Cardozo Feeder Pattern:
Middle School Engagement

Cardozo Education Campus
January 24, 2019

Agenda

- Process Overview

- Data Review

- Discussion

- Question & Answer

- Next Steps

Bathrooms are located in the hallway behind the atrium.

Please help yourself to the snacks on the table at the back.

What We Know

On October 26, 2018, the Mayor announced that Banneker HS would move to the Shaw site.

High Level Community Concerns

- Stakeholders want more engagement and transparency in process and planning decisions.

- Parents want predictable, quality K-12 feeder pathways; concerns with current secondary options for MS and HS.

- Stakeholders expected site to be used as a middle school, per the 2014 commitment to open a stand alone middle school on Shaw site.

Engagement Goals

We are committed to a comprehensive and meaningful process that engages all stakeholders.

The feedback from this process will inform a decision on if and when a new standalone middle school is needed in the Cardozo feeder pattern. We will:

- **Explore data trends** in Cardozo feeder pattern's current population and enrollment data

- **Discuss the approach** to middle school planning in the Cardozo feeder pattern

- **Gather feedback** to determine if or when a new standalone middle school is needed in the Cardozo feeder pattern

Stakeholders

Cardozo EC and Potential Feeder Families

Community Stakeholders

Impacted School Leaders

Timeline

Phase 1
- Share data, examine enrollment trends, and discuss planning considerations and trade-offs. Solicit ideas and feedback on what works and doesn't work with the current middle school options
- Citywide community meeting (1/24)

Phase 2
- Gather feedback on draft criteria for opening a new middle school and possible short-term programmatic enhancements for Cardozo
- School-level meetings: Feb 26 at Seaton ES and March 6 at Cleveland ES
- Online and targeted stakeholder engagement (March – April)

Phase 3
- Share updated criteria for opening a new middle school and possible short-term programmatic enhancements for Cardozo.
- Citywide community meeting April 25 at Garrison ES

Data Review

Preview: Discussion Questions

- We know data does not always tell the full story. **What is not captured by the data?**

- What are the **neighborhood and citywide benefits, challenges, and tradeoffs** to opening a standalone middle school?

- What is most important to you when considering **middle school options?**

Data Review

The following slides provide contextual data for the discussion on middle school planning in the Cardozo feeder pattern.

Feeder Elementary School Enrollment Trends

Boundary Participation and In-Boundary Enrollment in DCPS Middle Schools and Education Campuses

Population Forecasts and Private School Estimates

Site Distances from Cardozo Feeder Elementary Schools

Current and Projected Utilization of Cardozo Feeder Pattern

Feeder Elementary School Enrollment Trends

With the exception of Cleveland ES, enrollments at the elementary feeder schools have **increased** over the past three years, as have in-boundary enrollments.

	Ward	SY16-17 Enrollment	SY16-17 In Boundary %	SY17-18 Enrollment	SY17-18 In Boundary %	SY18-19 Enrollment	SY18-19[+] In Boundary %
Cleveland	Ward 1	321	31.5%	317	27.8%	304	not yet available
Garrison	Ward 2	253	36.8%	250	39.6%	277	39.5%
Ross	Ward 2	171	65.5%	174	73.6%	190	74.2%
Seaton	Ward 6	341	33.4%	371	36.1%	390	33.0%
Thomson*	Ward 2	314	55.1%	308	56.8%	331	56.2%

Source: OSSE Audited Enrollment, SY16-17 through SY18-19
Note: In-boundary enrollment is the number of enrolled in-boundary students divided by total enrollment. This is often used as a measure of demand.
[+]The SY18-19 in boundary % is based on a preliminary geocoded file; the % may be updated in the future based on a final file. Cleveland ES SY18-19 in boundary % is not yet available due to incomplete geocoding.

*Cardozo EC feeders include Cleveland, Garrison, Ross, and Seaton. Thomson ES currently has dual feeder rights to SWW @ Francis-Stevens and Jefferson. The Thomson rights may be reverted to the new stand-alone middle school if it is opened.

Middle School
Boundary Participation and In-Boundary Enrollment

On average, **DCPS middle schools** capture 24% of 6th-8th grade students living in boundary. Deal (79%) and Hardy (39%) have the highest boundary participation rates.

School	Boundary Participation[1] SY17-18	In Boundary Enrollment[2] SY17-18
Brookland MS	17%	56%
Columbia Heights EC	17%	49%
Deal MS	79%	70%
Eliot-Hine MS	10%	19%
Hardy MS	39%	27%
Hart MS	18%	76%
Jefferson MS	23%	30%
Johnson MS	18%	57%
Kelly Miller MS	16%	80%
Kramer MS	10%	66%
McKinley MS	15%	34%
Sousa MS	17%	68%
Stuart-Hobson MS	37%	25%
Average	**24%**	**51%**

Example: Brookland MS

- # of 6th-8th grade students living in the Brookland MS boundary: **796**
- # of students living in-boundary and attending Brookland MS: **133**
- Brookland MS Enrollment: **238**

Boundary Part. Rate: 133/796=**17%**
In-Boundary Enrollment: 133/238=**56%**

Source: OSSE Audited Enrollment, SY17-18

[1] Boundary participation rate is the % of grade-specific public school students living in each DCPS school's boundary who attend the school. The numerator is the number of in-boundary students attending the school and the denominator is all public (DCPS and public charter) grade-specific students living in the boundary.
[2] In-boundary enrollment is the number of students attending the school who live in the boundary divided by the school enrollment. The numerator is the number of in-boundary students attending the school and the denominator is the number of students enrolled at the school.

Education Campus
Boundary Participation and In-Boundary Enrollment

On average, **DCPS education campuses** capture 25% of students living in boundary. Oyster-Adams (78%) and School Without Walls at Francis-Stevens (42%) have the highest boundary participation rates.

DCPS Education Campuses	Boundary Participation Rate SY17-18	In Boundary Enrollment SY17-18
Brightwood Education Campus	33%	77%
Browne Education Campus	17%	52%
LaSalle-Backus Education Campus	15%	53%
Leckie Education Campus	33%	35%
Oyster - Adams Bilingual School	78%	48%
Raymond Education Campus	23%	53%
School Without Walls @ Francis - Stevens	42%	35%
Takoma Education Campus	33%	58%
Truesdell Education Campus	28%	59%
Walker-Jones Education Campus	27%	60%
West Education Campus	19%	52%
Wheatley Education Campus	17%	58%
Whittier Education Campus	15%	63%
Average	**25%**	**55%**
Cardozo Education Campus (6-8th) (9-12th)	(12%) (20%)	(24%) (43%)

Source : OSSE Audited Enrollment, SY17-18

[1] Boundary participation rate is the % of grade-specific public school students living in each DCPS school's boundary who attend the school. The numerator is the number of in-boundary students attending the school and the denominator is all public (DCPS and public charter) grade-specific students living in the boundary.

[2] In-boundary enrollment is the number of students attending the school who live in the boundary divided by the school enrollment. The numerator is the number of in-boundary students attending the school and the denominator is the number of students enrolled at the school.

Current Public School Middle Grade Student Population

The number of middle school aged children living in surrounding neighborhoods is relatively low compared to other parts of the city.

| Potential Feeder Schools	# 6th-8th grade public school students living in boundary
Cleveland ES	92
Garrison ES	124
Ross ES	19
Seaton ES	146
Thomson ES	97
Total	478 students

Source: SY17-18 Audited Enrollment
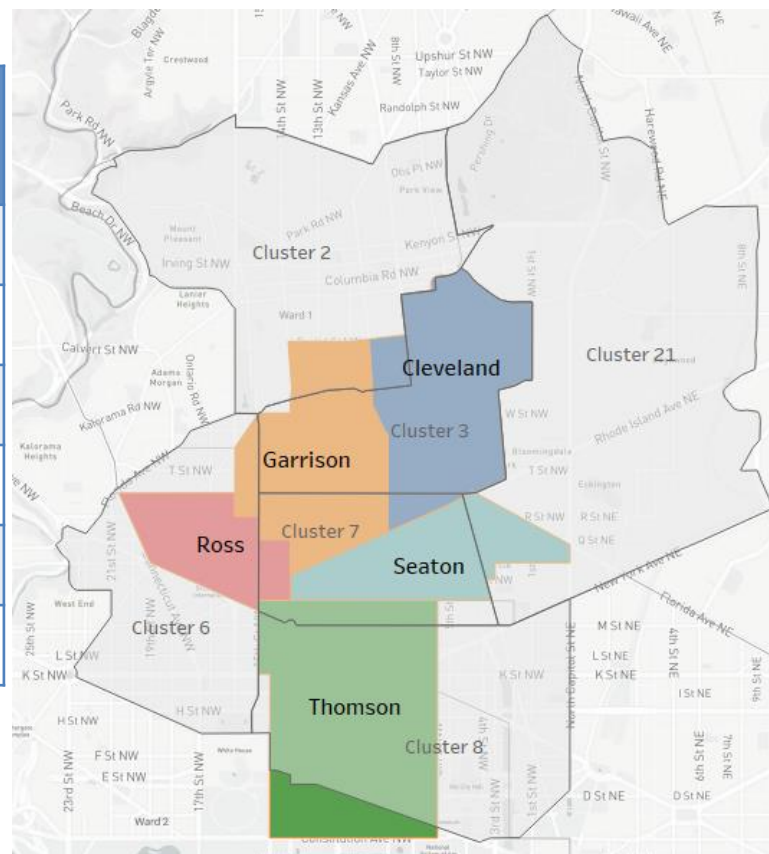
Population Forecasts

The number of middle school aged children estimated to live in surrounding neighborhoods in 2020 and 2025 is relatively low compared to other parts of the city.

# children ages 11-13	Estimated 2020		Estimated 2025	
Total Cluster 3 and 7	415		503	
Partial Clusters 6 and 8	Avg of 1/3 & 1/2	1/2	Avg of 1/3 & 1/2	1/2
	127	153	152	183
Estimate in New MS Boundary	~540, possibly as high as ~570		~650, possibly as high as ~690	
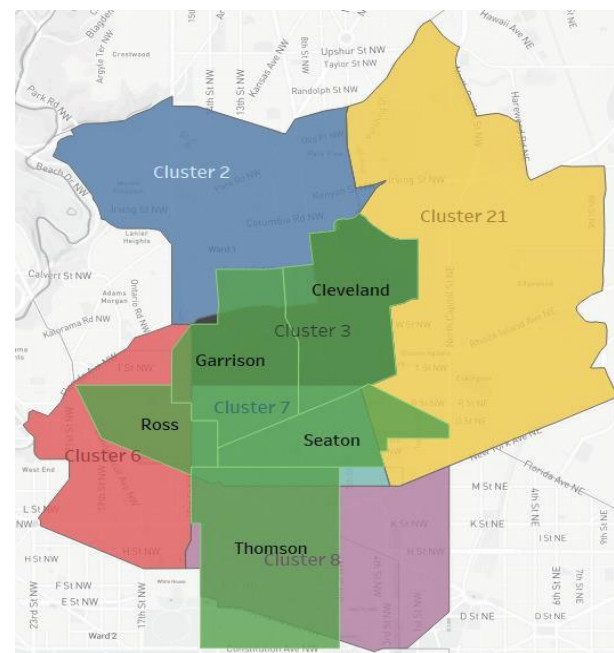
Source: DC Office of Planning Forecasts
Note: The total # of children ages 11-13 in Clusters 6 and 8 is 306 in 2020 and 365 in 2025. Estimates have been rounded.

Methodology
DC Office of Planning provides single-age population forecasts at the neighborhood cluster level. DCPS school boundaries and neighborhood clusters are not perfectly aligned, so the following describes the process DME used to estimate the future middle school-aged population. Clusters 3 and 7 are almost completely within the area of the 5 feeder school boundaries (shown on the map in green); Clusters 6 and 8 are partially within the boundaries. Clusters 2 and 21 are only minimally overlapping the boundaries and are not included. DME summed OP forecasts for all children ages 11-13 in clusters 3 and 7 (near complete overlap), and the average of one-third and one-half of the forecasted number of children ages 11-13 in clusters 6 and 8 (partial overlap) to calculate an estimate of children in the boundary. The estimate is based on the total forecasts for clusters 3 and 7 added to the smaller proportion for clusters 6 and 8; the higher estimate is derived using the total forecasts for clusters 3 and 7 plus half of the forecasts for clusters 6 and 8.

Private School Estimates

In 2016, the American Community Survey (ACS) estimates with 90% confidence that between 10.5% and 13.4% of students in nursery school/preschool through grade 12 attended private school. The middle point or average is 12.0%. The 2016 1-year ACS estimate is statistically lower from both the 2005 and the 2010 estimates (the 2005 and 2010 are not statistically different from one another).

Percent of Nursery School/Preschool through Grade 12 Students Enrolled in Private School

Source: American Community Survey, 1 Year Estimates (2005, 2010, 2016) for all students enrolled in nursery school/preschool through grade 12
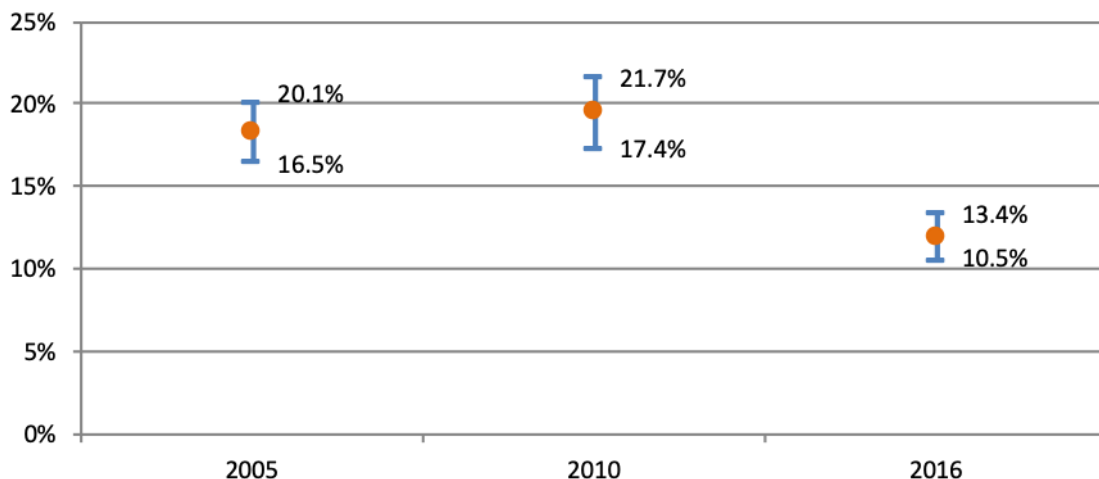
How to read the graphic:

- The average estimate is the orange circle.
- The margin of error is the blue bar above and below the average.
- The margin of error is used to calculate the lower and upper confidence bounds (using a 90% probability) that the survey estimate contains the true value. The larger the margin of error, the wider the range of what the true value may be. For example, one can be 90% confident that the true share of all school-aged students that attended private school was between 13.4% and 10.5% in 2016.

Distance from Cardozo Elementary School Feeders

The following nearby buildings are within a mile of one another. Distances between individual students and the four sites are calculated using Washington, DC streets and roads (not as the crow flies). Average and median distances are provided.

Buildings	Average Distance in Miles from Students Living in 5 Potential Feeders	Median Distance in Miles from Students Living in 5 Potential Feeders
Banneker	1.1	1.2
Cardozo	1.0	1.1
Garnett-Patterson	0.7	0.8
Shaw	0.6	0.6

Source: OSSE Audited Enrollment, SY17-18
Note: Distances between public school students from SY17-18 living in the five potential elementary school feeders (Cleveland, Garrison, Ross, Seaton, and Thomson) were calculated between the student's home and each of the potential four sites.

Cardozo EC Estimated to have Capacity in the Future

The current and projected utilization of Cardozo EC (grades 6-12) shows that there is adequate space for expanded middle school grades that would feed into Cardozo.

School Name	School Year	Capacity	Enrollment	Capacity Minus Enrollment	Utilization
Cardozo EC	SY2017-18	1,070	788	282	73.6%
	SY2022-23	1,070	801	269	74.9%
	SY2027-28	1,070	924	146	86.4%

Source: DC Public Education Master Facilities Plan 2018, Appendix A.20
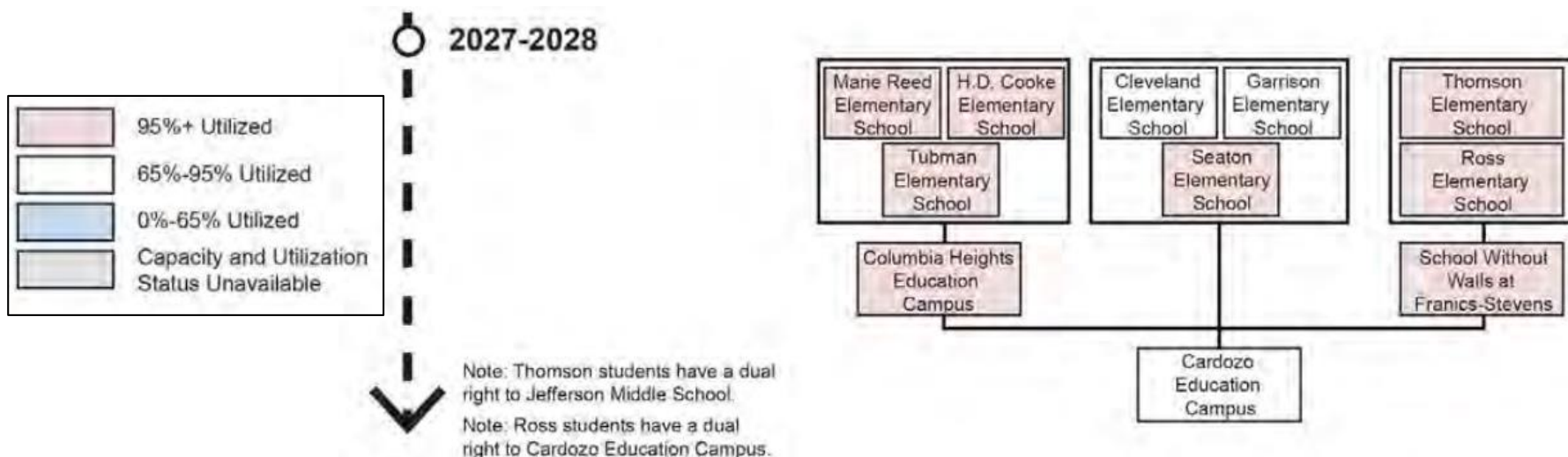
Source: DC Public Education Master Facilities Plan 2018, Appendix A.23

In Boundary Enrollment Modeling

Do forecasted population numbers support reopening a stand-alone middle school? A stand-alone MS would need to rely on attracting children from other parts of the city.

- Applying Washington, DC's private school rate to forecasted population
  - Year 2020: 570 – (570 x 12%) = 502 public school 11-13 year olds living in neighborhoods
  - Year 2025: 690 – (690 x 12%) = 607 public school 11-13 year olds living in neighborhoods

- Applying DCPS's <u>average</u> boundary participation rate to the forecasted middle school population for the neighborhoods
  - Year 2020: 24% x 502 = 120 in boundary students
  - Year 2025: 24% x 607 = 146 in boundary students

- Applying one of DCPS's <u>higher</u> boundary participation rates to the forecasted middle school population for the neighborhoods
  - Year 2020: 39% x 502 = 196 in boundary students
  - Year 2025: 39% x 607 = 237 in boundary students

Discussion

Discussion Protocol

- Discussion questions can be found on each table's chart paper and will be projected

- Please identify one person at your table to record on the chart paper (each chart paper will be publicly shared afterwards)

- DCPS and DME staff will rotate to support conversations

Discussion Questions

- We know data does not always tell the full story. **What is not captured by the data?**

- What are the **neighborhood and citywide benefits, challenges, and tradeoffs** to opening a standalone middle school?

- What is most important to you when considering **middle school options?**

Question and Answer

Question and Answer

Go to www.sli.do on a phone, tablet, or laptop.

Enter code **cardozo**

Submit **1 or 2 ques**tions from your group that you want to discuss further.

Read others' questions and **"like"** the ones that resonate.

Next Steps and Feedback

Next Steps

- Today's meeting notes and materials will be posted at: DCPS School Planning Blog

- Other Upcoming Engagements
  - School-Level meetings for parents and staff of Cardozo, Cleveland, Garrison, Ross, Seaton, and Thomson:
    - Feb 26 at Seaton ES, 6-8PM
    - March 6 at Cleveland ES, 6-8pm
  - March-April: Online and Targeted Engagement
  - April 25: Community Meeting at Garrison ES

- Please email us at dcps.planning@dc.gov with any feedback or questions

Feedback

The ideal planning process is transparent and predictable for stakeholders.

Please take a moment to share your feedback with us so that we can ensure the engagement process achieves this moving forward.