

District-wide Boundary Review Advisory
Committee
Status Report to PPS School Board

July 6, 2015

D-BRAC's Process

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- Met 20 times since November
 - Developed understanding of the current system through review of enrollment data, policies, and population projections
 - Reviewed boundary change criteria and processes from other districts
 - Developed guiding values and proposed policy language changes to align the enrollment balancing system
- Next steps
 - Review results from analysis on grade configuration, facility utilization, and enrollment targets
 - Review information on current baseline program offerings and potential program expansion efforts
 - Provide guidance to PPS on community engagement efforts for when boundary change scenarios become available

From boundary change rules to
a value-based Enrollment Balancing System

Values

Equity, Access, Environment

Outcomes

Stable Schools, Transparency,
Racial Equity

Enrollment Balancing System

Board Policy and A.D -
Boundary Change and others

Values: Equity

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- Strong outcomes** for every PPS student regardless of demographic.
- First apply the **Racial Educational Equity Policy** and **Racial Equity Lens**.
- Also, consider outcomes for all demographic and educational groups
 - English-Language Learners,
 - Students receiving special ed. or TAG services,
 - Low-income students, etc.

Values: Access

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- One way to achieve equitable outcomes:
- Every student will have access to **equitable and effective academic programs**.
- This includes enrichment/elective offerings and individualized support services.

Values: Environment

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- One way to achieve equitable access:
- Schools should have **adequate enrollment, grade configuration, and space** to support programming for all students of the school.
- This includes space and facilities for electives/enrichments and differentiation.

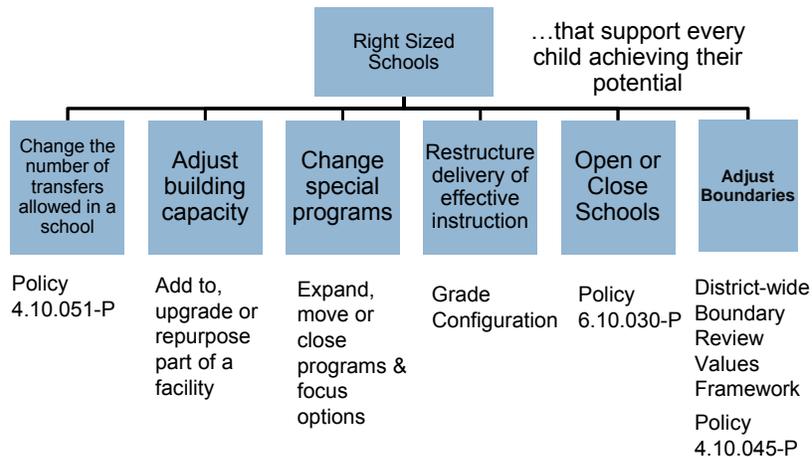
Desired Outcomes

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- **Strong and stable enrollment:**
 - A) No under- or over-enrolled schools; and
 - B) High rate of neighborhood children attending District schools.
- **A clear, responsive and transparent process**
- **Evidence of use of the Racial Equity Lens**

The Enrollment Balancing System

VALUES: Equity, Access, Environment



Action Plan for a value-based Enrollment Balancing System

Near Term Actions

Starting next school year

2015-2016 Recommended Actions

Longer Term Actions

for on-going System Improvement

Near Term Actions

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1. **Annual review** of district-wide enrollment balancing - elementary, K-8, middle, and high schools.
2. Annual review but in context of **5-year projections**.
3. All enrollment balancing decisions made with documented use of **Racial Equity Policy and Lens**.
4. Use the **values and outcomes for boundary changes**, proposed by D-BRAC, for all enrollment balancing efforts.
5. Develop a **three-year implementation plan** for district-wide balancing.

Near Term Actions - Pace of Change

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6. Act with a bias for quick change.
7. Act to protect and benefit historically underserved students.
8. Act so that the schools are ready for change
 - District should be realistic about financial and human capacity when planning implementation.
 - Allocate needed resources in advance of or simultaneous with student reassignment - do not repeat past errors.
 - Coordinate with other decision processes - budgeting, staffing, construction, etc.

Near Term Actions - Funding Allocation

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Funding Categories

Core Program

Differentiated Program Needs

Equity Funds

Enrollment Balancing Operational Funds

DEFINE: Core programming, electives/enrichments and supports needed at a school for equitable outcomes.

IF: A school's building size or enrollment will be insufficient to provide appropriate programming;

THEN: PPS must provide:

- **More core funding** to the school for equitable core programming, enhancements and supports, OR
- **Additional on-going or temporary funding** to ensure a school is prepared in advance of and throughout the Enrollment Balancing change.

2016 Enrollment Balancing options

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1. Develop boundary change scenarios.
2. Model the possible impact of various speeds of boundary review implementation.
3. Make clear the assumptions used in the scenarios.
 - a. What is the District's capacity for successful change?
 - b. What are the base programs, enrichments/electives and supports for each level of school and the enrollment needed to support them?
 - c. What are anticipated academic program changes?
4. Develop plan for outreach to the entire PPS district.

Long Term Actions

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1. Establish a merged SACET/D-BRAC committee for oversight of enrollment balancing decisions
 - Advise staff on annual enrollment balancing review.
 - Help ensure transparent and accountable decisions
 - At least every five years, undertake review of enrollment balancing policies
2. Develop guiding policies and criteria for all of the enrollment balancing levers.
3. Revisit the rules assigning students following boundary changes to make sure they support the guiding values and district growth.

Questions for Board Discussion

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- **School integration by race and income –**
How far should D-BRAC balance the desire to increase student diversity at schools with the value of not causing new negative impacts on historically underserved students and communities?

- **Community Engagement –**
What will be the most effective kind of community engagement we can do in the fall to get buy in and support from communities reflective of the student demographics of the District?