

DRAFT Proposal v4

Student Advisory Committee on Student Assignment and School Choice

June 5, 2014

Letter from Advisory Committee

Dear Public School Families and other Community Members,

The District has not undertaken a comprehensive review of student assignment and public school boundary and feeder patterns since 1968. In the decades since, our city has seen significant population, educational, economic and demographic changes. Dozens of DCPS schools have closed; others have opened, moved locations, or shifted program focus or grade levels. A charter school sector – established in 1996 – now accounts for 44% of the public student population. At the same time, our school age population is expected to grow by nearly 50 percent between now and 2022. This is an exciting time for the city. But with all of these changes, we are long overdue for an update of student assignment policies, school boundaries, and feeder patterns.

In October 2013, Deputy Mayor of Education, Abigail Smith (“DME”) appointed an [Advisory Committee on Student Assignment](#) to examine the data, identify the challenges and propose solutions. We were [charged](#) with making policy and planning recommendations to the Deputy Mayor for Education to improve clarity, predictability, and equitable access to high quality school options at locations that make sense for families.

For the first phase of this process we reviewed newly commissioned research and extensive data. Public input began in November 2013 with focus group meetings in every ward at which over 170 parents gave [input](#) on their issues and concerns with student assignment and school choice and on the principles that should guide policy and boundary changes.

After the focus group meetings, the Advisory Committee developed three policy examples which Deputy Mayor Smith presented for public feedback at a series of [working group meetings held in April 2014](#). Over 800 residents participated in the working group meetings. In addition, over the past eight months, the DME and many of us have participated in dozens of local and school community meetings throughout the city with hundreds of participants, and received and responded to hundreds of e-mail inquiries and suggestions.

Throughout this process, the public expressed their frustrations with a process primarily focused on student assignment rather than on school improvement. We understand this frustration, but also recognize that updating the rights and ways families access public schools will help stabilize the relationships between families, schools, and communities and contribute to improving schools. We also heard parents and community members express:

- ***A commitment and desire for quality schools of right in every neighborhood that provide predictability for families.*** While residents value the many school choice options offered, they made clear that one such option should be a predictable, quality matter-of-right option in every community from pre-K through 12th grade. We share this priority.

- ***A desire to focus on improving the quality of DCPS schools and frustration with a process for changing boundaries that is not directly focused on improving the quality of schools.*** We understand this frustration, but also recognize that updating the rights and ways families access public schools will help stabilize the relationships between families, schools, and communities. While we must continue to pursue other critical components to school improvement, this is one that is long overdue for attention, and one we can and should address now.
- ***A concern that while a heavy emphasis on neighborhood schools in some communities could result in increased socio-economic or racial diversity in public schools, in others this emphasis could diminish it.*** There was also a widespread view that the diversity of our city is one of our great strengths and that encouraging diversity in our schools is one of the ways to strengthen both our schools and city.
- ***A call for improved coordination and joint planning between DCPS and Public Charter schools and accountability for both.*** With two different bodies making decisions about school openings and closings, and nearly one fifth of District public dollars flowing through them, it is essential that the two sectors work in concert and, that both be accountable to the public.

(I recommend this shorter substitution—Mary)

- A commitment and desire for quality schools of right in every neighborhood that provide predictability for families.
- A concern that while a heavy emphasis on neighborhood schools in some communities could result in increased socio-economic or racial diversity in public schools, in others this emphasis could diminish it.
- A strong directive for improved coordination and joint planning between DCPS and D.C.'s public charter schools and accountability for both.
- A willingness and hope for renewed investments to enhance the likelihood of high quality schools in all communities across the city.

This process has provided the opportunity for broad public engagement, deep data-infused discussions, and thoughtful and spirited debate among all stakeholders—recognizing that even then, we've missed voices along the way. These proposals have been informed by an enormous amount of data and public input. They represent our best effort at finding solutions. We release them knowing full well they are not perfect. It is our express intention that these preliminary recommendations again will benefit from the robust public scrutiny, discussion and input that is so vital to good public policy.

Abigail Smith , Deputy Mayor for Education, Chairperson	
Community Representatives	
Maryam Ahranjani , Ward 1, Parent Marshall Brennan Constitutional Literacy Project, American University	Emily Bloomfield , Ward 2, Resident Former Member, Public Charter School Board; Charter Operator
Wilma Bonner , Ward 4, Resident Howard University	Ed Davies , Ward 4, resident Children Youth Investment Trust Corporation
Denise Forte , Ward 6, DCPS parent Leadership for Educational Equity	Matthew Frumin , Ward 3, DCPS parent ANC- 3E Commissioner
Heather Harding , Ward 1, PCS parent The Ed Consortium for Research and Evaluation (EdCORE)	Faith Hubbard , Ward 5, resident Ward 5 Council on Education; D.C. Board of Library Trustees
Rev. Donald Isaac , Ward 7, resident East of the River Clergy, Police, Community Partnership; Interfaith Council	Kamili Kiros , Ward 8, PCS parent Achievement Prep Board of Trustees
Cathy Reilly , Ward 4 resident Senior High Alliance of Parents Principals and Educators (SHAPPE)	Sharona Robinson , Ward 8, DCPS parent Ward 8 Education Council; Ballou HS PTSA
Evelyn Boyd Simmons , Ward 2, DCPS parent ANC-2F Education Committee Co-Chair	Eboni-Rose Thompson , Ward 7, resident Save the Children US; Ward 7 Education Council; LSAT for Plummer Elementary School
Marta Urquilla , Ward 4, PCS parent America Achieves/Results for America	Martin Welles , Ward 6, DCPS parent Federal labor and employment attorney; Amidon-Bowen PTA
District Agency Representatives	
Josephine Bias-Robinson , Chief of Family & Public Engagement, D.C. Public Schools	Clara Hess , Director, Human Capital and Strategic Initiatives, D.C. Public Charter School Board
Christopher Delfs, Sr. Citywide Planner, D.C. Office of Planning	Ellen McCarthy , Acting Director, D.C. Office of Planning
Ariana Quinones , Chief of Staff, Office of the Deputy Mayor for Health and Human	Iris Bond Gill , Grants Management & Compliance, D.C. Office of the State Superintendent of Education

Basic Framework of this Proposal

The Advisory Committee based its proposal on the following principles:

- Predictable public school pathway for families
- High quality schools of right in every neighborhood
- Access to public school choices other than your assigned school
- Walkable and safely accessible DCPS elementary schools
- Support diversity in student enrollment
- Coherent and efficient citywide infrastructure of public schools

To align with the principles identified above, the Advisory Committee proposes a core system of zoned schools and geographically based feeder patterns from elementary through high school. However, acknowledging the limitations of a strictly neighborhood assignment system, the Advisory Committee also proposes a complementary system of school choice to address inequities in access to program and school quality, the need for diversity, and the desire of families to exercise personal preferences for schools.

For this system of neighborhood assignment and school choice to work for families and for the District, the Advisory Committee also proposes that the District of Columbia review and improve its planning and decision making processes for school opening, closing, locating, expanding or reducing capacity, and capital investment in both DCPS and public charter schools. Finally, the Advisory Committee has identified where new DCPS schools and capacity are needed due to child population pressures.

The proposed student assignment policies, boundaries, {CREATE LINK TO NEW MAPS} feeder patterns {CREATE LINK TO NEW CHART}, and new schools will be phased in to support smooth and effective transitions for families, schools and communities.

A Core System of Zoned DCPS Schools

Public school geographical attendance zones give families a predictable school to which their child is assigned and can attend, by right. There was overwhelming public support for a zoned system of schools so families have a predictable path for their children at every grade level. Updating and clarifying geographical attendance zones will:

- Give families a predictable school to which their child is assigned and can attend by right.
- Strengthen the connections among families, communities and schools, in support of school improvement efforts.

In 2013-14 there were 79 DCPS elementary and PS8th grade schools operating, but 100 boundaries. Twenty-two of all public school students had rights to multiple schools because the attendance zones were not aligned after school closings and consolidations. Many schools did not have a clearly defined community for which they are responsible, and families did not have an obvious path to their school of right. In some cases, due to the consolidation of attendance zones, families ended up assigned to schools that are not within walking distance of their home. In addition, there are school boundaries with

far more students than there is capacity and cases where there is more capacity than there are prospective students.

The updated attendance boundaries seek to:

- Clarify rights of families to schools and responsibilities of schools to families
- Update school boundaries to align school capacity, participation and population
- Minimize travel distances for families

Currently, middle school boundaries do not align with the elementary schools that feed into them, and the same is true for high schools and the middle schools that feed them. This means a child can be in-boundary for the elementary school, but out of boundary for the middle school that the elementary school feeds into. Parents and community members felt strongly that classmates should be able to go through school together, and educators expressed the interest in vertical alignment of schools to ensure students had continuity of academic programming. In addition, there is currently little opportunity for students in specialized schools or programs to continue that academic program.

The proposals on secondary school geographic attendance zones and feeder patterns, and programmatic feeder patterns, seek to:

- Encourage continuity of academic programming.
- Strengthen vertical alignment of schools (elementary through high school) to support both programmatic continuity and enrollment stability.
- Provide a right for students who have attended school together to remain together.
- Foster greater economic, racial and ethnic diversity in secondary schools.

Proposals on By-Right Access to DCPS Zoned Schools
(1) Retain existing policy on attendance zones which gives each student the right to attend a grade appropriate school based on his/her place of residence.
(2) Revise the obsolete and outdated boundaries that resulted from school closings and openings over the last decades. Appendix A: Proposed DCPS Elementary and PS-8 th Grade Boundaries.
(3) Middle school attendance zones shall be established by combining elementary attendance zones designated to geographically feed into the middle school. (See Appendix B: Proposed Middle School Attendance Zones and Geographic Feeder Schools)
(4) High school attendance zones shall be established by combining middle school or PS-8 th grade zones designated to geographically feed into the high school. (See Appendix C: Proposed High School Attendance Zones and Geographic Feeder Schools)
(5) DCPS elementary students shall have access by right to the middle school designated as a next-level school in the geographic feeder pattern for the elementary school they complete, regardless of whether the students live in the attendance zone of the designated middle school.

(6) DCPS middle-grade students shall have access by right to the high school designated as a next-level school in the geographic feeder pattern for the middle school they complete, regardless of whether the students live in the attendance zone of the designated high school.

(7) DCPS students shall have access by right to the designated next level school in the programmatic feeder pattern for the specialized program/school they complete. (see Appendix D: Proposed Programmatic Feeder Schools)

Proposals for Phasing In the Attendance Zone and Feeder Pathway Changes

A. Starting in 2015-16, students who have been enrolled in their in-boundary school, but have been re-zoned such that they are no longer in-boundary, shall maintain in-boundary rights at the school they are currently attending until they complete that school. They will also have rights at their new zoned school.

B. Starting in 2015-16 all **NEW students**, shall be assigned to the newly zoned school. NEW students are defined as:

- Students moving into an area that has been assigned to a different school.
- Charter school students or out-of-boundary DCPS students who wish to return to a DCPS neighborhood school from their charter school or out-of-boundary DCPS school.
- Students who are attending a school for the first time (e.g., at the entry grade), who live in an area that has been rezoned, and who do not have siblings currently attending the former assigned school.

C. For elementary schools that have a feeder pathway that has changed, students who are enrolled in the 3rd through 5th grade at that school as of the 2014-15 school year shall have the right to continue to their former feeder school OR to the newly designated feeder school beginning in the 2015-16 school year.

D. For elementary schools that have a feeder pathway that has changed, **students who are in PK3 through 2nd grade as of the 2014-15 school year**, shall feed into the newly designated feeder school.

Access to DCPS Early Childhood Education

The District of Columbia is a leader in early childhood education. Every DCPS elementary school has all day PK4 classes and all but 6 DCPS elementary schools have PK3 classrooms. Currently entry to early childhood programs is by lottery, and the lottery is not currently prioritized for students with the greatest needs.

The proposals on access to DCPS pre-K programs seek to:

- Create opportunities by right for young learners who face risk factors so they can develop the skills they will need to succeed in kindergarten and beyond.
- Create buy-in of families in neighborhood schools, which will help to support sustained enrollment and engagement in the school.
- Offer a predictable, by right pathway to families at a location that is close to home.

Proposal on Access to Early Childhood Education

(8) Children residing in zones for Title I DCPS schools shall have access by right in the My School DC lottery to PK3 and PK4 seats in their zoned DCPS school

(9) Children residing in the District of Columbia who reside in an elementary attendance zone for a non-Title I school shall have access by lottery to DCPS PK3 and PK4 seats based on program availability and capacity (see proposed lottery preferences in Public School Application Policy section).

Access to Transportation

Travel to school can be a barrier to access to good quality schools because of the cost, time, and problems with safe passage. The proposals on access to transportation seek to:

- Improve public transit services and affordability for public school families.
- Improve the safety of students traveling to and from school.

Proposals for Transportation

(10) DME should work with Metro, the Metropolitan and Metro Police, DC Department of Transportation, and public school parents and students to review bus routes and other Safe Routes to School services and develop a plan to align routes and services to public school attendance patterns for DCPS and public charter school students.

(11) When an elementary aged student does not reside within 1 mile walking distance of the zoned school, then the District of Columbia shall provide free Metrobus for a parent or guardian to accompany the elementary age child to school.

(12) When an elementary aged student does not reside within 1 mile walking distance of the zoned school, then the student shall get a proximity priority in the My School DC lottery to the closest DCPS school,.

(13) Provide free **Metrorail** to 9th through 12th grade students for travel to and from a public school.

A Complementary System of School Choices

Public School Access through Application

Access to DCPS schools of right through living in the attendance zone, or via feeder pathways, are two ways to obtain access to DCPS public schools. The District of Columbia also provides families access to DCPS and public charter schools through a lottery. Currently, however, the highest performing DCPS schools often have few seats available in the lottery for entry level grades. Parents expressed a strong

desire for high quality neighborhood schools, but also wanted some access to schools other than their zoned schools. The proposals on the out of boundary lottery seek to:

- Give families access to schools that they think are a better fit for their child and family, or that may be more convenient for their family.
- Increase socio-economic diversity in neighborhood zoned schools.
- Ensure that “at risk” students have a better chance at getting access to high demand, zoned schools.

Proposals on Public School Application Policy
(14)DCPS shall set aside at least 10% of seats in a zoned elementary school for out of zone students.
(15) DCPS schools that have 30% or less of their school enrollment designated “at risk” according to OSSE definitions, shall give priority to “at risk” students through the common lottery process.
(16)DCPS shall set aside at least 10% of the 6 th grade seats in a zoned middle schools for out of zone students who do not have a feeder right. Phase in implementation beginning with 2018-19.
(17)DCPS shall set aside at least 10% of the 9 th grade seats in a zoned high schools for out of zone students who do not have a feeder right. Phase in implementation beginning with 2017-18.
(18)DCPS Lottery preferences, in priority order, shall be: PK3/PK4 <ul style="list-style-type: none"> • In-boundary with sibling • In-boundary • OOB with sibling • OOB – at risk (at qualifying schools for qualifying students) new • OOB with proximity (for qualifying students)new K-12 <ul style="list-style-type: none"> • OOB with sibling • OOB at risk (at qualifying schools for qualifying students) new • OOB with proximity (for qualifying students)new

DCPS Specialized and Selective School Policy

Public input on specialized schools and selective programs strongly favored having specialization and selective programs within neighborhood zoned elementary, middle and high schools. Currently DCPS operates 6 selective admission high schools, 2 citywide lottery specialized elementary schools and a growing number of specialized schools and programs.

The proposals on specialized and selective school policy seek to:

- Ensure that the siting of specialized programs make sense in light of neighborhood demand for a school of right.

- Provide families whose zoned school is a specialized program with access to alternative programs that may be a better fit for their child.

Proposals on Specialized and Selective Schools
(19) Adopt a definition of a specialized school or program as: a school whose curriculum or instructional methods vary from the DCPS standard grade level schools, such that separate teacher training and instructional materials are required across all grades and all classes. (e.g. dual language, Montessori, Emilia Reggio)
(20) Specialized (non-selective) schools shall be neighborhood schools with boundaries unless there is ample capacity in adjacent DCPS neighborhood schools to serve the same grades.
(21) If DCPS needs capacity for in-zone students, then the DCPS city-wide schools—lottery, or selective schools—can be required to: <ul style="list-style-type: none"> • Relocate to provide capacity for students in a neighborhood, or • Convert to a neighborhood school and offer a non-specialized strand, or • Convert to a neighborhood school and pair with a non-specialized school to offer the traditional grade level program. • Provide neighborhood priority in citywide lottery.
(22) Students residing in zone for a zoned specialized elementary school shall have the right to attend a non-specialized school designated as the alternative to the zoned specialized school.
(23) Ensure that no non-resident of the District of Columbia is placed in a specialized, selective or charter school or program over DC residents.

Student Continuation and Transfer School Policies

The level of movement among and between public schools is a challenge for students and schools. Students who repeatedly change schools have statistically worse outcomes, including significantly lower graduation rates. Furthermore, the impact of that enrollment churn on school culture and resources negatively affects other students. Student assignment and choice policies do not account for the negative impact of student mobility and offer no disincentives to limit this mobility.

The Advisory Committee proposals on student continuation and transfer seek to:

- Incentivize families to minimize movement during the course of the school year.
- Provide opportunities for students who experience disciplinary issues to stay connected to school programs that are tailored to their needs.
- Encourage policies and practices that limit mobility and support educational continuity for students.
- Ensure at risk students have access to all of the choices of the District’s system and are not disadvantaged in where they get in or where they are permitted to stay.

Proposals on Student Transfer Policies

(24) A student whose place of residence within the District of Columbia changes from one attendance zone to a different attendance zone shall be permitted to stay in the school until the end of the school year or to the terminal grade, if there is enrollment capacity.

(25) The DME should work with OSSE to convene a committee on student mobility with DCPS, PCSB, charter LEAs, community and student representatives, to develop policy and program recommendations to address the underlying causes of high rates of mobility, including, but not limited to expulsion, suspension and mid-year transfer policies. The committee may explore the potential of developing the DCPS CHOICE program into a cross-sector program for mid-year expulsions and long-term suspensions.

A Coherent System of High Quality Public Schools

Better Planning Within and Across Public School Sectors

A consistent theme throughout this process, both in public meetings and at meetings of the Advisory Committee, has been the need to consider the place of charter schools in citywide planning efforts around student assignment. There was widespread recognition that devising student assignment policies for DCPS without taking into account the unique environment created by D.C.'s charter sector would lead to policies that do not realistically address the need to create predictability and access to high quality close to home for families across the District.

Concern about accountability and growth in the charter sector was widely shared by community working group participants who expressed a preference for a citywide cap on charter enrollment, but at the same time did not want to undermine the basic educational autonomy of individual public charter LEAs. Concern about the lack of accountability for decision making on school boundaries, school closings, and capital planning for DCPS schools was raised with equal weight.

The Advisory Committee proposals on DCPS and public charter planning and coordination seek to:

- Promote a more well informed, transparent and publicly vetted process for identifying the challenges with and possible solutions for school supply/demand issues, school siting, and student assignment policies
- Create the conditions for a more sustainable and equitable allocation of city resources and opportunities for families.

Educational Facilities Planning Proposals
(26) In 2022, and every ten years thereafter, the city shall undergo a comprehensive review of student assignment policies, including school boundaries and feeder patterns.
(27) The Chancellor shall ensure that each geographic feeder pathway has at least one elementary school or program with STEM, arts integration, IB and dual language and that these and other schools or programs are regularly developed and maintained as part of their educational plan.
(28) The Chancellor shall ensure that specialized and selective programs are developed and supported in every one of the comprehensive high schools as part of their educational plan.
(29) The DME in concert with a citizen advisory committee and relevant agency representatives should develop policies and processes for sharing information and coordinating planning efforts between the two public school sectors on issues of public school openings and expansion, closing, relocation, co-location and siting <i>before</i> such decisions are made by relevant entities. These policies and processes should include meaningful public input into decision-making.
(30) Revise DC Municipal Regulations to ensure that the same public notice and engagement requirements in DC Municipal Regulations for boundary changes shall be required for changes in destination feeder schools.

Ensuring Adequate DCPS School Building Capacity

Child population decline or growth falls most heavily on DCPS as the municipal system of right. All compulsory education students no matter their location or needs, or when they arrive in the school year, must be served by DCPS. In order to meet this obligation, particularly in light of projected child population growth, the District needs to plan for adequate capacity starting now, and has to align the capital plan for DCPS to these growth plans.

The proposals on school building capacity seek to:

- Ensure that DCPS is planning now for implementing recommendations of the Advisory Committee which require additional capacity.
- Establish triggers for a comprehensive planning process around capacity for schools that are over or under capacity.

Proposals to Ensure Adequate Capacity
(31)DCPS shall develop a program and facility plan and budget to increase early childhood capacity in Title I schools to serve DCPS zoned families in support of expanded rights to PK3 and PK4.
(32)Convert PS-8 th grade schools to PS-5 th grade schools in designated Ward 4 and Ward 5 schools (See Appendix C: Proposed Geographic Feeder Pathways) to meet early childhood and elementary capacity demands and when the designated middle school programs and facilities are fully ready to support a high quality middle school.
(33)If the capacity of the zoned elementary school is equal to or less than 45% of the age appropriate public school population within the attendance zone, the in-boundary percentage of the enrollment is greater or equal to 75% and the utilization rate of the zoned elementary school is 90% or greater, then prioritize a study to re-open a DCPS zoned school or to expand the capacity of the zoned school.
(34) If a DCPS school has been utilized at 90% or greater and has had an in-boundary percentage of the enrollment greater than 75% for three years, DCPS must work with the school and community to evaluate the school specific boundary population, feeder school enrollments, where applicable, in-boundary participation rates, charter enrollments in the vicinity, and 5 to 10 year population projections to identify whether any action on boundaries, feeder pathways, building expansion, grade configuration, or other changes may be required within a 3-5 year time frame.
(35)If a DCPS school has been utilized at 60% or less for three years, DCPS must work with the local school and community to evaluate the school specific boundary population, in-boundary participations rates, charter enrollments in the vicinity, 5 to 10 year population projections for the boundary and its adjacent boundaries, as well as identify any school quality barriers that may be affecting school utilization; then identify whether any action on boundaries, co-locations, consolidations, grade configuration changes, or educational interventions are required within a 3-5 year time frame to address the low utilization.

Appendix C: Proposed Geographic Feeder Pathways

The feeder pathways are established to provide geographic, program and academic continuity and access. It is also a system through which DCPS can affect the crowding or under-utilization of its secondary schools. The highlighted yellow are outstanding issues, or changes from the last version which the committee has not discussed.

ANACOSTIA HIGH SCHOOL (Ward 8)		
Ketcham ES	Kramer MS	Anacostia HS
Moten ES (consider moving to Johnson MS)		
Orr ES		
Randle Highlands ES		
Savoy ES		
Stanton ES	Sousa MS	
Davis ES (Outstanding issue to discuss—consider reopening)		
Beers ES		
Kimball ES		
Plummer ES		

BALLOU HIGH SCHOOL (Ward 8)		
Hendley ES	Hart MS	Ballou HS
King ES		
Leckie ES		
Simon ES		
Patterson ES		
Ferebee Hope (Outstanding issue to discuss—consider reopening)	Johnson MS	
Garfield ES		

Malcolm X		
Turner ES		
Moten ES (Consider moving from Kramer to Johnson)		

WOODSON HIGH SCHOOL (Ward 7)		
Houston ES (Feed to Ron Brown when reopened)	Kelly Miller MS	Woodson HS
Aiton ES		
Burrville ES		
Drew ES		
Smothers ES		
Kenilworth ES (Outstanding issues to discuss)	MS Ron Brown, with application component, as well as zoned component	
Thomas ES		
Houston ES (now feeds to Kelly Miller)		
EASTERN HIGH SCHOOL (Ward 6)		
Maury ES	Eliot-Hine MS	Eastern HS
Miner ES		
Payne ES		
School-within-School (citywide school with no boundary)		
Capitol Hill Montessori @Logan PS-8 (citywide school with no boundary)		
Browne PS-8		
Brent ES	Jefferson Acad. MS	
Tyler ES		
Amidon-Bowen ES		
Van Ness ES (Outstanding Issue to discuss)		

J.O. Wilson ES	Stuart-Hobson MS	
Watkins ES		
Peabody/Watkins ES		
Ludlow-Taylor ES		

COOLIDGE HIGH SCHOOL (Ward 4)		
Brightwood ES (Assumes Conversion to Elementary)	NEW North MS	Coolidge HS
Takoma ES (Assumes Conversion to Elementary)		
Whittier ES (Assumes Conversion to Elementary)		
La Salle-Backus ES (Assumes Conversion to Elementary)		

ROOSEVELT HIGH SCHOOL (Ward 4)		
Barnard ES	Re-Open MacFarland MS	Roosevelt HS
Truesdell ES (Convert from PS8 to Elementary)		
Powell ES		
Bruce-Monroe ES		
Raymond ES (Convert from PS8 to Elementary)		
West ES (Convert from PS8 to Elementary)		

WILSON HIGH SCHOOL (Ward 3)		
Bancroft ES	Deal MS	Wilson HS
Janney ES		
Lafayette ES		
Murch ES		
Shepherd ES		

Hearst ES	Hardy MS	
Eaton ES		
Hyde/Addison ES		
Key ES		
Mann ES		
Stoddert ES		
Oyster-Adams EC		

DUNBAR HIGH SCHOOL (Ward 2)		
Bunker Hill ES (Plan for conversion back to PS-5th)	Brookland MS	Dunbar HS
Burroughs ES (Plan for conversion back to PS-5th)		
Noyes ES (Plan for conversion back to PS-5th)		
Langdon ES (Plan for conversion back to PS-5th) changed from feeding into Brookland	McKinley Tech. Ed. Campus (6-8)	
Langley ES		
Walker Jones PS-8		
Wheatley EC		

CARDOZO HIGH SCHOOL (Ward 1)		
Cleveland ES	Shaw MS	Cardozo HS
Garrison ES		
Marie Reed ES		
Ross ES		
Seaton ES		
Thomson ES		

Tubman ES	Columbia Heights MS	
H.D. Cooke ES		
SWW at Francis-Stevens EC		

Appendix D: Programmatic Feeder Patterns

ELEMENTARY	MIDDLE	HIGH
Dual-Language Programs		
Powell ES DL Program	MacFarland DL Program	Roosevelt DL Program
Bruce-Monroe ES		
Bancroft ES		
Cleveland ES DL Program		
Marie Reed ES DL Program		
Tyler DL Program		
N/A	CHEC MS	
Oyster-Adams EC		
STEM Programs		
N/A	McKinley MS	Woodson HS