



Boundary Advisory Task Force Information Sheet

The **Boundary Advisory Task Force (BATF)** was formed by the Board of Education to develop new attendance boundaries that would provide a more balanced demographic among the five community schools. Members were selected through an application process that was open to the public. The formation of the QPS BATF was facilitated by District Business Manager Joel Murphy. In addition to Mr. Murphy, the following individuals were chosen for the Task Force.

- QPS Board members Jim Whitfield and Sheldon Bailey
- Shane Barnes, QPS Director of Transportation
 - The five Learning Communities principals: Chrissy Cox, Cindy Crow, Melanie Schrand, Jim Sohn, and Brian Trowbridge

The District specifically sought additional members from our school communities and from the Quincy Community at large, including, but not limited to, the following groups.

- Teacher and parent representatives from existing elementary schools
- A representative from the Quincy Federation of Teachers and Educational Support Personnel
- Current QPS educational support personnel
- Bus drivers
- Staff from Early Childhood and Family Center
- The Quincy Human Rights Commission
- PTA

BATF Goal: Improved educational outcomes and opportunities for all students in the K-5 Community Schools.

- Achieve balanced demographics among the five elementary schools.
 - Socioeconomic demographics will be measured by number of students who qualify for free/reduced lunch, race/ethnicity, and number of students with IEPs.

BATF Process:

- Review current demographic information, enrollment trends, and research on academic benefits of socioeconomic integration.
- Set goals.
- Determine the guiding principles.
- Develop criteria for objective evaluation of the scenarios (prospective boundaries) against the guiding principles.
 - Balanced demographics: socioeconomic, race/ethnicity, IEPs
 - Logistical and geographic considerations:
 - When possible, physical boundaries, such as highways and highway traffic, industrial and commercial centers, rivers, lakes, and other traffic patterns are used for borders between attendance areas.
 - Attendance boundaries provide a comparable number of students enrolled in each building.
- Draw potential boundary lines and evaluate scenarios.

- Host public forums.
- Meet to review input from public forums, and incorporate findings into final recommendation to the Quincy Public Schools Board.

Research supporting the benefits of socioeconomic integration:

From "A New Wave of School Integration," an article by Halley Potter, Kimberly Quick and Elizabeth Davies, dated February 9, 2016.

On page 4:

A large body of research going back five decades finds that students perform better academically in racially and socioeconomically integrated schools than in segregated ones.

Also on page 4 of that study:

In the words of one 2010 review of fifty-nine rigorous studies on the relationship between a school's socioeconomic and racial makeup and student outcomes in math, the social science evidence on the academic benefits of diverse schools is "consistent and unambiguous."

From "Boosting Achievement by Pursuing Diversity," an article by Halley Potter, dated May 2013

On page 2:

Research supporting socioeconomic integration goes back to the famous Coleman Report, which found that the strongest school-related predictor of student achievement was the socioeconomic composition of the student body.

More information on the K-5 Learning Communities can be found at:

<https://www.qps.org/building-plans/qps-k-5-learning-community-plan/>



TOWN HALL MEETING

Boundary Advisory Task Force

Early Childhood & Family Center
Tuesday, November 15, 2016
6:00 p.m. - 8:00 p.m.

Quincy High School
Wednesday, November 16, 2016
7:00 p.m. - 9:00 p.m.

The Public is invited to join the BATF Committee to share thoughts, concerns, ask questions, review potential new district boundaries.