

OPENING, CLOSING, SITING WORKING GROUP: MEETING 6

Off-Cycle Call
June 19, 2017

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Denver Public Schools
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GOALS FOR TODAY'S MEETING



**Learn more about
Denver's
processes around
facilities planning**

**Determine next
steps**

GUEST SPEAKER INTRODUCTION

GUEST SPEAKER

- Brian Eschbacher, Executive Director of the Department of Planning & Analysis, Denver Public Schools
- The department supports DPS in the following areas:
 - Data Analysis for District Leadership
 - Strategic Planning of Long-term District Needs
 - Enrollment Support
- Charter schools contribute the same amount of funding as district schools to support the department's planning and enrollment services
- This office produces the Strategic Regional Analysis (SRA) each year



QUESTIONS ABOUT DENVER PUBLIC SCHOOLS

- What is the master facilities planning process and how does the SRA inform it?
 - How does the SRA fit into the plan for facilities investments and modernizations?
- Who is engaged in the approval process, both for charter schools and district school changes?
 - How is the community engaged throughout that process?
- How successful have efforts been to turnaround schools that had previously been red-red under a different charter operator or district program?

WHAT IS A STRATEGIC REGIONAL ANALYSIS?

- A Strategic Regional Analysis (SRA) is an analysis of public education data that looks to identify regional and citywide needs to inform decisions about existing or future schools.
 - It examines the data and information on existing gaps and needs with an eye toward the overall goals for students and for public education in the city.
- The following slides categorize the types of data analysis conducted in the Denver and Oakland Strategic Regional Analyses.

SRA STRUCTURE

Denver

- Analysis based on 6 regional areas
- Included in the SRA:
 - Enrollment Forecasts
 - Student Demographics
 - Choice Participation & Access
 - School Performance
 - Programmatic Choice
 - Facility Utilization
- SRA “supports the Denver 2020 goal of having at least 80% of students attending School Performance Framework (SPF) green or blue schools in every region in the district”
- Examines gaps in: 1) Capacity; 2) Performance; 3) Match rates; 4) Pathways

Oakland

- Analysis based on 5 regions
- Included in the SRA:
 - Regions & Schools
 - Community Schools
 - Demographics & Enrollment
 - Attrition Transition
 - School Quality
 - School Choice
 - Feeder Patterns
 - Live/Go
 - Teacher Retention
 - Programs
- SRA supports Oakland’s “goal to ensure [they] are good stewards of our schools and are expanding our portfolio of quality schools.”
 - Equity and Access

TYPES OF DATA ANALYSIS

Current Demand Analysis:

Demand for public education today, irrespective of sector

Future Demand Analysis:

Change in enrollment over time

Transition Analysis:

Where students go when moving from elementary to middle to high school

Student Demographic Analysis:

The makeup of current student population and how they are being served

Performance Analysis:

Student access to quality schools based on common accountability measures

Environmental Analysis:

Other factors affecting schools and student access

Current & Future Supply Analysis:

The current number, location, and quality of seats (and the future need for seats)

Facility Analysis:

The current state of school facilities

Live/Go Analysis:

Where students live vs. where they attend school

WHAT QUESTIONS CAN IT HELP INFORM? FOR A GIVEN NEIGHBORHOOD:

WHAT SCHOOLS ARE
LOCATED THERE?

Are demographics
changing?

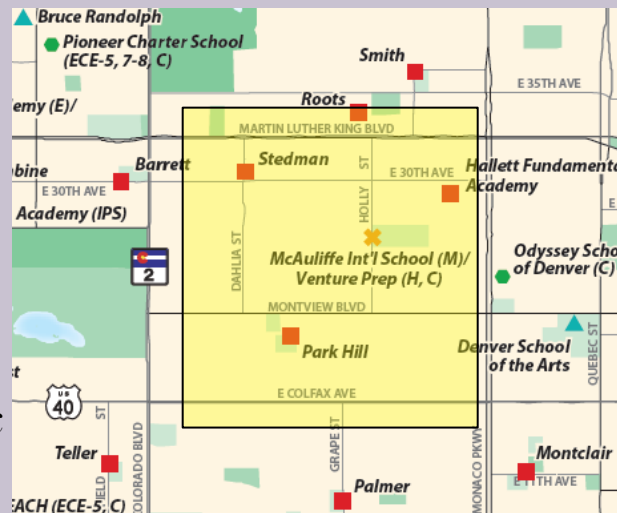
Do we have
enough capacity?

How are the schools
serving racial / ethnic
sub-groups?

Are the only good
schools magnets?

**Is there any
transportation?**

Is enrollment growing?



Do we have too
many empty seats?

Are neighbors getting
in through choice?

Where do students
want to go to school?

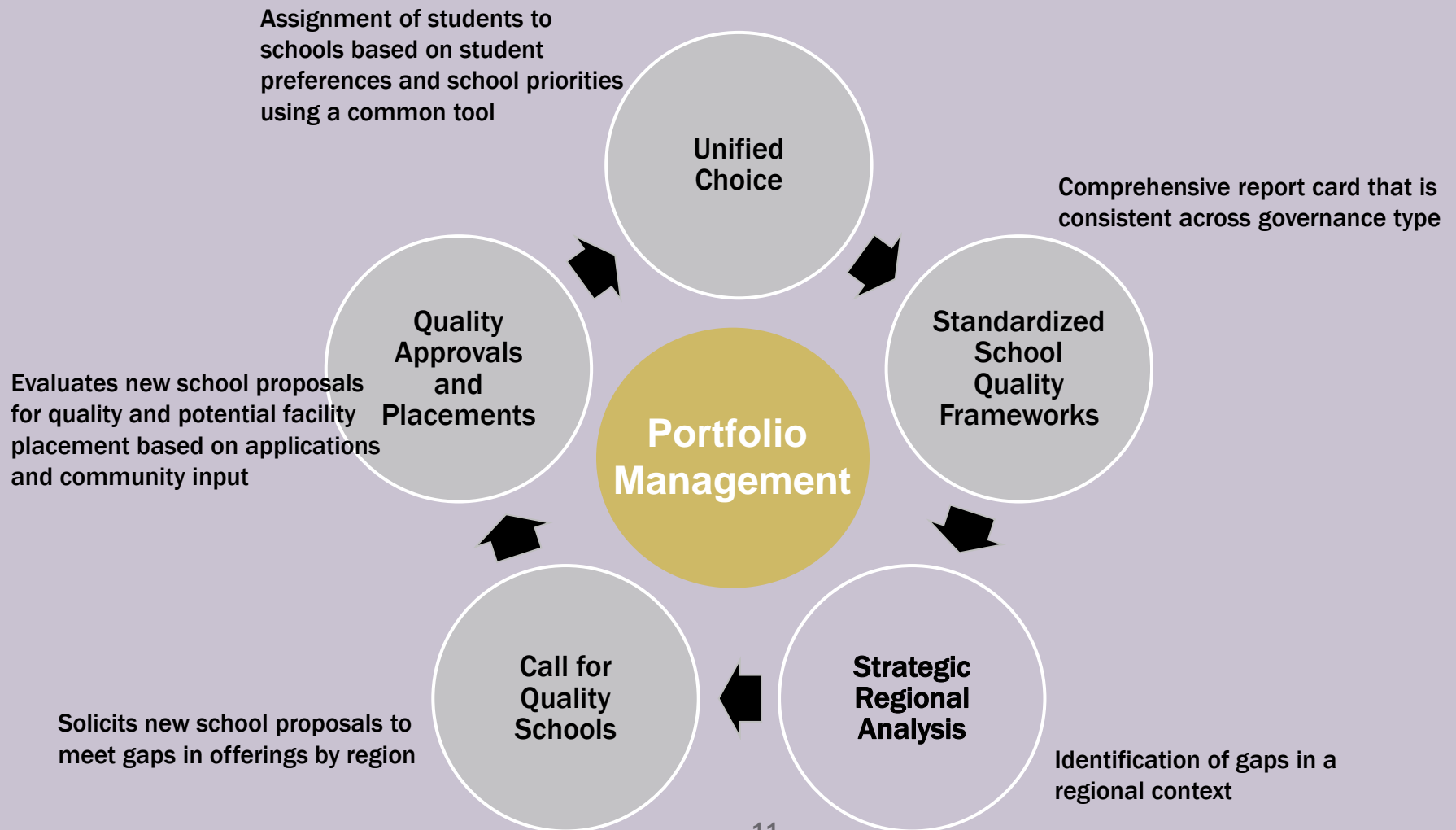
**WHAT DIFFERENT
PROGRAMS ARE THERE?**

Are birth rates rising?

Are there enough
quality seats?

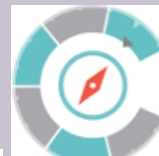
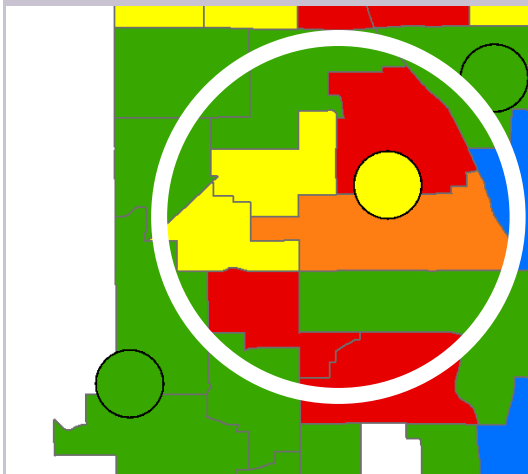
**What residential
development is occurring?**

HOW IS IT USED? SRA INCORPORATION INTO THE SCHOOL PLANNING PROCESS



HISTORICAL EXAMPLE OF HOW THE SRA SUPPORTED PORTFOLIO IMPROVEMENTS

Fall 2014 SRA	Jan 2015 Call for Quality Schools	June 2015 Approval Process	2016 Unified Choice	2016-17 Enrollment / Performance
<p>Highlighted the following:</p> <ul style="list-style-type: none"> Less than 50% of middle seats are high performing Lowest choice match rates in the city Transportation limits access to choices 	<ul style="list-style-type: none"> Announced the phase-out of two district-run middle schools Listed those two facilities as available for new programs to serve SW Denver population 	<ul style="list-style-type: none"> Board of Education approved 5 new smaller middle schools to phase-in and replace the two large phase-out schools Among the 5 new schools are 2 district replications and 3 charter schools 	<ul style="list-style-type: none"> Match rates increase from the lowest in the city to close 90%+ students receiving their first choice Despite a level of over-supply, most schools are in-line to meet enrollment projections, including all high-performing schools, both district and charter 	<ul style="list-style-type: none"> August 2016: The 5 new schools open 6th grade 6th grade enrollment shows 90%+ of students are attending existing high-performing or replications of high-performing schools versus 50% in 2014



Impact

- ↑ MS-age enrollment
- ↑ Choice-in from neighboring districts
- ↑ Choice match rates up 20%-points
- ↑ 40%-point increase in students in performing/new schools

NEXT STEPS

APPENDIX

BIOGRAPHY: BRIAN ESCHBACHER

Brian Eschbacher is the Executive Director of Planning & Enrollment Services for Denver Public Schools (DPS). In this role, Brian leads two teams central to the success of helping every child succeed in the fastest growing urban district in the country. The Planning team helps manage the long-term growth of the school portfolio through school openings, closings, and boundary changes. The Enrollment Services team operates the nationally-recognized school choice systems, helping breakdown barriers for low-income students to attend any school anywhere in the city. Brian joined DPS in 2011 and completed the Broad Residency in 2013.



	DCPS	PCS	Students, Families, Communities
Shared Problems	• No transparency of information from each sector on how they decide to open, close, or locate schools		
	• Little to no advance notice so other sector can plan when other sector opens, closes, or locates.		
	• Figuring out how to scale up models that are working for students.		
Hopes	<ul style="list-style-type: none"> Continue to improve underperforming or under-enrolled and continue creating unique programming that appeals to families Provide quality by-right options to students Grow enrollment Responsive to demand (the need for seats in a given area) 	<ul style="list-style-type: none"> High-quality facilities in locations that make sense for the program Charters offer students a variety of high-quality educational models that align with the desires of communities and families Maintain core mission of serving students citywide High-performing schools with waitlists want to be able to grow 	<ul style="list-style-type: none"> High-quality schools located throughout the city available to all families Available programming that best meets the need of their children An understanding of why schools open or close
Fears	<ul style="list-style-type: none"> Loss of by-right neighborhood schools: cannot be forced to close schools Unchecked proliferation of charters undermines DCPS enrollment 	<ul style="list-style-type: none"> Loss of autonomy: central authority cannot tell charters where to locate or not locate Restrictions on growth: cannot set caps on opening more schools 	<ul style="list-style-type: none"> Limited high-quality school options that are not accessible to all Inefficient use of public resources
Perspective of Problem	<ul style="list-style-type: none"> Lack of coordination or forethought from PCSB leads to charters opening in areas that threaten and undermine DCPS neighborhood schools Need to keep vacant DCPS facilities for building modernization efforts (swing space) and in order to serve anticipated in boundary students 	<ul style="list-style-type: none"> Can't access vacant DCPS facilities Forced to secure facilities in the private market, which are sometimes not well-suited for school use DCPS won't or can't close underperforming or under-enrolled schools 	<ul style="list-style-type: none"> Closing neighborhood schools devastates communities more so than closing citywide schools Slowly draining schools hurts students in those schools Need authentic community engagement process for opening schools Lack of guaranteed access to new citywide schools when they are in close proximity to students' homes

**PCS perspective of the
problem**

**DCPS perspective of
the problem**

• Lack of shared information presented at a neighborhood level about our current and potentially future public education system, population and demographics, and neighborhood characteristics.

- No transparency of information from each sector on how they decide to open, close, or locate schools
- Little to no advance notice so other sector can plan when other sector opens, closes, or locates.
- Lack of meaningful community engagement and input into the planning process

**Public/community
perspective of the problem**