



UPSFF Working Group: Final Recommendations

December 2020

Final Survey

Working Group members responded to a survey administered in December 2020 to determine the final recommendations.

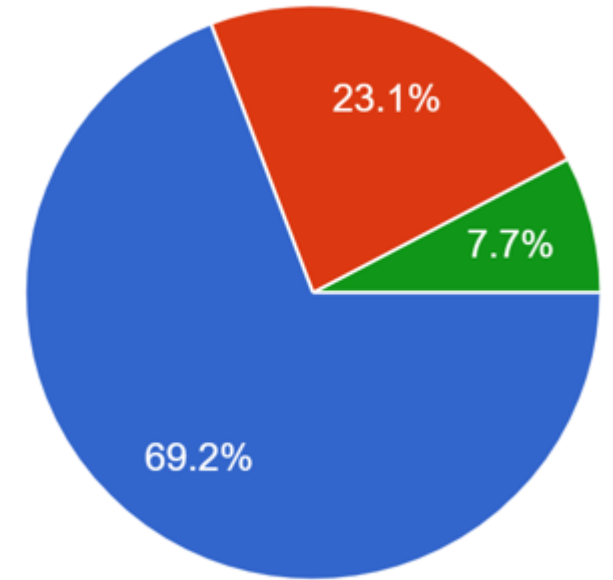
The following summarizes members' responses and the resulting impact on the recommendations.

Working group members will start their discussion on 12/18 focusing on Recommendation 6.

Recommendation 1

The Working Group recommends additional funding allocated through a new supplemental weight for students who have 2 or more (2+) at-risk characteristics (either TANF/SNAP, CFSA, homeless, or one-year overage for high school students).

The Working Group considered several options presented in the 2020 UPSFF study to support segments of students who qualify for the at-risk of academic failure designation whose academic performance gaps have increased compared to their at-risk and not at-risk peers. Of these options, the majority of working group members favored adding a new weight to the UPSFF for students with two or more at risk characteristics. A smaller number of working group members favored adding an additional weight to supplement overage high school students.

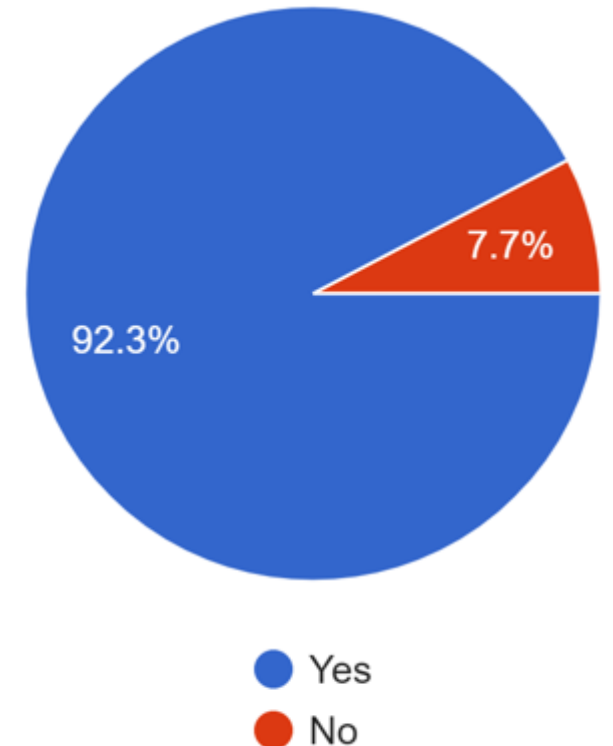


- Have 2 or more ("2+") at-risk characteristics (either TANF/SNAP, CFSA, homeless, or one-year overage for high school students).
- Are overage in high school.
- are CFSA.
- I am not persuaded that any of these options have merit.

Recommendation 2

The Working Group recommends revising the name of the at-risk of academic failure designation (D.C. Official Code § 38–2901(2A)) to language that is more asset-based than deficit-based.

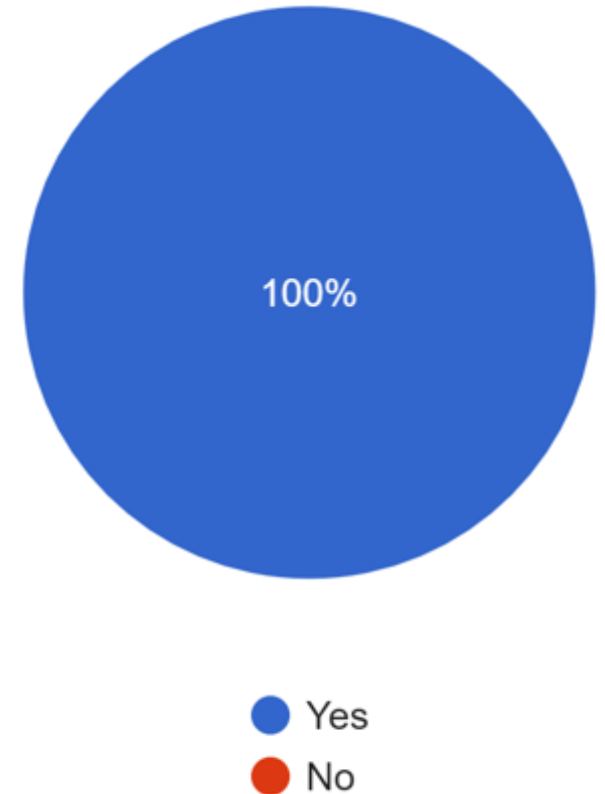
A strong majority of Working Group agreed on this recommendation. Some Working Group members requested person first language in the revised designation.



Recommendation 3

The Working Group recommends increasing the English Language Learner weight to match the recommended weight from the 2013 *Cost of Student Achievement: Report of the DC Education Adequacy Study* (weight of .61).

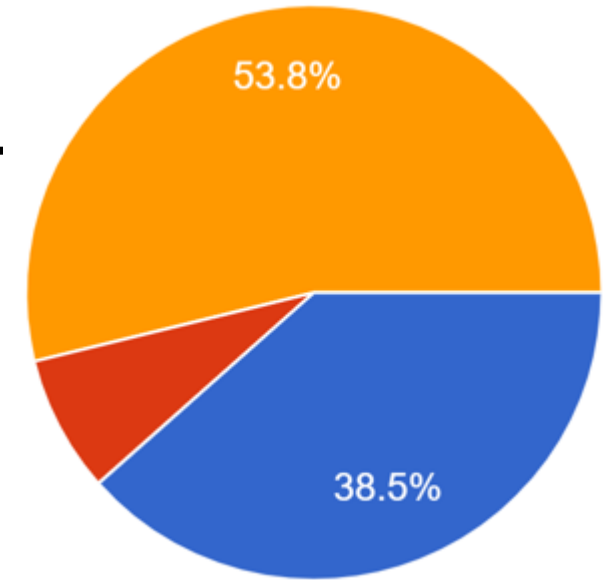
The Working Group unanimously agreed on this recommendation. Some Working Group members provided reasoning for their support including a lack of funding increases through the UPSFF for ELL students since FY2015.



Recommendation 4

The Working Group recommends a new additional supplemental English Language Learner weight for students who are designated as students with limited or interrupted formal education (SLIFE) or “new to the country.”

The Working Group considered several options presented in the 2020 UPSFF study to adjust the ELL weight structure in order to more efficiently target funding for ELL students with the greatest need. Of these options, the majority of working group members favored adding a new weight to the UPSFF for students who are designated as students with Limited or Interrupted Formal Education (SLIFE) or “new to the country.” Some Working Group members provided reasoning for their support including ease of implementation and prioritizing more targeted funding for specific student groups with the greatest need. A smaller number of working group members favored replacing the original English Learner weight with separate weights tiered by grade level.

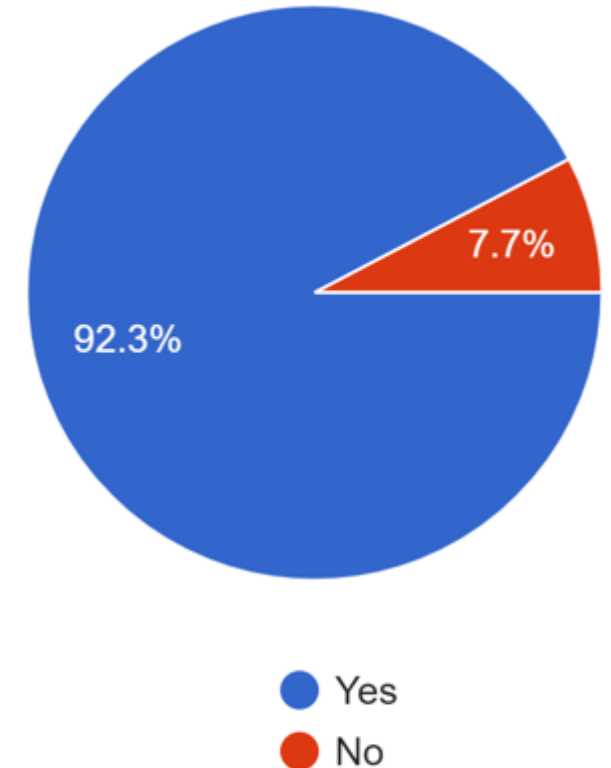


- Designated either as Students with Limited Interrupted Formal Education (SLIFE) or “new to the country.”
- Enrolled in specific grade levels (tiered by grade level).
- Designated either as SLIFE or “new to country” AND tiered by grade level

Recommendation 5

The Working Group recommends automatically increasing the alternative student weight to keep pace with the sum of the high school grade and at-risk of academic failure weights should either have incremental increases.

An overwhelming majority of Working Group agreed on this recommendation.

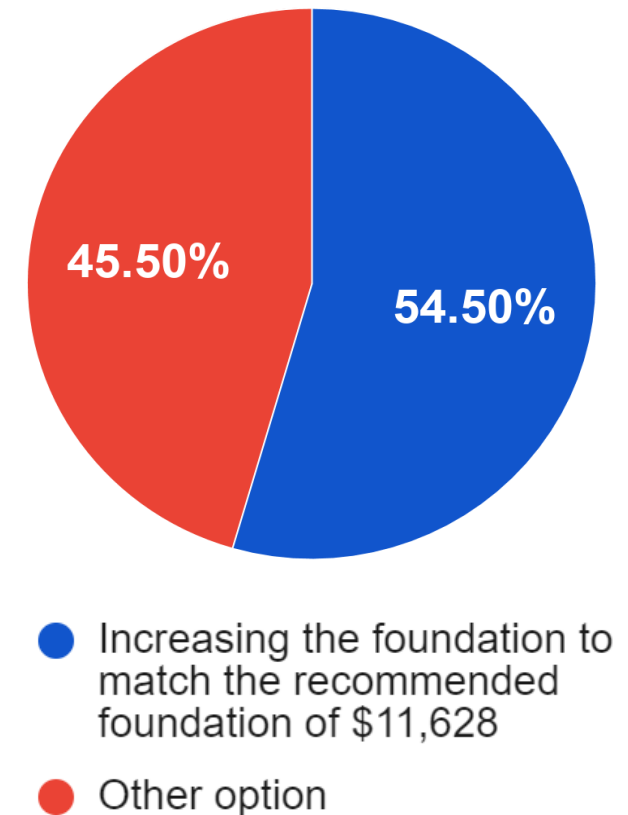


Recommendation 6

Option 1: The Working Group recommends increasing the foundation to match the recommended foundation of \$11,628 in the 2013 *Cost of Student Achievement: Report of the DC Education Adequacy Study* adjusted for a cost-of-living adjustment.

Other Options:

- Increase foundation by 4% to track the average increase in personnel salaries and growth.
- Increase foundation by a minimum percentage every year tied to the increase in personnel and facilities.



Areas for Further Exploration

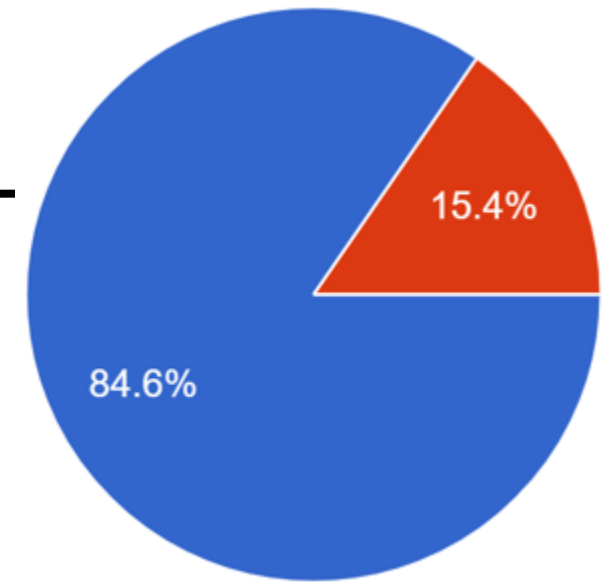
The working group also discussed other related topics that the city would benefit from further exploration during the upcoming 2022 UPSFF Working Group.

1) Explore expanding the definition of the At Risk for Academic Failure designation (D.C. Official Code §38–2901(2A)) to include students who are themselves or live with undocumented family members who do not historically apply to participate in federal subsidy programs but would otherwise meet economic eligibility criteria for TANF or SNAP. Also explore expanding the definition to include parenting students and children of incarcerated parents.

2) Explore expanding the currently operating DCPS Welcome Center to create a shared-services English Language center for all of the District's immigrant families with school-aged children.

3) Explore funding intervention to prevent students from becoming over-age prior to high school.

Expanding At-Risk Definition



EL Welcome Center

