

Scenario Summaries

Assumptions for all scenarios:

- Everybody has the right to attend a DCPS school (Kindergarten – 12th grade)
- Every DCPS school will offer the same foundational program across elementary, middle, and high schools (regardless of enrollment or location)
- DCPS will continue to have citywide application high schools
- Boundaries must be cleaned up to address over-crowding and previously closed schools

	Scenario A			Scenario B			Scenario C					
What does this scenario try to accomplish?	<ul style="list-style-type: none"> • Increase access to nearby quality (ES) • Distribute programs equitably • Balance capacity across schools 			<ul style="list-style-type: none"> • Define a school community that would help build neighborhood schools • Align capacity with supply and demand • Predictability 			<ul style="list-style-type: none"> • Increase equitable access to quality • Significantly invest in specialized programming 					
Which principles does this scenario promote?		ES	MS	HS		ES	MS	HS		ES	MS	HS
	Equitable access to high quality schools				Equitable access to high quality schools				Equitable access to high quality schools			
	Parental choice				Parental choice				Parental choice			
	Predictability				Predictability				Predictability			
Neighborhood schools				Neighborhood schools				Neighborhood schools				

	Scenario A	Scenario B	Scenario C
How would this scenario affect school quality?	<p>This scenario holds at its core the belief that increasing quality is accelerated by building strong connections between schools and neighborhoods. This scenario also:</p> <ul style="list-style-type: none"> Provides for more specialized and selective schools and programs to be located throughout the city, with a focus on neighborhoods with limited programming. Envisions one city at the high school level to allow students to connect with schools they are interested in programmatically, and find the school that is right for them. Provides OOB set aside for children from low quality neighborhood schools, in an effort to increase equitable access to high quality schools. 	<p>This scenario holds at its core the belief that families need clarity about their public school rights and options so they can make good decisions for their children and family and so there is a clear civic relationship of communities to their public schools and public schools to their community. It prioritizes neighborhood investment in schools (PK-12) while including out-of-boundary set-asides for diversity and choice.</p> <p>This scenario also:</p> <ul style="list-style-type: none"> Provides for early childhood access by right at the neighborhood school. (PK3 and PK4) Provides stability and predictability with feeder rights. Strengthens neighborhood high schools and middle schools with magnet academies to increase the variety and depth of programming available. Provides more efficient use of funding with cross-sector coordination of facilities and programs 	<p>This scenario holds at its core the belief that early childhood and elementary age children benefit from access to high quality schools close to home and that they should have a variety of programming available to them, but that all families, no matter their place of residence, should have the same opportunity to middle school and high school options.</p> <p>This advances these priorities by:</p> <ul style="list-style-type: none"> Increasing specialized programs and investment in curriculum and instruction in neighborhoods where there currently are few DCPS specialized schools or programs. Establishes citywide specialized elementary schools in every ward. Providing by right access to neighborhood PK3/4 and an OOB set aside for early childhood and elementary school children from low quality neighborhood schools. Offering choice sets for middle school that expands programmatic options and quality. A citywide lottery for high school that has expanded programmatic options.

	Scenario A	Scenario B	Scenario C
Program investment requirements	<p>To realize the benefits of Scenario A, the program investments required are:</p> <ul style="list-style-type: none"> Expanded specialized program offerings in DCPS elementary and middle schools: <ul style="list-style-type: none"> Specialized programs include: Montessori, Dual-language, IB, STEM New selective DCPS high schools in areas of the city where there are none. New or enhanced high school academies/magnet programs within each DCPS comprehensive high school throughout the city. 	<p>To realize the benefits of Scenario B, the program investments required are:</p> <ul style="list-style-type: none"> Adequate early childhood seats and programs at all DCPS neighborhood schools. A transition plan and process to work with feeder schools to move away from the EC models (both PS-8 and 6th-12th) in favor of stand-alone middle schools in Ward 4, 5 and 1) and once a middle school is formed convert ECs to PS3/4 to 5th grade schools. DCPS middle school magnet programs and/or schools to ensure that middle schools can support specialized elementary programs and themes—dual language, IB, arts integration, and STEM, as well as varied levels of preparedness of students from needing extra supports to advanced students. New and enhanced high school academies/magnet programs within each DCPS comprehensive high school throughout the city. 	<p>To realize the benefits of Scenario B, the program investments required are:</p> <ul style="list-style-type: none"> Establish citywide elementary schools with a specialized program offering (in particular, Montessori and dual language) in every ward of the city. <ul style="list-style-type: none"> Dual language programs would either have feeders or preferences into middle school dual language programs Every DCPS middle school should have a specialized program. (Dual Language, STEM, IB) Make all Ward 4 and Ward 5 K-8's into stand-alone elementary schools and therefore creating stand-alone middle schools Make the current McKinley 6-8 into an application STEM middle school Make CHEC 6-8 into an application dual language middle school. Open an application DCPS middle school in Ward 7. Offer specialized high school programming in areas of the city where there are none, with a priority in lower income neighborhoods. The new programming could be implemented school-wide or in specialized academies. Individual schools could have some seats for selection/application only

	Scenario A	Scenario B	Scenario C
DCPS Early Childhood PK3/4 Access	<p>Lottery (current policies stay the same)</p> <ul style="list-style-type: none"> - In-choice set (boundary) with sibling preference - In-choice set preference - Out-of-choice set with sibling preference - Proximity preference 	<ul style="list-style-type: none"> • Guaranteed right to PK4 at neighborhood school • Guaranteed right to PK3 at neighborhood school if offered. <p>For the schools where in boundary/participation rate is high and it would be difficult to accommodate a guaranteed PK right, the boundaries will be made smaller or capacity for early childhood would be expanded at a different site.</p>	<p>Guaranteed right to one school for in-boundary families</p> <p>10% minimum set aside for OOB per grade as deemed by capacity</p> <p>Lottery for min 10% OOB (by grade set-aside), with preferences (same as for ES students)</p> <ul style="list-style-type: none"> - Sibling (currently in school) - Low income/Low quality neighborhood school - School employee (DC res only) <p>For the schools where in boundary/participation rate is high and it would be difficult to accommodate a guaranteed PK right and minimum 10% out of boundary, the boundaries will be made smaller or capacity for early childhood would be expanded.</p>
DCPS Elementary Right	<p>Right to one school within a geographical choice set. Sibling preference granted. Each ES choice set will contain at least 3 elementary schools and parents will have a right to one of them.</p> <p>At least one of the schools must have a specialized program.</p>	<p>Right to one school based on geographical boundary. ES, MS, HS with contiguous boundaries.</p>	<p>Right to one school based on geographical boundary.</p>
DCPS Elementary Choice	<p>OOB lottery with preferences:</p> <ul style="list-style-type: none"> - Sibling (currently in school) - Low quality neighborhood school 	<p>OOB lottery with preferences:</p> <ul style="list-style-type: none"> - Sibling preference (currently in school) - Multiples preference - Either Low Income census tract preference OR low quality school boundary preference 	<p>OOB lottery with preferences:</p> <ul style="list-style-type: none"> - Sibling (currently in school) - Low quality neighborhood school - DC employee (DC residents only)

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DCPS Elementary Set Asides	10% set-aside at ES schools with specialized programming only	Set aside no less than 10% of total school enrollment. For the handful of schools where in boundary/participation rate is high and it would be difficult to accommodate a minimum 10% out of boundary, the boundaries will be made smaller.	Minimum 10% OOB set-aside per grade. For the handful of schools where in boundary/participation rate is high and it would be difficult to accommodate a minimum 10% out of boundary, the boundaries will be made smaller.
DCPS Middle School Right	Right to one of two closest middle schools AND based on programmatic feeder pattern. Sibling preference offered.	Right to one school based on geographical boundary AND based on the feeder pattern. ES feeds into a designated middle school, whose boundaries are contiguous boundaries with the cluster of elementary schools.	Right to one school within a choice set based on a large geographic area.
DCPS Middle School Choice	OOB lottery <ul style="list-style-type: none"> - Sibling (currently in school) - Low quality neighborhood school 	Create application or magnet middle schools within larger middle schools, for example a dual-language track within a stand-alone MS. OOB lottery with preferences: <ul style="list-style-type: none"> - Sibling preference - Multiples preference - Low-income OR low quality neighborhood school Right to OOB seat in order to continue with specialized programs	Lottery <ul style="list-style-type: none"> - Sibling preference - Low-income OR Low quality neighborhood school - DC employee (DC residents only)
DCPS Middle Set Asides	15% set-aside at MS schools with specialized programming only	OOB set aside no less than 15%. For any schools where in boundary/participation rate is high and it would be difficult to accommodate a minimum 15% out of boundary, the boundaries will be made smaller or feeders revisited.	None
DCPS High School Right	Right to a particular school by programmatic feeder right only.	Right to a school by geographical boundary AND based on the feeder pattern. HS boundary contiguous -with feeder middle school boundary or boundaries.	Right to one high school – but no particular high school.

	Scenario A	Scenario B	Scenario C
DCPS High School Choice	Lottery <ul style="list-style-type: none"> - Proximity preference - Sibling 	OOB lottery preferences: <ul style="list-style-type: none"> - Sibling preference - Multiples preference - Low-income OR low quality neighborhood school Right to OOB seat in order to continue with specialized programs	Lottery <ul style="list-style-type: none"> - Sibling preference - DC employee preference (DC residents only) - Programmatic preference (e.g. dual language, etc)
DCPS High School Set Asides	NA	Set aside no less than 20%	NA
Feeder Pattern	Programmatic feeder patterns from ES to MS <ul style="list-style-type: none"> • This can result in an additional option outside of choice set Programmatic feeder patterns from MS to HS (Dual language, IB, STEM)	<ul style="list-style-type: none"> • DCPS has direct feeders ES to MS, MS to HS – based on geography • OOB students with feeder and other rights same as in-boundary • Limited programmatic feeder patterns • DCPS can designate feeder rights or preferences to charter school students attending charter schools located within the DCPS school boundary or close proximity. 	No feeders from ES to MS No feeder from MS to HS
Charter policies	<ul style="list-style-type: none"> • Charters remain citywide • Invite charter schools to opt into a DCPS choice sets only if they can provide the same rights to families as other schools within the choice set. 	<ul style="list-style-type: none"> • Charters that sit within boundary of DCPS MS/HS have feeder rights or preference into a DCPS destination school. 	Charters remain citywide
Implementation Considerations	<ul style="list-style-type: none"> • Develop a mechanism or formula by which DCPS decides when a school has reached capacity and no longer can provide a set-aside. • Develop policies to address when families do not meet deadlines or enter applications, as well as how to place new residents, since all placement is through an application/lottery. • Ensure appropriately staffed application and lottery office. • Establish standards for charters wishing to opt in to choice sets • Identify locations and implementation plans for new 	<ul style="list-style-type: none"> • Develop a mechanism or formula by which DCPS decides when a school has reached capacity and no longer can provide a set-aside. • Create a mechanism for joint planning between sectors – DCPS and charter – with respect to closing, opening, expanding or moving DCPS and PCS schools. • Create a planning function within DCPS with responsibilities for managing facilities, capacity and enrollment and overseeing cross-sector coordination. • To ensure DC capacity to deliver DCPS early childhood by right, create early childhood centers, where necessarily with priority to low income communities. 	<ul style="list-style-type: none"> • Develop a mechanism or formula by which DCPS decides when a school has reached capacity and no longer can provide a set-aside. • For the schools where in boundary/participation rate is high and it would be difficult to accommodate an out of boundary set aside or the PK right, the boundaries will be made smaller. • Shift grade configurations

	Scenario A	Scenario B	Scenario C
	specialized programs	<ul style="list-style-type: none"> • For the schools where in boundary/participation rate is high and it would be difficult to accommodate an out of boundary set aside or the PK right, the boundaries will be made smaller. • Shift grade configurations 	

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