2023 DC Advisory Committee on Student Assignment

> September 14, 2023 Meeting 6





- Welcome
 - \odot New Ward 5 member Ana Rodriguez
- Recap
- Getting to Recommendations
- Working Groups
- Engagement
- Next Steps





Project resources

Materials

Boundary study website for presentations, meeting recordings, FAQs, general feedback form and other project materials:

https://dme.dc.gov/boundaries2023

General feedback

Community members encouraged to provide feedback or submit ideas <u>here</u> or by scanning the QR code below (form is also available in Spanish and Amharic).





Rules of the road

- 1. Be curious.
- 2. Assume good intentions.
- 3. Feel comfortable speaking in "rough draft" we are all learners.
- 4. Be concise so that others have time to speak.
- 5. Attack the problem, not the person. Use "I" statements.
- 6. It's ok to disagree respectfully and openly, without being disagreeable.
- 7. Make it a brave space fearlessly share ideas, ask questions, and contribute unconditionally.
- 8. Be prepared to sit in discomfort.
- 9. Work to get all voices in the discussion.



Goals of this meeting

- Understand roadmap to recommendations
- Launch working groups to start identifying area-specific potential recommendations
- Provide town hall high level overview





Recap

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Recap – July 19 Advisory Committee

- Reviewed seven priority challenges to help inform technical team's work
- Small breakout groups discussed challenges and possible solutions
- Deemphasize state accountability scores
- Make access to special education its own challenge

See handout for priority challenges!



Getting to Recommendations

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Inputs to get to recommendations

Modeling Input

3 scenarios

Model-able levers

Evaluation of scenarios based on output metrics

Analytic Input

Focus on recommendations that need focused analysis including non-model-able levers

Public Input

Town halls School community meetings Online tool and survey Feedback forms



Roadmap to recommendations





Roadmap to recommendations





Roadmap to recommendations





What is a scenario?

Scenario Goals:

- Identify and test potential solutions to address priority challenges
- Show a set of potential outcomes/impacts in this process
- Help evaluate trade-offs between different priorities
- Provide direction for the final set of boundaries, feeder patterns, and policy recommendations



What is a scenario?

Scenarios are...

- A comprehensive set of potential boundaries, feeders, related policies, and capital proposals.
- Tools to help test different approaches to boundaries and assignment policies, and understand potential impacts and trade-offs between these approaches.
- Shared in the form of a map (for each school level), and accompanying notes and recommendations as needed.

Scenarios are not...

- Boundary and feeder options that will be selected and implemented as-is.
 Modifications and refinements will occur

 particularly in consultation with school communities.
- Inclusive of the full range of policies on the table in this process. Not all policies can be evaluated through modeling.
 Final recommendations can include policies that were not able to be modeled.



All three scenarios...

- Address **guiding principles and study goals**, while emphasizing specific objectives through policy levers that may be at odds
- Address utilization challenges through boundary and feeder adjustments (and other policies as applicable)
- Incorporate planned capital improvements (capacities will reflect all school projects in active construction or that have started their design process)
- Create a new boundary for Euclid MS
- Ensure students have **just one geographic right** that is geographically nested into ES, MS, and HS (removing dual geographic rights where applicable)



Defining the three scenarios

Scenario 1

Strengthen system of by-right neighborhood schools; balance enrollment and utilization among by-right neighborhood schools and feeders.

<u>Scenario 2</u>

Enhance programmatic options; ensure equitable programmatic options and predictable programmatic pathways.

Scenario 3

Expand opportunities to attend quality schools and programs for those historically discriminated against and marginalized.

Reminder: Final recommendations are not limited to just 1 scenario nor only "model-able" policies!



Working Groups

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Working group introduction

Structure

- Three working groups organized by geography:
 - Ballou, Anacostia, Woodson,
 - Cardozo, Jackson-Reed, MacArthur, Roosevelt
 - Eastern, Dunbar, Coolidge
- One systems-focused working group

Goals

- Gather specific input from AC members, including neighborhood and school-specific insights
- Draft recommendations

Process

- Launch working groups today
- Ongoing meetings (approx. every two weeks) to further develop before next AC meeting



DCPS seat availability - update*

70% of DCPS seats are utilized

- Elementary Schools Average utilization is 74%
 - Jackson Reed HS feeder 97% utilization
 - Woodson HS feeder 57% utilization
- Middle Schools Average utilization is 62%
 - Coolidge HS feeder 112% utilization
 - Woodson HS feeder 52% utilization
 - Anacostia and Ballou HS feeder less than 40%
- High Schools Average utilization is 68%
 - \circ $\:$ Jackson Reed and Coolidge HS over 100% utilization
 - Anacostia and Ballou HS less than 45% utilization

Seat Analysis - All Grades

Capacity OSY 22-23 Enrollment





Discussion

Goal: provide <u>as specific as possible</u> input and guidance to inform the ongoing modeling work

Working Group Discussions

- Review the schools and discuss the particular challenges in your working group area
- Review the menu of levers
- Build upon initial set of ideas to provide specific recommendations (what should we implement where, and how?)
- Log your ideas in your worksheet(s)!

Report Out



Engagement

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Online tool

Version 1 (around Round 2 Townhall)

- Goal: gather targeted input to inform scenarios; allow users to learn about study and explore existing boundaries
- Includes map tool to explore existing boundaries and a survey

Version 2 (around Round 3 Townhall)

- Goal: gather targeted input on scenarios; allow users to explore the scenarios, and understand potential pros, cons, and impacts
- Includes interactive map tool to explore three scenarios and a survey



September town halls

Goals

- Update on process and activities
- Share guiding principles and priority challenges
- Develop the public understanding of policy levers on the table
- Roadmap to recommendations
 - Share scenarios process
 - Convey project schedule and timeline for public input
- Introduce engagement tool; build public awareness of the survey and excitement about participating



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Next steps

- Working group meetings

 Share input by Friday, October 6
- Boundary town halls #2 September 26 & 27

 Review challenges and potential strategies to implement
- MFP town halls # 3 October 4 & 5

 Solicit feedback on draft recommendations for the MFP
- Advisory Committee Meeting #7 October 24
 - Provide guidance on three scenarios based on community feedback

Boundary Study Timeline

- Boundary town halls #3 Week of November 13
- AC Meetings December 5, December 20, & January 10
- Final report of recommendations in February 2024



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Decision framework between MFP and Boundary Study





<u>Scenario 1</u>: Strengthen system of by-right neighborhood schools; balance enrollment and subsequent utilization among by-right neighborhood schools and feeders.

- Prioritizes solving for utilization at by right schools, emphasizing keeping existing assignment policies intact as much as possible.
- Levers considered:
 - Boundary adjustments
 - Feeder pattern adjustments (geographic)
 - Additional capacity (planned capital improvements)
 - Partial repurposing of under-utilized schools
 - Conversion of selected citywide DCPS school(s) to boundary schools, if they could potentially alleviate utilization concerns nearby
 - MS standardization of grade configurations between public charters and DCPS



<u>Scenario 2</u>: Strengthen programmatic options; ensure equitable programmatic options and predictable programmatic pathways.

- Prioritizes equitable distribution / availability of special programs.
- Levers considered:
 - Feeder pattern adjustments within and across LEAs (programmatic)
 - Pre-K: new feeders or choice sets for Title I schools
 - Paired schools (shared campuses based on grade band, e.g. Peabody/Watkins)
 - Identify where to add programs, prioritizing low utilization schools
 - Shared secondary programming and scheduling
 - Identify new self-contained special education classroom feeder patterns



<u>Scenario 3</u>: Expand opportunities to attend quality schools and programs for those historically discriminated and marginalized

- Prioritizes additional access to schools and programs that score highly (i.e., accountability scores, demand metric), particularly for at-risk students. This is a "near-term" solution while we collectively work to ensure a universally strong system of neighborhood schools.
- Levers considered:
 - Boundary adjustments
 - Feeder pattern adjustments (geographic, programmatic)
 - At-risk lottery set-asides
 - Additional capacity (capital improvements)
 - Proximity preference for charters



Menu of levers

Policies

- Assignment structures
 - Boundary changes
 - New boundaries
 - Feeder changes
 - Grade configuration changes
 - Choice sets
- Lottery and choice
 - OOB seats offered
 - At-risk ser-asides
 - Charter school proximity preference
- Other policies
 - Standardize MS charter grade band configurations

Programs

- Changes to programming within schools
- Expansion of early childhood programs at Title I schools
- Expansion of shared program opportunities for secondary students (CTE, virtual)

Capital

- Facility modernization
- Reimagine space in underutilized facilities
- Additional capacity

Not all levers can be modeled (non-modeled levers are shown in **grey**), but all will be considered for potential recommendations.



Inputs & outputs

Modeling Inputs

Base Conditions

Feeder patterns and current assignments Student data (SY22-23) Existing facilities (SY22-23) + Euclid MS and MacArthur HS Planned capital improvements Updated programmatic capacities from MFP

Levers

Feeder patterns Boundaries Other assignment policies

Evaluation Outputs

Summary Indicators

Utilization Distance to school Assignment stability (# students impacted) Socio-economic composition Racial composition OSSE accountability score Family demand metric Access to programs

Individually

leasured

(not a summative

score)



DCPS seat availability by grade type - update*



*Programmatic capacities as of August 2023

