

# Centralized Mid-Year Entry and Transfer Policy Action Steps

**Policy Goals:**

1. Better understand why students enter or transfer schools mid-year in order to develop policies to reduce mid-year mobility in the future.
2. More equitably distribute mid-year students or hardship students across both sectors so as to reduce the concentration of mid-year transfer students in high-churn schools.
3. Improve the experience of students who enter and exit mid-year by ensuring schools are better prepared with timely, key information and possibly with additional resources.
4. With hardship set-asides, ensure that students in crisis or experiencing special circumstances have a wider array of school options and connections to a wider array of school support services than they do currently.
5. With out-of-state set-asides, provide new students with a wider array of school options mid-year than they do currently.

<b>Year 1 (SY17-18)</b>	<b>Year 2 (SY18-19)</b>
<i>Local Education Agency (LEA) Payment Initiative ("money follows the student") hold harmless year (payments not adjusted down if enrollment falls below Oct 5 count)</i>	<i>LEA Payment Initiative ("money follows the student") in effect (payments adjusted if schools gain/lose students after Oct 5 count)</i>
<p><b>Centralized entry and transfer process</b></p> <p><i>Action Steps:</i></p> <ul style="list-style-type: none"> <li>• Ensure that schools keeps their seat availability up to date.</li> <li>• Ensure that students/families are aware of available seats.</li> <li>• Provide neutral information about the schools that have available seats.</li> <li>• Collect information from students/families about why they are entering or transferring schools mid-year.</li> <li>• Trigger OSSE to provide information from state-level student information systems for the incoming school, so that schools have the information they need.</li> <li>• Better ensure that the sending school releases student records to the receiving school, both within DC and possibly with neighboring jurisdictions.</li> </ul>	
<p><b>Hardship set-asides</b></p> <p><i>Action Steps:</i></p> <ul style="list-style-type: none"> <li>• Provide students who are experiencing special circumstances with the ability to find a school that ameliorates the hardship.</li> <li>• Allow interested schools to provide seats for students experiencing special circumstances (and help distribute the mid-year transfer students).</li> </ul> <p><b>**Public charters would be able to set-aside seats for hardship transfers, possibly over their enrollment ceilings, with approval from PCSB; DCPS would work with their individual schools to determine hardship set-aside seats.</b></p>	
<p><b>Out of state set-asides planned</b></p> <ul style="list-style-type: none"> <li>• <i>My School DC and education stakeholders would plan set-asides for students new to the public school system mid-year. The planning will be based on data collected about why students enter or transfer mid year during year 1. This assumes that waitlists will still exist in year 2.</i></li> </ul>	<p><b>Out-of-state set-asides implemented</b></p> <p><i>Possible Action Steps:</i></p> <ul style="list-style-type: none"> <li>• Provide qualifying students, including previously disengaged students, who are new to the public school system that school year with options.</li> <li>• Allow interested schools to provide seats for new students (and help distribute mid-year transfer students).</li> </ul>
<p><b>Waitlist Policy stays the same during Year 1; students who do not qualify for set-asides go on a school's waitlist .</b></p>	<p><b>Waitlist policy changes implemented (if any)</b></p> <p><i>Possible Action Steps:</i></p> <ul style="list-style-type: none"> <li>• Update waitlists (e.g., families opt to remain on a waitlist after the fall or students can remain on the waitlists of their highest ranked schools).</li> <li>• Eliminate waitlists after a certain date. Students wishing to transfer mid-year would be able to find out which schools had open seats via the centralized process; students who do not qualify for set-asides would choose from the open seats.</li> </ul>
<p><i>Explore changes to waitlists</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Centralized Mid-Year Entry and Transfer Policy Parameters

Year 1 (SY17-18)	Year 2 (SY18-19)
<i>Local Education Agency (LEA) Payment Initiative (“money follows the student”) hold harmless year (payments not adjusted down if enrollment falls below Oct 5 count)</i>	<i>LEA Payment Initiative (“money follows the student”) in effect (payments adjusted if schools gain/lose students after Oct 5 count)</i>
<p><b>Centralized entry and transfer process</b></p> <p><b>Centralized Process</b></p> <p><i>Key Parameters:</i></p> <ul style="list-style-type: none"> <li>Centralized mid-year entry process will continue to be managed by My School DC (with additional resources and staff) that will now include applications for in-boundary DCPS students as well as collecting data about why students are entering schools mid year; they will provide all students with 1) seats available and 2) neutral information about the schools that have available seats.</li> <li>All PK3-12 schools that are already part of the My School DC common lottery would participate, including in-boundary DCPS schools (a change to the current system).</li> <li>The process will go into effect after October 5; all students entering or transferring after October 5 would go through this process to enter schools participating in the process.</li> <li>Students wishing to enroll mid-year in non-participating PK3-12 schools or adult and alternative schools would need to contact those schools separately (as they do now).</li> <li>The process maintains students’ rights to their in-boundary schools; the process would be timely so as to avoid any delay in enrollment.</li> <li>LEAs will be responsible for providing their open seats to My School DC to make those seats available to mid-year entry and transfer students.</li> </ul>	
<p><b>Hardship set-asides</b></p> <p><b>Hardship Set-asides</b></p> <p><i>Key Parameters:</i></p> <ul style="list-style-type: none"> <li>LEAs would voluntarily opt to create “hardship transfer set-aside” seats for students already enrolled in DC schools; students who are eligible for a hardship transfer set-aside seat would be experiencing special circumstances and meet specific criteria (medical &amp; safety reasons, changes in legal or educational custody and/or guardianship, changes of residence in DC if the move has created a hardship getting to school, and possibly expelled students).</li> <li>Hardship students would not enroll via waitlist; hardship seats would be filled by students in crisis or experiencing special circumstances, not students from the waitlist.</li> <li>Students who wish to transfer for reasons other than hardship would go through the centralized transfer process and be added to the bottom of a school’s waitlist.</li> </ul>	
<p><b>Out of state set-asides planned</b></p> <p><b>Out-of-State Set-Asides</b></p> <ul style="list-style-type: none"> <li><i>My School DC and education stakeholders would plan set-asides for students new to the public school system mid-year. The planning will be based on data collected about why students enter or transfer mid year during year 1. This assumes that waitlists will still exist in year 2.</i></li> <li><i>Out-of-state set-asides would only apply to K-12 because PK isn’t mandatory (and to avoid gaming the system).</i></li> </ul>	<p><b>Out-of-state set-asides implemented</b></p> <p><i>Key Parameters:</i></p> <ul style="list-style-type: none"> <li>LEAs would voluntarily opt to create “out-of-state set-aside” seats.</li> <li>LEAs would reserve a set number of seats for out-of-state set-asides if waitlists are still in effect; public charter schools would need approval from PCSB if the set-asides were above their enrollment ceilings. DCPS would work with their individual schools.</li> <li>K-12 grade students who meet the following criteria and have appropriate documentation will qualify for an out-of-state set aside: <ul style="list-style-type: none"> <li>Students who move to the District mid-year;</li> <li>Students who decide to enroll in public school during a school year for the first time during that year—including students returning from home-schooling, and previously disengaged students (i.e., drop out);</li> <li>Student must not be enrolled in the state data system for the school year in which they are trying to enroll; and</li> <li>Students who have been enrolled in private, independent, or parochial schools in the District <b>would NOT qualify</b> and would go through the centralized process to the end of a school’s waitlist.</li> </ul> </li> </ul>
<p><b>Waitlist Policy:</b> stays the same Year 1; students who do not qualify for set-asides go on a school’s waitlist . In addition, explore changes to waitlists for year 2.</p>	<p><i>Waitlist policy changes implemented (if any)</i></p> <p style="text-align: right;">DRAFT — 1/10/17 2</p>