

Common Lottery Board

Quarterly Meeting
October 28, 2020

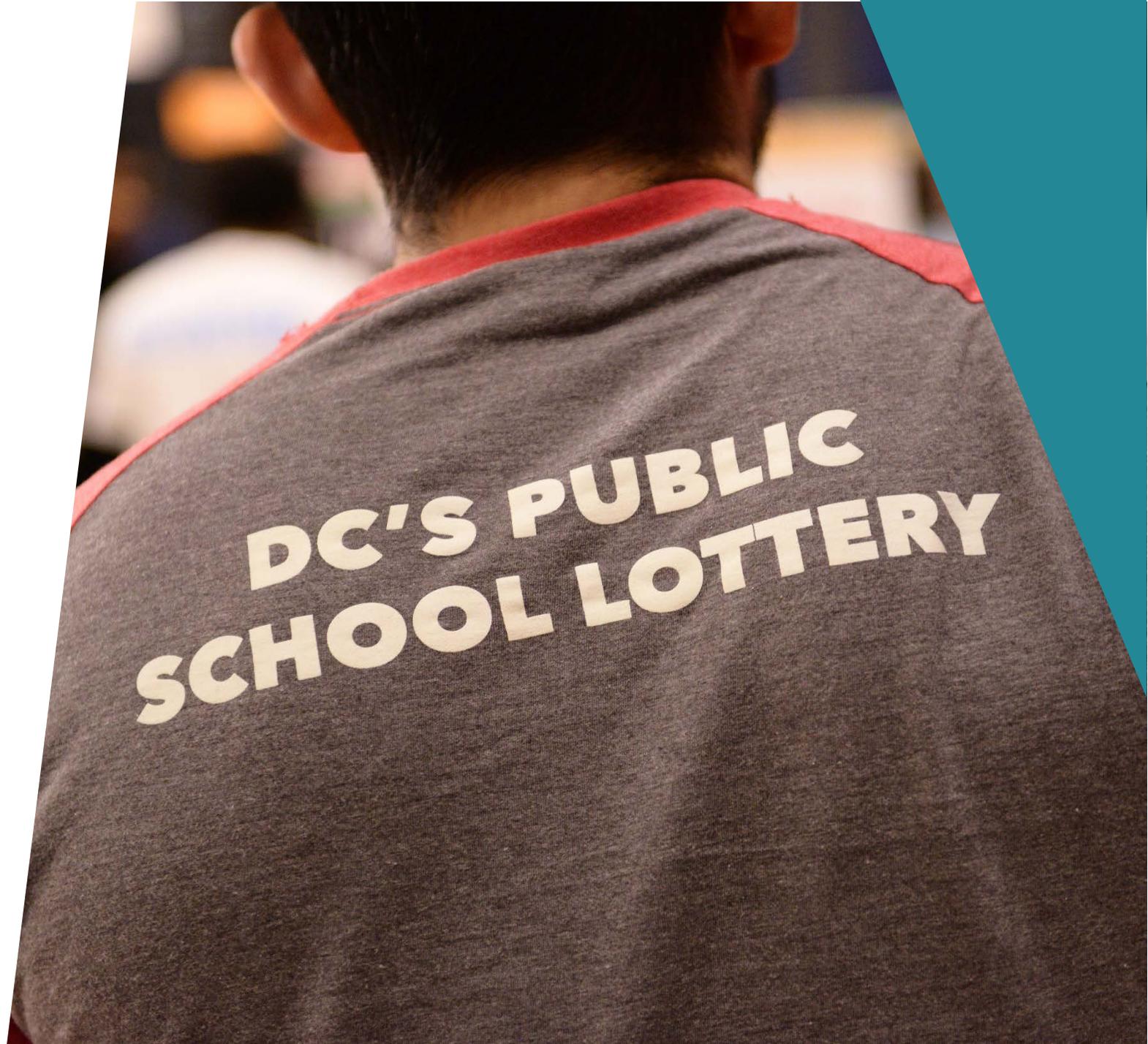


Agenda

01 | Updates

02 | Citywide Planning

03 | EdFEST



New Board Member

Welcome Katie Dammann from DC PCSB!

School Changes Known for 21-22

- 22 schools (DCPS and charter) are approved to add on a grade to their grades served
- Global Citizens PCS (PK3-PK4) opening
- LEARN PCS (PK3 – Grade 1) opening with military preference
- Breakthrough Montessori consolidating to one campus
- DCPS Education Campuses completing transition to Elementary Schools
 - Brightwood ES
 - LaSalle-Backus ES
 - Takoma ES
 - Whittier ES

New Preference Status

- DC Council unanimously passed Bill 23-0717, the “Expanding Equitable Access to Great Schools Act of 2020” on first reading
- Included in current bill:
 - Preference data to be published on MSDC website (amendment 10/20)
 - At-risk definition to match UPSFF definition
- 13 PCS have expressed interest in implementing a preference for at-risk students
- If legislation passes in current form, DC PCSB will need to make policy
- Timeline of implementation is likely to stretch into the SY22-23 lottery cycle

New Preference Status

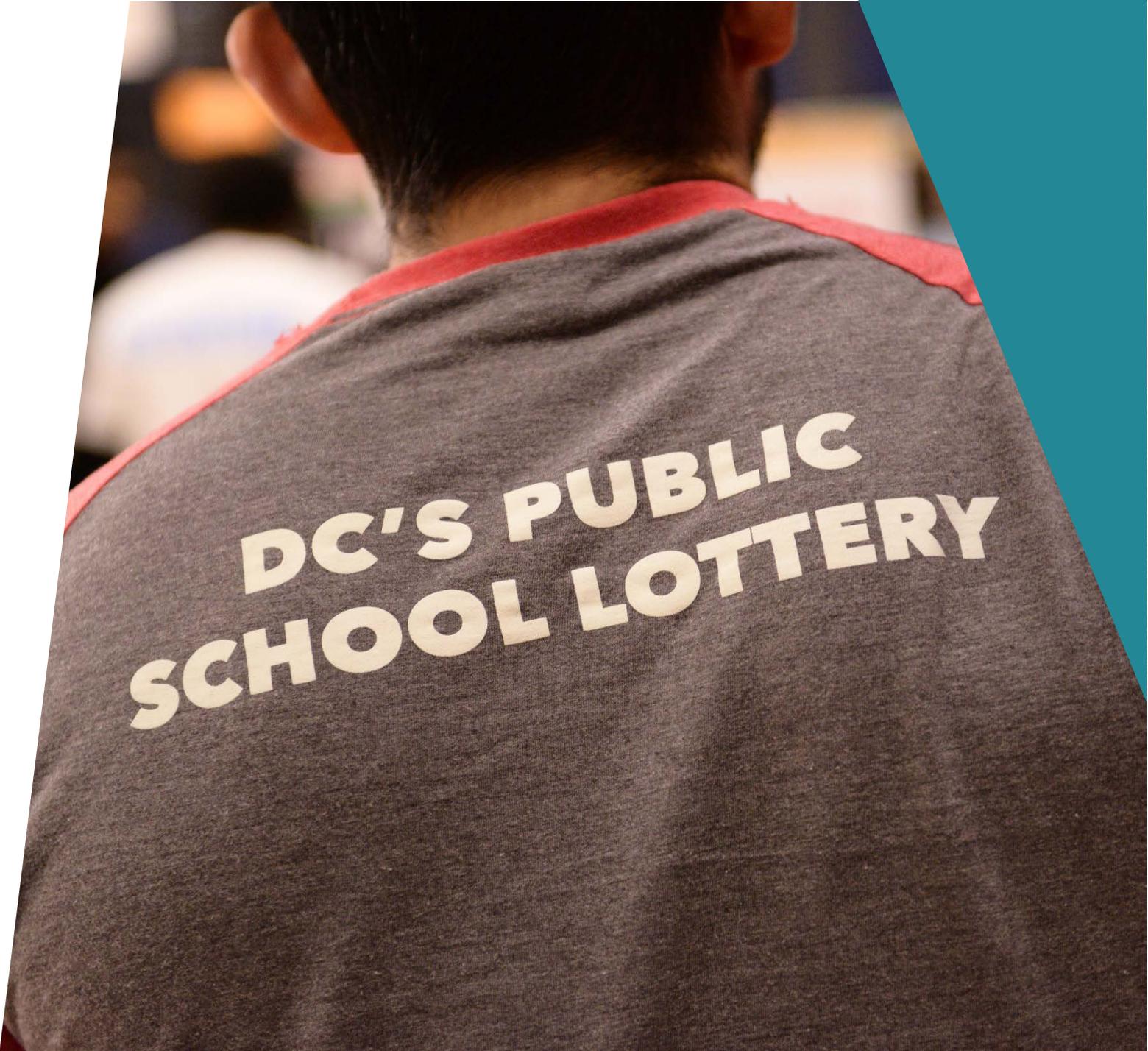
- Sibling preference definition in the current legislation is modified and will include children of students
 - Briya PCS currently has a multi-generational model with adults and pre-kindergarten but does not participate in the common lottery
 - A use case for participating LEAs serving wide grade spans on the same campus is conceivable

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DC'S PUBLIC
SCHOOL LOTTERY

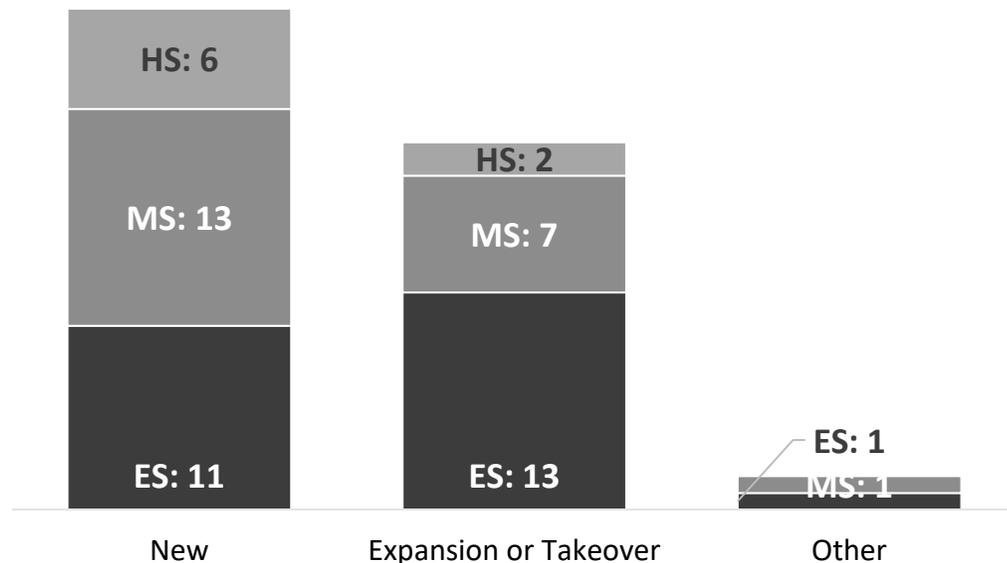
Citywide School Planning: Work to date

- Boundary Review Committee (2014)
- Cross Sector Collaboration Task Force (2018)
- Master Facilities Plan (2018)
- Edscape BETA (2019)
- Collaboration around COVID-19 and Reopening Schools (2020)
- My School DC Strategic Plan 2020-2024 (continuing discussion today)

Background & Context (1/3)

Since the 2014-15 school year, families have had **48 new school options**

Takeovers and expansions/reconfiguration of existing LEAs are nearly as numerous as new school openings



Since just the 2017-18 school year, **15 school options have closed**

At least 7 did not have a final status when the application opened and 2 had only opened since SY14-15

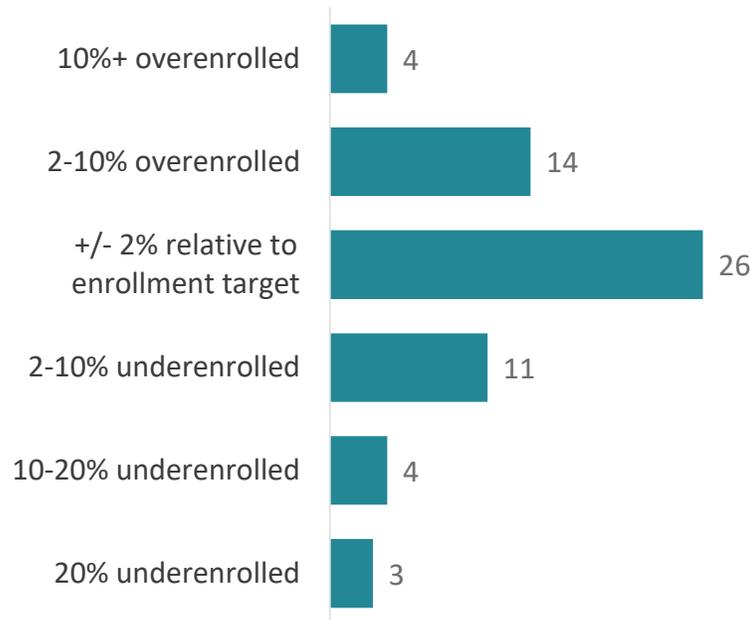


Red = Disruptive to application
* = Opened since SY14-15

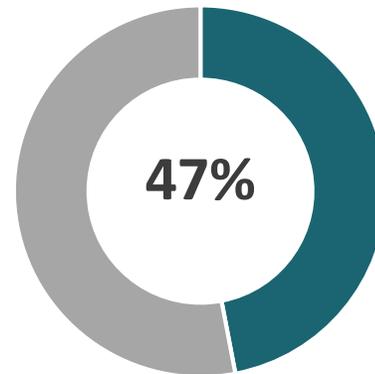
Background & Context (2/3)

Actual enrollment varies relative to enrollment projections for all PK3-12 LEAs

*19-20 enrollment comparison
(pre-audit vs. projection)*



Fewer than half of newly opening schools met their enrollment projections in SY19-20



MSDC currently provides some data to schools and agencies:

DME:

- Historic MSDC lottery data

PCSB:

- Applicant data on currently enrolled students from closing schools
- Ad-hoc updates on new school applicant and enrollment numbers

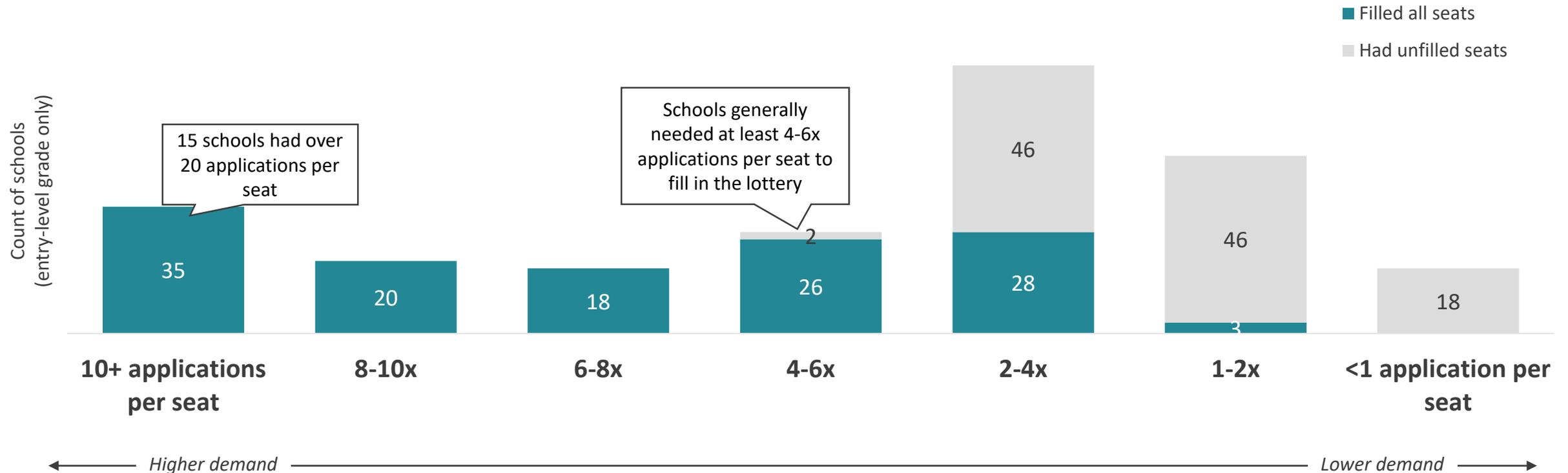
Individual LEAs:

- Year-end reports with school-specific capture rates (and ward-level comparisons)

Background & Context (3/3)

Demand at schools' entry-level grades ranged greatly

18 school choices had fewer applications than seats while 35 school choices had 10+ applications per seat

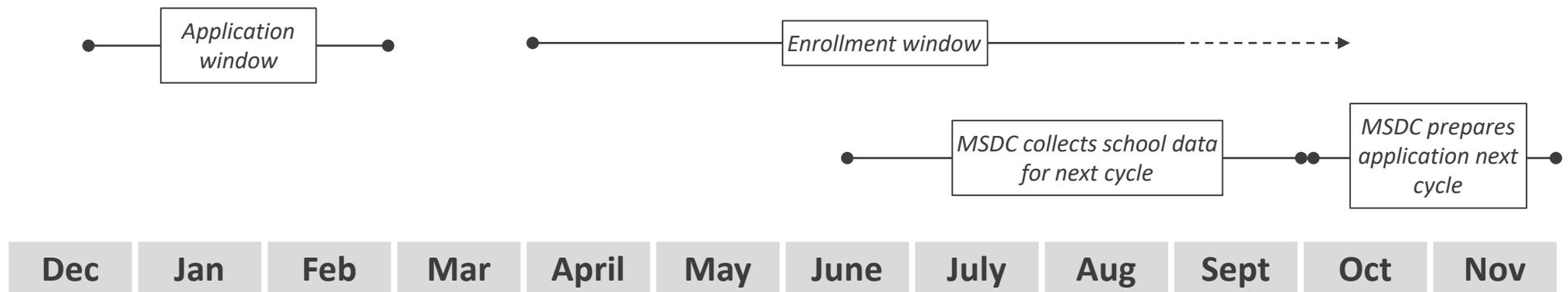


School enrollment cycle: Ideal State

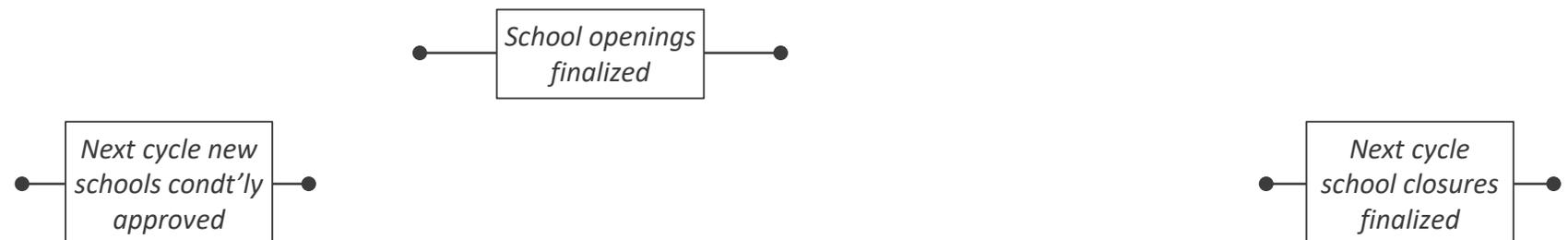
MSDC wants families to understand their school options by the time the application opens

For families to make informed decisions and for MSDC to enable equitable access, information about new school openings and school closures would be ideally final by mid-December each year.

**My School DC
lottery cycle:**



**School planning
cycle (ideal):**



School enrollment cycle: Current state with areas of risk

Risks:

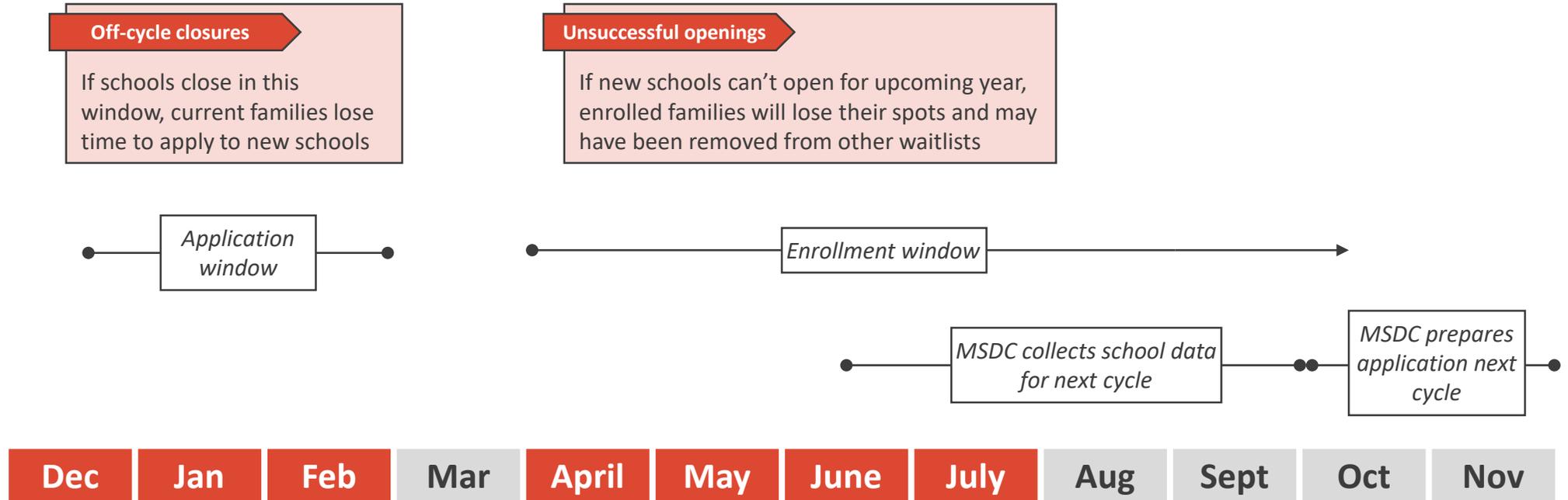
Off-cycle closures

If schools close in this window, current families lose time to apply to new schools

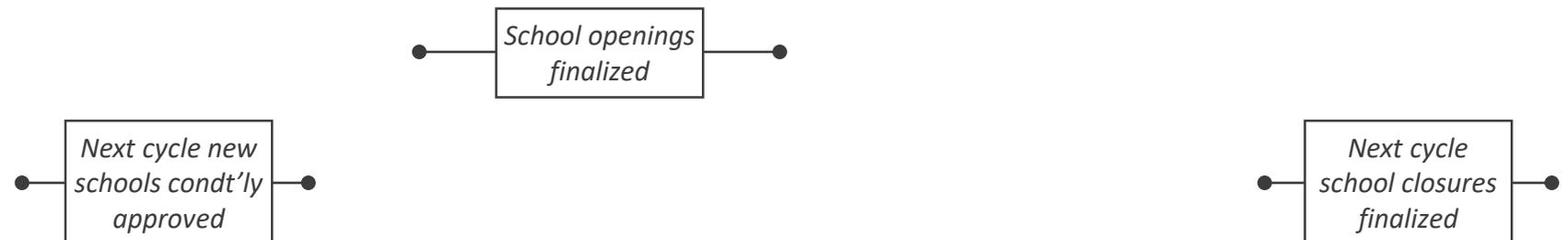
Unsuccessful openings

If new schools can't open for upcoming year, enrolled families will lose their spots and may have been removed from other waitlists

My School DC lottery cycle:



School planning cycle (*ideal*):



How do we mitigate risks without harm to innovation?

- ① Prevent **off-cycle closures** that can impact families' timely entry into the lottery with better understanding of citywide demand

Provide information on:

- Under-enrollment or other early warnings of financial challenges
- Citywide indicators of demand and "saturation"



✘ Outside of MSDC role/scope



☐ Opportunity for MSDC
(with PCSB, DCPS and DME)

- ② Support **successful school openings**; mitigate lost opportunity for families that can occur when a school can't find a location or attract enough enrollments

Provide information on:

- LEA's likelihood to secure a physical location
- LEA's likelihood to meet expected enrollment



✓ MSDC requires signed lease or title before publishing location



☐ Opportunity for MSDC to create benchmarks and models

Citywide School Planning: MSDC Initiative Design

Objective

Identify and report to DME, PCSB, and DCPS relevant information that can **be used for citywide school planning decisions**

Discussion Questions

- Is there a role for My School DC in minimizing the number of unexpected closures, particularly those due to low enrollment / financial viability?
- How can MSDC maintain neutrality in this process while acknowledging any publicly available data could be used for advocacy?
- How else can MSDC share or provide data that would benefit city-wide planning decisions?
- What is the role of MSDC vs. other organizations/agencies?

Potential MSDC projects

To support school openings:

- Share metrics with DME, DCPS, and PCSB to benchmark new schools' application numbers and expected trajectory
- Provide MSDC context in city-wide planning discussions

To prevent off-cycle school closures:

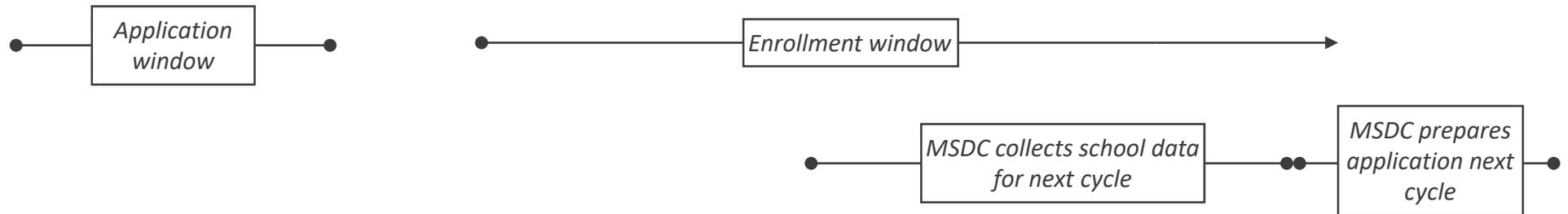
- Collaborate with the DME's office to provide a holistic view of historic lottery demand based on grade span, location, and programmatic offering

School enrollment cycle: Potential MSDC Analysis

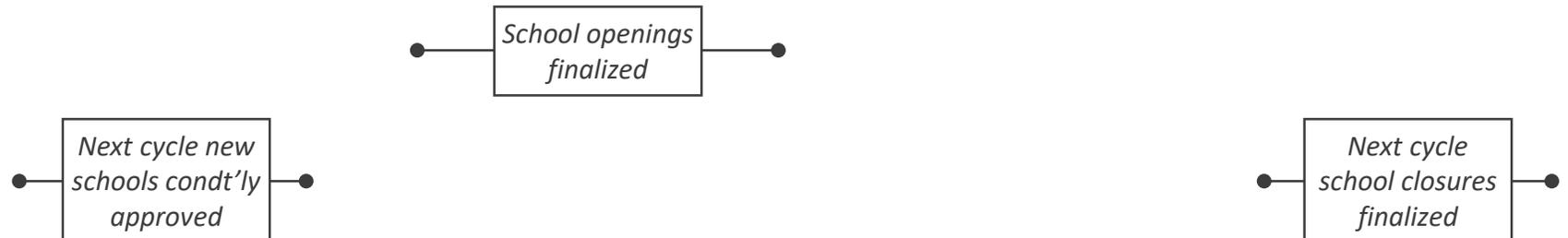
Potential MSDC Analysis:



My School DC lottery cycle:



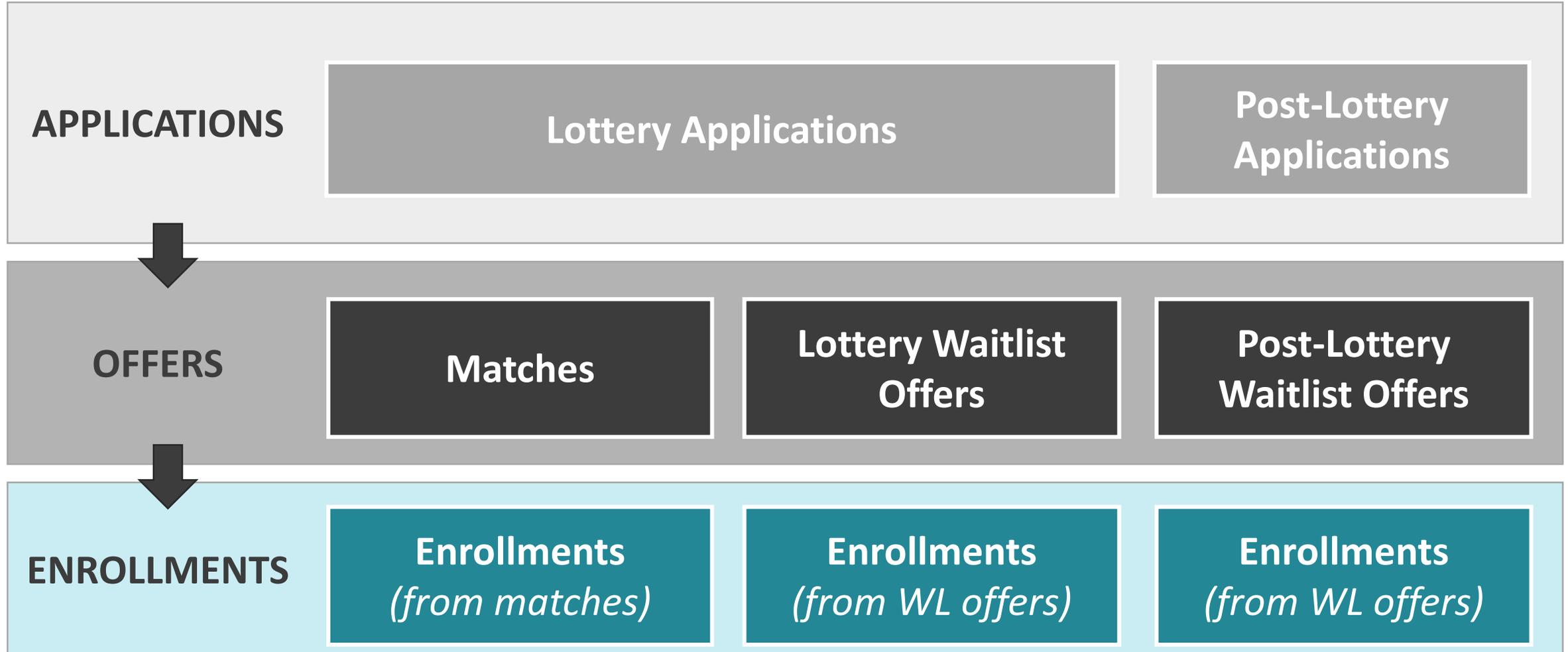
School planning cycle (ideal):



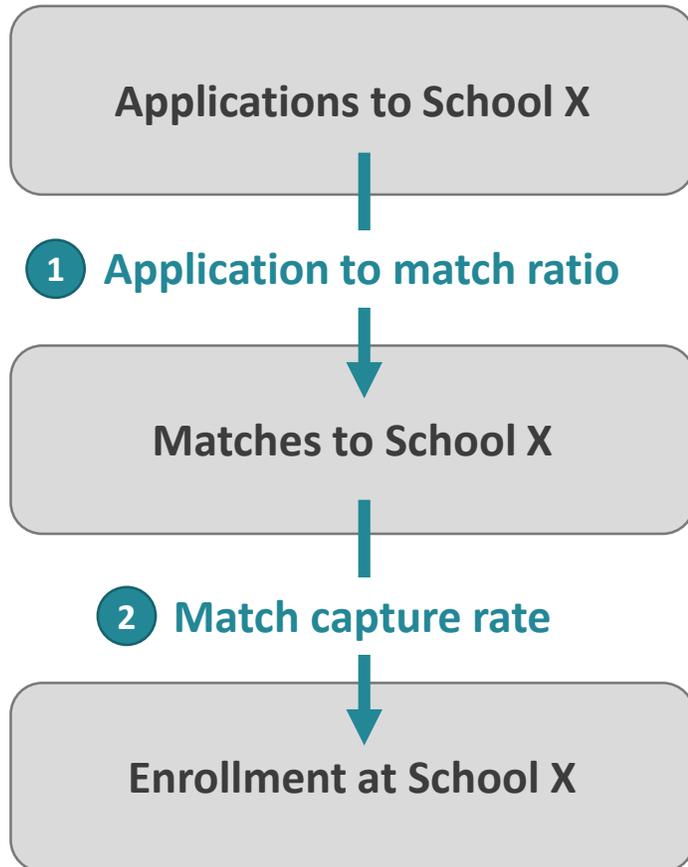
Planning Cycle: Data

- What are the **roles of various agencies and organizations** in driving forward a city-wide need/demand analysis to inform openings and closures? Who has the capacity to do this work?
 - DCPS and DC PCSB
 - DME
 - OSSE and MSDC
- Can MSDC data work in tandem with additional city-wide data from OSSE or DME to capture a **more holistic picture of demand**? What additional data is needed?
 - Enrollment projections
 - Accountability / Performance
 - Facility capacity and utilization

Successful Openings: Demand benchmarks



Successful Openings: Sample Assessment



School X data assumptions to estimate enrollment:

- Target full PK3 enrollment: 60 students
- Target matched PK3 enrollment: 40 students
- Lottery applications received: 200

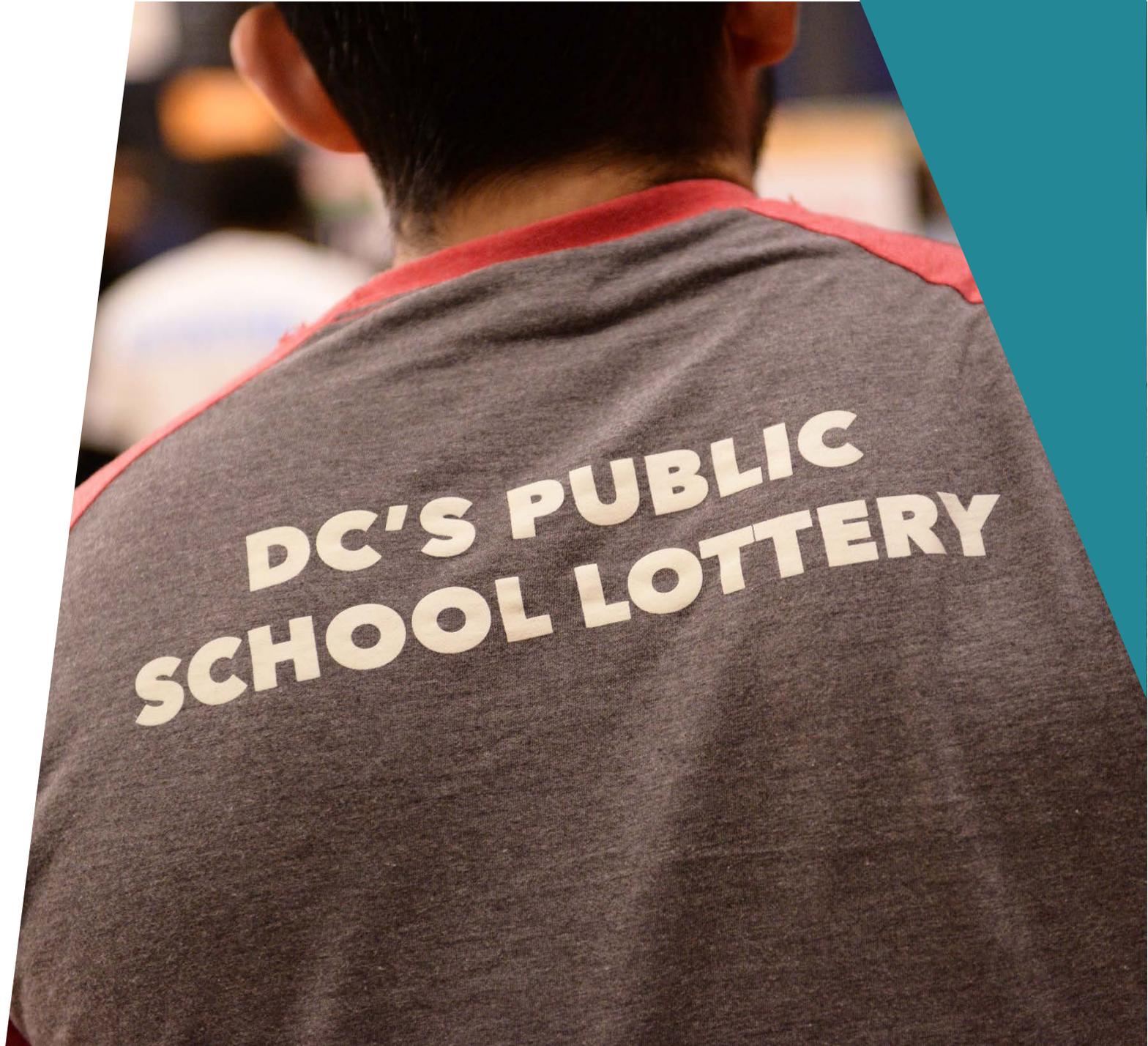
		1 Applications to matches ratio		
		Conservative: 5:1	Base: 3:1	Aggressive: 2:1
2 Match capture rate	Conservative: 25%	10 enrolled	17 enrolled	25 enrolled
	Base: 40%	16 enrolled	27 enrolled	40 enrolled
	Aggressive: 55%	22 enrolled	37 enrolled	55 enrolled

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EdFEST 2020

About

Exhibitors

Sponsors

EXHIBITORS



E.L. Haynes PCS –
Elementary School
Elementary School



Johnson Middle School
Middle School



My School DC
Non-school exhibitor

EdFEST will be virtual this year

- **Saturday, Dec. 12**
- **11 a.m. to 2 p.m.**
- **Three hour live event with materials living on for asynchronous access**
- **Developed with LEA and PAC input**