

DC ADVISORY COMMITTEE ON STUDENT ASSIGNMENT

February 24, 2014

Meeting #5

Agenda

- Consider guiding principles for scenario building
- Review small group assignments
- Continue scenario building
- Discuss critical path and timeline

Goals for Today's Meeting

- Review guiding principles for scenario building
- Flesh out scenario options
- Identify where policy scenarios have shared and divergent elements.

Guiding Principles

- ***Equitable access to high quality schools:*** We believe families have the right to a good education independent of economic or geographic circumstances.
- ***Parental choice:*** We believe families should have the ability to access public schools outside of designated school assigned by residence.
- ***Predictability:*** We believe it is important to provide a path of right to families beyond elementary school.
- ***Neighborhood schools:*** We believe it is important to support the connections between communities and their schools.

SCENARIO DEVELOPMENT

Phase 2: Putting more detail to the scenarios

Preliminary Scenarios

Scenario A

Choice sets at elementary level (just DCPS), always have a right to a school within the choice set

Charters stay all citywide application/lottery but with incentives to join choice sets, such as facilities provided to charters in choice set

Geographic & programmatic feeders from ES to MS

Middle school choice set, including middle school destination school

Magnet schools within comprehensive high schools to attract families

Program alignment from middle schools to high schools

Scenario B

Geographical choice sets of about 5 elementary schools

Choice sets Include only DCPS schools, except in cases where there are too few DCPS schools within a geographic zone to provide safe walkability for elementary students

Right to one of the schools in the choice set

Set asides across all schools for out of boundary students

Retain selective high schools, but disperse them more equitably throughout the city

Increase selective admission schools—thematic and test-in

Preliminary Scenarios

Scenario C

Guarantee PK4 seats in neighborhood schools

Right to attend elementary schools based on address and/or OOB

Include OOB set aside for all elementary schools

Provide socio-economic weights for OOB set asides

All schools offer same, robust core programming - but all with some additional offerings

Elementary boundaries combine to create a middle school attendance zone

Middle school boundaries combine to create a high school attendance zone

Co-locate magnets in comprehensive high schools and middle schools

Scenario D

PS-5 school are 90% neighborhood based, with attendance boundaries

10% OOB set-aside, but if crowded might be no OOB

No feeders from elementary into middle

Create new application middle schools

Preferences in the lottery could be that you come from a low performance school; sibling; or program alignment

Within individual schools could have seats offered by application only

Further Development of Scenarios

- Choose the scenario you most want to work on.
- Review the preliminary scenario summary and notes from last meeting.
- Address specific questions about the scenario.
- Modify (add/delete/clarify) elements and tools to your scenario.
- Identify issues, questions, or concerns related to the scenario.
- Don't try to solve everything, but document the issues and concerns.

Report Out

How does your scenario impact:

- PK3 and PK4 age children
- Rights to elementary school
- Rights to middle school
- Rights to high school
- Feeder patterns

How does your scenario impact:

- DCPS neighborhood schools
- DCPS citywide (lottery and selective) schools
- Public charter schools

Technical Team will take scenarios and analyze how it addresses the challenges of over-crowding, old closed schools, misalignment of boundaries and feeder patterns.

Working Groups

Public opportunity to vet policy scenarios being considered by the Committee and how they might impact specific geographic areas.

- Three groups (Upper NW/NE, Center City, East of the River)
- Each group will meet twice
- Committee members are strongly encouraged to attend at least one working group meeting
- Feedback will be compiled and presented to Committee for consideration

Working Group Calendar

March-14						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April -14						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May-14						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

 = Scheduled Advisory Committee Meeting

 = Working Group Meeting

Proposed Re-scheduled date
for April Committee Meeting



Next Steps

Technical Team

- Send focus group report to Cmte by March 1
- Consolidate feedback from meeting and prepare final draft scenarios
- Prepare policy brief #4 – Scenarios
 - Draft boundary and feeder change options, based on scenarios
 - Prepare approach for impact analysis

Advisory Committee Members

- Review meeting notes before public posting on www.DME.dc.gov
- Read focus group report and review meeting notes on scenarios
- Host discussions in your communities about student assignment and school choice

March Meeting Goals

- Finalize scenarios options to take to working groups
- Review specific boundary and feeder options to accompany policy scenarios