



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Cardozo Feeder Pattern: Middle School Engagement

Seaton ES - Feb. 26, 2019
Cleveland ES - Mar. 6, 2019



Agenda

- Process Overview
- Data Review
- Draft Criteria
- Discussion
- Next Steps



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



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
- 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
- Citywide community meeting April 25 at Garrison ES

What We Have Heard So Far

- In considering middle school options, key themes are **a cohesive and diverse feeder pattern, a quality school program, and location and facilities.**
 - Stakeholders want a school that creates a strong bridge that builds on success at elementary level and feeds into a high-quality high school
 - Stakeholders value the diversity of their schools and want an option that leverages this strength
 - Stakeholders want a program that is responsive to student needs and interests and provides options, especially in electives and extracurriculars
 - Stakeholders support investment in the improvement of Cardozo EC and are concerned that resources (staff, funding, space) are spread too thin in current model.
 - Stakeholders want a location that is walkable/bikeable, has recreational and green space, and is a well-maintained, high-quality facility



Data Review

Middle School Feeder Capture Rates

Feeder capture rates compare the number of feeder school students a middle school enrolls in 6th grade to the total number of students who were enrolled in feeder schools in 5th grade the previous year. DCPS' overall middle school capture rate increased 3% in 2018 to 47%.

Feeder Pattern	2018 MS Feeder Students Captured	2017 MS Feeder Students Captured
Brookland Middle School	42/63 (67%)	30/76 (39%)
Deal Middle School	369/467 (79%)	336/439 (77%)
Eliot-Hine Middle School	54/120 (45%)	35/106 (33%)
Hardy Middle School	114/240 (48%)	66/236 (28%)
Hart Middle School	78/211 (37%)	83/198 (42%)
Jefferson Middle School	81/201 (40%)	40/148 (27%)
Johnson Middle School	52/136 (38%)	52/113 (46%)
Kelly Miller Middle School	138/290 (48%)	87/248 (35%)
Kramer Middle School	43/251 (17%)	36/214 (17%)
MacFarland Middle School	147/407(36%)	-
McKinley Middle School	36/90 (40%)	30/59 (51%)
Sousa Middle School	43/172 (25%)	44/191 (23%)
Stuart-Hobson Middle School	139/181 (77%)	118/160 (74%)
Total D.C. Public Schools MS	1,336/2,829 (47%)	957/2,188 (44%)

Source: SY16-17, SY17-18 & SY18-19 Audited Enrollment

Note: In this chart, the numerator is the sum of students in 6th grade who attended a geographic feeder school for 5th grade; the denominator is the total number of 5th grade students enrolled at all geographic feeder schools in 5th grade in the year prior.

Other Feeder Capture Rates

DCPS calculates both in-school re-enrollment rates and feeder capture rates for several education campuses. Cardozo captures few geographic feeder students in 6th and 9th grades.

School Name	6 th grade Capture	9 th Grade Capture
Cardozo EC (6-12)	12/97 (12%)	In-school Re-enrollment 38/55 (69%)
		Geographic Feeders Less than 10 of 135
CHEC MS (6-8)	66/159 (42%)	N/A
School Without Walls @ Francis – Stevens	In-school Re-enrollment 37/44 (84%)	N/A
	Geographic Feeders 16/44 (36%)	

Example: Cardozo EC 9th Grade

- In SY18-19 Cardozo re-enrolled 38 (69%) of the 55 students enrolled in 8th grade at Cardozo EC in SY17-18
- In SY18-19 Cardozo captured fewer than 10 of the 135 students enrolled in 8th grade at geographic feeder schools in SY17-18

CHEC MS and Cardozo EC do not offer 5th grade and therefore do not have a re-enrollment rate for 6th grade. CHEC HS (9-12) is a selective school and does not have geographic feeder schools; CHEC MS feeds Cardozo EC for 9th grade.

Source: SY17-18 & SY18-19 Audit Files

Feeder student capture rates were calculated by dividing the sum of feeder students enrolled at the geographic destination school by the total number of students enrolled in the terminal grade at the feeder schools the previous year. Re-enrollment rates were calculated by dividing the sum of students in a grade (6th or 9th in this chart) that were enrolled in the same school the previous year by the total number of students enrolled in the previous grade in the previous year.

4th to 5th Grade Re-Enrollment in Feeder Elementary Schools

4th to 5th grade re-enrollment rates increased at nearly all feeder elementary schools from 2017 to 2018.

School Name	SY17-18 4 th Grade Enrollment	SY18-19 # Re-enrolled in 5 th Grade	SY18-19 % 4 th to 5 th Grade Re-enrollment	SY16-17 4 th Grade Enrollment	SY17-18 # Re-enrolled in 5 th Grade	SY17-18 % 4 th to 5 th Grade Re-enrollment
Cleveland ES	45	35	78%	37	23	62%
Garrison ES	26	22	85%	28	17	61%
Ross ES	26	19	73%	23	11	48%
Seaton ES	47	38	81%	30	26	87%
Thomson ES	45	35	78%	42	28	67%
Total	189	149	79%	160	105	66%

Source: SY16-17, SY17-18 & SY18-19 Audit Files

Note: 4th to 5th grade re-enrollment rates were calculated by dividing the sum of students in 5th grade that were enrolled in the same school for 4th grade in the previous year by the total number of students enrolled in 4th grade in the previous year.

Middle School Feeder Cohorts

The Kindergarten cohort currently of the five potential feeder schools enrolls 42 more students than the current 5th grade class.

Feeder Pattern	2018 # Students in Feeder 5 th Grade Cohort	2018 # Students in Feeder 4 th Grade Cohort	2018 # Students in Feeder Kindergarten Cohort	Difference in 4 th to 5 th Grade	Difference in Kinder to 5 th Grade
Brookland Middle School	74	100	105	+26	+31
Deal Middle School	439	513	547	+74	+108
Eliot-Hine Middle School	117	129	152	+12	+35
Hardy Middle School	233	306	342	+73	+109
Hart Middle School	157	183	170	+26	+13
Jefferson Middle School	169	203	280	+34	+111
Johnson Middle School	136	139	129	+3	-7
Kelly Miller Middle School	307	247	304	-60	-3
Kramer Middle School	250	234	224	-16	-26
MacFarland Middle School	412	421	458	+9	+46
McKinley Middle School	67	87	84	+20	+17
Sousa Middle School	216	200	166	-16	-50
Stuart-Hobson MS	192	215	207	+23	+15
Potential New Cardozo MS	162	185	204	+23	+42

Source: SY18-19 Audit File

Middle School 6th Grade Class by Boundary and Feeder

In most cases, DCPS middle schools enrolled the majority of their 6th grade class from feeder schools, followed by out-of-boundary students.

2018-2019 6th Grade Enrollment by Feeder and Boundary

Feeder Pattern	Feeder Enrollment	New In-Boundary	New Out-of-Boundary	6th Grade Enrollment
Brookland Middle School	42 (43%)	17 (18%)	38 (39%)	97
Cardozo Education Campus	12 (29%)	N<10	N<10	42
Deal Middle School	369 (77%)	72 (15%)	37 (8%)	478
Eliot-Hine Middle School	54 (53%)	N<10	N<10	101
Hardy Middle School	114 (70%)	16 (10%)	33 (20%)	163
Hart Middle School	78 (63%)	28 (23%)	17 (14%)	123
Jefferson Middle School	81 (59%)	11 (8%)	46 (33%)	138
Johnson Middle School	52 (51%)	20 (20%)	30 (29%)	102
Kelly Miller Middle School	138 (67%)	46 (22%)	21 (10%)	205
Kramer Middle School	43 (61%)	N<10	N<10	71
MacFarland Middle School	147 (70%)	N<10	N<10	210
McKinley Middle School	36 (54%)	N<10	N<10	67
Sousa Middle School	43 (51%)	18 (21%)	23 (27%)	84
Stuart-Hobson MS	139 (77%)	26 (14%)	15 (8%)	180
Total	1,348 (65%)	291 (14%)	422 (20%)	2,061

Source: SY17-18 & SY18-19 Audit File

N<10 designates a group with less than 10 In- or Out-of-Boundary students. To prevent potentially providing identifying information, both In- and Out-of-Boundary groups have been removed when one group contains less than 10 students.

Feeder Enrollment Modeling


How many students might a new middle school capture from the feeder schools?

Scenario 1: Applying Feeder Capture Rates to Current 5th Grade Cohort

Capture Rate Applied	Total Students in 5 th Grade	Number Students Captured
Low - 40%	162	65
DCPS Overall - 47%		76
High – 79%		128

Scenario 2: Applying Feeder Capture Rates to Current Kindergarten Cohort

Capture Rate Applied	Total Students in K	Number Students Captured
Low - 40%	204	82
DCPS Overall - 47%		96
High – 79%		161



DRAFT Middle School Criteria and Considerations

Preview: Discussion Questions

- ❖ Reviewing the list of criteria and considerations, which stand out to you as the highest priority?
- ❖ What is missing from this list?
- ❖ What does DCPS need to put in place for you to commit to attending middle school in the Cardozo feeder pattern?

DRAFT Criteria and Considerations

To decide whether or not to open a new middle school, DCPS developed the following draft list of criteria and considerations that focus on key themes of programming, facilities, resources, and demand.

- ❖ Through in-boundary participation, feeder school capture, and out-of-boundary seats, there is sufficient potential enrollment and demand across grades 6th-8th.
- ❖ Projected student enrollment aligns to the budget needed for adequate staffing and resources to support robust programming for both middle school and high school levels
- ❖ Equitable and efficient use of city resources
- ❖ Opportunity to strengthen DCPS feeder pathways
- ❖ Available site/building has core middle school program spaces and sufficient capacity for projected enrollment



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
- We will do a share-out after table discussions

Discussion Questions

- ❖ Reviewing the list of criteria and considerations, which stand out to you as the highest priority?
- ❖ What is missing from this list?
- ❖ What does DCPS need to put in place for you to commit to attending middle school in the Cardozo feeder pattern?



Next Steps and Feedback

Next Steps

- Today's meeting notes and materials will be posted at: [DCPS School Planning Blog](#)

- Other Upcoming Engagements
 - March-April: Online and Targeted Engagement
 - Focus groups for Mandarin and Spanish-speaking families in March
 - Online survey for wider community late March-April
 - April 25: Community Meeting at Garrison ES

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

Feedback



Please take a moment to complete the exit ticket so that we can consider your feedback as we continue the engagement process.