

DC ADVISORY COMMITTEE ON STUDENT ASSIGNMENT

November 19, 2013

Meeting #2

Agenda

- Introductions
- Review meeting goals
- Review goals, charge and updated timeline
- Summary of public input
- Small group work on principles and values
- Large group discussion of principles and values
- Feedback on Policy Brief #1
- Examples of current challenges and discussion of data needed

Goals for Today's Meeting

- Reach preliminary agreement on the working principles for the Committee
- Share major questions or concerns with Policy Brief #1
- Review contextual data and specific illustrations of challenges
- Discuss data needed for policy recommendations

Goals of Initiative

- To develop fair and clear school choice and assignment policies
- To clarify what rights and responsibilities families and schools have regarding access to public schools
- To update feeder relationships between schools
- To ensure that the boundaries align to the DCPS facility capacity and projected population of students
- To explore opportunities to bridge student-assignment and choice policies across DCPS and charter schools

Charge of Advisory Committee

- Review current citywide policies on attendance zones, feeder patterns and school choice
- Formulate guidelines and principles for public school assignment and choice policies and practices
- Listen to the community and serve as insightful interpreters of public sentiment, concerns, and questions
- Develop recommendations and scenarios for revised DCPS attendance zone and feeder patterns
- Make recommendations on how to bridge student-assignment and choice policies across DCPS and charter schools

Updated Timeline

Oct	Nov	Dec	Jan 2014	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Advisory Committee Meetings							Preliminary Report & Recommendations	Advisory Meeting	Final Report	Advisory Meeting	Mayor Releases Final Plan
Technical Research and Analysis					Develop Recommendations			Revise Recommendations			
Focus Groups, Surveys and Community Outreach Meetings					Community Working Groups		City-wide Community Meetings				

Focus Groups provide input into principles and values

Working Groups vet policy scenarios being considered by the Committee

EngageDC.org an online forum to share and comment on ideas and concerns

Citywide community meetings provide feedback on *Preliminary Report and Recommendations on Student Assignment and Choice* released in May.

Online survey provides feedback on *Preliminary Report and Recommendations on Student Assignment and Choice* released in May.

Summary of Public Input

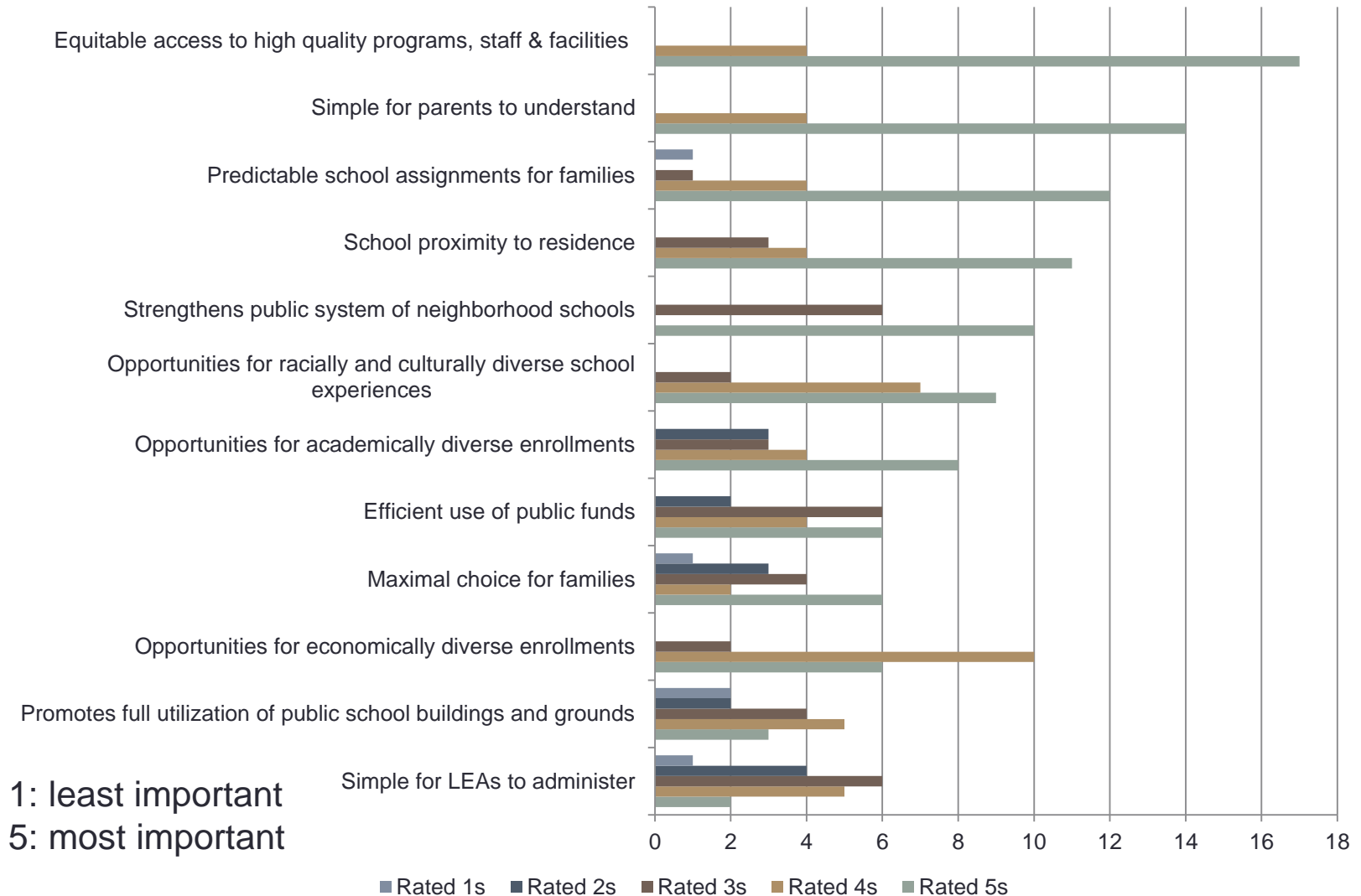
- Focus groups
- Emails and calls to the Office of the Deputy Mayor
- Council Hearing, November 15th
- Other community meetings
- Community guide to a conversation about student assignment

Guiding Principles: Small Group Work

- Divide into 4 groups
- Identify what principles your group considered the most important
- Identify where there was strong consensus
- Identify where you did not share consensus
- Fill out another worksheet that best reflects the positions of your group
- Identify who will report out for your group

Guiding Principles for Elementary Age Students

Preliminary Ratings of the Advisory Committee (18 of 21)
Organized from “least” to “most” important



Guiding Principles: Large Group Discussion

- Identify principles that were missing
- Share your group's ratings and comments
- Discuss ratings of the groups
- Prepare a *preliminary* set of guiding principles
- Discuss how to incorporate input from the Focus Groups into a process for finalizing the guiding principles

Policy Brief #1: D.C. Student Assignment and Choice Policy

The purpose of Brief #1 is to provide a brief history of student assignment in DC and a factual overview of current student assignment and school choice policy.

Assignment

- Based on residence
- Based on feeder school
- Based on special needs
- Based on behavioral issues

Choice

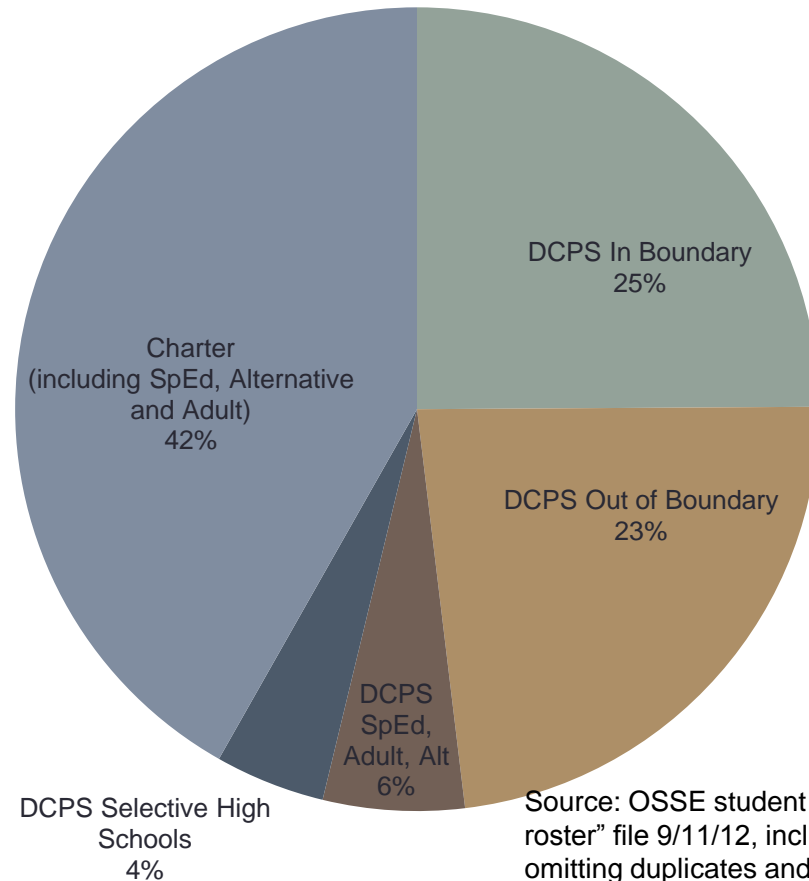
- DCPS PS/PK lottery
- DCPS Out-of-Boundary lottery
- DCPS specialized schools
- Public charter lottery

Feedback on Policy Brief #1

- Is there anything you think is in error, misleading or biased?
- Is there any specific content missing?
- Is there any explanation missing?
- General comments
- Email Claudia and Mary any edits or improvement to readability

Impact of Current Policy and Practice

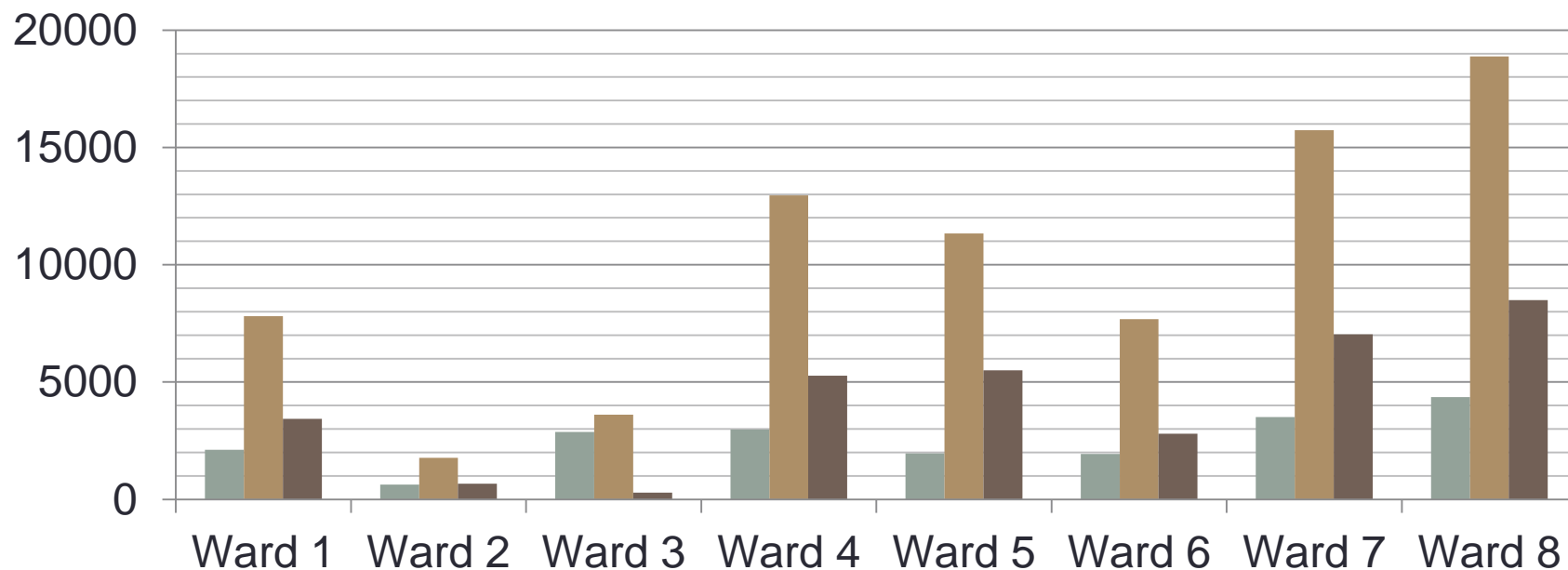
City-wide Distribution of Enrollment SY2012-13



Source: OSSE student level data from geo-coded "cube roster" file 9/11/12, including only students "enrolled" and omitting duplicates and non-public placement.

Student Assignment and Choice by Ward

- Students Attending DCPS In-Boundary
- ALL Public School Students Living in Ward
- Charter



In Ward 4, only 3,000 of 13,000 public school students who live in Ward 4 attend their DCPS in boundary school, but slightly over 5,000 students who live in Ward 4 attend a public charter school, the remaining 5,000 students attend a DCPS school out of their boundary, a specialized selective high school or a special ed, alternative ed, or adult education school.

Confusing Attendance Zones

- The attendance zones have not been updated following the closing of Meyer Elementary School in 2008. Students living at 1368 Euclid Street, NW have three different schools of right.



EBIS: Boundary Information System

Provide an address below to see the school assigned to that address
e.g. 1301 Massachusetts Ave NW

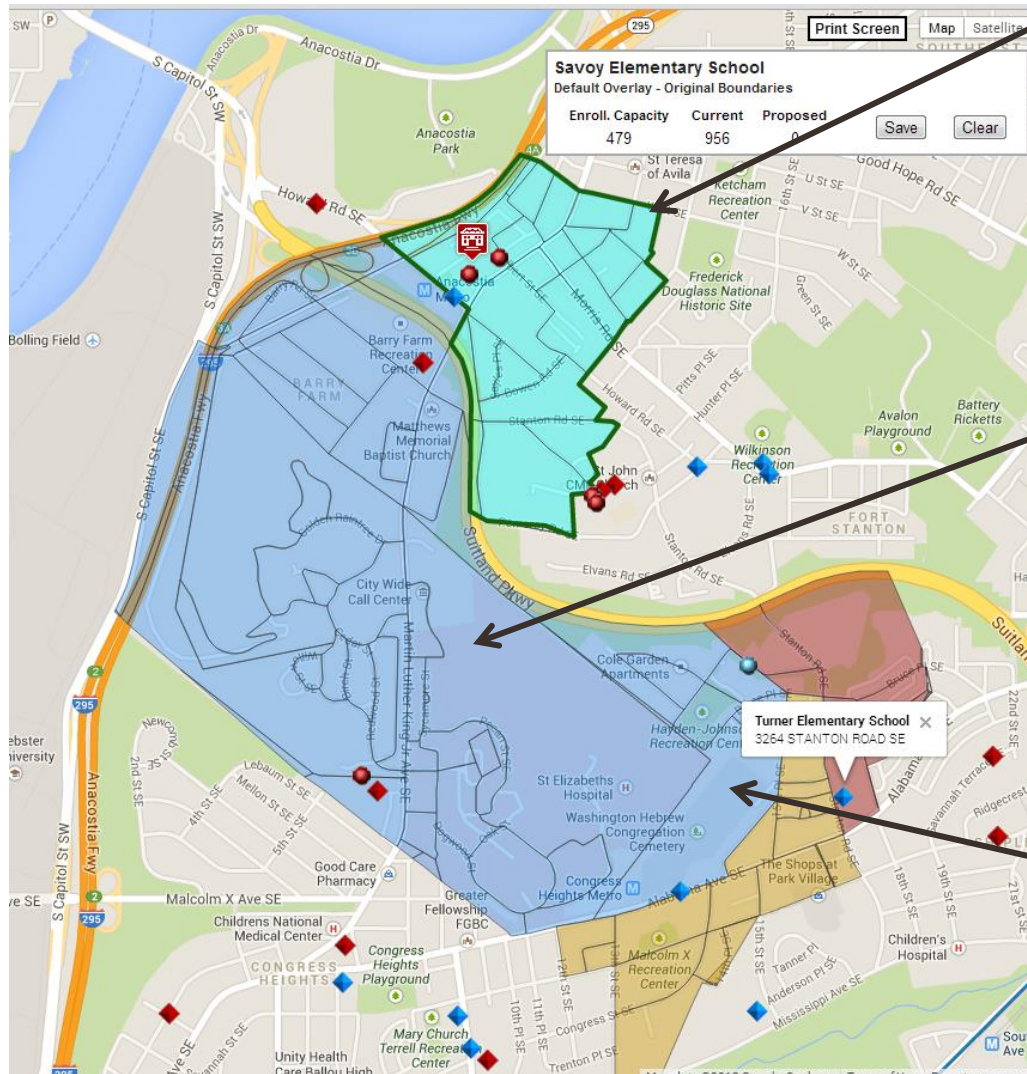
1368 EUCLID STREET NW

The following schools are assigned to your address

School Type	School Name	School Address	Phone Number	Zoom To
Elementary School	Tubman Elementary School	3101 13TH STREET NW	202-673-7285	
Elementary School	H.D. Cooke Elementary School	2525 17TH STREET NW	202-939-5390	
Elementary School	Garrison Elementary School	1200 S STREET NW	202-673-7263	
Middle and High School	Cardozo Education Campus	1200 CLIFTON STREET NW	202-673-7385	

A map showing the location of the schools and the address 1368 Euclid Street NW. The map is partially visible, showing a street grid and a green area representing a park or open space.

Poor Alignment for Walkability

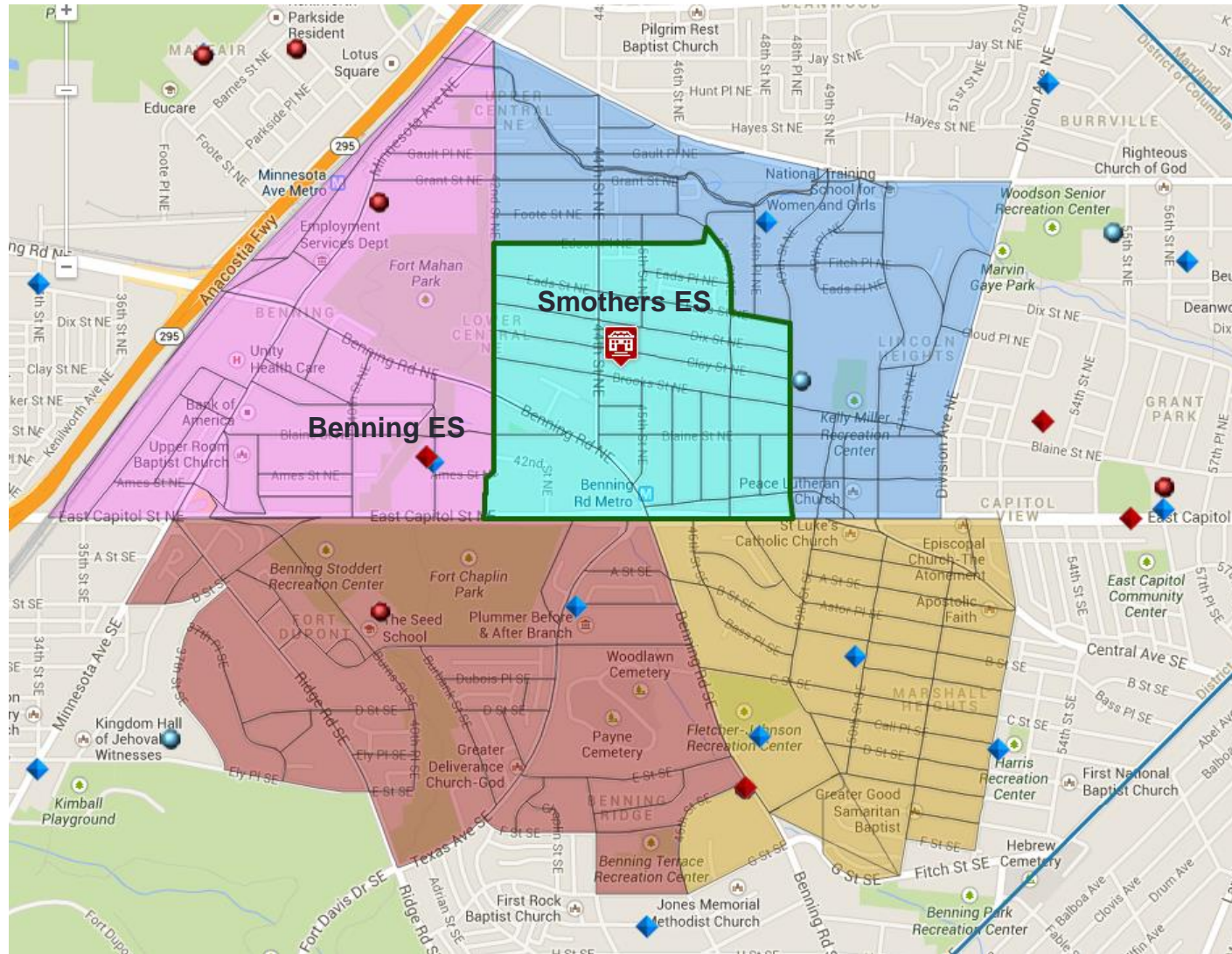


The green line represents the Savoy boundary before Birney ES was closed in 2008.

Students living in the blue (former Birney ES) boundary were reassigned to Savoy ES.

In 2012-13 there were 96 elementary students who lived far closer to Turner ES or to Malcolm X ES, than to Savoy ES.

Closed School Boundaries not Redrawn



Benning Elementary School was closed in 2008 and students were reassigned to Smothers ES.

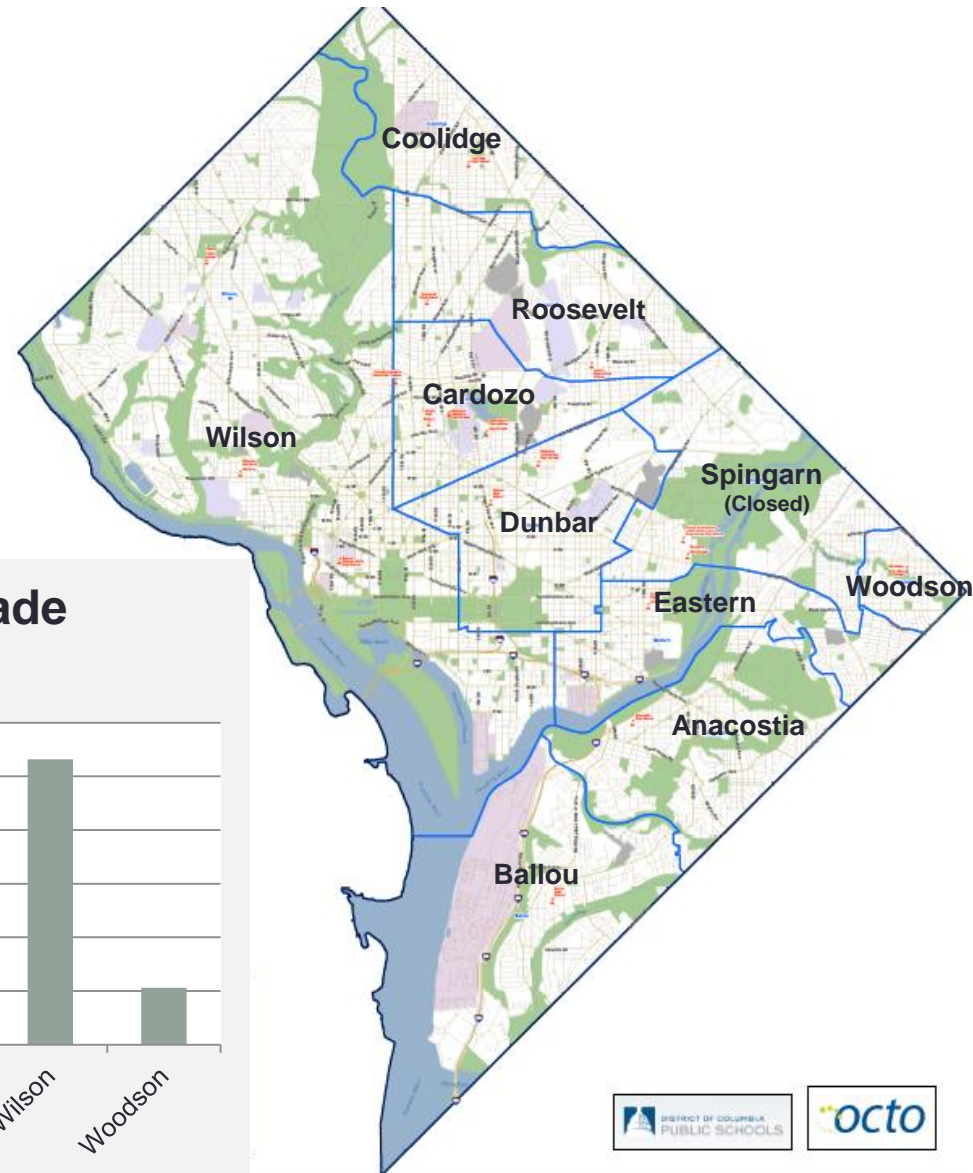
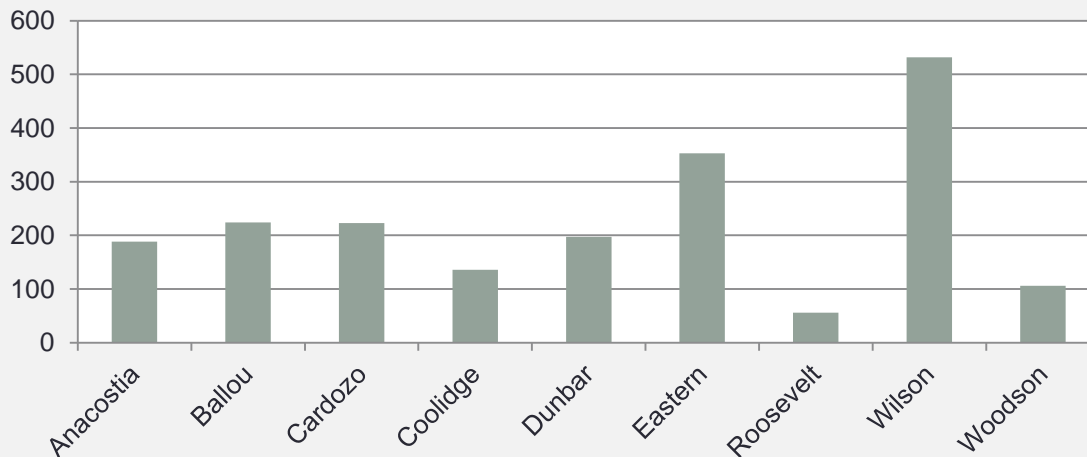
The Benning boundary (in pink) still exists and was never redistributed to adjacent boundaries.

Imbalance in HS Boundaries and Feeders

Our current high school attendance zones reflect the housing density and building utilization of the 1970s.

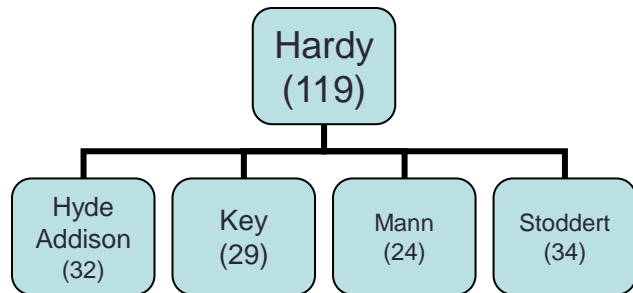
Feeder patterns create structural imbalances in enrollments

of Students in Feeder 8th-Grade Classes, SY 2012-13

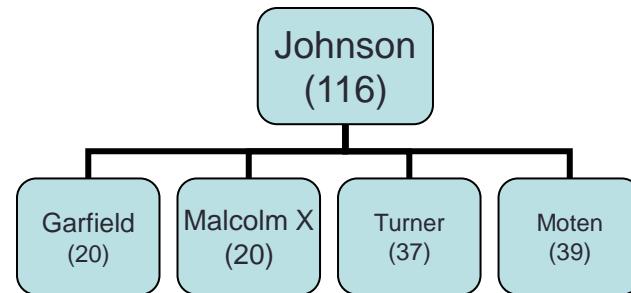


Imbalance in Middle School Feeders

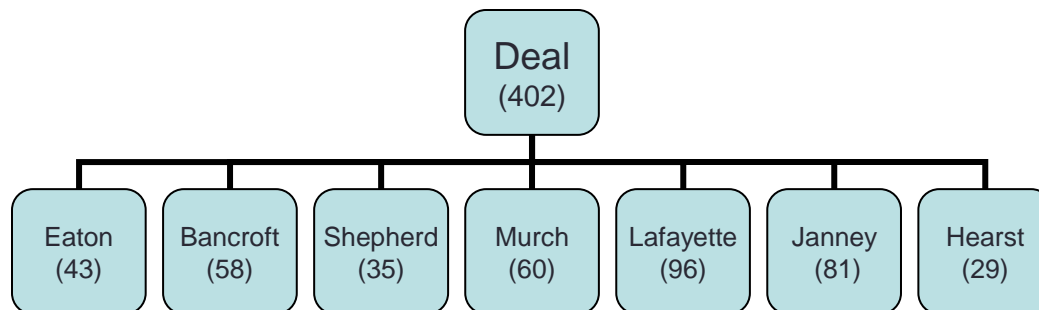
119 5th graders with feeder rights to Hardy



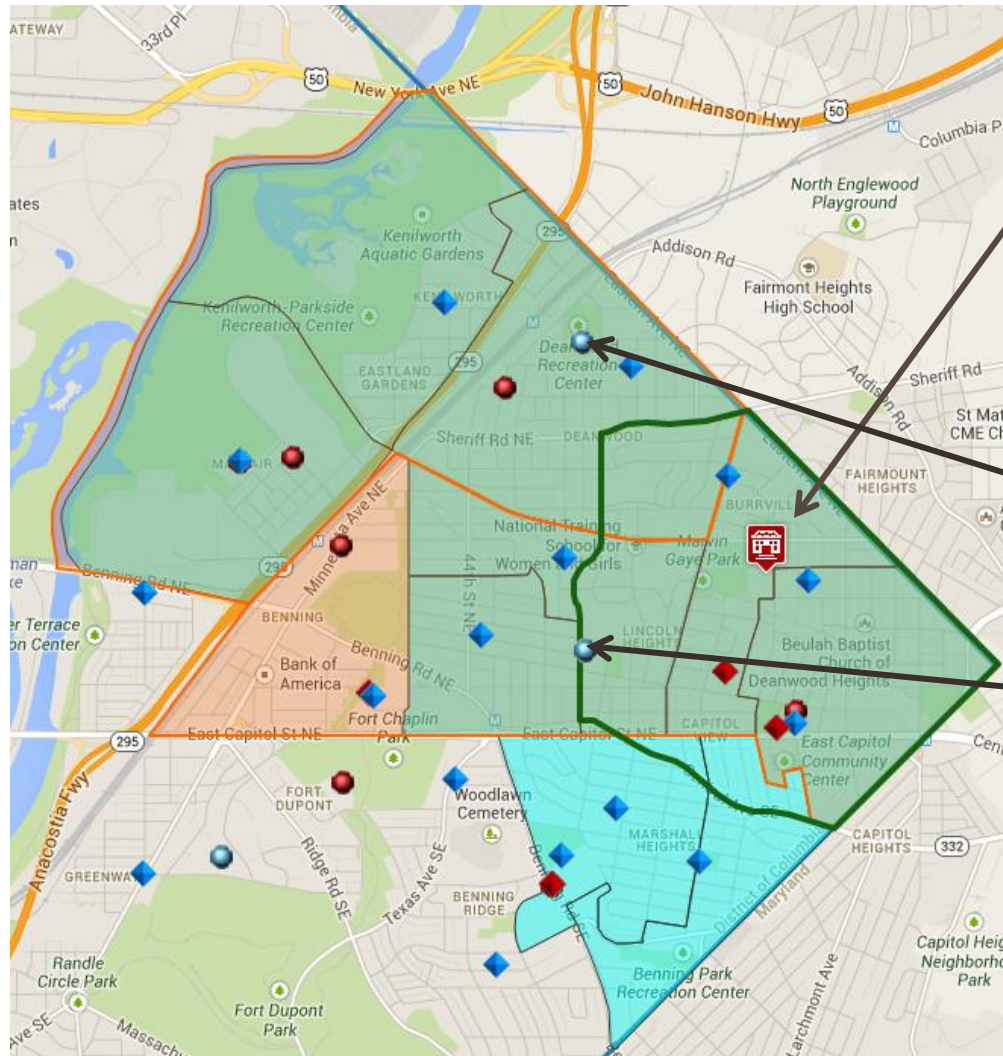
116 5th graders with feeder rights to Johnson



402 5th graders with feeder rights to Deal



H.D. Woodson HS Zone and Feeders

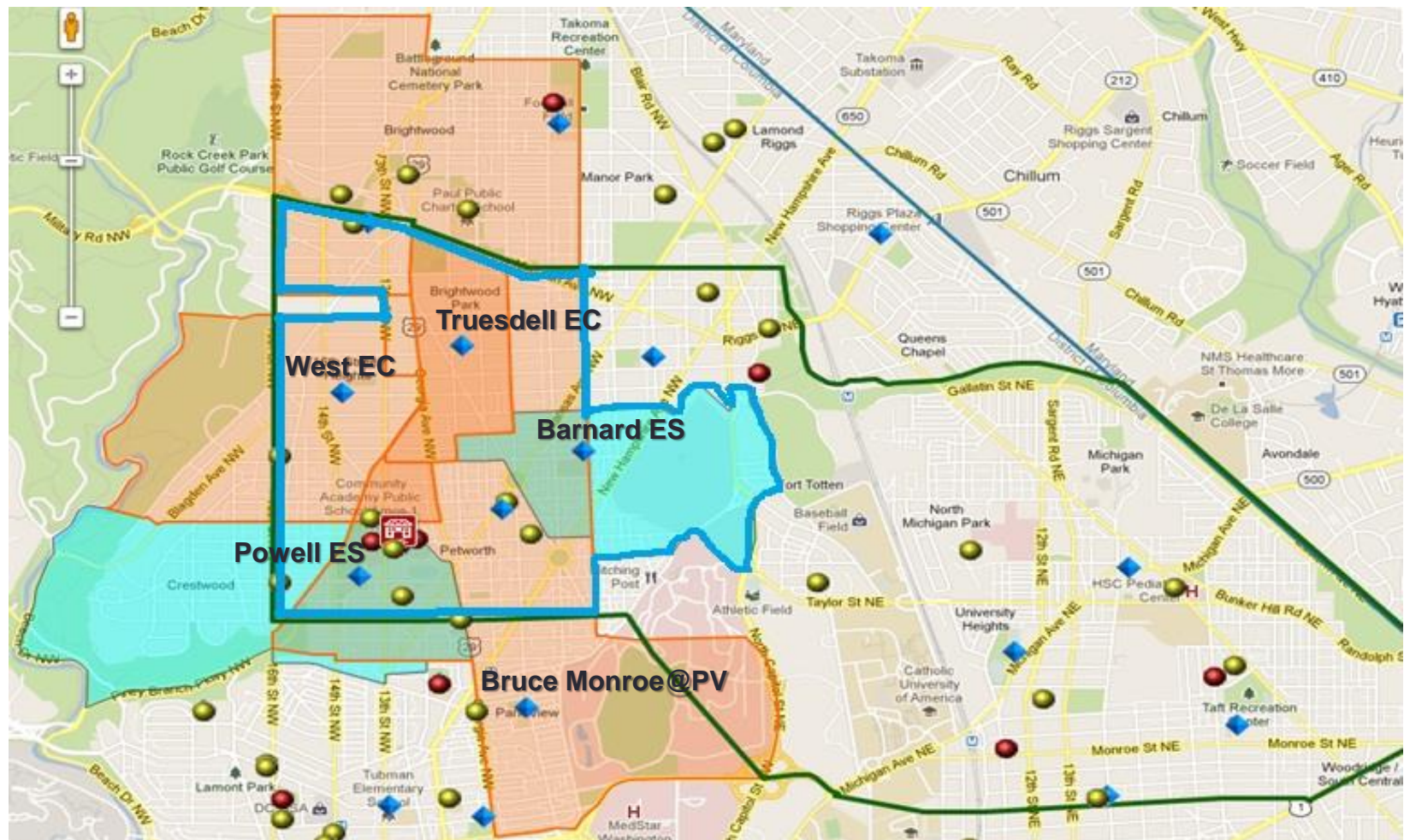


Woodson has a very small geographic boundary (with dark green border), extended only by feeder schools—green, orange and blue shared areas.

Ron Brown has been closed.

Only Kelly Miller will feed into H.D. Woodson and the geographic area of the closed Ron Brown needs to be consolidated with other MS boundaries.

Poorly Aligned Feeder Schools: Roosevelt HS



The green line represents the Roosevelt HS boundary. The pink and blue shaded areas represent a school attendance zone that is currently in the Roosevelt feeder pattern. Only the area outlined in blue has both attendance and feeder rights. Feeders are not well aligned geographically or programmatically.

DCPS PS and PK Lottery

Grade	PS	PK	Total
Seats Offered	2,138	1,014	3,152
Students Wait Listed	525	897	1,422
Students Admitted	1,799	998	2,797
Total	2,324	1,895	4,219

- In the PS and PK lottery for SY 2013–14, there were 3,152 seats offered.
- 2,797 PS and PK students were admitted.
- Another 1,422 students wait listed.
- Demand for PS and PK is high and at the PK level, nearly as many students were wait listed as were admitted.

DCPS Lottery Challenges

- There is high demand for OOB seats at some schools and no demand at others.
- In the OOB K-12 lottery for SY 2013–14, there were 2,994 OOB applicants for 2,491 OOB seats.
- While 1195 students received placements, 1789 students were solely wait-listed.
- Only 29% (880) of K-12 lottery applicants were awarded a seat of their first or second choice.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
OOB Seats Offered	142	132	162	169	189	159	328	253	227	180	180	185	185	2,491
Students Wait Listed	624	317	211	126	104	76	170	31	26	83	14	14	3	1,799
Students Admitted	111	102	100	95	73	57	266	118	84	112	35	29	13	1,195
Total	735	419	311	221	177	133	436	149	110	195	49	43	16	2,994

Charter Lottery 2013-2014

- There were 1,083 seats available in August 2013
- There were 18,230 names wait listed
- 43 charter schools had no wait lists
- 13 had 10 or fewer names wait listed
- 32 schools had 100 to 901 names wait listed
- 3 schools had 1,000 or more names wait listed (Two Rivers; EL Haynes; Mundo Verde)

Discussion of Data Needed

- What questions do you need better data and information for in trying to understand the impact of current policy, practice and family choice on enrollment?

Next Steps

Homework

- Review meeting notes before public posting on www.DME.dc.gov
- Read Policy Brief #2: Other Cities
- Email Claudia.lujan@dc.gov brief descriptions of your meetings with community groups

December Meeting Goals

- Understand what the key data and information is that will be used to analyze student assignment and school choice policy and practice
- Understand the impact of current policies on supply of schools and demand for seats
- Identify other data or information still needed to evaluate scenarios
- Understand how other school districts manage student assignment and choice