



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**UPSFF Working Group  
Meeting  
October 25, 2018, 3:30-5:00pm**

**DRAFT Minutes**

- Introductions
- Overview of timeline for remaining meetings
- Presentation by Katie Hagan from Edunomics Lab on the national landscape in state education funding
  - There are multiple state funding methods, including student-based, resource-based, and program-based. Student-based is the most common. DC also uses student-based allocations.
  - States with student-based funding use different weights – there is no “correct” weight to use.
  - Weights should be determined by comparing to student outcomes – graduation, assessments, etc.
  - Detailed look at different methods of determining SPED, EL, and At-Risk weights
- Discussion about national landscape and how this ties into recommendations for the UPSFF Working Group report
  - How can we look deeper into the context surrounding student outcomes?
  - Overlapping student characteristics – students that are At-Risk, EL, and SPED
  - Concentrations of student characteristics – schools that have high percentage of students that are At-Risk, or EL, or SPED, or a combination of these characteristics
  - Discussion about how to define concentration
  - Discussion about EL levels
- Discussion of Bold Performance Schools with Josh Boots from EmpowerK12
  - Bold Performance Schools are those that are “beating the odds” based on the school’s population of at-risk students.
  - In some cases, at-risk students are exceeding proficiency rates of non at-risk students in other schools.
  - What are some characteristics of Bold Performance Schools?
    - Culture of high expectations, teacher quality, more staff in classrooms, whole child supports, out-of-school time programs, school leader quality
- Public comment period
  - Take into consideration that at-risk measures might be missing for students (Example: immigration status)
  - Need to be careful about making decisions based on outcomes, because of problems with assessments