Rebuilding Stronger
Meeting 5
Small Groups

Committee Responses

Public Responses

Examine the **student experience data** (see slides 19-41) and respond to the following questions.

What do you notice about the data?

- Majority of schools not what they were in the past – alumni perspective
- A lot of change – lack of stability – inability to grow programs
    - Time/staff (long term commitment)
- Strong programs give students incentives to come to school and be successful in school
- Enrichment opportunities beneficial EARLY to build skills/programs over time
- Lack of opportunities – family and consumer science, trade, etc.
- Large disparity between choice and neighborhood
- K-6 schools, especially neighborhood schools, are at a funding disadvantage
- Data shows neighborhood schools with low enrollment have less offerings
- District focus on choice schools with promotion/marketing/attention
    - Less on neighborhood as an option which leads to lower awareness as option – leads to lower #'s – less offerings
- We see the difference in the smaller schools v. larger schools and the programs and funding are different - small school teachers are stretched further
- More preparation courses to get students ready for Algebra
- Bring in fun or entertaining factors to support student learning process, especially with Math
- Enrichment programs lack global education as of STEM programs or tutoring or role model
- The fact that small schools are costing more and transportation is a problem still and it's a big part of student experience
- CFI school (choice schools) should have community access to the direct neighborhood
- From 3 teachers at our table: centralized PD has been very unhelpful (lack of focus), time and resources would be better spent allowing schools to work on their specific needs
- Neighborhood schools seem to continue to get the least of everything
- World language should not be considered an enrichment program but a core subject, especially in a district that is about 30% Latino. Multilingualism is a necessity for competition in a global economy
- Money should follow the student!
- Have a choice on what school
- Better the neighborhood schools, use data, replicate models that are working for kids of color.

- Making data clear and accessible
- Data is confusing

What does the data make you wonder?

- How can we better communicate with families to participate in the lottery?
- How are students' talents/interests reflected in the school day?
- How do we partner to bring community enrichment opportunities into under-resourced schools?
- Small Schools
    - Should we go to K-8 choice schools?
    - Twice as many enrichment activities?
    - Is there better staff?
    - What's limiting enrichment? Building size? How supported?
    - Increase your savings but lose your culture with the number of students?
    - What is the ideal number? (of students/building)
- Do you have enough buildings for incoming students and special education students?
- In student experience, are we prepared and willing to replicate data from other school's success?
- What resources are missing for well-funded schools like George Washington? Why are we still not achieving desired outcomes?
- To what extent are remedial programs taking away from enrichment opportunities, especially at neighborhood schools?
- To what extent are we taking away enrichment opportunities in order to over-remediate?
- Does it have to be about choice v. neighborhood? Can't we just offer more enrichment programs at neighborhood schools?
- Before and afterschool care
- Programs that address older and younger students at the same times
- Look into the experience of teachers in neighborhood schools

What additional information or questions do you have after reviewing the data?

- Other than funding what other factors affect access to advanced math coursework?
    - Staffing could be a factor. Providing Algebra 1 or higher in middle schools requires teachers who are certified in the content area. This would require us to hire teachers who are subject specific in the content area, and there could be challenges finding quality teachers. In addition (see answer below regarding why more schools don't offer Algebra 1).
- What is the disparity of teachers between choice versus neighborhood?
    - We're seeking for clarity on this one on which data you're after. Please email vandewallej@myips.org and let us know what you need.
- What is the data for
    - Schools above/below median % BIPOC choice v. neighborhood?

        - This data is broken out to show student access to certain experiences in school that are both above and below the IPS average for percent of student body that identifies as Black/Indigenous/People of Color.
- When/how far back is this data from? (year)
    - The graphs on small schools use data from the 2014-15 and 2019-20 school years.
    - The graphs on enrichment programs use data from the school year 2021.22.
    - The graphs on athletic offerings use data from the school year 2019.20.
    - The graphs on advanced math coursework use data for school year 2022.23.
- Do students from K-8 choice schools stay in IPS high schools or go to other districts?
    - We have found that 8th graders at choice, neighborhood and innovation schools leave the district at roughly equal rates. 8th graders in 2020-21 left the IPS family of high schools at the following rates for the 2021-22 school year: 29% of choice school 8th graders left the IPS family of high schools for high school, 29% of innovation school 8th graders left the IPS family of high schools for high school, and 31% of neighborhood school 8th graders left the IPS family of high schools for high school. Slide 37 of this presentation to the IPS Board has additional information, and slide 38 of the same presentation shows where 8th graders from each school end up for high school.
- How do base allocation decisions get made?
    - Our SBA formula shifts a bit year-over year, but the base weight is generally determined by the overall size of the pool of available dollars. We desire to weight more on need. Depending on available cash and projected cash flow, SBA pool grows accordingly. To increase the weights in the long-term, we will need to experience an increase in revenue or reduction in operational costs.
- What experiences do the orange and grey dollars create?
    - The grey dollars are those that are provided by the district for the specific purposes of ensuring components of a program are manifest in the school. For example, in the Montessori model, there are two adults in the lower grade classrooms. The district provides funding for the 2nd adult. Another example would be specific teaching positions in our specialized high school pathways. The orange dollars don't have a specific purpose assigned by the district. Instead, schools may choose how to best use these dollars in order meet the needs of their students.
- Why do the three schools with the highest per pupil funding have a significant difference than other schools? What are the costs?
    - If you're referring to slide 30 with the stacked bars the three schools are:
        - Francis Parker School 56 - This school is a classic "small schools issue." It has 9 grades (PreK - 8) and less than 300 students. That means that when we ensure the school as what it needs to both staff safely and in line with the Montessori requirements, the per-pupil is quite high relative to our other schools.
        - Thrival Academy - The school's high per-pupil rate is due to its small size, and the fact that it is a high school. The district funds the school so that it can hire teachers to teach the required courses, which is beyond what the school would be funded if it were funded only on its per-pupil.

        - Paul Miller - This is also as a result of low enrollment, spread out over 7 grades (K-6).
- Is the racial disparity on slide 35 exclusively to Shortridge? No. The slide also includes K-8 schools, and the disparity is not disproportionately impacted by Shortridge.
- How do our enrichment opportunities compare with those of schools outside of the IPS network?
    - We don't have a full suite of data for non-affiliated charters, for example. What we have heard anecdotally is that small charters experience the same financial constraints as our IPS-run small schools. In contrast, we see that the middle school experience at larger township schools features a full suite of extracurriculars and athletics that are not present at many of our smaller K-8s.
- How do we prepare students for Algebra I in middle school?
    - We have adopted a high quality curriculum at each grade level, and monitor both implementation and teacher pacing throughout all grades. Teachers make adjustments based on balanced assessment data at each grade level, use high leverage instructional strategies at each grade level, and we ensure a cycle of continuous professional development and coaching for staff. We also carry the mindset that all students are capable of Algebra I in middle school with the right supports.
- Why don't 7-8 of K-8 neighborhood schools offer Algebra 1? 7-12 high school model guaranteed this option, but it seems lost in the shuffle. What is needed for these schools to offer A1?
    - This is caused by a combination of a few factors. There might not be enough students ready for that level of coursework to warrant holding a full class of it, and scheduling for a small class is sometimes impractical at a smaller school. For example, if you only have 50 8th graders, you might only have 2 sections of math and one math teacher who also teachers 7th if not also 6th grade math. When the staff isn't large due to small student body population, it's difficult to staff a variety of coursework. Schools do often offer 2 kind of 8th grade math, for example, but it's likely a general offering as well as a more advanced offering, such as pre-algebra.
- Data on black/brown teachers
    - Please send an email to vandewallej@myips.org to specify which data you would find most helpful.
- Data on school experience on ELL
    - Please send an email to vandewallej@myips.org to specify which data you would find most helpful.
- Understand the slide "30"
    - Agree that slide is complicated! Please email vandewallej@myips.org and Jamie would be happy to schedule some additional time to review.