Quality Schools: Every Child, Every School, Every Neighborhood

An analysis of school location and performance in Washington, DC.

Commissioned by
Mayor Vincent C. Gray

Acknowledgements

Funding for this needs assessment was provided by the DC Public Education Fund with a generous donation from The Walton Family Fund. IFF thanks the following individuals for their assistance with this project:

D.C. Public Education Fund

Office of the Deputy Mayor for Education
De'Shawn Wright, Deputy Mayor for Education
Jennifer Leonard, Chief of Staff
Marc Bleyer, Capital Program Manager
Ahnna Smith, Senior Advisor
Jessica Sutter, Senior Advisor

District of Columbia Public Charter School Board
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Steve Cartwright, Manager, Analysis and Continuous Improvement, Office of Data and Accountability
Kelly Linker, Research and Evaluation Coordinator, Office of Data and Accountability
Angela Williams-Skelton, Special Assistant

Office of the State Superintendent of Education
Hosanna Mahaley, State Superintendent
Tamara Reavis, Acting Director of Assessment and Accountability
China Terrell, Director of Inter-governmental Affairs

District of Columbia Office of the Chief Technology Officer
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Special thanks to:
Jose Cerda, III, former Vice President of Public Policy and Communications
Anne Stoehr, Program Officer, The Walton Family Foundation

Cover Photo:
Atrium, Woodrow Wilson High School
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IFF
January 2012

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Preface

Quality Schools: Every Child, Every School, Every Neighborhood was commissioned by the Office of the Deputy Mayor for Education of Washington, DC and funded by the DC Public Education Fund with a generous donation from The Walton Family Foundation. The research was conducted by the Public Policy and Research Department of IFF. IFF is a regional nonprofit community development financial institution. Since 1988, IFF has provided real estate financing and real estate development to nonprofit corporations. Today IFF works on a broader range of community development initiatives in five Midwestern states. Its policy and research department assists municipalities, foundations, associations and nonprofit corporations throughout the country with analysis that improves focus and resource allocation, primarily in school reform efforts. With the passage of legislation that called for nonprofit corporations to create charter schools throughout Illinois, in 1996, IFF partnered with Chicago Public Schools (CPS) leaders to evaluate operating and capital proposals from charter school applicants. IFF's school study, originally developed in 2003 to identify priority community areas in Chicago for the location of new schools, led to better distribution of choices for parents and improved knowledge of real estate issues for Chicago Public Schools. IFF's methodology has evolved and been adapted to guide school reform efforts in St. Louis, Milwaukee, Kansas City, Denver and two additional studies in Chicago. A similar study is underway in Indianapolis.

By identifying where the greatest number of students need performing schools, these studies have guided stakeholders in strategic prioritization. IFF's school study is distinctive in its assessment of capacity based on both performance and facilities, as well as its spatial analysis of performing capacity at a neighborhood level. This neighborhood-level approach enables District stakeholders to be certain that investments will reach the greatest number of underserved students. In other cities, the data and analysis has informed such decisions as the re-allocation or sale of vacant buildings, identification of schools for potential turnarounds, consolidation of underutilized school buildings,investment in facilities modernization, solicitations for charter schools applications, selection criteria for charter schools, and targeted communication to particular neighborhoods or populations regarding school choice options.

Executive Summary

Key Findings

At its core, this study is a supply and demand analysis. It subtracts the number of seats in performing schools from the number of students in the public system and provides that data by cluster for each of the 39 neighborhood clusters designated by the DC government for community planning purposes. To identify schools providing performing seats, the study averages the percent proficient in 2011 DC Comprehensive Assessment System (DC-CAS) and the predicted percent proficient in 2016, for each grade division (K-5, 6-8 and 9-12). To predict whether a school is likely to meet or exceed current state standards in the next five years (2016), the study uses an extrapolative regression of DC-CAS results over the past five years (2007-2011). Based on the mean of the 2011 standardized test scores and a predicted projection for 2016, each school is ranked. The top quartile of schools is considered performing and referred to as Tier 1 in a four tier system. Tier 1 schools have a high level of achievement on the 2011 DC-CAS results, a steep improvement slope over the past five years or both.

The study shows that in academic year 2010-2011, the District of Columbia Public Schools (DCPS) and the charter schools provided 20,490 Tier 1 seats to students enrolled in the public schools or 34 percent of the total enrolled student population. To serve all 60,248[1] students in DC public schools, the system needs an additional 39,758 Tier 1 seats: 21,164 seats for kindergarten to fifth grade; 6,997 for sixth to eighth grades; and, 11,597 for ninth to twelfth grades. Sixty-eight percent of need for performing seats is concentrated in the following ten neighborhood clusters, called the Top Ten in this report:

1. Congress Heights, Bellevue & Washington Highlands + Bolling Air Force Base (Cluster 39 + Bolling AFB)
2. Brightwood Park, Crestwood & Petworth (Cluster 18)
3. Deanwood, Burrville, Grant Park, Lincoln Heights & Fairmont Heights (Cluster 31)
4. Douglas & Shipley Terrace (Cluster 38)
5. Capitol View, Marshall Heights & Benning Heights (Cluster 33)
6. Columbia Heights, Mt. Pleasant, Pleasant Plains & Park View (Cluster 2)
7. Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park & Fort Dupont (Cluster 34)
8. Ivy City, Arboretum, Trinidad & Carver Langston (Cluster 23)
9. Brookland, Brentwood & Langdon (Cluster 22)
10. Woodland/Fort Stanton, Garfield Heights & Knox Hill (Cluster 36)

IFF research shows that despite the range of choices in the District, two-thirds of students attend a school within or adjacent to their neighborhood cluster. The pattern suggests that most students prefer to attend a school close to their home, yet for most students, a local performing school is not an option. In staying close to home, only 15 percent (3,457) of charter students and 13 percent (5,069) of DCPS students attend a Tier 1 school. Additionally, IFF found that 25 percent to 50 percent of the students in the overcrowded Tier 1 schools in the northwest came from a Top Ten priority neighborhood cluster in the northeast. Finally, on average, DCPS schools are operating at 75 percent of capacity; charter schools are at 79 percent of capacity. This average reflects a wide range of utilization rates across the District of Columbia: while there are several underutilized schools (below 40 percent utilization) in the district, there are several overutilized schools (above 100 percent). Most of these overcrowded schools are Tier 1 DCPS schools, predominantly in the northwest. The District's student commute patterns suggest that if there were sufficient Tier 1 seats in the Top Ten priority neighborhood clusters, students would opt to attend a local school, overcrowding would decrease in Tier 1 schools and public schools could reach equilibrium in utilization.

Recommendations

To maximize the impact of school reform, stakeholders should concentrate their investments on increasing the number of performing seats in the Top Ten priority neighborhood clusters. IFF recommends cluster specific short-term and long-term plans, taking into account the performance tier of each school with particular attention to the grade division analysis, the current utilization rate, the condition of the building and cost to renovate it, and the location of the building in the context of local demographic trends. With the exception of an in-depth analysis of building conditions and cost effectiveness of renovation most of the needed data is available within this report, and should be considered in the decision-making process.

Increasing the number of performing seats is paramount. This study demonstrates that the actions with the greatest value for students will occur if DCPS and the Public Charter School Board (PCSB) work together to concentrate on the ten priority neighborhood clusters. In particular, IFF recommends:

1. **Invest in facilities and programs to accelerate performance in Tier 2 schools.**
2. **Close or turnaround Tier 4 DCPS schools. Close Tier 4 charter schools.**
3. **Fill seats in Tier 1 schools. Sustain the performing capacity of Tier 1 schools.**
4. **Monitor Tier 3 schools.**

1 This figure is based on students analyzed in this study. Please see Methodology section for more information.

Introduction

Quality Schools is a study about communities, children and access to performing schools. It is a supply and demand analysis that provides data to guide education reform and to maximize the impact of resource allocation. Its methodology is based on the premise that all students should have the choice of a performing school in their neighborhood. At the heart of this study lies the question, "What neighborhoods in the District of Columbia have the greatest need for performing seats?"

To answer this question, *Quality Schools* calculates the **service gap,** the difference between supply and demand, to identify the ten neighborhood clusters in Washington, DC that have the greatest need for performing seats. **Demand** is the number of students living in a neighborhood, in grades K-12 enrolled in District of Columbia Public Schools (DCPS) neighborhood schools, DCPS specialty high schools or charter schools authorized by the Public Charter School Board (PCSB). **Supply** is the **performing capacity** of a neighborhood, or the number of seats available in performing schools, and **performing schools** are the schools in the top quartile of performance—based on current and historic achievement on the DC-Comprehensive Assessment System (DC-CAS). The top quartile is referred to as **Tier 1** in the four-tier system used in this study. After calculating the service gap for each of the neighborhood clusters, the 39 clusters in the District are ranked by need for performing seats, from highest to lowest, to identify the **Top Ten** priority neighborhood clusters. The first section of the report, *Research Methodology,* provides a detailed explanation of the methodology in this study. A careful reading of the Methodology is advised to assist in a full understanding of the report.

The second section of the report, *District-wide Analysis,* presents the research findings. The culmination of the supply/demand analysis is the ranking of neighborhood clusters by their need for Tier 1 seats, and the identification of the Top Ten priority neighborhood clusters. The rank of all 39 neighborhood clusters and the Top Ten are found at the beginning of the second section, *District-wide Analysis*. The final ranking is an average rank based on a service gap analysis for each of three grade divisions (K-5, 6-8 and 9-12). This analysis underlying the study is found in *Grade Division Analysis* at the end of the *District-Wide Analysis*. Additional detailed service gap data for each neighborhood cluster is in Appendix A. While the final rank and the Top Ten are the guideposts for setting priorities, the grade division analysis provides the details to nuance reform strategies in the Top Ten neighborhoods.

Supplementing the core supply/demand analysis is five related inquiries—each revealing a distinct pattern or trend relevant to understanding the District and the Top Ten.

1. In the *District-wide Analysis,* immediately following the final rank, Fall 2010 enrollment data and a description of the DCPS and PCSB school types are provided.

2. The public school population is contextualized with a demographic overview and an examination of demographic trends that affect the Top Ten.

3. An analysis of performance in the District reveals the strengths and challenges of the District, and details the distinct performance of DCPS and charter schools. Here, the four tiers and the geographic distribution of Tier 1 schools are described and characterized. School specific performance data, with school-wide and grade division tiers, is in Appendices B to E.

4. The study looks at student travel and shows that two-thirds of students attend a school within or adjacent to the cluster in which they reside.

5. To reveal how school performance and student commutes shape enrollment in schools, the study examines district-wide utilization rates.

Together, these inquiries reinforce the importance of a pragmatic hyper-local approach to educational reform. It is valuable to read the entire *District-wide Analysis* as these findings inform the specific recommendations for the Top Ten.

The third section of the report, *Findings and Recommendations,* summarizes the key findings in the study and provides actionable steps and strategies for the Top Ten. The final section of the report, *Top Ten Priority Neighborhood Cluster Profiles*, provides detailed analysis of the Top Ten. Through maps, tables and charts, data regarding the demographics, school performance, utilization, student commutes and service gap are presented. Each profile also includes specific recommendations relevant to the geographic area.

The key finding of *Quality Schools* is that 68 percent of the demand for performing seats is located in ten clusters. Due to the preference to attend school close to home, the resulting recommended action steps focus on improving the geographic distribution of performing schools. By pinpointing the concentrations of low performing schools and high densities of students, *Quality Schools* makes the case for a new vision of geographic focus, to reach the greatest number of students who do not have access to a performing school today.

Research Methodology

At its core, this study is a supply and demand needs assessment. While the performance of schools is the first step to counting the number of performing seats, this report is fundamentally about communities and children—not individual schools. It calculates the number of performing seats available for public school children living in a neighborhood. To pinpoint where to invest time and resources for the greatest impact on providing performing schools for all children, appropriate neighborhood geography is essential. It must be small enough to concentrate resources on local communities and large enough to analyze multiple schools and school operators, and to evaluate how each contributes to school options. After careful consideration, IFF and the Office of the Deputy Mayor of Education decided that the ideal geographic unit is the 39 neighborhood clusters designated by the DC government for community planning purposes. A supply and demand calculation is made for each neighborhood cluster. The results of the study are presented by neighborhood cluster based on highest to lowest need. Three components of the methodology are the backbone of the study: supply, demand and service gap.

Supply

Supply is the number of performing seats available within the District; and, conversely, seats in schools that are performing in the top tier, Tier 1, are supply. Identifying the number of performing seats begins with defining performance, measuring the capacity of performing schools and mapping the geographic distribution of performance across the District. This study relies on the DC-CAS (Washington, DC's Comprehensive Assessment System) results to quantify school performance within the District of Columbia. In Washington, DC, students are tested in grades 3-8, and grade 10. The Office of the State Superintendent of Education (OSSE) provided DC-CAS results for five years (2007-2011) for every school, and disaggregated DC-CAS results by grade for every school. The methodology identifies schools that currently meet or exceed state standards and/or have a rate of improvement that indicates that they will do so in the next five years by calculating a performance mean for each school, and for each relevant grade division (K-5, 6-8 and 9-12) within each school. The DC-CAS results by school, which are published and widely available, yield the **school-wide performance** mean, referenced throughout the report. The DC-CAS results disaggregated by grade yield the relevant **grade division** (K-5, 6-8 and 9-12) **performance means** for each school. These performance means are an average of four inter-related components: 2011 proficiency rates in (1) math and (2) reading, and a five-year predictive projection (2016) of proficiency in (3) math and (4) reading based on a five-year (2007-2011) regression of proficiency. By combining current and historic achievement, this methodology captures both currently achieving schools and schools with a steep improvement slope. Schools are ranked by their school-wide performance mean and by the performance mean of each relevant grade division. The top quartile of schools is considered performing and their seat capacity is supply.

Measuring School Performance. IFF recognizes that standardized test scores do not capture the complexity of what contributes to performance in schools. Nonetheless, IFF consistently has found a high correlation between schools that have a high percent of students performing at or above grade level on standardized tests and high marks in other measures of performance. For example, in Washington, DC, it was initially proposed that IFF incorporate graduation rate into the measurement of performance in high schools. However, after doing so, the results showed that graduation rate had no effect on the rank order of high schools: schools with the most students testing on grade level had the highest graduation rates. Although open to incorporating alternative measures of performance, IFF uses percent of students testing at or above grade level to measure school performance because standardized tests provide the most meaningful, measureable and standardized data.

This study does not adopt **AYP** (Adequate Yearly Progress) criteria to define performance[2] due to the belief that AYP is too imprecise. Since the passage of the No Child Left Behind (NCLB) Act of 2001, states have set standards that incrementally increase and have tracked schools' progress towards the goal of 100 percent of students performing at grade level in reading/language arts and math by 2014. As 2014 approaches, schools are not improving at the pace needed to meet rising standards. Despite increased proficiency rates, few DC schools met the AYP threshold scores in 2011. In DCPS, nine neighborhood elementary schools, one neighborhood middle school and four specialized high schools passed the AYP threshold in both reading and math. Among the charter schools, three middle school campuses and one high school met the cut score for both reading and math. With only eighteen schools meeting AYP thresholds, this measure does not adequately differentiate between degrees of performance. By including historical improvement in its calculations and using a relative ranking system, this methodology captures degrees of performance. It separates schools into quartiles, or four performance tiers, based on their performance relative to other schools serving similar grades. Instead of identifying

2 For 2011, in elementary schools, 73.69 percent of students should score at or above grade level in reading; and 70.14 percent at or above grade level in math. In high schools, 71.79 percent and 70.27 percent must score at or above proficiency in reading and math respectively. For details on AYP Guidelines and DC-CAS technical manual, see publications from Office of the State Superintendent of Education.

only 18 schools as performing, the top quartile for school-wide performance, which included all schools, categorizes 45 schools as top performing; for grades K-5, 31 schools are in the top quartile; for grades 6-8, 20 are in the top quartile; and for grades 9-12, eight are in the top quartile.

The historical performance of each school was analyzed with an extrapolative regression model. To project whether the school's past improvement indicates if relatively high levels of proficiency would be achieved within five years (2016), a regression was run with each school's percent of students that scored proficient or above on the DC-CAS as the dependent variable (y) and the test year as the independent variable (x). With the past five years (2007-2011) plotted, IFF used least squares-regression equation ($y=b_o+b_1x$) to calculate the y-intercept (b_o) and slope of the line or coefficient (b_1) for each school. Then, using their current pattern of improvement in the percent proficient in math and reading, IFF projected the potential percent proficient in 2016. In essence, by inputting 2016 for x, IFF solved for the dependent variable (y), percent proficient. This model cannot and does not purport to forecast the percent that will be proficient in a school in 2016. It can, however, express whether the historical pattern of improvement suggests future achievement. It draws attention to the schools with consistent and rigorous improvement—even if they are not currently meeting AYP standards.

To create a uniform unit of comparison across schools—regardless of the school's grade configuration—the grade division analysis disaggregated performance into three grade divisions, K-5, 6-8 and 9-12. This provides a more precise analysis of the service gaps across the District. Schools performing in the top quartile, Tier 1, of each grade division count toward the performing seats (supply) for that grade division. For example, a school that serves preschool to grade five might be Tier 2 in the school-wide analysis but Tier 1 in the K-5 analysis. In this case, the school performs well in relation to other grade division peers but not when compared to all schools, district-wide. The K-5 seats count toward the performing seats for K-5 because they are Tier 1 relative to peer institutions serving the same grades. Schools whose grade configurations extend beyond a single grade division often perform differently in each grade division. A school might be in the top quartile school-wide and for grade division 6-8, but in the second quartile for grades K-5. In such a case, a high performing grade division raises the school-wide performance scores and thus school-wide rank. The study counts the seats for grades 6-8 as performing seats but not the seats in K-5. Aggregated to the neighborhood cluster, this approach provides a nuanced assessment of the existing performing seats by grade division.

Finally, schools without sufficient test data were omitted from the performing seats analysis. First, schools that did not have test grades in 2011 and therefore did not report DC-CAS results were excluded. Second, while regressing five years of DC-CAS results was the ideal, the sweeping changes in 2008 necessitated that schools with only three to four years of test data be included. An adjusted calculation was made for schools with fewer than three years of reported DC-CAS results. Nine schools were excluded from the performance analysis for insufficient data: KIPP-DC College Prep; Washington Latin PCS-Upper School; Washington Yu Ying; Phelps Architecture; Construction and Engineering; Howard Road Academy-Middle School; Early Childhood Academy PCS-Johenning Campus; National Collegiate; Septima Clark; and Washington Metropolitan High School. In addition, in the performance analysis for the K-5 grade division, MacFarland MS, which had recently expanded into the lower grades, was excluded from the performance analysis. For 6-8 grade division, Hope Community-Lamond, King Elementary School, Nia Community Charter, William E. Doar Jr. PCS-Northwest, Simon Elementary School, and Ferebee-Hope Elementary School—all of which recently opened or expanded into grades 6-8—were excluded. In the 9-12 grade analysis, Capital City PCS-Upper School was excluded.

Performing Capacity in Neighborhood Clusters.

Performing capacity is the capacity or number of seats available in Tier 1 schools (the top quartile of schools based on the performance mean) for each grade division. For DCPS schools, capacity is calculated using a formula created by the Office of Public Education Facilities Management (OPEFM) to calculate the number of students who can be served based on the building size. All capacity data was provided by OPEFM and confirmed by the DCPS central office as well as the Office of the Deputy Mayor of Education. In contrast, the capacity of charter schools is based on the enrollment ceiling set by PCSB in the school's charter. Since charter schools often have difficulty obtaining permanent facilities, are located in temporary or inadequate facilities, or have growth plans that include changing facilities in the near future, building size is frequently not an accurate reflection of capacity. Different measures of capacity need to be used for DCPS and public charter schools and the data presented on their capacity and utilization rates should be interpreted accordingly. The core supply/demand analysis was calculated by grade division. Therefore, if the grade configuration of a Tier 1 school is encompassed within the K-5, 6-8 and 9-12 grade divisions, the capacity of the entire school counts toward the performing capacity. Otherwise, the performance capacity of Tier 1 schools is proportioned equally across the grades in the school.

Minor adjustments were made for several schools that had significantly higher enrollment in particular grades or grade divisions. Finally, performing capacity is further proportioned to each neighborhood cluster based on the attendance boundary or enrollment pattern of the school.

For DCPS neighborhood schools, the performing capacity is proportioned to neighborhood clusters based on the percent of overlap between the attendance boundary and the neighborhood cluster. Stoddert Elementary School, for example, is a Tier 1 school located in Cluster 14 (Cathedral Heights, McLean Gardens and Glover Park). Although the school serves students in preschool to grade five, the study examines students in grades K-12. Thus, it calculates performance and performing capacity for grades K-5, and portions the performing capacity to Clusters 4, 13, 14 and 15 based on the percent of its enrollment boundary extending into each cluster. Accordingly, Wilson High School, a Tier 1 high school located in cluster 11, contributes to the performing capacity for grades 9-12 in Clusters 1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 18, 26 and 27. While the out-of-boundary lottery allows students from throughout the District to attend the neighborhood schools, these seats are only available when there is a surplus of seats—after in-boundary students have registered.

For DCPS specialized high schools, which draw evenly from the entire District, performing capacity is evenly distributed across the city for grades 9-12. The Tier 1 specialized high schools include School Without Walls High School, Benjamin Banneker High School, McKinley Technology High School and Duke Ellington School of the Arts. In contrast, the performing capacity of charter schools counts toward the performing capacity of the cluster in which they are located. Despite being able to admit students from throughout the District based on a lottery, charter schools in reality predominately serve students in or adjacent to the cluster in which they are located.

Demand

Demand is the number of students enrolled in a DCPS or charter school based on where students live, not where they attend school. Each student was assigned an anonymous random identification, each address was mapped, and each was counted in the demand tally for the neighborhood cluster in which they lived. DCPS and PCSB provided the home address and demographic data for each student, as of October 5, 2010. This data set is similar to but not the same as the October 2010 audited enrollment data, and therefore will be slightly different from published enrollment counts that rely on the school-wide audited enrollment.

To calculate the demand for each grade division, IFF counted the sum total of students living in each neighborhood enrolled in kindergarten through grade 5, grades 6-8 and grades 9-12. The grade division sums represent the current enrollment or current demand for performing school seats in a neighborhood cluster.

For the district-wide report, potential enrollment was calculated based on 2010 US Census counts of school-age children (4-10 years, 11-13 years and 14-17 years). However, this study did not use potential enrollment or potential demand in its core supply/demand analysis because in several neighborhoods, especially those east of the Anacostia River and east of Rock Creek Park, the 2010 US census reports fewer school-age children than the number of students enrolled in the public schools. Based on an analysis of the data sets, it appears that the 2010 US Census data undercounted school-age children in some neighborhoods. It was considered less reliable than the current enrollment numbers.

Service Gap

The third component of the methodology is service gap. For each neighborhood cluster, the study calculates the **service gap,** the difference between the number of students enrolled in the system (demand) and the performing capacity or seats available in Tier 1 schools (supply). The service gap, a reflection of absolute need, is used to rank the neighborhood clusters. Service level, or relative need, is reported as a point of information. Special attention should be brought to neighborhood clusters with zero percent service level, even if the service gap does not place them in the Top Ten priority neighborhood clusters. In the report, 39 neighborhood clusters are ranked by service gap. On the maps, the rank of the clusters is color-coded: red shows the highest absolute need and green shows the lowest absolute need.

Race and Ethnic Classifications

In this report, the race terms “black” and “white” refer to non-Hispanic members of those groups. Hispanics of any race are reported separately. The US Office of Management and Budget determined that race and ethnicity are two separate and distinct concepts, and the decennial census separates questions regarding ethnicity and race. In the first, the respondent is asked whether s/he is of Hispanic or Latino origin, regardless of race. In the second, the respondent is asked to identify his/her race. In this study, race and ethnicity are recognized as separate categories but reported together in the same charts, tables and maps.

Student Commute

To analyze student commute patterns, the home address of every

student and the school that each student attends was mapped and compared. To maintain student anonymity, each student record was assigned a random unique identifier. This data was used to provide two types of analysis. First, IFF analyzed who was being served by Tier 1 schools. For this, IFF grouped student home addresses into their home neighborhood clusters, and presented the sum total of students commuting to the Tier 1 school from each of the other neighborhood clusters. Second, IFF examined where students from the Top Ten priority neighborhood clusters were enrolled, the tier and operator of the school they attended, and the distance they commuted to the school. Recognizing the various sizes of attendance boundaries, from smaller neighborhood elementary school boundaries to district-wide charter schools, the distance a student commuted to school was grouped into three standardized categories: "stay in cluster," "travel to adjacent cluster," and "travel beyond adjacent cluster."

Data Sources

The Office of the Deputy Mayor of Education facilitated the collection of data from state and city government entities. The Office of the State Superintendent of Education (OSSE) provided performance data for 2007-2011, for both District of Columbia Public Schools (DCPS) and charter schools. The Office of Data and Accountability in DCPS supplied school enrollment data and student level data. The Office of Public Education Facilities Management (OPEFM) furnished data on the capital expenditures, capacity and status of buildings owned by DCPS. The Public Charter School Board (PCSB) provided current school enrollment, enrollment ceilings, school capacity and student level data for charter schools. School addresses, school attendance boundaries and neighborhood cluster boundaries are based on shapefiles provided by the Office of the Chief Technology Officer (OCTO) on the District of Columbia-Geographic Information System (DC-GIS). Demographic data comes from the 2000 US Census, 2010 US Census, 2010 American Community Survey (ACS) 1-Year Estimates, and the 2006-2010 American Community Survey (ACS) 5-Year Estimates.

District-Wide Analysis

Efforts to increase educational options have created a rich, diverse and complex school choice landscape in Washington, DC. The District of Columbia School Reform Act of 1995 established the Public Charter School Board (PCSB) and empowered it to authorize, monitor, renew and revoke charters. Over the past decade and a half, Washington, DC has become second only to New Orleans in the proportion of students served in charter schools. In 2007, PCSB became the sole authorizer of charter schools. Concurrently, control of DCPS was transferred to the Office of the Mayor of the District of Columbia. Under former Chancellor Michelle Rhee, Washington, DC underwent one of the most nationally watched educational overhauls. Among other outcomes, test scores have risen and parents appear to have more faith in the DCPS schools—as suggested by the recent growth in enrollment.[3] In addition to choosing between DCPS and charter schools, the reformed and highly publicized out-of-boundary lottery has become an increasingly common choice for parents and students, with over 5,000 participants in 2010. Washington, DC has made great strides, but remains far from Mayor Vincent Gray's vision of "a great teacher for every student and a great school for every community."[4]

Final Rank of 39 Neighborhood Clusters

The culmination of this study is the ranking of neighborhood clusters based on their service gap, as illustrated in Map 1, and the identification of the Top Ten priority neighborhood clusters, as indicated in bold on the map, with a tie at rank three. The Top Ten are the ten clusters with the highest average rank across the three grade divisions (see *Research Methodology* section for detailed description of terms and methods). The final rank of the neighborhood clusters by their need for performing schools is an average of the ranks of the three grade divisions (K-5, 6-8, 9-12), see the sub-section *Grade Division Analysis*, for details. Because this study is a snapshot in time, it evaluates the neighborhood clusters based on data from the academic year 2010-2011.

Among DCPS neighborhood schools, DCPS specialty high schools and charter schools, the study found that Washington, DC has 20,490 seats in Tier 1 schools, as Table 1 indicates. These schools can enroll 34 percent of the 60,248 DCPS and charter school students in grades K-12. Schools with grades 6-8 provide more performing seats than schools with grades K-5 or 9-12. Forty-six percent of the students in grades 6-8 have a performing seat. For both K-5 and 9-12, 31 percent of students have a performing seat. To serve all students in the DCPS and charter schools, the system needs an additional 39,758 performing seats: 21,164 seats for kindergarten through fifth grade; 6,997 for sixth through eighth grades; and 11,597 for ninth through twelfth grades.

The eleven neighborhood clusters with the lowest need for performing seats have a surplus of seats, as Table 1 indicates. The Tier 1 schools in these clusters have more capacity than the number of students residing in the boundaries of the schools located in these clusters. As discussed in *The Geography of Performance*, these schools are mostly in the northwest and in the central parts of the city. Many of the schools in these neighborhood clusters are overcrowded, as documented in the *Grade Division Analysis*. Finally, as detailed in *Student Commutes and Access to Performing Schools* and in the commute discussion in the *Grade Division Analysis*, a large percent of the students attending these schools are commuting from Top Ten neighborhood clusters. While many of the schools in these neighborhoods are overcrowded, there are 2,608 more performing seats than there are students living in the clusters.

On the other end of the spectrum, 68 percent of the need for Tier 1 seats is in the Top Ten priority neighborhood clusters. As Table 1 indicates, the service gaps in the Top Ten range from a need for 1,390 performing seats up to 5,532 performing seats. Five of the ten clusters have service gaps of 90 percent or more. Those with service gaps lower than 90 percent are neighborhood clusters with exceptionally dense school-age populations, as a comparison with Map 6 illustrates and the discussion in *Demographic Overview* details. Ultimately, the Top Ten priority neighborhood clusters have a service gap of 27,070 performing seats.

Map Reading Hints: The map identifies the rank of each neighborhood cluster based on its service gap. The table serves as both a legend for the map and a detailed presentation of the data underlying the map. While the service gap is the absolute number of additional performing seats needed and is used to rank neighborhoods, service level is the percent of students being served by the existing performing seats. Potential impact data is presented for each grade division and the sum total for K-12 in the far right-hand columns.

3 Office of the State Superintendent for Education (OSSE).

4 Gray, Vincent C. March 28, 2011 "Vincent C. Gray Delivers State of the District Address." http://mayor.dc.gov/DC/Mayor/About+the+Mayor/News+Room/Press+Releases/Vincent+C.+Gray+Delivers+State+of+the+District+Address. Accessed November 28, 2011.

Map 1 Final Rank of 39 Neighborhood Clusters by Service Gap

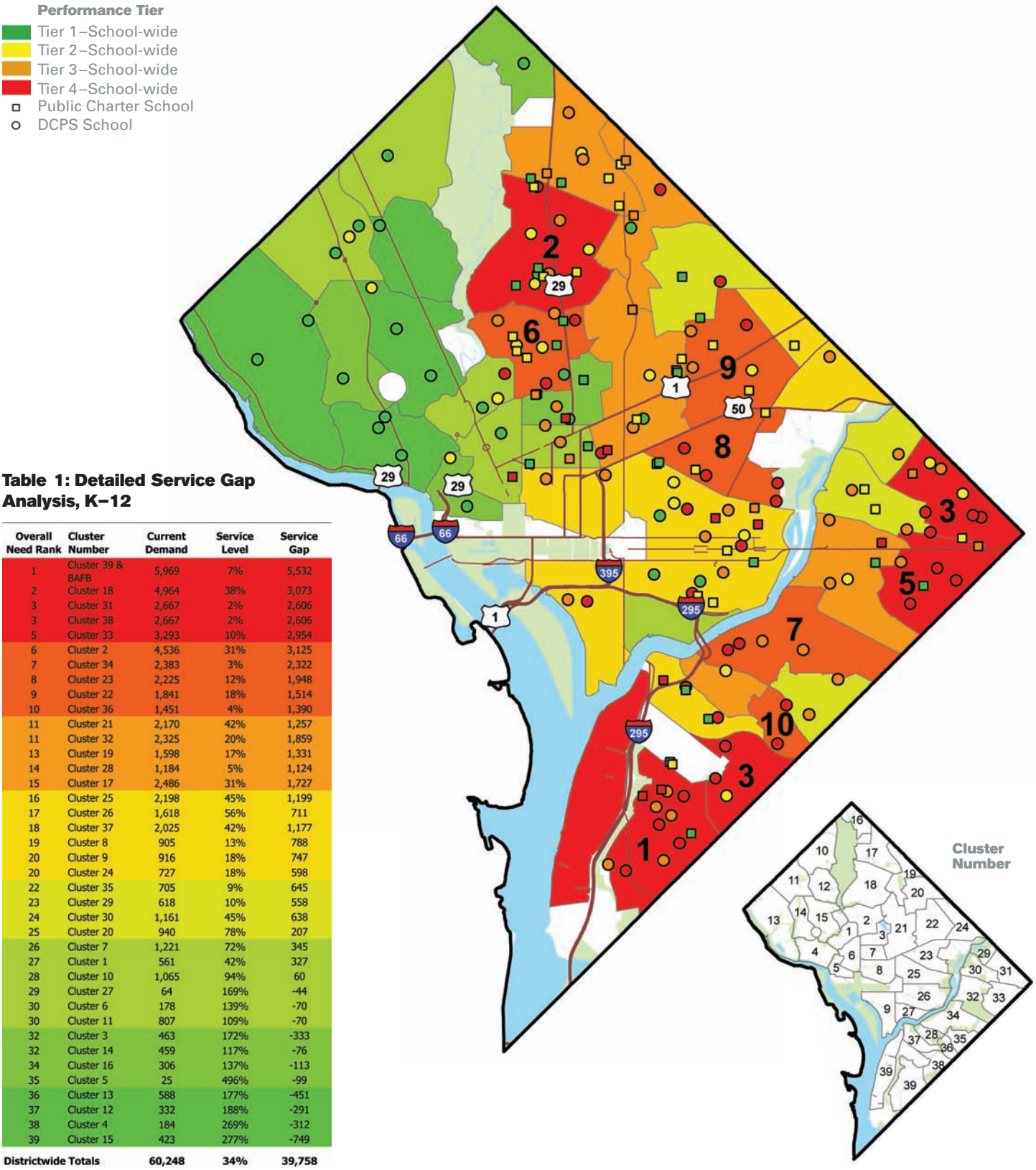


Table 1: Detailed Service Gap Analysis, K–12

Overall Need Rank	Cluster Number	Current Demand	Service Level	Service Gap
1	Cluster 39 & BAFB	5,969	7%	5,532
2	Cluster 18	4,964	38%	3,073
3	Cluster 31	2,667	2%	2,606
3	Cluster 38	2,667	2%	2,606
5	Cluster 33	3,293	10%	2,954
6	Cluster 2	4,536	31%	3,125
7	Cluster 34	2,383	3%	2,322
8	Cluster 23	2,225	12%	1,948
9	Cluster 22	1,841	18%	1,514
10	Cluster 36	1,451	4%	1,390
11	Cluster 21	2,170	42%	1,257
11	Cluster 32	2,325	20%	1,859
13	Cluster 19	1,598	17%	1,331
14	Cluster 28	1,184	5%	1,124
15	Cluster 17	2,486	31%	1,727
16	Cluster 25	2,198	45%	1,199
17	Cluster 26	1,618	56%	711
18	Cluster 37	2,025	42%	1,177
19	Cluster 8	905	13%	788
20	Cluster 9	916	18%	747
20	Cluster 24	727	18%	598
22	Cluster 35	705	9%	645
23	Cluster 29	618	10%	558
24	Cluster 30	1,161	45%	638
25	Cluster 20	940	78%	207
26	Cluster 7	1,221	72%	345
27	Cluster 1	561	42%	327
28	Cluster 10	1,065	94%	60
29	Cluster 27	64	169%	-44
30	Cluster 6	178	139%	-70
30	Cluster 11	807	109%	-70
32	Cluster 3	463	172%	-333
32	Cluster 14	459	117%	-76
34	Cluster 16	306	137%	-113
35	Cluster 5	25	496%	-99
36	Cluster 13	588	177%	-451
37	Cluster 12	332	188%	-291
38	Cluster 4	184	269%	-312
39	Cluster 15	423	277%	-749
Districtwide Totals		**60,248**	**34%**	**39,758**

Enrollment and School Types

Using student-level data to analyze enrollment, this study examines schools that serve kindergarten to 12th grade students in neighborhood schools, specialized high schools and charter schools: the population indicated in red on Table 2. It includes 112 DCPS schools serving 37,843 students, and 72 charter campuses serving 22,405 students. On October 2010, 75,585 students, or 93 percent of the 81,132 school-age children in DC,[5] attended a DCPS or public charter school. An additional 1,500 students attended a private school with a scholarship from the Opportunity Scholarship Program (OSP).

Table 2: School Type and Enrollment Numbers [6, 7]

	Student Resident Status	Type of School	Number of Campuses	PS-PK	K-5	6-8	9-12	Other	Grand Total
PCSB	DC Residents	Charter School	72	2,725	9,305	6,036	5,808		23,874
		Early Childhood Education	16	1,618	1,256				2,874
		Other/ Alternative	4				127	2,092	2,219
		Special Education	1	3	54	38	55	64	214
	Non-Residents			7	24	11	24	5	71
		PCSB Totals	**93**	**4,353**	**10,639**	**6,085**	**6,014**	**2,161**	**29,252**
DCPS	DC Residents	Neighborhood School	106	5,116	19,881	6,950	7,648		39,595
		Specialized	6				3,258		3,258
		Early Childhood Education	2	128	106				234
		Other/Alternative	8			5	837	1,780	2,622
		Special Education	5	1	75	125	155	120	476
	Non-residents			9	31	16	89	3	148
		DCPS Totals	**127**	**5,254**	**20,093**	**7,096**	**11,987**	**1,903**	**46,333**
Grand Total			**220**	**9,607**	**30,732**	**13,181**	**18,001**	**4,064**	**75,585**
		School Age Population		12,938	31,170	14,872	22,152		81,132
		Percent in DCPS and Charter Schools		74.3%	98.6%	88.6%	81.3%		93.2%

5 2010 US Census.

6 Sources: PCSB student-level data, October 2010; DCPS student-level data, October 2010; and US Census 2010. PS-PK reflects the sum total of 3-4 year olds, grades K-5 or 5-10 year olds, grades 6-8 of 11-13 year olds and grades 9-12 of 14-17 year olds.

7 Most students in the Alternative Education, "Other" grade, are adult learners. In DCPS, they have the average age of 31 years old.

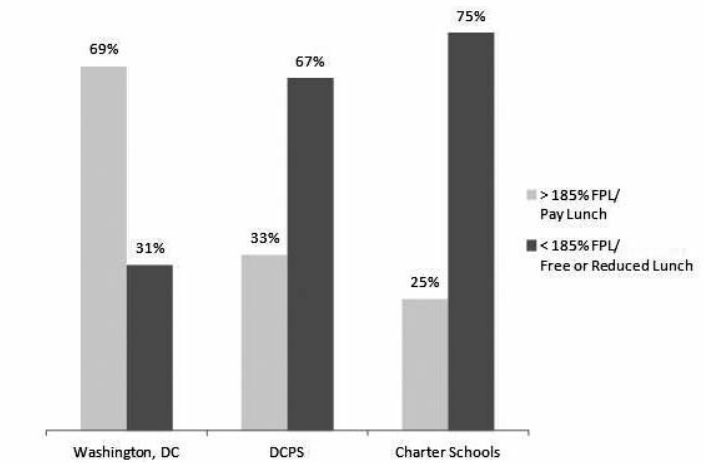
In the District, public education services are provided by two separate but equally important systems: DCPS and charter schools authorized by PCSB. Until the slight increase in enrollment in the past two years, enrollment in DCPS schools had consistently declined over the past forty years. Additionally, since the District of Columbia School Reform Act of 1995, approximately 2,000 students have transferred each year from DCPS schools to charter schools. Nonetheless, DCPS continues to serve the majority of school-age children, with 46,333 students, or 61 percent of students enrolled in public schools. In 2010-11, DCPS operated 127 schools: 106 neighborhood schools, and six specialized high schools. The remaining schools, which are not included in the study, were early childhood education, special education, adult education, and alternative schools. Public charter schools served 29,252 students, or 39 percent of public school students, in 52 schools on 93 campuses. Seventy-two of the campuses were regular education charter schools. The remaining 21 schools were early childhood, special education, adult education and alternative schools.

Demographics Overview

Household Income. More than twice as many students in the public schools live in poverty compared to the overall population of Washington, DC. In the general population, 31 percent of households live below 185 percent of the Federal Poverty Level (FPL)[8]—$41,348 for a household of four and the threshold for reduced priced lunches. Students in households with incomes below 130 percent of the FPL receive free lunches. Approximately two-thirds of DCPS students, 67 percent, and three-quarters of charter schools students, 75 percent, live in households below 185 percent of FPL. Chart 1 compares the percent of households above and below 185 percent of FPL while Map 2 illustrates the distribution of households below 185 percent of FPL. In mapping schools and color-coding them by performance against the distribution of poverty, Map 2 reveals that there are performing schools throughout the District—regardless of demographics.

Over the past decade, DC was third among large cities in median income growth. The current median household income surpasses the national average by almost 22 percent: while the national median household income is $50,046, the current median household income for DC is $60,903. Despite the increase in median income over the past decade, 19 percent of the DC population continues to live below the Federal Poverty Level ($22,350 for a household of four), as compared to 15 percent nationally.

Chart 1: Percent of Population Below or Above 185 percent of the Federal Poverty Level



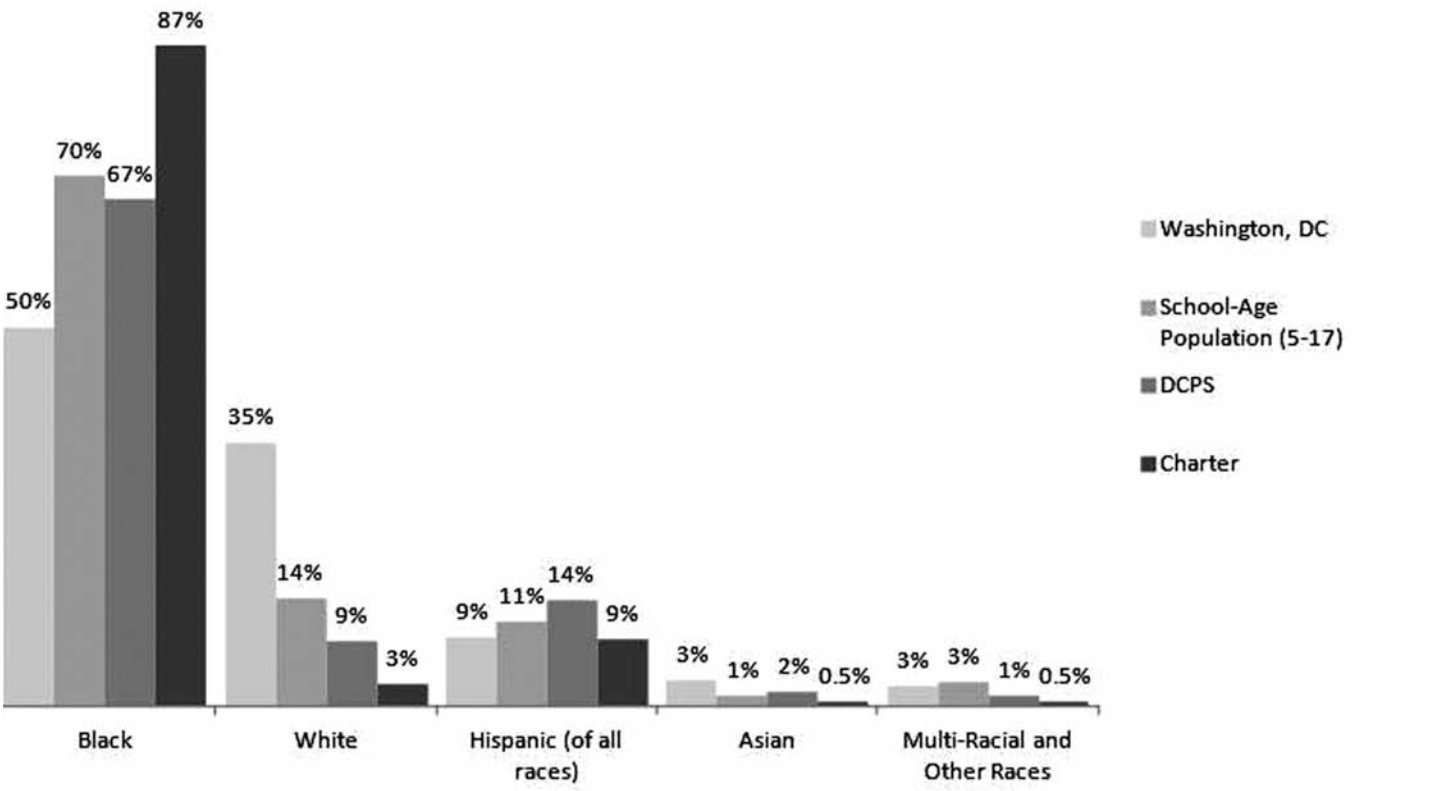
Race and Ethnicity. The demographics of Washington, DC and the demographics of the public schools do not mirror each other (see Chart 2, for comparative demographic statistics). African-Americans comprise 50 percent of the District's population but 70 percent of the school-age population (5-17 years old). In DCPS schools, African-Americans comprise 67 percent of the students and, in charter schools, 87 percent of the students. In contrast, whites comprise 35 percent of the overall population but only 14 percent of the school-age population. In DCPS schools, they are only nine percent of the student population and, in charter schools, three percent of the students. They appear to opt out of public schools at a higher rate than blacks do. Hispanics of all races comprise nine percent of the District's population and nine percent of charter students but 14 percent of DCPS students. In sum, charter schools serve a higher percent of black students, while DCPS schools serves a higher proportion of Hispanic and white students. Overall, this is a system dominated by African-American students.

Since the 2000 US Census, Washington, DC has undergone a racial/ethnic shift that has garnered national attention.[9] The historically black majority, which peaked at 71 percent in 1970, fell to 50 percent in the 2010 US Census. While the Hispanic and Asian populations increased slightly, the white population grew by eight percent, as detailed in Chart 3. Maps 3 and 4 illustrate the racial/ethnic shift by showing racial majority by census tract overlaid with neighborhood clusters, and Chart 3 shows the comparative

8 ACS 2010 1-year estimates. 2011 HHS Poverty Guidelines: http://aspe.hhs.gov/poverty/11poverty.shtml.

9 Tavernise, Sabrina. "A Population Changes, Uneasily," *New York Times*, July 17, 2011. Frey, William H. "Melting Pot Cities and Suburbs: Racial and Ethnic Change in Metro America in the 2000s." Washington, Brookings Institution, May 2011.

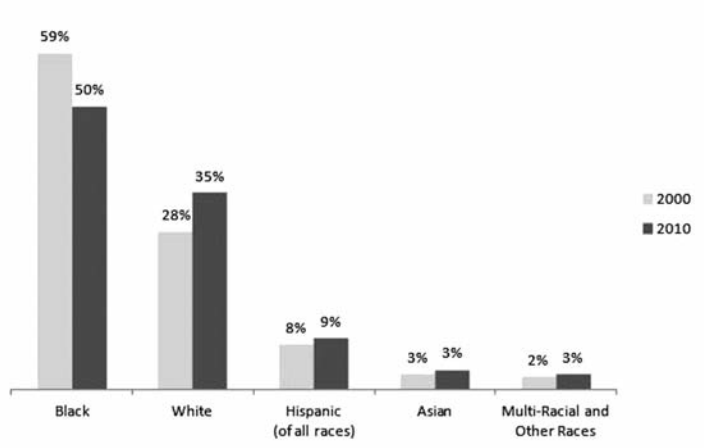
Chart 2: Breakdown of Race and Ethnicity by District and School Type [10, 11]



racial/ethnic breakdown for the District in 2000 and 2010. Public media, community activists and city officials have noted how demographic shifts affect the social, cultural and economic characteristics of neighborhoods—especially the transitioning neighborhoods east of Rock Creek Park and west of the Anacostia River.

While the population of whites is increasing within Washington, DC, they tend to have fewer children and tend to opt out of the public system at a higher rate than blacks do. These demographic trends are particularly important in the transitioning neighborhoods east and south of Rock Creek Park. In these neighborhoods, several of which are Top Ten priority neighborhood clusters, the density of school-age population has decreased over the past decade, as Maps 5 and 6 illustrate. The momentum of these trends suggests the shifts will continue. Because the racial/ethnic demographics of DCPS schools are distinct from charter schools, as noted above, each are and will be affected differently by the changes.

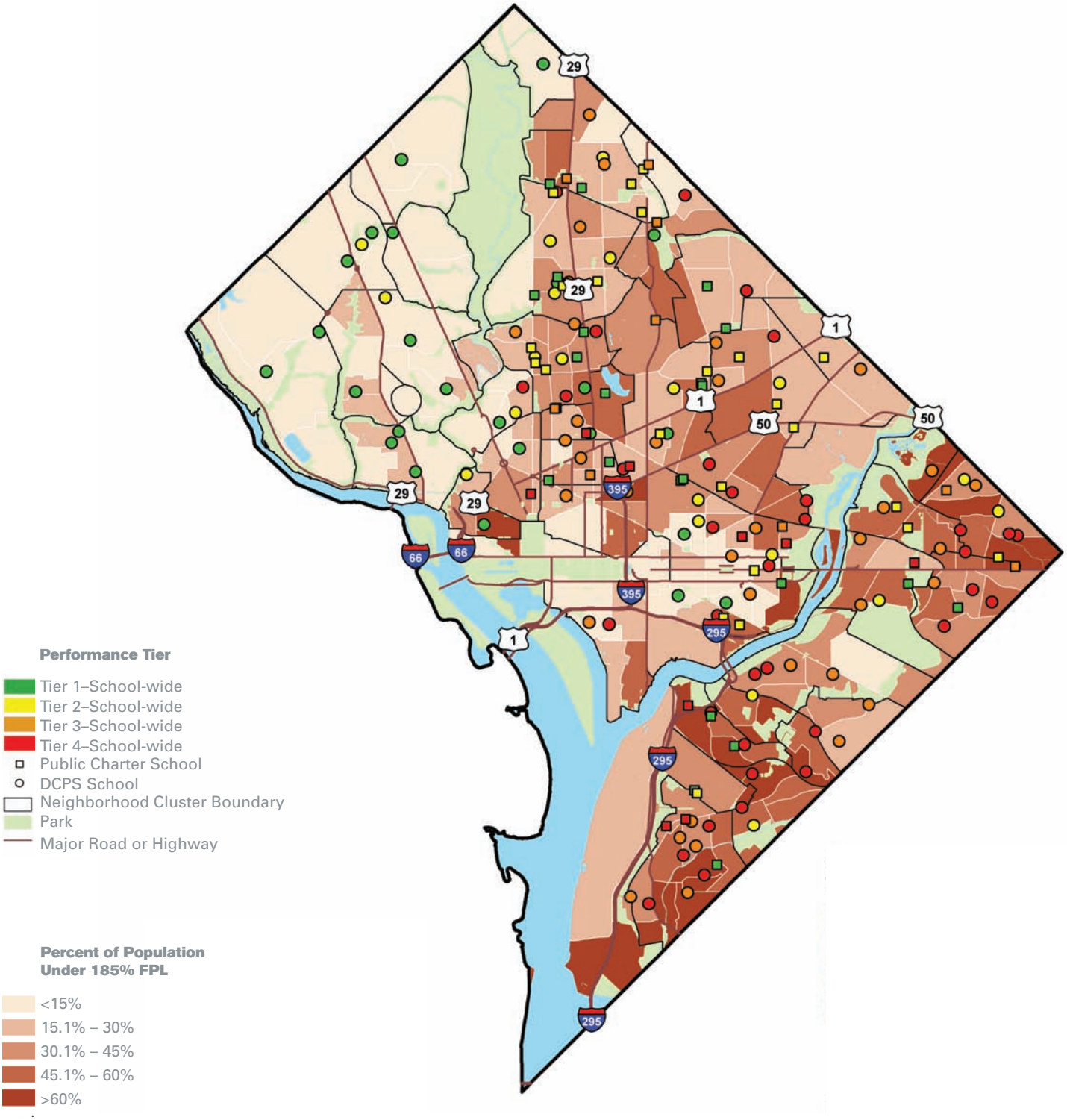
Chart 3: Breakdown of Race and Ethnicity for Washington, DC Population in 2000 and 2010



10 DCPS and charter school student-level data does not provide information on students of other races. DCPS student-level data does not identify a race for 7.2 percent of students. 0.1 percent of charter students do not have a race and/or ethnicity listed in their student-level data.

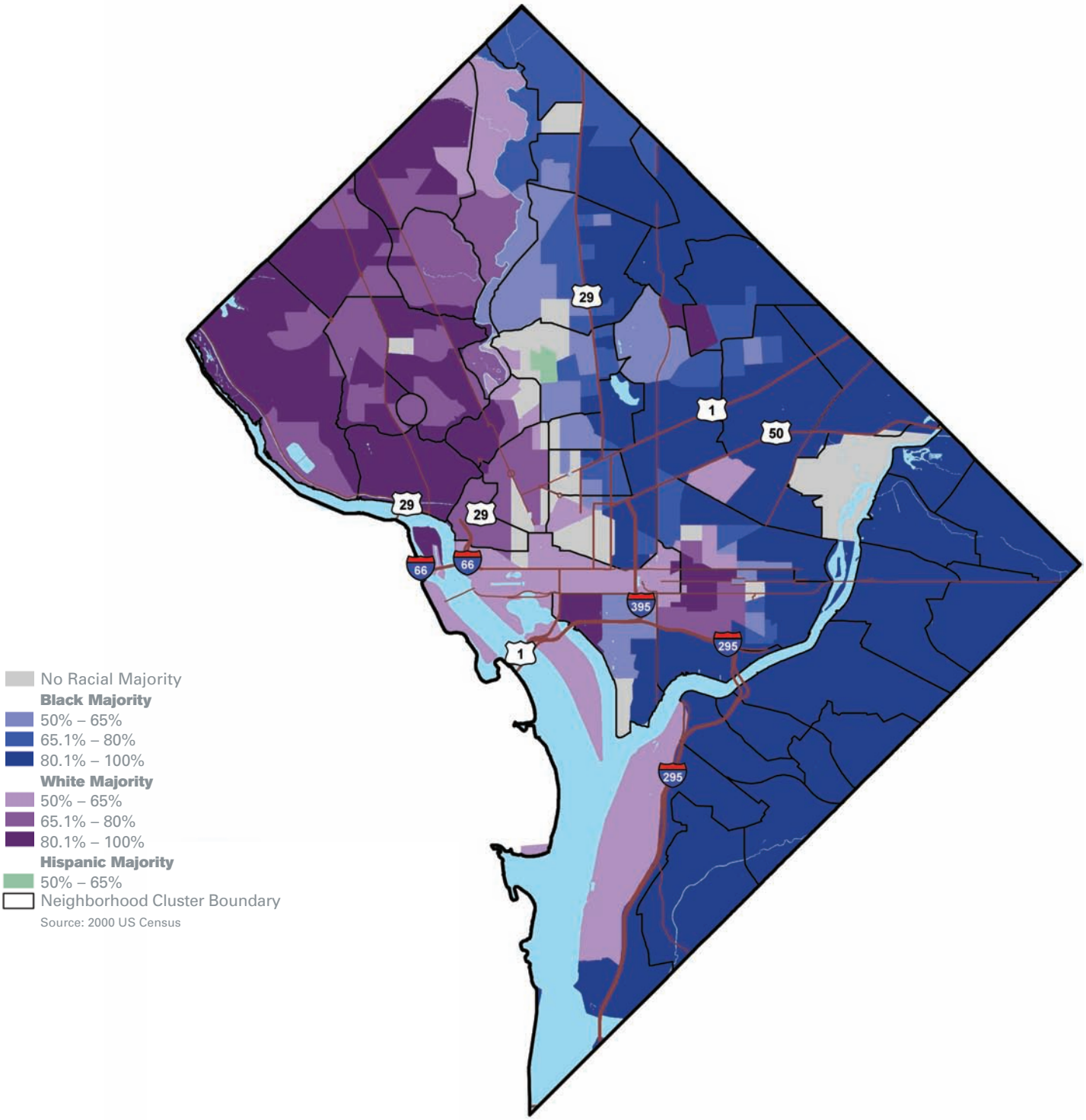
11 See Research Methodology Section for discussion of definitions and statistics for race and ethnicity. “Other Races" includes American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and Other Races.

Map 2 Density of Households under 185 percent Federal Poverty Level

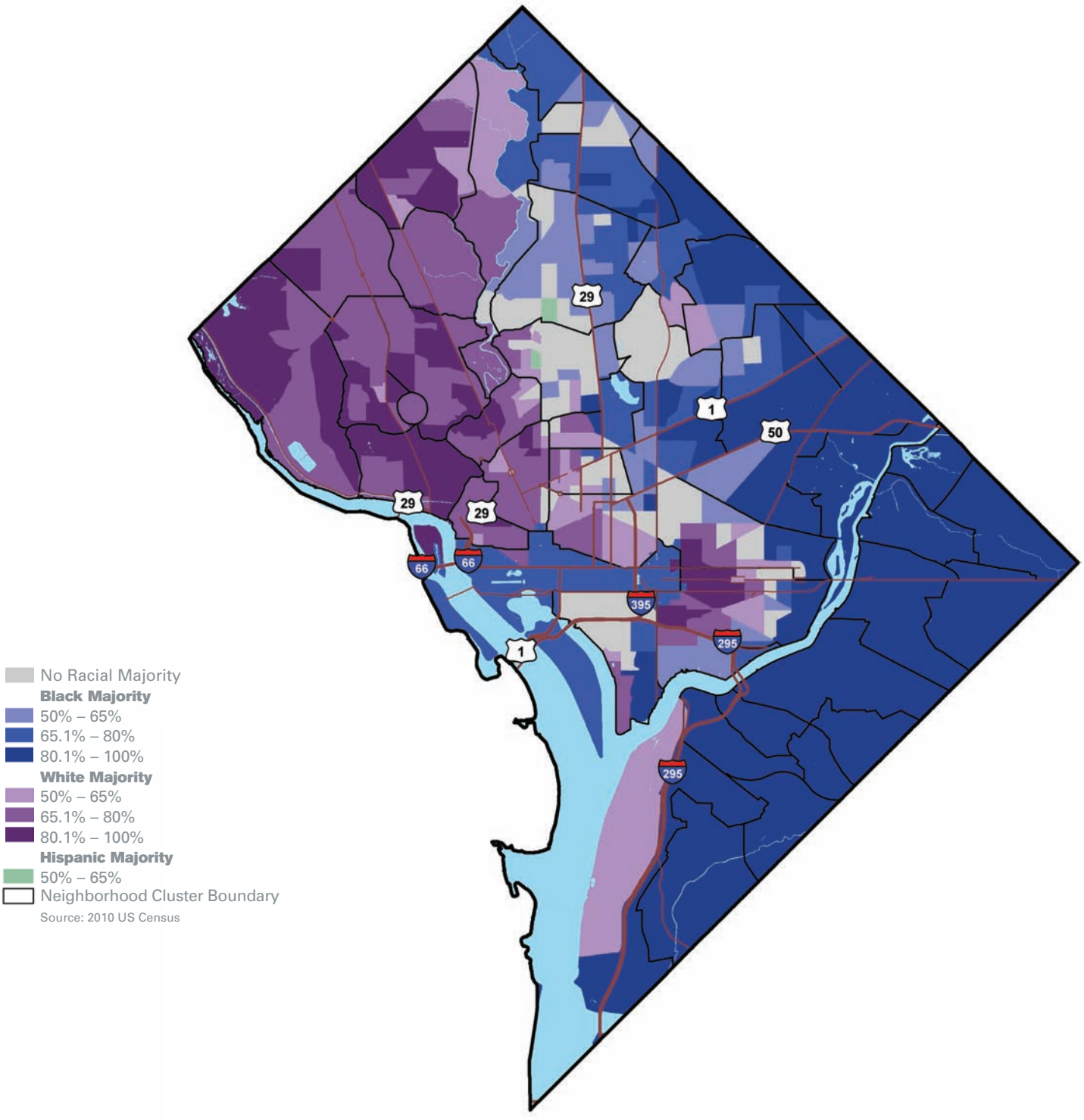


Source: US Census American Community Survey 06–10

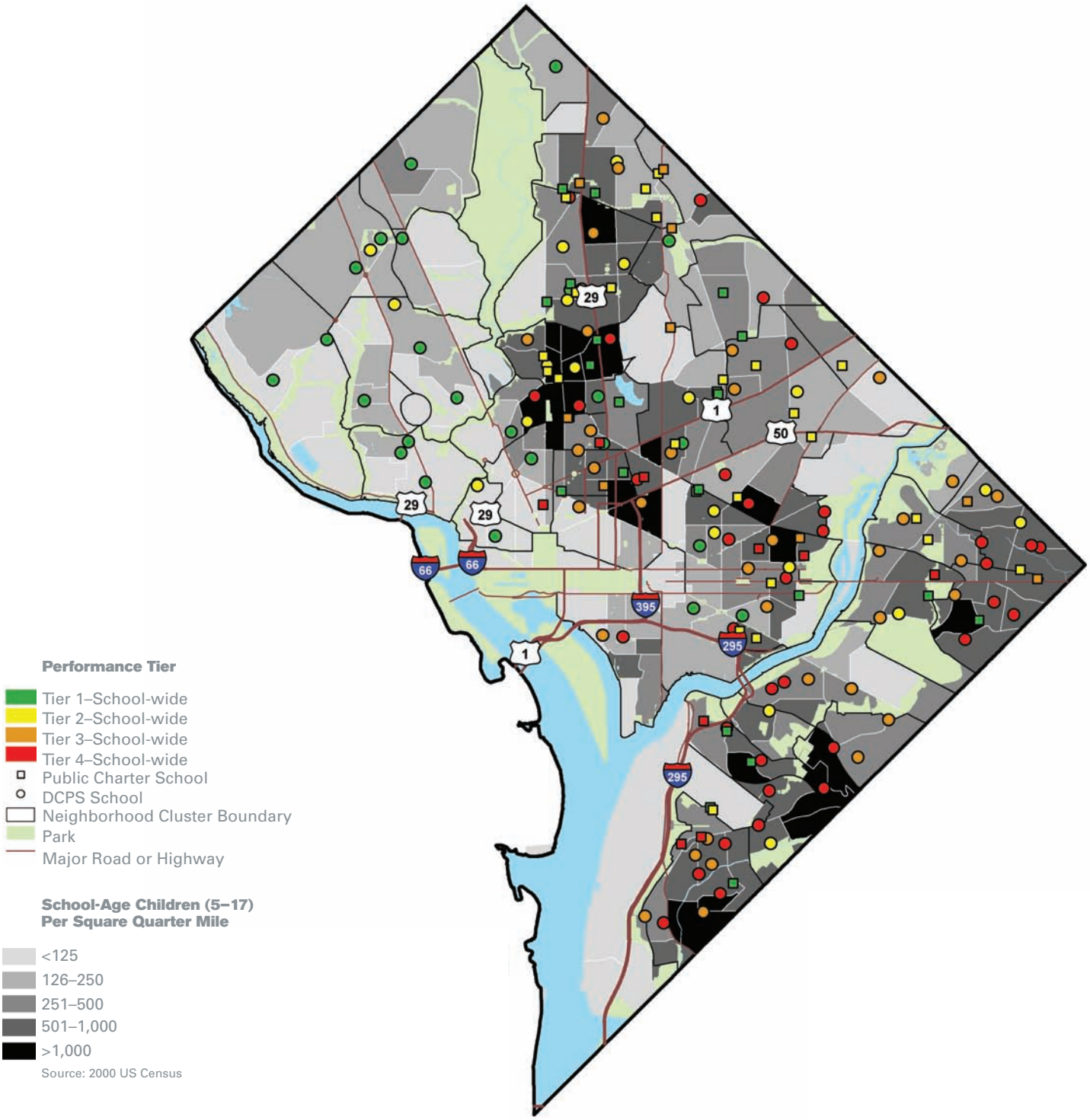
Map 3 Racial/Ethnic Majority in 2000



Map 4 Racial/Ethnic Majority in 2010



Map 5 Density of School-Age (5–17 years) Children in 2000



Map 6 Density of School-Age (5–17 years) Children in 2010

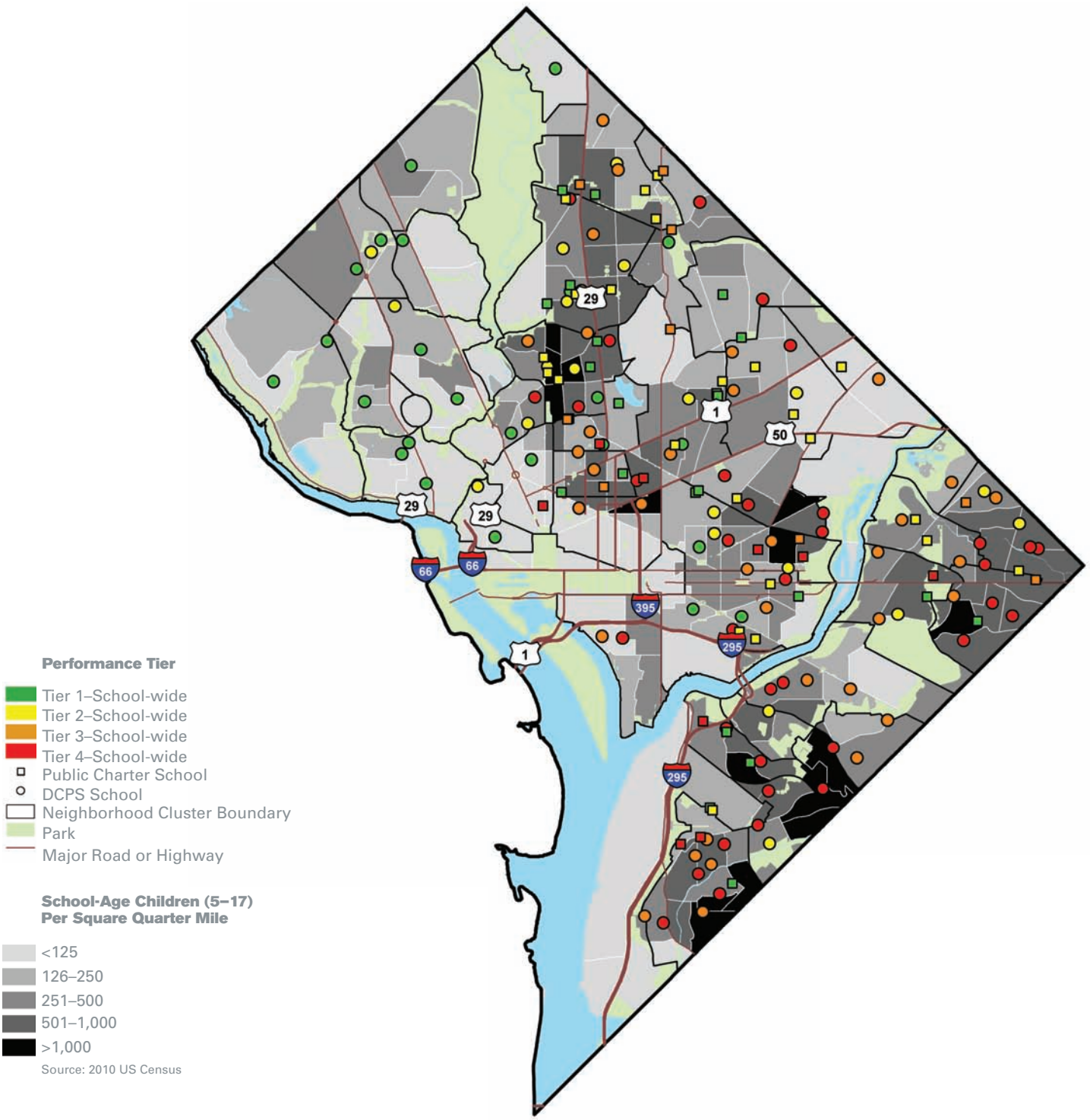


Table 3: Average Improvement Slope by Grade Division and School-wide in Math and Reading

	Grades K-5 Math	Grades K-5 Reading	Grades 6-8 Math	Grades 6-8 Reading	Grades 9-12 Math	Grades 9-12 Reading	School-wide Math	School-wide Reading
Charter	4.1%	2.3%	3.1%	-1.0%	3.0%	3.3%	4.5%	2.2%
DCPS	1.5%	0.2%	1.1%	-1.0%	3.1%	2.3%	1.9%	0.4%
District Average	2.42%	0.95%	2.09%	-0.99%	3.07%	2.76%	2.89%	1.09%

Performance

Performance and Capacity. In response to the current national mandate established by No Child Left Behind (NCLB), states have sought to increase the percent of student testing at or above their grade level with the ideal of every child performing at grade level by 2014. Over the past five years (2007 to 2011), the District has increased the percent of students testing proficient or advanced on the DC-CAS. As a district-wide pattern, schools have improved more in math than in reading. District-wide, the mean percent of students performing at or above grade level in the 2011 DC-CAS was 44 percent in math and 45 percent in reading, and the mean slope of improvement from 2007 to 2011 was three percent for math and one percent for reading. In five years (2016), the mean percent performing in math is projected to be 54 percent and 46 percent in reading. Based on current projections, the District will not approach the ideal of 100 percent of students testing at grade level without a strategy to accelerate district-wide improvement. Assuming the current trajectory of improvement, it will take approximately 33 years (2045) to have 75 percent of the students testing at grade level in math and 63 years (2075) for 75 percent to be at grade level in reading.

In analyzing school performance district-wide, DCPS and charter schools demonstrated different performance strengths. While charter schools tend to have steeper slopes of improvement, DCPS has more schools with high current achievement. Fifteen DCPS schools met the 2011 Adequate Yearly Progress (**AYP**) threshold as compared to five charter schools (see bolded schools in Appendix C). In comparison, charter schools have a district-wide improvement slope of 4.5 percent in math and 2.2 percent in reading over the past five years, while DCPS has slopes of 1.9 percent and 0.4 percent, respectively. The performance methodology in this study incorporates the strengths of both systems. Detailed school-wide performance data is presented for individual schools in Appendix C. Among the three grade divisions, both math and reading in grades 9-12 for both DCPS and charter schools showed strong improvement slopes, with an average of three percent improvement. In contrast, both DCPS and charter have declined in performance in grades 6-8 reading. As the details reveal, this study calculates performance using both the 2011 DC-CAS achievement in math and reading, and the projected 2016 proficiencies based on the regressed rate of improvement in math and reading.

Schools that are currently high achieving and schools with a steep improvement slope are captured in the top quartile (Tier 1). Their capacity is reported above as performing capacity. In the school-wide analysis, 22 charter schools and 23 DCPS schools are in the top tier. In general, 60 percent to 100 percent of the students in top-quartile schools tested at or above grade level, and the number of students on grade level has increased at a five percent to 25 percent slope in math and a three percent to 19 percent slope in reading. Based on their current achievement and improvement slopes, most of these schools will have 90 percent or more of their students at grade level by 2016 (see Appendix B for detailed data on schools). These schools are considered top performing schools in this report.

Table 4: Number of Schools in each Tier, based on school-wide performance analysis

	Tier 1	Tier 2	Tier 3	Tier 4
Charter	22	25	10	10
DCPS	23	20	35	36
District Total	45	45	45	46

The current improvement slopes and achievement of Tier 2 schools indicates that they are not currently and will not become high performing schools without intervention. District-wide, Tier 2 schools have a capacity of 25,518 seats; and, in the Top Ten, Tier 2 schools have a capacity of 10,484 seats. (Note: total school capacity serves all grades and programs, including PS-PK in elementary schools.) Overall, 40 percent to 60 percent of the students in Tier 2 schools tested at or above grade level. While a few Tier 2 schools have steep slopes of improvement in math (and a few have declining performance in math or reading), most have shallow improvement

slopes. As a whole, the percent of students on grade level has increased at a 2.3 percent to five percent slope in math and a .8 percent to three percent in reading in Tier 2 schools. There are slightly more Tier 2 charter schools (25) than DCPS schools (20). These schools are near-performing schools.

A few of the Tier 3 schools appear to be slowly improving, while many are declining in performance—especially in reading. District-wide, Tier 3 schools have a capacity of 22,877 seats; and, in the Top Ten, Tier 3 schools have a capacity of 9,827 seats. As a group, Tier 3 schools have 30 percent to 40 percent of their students testing at or above grade level, and have an improvement slope of .7 percent to 2.25 percent in math and -1 percent to .8 percent in reading. Based on current and past performance, a handful might improve sufficiently to perform comparable to current Tier 2 schools by 2016, but many will remain stagnant in performance or decline to a Tier 4 performance level. Ten charter schools and 35 DCPS schools have Tier 3 performance.

In comparison, most Tier 4 schools have less than 30 percent of their students performing at or above grade level. District-wide, Tier 4 schools have a capacity of 26,044 seats; and, in the Top Ten, Tier 4 schools have a capacity of 17,005, as detailed in Table 5. A few Tier 4 schools are showing slight improvement with overall slopes of less than .7 percent in math and declining slopes around -1 percent in reading. By 2016, Tier 4 schools are projected to have less than 35 percent of their students performing at grade level in math, and 28 percent in reading. Ten charter schools and 36 DCPS schools have Tier 4 performance.

Table 5: Total Capacity of Schools in each Tier, based on school-wide performance analysis

	Tier 1	Tier 2	Tier 3	Tier 4
Charter Enrollment Ceiling	9,437	12,818	4,537	4,434
DCPS Building Capacity	9,280	12,700	18,340	21,610
District Total	18,717	25,518	22,877	26,044
Total Top Ten	3,850	10,484	9,827	17,005

In comparing the average slopes of improvement across neighborhood clusters, there were no clear geographical patterns. Similarly, neighborhoods undergoing demographic shifts (see Demographics section) did not improve or decline at a different pace than those that remained stable over the past decade. Finally, the Top Ten priority neighborhood clusters did not improve or decline in a predictable pattern when compared to areas with a low need for performing seats. (Analysis of improvement slope by neighborhood cluster is available in Appendix B.) The increase in the number of students scoring at or above grade level appears to result from individual schools throughout the district improving their quality of instruction in reading and math—regardless of the location or demographics of the school.

The Geography of Performance. Schools with Tier 1 performance are located throughout the district. However, they are not equally distributed nor in sufficient number to serve all the students in the District—especially those living in the Top Ten priority neighborhood clusters. In moving from the northwest to the east and south, there is a parallel shift from performing DCPS schools to performing charters schools. Fourteen of the 23 Tier 1 DCPS schools are in the northwest. Most meet AYP but do not have steep slopes of improvement. They serve 6,131 students. These schools are predominately overcrowded; they are operating at 81 percent to 160 percent capacity. Fifty-seven percent (3,519) of the students who attend the Tier 1 schools in the northwest live in the same cluster or an adjacent cluster. Clusters 12 and 15, west of Rock Creek Park, are the neighborhood clusters immediately adjacent to Top Ten clusters 2 and 18. In examining student commute patterns and their impact on overcrowding, thirteen percent (795) of the students in Tier 1 schools in the northwest live in priority clusters 2 and 18. Twenty-two percent (1,370) of the students in these northwestern Tier 1 DCPS schools live in a Top Ten priority neighborhood cluster.

There are 22 Tier 1 schools in the neighborhoods east of the park and west of Anacostia River; seven are DCPS schools, and 15 are charter schools. They serve 6,922 students: 40 percent (2,777) attend a DCPS school and 60 percent (4,415) attend a charter school. The DCPS schools are operating at 69 percent to 116 percent capacity; 54 percent (1,513) of their students live in the same cluster or an adjacent cluster; and, 36 percent (1,004) are from a Top Ten priority cluster. The charter schools are operating at 39 percent to 99 percent capacity; 54 percent (2,231) of their students live in the same cluster or an adjacent cluster; and, 50 percent (2,028) of the students are from a Top Ten priority cluster. Increasing enrollment in these Tier 1 schools would increase the number of students served by performing schools, but would not make a significant difference in the service gaps of the Top Ten priority clusters in the northeast.

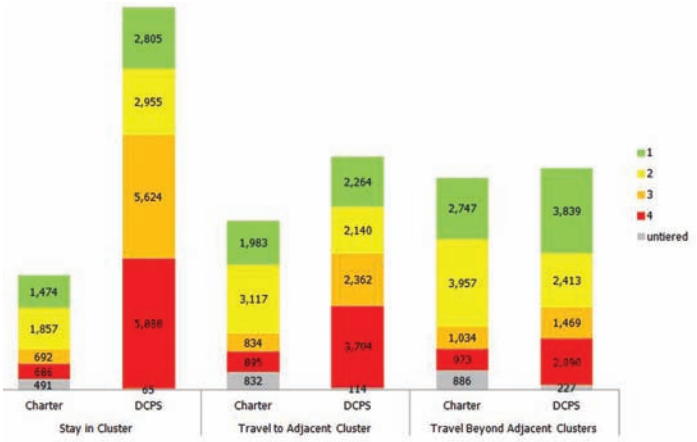
There are six Tier 1 schools in the 12 clusters south of Anacostia River. They are all charter schools, and they serve 1,852 DC

students. Most are operating between 77 percent and 90 percent capacity, although one is at 36 percent capacity. Eighty-six percent (1,598) of the students attending these Tier 1 schools live in a cluster south of the river; 61 percent (1,133) of the students live in the same cluster or an adjacent cluster; and, 65 percent (1,210) of the students come from one of the Top Ten Priority Clusters.

Student Commutes and Access to Performing Schools

Access. Education reform has opened up school options, and parents and students often choose to travel to a school of their choice. Although there are Tier 1 schools throughout the district, they are not distributed equally. Public policy has addressed the geographic disparities with the out-of-boundary lottery for DCPS schools and the district-wide lottery for charter schools, current public policy provides school options for parents and students. To analyze whether and for whom school-choice increases access to Tier 1 schools, the study maps where students live and the school they attend. Despite the range of choice options in the District, two-thirds of students attend a school within their neighborhood cluster or in the adjacent neighborhood cluster. Seventy-four percent (27,921) of students enrolled in a DCPS school and 57 percent (12,861) of students enrolled in a charter school attend a school within their neighborhood cluster—although not necessarily their assigned neighborhood school, in the case of DCPS students—or in the adjacent neighborhood cluster. Because students tend to attend a school close to their home, the neighborhood in which they live largely determines whether they attend a performing school. In total, 28 percent (6,204) of charter students and 23 percent (8,908) of DCPS students attended a Tier 1 school. Only 15 percent (3,457) of charter students and 13 percent (5,069) of DCPS students are able to access a Tier 1 school in their neighborhood cluster or the adjacent neighborhood cluster. As this illustrates, students who lived near Tier 1 schools, whether DCPS or public charter schools, were more likely to attend a Tier 1 school. In fact, 70 percent of the students in the ten northwestern clusters attend a Tier 1 school in or adjacent to their neighborhood cluster.

Chart 4: Student Commute Patterns by Performance Tier and School Type



With most performing DCPS schools in the northwest and most performing charter schools in the northeast, students east of Anacostia River are the least likely to attend a performing school. As illustrated by comparing Map 7 and Map 8, the DCPS schools map transitions from predominately Tier 1 schools (green) in the northwest to predominately Tier 2 schools (yellow) east of Rock Creek Park to predominately Tier 3 and Tier 4 schools east of Anacostia River. In comparison, few students from the northwest attend public charter schools (most who do attend a public charter school enroll in Tier 1 schools). The public charter schools east of Rock Creek Park are predominately Tier 1 and Tier 2 schools, and become increasingly Tier 2 schools across the River.

Students in the Top Ten and their Commutes. Following the District pattern, students in the Top Ten clusters were half as likely to attend a Tier 1 school—regardless of how much they travel—as compared to students in the remaining 29 clusters. If they traveled beyond the adjacent cluster, their chances of attending a Tier 1 school were similar to students in the remaining 29 clusters. However, if they attended a school in or adjacent to their neighborhood cluster, which 68 percent (21,776) of all students did, they were 2.5 times less likely to attend a Tier 1 school as their peers in the remaining 29 clusters. In the Top Ten priority neighborhood clusters, eight percent of the students attend a Tier 1 school in or adjacent to their neighborhood cluster, as compared to 21 percent, or one in five students, in the remaining 29 clusters. Map 7 and Map 8 synthesize the geographic distribution of performing schools and student commute patterns to reveal these patterns of student access to performing schools.

Chart 5: DCPS and Charter School Students' Commute Patterns by Performance Tier and Cluster Ranking

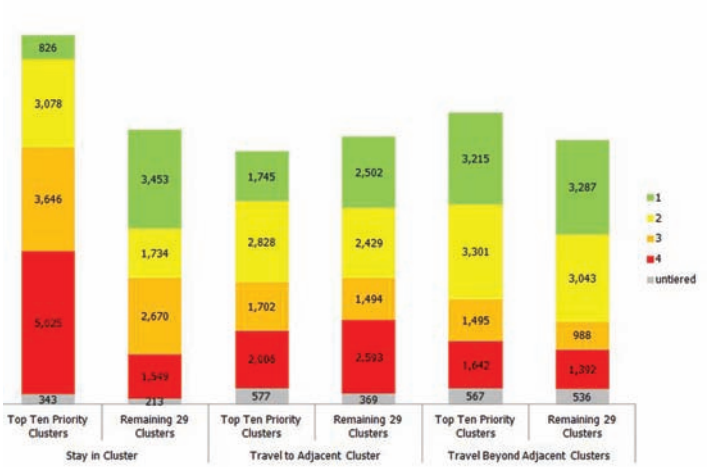
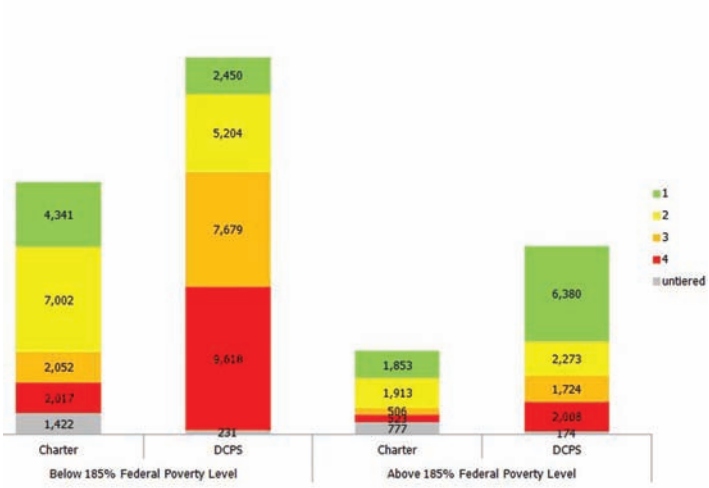


Chart 6: Student Household Income by Performance Tier and School Type



Household Income and Access. As most students attend a school close to their home, Maps 7 and 8 show how the quality of schools in their neighborhood determine the quality of school they attend. In comparing these maps to Map 2, which reveals the density of population below 185 percent of the Federal Poverty Level (FPL), a relationship between poverty and access to performing schools is revealed. In comparing all schools district-wide, the students in Tier 1 schools are slightly more likely (55 percent) to come from households above 185 percent of the FPL. However, 82 percent of the students in Tier 3 or Tier 4 schools are from households below 185 percent of the FPL. The economic diversity of students in Tier 1 schools and the geographic distribution of performing schools re-affirms that all students across the District can and do succeed when given the choice to attend a performing school. Currently, 70 percent of Tier 1 charter students are from households with income below this threshold. In comparison, lower income students are statistically less likely to attend a Tier 1 DCPS school: 27.8 percent of Tier 1 DCPS students were from households with income below 185 percent of the FPL.

Map Reading Hints: The pie charts are sized by the number of students living in each cluster and color-coded by the performing tier of the school they attend—regardless of whether they stay in their neighborhood or commute to their school.

Map 7 Performance Tier of School Attended by DCPS Students Living in Cluster

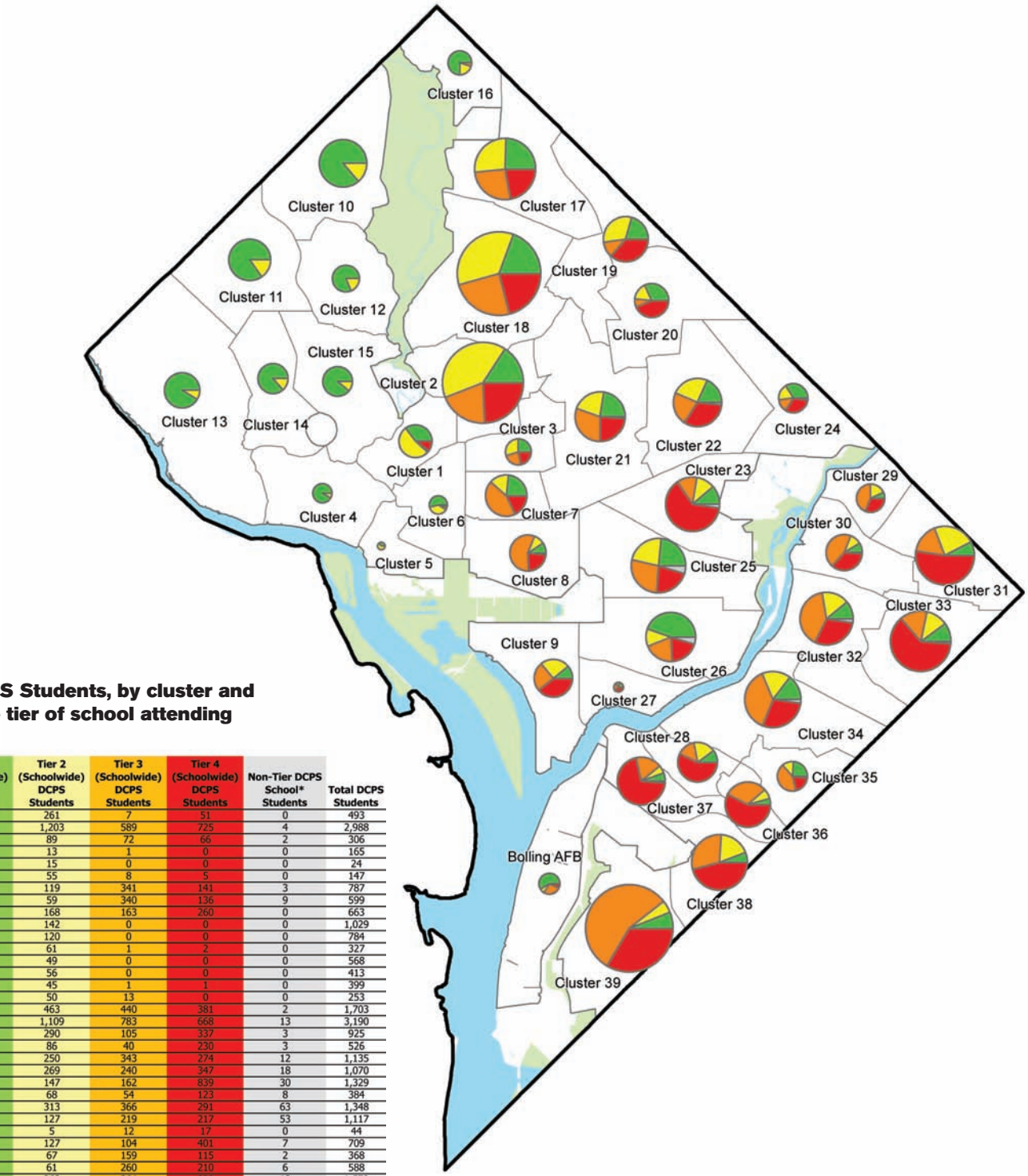


Table 6: DCPS Students, by cluster and performance tier of school attending

Cluster Number	Tier 1 (Schoolwide) DCPS Students	Tier 2 (Schoolwide) DCPS Students	Tier 3 (Schoolwide) DCPS Students	Tier 4 (Schoolwide) DCPS Students	Non-Tier DCPS School* Students	Total DCPS Students
Cluster 1	174	261	7	51	0	493
Cluster 2	467	1,203	589	725	4	2,988
Cluster 3	77	89	72	66	2	306
Cluster 4	151	13	1	0	0	165
Cluster 5	9	15	0	0	0	24
Cluster 6	79	55	8	5	0	147
Cluster 7	183	119	341	141	3	787
Cluster 8	55	59	340	136	9	599
Cluster 9	72	168	163	260	0	663
Cluster 10	887	142	0	0	0	1,029
Cluster 11	664	120	0	0	0	784
Cluster 12	263	61	1	2	0	327
Cluster 13	519	49	0	0	0	568
Cluster 14	357	56	0	0	0	413
Cluster 15	352	45	1	1	0	399
Cluster 16	190	50	13	0	0	253
Cluster 17	417	463	440	381	2	1,703
Cluster 18	617	1,109	783	668	13	3,190
Cluster 19	190	290	105	337	3	925
Cluster 20	167	86	40	230	3	526
Cluster 21	256	250	343	274	12	1,135
Cluster 22	196	269	240	347	18	1,070
Cluster 23	151	147	162	839	30	1,329
Cluster 24	131	68	54	123	8	384
Cluster 25	315	313	366	291	63	1,348
Cluster 26	501	127	219	217	53	1,117
Cluster 27	10	5	12	17	0	44
Cluster 28	70	127	104	401	7	709
Cluster 29	25	67	159	115	2	368
Cluster 30	51	61	260	210	6	588
Cluster 31	119	363	264	820	13	1,579
Cluster 32	140	212	510	382	32	1,276
Cluster 33	166	197	244	1,041	21	1,669
Cluster 34	210	239	545	417	29	1,440
Cluster 35	96	50	173	76	8	403
Cluster 36	39	66	288	532	8	933
Cluster 37	59	54	185	734	14	1,046
Cluster 38	83	259	425	655	11	1,433
Cluster 39	209	157	1,926	1,159	31	3,482
Bolling AFB	117	15	54	14	1	201

*Includes schools not included in tier analysis due to too few years of DC CAS testing data.

Map 8 Performance Tier of School Attended by Charter Students Living in Cluster

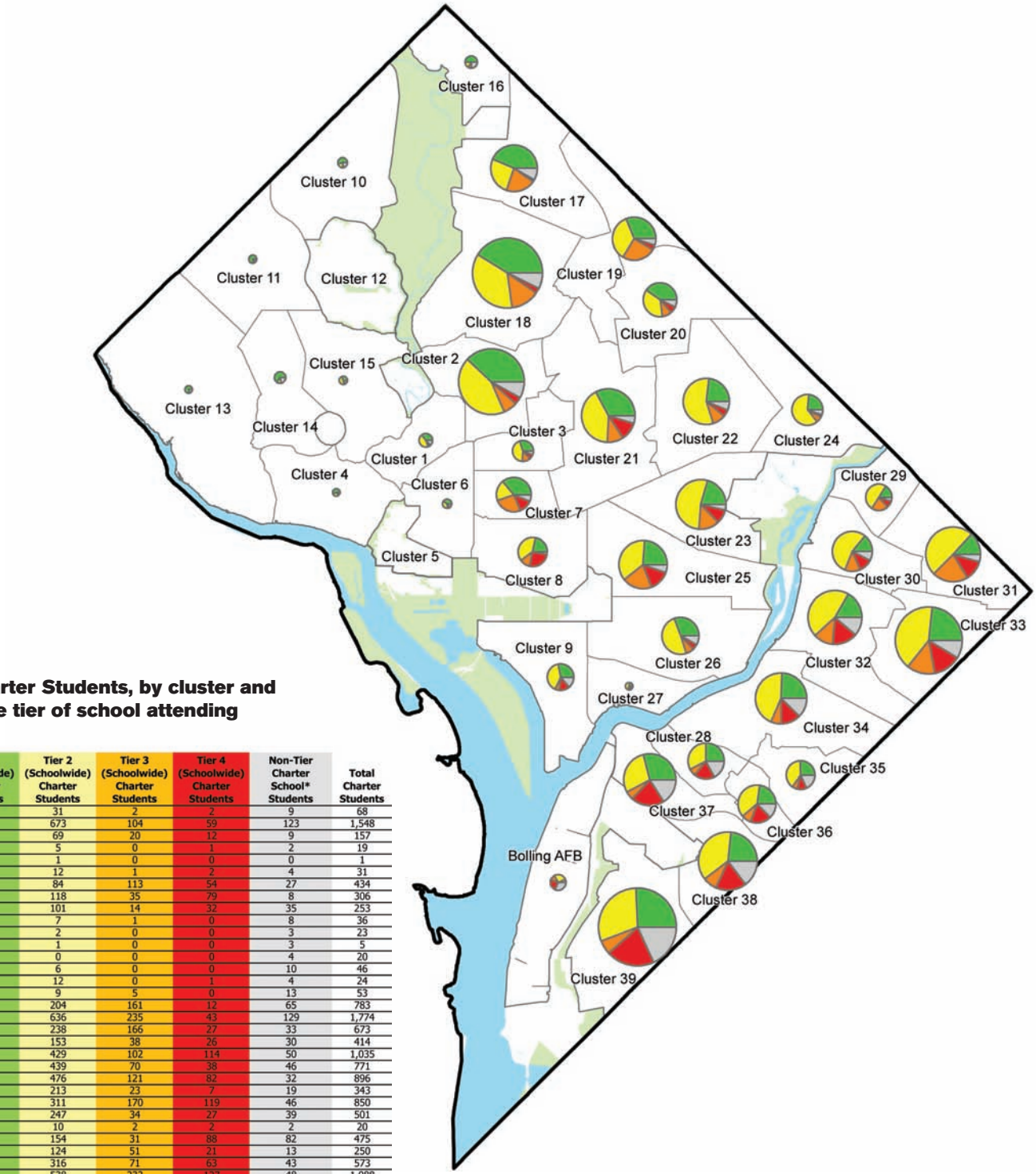


Table 7: Charter Students, by cluster and performance tier of school attending

Cluster Number	Tier 1 (Schoolwide) Charter Students	Tier 2 (Schoolwide) Charter Students	Tier 3 (Schoolwide) Charter Students	Tier 4 (Schoolwide) Charter Students	Non-Tier Charter School* Students	Total Charter Students
Cluster 1	24	31	2	2	9	68
Cluster 2	589	673	104	59	123	1,548
Cluster 3	47	69	20	12	9	157
Cluster 4	11	5	0	1	2	19
Cluster 5	0	1	0	0	0	1
Cluster 6	12	12	1	2	4	31
Cluster 7	156	84	113	54	27	434
Cluster 8	66	118	35	79	8	306
Cluster 9	71	101	14	32	35	253
Cluster 10	20	7	1	0	8	36
Cluster 11	18	2	0	0	3	23
Cluster 12	1	1	0	0	3	5
Cluster 13	16	0	0	0	4	20
Cluster 14	30	6	0	0	10	46
Cluster 15	7	12	0	1	4	24
Cluster 16	26	9	5	0	13	53
Cluster 17	341	204	161	12	65	783
Cluster 18	731	636	235	43	129	1,774
Cluster 19	209	238	166	27	33	673
Cluster 20	167	153	38	26	30	414
Cluster 21	340	429	102	114	50	1,035
Cluster 22	178	439	70	38	46	771
Cluster 23	185	476	121	82	32	896
Cluster 24	81	213	23	7	19	343
Cluster 25	204	311	170	119	46	850
Cluster 26	154	247	34	27	39	501
Cluster 27	4	10	2	2	2	20
Cluster 28	120	154	31	88	82	475
Cluster 29	41	124	51	21	13	250
Cluster 30	80	316	71	63	43	573
Cluster 31	143	538	232	127	48	1,088
Cluster 32	175	474	124	158	118	1,049
Cluster 33	381	661	223	219	140	1,624
Cluster 34	232	415	59	121	116	943
Cluster 35	77	119	18	33	55	302
Cluster 36	118	199	43	92	66	518
Cluster 37	284	281	53	204	157	979
Cluster 38	286	460	97	211	180	1,234
Cluster 39	563	661	129	442	399	2,194
Bolling AFB	6	25	10	22	29	92

*Includes schools not included in tier analysis due to too few years of DC CAS testing data.

Table 8: Utilization Rates by Grade Range and School Type

	School-Wide Tier	Grades K-5 Utilization	Grades 6-8 Utilization	Grades 9-12 Utilization	School-Wide Utilization
Charter	Tier 1	80%	80%	66%	77%
	Tier 2	76%	65%	84%	78%
	Tier 3	65%	55%	72%	74%
	Tier 4	59%	68%	94%	73%
	All Tiers	73%	68%	81%	76%
DCPS	Tier 1	121%	98%	90%	110%
	Tier 2	76%	49%	90%	72%
	Tier 3	69%	59%	70%	64%
	Tier 4	71%	74%	69%	64%
	All Tier	81%	66%	80%	75%
Top Ten Clusters (all schools)	Tier 1	75%	85%	69%	77%
	Tier 2	79%	56%	89%	75%
	Tier 3	77%	63%	76%	71%
	Tier 4	68%	71%	72%	65%
	All Tiers	74%	67%	75%	72%
District Average	All Tiers	78%	67%	80%	75%

Utilization

Utilization is the percent of a school's capacity currently being used by the school. For DCPS schools, utilization is calculated as enrollment divided by building design capacity. For charter schools, due to frequently inadequate or temporary facilities, utilization is calculated as enrollment divided by enrollment ceiling (established by PCSB in the school's charter). In interpreting each, the utilization rate for DCPS reflects building occupancy, while for charter schools it reflects program openings. District-wide, DCPS schools are operating at 75 percent of capacity and charter schools at 76 percent of capacity. In the Top Ten, the average utilization of schools is 72 percent. To contextualize these utilization rates, in other urban districts, 80 percent utilization is often used as the upper threshold for "adequate utilization." While schools can operate at 80 to 100 percent capacity, many districts find that building utilization above 80 percent generally hinders the flexibility needed for non-standard classroom use of spaces—such as libraries, computer rooms, specialty pullout programs and programs for special populations.

When performance is considered, the utilization rates defy a singular trend. Tier 1 DCPS schools have average utilization rates ranging from 90 percent (9-12) to 121 percent (K-5). Tier 1 charter high schools have a utilization rate of 66 percent, while Tier 4 charter high schools have a utilization rate of 94 percent. As the student commute analysis demonstrates, students have a tendency to attend schools close to their residence. In grades K-5 and 6-8, Tier 1 charter schools have an average utilization rate of 80 percent. The lowest utilization rates are Tier 2 DCPS schools with grades 6-8, at 49 percent; and Tier 3 DCPS schools with grades 6-8, at 59 percent. As a comparison, Tier 2 charter schools with grades 6-8 have an average utilization rate of 65 percent, the Tier 3 schools utilization rate drops to 55 percent but for Tier 4 it increases to 68 percent. The absence of a singular trend remains consistent within the Top Ten, across both DCPS and charter schools. With the exception of Tier 1 DCPS schools, which are predominately overcrowded, utilization rates do not correlate to or predict performance.

Grade Division Analysis

The Top Ten priority neighborhood clusters are the ten highest ranked clusters based on an average rank of the three grade divisions. The detailed analysis and data by grade division underlying the Top Ten Analysis is located in the Grade Division Analysis sub-sections. Calculating service gap for each grade division (K-5, 6-8 and 9-12) provides a more focused structure for setting investment priorities. Among DCPS neighborhood schools, DCPS specialty high schools and charter schools, the study found that Washington, DC has 20,490 seats in Tier 1 schools. These schools can enroll 34 percent of 60,248 students in grades K-12. The District needs an additional 39,758 Tier 1 seats. Sixty-eight percent of the need for Tier 1 seats is in the Top Ten priority neighborhood clusters highlighted in Map 1.

The following pages present a series of maps that summarize the service gap and commute analysis for each grade division. There are three pairs of maps, one for each of the three grade divisions (K-5, 6-8 and 9-12). In each pair, one map illustrates the service gap data and one map presents student commute patterns to Tier 1 schools. In the Service Gap Maps, please note that several neighborhood clusters have a zero percent service gap. Generally, these are neighborhoods with low student density. In most cases, a single high-performing school would close the service gap in these neighborhood clusters. In the Student Commute Pattern Maps, the K-5 and 6-8 maps illustrate the movement of students from high-priority neighborhood clusters to overcrowded schools in low-priority neighborhood clusters. The 9-12 Commute Map shows that specialty high schools draw students from throughout the district.

Map Reading Hints: The Service Gap map shows schools with their grade division tier by color and the type of school by shape against a background that reflects the service gap need of each neighborhood cluster, by grade level, from red to green. The table serves as both a legend for the map and a detailed presentation of the data underlying the map. While the service gap is the absolute number of additional performing seats needed and is used to rank neighborhoods, service level is the percent of students being served by the existing performing seats.

In the **Student Commute Patterns** maps, the pie charts are sized by the number of students attending each Tier 1 school, and each slice represents the rank of the neighborhood cluster and the number of students from each type of neighborhood cluster who commute to attend the Tier 1 school. The pie chart for DCPS schools has a solid black outline. The public charter schools have a dashed black outline. The background represents the grade division service gap rank of each neighborhood cluster, from red to green. The table names the Tier 1 schools, their utilization and the percent of students from the service gap rank.

Elementary Schools: kindergarten to fifth grade analysis. There are performing elementary schools throughout the city but more in the north than in the south, as illustrated in Maps 9 and 10. Overall, there are more Tier 1 DCPS schools than charter schools. Of the Tier 1 schools serving students in grades K-5, ten passed AYP thresholds (see the K-5 performance tiers in Appendix D). For grades K-5, the district-wide improvement slope was 2.4 percent in math and .95 percent in reading. They have improved from an average of 34 percent of students at grade level in 2007 to 41 percent in 2011 in math, but have only improved from 41 percent to 44 percent in reading. The district has closed underutilized and underperforming schools, including Shaed Educational Campus, which was included in the study.

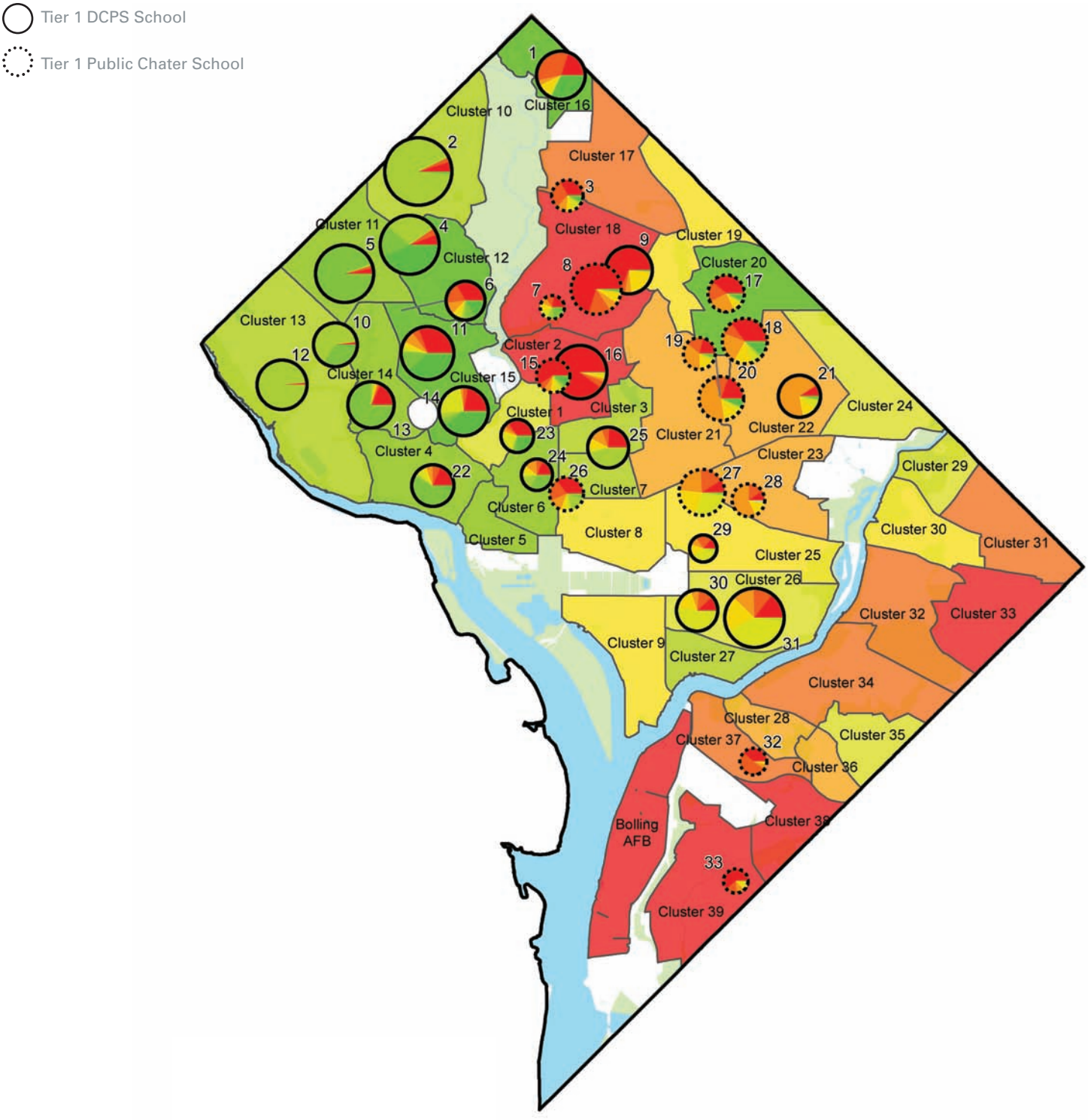
Table 9: Number of Schools in each Tier, based on K-5 performance analysis

	Tier 1	Tier 2	Tier 3	Tier 4
Charter	13	14	9	9
DCPS	20	17	23	23
Total	33	31	32	32

Table 10: Student Commute Patterns to Tier 1 Schools, Grades K-5 Analysis

Map Number	School Name	School Type	Schoolwide Utilization	Total K-5 Enrollment	K-5 Students From Clusters Ranked 1-5	K-5 Students From Clusters Ranked 6-10	K-5 Students From Clusters Ranked 11-15	K-5 Students From Clusters Ranked 16-20	K-5 Students From Clusters Ranked 21-25	K-5 Students From Clusters Ranked 26-30	K-5 Students From Clusters Ranked 31-35	K-5 Students From Clusters Ranked 36-39	K-5 Students From Out of District
1	Shepherd ES	DCPS	107%	314	19.7%	31.5%	5.4%	9.2%	3.8%	0.3%	0.6%	29.3%	0%
2	Lafayette ES	DCPS	139%	603	5.0%	3.2%	0.8%	0.7%	0.7%	87.2%	0.7%	1.8%	0%
3	LAMB PCS	Charter	100%	131	31.3%	29.8%	10.7%	7.6%	8.4%	3.8%	1.5%	6.9%	0%
4	Murch ES	DCPS	108%	461	6.5%	4.3%	0.9%	1.3%	1.5%	27.5%	17.1%	40.8%	0%
5	Janney ES	DCPS	91%	443	4.3%	2.0%	2.5%	1.1%	0.2%	1.6%	87.1%	1.1%	0%
6	Hearst ES	DCPS	134%	201	31.8%	19.4%	10.4%	6.0%	4.5%	3.5%	9.0%	14.9%	0.5%
7	Washington Latin PCS- Middle	Charter	70%	75	22.7%	12.0%	9.3%	12.0%	10.7%	10.7%	17.3%	5.3%	0%
8	Community Academy PCS- Amos I	Charter	39%	334	67.1%	14.7%	6.0%	8.7%	0.6%	0.6%	0.0%	2.1%	0.3%
9	Barnard ES	DCPS	84%	299	67.2%	4.0%	4.3%	21.4%	0.7%	1.0%	0.0%	1.3%	0%
10	Mann ES	DCPS	130%	254	3.5%	0.8%	0.0%	1.2%	0.0%	60.6%	31.9%	2.0%	0%
11	Eaton ES	DCPS	101%	374	28.9%	5.9%	7.8%	4.0%	3.5%	1.9%	12.3%	35.6%	0.3%
12	Key ES	DCPS	114%	327	2.8%	1.5%	1.2%	0.6%	0.3%	93.3%	0.3%	0.0%	0%
13	Stoddert ES	DCPS	108%	284	18.0%	2.5%	1.8%	2.8%	1.1%	2.1%	69.7%	2.1%	0%
14	Oyster-Adams EC- Oyster	DCPS	105%	322	21.1%	3.7%	2.5%	1.9%	23.0%	4.7%	6.2%	37.0%	0%
15	Capital City PCS- Lower	Charter	73%	149	58.4%	6.7%	6.7%	6.7%	4.7%	4.0%	3.4%	9.4%	0%
16	Tubman ES	DCPS	77%	384	86.2%	4.4%	2.3%	3.6%	1.0%	2.1%	0.0%	0.3%	0%
17	Potomac Lighthouse PCS	Charter	55%	178	37.6%	18.0%	23.6%	8.4%	3.4%	2.2%	0.0%	6.7%	0%
18	Elise Whitlow Stokes PCS	Charter	100%	270	34.8%	9.6%	21.5%	12.2%	8.9%	1.9%	0.4%	10.7%	0%
19	DC Prep- Edgewood Middle	Charter	98%	136	21.3%	16.9%	36.0%	15.4%	3.7%	2.9%	0.0%	3.7%	0%
20	DC Prep- Edgewood Elem	Charter	98%	260	19.6%	10.4%	46.2%	11.9%	5.0%	0.4%	0.0%	6.5%	0%
21	Langdon EC	DCPS	78%	235	8.1%	3.8%	64.7%	11.1%	8.9%	0.9%	0.0%	2.6%	0%
22	Hyde-Addison ES	DCPS	159%	233	18.0%	6.9%	5.2%	5.2%	7.3%	2.6%	50.6%	4.3%	0%
23	Oyster-Adams EC- Adams	DCPS	98%	146	33.6%	5.5%	4.8%	4.1%	20.5%	2.1%	4.8%	24.7%	0%
24	Ross ES	DCPS	102%	130	18.5%	7.7%	13.8%	8.5%	6.2%	13.8%	31.5%	0.0%	0%
25	Cleveland ES	DCPS	92%	224	22.8%	8.0%	12.5%	9.4%	3.6%	43.3%	0.4%	0.0%	0%
26	Community Academy PCS- Butler	Charter	39%	152	34.2%	21.1%	12.5%	5.9%	5.9%	15.1%	3.3%	2.0%	0%
27	Two Rivers PCS	Charter	60%	280	8.9%	16.1%	22.1%	22.9%	27.9%	0.7%	0.0%	1.4%	0%
28	Center City PCS- Trinidad	Charter	73%	143	9.8%	14.7%	55.2%	14.0%	4.2%	0.0%	0.0%	0.7%	1.4%
29	Stuart-Hobson MS	DCPS	93%	99	14.1%	20.2%	10.1%	15.2%	38.4%	1.0%	0.0%	1.0%	0%
30	Brent ES	DCPS	116%	226	12.8%	11.1%	7.1%	17.3%	49.6%	1.3%	0.0%	0.9%	0%
31	Watkins ES	DCPS	91%	469	14.3%	11.1%	11.5%	20.7%	40.5%	1.3%	0.0%	0.6%	0%
32	KIPP DC PCS-AIM	Charter	90%	96	38.5%	52.1%	6.3%	2.1%	1.0%	0.0%	0.0%	0.0%	0%
33	Achievement Prep PCS	Charter	77%	78	61.5%	15.4%	10.3%	7.7%	3.8%	1.3%	0.0%	0.0%	0%

Map 9 Student Commute Patterns to Tier 1 Schools, Grades K-5



Map 10 Service Gap, Grades K–5

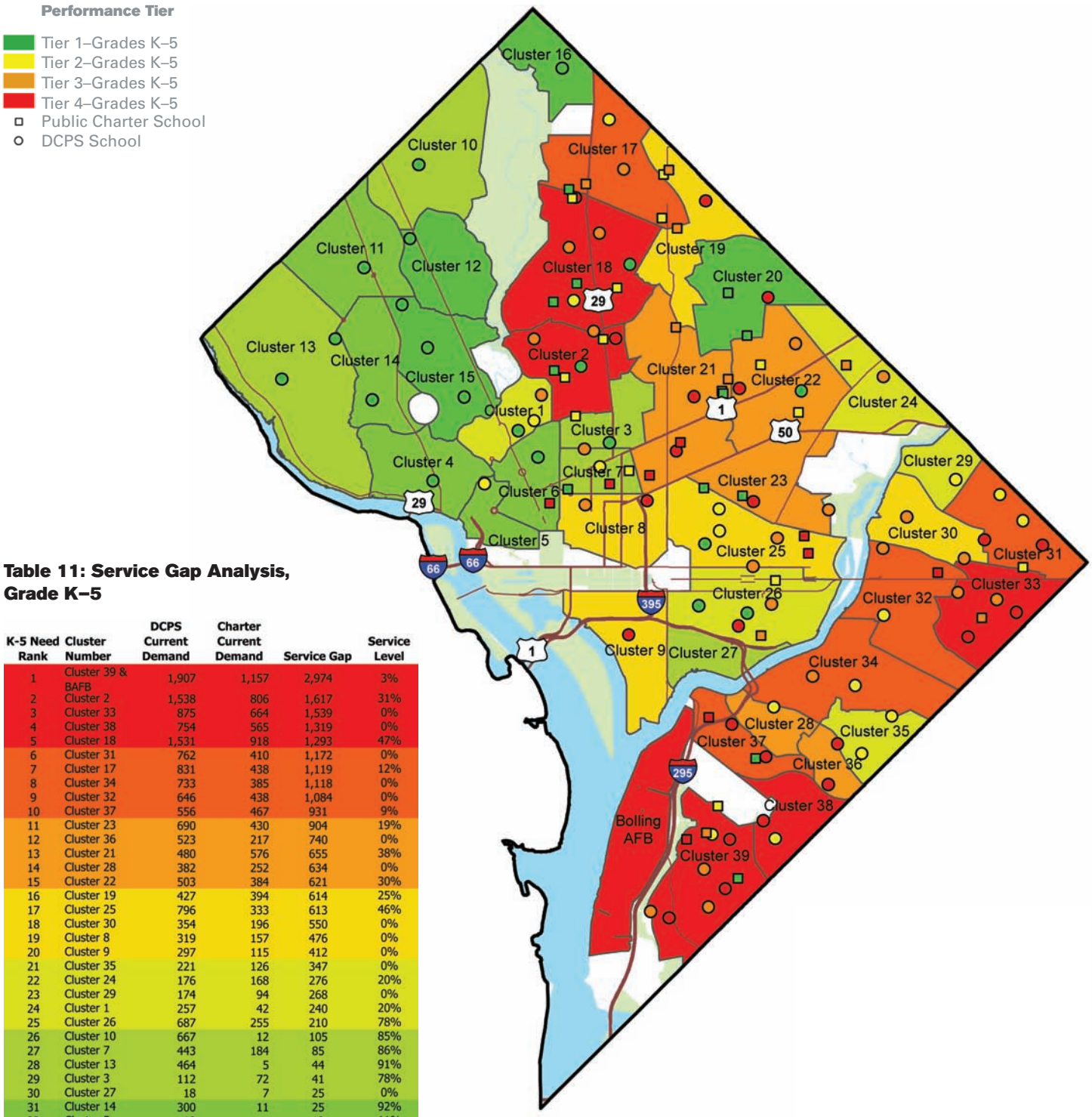


Table 11: Service Gap Analysis, Grade K–5

K-5 Need Rank	Cluster Number	DCPS Current Demand	Charter Current Demand	Service Gap	Service Level
1	Cluster 39 & BAFB	1,907	1,157	2,974	3%
2	Cluster 2	1,538	806	1,617	31%
3	Cluster 33	875	664	1,539	0%
4	Cluster 38	754	565	1,319	0%
5	Cluster 18	1,531	918	1,293	47%
6	Cluster 31	762	410	1,172	0%
7	Cluster 17	831	438	1,119	12%
8	Cluster 34	733	385	1,118	0%
9	Cluster 32	646	438	1,084	0%
10	Cluster 37	556	467	931	9%
11	Cluster 23	690	430	904	19%
12	Cluster 36	523	217	740	0%
13	Cluster 21	480	576	655	38%
14	Cluster 28	382	252	634	0%
15	Cluster 22	503	384	621	30%
16	Cluster 19	427	394	614	25%
17	Cluster 25	796	333	613	46%
18	Cluster 30	354	196	550	0%
19	Cluster 8	319	157	476	0%
20	Cluster 9	297	115	412	0%
21	Cluster 35	221	126	347	0%
22	Cluster 24	176	168	276	20%
23	Cluster 29	174	94	268	0%
24	Cluster 1	257	42	240	20%
25	Cluster 26	687	255	210	78%
26	Cluster 10	667	12	105	85%
27	Cluster 7	443	184	85	86%
28	Cluster 13	464	5	44	91%
29	Cluster 3	112	72	41	78%
30	Cluster 27	18	7	25	0%
31	Cluster 14	300	11	25	92%
32	Cluster 5	13	-	12	11%
33	Cluster 6	87	16	-6	106%
34	Cluster 11	508	10	-27	105%
35	Cluster 4	130	4	-71	153%
36	Cluster 12	210	2	-79	137%
37	Cluster 16	131	35	-117	170%
38	Cluster 20	217	204	-208	149%
39	Cluster 15	268	12	-390	239%
Districtwide Totals		**19,987**	**10,561**	**21,164**	

Middle Schools: sixth to eighth grade analysis. There are performing schools throughout the District serving grades 6-8, as illustrated in Maps 11 and 12. There are 16 Tier 1 charter schools serving grades 6-8 and four DCPS schools. Following the broader pattern, DCPS schools predominately provide performing seats in the northwest, and charter schools predominately provide performing seats in the northeast and southeast. Many neighborhoods, which might otherwise be high-priority neighborhood clusters because of significant service gaps in K-5 and 9-12, have benefited from charter schools with grades 6-8 with steep improvement slopes. The commute pattern shows that several Tier 1 charter schools draw students from lower need neighborhoods to higher priority neighborhood clusters—reversing the District trend of students from high-priority neighborhood clusters contributing to overcrowding in schools in low-priority neighborhood clusters. Of the Tier 1 schools serving students in grades 6-8, five passed AYP threshold (see the 6-8 performance tiers in Appendix E). For grades 6-8, the district-wide improvement slope was two percent in math and negative one percent (declining) in reading. In math, middle schools have improved from an average of 38 percent of students on grade level in 2007 to 50 percent in 2011. In reading, the percent of students testing at or above grade level has remained flat with 45 percent in 2007, a peak of 54 percent in 2009 and a decline to 46 percent in 2011.

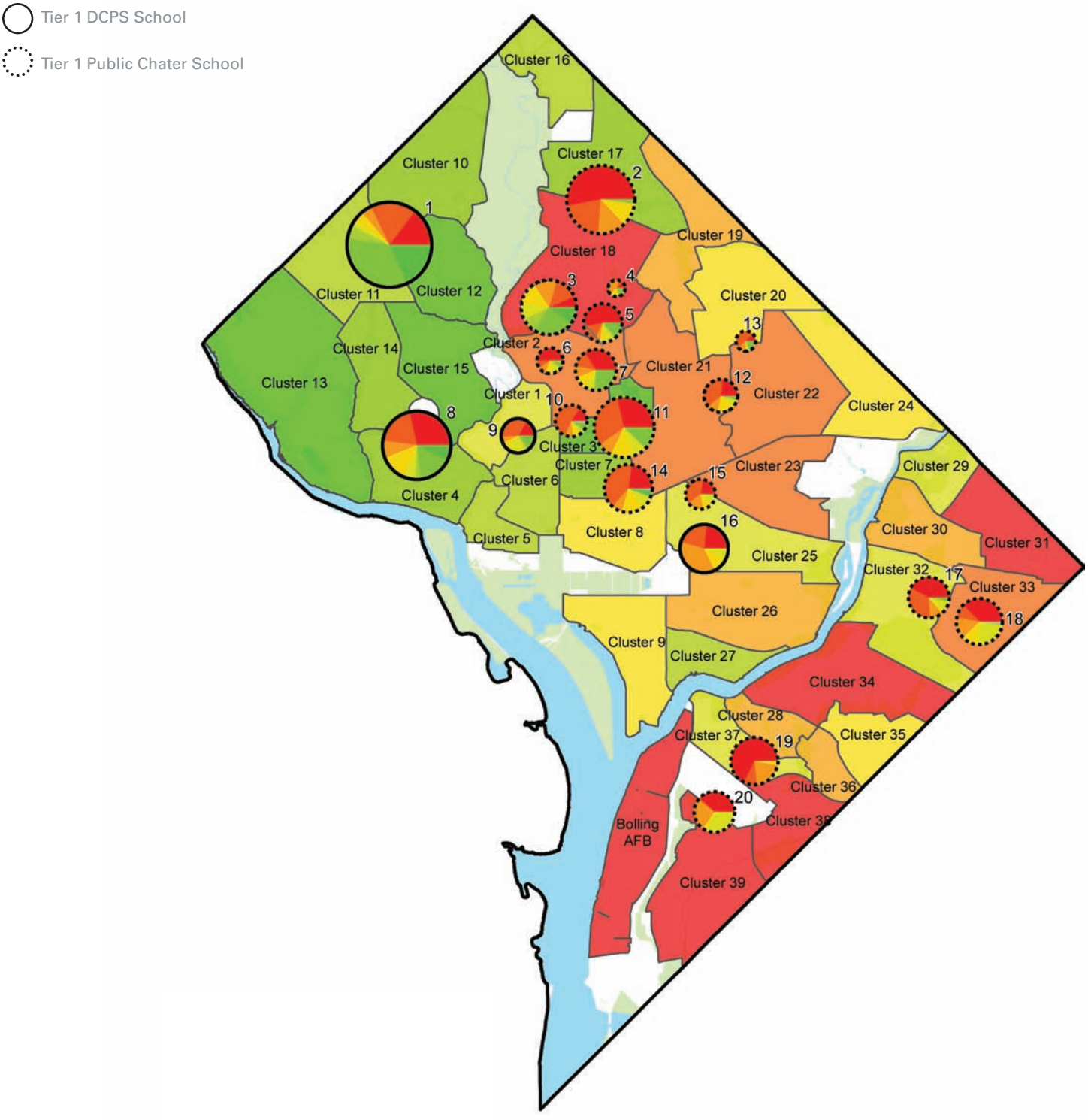
Table 12: Number of Schools in each Tier, based on 6-8 performance analysis

	Tier 1	Tier 2	Tier 3	Tier 4
Charter	16	11	7	7
DCPS	4	8	12	13
Total	20	19	19	20

Table 13: Student Commute Patterns to Tier 1 Schools, Grades 6–8 Analysis

Map Number	School Name	School Type	Schoolwide Utilization	Total 6-8 Enrollment	6-8 Students From Clusters Ranked 1-5	6-8 Students From Clusters Ranked 6-10	6-8 Students From Clusters Ranked 11-15	6-8 Students From Clusters Ranked 16-20	6-8 Students From Clusters Ranked 21-25	6-8 Students From Clusters Ranked 26-30	6-8 Students From Clusters Ranked 31-35	6-8 Students From Clusters Ranked 36-39	6-8 Students From Out of District
1	Deal MS	DCPS	92%	785	15.5%	16.6%	4.5%	4.3%	4.1%	5.6%	31.8%	17.1%	0.5%
2	Paul PCS	Charter	77%	370	50.0%	19.2%	13.5%	11.1%	2.7%	0.8%	1.9%	0.5%	0.3%
3	Washington Latin PCS- Middle	Charter	70%	240	6.3%	15.0%	13.8%	12.9%	10.4%	7.9%	23.8%	10.0%	0%
4	Center City PCS- Petworth	Charter	73%	23	13.0%	8.7%	39.1%	17.4%	0.0%	0.0%	21.7%	0.0%	0%
5	EL Haynes PCS- Georgia Ave	Charter	99%	119	51.3%	14.3%	5.9%	5.9%	7.6%	2.5%	10.1%	2.5%	0%
6	Capital City PCS- Upper	Charter	73%	52	50.0%	9.6%	9.6%	9.6%	11.5%	1.9%	7.7%	0.0%	0%
7	Cesar Chavez PCS- Bruce Prep	Charter	88%	135	34.1%	12.6%	8.9%	11.1%	6.7%	0.7%	24.4%	1.5%	0%
8	Hardy MS	DCPS	106%	510	27.1%	18.0%	8.8%	12.0%	7.1%	3.7%	15.3%	7.8%	0.2%
9	Oyster-Adams EC- Adams	DCPS	98%	126	16.7%	34.1%	5.6%	4.8%	20.6%	3.2%	11.1%	4.0%	0%
10	Meridian PCS	Charter	61%	83	15.7%	53.0%	8.4%	7.2%	4.8%	1.2%	7.2%	0.0%	2.4%
11	Howard University PCS	Charter	82%	289	28.0%	30.4%	8.7%	11.4%	8.7%	0.0%	12.1%	0.0%	0.7%
12	DC Prep-Edgewood Middle	Charter	98%	88	23.9%	37.5%	10.2%	15.9%	8.0%	1.1%	3.4%	0.0%	0%
13	Elsie Whitlow Stokes PCS	Charter	100%	31	12.9%	48.4%	12.9%	3.2%	3.2%	0.0%	16.1%	3.2%	0%
14	KIPP DC PCS- WILL	Charter	90%	186	22.0%	39.8%	8.1%	14.5%	8.6%	1.1%	1.6%	3.2%	1.1%
15	Two Rivers PCS	Charter	60%	73	21.9%	38.4%	17.8%	11.0%	9.6%	0.0%	0.0%	1.4%	0%
16	Stuart-Hobson MS	DCPS	93%	254	22.8%	21.3%	35.0%	9.1%	8.7%	0.4%	1.6%	0.8%	0.4%
17	SEED PCS	Charter	36%	135	40.7%	32.6%	11.1%	3.7%	8.1%	0.0%	1.5%	1.5%	0.7%
18	KIPP DC PCS- KEY	Charter	90%	172	37.2%	9.9%	15.1%	11.6%	23.3%	0.6%	1.2%	0.0%	1.2%
19	KIPP DC PCS- AIM	Charter	90%	177	66.1%	9.6%	19.8%	1.7%	2.3%	0.6%	0.0%	0.0%	0%
20	Friendship Tech Prep PCS	Charter	84%	132	36.4%	1.5%	24.2%	5.3%	31.1%	0.8%	0.8%	0.0%	0%

Map 11: Student Commute Pattern to Tier 1 Schools, Grades 6–8



Map 12 Service Gap, Grades 6–8

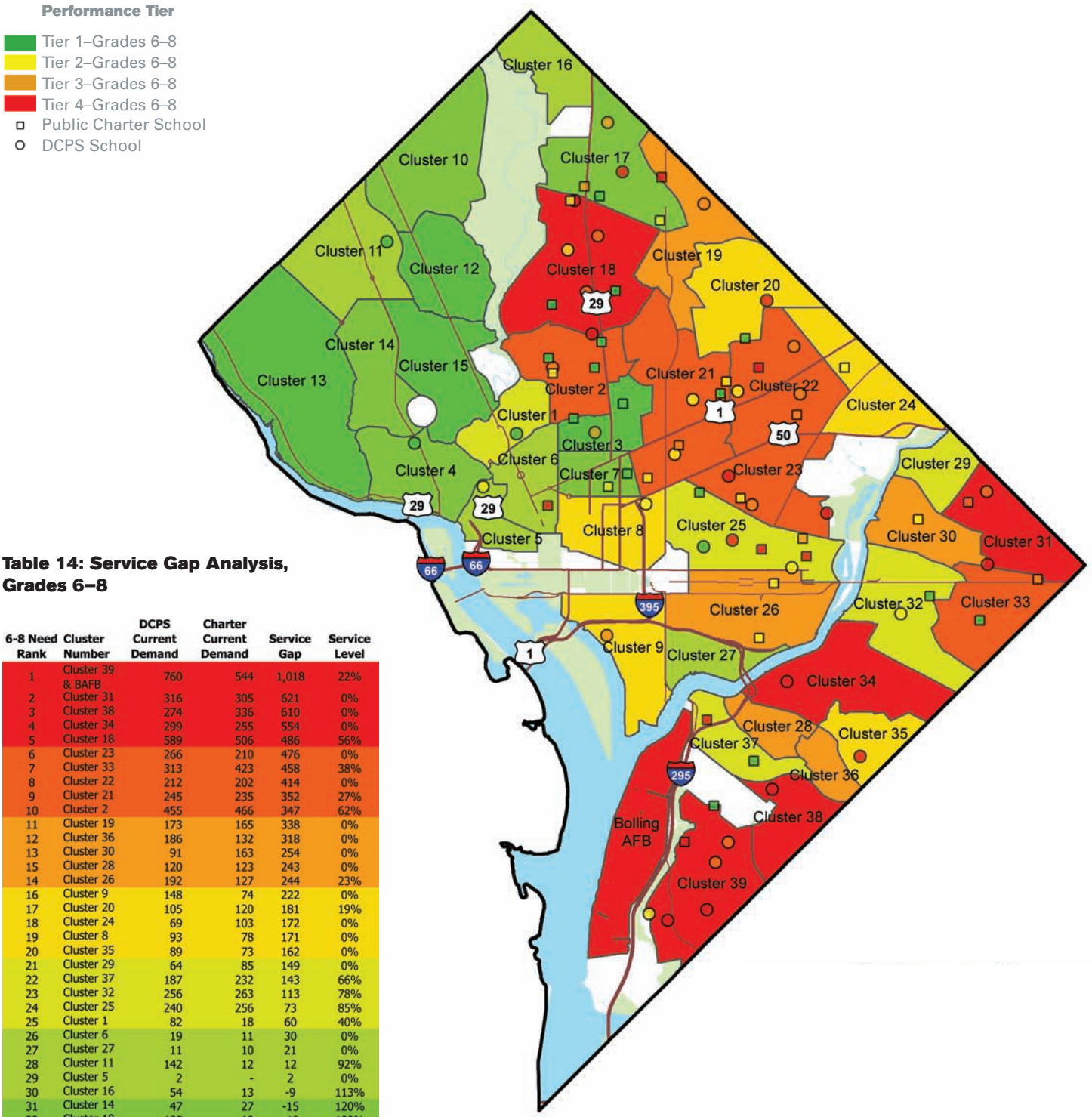


Table 14: Service Gap Analysis, Grades 6–8

6-8 Need Rank	Cluster Number	DCPS Current Demand	Charter Current Demand	Service Gap	Service Level
1	Cluster 39 & BAFB	760	544	1,018	22%
2	Cluster 31	316	305	621	0%
3	Cluster 38	274	336	610	0%
4	Cluster 34	299	255	554	0%
5	Cluster 18	589	506	486	56%
6	Cluster 23	266	210	476	0%
7	Cluster 33	313	423	458	38%
8	Cluster 22	212	202	414	0%
9	Cluster 21	245	235	352	27%
10	Cluster 2	455	466	347	62%
11	Cluster 19	173	165	338	0%
12	Cluster 36	186	132	318	0%
13	Cluster 30	91	163	254	0%
15	Cluster 28	120	123	243	0%
14	Cluster 26	192	127	244	23%
16	Cluster 9	148	74	222	0%
17	Cluster 20	105	120	181	19%
18	Cluster 24	69	103	172	0%
19	Cluster 8	93	78	171	0%
20	Cluster 35	89	73	162	0%
21	Cluster 29	64	85	149	0%
22	Cluster 37	187	232	143	66%
23	Cluster 32	256	263	113	78%
24	Cluster 25	240	256	73	85%
25	Cluster 1	82	18	60	40%
26	Cluster 6	19	11	30	0%
27	Cluster 27	11	10	21	0%
28	Cluster 11	142	12	12	92%
29	Cluster 5	2	-	2	0%
30	Cluster 16	54	13	-9	113%
31	Cluster 14	47	27	-15	120%
32	Cluster 10	185	19	-19	109%
33	Cluster 7	89	159	-26	111%
34	Cluster 17	308	214	-27	105%
35	Cluster 4	16	11	-93	443%
36	Cluster 12	62	1	-101	261%
37	Cluster 15	74	7	-235	391%
38	Cluster 13	49	12	-246	502%
39	Cluster 3	68	47	-478	516%
Districtwide Totals		**6,950**	**6,037**	**6,997**	

High Schools: ninth to twelfth grade analysis. There are performing high schools throughout the district. One neighborhood school, three charter schools and five DCPS specialty high schools contribute performing seats in the District. The only neighborhood high school that falls in the top quartile is Wilson High School, located in the northwest. Of the eight Tier 1 high schools, four passed AYP (see the 9-12 performance tiers in Appendix F). Of all the grade divisions, high schools have the lowest percent of students performing at grade level, but the highest rate of improvement over the past five years. The district-wide improvement slope for students in grade 10 was three percent in both math and reading.

In math, high schools have improved from an average of 32 percent of students on grade level in 2007 to 44 percent in 2011. In reading, high schools have improved from 36 percent to 48 percent.

Table 15: Number of Schools in each Tier, based on 9–12 performance analysis

	Tier 1	Tier 2	Tier 3	Tier 4
Charter	3	6	3	3
DCPS	5	1	5	5
Total	8	7	8	8

Table 16: Student Commute Patterns to Tier 1 Schools, Grades 9–12 Analysis

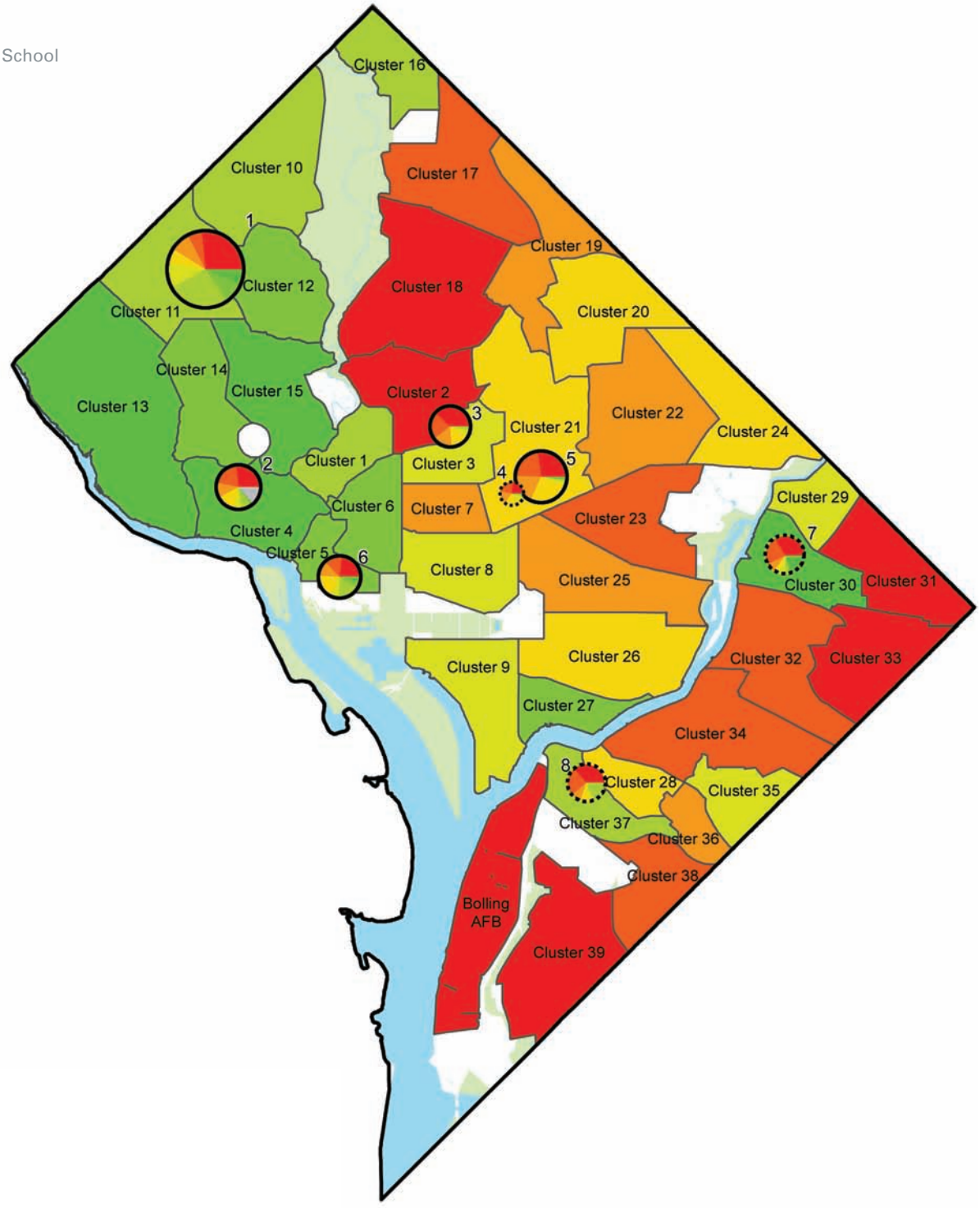
Map Number	School Name	School Type	Schoolwide Utilization	Total 9-12 Enrollment	9-12 Students From Clusters Ranked 1-5	9-12 Students From Clusters Ranked 6-10	9-12 Students From Clusters Ranked 11-15	9-12 Students From Clusters Ranked 16-20	9-12 Students From Clusters Ranked 21-25	9-12 Students From Clusters Ranked 26-30	9-12 Students From Clusters Ranked 31-35	9-12 Students From Clusters Ranked 36-39	9-12 Students From Out of District
1	Woodrow Wilson HS	DCPS	98%	1,513	26.2%	7.1%	8.0%	6.6%	12.5%	24.3%	8.5%	6.8%	0.1%
2	Ellington School of the Arts	DCPS	102%	507	26.2%	19.5%	11.6%	13.0%	6.3%	6.3%	2.0%	2.2%	12.8%
3	Benjamin Banneker SHS	DCPS	69%	427	37.2%	21.3%	15.2%	15.2%	6.8%	3.0%	0.2%	0.9%	0.0%
4	Perry Street Prep PCS (formerly Hyde Leadership PCS)*	Charter	71%	287	22.6%	22.6%	18.1%	24.4%	8.0%	1.7%	0.3%	1.4%	0.7%
5	McKinley Technology HS	DCPS	86%	689	26.3%	21.5%	18.7%	25.1%	4.1%	2.2%	0.3%	1.6%	0.3%
6	School Without Walls HS	DCPS	106%	456	22.4%	15.1%	11.6%	18.4%	6.1%	15.8%	5.9%	4.6%	0.0%
7	Cesar Chavez PCS- Parkside	Charter	88%	408	34.1%	23.0%	7.4%	3.9%	8.1%	4.2%	0.0%	19.4%	0.0%
8	Thurgood Marshall Academy PCS	Charter	92%	388	34.5%	24.0%	9.8%	8.2%	4.4%	17.8%	0.0%	1.3%	0.0%

*2010-2011 location. School moved to Cluster 22 for 2011-2012 school year.

Map 13 Student Commute Pattern to Tier 1 Schools, Grades 9–12

Tier 1 DCPS School

Tier 1 Public Chater School



Map 14 Service Gap, Grades 9–12

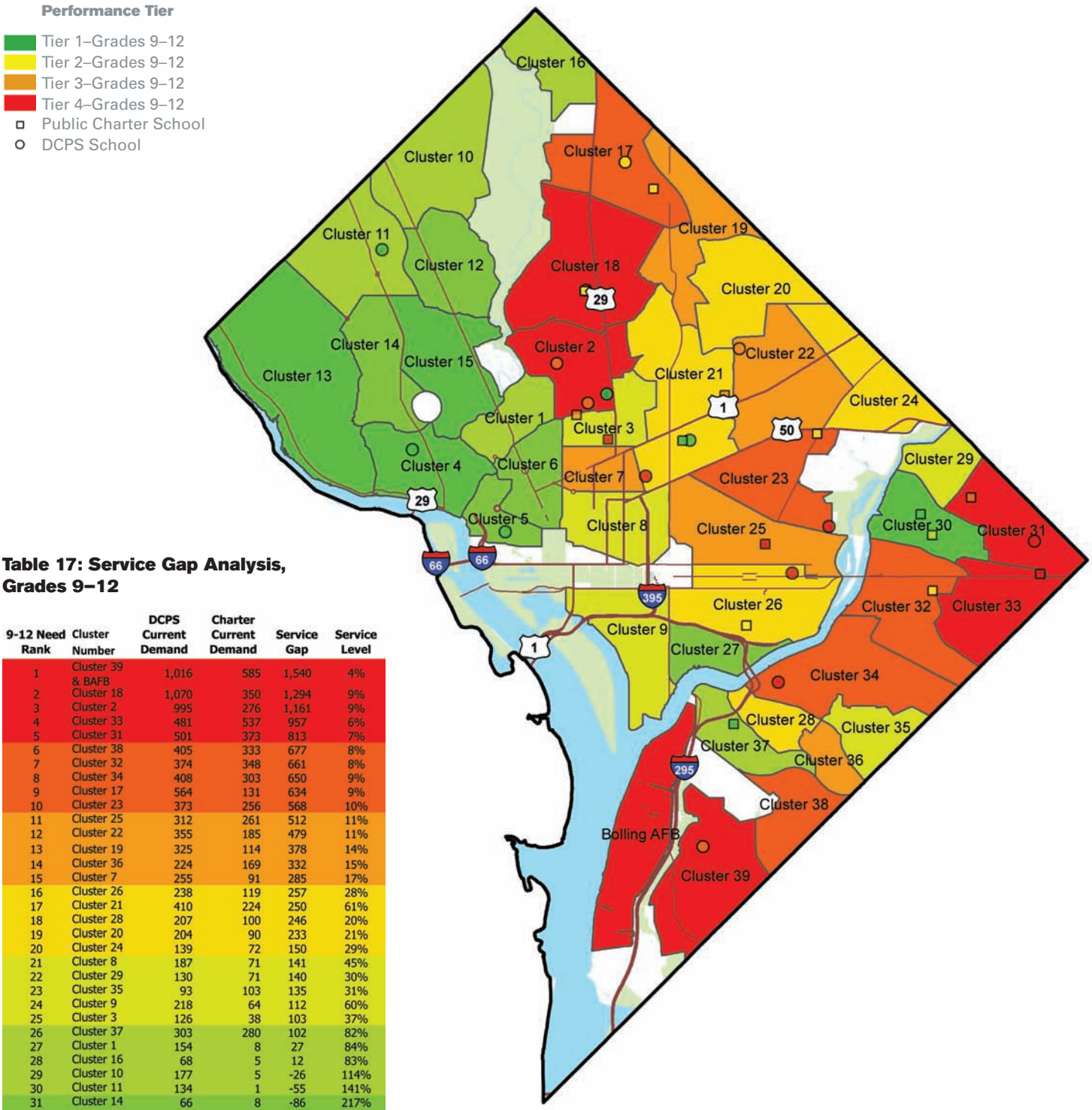


Table 17: Service Gap Analysis, Grades 9–12

9-12 Need Rank	Cluster Number	DCPS Current Demand	Charter Current Demand	Service Gap	Service Level
1	Cluster 39 & BAFB	1,016	585	1,540	4%
2	Cluster 18	1,070	350	1,294	9%
3	Cluster 2	995	276	1,161	9%
4	Cluster 33	481	537	957	6%
5	Cluster 31	501	373	813	7%
6	Cluster 38	405	333	677	8%
7	Cluster 32	374	348	661	8%
8	Cluster 34	408	303	650	9%
9	Cluster 17	564	131	634	9%
10	Cluster 23	373	256	568	10%
11	Cluster 25	312	261	512	11%
12	Cluster 22	355	185	479	11%
13	Cluster 19	325	114	378	14%
14	Cluster 36	224	169	332	15%
15	Cluster 7	255	91	285	17%
16	Cluster 26	238	119	257	28%
17	Cluster 21	410	224	250	61%
18	Cluster 28	207	100	246	20%
19	Cluster 20	204	90	233	21%
20	Cluster 24	139	72	150	29%
21	Cluster 8	187	71	141	45%
22	Cluster 29	130	71	140	30%
23	Cluster 35	93	103	135	31%
24	Cluster 9	218	64	112	60%
25	Cluster 3	126	38	103	37%
26	Cluster 37	303	280	102	82%
27	Cluster 1	154	8	27	84%
28	Cluster 16	68	5	12	83%
29	Cluster 10	177	5	-26	114%
30	Cluster 11	134	1	-55	141%
31	Cluster 14	66	8	-86	217%
32	Cluster 27	15	3	-90	601%
33	Cluster 6	41	4	-94	309%
34	Cluster 12	55	2	-110	293%
35	Cluster 5	9	1	-113	1225%
36	Cluster 15	57	5	-123	299%
37	Cluster 4	19	4	-148	743%
38	Cluster 30	143	214	-166	147%
39	Cluster 13	55	3	-249	530%
Districtwide Totals		10,906	5,807	11,597	

Findings and Recommendations

Findings

While students have the option to attend a school outside their neighborhood, as evidenced by the many full or overcrowded Tier 1 schools in low-priority neighborhoods (see Tables 13, 15 and 17), two-thirds of students attend a school close to home. In staying close to home, only 15 percent of charter school students and 13 percent of DCPS students attend a Tier 1 school. While there are performing schools throughout the District and in each neighborhood, regardless of the demographics of the community, they are not evenly distributed: most Tier 1 schools are in the northwest and central areas of the city.

The District has increased the percent of students that test at or above grade level on the DC-CAS. With the exception of 6-8 grade reading scores, improvement has occurred in reading and math in all grade divisions. Most of the district-wide improvement is in Tier 1 and Tier 2 schools, while Tier 3 and Tier 4 schools depress the district-wide improvement slope. Tier 2 schools are near performing and have the second highest potential performing capacity, with 10,484 seats, so they represent a significant opportunity to accelerate the District average with a relatively small investment. Tier 4 schools possess the most building capacity, with 17,005 seats, so they have the potential to accelerate district-wide performance significantly with successful turnarounds. A detailed examination of the improvement slopes for reading and math, for each grade division, by neighborhood cluster (appendix A) demonstrates that geography and demography do not influence performance trajectories as much as individual schools that accelerate performance.

To serve all 60,248 students in the DCPS and charter schools, the system needs 39,758 performing seats: 21,164 seats for kindergarten through fifth grade; 6,997 for sixth through eighth grades; and 11,597 for ninth through twelfth grades. Sixty-eight percent of the need for these performing seats is located in ten neighborhood clusters, the Top Ten. As Table 18 shows, in the Top Ten, only 25 percent of 6-8 grade students have a performing seat, resulting in a need for 5,302 grades 6-8 performing seats. In the Top Ten, 16 percent of students in grades K-5 and eight percent of students in grades 9-12 have performing seats. The lack of performing capacity in the Top Ten results in a need for 13,297 performing K-5 seats and 8,471 performing 9-12 seats.

The Top Ten priority neighborhood clusters, in rank order, are:

1. Congress Heights, Bellevue & Washington Highlands + Bolling Air Force Base (Cluster 39 + Bolling AFB)
2. Brightwood Park, Crestwood & Petworth (Cluster 18)
3. Deanwood, Burrville, Grant Park, Lincoln Heights & Fairmont Heights (Cluster 31)
4. Douglas & Shipley Terrace (Cluster 38)
5. Capitol View, Marshall Heights & Benning Heights (Cluster 33)
6. Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View (Cluster 2)
7. Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park & Fort Dupont (Cluster 34)
8. Ivy City, Arboretum, Trinidad & Carver Langston (Cluster 23)
9. Brookland, Brentwood & Langdon (Cluster 22)
10. Woodland/Fort Stanton, Garfield Heights & Knox Hill (Cluster 36)

While there are schools with less than 40 percent utilization, others have more than 100 percent utilization. The district-wide utilization averages however are at or near an "adequate utilization" level. Increasing performing capacity emerges as the priority over increasing or decreasing capacity. More performing seats in the Top Ten will shift commute patterns, and increase the number of students enrolled in the currently under-subscribed schools. Accordingly, providing more Tier 1 schools in the Top Ten will decrease overcrowding in Tier 1 schools elsewhere. The student commute patterns and the high concentration of need in ten neighborhood clusters add urgency to the geographic focus of the recommendations presented below.

Methodology in Action: How to Read Grade Division Maps alongside Top Ten Map. The Top Ten are identified by averaging the rank of each of the three grade division ranks. For example, Cluster 22 is ranked nine in the Top Ten. In the K-5 rank, Cluster 22 is ranked 13. As is evident by this example, 12 neighborhood clusters have greater need for performing K-5 seats. In the 6-8 grade division, Cluster 22 is ranked eight and, in the 9-12 grade division, it is ranked 12. The final rank is an average of these grade division ranks, re-ranked against the average of all the neighborhood clusters. As Table 18 shows, in targeting neighborhood Cluster 22 as a reform priority, four percent of the district-wide need for K-12 performing seats (last column) will be addressed. While one could develop a strategic reform plan that focused on the Top Ten neighborhoods for each of the grade divisions, as opposed to the overall Top Ten, it is most efficient and effective to focus time and resources on the identified Top Ten.

Map 15 Top Ten Clusters In Need of Performing Seats

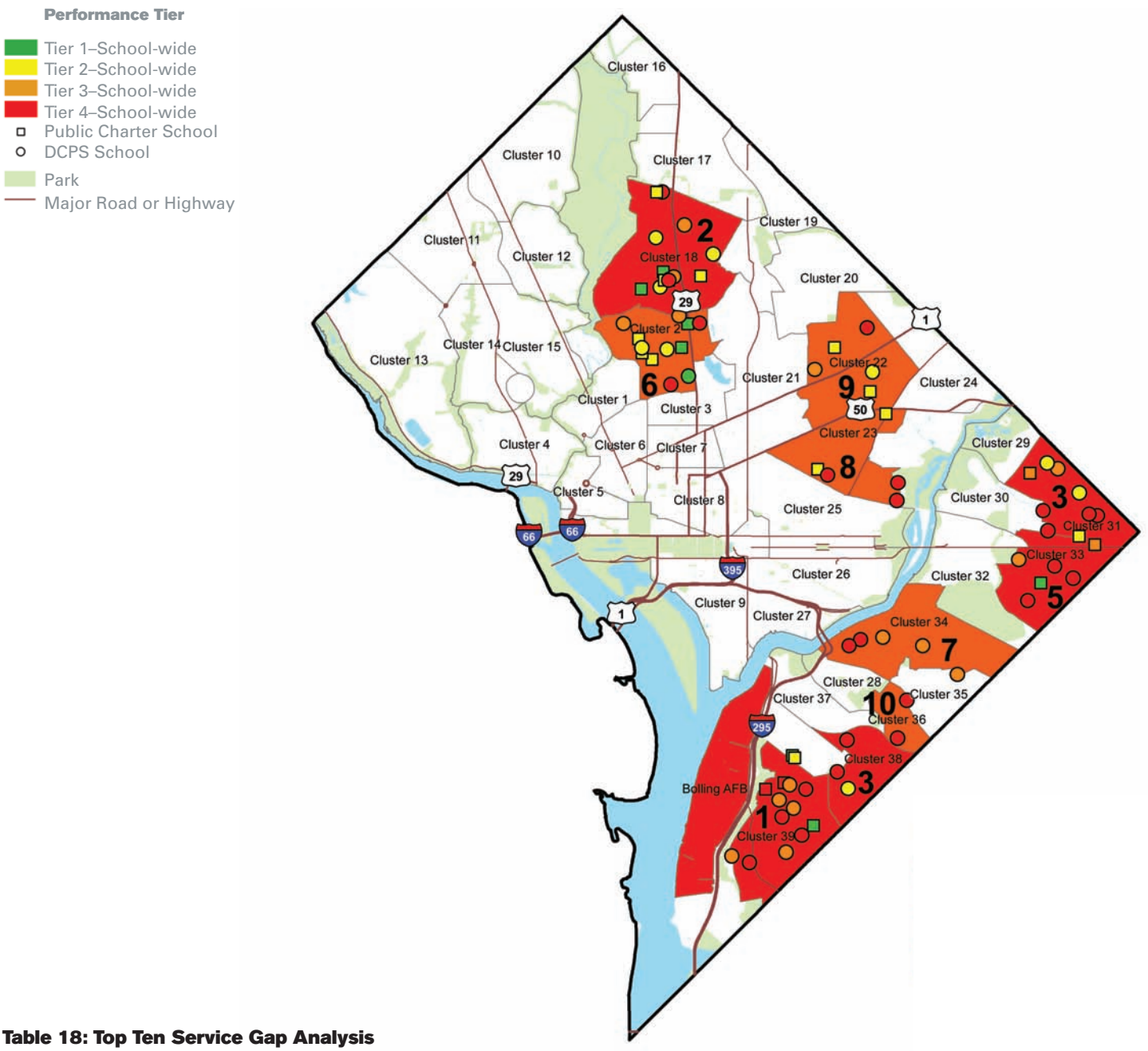


Table 18: Top Ten Service Gap Analysis

		K-5				6-8				9-12				K-12			
Overall Need Rank	Cluster Number	Current Demand	Service Level	Service Gap	% of Districtwide Service Gap	Current Demand	Service Level	Service Gap	% of Districtwide Service Gap	Current Demand	Service Level	Service Gap	% of Districtwide Service Gap	Current Demand	Service Level	Service Gap	% of Districtwide Service Gap
1	Cluster 39 & BAFB	3,064	3%	2,974	14%	1,304	22%	1,018	15%	1,601	4%	1,540	13%	5,969	7%	5,532	14%
2	Cluster 18	2,449	47%	1,293	6%	1,095	56%	486	7%	1,420	9%	1,294	11%	4,964	38%	3,073	8%
3	Cluster 31	1,172	0%	1,172	6%	621	0%	621	9%	874	7%	813	7%	2,667	2%	2,606	7%
3	Cluster 38	1,319	0%	1,319	6%	610	0%	610	9%	738	8%	677	6%	2,667	2%	2,606	7%
5	Cluster 33	1,539	0%	1,539	7%	736	38%	458	7%	1,018	6%	957	8%	3,293	10%	2,954	7%
6	Cluster 2	2,344	31%	1,617	8%	921	62%	347	5%	1,271	9%	1,161	10%	4,536	31%	3,125	8%
7	Cluster 34	1,118	0%	1,118	5%	554	0%	554	8%	711	9%	650	6%	2,383	3%	2,322	6%
8	Cluster 23	1,120	19%	904	4%	476	0%	476	7%	629	10%	568	5%	2,225	12%	1,948	5%
9	Cluster 22	887	30%	621	3%	414	0%	414	6%	540	11%	479	4%	1,841	18%	1,514	4%
10	Cluster 36	740	0%	740	3%	318	0%	318	5%	393	15%	332	3%	1,451	4%	1,390	3%
Top 10 Clusters		**15,752**	**16%**	**13,297**	**63%**	**7,049**	**25%**	**5,302**	**76%**	**9,195**	**8%**	**8,471**	**73%**	**31,996**	**15%**	**27,070**	**68%**
Districtwide		**30,548**	**31%**	**21,164**	**100%**	**12,987**	**46%**	**6,997**	**100%**	**16,713**	**31%**	**11,597**	**100%**	**60,248**	**34%**	**39,758**	**100%**

Recommendations

To accelerate performance in the District, add 27,070 performing seats in the Top Ten priority neighborhood clusters by 2016. Closing the service gap necessitates a coordinated effort between the District of Columbia Public and Schools (DCPS) and the Public Charter School Board (PCSB) as well as a focused implementation strategy. IFF recommends the development of cluster specific strategic plans. To develop each strategic plan, consult the detailed analysis for each of the Top Ten clusters in the *Profiles* section, immediately following this section. Because of the distinct characteristics of each neighborhood, each Top Ten cluster will have a separate strategy that accounts for local variation. Accompanying each cluster profile are tables, charts and maps that can be compared to the Top Ten maps and tables, and to *Grade Division Analysis* to further analyze the needs and opportunities in each cluster. To determine the scope of work, establish the service gap for each neighborhood by grade division, located in the table for the Top Ten map and in the *Grade Division Analysis* section, and compare it to the current total capacity of all existing Tier 2-4 schools (listed in the *Profiles* section). This will reveal whether the current neighborhood portfolio of facilities could provide sufficient or excess capacity to meet local demand—if all current schools became Tier 1 performers. To target buildings for capital investments, evaluate the condition of each building, estimate the cost of renovation and assess the feasibility of modernizing the building. If the cost of renovation is less than 25 percent of replacement, renovation is warranted. If the renovation cost is more than 50 percent of replacement, the building should be rebuilt or re-assigned. If renovation is 25 percent to 50 percent of replacement costs, the cost, age and historic value of the building should be weighed to decide whether to renovate, rebuild or close the building.

Concurrently, identify the tier of each school and of each grade division within each school and, in light of the recommendations below, assess the cost effectiveness of investing in academic programs, professional development and/or turnarounds. As established in the *Utilization* section, utilization rate does not correlate with performance, except in Tier 1 DCPS schools. Transforming a school in an underutilized building, in serviceable to good condition, into a Tier 1 school will increase the utilization rate. Conversely, schools in underutilized buildings in poor condition and Tier 4 performance rarely warrant investment. Based on a cost/benefit analysis, facilities can be permanently closed or offered to a high performing charter school operator through a targeted request for proposal. Finally, in developing each strategic plan, consider the demographic trends of the neighborhoods to avoid oversupplying the cluster in the long-term.

Following are the recommended strategies for focused implementation, in the order of priority:

1. Invest in facilities and programs to accelerate performance in Tier 2 schools.

Within the Top Ten, focus on accelerating the performance of Tier 2 schools—especially in Clusters 2, 18, 22 and 31 that have high concentrations of Tier 2 schools. Focusing on Tier 2 schools can transform 8,637 seats into performing seats. Moreover, several of the neighborhoods dominated by Tier 2 schools are undergoing a demographic shift accompanied by a decline in demand for public schools. The ensuing change in demand for public schools suggests that focusing on improving Tier 2 schools to increase performing capacity, as opposed to authorizing new charter schools or turnarounds for Tier 4 schools, will be a more sustainable long term strategy. The lower average utilization rates in Tier 2 schools, as discussed in the *Utilization* section, indicates the opportunity these schools provide if their performance is accelerated and their seats are filled.

To identify how to accelerate performance, establish an external and internal evaluation process to identify the strengths and weakness of the school. Instructional programs, social services, teacher quality and school leadership all warrant attention, along with acknowledgement of each school's strengths. Concurrently, evaluate the grade division tiers of the school to ascertain whether performance needs to be accelerated school-wide or in a particular grade division. Potential solutions might include extending learning time, reforming academic programs, professional development for teachers or school leadership effectiveness coaching. In implementing the plan, provide operational flexibility and sustained support.

Accelerating performance in Tier 2 schools in Top Ten clusters, especially Clusters 2 and 18, will relieve overcrowding elsewhere; currently up to 50 percent of the students in the most overcrowded Tier 1 schools in the northwest and central parts of the city commute from priority neighborhoods, as their parents seek a better education for their children. Providing local options for students in the northeast will shift current commute patterns.

2. Close or turnaround Tier 4 DCPS schools. Close Tier 4 charter schools.

Within the Top Ten, close all Tier 4 charter schools or negotiate a transfer of the charter to a Tier 1 charter school operator. Undertake a cost/benefit analysis to determine whether to turnaround or close Tier 4 DCPS schools. Evaluate the condition of each building,

estimate the cost of renovation and assess the feasibility of modernizing or rebuilding the facility. Then, evaluate the location of the building in the context of trends documented in this report, the current grade configuration of the school and the service gap of each grade division for alignment with the needs of the neighborhood. Based on this needs assessment and on resource constraints, select a realistic number of DCPS schools for turnaround. DCPS recently renovated and restructured Eastern High school and rebuilt Woodson High School. Higher performance is anticipated for both these Tier 4 schools.

Four clusters east of the Anacostia River (Clusters 31, 33, 34 and 39) have a high concentration of Tier 3 and Tier 4 schools. These four clusters also constitute 37 percent of the need in the District. Turning around so many schools in a concentrated geography will require extensive planning, strategy, management, community engagement and focused implementation. Moreover, the existing capacity must be transformed into performing capacity, as most of it is needed to serve the high density of school-age children residing in these neighborhoods. Solving the education service gap in these neighborhoods will require a sustained and coordinated effort between DCPS and PCSB.

Turnarounds and renovations are expensive. Closing the service gap in neighborhoods dominated by Tier 3 and Tier 4 schools—such as Clusters 33, 34, 38 and 39, which have combined service gaps of 13,414 seats—will require the knowledge and expertise of both DCPS and PCSB. If the cost/benefit analysis reveals that renovation is prohibitively expensive or an alternative DCPS school is a better investment, the school should be closed. Tier 4 schools in the Top Ten clusters currently have total building capacity for 17,050 students. In priority clusters, this existing capacity needs to be transformed into performing capacity—even as some schools are closed. To retain building capacity, coordinate the closure of DCPS schools with PCSB. As necessary, authorize a charter school within the same building or in the immediate vicinity before school closure. With cooperation and coordination between DCPS and PCSB, PCSB can use the buildings as incentives to recruit the highest performing charter school operators into the Top Ten priority neighborhood clusters.

Accordingly, PCSB can issue geographic and grade specific requests for charter school proposals that align with specific Top Ten service needs, especially in Clusters 33, 34, 36, 38 and 39. Likewise, IFF recommends that PCBS actively recruit the highest performing charter school operators and ask them to replicate their performing school model in the Top Ten.

3. Fill seats in Tier 1 schools. Sustain the performing capacity of Tier 1 schools.

Within the Top Ten, fill every performing seat as a high priority. Remove barriers that limit the growth and continued high performance of Tier 1 schools. Modernize and stabilize facilities, as needed. Resolve issues regarding adequate and permanent facilities for charter schools. In the case of successful charter schools, ensure that incubator schools in Top Ten clusters continue to reside in those clusters. While most Tier 1 schools are near capacity or overcrowded, consult the utilization rate in the *Profiles* section of this study to confirm whether the school can receive additional students. Banneker High School, for example, is operating at 69 percent capacity, and Community Academy PCS at 39 percent capacity. In underutilized Tier 1 schools, develop a growth plan to ensure successful expansion and align growth with needs of the community. Tier 1 schools can serve as models and their leaders as mentors to accelerate growth in Tier 2 schools. District leaders might consider expanding the successful model of specialty high schools to new schools, turnarounds of Tier 4 schools and existing schools.

4. Monitor Tier 3 schools.

Within the Top Ten, monitor Tier 3 schools to assess whether to intervene, as with Tier 2 or Tier 4 schools. As the performance charts in Appendix B-E show, some Tier 3 schools currently have an improvement slope that will elevate them to Tier 2 performance but most appear to be slipping down to Tier 4 performance. In most neighborhoods, reassess performance in three to five years, and based on their slope of improvement, either improve, close or turnaround Tier 3 schools.

In Clusters 18, 22, 33, 34 and 39, include Tier 3 schools in the initial strategic plan. The large service gap and concentration of Tier 3 schools in these clusters necessitates that the existing capacity in Tier 3 schools be transformed into performing capacity. Immediately assess whether they should be treated as Tier 2 or Tier 4 schools. Following the recommendations for Tier 4 schools, IFF recommends that PCSB recruit the highest performing charter school operators to Clusters 33, 34, 36, 38 and 39.

Top Ten Priority Neighborhood Cluster Profiles

Top Ten Priority Neighborhood Cluster Profiles

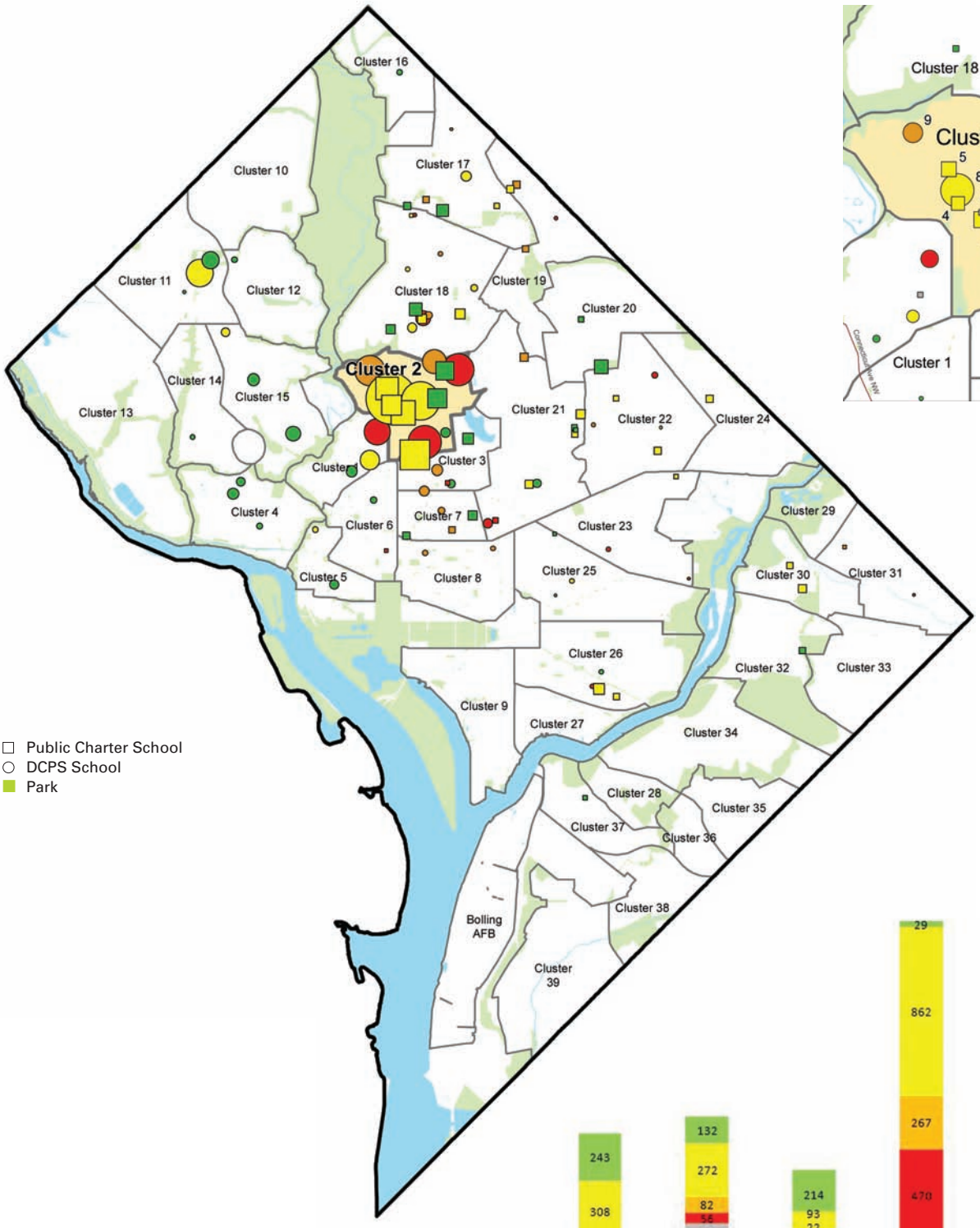
The greatest overall need for Tier 1 schools is in the Top Ten priority neighborhood clusters. Addressing the service gaps in these neighborhood clusters as the highest priority will transform the District. In developing an action plan, the recommendations need to be adapted to the unique characteristics of each neighborhood cluster. To facilitate planning based on local community needs, the neighborhood profiles in this section include maps, tables, charts and analysis that detail cluster demographics, service gap, enrollment, commute patterns, performance and facilities.

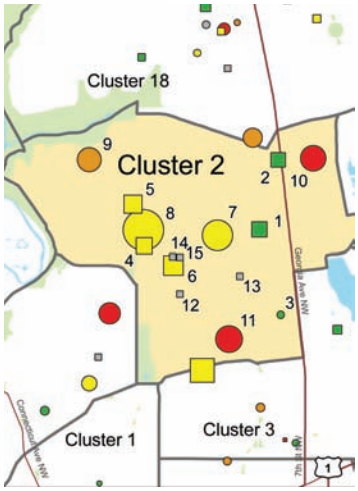
To facilitate planning, IFF provides detailed recommendations that consider the distinct characteristics of the local communities and schools in each cluster. For each recommendation, the impact of the recommendation was predicted by estimating the number of performing seats that can be added. In estimating the potential performing seats, IFF assumed that the current commute patterns would continue. It is unlikely that this will occur. Nonetheless, it is impossible to predict how commute patterns will alter by the rising performance in existing Tier 2, Tier 3 and Tier 4 schools. Using the current commute patterns results in a conservative estimate of the impact of change. Additionally, in Clusters 2 and 18, IFF recommends that the existing Tier 1 schools be filled to capacity. In estimating how many seats would be gained, IFF assumed that the schools should be operated at 80 percent capacity. However, in some cases, more seats are available. In all cases, local stakeholders and school leaders will decide the most efficient approach to increasing performance and the appropriate formulas for the individual strategic plans.

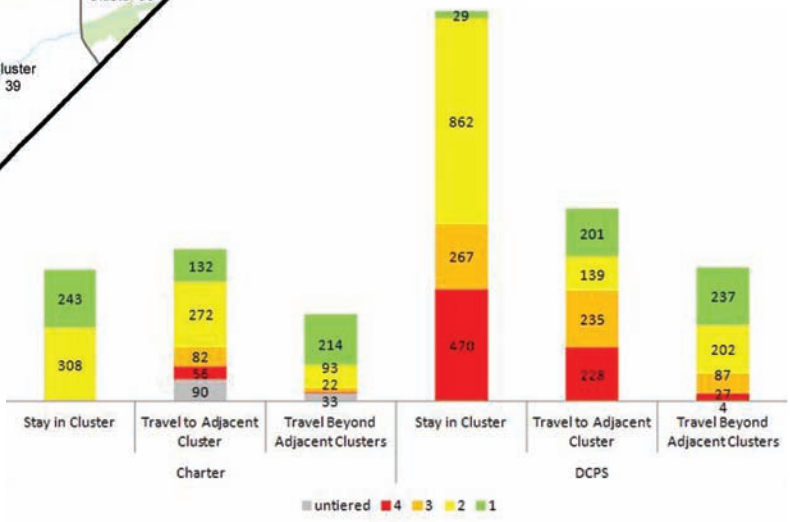
While each neighborhood cluster is distinct, there are patterns among the Top Ten. Four of the ten clusters (Clusters 31, 34, 36 and 38) have service gaps of 96 percent or more. The majority of students attending public schools in the Top Ten are black or Hispanic/Latino. Clusters 2 and 18 include neighborhoods with Hispanic/Latino ethnic majorities and therefore school demographics with high proportion of Hispanic/Latino students. Likewise, six of the ten clusters have student demographics of more than 90 percent black. In regard to enrollment, charter schools and DCPS schools in the Top Ten are about equal proportionally. However, all Top Ten clusters have low in-cluster enrollment; only two of the clusters have more than 50 percent in-cluster enrollment. While the number of students living in the clusters (demand) often matches or surpasses the capacity in the schools, the schools have slightly lower utilization rates than the district average because students are traveling outside their cluster and the adjacent cluster to attend school. In every cluster at least 20 percent of students travel outside even an adjacent cluster to attend school, indicating that some parents and students leave their communities by a substantial distance to seek better schools.

Map Reading Hints: The school symbols are color-coded by school-wide performance tier and sized by the number of students attending that school from the cluster.

Columbia Heights, Mt. Pleasant, Pleasant Plains & Park View (Cluster 2)







*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"

Overview & Demographics

- Cluster 2 has 4,536 students from grades K-12: 1,548 (34 percent) attend charter schools; and 2,988 (66 percent) attend DCPS schools. Not included in the study are 449 students enrolled in other programs, including preschool, alternative education and special education.
- Cluster 2 is one of the more racially and ethnically diverse areas of the District. Forty-three percent of all students are black, five percent white, three percent Asian, and one percent Multi-racial. Forty-six percent identify their ethnicity as Hispanic/Latino.
- Seventy-four percent of students live in households with income below 185 percent of the Federal Poverty Level.
  - Seventy-nine percent of students are enrolled in a charter school and 72 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

Enrollment & Service Gap Findings

- 2,179 (48 percent of the students attend a school within the cluster. 1,435 (32 percent) attend a school adjacent to the cluster. 922 (20 percent) travel further than an adjacent cluster.
- 1,056 (23 percent) students attend a Tier 1 school, both within and outside of the cluster. Of those, 589 (56 percent) attend a charter school and 467 (44 percent) attend a DCPS school.
- The service gap is 3,125 seats, meaning that 69 percent of seats in schools serving the cluster are in underperforming schools, and 31 percent are in Tier 1 schools. Of the seats in schools that make up this service gap:
  - 1,617 are in grades K-5;
  - 347 are in grades 6-8; and
  - 1,161 are in grades 9-12.

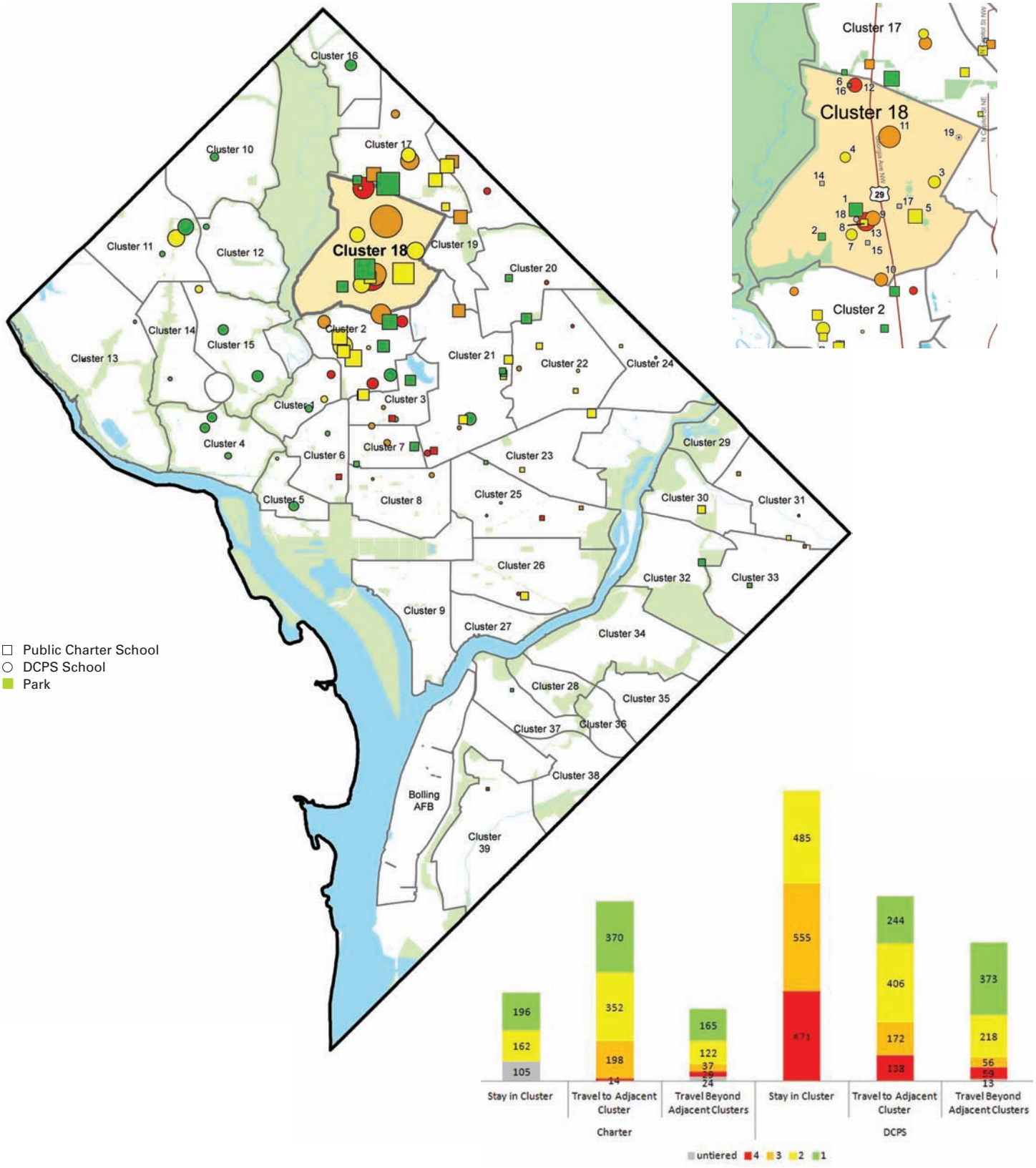
Recommendations

1. Invest in the five Tier 2 schools. Improving these schools to Tier 1 performance could add up to 1,500 performing K-12 seats for students in Cluster 2, based on current commute and enrollment patterns.
   - There are 3,300 seats in Tier 2 schools. Students from Cluster 2 occupy 38 percent of the charter school seats and 52 percent of the DCPS seats in the cluster.
2. Turnaround or close the two Tier 4 schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,300 performing seats could be added for students in Cluster 2.
   - There is a capacity of 1,070 seats in Tier 3 and Tier 4 DCPS elementary schools, and 845 seats in DCPS high schools. Students from Cluster 2 occupy 57 percent of the seats in these schools.
3. Increase enrollment in the one Tier 1 DCPS school to add approximately 69 seats.
   - On average, Tier 1 charter schools within the cluster are operating at 94 percent capacity and Benjamin Banneker, a Tier 1 DCPS selective high school, operates at 69 percent capacity.

Whole School Tier	K-5 Tier	6-8 Tier	9-12 Tier	Map Number	School Name	School Type	Grades	Enrollment	Capacity	Utilization	Building Square Feet	Capital Expenditures 2008-2010 Modernization	Capital Expenditures 2008-2010 Stabilization
Tier 1		1		1	Cesar Chavez PCS- Bruce Prep	Charter	6-8	302	343	88.0%	35,730		
	2	1		2	E.L. Haynes PCS - Georgia Avenue Campus	Charter	3-8	326	328	99.3%	45,250**		
			1	3	Benjamin Banneker High School	DCPS	9-12	427	620	68.9%	180,000	$ -	$ 3,035,229.41
Tier 2	1	2		4	Capital City PCS - Lower School	Charter	PK-8	244	336	72.7%	31,352		
		1	U	5	Capital City PCS - Upper School	Charter	6-11	294	404	72.7%	31,000		
	2			6	DC Bilingual	Charter	PS-5	366	550	66.5%	no data		
	1			7	Tubman Elementary School	DCPS	PS-5	470	610	77.0%	66,600	$ 3,644,743.00	$ 2,954,020.06
		3	3	8	Columbia Heights Education Campus	DCPS	6-12	1,274	1,400	91.0%	325,217		
Tier 3	3			9	Bancroft Elementary School	DCPS	PS-5	458	530	86.4%	79,800	$ -	$ 3,141,185.56
Tier 4	4			10	Bruce-Monroe Elementary School @ Park View	DCPS	PS-5	421	540	78.0%	82,200	$ -	$ 3,285,140.67
			3	11	Cardozo High School	DCPS	9-12	607	845	71.8%	395,400	$ 36,692.71	$ 11,438,403.11
					Non-Analysis Schools								
				12	AppleTree Early Learning PCS- Columbia Heights	Charter	PS-PK	119	128	93.2%	20,000**		
				13	Carlos Rosario International PCS	Charter	Ages 16-24	1,750	1,850	94.6%	78,000**		
				14	Next Step El Proximo Paso PCS	Charter	GED	138	190	72.6%	4,554		
				15	YouthBuild LAYC PCS	Charter	GED	116	115	100.9%	12,006		

**Square footage reflects total for multiple or shared campuses.

Brightwood Park, Crestwood & Petworth (Cluster 18)



*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"

Overview & Demographics

- Cluster 18 has 4,964 students from grades K-12: 1,774 (36 percent) attend charter schools; and 3,190 (64 percent) attend DCPS schools. Not included in the study are 520 students are enrolled in other programs, including preschool, alternative education and special education.
- Cluster 18 is one of the more racially and ethnically diverse areas of the District. Fifty-five percent are black, three percent white, one percent Asian, five percent American Indian or Alaska Native, and two percent Multi-Racial. Thirty-five percent identify their ethnicity as Hispanic/Latino.
- Sixty-eight percent of the students live in households with income below 185 percent of the Federal Poverty Level.
  - Seventy-three percent of students are enrolled in a charter school and 65 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

Enrollment & Service Gap Findings

- 1,974 (40 percent) of the students attend a school within the cluster. 1,894 (38 percent) attend a school adjacent to the cluster. 1,096 (22 percent) travel further than an adjacent cluster.
- 1,348 (27 percent) students attend a Tier 1 school, both within and outside of the cluster. Of those, 731 (54 percent) attend a charter school and 617 (46 percent) attend a DCPS school.
- The service gap is 3,073 seats, meaning that 62 percent of seats in schools serving the cluster are in underperforming schools, and 38 percent are in Tier 1 schools.

Of the seats in schools that make up this service gap:

- 1,293 are in grades K-5;
- 486 are in grades 6-8; and
- 1,294 are in grades 9-12.

Recommendations

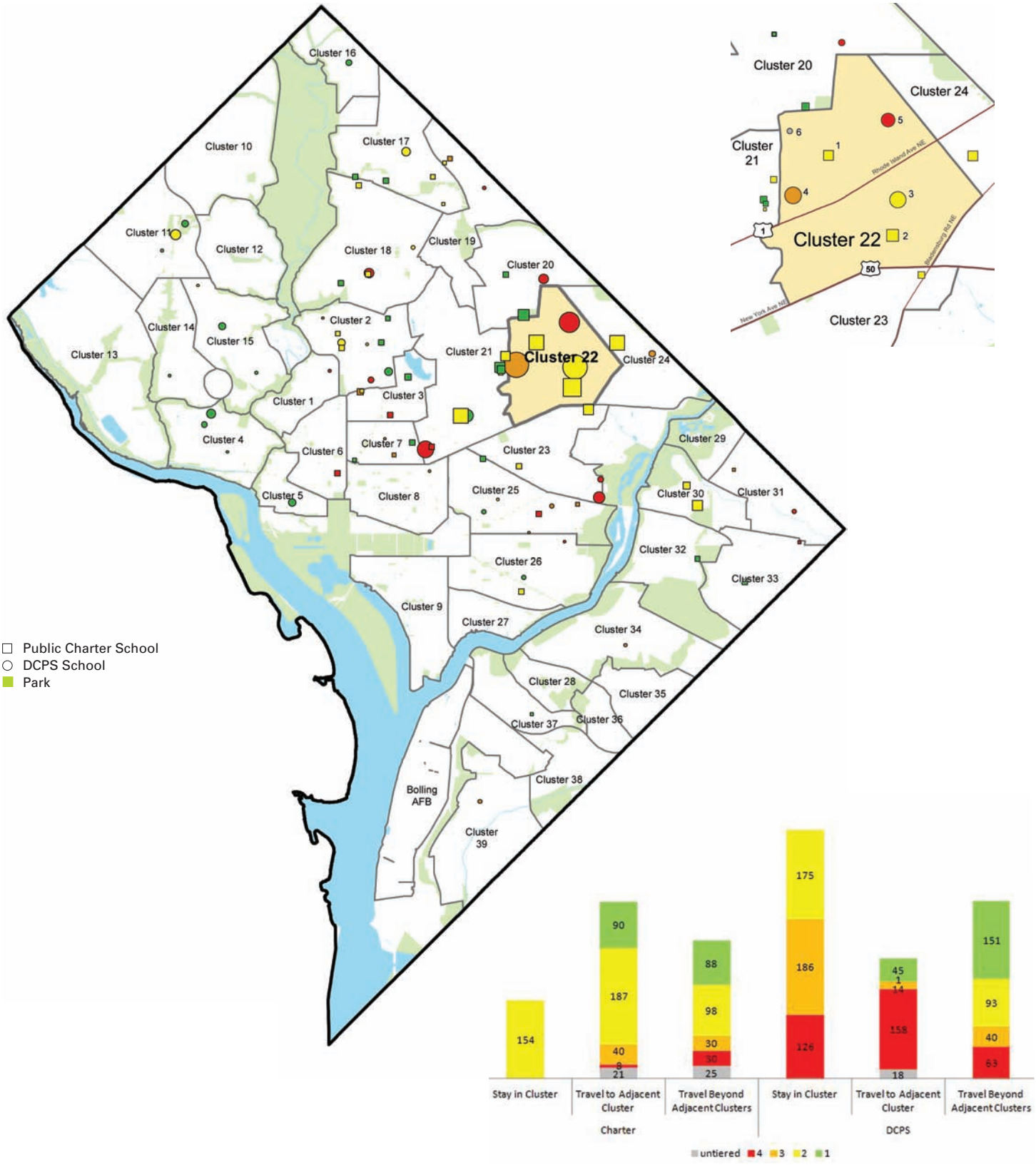
1. Invest in the six Tier 2 schools. Improving these schools to Tier 1 performance could add up to 1,000 performing K-12 seats for students living in Cluster 18, based on current commute and enrollment patterns.
   - There are 1,928 seats in Tier 2 schools within the cluster. Students from Cluster 18 occupy 33 percent of the charter school seats and 72 percent of DCPS seats in the cluster.
2. Turnaround or close the three Tier 3 and the two Tier 4 schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,200 performing seats could be added for students in Cluster 18.
   - There is a capacity for 2,110 seats in Tier 3 and Tier 4 schools serving elementary and middle school students, and 1,060 for high school. Students from Cluster 18 occupy 52 percent of seats in these schools.
3. Strategically increase enrollment in the two Tier 1 charter schools to add approximately 835 seats.
   - On average, Tier 1 charter schools in Cluster 18 currently operate at 55 percent of their enrollment ceiling capacity.

Whole School Tier	K-5 Tier	6-8 Tier	9-12 Tier	Map Number	School Name	School Type	Grades	Enrollment	Capacity	Utilization	Building Square Feet	Capital Expenditures 2008-2010 Modernization	Capital Expenditures 2008-2010 Stabilization
Tier 1	1			1	Community Academy PCS- Amos I	Charter	PS-5	444	1,131	39.3%	69,548		
	1	1		2	Washington Latin PCS-Middle School	Charter	5-8	349	498	70.0%	32,028**		
Tier 2	1			3	Barnard Elementary School	DCPS	PS-5	435	520	83.7%	72,500	$ 522,387.30	$ 872,781.85
	3	2		4	West Education Campus	DCPS	PS-8	239	280	85.4%	69,600	$ -	$ 4,363,407.90
	2	1		5	Center City PCS- Petworth Campus	Charter	PK-8	227	312	72.8%	225,000**		
	2	2		6	Community Academy PCS- Online	Charter	K-8	124	316	39.3%	21,800**		
	2			7	Powell Elementary School	DCPS	PS-4	286	300	95.3%	38,500	$ -	$ 1,978,695.04
			2	8	Hospitality PCS	Charter	9-12	154	200	77.0%	34,000		
Tier 3	U	3		9	MacFarland Middle School	DCPS	5-8	175	610	28.7%	110,000	$ 188,318.93	$ 5,594,557.12
	3	4		10	Raymond Education Campus	DCPS	PS-8	399	480	83.1%	73,600	$ -	$ 4,265,764.30
	3	3		11	Truesdell Education Campus	DCPS	PS-8	429	470	91.3%	69,600	$ 3,229,012.66	$ 2,795,961.68
Tier 4	4	4		12	Brightwood Education Campus	DCPS	PS-8	553	550	100.5%	78,036	$ 2,578,535.78	$ 2,052,836.39
			3	13	Roosevelt High School	DCPS	9-12	625	1,060	59.0%	331,900	$ 13,207.37	$ 9,397,533.91
					Non-Analysis Schools								
				14	Washington Latin PCS-Upper School*	Charter	9-10	167	239	70.0%	32,028**		
				15	Bridges PCS	Charter	PS-PK	86	86	100.0%	9,830		
				16	Community Academy PCS- Amos II	Charter	PS-PK	148	377	39.3%	21,800**		
				17	E.L. Haynes PCS - Kansas Avenue Campus	Charter	PK-2	280	290	96.6%	45,250**		
				13	Roosevelt STAY High School	DCPS	Adult	See Roosevelt HS Above					
				18	Sharpe Health School	DCPS	PK-12	98			97,913		
					Vacant DCPS Buildings								
				19	Rudolph	DCPS					84,400		

*Schools must have at least three years of testing data to be part of the projection analysis.

**Square footage reflects total for multiple or shared campuses.

Brookland, Brentwood & Langdon (Cluster 22)



*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"

Overview & Demographics

- Cluster 22 has 1,841 students from grades K-12: 771 (42 percent) attend charter schools; and 1,070 (58 percent) attend DCPS schools. Not included in the study are 177 students are enrolled in other programs, including preschool, alternative education and special education.
- Eighty-seven percent of students in Cluster 22 are black and three percent white, and three percent of students are all other races. Seven percent identify their ethnicity as Hispanic/Latino.
- Sixty-nine percent of the students live in households with income below 185 percent of the Federal Poverty Level.
  - Seventy-three percent of students are enrolled in a charter school and 66 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

Enrollment & Service Gap Findings

- 641 (35 percent) of the students attend a school within the cluster. 582 (32 percent) attend a school adjacent to the cluster. 618 (33 percent) travel further than an adjacent cluster.
- 374 (20 percent) students commute outside of the cluster to attend a Tier 1 school. Of those, 178 (48 percent) attend a charter school and 196 (52 percent) attend a DCPS school.
- The service gap is 1,514 seats, meaning that 82 percent of seats in schools serving the cluster are in underperforming schools, and 18 percent are in Tier 1 schools. Of the seats in schools that make up this service gap:
  - 621 are in grades K-5;
  - 414 are in grades 6-8; and
  - 479 are in grades 9-12.

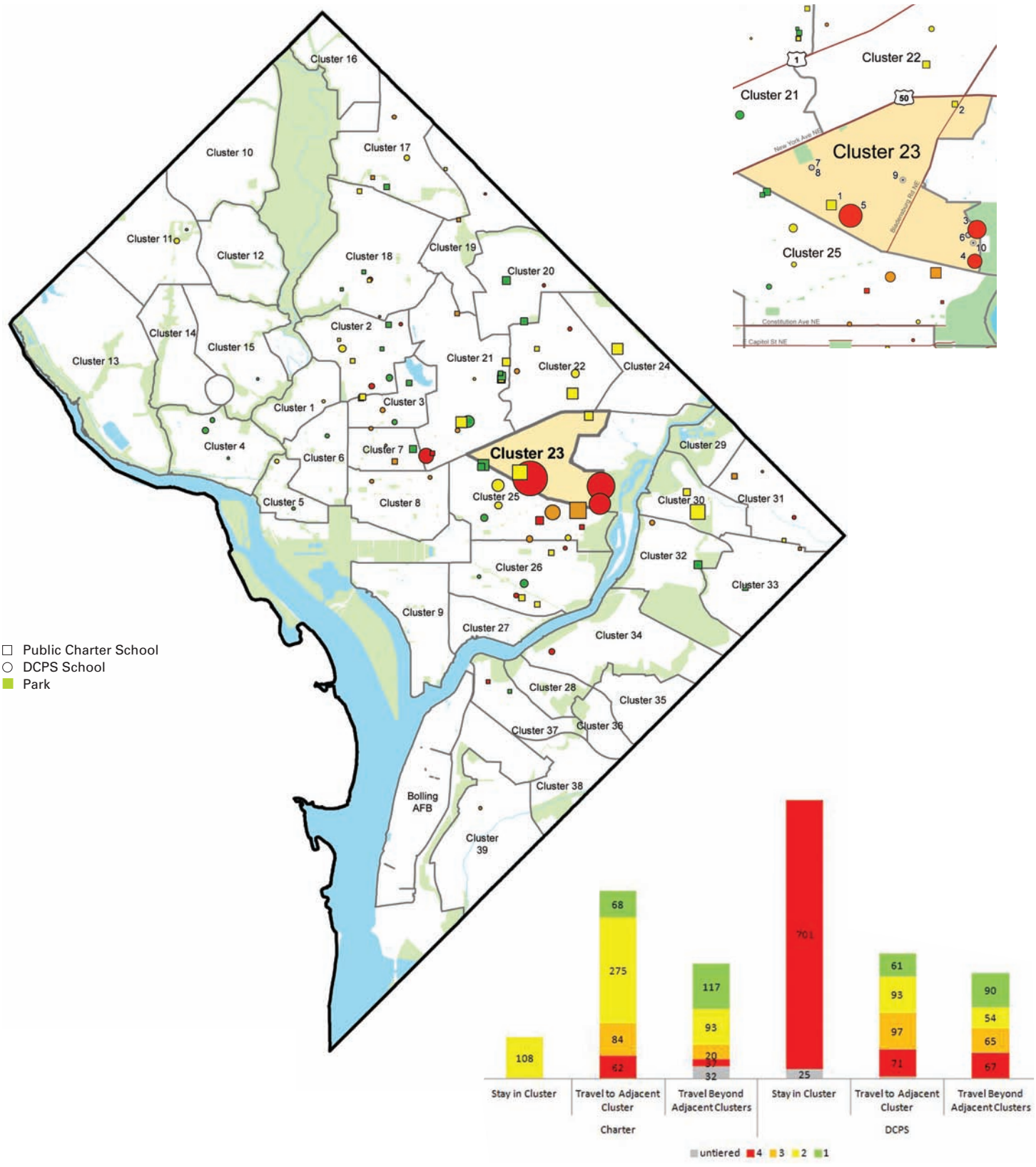
Recommendations

1. Invest in the four Tier 2 schools. Improving these schools to Tier 1 performance could add up to 950 performing K-12 seats for students living in Cluster 22, based on current commute and enrollment patterns.
   - There are 2,434 seats in Tier 2 schools in the cluster. Students from Cluster 22 occupy 31 percent of charter seats and 55 percent of DCPS seats.
2. Turnaround or close the one Tier 3 and the one Tier 4 schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 400 performing seats could be added for students in Cluster 22.
   - There is capacity for 830 seats in two Tier 3 and Tier 4 education campuses. Students from Cluster 22 occupy 48 percent of seats in these schools.

Whole School Tier	K-5 Tier	6-8 Tier	9-12 Tier	Map Number	School Name	School Type	Grades	Enrollment	Capacity	Utilization	Building Square Feet	Capital Expenditures 2008-2010 Modernization	Capital Expenditures 2008 2010 Stabilization
Tier 2	2	4		1	Mary McLeod Bethune PCS- Slowe-Brookland	Charter	PK-8	283	314	90.1%	54,500		
	2	3		2	Tree of Life PCS	Charter	PK-8	307	540	56.9%	28,076		
	1	3		3	Langdon Education Campus	DCPS	PS-8	414	530	78.1%	101,400	$ -	$ 2,795,693.19
Tier 3	4	2		4	Noyes Education Campus	DCPS	PS-8	412	360	114.4%	51,500	$ -	$ 587,887.45
Tier 4	3	3		5	Burroughs Education Campus	DCPS	PS-8	335	470	71.3%	63,900	$ 4,547,949.99	$ 1,095,833.01
					Non-Analysis Schools								
				6	Luke C. Moore High School	DCPS	9-12	277	400	69.3%	27,482		
Tier 2	4	3	1		Perry Street Prep PCS (2011-2012 location; formerly Hyde Leadership Academy PCS)*	Charter	K-12	749	1,050	71.3%	194,300		

*School moved from Cluster 21 at end of 2010-2011 school year. Performing high school seats should be attributed to this Cluster in the future. School is not shown on the map.

Ivy City, Trinidad & Carver Langston (Cluster 23)



*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"

Overview & Demographics

- Cluster 23 has 2,225 students from grades K-12: 896 (40 percent) attend charter schools; and 1,329 (60 percent) attend DCPS schools. Not included in the study are 268 students are enrolled in other programs, including preschool, alternative education and special education.
- Ninety-three percent of students in Cluster 23 are black, one percent are white and one percent are multi-racial. Four percent identify their ethnicity as Hispanic/Latino.
- Seventy-eight percent of the students live in households with income below 185 percent of the Federal Poverty Level in both DCPS schools and charter schools. This percentage is the same for DCPS and charter students.

Enrollment & Service Gap Findings

- 834 (37 percent) of the students attend a school within the cluster. 816 (37 percent) attend a school adjacent to the cluster. 575 (26 percent) travel further than an adjacent cluster.
- 336 (15 percent) students commute outside of the cluster to attend a Tier 1 school. Of those, 185 (55 percent) attend a charter school and 151 (45 percent) attend a DCPS school.
- The service gap is 1,948 seats, meaning that 88 percent of seats in schools serving the cluster are in underperforming schools, and 12 percent are in Tier 1 schools. Of the seats in schools that make up this service gap:
  - 904 are in grades K-5;
  - 476 are in grades 6-8; and
  - 568 are in grades 9-12.

Recommendations

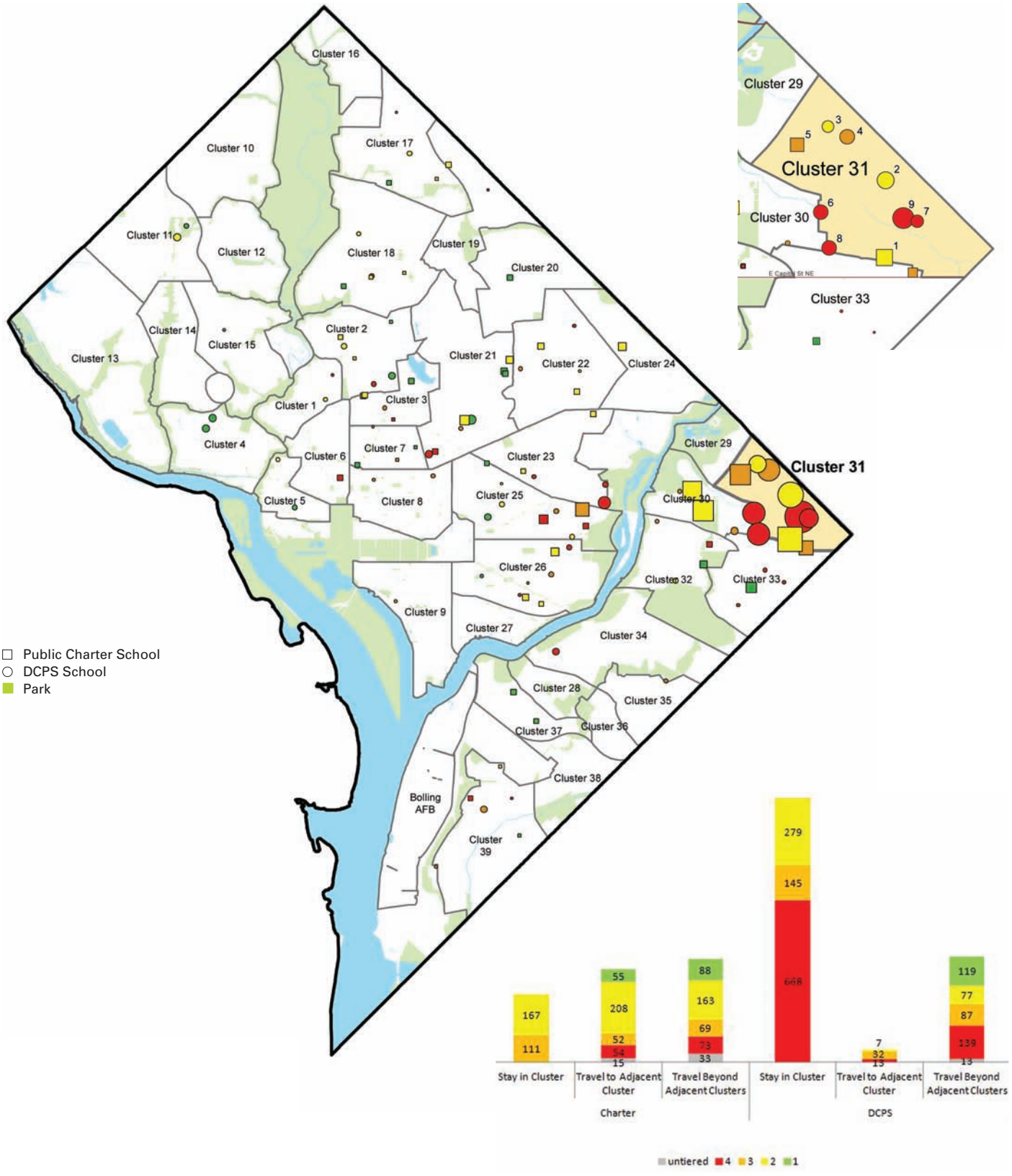
1. Invest in the two Tier 2 charter schools. Improving these schools to Tier 1 performance could add up to 140 performing K-12 seats for students living in Cluster 23 and 183 seats to students in adjacent clusters, based on current commute and enrollment patterns.
   - There are 313 seats for PK-8 and 420 seats for 9-12 in Tier 2 charter schools; there are no Tier 2 DCPS schools in this cluster. Students from Cluster 23 occupy 19 percent of these charter school seats. These schools draw broadly from the entire district, with 25 percent coming from adjacent Clusters 21, 22, 24 and 25.
2. Turnaround or close the three Tier 4 schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 700 seats could be added in elementary and middle grades, and 235 seats in high school grades.
   - There is capacity for 1,330 seats in the two Tier 4 PK-8 education campuses, and 910 seats in the Tier 4 high school. Students from Cluster 23 occupy 26 percent of these seats.

Whole School Tier	K-5 Tier	6-8 Tier	9-12 Tier	Map Number	School Name	School Type	Grades	Enrollment	Capacity	Utilization	Building Square Feet	Capital Expenditures 2008-2010 Modernization	Capital Expenditures 2008 2010 Stabilization
Tier 2	1	2		1	Center City PCS- Trinidad Campus	Charter	PK-8	228	313	72.8%	225,000**		
			2	2	Washington Math Science and Technology PCS	Charter	9-12	351	420	83.6%	48,333		
Tier 4	3	4		3	Browne Education Campus	DCPS	PS-8	420	830	50.6%	215,400	$ -	$ 10,161,369.21
			4	4	Spingarn High School	DCPS	9-12	516	910	56.7%	225,000	$ -	$ 9,817,777.41
	4	3		5	Wheatley Education Campus	DCPS	PS-8	460	500	92.0%	87,200	$ 36,315,603.38	$ 3,923,214.77
					Non-Analysis Schools								
				6	Phelps Architecture, Construction, and Engineering High School*	DCPS	9-11	300	650	46.2%	180,700		
				7	C.H.O.I.C.E. Academy Middle/High School	DCPS	6-12	29					
				4	Spingarn STAY High School	DCPS	Adult	194					
				8	Hamilton Center	DCPS	1-8	67			180,700		
					Vacant DCPS Buildings								
				9	Webb	DCPS					103,700		
				10	Young	DCPS					70,400		

*Schools must have at least three years of testing data to be part of the projection analysis.

**Square footage reflects total for multiple or shared campuses.

Deanwood, Burrville, Grant Park, Lincoln Heights & Fairmont Heights (Cluster 31)



*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"

Overview & Demographics

- Cluster 31 has 2,667 students from grades K-12: 1,088 (41 percent) attend charter schools; and 1,579 (59 percent) attend DCPS schools. Not included in the study are 333 students are enrolled in other programs, including preschool, alternative education and special education.
- Ninety-five percent of students in Cluster 31 are black and three percent identify their ethnicity as Hispanic/Latino.
- Seventy-nine percent of the students live in households with income below 185 percent of the Federal Poverty Level.
  - Eighty percent of students are enrolled in a charter school and 78 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

Enrollment & Service Gap Findings

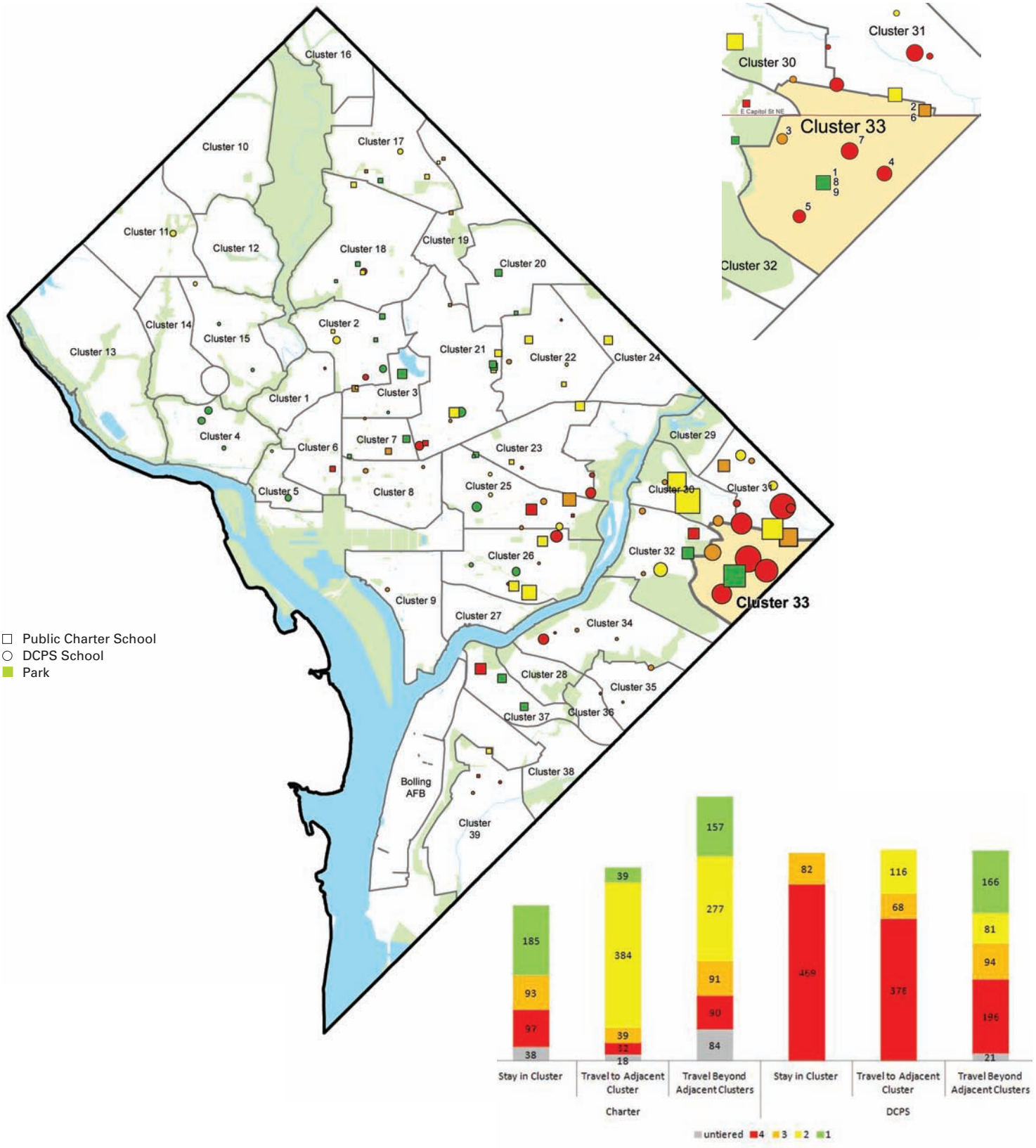
- 1,370 (52 percent) of the students attend a school within the cluster. 436 (16 percent) attend a school adjacent to the cluster. 861 (32 percent) travel further than an adjacent cluster.
- 262 (10 percent) students commute outside of the cluster to attend a Tier 1 school. Of those, 143 (55 percent) attend a charter school and 119 (45 percent) attend a DCPS school.
- The service gap is 2,606 seats, meaning that 98 percent of seats in schools serving the cluster are in underperforming schools, and only 2 percent are in Tier 1 schools. Of the seats in schools that make up this service gap:
  - 1,172 are in grades K-5;
  - 621 are in grades 6-8; and
  - 813 are in grades 9-12.

Recommendations

1. Invest in the three Tier 2 schools. Improving these schools to Tier 1 performance could add up to 450 performing K-5 seats and 550 6-8 seats for students living in Cluster 31, based on current commute and enrollment patterns.
   - There are 2,025 seats in Tier 2 schools in Cluster 31: 935 are in grades PS-5 and 1,090 in grades 6-8. Students from Cluster 31 occupy 38 percent of charter seats and 62 percent of DCPS seats.
2. Turnaround or close the four Tier 4 DCPS schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,550 performing seats could be added for students in Cluster 31.
   - There is capacity for 3,480 seats in four Tier 4 DCPS schools. Currently, students from Cluster 31 occupy 45 percent of seats in these schools.

Whole School Tier	K-5 Tier	6-8 Tier	9-12 Tier	Map Number	School Name	School Type	Grades	Enrollment	Capacity	Utilization	Building Square Feet	Capital Expenditures 2008-2010 Modernization	Capital Expenditures 2008 2010 Stabilization
Tier 2	2			1	Arts and Technology Academy PCS	Charter	PS-5	561	615	91.2%	59,429		
Tier 2	2			2	Burrville Elementary School	DCPS	PS-5	349	320	109.1%	95,000	$ 2,847,417.86	$ 1,578,943.02
		3		3	Ron Brown Middle School	DCPS	6-8	196	1,090	18.0%	156,000	$ -	$ 10,944,107.70
Tier 3	2			4	Houston Elementary School	DCPS	PK-5	230	510	45.1%	59,900	$ -	$ 2,076,264.29
Tier 3		3	3	5	Integrated Design and Electronic Academy (IDEA) PCS	Charter	7-12	389	550	70.7%	70,000		
Tier 4	4			6	Aiton Elementary School	DCPS	PS-5	297	480	61.9%	57,100	$ -	$ 689,057.22
Tier 4	4			7	Drew Elementary School	DCPS	PS-5	191	440	43.4%	72,800	$ 3,653,386.26	$ 1,340,983.32
Tier 4		4		8	Kelly Miller Middle School	DCPS	6-8	375	600	62.5%	115,000	$ 1,111.77	$ 863,172.27
Tier 4			4	9	Woodson, H.D. High School (2011-2012 location)	DCPS	10-12	721	900	80.1%	235,000	$ 35,359,174.37	$ 1,160,527.50

Capitol View, Marshall Heights & Benning Heights (Cluster 33)



*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"

Overview & Demographics

- Cluster 33 has 3,293 students from grades K-12: 1,624 (49 percent) attend charter schools; and 1,669 (51 percent) attend DCPS schools. Not included in the study are 328 students are enrolled in other programs, including preschool, alternative education and special education.
- Ninety-five percent of students in Cluster 33 are black and three percent identify their ethnicity as Hispanic/Latino.
- Seventy-eight percent of the students live in households with income below 185 percent of the Federal Poverty Level.
  - Seventy-nine percent of students are enrolled in a charter school and 78 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

Enrollment & Service Gap Findings

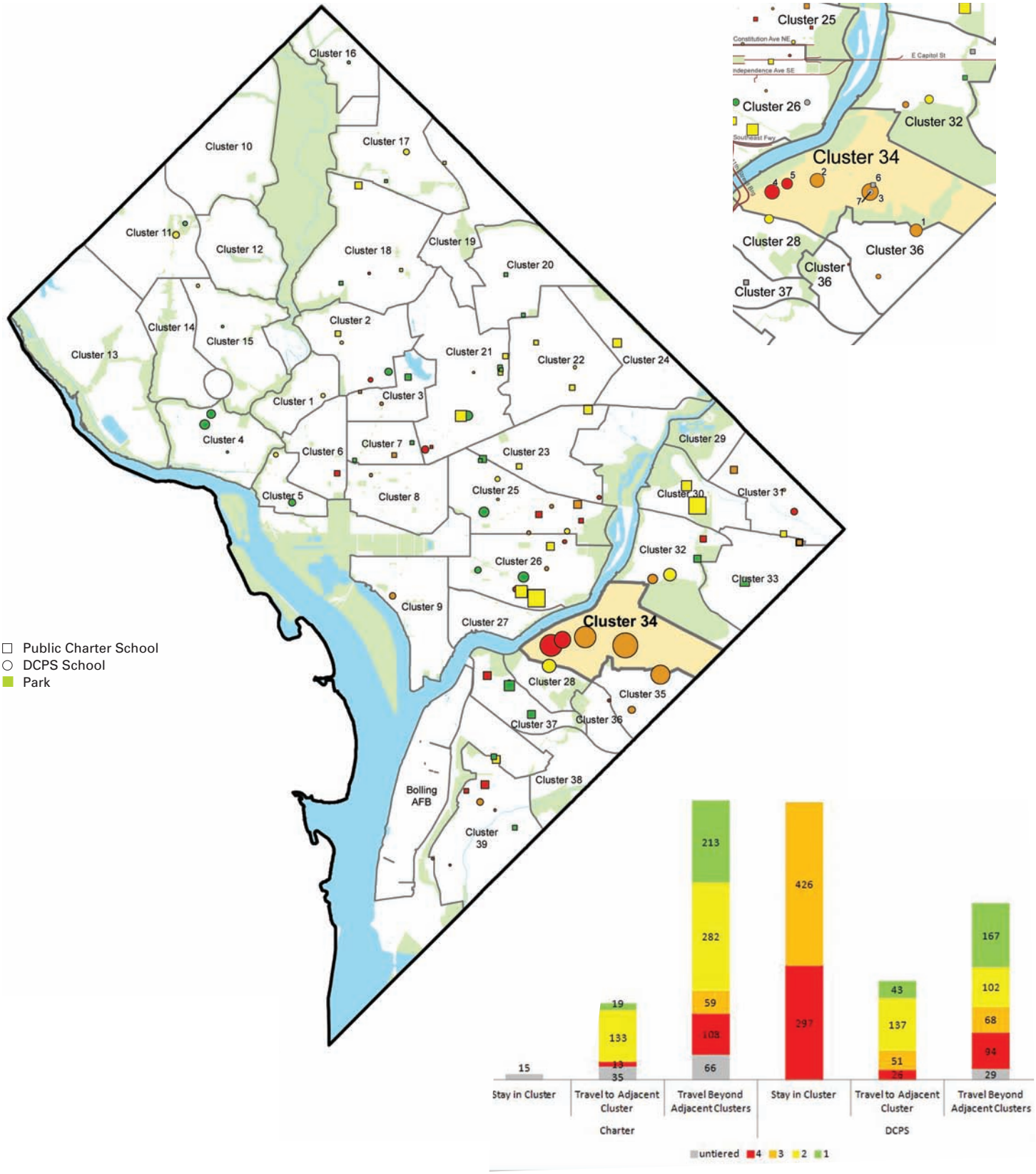
- 964 (29 percent) of the students attend a school within the cluster. 1,072 (33 percent) attend a school adjacent to the cluster. 1,257 (38 percent) travel further than an adjacent cluster.
- 547 (17 percent) students attend a Tier 1 school, both within and outside of the cluster. Of those, 381 (70 percent) attend a charter school and 166 (30 percent) attend a DCPS school.
- The service gap is 2,954 seats, meaning that 90 percent of seats in schools serving the cluster are in underperforming schools, and only 10 percent are in Tier 1 schools. Of the seats in schools that make up this service gap:
  - 1,539 are in grades K-5;
  - 458 are in grades 6-8; and
  - 957 are in grades 9-12.

Recommendations

1. Close the one Tier 4 charter school. Turnaround or close the one Tier 3 and the three Tier 4 DCPS schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,184 elementary and 147 middle school performing seats could be added for students in Cluster 33.
   - Using the current grade configuration, there is capacity for 1,910 grades K-5 seats and 237 grades 6-8 seats in Tier 3 and 4 schools. Students from Cluster 33 occupy 62 percent of these seats.
2. Authorize charter schools to add up to 1,500 seats.

Whole School Tier	K-5 Tier	6-8 Tier	9-12 Tier	Map Number	School Name	School Type	Grades	Enrollment	Capacity	Utilization	Building Square Feet	Capital Expenditures 2008-2010 Modernization	Capital Expenditures 2008-2010 Stabilization
Tier 1	3	1		1	KIPP DC PCS- Key	Charter	4-8	417	463	90.0%	68,000**		
Tier 3		3		2	Maya Angelou PCS- Evans Campus Middle School	Charter	6-8	222	237	93.8%	62,900**		
	3			3	Plummer Elementary School	DCPS	PS-5	222	480	46.3%	69,400	$ -	$ 862,613.18
Tier 4	4			4	Harris, C.W. Elementary School	DCPS	PS-5	202	460	43.9%	56,000	$ -	$ 1,420,796.88
	4			5	Davis Elementary School	DCPS	PS-5	180	510	35.3%	71,100	$ -	$ 983,426.62
			4	6	Maya Angelou PCS- Evans Campus High School	Charter	9-12	264	281	93.8%	62,900**		
	3			7	Nalle Elementary School	DCPS	PS-5	327	460	71.1%	83,900	$ -	$ 1,313,871.97
					Non-Analysis Schools								
				8	KIPP DC PCS- Promise	Charter	1-2	203	225	90.0%	68,000**		
				9	KIPP DC PCS- Leap	Charter	PK-K	280	311	90.0%	68,000**		

Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park & Fort DuPont (Cluster 34)



*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"

Overview & Demographics

- Cluster 34 has 2,383 students from grades K-12: 943 (40 percent) attend charter schools; and 1,440 (60 percent) attend DCPS schools. Not included in the study are 234 students are enrolled in other programs, including preschool, alternative education and special education.
- Ninety-four percent of students are black and one percent identify their ethnicity as Hispanic/Latino. Four percent did not identify their race or ethnicity
- Seventy percent of students live in households with income below 185 percent of the Federal Poverty Level.
  - Seventy-one percent of students are enrolled in a charter school and 70 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

Enrollment & Service Gap Findings

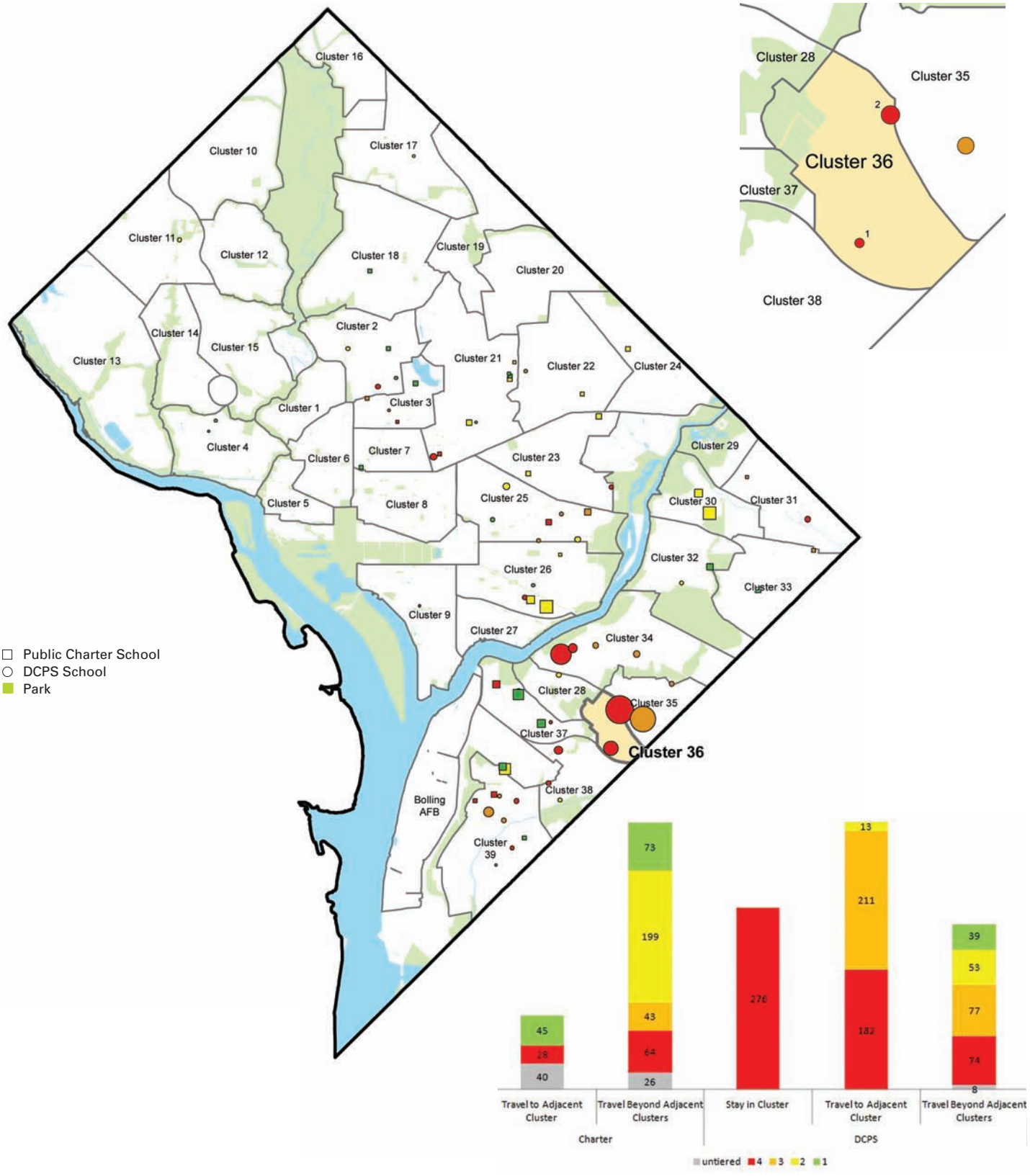
- 738 (31 percent) of the students attend a school within the cluster. 457 (19 percent) attend a school adjacent to the cluster. 1,188 (50 percent) travel further than an adjacent cluster.
- 442 (19 percent) students commute outside of the cluster to attend a Tier 1 school. Of those, 232 (52 percent) attend a charter school and 210 (48 percent) attend a DCPS school.
- The service gap is 2,322 seats, meaning that 97 percent of seats in schools serving the cluster are in underperforming schools, and only 3 percent are in Tier 1 schools.
  Of the seats in schools that make up this service gap:
  - 1,118 are in grades K-5;
  - 554 are in grades 6-8; and
  - 650 are in grades 9-12.

Recommendations

1. Turnaround or close the three Tier 3 and the two Tier 4 DCPS schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,200 performing seats for students in Cluster 34.
   - There is capacity for 3,220 seats in the current Tier 3 and Tier 4 schools within the cluster. Students from Cluster 34 occupy 37 percent of these seats.
2. Authorize charter schools to add up to 1,000 seats.

Whole School Tier	K-5 Tier	6-8 Tier	9-12 Tier	Map Number	School Name	School Type	Grades	Enrollment	Capacity	Utilization	Building Square Feet	Capital Expenditures 2008-2010 Modernization	Capital Expenditures 2008-2010 Stabilization
Tier 3	2			1	Beers Elementary School	DCPS	PS-5	373	450	82.9%	77,500	$ -	$ 1,775,582.34
Tier 3	3			2	Orr Elementary School	DCPS	PS-5	292	390	74.9%	75,900	$ -	$ 610,323.78
Tier 3	2			3	Randle Highlands Elementary School	DCPS	PS-5	401	520	77.1%	75,500	$ 176,267.70	$ 1,476,870.32
Tier 4			4	4	Anacostia High School	DCPS	9-12	859	1,200	71.6%	205,000	$ 7,266,368.14	$ 8,782,271.66
Tier 4		4		5	Kramer Middle School	DCPS	6-8	269	660	40.8%	154,000	$ 172,487.88	$ 3,067,517.41
					Non-Analysis Schools								
				6	Howard Road Academy PCS- Penn Ave	Charter	PK-2	134	170	78.8%	12,000		
					Vacant DCPS Buildings								
				7	Old Randle Highlands	DCPS					22,073		

Woodland/Fort Stanton, Garfield Heights & Knox Hill (Cluster 36)



*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"

Overview & Demographics

- Cluster 36 has 1,451 students from grades K-12: 518 (36 percent) attend charter schools; and 933 (64 percent) attend DCPS schools. Not included in the study are164 students are enrolled in other programs, including preschool, alternative education and special education.
- Eighty-eight percent of students are black, 11 percent do not identify their race, and less than one percent identifies their ethnicity as Hispanic/Latino.
- Eighty-two percent of the students live in households with income below 185 percent of the Federal Poverty Level.
  - Eighty-four percent of students are enrolled in a charter school and 82 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

Enrollment & Service Gap Findings

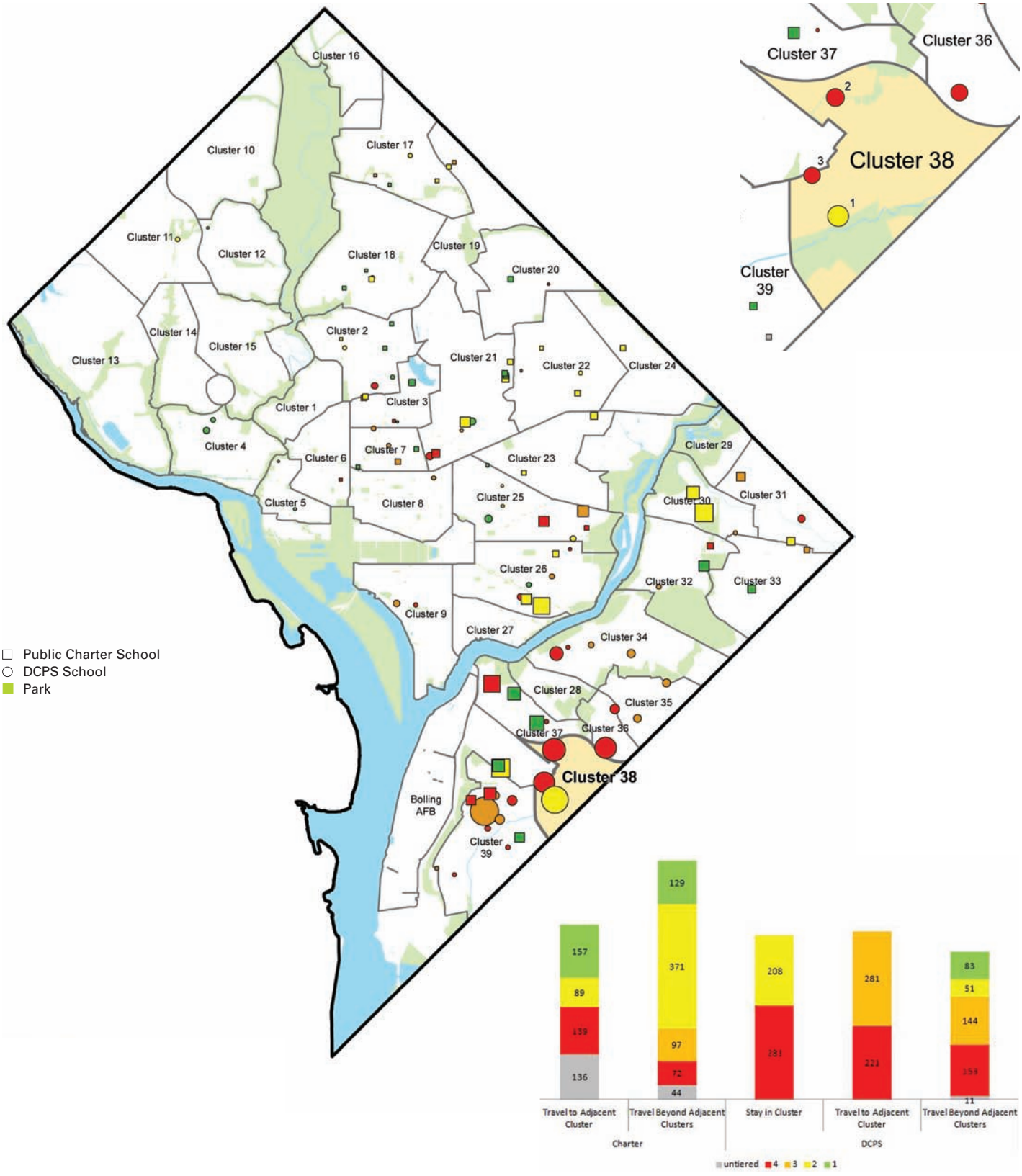
- 276 (19 percent) of the students attend a school within the cluster. 519 (36 percent) attend a school adjacent to the cluster. 656 (45 percent) travel further than an adjacent cluster.
- There are no Tier 1, Tier 2 or Tier 3 schools within the cluster.
- 157 (11 percent) students commute outside of the cluster to attend a Tier 1 school. Of those, 118 (75 percent) attend a charter school and 39 (25 percent) attend a DCPS school.
- The service gap is 1,390 seats, meaning that 96 percent of seats in schools serving the cluster are in underperforming schools, and only 4 percent are in Tier 1 schools. Of the seats in schools that make up this service gap:
  - 740 are in grades K-5;
  - 318 are in grades 6-8; and
  - 332 are in grades 9-12.

Recommendations

1. Turnaround or close the two Tier 4 schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 550 performing seats for students in Cluster 36.
   - There is capacity for 1,000 seats in the current Tier 4 schools. Students from Cluster 36 occupy 55 percent of these seats.
2. Authorize charter schools to add up to 800 seats.

Whole School Tier	K-5 Tier	6-8 Tier	9-12 Tier	Map Number	School Name	School Type	Grades	Enrollment	Capacity	Utilization	Building Square Feet	Capital Expenditures 2008-2010 Modernization	Capital Expenditures 2008-2010 Stabilization
Tier 4	4			1	Garfield Elementary School	DCPS	PS-5	249	450	55.3%	58,908	$ -	$ 1,678,668.75
	4			2	Stanton Elementary School	DCPS	PS-5	386	550	70.2%	83,800	$ -	$ 4,519,886.76

Douglas & Shipley Terrace (Cluster 38)



*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"

Overview & Demographics

- Cluster 38 has 2,667 students from grades K-12: 1,234 (46 percent) attend charter schools; and 1,433 (54 percent) attend DCPS schools. Not included in the study are 305 students are enrolled in other programs, including preschool, alternative education and special education.
- Ninety-six percent of students in Cluster 38 are black, three percent did not identify their race, and less than one percent identifies their ethnicity as Hispanic/Latino.
- Eighty percent of the students live in households with income below 185 percent of the Federal Poverty Level. This percentage is the same for charter and DCPS students.
    - Eighty percent of students are enrolled in a charter school and 79 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

Enrollment & Service Gap Findings

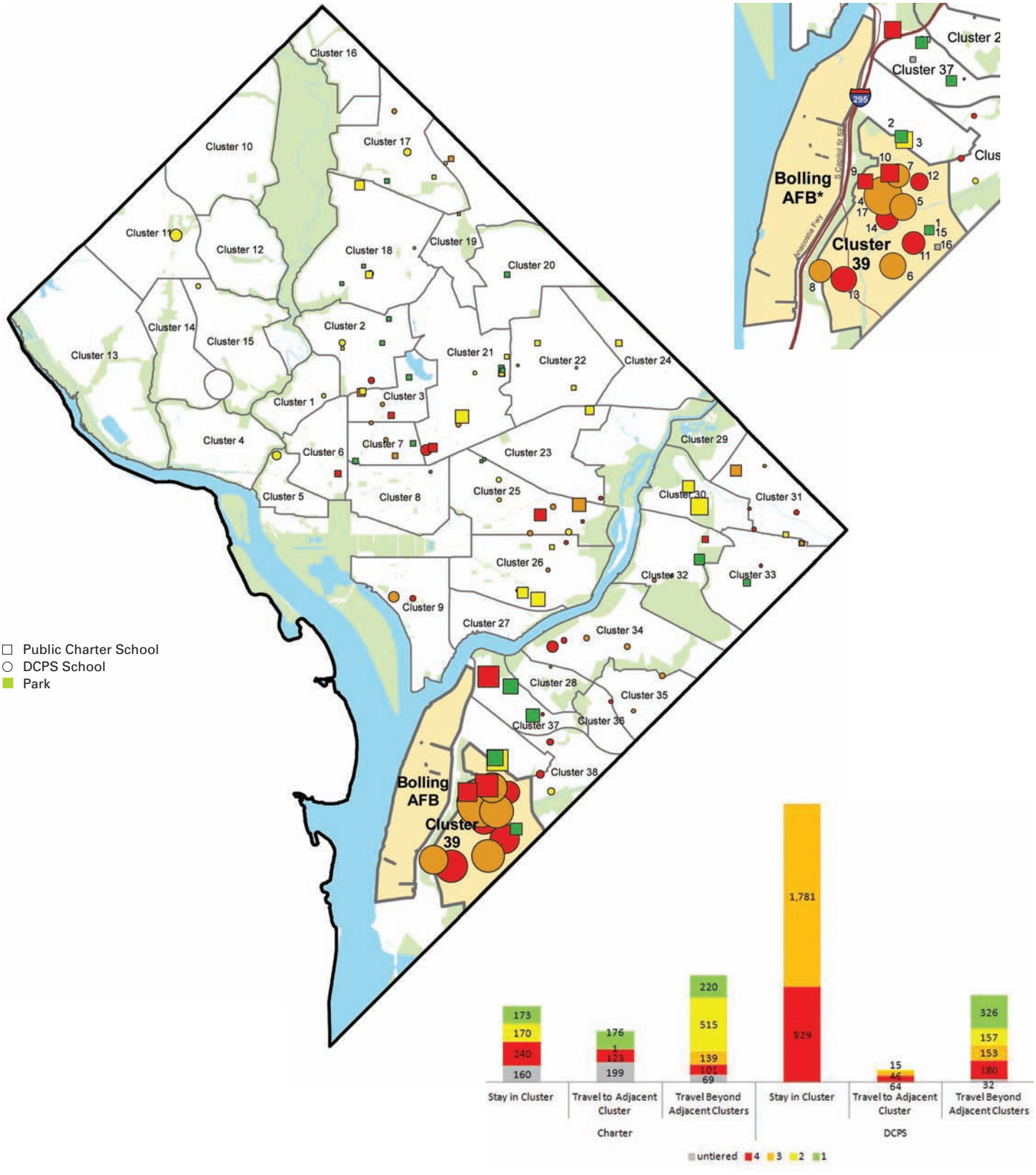
- 489 (18 percent) of the students attend a school within the cluster. 1,023 (39 percent) attend a school adjacent to the cluster. 1,155 (43 percent) travel further than an adjacent cluster.
- 369 (14 percent) students commute outside of the cluster to attend a Tier 1 school. Of those, 286 (78 percent) attend a charter school and 83 (22 percent) attend a DCPS school.
- The service gap is 2,606 seats, meaning that 98 percent of seats in schools serving the cluster are in underperforming schools, and only 2 percent are in Tier 1 schools. Of the seats in schools that make up this service gap:
    - 1,319 are in grades K-5;
    - 610 are in grades 6-8; and
    - 677 are in grades 9-12.

Recommendations

1. Invest in the one Tier 2 school to increase access to performing seats for students in Cluster 38. Improving this school to Tier 1 performance could add up to 350 performing PS-5 seats for students living in Cluster 38, based on current commute and enrollment patterns.
    - There are 400 seats in a Tier 2 DCPS elementary school. 86 percent of these seats are occupied by students from Cluster 38.
2. Turnaround or close the two Tier 4 schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,000 performing seats for students in Cluster 38.
    - There is capacity for 1,590 seats in the current Tier 4 schools. Students from Cluster 38 occupy 65 percent of these seats.
3. Authorize charter schools to add up to 1,300 seats.

Whole School Tier	K-5 Tier	6-8 Tier	9-12 Tier	Map Number	School Name	School Type	Grades	Enrollment	Capacity	Utilization	Building Square Feet	Capital Expenditures 2008-2010 Modernization	Capital Expenditures 2008-2010 Stabilization
Tier 2	2			1	Turner Elementary School @ Green	DCPS	PS-5	309	400	77.3%	77,700	$ -	$ 4,570,622.03
Tier 4		4		2	Johnson, John Hayden Middle School	DCPS	6-8	255	1,020	25.0%	182,500	$ 3,043,812.48	$ 3,758,306.53
	4			3	Malcolm X Elementary School	DCPS	PS-5	237	570	41.6%	110,800	$ -	$ 1,567,303.07

Congress Heights, Bellevue, Washington Highlands & Bolling Air Force Base (Cluster 39 + BAFB)



*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"

Overview & Demographics

- Cluster 39 and Bolling Air Force Base have 5,969 students from grades K-12: 2,286 (38 percent) attend charter schools; and 3,683 (62 percent) attend DCPS schools. Not included in the study are 552 students are enrolled in other programs, including preschool, alternative education and special education.
- In Cluster 39, 97 percent of students are black, three percent were not identified and less than one percent identifies their ethnicity as Hispanic/Latino.
- In Bolling Air Force Base, 47 percent of students are black, 25 percent white, six percent multi-racial and 18 percent identify their ethnicity as Hispanic/Latino.
- Eighty percent of the students in Cluster 39 and 32 percent of students in Bolling Air Force Base live in households with income below 185 percent of the Federal Poverty Level.
  - Seventy-eight percent of Cluster 39 students and 50 percent of students from the Bolling Air Force base who are enrolled in a charter school live below 185 percent Federal Poverty Level. 81 percent of Cluster 39 students and 25 percent of students from Bolling Air Force Base who are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

Enrollment & Service Gap Findings

- 3,453 (58 percent) of the students attend a school within the cluster. 624 (10 percent) attend a school adjacent to the cluster. 1,892 (32 percent) travel further than an adjacent cluster.
- 895 (15 percent) students attend a Tier 1 school, both within and outside of the cluster. Of those, 569 (64 percent) attend a charter school and 326 (36 percent) attend a DCPS school.
- The service gap is 5,532 seats, meaning that 93 percent of seats in schools serving the cluster are in underperforming schools and only seven percent are in Tier 1 schools. Of the seats in schools that make up this service gap:
  - 2,974 are in grades K-5;
  - 1,018 are in grades 6-8; and
  - 1,540 are in grades 9-12.

Recommendations

1. Invest in the one Tier 2 school to increase access to performing seats for students in Cluster 39 and the air force base. Improving this school to Tier 1 performance could add up to 250 performing PS-5 seats based on current commute and enrollment patterns.
   - There is capacity for 655 students in a Tier 2 charter school. 38 percent of the current PS-5 seats are occupied by students from this cluster.
2. Close the two Tier 4 charter schools. Turnaround or close the five Tier 3 and the four Tier 4 DCPS schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 4,155 performing seats could be added for students in Cluster 39.
   - There is capacity for 1,810 seats in the current Tier 4 DCPS schools and 3,730 in the current Tier 3 buildings. Students from Cluster 39 and the air force base occupy 75 percent of these seats.
3. Authorize charter schools to add up to 1,000 seats.

Whole School Tier	K-5 Tier	6-8 Tier	9-12 Tier	Map Number	School Name	School Type	Grades	Enrollment	Capacity	Utilization	Building Square Feet	Capital Expenditures 2008-2010 Modernization	Capital Expenditures 2008-2010 Stabilization
Tier 1	1	U		1	Achievement Preparatory Academy PCS	Charter	4-7	138	180	76.7%	12,677		
		1		2	Friendship PCS- Tech Prep	Charter	6-8	241	286	84.3%	447,442**		
Tier 2	2			3	Friendship PCS- Southeast Elementary	Charter	PS-5	551	655	84.1%	447,442**		
Tier 3			3	4	Ballou High School	DCPS	9-12	1,064	1,570	67.8%	271,300	$ 695.92	$ 4,745,564.64
		3		5	Hart Middle School	DCPS	7-8	401	600	66.8%	210,700	$ 1,276,835.16	$ 10,378,485.47
	3	4		6	Hendley Elementary School	DCPS	PK-6	364	560	65.0%	73,200	$ -	$ 3,174,017.06
	2	U		7	King Elementary School	DCPS	PS-6	375	530	70.8%	65,500	$ 2,672,621.15	$ 2,291,412.42
	3	2		8	Leckie Elementary School	DCPS	PS-6	342	470	72.8%	65,000	$ -	$ 3,203,795.43
Tier 4	4	4		9	Center City PCS- Congress Heights Campus	Charter	PK-8	199	273	72.8%	225,000		
	3			10	Imagine Southeast PCS	Charter	PK-5	489	510	95.9%	28,661		
	4	U		11	Ferebee-Hope Elementary School	DCPS	PS-6	318	520	61.2%	193,800	$ 5,821,019.40	$ 3,386,220.19
	4	3		12	Terrell/McGogney Elementary School	DCPS	PS-6	251	370	67.8%	112,000	$ -	$ 1,585,550.89
	4	4		13	Patterson Elementary School	DCPS	PS-6	370	370	100.0%	78,300	$ -	$ 2,037,941.64
	3	U		14	Simon Elementary School	DCPS	PS-6	293	550	53.3%	66,200	$ -	$ 3,497,908.50
					Non-Analysis Schools								
				4	Ballou STAY High School	DCPS	Adult	See Ballou HS Above					
				15	National Collegiate PCS*	Charter	9-10	167	200	83.5%	19,493		
				16	Early Childhood Academy PCS- Johenning Campus	Charter	PS-3	227	300	75.7%			
				17	Transition Academy @ Shadd (2011-2012 location)	DCPS	9-12	144	507	28.4%			

*Schools must have at least three years of testing data to be part of the projection analysis.

**Square footage reflects total for multiple or shared campuses.

Appendix A: Detailed Service Gap Data

		Grades K-5					Grades 6-8				
Cluster Number	Overall Need Rank	Grade Level Rank	DCPS Demand	Charter Demand	Service Level	Service Gap	Grade Level Rank	DCPS Demand	Charter Demand	Service Level	Service Gap
Cluster 1	27	24	257	42	20%	240	25	82	18	40%	60
Cluster 2	6	2	1,538	806	31%	1,617	10	455	466	62%	347
Cluster 3	32	29	112	72	78%	41	39	68	47	516%	-478
Cluster 4	38	35	130	4	153%	-71	35	16	11	443%	-93
Cluster 5	35	32	13	0	11%	12	29	2	0	0%	2
Cluster 6	30	33	87	16	106%	-6	26	19	11	0%	30
Cluster 7	26	27	443	184	86%	85	33	89	159	111%	-26
Cluster 8	19	19	319	157	0%	476	19	93	78	0%	171
Cluster 9	20	20	297	115	0%	412	16	148	74	0%	222
Cluster 10	28	26	667	12	85%	105	32	185	19	109%	-19
Cluster 11	30	34	508	10	105%	-27	28	142	12	92%	12
Cluster 12	37	36	210	2	137%	-79	36	62	1	261%	-101
Cluster 13	36	28	464	5	91%	44	38	49	12	502%	-246
Cluster 14	32	31	300	11	92%	25	31	47	27	120%	-15
Cluster 15	39	39	268	12	239%	-390	37	74	7	391%	-235
Cluster 16	34	37	131	35	170%	-117	30	54	13	113%	-9
Cluster 17	15	7	831	438	12%	1,119	34	308	214	105%	-27
Cluster 18	2	5	1,531	918	47%	1,293	5	589	506	56%	486
Cluster 19	13	16	427	394	25%	614	11	173	165	0%	338
Cluster 20	25	38	217	204	149%	-208	17	105	120	19%	181
Cluster 21	11	13	480	576	38%	655	9	245	235	27%	352
Cluster 22	9	15	503	384	30%	621	8	212	202	0%	414
Cluster 23	8	11	690	430	19%	904	6	266	210	0%	476
Cluster 24	20	22	176	168	20%	276	18	69	103	0%	172
Cluster 25	16	17	796	333	46%	613	24	240	256	85%	73
Cluster 26	17	25	687	255	78%	210	14	192	127	23%	244
Cluster 27	29	30	18	7	0%	25	27	11	10	0%	21
Cluster 28	14	14	382	252	0%	634	15	120	123	0%	243
Cluster 29	23	23	174	94	0%	268	21	64	85	0%	149
Cluster 30	24	18	354	196	0%	550	13	91	163	0%	254
Cluster 31	3	6	762	410	0%	1,172	2	316	305	0%	621
Cluster 32	11	9	646	438	0%	1,084	23	256	263	78%	113
Cluster 33	5	3	875	664	0%	1,539	7	313	423	38%	458
Cluster 34	7	8	733	385	0%	1,118	4	299	255	0%	554
Cluster 35	22	21	221	126	0%	347	20	89	73	0%	162
Cluster 36	10	12	523	217	0%	740	12	186	132	0%	318
Cluster 37	18	10	556	467	9%	931	22	187	232	66%	143
Cluster 38	3	4	754	565	0%	1,319	3	274	336	0%	610
Cluster 39 & BAFB	1	1	1,907	1,157	3%	2,974	1	760	544	22%	1,018
Districtwide			**19,987**	**10,561**	**31%**	**21,164**		**6,950**	**6,037**	**46%**	**6,997**

	Grades 9-12					Grades K-12			
Cluster Number	Grade Level Rank	DCPS Demand	Charter Demand	Service Level	Service Gap	DCPS Demand	Charter Demand	Service Level	Service Gap
Cluster 1	27	154	8	28%	257	493	68	42%	327
Cluster 2	3	995	276	9%	1,161	2,988	1,548	31%	3,125
Cluster 3	25	126	38	31%	135	306	157	172%	-333
Cluster 4	37	19	4	114%	-26	165	19	269%	-312
Cluster 5	35	9	1	21%	233	24	1	496%	-99
Cluster 6	33	41	4	60%	112	147	31	139%	-70
Cluster 7	15	255	91	11%	512	787	434	72%	345
Cluster 8	21	187	71	11%	479	599	306	13%	788
Cluster 9	24	218	64	15%	332	663	253	18%	747
Cluster 10	29	177	5	82%	102	1,029	36	94%	60
Cluster 11	30	134	1	29%	150	784	23	109%	-70
Cluster 12	34	55	2	84%	27	327	5	188%	-291
Cluster 13	39	55	3	17%	285	568	20	177%	-451
Cluster 14	31	66	8	30%	140	413	46	117%	-76
Cluster 15	36	57	5	601%	-90	399	24	277%	-749
Cluster 16	28	68	5	147%	-166	253	53	137%	-113
Cluster 17	9	564	131	6%	957	1,703	783	31%	1,727
Cluster 18	2	1,070	350	9%	1,294	3,190	1,774	38%	3,073
Cluster 19	13	325	114	7%	813	925	673	17%	1,331
Cluster 20	19	204	90	9%	634	526	414	78%	207
Cluster 21	17	410	224	4%	1,540	1,135	1,035	42%	1,257
Cluster 22	12	355	185	11%	479	1,070	771	18%	1,514
Cluster 23	10	373	256	10%	568	1,329	896	12%	1,948
Cluster 24	20	139	72	61%	250	384	343	18%	598
Cluster 25	11	312	261	9%	1,161	1,348	850	45%	1,199
Cluster 26	16	238	119	9%	650	1,117	501	56%	711
Cluster 27	32	15	3	45%	141	44	20	169%	-44
Cluster 28	18	207	100	8%	677	709	475	5%	1,124
Cluster 29	22	130	71	14%	378	368	250	10%	558
Cluster 30	38	143	214	20%	246	588	573	45%	638
Cluster 31	5	501	373	7%	813	1,579	1,088	2%	2,606
Cluster 32	7	374	348	9%	1,294	1,276	1,049	20%	1,859
Cluster 33	4	481	537	6%	957	1,669	1,624	10%	2,954
Cluster 34	8	408	303	9%	650	1,440	943	3%	2,322
Cluster 35	23	93	103	8%	661	403	302	9%	645
Cluster 36	14	224	169	15%	332	933	518	4%	1,390
Cluster 37	26	303	280	10%	568	1,046	979	42%	1,177
Cluster 38	6	405	333	8%	677	1,433	1,234	2%	2,606
Cluster 39 & BAFB	1	1,016	585	4%	1,540	3,683	2,286	7%	5,532
Districtwide		**10,906**	**5,807**	**31%**	**11,597**	**37,843**	**22,405**	**34%**	**39,758**

Appendix B: Performance Analysis: School-Wide Tiers

	School Name (Schools meeting AYP in **bold**)	2011 Schoolwide Math: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (2016) Schoolwide Math: % of Students Proficient/Advanced	2011 Schoolwide Reading: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (201 Schoolwide Reading: % of Students Proficient/Advanced
Tier 1	**Mamie D. Lee School**	100.0%	↑	100.0%	100.0%	↑	100.0%
	School Without Walls HS	98.3%	→	100.0%	99.1%	→	100.0%
	Benjamin Banneker HS	97.7%	→	100.0%	94.3%	↘	94.9%
	Janney ES	89.7%	→	98.8%	92.0%	→	100.0%
	McKinley Technology HS	87.4%	↗	100.0%	88.1%	→	100.0%
	Sharpe Health School	79.2%	↗	100.0%	95.8%	↑	100.0%
	St. Coletta Special Education PCS	84.8%	→	100.0%	89.9%	→	100.0%
	Key ES	90.8%	→	95.3%	87.7%	→	100.0%
	Deal MS	88.9%	→	100.0%	83.5%	→	97.9%
	Mann ES	91.1%	→	100.0%	91.1%	↘	85.0%
	DC Prep Academy PCS-Edgewood MS	92.1%	↗	100.0%	74.4%	↗	100.0%
	Murch ES	85.9%	→	100.0%	85.9%	→	91.1%
	Ellington School of the Arts	76.5%	↗	100.0%	85.6%	→	100.0%
	Stoddert ES	84.1%	↗	100.0%	78.2%	→	99.4%
	Howard University PCS MS	79.4%	↗	100.0%	77.6%	→	100.0%
	Eaton ES	74.2%	→	100.0%	79.0%	→	96.6%
	Washington Latin PCS-MS	76.8%	→	88.8%	83.9%	→	96.8%
	Two Rivers PCS-ES	67.6%	↗	100.0%	77.9%	↗	100.0%
	Lafayette ES	87.1%	↘	85.8%	87.8%	↘	83.2%
	Oyster-Adams Bilingual School	82.7%	→	94.3%	81.3%	→	78.9%
	Thurgood Marshall Academy PCS	74.7%	↗	100.0%	66.7%	→	89.7%
	KIPP DC PCS-WILL	71.8%	↑	100.0%	62.5%	↗	95.1%
	KIPP DC PCS- Aim	81.9%	↗	100.0%	60.3%	→	82.5%
	DC Prep Academy PCS- Edgewood ES	60.0%	↑	100.0%	64.6%	↗	100.0%
	Latin American Montessori Bilingual (LAMB) PCS	57.4%	↑	88.3%	76.1%	↑	100.0%
	Hyde-Addison ES	75.3%	→	87.8%	81.2%	↘	76.5%
	Brent ES	61.9%	↗	96.8%	76.2%	→	85.0%
	Achievement Preparatory Academy PCS	86.9%	→	98.1%	59.7%	→	74.3%
	Ross ES	70.7%	→	87.2%	72.4%	→	87.6%
	Cesar Chavez PCS- Bruce Prep	77.8%	↑	100.0%	50.9%	↗	84.3%
	Stuart-Hobson MS	65.2%	↗	98.0%	68.7%	→	79.9%
	E.L. Haynes PCS - Georgia Avenue Campus	76.9%	↗	100.0%	52.9%	→	78.0%
	Comm Academy PCS- Butler Bilingual Campus	71.2%	↑	100.0%	67.3%	→	61.3%
	Two Rivers PCS-MS	54.4%	↑	100.0%	58.9%	→	86.4%
	Paul PCS	72.6%	→	86.0%	64.6%	→	76.3%
	Watkins ES	62.6%	→	89.5%	63.6%	→	82.2%
	SEED PCS	76.4%	↗	100.0%	60.4%	→	61.0%
	Cleveland ES	69.8%	→	97.7%	58.5%	→	67.9%
	Potomac Lighthouse PCS	65.5%	↗	97.2%	57.1%	→	73.0%
	Elsie Whitlow Stokes PCS	64.8%	→	87.0%	55.8%	→	80.3%
	Hardy MS	68.0%	→	81.0%	66.3%	→	70.7%
	Comm Academy PCS- Amos I	57.3%	↗	97.5%	50.4%	→	75.9%
	KIPP DC PCS- Key	76.3%	↓	68.5%	64.9%	→	70.6%
	Shepherd ES	66.9%	→	77.6%	68.3%	↘	66.8%
	FriendshipPCS- Tech Prep	55.6%	↗	100.0%	48.9%	→	74.9%
Tier 2	Meridian PCS	50.2%	→	85.5%	52.5%	↗	90.2%
	Capital City PCS- Lower School	69.8%	→	67.7%	69.8%	↘	68.1%
	Hearst ES	66.7%	↘	69.6%	65.3%	↘	73.1%
	Sousa MS	52.6%	↑	100.0%	39.9%	↗	78.8%
	Capital City PCS- Upper School	57.2%	↗	95.4%	57.2%	→	61.4%
	Langdon EC	71.8%	↘	69.2%	66.5%	↘	63.6%
	Cesar Chavez PCS- Parkside	60.7%	↗	100.0%	44.2%	→	65.1%
	Tubman ES	61.3%	↑	100.0%	43.5%	→	63.9%
	Wilson HS	52.3%	→	67.9%	65.7%	→	79.0%
	Barnard ES	60.5%	→	75.8%	58.4%	↓	58.5%
	Comm Academy PCS- Online	57.3%	→	70.7%	65.3%	↓	58.8%
	Center City PCS- Trinidad Campus	40.0%	↗	76.2%	54.6%	↗	77.2%
	ROOTS PCS- Main Campus	38.9%	→	69.5%	58.3%	→	80.5%
	Wilson, J.O. ES	53.4%	→	75.5%	53.4%	↘	62.6%
	Francis-Stevens EC	51.8%	→	62.9%	56.1%	→	70.6%
	Center City PCS- Capitol Hill Campus	40.0%	↑	95.3%	40.8%	→	63.7%
	Center City PCS- Petworth Campus	41.8%	→	61.4%	52.2%	↗	84.2%
	Cesar Chavez PCS- Capitol Hill	57.4%	↗	83.0%	46.5%	→	50.3%
	Turner ES @ Green	43.0%	↗	84.0%	38.3%	↗	71.3%
	Ludlow-Taylor ES	51.9%	→	83.6%	45.7%	↘	51.6%
	DC Bilingual PCS	46.6%	↑	100.0%	39.3%	→	46.0%
	Eliot-Hine MS	45.8%	↗	81.1%	37.0%	→	62.2%
	William E Doar Jr. PCS- Northeast (Lower)	52.6%	→	65.3%	49.4%	→	55.8%

Appendix B: Performance Analysis: School-Wide Tiers Cont.

	School Name (Schools meeting AYP in **bold**)	2011 Schoolwide Math: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (2016) Schoolwide Math: % of Students Proficient/Advanced	2011 Schoolwide Reading: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (201 Schoolwide Reading: % of Students Proficient/Advanced
Tier 2	Friendship PCS- Collegiate Academy Woodson	51.3%	→	78.0%	41.1%	→	45.0%
	Powell ES	50.8%	→	70.1%	38.1%	→	55.4%
	Hospitality PCS	51.2%	→	60.2%	52.5%	→	50.3%
	Friendship PCS- Southeast Elementary	45.6%	↗	90.8%	30.3%	→	47.4%
	Burrville ES	47.7%	→	71.3%	44.5%	↓	43.1%
	Coolidge HS	31.7%	→	50.1%	42.1%	↗	82.0%
	Ketcham ES	40.5%	↗	70.5%	35.1%	→	52.2%
	Hope Community PCS- Tolson	46.7%	→	58.2%	46.7%	→	45.2%
	Washington Math Science and Technology PCS	59.1%	↓	29.6%	59.1%	↓	47.7%
	Ron Brown MS	48.1%	↗	91.6%	22.7%	→	31.8%
	Mary McLeod Bethune PCS- Slowe-Brookland	30.6%	→	49.8%	40.0%	↗	73.5%
	Ideal Academy PCS- Peabody Street Campus*	38.5%	↗	70.7%	37.0%	→	47.0%
	Shaed EC*	40.3%	↗	69.5%	33.8%	→	49.0%
	Friendship PCS- Woodridge	50.0%	↓	47.3%	49.4%	↓	44.6%
	Ideal Academy- North Capitol St.	44.0%	→	70.4%	36.2%	↘	39.9%
	Marie Reed ES	44.8%	→	67.9%	41.0%	↓	34.6%
	Arts and Technology Academy PCS	35.8%	→	52.0%	40.6%	→	57.6%
	Columbia Heights EC	49.2%	→	48.0%	42.6%	→	45.0%
	Perry Street Prep PCS (formerly Hyde Leadership Academy PCS)	39.7%	→	52.0%	43.9%	→	46.9%
	West EC	40.2%	→	44.9%	49.1%	↘	48.2%
	Tree of Life PCS	41.3%	→	53.1%	42.0%	→	44.9%
	Friendship PCS- Chamberlain	41.6%	→	60.3%	37.7%	→	40.4%
Tier 3	Houston ES	20.5%	→	48.8%	43.2%	→	66.6%
	Randle Highlands ES	38.7%	→	67.8%	36.7%	↓	32.9%
	King ES	34.9%	→	53.6%	43.8%	↘	43.3%
	Luke C. Moore HS	21.8%	→	40.4%	41.8%	↗	71.6%
	Jefferson MS	48.6%	→	63.7%	30.3%	↓	31.8%
	Booker T. Washington PCS	18.0%	→	30.6%	46.0%	↗	79.1%
	Kenilworth ES	34.7%	↗	67.3%	29.2%	→	40.4%
	Friendship PCS- Junior Academy Blow-Pierce	43.2%	→	55.2%	36.9%	↓	35.5%
	Maya Angelou PCS- MS Campus	41.5%	↗	72.2%	25.4%	→	31.8%
	Seaton ES	33.6%	→	44.5%	40.7%	→	51.9%
	Kimball ES	32.2%	→	61.6%	30.6%	→	42.8%
	Integrated Design and Electronic Acad (IDEA) PCS	38.0%	→	42.4%	39.7%	→	46.6%
	Emery EC	43.0%	↘	40.4%	43.0%	↓	38.1%
	Takoma EC @ Meyer	45.2%	↓	33.1%	50.0%	↓	36.0%
	Center City PCS- Brightwood Campus	31.8%	→	42.7%	43.9%	→	45.0%
	MacFarland MS	39.1%	→	66.2%	25.5%	→	31.7%
	Plummer ES	35.7%	→	51.6%	32.1%	→	41.0%
	Leckie ES	39.4%	→	51.7%	36.6%	↓	28.5%
	Thomson ES	39.7%	→	51.9%	39.1%	↓	24.9%
	Garrison ES	25.6%	↘	34.1%	43.6%	→	50.9%
	Beers ES	27.7%	→	41.6%	40.3%	→	44.2%
	Bancroft ES	53.1%	↓	40.6%	38.2%	↓	21.6%
	Hart MS	31.5%	→	49.6%	29.5%	→	42.8%
	Walker-Jones EC	31.3%	↗	62.1%	23.5%	→	36.4%
	Payne ES	29.2%	→	40.9%	37.1%	→	41.1%
	Whittier EC	40.9%	↘	45.2%	37.9%	↓	24.0%
	Shaw MS @ Garnet-Patterson	37.4%	→	47.5%	29.4%	→	32.3%
	Maury ES	46.8%	→	48.6%	38.7%	↓	12.4%
	Truesdell EC	41.8%	→	44.1%	33.3%	↓	26.8%
	River Terrace ES	28.8%	→	35.1%	39.0%	→	42.9%
	William E. Doar Jr. PCS- Northeast (Upper)	31.6%	↓	18.0%	47.4%	↘	48.6%
	Smothers ES	32.5%	→	53.6%	30.0%	↘	28.0%
	Raymond EC	46.0%	↓	34.6%	42.2%	↓	20.9%
	Miner ES	33.1%	→	41.5%	36.5%	↘	32.1%
	Winston EC	25.5%	→	32.6%	36.2%	→	48.8%
	Marshall ES	25.9%	↘	26.4%	33.3%	→	52.9%
	Noyes EC	28.3%	↓	36.0%	31.9%	↓	38.5%
	Comm Academy PCS- RAND Technology Campus	29.7%	→	42.3%	32.3%	↓	29.0%
	Center City PCS- Shaw Campus	28.8%	→	45.6%	34.4%	↓	24.5%
	Thomas ES	27.4%	→	51.9%	24.2%	↘	28.9%
	Hendley ES	27.6%	→	34.4%	35.3%	↘	33.2%
	Ballou HS	19.3%	→	40.8%	20.9%	→	47.3%
	Orr ES	33.3%	→	50.8%	24.2%	↓	18.7%
	William E. Doar Jr. PCS- Northwest	14.5%	→	24.8%	38.7%	→	48.6%

Appendix B: Performance Analysis: School-Wide Tiers Cont.

	School Name (Schools meeting AYP in **bold**)	2011 Schoolwide Math: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (2016) Schoolwide Math: % of Students Proficient/Advanced	2011 Schoolwide Reading: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (201 Schoolwide Reading: % of Students Proficient/Advanced
Tier 4	Roosevelt HS	24.2%	→	39.0%	23.3%	→	39.7%
	Cardozo HS	25.2%	→	34.1%	27.6%	→	39.2%
	Burroughs EC	39.0%	↓	22.8%	40.7%	↓	22.6%
	Simon ES	24.1%	→	31.3%	37.2%	→	32.4%
	Prospect Learning Center	24.7%	↗	64.5%	12.3%	→	22.8%
	Brightwood EC	31.1%	↘	35.8%	35.9%	↓	20.7%
	Nalle ES	30.7%	→	36.5%	30.7%	↓	20.9%
	Comm Academy PCS- Amos III/Armstrong	30.0%	↓	19.8%	37.3%	↘	30.7%
	Imagine Southeast PCS	33.1%	→	54.7%	28.9%	↓	1.0%
	Kelly Miller MS	28.7%	→	40.4%	23.4%	→	25.1%
	LaSalle-Backus EC	29.4%	→	32.9%	29.4%	↓	24.0%
	Kramer MS	29.4%	→	35.4%	19.2%	→	25.1%
	Bruce-Monroe ES @ Park View	43.0%	↓	28.1%	29.7%	↓	7.1%
	Cooke, H.D. ES	24.3%	↓	23.5%	32.2%	↘	27.8%
	Drew ES	13.3%	→	28.0%	25.3%	→	40.3%
	Terrell, M.C./McGogney ES	23.4%	→	36.9%	23.4%	↘	23.3%
	Moten ES @ Wilkinson	12.8%	→	35.2%	24.8%	→	30.7%
	Dunbar HS	18.1%	→	21.6%	26.8%	→	33.4%
	Wheatley EC	20.4%	→	31.4%	18.7%	→	28.1%
	Browne EC	29.3%	↘	20.4%	22.5%	→	25.9%
	Johnson, John Hayden MS	17.1%	→	30.3%	17.5%	→	27.1%
	Center City PCS- Congress Heights Campus	20.9%	↓	12.3%	32.2%	↓	21.5%
	Brookland EC @ Bunker Hill	36.5%	↓	0.7%	39.2%	↓	8.9%
	Maya Angelou PCS- Evans Campus	18.8%	→	26.9%	21.9%	↘	17.4%
	Patterson ES	18.9%	↓	7.6%	33.3%	↓	23.5%
	Nia Community PCS*	23.8%	→	20.0%	28.7%	↓	6.0%
	Maya Angelou PCS- Shaw Campus	11.1%	↓	0.0%	33.3%	↘	27.5%
	Woodson, H.D. HS @ Fletcher Johnson	13.4%	→	21.8%	13.4%	→	21.8%
	Malcolm X ES	16.4%	→	20.5%	19.2%	↓	11.2%
	Hamilton Center	15.0%	→	24.1%	11.7%	→	16.4%
	Thea Bowman Prep Academy PCS	21.6%	→	25.4%	20.0%	↓	0.0%
	Anacostia HS	9.2%	→	22.1%	13.3%	→	21.5%
	School for the Arts in Learning (SAIL) PCS*	21.2%	↘	12.7%	21.2%	↓	6.6%
	Tyler ES	27.0%	↓	1.3%	28.0%	↓	0.0%
	Amidon-Bowen ES	15.3%	↓	12.6%	19.1%	↓	9.0%
	Harris, C.W. ES	8.2%	↓	7.7%	20.5%	↓	17.6%
	Howard Road Academy PCS- Main Campus	26.3%	↓	0.0%	27.6%	↓	0.0%
	Ferebee-Hope ES	11.7%	↓	18.5%	10.5%	↓	12.1%
	Davis ES	14.8%	↓	4.6%	24.7%	↓	8.3%
	Aiton ES	16.7%	↓	7.5%	21.7%	↓	0.0%
	Spingarn HS	10.4%	↓	0.9%	16.7%	↘	13.7%
	Savoy ES	15.4%	↓	4.4%	21.0%	↓	0.0%
	Options PCS	12.2%	↘	8.7%	13.0%	↘	6.2%
	Stanton ES	9.2%	↘	11.7%	9.2%	↓	6.6%
	Garfield ES	6.3%	↓	0.0%	8.3%	↓	0.0%
	Eastern HS***	0.0%	↓	0.0%	0.0%	↓	0.0%
Untiered**	**KIPPDC College Prep**	91.7%	NA	NA	77.4%	NA	NA
	Washington Latin PCS-Upper School	61.5%	↗	NA	71.2%	→	NA
	Washington Yu Ying PCS	57.1%	NA	NA	62.9%	NA	NA
	Phelps Architecture, Construction, and Engineering HS	52.9%	↗	NA	61.8%	↑	NA
	Howard Road Academy PCS- MLK Ave MS	45.9%	↓	NA	36.9%	→	NA
	Early Childhood Academy PCS- Johenning Campus	44.7%	↑	NA	55.3%	↑	NA
	National Collegiate PCS	42.2%	NA	NA	48.4%	NA	NA
	Septima Clark PCS	15.2%	↑	NA	19.6%	↑	NA
	Washington Metropolitan HS	7.4%	↓	NA	18.6%	↓	NA

*School closed at end of 2010-2011 school year.
**These school had fewer than the 3 years minimum test data needed to be part of the analysis; most schools' projection scores are based on five years.
***Eastern High School is going through the turnaround process.

Appendix C: Elementary School Performance Analysis: K-5 Tiers

	School Name (Schools meeting AYP in **bold**)	2011 K-5 Math: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (2016) K-5 Math: % of Students Proficient/Advanced	2011 K-5 Reading: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (2016) K-5 Reading: % of Students Proficient/Advanced
Tier 1	**Janney ES**	89.7%	→	100.0%	92.0%	→	100.0%
	Key ES	90.8%	→	95.3%	87.7%	→	100.0%
	Mann ES	91.1%	→	100.0%	91.1%	↘	85.9%
	Murch ES	85.9%	→	100.0%	85.9%	→	91.8%
	Stoddert ES	84.1%	↗	100.0%	78.2%	→	99.4%
	DC Prep Academy PCS- Edgewood MS	89.3%	↑	100.0%	64.9%	↗	100.0%
	Eaton ES	74.2%	→	100.0%	79.0%	→	96.8%
	Stuart-Hobson MS	74.7%	↗	100.0%	73.7%	↗	100.0%
	Two Rivers PCS-ES	67.6%	↗	100.0%	77.9%	↗	100.0%
	Lafayette ES	87.1%	↘	84.8%	87.8%	↘	83.5%
	Langdon EC	80.3%	→	84.4%	80.3%	→	96.2%
	Oyster-Adams Bilingual School	80.7%	→	89.8%	81.6%	↘	75.2%
	Hyde-Addison ES	75.3%	→	87.8%	81.2%	↘	76.5%
	Brent ES	61.9%	↗	93.4%	76.2%	→	87.4%
	DC Prep Academy PCS-Edgewood ES	60.0%	↗	91.7%	64.6%	↗	100.0%
	Ross ES	70.7%	→	88.2%	72.4%	→	84.3%
	Latin American Montessori Bilingual (LAMB) PCS	57.4%	↑	100.0%	76.1%	→	82.0%
	Capital City PCS - Lower School	68.0%	→	74.4%	76.0%	→	83.6%
	Comm Academy PCS- Butler Bilingual Campus	71.2%	↑	100.0%	67.3%	→	61.3%
	Watkins ES	62.6%	→	89.5%	63.6%	→	82.2%
	Potomac Lighthouse PCS	65.5%	↗	97.9%	57.1%	→	74.8%
	Cleveland ES	69.8%	→	97.7%	58.5%	→	67.9%
	Elsie Whitlow Stokes PCS	62.6%	→	84.7%	56.5%	→	85.9%
	Comm Academy PCS- Amos I	57.3%	↗	97.5%	50.4%	→	75.9%
	Washington Latin PCS-MS	62.7%	↓	55.0%	78.7%	↘	78.6%
	Hearst ES	66.7%	↘	69.6%	65.3%	↘	73.1%
	Shepherd ES	66.9%	→	72.7%	68.3%	↘	66.6%
	Tubman ES	61.3%	↗	100.0%	43.5%	→	63.2%
	KIPP DC PCS- Aim	68.4%	↗	96.0%	50.5%	→	52.8%
	Center City PCS- Trinidad Campus	32.9%	↑	81.9%	51.4%	↑	100.0%
	Achievement Preparatory Academy PCS	82.5%	→	81.7%	51.3%	↓	45.4%
	Barnard ES	60.5%	→	75.8%	58.4%	↓	58.5%
Tier 2	ROOTS PCS-Main Campus	36.8%	↗	67.5%	57.9%	↗	89.5%
	Meridian PCS	36.4%	→	73.5%	48.9%	↗	92.0%
	Wilson, J.O. ES	53.4%	→	77.3%	53.4%	→	64.3%
	Comm Academy PCS- Online	55.3%	→	68.3%	63.2%	↓	55.2%
	Ideal Academy PCS- North Capitol St.	46.8%	↗	83.3%	43.0%	→	67.4%
	Turner ES @ Green	43.0%	↗	82.2%	38.3%	↗	71.7%
	DC Bilingual	46.6%	↑	100.0%	39.3%	→	46.0%
	KIPP DC PCS- WILL	47.6%	→	70.9%	51.2%	→	62.2%
	E.L. Haynes PCS - Georgia Avenue Campus	62.0%	→	75.6%	36.7%	↘	50.6%
	Center City PCS- Petworth Campus	28.0%	↗	62.8%	42.7%	↗	89.8%
	William E Doar Jr. PCS- Northeast (Lower)	52.6%	→	65.3%	49.4%	→	55.8%
	Powell ES	50.8%	→	73.2%	38.1%	→	58.7%
	Ludlow-Taylor ES	51.9%	→	76.6%	45.7%	↓	44.6%
	Mary McLeod Bethune PCs- Slowe-Brookland	31.1%	→	58.9%	42.7%	↗	85.9%
	Burrville ES	47.7%	→	74.3%	44.5%	↘	47.8%
	Friendship PCS- Southeast Elementary	45.6%	↗	90.8%	30.3%	→	47.4%
	Marie Reed ES	44.8%	→	73.1%	41.0%	↘	46.8%
	Ketcham ES	40.5%	↗	69.4%	35.1%	→	58.1%
	Center City PCS- Capitol Hill Campus	33.8%	↗	69.3%	33.8%	→	57.2%
	Randle Highlands ES	38.7%	→	69.4%	36.7%	→	41.4%
	Arts and Technology Academy PCS	35.8%	→	56.2%	40.6%	→	53.3%
	Houston ES	20.5%	→	47.5%	43.2%	→	73.3%
	Francis-Stevens EC	46.5%	↓	24.2%	60.5%	↓	52.0%
	Seaton ES	33.6%	→	50.0%	40.7%	→	56.9%
	Tree of Life PCS	39.8%	→	54.1%	41.9%	→	41.8%
	Kenilworth ES	34.7%	→	63.2%	29.2%	→	45.3%
	Beers ES	27.7%	→	47.9%	40.3%	→	52.8%
	Kimball ES	32.2%	→	61.6%	30.6%	→	42.8%
	Takoma EC @ Meyer	45.2%	↘	44.3%	48.4%	↓	28.8%
	Winston EC	21.5%	→	37.7%	40.0%	↗	65.3%
	King ES	33.8%	→	51.7%	41.4%	↓	37.6%
	KIPP DC PCS- Key	56.4%	↓	21.2%	50.9%	↓	33.2%

	School Name (Schools meeting AYP in **bold**)	2011 K-5 Math: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (2016) K-5 Math: % of Students Proficient/Advanced	2011 K-5 Reading: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (2016) K-5 Reading: % of Students Proficient/Advanced
Tier 3	Browne EC	31.5%	↗	60.2%	23.6%	→	45.7%
	Plummer ES	35.7%	→	51.6%	32.1%	→	41.0%
	Hope Community PCS- Tolson	38.7%	→	47.0%	40.6%	↘	32.5%
	Bancroft ES	53.1%	↘	44.1%	38.2%	↓	22.7%
	Whittier EC	39.7%	→	51.3%	36.0%	↓	27.2%
	River Terrace ES	28.8%	→	43.4%	39.0%	→	42.9%
	Thomson ES	39.7%	→	51.2%	39.1%	↓	23.9%
	Marshall ES	25.9%	→	40.9%	33.3%	→	51.9%
	Payne ES	29.2%	→	38.0%	37.1%	→	45.9%
	Hendley ES	29.7%	→	42.6%	37.5%	→	40.0%
	Maury ES	46.8%	→	48.4%	38.7%	↓	15.7%
	Hope Community PCS- Lamond	25.0%	→	26.8%	50.0%	↘	47.5%
	Garrison ES	25.6%	↓	29.9%	43.6%	→	49.7%
	Center City PCS- Brightwood Campus	26.5%	→	24.8%	42.6%	→	49.8%
	Miner ES	33.1%	→	38.1%	36.5%	→	35.8%
	Raymond EC	47.4%	↓	37.8%	40.0%	↓	18.2%
	Simon ES	27.0%	→	33.4%	41.7%	→	40.1%
	William E. Doar Jr. PCS- Northwest	15.2%	→	24.3%	41.3%	→	54.9%
	West EC	28.6%	↓	24.4%	42.9%	↓	38.6%
	Smothers ES	32.5%	→	48.2%	30.0%	↓	23.1%
	Comm Academy PCS- RAND Technology Campus	29.7%	→	42.3%	32.3%	↓	29.0%
	Friendship Woodridge	35.4%	↓	21.1%	39.6%	↘	36.8%
	Thomas ES	27.4%	→	51.9%	24.2%	↘	28.9%
	Friendship PCS- Chamberlain	27.8%	↘	27.7%	36.3%	→	37.8%
	Orr ES	33.3%	→	50.8%	24.2%	↓	18.7%
	Leckie ES	32.4%	↘	39.4%	31.5%	↓	23.0%
	Cooke, H.D. ES	24.3%	↘	31.6%	32.2%	→	36.0%
	Burroughs EC	34.3%	↓	15.2%	43.5%	↓	27.3%
	Nalle ES	30.7%	→	36.5%	30.7%	↓	20.9%
	Imagine Southeast PCS	33.1%	→	54.7%	28.9%	↓	1.0%
	Truesdell EC	36.0%	↓	24.5%	30.2%	↓	24.5%
Tier 4	Perry Street Prep PCS (formerly Hyde Leadership Academy PCS)	23.1%	↓	18.8%	37.7%	↘	35.2%
	Drew ES	13.3%	→	31.4%	25.3%	→	43.4%
	Moten ES @ Wilkinson	12.8%	→	34.3%	24.8%	→	31.3%
	Thea Bowman Prep Academy PCS	0.0%	→	9.8%	33.3%	↗	59.4%
	Center City PCS- Congress Heights Campus	16.7%	→	32.9%	24.1%	→	25.8%
	Walker-Jones EC	24.3%	→	31.6%	19.8%	↓	19.1%
	Comm Academy PCS- Amos III/Armstrong	20.7%	↓	12.7%	25.2%	→	35.4%
	Bruce-Monroe ES @ Park View	43.0%	↓	19.2%	29.7%	↓	1.6%
	Terrell, M.C./McGogney ES	20.0%	→	26.2%	25.0%	↓	20.1%
	Brightwood EC	22.9%	↓	21.1%	34.5%	↓	12.5%
	Emery EC	27.1%	↓	11.4%	33.9%	↓	15.6%
	Noyes EC	21.1%	↓	12.8%	24.2%	↓	22.7%
	Shaed EC*	12.1%	↓	0.0%	30.3%	→	38.0%
	LaSalle-Backus EC	18.3%	↓	14.6%	25.6%	↓	21.9%
	Wheatley EC	11.7%	→	14.1%	19.7%	→	29.3%
	Brookland EC @ Bunker Hill	25.5%	↓	0.0%	37.8%	↓	9.8%
	Center City PCS- Shaw Campus	18.1%	→	23.4%	29.2%	↓	0.2%
	Nia Community PCS*	21.1%	→	15.3%	27.6%	↓	5.2%
	Malcolm X ES	16.4%	→	18.6%	19.2%	↓	13.7%
	Patterson ES	16.9%	↓	7.9%	25.4%	↓	16.7%
	Tyler ES	27.0%	↓	8.8%	28.0%	↓	0.0%
	Friendship PCS- Junior Academy Blow-Pierce	19.6%	↓	9.6%	25.8%	↓	0.0%
	Davis ES	14.8%	↓	4.6%	24.7%	↓	8.3%
	Amidon-Bowen ES	15.3%	↓	7.6%	19.1%	↓	9.8%
	Savoy ES	15.4%	↓	3.7%	21.0%	↓	10.0%
	Howard Road Academy PCS- Main Campus	23.6%	↓	0.0%	25.2%	↓	0.0%
	Harris, C.W. ES	8.2%	↓	6.3%	20.5%	↓	11.5%
	Aiton ES	16.7%	↓	6.7%	21.7%	↓	0.0%
	Stanton ES	9.2%	↘	11.5%	9.2%	↘	11.5%
	Ferebee-Hope ES	11.7%	↓	9.4%	10.9%	↓	5.4%
	School for the Arts in Learning (SAIL) PCS*	13.0%	↓	0.0%	13.0%	↓	0.0%
	Garfield ES	6.3%	↓	0.0%	8.3%	↓	0.0%
Untiered**	Washington Yu Ying PCS	57.1%	NA	NA	62.9%	NA	NA
	Early Childhood Academy PCS- Johenning Campus	44.7%	↑	NA	55.3%	↑	NA
	MacFarland MS	41.9%	↗	NA	37.2%	↗	NA
	Septima Clark PCS	15.2%	↑	NA	19.6%	↑	NA

*School closed at end of 2010-2011 school year.

**These school had fewer than the 3 years minimum test data needed to be part of the analysis; most schools' projection scores are based on five years.

Appendix D: Middle School Performance Analysis: 6-8 Tiers

	School Name (Schools meeting AYP in **bold**)	2011 6-8 Math: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (2016) 6-8 Math: % of Students Proficient/Advanced	2011 6-8 Reading: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (2016) 6-8 Reading: % of Students Proficient/Advanced
Tier 1	**DC Prep Academy PCS-Edgewood MS**	95.5%	→	100.0%	85.6%	↗	100.0%
	Deal MS	88.9%	→	100.0%	83.5%	→	97.9%
	Washington Latin PCS-MS	80.8%	→	98.9%	85.4%	→	100.0%
	Howard University PCS MS	79.4%	↗	100.0%	77.6%	→	100.0%
	KIPP DC PCS- Key	90.8%	→	95.4%	75.0%	→	91.0%
	Oyster-Adams Bilingual School	85.8%	→	92.8%	80.9%	→	90.4%
	KIPP DC PCS- Aim	87.6%	→	100.0%	64.4%	→	88.0%
	Meridian PCS	69.9%	↗	100.0%	57.6%	→	86.8%
	Cesar Chavez PCS- Bruce Prep	77.8%	↑	100.0%	50.9%	↗	84.3%
	KIPP DC PCS- WILL	80.6%	→	89.1%	66.5%	→	72.8%
	SEED PCS	83.2%	↗	100.0%	58.4%	→	62.5%
	Two Rivers PCS-MS	54.4%	↑	100.0%	58.9%	→	86.4%
	Paul PCS	72.6%	→	86.0%	64.6%	→	76.3%
	Capital City PCS-Upper School	71.6%	↑	100.0%	58.0%	→	66.1%
	Stuart-Hobson MS	62.2%	→	88.7%	67.2%	→	74.2%
	Elsie Whitlow Stokes PCS	73.5%	→	99.3%	52.9%	→	63.0%
	E.L. Haynes PCS - Georgia Avenue Campus	90.7%	↓	81.8%	67.9%	↓	46.3%
	Hardy MS	68.0%	→	81.0%	66.3%	→	70.7%
	Center City PCS- Petworth Campus	59.3%	→	71.0%	64.4%	→	85.9%
	Friendship PCS- Tech Prep	55.6%	↗	100.0%	48.9%	→	74.9%
Tier 2	Center City PCS- Capitol Hill Campus	48.1%	↑	100.0%	50.0%	↗	75.3%
	Cesar Chavez PCS- Parkside	60.1%	↑	100.0%	45.2%	→	66.7%
	Sousa MS	52.6%	↑	100.0%	39.9%	↗	78.8%
	Comm Academy PCS- Online	59.5%	→	71.4%	67.6%	↓	60.9%
	Shaed EC*	61.4%	↑	100.0%	36.4%	→	59.2%
	Leckie ES	61.8%	↗	91.9%	52.9%	↓	46.8%
	Friendship PCS- Woodridge	62.8%	→	73.7%	57.9%	↘	56.1%
	ROOTS PCS-Main Campus	41.2%	→	75.1%	58.8%	→	74.0%
	Capital City PCS - Lower School	71.6%	↓	60.8%	63.5%	↓	52.2%
	Hope Community PCS- Tolson	60.7%	→	69.5%	57.4%	→	53.9%
	West EC	55.1%	→	64.4%	57.1%	→	63.0%
	Francis-Stevens EC	54.2%	→	62.8%	54.2%	→	62.9%
	Center City PCS- Trinidad Campus	48.3%	↗	77.3%	58.3%	↓	45.4%
	Eliot-Hine MS	45.8%	↗	81.1%	37.0%	→	62.2%
	Walker-Jones EC	42.6%	↗	96.7%	29.4%	→	55.4%
	Comm Academy PCS- Amos III/Armstrong	38.8%	→	79.2%	48.7%	→	55.3%
	Center City PCS- Shaw Campus	43.4%	↗	80.4%	41.5%	→	55.7%
	Friendship PCS- Chamberlain	55.0%	↗	88.7%	39.0%	↘	36.3%
	Noyes EC	36.7%	↗	88.6%	41.1%	↓	51.8%
Tier 3	Emery EC	53.3%	→	55.2%	48.9%	→	53.7%
	Center City PCS- Brightwood Campus	40.5%	↗	72.4%	46.2%	↘	45.2%
	Truesdell EC	51.2%	↗	84.6%	38.4%	↓	28.9%
	Friendship PCS- Junior Academy Blow-Pierce	50.0%	→	69.1%	40.1%	↘	42.6%
	Columbia Heights EC	46.0%	→	64.3%	36.8%	→	53.4%
	Ron Brown MS	48.1%	↗	91.6%	22.7%	→	31.8%
	Tree of Life PCS	43.9%	→	52.6%	42.1%	→	51.1%
	Perry Street Prep PCS (formerly Hyde Leadership Academy PCS)	48.2%	→	67.1%	38.1%	↘	35.5%
	Integrated Design and Electronic Acad (IDEA) PCS	44.7%	→	49.2%	39.5%	→	48.2%
	Jefferson MS	48.6%	→	63.7%	30.3%	↓	31.8%
	Maya Angelou PCS- MS Campus	41.5%	↗	72.2%	25.4%	→	31.8%
	William E. Doar Jr. PCS- Northeast (Upper)	37.9%	↓	28.2%	50.0%	→	54.3%
	Takoma EC @ Meyer	45.2%	↓	26.1%	52.1%	↓	44.7%
	Langdon EC	59.5%	↓	46.5%	46.4%	↓	5.2%
	Hart MS	31.5%	→	49.6%	29.5%	→	42.8%
	Terrell, M.C./McGogney ES	33.3%	→	63.6%	18.5%	↘	33.1%
	MacFarland MS	38.1%	→	64.6%	21.2%	↘	24.0%
	Shaw MS @ Garnet-Patterson	37.4%	→	47.5%	29.4%	→	32.3%
	Burroughs EC	45.9%	↘	36.7%	36.5%	↓	22.2%

	School Name (Schools meeting AYP in **bold**)	2011 6-8 Math: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (2016) 6-8 Math: % of Students Proficient/Advanced	2011 6-8 Reading: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (2016) 6-8 Reading: % of Students Proficient/Advanced
Tier 4	Wheatley EC	32.7%	↗	59.9%	17.3%	→	27.6%
	LaSalle-Backus EC	41.0%	→	40.7%	33.3%	↓	17.2%
	Winston EC	27.6%	→	30.4%	34.1%	→	39.8%
	Brightwood EC	39.2%	↓	32.4%	37.3%	↓	22.0%
	Ideal Academy PCS- North Capitol St.	40.3%	→	54.8%	27.4%	↓	6.4%
	Patterson ES	24.0%	↓	4.9%	54.0%	↓	37.8%
	Mary McLeod Bethune PCS- Slowe-Brookland	30.0%	↓	15.9%	36.0%	↘	36.5%
	Kelly Miller MS	28.7%	→	40.4%	23.4%	→	25.1%
	School for the Arts in Learning (SAIL) PCS*	27.6%	→	35.3%	27.6%	↓	21.7%
	Whittier EC	42.4%	↓	15.2%	40.4%	↓	11.6%
	Kramer MS	29.4%	→	35.4%	19.2%	→	25.1%
	Raymond EC	43.9%	↓	18.6%	45.5%	↓	0.0%
	Browne EC	28.1%	↘	20.7%	21.9%	→	23.3%
	Brookland EC @ Bunker Hill	48.4%	↓	3.3%	40.7%	↓	0.0%
	Johnson, John Hayden MS	17.1%	→	30.3%	17.5%	→	27.1%
	Howard Road Academy PCS-Main Campus	36.2%	↓	11.0%	36.2%	↓	0.0%
	Center City PCS- Congress Heights Campus	24.6%	↓	0.0%	39.3%	↓	15.7%
	Hendley ES	17.9%	↓	6.6%	25.0%	↓	11.0%
	Thea Bowman Prep Academy PCS	23.2%	↓	4.2%	18.8%	↓	0.0%
	Options PCS	12.4%	↘	9.2%	12.4%	↘	6.0%
Untiered**	**Achievement Preparatory Academy PCS**	94.0%	↘	NA	73.5%	NA	NA
	Howard Road Academy PCS- MLK Ave MS	45.9%	NA	NA	36.9%	→	NA
	Hope Community PCS- Lamond	41.7%	↗	NA	58.3%	↓	NA
	King ES	38.9%	↓	NA	52.8%	↗	NA
	Nia Community PCS*	32.0%	↑	NA	32.0%	↑	NA
	Simon ES	13.3%	↓	NA	20.0%	↓	NA
	William E. Doar Jr. PCS-Northwest	12.5%	↓	NA	31.3%	↓	NA
	Ferebee-Hope ES	11.6%	↓	NA	9.3%	↓	NA

*School closed at end of 2010-2011 school year.

**These school had fewer than the 3 years minimum test data needed to be part of the analysis; most schools' projection scores are based on five years.

Appendix E: High School Performance Analysis: 9-12 Tiers

School Name (Schools meeting AYP in **bold**)		2011 9-12 Math: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (2016) 9-12 Math: % of Students Proficient/Advanced	2011 9-12 Reading: % of Students Proficient/Advanced	2007-11 DC-CAS Performance Slope	5-Year Projection (2016) 9-12 Reading: % of Students Proficient/Advanced
School Without Walls HS	Tier 1	98.3%	→	100.0%	99.1%	→	100.0%
Benjamin Banneker HS		97.7%	→	100.0%	94.3%	↘	94.9%
McKinley Technology HS		87.4%	↗	100.0%	88.1%	→	100.0%
Ellington School of the Arts		76.5%	↗	100.0%	85.6%	→	100.0%
Thurgood Marshall Academy PCS		74.7%	↗	100.0%	66.7%	→	89.7%
Perry Street Prep PCS (formerly Hyde Leadership Academy PCS)		51.6%	→	75.3%	72.6%	↗	100.0%
Cesar Chavez PCS- Parkside		62.3%	↗	99.6%	41.5%	→	61.9%
Wilson HS		52.3%	→	67.9%	65.7%	→	79.0%
Cesar Chavez PCS- Capitol Hill	Tier 2	57.4%	↗	83.0%	46.5%	→	50.3%
Friendship PCS- Collegiate Academy Woodson		51.3%	→	78.0%	41.1%	→	45.0%
SEED PCS		55.6%	↘	49.9%	66.7%	↓	43.0%
Hospitality PCS		51.2%	→	60.2%	52.5%	→	50.3%
Coolidge HS		31.7%	→	50.1%	42.1%	↗	82.0%
Washington Math Science and Technology PCS		59.1%	↓	29.6%	59.1%	↓	47.7%
Ideal Academy PCS-Peabody Street Campus*		38.5%	↗	70.7%	37.0%	→	47.0%
Booker T. Washington PCS	Tier 3	18.0%	→	30.6%	46.0%	↗	79.1%
William E. Doar Jr. PCS-Northeast (Upper)		17.2%	→	28.4%	41.4%	→	68.3%
Columbia Heights EC		53.6%	↓	18.0%	50.7%	↓	25.9%
Integrated Design and Electronic Acad (IDEA) PCS		30.3%	→	38.0%	40.0%	↘	37.3%
Ballou HS		19.3%	→	40.8%	20.9%	→	47.3%
Roosevelt HS		24.2%	→	39.0%	23.3%	→	39.7%
Cardozo HS		25.2%	→	34.1%	27.6%	→	39.2%
Dunbar HS	Tier 4	18.1%	→	21.6%	26.8%	→	33.4%
Options PCS		12.1%	→	16.9%	14.0%	↗	42.2%
Maya Angelou PCS- Evans Campus		18.8%	→	26.9%	21.9%	↘	17.4%
Maya Angelou PCS- Shaw Campus		11.1%	↓	0.0%	33.3%	↘	27.5%
Woodson, H.D. HS @ Fletcher Johnson		13.4%	→	21.8%	13.4%	→	21.8%
Anacostia HS		9.2%	→	22.1%	13.3%	→	21.5%
Spingarn HS		10.4%	↓	0.9%	16.7%	↘	13.7%
Eastern HS***		0.0%	↓	0.0%	0.0%	↓	0.0%
KIPPDC College Prep	Untiered**	91.7%	NA	NA	77.4%	NA	NA
Washington Latin PCS- Upper School		61.5%	↗	NA	71.2%	→	NA
Phelps Architecture, Construction, and Engineering HS		52.9%	↗	NA	61.8%	↑	NA
National Collegiate PCS		42.2%	NA	NA	48.4%	NA	NA
Capital City PCS-Upper School		39.4%	↘	NA	56.3%	↑	NA

*School closed at end of 2010-2011 school year.

**These school had fewer than the 3 years minimum test data needed to be part of the analysis; most schools' projection scores are based on five years.

***Eastern High School is going through the turnaround process.

Appendix F: Average Improvement Slopes by Neighborhood Cluster

Neighborhood Cluster	Average Improvement Slope K-5 Math	Average Improvement Slope K-5 Reading	Average Improvement Slope 6-8 Math	Average Improvement Slope 6-8 Reading	Average Improvement Slope 9-12 Math	Average Improvement Slope 9-12 Reading	Average Improvement Slope School-wide Math	Average Improvement Slope School-wide Reading
Cluster 1	1.5%	0.0%					0.4%	-1.9%
Cluster 2	3.7%	-0.3%	6.4%	0.9%	-0.8%	2.8%	4.3%	1.0%
Cluster 3	3.7%	3.2%	4.5%	3.3%	-3.5%	-0.1%	0.9%	1.6%
Cluster 4	1.0%	-0.7%	2.3%	0.0%	6.6%	4.0%	3.3%	1.1%
Cluster 5	-4.2%	-1.1%	3.0%	2.6%	2.6%	2.2%	2.7%	2.8%
Cluster 6	0.5%	-1.6%	2.8%	-1.5%			1.4%	-0.5%
Cluster 7	4.0%	0.3%	4.5%	1.9%			5.8%	1.6%
Cluster 8	1.1%	-2.2%	9.8%	4.5%			3.3%	-0.7%
Cluster 9	-2.0%	-2.6%	2.0%	-1.4%			0.4%	-2.1%
Cluster 10	-0.3%	-0.7%					-0.2%	-0.8%
Cluster 11	2.2%	2.4%	3.8%	2.7%	1.2%	2.1%	2.3%	2.2%
Cluster 12	3.4%	1.1%					3.0%	1.0%
Cluster 13	1.7%	0.7%					1.4%	0.6%
Cluster 14	6.1%	3.1%					6.1%	3.1%
Cluster 15	2.1%	0.8%	2.1%	1.9%			2.3%	1.0%
Cluster 16	0.9%	-0.4%					1.7%	-0.4%
Cluster 17	3.3%	1.0%	-8.4%	-8.4%	4.4%	4.3%	3.2%	2.6%
Cluster 18	2.2%	1.6%	1.7%	-1.5%	8.3%	6.9%	3.0%	1.5%
Cluster 19	4.8%	3.4%	5.9%	-9.2%	8.3%	6.7%	4.1%	1.8%
Cluster 20	1.2%	1.4%	-1.7%	-3.9%			1.7%	0.8%
Cluster 21	2.5%	2.1%	4.4%	2.0%	3.1%	4.0%	3.5%	2.2%
Cluster 22	-0.2%	0.5%	0.0%	-2.9%	4.0%	7.4%	0.5%	0.9%
Cluster 23	5.2%	6.0%	3.2%	-0.3%	1.5%	4.2%	2.2%	3.1%
Cluster 24	-0.5%	0.8%	1.5%	-0.8%			-1.0%	0.3%
Cluster 25	3.7%	1.4%	3.8%	-0.4%	1.0%	5.6%	4.1%	0.5%
Cluster 26	2.3%	0.7%	8.1%	2.7%	5.7%	2.7%	3.3%	0.3%
Cluster 27								
Cluster 28	5.8%	4.0%					6.0%	3.0%
Cluster 29	4.8%	3.0%					5.6%	2.2%
Cluster 30	2.7%	-0.9%	10.2%	4.2%	6.7%	2.2%	5.1%	0.9%
Cluster 31	1.3%	0.6%	4.3%	0.8%	0.8%	-0.1%	2.0%	0.5%
Cluster 32	2.1%	-0.8%	15.1%	6.3%	-0.6%	-2.3%	4.7%	1.2%
Cluster 33	-1.5%	-1.7%	3.2%	1.6%	1.4%	-0.9%	0.7%	-0.6%
Cluster 34	2.8%	0.0%	1.9%	0.8%	1.4%	1.0%	2.1%	-0.2%
Cluster 35	2.3%	5.5%	0.6%	1.7%			1.1%	3.0%
Cluster 36	-1.4%	-1.7%					-1.8%	-2.5%
Cluster 37	2.6%	1.2%	-0.3%	-0.3%	6.0%	4.0%	2.1%	1.9%
Cluster 38	3.5%	2.1%	2.6%	1.8%			3.4%	1.8%
Cluster 39	3.6%	0.4%	-4.8%	-4.2%	4.6%	-2.2%	3.9%	1.1%
Grand Total	**2.4%**	**0.9%**	**2.1%**	**-1.0%**	**3.1%**	**2.8%**	**2.9%**	**1.1%**