

Common Lottery Board

Quarterly Meeting
August 4, 2020



Agenda

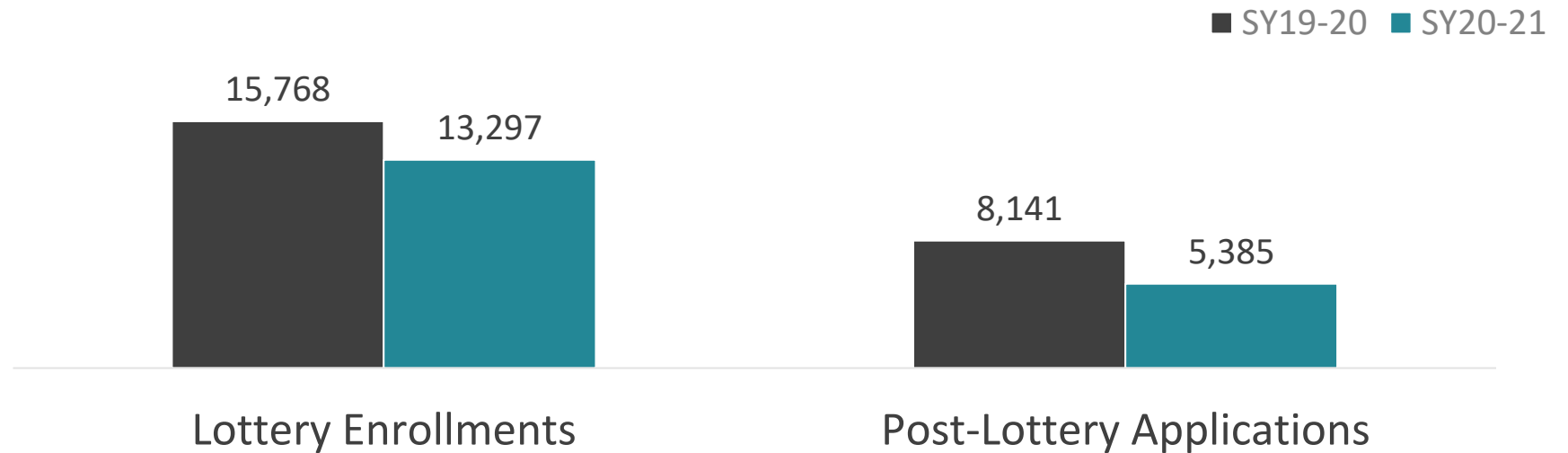
- Director Updates
- 2021 Lottery Policy Guide
- Five Year Strategic Plan
- Breakout Groups (25 *minutes*)
- Full Group (20 *minutes*)

See appendix for 2020 program and survey results.



Enrollment Update 20-21

Gap in year-over-year comparison of new student enrollments continues to slowly shrink, with most of the gap in PK3 and PK4; post-lottery applications continue to lag and likely won't close



Year-over-Year Comparison
(7/27/20 vs. 7/27/19)

-16%

-34%

DC PCSB Data Request

Voting Member	Vote
Paul Kihn	Y
Hilary Darilek	Y
Daniela Anello	Y
Jubria Lewis	Y
Colin Taylor	Y
Claudia Lujan	Y
Melissa Kim	Y

Policy Guide – Changes for 2021 Cycle

- EdFEST as a virtual event in December 2020 due to COVID-19
- Clarifications from 2020 into 2021:
 - Initial enrollment deadline will revert from June 15, 2020 to May 3, 2021
 - Policy alignment with PCSB on sibling preference definition will remain in place
 - Potential expansion of at-risk preference for charter schools (TBD - DC Council vote)
 - Waitlist offers will go out via text message in addition to e-mail notification
- MSDC will share lottery application and enrollment data for LEAs in their first year of operation with DC PCSB

Strategic Plan

*Where should My School DC
prioritize resources in 2020-
2024?*



Objectives for today

- Recap 2016-2020 strategic plan
- Introduce proposed key initiatives to pursue over the next five years
- Share continuous improvement opportunities
- Discuss and workshop strategic growth opportunities

Current State Context

- D.C. Code §38-194 directs the Common Lottery Board to **develop a 5-year strategic plan for continuous improvement of the common lottery**
- The 2016-2020 Strategic Plan focused on defining and measuring the four key goals of My School DC:
 - **LEARN:** Facilitate access to school info and lottery process
 - **APPLY:** Operate common application and lottery
 - **ENROLL:** Coordinate to improve enrollment processes
 - **PLAN:** Analyze lottery impacts & inform planning
- There is alignment among the Board and Parent Advisory Council (PAC) that MSDC has been most successful at executing on the LEARN and APPLY goals

2020-2024 Strategic Plan Purpose

Identify where and how to focus incremental resources and time to ensure we're continuing to deliver on our overarching purpose:

Operating a common application, common lottery and outreach program for all public schools of choice

What strategies MSDC used from 2016-20

LEARN Strategies:	APPLY Strategies:	ENROLL Strategies:	PLAN Strategies:
<ul style="list-style-type: none"> • Organize EdFEST for public schools • Enhance school profiles with DCPS, OSSE, PCSB input • Attract and retain school participants • Perform family outreach through schools, partners & vendors 	<ul style="list-style-type: none"> • Procure services to maintain and improve technology • Accommodate parent feedback; changes to school landscape • Communicate promptly and consistently with schools, families • Make the application process clear and accessible to families 	<ul style="list-style-type: none"> • Explore streamlined enrollment options • Collaborate with OSSE enrollment/audit team and LEAs • Provide TA to schools on MSDC processes, audit, policies • Support schools to prevent duplicate enrollments 	<ul style="list-style-type: none"> • Provide quality data to schools • Build a data governance structure and policy • Compare My School DC to similar unified initiatives in other cities • Provide neutral impact analyses to stakeholders to inform policy

Where we want to be

Recognizing alignment among the Board and Parent Advisory Council (PAC) that MSDC has been most successful at executing the LEARN and APPLY goals, we want to ensure we continuously improve in these areas:

- We want to bolster and extend our performance on the ENROLL and PLAN goals
- We want to support an easier, clearer enrollment process for families
- We want to share actionable and relevant data for smart and strategic school growth, and healthy school enrollment

Key initiatives for 2020-2024

These *additional* initiatives were distilled from key themes in survey responses from: MSDC team, Parent Advisory Council and the Common Lottery Board



ONGOING

- Continue to execute on existing strategies from 2016-20 and adapt, as necessary to COVID-19

NEAR-TERM CONTINUOUS IMPROVEMENT

- Support LEA adoption of **new preferences**

STRATEGIC GROWTH *(focus of planning discussions)*

- Better support **families of students with disabilities** in understanding where and how to apply
- Increase **timely submissions** among applicants who are at-risk
- Help schools and families **successfully enroll students** in a timely manner
- Inform **city-wide and school-level planning decisions** *(discussion at next meeting)*

CONTINUOUS IMPROVEMENT

Initiatives that are already underway for MSDC to continue to monitor, evaluate, and improve outcomes



Work with LEAs to understand preference options for families

At-Risk Preference

- Currently in pilot year with DCPS at the Stevens Early Learning Center
- Legislation is before the DC Council for public charter schools to be able to implement

Military Preference

- Existing legislation allows for a charter school on JBAB to offer a preference to active duty military for up to 50% of seats
- Learn PCS slated to open in 21-22 on military base site

MSDC will continue to work on avenues of access to schools for student populations

STRATEGIC GROWTH

Initiatives that could shift or expand the focus of My School DC, where Common Lottery Board and Parent Advisory Council input is critical



Breakout discussion topics – *CLB and PAC members*

- 1) How can MSDC better support families of **students with disabilities** in understanding where and how to apply
- 2) How can MSDC help schools and families **successfully enroll students** in a timely manner?
- 3) How can MSDC ensure timely application submissions from our **at-risk families**?

Breakout group structure

Facilitator shares context and problem statement

Facilitator presents guiding questions to group

Group discusses questions and brainstorms solutions

Group comes back prepared to share: action ideas and challenges to consider

Breakout group assignments

Students with Disabilities

- *Facilitator: Aryan Bocquet*
- Hanseul Kang
- Hilary Darilek
- Melissa Kim
- Maria Elena Moreno Rivas
- Katrina Hall-Gillespie
- Jasmine Jones
- Nina Hughes

TEAMS INVITE

Enrollment

- *Facilitator: Amy Lerman*
- Claudia Lujan
- Paul Kihn
- Lenora Robinson Mills
- Linnea Haggerty
- Chelsey Christensen
- Michael Sriqui
- Elani Lawrence
- Brian Thompson

TEAMS INVITE

At-Risk Applicants

- *Facilitator: Michelle Yan*
- Daniela Anello
- Jubria Lewis
- Colin Taylor
- Yael Meirovich
- Alex Simbana
- Johntia Hall
- Larry Gill
- Reginald Workman

TEAMS INVITE

Supporting Families of Students with Disabilities: Background and Context

**About 4,000
MSDC applicants
(11% of total) in
SY19-20 were
identified
Students with
Disabilities (SWD)**

Families struggle to find school-level special education information

*“[I have difficulty finding...] what kinds of **self-contained special education classrooms** are hosted at each school and which types of therapists are on staff at the schools (OT, PT, etc.). ADA info. If there is a FT nurse on staff.”*

Resources & support are dispersed across different DC organizations

- OSSE and LEAs
- Office of the Student Advocate
- Office of the Ombudsman
- Children’s Law Center
- Advocates for Justice & Education
- DC SPED Coop
- DCASE
- DC Dept of Disability Services

Problem: Surveys show families of SWD have trouble finding desired information as they research new school options

Supporting Families of Students with Disabilities: Discussion

Objective

- Better support **families of students with disabilities** in understanding where and how to apply

Discussion Question

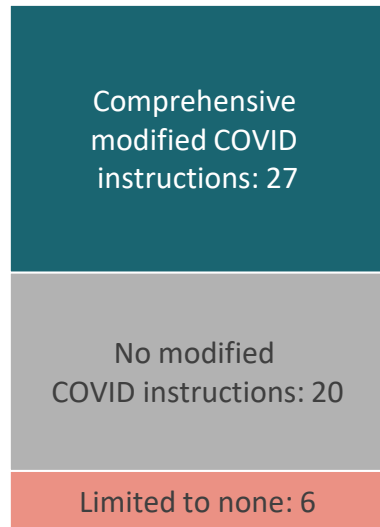
What **level of information about school-level support** for SWD should a parent be able to find online?

Potential MSDC projects

- Development of a **subpage on the My School DC website** of what families should know
- Strengthen **strategic partnerships with organizations** that are working directly with SWD
- Contribute to new central **parent resource hub** to provide information to support SWD
- Promote and explain the **existing special education preference** in case more LEAs want to adopt it

Improved Enrollment Planning: Background & Context

Enrollment websites had a varying quality of enrollment instructions for families in 20-21



LEAs

Measured in May 2020, following updated COVID-19 enrollment guidance

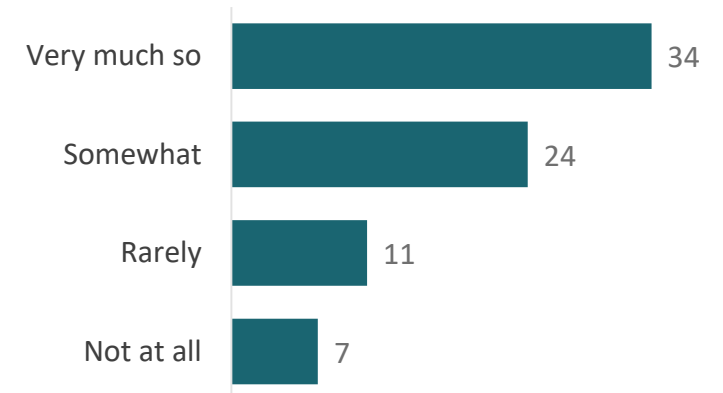
Schools used a variety of platforms to support digital enrollment practices this year

Examples of platforms:

- Seamless
- DocuSign
- PowerSchool
- InfoSnap
- AdobeSign
- DocHub
- PandaDocs

Schools use MSDC year-end reports to varying degrees in support of planning enrollment targets

Do you reference the year-end reports when making school planning and enrollment target decisions?



Problem: Schools provided inconsistent levels of communication and used a variety of enrollment systems, making the enrollment process fragmented and challenging for some families.

Improved Enrollment Planning: Discussion

Objective

Help schools communicate and families successfully enroll students in a timely manner

Discussion Questions

Knowing that LEA's have autonomy in choosing their enrollment technology and Student Information Systems (SIS):

- What would an improved process for families ideally look like?
- Is there additional data that we can publish to support schools in understanding the enrollment trends?

Potential MSDC projects

- Hold parent and LEA listening sessions/solicit feedback on 20-21 remote enrollment experience
- Offer schools a framework of common enrollments steps, messaging and language
- Provide schools with support in the development of digital enrollment practices; convene and share best practices for enrollment planning

At-Risk Application Submission: Background and Context

Our at-risk community represents almost 50% of school-age children and faces multiple challenges.



Digital literacy

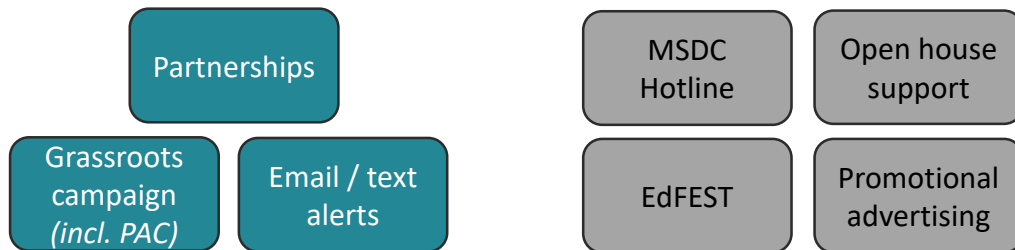


Language access



Information access

Our outreach efforts focus on bridging these gaps.



There is a gap between at-risk and non at-risk application submissions by the deadline



What we know...

- SY19-20 at-risk applicants who apply in the post-lottery are more likely to be **applying to a non-entry level grade**
- ~20% of SY19-20 at-risk post-lottery applicants **also applied post-lottery in SY18-19**

Problem: Despite the extensive targeted outreach that MSDC does to at-risk communities, there is a persistent gap in timely submission of applications

At-Risk Application Submission: Discussion

Objective

Supplement the partnerships and historic data to maximize outreach to potential at-risk applicants

Discussion Question

What **research questions** should inform our outreach strategies to at-risk families and how we measure success?

Potential MSDC projects

- Educate LEA leaders and partner organization on the at-risk preference if legislation passes
- Help schools do targeted outreach to at-risk communities
- Conduct additional internal research on at-risk applicants' behaviors such as:
 - When they are applying in the post-lottery period?
 - What schools and wards they're applying from?

At our next meeting: Citywide Planning

Proposed Full Group Discussion Questions

- How can DC **minimize the number of unexpected or unplanned closures**, particularly those due to low enrollment/financial viability?
- How can **MSDC maintain neutrality in information sharing** while also acknowledging any available data will be used for advocacy?
- When and how should MSDC **share or provide data and context** that would benefit city-wide planning decisions?

Appendix

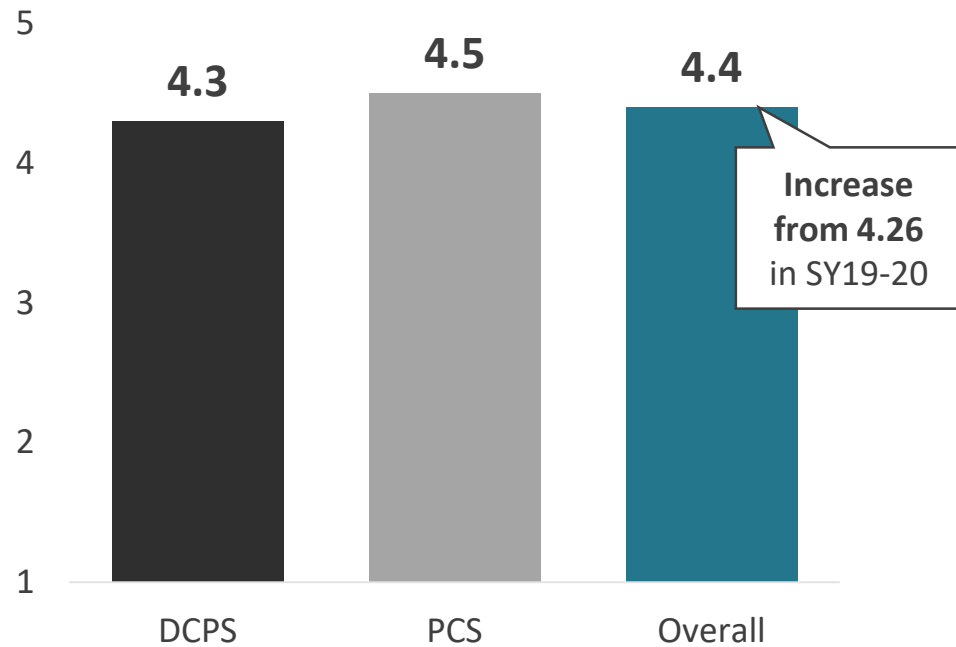
- 2020 Performance on Annual Metrics
- 2020 School Survey Results
- 2020 Applicant Survey Results

2020 Goal Performance

- 2020 GOAL Create interactive chat functionality in the MSDC application
- 2020 GOAL Conduct impact analyses on lottery and access proposals
- 2020 GOAL Publish report on dual-language demand
- 2020 GOAL Achieve 4.2 or above on satisfaction ratings
- 2020 GOAL Increase # of applications submitted by 6/30 to be in by the deadline by 2%
- 2020 GOAL Ward's applicant share within 2% of Ward's enrollment share, add subgroup
- 2020 GOAL Decrease enrollments outside the process by 20% or more on audit
- 2020 GOAL Achieve 92% or more satisfaction rate with EdFEST
- 2020 GOAL Attract 99% or more school participation
- 2020 GOAL Achieve 4.3 or above on ease of application on mobile device
- 2020 GOAL Increase % of at-risk applicants before the deadline by 2%

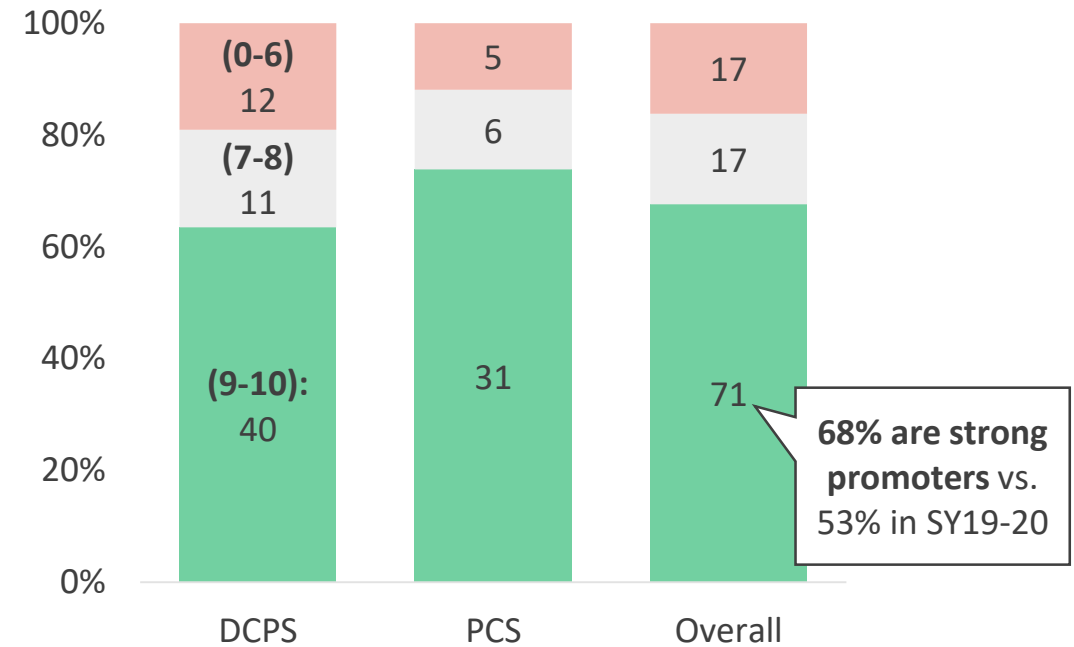
Highlights from SY20-21: School Staff Survey

Satisfaction with My School DC remains high



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

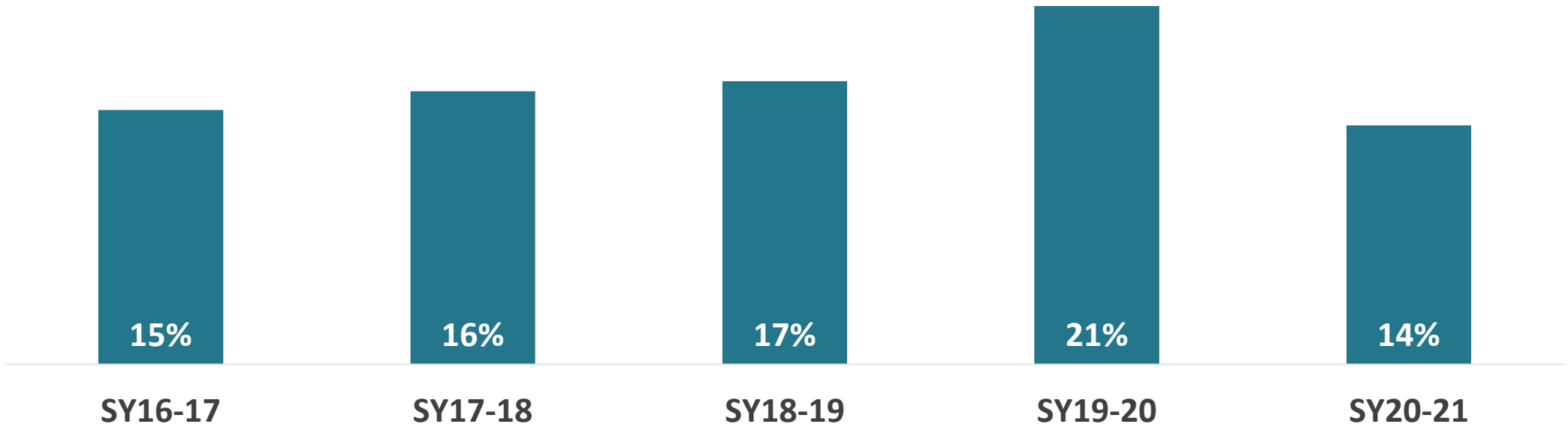
68% of respondents are strong promoters of My School DC



On a scale of 0-10, how likely are you to recommend My School DC to a new LEA?

Feedback collected from 3500+ applicants

Response Rate (% of total applicants)

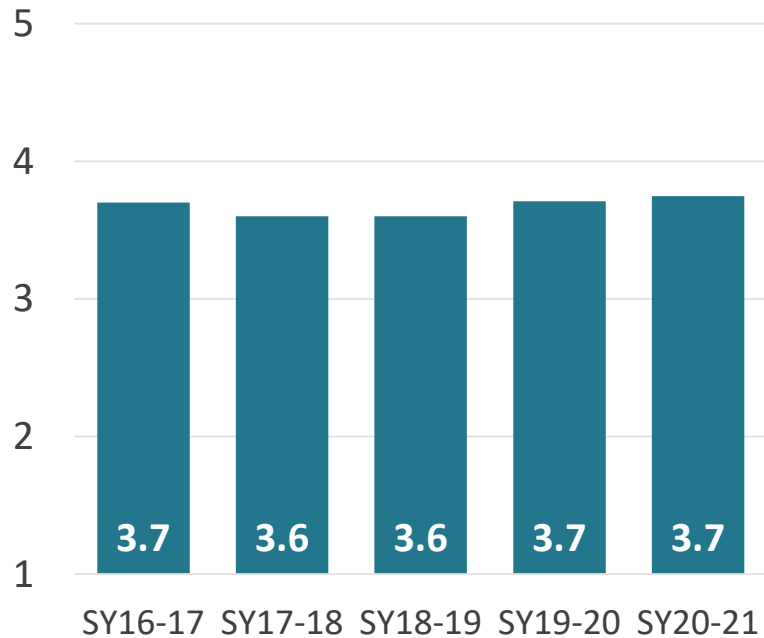


Total N	3004	3578	4153	5377	3579
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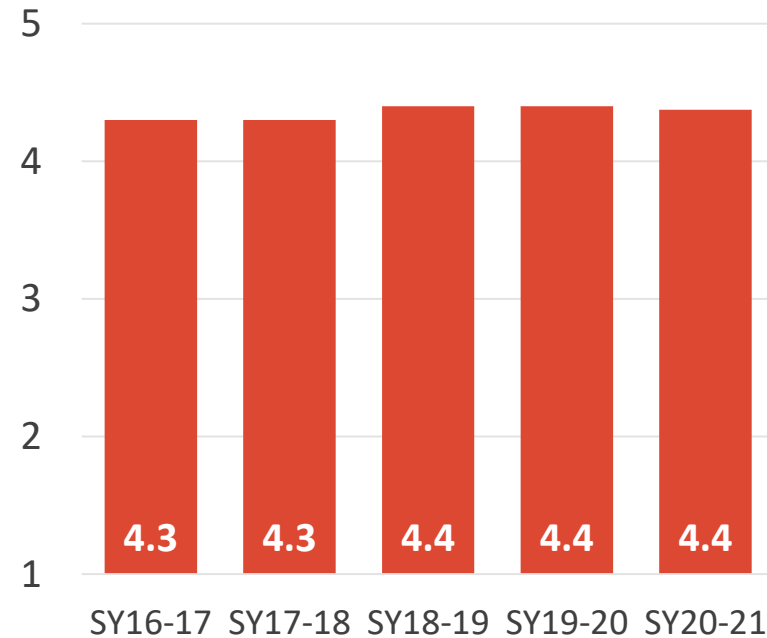
Purpose of survey: For My School DC to use applicant feedback to adjust our technology and outreach practices

Overall applicant satisfaction in-line with previous years

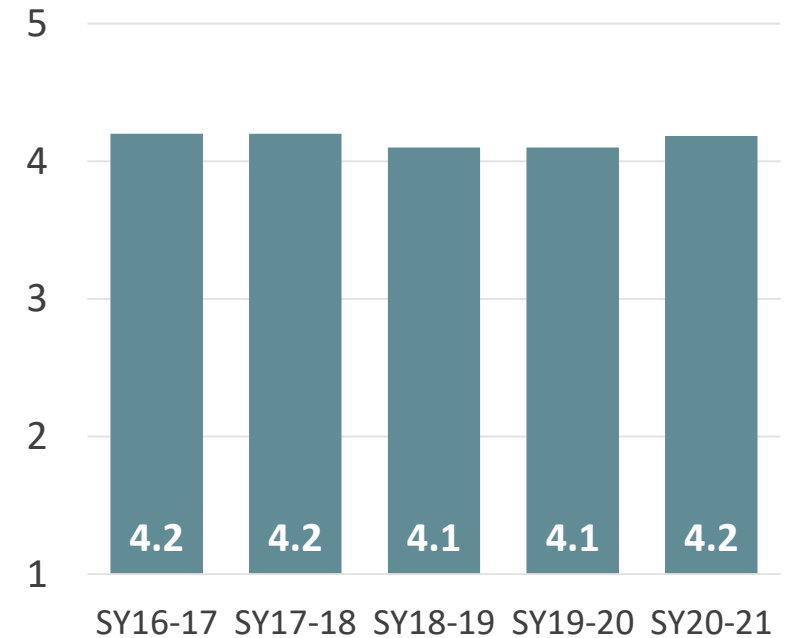
Satisfaction with lottery results



Satisfaction with MSDC hotline

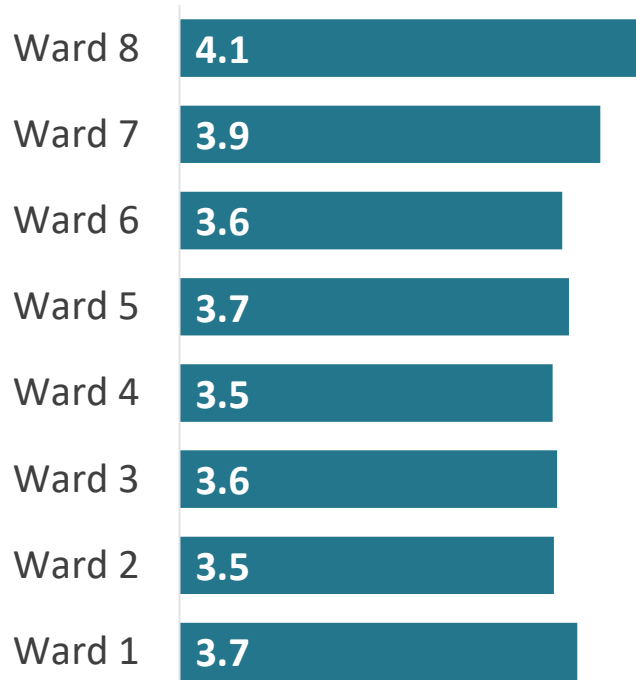


Satisfaction with MSDC

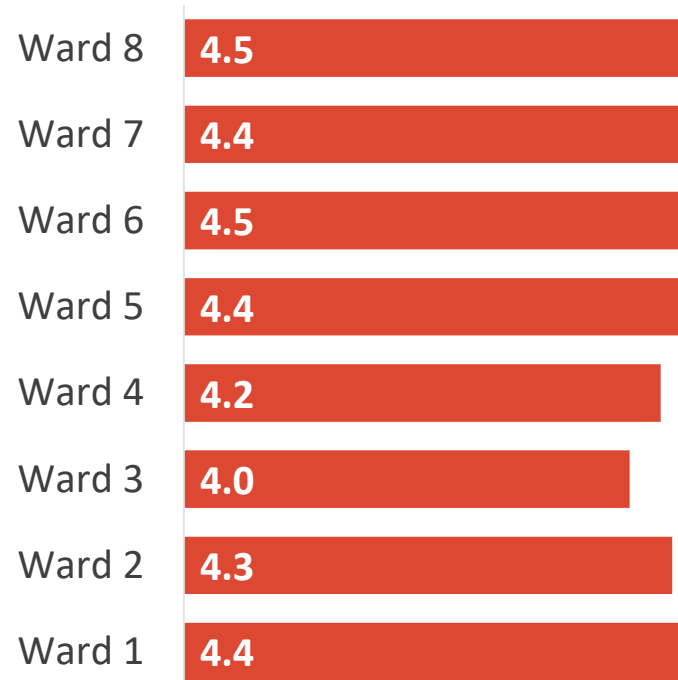


Satisfaction with lottery results vary slightly by Ward

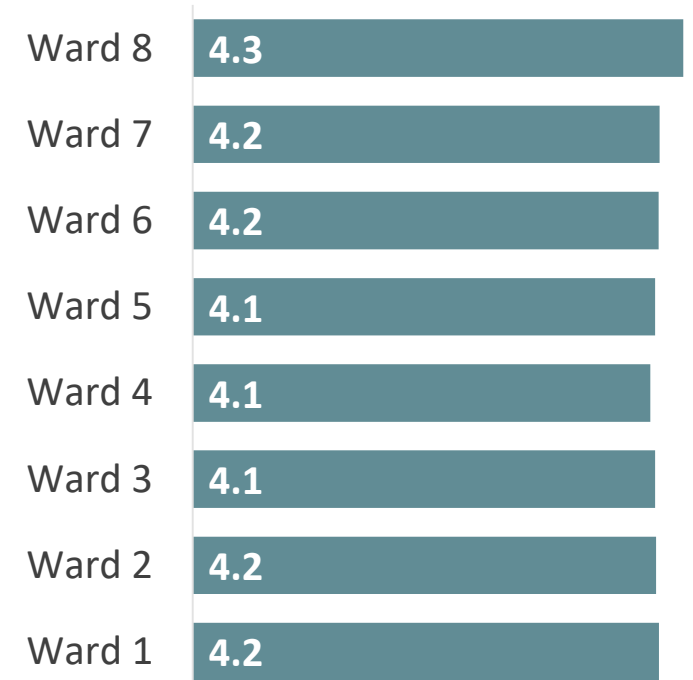
Satisfaction with lottery results



Satisfaction with MSDC hotline

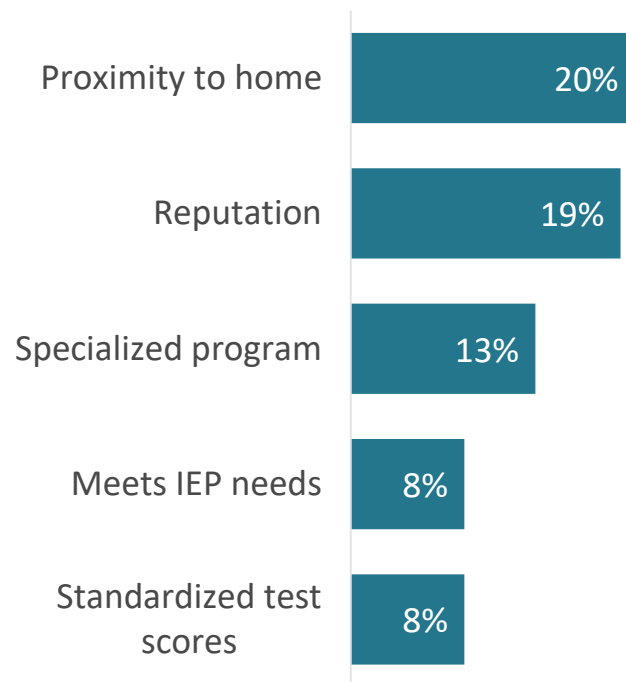


Satisfaction with MSDC

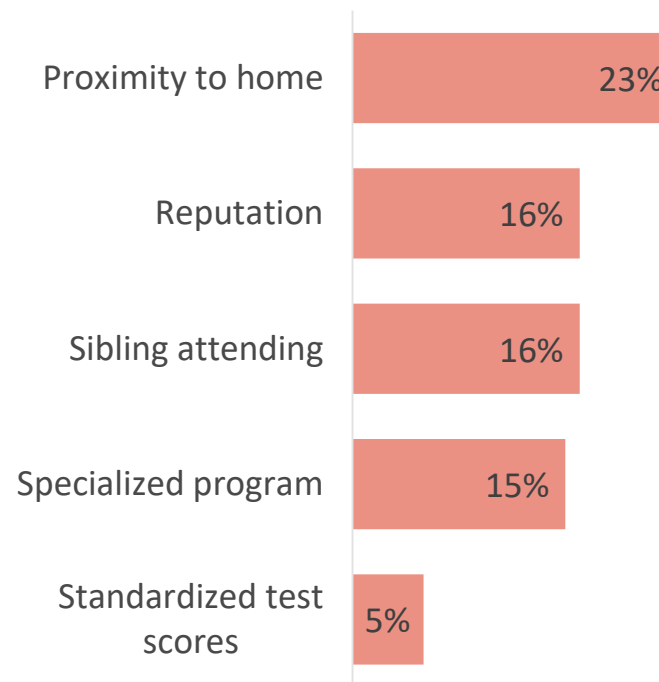


Proximity to home consistently among top-ranked factors in decision-making

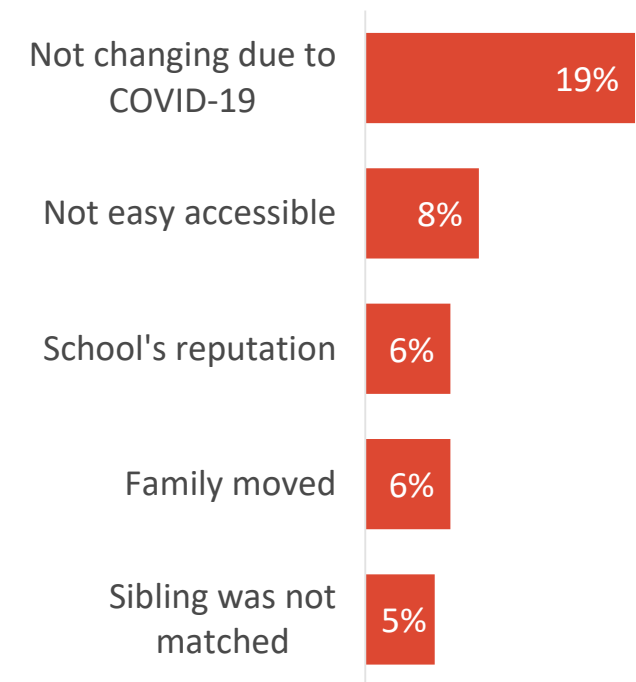
#1 Factor in applying
(n=3579)



#1 Factor in enrolling
(n=2205)

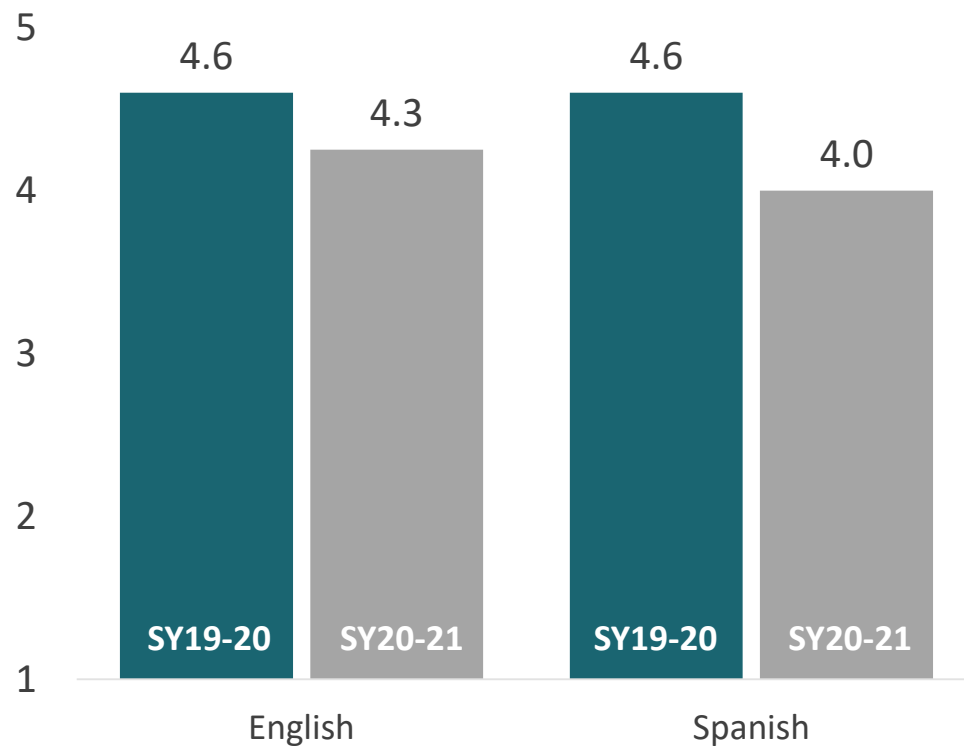


#1 Factor in not enrolling
(n=341)



Ease of enrollment decreased from SY19-20, particularly for Spanish-speaking applicants

How easy was it to enroll your child at their matched school?



What can your school do to make it easier for new families to complete the enrollment process?

*“More streamlined communications about what documents are required. **Differentiate more clearly what parents need to do for returning/re-enrolling and newly enrolling students.**”*

*“The **steps which to take to enroll were not very clear**; it's difficult to obtain the required certification for up-to-date health requirements”*

*“**More support in Spanish** for those of us who can't really communicate well in English.”*

*“It was **not clear once I completed the enrollment packet** whether the school had everything that was needed. It would be great to get an email following up that the packet was received and indicating any next steps.”*