



AGENDA
Durham Public Schools Board of Education
Special Meeting
Thursday, January 19, 2023
5:30 PM

1. Call to Order
2. Moment of Silence
3. Agenda Review and Approval
4. General Public Comment
5. Academics Services
 - a. Growing Together - Elementary Rules
6. Adjournment

Durham Public Schools Board of Education Special Meeting PRECIS

Agenda Item: Growing Together: Elementary Rules for Policy 4150 School Assignment

Staff Liaison Present:	Dr. Nakia Hardy Dr. Julius Monk Dr. Deborah Pitman Mathew Palmer William Sudderth Dr. Julie Pack Melody Marshall	Phone#:	919-560-2000, 21392 919-560-2000, 29225 919-560-2000, 21554 919-560-2000, 29103 919-560-2000, 21607 919-560-2000, 22747 919-560-2000, 21507
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Main Points:

- The administration will present the Growing Together recommendations for elementary school rules for *Policy 4150-School Assignment*. In addition, the timeline for secondary school program recommendations and Growing Together data tables are provided.
- This project connects to Strategic Plan Priority 5: Ensure Fiscal and Operational Responsibility and the Addendum strategy for School Boundaries and Student Assignment to evaluate the existing DPS system of school choice, student assignment policies and school boundaries/magnet priority zones across elementary, middle, and high school levels and to develop integrated plan, grounded in equity, that balances programming, policies, and geographic boundaries.
- This information is provided to the board for action.

Fiscal Implications:

- This policy is supported by federal, state, and local funds.

Purpose

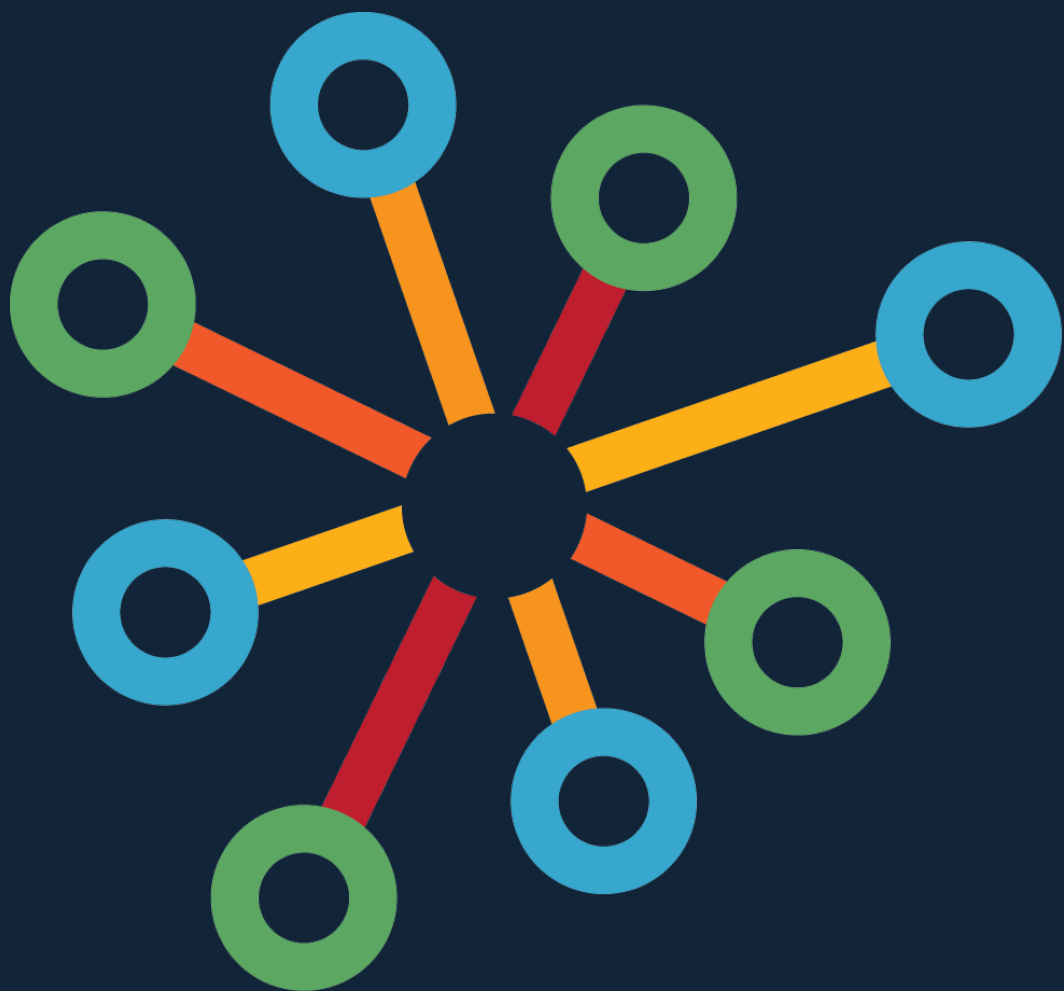
Information/Discussion ☐

Action ☒

Consent ☐

Reviewed by:

☐ **Finance** _____ ☐ **Attorney** _____



GROWING TOGETHER:

Elementary Rules for Policy 4150 School Assignment



DURHAM
PUBLIC SCHOOLS

January 19, 2023



AGENDA

Strategic Plan

The Growing
Together Journey

Collective Learning:
Feedback and
Constraints

Recommendations:
Elementary
Implementation
Rules

Updates and Next
Steps

Growing Together
Data Tables



STRATEGIC PLAN



PRIORITY 5: ENSURE FISCAL AND OPERATIONAL RESPONSIBILITY

5A

Through 2023, DPS will exhibit fiscal responsibility as measured by a clean external financial audit each year, and will receive Association of School Business Officers and Government Finance Officers Association certificates of achievement for excellence in financial reporting.

5B

By 2023, 100 percent of DPS schools, including the grounds, will maintain a high level of cleanliness as evidenced by earning Clean School Award status.

5C

By 2023, 100 percent of elementary schools will have adequate, appropriate classroom space to accommodate reduced class sizes in kindergarten through third grade.

5D

By 2023, DPS will improve the physical environment to enhance student learning and ensure safety.

5E

By 2023, DPS will increase school bus transportation efficiency by having a Transportation Efficiency Rating of 95.8 percent.



ADDENDUM:

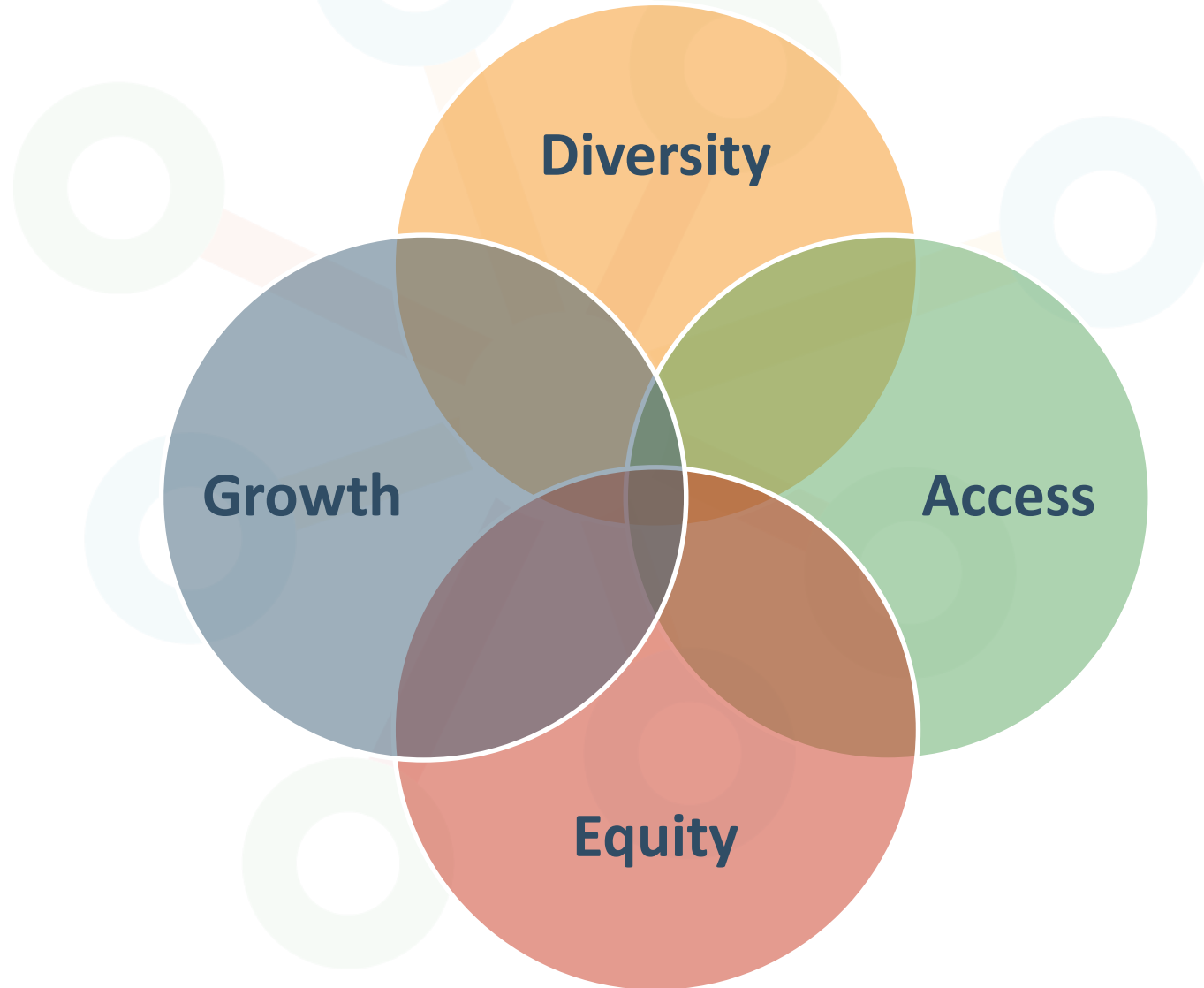
School Boundaries and Student Assignment

- Evaluate priorities around redistricting, site-based solutions, and/or new school construction
- Develop capital improvement plan and strategies for K-3 class size implementation
- Evaluate existing DPS system of school choice, student assignment policies and school boundaries / magnet priority zones across elementary, middle and high school levels
- Develop integrated plan, grounded in equity, that balances programming, policies and geographic boundaries

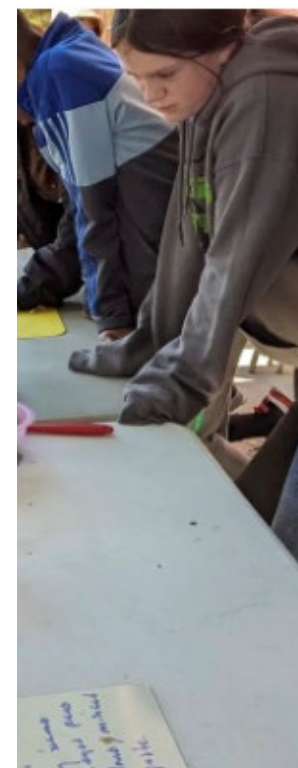


THE GROWING TOGETHER JOURNEY

Growing Together: Connected Goals



Growing Great Schools Together



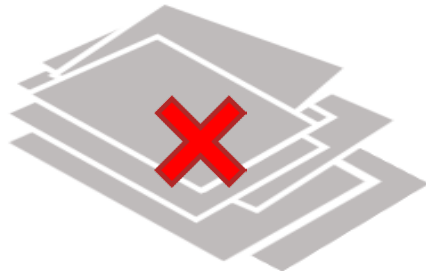
"The Why..."



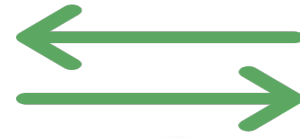
Access: Long bus rides and long waits



Access: Complex Rules



Access: 14,000 Lottery Applications
3,000 Seats Annually



Equity: Program Alignment & Classrooms for EC, PreK and the Arts



Equity: Resource Alignment for all DPS schools



Growth: Overcrowded Schools



Growth: New Neighborhoods and Residential Growth



Diversity: Outdated School Boundaries



Actions to Date

December 2021

- BOE Adopted Updated Policy 4150 – School Assignment

June 2022

- BOE Approved New Elementary School Boundaries

November 2022

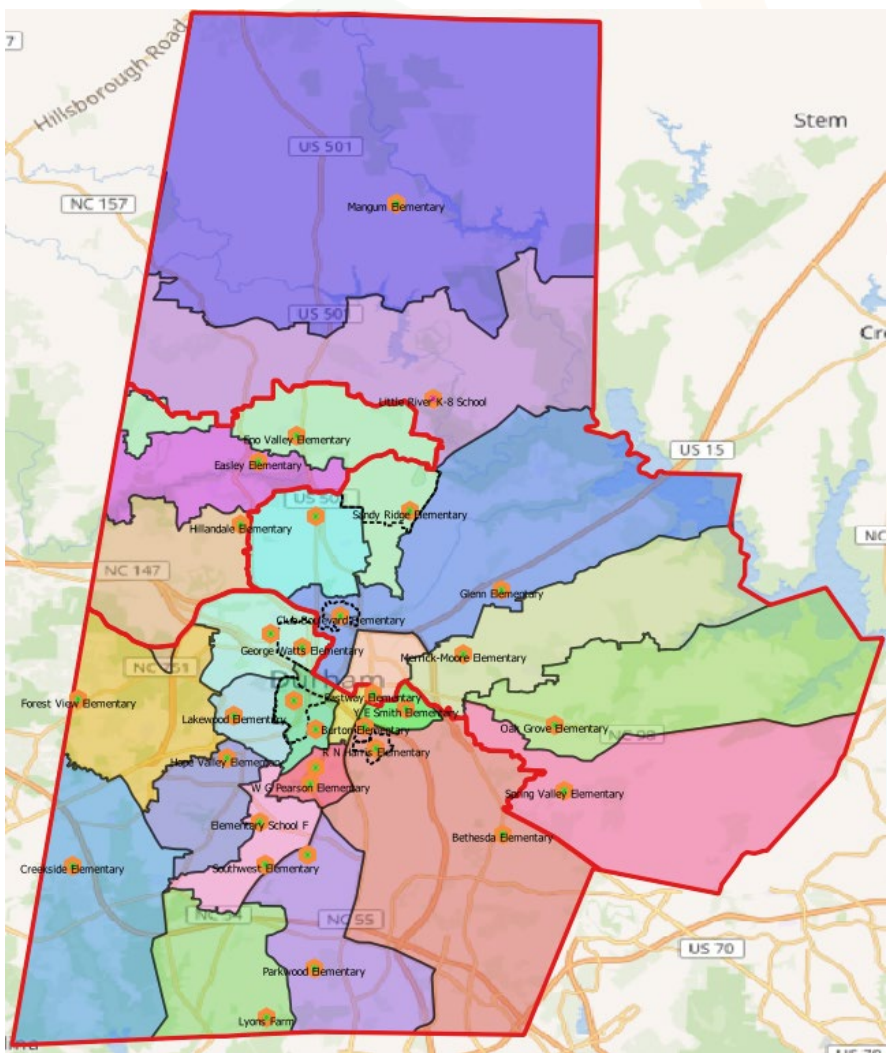
- Community Approved Bond 10-year Capital Improvement Program

Comprehensive Growing Together Plan that includes:

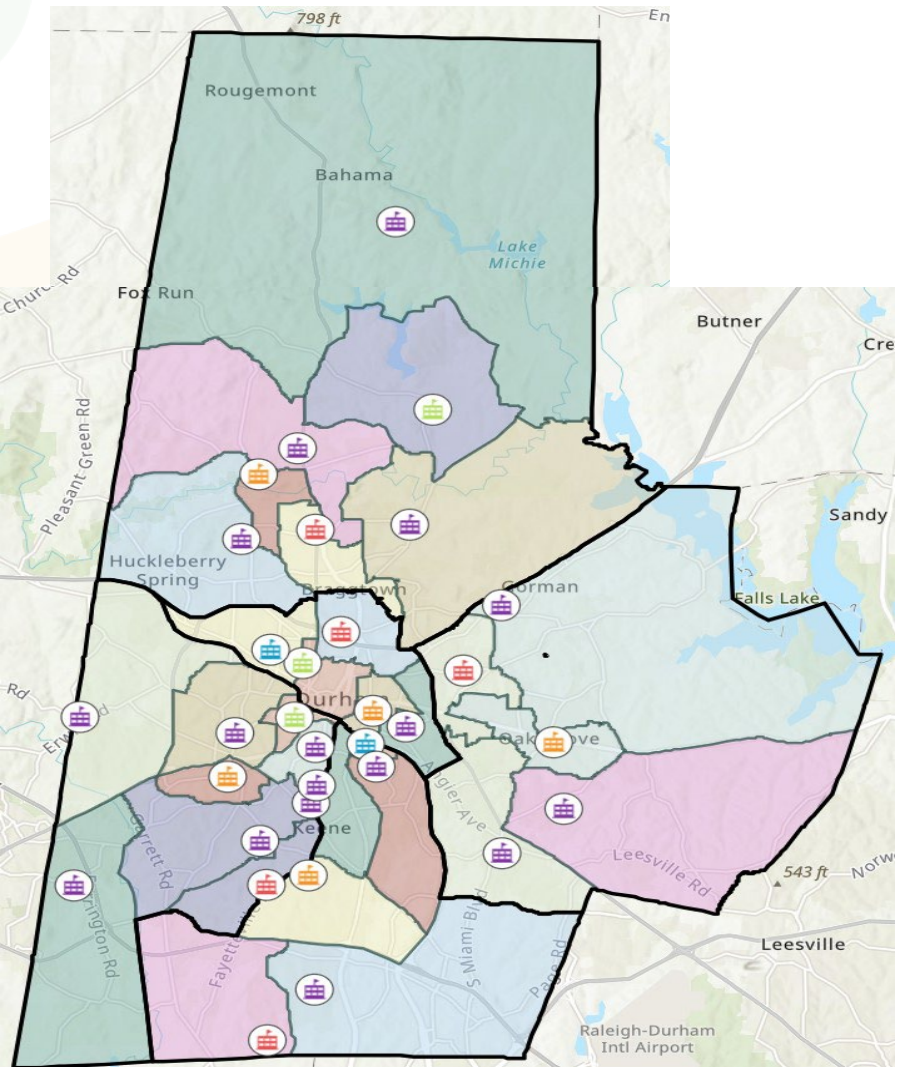
- Regions
- Academic Programs
- School Boundaries
- Rules for Student Assignment

Regions & Boundaries

2022-23



2024-25





Schools by Region

Northern

- Mangum
- Little River
- Eno Valley
- Easley
- Sandy Ridge
- Holt
- Hillandale

Central

- EK Powe
- Club Blvd
- Watts
- YE Smith
- Eastway

Eastern

- Glenn
- Merrick-Moore
- Oak Grove
- Spring Valley
- Bethesda

Southwest

- Hope Valley
- Murray-Massenburg
- Lakewood
- Morehead
- Spaulding
- Forest View
- Southwest
- Creekside

Southeast

- Pearson
- Parkwood
- Lyons Farm
- WG Pearson
- Fayetteville
- Burton
- RN Harris

Regional Application Program Placements

Northern

- **IB:**
EK Powe
- **Montessori:**
Little River
- **DLI:**
Holt
- **Year-Round:**
Easley or
WG Pearson

Central

- **IB:**
EK Powe
- **Montessori:**
Watts
- **DLI:**
Club
- **Year-Round:**
Eastway or
WG Pearson

Eastern

- **IB:**
EK Powe
- **Montessori:**
Little River
- **DLI:**
Merrick-Moore
- **Year-Round:**
Oak Grove or
WG Pearson

Southwest

- **IB:**
Burton
- **Montessori:**
Morehead
- **DLI:**
Southwest
- **Year-Round:**
Hope Valley or
WG Pearson

Southeast

- **IB:**
Burton
- **Montessori:**
Watts
- **DLI:**
Lyons Farm
- **Year-Round:**
Pearsontown or
WG Pearson

IB: International Baccalaureate
DLI: Dual Language Immersion



Elementary Regions: Enrollment, Facilities and Diversity

Region	21-22 Enrollment	Capacity	Utilization	People of Color	Median Household Income
Northern	3316	3361	98.66%	53.70%	\$ 64,457.00
Eastern	2735	3286	83.23%	64.50%	\$ 71,798.00
Central	1771	2104	84.17%	61.40%	\$ 50,322.00
Southeast	2444	3178	76.90%	68.20%	\$ 67,134.00
Southwest	3498	3648	95.89%	49.50%	\$ 65,224.00

Access: Regional Application Seat Impacts



DPS Application Seat Allocation by Region		
Region	Application Seats SY 22-23	Application Seats SY 24-25
Northern	34%	22%
Eastern	0%	19%
Central	18%	17%
Southeast	43%	22%
Southwest	5%	20%
DPS Total	100%	100%



COLLECTIVE LEARNING: FEEDBACK AND CONSTRAINTS



Project Community Engagement To Date

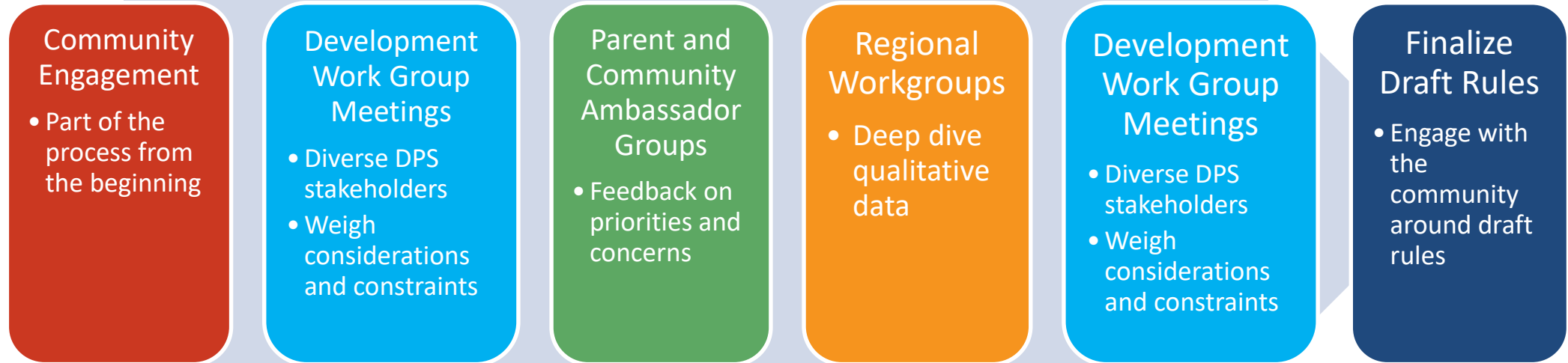


- 50+ Virtual and In-Person Community Meetings
Jan 2021 – Dec 2022 (1,000+ Families and Staff)
- Development Work Group (Implementation & Rules)
- Regional Workshops on Rule Scenarios
- Community and Student Ambassador Program
- ENGAGE.dpsnc.net (12,400 unique visits)
- Get To Know As We Grow Podcast
- Growing Together Video; Social Media
- Direct Communication with Families (email, robocall, 20,000 flyer distribution)
- Community Events; Meetings with Durham Special Interest Groups
- Workshop Attendee Survey

Implementation Rules Development Process



Communication and Engagement with District Leaders



Summer 2022

January 2023

Rules Development Workgroup Members

Member	Group/Department	Member	Group/Department
Matthew Hunt	Principal, Glenn Elementary	William Sudderth	Chief Communications Officer
Jason Jowers	Principal, Eno Valley Elementary	Sheena Cooper	Director, Marketing and Community Engagement
Michael Mattia	Principal, EK Powe Elementary	Claudia Acevedo Sanhueza	Interpreter Liaison, Multilingual Resource Center
Mshinda Middleton	Principal, RN Harris Elementary	Dr. Linden Thayer	Assistant Director, Food Systems Planning
Cynthia Webb	Principal, Morehead Montessori	Dr. Dietrich Morrison-Danner	Senior Exec. Director, Federal Programs & Community Engagement
Mishel Gomez	Community Stakeholder	Dr. Julie Pack	Executive Director, CTE and Magnet Programs
Antonio Jones	Community Stakeholder	Dr. Deborah Pitman	Assistant Superintendent, Specialized Services
Amanda Milling	Community Stakeholder	Dr. Rita Rathbone	Specialist, Magnet Programs
Dr. Lauren Sartain	Community Stakeholder	Krista Saunders	Director, Special Programs and Behavior Support (EC)
April Tate	Community Stakeholder	Tanya Hawkins-Johnson	Magnet Technician, Student Assignment
Dedra Hines	Community Stakeholder	Phillip Daye	School Planner
Joe Harris	Director, Transportation	Melody Marshall	Director, Student Assignment
Annie Fullwood	Asst. Dir., Transportation	Dr. Kelvin Bullock	Executive Director, Equity Affairs & Professional Development
Kristen Brookshire	Transportation Planner	Dr. Nakia Hardy	Deputy Superintendent
Vitaly Radsky	School Planner	Dr. Julius Monk	Deputy Superintendent, Operational Services
Sheri Green	School Planner, Consultant	Mathew Palmer	Executive Director, School Planning & Operational Services



Collective Learning: Workshop Feedback

Quantitative: Survey on Understanding & Agreements

§ DPS Research Team collected 200+ responses

§ Representative sample with normalized responses by school

Qualitative: Themes, Stories, Ideas & Questions

§ Research Triangle Institute (RTI) International collected over 1,000 pieces of information



Summary of Community Input Sessions

Questions asked of attendees:

- How could these rules impact you and your family?
- What would your reaction be? How would your family respond?
- How do you think these rules could **benefit** other families? How do you think these rules could create **challenges** for other families?

Topics of Importance		
Access/Equity	Base School	Legacy
Timeline	Movement	Application
Calendar	Transportation	Teachers/Staff



Regional Workshops: What We Heard

"My base school is changing, my 3rd grader was a kinder when covid hit, went online (because) of covid, would then be asked to go to a different school for 5th grade and middle school, not developmentally appropriate."

"Seems like if your family sought out a certain program and you arrange your lifestyle around that program, it seems like you should get some extra credit if put back into a lottery for a similar program..."

"Acknowledge there is a whole community of needs to attend to here, not just my family and we will do what we need to do."



Regional Meetings: Qualitative Data Summary

1. Long-Term Support for Growing Together

Value for: Universal PreK; Classrooms designed to support children with exceptionalities; Global languages; Spaces for the arts – both visual and performing

2. Implementation and Change Management

When possible, prioritize student assignment placements for families and students that are currently enrolled in DPS;
Maintain sibling links

Quantitative Data: Understanding & Agreement

Methods Overview

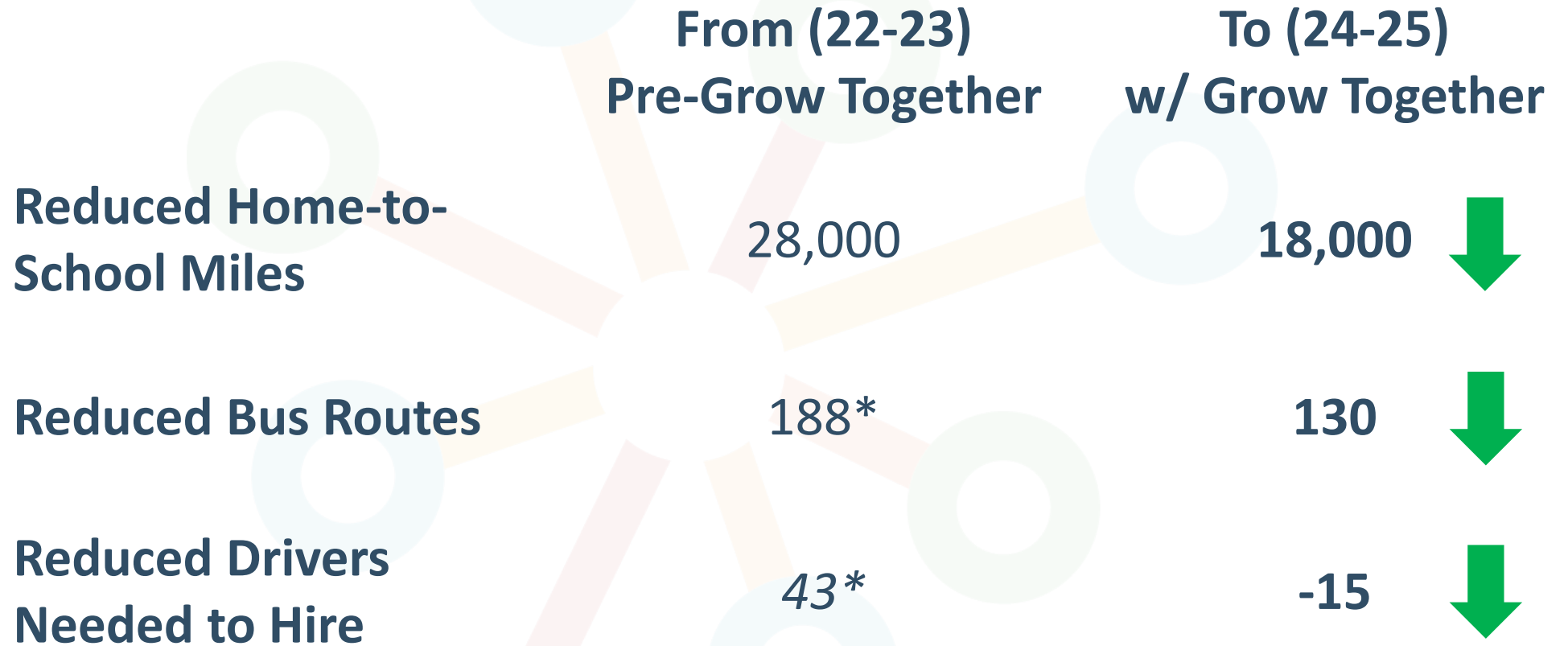
With 281 workshop attendees, data summary reflects a school-level representative sample of 30 families who attended one Growing Together Regional Workshop and responded to the post-attendee survey.

Data Summary

Construct	Agree	Disagree	Neutral
Q1. I understand why Durham Public Schools is undertaking the Growing Together plan	73%	10%	17%
Q2. I understand the possible implications to my family's student assignment for SY2024-25	60%	17%	23%
Q3. The Growing Together plan will increase the variety of academic opportunities for students	47%	23%	30%
Q4. The Growing Together plan will make resource allocation more equitable for students in DPS	50%	33%	17%
Q5. The Growing Together plan will increase access to seats in application schools	47%	20%	33%
Q6. I am excited about expanded offerings at all DPS schools that will be available to my family	53%	30%	17%
Q7. I am excited about expanded application programs available to my family	30%	47%	23%
Q8. I support the Growing Together plan for the Durham School Community	33%	40%	27%
Q9. I support the Growing Together plan for my family	13%	67%	20%



The Value of Growing Together



** As of Jan 2023, DPS has 145 Full-time Bus Drivers. 22-23 shortage covered via 2x / 3x Routes, Substitute Drivers, Admin, Teachers, Coaches*



Collective Learning: Logistical Constraints

School Capacity:

- Capital Improvement Program
(1 New School + 6 Renovations)
- Classroom, Grade-Level and Core (HB90 K-3; Traffic)

Transportation

- Load Capacities and Efficiency Optimization
- Routes Carried and Home-to-School Distance
- Driver Needs

Collective Learning: Scenarios to Evaluate

Assignment Scenarios

1. Can All Students (2024-25 Grades 1-5) Stay at Current?
2. Can Application Students Stay, Boundary Students Move?
3. Can DPS Stagger Grades 3-5 to Stay, K-2 Move?
4. Can 2023-24 Kindergartners enroll in new Schools early?
5. Can 5th Grade Stay and Grades 1-4 Move, While Also Prioritizing Current Application Program Placements?
6. Can 4th and 5th Grade Stay and Grades 1-3 Move, While Also Prioritizing Current Application Program Placements?





Scenario 1: Can All Grade 1-5 Students Stay?

Home-to-School Mileage (Elementary Students)

- Student Assignment = Distance, Length, Number Routes
- *2022-23 Boundaries (Current)*
27,944 Student Miles
- *2024-25 Boundaries*
18,162 Student Miles (9,782 Less Miles)

Transportation Carrying-Capacity Constraints



- Not viable or sustainable due to year-by-year escalation
- Every year legacy: $27,944 + 18,162 = 46,106$ miles
- Current (2022-23) driver shortage & long ride times



Scenario 2: Can All Magnet Students Stay?

School Seat Capacity Constraints



- Cannot assign two students to same seat
- Renovations: Six across DPS Elementary Schools
- Core capacity: Car Queues, Kitchen/Cafeteria Size

Transportation Carrying-Capacity Constraints



- Not viable due to immediate and long-term impacts
- Every year legacy: $27,944 + 18,162 = 46,106$ miles
- Current (2022-23) driver shortage & long ride times



Scenario 3: Can 3-5 Stay, K-2 Move?

School Seat Capacity Constraints



- Currently out-of-capacity in 2 out of 3 schools; Does not address over-crowding, reliance on mobile classrooms
- Limited core capacity: Car Queues, Kitchen/Cafeteria Size

Transportation Carrying-Capacity Constraints



- Not viable due to immediate and long-term impacts
- Five-year legacy: $27,944 + 18,162 = 46,106$ miles
- Current (2022-23) driver shortage & long ride times



Scenario 4: Can SY23-24 Kindergarten Students Attend New SY24-25 Base School?

School Capacity

- Murray-Massenburg opens in 24-25; Impacts 7+ Schools



Transportation

- Separate transportation for K Students = 23-24 routes/miles



Communication

- Lack of direct access to rising-K families not in DPS PreK

Timeline

- Current enrollment process for SY23-24 is underway

Preparation for DPS and School Families

- Capacity to adapt to change depends on family resources



How Can We Prioritize DPS Students?

"My base school is changing, my current 3rd grader was a kinder when covid hit, went online (because) of covid, would then be asked to go to a different school for 5th grade and middle school, not developmentally appropriate."



Stay (Legacy): Older

"Seems like if your family sought out a certain program and you arrange your lifestyle around that program, it seems like you should get some extra credit if put back into a lottery for a similar program..."



For Re-Application, Priority for Continuing Application Program Students

"Acknowledge there is a whole community of needs to attend to here, not just my family and we will do what we need to do."



Reassign: Incoming / Younger



Scenario 5: Legacy All 5th Grade Students

School Seat Capacity



- School boundaries drawn to accommodate 2024-25
- Capacity to prioritize current magnet (Application) students in re-application cycle for 2024-25 while also offering additional options to all DPS students

Transportation Carrying-Capacity



- Provide traditional bus service for **all** 2024-25 students
- 5th Grade legacy = 50 additional routes for 2024-25
- Will require **updated** school/walk zones, **additional** school bus drivers, and **consistent** rider data



Scenario 6: Legacy All 4th & 5th Grade

School Seat Capacity



- School boundaries drawn to accommodate 2024-25
- Capacity to prioritize current magnet (Application) students in re-application cycle for 2024-25 while also offering additional options to all DPS students

Transportation Carrying-Capacity



- Provide traditional bus service for **all** 2024-25 & 2025-26
- 4th & 5th grade legacy = (+)100 routes for 2024-25 and (+) 50 routes for 2025-26 school years
- Will require **updated** school/walk zones, **additional** school bus drivers, and **consistent** rider data

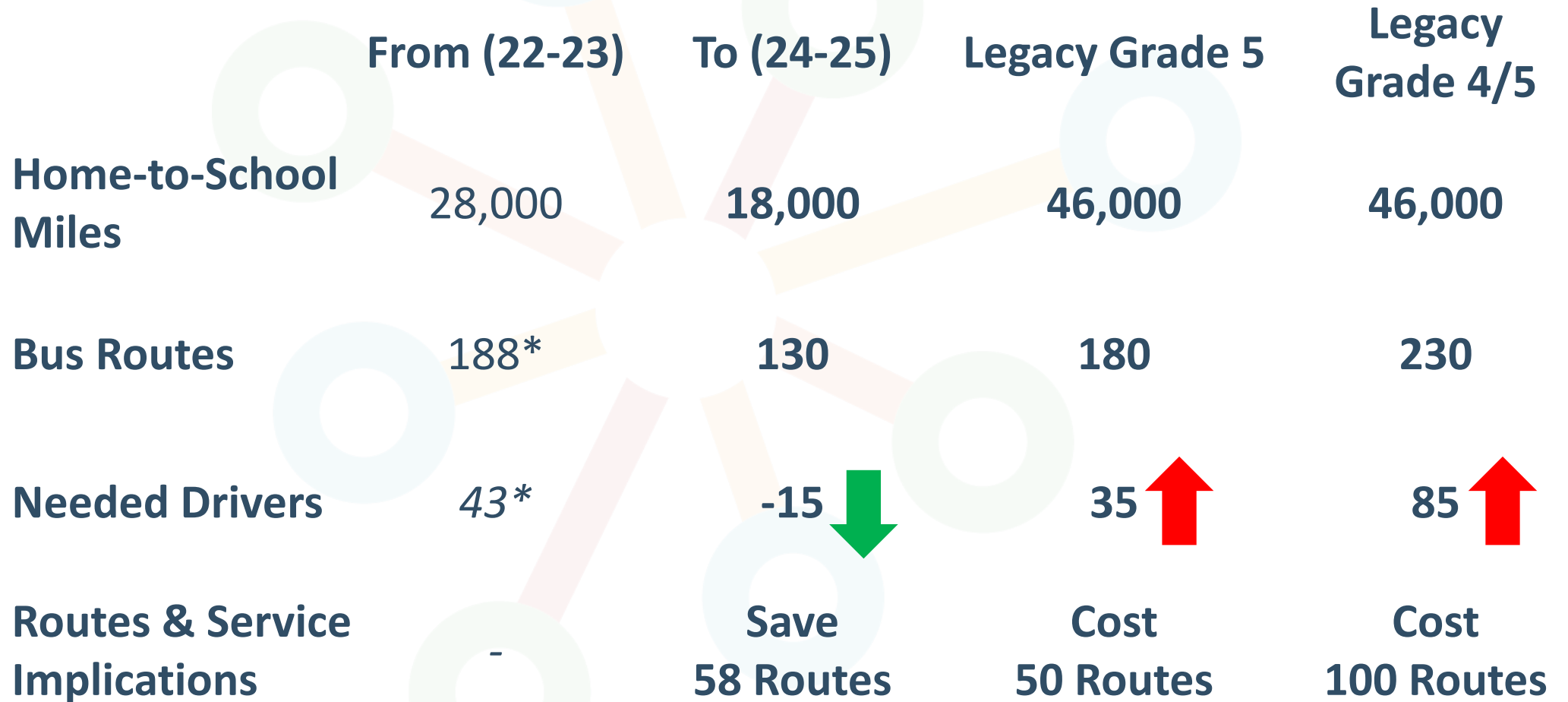
Collective Learning: Scenario Evaluation

Assignment Scenarios

- ✗ 1. *Can All Students (2024-25 Grades 1-5) Stay at Current?*
 - ✗ 2. *Can Application Students Stay, Boundary Students Move?*
 - ✗ 3. *Can DPS Stagger Grades 3-5 to Stay, K-2 Move?*
 - ✗ 4. *Can 23-24 Kindergartners Enroll in New Schools Early?*
-
- ✓ 5. Can 5th Grade Stay and Grades 1-4 Move, while also Prioritizing Current Application Program Placements?
 - ✓ 6. Can 4th and 5th Grade Stay and Grades 1-3 Move, while also Prioritizing Current Application Program Placements?



Value of Growing Together & Legacy Costs



* As of Jan 2023, DPS has 145 Full-time Bus Drivers. 22-23 shortage covered via 2x / 3x Routes, Substitute Drivers, Admin, Teachers, Coaches



Transportation Improvements

Requirements for Scenarios 5 & 6

**School & Community
Walk Zone Reviews**

**Spark Card Program
(Rider Data)**

Additional School Bus Drivers

30% of DPS Students Live
w/in 0.5 Miles of School

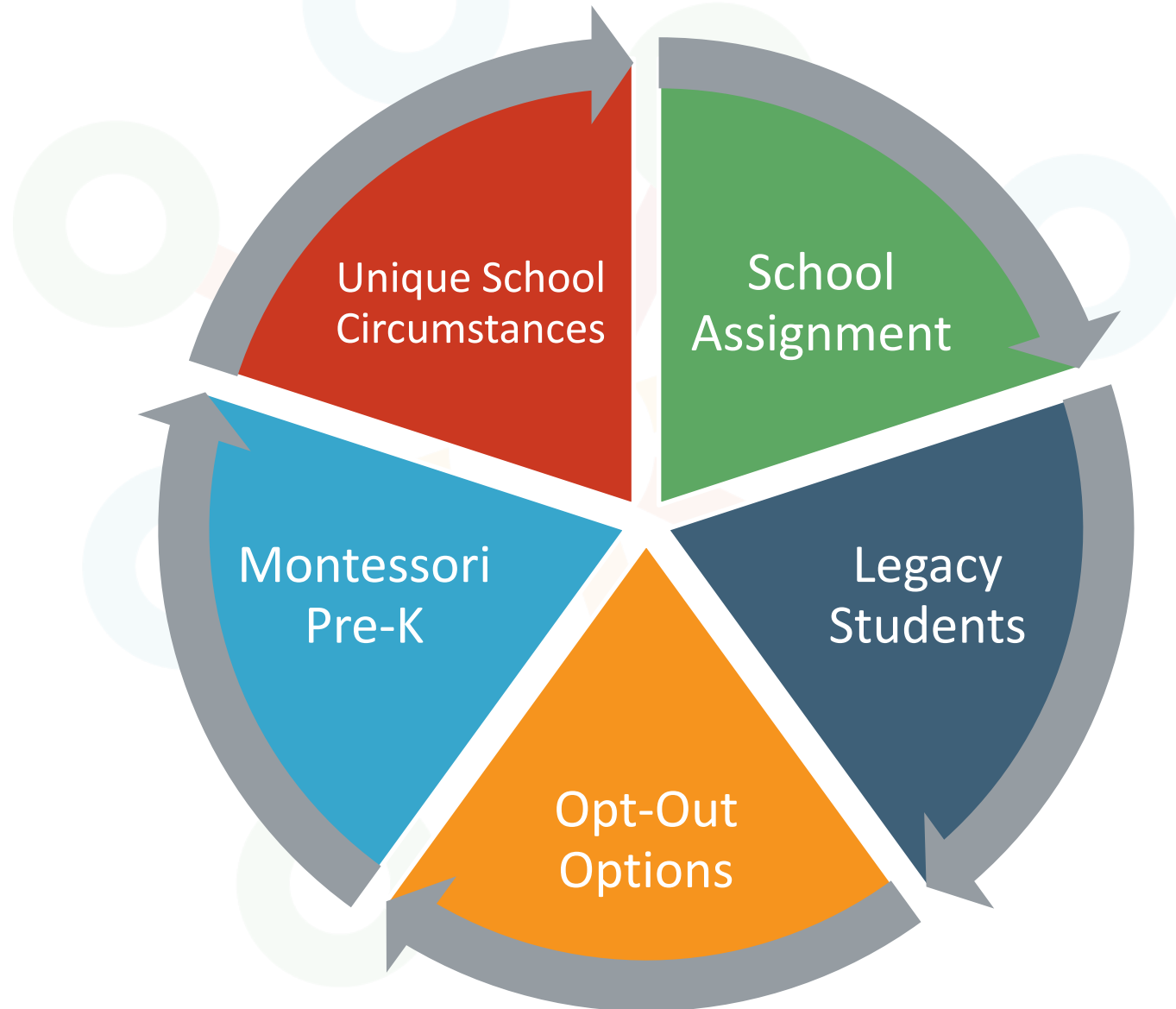
60% of DPS Students
Planned / Actual Ridership

Minimum of 200 Drivers



RECOMMENDATIONS: ELEMENTARY IMPLEMENTATION RULES

Framework for Implementation Rules





School Assignment

All K-3 students will be assigned to their new boundary school for SY24-25.

Legacy All 4th & 5th Grade Students Remain at the School (Scenario 6)

4th and 5th grade students will remain at current assignment.

Sibling(s) of 4th & 5th graders may request to stay pending school capacity.

Transportation for 4th & 5th grade students (and sibling) will be provided.



Legacy Magnet/Application Students: SY24-25 Rising Grades 1-3 Option to Remain in the Program

Current application (magnet) students who do not reside in their magnet school's updated boundary must reapply in the lottery to the current/like continuing program for their region.
Priority will be provided in the application lottery.

Legacy Current DLI Students: SY24-25 DLI Cohorts Grades 1-5

Rising 1st-5th grade Dual Language Immersion (DLI) students at Bethesda, Lakewood, and Southwest Elementary who are no longer in the school boundary may request to stay in the DLI program at the DLI school through the *School Transfer Process*.



Regional Opt-Out Options

Opt-out options will be available upon request for students in an International Baccalaureate, Montessori, or Year-Round attendance zone to another school in their region.



Montessori PreK Enrollment

In SY24-25, all seats at Montessori PreK will be allotted through the Application Lottery with priority for base students.

Starting in SY24-25, all rising Kindergarten students not residing in the Montessori school boundary who wish to continue in the program in their region would apply through the Application Lottery for Kindergarten with priority seating for those students who attended Montessori PreK.



Little River Middle School Students

The current SY22-23, 5th grade students will be the final cohort with the option to remain in middle school. Future middle cohort groups will attend their base assigned middle school.

Two Year-Round Options

In SY24-25, all families are eligible for two Year-Round schools and may rank order their choice in the lottery.



Holt Elementary Calendar

In SY24-25, Holt Elementary will transition to a Dual Language Immersion application school.

Holt Elementary will continue to follow the Year-Round calendar.

Students who reside outside of the Holt boundary and who wish to attend Year-Round may apply to the Year-Round school serving their region.



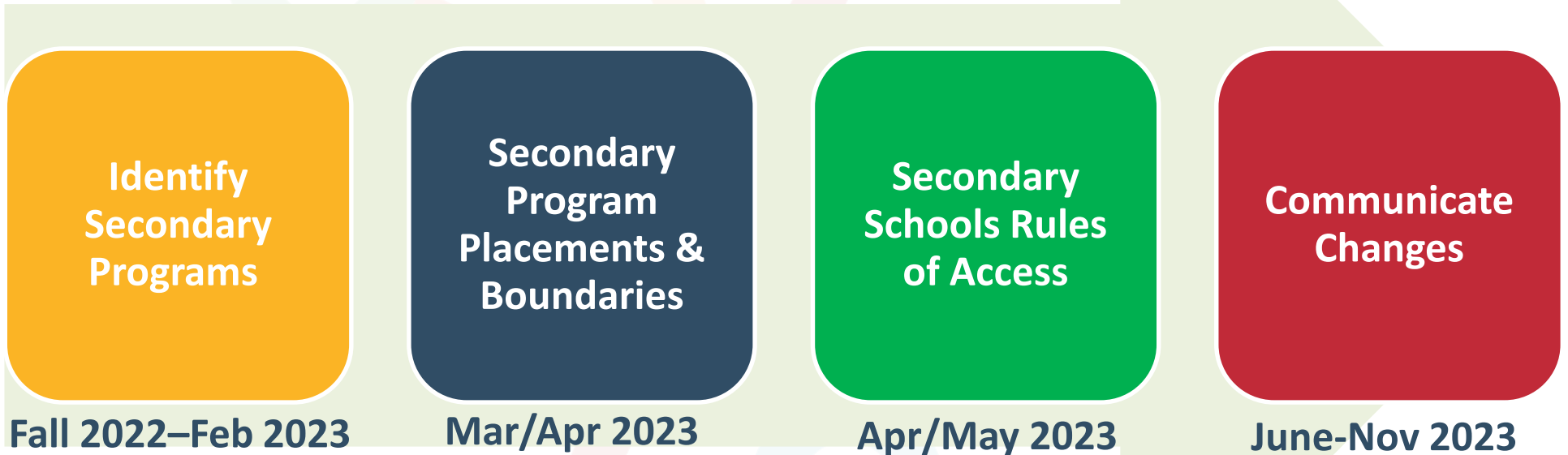
NEXT STEPS



Next Steps



Growing Together: Secondary Programs



Transition Planning

2022-23

- New boundaries in effect for Lyons Farm, Parkwood, and Creekside
- Launch Growing Together Initiative: Secondary Programs
- EC PreK/EC regional alignment underway
- Finalize the student assignment rules in preparation for SY2024-2025

2023-24

- New ELEMENTARY lottery rules in January lottery for 2024-2025 school year using the regional access model.
- Continue EC PreK/EC regional alignment
- Launch informational campaign regarding Growing Great Schools Together

2024-25

- Launch new Global Languages / STEM / Arts in every elementary
- New school boundaries in effect
- Opening of Murray-Massenburg Elementary
- Complete phase-in of EC PreK/EC pathways
- Implement regional access model
 - Dual Language Immersion
 - Elementary Year-Round Calendar

2024-25 / 2025-26

- Completed renovation of 6 elementary schools
- Launch District-wide International Baccalaureate
- Launch District-wide Montessori










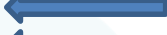
















GROWING TOGETHER DATA TABLES

		K - 5		
Schools		Capacity	Enrollment	Utilization
Over Enrolled	Southwest Elementary	556	664	119%
	Holt Elementary	556	637	115%
	Hope Valley Elementary	556	631	113%
	Bethesda Elementary	556	613	110%
	Parkwood Elementary	556	587	106%
	Lakewood Elementary	354	371	105%
	Easley Elementary	438	449	103%
	Glenn Elementary	556	565	102%
	Creekside Elementary	556	546	98%
	Forest View Elementary	674	641	95%
Ideal Enrolled	Pearson Elementary	742	699	94%
	Hillandale Elementary	556	519	93%
	Spring Valley Elementary	556	509	92%
	Eastway Elementary	438	392	89%
	Club Boulevard Elementary	438	387	88%
	Morehead Montessori Elem	236	198	84%
	Sandy Ridge Elementary	556	465	84%
	Mangum Elementary	354	291	82%
	Little River Elementary	438	360	82%
Under Enrolled	Eno Valley Elementary	674	540	80%
	Burton Elementary	354	283	80%
	RN Harris Elementary	354	282	80%
	Lyons Farm Elementary	556	433	78%
	George Watts Elementary	354	272	77%
	WG Pearson Elementary	438	319	73%
	EK Powe Elementary	556	383	69%
	Oak Grove Elementary	674	455	68%
	Fayetteville Street Element	354	224	63%
	YE Smith Elementary	438	272	62%
	CC Spaulding Elementary	354	210	59%

2022-23 DPS Elementary Enrollment & Capacity (Growth)

Target Goal:
80-95%
Utilization

Schools	K - 5 Capacity	Enrollment	Utilization	Mobile Class Removal	Scheduled Renovation	Assignment to Murray-Massenburg
Southwest Elementary	556	664	119%			
Holt Elementary	556	637	115%			
Hope Valley Elementary	556	631	113%			
Bethesda Elementary	556	613	110%			
Parkwood Elementary	556	587	106%			
Lakewood Elementary	354	371	105%			
Easley Elementary	438	449	103%			
Glenn Elementary	556	565	102%			
Creekside Elementary	556	546	98%			
Forest View Elementary	674	641	95%			
Pearsontown Elementary	742	699	94%			
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Oak Grove Elementary	674	455	68%			
Fayetteville Street Element	354	224	63%			
YE Smith Elementary	438	272	62%			
CC Spaulding Elementary	354	210	59%			



Growing Together: Access Lottery / Boundary Seats for All Schools

School Name	Program	HB90 Capacity	Boundary Seats	Lottery Seats
Club Boulevard Elementary	DLI	464	320	144
Merrick-Moore Elementary	DLI	582	438	144
Holt Elementary	DLI	582	438	144
Lyons Farm	DLI	582	438	144
Southwest Elementary	DLI	582	438	144
E K Powe Elementary	IB	619	379	240
Burton Elementary	IB	390	150	240
George Watts Elementary	Mont	390	270	120
Little River K-8 School	Mont	489	129	360
Morehead Montessori	Mont	260	140	120
Eastway Elementary	YR	489	369	120
Oak Grove Elementary	YR	749	329	420
Easley Elementary	YR	489	189	300
Pearsontown Elementary	YR	829	409	420
W G Pearson Elementary	YR	489	0	489
Hope Valley Elementary	YR	619	379	240

School Name	Program	HB90 Capacity	Boundary Seats	Lottery Seats
Y E Smith Elementary		438	438	0
Bethesda Elementary		556	556	0
Glenn Elementary		556	556	0
Spring Valley Elementary		556	556	0
Mangum Elementary		354	354	0
Sandy Ridge Elementary		556	556	0
Eno Valley Elementary		674	674	0
Hillandale Elementary		556	556	0
Lakewood Elementary		354	354	0
Fayetteville Street Elementary		354	354	0
R N Harris Elementary		354	354	0
Parkwood Elementary		556	556	0
C C Spaulding Elementary		354	354	0
Forest View Elementary		674	674	0
Creekside Elementary		556	556	0
Murray-Massenburg Elementary		674	674	0

2022-23 Elementary Lottery-Assigned Seats = 1,719



Growing Together Elementary Lottery-Assigned Seats = 3,789

**2,070 Additional
Elementary Lottery Seats**



Growing Together: Access

Students Reassigned w/ Growing Together

If every (K-5) Student moved at once, approximately 6,120 out of 14,093 elementary school students (43%) are reassigned to a new school base area.

Priority-status for any student reassignment lottery application into Application Schools will reduce reassignment impacts by up to an additional 1,000 students.

Recommendation

	GT 24-25 K-5	GT 24-25 1-5	GT Scenario 5 (Legacy 5 th)	GT Scenario 6 (Legacy 4 th & 5 th)
Students Reassigned	6,120	5,100	3,060	2,040
Current (22-23) Grades Impacted	-	K-3*	K-2	K-1

Please note:

1. Grade 1 in 2024-25 will be Kindergarten Cohort in 2023-24, thus the maximum number of currently enrolled DPS students that would be reassigned is 4,080 (without any legacy status).
2. Scenarios 5 and 6 include grade cohort legacy status (Grade 5 and Grades 4-5, respectively).

Growing Together: Equity & Diversity

22-23 DPS Direct Certification Rates (SES)

Direct certification is a process conducted by States and LEAs to certify eligible children for free meals without the need for household applications (2004 Child Nutrition and WIC Reauthorization Act). This includes Food Stamp-Eligible and Students experiencing Homelessness.



Schools	Lottery?	Free-Reduced	Direct Certification
Morehead Montessori	Yes	18%	11%
Pearson Elementary	Yes	20%	12%
George Watts Elementary	Yes	19%	13%
Easley Elementary	Yes	17%	13%
Mangum Elementary	No	18%	13%
Creekside Elementary	No	36%	18%
Club Boulevard Elementary	Yes	30%	19%
Forest View Elementary	No	30%	21%
Little River K-8 School	No	33%	22%
Spring Valley Elementary	No	39%	27%
E K Powe Elementary	No	35%	27%
Hope Valley Elementary	No	42%	32%
Sandy Ridge Elementary	Yes	47%	33%
Southwest Elementary	No	44%	34%
Hillandale Elementary	No	43%	35%
Holt Elementary	Yes	50%	35%
Parkwood Elementary	No	45%	37%
Oak Grove Elementary	No	50%	38%

Schools	Lottery?	Free-Reduced	Direct Certification
R N Harris Elementary	Yes	99%	39%
Lakewood Elementary	No	99%	42%
Glenn Elementary	No	99%	42%
Burton Elementary	Yes	99%	45%
Merrick-Moore Elementary	No	99%	45%
Eno Valley Elementary	No	99%	48%
Fayetteville Street Elementary	No	99%	50%
Bethesda Elementary	No	100%	51%
W G Pearson Elementary	Yes	99%	54%
Y E Smith Elementary	No	99%	57%
Eastway Elementary	No	99%	59%
C C Spaulding Elementary	No	99%	68%

DPS Direct Certification Rate: 44.5%



IGNITING LIMITLESS POTENTIAL