
DC Student Assignment and School Boundary Review Process

June 2014


Agenda

- Video from Chancellor Henderson
- Introduction and Background
- Overview of Proposal
 - Highlight Key Recommendations
- Feedback and Questions
- Break out Groups by High School Feeder Pathway
 - What proposals do you support and why?
 - What alternative would you propose?
 - What is missing?

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

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	Mayor Releases Final Plan
Technical Research and Analysis				Develop Recommendations				Revise Recommendations			
Focus Groups, Surveys and Community Outreach Meetings					Working Groups			City-wide Cmty 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 June.

This Proposal Reflects...

- What we heard from the community
- Extensive data analysis
- Key principles
 - Predictable public school pathways.
 - High quality schools of right in every neighborhood.
 - Access to choices other than assigned schools.
 - Walkable and safely accessible DCPS elementary schools.
 - Diversity in student enrollment.
 - Coherent and efficient citywide public school infrastructure.

Overview of Proposal

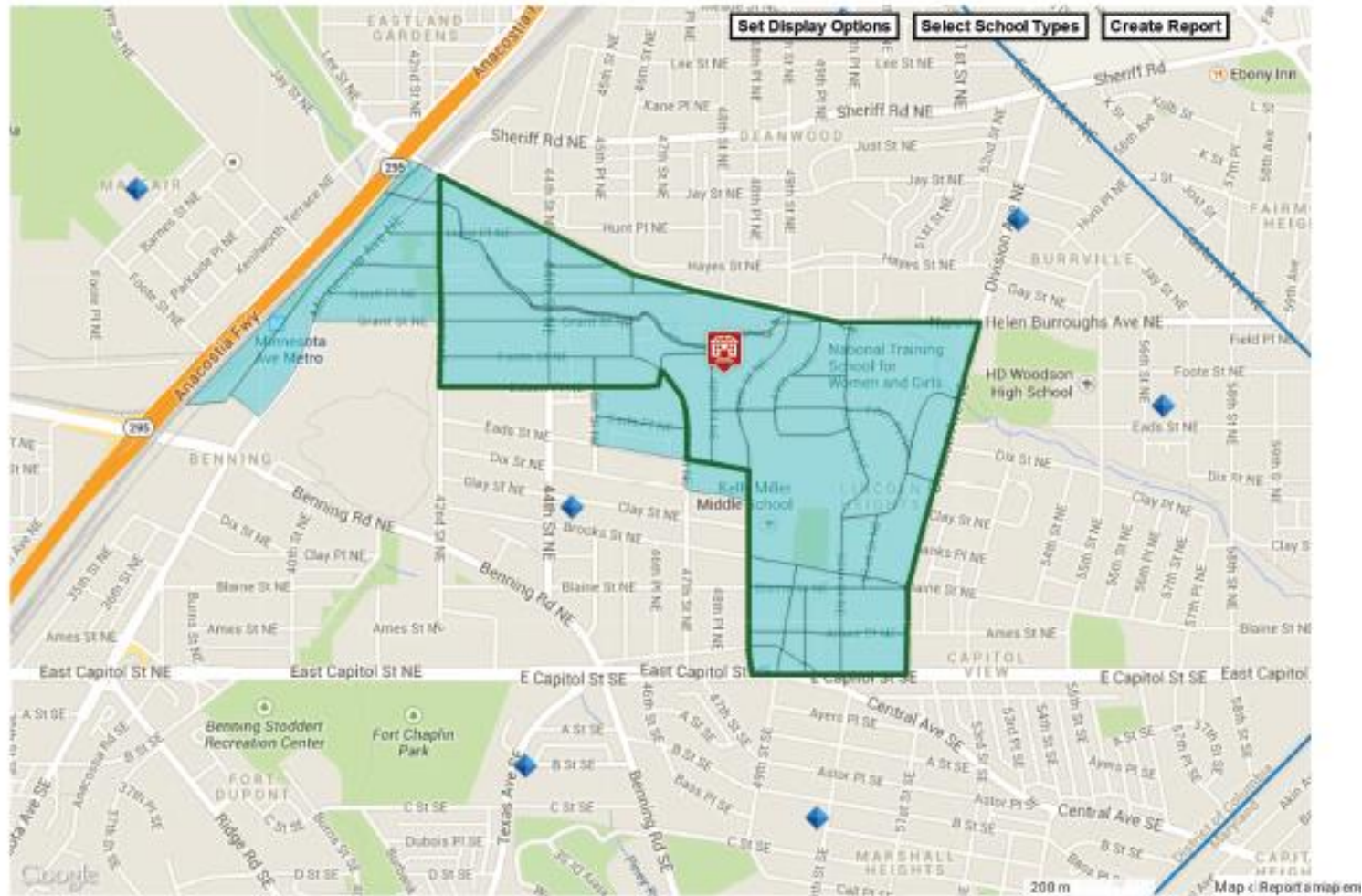
- Core system of zoned schools
 - Proposed school boundaries
 - Proposed geographic feeder pathways
- Complementary system of choice
 - Proposed programmatic feeder pathways
- Phasing in of changes
- Coherent system of high quality public schools

Core System of Zoned Schools: Revised Elementary School Boundaries

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

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

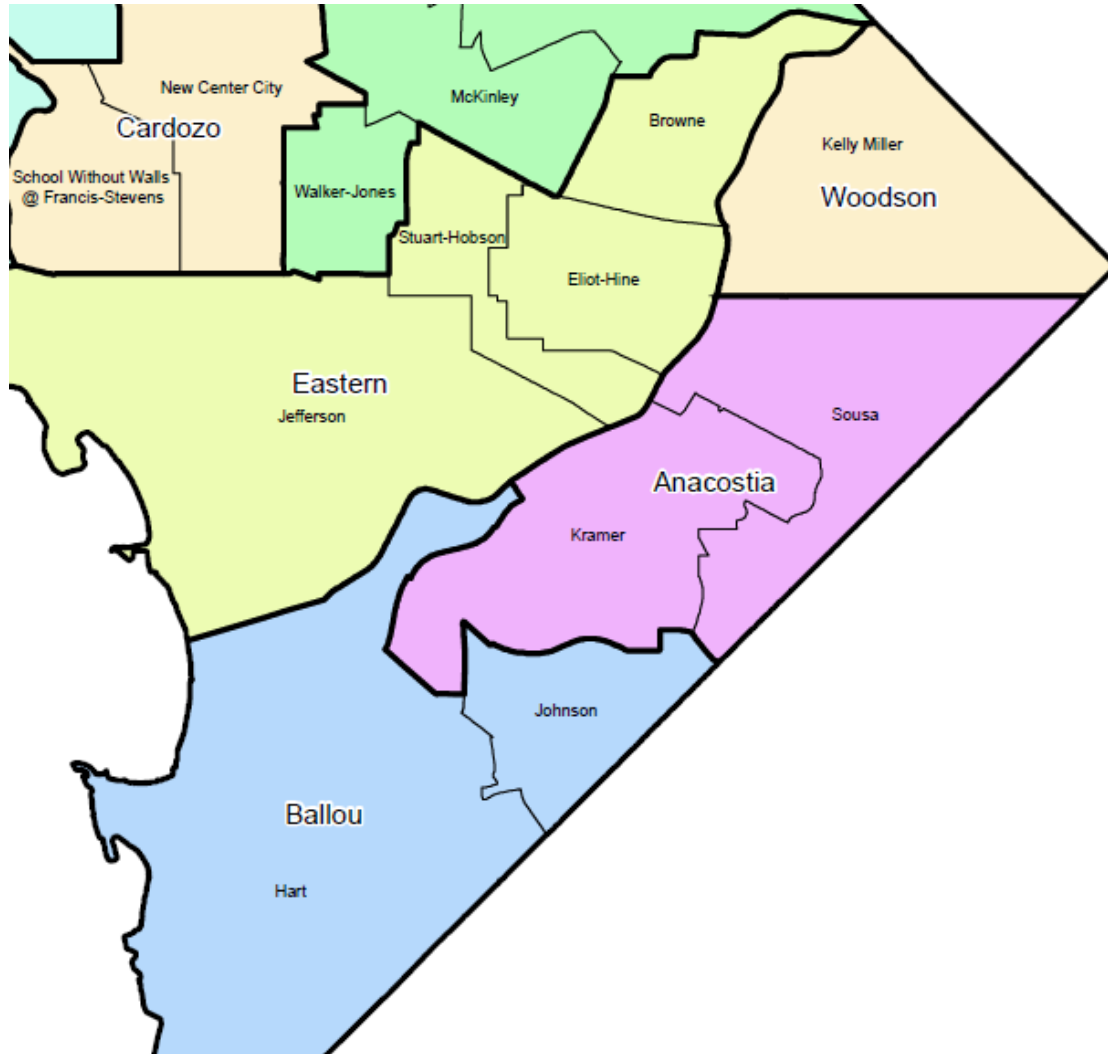
Core System of Zoned Schools: Aiton Elementary (example)



Core System of Zoned Schools: Geographic Feeder Pathways

- Geographic feeder pathways are based on the stacking of elementary and middle school boundaries.
 - Middle school boundaries are made up of the boundaries of the feeding elementary schools
 - High school boundaries are made up of the boundaries of the feeding middle schools
- A student only has a right to 1 elementary, 1 middle and 1 high school based on their home address

Proposed High School Geographic Feeder Patterns



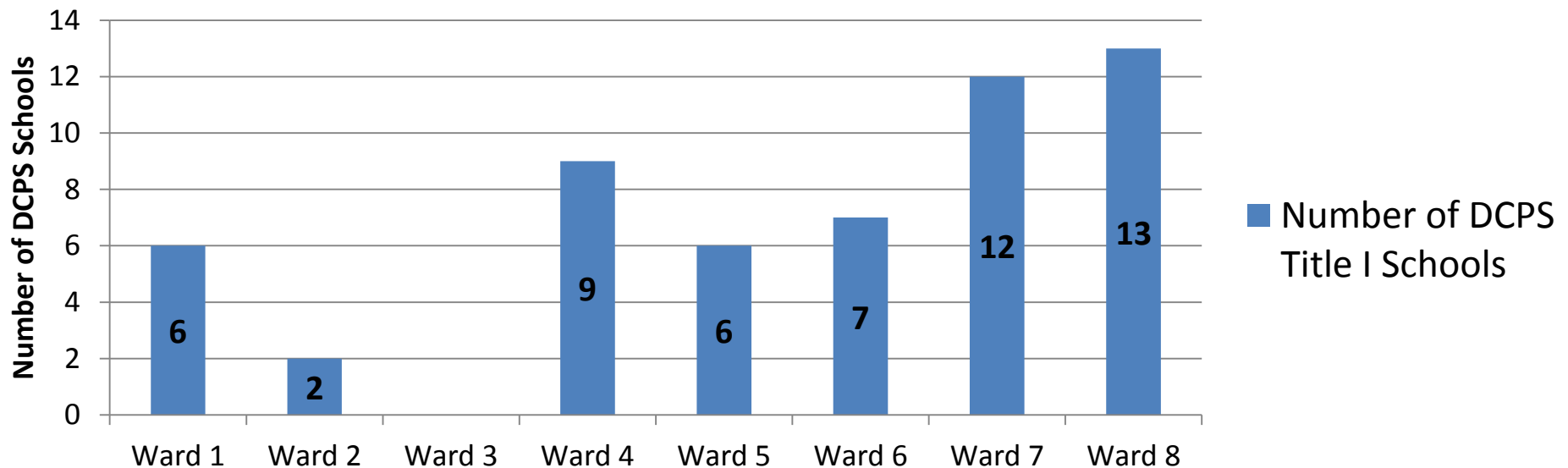
Core System of Zoned Schools:

Programmatic Feeder Pathways and OOB students

- Establish programmatic feeder pathways to allow for programmatic continuity for specialized programs
 - Not based on geography
- Maintain rights for OOB students to stay in the feeder pattern of the school they attend
 - OOB students will always maintain their right to return to their zoned schools

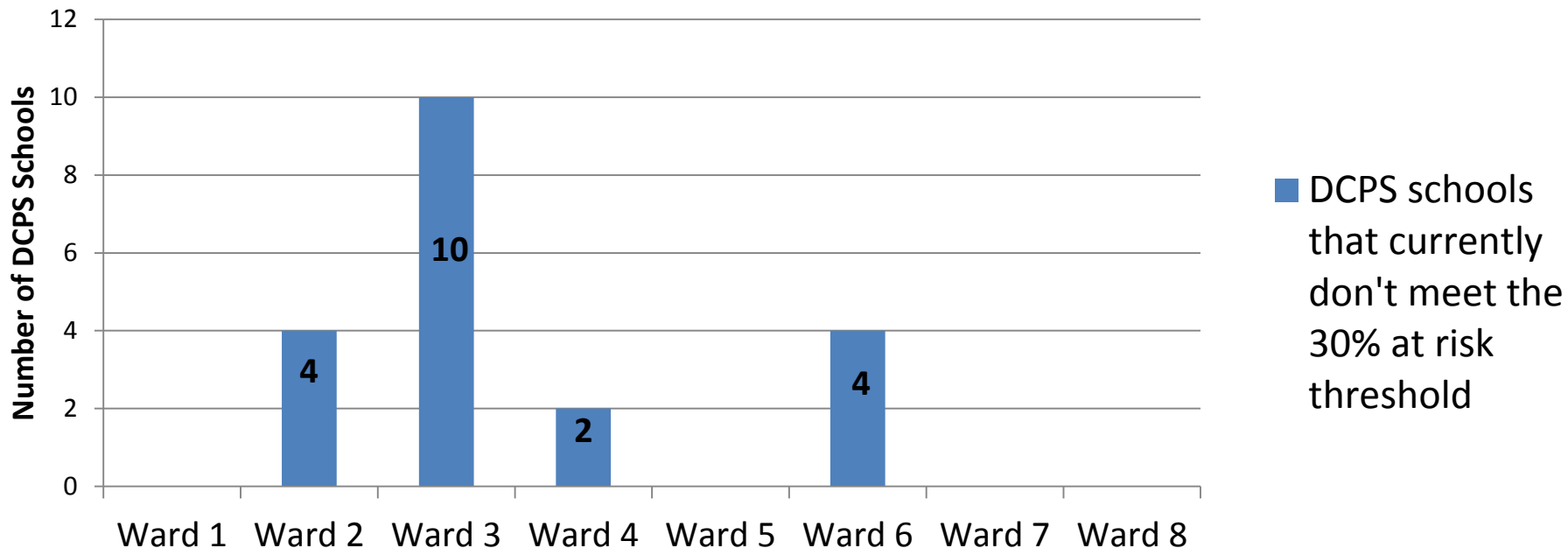
Core System of Zoned Schools: More predictability for PK

- Guaranteed access to PK3 and PK4 for families who live in zone for Title 1 schools
- Rights are exercised during the common lottery



Complementary System of School Choice: At-Risk Preference

- Schools which serve less than 30% at risk students, will provide a preference in the out-of-boundary lottery for at-risk families
 - Citywide 43% of public school students are at risk (45% of DCPS students and 40% public charter students)



Complementary System of School Choice: OOB Set-asides

- Elementary schools will offer at least 10% of their seats for out-of-boundary families
- Middle schools will offer at least 10% of their 6th grade seats for out-of-boundary families that don't already have feeder rights
- High schools will offer at least 10% of their 9th grade seats for out-of-boundary families that don't already have feeder rights

Phasing In Current Students and Siblings

- No student will be asked to leave their current in-boundary school if their zone changes
 - Siblings maintain the right to attend the school, as long as they have a sibling currently enrolled
- Students in 3rd – 5th grades (as of SY14-15) can continue on in their existing feeder pattern
- Students in 6th-8th grades (as of SY14-15) can continue on in their existing feeder pattern
- Students zoned to a new middle school can maintain their current rights to middle school based on their home address until the new school is open

Coherent System of High Quality Public Schools: Better Planning Within and Across Sectors

- Parity in programming across DCPS feeder pathways
- Criteria for addressing over and under utilized DCPS schools
 - Including opening new schools
- Coordination between DCPS and PCS
 - Where schools are located
 - Who they are serving
 - Student mobility

Additional Policies

Transportation Policies

- Safe and manageable access to zoned schools

Specialized and Selective Schools

- Balance neighborhood capacity with specialized admission

Continuation and Transfer Rights

- Incentivize families to minimize movement

How does this proposal support the improvement of school quality?

- Stabilizes and strengthens relationships between families, schools, and communities, through increased clarity and predictability
- Increase access to schools for at-risk students
- Offers solutions to the issues of parity of programming across DCPS
- Identifies areas where increased cross-sector collaboration could result in stronger schools that better meet community needs

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