

# Join the Conversation.

*Student Assignment and DCPS School Boundaries Review Process*



## DRAFT Student Assignment Policy Proposal Advisory Committee on Student Assignment



# Letter from Advisory Committee:

## Dear Public School Families and other Community Members,

Our city is long overdue for an update of student assignment policies, school boundaries, and feeder patterns. The District has not undertaken a comprehensive review of these issues since 1968. In the decades since, our city has seen significant population, educational, economic, and demographic changes. Dozens of DC Public Schools (DCPS) have closed; others have opened, moved locations, or shifted program focus or grade levels. The District's charter school sector — established in 1996 — now accounts for 44 percent of the public student population and 58 different local education agencies. Our city continues to change: our school age population is expected to grow by nearly 50 percent between now and 2022. While this is an exciting time for our city, our school system must reflect and respond to these changes to serve all DC students and their families.

In October 2013, Deputy Mayor for Education Abigail Smith appointed an Advisory Committee on Student Assignment to examine the data, identify the challenges, and propose solutions. As its members, we were charged with making policy and planning recommendations to the Mayor to improve clarity, predictability, and equitable access to high quality school options that make sense for families.

From the outset of the process, and throughout our months of work, we reviewed newly commissioned [research](#) and [extensive data](#). Public input began in November 2013 with focus group meetings held in every ward of the city. Nearly 200 parents gave initial input on student assignment and school choice issues and provided feedback on the principles that should guide policy and boundary changes.

After the focus group meetings, the Advisory Committee developed [three policy examples](#), which the DME presented for public feedback at a series of working group meetings held in April 2014. More than 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. We have also received and responded to hundreds of e-mail inquiries and suggestions.

Throughout this process, community members expressed their frustration with a process primarily focused on student assignment rather than on school improvement. We understand this frustration, and we are basing our recommendations on the overwhelming input from parents and residents that *families want a citywide system of neighborhood public schools that is invested in equitably and*

*that provides predictable and fair access to high quality schools in communities everywhere in this city.* We believe that improving how families access public schools and clarifying DCPS attendance zones and feeder pathways will help stabilize and strengthen relationships between families, schools, and communities, which will contribute to improving schools.

The data-driven discussions and thoughtful and spirited debate among stakeholders also made clear that to advance this vision of a citywide system of neighborhood public schools, the District would need to:

- Improve transparency, coordination, and joint planning between DCPS and public charter schools and step up accountability for both.
- Reopen some closed DCPS neighborhood schools to account for population growth and travel hardships.
- Increase investments across DCPS neighborhood schools, particularly those serving children with the greatest needs.
- Address travel burdens of students and families to both DCPS and charter schools.
- Reduce the disruptive “churn” that takes place as students transfer in large numbers among and between DCPS and charter schools throughout the school year.

This preliminary proposal represents our best effort to find solutions based on an enormous amount of data and public input. We release these draft recommendations knowing full well they are not perfect. In particular, we seek additional public feedback on the proposed boundary changes and feeder pathways. We also hope to secure feedback to ensure that, as we emphasize a citywide system of neighborhood schools, we formulate the most effective strategies to preserve and strengthen socioeconomic and racial diversity in our schools and to ensure that all schools share in the responsibility to educate our most at-risk students. We invite you to share your insights and perspectives to help us refine this proposal before final recommendations are provided to the Mayor.

Let's keep working together.

Sincerely,

The District of Columbia Advisory Committee on Student Assignment

## Basic Framework of this Proposal

The Advisory Committee based its proposal on the following principles:

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

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. 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 school attendance.

For this system of neighborhood assignment and school choice to work for families and for the District, the Advisory Committee also proposes that the city review and improve its planning and decision-making processes for school opening, closing, and locating, as well as for 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 increased capacity are needed due to child population pressures and travel hardships.

The proposed student assignment policies, boundaries, feeder patterns, and new schools will be phased in over time to support smooth and effective transitions for families, schools, and communities.



## A Core System of Zoned DCPS Schools

Based on the community engagement process, there appears to be strong public support for a zoned system of schools. Updating and clarifying geographical attendance zones will:

- Provide families predictable pathways at every grade level.
- Strengthen connections among families, communities, and schools, in support of school improvement efforts.

In 2013-14, there were 74 DCPS elementary and PS-8th grade schools operating with 104 different boundaries. Twenty-two percent of all public school students had [rights to multiple schools](#) because the attendance zones were not aligned after school closings and consolidations. Many schools do not have a clearly defined community for which they are responsible, and many families do not have obvious pathways to their schools of right. In some cases, due to the consolidation of attendance zones, families are 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, as well as boundaries with more capacity than there are assigned students.

The updated elementary school attendance boundaries seek to:

- Clarify rights of families to schools and responsibilities of schools to families.
- Update school boundaries to align 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 into them. This means a child can be in-boundary for an 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 interest in vertical alignment of schools to ensure continuity of academic programming. In addition, there are currently few opportunities for students in specialized schools or programs to continue their academic programs when they advance to middle or high school.

The proposals for secondary school geographic attendance zones and feeder patterns, as well as 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 the right for students who have attended school together to remain together.
- Foster greater economic, racial, and ethnic diversity in secondary schools.

Proposals for 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 few decades. To see the proposed new boundaries by school, please visit <a href="http://dme.dc.gov/boundaries">dme.dc.gov/boundaries</a> .
3.	Middle school attendance zones shall be established by combining elementary attendance zones designated to geographically feed into the middle school. To see the proposed new boundaries by school, please visit <a href="http://dme.dc.gov/boundaries">dme.dc.gov/boundaries</a> or see the Proposed Geographic Feeder Pathways at the end of this document.
4.	High school attendance zones shall be established by combining middle school or PS-8th grade zones designated to geographically feed into the high school. To see the proposed new boundaries by school, please visit <a href="http://dme.dc.gov/boundaries">dme.dc.gov/boundaries</a> or see the Proposed Geographic Feeder Pathways at the end of this document.

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 the Proposed Programmatic Feeder Pathways at the end of this document.

### Access to DCPS Early Childhood Education

The District of Columbia is a leader in early childhood education. Every DCPS elementary school offers all-day PK4 classes, and all but six DCPS elementary schools have PK3 classrooms. Currently, entry to early childhood programs is by lottery, with no prioritization of students based on need.

The proposals for 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 family investment at neighborhood schools, which will encourage sustained enrollment and engagement in the school.
- Offer predictable, by-right pathways to families at locations close to their homes.

Proposals for Access to Early Childhood Education
8. Children residing in zones with <a href="#">Title I DCPS</a> schools shall have access by right via the <a href="#">My School DC</a> system to PK3 and PK4 seats in their zoned DCPS school.
9. Non-Title I DCPS schools shall provide access by lottery to their PK3 and PK4 seats based on program availability and capacity and applicable lottery preferences.

### Access to Transportation

Travel to school can be a barrier for families seeking access to good quality schools because of cost, time, and problems with safe passage.

The proposals for 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 Access to Transportation
10. DME should work with Metro, 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 student does not reside within one-mile walking distance of his or her zoned school, then the District of Columbia shall provide free Metrobus for a parent or guardian to accompany the child to school.
12. When an elementary student does not reside within one-mile walking distance of his or her zoned school, then the student shall receive proximity priority in the My School DC lottery to the closest DCPS school.
13. The District shall provide free Metrorail to 9th through 12th grade students for travel to and from a public school.

# A Complementary System of School Choices

## DCPS Out of Boundary Policy

The District of Columbia currently provides families with access to DCPS through an attendance zone, feeder pathway, or via lottery. Currently, however, the highest performing DCPS schools often have few seats available via lottery for entry level grades. Parents expressed strong desire for high quality neighborhood schools, but they also wanted some access to schools other than their zoned schools. The proposals for the out-of-boundary lottery seek to:

- Give families access to schools that may better fit their children or that may be more convenient for those families.
- Increase and preserve socioeconomic diversity in DCPS neighborhood zoned schools.
- Provide “at-risk” students better access to high demand, DCPS zoned schools.

Proposals on DCPS Out of Boundary Policies
14. Starting in 2015-16 DCPS shall set aside at least 10 percent of seats in zoned elementary schools for out-of-zone students.
15. Starting in 2015-16 DCPS schools that have 30 percent or less of their school enrollment designated as “at-risk,” under the <a href="#">Uniform Per Student Funding Formula (UPSFF)</a> , shall give priority to “at-risk” students through the common lottery process.
16. DCPS shall set aside at least 10 percent of the 6th grade seats in zoned middle schools for out-of zone students who do not have feeder rights. Phase in implementation beginning with SY2018-19.
17. DCPS shall set aside at least 10 percent of the new 9th grade seats (excluding enrollment for 9th grade repeaters) in a zoned high school for out-of-zone students who do not have a feeder right. Phase in implementation beginning with SY2018-19.
18. Starting with the SY2015-16 lottery, PK3/4 DCPS lottery priorities, in order, shall be: <ul style="list-style-type: none"> <li>• In-boundary with sibling</li> <li>• In-boundary</li> <li>• Out-of-boundary with sibling</li> <li>• Out-of-boundary at-risk (at qualifying schools for qualifying students)**</li> <li>• Out-of-boundary with proximity (for qualifying students)**</li> </ul> (** denotes new policies)
19. Starting with the SY2015-16 lottery, K-12 DCPS lottery priorities, in order, shall be: <ul style="list-style-type: none"> <li>• Out-of-boundary with sibling</li> <li>• Out-of-boundary at-risk (at qualifying schools for qualifying students)**</li> <li>• Out-of-boundary with proximity (for qualifying students)**</li> </ul> (** denotes new policies)

## DCPS Specialized and Selective School Policies

Public input on specialized schools and selective programs strongly favored having such programs within DCPS neighborhood-zoned elementary, middle, and high schools. Currently, DCPS operates six [selective admission high schools](#), two citywide lottery [specialized elementary schools](#), and a growing number of [specialized schools and programs](#).

The proposals for specialized and selective schools seek to:

- Ensure locations of specialized programs make sense given neighborhood demand for schools of right.
- Provide families whose zoned school is a specialized program with access to alternative programs that may better fit their children.

### Proposals for Specialized and Selective Schools

20. Adopt the following definition of a specialized school or program: a school or program within 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 offering that program (e.g., dual language, Montessori, Reggio Emilia).
21. Specialized (non-selective) schools shall be neighborhood schools with boundaries unless there is ample capacity at adjacent DCPS neighborhood schools to serve the same grades.
22. If DCPS needs capacity for in-zone students in a particular boundary, then the DCPS citywide schools — lottery or selective schools — located in that boundary may be required to:
- Relocate to provide capacity for students in that neighborhood, or
  - Convert to a neighborhood school and offer a non-specialized strand alongside the specialized program, or
  - Convert to a neighborhood school and pair with a non-specialized school to offer the traditional grade level program, or
  - Provide neighborhood priority in the citywide lottery.
23. Students residing within the zone of a whole school dual-language elementary school shall have the right to attend a non-dual-language school designated as the alternative to the zoned specialized school.
24. DCPS shall ensure that students who are not residents of the District of Columbia are not placed in a specialized, selective, or charter school or program over DC residents.

### Student Continuation and Transfer Policies

The amount 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. Current student assignment and choice policies do not account for the negative impact of student mobility and do not offer disincentives to limit this mobility.

The proposals on student continuation and transfer seek to:

- Incentivize families to minimize movement during the school year.
- Provide opportunities for students with disciplinary issues to stay connected to school programs tailored to their needs.
- Encourage policies and practices that limit mobility and support educational continuity for students.
- Ensure at-risk students have meaningful access to choice.

### Proposals for Student Transfer Policies

25. 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 his or her current school until the end of the school year, and students who are defined as [at-risk under the UPSFF](#) shall be permitted to attend the school until the final grade level.
26. The city should work with relevant stakeholders (including DCPS, PCSB, charter Local Educational Agencies (LEAs), and community and student representatives) to:
- Develop policy and program recommendations to address the underlying causes of high transfer rates;
  - Address conditions for expulsion, suspension, and mid-year involuntary transfer of students; and
  - Explore the potential for developing the [DCPS CHOICE](#) program into a cross-sector program for DCPS and public charter schools for mid-year expulsions and long-term suspensions.

## Phasing in Student Assignment Changes

The first year any boundary or feeder changes will go into effect is the 2015-16 school year. However, the boundary and feeder changes are phased in for families and for schools to ensure adequate transition times for families and for DCPS schools.

### Proposals for Phasing Policy, Boundary, and Feeder Changes

- A. Starting in 2015-16, students and their siblings who have been enrolled in their in-boundary school, but have been re-zoned to another school, shall maintain in-boundary rights, at their current in-boundary school until they complete that school.

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- B. Starting in 2015-16, students who have been re-zoned to another school may attend their newly zoned school, by right.

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- C. 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 their 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 re-zoned and who do not have siblings currently attending the former assigned school.

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- D. Starting in 2015-16 PK3 and PK4 students can enroll by right in their DCPS zoned elementary or PS-8th grade school, provided it is Title I but must register at the school by the My School DC deadline to enable DCPS to plan for staffing, materials, and space. Students seeking to enroll after the My School DC deadline will be placed in PK3 and PK4 on a space available basis.

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- E. Students who are enrolled in the 3rd through 5th grade for the 2014-15 school year at an elementary school whose feeder pathway changes shall have the right to continue to their former destination school OR to the newly designated feeder pattern beginning in the 2015-16 school year.

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- F. Students who are in PK3 through 2nd grade as of the 2014-15 school year shall feed into the newly designated feeder school, unless they have a sibling attending the former middle school at the time of transition.

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- G. Students enrolled in the 6th through 8th grades for the 2014-15 school year at a school whose high school feeder pathway changes shall have the right to continue in their former feeder pathway OR the newly designated pathway beginning in the 2015-16 school year.

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- H. Students whose new feeder pathway relies on the opening of a new school shall retain their current feeder pathway and geographic rights until the new school is open.

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- I. Starting in 2018-19 the proposed 10 percent out-of-boundary set asides for 6th graders in middle schools shall be provided by DCPS and be available through the common lottery to rising 6th graders not already in that middle school's feeder pattern.

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- J. Starting in 2018-19 the proposed 10percent out-of-boundary set asides for 9th graders in high schools shall be provided by DCPS and be available through the common lottery to rising 9th graders not already in that high school's feeder pattern.



# 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 Advisory Committee meetings – has been the need to consider the role 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 environment created by DC’s charter sector would lead to policies that do not realistically address the need to foster predictability and access to high quality schools 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, many of whom expressed a preference for a citywide cap on charter enrollment. At the same time, participants did not want to undermine the basic educational autonomy of individual public charter LEAs.

Moreover, concern about planning was not just about the lack of coordination between sectors, but was also about the lack of internal DCPS planning capacity for decision making on school boundaries, school closings, and capital planning for DCPS school facilities.

The proposals to improve the District’s planning within and across public school sectors seek to:

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

Proposals for Educational Facilities Planning
27. In 2022, and every ten years thereafter, the city shall undergo a comprehensive review of student assignment policies, including school boundaries and feeder patterns.
28. The Chancellor shall ensure parity in specialized and selective programs within each DCPS high school feeder pathway.
29. 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 plans.
30. The city and relevant stakeholders should address key issues related to information sharing and coordination between the two public school sectors such as: <ul style="list-style-type: none"><li>• Public school openings and expansion, closings, relocation, co-location.</li><li>• Capital program investment.</li><li>• Alignment of grade configurations.</li><li>• Distribution of “at-risk” students in public charter schools.</li><li>• High rates of student transfers between schools during the course of the school year.</li></ul>
31. The city should revise DC Municipal Regulations (DCMR) to ensure that the same public notice and engagement requirements for boundary changes are required for changes in feeder patterns.

## Ensuring Adequate DCPS Capacity in Support of by Right Schools

Child population decline or growth falls most heavily on DCPS as the municipal system of right. All compulsory education students, no matter their location, needs, or when they arrive in the school year, must be served by DCPS. In order to meet this obligation, the District needs to develop a plan that responds to current and projected population needs and aligns with the DCPS capital plan. With current and projected growth in child population, it is particularly important that DCPS be prepared to respond to increased demand for schools of right.

The proposals for school building capacity seek to:

- Ensure that DCPS is planning now for current and future programmatic and space needs of District families.
- Establish triggers for neighborhood specific planning to address issues of crowding or under utilization at the individual school and community levels.

<b>Proposals to Ensure Adequate DCPS Capacity</b>	
<b>32.</b>	DCPS shall develop a program and facilities 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.
<b>33.</b>	DCPS should open a stand-alone Center City middle school to replace the middle grades program at Cardozo HS, in order to: <ul style="list-style-type: none"> <li>• Improve middle grade academics and programming for families in Wards 1 and 2;</li> <li>• Increase capacity of Cardozo HS for 9th -12th grade programming; and</li> <li>• Build a strong middle grades cohort to feed into Cardozo from the elementary feeders.</li> </ul>
<b>34.</b>	Open a Ward 4 South middle school at the MacFarland site no sooner than 2015-16 and phase out middle grades programming at the surrounding education campuses in order to: <ul style="list-style-type: none"> <li>• Improve middle grade academics and programming;</li> <li>• Relieve current and projected crowding at nearby elementary schools;</li> <li>• Support the expansion of early childhood access in neighborhood schools; and</li> <li>• Provide a dual language middle school feeder pathway.</li> </ul>
<b>35.</b>	Identify a site for a Ward 4 North middle school no later than Summer 2015 and plan to open a Ward 4 North middle school and phase out middle grades programming at the surrounding education campuses in conjunction with the modernization of Coolidge HS, (2017-18) in order to: <ul style="list-style-type: none"> <li>• Improve middle grade academics and programming;</li> <li>• Relieve current and projected crowding, particularly at Brightwood and La Salle; and</li> <li>• Support the expansion of early childhood access in neighborhood schools.</li> </ul>
<b>36.</b>	Open a Ward 7 middle school with specialized and selective programming at the Ron Brown site, no sooner than 2015-16 in order to: <ul style="list-style-type: none"> <li>• Improve middle grade academics and programming east of the river;</li> <li>• More equitably distribute selective programs in the city;</li> <li>• Relieve crowding at Kelly Miller; and</li> <li>• Increase investment in the Woodson feeder pathway to ensure a well prepared student cohort that will matriculate to Woodson.</li> </ul>
<b>37.</b>	DCPS should prioritize a study to open a new school or expand the capacity of a zoned school if: <ul style="list-style-type: none"> <li>• The capacity of the zoned elementary school is equal to or less than 45 percent of the age-appropriate public school population within the attendance zone, and</li> <li>• The in-boundary percentage of enrollment is greater than or equal to 75 percent, and</li> <li>• The utilization rate of the zoned elementary school is 90 percent or greater; OR</li> <li>• The school community is geographically isolated, such that travel to school for elementary age children is unsafe.</li> </ul>

Based on the above criteria, the Advisory Committee has identified several schools to consider for re-opening.

- Within the proposed Hendley boundary, there is only capacity at Hendley to serve 32 percent of the elementary age children living in the boundary. The school is already at 101 percent capacity with 91 percent of its enrollment in-boundary. The Advisory Committee recommends that DCPS consider re-opening Ferebee-Hope to adequately serve the community living within the Hendley boundary.

- The Kenilworth community is isolated. Student travel to the newly assigned Thomas (Ward 7) school is not walkable and Thomas ES is over-crowded and 104 percent utilized. The Advisory Committee recommends that DCPS consider re-opening Kenilworth (Ward 7).
- Marshall ES (Ward 5) was closed due to low enrollment, but it is in an isolated community that is growing. The Advisory Committee does not recommend re-opening Marshall at this time, but does recommend closely monitoring the child population growth of the community.

38. DCPS should prioritize a study to add capacity to or shrink boundaries of a zoned school if:

- The DCPS school has been utilized at 90 percent or more and has had an in-boundary percentage of the enrollment greater than 75 percent for three years.
- DCPS must work with the school and community to evaluate the school-specific boundary population, feeder school enrollments, in-boundary participation rates, adjacent charter enrollments, and population projections to identify whether any action on boundaries, feeder pathways, building expansion, grade configuration, or other changes may be required.

The elementary and PS-8 schools that meet these criteria in the 2013-14 school year are:

Hendley ES (Ward 8)	Plummer ES (Ward 7)	Janney ES (Ward 3)
Savoy ES (Ward 8)	Truesdell EC (Ward 4)	Murch ES (Ward 3)
Patterson ES (Ward 8)	Lafayette ES (Ward 4)	Stoddert ES (Ward 3)
Stanton ES (Ward 8)	Key ES (Ward 3)	

The Advisory Committee has tried to address the challenges facing these schools through a combination of grade configuration changes, boundary changes, and adding building capacity.

39. DCPS should prioritize an under-utilization study if:

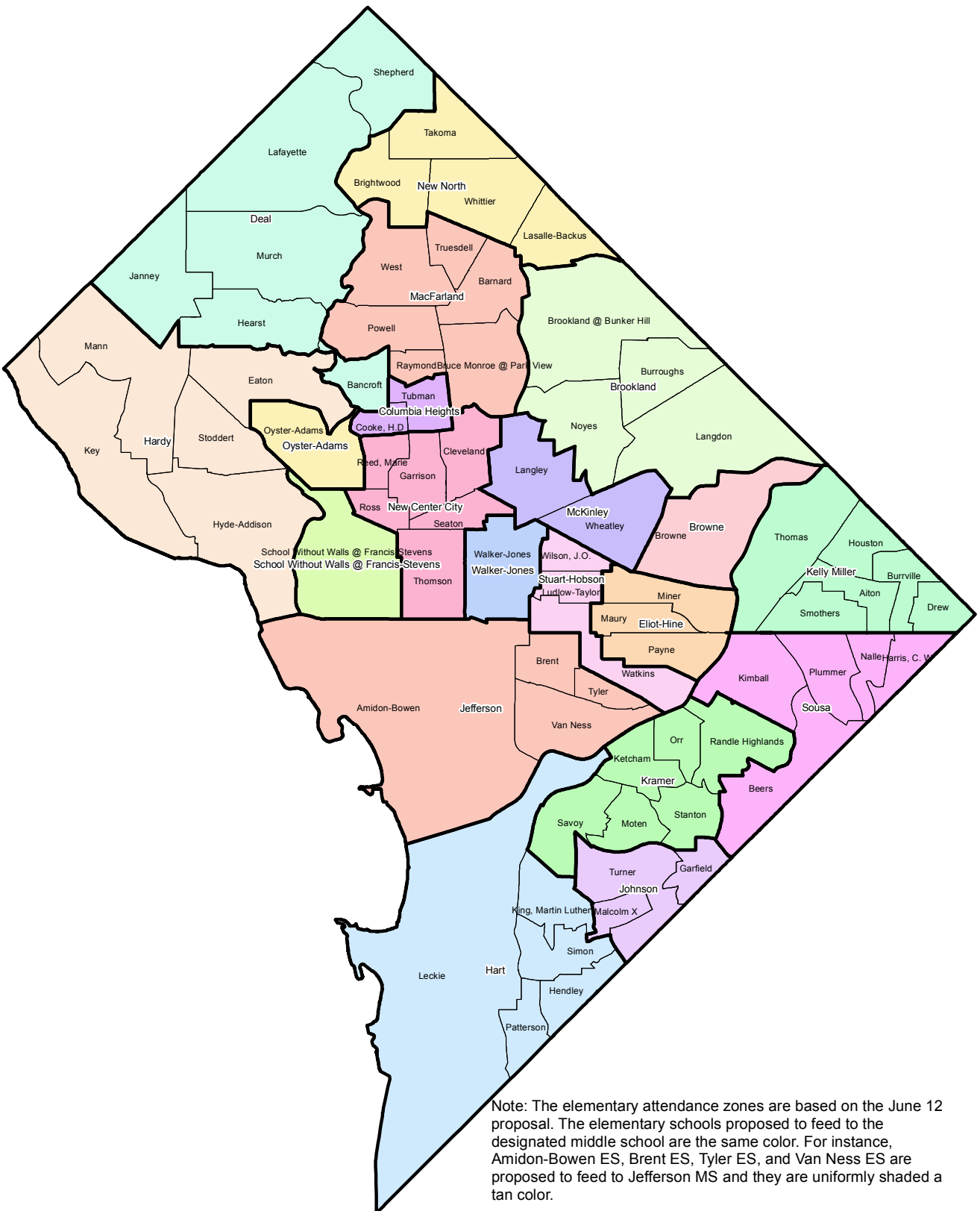
- A DCPS school has been utilized at 60 percent or less for three years consecutively.
- DCPS must work with the local school and community to evaluate the school specific boundary population, in-boundary participations rates, charter enrollments in the vicinity, five- to ten-year population projections for the boundary and its adjacent boundaries, **as well as identify any school quality barriers** that may be affecting school utilization. DCPS must then identify whether any action on boundaries, co-locations, consolidations, grade configuration changes, or educational interventions are required to address the low utilization.

The elementary and PS-8 schools that meet these criteria in the 2013-14 school year are:

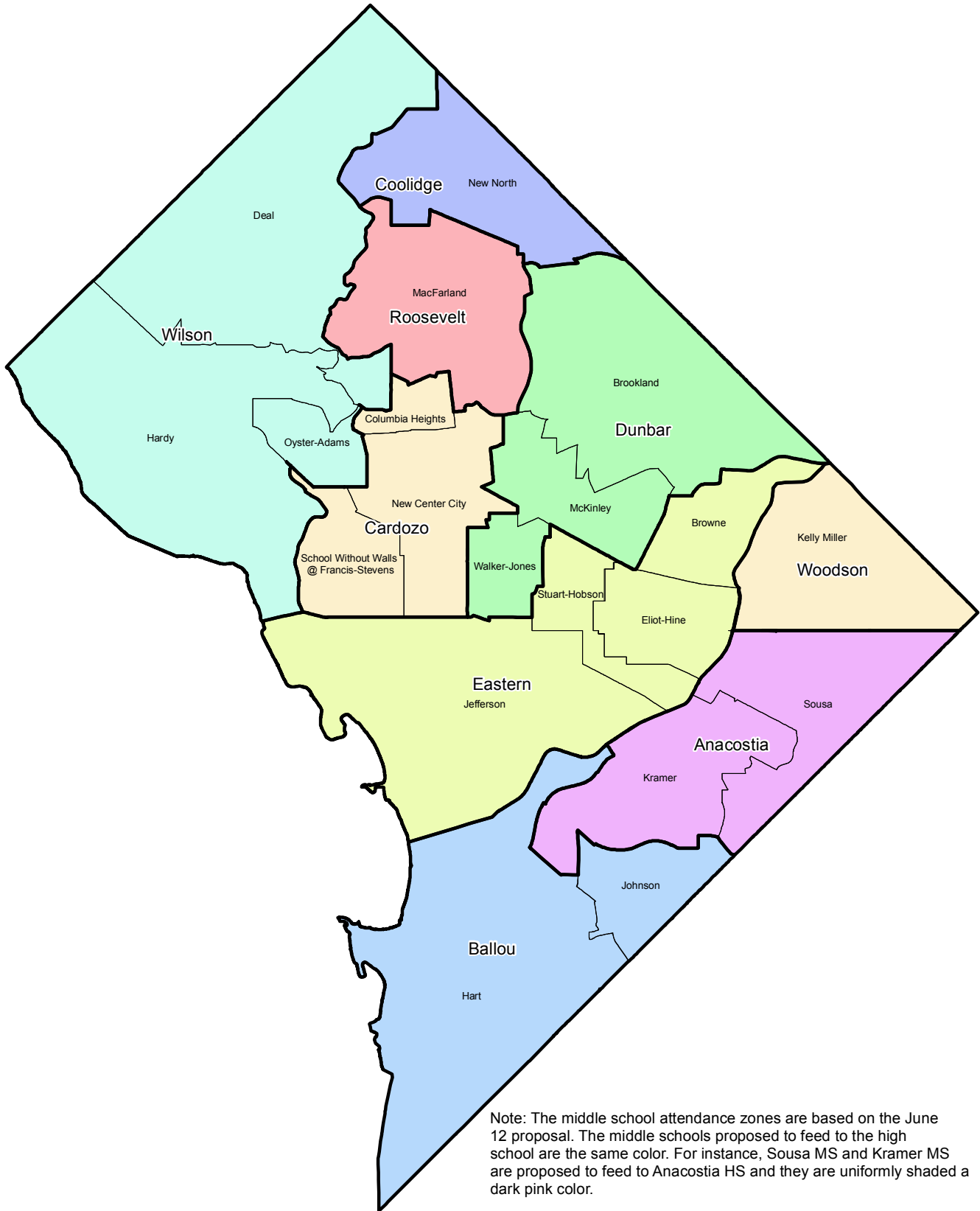
Aiton ES (Ward 7)	Browne EC (Ward 5)
Langley EC (Ward 5)	Malcolm X (Ward 8)
Brookland @ Bunker Hill (Ward 5)	Drew ES (Ward 7)

The Advisory Committee tried to address these conditions by increasing the boundaries for these schools, and recommending the expansion of early childhood seats in order to make connections to families and children early, with the expectation that more families will continue in their neighborhood elementary school once relationships are established in the early childhood years.

# Proposed Middle School Attendance Zones and Geographic Feeder Elementary Schools



# Proposed High School Attendance Zones and Geographic Feeder Middle Schools





## Proposed Geographic Feeder Pathways

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 underutilization of its secondary schools.

<b>ANACOSTIA HIGH SCHOOL (Ward 8)</b>			
Ketcham ES	Kramer MS	Anacostia HS	
Moten ES			
Orr ES			
Randle Highlands ES			
Savoy ES			
Stanton ES			
Beers ES	Sousa MS		
C.W. Harris			
JC Nalle ES			
Kimball ES			
Plummer ES			
<b>BALLOU HIGH SCHOOL (Ward 8)</b>			
Hendley ES	Hart MS	Ballou HS	
King ES			
Leckie ES			
Patterson ES			
Simon ES			
Garfield ES	Johnson MS		
Malcolm X ES			
Turner ES			
<b>CARDOZO HIGH SCHOOL (Ward 1)</b>			
H.D. Cooke ES	Columbia Heights EC (6-8)		Cardozo HS
Tubman ES			
Cleveland ES	New Center City MS		
Garrison ES			
Marie Reed ES			
Ross ES			
Seaton ES			
Thomson ES			
SWW at Francis-Stevens EC			

<b>COOLIDGE HIGH SCHOOL (Ward 4)</b>		
Brightwood ES (Proposes Conversion to Elementary)	NEW North MS	Coolidge HS
La Salle-Backus ES (Proposes Conversion to Elementary)		
Takoma ES (Proposes Conversion to Elementary)		
Whittier ES (Proposes Conversion to Elementary)		
<b>DUNBAR HIGH SCHOOL (Ward 5)</b>		
Brookland at Bunker Hill ES (Plan for Conversion to Elementary)	Brookland MS	Dunbar HS
Burroughs ES (Plan for Conversion to Elementary)		
Langdon (Plan for Conversion to Elementary)		
Noyes ES (Plan for Conversion to Elementary)		
Langley ES	McKinley Tech. Ed. Campus (6-8)	
Wheatley ES (Proposes Conversion to Elementary)		
Walker-Jones EC		
<b>EASTERN HIGH SCHOOL (Ward 6)</b>		
Browne PS-8	Eliot-Hine MS	Eastern HS
Capitol Hill Montessori @Logan PS-8 (citywide school with no boundary)		
Maury ES		
Miner ES		
Payne ES	Jefferson Acad. MS	
School-within-School (citywide school with no boundary)		
Amidon-Bowen ES		
Brent ES		
Tyler ES	Stuart-Hobson MS	
Van Ness ES		
J.O. Wilson ES		
Ludlow-Taylor ES		
Peabody/Watkins ES		

<b>ROOSEVELT HIGH SCHOOL (Ward 4)</b>		
Barnard ES	MacFarland MS	Roosevelt HS
Bruce-Monroe ES		
Powell ES		
Raymond ES (Proposes Conversion to Elementary)		
Truesdell ES (Proposes Conversion to Elementary)		
West ES (Proposes Conversion to Elementary)		
<b>WILSON HIGH SCHOOL (Ward 3)</b>		
Bancroft ES	Deal MS	Wilson HS
Hearst ES		
Janney ES		
Lafayette ES		
Murch ES		
Shepherd ES		
Eaton ES	Hardy MS	
Hyde/Addison ES		
Key ES		
Mann ES		
Stoddert ES		
Oyster-Adams EC		
<b>WOODSON HIGH SCHOOL (Ward 7)</b>		
Aiton ES	Kelly Miller MS	Woodson HS
Burrville ES		
Drew ES		
Houston ES		
Smothers ES		
Thomas ES		
	Ron Brown Selective/ Specialized MS	

# Proposed Programmatic Feeder Pathways

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

## Advisory Committee Members

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



DC ACHIEVES SEMI-FINALISTS  
[Grid of 24 small portraits]  
These leaders are each recognized by a 100,000+ community



Tell us what you think!

Complete a feedback form by July 21st at [dme.dc.gov/boundaries](https://dme.dc.gov/boundaries)

Email your concerns and questions to  
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