CHAMPAIGN UNIT 4 SCHOOLS

CHOICE UPDATES

Champaign UNIT 4 SCHOOL DISTRICT

COOPERATIVE STRATEGIES
ASSESS · PLAN · FUND · BUILD
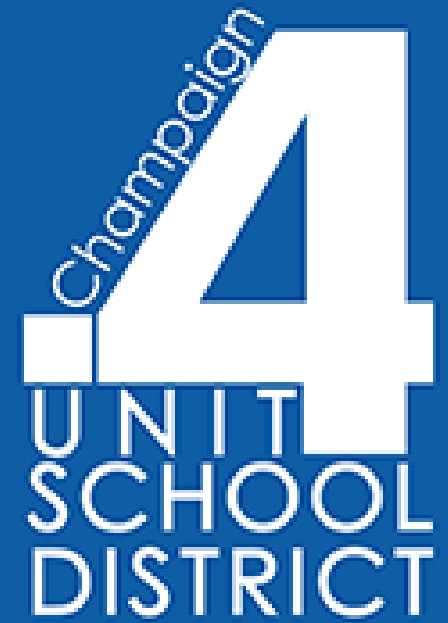
AGENDA

- Process Overview
- Schools of Choice Community Feedback
- Old Scenarios
- New Scenarios
- Next Steps

PROCESS

Phase I

Phase II

Plan for Planning
- Confirm process and timeline
- Discuss other comparable processes
- Present confirmed process to the Board

Background Data
- Analyze enrollment, demographic and boundary information
- U.S. Census Estimates

Establish Criteria
- Collect Feedback from the community around:
- Proximity to facilities
- Diversity of the populations
- Feeder pattern continuity
- Detached attendance areas

Develop Scenarios
- **Multiple Boundary Scenarios**
- Attendance Zones
- Combination of neighborhood school and a choice component
- Clusters of neighborhood schools

Finalize Recommended Options
- Alignment with criteria
- Present to Board
- Implementation Support
- Provide addresses for new boundaries
- Online locator

Schools of Choice Application Survey & Community Focus Group/Feedback Survey

CHOICE UPDATES

Schools of Choice Application Survey

Schools of Choice Application questions:

Unit 4 is in the process of studying the schools of choice process and is considering modifications or alternative processes as soon as the 2023-24 school year. Please answer the following questions to help inform this study. The intent of this survey is to better understand the perspectives of our families.

1. Do you feel that current "Schools of Choice" Process is meeting the goals of creating racially and socio-economically integrated schools? (Single Multiple Choice)
1. Yes
2. No
3. Unsure
4. I prefer not to answer

2. Which of the following is most important when selecting a school for your student? (Single Multiple Choice)
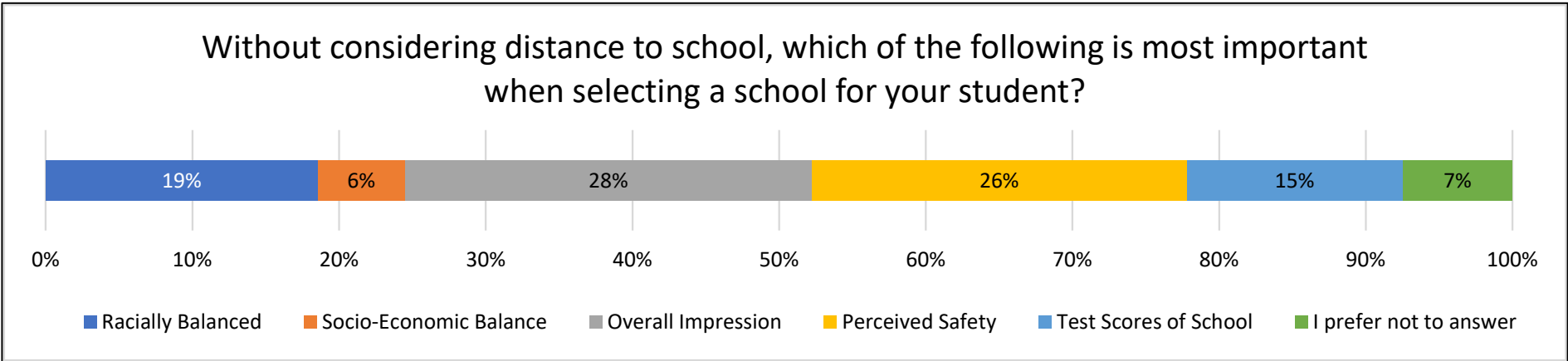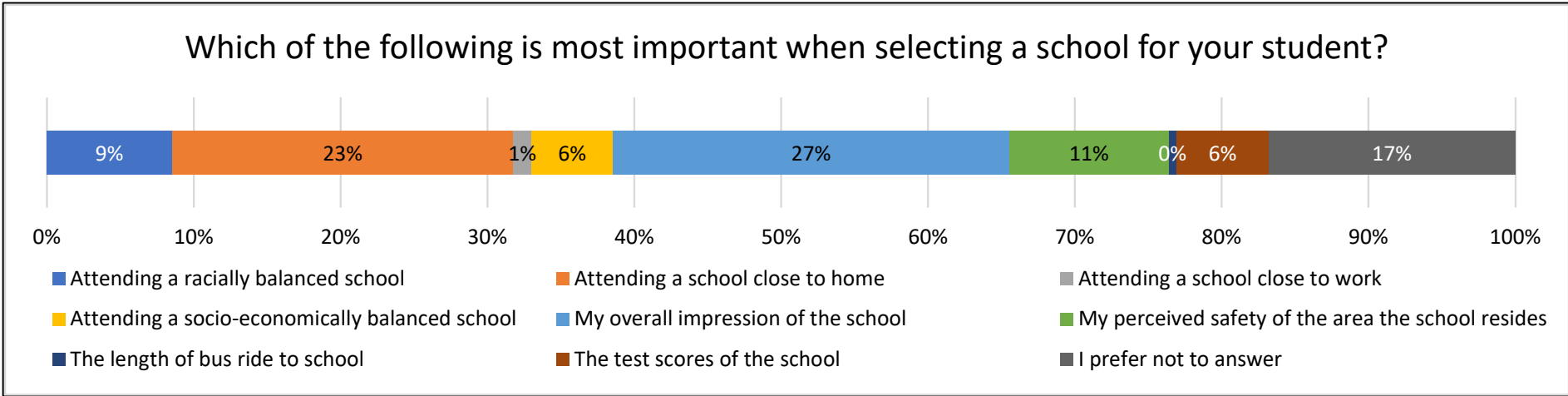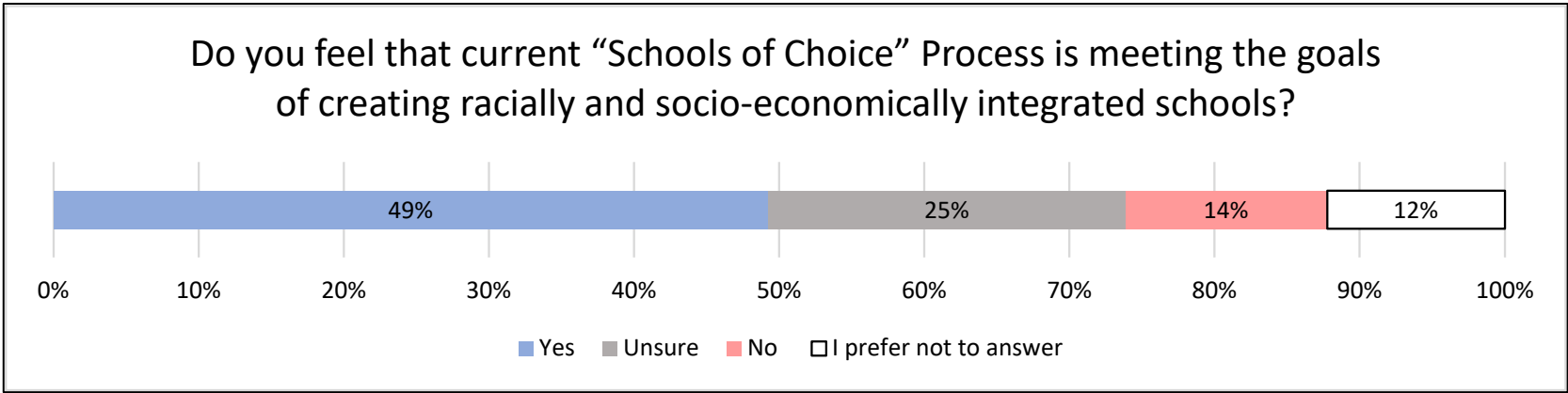1. Attending a racially balanced school
2. Attending a school close to home
3. Attending a school close to work
4. Attending a socio-economically balanced school
5. My overall impression of the school
6. My perceived safety of the area the school resides
7. The length of bus ride to school
8. The test scores of the school
9. I prefer not to answer

3. Without considering distance to school, which of the following is most important when selecting a school for your student? (Top 3)
1. Attending a racially balanced school
2. Attending a socio-economically balanced school
3. My overall impression of the school
4. My perceived safety of the area the school resides
5. The test scores of the school
6. I prefer not to answer

4. Please share any other thoughts that the Unit 4 should consider as it evaluates changes to the schools of choice process.

Schools of Choice Application Survey

Do you feel that current "Schools of Choice" Process is meeting the goals of creating racially and socio-economically integrated schools?

Yes 49%	Unsure 25%	No 14%	I prefer not to answer 12%

Legend: ■ Yes ■ Unsure ■ No ☐ I prefer not to answer

Which of the following is most important when selecting a school for your student?

9% | 23% | 1% | 6% | 27% | 11% | 0% | 6% | 17%

Legend:
- ■ Attending a racially balanced school
- ■ Attending a school close to home
- ■ Attending a school close to work
- ■ Attending a socio-economically balanced school
- ■ My overall impression of the school
- ■ My perceived safety of the area the school resides
- ■ The length of bus ride to school
- ■ The test scores of the school
- ■ I prefer not to answer

Without considering distance to school, which of the following is most important when selecting a school for your student?

19% | 6% | 28% | 26% | 15% | 7%

Legend:
- ■ Racially Balanced
- ■ Socio-Economic Balance
- ■ Overall Impression
- ■ Perceived Safety
- ■ Test Scores of School
- ■ I prefer not to answer

Schools of Choice Application Survey

Key Takeaways:

- Existing Kindergarten families (incoming 1st graders) are unsure of the effectiveness the "Schools of Choice" process, it changes after first grade.

- Perception of effectiveness falls off as students age.

- Families with students at the most diverse schools think the program is more effective.

- 50% of the responses indicate a preference for "overall impression of a school" or a "school close to home" as their most important consideration.

- 15% of the responses indicate a preference for a "racially balanced" or "socio-economically balanced school" when including proximity to school as a preference.
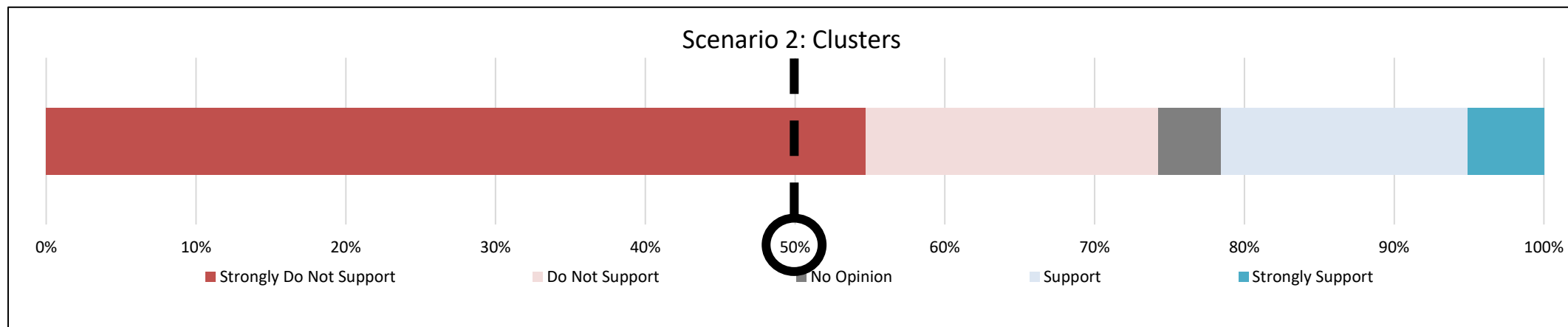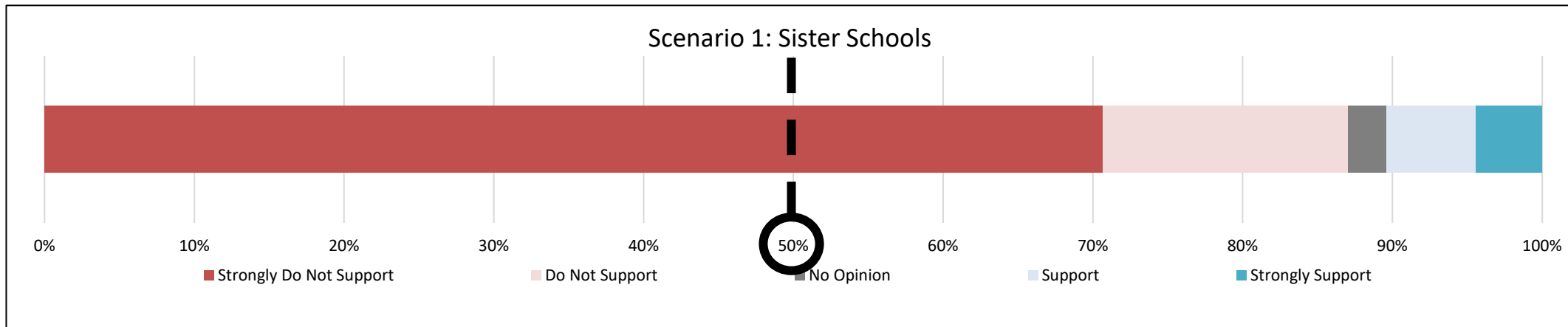
Community Focus Groups | Oct 2022

- **37 Focus Groups were held between 10/5 – 10/21**
  - 12 in-person, 25 virtual (day & evening)
  - 562 completed registrations
  - 407 community members were placed into the initial set of focus groups
    - Unplaced registrants were offered 8 additional meeting options, some in-person and some virtual.
    - Those who made CS aware that they were unavailable for a time that they registered for were also given this opportunity

- **2 In-Person Community Meetings**
  - ~100 community members attended at Carrie Busey ES (Oct 17)
  - ~75 community members attended at Garden Hills ES (Oct 18)

- **Discussion Themes:**
  - Avoid unnecessary disruption
  - Phase-in any future change
  - Focus on student achievement
  - Address transportation challenges

- Have a plan specifically for special programs
  - Special education, dual languages
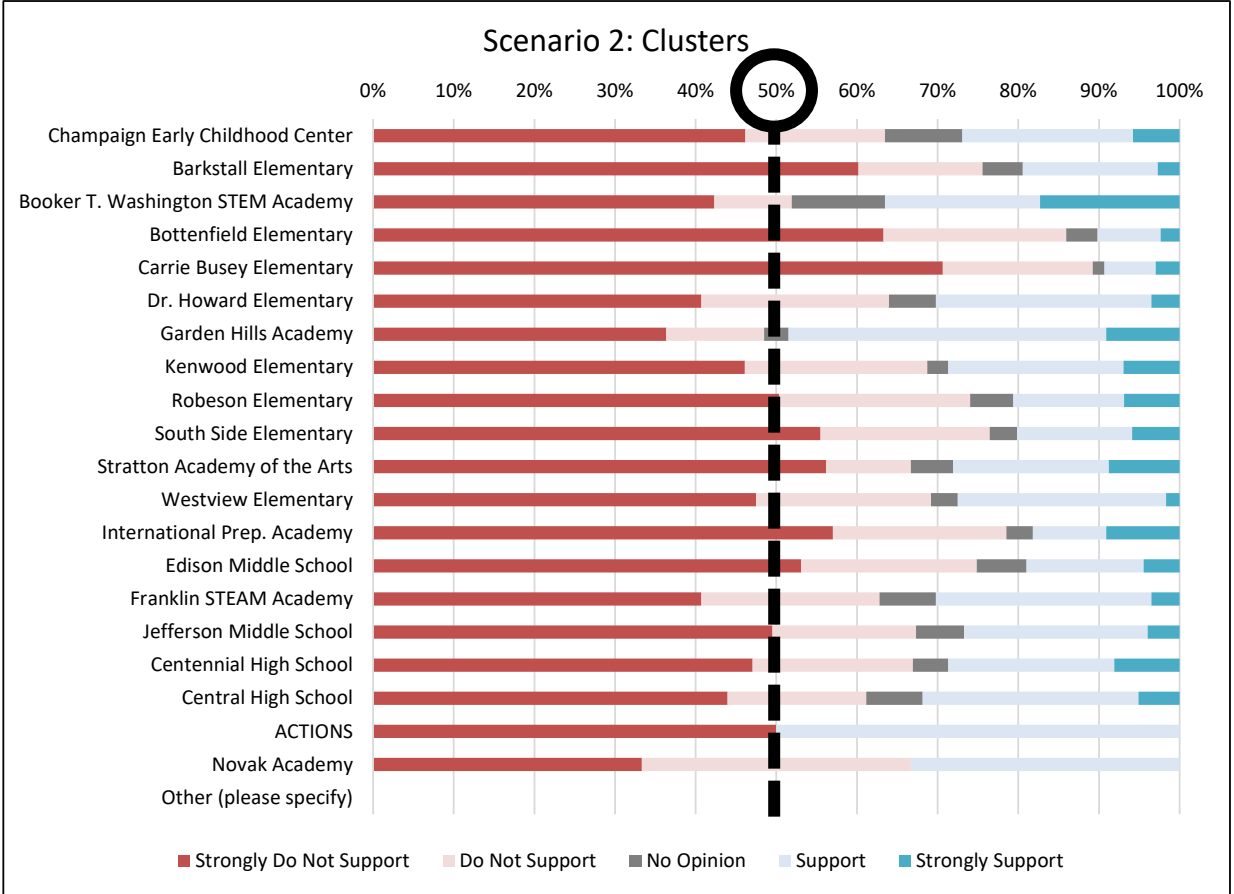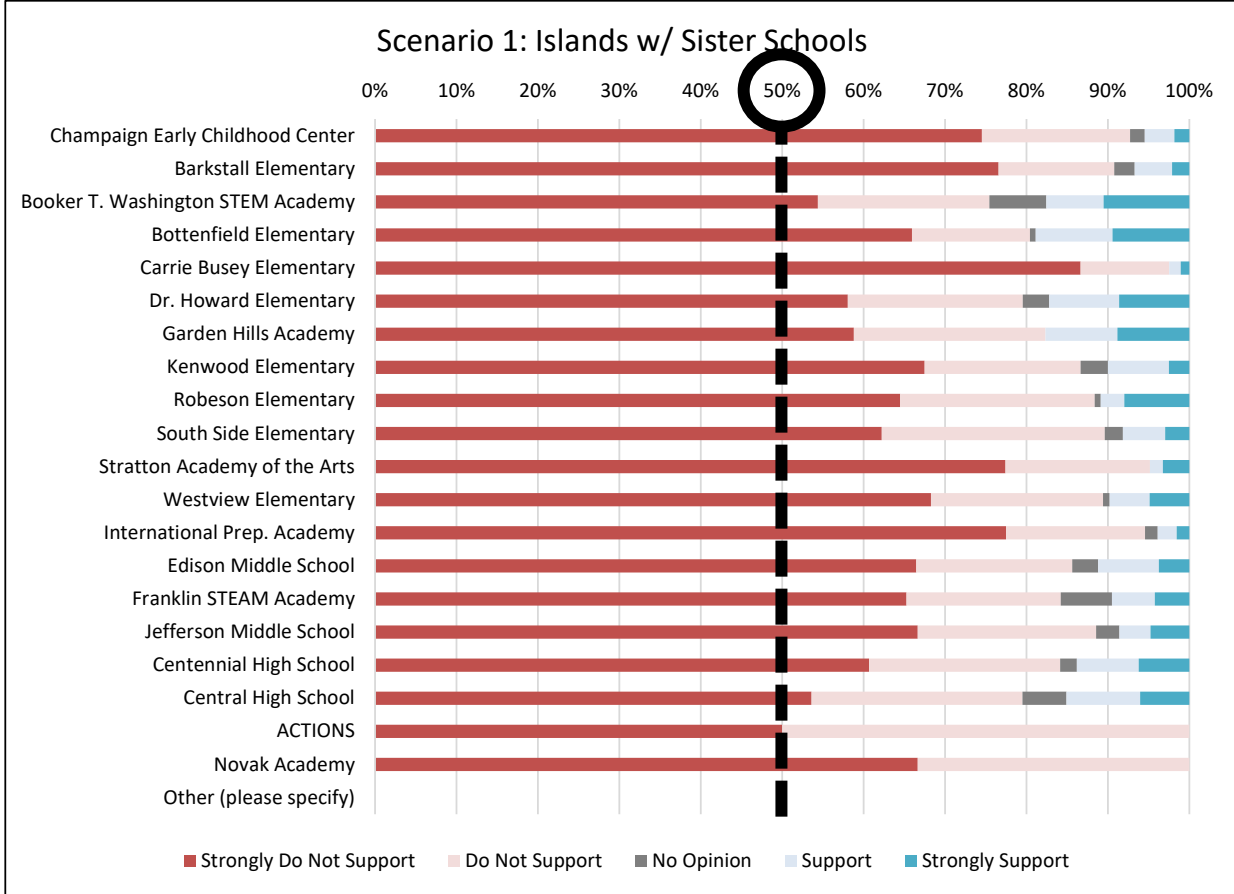- Preserve access to neighborhood schools

Community Survey | Oct 2022

- Over 2,600 community stakeholders

- Little support for either scenario; least for islands with sister schools

Scenario 1: Sister Schools

■ Strongly Do Not Support	■ Do Not Support	■ No Opinion	■ Support	■ Strongly Support

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Scenario 2: Clusters

■ Strongly Do Not Support	■ Do Not Support	■ No Opinion	■ Support	■ Strongly Support

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Community Survey | Oct 2022

Scenario 1: Islands w/ Sister Schools

Scenario 2: Clusters

Legend (both charts): Strongly Do Not Support, Do Not Support, No Opinion, Support, Strongly Support

Schools listed (both charts):
- Champaign Early Childhood Center
- Barkstall Elementary
- Booker T. Washington STEM Academy
- Bottenfield Elementary
- Carrie Busey Elementary
- Dr. Howard Elementary
- Garden Hills Academy
- Kenwood Elementary
- Robeson Elementary
- South Side Elementary
- Stratton Academy of the Arts
- Westview Elementary
- International Prep. Academy
- Edison Middle School
- Franklin STEAM Academy
- Jefferson Middle School
- Centennial High School
- Central High School
- ACTIONS
- Novak Academy
- Other (please specify)

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Community Survey | Oct 2022

- Over 1,200 narrative comments shared, explaining responses

- Responses were coded by primary and secondary shared themes

- Concerns included disruption, focusing on student achievement, phasing in a plan (to minimize disruption), a desire for neighborhood schools, transportation, dual languages, and special education.

- "Other" comments focused on general disapproval of one or both options

Survey Comment Categories

Legend: ■ Primary Concern ■ Additional Concern
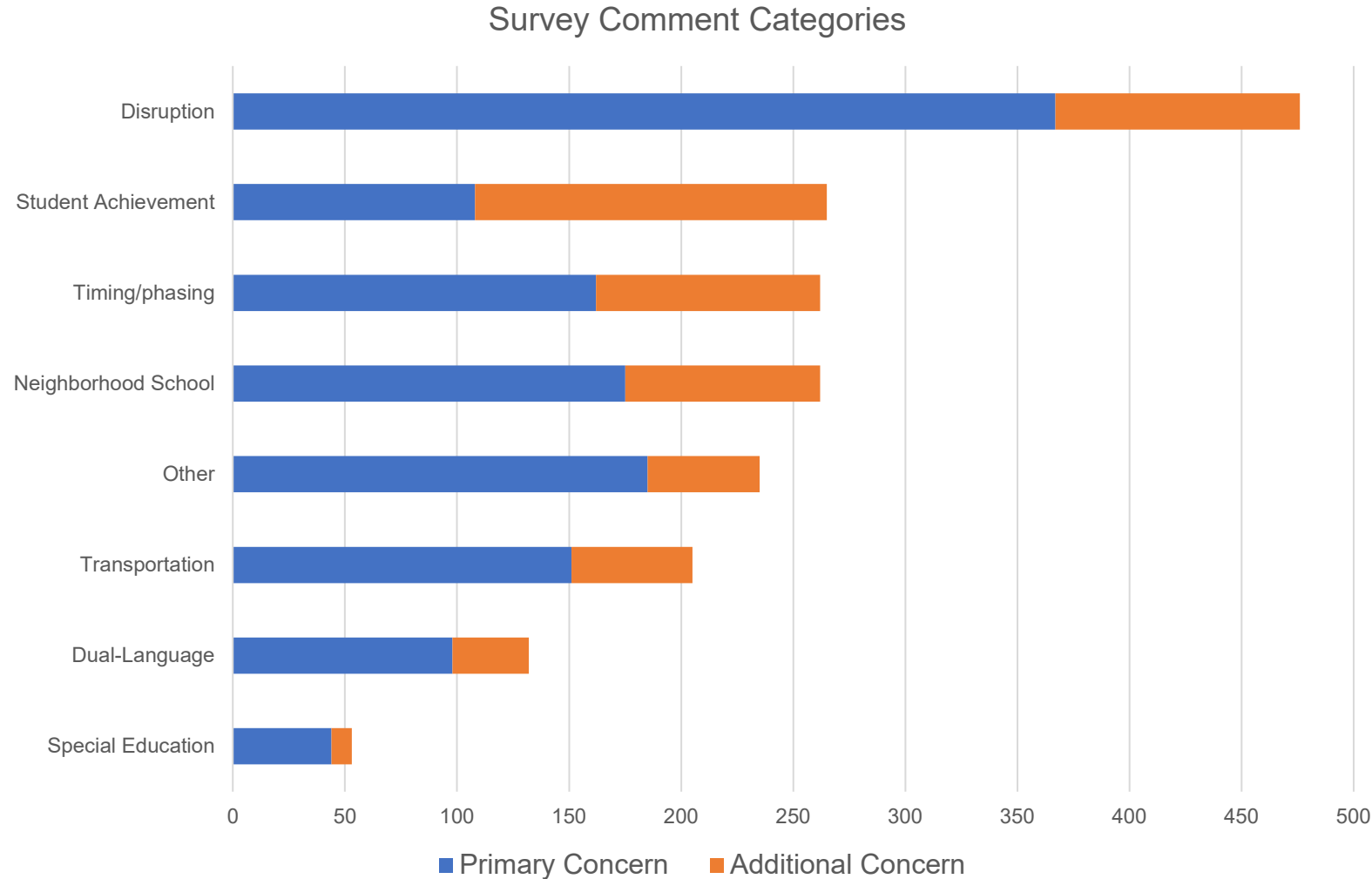
BASELINE & SCENARIOS 1 & 2

CHOICE UPDATES

Baseline

School	Capacity	Enrollment	Utilization	Free / Reduced
Barkstall	479	413	86%	44%
Bottenfield	474	453	96%	38%
BTW	426	327	77%	74%
Carrie Busey	474	465	98%	34%
Dr. Howard	428	357	83%	57%
Garden Hills	616	371	60%	87%
IPA	474	428	90%	55%
Kenwood	426	340	80%	49%
Robeson	431	433	100%	45%
South Side	284	280	99%	30%
Stratton	577	443	77%	77%
Westview	498	435	87%	50%
TOTAL	**5,587**	**4,745**	**85%**	**53%**

9/30 enrollment data

The table below illustrates the percentage of students attending each school, broken down by the student's proximity to that school.

School of Attendance	Attend within 1.5 mi	Attend from Elsewhere
Barkstall	20%	80%
BTW	18%	82%
Bottenfield	42%	58%
Carrie Busey	47%	53%
Dr. Howard	28%	72%
Garden Hills	36%	64%
IPA	23%	77%
Kenwood	33%	67%
Robeson	36%	64%
South Side	43%	57%
Stratton	33%	67%
Westview	29%	68%

Scenario 1 (Islands + Sister Schools)

- **Stratton and Barkstall combine boundaries (K-2 / 3-5)**
- **BTW and Carrie Busey combine boundaries (K-2 / 3-5)**

Moves 79% of elementary students

School	Capacity	Enrollment	Utilization	Free / Reduced
Barkstall	479	461	96%	48%
Bottenfield	474	359	76%	31%
BTW	426	475	112%	45%
Carrie Busey	474	466	98%	45%
Dr. Howard	428	407	95%	55%
Garden Hills	616	485	79%	61%
IPA	474	371	78%	82%
Kenwood	426	326	77%	66%
Robeson	431	281	65%	37%
South Side	284	293	103%	66%
Stratton	577	511	89%	48%
Westview	498	310	62%	55%
TOTAL	**5,587**	**4,745**	**85%**	**53%**
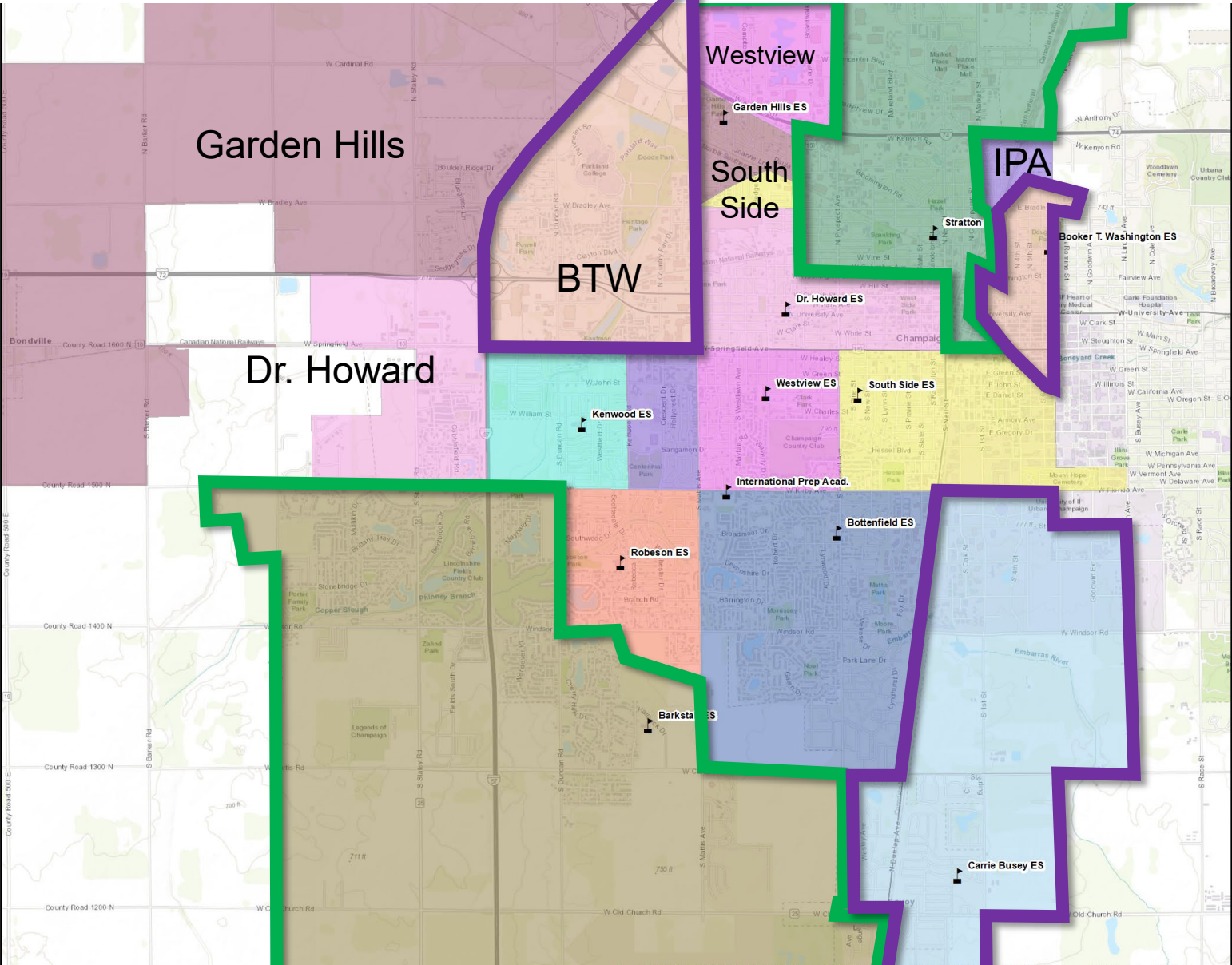
Scenario 2 (Three Clusters)

Choice is limited to the 4 schools in your cluster

Cluster 1	Cluster 2	Cluster 3
Bottenfield	Barkstall	BTW
Garden Hills	Stratton	Carrie Busey
Kenwood	South Side	Dr. Howard
Robeson	Westview	IPA

Moves 64% of elementary students

School	Capacity	Enrollment	Utilization	Free / Reduced
Cluster 1	1,947	1,451	75%	50%
Cluster 2	1,982	1,575	79%	53%
Cluster 3	1,658	1,719	104%	56%
TOTAL	**5,587**	**4,745**	**85%**	**53%**

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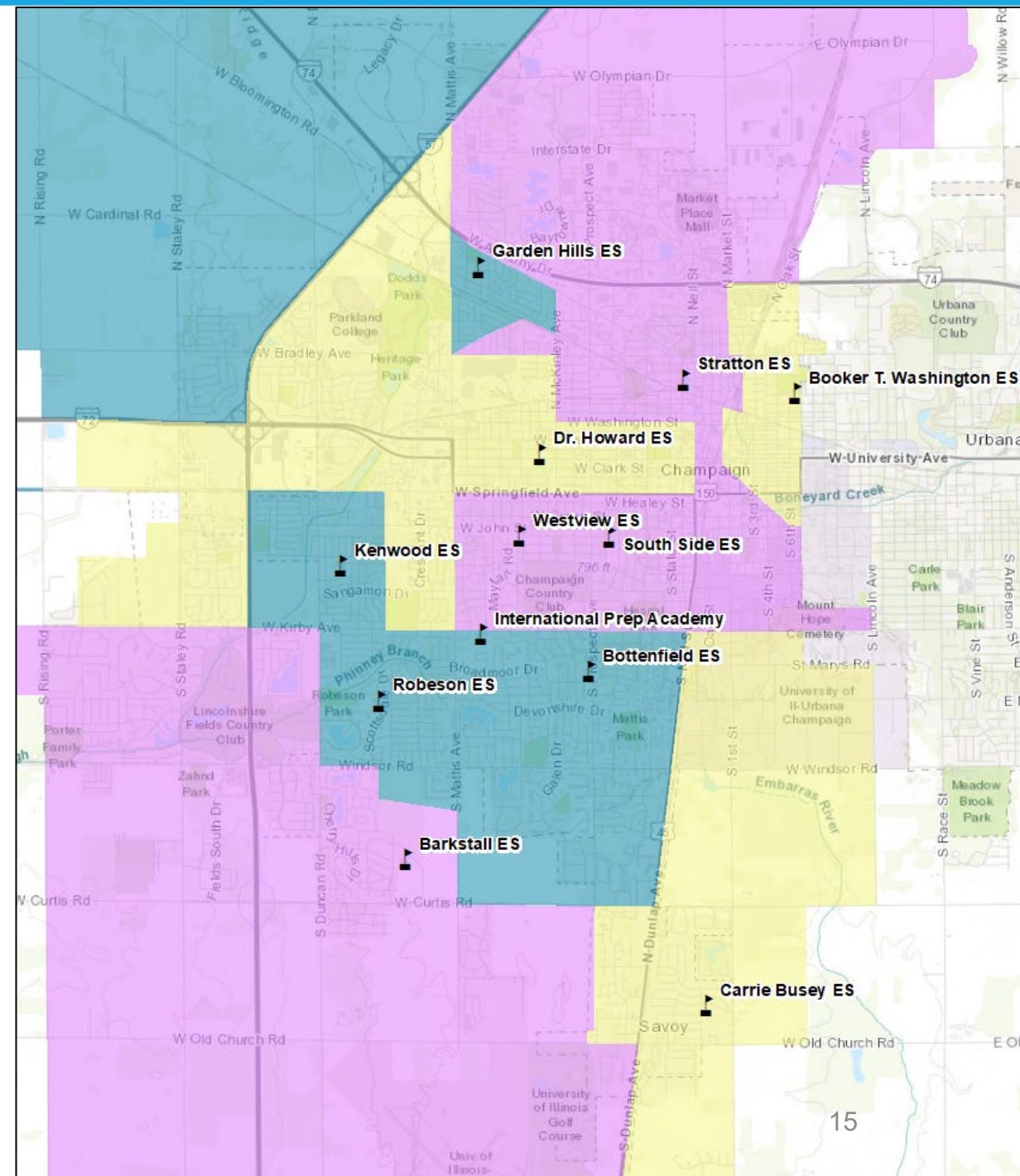
NEW SCENARIOS

CHOICE UPDATES

Development of New Scenarios

Reviewed & analyzed feedback on prior scenarios from survey, focus groups, community meetings

<u>Examples:</u>

- "Both [scenarios] would disrupt so many students lives. My family chose to move to this area and where we bought a house based on being able to choose schools. Students should be able to stay at their current schools and new kindergarten students can start this program as they enter."

- "I strongly do not support either scenario because they would take current students out of their schools and put them in new schools. These current students have already faced too much disruption with the pandemic."

- "...Young children are most secure with the familiar, their own neighborhood. Time spent on bussing is a negative..., and money would be better spent on early childhood education at neighborhood schools."

LED TO
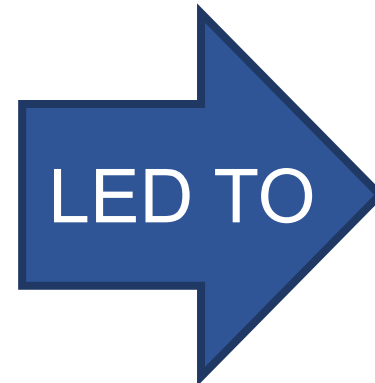
New Scenario 3
(Boundaries with Islands)

Addresses desire for schools close to home

New Scenario 4
(PreK-8 at Garden Hills & IPA, Modification to Current Choice)

Addresses desire for consistency & lack of disruption

New Scenario 3 (Boundaries with Islands)

- IPA would be a 100% magnet

- Garden Hills ES becomes a PreK-8 with a magnet program
  - Small boundary to account for magnet & 6-8 enrollment

- Stratton ES maintains French DL magnet program

- Remove balanced calendar

| School	Capacity	Enrollment	Utilization	Free / Reduced
Barkstall	479	454	95%	22%
Bottenfield	474	432	91%	36%
BTW	426	357	84%	67%
Carrie Busey	474	452	95%	20%
Dr. Howard	428	406	95%	56%
Garden Hills	616	218	35%	92%
Kenwood	426	392	92%	73%
Robeson	431	398	92%	48%
South Side	284	256	90%	66%
Stratton	577	476	82%	75%
Westview	498	476	96%	57%
TOTAL	**5,113**	**4,317**	**84%**	**53%**
IPA (ES ONLY)	474	428	90%	55%

Moves 76% of elementary students

Benefits:

- Efficient transportation

- Families could move into an area and know exactly where they would attend school

Challenges:

- Disrupts 76% of elementary students

- Demographic imbalance

- Attendance zones may need to be revised if students who have made other educational choices in the past decide to return to public schools

- Garden Hills, even as a PK-8, may not draw students from outside of that area
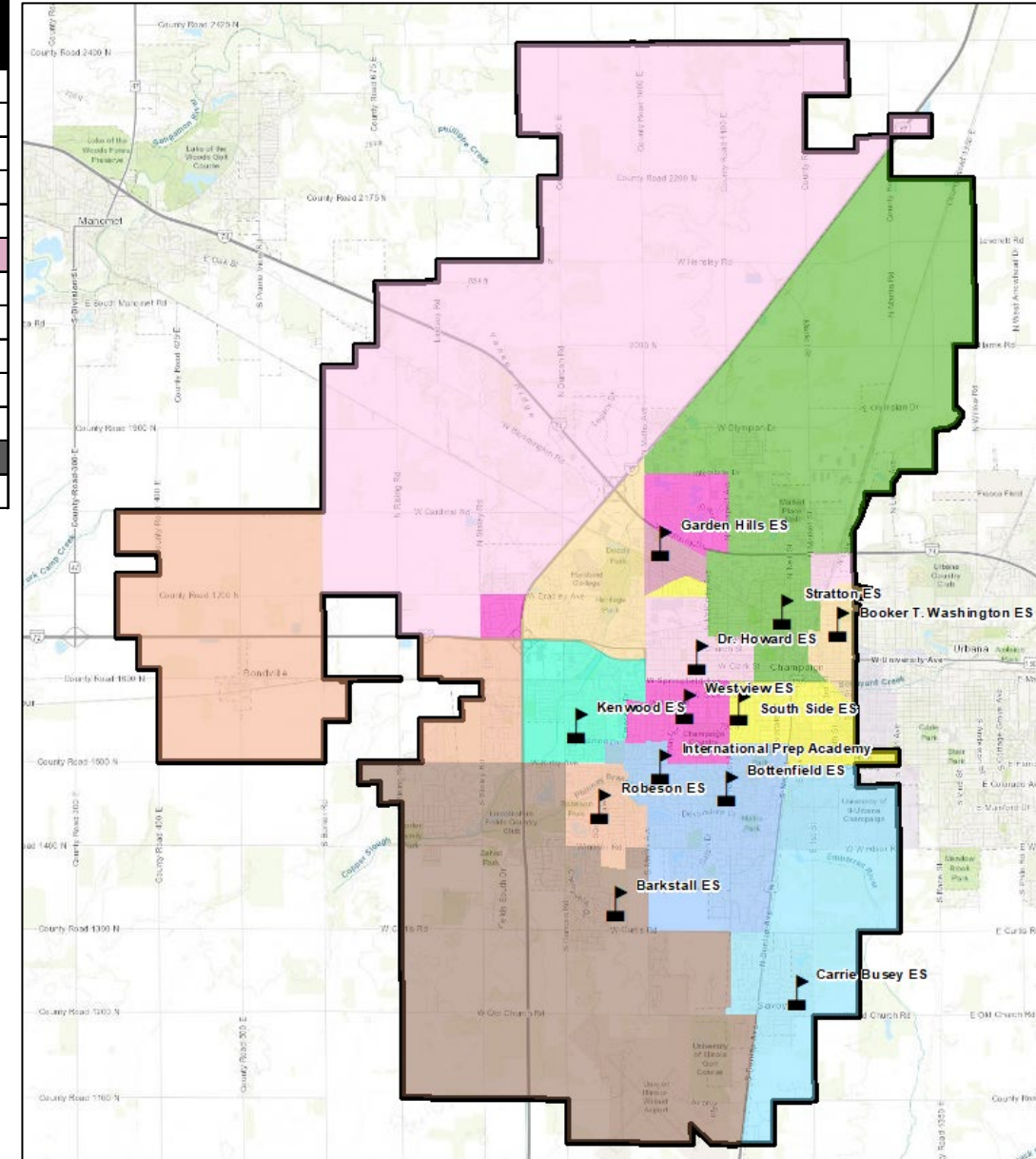
New Scenario 4
(PreK-8 at Garden Hills & IPA, Modification to Current Choice)

- Garden Hills and IPA to function as PK-8 (<u>full-day</u> PreK)

- Continue to **use proximity and socioeconomic diversity** during student assignment process to reinforce existing policy guidance [(Board Policy 7:32, section 4.2)](#)*

- Set aside 5%-15%+ seats at all schools for late registration and extend K registration to June or July

- Remove balanced calendar and add a Fall Break to calendar (for all schools)

- No waitlist. Transfer eligibility to be based on Board policy

- All (13) Bondville students will be required to attend Kenwood & Jefferson, effective next year (existing students can stay if families provide transportation).

- Review start and stop times

- Families of students who qualify for District transportation have the <u>option</u> of providing their own transportation. Families who choose to do so would be reimbursed mileage by the District.

*4. Socioeconomic Status (SES) - In an effort to maintain balance and diversity across the schools, the District shall consider a family's socioeconomic status. Socioeconomic status is determined by a family's income eligibility guidelines for free and reduced food service. Eligibility shall be determined by:
1. The income eligibility guidelines are set annually by the U.S. Department of Agriculture (USDA) and distributed by the Illinois State Board of Education (ISBE).
2. The current District poverty rate or percentage of low-SES students, plus or minus 15% is used as a guide when assigning students to elementary schools.

New Scenario 4
(PreK-8 at Garden Hills & IPA, Modification to Current Choice)

Stakeholder Question: What will happen with middle schools?

Franklin	Jefferson	Edison
Garden Hills (or GH 6-8)	Westview	IPA (or IPA 6-8)
Carrie Busey (Change)	Robeson	Booker T. Washington (Change)
Barkstall	Stratton	South Side
Dr. Howard	Kenwood	Bottenfield

Overview:
- The new feeder schools will start with incoming 6th graders, effective 2023-24 school year
- Current 6th and 7th graders may stay at their current middle school
- 5th grade siblings of current 6th and 7th graders may attend the previously assigned middle school upon request
- Addresses overutilization at middle schools by adding 6-8 seats at Garden Hills K-8
- Addresses need for additional PreK space by adding PreK classes to Garden Hills & IPA

Scenario 4: Benefits and Challenges

Benefits:

- Responsive to stakeholder feedback

- Familiar process for current families

- Minimal student disruption

- Adds PreK and 6-8 capacity

- Adds a full-day PreK option for families

- Improves transportation efficiency

- Standardizes calendar

- Promotes social emotional well-being with a fall break for all

- Continues to support the District's commitment to equity and diversity
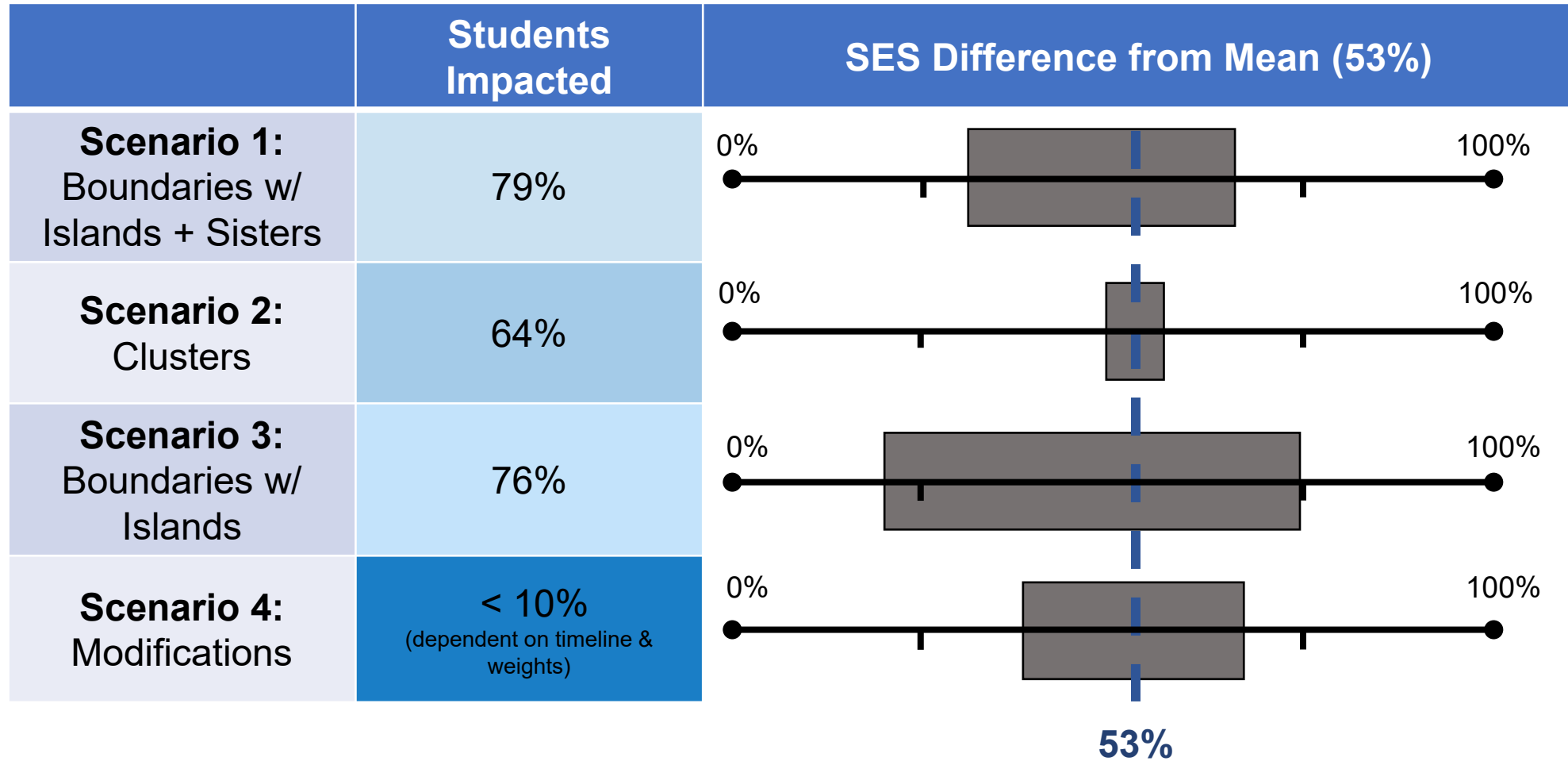
Challenge:

- Some of the current transportation challenges will persist

New Scenario 4 (PreK-8 at Garden Hills & IPA, Modification to Current Choice)

Community Voice: Equity & Efficiency	Operational considerations if modifying choice (Scenario 4)
Desire to keep the choice process	*Maintain choice process, no waitlists, transfer eligibility based on Board policy*
Diversity in schools is important	*Continue to use proximity and socioeconomic diversity during student assignment process to reinforce existing policy guidance (Board Policy 7:32, section 4.2)**
Garden Hills is underutilized; need more PreK seats in the District	*Make Garden Hills a PK-8 and add PK classes at IPA*
The choice process is challenged by two separate calendars	*Remove balanced calendar and add a Fall Break for all schools*
Reliable transportation is a need and currently a challenge	*Review start and stop times*
	Assign all (13) Bondville students will to Kenwood & Jefferson effective next year (existing students can stay if families provide transportation).
	Set aside 5%-15%+ seats at all schools for late registration and extend K registration to June or July
	Provide families of students who qualify for District transportation the option of providing their own transportation and being reimbursed for doing so

Scenario 4 causes the least disruption (in response to community feedback) **while addressing equity and efficiency**

Overview

	Students Impacted	SES Difference from Mean (53%)
Scenario 1: Boundaries w/ Islands + Sisters	79%	
Scenario 2: Clusters	64%	
Scenario 3: Boundaries w/ Islands	76%	
Scenario 4: Modifications	< 10% (dependent on timeline & weights)	

*IPA was not filled to capacity in scenario 1 to allow for the DL magnet
**Garden Hills was not filled to capacity in scenario 3 to allow for 6-8 and magnet program

Next Steps

- **December 12:** Feedback & updated scenarios presentation

- **December 14:** Presentation available in Spanish and French for families

- **December 14 through January 2:** New survey will be emailed directly to Champaign Unit 4 parents/guardians and staff from Cooperative Strategies

    - Check spam!

- **January 9:** Recommendation presentation, based on review of feedback

- **January 23:** Board action