

DC ADVISORY COMMITTEE ON STUDENT ASSIGNMENT

March 25, 2014

Meeting #6

Goals for Today's Meeting

- Reach consensus on the policy scenarios to be provided to the public
- Review the goals for community working groups
- Understand the process and criteria used for boundary revisions

Agenda

- Scenario facilitators review each of the three scenarios
 - Scenario A: Claudia Lujan/Cecilia Kaltz
 - Scenario B: Mary Filardo
 - Scenario C: Jenn Comey
- Finalize scenarios
- Overview of boundary review and process
- Discuss how the Advisory Committee will evaluate scenarios moving forward
- Discuss role of Committee in community working groups
- Next Steps

SCENARIOS

Guiding Principles for Scenario Development

- ***Equitable access to high quality schools:*** Where you live shouldn't determine the likelihood of accessing a high quality school.
- ***Parental choice:*** Families should have the ability to access public schools outside of designated school assigned by residence.
- ***Predictability:*** It is important to provide a path of right to families at elementary school and beyond.
- ***Neighborhood schools:*** It is important to support the connections between communities and their schools.

Basic Elements of Each Scenario

- Rules and rights for accessing DC public early childhood, elementary, middle and high schools
- The opportunities for choice
- Plans to differentiate access
- The relationship of schools to each other - feeder patterns, choice sets
- Necessary program changes
- Charter policy changes

Discussion of the Scenarios

- Which principles does each scenario promote?
- What does each scenario try to accomplish?
- Does each scenario present a coherent set of policies?
- How might each scenario improve school quality?
- What are the implementation challenges?

PROCESS FOR REVISING BOUNDARIES

Clean-Up

The priority changes for revising boundaries attempted to address the following:

- Closed DCPS schools
 - For example, 28 elementary school boundaries had to be re-assigned to 71 neighborhood elementary or PK-8th schools.
- Over-crowded schools with high in-boundary participation
- Transportation and walkability challenges

Closed Elementary Boundaries

Closed Elementary Boundaries	2012-13 PK3-5 Grade Public School Students Living In Boundary
Brookland	570
Adams (currently Oyster-Adams 4th-8th)	76
Bowen	599
Benning	291
Birney	592
Bruce-Monroe	317
Clark	387
Cook, J.F.	210
Davis	386
Draper	425
Ferebee-Hope	277
Gage-Eckington	336
Gibbs	373

Closed Elementary Boundaries	2012-13 PS-5 Grade Public School Students Living In Boundary
Green	545
Harris, P.R. EC	733
Kenilworth	210
Marshall, Thurgood	221
Meyer	359
Montgomery	181
Wilkinson	438
River Terrace	182
Rudolph	736
Slowe	129
Stevens	71
Terrell, M.C.	364
Webb	516
Winston	575
Young	544
TOTAL	10,643

Rules applied to boundary changes

- Start by changing as little as possible; many of the boundaries still make sense
- Manage school building capacity
 - Weigh grade-appropriate population in boundary areas, in-boundary participation rates and school capacity.
 - Distribute a deficit of students more evenly among adjacent schools as far as possible given the constraints of physical barriers, ie expand boundaries.
 - Distribute an excess of students more evenly between schools as far as possible, given the constraints of physical barriers, ie shrink boundaries.
- Maximize safety and walkability
 - Identify areas where walkability is limited with existing neighborhood schools.

ASSESSING THE PROPOSALS

Community meeting plans

Inform and engage a broader community about student assignment

- What particular policies work well? Don't work well and why?
- How can we make these policies better?

Get place-specific feedback

- Do these boundary revisions make sense in your community?
- What else does the data say that we did not think about?
- Are there specific challenges with a particular school or area that are not addressed?

Ultimately, we want to:

- Strengthen the recommendations and narrow the options
- Respond to issues/concerns raised

Role of Committee Members during Working Groups

- Listen to the feedback received – both positive and negative
- Go into this open-minded
- Remember the goals of the working groups!
- Be able to articulate the purpose for each scenario and how the policies support the stated goal
- Be a witness to the process – be able to articulate the challenges and complexities to these issues – this is not easy work!

Evaluating Scenarios

- Predictability
 - Probability that students will know their school of right at each grade level
- Equitable access to high quality school(s)
 - Probability of attending a high quality academic school based on ESEA school index
- Strengthening neighborhood schools
 - Median distance traveled to school
 - Projected in-boundary participation rate
- Parental choice
 - How liberal or controlled are the choice policies

Data Analysis Plan

- Implementation feasibility
 - Ratio of projected enrollment to capacity for early childhood, elementary, middle and high school level
 - Taking feeder patterns into account as well
- Diversity analysis
 - Share of students by race/ethnicity enrollment in elementary, middle, high school level DCPS schools
- Projected future population gains
 - The implementation metrics will be run to take account of the projected increase in child population using status quo assumptions (sector share, % attending private school)

Next Steps

- Review materials and provide feedback – via email or participate in a conference call
 - March 27th, 12 – 1PM
 - March 31st, 6-7PM
- Please let us know which community working group meeting you will be attending
- If you are interested in volunteering at a meeting – please let us know!
- Help spread the word about the meetings!
- Note – April 28th meeting was pushed back to May 6th