DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Cardozo Feeder Pattern: Middle School Engagement

Garrison Elementary School
April 25, 2019

Agenda

- Process Overview

- Cardozo EC Update

- Survey Results and Feedback

- Criteria and Considerations

- Discussion

- Next Steps

Tonight's Goals

- Review highlights and takeaways from the online survey and engagement process

- Share and discuss updated criteria and considerations for opening a new middle school

- Outline next steps

Engagement Process

Our Goals for this Process

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
- 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

Cardozo EC Improvement Update

As a Comprehensive School, Cardozo EC will receive Targeted Interventions tailored to school needs, combined with Connected Schools resources.

Targeted Interventions are intensive supports that promote effective foundational systems and structures that align to the DCPS Pathway to Excellence, respond to findings from our Needs Assessment process, and complement major DCPS initiatives, including school CSPs.

Increase a school's capacity to **address the Instructional Core**;

Are significantly **more frequent and individualized for the school** than standard DCPS supports;

Empower school leaders, staff, and community members to **establish and manage clear, consistent, schoolwide improvement systems** and strategies;

Provide **ongoing evidence-based professional development** and implementation support for multiple years;
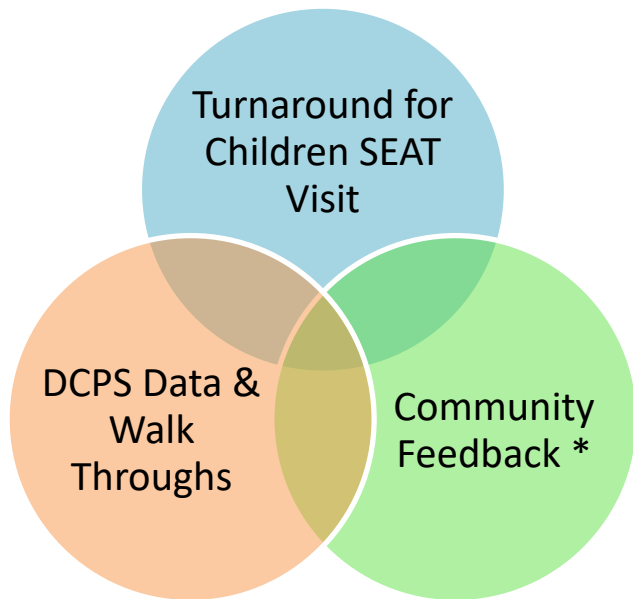
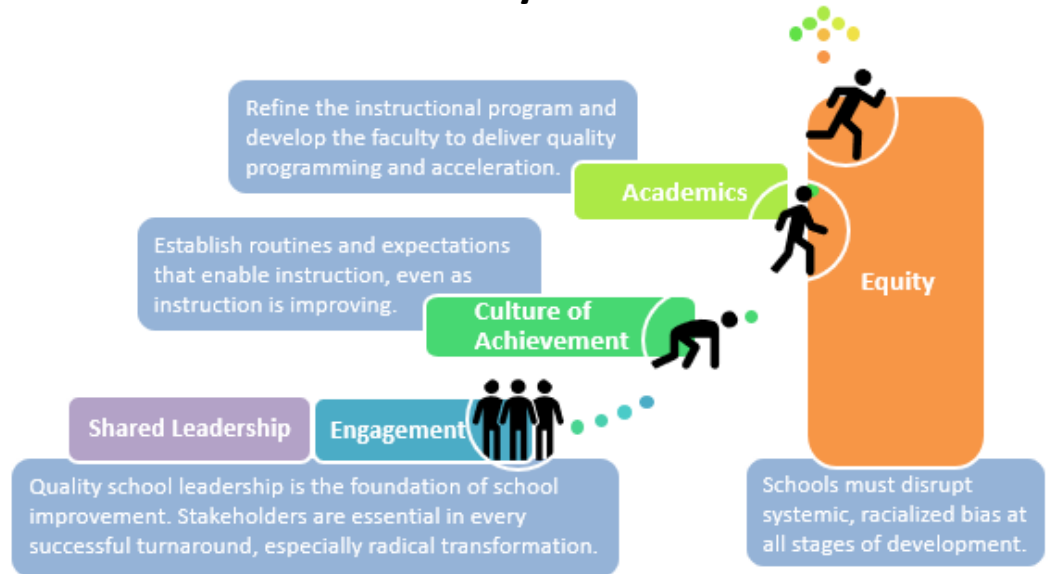Leverage the schools' **status-based funding**.

Targeted Interventions are determined by each school's findings identified in the needs assessment.

School leaders & Instructional Superintendents have provided input and recommendations throughout the needs assessment process.

Needs Assessment Components

Pathway to Excellence

* Community feedback & student feedback groups are directly supported by DCPS Central Office Staff in 8 Comprehensive Schools.

DCPS Connected Schools: The Model

1	**2**	**3**	**4**	**5**
Schools leverage **Connected Schools Manager**, a FTE employed by DCPS, towards school-wide goals.	Schools **authentically partner with community** to ensure student, staff and family voice drives school strategy.	Schools formalize comprehensive **Student Support Systems** so that all students can access resources and opportunities.	Schools become **Neighborhood Hubs** to serve as a "one-stop shop" for families to connect to services.	Schools are **Healing Centered** and have the structures and culture in place to recognize and heal trauma.

What this means for Cardozo EC

What are we planning?

- Participation in Connected Schools Initiative
- Additional Assistant Principal positions to focus on culture and instruction for middle grades and language learners
- Whole-faculty investment in coaching and professional development OR City Year corps members to support instruction

Why?

- We've heard clearly from the Cardozo community about the need to give the Middle School and International Academy students dedicated instructional leadership
- There's an extensive research basis about the impact of distributed instructional leadership on student achievement
- We're pairing leadership resources with attention to creating a culture that leverages the diverse and dynamic community
- We expect this to drive improvement at all grade levels

Survey Results and Feedback

Each school in the Cardozo EC feeder pattern is represented in the results

There were 246 individuals who responded to the survey. There were additional responses from outside the Cardozo EC feeder pattern that came from mostly NW DC, as well as a handful from Ward 5 and Capitol Hill.
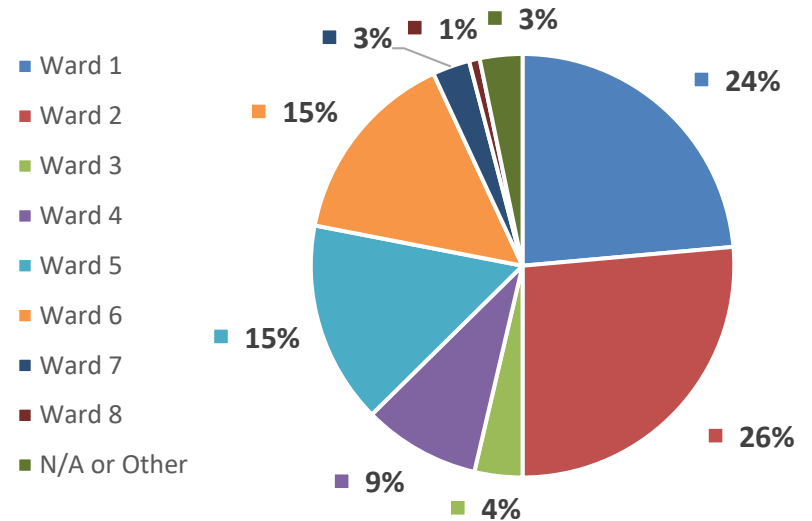
School	# of Responses*	Percentage of Cardozo EC Feeder Pattern Responses	Percentage of all Responses**
Cardozo EC	23	10%	8%
Cleveland ES	33	14%	12%
Garrison ES	58	25%	21%
Ross ES	32	14%	11%
Seaton ES	62	27%	22%
Thomson ES	17	7%	6%
Total Cardozo Feeder Pattern	225	-	81%
Other DCPS Schools	37	-	13%
Charter Schools	2	-	<1%
Private, Other	4	-	1%
N/A	11	-	4%
Overall Total	279	-	-

*Respondents could select more than one school affiliation. This means the overall total responses will exceed the # of people who took the survey.
**Percentages are rounded to the nearest whole percentage

Parents/Guardians are overwhelmingly represented among all survey respondents

All 8 wards were represented with the larger portions coming from Wards 1, 2, 5, and 6.

Legend (left pie chart):
- Parents and Guardians
- Central Office Staff
- Students
- Community Member
- Govt/Elected Official
- Other
- School Staff

Left pie chart values: 74%, 13%, 1%, <1%, 2%, 4%, 6%

Legend (right pie chart):
- Ward 1
- Ward 2
- Ward 3
- Ward 4
- Ward 5
- Ward 6
- Ward 7
- Ward 8
- N/A or Other

Right pie chart values: 24%, 26%, 4%, 9%, 15%, 15%, 3%, 1%, 3%
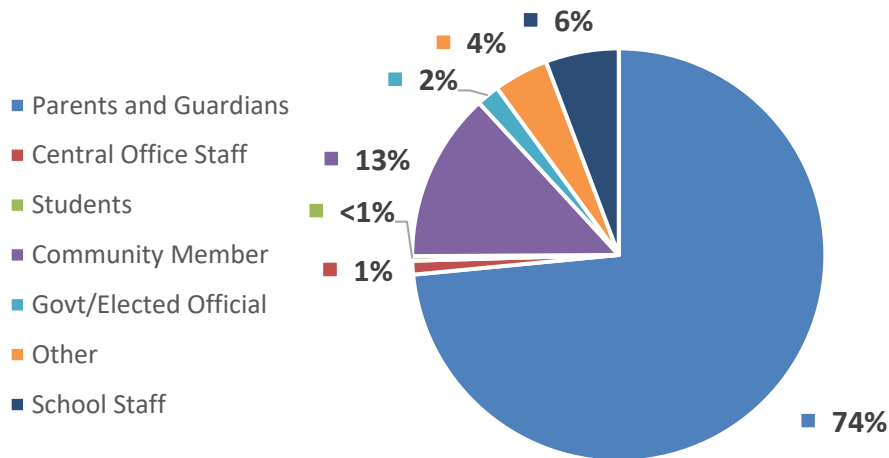
What is your role/connection to DCPS?	# of Responses
Parent/Guardians	205
Central Office Staff	3
School Staff	16
Students	1
Community Member	37
Government/Elected Official	5
Other	12

Ward	# of Responses
Ward 1	58
Ward 2	65
Ward 3	9
Ward 4	22
Ward 5	38
Ward 6	37
Ward 7	7
Ward 8	2
N/A or Other	8

Note: Respondents could select more than one role/connection to DCPS.

Most respondents have Elementary School or 0-5 aged children

The overwhelming majority of respondents reported that they currently have children who are younger than middle school age.

What grade level are your children/students?	# of Responses/ Children
Not yet school aged	35
Pre-K	82
K-5 (Elementary)	139
6-8 (Middle School)	26
9-12 (High School)	11
Alum/Graduate	5
NA	18
Total	316*
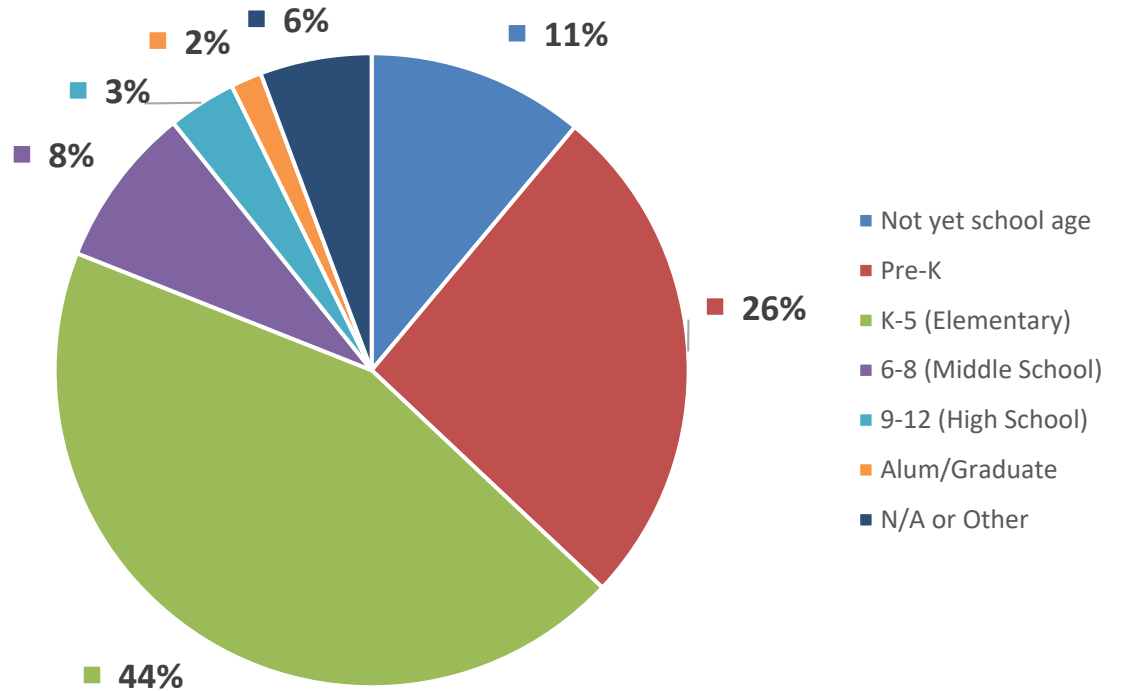
*There were 246 total survey respondents and 316 total children/students represented through question

- Not yet school age
- Pre-K
- K-5 (Elementary)
- 6-8 (Middle School)
- 9-12 (High School)
- Alum/Graduate
- N/A or Other

11%
26%
44%
8%
3%
2%
6%

Strong academic programming, proximity to home, and a quality feeder pathway selected as most important when considering middle school options

From the list below, select your 3 most important priorities in considering middle school options:

Priorities	# of Responses	Percentage*
Strong core academic programming	182	74%
Proximity/Convenience to home	84	34%
Quality feeder pathway	80	33%
Specialized program options	69	28%
Safety/Safe passage	53	22%
School Leadership	47	19%
School Diversity	43	17%
Relationships with other students or staff at the school	41	17%
Facility conditions and amenities	33	13%
School size	28	11%
Availability of extracurriculars and electives	27	11%
Other	12	5%
Proximity/close to work	11	4%

From the list below, select your 3 least important priorities in considering middle school options:

Priorities	# of Responses	Percentage*
Proximity to work	148	60%
School size	121	49%
Proximity/Convenience to home	59	24%
Specialized program options	55	22%
Availability of extracurriculars and electives	54	22%
Relationships with other students or staff at the school	46	19%
School Diversity	39	16%
Facility conditions and amenities	34	14%
Quality feeder pathway	27	11%
Other	23	9%
School Leadership	23	9%
Safety/safe passage	19	8%
Strong core academic programing	14	6%

*This percentage is calculated using the total number of times a priority was selected divided by the number of total survey respondents (246). Respondents could select more than one priority.

Open-ended responses share more detail on priorities for academics, location, and quality feeder pathways

Strong Core Academic Programming

"A top academic program is my number one priority because I would like my grandchildren to be prepared for the next level."

"Academic performance should be central, independent of feeder pathway."

Proximity/Convenience to Home

"Every neighborhood deserves a quality neighborhood middle school. Distance to school and commute time is associated with higher levels of absenteeism and drop-out."

"It is less important to me that a school is close or in a convenient location than it being a safe, fun, rigorous learning community."

Quality Feeder Pathway

"As a DCPS parent, I want to be able to send my son to a local neighborhood elementary, middle and high school that provides diverse, high quality education. I can't say school leadership is more or less important than school diversity, safety or quality - because they go hand in hand"

"I don't really care about anything other than the academic quality of the school and the academic quality of the high school it feeds into."

Note: All anonymized survey responses will be posted online; this is a small sample of feedback received.

There is a clear preference for a standalone middle school

There were significant concerns with the current 6-12 model with Cardozo EC. Respondents shared additional considerations around co-location with an elementary school or an already high performing high school.

Which [grade configuration] do you prefer?

	# of responses	%
Standalone middle school	171	69%
Co-location with elementary grades	73	29%
No preference/not sure	22	9%
Co-location with high school grades	18	7%
Other	14	6%

Note: The percentages were calculated by taking the number of times a grade configuration was selected divided by the total number of people (246) who submitted a survey.

Open Ended Responses

My first choice would be Shaw MS co-located with Banneker, so that it can be like Walls with SWW@FS or Langley/ MS/ McKinley Tech. Those are successful models because the high schools are stable and well-functioning.

I wouldn't mind a middle school that is co-located with a high-performing high school (such as SWW or Banneker). However, the Cardozo option is not ideal.

Won't send my child to a co-located school.

It should absolutely not be co-located.

If it is co-located with a HS, the ability to take high school classes would be a plus. But, would love clear delineation between middle schoolers and high schoolers socially.

MS students should not be in the same building as HS students. If standalone is impossible, then elementary school would be the only acceptable choice -- but then it's not great for the elementary school students.

The opportunity to improve quality and DCPS feeder patterns was selected as the most important part of the proposed criteria

While strengthening feeder patterns and improving quality were selected as the most important, location options and equitable and efficient use of resources were picked as least important.

Of the criteria and considerations above, which two would you identify as the most important?		
Criteria	**# of responses**	**Percentage***
Opportunity to improve program quality	130	53%
Opportunity to strengthen DCPS feeder patterns	115	47%
Demand to start a new stand-alone middle school	103	42%
Equitable and efficient use of city resources	51	21%
Location options	42	17%

Of the criteria and considerations above, which two would you identify as the least important?		
Criteria	**# of responses**	**Percentage***
Location options	107	43%
Equitable and efficient use of resources	83	34%
Demand to start a new stand-alone middle school	61	25%
Opportunity to strengthen DCPS feeder patterns	50	20%
Opportunity to improve program quality	41	17%

*This percentage is calculated using the total number of times a criteria was selected divided by the number of total survey respondents (246). Respondents could select more than one criteria.

Many respondents shared a clear demand for a high-quality feeder pattern and frustration with having to select priorities

Please explain why you have selected these two as most important. Are there any improvements or edits you would make to the criteria and considerations you selected?

Quite simply, only the richest people in DC have access to a strong feeder pattern. For everyone else aiming for high-quality public education, they must either lottery into charters or move outside the district. Middle schools are far and away the biggest challenge, and are driving demographic change in the city.

I believe that families that send their children to a school out of the feeder pattern demonstrates their lack of trust and investment in their local school. By strengthening the feeder pattern through state-of-the-art facilities, strong staff commitment, and strong leadership at the Middle School and High School levels, we can gain the trust of the community, enough so that they send their child to that school.

Please explain your response above [on which criteria are the least important], including what improvements or edits you would make to the criteria and considerations you selected.

While it would be great to have a modernized, stand-alone middle school that is ideally located for both in-bounds and out-of-bounds students, I don't think these factors are as critical to the success of the MS as great programs and a logical, strong feeder pattern.

I think that survey forces the respondent to choose between criteria that should be inherent in any quality educational program. That being said, all of them are required in order to make DCPS the provider of choice across the District of Columbia.

Focus Group Feedback

DCPS conducted two focus groups targeted towards families who speak a language other than English at Garrison and Thomson ES. In many ways, participants shared views similar to survey respondents, but also included new insights.

Programming

- Families prioritized strong core programming over specialized but want options with robust extracurricular and athletic options to reflect student interest

Location

- Mixed feedback on location; some families open to travel for quality school options, others stress importance of convenience to home or work

School Culture

- Families want a school that addresses bullying and safety as part of school culture
- Families want a school with bilingual staff

Key Themes from Engagement Process

Transparency

- Stakeholders want a more transparent view of how planning decisions will be made
- DCPS and the city need to build trust in the planning process

Quality School Options from Elementary to High School

- Families want a clear, high quality feeder pathway from PK to graduation
- Families should not have to choose between quality and other MS priorities

Importance of Community

- Families want an option that keeps cohorts of students and families together long-term
- Diversity of community is an asset; school should reflect community
- Families are interested in MS options that are easily accessible to home

Urgency

- Families want to see DCPS invest in improving Cardozo EC now to improve outcomes for current and incoming students
- Families are concerned that schools are losing students now who do not want to continue in feeder pattern

Criteria and Considerations

Draft Criteria and Considerations From Survey

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.

1. Opportunity to strengthen DCPS feeder pathways. Providing families with clear and predictable high-quality K-12 pathways is a guiding principle informing DCPS' planning decisions. Ensuring quality, by-right secondary options is important to support growth in both enrollment and student outcomes.

2. Opportunity to improve program quality. DCPS believes all families have a right to a quality education regardless of economic or geographic circumstances.

3. Demand to warrant a new stand-alone middle school. Through in-boundary participation, feeder school capture, and out-of-boundary seats, there is enough potential enrollment and demand across grades 6th – 8th. It is important to ensure that the school will have enough students to fill the school, operate efficiently, and offer robust programming.

4. Equitable and efficient use of city resources. DCPS must strive to make the best use of our resources to advance the DCPS mission and vision and to best serve students.

5. Location Options. If opening a new middle school, DCPS must ensure that there is an available space that can meet core program requirements and fit projected enrollment.

#1: Opportunity to improve program quality

Feedback	**How we will consider this in decision-making**

• Most important criteria selected by survey participants.
• Improving DCPS middle schools is bridge to HS and first step to maintaining predictable, cohesive cohorts.
• Increasing school quality is key driver to creating more demand.
• Perceived lack of urgency to support and improve Cardozo EC.
• Opportunity to close achievement gap should be explicit consideration.
	• DCPS recognizes the need and urgency to improve Cardozo EC.
	  o Among the lowest 5% of schools according to OSSE's ESSA framework
	  o Need to improve secondary options in the feeder pattern
	• Shifting grade configuration could be an opportunity to not just impact enrollment but also school culture and student outcomes.

#2: Opportunity to strengthen DCPS feeder pathways

Feedback	How we will consider this in decision-making
• Second most important criteria selected by survey participants. • Strengthening feeder pathway is integral when improving school quality (Criteria 2). • In-boundary families leave their neighborhood elementary because they are not confident in feeder pathway. • Shifting from 6-12 model to standalone schools critical to building confidence in feeder pattern.	• Cardozo EC has the lowest 6th grade capture rate in DCPS. This signals that we need to do something differently in this feeder pattern. • Improving feeder patterns and growing enrollment pipelines are connected – for DCPS to increase enrollment, we must improve the feeder pathway. • Many stakeholders have significant concerns with the 6-12 model, at least in its current implementation. Support to improve model is needed to build confidence.

#3: Demand to warrant a new stand-alone middle school

Feedback	**How we will consider this in decision-making**

• Third most important criteria selected by survey respondents.
 	
• Provides opportunity to retain and attract new students.
 	
• Lack of quality secondary options masks untapped and potential demand.
 	
• Regardless of demand, significant concerns with 6-12 model.
	• 500-600 students across 6th-8th grades is optimal enrollment for robust programming, though this can vary based on many factors.
	• The future population estimated to live in the feeder boundaries is not enough to fill a MS, and only the most ambitious of the feeder enrollment scenarios would be sufficient.
	• Estimated enrollment based on three factors:
	  1. ES feeder students: ranges from 195 to 483 students based on student enrollment behavior at DCPS MS.
	  2. New in-boundary students, not from ES feeders: 63 students, based on average new non-feeder in-boundary enrollment in DCPS MS.
	  3. New out of boundary students, not from ES feeders: ranges from 4 to 292 students, depending on the differential needed to reach 550 students.
	• Relying on some amount of new student demand to help fill a new middle school is reasonable.

Enrollment Modeling

To reach 550 students, a new stand-alone MS in this area requires greater ES feeder enrollment and the highest capture rate (same as Deal MS), or must attract a large number of new students.

Scenario 1: Enrollment Modeling Based on the Current 5th Grade Cohort Attending Cardozo Elementary Schools

Total Students in SY2018-19 5th Grade	Feeder Capture Rate Applied	# Estimated Feeder Students Captured in 6th Grade in Hypothetical MS	# Estimated Feeder Students Captured in 6th-8th Grade in Hypothetical MS	Average New In-Boundary Enrollments (Avg. of Current New In-Boundary Students who Enrolled in SY18-19)	Summed Total of By-Right Enrollment (Captured Feeder Students + New In-Boundary)	# of New Out-of-Boundary Enrollments Required to Reach 550 Students Enrolled
162	Low – 40%	(162 * 40%) = 65	(65 * 3 grades) = 195	21 per grade (21 * 3 grades) = 63 (Ranges from 1 – 72 new IB students per grade)	(195 + 63) = 258	(550 - 258) = 292
	High – 79%	(162 * 79%) = 128	(128 * 3 grades) = 384		(384 + 63) = 447	(550- 447) = 103

Scenario 2: Enrollment Modeling Based on Current Kindergarten Cohort Attending Cardozo Elementary Schools
(Assumes all audited Kindergarten students enroll into 5th Grade in 2023-24 School Year)

Total Students in SY2018-19 Kindergarten	Feeder Capture Rate Applied	# Estimated Feeder Students Captured in 6th Grade in Hypothetical MS	# Estimated Feeder Students Captured in 6th-8th Grade in Hypothetical MS	Average New In-Boundary Enrollments (Avg. of Current New In-Boundary Students who Enrolled in SY18-19)	Summed Total of By-Right Enrollment (Captured Feeder Students + New In-Boundary)	# of New Out-of-Boundary Enrollments Required to Reach 550 Students Enrolled
204	Low – 40%	(204 * 40%) = 82	(82 * 3 grades) = 246	21 per grade (21 * 3 grades) = 63 (Ranges from 1 – 72 new IB students per grade)	(246 + 63) = 309	(550 - 309) = 241
	High – 79%	(204 * 79%) = 161	(161 * 3 grades) = 483		(483 + 63) = 546	(550 - 546) = 4

#4: Equitable and efficient use of city resources

Feedback

- District budgeting should not be used as excuse not to open new MS.
- Resources should be prioritized if need and demand is present.
- Should be seen as long-term investment that will result in enrollment and outcome gains for students and DCPS.
- Regardless of final decision, investment is needed in the feeder pattern.

How we will consider this in decision-making

- While we hear frustration from respondents over this criteria, as a government agency we have to consider the best ways to deploy local resources.
- Low-enrolled schools are programmatically and fiscally unsustainable.
- There are not currently Capital funds allocated to a new MS.
- When allocating Capital funds, DCPS must consider impacts on other citywide needs.

#5: Location Options and Considerations

Feedback

- Proximity to home is important to support students and build successful school.

- Green space for athletics and recreation is needed for MS students.

- Participants want a modern building that can be well-maintained.

- A stand-alone model is preferred; if co-locating, clearly separated indoor and outdoor spaces and entrances are needed.

How we will consider this in decision-making

- While location options are available in the area and a factor to consider, this criteria will be considered only after the decision is made whether a separate middle school is warranted.

- There are available sites in the area that could be utilized if we do open a standalone MS. DCPS would need to engage participants on these specific options.

Questions, Comments and Additional Feedback

Next Steps and Feedback

Next Steps

- We will share the feedback with the Chancellor and the Mayor for review. No deadline has been set for when a final decision will be made. DCPS will provide an update on the timeline and process before the end of the school year.

- DCPS will continue to engage the Cardozo EC community as part of the improvement pathway for Comprehensive Schools under ESSA.

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

- Please email us at dcps.planning@k12.dc.gov with any feedback or questions.

The planning and design process for Banneker HS is continuing through the School Improvement Team (SIT) process. There will be a community meeting to share updates scheduled in May. For more information, see: https://sites.google.com/a/dc.gov/dcps-school-modernizations/home/banneker-high-school

Feedback

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