

DC ADVISORY COMMITTEE ON STUDENT ASSIGNMENT

May 6, 2014

Meeting #7

Goals for Today's Meeting

- Provide overview of the feedback on policy examples from the 6 working groups
- Work to find consensus on the proposed preliminary recommendations for consideration by the Committee
- Share first round of impact analysis related to the preliminary recommendations
- Agree on next steps

Agenda

- Review working group input
- Present proposed preliminary policy recommendations with impact analysis
- Discuss proposed preliminary policy recommendations
- Next Steps
 - Preview of May 19th meeting
 - Timing for Policy Brief #4
 - June community engagement

SUMMARY OF INPUT

Overview of Who Participated

Working Group Participants Round 1									
Meeting	Central Office Staff	Community Member	DC Gov Employee	N/A	Parent	Press	School Employee	Student	Grand Total
Anacostia	3	13	2	6	16		4		33
Coolidge	21	32	4	31	205	3	6	1	270
Dunbar	8	26	1	9	73	2	6	2	107
Totals	32	71	7	46	294	5	16	3	410
Working Group Participants Round 2									
Meeting	Central Office Staff	Community Member	DC Gov Employee	N/A	Parent	Press	School Employee	Student	Grand Total
Anacostia	2	41	2	4	40	1	9	0	88
Coolidge	0	30	6	11	137	4	6	8	194
Dunbar	0	37	3	3	73	3	4	3	109
Totals	3	108	11	18	250	8	19	11	389

Other

- EngageDC.org
- Code for DC application
- Community Outreach Forms
- Emails/letters from community
- Additional outreach in W7 and W8
 - Follow-up meeting with W7 and W8 attendees
 - Ward 8 living room chat
 - Get on the agendas at the following meetings
 - W7 Ed Council meeting
 - W7 and W8 ANCs
 - Ward 7 and 8 Democrats meetings
 - Eastland Gardens Civic Association
 - Work with Family Collaboratives to reach parents
 - Work with Councilmembers on getting community events calendar

What Resonated for Participants

About the process:

- Having the opportunity to engage with parents and community members from across the city on public education issues that affect all families and neighborhoods.

About the proposals:

- A public school system that provides them student assignment predictability for all grades, but also provides opportunities for different schools depending upon their family and children's preferences and priorities.
- A city where families have connections in their communities to each other and to their schools and that is equitable in the opportunities it provides to children.

What Didn't Resonate with Participants

About the process:

- Engagement that was on “administrative” issues when they were most concerned with the quality of the schooling.

About the proposals:

- Certain changes in boundaries or feeder patterns that assign neighborhoods to schools that are lower performing.
- Any proposals that would substitute a right for lottery access
- Conflicted with how to balance strengthening neighborhood schools while ensuring choice

REFINING PROPOSALS

The process for refining proposals

- Analyze public input
 - What proposals found broad support?
 - What proposals were controversial?
 - What proposals were broadly rejected?
- Analyze data on impact on how might policy changes affect:
 - Access to school quality?
 - In-boundary participation?
 - School utilization?
 - Travel times and modes?
 - Diversity of enrollments?

SCHOOL BOUNDARIES

Preliminary proposal and impact analysis

Neighborhood Boundaries

Support a geographical system of school boundaries that gives every child a right to attend one elementary/PK-8, PK-8/middle and high school based on his/her home address (geographic feeder pattern)

- There are no overlapping boundaries
- Families don't have multiple rights based on home address
- MS and HS boundaries are made up of the boundaries of the geographic feeder schools

Key Rationale

- Provides predictability for families
- Strengthens family connections to neighborhood schools
- Encourages community ownership and investment in neighborhood school

Stakeholder Concerns

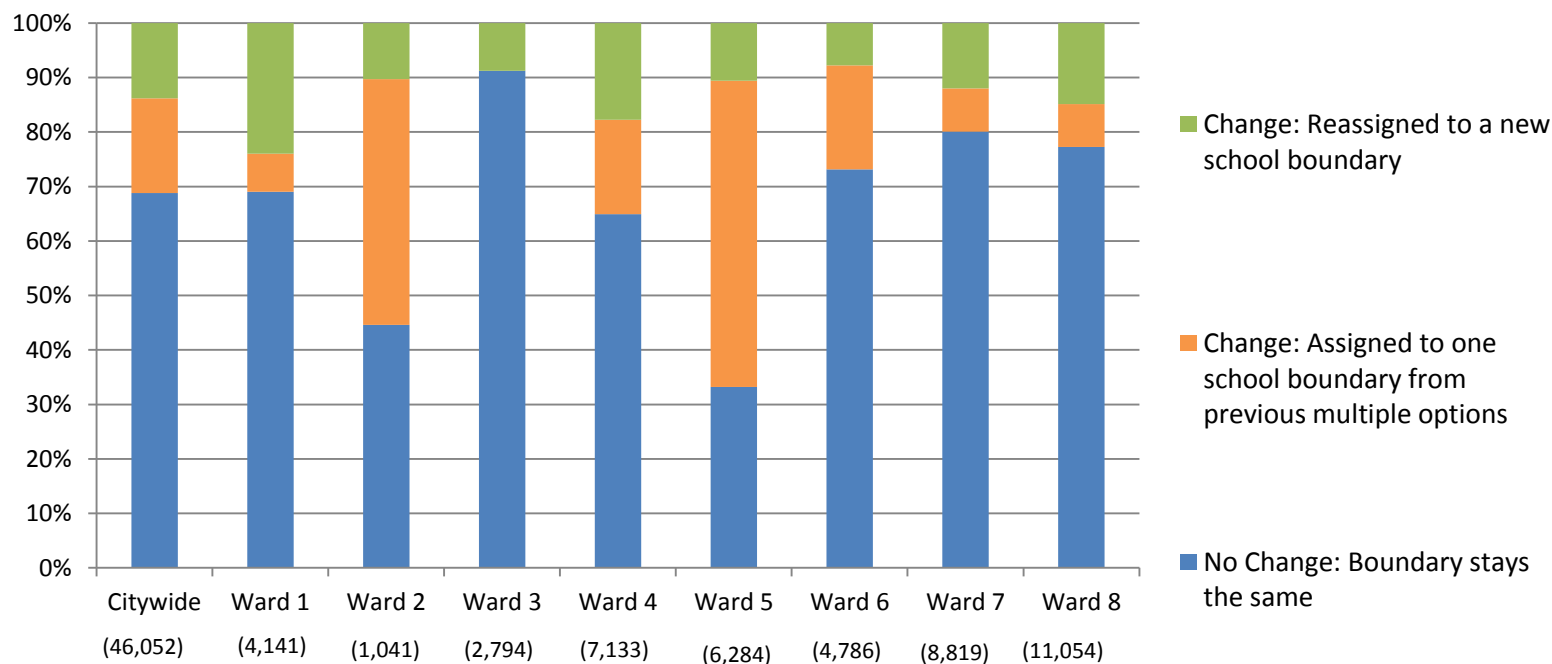
- The level of school quality is not equal for all families and is dependent on their place of residence.
- There is not the same level of access to specialized programs in all neighborhoods.
- A concern about a strong geographic and feeder system that will exacerbate residential patterns of socio-economic, racial and ethnic segregation.

Students affected by boundary changes

Citywide, 31% of all public elementary school students would experience a change in school of right.

- 56% of public elementary school students in Ward 5
- 9% of public elementary school students in Ward 3

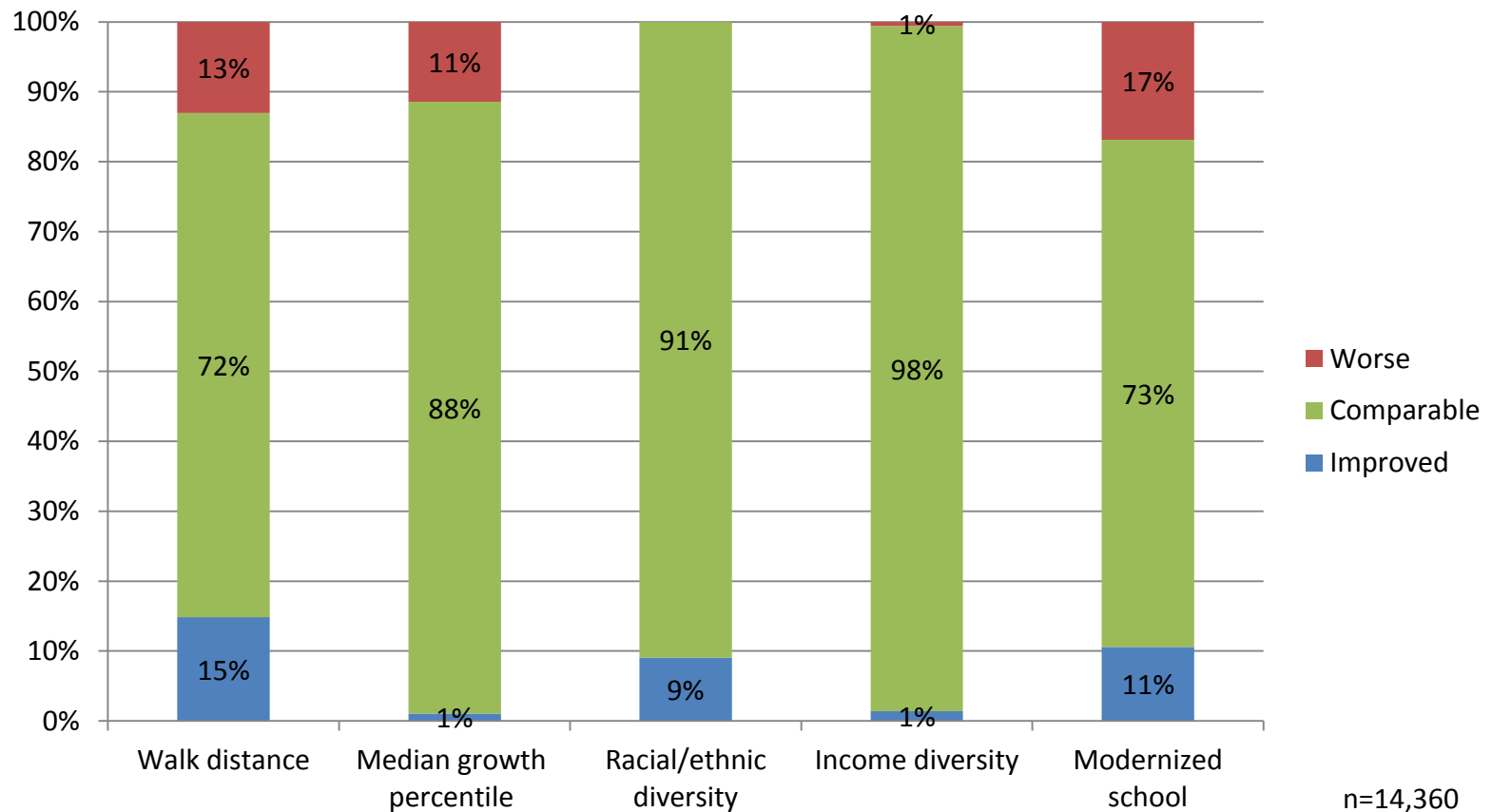
Impact of Preliminary Elementary School Boundary Changes by Ward, 2013-14



Note: Total number of PK3-5th grade public school students included in parentheses.

How affected students are impacted

Figure 2: Changes in Characteristics of Elementary Schools of Right for Affected Public ES Students



Impact Analysis – Next Steps

How would changes in secondary boundaries and school feeder patterns affect students' current rights of access?

- Run impact analysis for secondary students including changes in rights and set-asides

How would proposed elementary school boundaries impact currently enrolled DCPS families?

- 1,415 public elementary school students (10% of all affected public school students) are currently DCPS in-boundary and would no longer have a right to that school with the new proposed boundaries – grandfathering priority.

- Rerun right access for just DCPS students (excluding charter students)

Boundary work currently underway

- Reviewing public input
- Meeting with concerned residents and parents
- Revising boundaries to create a next round proposal in BoundaryPlanner.com
 - 21CSF has user names and passwords for advisory committee members

EARLY CHILDHOOD

Preliminary proposal and impact analysis

Early Childhood

Provide PK3 access by right to neighborhood DCPS schools, for boundaries with high at-risk populations

- Threshold not yet defined, but likely between 40-70%

Provide PK4 access by right to neighborhood DCPS schools

Key Rationale

- Increases predictability for families
- Strengthens family connections to neighborhood schools
- Helps stabilize enrollment for DCPS

Stakeholder Concerns

- Cost of staffing model
- Facility capacity
- Relationship to the childcare subsidy program
- Impact on DCPS' Headstart School-wide Model

Preliminary Impact Analysis for Guaranteed PK4

- The city projects to have 6,658 four-year olds in public schools next year
 - DCPS has projected 3,459 PK4 students for the SY14-15
 - Charter schools have projected 3,199 PK4 students in SY14-15
- 30 out 73 DCPS elementary schools have been flagged for potential capacity issues with providing a PK4 right to in-boundary families
 - 90% or higher PK4 classroom utilization rate OR
 - PK4 in-boundary students on the waitlist for next year
- Once you take overall building capacity into account and the number of seats the school is projected to be short by, the list jumps down to **15 schools in SY2014 and 23 schools in SY2020**
- Working with DCPS to confirm capacity and assumptions

OUT OF BOUNDARY & CITYWIDE PROGRAMS

Preliminary proposal and impact analysis

Out-of-Boundary

Provide a school level set-aside for out-of-boundary students at every DCPS neighborhood school of right. Preference only given to siblings (including multiples)

- Not less than 10% for elementary school
- Not less than 15% for middle school
- Not less than 20% for high school

Continue to provide a right to out-of-boundary families to attend schools through the geographic feeder pattern of their out-of-boundary school

Key Rationale

- To provide equity in the lottery
- Support diversity in high demand schools
- Ensure that families in DC have a chance to schools anywhere in the District and that all DCPS schools are connected to the city as a whole

Stakeholder Concerns

- Families leave good neighborhood elementary schools to get into a different DCPS geographic feeder path and so hurting the neighborhood school
- Characterizing the sending school as “low performing” could de-incentivize community and family investment
- Families should have an equal chance at an out of boundary option, not disadvantaged because they do not live near their out of boundary choice
- Impact of OOB rights on access of new OOB families to MS and HS

OOB Set-Asides

- Currently, 7 elementary schools are close to the 10% OOB set-aside threshold (12-15%) and Janney and Hendley are the only elementary schools not currently meeting the threshold (8-9%)
- Currently, 6 middle schools are close to the 15% OOB set-aside threshold (15-20%) and only Kelly Miller MS is not meeting the threshold (8%)
- Currently, only Ballou High School is not meeting the 20% high school set-aside threshold with only 18% OOB
- We project that in 2020, there could be 20 elementary schools that may not meet the 10% set-aside threshold

Citywide Lottery Schools (non-selective)

Specialized schools shall be neighborhood schools with boundaries unless there is ample capacity in adjacent DCPS neighborhood schools to serve the same grades.

If DCPS needs capacity for elementary age children, then the specialized school can be required to do one of the following:

- Relocate to open up capacity for the neighborhood
- Convert to a neighborhood school and offer a non-specialized strand to serve students whose families do not want to participate in the specialized program
- Convert to a neighborhood schools and pair with a non-specialized school to provide by right access to a paired school with a more traditional grade level program

Key Rationale

- Align policies to support neighborhood boundary needs
- DCPS, however, should be able to pilot and innovate with specialized methodologies and curriculum, but in doing so give parents the ability to opt in or out of the innovation.
- DCPS also needs the ability to respond to its first priority, which is to provide neighborhood schools of right in all communities.
- Set criteria for introducing less predictable options at the elementary and middle school levels

Stakeholder Concerns

- Inequity of distribution of specialized schools and programs
- Lack of access to a specialized school when it is immediately in your neighborhood

FEEDER PATTERNS

Preliminary Proposal

Feeder Patterns

Everyone has a geographic feeder pattern based on boundaries

Establish a programmatic feeder pattern for students in schools with specialized programs that need continuity of programming.

Key Rationale

- Provides program continuity for students
- Fosters vertical alignment across schools with same specialized programming

Stakeholder Concerns

- Families leave good neighborhood elementary schools to get into a different DCPS feeder path and so hurting the neighborhood school
- A lack of specialized schools East of the River

CHARTER AND DCPS COLLABORATION

Discussion for policy proposal

Cross Sector Coordination

- **Policy proposals to bridge sectors**
 - School openings, closings, expansions and relocations
 - Grade configurations
 - Capacity and feeder relationships
 - Student mobility

Discussion Questions

- Are there policy areas associated with student assignment that are missing?
- Are there preliminary policy proposals that you have questions about?
- Do you think these policy proposals balance the tension between predictability, equity, access, quality, walkability and diversity appropriately?
- How might the proposals be modified?

Next Steps

Technical Team:

- Complete impact analysis
- Share revised elementary school boundaries and proposed feeder patterns
- Develop recommendations for selective schools and charter school/DCPS coordination
- Share plan for June community meetings
- DME meeting with charter school leaders

Advisory Committee:

- Share feedback on proposed policies, revised elementary school boundaries and proposed feeder patterns

May 19 Meeting Goals

- Review additional impact analysis
- Share draft policy brief #4