

DC ADVISORY COMMITTEE ON STUDENT ASSIGNMENT

January 30, 2014

February 19, 2014

Meeting #4

Agenda

- Welcome
- Update on public input and schedule
- Brief overview of Policy Brief #3
- Describe framework for student assignment/choice scenarios
- Work in small groups to develop a student assignment/choice scenario for D.C.
- Full committee to discuss preliminary proposed scenarios

Goal for Today's Meeting

Advisory Committee develops 3-4 preliminary scenarios for student assignment and choice policy reform for D.C.

Community Input Update

- Focus Groups
 - Finished conducting focus groups, but have additional focus group and individual interviews scheduled
 - Coding of focus groups is complete, analysis is underway with write up of findings, in progress, to provide before the February meeting.
- Working groups to start in late March or early April
- City Council Roundtable on Student Assignment, 1/27/14
- Open meetings hosted by Advisory Committee members
 - Ward 2, February 8
 - Ward 4, February 11th
 - Ward 6, February 13-25
 - Ward 5, February 18th
 - Ward 7, February 27th
 - Ward 1, March 4
 - Ward 3, TBD
 - Ward 8, TBD
 - Others?

Policy Brief #3: *The Landscape for Student Assignment and School Choice in D.C.*

- Provides basic data and information on city and neighborhood population and demographics, school characteristics, school-facility infrastructure
- Examines school attributes that may be variously considered as causes or effects of student assignment and choice.
- Will help us determine implementation tools and help us understand the impact of policy change on specific schools, neighborhoods and communities.
- Additional analysis of this data and adding in the building capacity, modernization data and enrollment projections.

Appendix B: Boundary Participation Data Table

- The table compares the characteristics of DCPS Boundary School with that of the schools (DCPS or PCS) attended by grade appropriate in-boundary students
- This information can help with the scenarios by helping you understand how a particular action might affect families living within particular boundaries.

DCPS Boundary	Student Count	DCPS_Sch Count	PCS_Sch Count	Total_Sch Count	School Attended by In Boundary Student 2012-13	# Students Attending
Simon	605	37	49	86	Simon ES	146
					Imagine Southeast PCS	62
					King, M L ES	44
					Friendship PCS SouthEast Academy	36
					Eagle Center Wheeler Rd SE	33
					Center City Congress Heights Campus PCS	30
					Excel Academy PCS	22

Framework for Developing Scenarios

Options exist on a spectrum between two extremes:

All assigned
All neighborhood



All application
All citywide

When developing scenarios:

- Don't be constrained by current policy
- Be creative - this is a chance to think outside the box
- Think through implications and feasibility
- Consider programmatic requirements that will support implementation
- Today is just a start – don't worry about getting your preliminary scenario perfect.

Break into Groups

1) Decide what scenario type you would like to work with

- All neighborhood
- Mostly neighborhood/some choice
- Some neighborhood/some choice
- Mostly choice/some neighborhood
- All choice

2) Break into 4-5 groups by scenario type

- No fewer than 4 people per group

Craft a Preliminary Scenario

1. Identify which sample scenario most closely aligns with your vision of what you think the rights and responsibilities of families and the city should be regarding student assignment and school choice.
2. Create ONE scenario for student assignment and school choice taking elements from the framework and samples and by identifying your own elements.

Test the Concept

3. Identify implementation tools that might be necessary to utilize the Scenario you are exploring and include them in your Scenario.
4. Try to envision the implications of your Scenario for various constituencies. Add other constituencies that you think will be impacted and give examples of how they will be affected by implementation of the Scenario you are exploring.
5. Consider how well each Scenario will advance the guiding principles we have discussed by rating your and other group's Scenarios.

Present and Discuss with Committee

- Group 1: Present Scenario
- Group 2: Present Scenario
- Group 3: Present Scenario
- Group 4: Present Scenario

- Discussion and Rating of each Scenario

Next Steps

Technical Team:

- Complete interviews of parents and community members
- Prepare Focus Group Report

Advisory Committee Members:

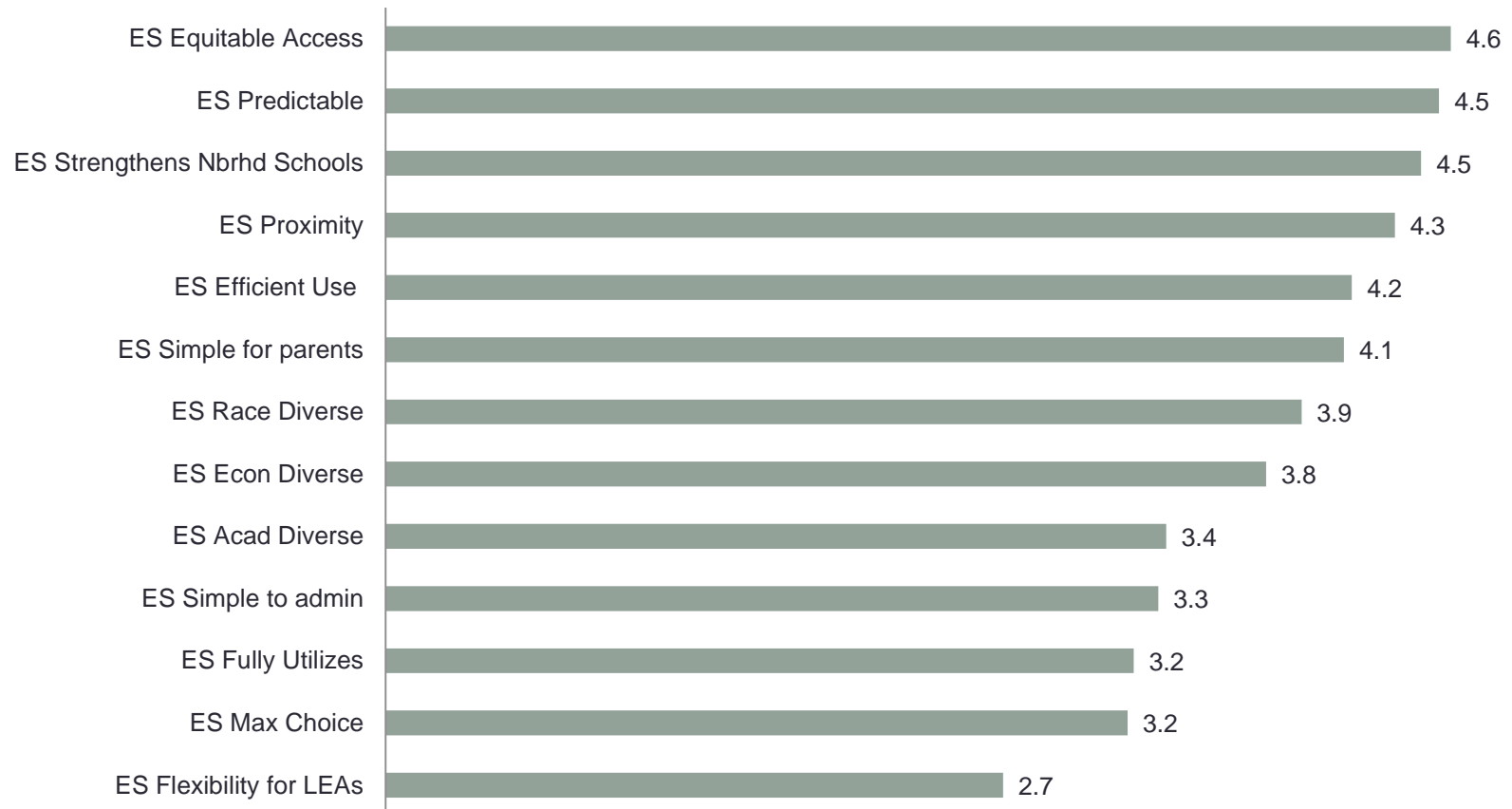
- Review meeting notes before public posting on www.DME.dc.gov
- Host discussions in your communities about student assignment and school choice

February Meeting Goals

- Revisit and continue work on the Scenarios from January Meeting
- Make sure specific concerns/problems with boundaries, feeders, or choice policies that need to be solved are listed out explicitly

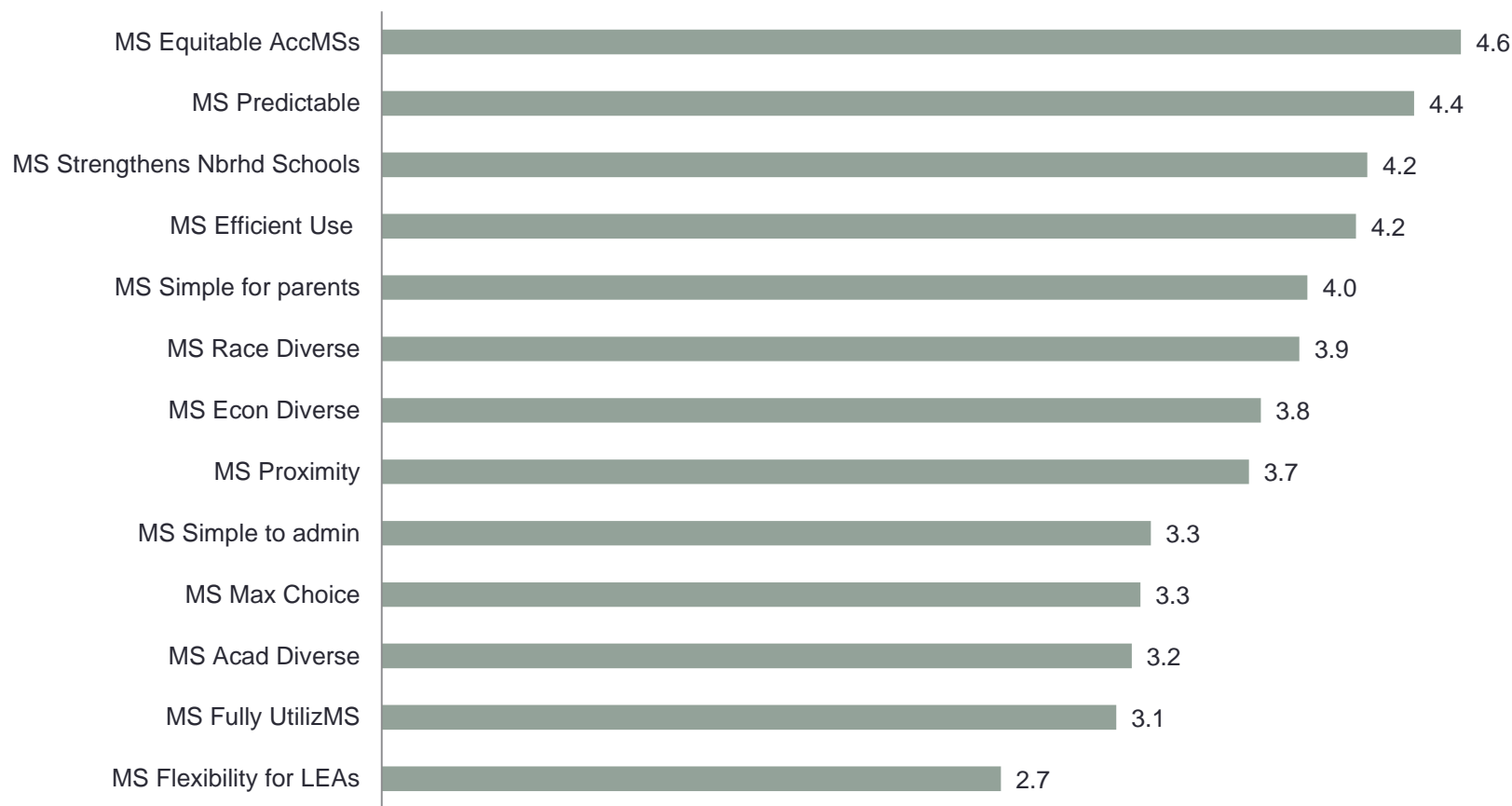
Principle ratings for elementary ages

**Principles Rated for ES: Focus Group and Advisory Committee
(N=185; SD .6)**



Principle ratings for middle schoolers

Principles Rated for MS: Focus Groups and Advisory Committee (N=185; SD.6)



Principle ratings for high schoolers

**Principles Rated for HS: Focus Groups and Advisory Committee
(N=185; SD.6)**

