DC Student Assignment and School Boundary Review Process:

Community Working Group Meetings

4/24/14 - 4/26/14

Agenda

- Introduction and Background
- Highlights of Feedback from Round 1 of Working Groups
- What's Next
  - Preview of forthcoming impact analysis
- Table Discussions
- Questions and Answers

Goals of this Process

- Develop student assignment and school choice policies that provide families with clarity, predictability, and access to high quality school options at locations that make sense for them.

- To update student assignment policies to reflect current school supply and population

Why now?

Address practical challenges

- Population and demographic shifts over last 40+ years

- Changes in school supply and demand

Take the opportunity to ask ourselves

- Do our policies reflect our vision for public education in this city?

- How can these policies help accelerate our work to increase quality at all our schools?

Why this extensive process?

Student assignment policies are complicated and personal. We are committed to an open and transparent process where we engage the public every step of the way. We believe that:

– Building a plan with the community will lead to more successful policies

– Neighborhood-specific input on options is necessary

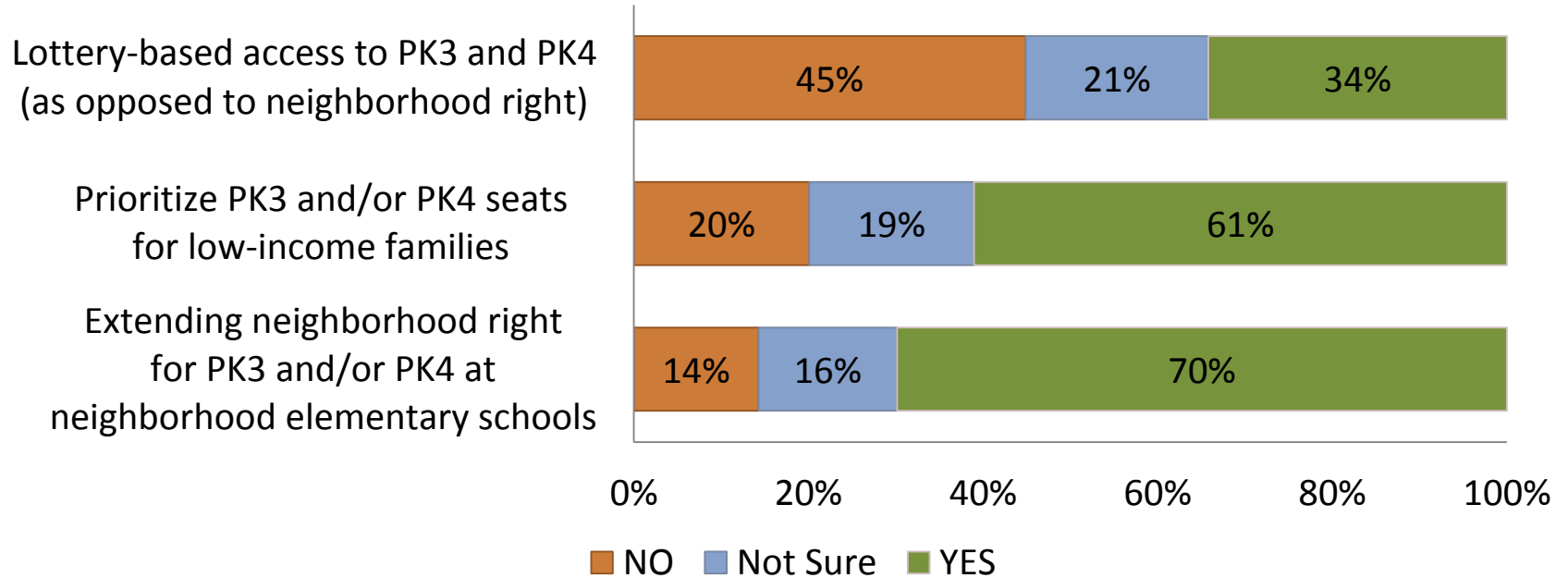– Everyone should have the opportunity to participate in these hard and important conversations.

Worksheet Input from Round 1

- Over 450 parents and community members attended the first round of community working group meetings
  - Upper NW/NE: 296
  - Center City: 126
  - East of the River: 37
- Over 300 worksheets were collected
- To date, input not representative of the city as a whole
- Should be cautious about drawing citywide conclusions from these data
- Requires additional targeted outreach to communities that were under-represented

Ward	# of Worksheets Submitted
1	36
2	13
3	89
4	85
5	15
6	44
7	18
8	5

Support for Neighborhood-Based Rights for PK

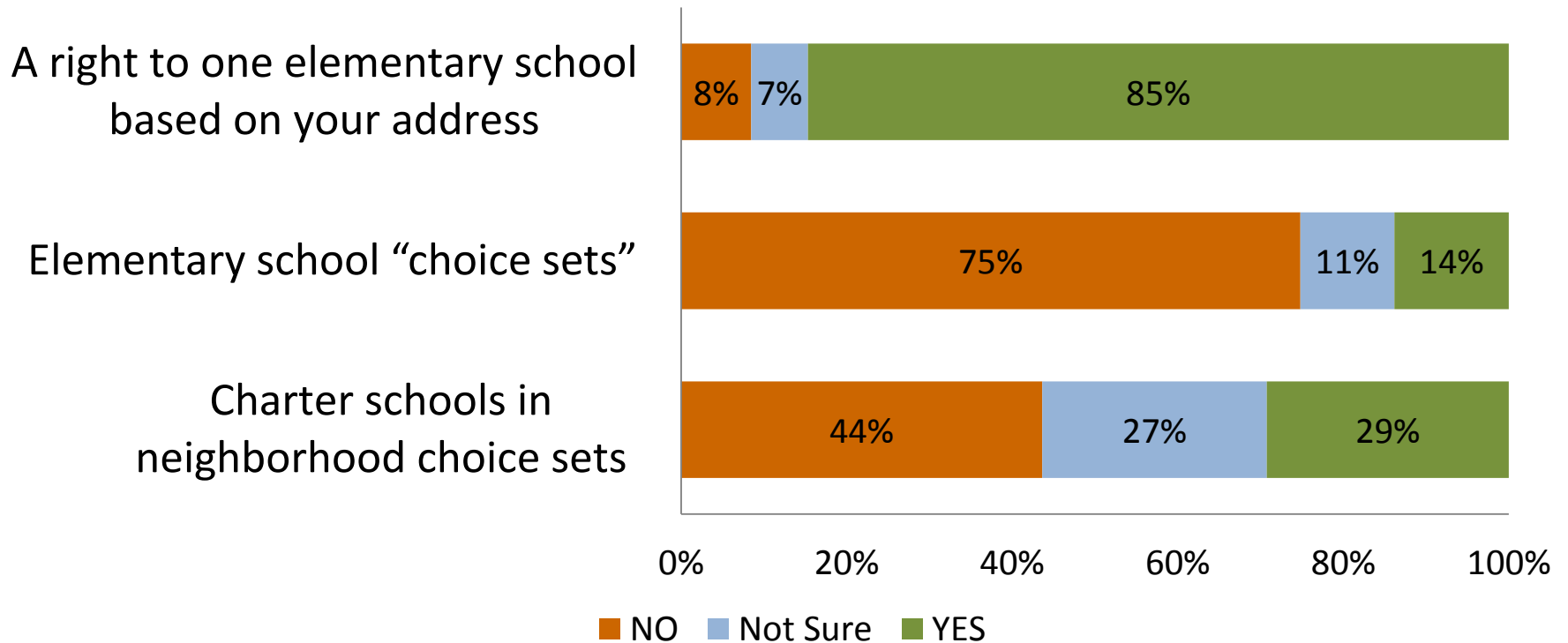|	NO	Not Sure	YES
Lottery-based access to PK3 and PK4 (as opposed to neighborhood right)	45%	21%	34%
Prioritize PK3 and/or PK4 seats for low-income families	20%	19%	61%
Extending neighborhood right for PK3 and/or PK4 at neighborhood elementary schools	14%	16%	70%

Requiring further analysis:
- Examine cost of staffing model
- Ensure facility capacity.
- Consider how this relates to the childcare subsidy program
- What is the impact on DCPS' Headstart Schoolwide Model

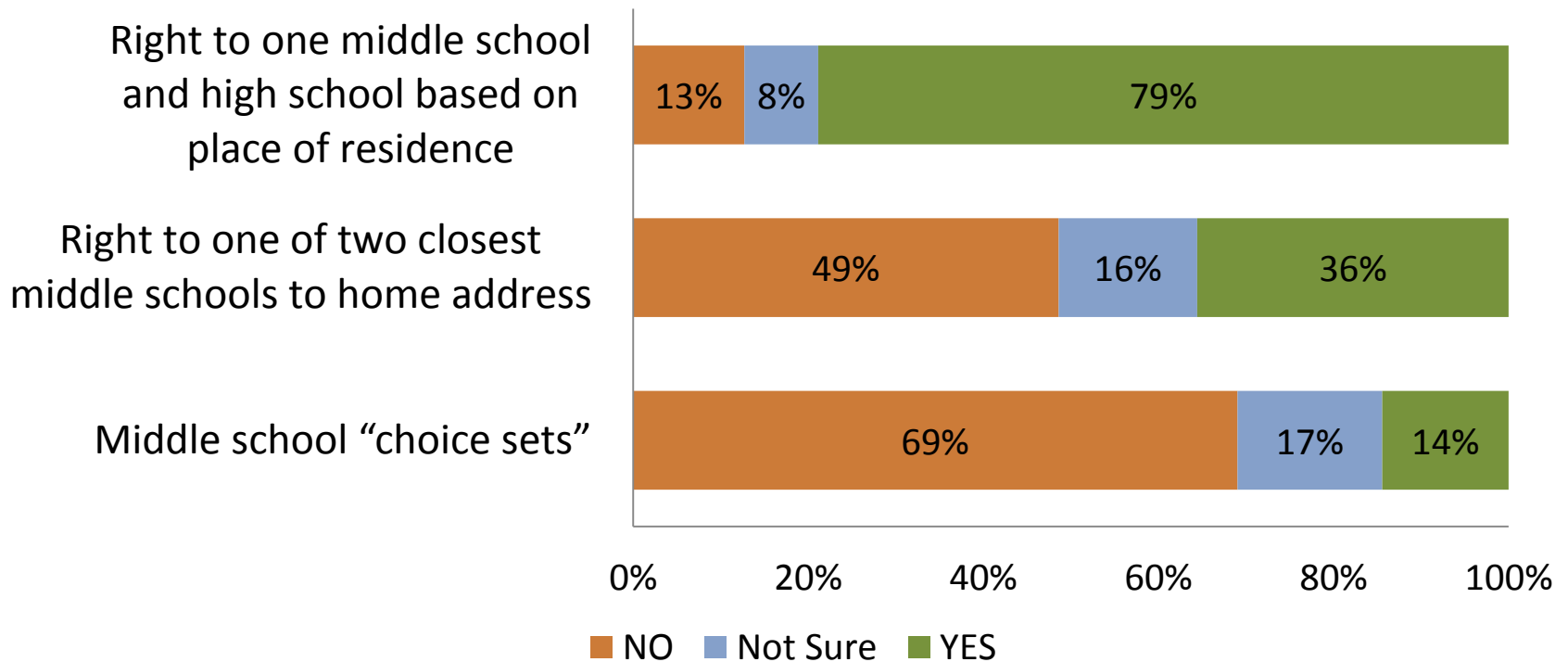# Support for Neighborhood-Based Rights for Elementary Grades

A right to one elementary school based on your address
- NO: 8%
- Not Sure: 7%
- YES: 85%

Elementary school "choice sets"
- NO: 75%
- Not Sure: 11%
- YES: 14%

Charter schools in neighborhood choice sets
- NO: 44%
- Not Sure: 27%
- YES: 29%

Legend: ■ NO ■ Not Sure ■ YES

Requiring further analysis:
- Projected 2020 child population against proposed boundary revisions

Support for Neighborhood-Based Rights for Middle Grades

	NO	Not Sure	YES
Right to one middle school and high school based on place of residence	13%	8%	79%
Right to one of two closest middle schools to home address	49%	16%	36%
Middle school "choice sets"	69%	17%	14%

Requiring further analysis:
- Projected 2020 child population and building capacity in relation to the proposed boundary revisions
- Impact on grade configuration

# Support for Increased Selective Programming in HS and Low Support for Lottery High Schools
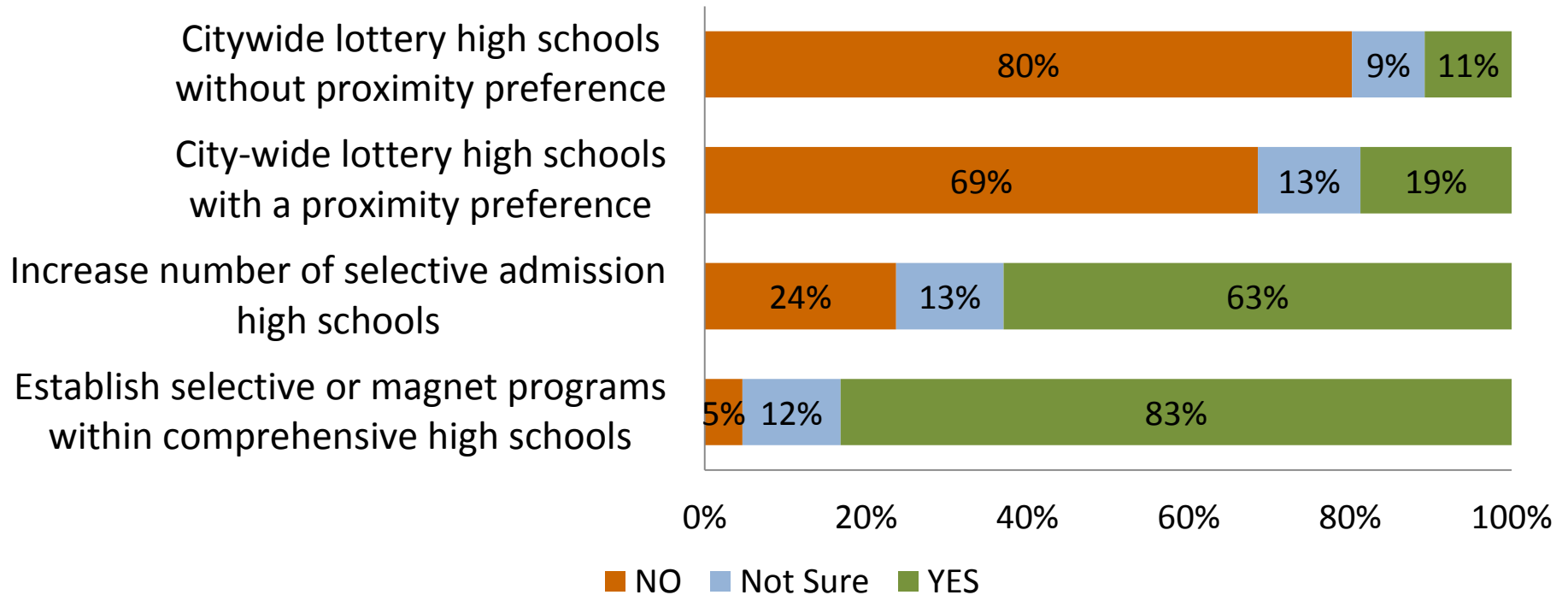
Requires further analysis:
- Projected 2020 school age population and middle school feeder patterns compared to the proposed boundary revisions
- Program opportunities and where they are located
- Role of citywide and specialized schools and where they would be located

Mixed Support for Specific Types of Out of Boundary Set Asides
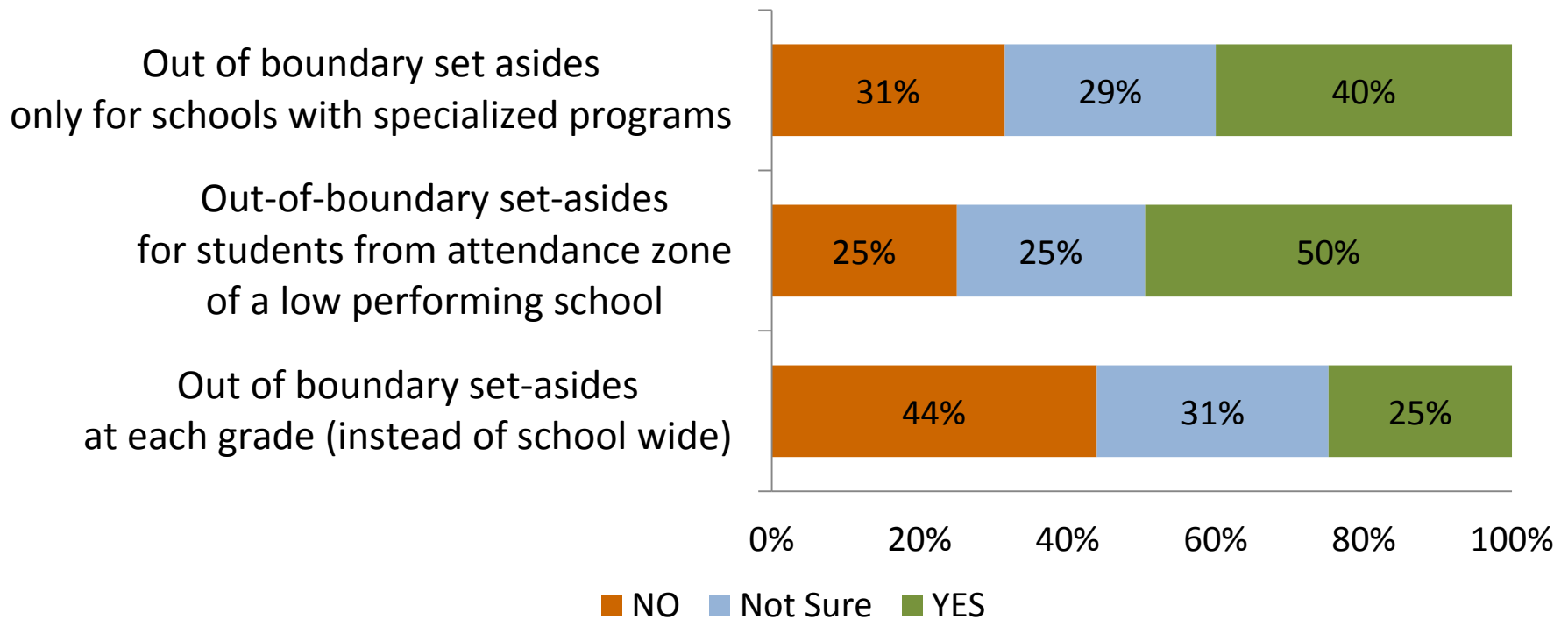
Requiring further analysis:
- What impact would set-asides have on access and current students
- Consider lottery preference and in-boundary participation changes
- Consider current capacity and locations of specialized programs

Proposed Elementary Boundaries

We received a lot of feedback on various school boundaries. Main themes include:

- Issues of walkability

- Proximity to school

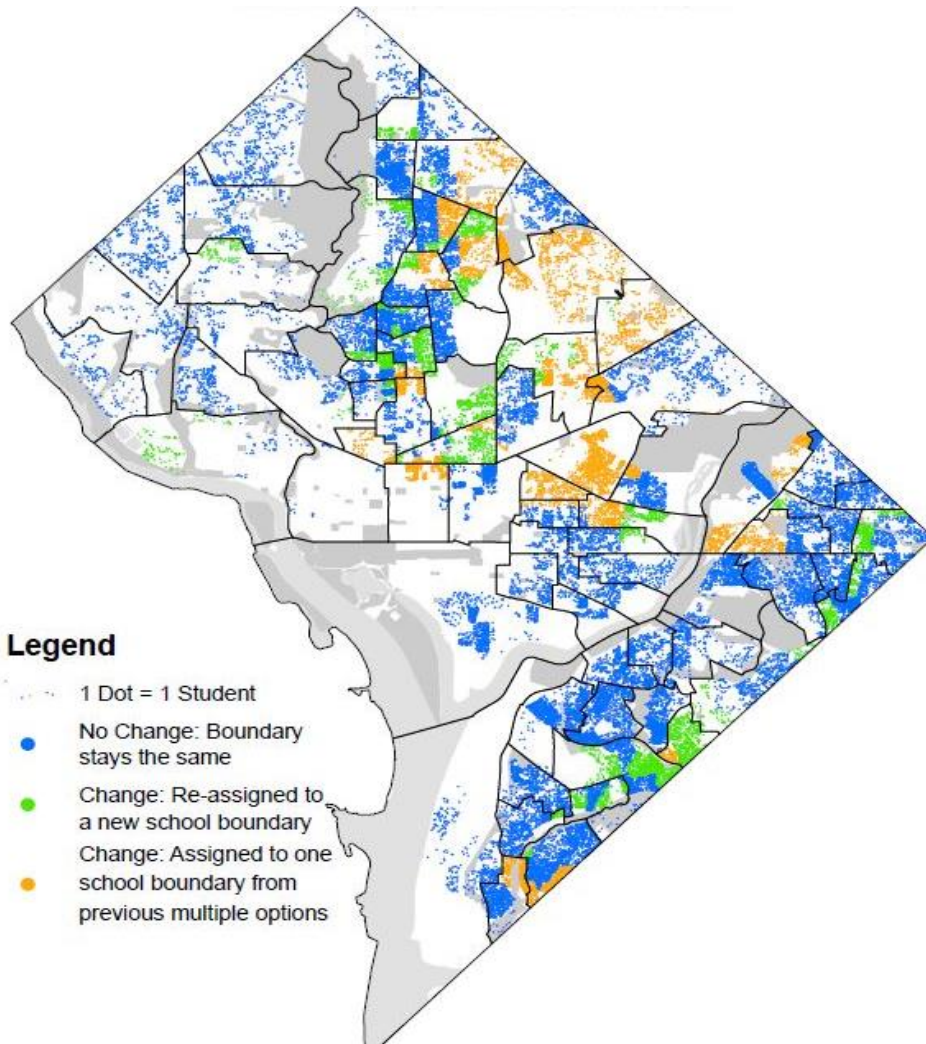- Definition of neighborhood

- School performance

- Diversity

We are exploring alternatives that could address the issues raised.

MOVING FORWARD:
IMPACT ANALYSIS AND WHAT'S NEXT

Impact of initial proposed elementary school boundaries: How would your rights change?

Of all public elementary school students,

- 69%: School of right would not change

- 17%: Would be assigned to one of current multiple school of right options

- 14% would be reassigned to a different school

Legend

1 Dot = 1 Student

No Change: Boundary stays the same

Change: Re-assigned to a new school boundary

Change: Assigned to one school boundary from previous multiple options

Proposed boundary changes reflect current enrollment of almost 1/3 of affected families

Of DCPS' current students whose school-of-right would change under proposed elementary school boundaries, 30% would be re-assigned to the school they currently attended.

% of all impacted DCPS students already attending new school
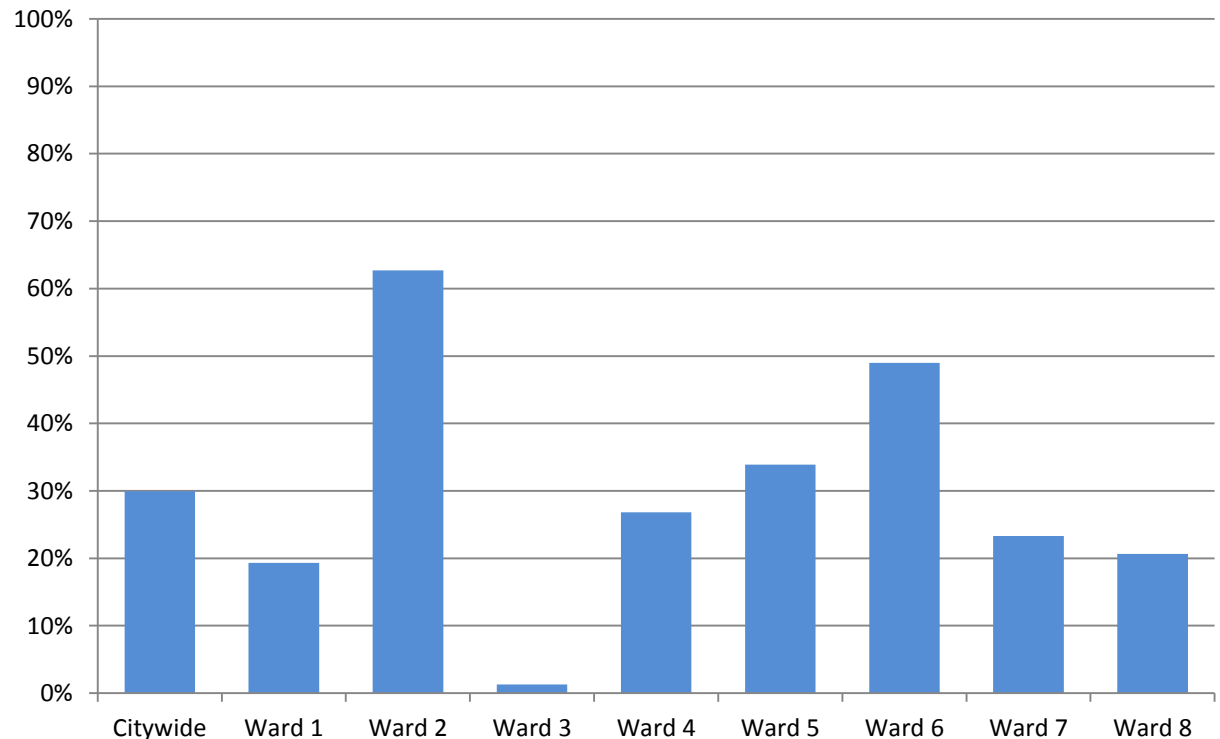
Additional Impact Analysis

- How would proposed elementary school boundaries impact families' access to:
  - academic quality
  - racial/ethnic diversity of schools
  - modernized school facilities
- How would proposed neighborhood school of right for PK impact school capacity issues in 2014 and 2020?
- How would proposed out of boundary set asides impact school capacity issues in 2014 and 2020?
- How would changes in secondary school feeder patterns affect students' current rights of access?

Public Input

- Analyze input received from both rounds of working group meetings and other feedback
  - Worksheets and table notes
  - EngageDC.org
  - Emails
- Additional targeted outreach to communities that were under-represented in the working group meetings
- Additional meetings with communities to delve further into unique challenges

Advisory Committee

- Work with Committee to take impact analysis and public input and begin to refine and rework the policy proposals and elementary school boundaries

- Develop preliminary recommendations from the Committee

- Prepare for another round of community meetings in May/June to share preliminary recommendations

Priorities for Implementation

Baseline:

- No displacing students from school they currently attend
- No 5th or 8th grader, in SY15-16, would lose their rights to their destination school based on current feeder patterns

Phase-in Plan:

- First set of changes starting in SY15-16
- Significant grandfathering clauses (siblings, etc.)
- Some policies may need more time to implement
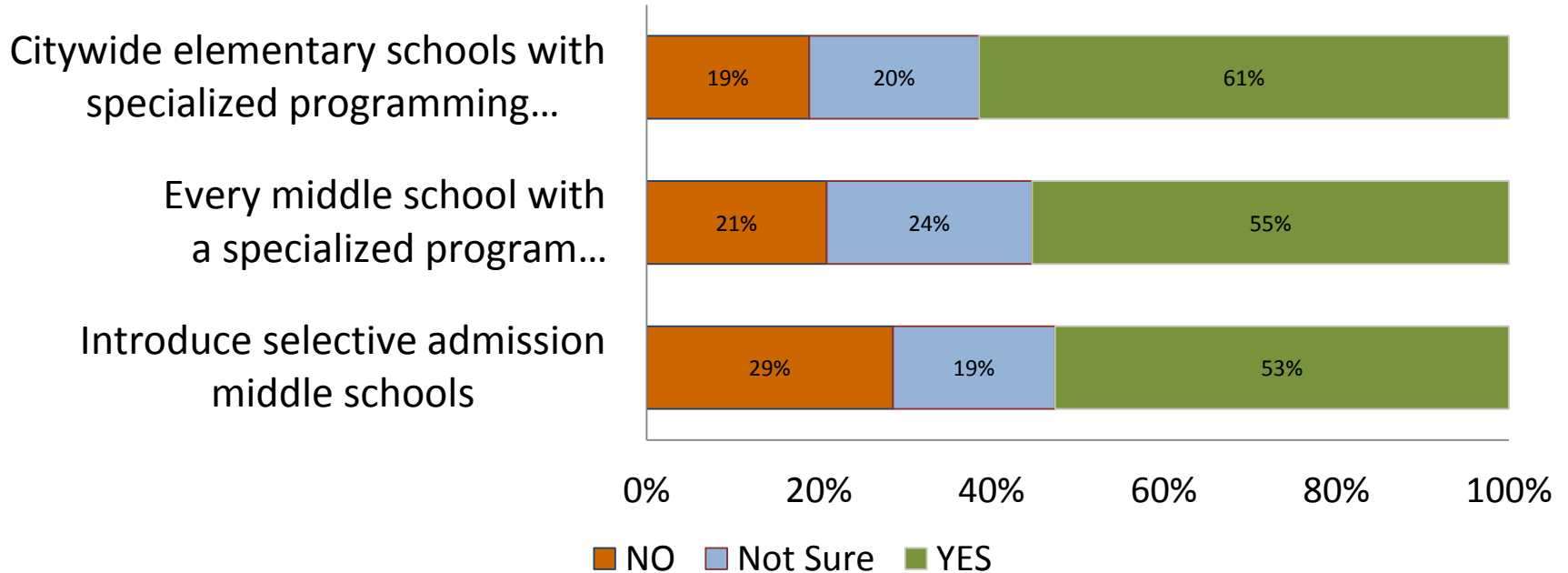- Identify programmatic triggers

Agenda

- Introduction and Background
- Highlights of Feedback from Round 1 of Working Groups
- What's Next
  - Preview of forthcoming impact analysis
- **Table Discussions**
- Questions and Answers

TABLE DISCUSSIONS

Part 1: Student Assignment and Selective and Specialized Programs

Chart showing survey responses (NO, Not Sure, YES):

	NO	Not Sure	YES
Citywide elementary schools with specialized programming…	19%	20%	61%
Every middle school with a specialized program…	21%	24%	55%
Introduce selective admission middle schools	29%	19%	53%

Last round of meetings show support for specialized and selective programs. How do these programs fit into our student assignment system and what would do we need to consider when thinking about expanding?

Part 2: Feedback on Proposed Feeder Patterns

- There are multiple ways feeder patterns could work (geographic, programmatic, both, neither)
- Over 50% of Round 1 respondents supported:
  - Feeder pathways for specialized schools
  - Maintaining out-of-boundary rights
  - Aligning boundaries and feeders patterns – right to only one ES, one MS, and one MS
- Proposed grade configuration changes for middle grades in certain parts of the city

Part 3: DCPS and Public Charter School Collaboration

- In order to reach our goal of providing clarity, predictability and access to high quality schools – we must consider both sectors in this process.

- Current collaboration is happening
  - Common lottery (My School DC)
  - Curricular collaboration

- How can we be more strategic about how we work together in the context of student assignment?

Pie chart:
- Charters (Includes SpEd, Adult and Alt.) 44%
- DCPS In-Boundary 28%
- DCPS OOB 21%
- DCPS Selective Schools 4%
- DCPS SpEd, Adult and Alternative 3%