

OPENING, CLOSING, SITING WORKING GROUP: MEETING 4

Off-Cycle
Meeting
May 12, 2017

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GOALS FOR TODAY'S MEETING

- Understanding what a Strategic Regional Analysis (SRA) is and how it aligns with an overall vision
- Examine the types of information currently analyzed and collected in Denver and Oakland's SRAs
- Begin discussing how a similar effort could benefit the District

WHERE WE LEFT OFF

- Agreement that DC could benefit from both sectors making planning decisions based on a common understanding of the “lay of the land”
- Began discussing the use of a centrally-generated Strategic Regional Analysis to serve this purpose

WORKING GROUP TEMPLATE

*Chapter [x]—Opening, Closing, Siting Schools
Section [x]—Strategic Regional Analysis*

Section [x]. Using Strategic Regional Analysis for DC to coordinate processes on school openings, closings, and facilities planning.

Related Task Force Goal(s):

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.

Theory of Action: *[insert: connection to guiding principles and why the goal(s) matter for students] {*

Working Group Subject Area: *[insert: this could be broad subject area or a narrower statement of subject area]*

Working Group Charge: *To examine the obstacles to achieving [insert language related to larger Task Force goal and/or assigned subject area] and develop recommendations for effective policy solutions.*

Brief Overview of the Issue and Key Data: *[insert: what we know about the issue and supporting data]*

Possible Policy Solutions: *[insert: broad policy solutions discussed and considered]*

WORKING GROUP: PROCESS FOR DEVELOPING RECOMMENDATIONS

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

Formulate recommendations



Develop and discuss possible policy solutions



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

**STRATEGIC REGIONAL
ANALYSES
COMPARISONS:
DENVER & OAKLAND**

WHAT IS A STRATEGIC REGIONAL ANALYSIS?

- A Strategic Regional Analysis (SRA) is an analysis of public education data that looks to identify regional and citywide needs to inform decisions about existing or future schools.
 - It examines the data and information on existing gaps and needs with an eye toward the overall goals for students and for public education in the city.
- The following slides categorize the types of data analysis conducted in the Denver and Oakland Strategic Regional Analyses.

SRA STRUCTURE

Denver:

- 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

Oakland:

- Analysis based on 5 regions
- Included in the SRA:
 - Regions & Schools
 - Community Schools
 - Demographics & Enrollment
 - Attrition Transition
 - School Quality
 - School Choice
 - Feeder Patterns
 - Live/Go
 - Teacher Retention
 - Programs
- SRA supports Oakland’s “goal to ensure [they] are good stewards of our schools and are expanding our portfolio of quality schools.”
 - Equity and Access

CURRENT DEMAND ANALYSES – A LOOK AT THE DEMAND FOR PUBLIC EDUCATION TODAY, IRRESPECTIVE OF SECTOR

	Denver	Oakland
Enrollment	✓	✓
Average distance traveled	✓ (to access gifted programming, Pathways programming, first choice, etc.)	✓ (for neighborhood, first choice school, assigned school, & enrolled school)
Participation in school choice	✓ (by demographic, region, transition grade)	✓ (& when students apply; all schools require an application)
Capture rate		✓ (by region, overall, in transition grades)
Match rate	✓ (match rate: to first choice school)	✓ (match rate: to first choice school & where those schools are)
Live/Go & Boundary participation rates		✓ (by region & attendance area)
Demand for high-quality schools	✓	
Demand for specific programs	✓ (by region Pathways Programs, gifted)	✓ (current enrollment in programs by region)
Private school enrollment		
Current capacity	✓	

OAKLAND: CURRENT DEMAND ANALYSIS

Incoming Grade 6:

- The highest demand traditional entry grade middle schools are in the Northwest and East regions.
- The top 3 highest demand traditional entry grade middle schools have a demand rate above 200%.
- 3 of the highest demand traditional entry grade middle schools with incoming grade 6 demand rates above 100% are schools that offer extended 6-12 grade span.
- The traditional entry grade middle schools with incoming grade 6 demand rates below 50% are East region schools.

			First choice #	Enroll- ment	% Demand
Hillicrest**	6	Northwest	86	31	277.4%
Life	6	East	155	64	242.2%
CCPA	6	East	147	65	226.2%
Edna Brewer	6	Northwest	441	238	185.3%
Madison 6-12	6	East	171	126	135.7%
Montera	6	Northwest	283	232	122.0%
Claremont	6	Northwest	152	138	110.1%
WOMS	6	West	39	40	97.5%
UPA	6	East	104	112	92.9%
Westlake	6	West	58	79	73.4%
Roosevelt	6	Central	109	153	71.2%
Frick	6	East	46	70	65.7%
Bret Harte	6	Northeast	77	136	56.6%
Alliance	6	East	51	93	54.8%
ECP	6	East	58	118	49.2%
UFSA	6	East	51	107	47.7%
Roots	6	East	41	112	36.6%

SRA 2016-17 (04.14.2017)

- Example: School Choice analysis of “How much students choose”
- Percent demand calculated by dividing # of first choice applications by enrollment

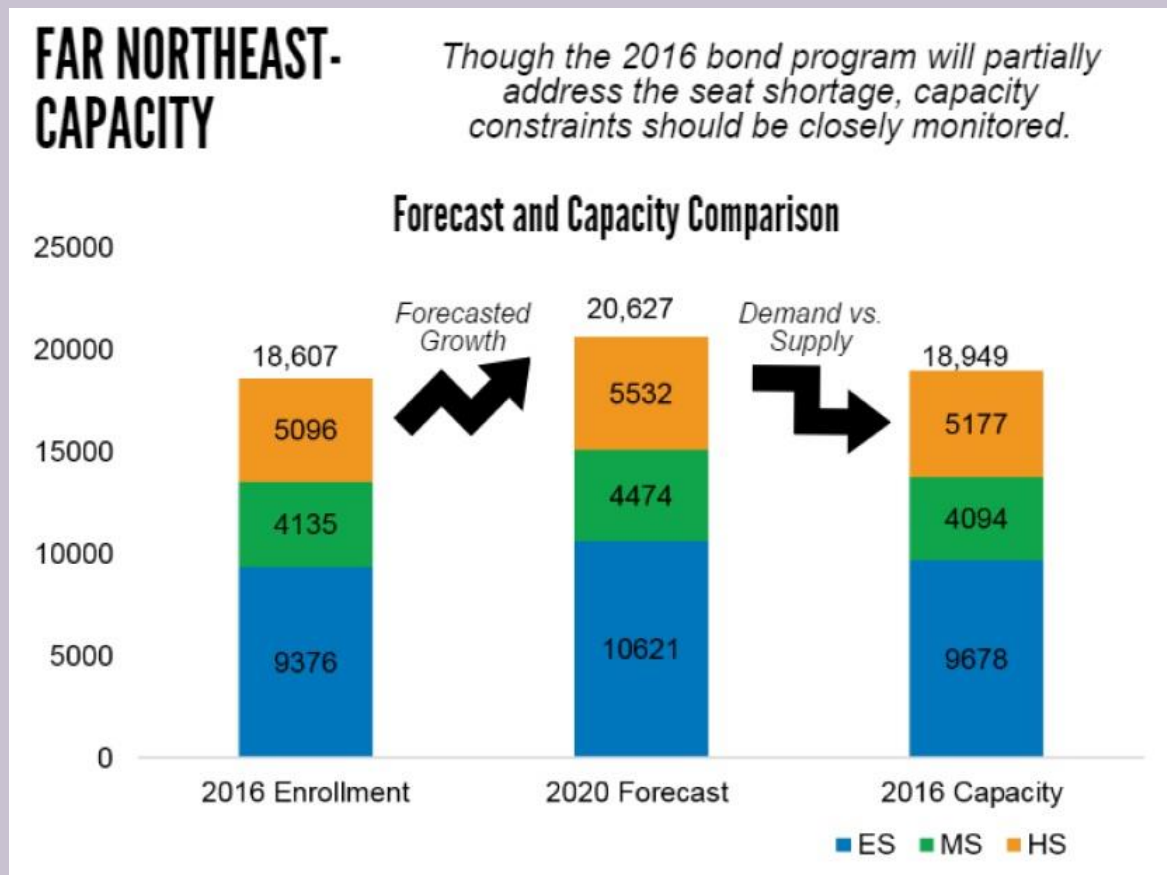
FUTURE DEMAND ANALYSES – A LOOK AT THE CHANGE IN ENROLLMENT OVER TIME

	Denver	Oakland
<i>Housing sector analysis</i>	✓ (considered in the overall framing of the SRA)*	
<i>Birth rate</i>	✓	
<i>Historic enrollment trends</i>	✓	✓ (looks at previous year's enrollment)
<i>Projected enrollment by school, region</i>	✓	✓ (by region, transition grade– includes projected increases/decreases by school and grade)
<i>Future seats needed v. seats funded in the future (current capacity v. future enrollment)</i>	✓	

*Grayed out to indicate that the analysis conducted in the indicated SRA only partially fits the bucket

EXAMPLE FROM DENVER: FUTURE DEMAND ANALYSIS

- Example: Forecast and Capacity Comparison for the Far Northeast region
- Looks at current enrollment, future enrollment, and current capacity
- Full SRA includes this analysis for each region and for Denver overall



TRANSITION ANALYSES—A LOOK AT WHERE STUDENTS GO WHEN MOVING FROM ELEMENTARY TO MIDDLE TO HIGH SCHOOL

	Denver	Oakland
<i>Feeder pattern analysis</i>		<p>✓</p> <p>(by region & live/go analyses by neighborhood and/or attendance zone)</p>
<i>Transition grade analysis</i>		<p>✓</p> <p>(Loss of students between PK to K, 5th to 6th, 8th to 9th)</p>
<i>Attrition rate over time</i>		<p>✓</p>

EXAMPLE FROM OAKLAND: TRANSITION ANALYSIS

VIII. Feeder Patterns: Incoming Grade 6

What regions are incoming grade 6 students coming from?

- Central (83%) and East (87%) region schools draw the highest share of their incoming grade 6 students from their own regions.
- Northeast region schools draw the lowest share (35%) of their incoming grade 6 students from their own region; and draw just over 26% of their incoming grade 6 students from schools in the East region.
- Northwest (47%) and West (46%) region schools draw just under half of their incoming grade 6 students from their own regions.
- West region schools draw a greater share (21%) than any other region of incoming grade 6 students from schools other than Oakland public schools.

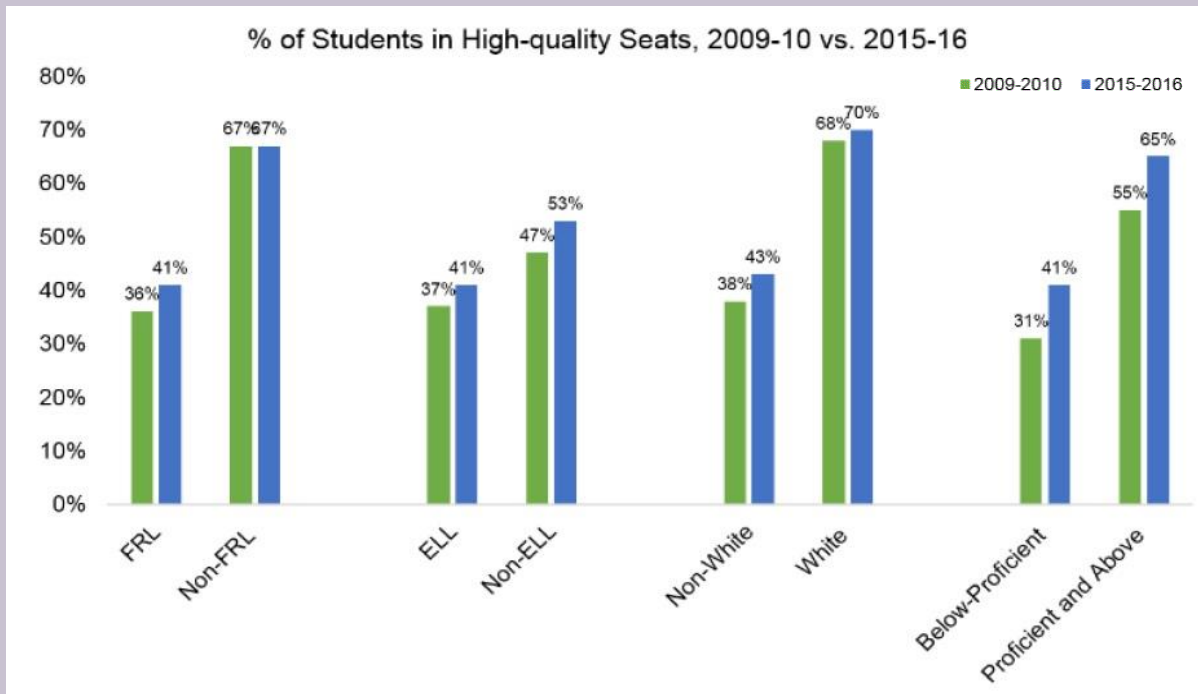


- Example: Incoming Grade 6 Feeder Patterns
- Citywide analysis of transition (grade 5 to 6)
- Looks at how regions are serving kids at the transition grades

STUDENT DEMOGRAPHIC ANALYSES – A LOOK AT MAKEUP OF CURRENT STUDENT POPULATION AND HOW STUDENTS ARE BEING SERVED

	Denver	Oakland
<i>Student population by region</i>	✓	✓
<i>Race/ethnicity, ELL-status by region, school, etc.</i>	✓	✓
<i>Demographic shifts over time by region</i>	✓	
<i>Student demographics by quality of seat</i>	✓ (analysis over time)	
<i>Students eligible for certain programming (off-track, at-risk, special education, etc.)</i>	✓ (including analysis by how many students are eligible for gifted programming and Pathways Programs v. seats available for those students)	✓
<i>Participation in school choice by race/ethnicity, ELL-status</i>	✓ (equity analysis)	

EXAMPLE FROM DENVER: STUDENT DEMOGRAPHIC ANALYSIS

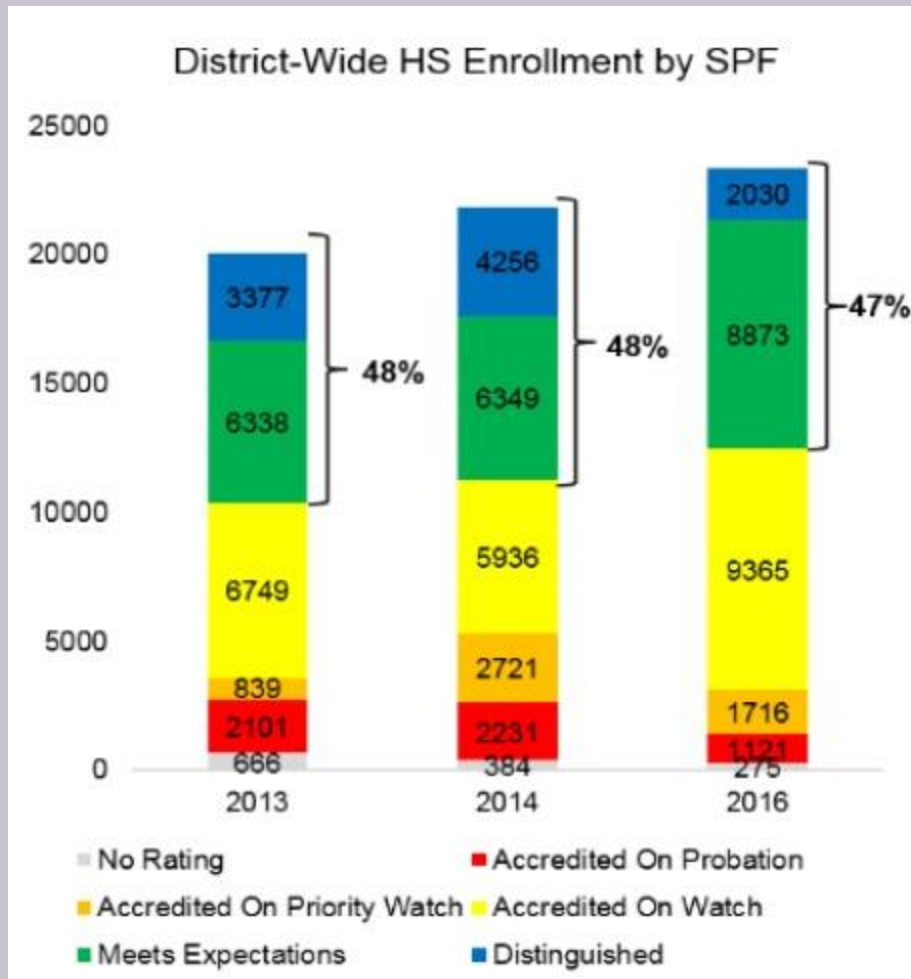


- Example: Percent of Students in High-quality Seats, 2009-10 v. 2015-2016
- Equitable access to high-quality seats has increased over time
- Access is still lower for many of the highest-need students

PERFORMANCE ANALYSES – A LOOK AT STUDENT ACCESS TO QUALITY SCHOOLS BASED ON COMMON ACCOUNTABILITY MEASURES

	Denver	Oakland
<i>School quality metric</i>	<p style="text-align: center;">✓</p> <p>(School Performance Framework used for charter schools and traditional schools)</p>	<p>✓ (School Quality Index recently replaced by common School Performance Framework)* Currently only available for district schools; SPF will be used for charter schools in the future</p>
<i>Number of high-quality schools by region</i>	✓	
<i>Trends in number of high-quality schools over time</i>	✓	
<i>Number of students enrolled in schools at the different performance ratings</i>	<p style="text-align: center;">✓</p> <p>(Includes trends over time)</p>	

EXAMPLE FROM DENVER: PERFORMANCE ANALYSIS



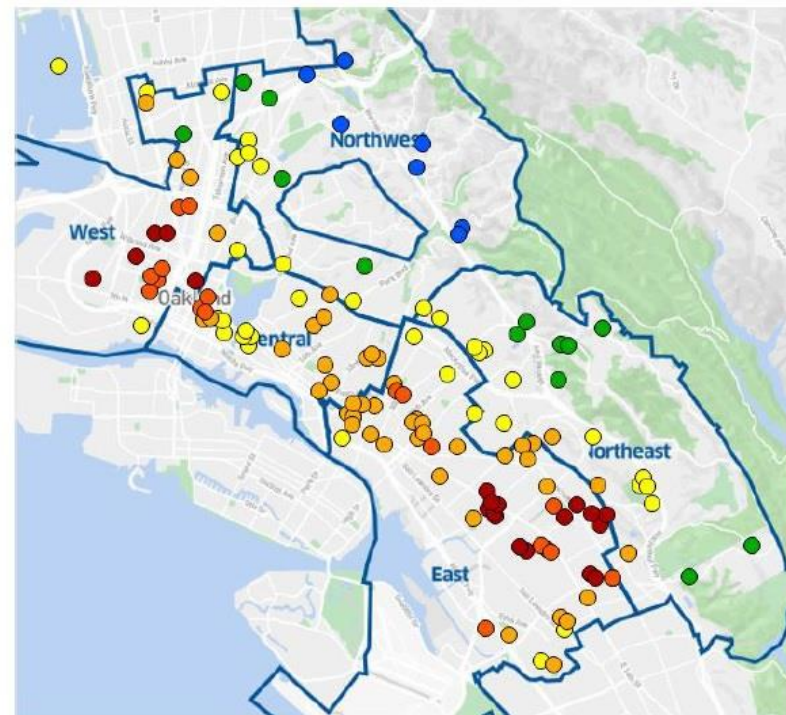
- Example: District-Wide High School Enrollment by School Performance Framework (SPF)
- Completed for elementary and middle schools as well
- Shows how many of the district's high schoolers are enrolled in high-performing schools (not broken out by sector)

ENVIRONMENTAL ANALYSES—A LOOK AT OTHER FACTORS AFFECTING SCHOOLS AND STUDENT ACCESS

	Denver	Oakland
<i>Environmental factor analysis</i>		✓ (includes environmental stress index that captures measures of violent crime, unemployment, residential vacancy, poverty rate, air quality, access to fresh food, number of liquor stores v. grocery stores)

EXAMPLE FROM OAKLAND: SCHOOL CLIMATE/ENVIRONMENTAL ANALYSES

- Example: Oakland Environmental Stress Index
- Examine neighborhood changes year to year
- Index measures violent crime, unemployment, residential vacancy, poverty rate, air quality, access to fresh food, number of liquor stores v. grocery stores



SRA Region	2013	2016	Change
Central	3.21	3.79	0.58
East	4.32	4.60	0.28
Northeast	2.90	2.79	-0.11
Northwest	1.73	1.81	0.08
West	4.47	4.48	0.01
Average Score	3.33	3.49	0.17

- Highest environmental stress scores for schools in West and East. West Region has the highest average score. Northwest has the lowest.
- .17 increase in average overall environmental stress score districtwide
- Marked increase in Central and East
- Decrease only in Northeast
- Stable in Northwest and West

CURRENT & FUTURE SUPPLY ANALYSES—A LOOK AT THE CURRENT NUMBER, LOCATION, AND QUALITY OF SEATS (AND THE FUTURE NEED FOR SEATS)

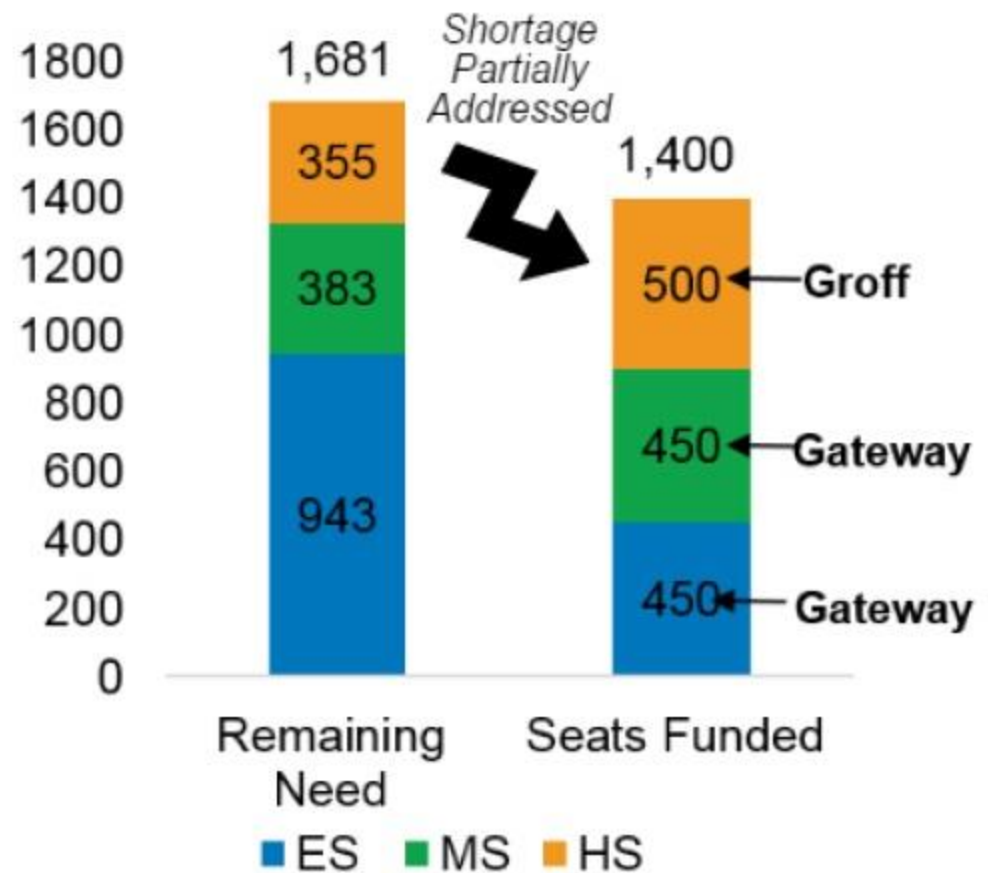
	Denver	Oakland
Number of seats and schools	✓ (includes all schools in a region in other analyses)*	✓ (change in number of schools over time)
Supply of seats for specific programs by region	✓ (regional “heat map” of demand v. supply of Pathways programs; number of special education seats over time)	✓ (School program count by program capacity, current enrollment, number of sites, program type)
Supply of seats by grade level and region		✓ (current capacity for seats by program)*
Supply of high-quality seats	✓ (based on seats offered & seats filled at each SPF level)	✓
Future seats needed v. seats funded in the future	✓	
Live/Go & Boundary participation rate		✓ (by region & attendance area; which schools students from outside that region students attend)
Average distance traveled	✓ (to access gifted programming, Pathways programming, first choice schools, etc.)	✓ (for neighborhood, first choice school, assigned school, & enrolled school)

*Grayed out to indicate that the analysis conducted in the indicated SRA only partially fits the bucket

EXAMPLE FROM DENVER: CURRENT & FUTURE SUPPLY ANALYSIS

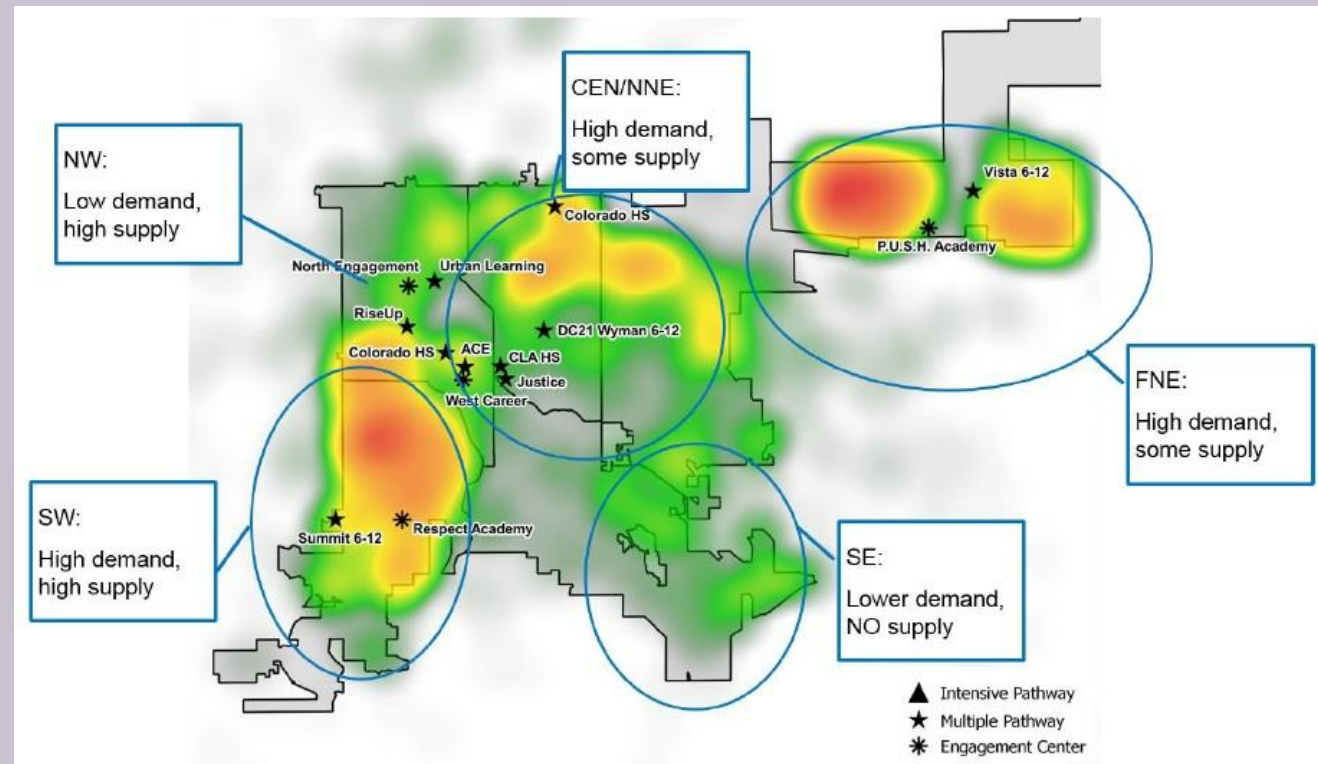
- Example: Far Northeast region of Denver Remaining Need v. Seats Funded
- Remaining need based on the 2020 enrollment forecast (current & future demand analysis)
- “Seats funded” come from planned campus expansions in the Far Northeast region of Denver

Remaining Need vs. Seats Funded





EXAMPLE FROM DENVER: CURRENT & FUTURE SUPPLY ANALYSIS

- Example: Regional Pathways Demand (& supply)
- Shows misalignment of supply and demand
- Some of the students who could be served at Pathways Programs are being served at their schools instead



FACILITY ANALYSES—A LOOK AT THE CURRENT STATE OF SCHOOL FACILITIES

	Denver	Oakland
<i>Facility conditions</i>		 (included in SRA 2015-2016)
<i>Utilization & capacity</i>	 (based on seats offered & seats filled at each SPF level)*	

*Grayed out to indicate that the analysis conducted in the indicated SRA only partially fits the bucket

EXAMPLE FROM DENVER: FACILITY ANALYSES

	Physical seats in pathways	Regional pathways candidates*
CEN	645	250
FNE	912	560
NNE	-	280
NW	1,306	298
SE	-	139
SW	679	630
Grand Total	3,542	2,157

Younger (2.2,3)

	Physical seats in pathways	Off-track students
CEN	645	64
FNE	628	86
NNE	-	52
NW	822	75
SE	-	24
SW	550	114
Grand Total	2,645	415

Older (4.1,4.2,5)

	Seats	Off-track students
CEN	113	186
FNE	284	474
NNE	0	228
NW	871	223
SE	0	115
SW	479	516
Grand Total	1,747	1,742

- Example: Pathways Supply vs. Demand
- Students eligible for Pathways Programs are students who are not on track to graduate on time
- This table looks at the physical seats for Pathways students vs. the number of eligible students by region

DISCUSSION

DISCUSSION QUESTIONS

- What are the benefits/drawbacks of having this type of analysis?
- How should it be used?

NEXT STEPS

APPENDIX: FOLLOW-UP DATA AND INFORMATION

DME WORKING ON THESE FOLLOW-UP QUESTIONS:

- Is there a commitment in Denver to a certain outcome from the enrollment zone policy?
- How do they draw the enrollment zones in Denver? Are these zone drawn based on old attendance zones or are they based on there being more schools in some areas than in others?
- What does Denver do about transportation since all of its schools are choice?
- What are examples of districts that have independent authorizers and frameworks/policies around coordinated opening/closing/siting for the traditional public and charter schools?
 - What are the student and district-wide outcomes for these districts?
 - What's the rate of increase in new charter school seat openings in these new cities?
 - What are the outcomes in these cities? How many schools has Philadelphia closed using its rightsizing policy?
- In districts with multiple authorizers, how are they making decisions about openings and closings across multiple authorizers?

DENVER ENROLLMENT ZONES

Goals/Outcomes

- Main goal when planning: great schools in every neighborhood
- Align enrollment zones with portfolio planning (i.e. planning with an eye toward existing “choice gaps”)
- Create enrollment zones where it is practical
- Consider walkability when drawing enrollment zones

Policies

- Students are guaranteed a seat in their enrollment zone
- Zones are drawn based on agreement to avoid “gerrymandering”
- Zones are designed to largely fill up with students living in that particular enrollment zone; designed to avoid having students cross zones to find schools that meet their needs

TRANSPORTATION IN DENVER

Student Eligibility:

- “Attend their boundary school and are outside of the schools’ no transport/walk zone.
- Attend a district-wide program with approved transportation.
- Have an Individual Education Plan (IEP) with transportation as a related service.”
- For students who “Choice” into a school outside of their boundary, they must fill out an Exception Form to access transportation services.

School Board Policy:

The following groups of students are eligible for transportation:

- “Students in kindergarten through grade five must reside more than one mile from their boundary school.
- Students in grade 6-8 must reside more than 2.5 miles from their boundary school.
- Students in grades 9-12 must reside more than 3.5 miles from their boundary school.”

APPENDIX: MAPPING CROSS- SECTOR CONCERNS

PCS perspective of the problem

DCPS perspective of the problem

- No transparency of information from each sector on how they decide to open, close, or locate schools
- Little to no advance notice so other sector can plan when other sector opens, closes, or locates.
- Lack of meaningful community engagement and input into the planning process

Public/community perspective of the problem

	DCPS	PCS	Students, Families, Communities
Shared Problems	<ul style="list-style-type: none"> No transparency of information from each sector on how they decide to open, close, or locate schools 		
	<ul style="list-style-type: none"> Little to no advance notice so other sector can plan when other sector opens, closes, or locates. <ul style="list-style-type: none"> Figuring out how to scale up models that are working for students. 		
Hopes	<ul style="list-style-type: none"> Continue to improve underperforming or under-enrolled and continue creating unique programming that appeals to families Provide quality by-right options to students Grow enrollment Responsive to demand (the need for seats in a given area) 	<ul style="list-style-type: none"> High-quality facilities in locations that make sense for the program Charters offer students a variety of high-quality educational models that align with the desires of communities and families Maintain core mission of serving students citywide High-performing schools with waitlists want to be able to grow 	<ul style="list-style-type: none"> High-quality schools located throughout the city available to all families Available programming that best meets the need of their children An understanding of why schools open or close
Fears	<ul style="list-style-type: none"> Loss of by-right neighborhood schools: cannot be forced to close schools Unchecked proliferation of charters undermines DCPS enrollment 	<ul style="list-style-type: none"> Loss of autonomy: central authority cannot tell charters where to locate or not locate Restrictions on growth: cannot set caps on opening more schools 	<ul style="list-style-type: none"> Limited high-quality school options that are not accessible to all Inefficient use of public resources
Perspective of Problem	<ul style="list-style-type: none"> Lack of coordination or forethought from PCSB leads to charters opening in areas that threaten and undermine DCPS neighborhood schools Need to keep vacant DCPS facilities for building modernization efforts (swing space) and in order to serve anticipated in boundary students 	<ul style="list-style-type: none"> Can't access vacant DCPS facilities Forced to secure facilities in the private market, which are sometimes not well-suited for school use DCPS won't or can't close underperforming or under-enrolled schools 	<ul style="list-style-type: none"> Closing neighborhood schools devastates communities more so than closing citywide schools Slowly draining schools hurts students in those schools Need authentic community engagement process for opening schools Lack of guaranteed access to new citywide schools when they are in close proximity to students' homes