COMMON LOTTERY BOARD MEETING
FEBRUARY 4, 2020
1050 First Street NE, 3rd Floor
3:00PM – 4:00PM

MINUTES

I.   Call to Order & Roll Call

Called to order at 3:06PM.

Board Member Name (Designee)	Organization	Present	Minutes	Research
Paul Kihn (by phone)	Deputy Mayor for Education	X	X	X
Claudia Lujan	DC Public Schools	X	X	X
Hilary Darilek	E.L. Haynes	X	X	X
Melissa Kim	DC Public Schools	X	X	X
Jubria Lewis	The SEED Foundation	X	X	X
Colin Taylor	DC Public Schools	X	X	X
Daniela Anello	DC Bilingual	X	X	X
Hanseul Kang (Sara Meyers)	Office of the State Superintendent for Education	X	N/A	N/A
Lenora Robinson Mills	DC Public Charter School Board	X	N/A	N/A
Catherine Peretti	My School DC	X	N/A	N/A

Parent Advisory Council member Nina Hughes participated by phone.

II.   October Minutes

The Board unanimously approved the October 21, 2019 minutes.

III.   Updates

The closure of Washington Metropolitan Opportunity Academy (Wash Met) was announced after the My School DC application launched. While Wash Met does not participate in the common lottery and many of the students will attend other opportunity academies for 20-21, My School DC has extended the high school deadline for <u>Wash Met students ONLY</u> until March 2, 2020.

Many new schools are still in the process of finalizing locations, though most are close to that goal. If they do not have a signed lease or mortgage by February 9, My School DC will not match students but will instead create a waitlist for that school. The school can make offers when they have secured a location, and no earlier than results day.

An update to the lottery application that is underway right now is including pop-up text for those that enter a non-DC (MD or VA) address. They will be asked if they plan to move into DC and, if they answer definitively no, they will receive tuition information and be moved to the bottom of waitlists below DC residents.

Anello: Does the pop-up say that they will be moving to the bottom of the waitlist?
Peretti: In this initial pop-up question if they indicate "No, I don't plan to move to DC," then they'll get a pop-up with the tuition information and a link to the regulatory information saying they cannot be enrolled before a DC resident.

The application launch and high school deadline have passed without issue.

IV.   EdFEST 2019

The Board discussed the successful event that took place on December 14, 2019. New features included a booth for the fabulous Parent Advisory Council members labeled "Ask Me I'm A Parent" and kids eating for free. St. Coletta's also attended for the first time giving us 100% representation of all public schools serving PK3-12. Special Education in the District booth was well received and brought together several service providers for students with disabilities. Kids were able to get free healthy meals and we will continue to partner with DC Central Kitchen.

Public attendance increased and the exhibitor attendance decreased. My School DC shrunk the size of the booths in order to create more space for public attendees and will continue to take steps to make the Armory space more comfortable. In an exit survey of 606 attendees asked where the event should be held, 26% said Washington Convention Center, 56% said keep it at the Armory, and the rest had no opinion. The Entertainment and Sports Arena only has capacity for 4200 attendees.

The Board discussed the Armory as the venue for EdFEST.

> **Kihn**: Can we consider extending hours to mitigate the crowded feeling of at peak time?
> **Peretti**: The team has considered it before – it's not a big cost differential to extend for an hour but it is another hour of school staff time. Would 10:30 to 3:30 be okay?
> **Anello**: That would be hard for schools.
> **Darilek**: I was there on the back end and it was quiet so I don't know if extending it would mitigate the feeling of crowdedness during the peak time?
> **Peretti**: We could add an hour in the beginning, but there has been concern about cutting into naptime for parents of rising PK3 students.
> **Kim**: Is it just to deal with crowdedness? It would be harder on the school staff so I am wary.
> **Peretti**: Yes, that's the main goal of a change.
> **Robinson Mills**: It didn't feel as crowded inside this year. Traffic outside with Ubers and parking felt like more of an issue than foot traffic inside.
> **Kim**: The feedback we get from some principals is "do we have to be there?" There is a balance of who is going to get more students vs. schools that are going to be good team parents? Do we survey people afterwards?

Peretti: We get good feedback from exhibitors that it's a well-organized and useful event. We have not asked recently if it should be longer. I would expect the answer to be no.

Kim: I think it would be more compelling if families were saying they needed more time.

Parent Advisor Nina **Hughes**: We said the time frame was good, given the trickle at the end. We played with the idea of splitting it for grade levels and people did not want to do that.

Peretti: That's right, we have brought up the idea of splitting up the grade levels but our PAC is strongly in favor of keeping it as one event, given that families span multiple grades.

Anello: Since the event met its goals, and very well, I don't think we need to change anything.

V.   DC Policy Center Data Request

Chelsea Coffin from the DC Policy Center answered Board questions about a research request she had submitted. This study will seek to understand if there are there areas where at-risk students are applying at lower rates to the lottery as compared to not at-risk students, and the extent to which application behavior differs for at-risk students compared to that of not at-risk students.

> **Kim**: As a newer member, I'd like to know more about the role of the Board in informing the research and the usefulness of this study.

> **Darilek**: One of the things we talked about was a need for this research – the capacity of the MSDC team to get the data to the DC policy center is worth it given that we'd have the capacity and support from the research itself. We generally believe in having more information, and the only time we have not recommended moving forward with a research question is when we had concerns about where the product would go due to the leading research questions. We didn't have any such concerns about this.

> **Taylor**: I had some questions about the usefulness of looking at just one year of data.

> **Coffin**: We would love to have multiple years if that would be possible so we could look at trends and see if there was something in particular (like a certain school opening) that would not make these results applicable. It'd be great if we could get multiple years of data. Three years would be great.

> **Peretti**: We could do three years that we have readily available. We can amend the data request to do: 19-20, 18-19, 17-18

> **Kim**: I have other research level questions. Does this Board weigh in on different ideas that could be research before landing on one? What other things have we deliberated on as a Board before choosing one? Or is it about what people bring up to us?

> Peretti answered that this is a process for in-bound requests not generated by the Board.

Lujan: What should be our involvement in identifying research priorities leveraging data that comes from the lottery? Should we come up with those and should that inform the data requests we review?

Peretti read the two priorities established in 2016: improve the MSDC program (outreach and algorithm) AND improve school-level planning.

Kim: What is the role of a sponsor?

Peretti shared that a sponsor is typically a Board member with an interest in the research. Board Member **Robinson Mills** shared that PCSB also asks for annual data and she is the sponsor for that one. Peretti answered **Lewis'** question on the MSDC team role in preparing the data and a data sharing agreement and the differences from a university IRB.

Lujan and **Kim** shared concerns and thoughts from DCPS. **Kim** shared that DCPS has a strong belief and desire to support at-risk families better so more information gathering for at-risk families and how they make choices are all good things and we're in support of that, but often the assumption/notion that choice in this process is somehow better and that seems implicit in this research proposal. And it may not necessarily be true – the parents and families with greatest need don't always participate in choice. The premise of some of these questions in support of at-risk families could lead us to a non-satisfying thing at the end as we think about choice for families and not all choices being equal in getting outcomes for kids. Additional questions could be:

- How do some schools retain (not just attract) at-risk families for multiple years and serve them better? Having information like that puts another context around choice for families. This also provides additional information for schools that are looking to keep families.

- When is movement happening for at-risk families? If families are moving in the middle of the year, why?

Peretti shared suggestions: DC Policy Center could add to the data questions – what can we learn about year-over-year "shopping" (annual applications from the same student) or kids coming in mid-year one year and applying the next year. When testing the hypothesis of how application patterns differ, we know there are at-risk kids that are enrolling in school that are not engaging in the lottery process altogether not because of outreach "miss" but because they're deliberately choosing their in-boundary school and many are coming from outside of DC.

Anello: DC Bilingual's experience is that families are not leaving so there's a high retention rate as well as a high number of applications from Ward 7 and 8, Ward 4 and 5. DCB is in the process of developing a growth plan and a plan to increase seats for at-risk families, given the data shows that we can serve at-risk and ELL families well. Knowing that lottery is luck, there is no way to control who gets the spots when we open the spots. This is an opportunity to learn creatively about what we can do to increase the chances of families we know we serve well. We have over a year to plan that strategy.

Kim: This brings me to the question about the priorities of the Board. Lots of our schools have waitlist numbers and that data is being used in interesting ways that aren't always helpful. A question I have is to understand that number – what is the real demand for some of our schools, which is informing expansion and growth plans? How do we get smarter about quantifying that number? Rather than waitlist demand data, which isn't quite right. One of the questions about this particular study is around that too. What number can learn through the study of at-risk families that might better inform this board in figuring out how many options should a family get? Is 12 the right number of school selections? What are the numbers behind psychology, choice, etc. influencing the waitlist numbers?

Kim: We can expand the data set to three years – but are the questions exactly the right questions? What is the process for deliberating or deciding the research questions?

Peretti: DC Policy Center has used the process to fidelity and established the questions. But there is a good question about what we want to do next – do we want to come up with a set of research questions of our own?

Darilek: I think Melissa is raising good questions. What I read in this request was not a point of view around choice, and what I appreciated was that there is data on at-risk families that are accessing and using the lottery and whether it is different. I think that information could inform some of our work, to better understand this group of families and their engagement with the process itself.

Kim: With that context, the decision could be that – let's keep it to what it is and have the vote. And then, if we want to give them three years of data, then maybe we want to ask different questions.

Kihn: I am supportive of this proposal for all the reasons that the DC Policy Center and others have stated – simple questions around how at-risk families are accessing and experiencing the lottery. I have a hypothesis that the population of at-risk families, you'd expect to see some similar experiences as non-at-risk families and, one of the metrics we measure every year is how they're accessing the lottery. I think it's a good idea to add the three years. I also think Melissa is raising a lot of great questions, and it'd be very exciting to drive research and seek partners in answering those questions.

Peretti: I'd suggest that we amend this specific data request to include two additional years so it spans from 17-18 to 19-20. And, as Board members, you can think about additional questions to add to the data, amend the scope to potentially make it larger at the next meeting.

The Board voted unanimously to approve the DC Policy Center's request with two additional years of data and, given the additional data and potential for trend analysis, follow up with DC Policy Center at the next Board meeting to review any additional research questions that would be of interest to Board members.

VI.   Strategic Plan 2020-2024

The Common Lottery Board has the duty to develop five-year strategic plans for the common lottery program. The new one will be due in Summer 2020.

The Board has interest in shaping future data requests or seeking its own research studies, particularly around analyzing and contextualizing demand for schools, beyond existing published waitlist lengths.

Robinson Mills asked a clarifying question on how enrollment could be improved given LEAs own the enrollment processes.

Board Member **Peretti** explained that this would require partnerships with other parts of OSSE and LEAs to try to streamline the process for families and reduce the need for in-person enrollment during business hours.

My School DC is gathering staff and stakeholder input now. There's a survey for Board members to take.

VII.   Dual Language Immersion Research by My School DC

My School DC conducted research to explore demand specifically for dual language immersion schools. The time for discussion was cut short but the slide deck will be posted publicly on the My School DC data page: https://www.myschooldc.org/resources/data

Meeting adjourned at 4:06PM.