

---

# **DC Student Assignment and School Boundary Review Process**

# Goals of Initiative

---

Develop student assignment and school choice policies that provide families with clarity, predictability, and access to high quality school options at locations that make sense for them.

- To clarify rights and responsibilities of families and schools regarding access to public schools
- To update feeder relationships between schools to ensure a robust pipeline of students into the middle and high schools
- To ensure boundaries align to DCPS facility capacity and projected population of students
- To explore opportunities to bridge student-assignment and choice policies across DCPS and charter schools

# DC Advisory Committee on Student Assignment

---

Committee of 23 community members and District agency representatives, with a charge to:

- Review current citywide policies on attendance zones, feeder patterns and school choice
- Formulate guidelines and principles for public school assignment and choice policies and practices
- Listen to the community and serve as insightful interpreters of public sentiment, concerns, and questions
- Develop recommendations and scenarios for revised DCPS attendance zone and feeder patterns
- Make recommendations on how to bridge student-assignment and choice policies across DCPS and public charter schools

# Public Engagement Process and Timeline



Oct	Nov	Dec	Jan 2014	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Advisory Committee Meetings							Prelim Report & Recommendations	Advisory Meeting	Final Report	Advisory Meeting	Mayor Releases Final Plan
Technical Research and Analysis					Develop Recommendations			Revise Recommendations			
Focus Groups, Surveys and Community Outreach Meetings						Working Groups	City-wide Community Meetings				

**Focus Groups** provide input into principles and values

**Working Groups** vet policy scenarios being considered by the Committee

**EngageDC.org** an online forum to share and comment on ideas and concerns

**Citywide community meetings** provide feedback on *Preliminary Report and Recommendations on Student Assignment and Choice* released in May.

**Online survey** provides feedback on *Preliminary Report and Recommendations on Student Assignment and Choice* released in May.

# Why now?

---

## Address practical challenges

- Population and demographic shifts over last 40+ years
- Changes in school supply and demand

## Take the opportunity to ask ourselves

- Do our policies reflect our vision for public education in this city?
- How can these policies help accelerate our work to increase quality at all our schools?

---

# Current Challenges

# Challenging Landscape for Families

---

- 31 neighborhood schools closed and boundaries consolidated since 2007 (58 DCPS schools closed since 1996)
- Lack of programmatic continuity for DCPS and PCS
- Uncertainty about the quality of school options, particularly secondary schools
- Over crowded schools
- Under-utilized schools
- Low chances for lottery access to high demand schools
- Only lottery based early childhood seats
- High threshold for selective admissions DCPS high schools
- Little sector-neutral guidance for families making public education choices
- Lack of confidence that parents/community can affect school quality

# Challenging Landscape for DC

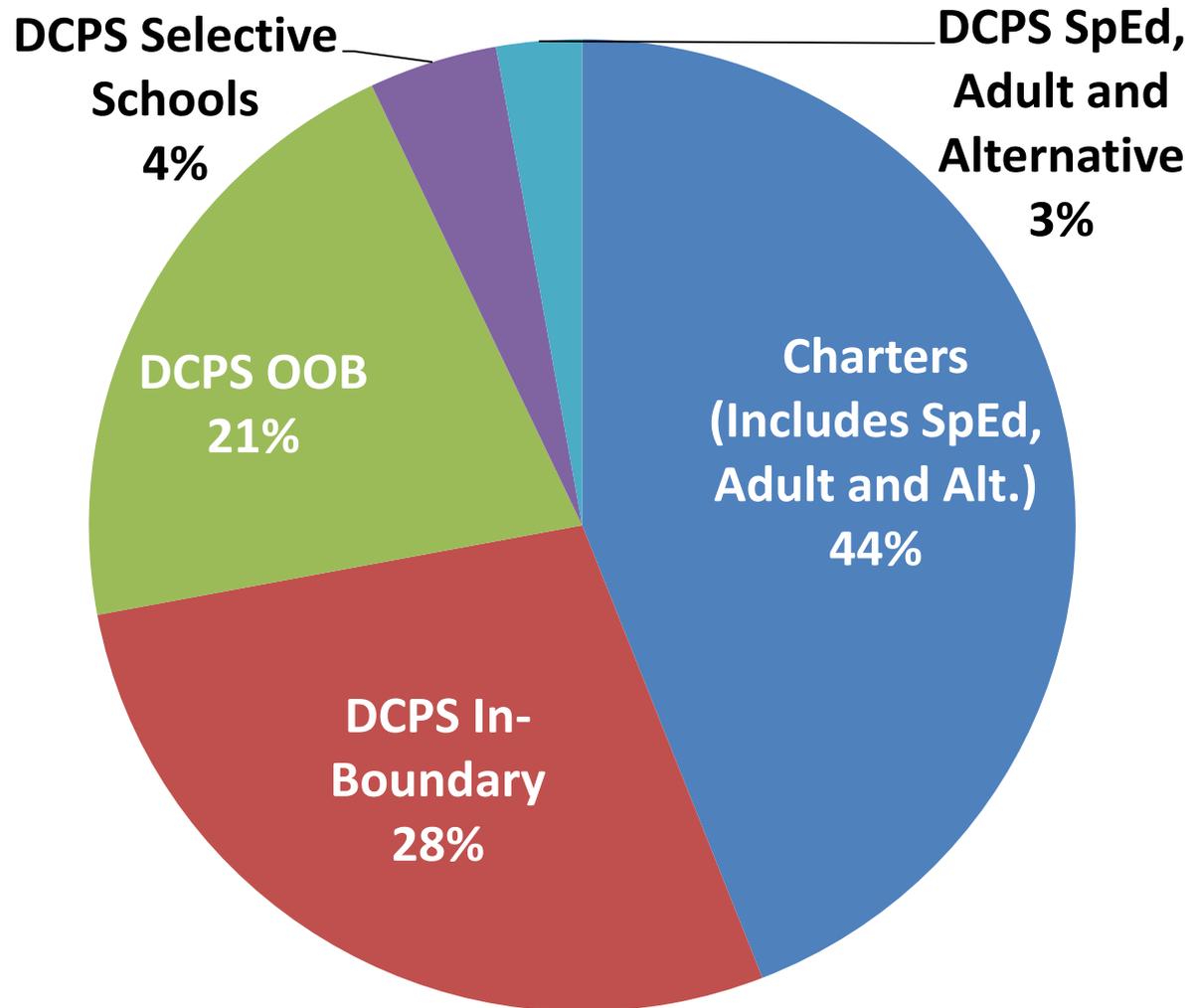
---

The last comprehensive review of policies was done in 1968. Since then:

- Significant change in child population
  - Decline from 2000 to 2010
  - Increases projected for 2010-2020
- Significant changes in school supply
- High levels of student mobility within and between schools and region

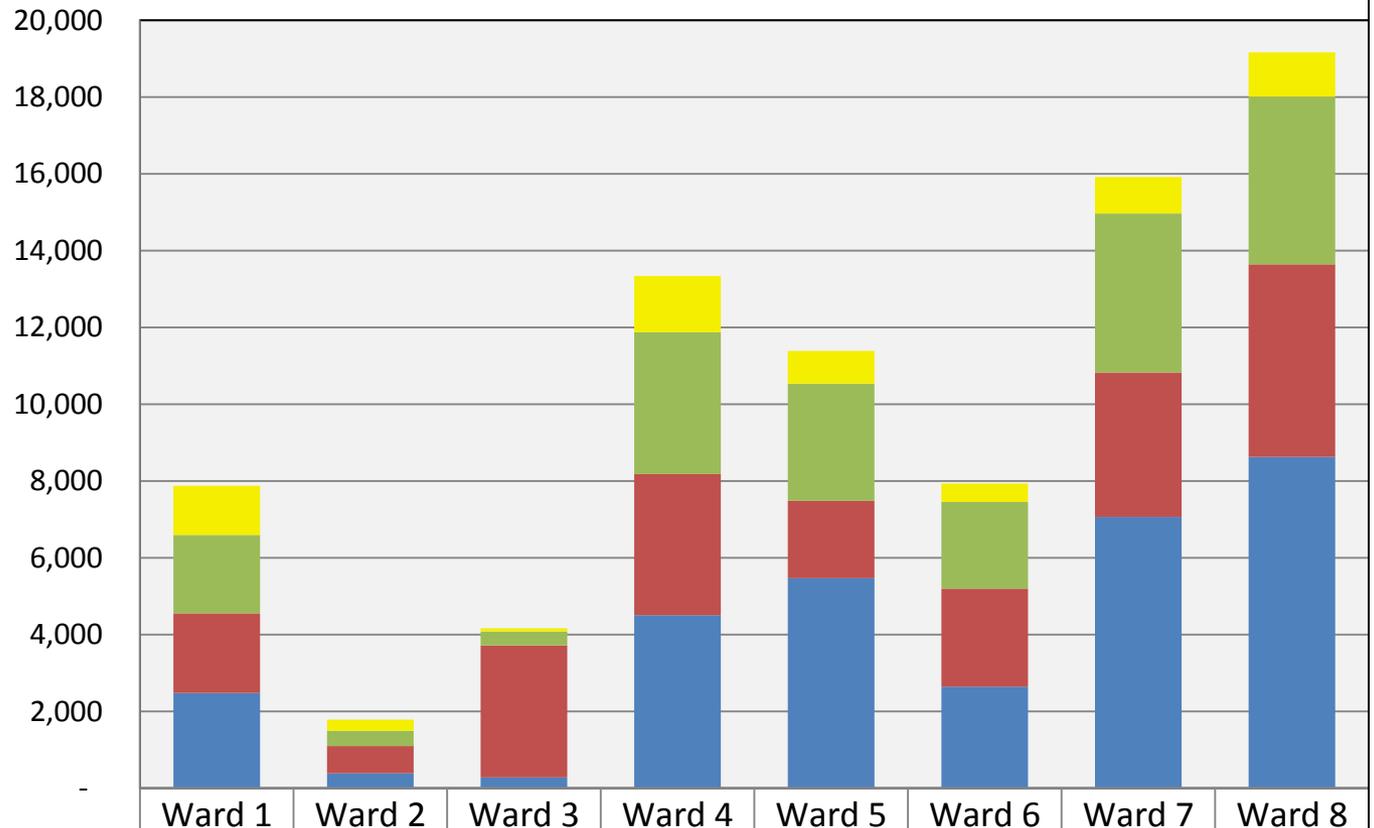
# Citywide Distribution of Enrollment (SY13-14)

---



# Student Assignment and Choice by Ward of Residence

Public School Enrollment SY2013-14



	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
Sped, Alt & AO (DCPS & Charters)	1,287	287	83	1,465	848	478	955	1,158
DCPS OOB	2,037	401	365	3,694	3,053	2,257	4,137	4,365
DCPS In-Boundary	2,076	705	3,436	3,677	2,019	2,553	3,761	5,016
Charters	2,480	390	282	4,507	5,469	2,644	7,068	8,630

# Confusing Attendance Zones

The attendance zones have not been updated following the closing of Meyer Elementary School in 2008. Students living at 1368 Euclid Street, NW have three different schools of right.



## EBIS: Boundary Information System

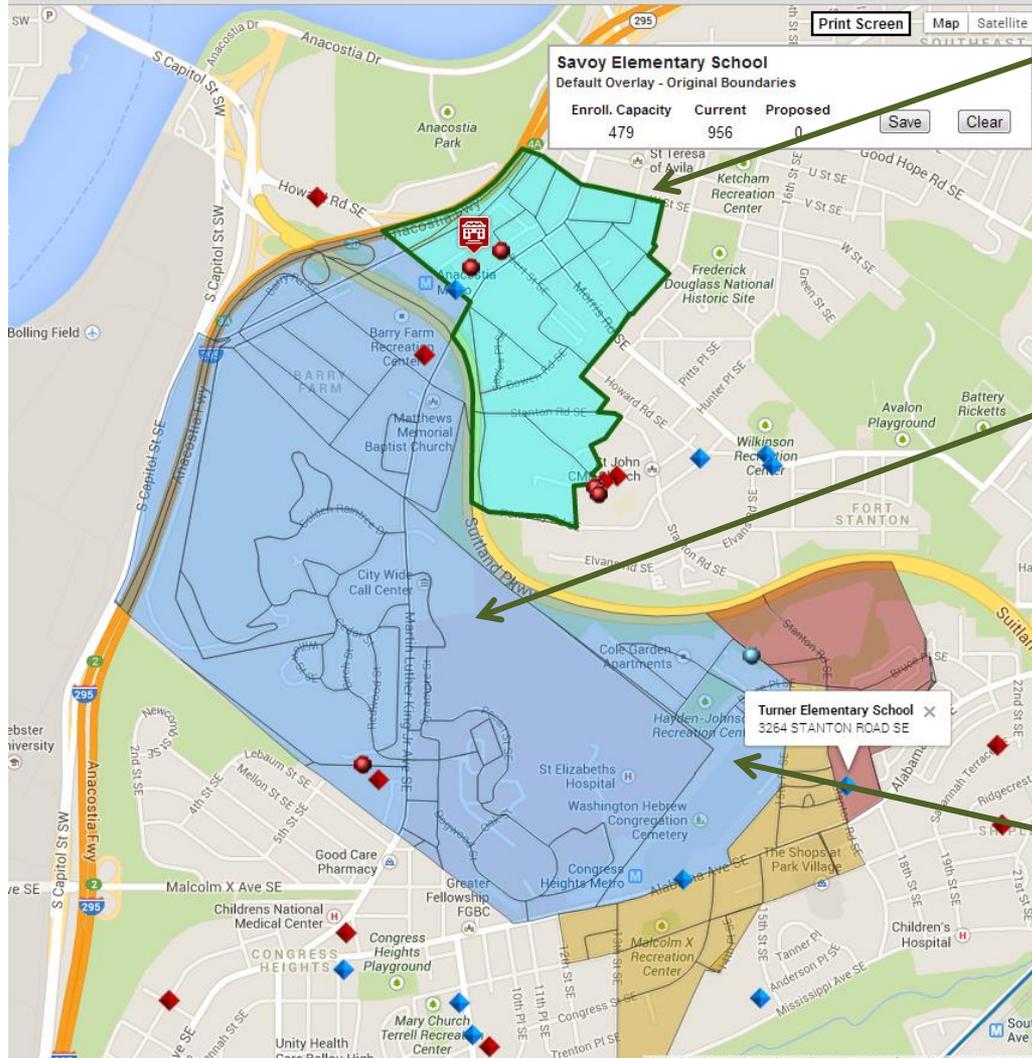
Provide an address below to see the school assigned to that address  
e.g. 1301 Massachusetts Ave NW

The following schools are assigned to your address

School Type	School Name	School Address	Phone Number	Zoom To
Elementary School	Tubman Elementary School	3101 13TH STREET NW	202-673-7285	
Elementary School	H.D. Cooke Elementary School	2525 17TH STREET NW	202-939-5390	
Elementary School	Garrison Elementary School	1200 S STREET NW	202-673-7263	
Middle and High School	Cardozo Education Campus	1200 CLIFTON STREET NW	202-673-7385	



# Poor Alignment for Walkability

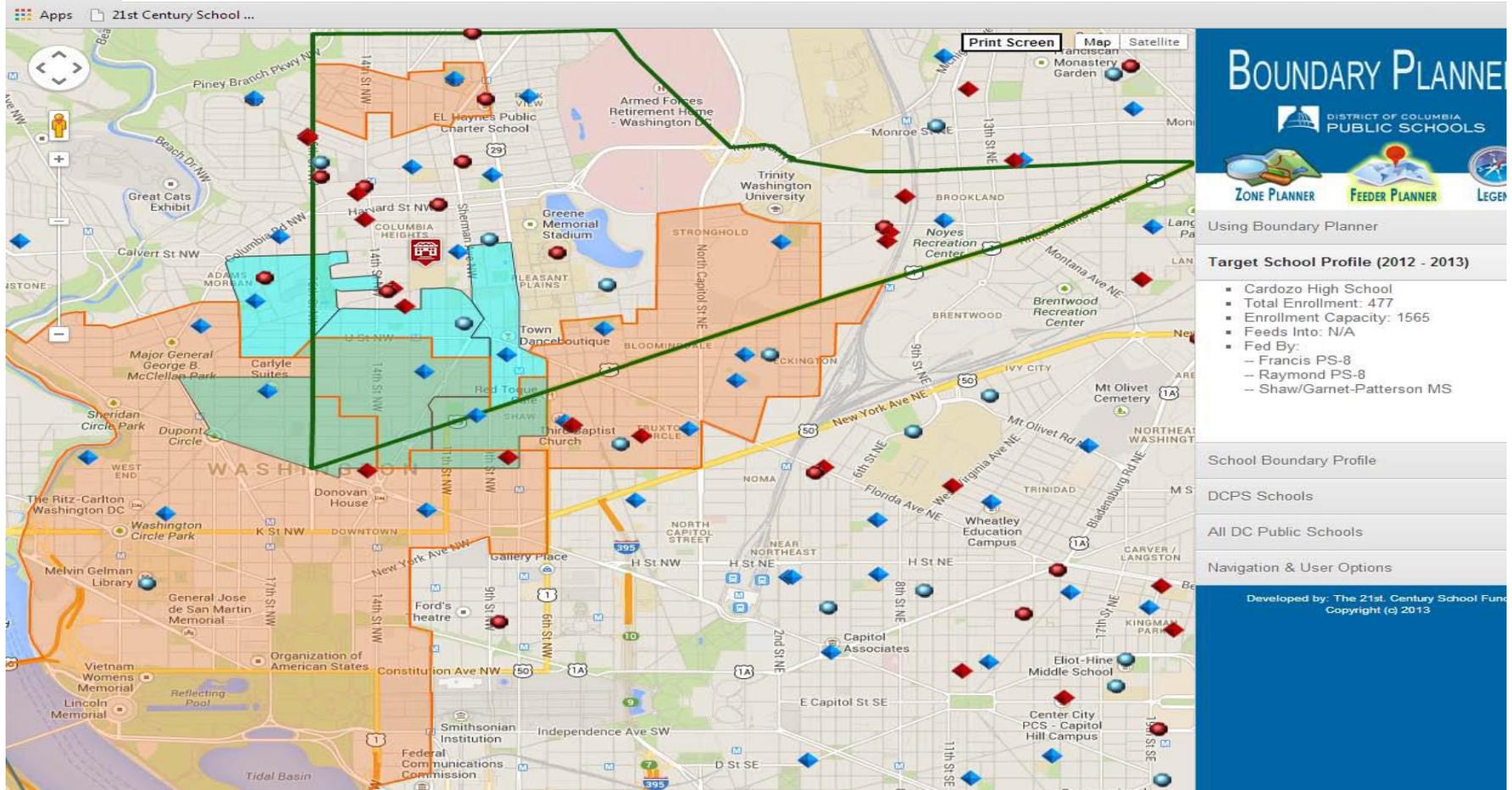


The green line represents the Savoy boundary before Birney ES was closed in 2008.

Students living in the blue (former Birney ES) boundary were reassigned to Savoy ES.

In 2012-13 there were 96 elementary students who lived far closer to Turner ES or to Malcolm X ES, than to Savoy ES.

# Poorly Aligned Feeder Schools: Cardozo



The green line represents the Cardozo HS boundary. The pink, gray and blue shaded areas represent a school attendance zone that is currently in the Cardozo feeder pattern.

# Why this extensive process?

---

Student assignment policies are complicated and personal. We are committed to an open and transparent process where we engage the public every step of the way. We believe that:

- Building a plan with the community will lead to more successful policies
- Neighborhood-specific input on options is necessary
- Everyone should have the opportunity to participate in these hard and important conversations.

# What have we done so far?

---

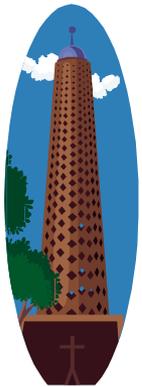
- **Listened** to what families believe is important
  - Access to high quality schools
  - Predictability
  - Strong neighborhood schools
- Built **context** and a knowledge base
- Developed **initial options** for consideration
  - Student assignment policies
  - Adjusted elementary school boundaries to address immediate challenges
- Gathered **feedback** on these initial options for consideration

# Our approach to the policy examples

---



Range of policy elements that support predictability, access to quality, strong neighborhood schools.



Combine policy elements to create multiple coherent overall approaches to student assignment.

---

# **Early Childhood and Elementary School Policy Elements**

## Key Policy Elements (PK and Elem)

Guarantees PK3 and/or PK4 in neighborhood schools

Lottery-based access to PK3 and PK4

Prioritize low-income families for PK3 and/or PK4 seats

Elementary school “choice sets”

Charter schools in neighborhood choice sets

A right to one elementary school based on your address

Citywide elementary schools with specialized programming (dual language, Montessori)

Out-of-boundary set-asides for students in attendance zone of a low performing school

Out of boundary set asides only for schools with specialized programs (dual-language, IB, Montessori, STEM).

Only city-wide lottery-based access to public charter schools.

Out of boundary set asides at each grade level (instead of school wide)

Preference in the lottery for children of school staff

Preference in the lottery for multiples (twins, triplets, etc)

---

# **Secondary School Policy Elements**



## Key Policy Elements (Secondary)

Middle school choice sets

A right to one of two closest middle schools to home address

Right to one middle school and high school of right based on place of residence

Elementary, middle and high school boundaries aligned to a geographic feeder system (No separate programmatic feeder pathways)

Guarantee right to feeder pattern for out-of-boundary students

Increase number of selective admission high schools

Introduce selective admission middle schools

Establish selective or magnet programs within comprehensive high schools

Every middle school has a specialized program (IB, STEM, dual-language)

Feeder pathways for schools with specialized programming (dual language, IB, STEM)

Out-of-boundary set-asides for students living within an attendance zone of a low performing school

Out of boundary set asides only for schools with specialized programs (dual-language, IB, Montessori, STEM)

Citywide lottery high schools without proximity preference

Citywide lottery high schools with a proximity preference

---

# **Proposed Elementary School Boundary Changes**

# Adjusted Elementary School Boundaries

---

We attempted to change as little as possible while addressing the following:

- Closed DCPS schools
- Over-crowded schools with high in-boundary participation
- Transportation and walkability challenges

# What You Should Know

---

- These changes will not affect next school year
  - earliest would be SY15-16
- Significant grandfathering policies
  - Current DCPS 4<sup>th</sup> and 6<sup>th</sup> graders will not lose access to their current feeder pattern
  - Will NOT displace any student from their current school
- Phase-in implementation
  - Program triggers