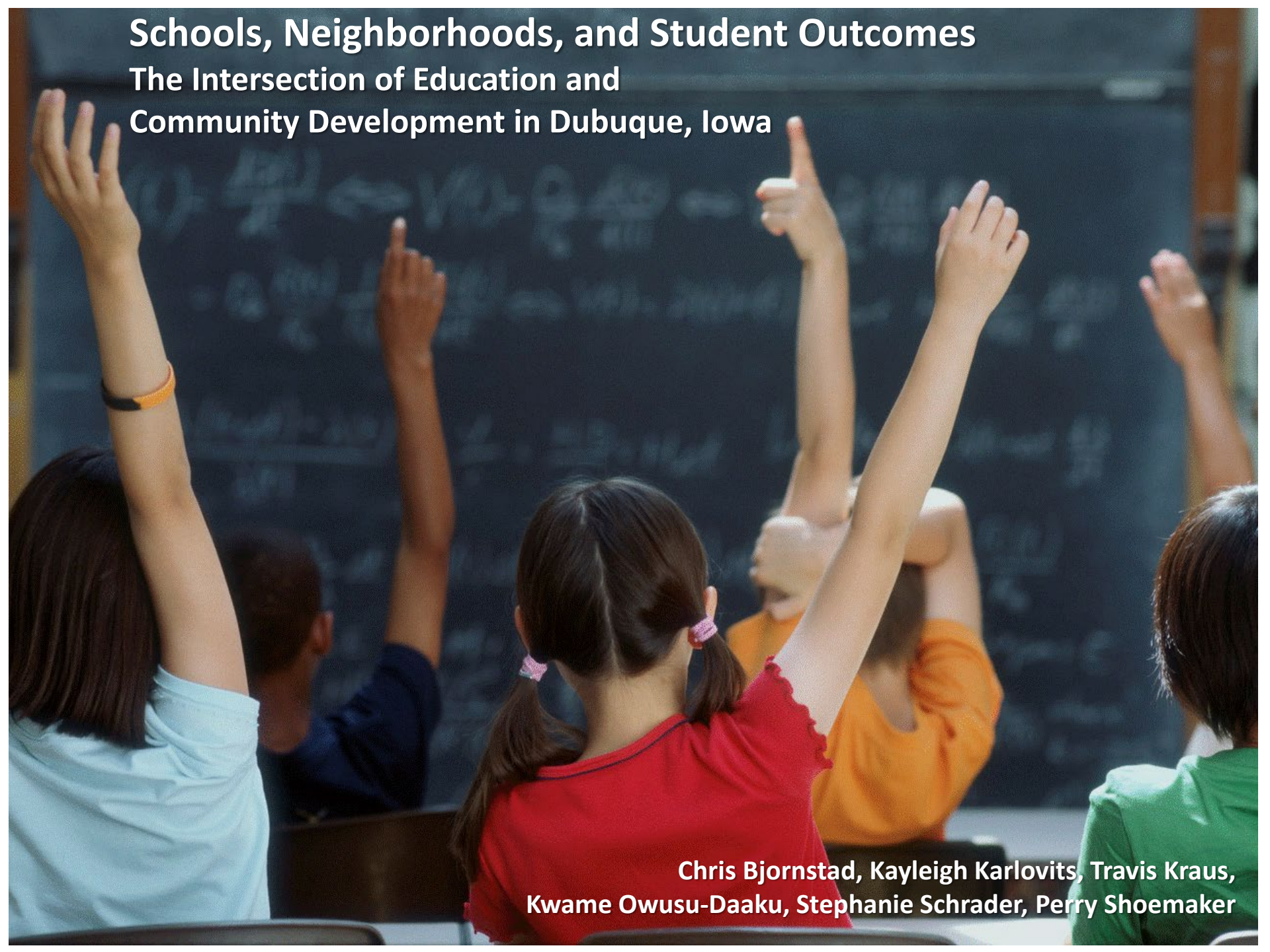


Schools, Neighborhoods, and Student Outcomes

The Intersection of Education and Community Development in Dubuque, Iowa



Chris Bjornstad, Kayleigh Karlovits, Travis Kraus,
Kwame Owusu-Daaku, Stephanie Schrader, Perry Shoemaker

Commitment to Education in Dubuque



City of Dubuque

“Sustainable Dubuque is a community that values education, empowerment and engagement to achieve economic prosperity, environmental integrity and social/cultural vibrancy.”

3rd Grade Reading Initiative

“The campaign focuses on the most important predictor of school success and high school graduation: grade-level reading by the end of third grade.”

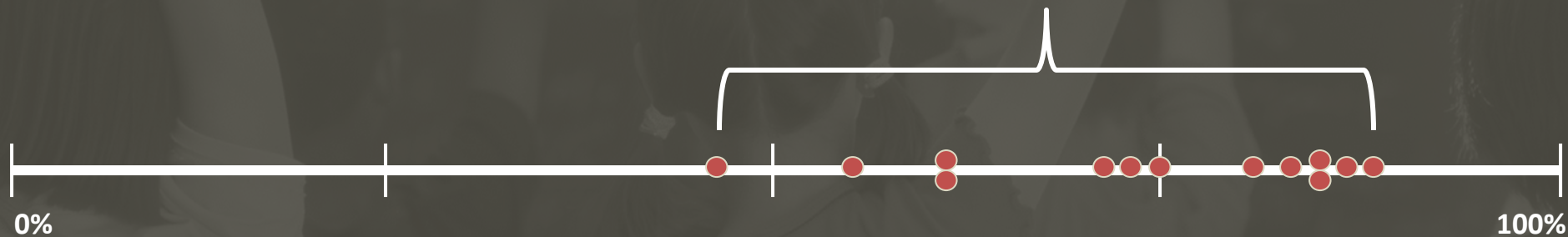
A FRAMEWORK FOR UNDERSTANDING SCHOOLS & COMMUNITY DEVELOPMENT

- * What are the challenges?
- * How do schools affect our neighborhoods?
- * How do neighborhoods affect our schools?
- * What can we do?



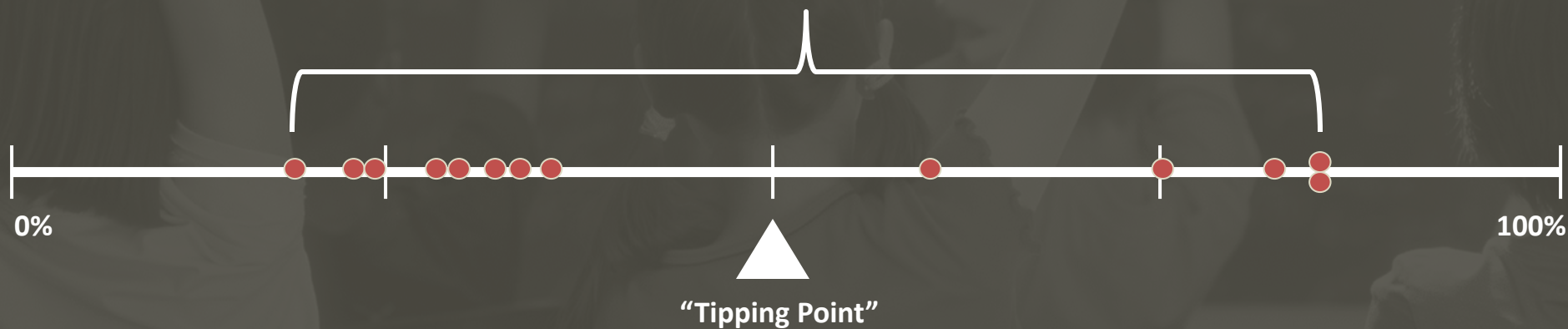
3rd Grade Reading Proficiency

46% - 88%



Free & Reduced Lunch Rates

19% - 85%



Key Findings

* Downtown schools

- Each over 60% FRL
- Highest mobility
- Sharp increases in enrollments of minority students
- Declines in enrollments of white students
- Open enrollment policies reduce enrollment in downtown schools by more than 10%
- % FRL strongly predicts 3rd Grade Reading Proficiency at the building level

Key Findings

* Data is consistent with “tipping point” theory

**3rd Grade Reading Proficiency by
Socioeconomic Status**

	In Schools with FRL above 50%	In Schools with FRL below 50%
Low-SES Students at Proficiency	52.4%	71.9%
Non-Low SES Students at Proficiency	76.1%	85.0%

HOW DO NEIGHBORHOODS AFFECT OUR SCHOOLS?

- * Enrollment determined by geographic catchment areas
- * Neighborhoods cluster together similar housing types and values
- * Neighborhood schools reflect the predominant characteristics of the neighborhood



HOW DO SCHOOLS AFFECT OUR NEIGHBORHOODS?

SCHOOLS



NEIGHBORHOODS



- * Schools provide amenities to the neighborhood, such as parks and open space
- * Neighborhood schools as community centers and neighborhood “anchors”
- * Schools affect home-buying decisions

Policy Intervention: Grade Reconfiguration

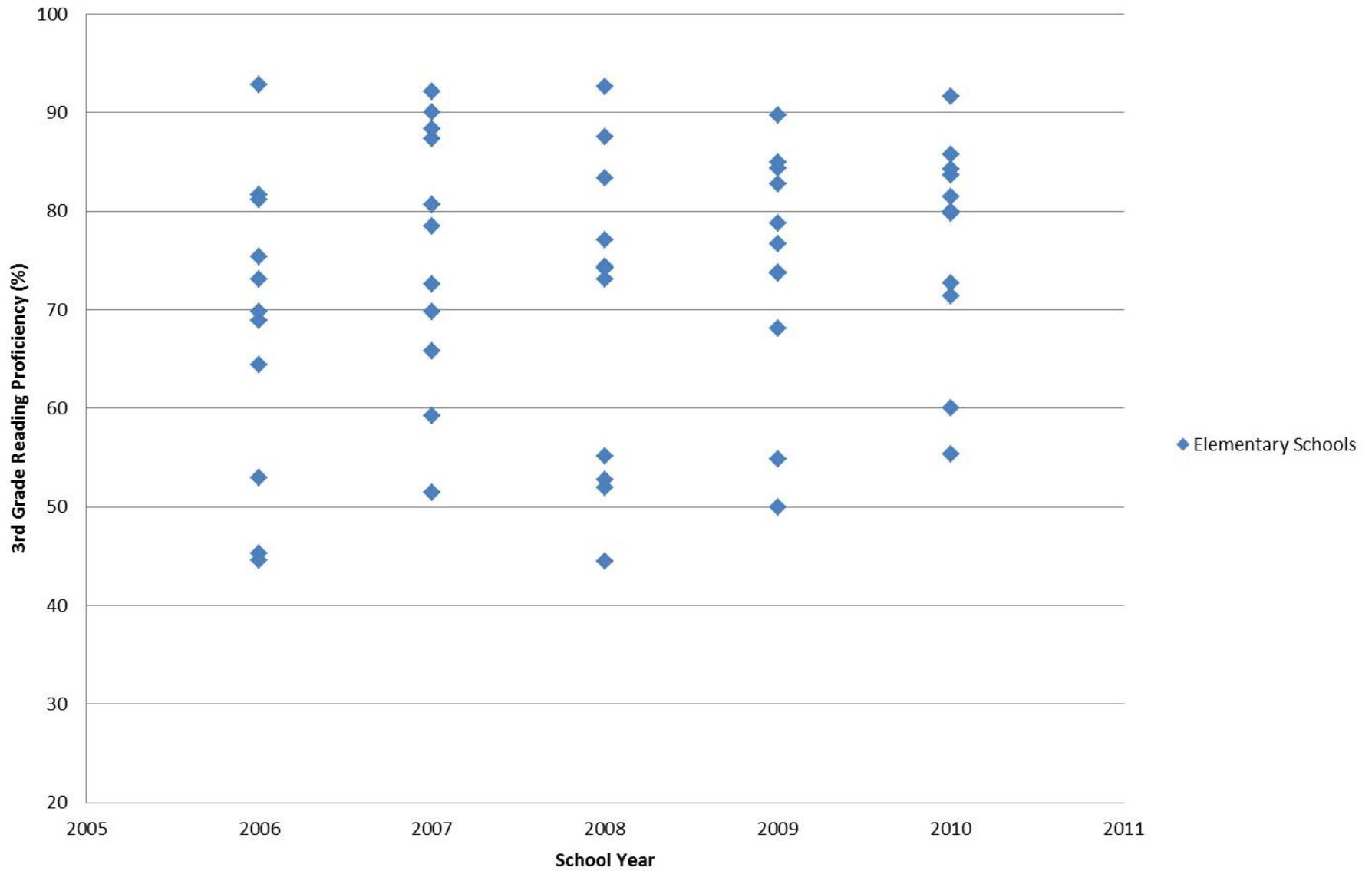
		GRADES K-2	GRADES 3-5	
Paired Schools	2012-2013 FRL (%)	K-2 Eligible for FRL in combined schools (%)	3-5 Eligible for FRL in combined schools (%)	Distance between paired schools
Kennedy	19.3	40.67	39.06	3.7 miles
Fulton	83.4			

Goals:

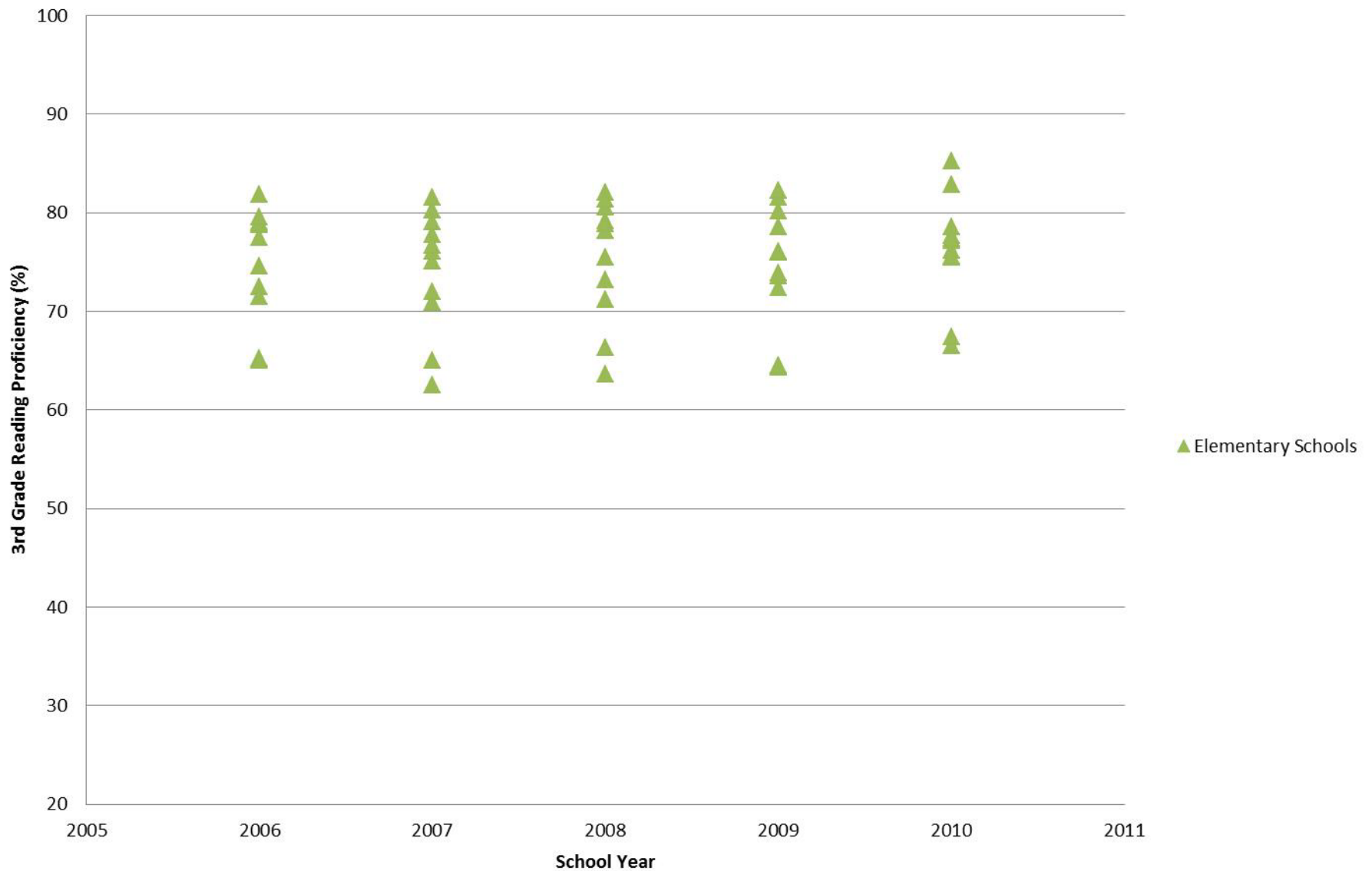
- Balance FRL Across Elementary Schools
- Keep all Schools Open

	Number of Schools					
	above 50% FRL "tipping point"	40% to 50% FRL	30% to 40% FRL	20% to 30% FRL	below 20% FRL	range
before grade reconfiguration	5	0	3	4	1	19.3 - 84.9 (65.6 points)
after grade reconfiguration	0	8	4	1	0	27.0 - 48.8 (21.8 points)

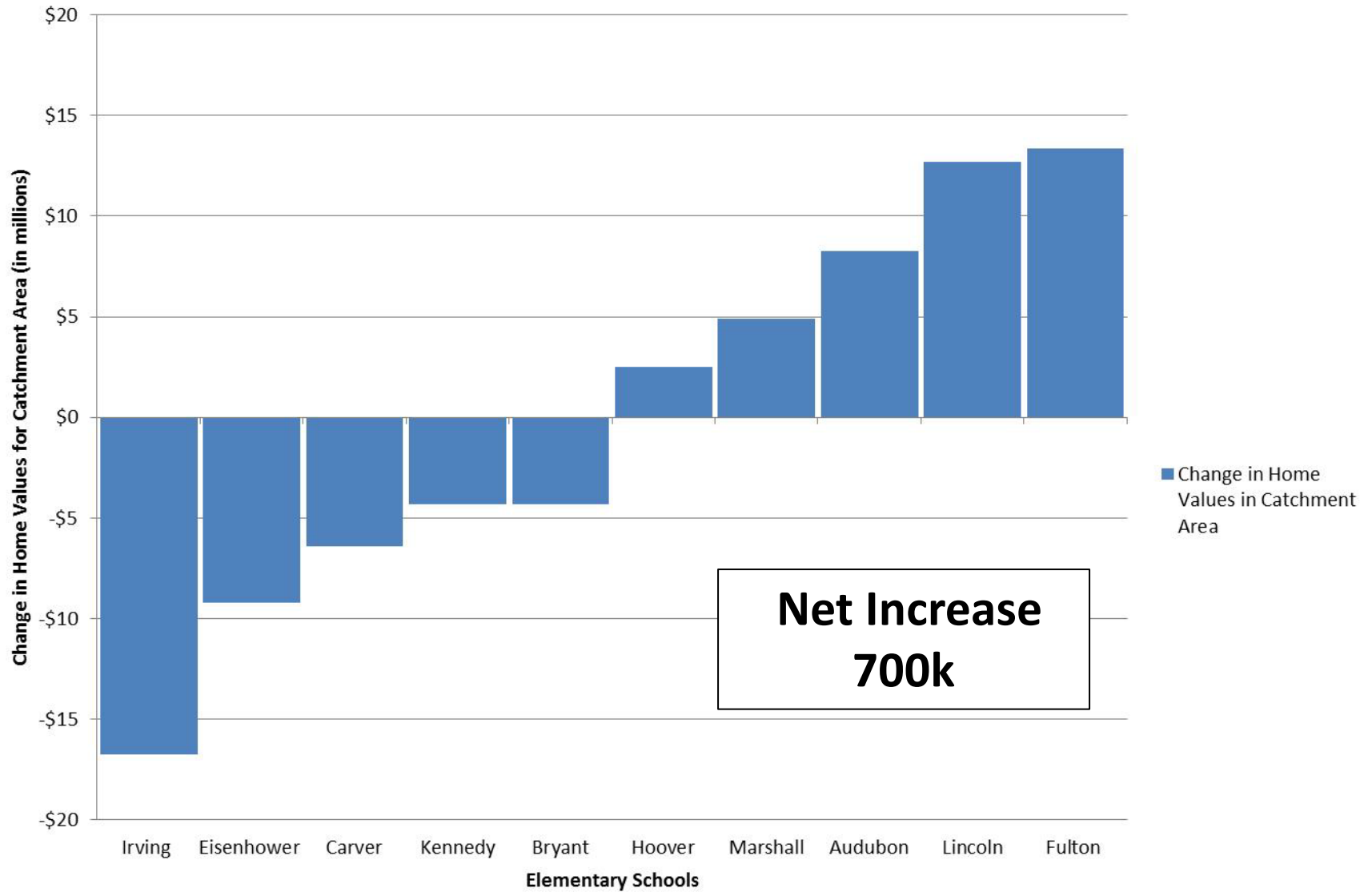
3rd Grade Reading Proficiency by Elementary School from 2006-2007 to 2010-2011



Predicted 3rd Grade Reading Proficiency by Elementary School Under Theoretical Reconfiguration Policy



Estimated Changes in Home Values For Catchment Areas



WHAT CAN WE DO?

- * Develop a sustainable decision-making process.
- * Tools and Applications
- * Preliminary application has been successful!

Tool	Application
Survey	Community Input
Focus Group	Community Input
Hedonic Model	Effects on Housing
Production Function	Effects on Student Outcomes
GIS	Spatial Analysis

Collaboration

A photograph of two children walking away from the camera on a sidewalk. The child on the left is a girl with curly hair, wearing a white shirt and a light-colored skirt, carrying a pink and black backpack and a purple lunchbox. The child on the right is a boy wearing a blue jersey with the number 89 on the back, khaki shorts, and a black backpack, carrying a green lunchbox. They are walking on a paved path next to a grassy area with trees in the background.

“A true COMMUNITY PARTNERSHIP recognizes schools as an integral part of the town, city, and state, and it involves all members of the community who have a vested interest in the schools.

Whether financial, political, social, or educational, these interests should be recognized and addressed”.

- Council of Educational Facility Planners International

Collaboration

Define Goals

Public Participation

Data



Collaboration

Policy Alignment



Commitment to Education in Dubuque



Existing commitments and collaborative efforts give Dubuque the **opportunity** to continue to be recognized as a national leader in addressing **challenges** in education.

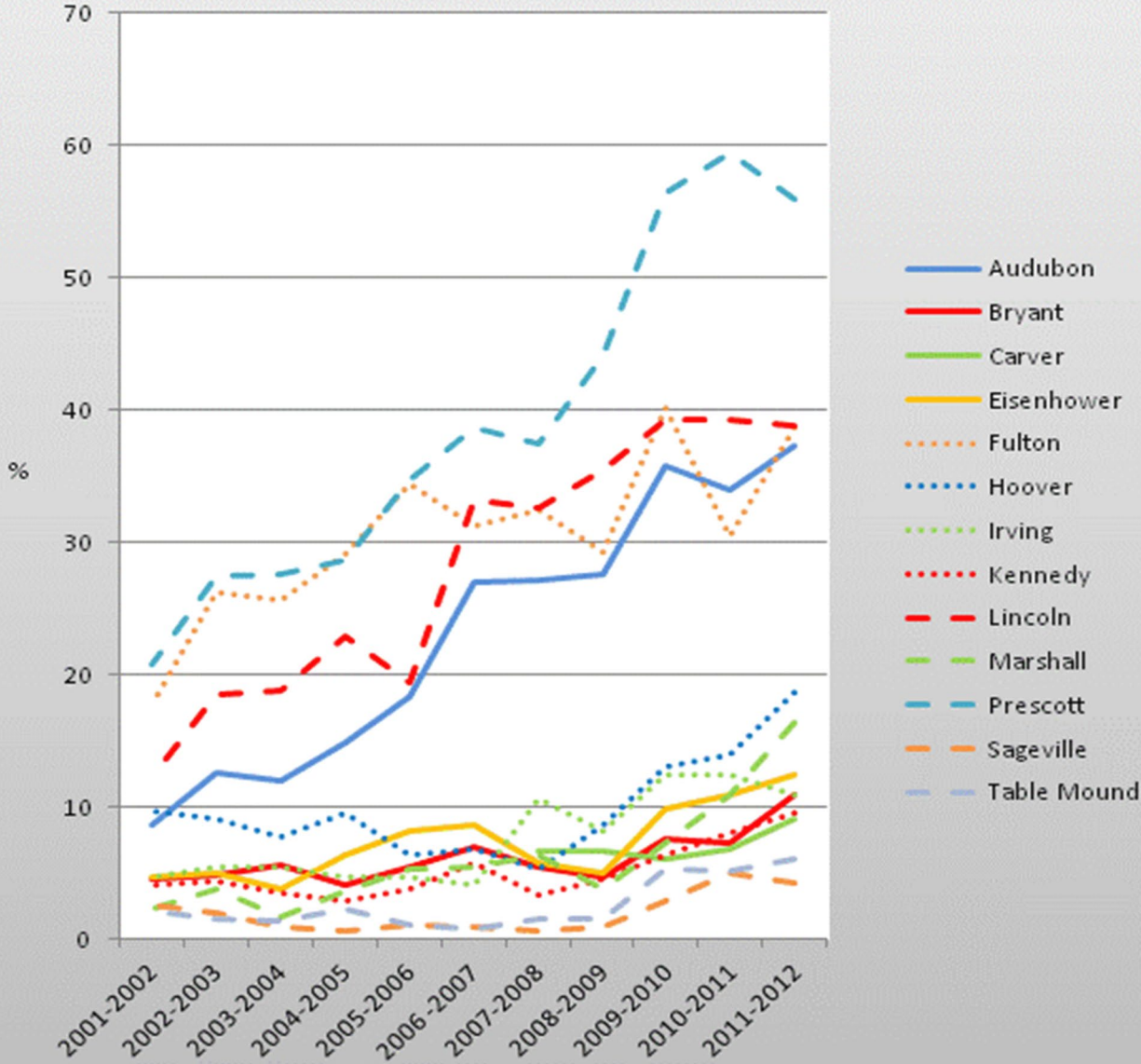


Thank You!

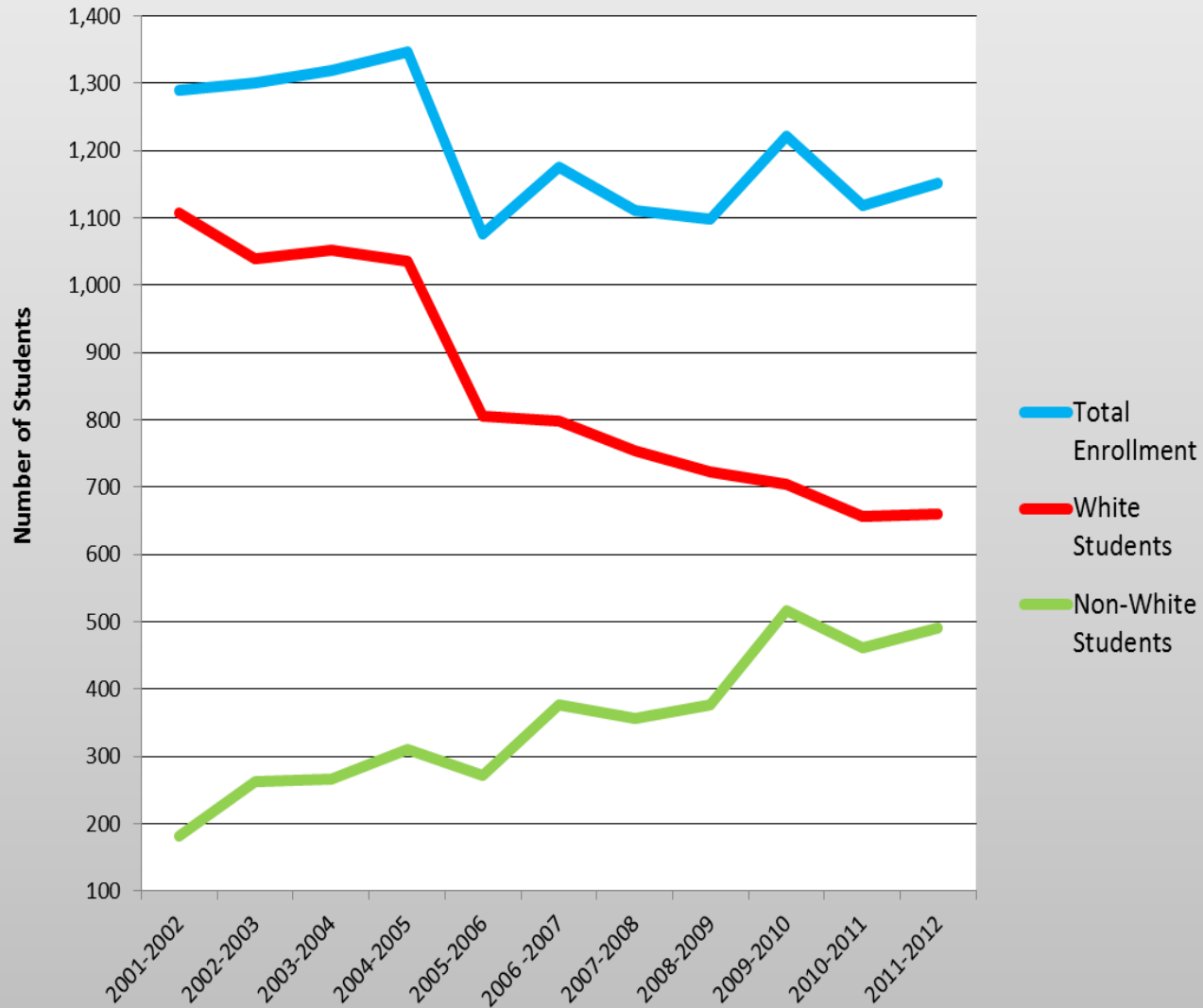


Appendix

**% Non-White
by Dubuque Elementary School**



Enrollment by Race in Prescott, Audubon, Lincoln, and Fulton Elementary Schools



2009-2010 School Year Comparison of Dubuque Public Elementary Schools¹

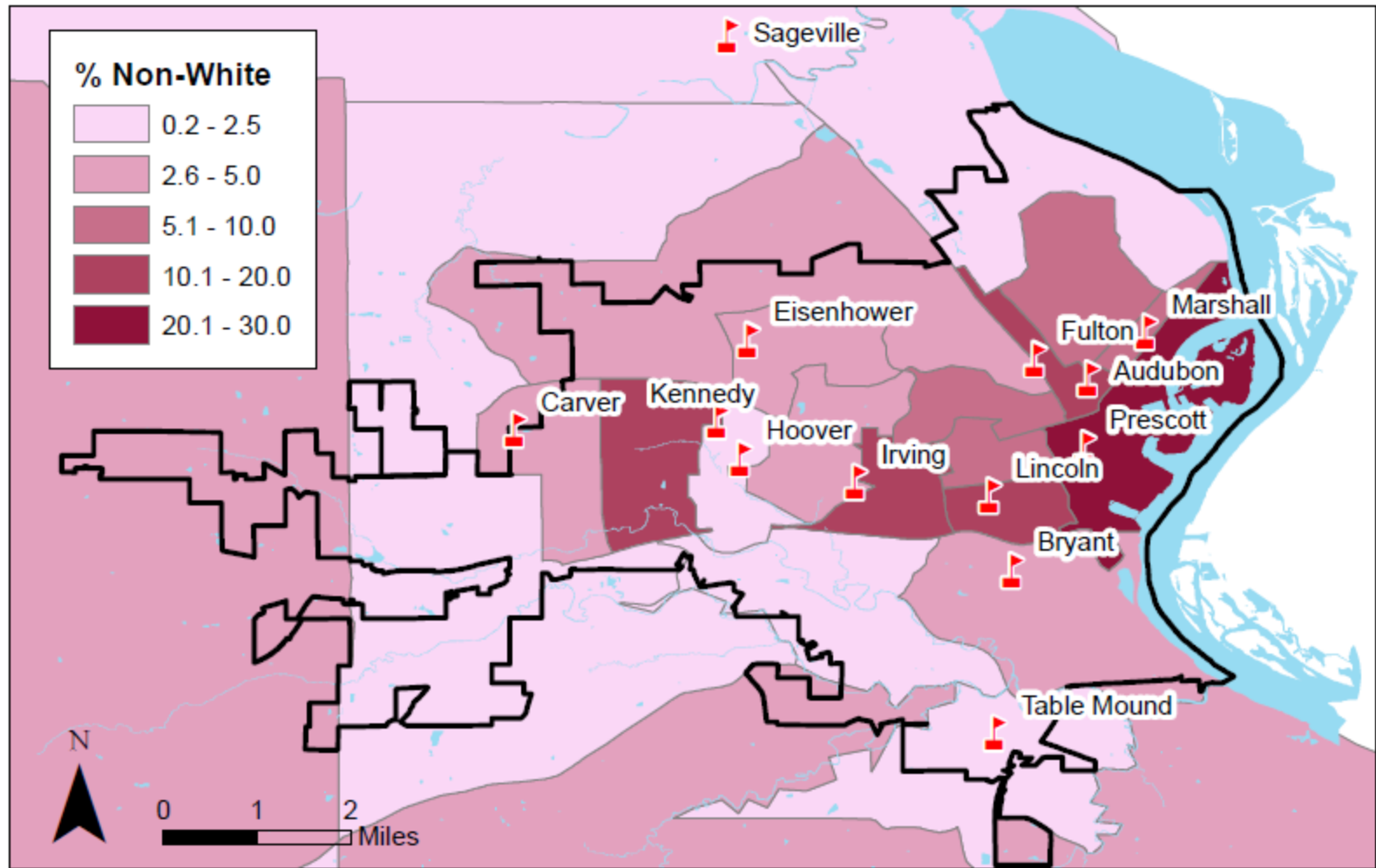
Rank	Highest % Minority ²	Highest % Poverty ³	Highest % Free and Reduced Lunch ²	Highest % Mobility ³	Lowest 4th Grade Reading Proficiency ³
1	PRESCOTT 56%	PRESCOTT 90%	PRESCOTT 90%	AUDUBON 25%	LINCOLN 53%
2	FULTON 40%	AUDUBON 88%	AUDUBON 87%	FULTON 25%	PRESCOTT 65%
3	LINCOLN 39%	FULTON 87%	FULTON 86%	LINCOLN 24%	FULTON 68%
4	AUDUBON 36%	LINCOLN 77%	LINCOLN 75%	PRESCOTT 18%	MARSHALL 68%
5	HOOVER 16%	MARSHALL 62%	MARSHALL 63%	IRVING 9%	AUDUBON 73%
6	IRVING 12%	IRVING 38%	IRVING 38%	MARSHALL 9%	HOOVER 77%
7	EISENHOWER 10%	BRYANT 33%	BRYANT 33%	BRYANT 8%	TABLE MOUND 77%
8	BRYANT 8%	HOOVER 30%	HOOVER 30%	EISENHOWER 8%	SAGEVILLE 83%
9	MARSHALL 7%	TABLE MOUND 29%	TABLE MOUND 30%	HOOVER 8%	KENNEDY 85%
10	CARVER 6%	EISENHOWER 27%	EISENHOWER 28%	CARVER 6%	CARVER 86%
11	KENNEDY 6%	CARVER 25%	CARVER 26%	TABLE MOUND 5%	EISENHOWER 88%
12	TABLE MOUND 5%	SAGEVILLE 23%	SAGEVILLE 22%	KENNEDY 2%	IRVING 89%
13	SAGEVILLE 3%	KENNEDY 22%	KENNEDY 20%	SAGEVILLE N/A	BRYANT 89%

¹ 2009-2010 school year is used due to data availability. Current data is not yet available for all variables.

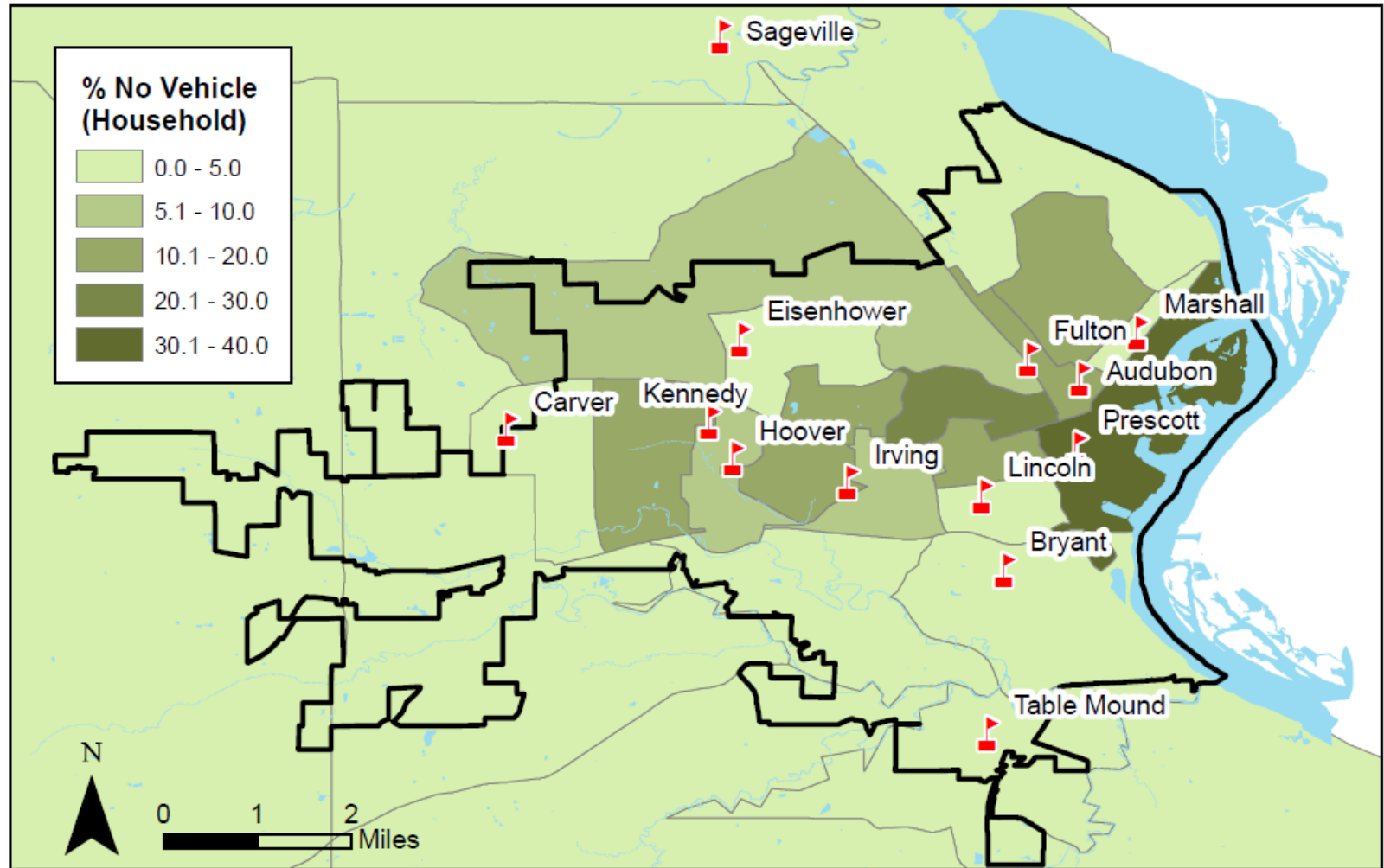
² Source: Iowa Department of Education

³ Source: DCSD Annual Report of Progress 2009-2010

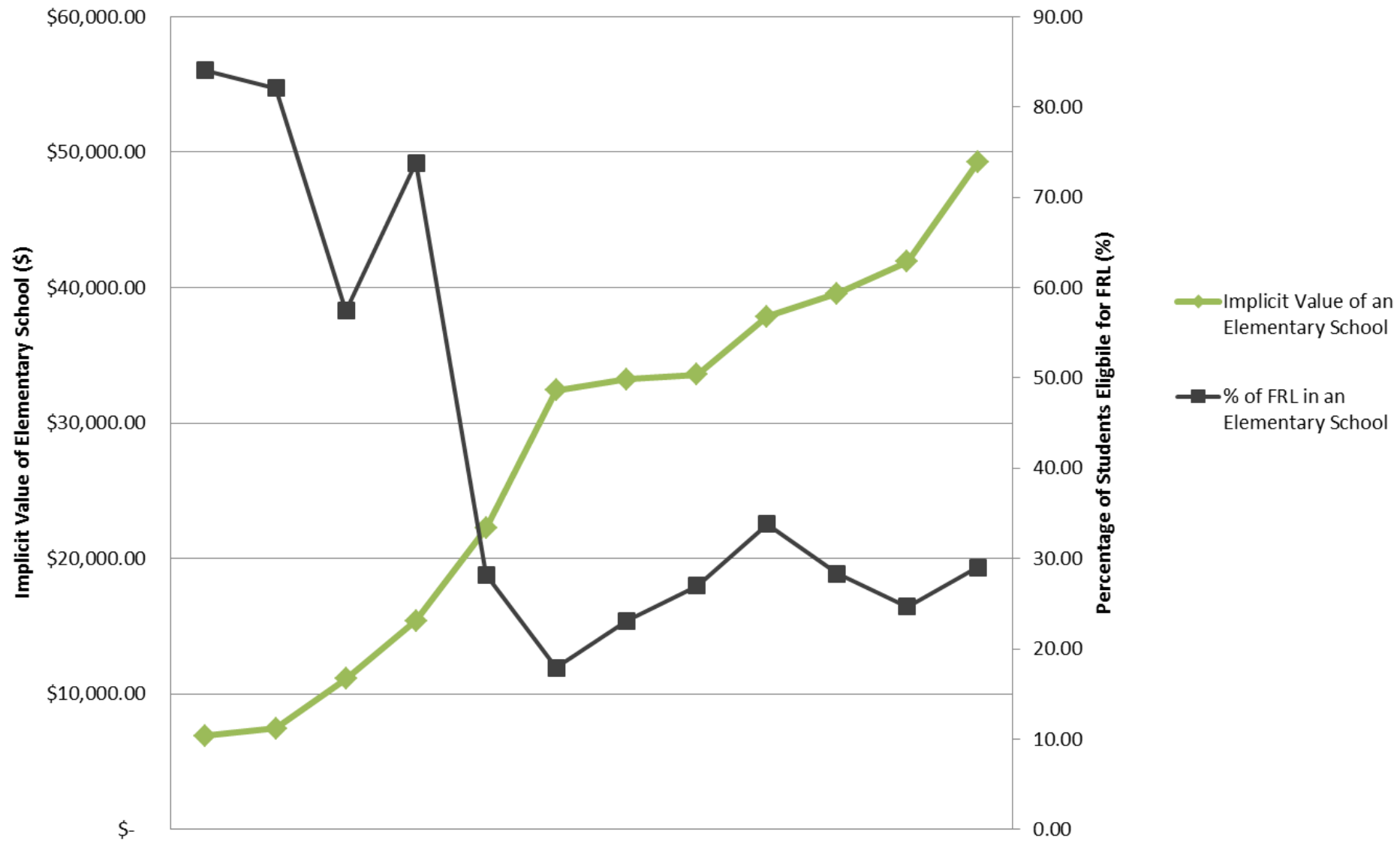
Percent of Non-White Residents by 2010 Census Tract



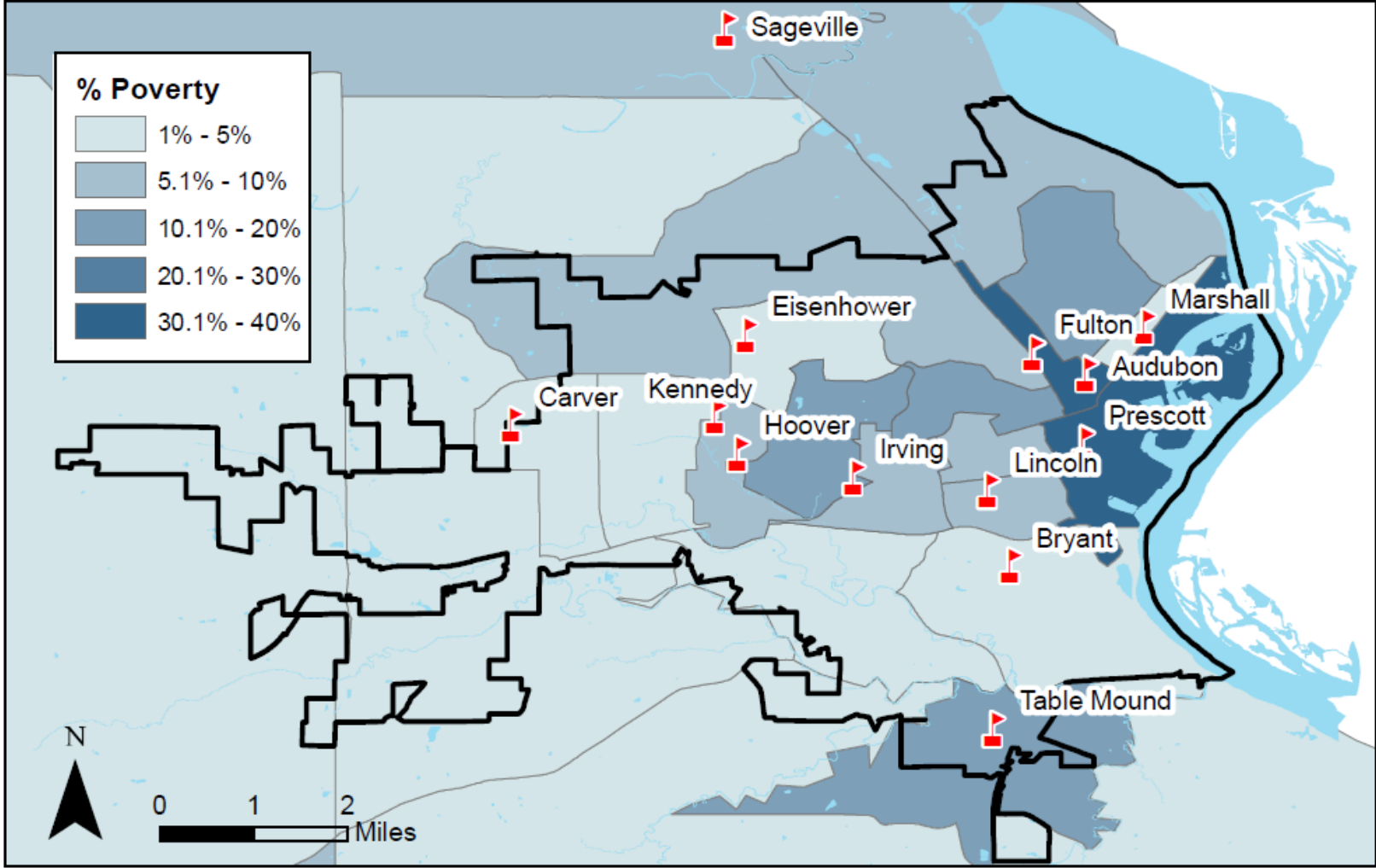
Percent of Households with No Vehicle Available by 2010 Census Tract



Implicit Value of Elementary Schools Compared to Percentage of Students Eligible for Free and Reduced Lunch



Percent of Residents with Income Below Poverty Level by 2010 Census Tract



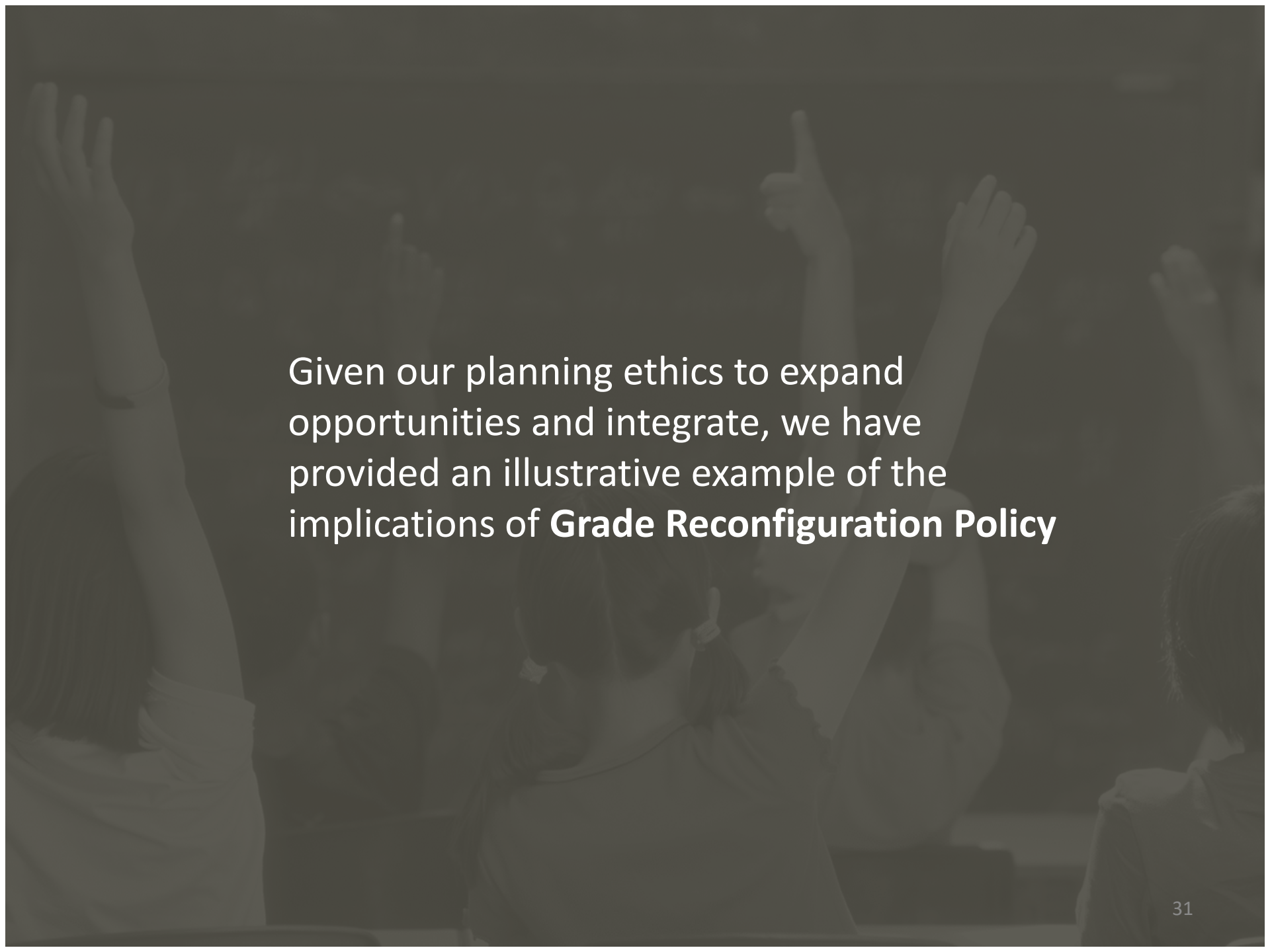
The background of the slide is a dark, grayscale image of a crowd of people with their hands raised, suggesting a public gathering or a protest. The text is overlaid on this background.

Why should **planners** care
about schools?

Ethics

“We shall seek social justice by working to expand choice and opportunity for all persons, recognizing a special responsibility to plan for the needs of the disadvantaged and to promote racial and economic integration.”

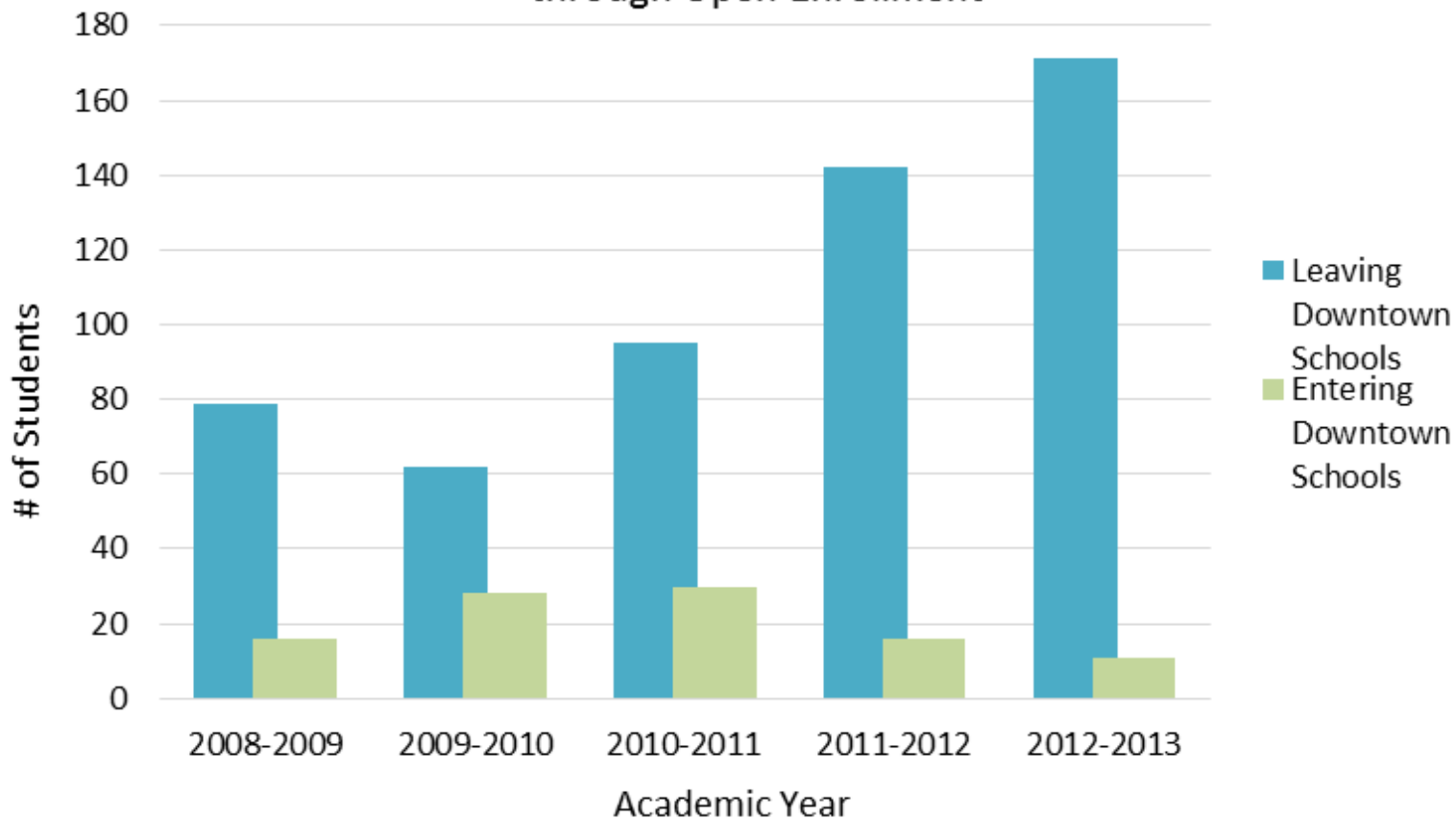
-AICP Code of Ethics



Given our planning ethics to expand opportunities and integrate, we have provided an illustrative example of the implications of **Grade Reconfiguration Policy**

Open Enrollment

Students Leaving and Entering Downtown Schools
(Audubon, Fulton, Lincoln, Marshall, and Prescott)
through Open Enrollment



Open Enrollment

SINA Status of Destination School for Students Enrolling Out of Title I SINA Schools during the 2012-2013 Academic Year

