

# OPENING, CLOSING, SITING WORKING GROUP: MEETING 7

Task Force  
Meeting  
June 27, 2017

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- Continue discussion of SRA
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# GOALS FOR TODAY'S MEETING

Continue discussion of SRA

Finalize theory of action, policy proposal, and/or draft recommendation

Present to Task Force

Determine next steps

# WHERE WE LEFT OFF

# RECAP OF LAST MEETING (OFF-CYCLE CALL)

- Q&A with Brian Eschbacher from Denver
- Learned about Denver's Strategic Regional Analysis informs its school planning process

# RECAP: WHAT DENVER'S SRA HELPS INFORM:

WHAT SCHOOLS ARE LOCATED THERE?

Are demographics changing?

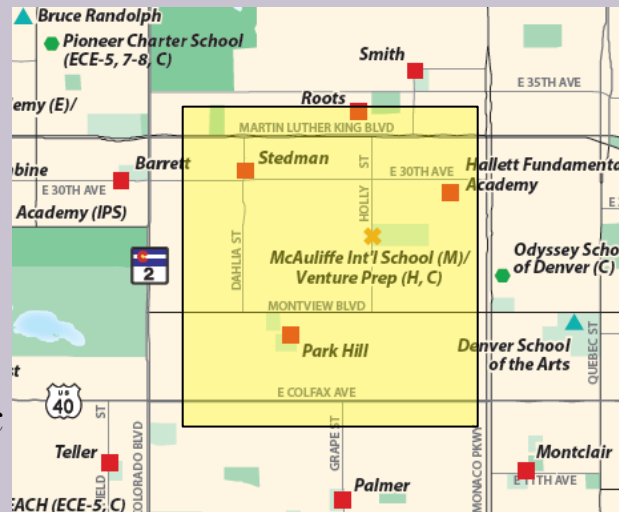
Do we have enough capacity?

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?

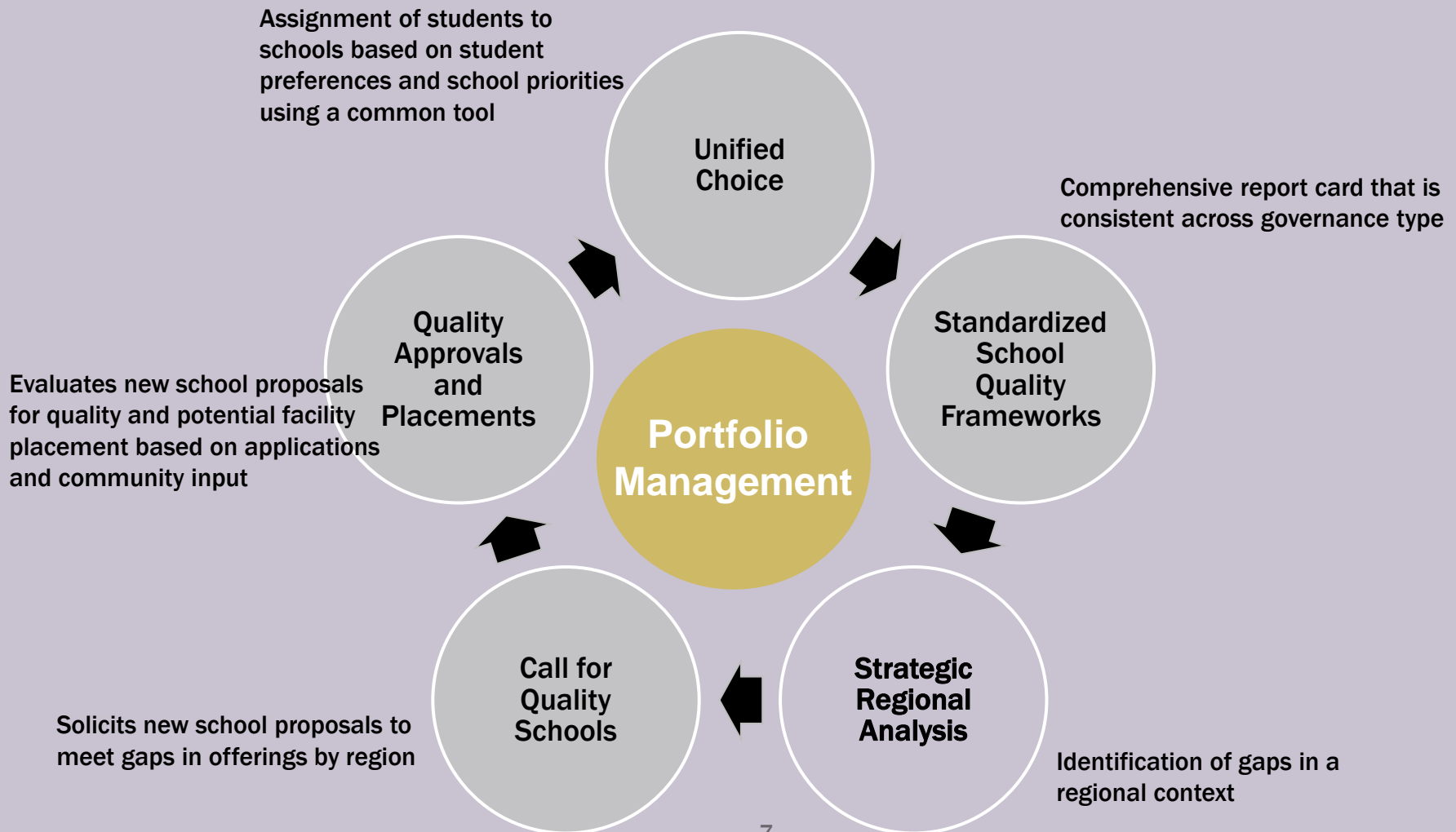
**WHAT DIFFERENT PROGRAMS ARE THERE?**

Are birth rates rising?

Are there enough quality seats?

**What residential development is occurring?**

# RECAP: HOW DENVER USES THE SRA IN THE SCHOOL PLANNING PROCESS



**CONTINUED DISCUSSION  
OF STRATEGIC  
REGIONAL ANALYSIS:  
WHAT WORKS IN  
DENVER AND WHAT  
WORKS IN DC?**



# SRA STRUCTURE - DENVER

## Denver's Analyses

- 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

# POSSIBLE 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*

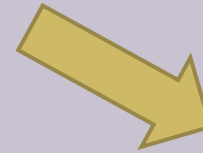
## **Live/Go Analysis:**

*Where students live vs. where they attend school*

**GROUP EXERCISE:  
AGREEING ON  
DEFINITION OF  
PROBLEM AND THEORY  
OF ACTION**

# WORKING GROUP: PROCESS FOR DEVELOPING RECOMMENDATIONS

Discuss the Principles and Goals related to the Working Group's subject area



Define (and refine) the problem we want to solve



Ask probing questions about what we know now; brainstorm theories of action; determine what further information we need



Develop and discuss possible policy solutions

Formulate recommendations



PCS perspective of the problem

DCPS perspective of the problem

- **Data:** Lack of shared information presented at a neighborhood level about our current and potentially future public education system, population and demographics, and neighborhood characteristics.
- **Transparency:** No transparency of information from each sector on how they decide to open, close, or locate schools
- **Timing:** Little to no advance notice so other sector can plan when other sector opens, closes, or locates.
- **Community Input:** Lack of meaningful community engagement and input into the planning process

Public/community perspective of the problem

# COMMON DATA AND ANALYSES

## Related Task Force Goals:

*Goal 2:* Develop methods for information sharing with the public and across public school sectors.

*Goal 3:* Develop a framework for coordinating processes on school openings, closings, and facilities planning.

Statement of Problem: There is a lack of shared data and analysis that LEAs, agencies, nonprofits, and the community can use to plan their work, which leads to a lack of coordination, inefficiency, and a missed opportunity to accelerate the improvement of public education in DC.

Theory of Action: A common set of data and analyses on citywide and neighborhood levels will allow LEAs, agencies, non-profits, and the community to estimate where there are gaps to support the improvement of school quality in all neighborhoods, improve planning efforts, and promote collaboration and coordination.

## Brief Overview of the Issue and Key Data:

- Oakland, CA and Denver, CO release an annual document called a Strategic Regional Analysis (SRA) that looks to identify regional and citywide needs to inform decisions about existing or future schools. Denver and Oakland align their regional analyses with the larger vision/goals they have for their public education system.
  - In Denver, their SRA supports their goal of having “at least 80% of students attending School Performance Framework (SPF) green or blue schools in every region in the district.”
  - In Oakland, their SRA supports their goal “to ensure [they] are good stewards of [their] schools and are expanding [their] portfolio of quality schools.”
- Oakland and Denver use their SRAs to inform annual processes to meet the needs and address the gaps identified in the SRAs. Both district and charter schools are able to submit proposals for new schools or programs.

## Possible Policy Solutions:

- Create a strategic citywide analysis (SCA) similar to the strategic regional analyses conducted in Denver and Oakland and include the nine buckets of analysis identified within the Denver and Oakland SRAs;
- Create a process for each sector that uses the results of the SCA to inform decisions about openings, closings, and siting;

# NEXT STEPS