

December 18, 2020

DC Education Research Collaborative

Proposal Presentation

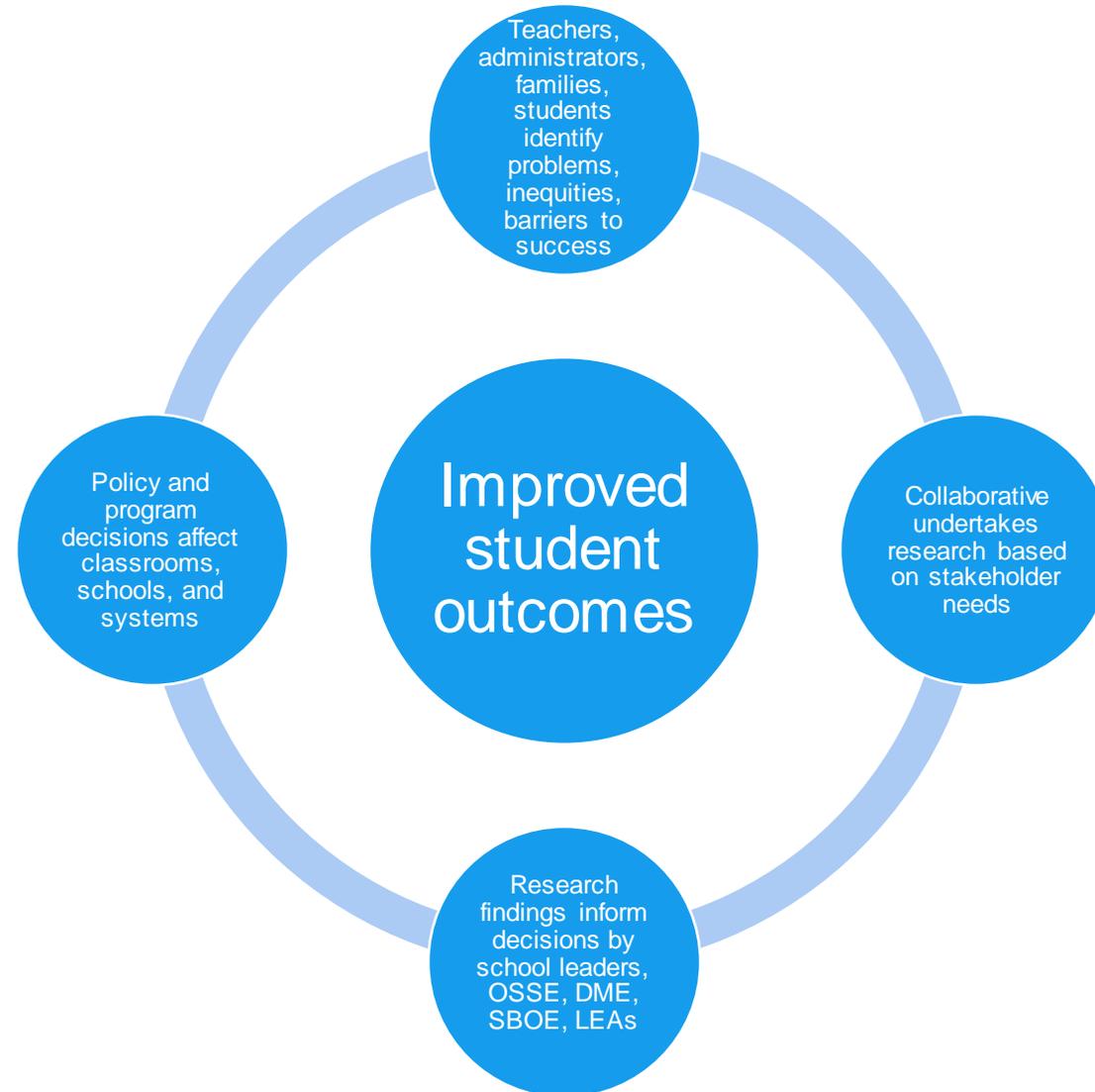


Center on Education Data and Policy

Collaborative members

- American University School of Education
- Bellwether Education Partners
- Brookings Institution
- D.C. Policy Center
- EmpowerK12
- Georgetown University
- George Washington University
Trachtenberg School of Public Policy and
Public Administration
- Howard University School of Education
- Mathematica
- Raise DC
- Trinity Washington University
- University of the District of Columbia
- University of Maryland
- University of Virginia EdPolicyWorks
- Urban Institute

Theory of change



Values

- Independence
- Collaboration
- Research integrity and quality
- Transparency
- Equity

Independence

Why it's important:

- Freedom to follow the data wherever they may lead
- Public trust in research findings

How we'll achieve it:

- Independence from funders
- Independence from government
- Transparency

Collaboration

Why it's important:

- Relevance
- Deeper understanding of the problems and solutions

How we'll achieve it:

- Advisory Committee
- Practice partners
- Community engagement

Integrity

Why it's important:

- Need accurate findings to inform decision-making
- Trust

How we'll achieve it:

- Quality assurance processes
- Data quality checks
- Data walks

Transparency

Why it's important:

- Empower community members to reach their own conclusions
- Build public trust

How we'll achieve it:

- Community outreach
- Open science
- Annual reports
- Documentation

Equity

Why it's important:

- Improving outcomes means acknowledging certain groups of students have historically been left behind
- We need to hear everyone's voice equally to ensure we're focusing on the right problems

How we'll achieve it:

- Equity lens in research
- Policies and norms
- Accountability

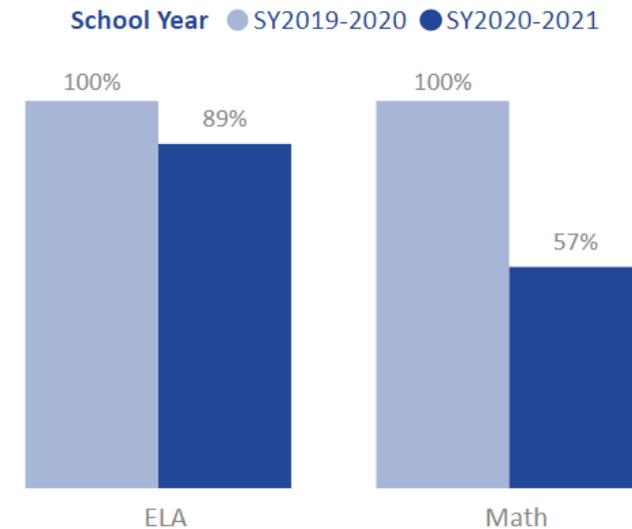
Partner work

- Josh Boots, EmpowerK12
 - COVID-19's impact on academics and student well-being in DC
- Kenneth Anderson, Howard University
 - School resource officers in Virginia
- Chelsea Coffin, D.C. Policy Center
 - The at-risk priority in DC's common lottery

COVID-19 Academic Slide Study – Fall 2020

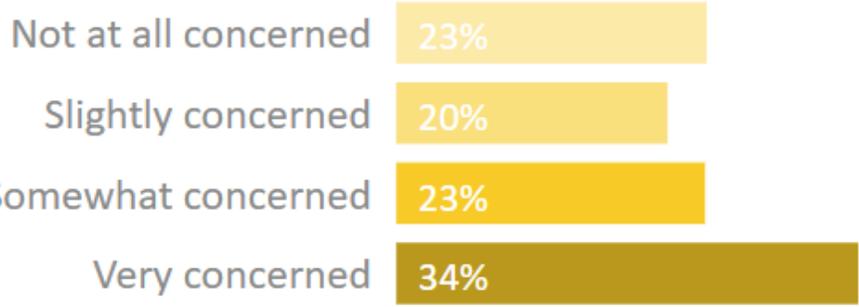
- Data from DCPS and 9 charter networks
- Results revealed disparate impact of pandemic on outcomes across student groups
- LEA and city leaders are already coming together to develop initiatives to support students, especially around math
- Quickly answered 4 of the top research questions to support upcoming policy and practice decisions

Percent of Typical Fall-to-Fall Growth Made by Subject for All Students in Grades 3-8



DC Student Well-Being Survey – Fall 2020

How concerned are you that you or your family will be exposed to COVID-19?



By Food Availability Status:

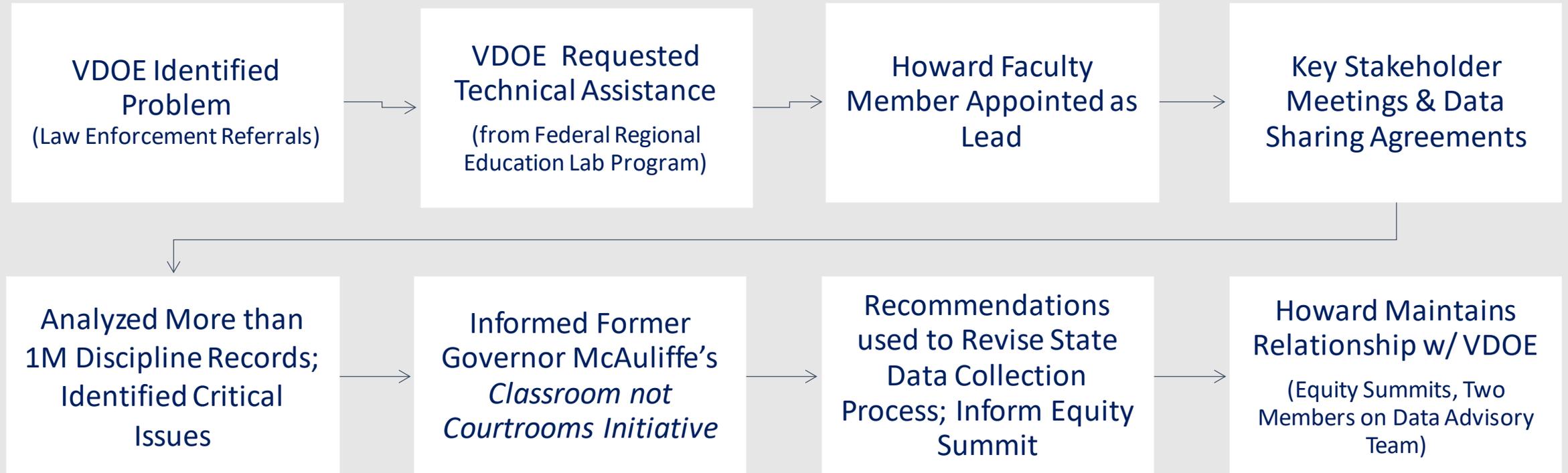
How concerned are you that you or your family will be exposed to COVID-19?

Response	Always	Not Always	Total
Not at all concerned	24%	17%	22%
Slightly concerned	20%	21%	20%
Somewhat concerned	23%	23%	23%
Very concerned	33%	39%	34%

- Co-developed by LEA leaders, members of the DBH school-based mental health community of practice, and EmpowerK12 researchers
- Based on data, schools sent students extra food supplies for their family, designed student-led convos to dig deeper, and facilitated parent focus to share findings and develop a strategy



Example of Commitment to Long-term Partnerships (2015-Present)



Research on establishing a priority for at-risk students in D.C.'s common lottery



**D.C. POLICY
CENTER**

Research with important implications for students

- D.C. students eligible for at-risk funding would move to the front of the line for a spot at public charter schools that opt in.
- Almost half of D.C.'s students are designated at-risk and would be eligible for this priority.
- Sibling preference makes it difficult for at-risk students to access charters with high waitlists and a low percentage of at-risk students.
- Current practices limit options for at-risk students and reinforce segregation.

Research that is of interest to practice partners

- Some public charter schools were interested to know more about whether an at-risk priority could make a difference in their enrollments.
- 12 out of 20 public charter schools serving the lowest percentages of at-risk students shared summary data in confidence.
- My School DC approved a data request for 3 years of applicant-level data from the common lottery.
- We developed a close working relationship and open communications with both groups, which strengthened our research.

What we learned

Timely findings for policymakers and schools

- Previously, the city studied the system-wide implications of such a preference, but did not consider school-level differences.
- D.C. Council had introduced legislation to allow public charter schools to adopt this priority.

New, useful knowledge that can inform policy and school planning

- An at-risk priority can improve socioeconomic diversity in schools where diversity is needed the most, in addition to increasing access for at-risk students.
- However, patterns in applications from at-risk students do limit this potential. We found that fewer at-risk applicants apply in the lottery period.
- At-risk applicants are less likely to apply in earlier grades.
- Findings will inform schools' outreach and planning for this priority in the fall of 2022.



Thank you