



Key Features of the Council's Seven New Education Bills June 2013

Fair Student Funding and School-Based Budgeting Act of 2013

- Proposes changes to the supplemental local funds (weights) provided through the Uniform Per Student Funding Formula (UPSFF) for students in specific categories.
 - Would provide additional funding starting in the 2014-2015 school year based on the number of low-income students (those eligible for free and reduced meals) and high school students in schools with a graduation rate of less than 75 percent in the last school year.
 - Would provide another weight starting in the 2016-2017 school year based on the number of 11th and 12th grade students who are participating in a career and technical education program.
 - The bill does not specify the level of the new weights, leaving them to be determined.
- Would require DC Public Schools to allocate at least 80 percent of its local funds directly to individual school budgets.
- Starting in the 2015-2016 school year, DCPS school principals would have more control of their budgets, while being expected to meet standards set by the Chancellor.
 - Principals would report how their proposed budget will boost student achievement and address student needs and meet the Chancellor's standards.
 - Principals would be evaluated annually based on implementation of budget, including whether or not it improved student achievement.
 - Chancellor would make all school budgets public and available online.
- Would not allow any DCPS school to see more than a 5 percent loss in local funds from previous fiscal year due to application of DCPS' school funding formula. This does not include enrollment losses incurred because of school closing/consolidation or removal of grade levels.
- Starting in the 2015-2016 school year, all DC high school students who qualify for free and reduced meals would have public transportation costs fully subsidized.

Comprehensive Planning and Utilization of School Facilities Act of 2013

- Calls for an annual review of school facilities and establishes a process for "surplus" DCPS properties no longer needed for classroom, instruction, swing space or administrative purposes.
- On October 1st of every year, starting in 2014, the Chancellor would be required to submit an "Educational Facilities Plan" to the Mayor and Council. The plan would cover DCPS facilities needs for the next 5 years and offer recommendations on whether or not surplus properties are needed in the near future.
- The Department of General Services (DGS) would determine which DCPS properties are considered surplus and keep a list of such properties online, updated annually within 75 days of the release of the Educational Facilities Plan.

- Would declare the following 12 DCPS properties as surplus: Ferebee-Hope ES; Gibbs ES; Hamilton Center; Kenilworth ES; Langston ES; Mamie D. Lee School; Marshall ES; Ron Brown MS; Shaed EC; Wilkinson ES; Winston EC; Young ES.
- Would offer the right of first offer of surplus school facilities to specific entities, including public charter schools that are “high-performing and financially sound” and those that have been approved to open a new charter school.
- Would empower the Public Charter School Board (PCSB) to sue the District on behalf of a public charter school if the District does not comply with the first-offer requirement.

Individual School Accountability Act of 2013

- Would require the Office of the State Superintendent of Education (OSSE) to establish a performance framework and benchmarks, by January 1, 2015, to assess local schools.
- Would require OSSE to publicize results of previous school year’s evaluations by October 1st, starting in 2016. Schools that do not meet performance framework criteria would be deemed “underperforming” by OSSE.
- If a DCPS school is underperforming for 2 years in a row, the Chancellor would have two choices:
 - Create a turnaround plan for the school. This plan, developed with the help of a stakeholder group, would include actions such as the reallocation of the school budget, additional funding, requiring all school staff and leadership to reapply for their positions, expansion of the school day or year, and expanded curriculum.
 - Designate the school as a “DCPS Innovation School.” An Innovation School would be funded the same way as other DCPS schools, but would be able to receive additional private/public funds, partner with private organizations, and establish its own curriculum, budget, and staffing policies. It would be exempt of provisions of a collective bargaining agreement if a majority of unionized school employees agree. It would also be exempt from certain local regulations.

Focused Student Achievement Act of 2013

- Student Assessment:
 - Would require each DCPS and public charter school LEA to develop and administer assessments for students in Pre-K through 2nd grade. These would assess student progress and identify areas where remediation is needed.
 - Would requires that OSSE use District-wide assessments for students in 3rd grade through 8th grade and high school, covering at least English language arts and Mathematics.
 - Would allow OSSE to establish an advisory committee for the assessment process.
- Student Promotion:
 - DCPS principals would be allowed to retain any student who does not meet promotion criteria:

- Pre-K – 2nd grade student promotion criteria would be determined by the principal.
- 3rd grade students would be promoted if they earn passing grades in English language arts, Mathematics, and in a majority of their other subjects.
- 4th- 8th grade students would be promoted if they earn passing grades in a majority of their subjects.
- 9th – 11th grade students would be promoted if they meet requirements approved by the State Board of Education.
- Students with more than 30 unexcused absences in a school year would not be promoted without approval by the principal.
- Principals would identify all students at risk of retention by January 15th of each school year and develop a plan to help the student meet promotion standards. The plan will be shared with the parent of the identified student.
- The Chancellor could determine if a student enrolled in English Language Learner program or special education should be promoted even if identified for retention.
- Each student retained would attend summer school following the school year.

Parent and Student Empowerment Act of 2013

- Would revise language from “Ombudsman for Public Education Establishment Act of 2007” to clarify the duties and responsibilities of the Ombudsman position, including complaint resolution services.
- Would establish an Office of the Student Advocate within the State Board of Education to represent students and parents on issues regarding public education.
- The new office would conduct outreach, facilitate enrollment processes, launch a public education hotline, operate a Public Education Resource Center (PERC), and develop a database to track concerns received.

Unified Public Education Lottery Act of 2013

- Would establish a unified lottery and common application for out-of-boundary DCPS and public charter schools starting in the 2015-2016 school year.
- The unified lottery would be conducted by OSSE, but developed with input from the Chancellor and the Public Charter School Board.
- Parents who choose to participate in the common application process would be able to select up to 8 schools for each student in order of preference.
- Would require both the Chancellor and Public Charter School Board to provide a report to OSSE by January 1st of each year (starting in 2015) to estimate how many slots are available at each DCPS/PCS school, by grade, for the following year.
- Any local educational agency (DCPS or a public charter school) would be able to opt out of the lottery.
- Would require OSSE to conduct outreach to inform parents and students about their school options, including a citywide school fair.

- Would exempt the following entities from the lottery: career development centers, special education schools, adult education day/evening schools, and DCPS specialized high schools.
- The timeline for first and second round of the unified lottery would be as follows:
 - First Round
 - January 15th: Common application made available to the public
 - March 15th: Parents submit applications for first round
 - March 31st: OSSE notifies parents, Chancellor, and PCSB of lottery results
 - April 15th: Enrollment forms sent by parents to DCPS and public charter schools
 - May 1st: Chancellor and PCSB submits to OSSE a file of students who have completed enrollment in first round
 - Second Round
 - May 15th: Common application made available to the public
 - May 31st: Parents submit applications for second round
 - June 15th: OSSE notifies parents, Chancellor, and PCSB of lottery results
 - June 30th: Enrollment forms sent by parents to DCPS and public charter schools
 - July 15th: Chancellor and PCSB submits to OSSE a file of students who have completed enrollment in second round

Public Education Governance Improvement Act of 2013

- Would establish a 4-year term for the State Superintendent of Education. Removal of this position would require a majority vote of approval by the State Board of Education.
- Would authorize the State Superintendent to waive current regulations if it promotes student achievement. A local educational agency would be able to apply for a waiver by explaining how it would help them meet goals of student achievement.
- Would change the “DC School Reform Act of 1995” to increase the maximum administrative fees to be paid from a public charter school to the Public Charter School Board from 0.5 percent to 1 percent of the school’s annual budget. It would also add removal criteria for PCSB members to include a majority vote of the Council.
- Would change the “Public Education Reform Amendment Act of 2007” to direct the State Board of Education to annually review the performance of OSSE, including policy recommendations.
- Would direct the PCSB and the State Board of Education to submit an annual report on the state of primary and secondary education in DC by October 1st of each year. It should cover a review of student and school performance, challenges, and goals for future growth.