DC Student Assignment and School Boundary Review Process:

Community Working Group Meetings

4/5/14 - 4/8/14

Agenda

- Introduction and Background
- Presentation of Options for Consideration and Table Discussion
- Questions and Answers

Goals of this Process

- 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 update student assignment policies to reflect current school supply and population

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?

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

Goals for Today

- Share our progress to date

- Understand which policy concepts do and don't appeal to you and why

- Gather feedback on how the various policy elements and school boundary revisions would impact your community
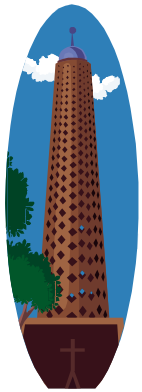
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Our approach to the policy examples

Range of policy elements that support predictability, access to quality, strong neighborhood schools.
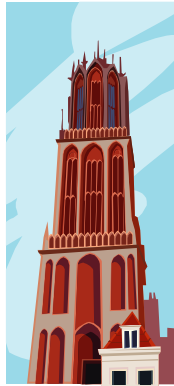
Combine policy elements to create multiple coherent overall approaches to student assignment.

Early Childhood and Elementary School Policy Elements

Key Policy Elements (PK and Elem)	Examples A	B	C	Now
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)	Examples A	B	C	Now
Middle school choice sets			X	
A right to one of two closest middle schools to home address	X			
Right to one middle school and high school of right based on place of residence		X		X
Elementary, middle and high school boundaries aligned to a geographic feeder system (No separate programmatic feeder pathways)		X		
Guarantee right to feeder pattern for out-of-boundary students			X	X
Increase number of selective admission high schools	X		X	
Introduce selective admission middle schools		X		
Establish selective or magnet programs within comprehensive high schools	X	X		
Every middle school has a specialized program (IB, STEM, dual-language)			X	
Feeder pathways for schools with specialized programming (dual language, IB, STEM)	X		X	
Out-of-boundary set-asides for students living within an attendance zone of a low performing school		X		
Out of boundary set asides only for schools with specialized programs (dual-language, IB, Montessori, STEM)	X			
Citywide lottery high schools without proximity preference			X	
Citywide lottery high schools with a proximity preference	X		X	

Overall Reactions to Policy Examples

Worksheet Questions

What about each policy example best supports your vision for public education in the District of Columbia?

What is most important to you in evaluating these policy scenarios?

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