

OPENING, CLOSING, SITING WORKING GROUP: MEETING 8

Off-Cycle
Working Group
Call
July 17, 2017

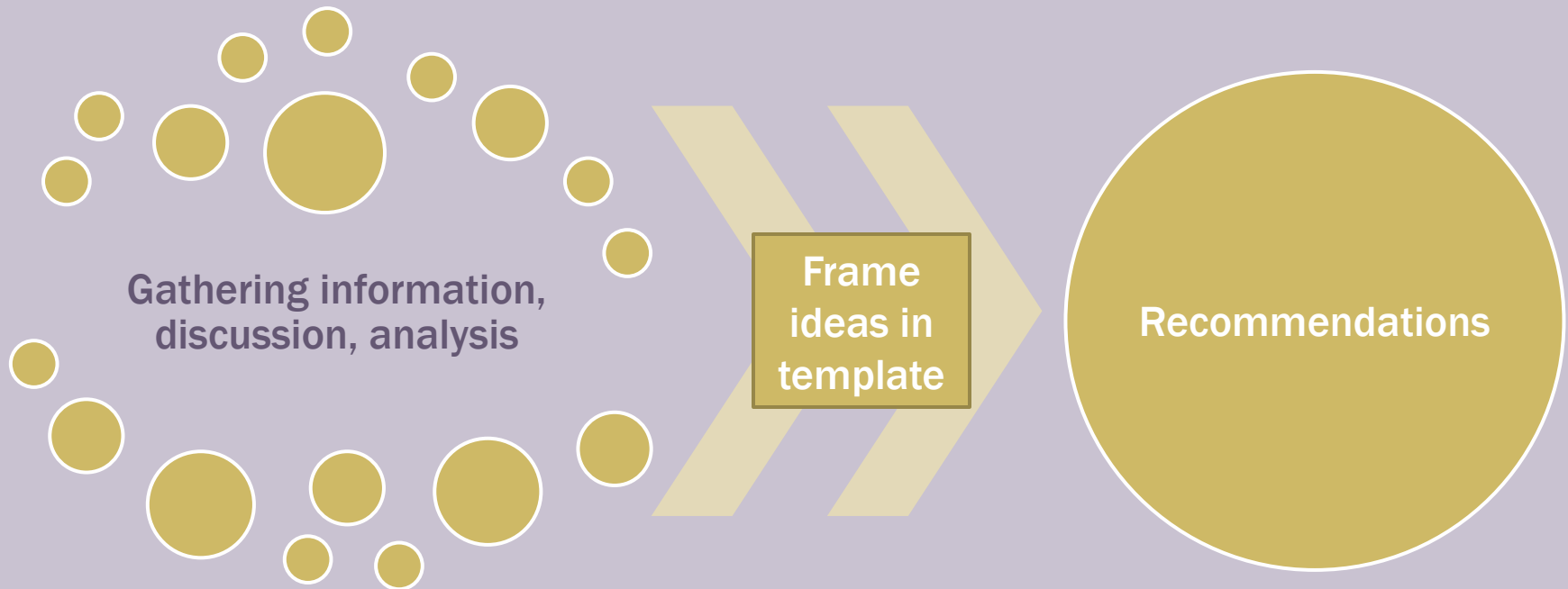
TABLE OF CONTENTS

- **Goals for today's meeting**
 - **Discuss potential categories of information included in the District's Strategic Citywide Analysis**

RECAP OF JUNE TASK FORCE MEETING

- Debriefed regarding the conversation with Brian Eschbacher about Denver's strategic regional analysis
- Discussed draft versions of 1) the statement of the problem, 2) theory of action, and 3) possible policy solution for the first problem: Common Data and Analysis
- Identified key topics around the closing of schools for future working group conversations

REVIEW: MOVING FROM DISCUSSION TO RECOMMENDATION



REVIEW: SAMPLE REPORT LANGUAGE, EXAMPLE FROM CHARLOTTE-MECKLENBURG

Task Force Strategy D

Strengthen the early care and education workforce to improve the quality and experiences of early care and education available to children ages birth to five.

Key Recommendations

1. Improve the compensation and benefits of early care and education providers.
2. Expand the number of early care and education providers with certifications, credentials, and degrees.
3. Increase access to ongoing professional development for early care and education providers that is responsive to their limited time and financial resources, as well as to their educational needs.
4. Grow the cultural and linguistic diversity of our early care and education workforce to better serve our Latino children and families.

Implementation Tactics and Policy Considerations

- Determine the cost of raising our child care workforce's compensation to that of comparably educated staff in public Pre-K, Head Start, and Early Head Start to reduce turnover in the early care and education workforce.
- Investigate public and private strategies that have increased the early care and education workforce's compensation without increasing costs of care for families.

REVIEW: SAMPLE REPORT LANGUAGE, MID-YEAR MOBILITY

Intention 1:

Ensure students entering mid-year have equitable access to all available options to find the school that best matches their needs.

“Loftier”
language
stemming
from theory of
action

Key Recommendations:

1. Create and implement a common, centralized system for managing mid-year mobility.
2. [INSERT ADDITIONAL RECOMMENDATIONS, IF ANY]

Entity responsible for implementation: DME, My School DC

Timeline: Full implementation by school year 2017-18

Implementation and Policy Considerations:

- The Task Force recommends that My School DC manage a common mid-year entry and transfer process for public school students starting in SY17-18.
- DME shall convene a working group, to include My School DC, to determine the process for implementing this recommendation. The working group will be responsible for determining whether implementation is contingent on the Common Lottery Board approving My School DC’s ability to take on this additional responsibility.
- The working group must determine the parameters for gathering specific information about mid-year entry and transfer that can inform future policies on how to reduce unnecessary student mobility and promote enrollment stability.
- The new mid-year system should rely on the existing processes of the common lottery, My School DC, and therefore involves all schools participating in the common lottery.
- The new mid-year system should include students who wish to enroll in their in boundary DCPS school after October 5.
- The new mid-year system must require schools to provide their available seats after October 5, including out-of-boundary seats for neighborhood DCPS schools and all seats at public charter schools, citywide DCPS schools, and selective DCPS schools to MSDC. Schools will ensure that these seats are always up-to-date in MSDC so mid-year students are aware of all options and can immediately enroll.

Task Force’s
original
recommendation

Implementation Status:

- May 2017: DME convened working group to determine . . .

**CONTINUED DISCUSSION
OF STRATEGIC CITYWIDE
ANALYSIS:
WHAT DOES DC NEED?**

EXAMPLE: 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

RECAP: WHAT DENVER'S SRA HELPS INFORM:

WHAT SCHOOLS ARE LOCATED THERE?

Are demographics changing?

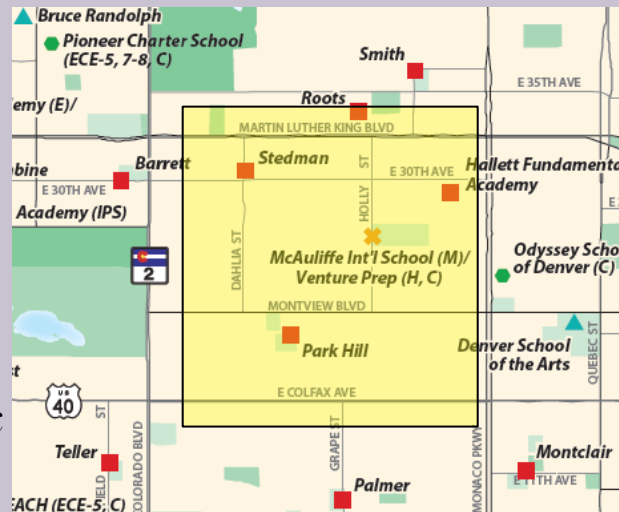
Do we have enough capacity?

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

Are the only good schools magnets?

Is there any transportation?

Is enrollment growing?



Where do students want to go to school?

WHAT DIFFERENT PROGRAMS ARE THERE?

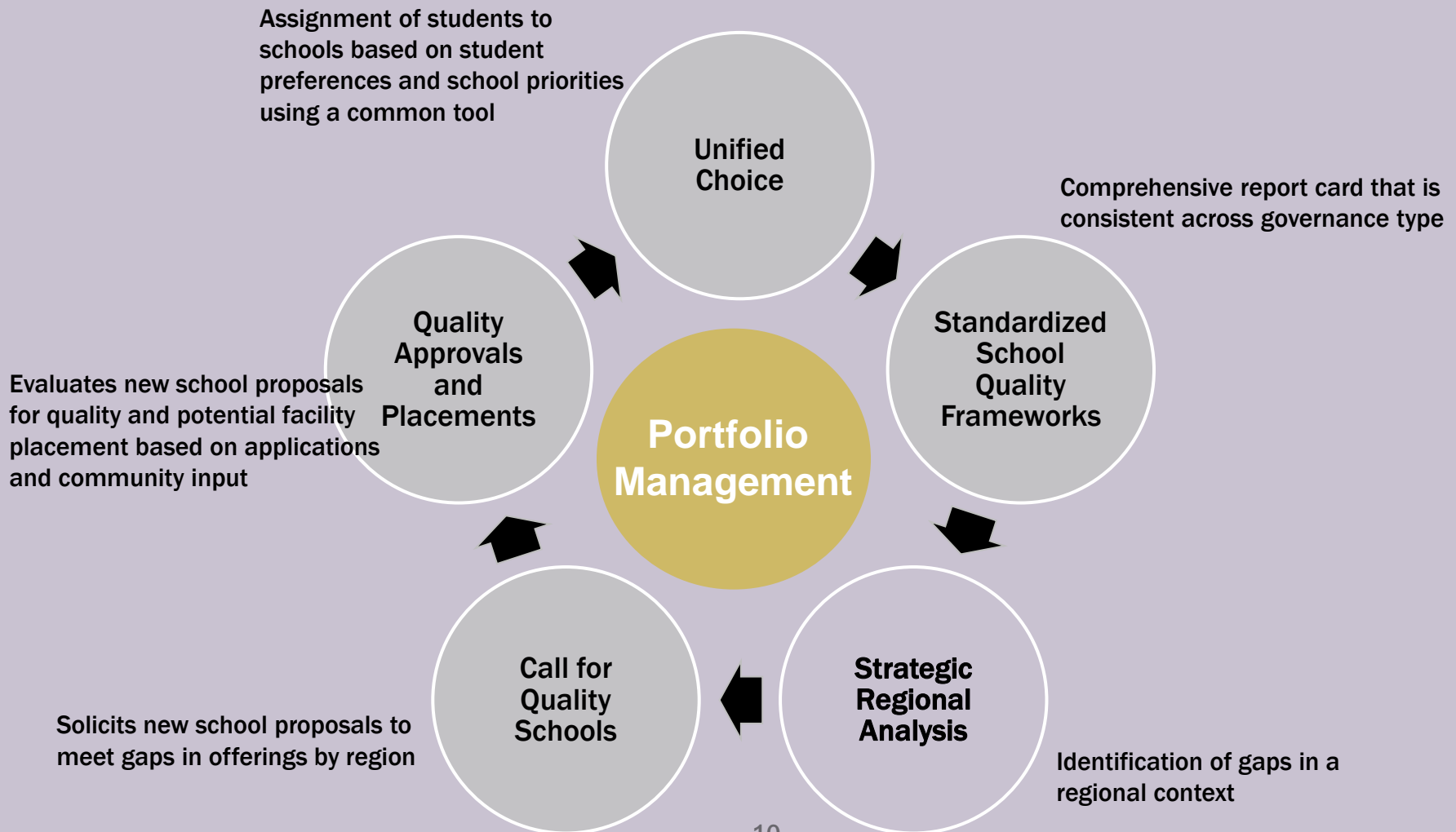
Are birth rates rising?

Are there enough quality seats?

What residential development is occurring?

Are neighbors getting in through choice?

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



POSSIBLE CATEGORIES FOR DC'S STRATEGIC CITYWIDE ANALYSIS

Student Demographics

The makeup of current student population

Schools and Facilities

The current state of schools and facilities

Performance

Student access to quality schools based on common accountability measures

Past Student Demand

How current enrollment and My School DC lottery behavior indicate demand

Enrollment Transition

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

Future Student Demand and School Supply

The current number, location, and quality of seats (and the future need for seats based on the Office of Planning)

Neighborhood Factors

Other factors affecting schools and student access

DISCUSSION

- All analysis will be done at the citywide level, as well as neighborhood level (ward or smaller level)
- Thoughts? Reactions?
 - What topics are missing?
 - What should not be included?
 - Following slides provides more detail

NEXT STEPS

APPENDIX: EXAMPLES OF POSSIBLE SCA ANALYSES

EXAMPLES OF INFORMATION

- Student demographics
 - Number and location of public school students by grade span
 - Racial/ethnic make up
 - Number and location of special need students: special education, English Language Learners, and at risk
- Schools and facilities
 - Number and location of schools and facilities, including recent expansion, new LEA, takeover, and closure
 - Enrollment trends by school
 - School-wide demographics (race/ethnicity, special needs, and diversity index)
 - Programmatic capacity and utilization
 - Location of vacant DCPS buildings and status
- Performance
 - Number and location of performance of schools by OSSE ESSA rating
 - Share of students enrolled by OSSE ESSA rating

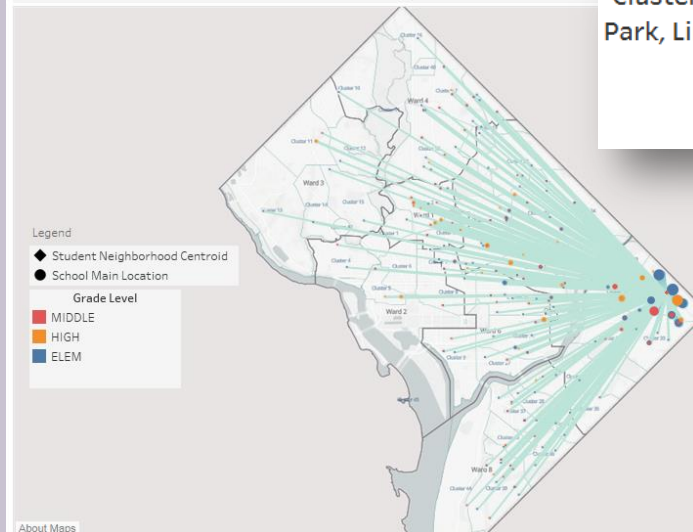
EXAMPLES OF INFORMATION, CONT'D

■ Past Student Demand

- Patterns of enrollment: live/go, median distance, enrollment by DCPS boundary, and enrollment within neighborhood enrollment
- Share of a school's students from the surrounding neighborhood
- Lottery application data: top 1 or 2 rankings, match rate, enrollment rate, etc.

Where do students from each neighborhood cluster attend school?

Cluster 31-Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights
Grade Levels: MIDDLE, HIGH, ELEM, Sectors(s): All, Ward(s): All



Cluster 31-Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights
to: DC Scholars PCS
Sector of School: Public Charter
Grade Level(s): ELEM
Students: 116

Currently on DME's data resource page
(<https://dme.dc.gov/page/education-data-resources>)

EXAMPLES OF INFORMATION, CONT'D

- Enrollment transition
 - % of students who follow designated feeder patterns by ward and grade level
- Future Student Demand
 - School-age population estimates
 - Share of private school enrollment
- Future School Supply
 - Seat availability in current facilities
 - 5-year enrollment public charter ceiling growth
- Gap analysis of future demand of public school and current supply of facilities
 - Analyzed by quality of the program, demand for the program

EXAMPLES OF INFORMATION, CONT'D

- Neighborhood Factors:
 - Poverty rates and unemployment
 - Adult educational attainment
 - Median housing prices
 - Vacant property
 - Crime rates
 - Asthma rates
 - Transportation deserts