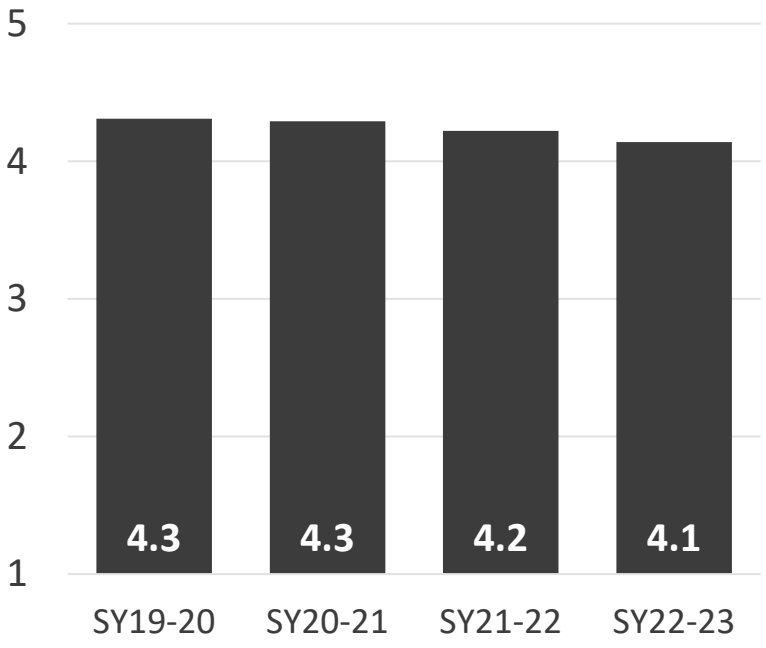
Applicant Survey:
Overall satisfaction in-line with prior year results

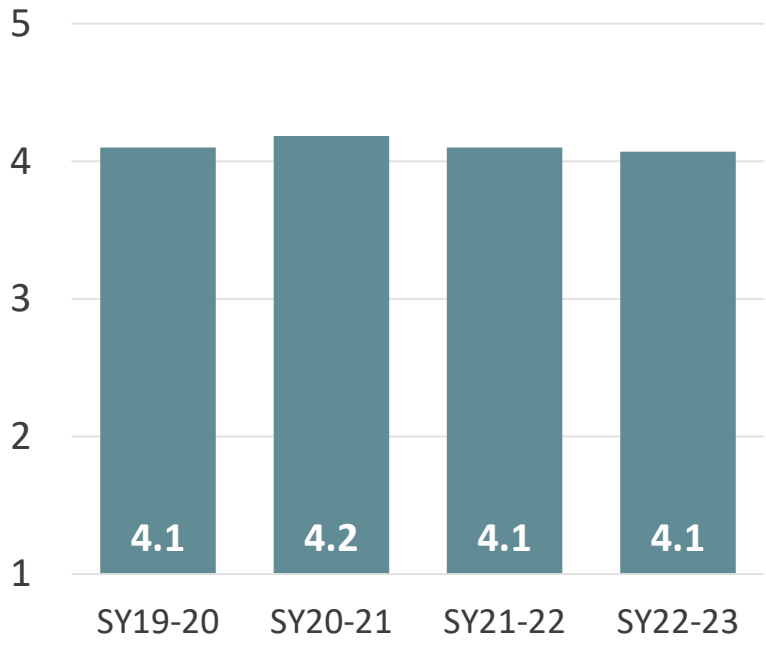
Satisfaction with lottery results



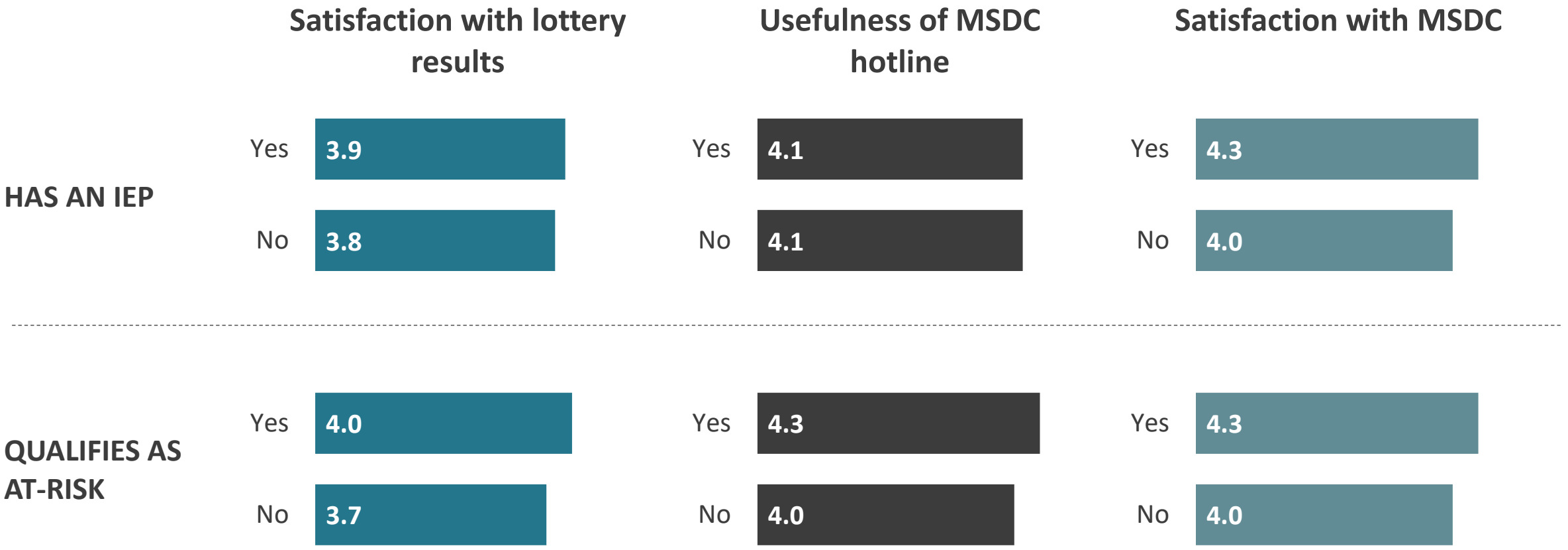
Usefulness of MSDC hotline



Satisfaction with MSDC



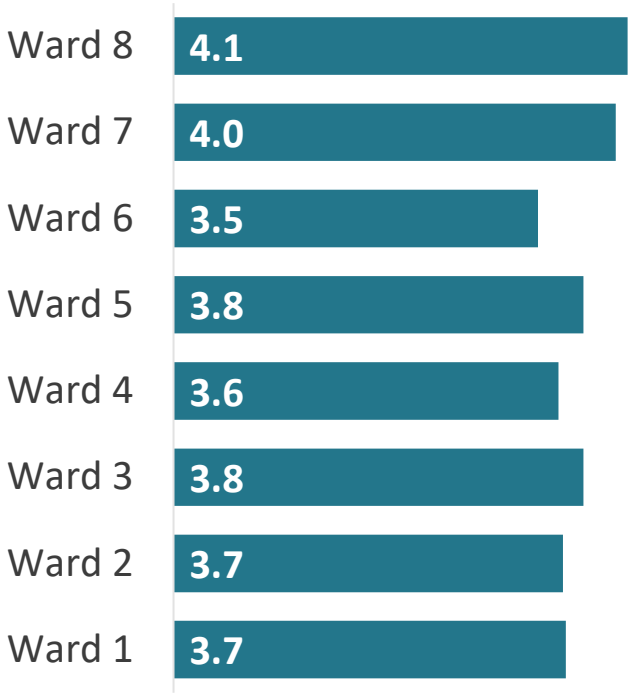
Special populations indicated slightly higher levels of satisfaction for a second year



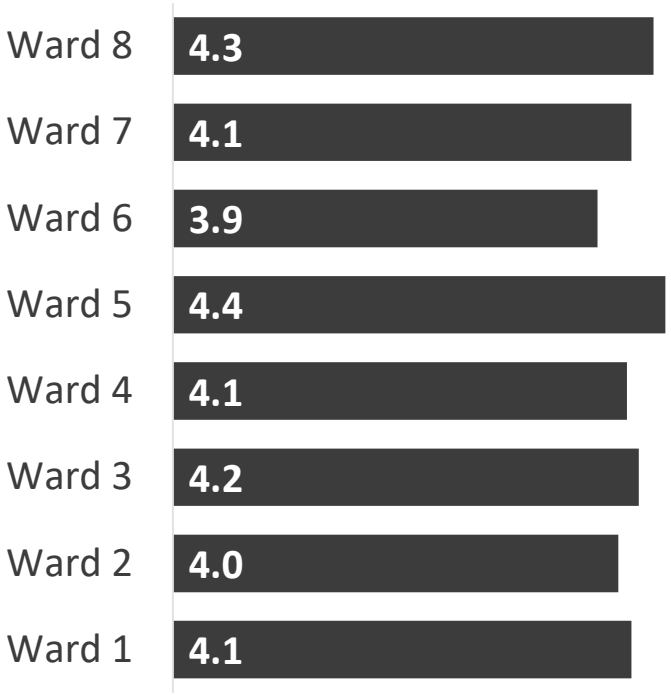
Note: Excludes responses from those who indicated "prefer not to answer" due to small sample size

Applicant Survey:
Overall Satisfaction highest for Ward 8 respondents

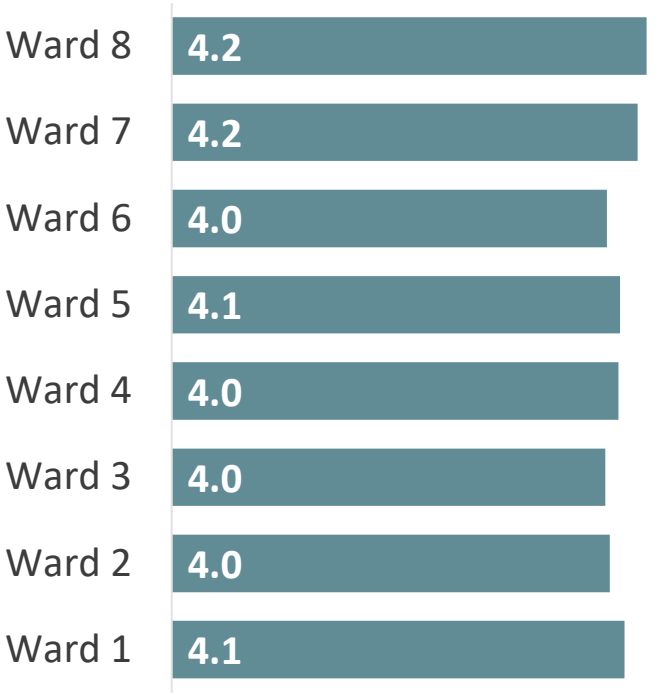
Satisfaction with lottery results



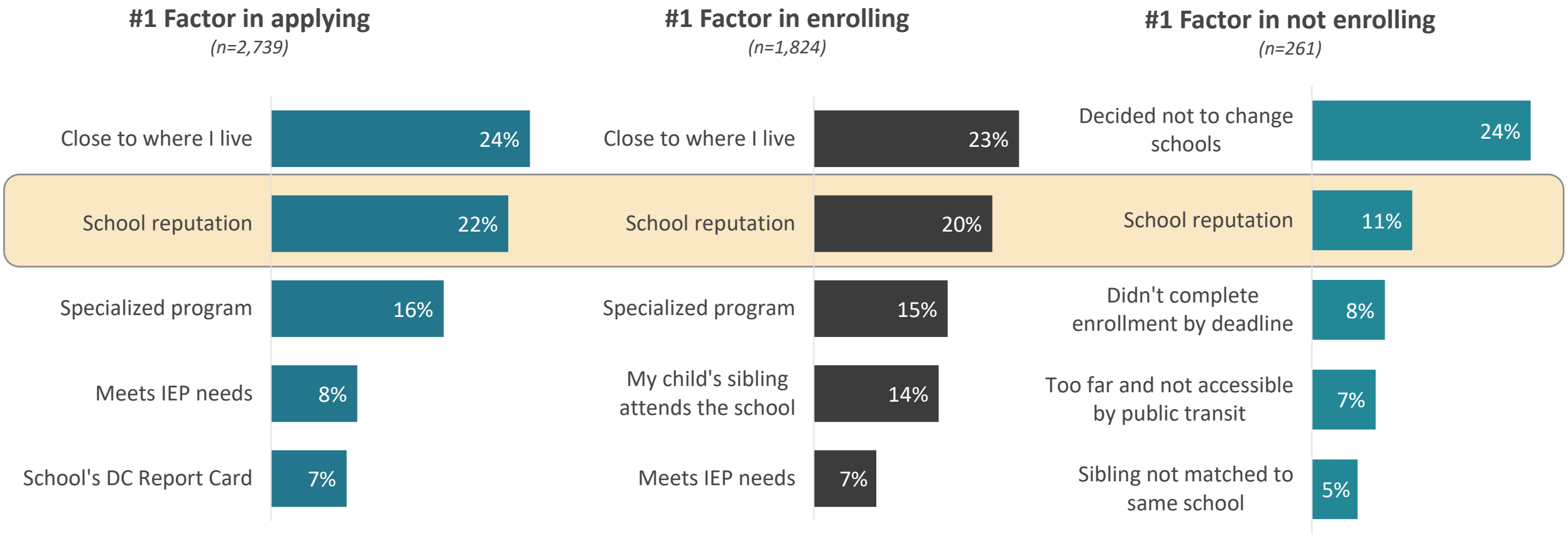
Satisfaction with MSDC hotline



Satisfaction with MSDC



While ‘Proximity To Home’ remained Leading Factor, ‘School Reputation’ played larger role



Reminder: Results by Implementation

By preference, 24% of applicants matched.

By designated seats, 11% of applicants matched, filling 72% of designated seats.

Preference				
Grade	Seats Offered	Applicants*	Matches	Match %†
PK3	122	120	39	33%
PK4	31	61	16	26%
K	23	75	4	5%
1	30	54	3	6%
2	40	36	1	3%
3	40	32	1	3%
4	40	35	4	11%
5	50	25	2	8%
6	231	137	50	36%
7	84	40	19	48%
8	71	43	22	51%
9	56	109	23	21%
10	30	14	5	36%
11	0	0	0	0%
12	0	0	0	0%
Total	848	781	189	24%

Designated Seats				
Grade	Seats Offered	Applicants*	Matches	Match %†
PK3	154	361	100	28%
PK4	40	186	27	15%
K	8	100	5	5%
1	0	74	0	0%
2	0	68	0	0%
3	0	64	0	0%
4	0	60	0	0%
5	27	78	18	23%
6	34	239	30	13%
7	0	97	0	0%
8	0	72	0	0%
9	31	335	31	9%
10	0	72	0	0%
11	0	48	0	0%
12	0	17	0	0%
Total	294	1,871	211	11%

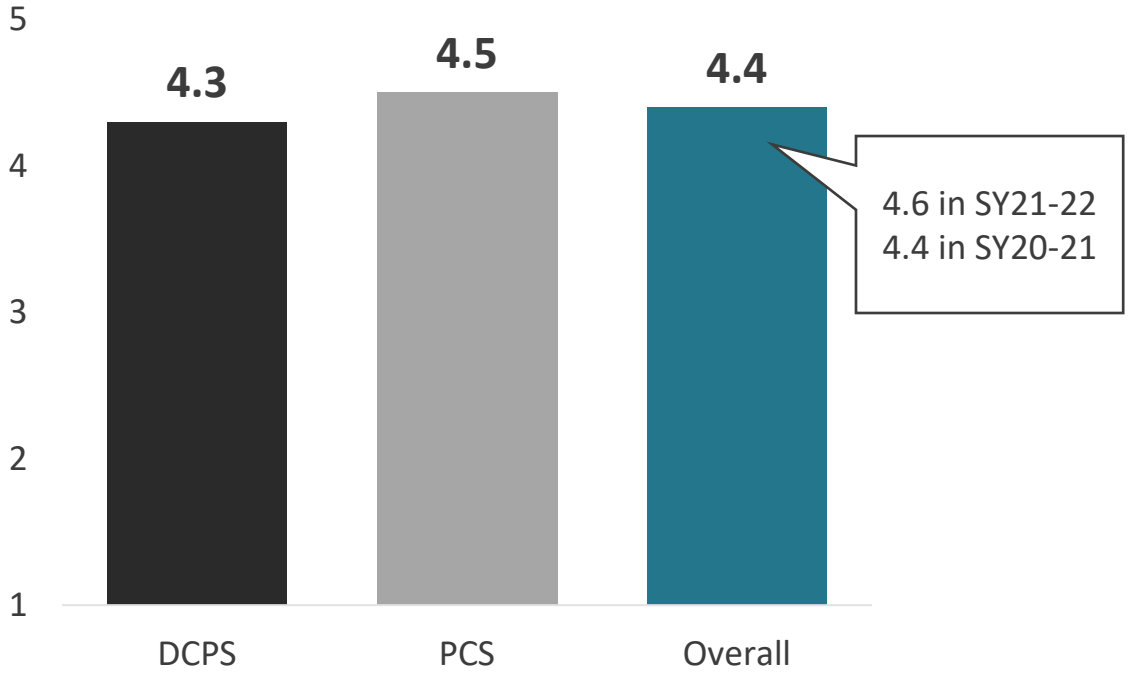
*Applicants will sum to more than 2,339 as some students applied to both schools with a preference and schools offering designated seats.

†'Match %' reflects matches divided by applicants.

School Staff Requests Additional Trainings & Data Access

Satisfaction with My School DC Dipped Slightly

Median was a 5 in each category



Rate your overall satisfaction with My School DC
(1 = Not at all satisfied, 5 = Extremely Satisfied)

Across 'unsatisfied' feedback, we heard:

- Requests for specific, optional, Salesforce Training focused on creating reports.
- Additional MSDC Staff Created reports within the Centralized Waitlist Management System (CWMS).
- Improving our Equitable Access student data.

- which we are working on incorporating into our late summer and fall workstreams.