



## Ward 3 Education Network Meeting Notes

May 3<sup>rd</sup>, 2017

7:00 – 9:00PM

Wilson High School

Presenters: Carla Watson, Shanita Burney (DCPS), Brian Doyle (Ward 3 Education Network)

Support: Teresa Biagioni, Eli Hoffman, Andrew Katz-Moses

### Notes:

#### Agenda

- DCPS Approach
- Wilson Feeder Pattern Enrollment Review: DCPS
- Wilson Feeder Pattern Enrollment Review: W3 Ed Net
- Ideas to ease crowding
- Question & Answer and Next Steps

PARTICIPANT QUESTION/COMMENT	DCPS UPDATE/ANSWER
May be useful to do a school by school analysis to find out exactly where extra capacity is needed	
For many schools the enrollment audit does not represent the high watermark of enrollment.	Working on budgeting – we see that issue with all our schools.
One thing to think about with capacity is PK4. Maybe enrollment isn't going up but we're losing PK4 classrooms. Ameliorates the problem but presents another challenge.	
Councilmember Choh: Would we consider new spaces in Ward 3 was my question today at the Council hearing. Hope you look at that in the Community Working Group. Is that part of the agenda for possible solutions?	Yes, we're not putting things off the table now.
CM Choh: Are you just looking at generalities right now? One issue in particular is the Hardy school being offered potentially to the Lab school. Some people think that could be a DCPS school. How about an ECE center? These kinds of things need to be thought about promptly. I think the Group should be looking at possible solutions.	It is. We're looking at solutions, and what each solution looks like. What does it look like to open an ECE center?
Janney is losing a PK4 classroom next year. It won't change the numbers but it offers an unpopular solution. Lot of new developments coming on line – need to think about the zoning, density will be huge. Want that to be flagged for long-term planning.	
W3 SBOE Rep Wattenburg: Why are the growth numbers at Wilson so much lower than the numbers at other schools?	There are different patterns, some kids go to other schools, application schools. These are also the numbers from the Office of Planning (OP) for school aged children in the area – not DCPS enrollment projections.

<p>You're projecting a lot of the kids coming through Deal are not going to go to Wilson?</p>	<p>Those are OP numbers</p>
<p>The word 'projection' needs to be underscored. Best prediction, and I think the way they do it is they look at what the trends were in the past and apply them in the future. We see a trend in the city of families leaving when children get to MS and HS age. The prediction is a reflection of the trends in the last 10 years projected forward. Could be wrong if more people stay.</p>	
<p>W3 SBOE Wattenburg: One of the things that's happened with the lack of planning and crowding is a lack of diversity – fewer out of boundary (OOB) students.</p>	
<p>How is capacity calculated? If Adams is 90% when teachers don't have rooms, we're full. I can't imagine what 100% means.</p>	<p>They start out with sq. footage but it's not how we use all of our buildings. We have to walk the buildings and think how we run our programs. It's not an exact science but we do it every year and re-evaluate based on the program at the school.</p> <p>*additional notes from facilities team*</p> <ul style="list-style-type: none"> <li>• We calculate and report both permanent and portable capacity. Permanent capacity is calculated by determining the number of classrooms in use within the school building. Portable capacity is calculated by determining the number of classrooms in use within a demountable structure.</li> <li>• Demountables, or trailers, are used to address overcrowding at schools. For long-term facility planning, it is an important data point. Given that we are in an urban environment, some sites are too small to support a trailer, which could mean a different strategy would be taken to address the overcrowding (modernization or enrollment initiative). <ul style="list-style-type: none"> <li>○ Eaton in Ward 3 is an example.</li> </ul> </li> <li>• If modified spaces (those not originally intended as a classroom, such as a teacher's lounge or office) meet our minimum classroom standards, then they are counted as a classroom in the capacity calculation. <ul style="list-style-type: none"> <li>○ If the modified rooms do not meet our standards, we do not encourage schools to use the rooms for instruction.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Interior modifications to create new classrooms have been made at Deal and Wilson in the past few years.</li> <li>● DCPS follows the State of Maryland methodology pretty closely for calculating building capacity.</li> <li>● To calculate the capacity, a walk through is completed to count the number of rooms in use in the building by type of classroom (e.g. PK, 1<sup>st</sup> grade, etc). A capacity is determined by classroom type ranging from a 10 student special education classroom to 23 or 25 for a traditional classroom. <ul style="list-style-type: none"> <li>○ In Elementary Schools, “specials” rooms are not counted in the capacity.</li> <li>○ “Pull-out” or administrative rooms are not counted in the classroom.</li> <li>○ Classrooms must meet a minimum size (&gt;550SF) to be counted in the capacity</li> </ul> </li> <li>● <b>This is a very high level overview and it can be a very complex and complicated topic, especially at the secondary level.</b> When reporting the number, the standard methodology is applied to all schools – unique programmatic decisions are not factored into the reporting (e.g. smaller class sizes). If work is requested at the school, a more detailed walk through is completed and the unique programmatic decisions are factored into those decisions. <ul style="list-style-type: none"> <li>○ For example, Deal has a number of classes that only have 10 students, which is why on paper it looks like they have room.</li> </ul> </li> </ul>
<p>If you have large rooms do you look and say they could have 35 students?</p>	<p>In some situations it might be like that, programs change from year to year. When you talk about capacity you have to talk about programming, and one informs the other.</p>
<p>Bancroft parent: When presenting the data what assumptions do you make about attrition? A lot of kids who are entitled to go to Hardy and Wilson haven't. When you present forecasted data I think people get worried. Kids may attend Sidwell or some charter. Would be helpful for parents to know how many might.</p>	

<p>Historically attrition rates have been high. That's not the first choice. I've always said from the time my kids started in PK I said Deal and Wilson. I have a 6<sup>th</sup> grader in the top of that bubble. There are a lot of people talking about other options. Not their first choice. I think over-enrollment sometimes makes the decision for people.</p> <p>Second point is on the capacity side. The more nuanced it can be the better. You can add a trailer but it doesn't give you extra gym or playground space. Something to reflect shared space a bit more.</p>	
<p>Stoddert parent: trailers for three years, most overcrowded in DCPS. I appreciate you want to gather ideas to look at solutions, I want to see something happening short-term and a long-term look to go with that. Don't want to wait a year and a half.</p>	
<p>Wilson has quietly been asked to not have OOB students with attendance problems. I offer that as a point of context for the discussion around diversity. Are those the kind of approaches to overcrowding we want to promulgate or not?</p>	
<p>Graduate of Shepherd Deal and Wilson. Son the same. With schools out of the feeder pattern since 2015 like Jefferson and Stevens will crowding go down?</p>	<p>These numbers are based on feeder pattern as is.</p>
<p>Key parent: capacity numbers have changed. It used to be 276 and now it's over 400 and the building hasn't changed. Key was at 330 in MFP in 2013. In 2016 it was 360, and now it's over 400. New thing called instructional capacity.</p>	
<p>In a city with tons of museums. Some of the smaller medium sized ones like Lincoln Cottage might be more interested in a creative partnership.</p>	
<p>Existing/planned measures. Why haven't we explored these earlier?</p>	<p>Some of these are programs we have to build. I want to focus on solutions tonight more than why things aren't working.</p>
<p>Make more use of existing space: that needs more thought. You did note this is a short-term solution, it could make a really big difference. Also, half day pre-k!</p>	
<p>Using the building during the summer seems obvious.</p>	
<p>Principal Albright: single most relevant is the 21% growth of students over next 10-15 min. Many of the suggestions above are tweaks. It's a capacity issue, a space issue. I love Deal, I would love it not to be 1500</p>	

<p>kids. I don't think that's how you build for the future. Can't accommodate with lots of little pieces. The challenge is not to get stuck up on the creative ways to do it. At a certain level we have to think about biting the bullet. Part of success of district is schools. Result of that is we need more space for kids to go to school. I get there's a huge imbalance in the district. If we thought like a district or a charter that could take 600 MS kids – what would we do? There are desperate charter groups looking to open. What's the aggressive thing we do? Have to think like they would.</p>	
<p>It's more broken down than just ES/MS. Stoddert and Key are big issues. Hyde helps address Stoddert but that's not done until 2023. Councilmember Cheh talked about Old Hardy – that's low hanging fruit. I'm very concerned about the role charter schools play in the city but I could see a charter middle school. You can be creative about space. Part of the solution has to be significant investment in places adjacent to the Wilson feeder.</p>	<p>Hyde will be in their new building in SY19-20.</p>
<p>I agree it's worth thinking out of the box, but it's not hard with Hardy there to see that needs to be used. Also hard to look at this without looking at entire system. Incumbent on DCPS to look at where there's under-utilization and addressing those communities' concerns. That would help.</p>	
<p>Combine the boundaries, you have to use that Hardy space. Find space, what are we waiting for?</p>	
<p>A few things from our last meeting – Fannie Mae space, why can't we have a wing?</p> <p>Hardy – a lot of things helped change Deal overnight. IB program is one example.</p> <p>Stoddert and Key yes, Eaton is similarly overflowing.</p>	
<p>We don't market our other schools like Roosevelt or Dunbar the way we should. It's this perception that you have to come to Ward 3 for a decent education. That's nonsense.</p>	
<p>Oyster-Adams Parent: The marketing job for Roosevelt has been awful.</p>	
<p>Wilson Parent: It's going to take a lot of political will to pursue any of these solutions, especially to invest a lot of money in ward 3. I wonder if there is that political will.</p>	
<p>CM Cheh: attracting students from here to elsewhere. Schools have to make themselves</p>	<p>This is part of the chancellor's vision. What does programming look like in all of the wards. There are</p>

<p>attractive for programmatic reasons. Don't know how much DCPS is doing – what are we doing programmatically to make – say Hardy...what is the plan to make these other schools attractive?</p>	<p>certain things he has expectations for in each of the wards. ECE, DL, CTE programs. There is a vision he's building and we'll focus on where we build that out.</p> <p>Shanita: one thing we have to acknowledge, parents generally will not choose a school based on a program. They don't. A level of quality, a level of diversity that's comfortable for them, whether it's children of color or white children. We have put IB programs in schools that does nothing for enrollment. There's a level of equity folks feel like they are not going to receive in certain parts of the city. It's not just programming. I believe it plays a role, buildings play a role. What we have is a city that's a segregated city, it's a segregated system. I'm a parent in DCPS I see it every day, I see it in the feeder pattern. We have to be aware of, just putting programs, but one presentation shouldn't dictate our decisions. We have to be honest about this as parents. We have to make sure we're coming into it honestly. Just putting programs is not proven to attract families.</p>
<p>Both a short and long term problem. Re: programs not attracting families. Families want to go to school near where they live. How do you make people feel like they can raise their kids in other parts of the city?</p>	
<p>(to Shanita) Thank you for what you said and for how you said it. I think often there's a lack of realness in this conversation. It's hard to talk about race and segregation but it's so necessary. I think the MacFarland feeder was really smart to give credit where credit is due. I think it will work. I think there's evidence DL programs have attracted parents who are white, or higher income. I think MF/Roos is going to work, I think for a lot of parents it's come late.</p> <p>Focus on product development over marketing. Marketing won't cut it, it's not toothpaste. MF DL feeder is an example of a smart solution that has potential to do it. In the meantime, you might have to rent some commercial space in tenleytown [laughter]</p>	
<p>Bolling AFB Hardy parent: recently been conversation about adding a charter school on the base. Giving just those families a space closer to them could make a difference.</p>	

<p>The idea of merging Deal and Hardy boundaries was floated before and Candidate Bowser distanced herself from it so it's very hard to imagine she'd be supportive.</p>	
<p>What if it wasn't a lottery? What if it was 6<sup>th</sup> and 7<sup>th</sup> at Deal and 8<sup>th</sup> at Hardy?</p>	
<p>Taking schools out of the feeder system – DME and Mayor very explicitly endorsed the findings of the committee and added schools. I think it's divisive and counterproductive for it to be on the list.</p> <p>The last one is OOB feeder rights. Really divisive, encourage to take off the table.</p>	
<p>Closing</p>	