City School District of Albany

Feeder Alignment Committee

Kaweeda G. Adams, Superintendent

February 10, 2022

City School District of ALBANY

CSDA Guiding Principles

Vision Statement

The City School District of Albany will be a district of excellence with caring relationships and engaging learning experiences that provide equitable opportunities for all students to reach their potential.

Mission Statement

We will work in partnership with our diverse community to engage every learner in a robust educational program designed to provide the knowledge and skills necessary for success.

Goals

Increase **student achievement**
Enhance the **delivery of quality instruction**
Build our **leadership capacity**
Empower families
Partner with our diverse community

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Feeder Alignment Committee

Agenda

- Committee overview
- Enrollment pattern considerations
- Enrollment model metrics
- Additional considerations
- Scenario analysis
- Community engagement
- Community survey, next steps

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Feeder Alignment Committee

Overview

Purpose of the committee

To engage community members and district personnel in a partnership to develop criteria and make recommendations for an equitable feeder pattern for all students transitioning from elementary (PK-5) to middle school (grades 6-8).

The committee began its work last summer with one representative from each school. Five members carried the work forward through the fall; an Ad Hoc Committee of three Board of Education members joined in December, along with University at Albany statistician Kenneth Robin, Ph.D.

Parents:

- Dorian Solot – Delaware Community School/Dual Language Program
- William Lemmon – Eagle Point Elementary School
- Daniel Katz – Montessori Magnet School
- Tyleia Harrell – New Scotland Elementary School
- Marina Marcou-O'Malley – Stephen and Harriet Myers Middle School

Board members:

- President Anne Savage
- Secretary Sridar Chittur, Ph.D.
- Hassan Elminyawi

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Overview

Goal:

- All three middle schools roughly the same size
- All three middle schools have students who need similar resources
- Continue to “feed” elementary schools to middle schools to allow student relationships to continue

Process:

- Create a model that predicts enrollment and student resource needs at every possible combination of elementary schools to identify likely candidates
- From the likely candidates, use our knowledge and understanding to identify best options
- Two main components: Enrollment and student need

Timeline:

- Implement new feeder pattern for the 2022-23 school year for **sixth-grade only**, adding a new sixth-grade cohort each year until the pattern is fully implemented by 2024-25
- Students currently in grades 6-7 remain in place until moving on to high school

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Enrollment pattern considerations

- Balancing total enrollment for each building
- Balancing resources to meet the needs of students (academics, attendance, discipline, etc.)
- Number of school changes from the current feeder pattern
- Transportation factors

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Factors considered in projecting enrollment

- Current students in grades 3-5
- Large number new students entering the district in sixth grade
  - Average of 84 new students over three years
- Returning and new entrant self-contained special education students
  - Assigned based on student need and program, not on elementary school feeder.
  - Six self-contained classrooms at each middle school aligned where possible to elementary school program
- Continuous enrollment of students from elementary to middle
  - 81.8% of non-self-contained students transition to district middle schools (data from the last pre-pandemic year, 2018-19 to 2019-20; used grade 5-6 or grade 6-7 transition based on school)
  - 84.8% of self-contained students
- Dual Language Program expansion
  - Dual is in the first year of an expansion that will see it double in size one grade at a time. This will begin to impact middle school enrollment in 2027-28 when this year's kindergarten students enter sixth grade.
    - The feeder pattern should allow balanced enrollment both now and in the future.

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Enrollment pattern considerations

	MMS	NSES	TOAST	ASH	PHES	EPES	DCS (excl DUAL)	AHES	SPA	SAA	GIFF	DUAL	By Need	Total	x3	
Projected Enrollment Summary																
Enrollment Based on Feeder Elementary																
Anticipated Non-SC 5th Grade Returning Students	36	60	37	41	44	30	33	29	37	37	47	16		**448**	**1,345**	
(Enrollment feeds based on Elementary School, projected performance based on data for that school, Enrollment projection assumes retention rate of 81.8%, see below.)																
Anticipated Non-SC, Non-AIC 6th Grade New Entrants	-	5	-	-	6	2	5	5	8	5	8	-		**43**	**130**	
(Enrollment feeds Elementary Catchment Area, projected performance based on typical New 6th Gr Entrants, see below)																
Dual Expansion												16				
(The Dual Language Program is currently two-sections deep PK-K, and one section deep G1-G5. Each year an additional grade will become two deep. The current K students will start entering MS as 6th graders in the 2027-28 school year, and by the 2029-30 school year 6th, 7th, and 8th grade will all reflect a doubled-dual. The model calculates enrollment ranges with both the current single deep Dual, and a doubled Dual. Performance, attendance, etc. is based on current enrollment and student performance. Once doubled, Dual is andticipated to add 48 students (16 per year x 3 year) to the enrollment, for a total anticipated middle school of enrollment of 1789.)																
Total Enrollment Fed By Feeder Pattern Dualx1	**36**	**65**	**37**	**41**	**50**	**32**	**38**	**34**	**45**	**42**	**56**	**16**		**492**	**1,475**	
Total Enrollment Fed By Feeder Pattern Dualx2	36	65	37	41	50	32	38	34	45	42	56	32				
Enrollment Based on Specific Student Needs																
Self Contained Returners: Anticipated SC Returning 5th Graders													48	**48**	**143**	SC
Self Contained New Entrants: Anticipated SC New Entrant 6th Graders													11	**11**	**32**	SC
(Self-Contained students are enrolled by student need, not by elementary feeder pattern. Each MS will have 6 self-contained classrooms. Operational staff will assign self-contained classrooms to middle schools as much as possible consistent with the feeder pattern, and will roughly balance performance of the self-contained classrooms among the buildings.)																
TCCE Students													(15)	**(15)**	**(45)**	TCCE
(Fifteen students per school, should have no impact on balancing, since will be statistically similar)																
Total Hackett, Myers & NAMS Anticipated Enrollment														**535**	**1,605**	HMN
MS-TCCE														**15**	**45**	TCCE
MS-AIC														**30**	**91**	AIC
Total MS Enrollment including Hackett, Myers, NAMS, AIC, and TCCE														**580**	**1,741**	
This represents the anticipated enrollment for 2024-25, which is when this year's current 3, 4 & 5 graders will be 6, 7 & 8th graders. Current MS enrollment as of Jan 2022 is 1836 including H, N, M, and AIC)																

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Enrollment model metrics

Academics

- NWEA scores: (5th-graders; Spring 2019, Winter 2020, Spring 2021, Fall 2021)
- NYS test scores (5th-graders, 2019 and 2021)

Attendance

- Overall average (5th-graders, 2018-19 through 2021-22)
- Students with <90% attendance (5th-graders, 2018-19 through 2021-22 to date)

Discipline

- Total referrals (2019-20 and 2021-22)
- Students with 1+ referrals (2019-20 and 2021-2022)

Risk Score

- Average risk score (5th-graders, 2018-19 through 2021-22)
- Students highest or higher quintiles of risk (Current 5th-graders)

*(**NOTE:** The district-created risk score incorporates factors that include attendance, discipline, failing classes, credits for secondary, NWEA for elementary, IEP, ENL, economic disadvantage, retention, suspensions, etc.)*

For **returning students**: These factors were combined weighting Academics 50%, Attendance 20%, Discipline 15% and Risk 15% to create a single Composite Score for each school.

For **new entrants**, we calculated new entrant sixth-grade performance as a percentage of returning sixth-graders on each factor, and used that to create a comparable Composite Score.

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Additional considerations

- Don't assume there is precision just because there are specific data points
  - All data is projections. Both enrollment and student need projections will be off, and that could be either high or low
- There are 531,441 total possible scenarios!
  - We used our metrics to identify the top 60 scenarios based on projected building enrollment and composite scores – all are significant improvements on our current feeder pattern
- From that list of 60, the committee then narrowed the list of potential scenarios to eight
- The proposed scenarios are all from the top 19% (and most from the top 10% of scenarios).
  - Dr. Robin advises that we can state with confidence that these are all among the best, and all are substantially better than our current model.
  - However, we cannot state with confidence that the composite range accurately indicates the specific order among them.

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Scenario Analysis

									ALL FEEDER Trans District Wide			ECON DISADVANTAGED Trans District Wide		
ScenID	N	M	H	# School Changes	# of Students whose MS expectation is changed	Enrollment Range Single Dual	Enrollment Range Double Dual	Composite Range	All <1.0	All 1.0 - 1.49	All 1.5+	Econ Dis <1.0	Econ Dis 1.0 - 1.49	Econ Dis 1.5+
Current Feeder Pattern	AHES, SPA, SAA	MMS, ASH, PHES, GIFF	NSES, TOAST, EPES, DCS, DUAL	-	-	200	248	4.34	196	248	1,032	131	155	676
25828a	NSES, AHES, SPA, DUAL	ASH, PHES, EPES, SAA	MMS, TOAST, DCS, GIFF	6	226	22	33	0.99	236	209	1,030	169	151	642
25828b	ASH, PHES, EPES, SAA	MMS, TOAST, DCS, GIFF	NSES, AHES, SPA, DUAL	7	252	22	33	0.99	97	335	1,043	61	241	660
26225a	NSES, AHES, SAA, DUAL	ASH, PHES, EPES, SPA	MMS, TOAST, DCS, GIFF	6	226	29	19	1.40	235	201	1,038	168	144	651
60348b	MMS, ASH, PHES, SAA	NSES, SPA, GIFF	TOAST, EPES, DCS, AHES, DUAL	6	247	34	25	1.92	225	249	1,001	140	165	657
67759b	NSES, AHES, SPA, DUAL	TOAST, ASH, PHES, DCS	MMS, EPES, SAA, GIFF	7	267	20	31	1.22	160	263	1,052	107	195	660
67759c	MMS, EPES, SAA, GIFF	TOAST, ASH, PHES, DCS	NSES, AHES, SPA, DUAL	7	250	20	31	1.22	120	350	1,006	76	253	632
76882a	NSES, AHES, SPA, DUAL	MMS, PHES, DCS, SAA	TOAST, ASH, EPES, GIFF	6	234	20	31	0.92	167	272	1,037	115	199	647
77107a	NSES, AHES, SAA, DUAL	MMS, PHES, DCS, SPA	TOAST, ASH, EPES, GIFF	6	235	34	24	1.44	166	265	1,045	114	192	656

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Virtual community forums Feb. 14-17

The district will conduct virtual community meetings next week for all elementary schools to present the proposed scenarios and gather feedback.

Monday, Feb. 14 – 6:30-7:30 p.m.
Arbor Hill, Sheridan Prep, Schuyler

Tuesday, Feb. 15 – 6:30-7:30 p.m.
ASH, New Scotland, Pine Hills

Wednesday, Feb. 16 – 6:30-7:30 p.m.
Eagle Point, Dual Language, Montessori

Thursday, Feb. 17 – 6:30-7:30 p.m.
Delaware, Giffen, TOAST

**Albany International Center parents and guardians may participate in the forum that is most convenient.*

- Visit your school's page at **albanyschools.org** for a link to watch your meeting.
- We will use our Feedback form to take questions during each meeting: **albanyschools.org/feedback**

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In-person community forums

The district will conduct two in-person community forums during the week of Winter Recess to provide additional opportunities for families to learn about the proposed scenarios, ask questions and provide feedback.

Monday, Feb. 28 – 6:30-7:30 p.m.
Arbor Hill Elementary School
1 Arbor Drive

Tuesday, March 1 – 6:30-7:30 p.m.
Giffen Memorial Elementary School
274 South Pearl Street

**Please note that all COVID-19 protocols will be in place for these in-person events, including wearing masks and social distancing.*

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Community survey, next steps

Survey

The district also will share a survey to allow additional opportunities for all stakeholders to provide input on the proposed scenarios.

The survey will be available at **albanyschools.org** through the end of February. Attendees at our in-person community forums Feb. 22-23 also will have an opportunity to complete the survey online at that time.

Next steps

The Board of Education will review all input and anticipates selecting a final feeder pattern in March:

- **Thursday, March 3** – Board meeting, 6:30 p.m.
- **Thursday, March 17** – Board meeting, 6:30 p.m.

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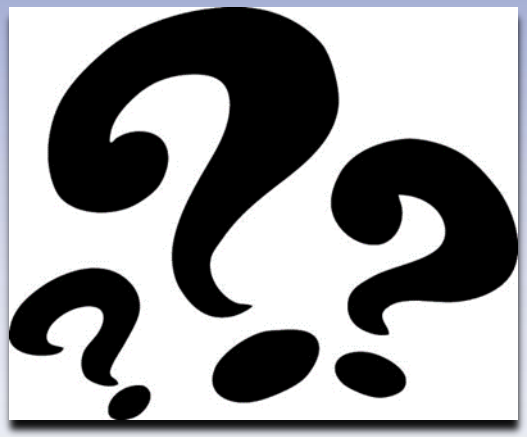
Questions



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