

Recommendation	Date of Implementation	Major Milestones	Current Status (as of 10/31)	DCPS Owner	Links and References
<p>Recommendation 1: Retain the existing policies on attendance zones, which give each student the right to attend a grade-appropriate school based on his/her place of residence, and adopt the updated and revised elementary and PK-8th attendance zones recommended by the Advisory Committee on Student Assignment.</p>	SY15-16	Update the My School DC online tools and application to reflect the updated boundaries.	IN PROGRESS. Online school search tool (School Finder) with new boundaries will launch no later than Nov 15 at www.myschooldc.org .	Office of Student Enrollment and School Funding	http://www.myschooldc.org/
		Update the My School DC online tools and application to reflect the phase-in policies.	IN PROGRESS. The My School DC online lottery application will open on Dec 15 at www.myschooldc.org and reflect the phase-in policies that minimize impact on students and families.		http://www.myschooldc.org/
		Continuously update the parent FAQ to provide more information and clarity for families.	COMPLETED and ONGOING. An updated parent FAQ can be found on the DCPS website at www.dcps.dc.gov/DCPS/boundaries . DCPS will continuously update this document to provide clarity and guidance on issues raised by parents and families.		http://www.dcps.dc.gov/DCPS/boundaries
		Release the DCPS My School DC Lottery and Enrollment Policy Handbook for SY15-16 to clarify and reflect current and new policies.	IN PROGRESS. The DCPS My School DC Lottery and Enrollment Policy Handbook for SY15-16 will be available on the DCPS website (www.dcps.dc.gov) no later than December 8, 2014.		http://dcps.dc.gov/DCPS/Learn+About+Schools/Lottery+and+Admissions:+Apply+to+Our+Schools
		Train school registrars and school staff on the new boundaries and phase-in policies.	SCHEDULED. School registrars attend multiple trainings throughout the year. Registrars will be required to attend at least one training on the new boundaries and phase-in policies prior to April, when enrollment packets are available.		
		Provide comprehensive parent support through hotline and email communication.	COMPLETED and ONGOING. Parents and families can call 202-478-5738 or email ChancellorsResponseTeam@dc.gov with questions regarding the boundary changes. The hotline is available M-F from 9-5PM. All voicemail or email messages will be responded to within 24 hours. Other outreach activities include: - Backpack mail to families - EdFest (www.myschooldc.org) - My School DC canvassing		
<p>Recommendation 2: Provide students residing in zone for a whole school dual-language elementary or PK-8th school the right to attend a non-dual language school that the Chancellor has designated as the by-right alternative to the zoned dual-language school.</p>	SY15-16	Pair all DCPS zoned whole school dual-language programs with a non dual-language alternative. The dual-language schools or programs include: Bancroft ES, Bruce-Monroe ES, Columbia Heights EC (6-8), Oyster-Adams EC, and Powell ES (at K only).	COMPLETED. The four whole school dual-language DCPS zoned dual-language schools have been paired with a non dual-language alternative for families who live in-boundary and do not meet the language requirements or who don't believe a dual-language program is the best fit for their child. Please refer to the Summary of SY15-16 Implementation Plan document on the DCPS website.	Office of Specialized Instructions and Office of Student Enrollment and School Funding	http://www.dcps.dc.gov/DCPS/boundaries
		Update the placement policy for how in-boundary parents access the non dual-language alternative.	IN PROGRESS. The policy and process that guides how the pairing works and how parents can access the non dual-language alternative will be included in the DCPS My School DC Lottery and Enrollment Policy Handbook for SY15-16. The handbook will be available on the DCPS website no later than December 8, 2014.		http://dcps.dc.gov/DCPS/Learn+About+Schools/Lottery+and+Admissions:+Apply+to+Our+Schools

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Recommendation 3: Establish middle school attendance zones by combining elementary attendance zones designated to geographically feed into the middle school and establish high school attendance zones by combining middle school or PK-8th school zones designated to geographically feed into the high school.	SY15-16	See Recommendation 1.	See Recommendation 1.		
Recommendation 4: A student whose place of residence within the District of Columbia changes from one attendance zone to a different attendance zone shall be permitted to stay in the school until the end of the school year. The student must obtain a seat through the out-of-boundary lottery via the My School DC system in order to stay at the school beyond the end of the school year.	SY15-16	Identify how the enrollment process protocols will change, including any necessary timelines for when this policy is enforced.	IN PROGRESS. DCPS is currently working with registrars and other staff to identify the necessary guidelines and protocols needed to best implement this policy.	Office of Student Enrollment and School Funding	http://dcps.dc.gov/DCPS/Learn+About+Schools/Lottery+and+Admissions:+Apply+to+Our+Schools
		Update the DCPS My School DC Lottery and Enrollment Policy Handbook to include this requirement and provide the details for how this policy will be enforced at the school level.	IN PROGRESS. The policy will be included in the DCPS My School DC Lottery and Enrollment Handbook that will be available on the DCPS website by December 8, 2014.		
		Train school registrars and school staff on how to enforce this policy.	SCHEDULED. School registrars attend multiple trainings throughout the year. Registrars will be required to attend at least one training on the new boundaries, phase-in and student assignment policies prior to April, when enrollment packets are available.		
Recommendation 5: Provide DCPS elementary students access by right to the middle school designated as a next-level school in the geographic feeder pattern for the elementary school they complete, regardless of whether a student lives in the attendance zone of the designated middle school.	SY15-16	See Recommendation 1.	See Recommendation 1.		
Recommendation 6: Provide DCPS middle-grade students access by right to the high school designated as a next-level school in the geographic feeder pattern for the middle school they complete, regardless of whether a student lives in the attendance zone of the designated high school.	SY15-16	See Recommendation 1.	See Recommendation 1.		
Recommendation 7: Provide DCPS students access by right to the designated next level school in the programmatic feeder pattern for the specialized program/school they complete.	Beginning in SY15-16	Identify which programs are ready (specialized curriculum and resources in place and staff trained) to align and feed into each other, per the programmatic feeder patterns.	COMPLETED FOR SY15-16. The STEM programmatic feeder pattern is ready to implement. This means that current 8th grade students at McKinley MS will have the right to attend Woodson HS for 9th grade next school year (SY15-16).	Office of Teaching and Learning and Office of Student Enrollment and School Funding	
		For those programs not yet in place, identify the estimated timeline for when the programmatic feeder pattern can be implemented.	PENDING. The dual-language feeder pattern is not yet ready to be implemented. The Roosevelt DL program will begin in SY16-17. The MacFarland DL program will open after Roosevelt DL program launches.	Office of Specialized Instruction and Office of Student Enrollment and School Funding	
		Ensure that the My School DC lottery application reflects the additional rights for eligible families.	COMPLETED. The upcoming lottery (for SY15-16) will reflect the STEM programmatic feeder pattern. PENDING. The lottery for SY16-17 is scheduled to reflect the DL feeder pattern to Roosevelt. Once a timeline for opening MacFarland is established, the appropriate lottery will reflect the DL feeder pattern to MacFarland.		
Recommendation 8: Adopt the updated DCPS feeder patterns recommended by the Advisory Committee on Student Assignment.	SY15-16	See Recommendation 1 and 7.	See Recommendation 1 and 7.		

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Recommendation 9: Provide each child residing within the attendance zone of a DCPS Title I school by right access to PK3 and PK4 in his/her zoned DCPS school via the My School DC system.	Phase-in starting with subset of pilot schools in SY15-16	Identify a set of schools to pilot this policy. To understand more about the goals of the pilot and how school were identified, please visit the Boundary Implementation Plan: Summary of Changes for SY15-16 at www.dcps.dc.gov/DCPS/boundaries	COMPLETED. The following schools will pilot this policy for SY15-16: Amidon-Bowen, Brookland ES, Burroughs ES, Stanton ES and Van Ness ES. Additional schools may be added.	Early Childhood Education Division, Office of Specialized Instruction	http://www.dcps.dc.gov/DCPS/boundaries
		Adjust the My School DC lottery application to reflect the new right given to in-boundary families at the pilot schools.	IN PROGRESS. The My School DC Lottery application, opening on Dec 15, will guarantee a match for in-boundary families applying for PK3 or PK4 at a pilot school - as long as they submit an application by the deadline and are not matched with a school they ranked higher. For more information on how this works, please see the DCPS My School DC Lottery and Enrollment Policy Handbook available on the DCPS website by December 8, 2014.	Office of Student Enrollment and School Funding	http://dcps.dc.gov/DCPS/Learn+About+Schools/Lottery+and+Admissions:+Apply+to+Our+Schools
		Conduct extensive parent outreach to inform families living in-boundary to the pilot schools of their new right through the lottery deadlines.	PENDING. Starting in November, DCPS will use their parent, school, and community networks to ensure impacted families and communities are aware of this new policy.	Office of Communications/Office of Family and Public Engagement	
		Identify space needs at pilot schools in order to accommodate demand through the lottery. Work with DGS to ensure space is ready for opening of school in Fall 2015.	IN PROGRESS. Pilot schools currently have available space for potential expansion. DCPS must closely monitor lottery applications to ensure they are prepared should additional space be needed.	Office of Facilities and IT Administration	
		Assess the process and enrollment impact at pilot schools, identify lessons learned and areas of improvement.	PENDING. Beginning in May, DCPS will work with pilot school leaders to assess parent outreach efforts, and application and enrollment numbers to identify best practices and lessons learned during the pilot year.	Office of Student Enrollment and School Funding	
		By Spring 2015, identify capital funds to support the space modifications needed to implement this policy.	PENDING. DCPS has begun the process for capital planning for FY16. As a part of that process, DCPS will work to identify funds to support the future implementation of this policy.	Office of the Deputy Chancellor for Operations	
		By December 2015, identify the next set of schools to implement this policy.	PENDING. Beginning in October, DCPS will work to identify the next set up schools that will implement this policy for SY16-17.	Office of Specialized Instruction and Office of Student Enrollment and School Funding	http://dcps.dc.gov/DCPS/In+the+Classroom/How+Students+Are+Supported/Title+I+Information
Recommendation 10: Title I schools shall provide access to excess PK3 and PK4 seats in the out-of-boundary lottery via the My School DC system.	Current policy	For more information on how to access PK3 and PK4 programs, please visit the Enroll in Our School section of the DCPS website and review the DCPS My School DC Lottery and Enrollment Policy Handbook.	See Recommendation 9.	Office of Student Enrollment and Student Funding	http://dcps.dc.gov/DCPS/Learn+About+Schools/Lottery+and+Admissions:+Apply+to+Our+Schools
Recommendation 11: Non-Title I schools shall provide access by lottery to their PK3 or PK4 seats based on program availability and capacity and applicable lottery preferences.	Current policy	For more information on how to access PK3 and PK4 programs, please visit the Enroll in Our School section of the DCPS website and review the DCPS My School DC Lottery and Enrollment Policy Handbook.	See Recommendation 9.	Office of Student Enrollment and School Funding	http://dcps.dc.gov/DCPS/Learn+About+Schools/Lottery+and+Admissions:+Apply+to+Our+Schools
Recommendation 12: DCPS shall work with local schools, parents and communities to develop a written program, facility plan and budget in support of the expansion of early childhood rights for families living in zones of Title I schools.	Ongoing	See Recommendation 9.	See Recommendation 9.	Office of Specialized Instruction	
Recommendation 13: DCPS shall undertake a boundary study to consider re-opening Ferebee-Hope to adequately serve the community living within the Hendley attendance zone.	Spring 2015	See Recommendations 35 and 36.	See Recommendations 35 and 36.	Office of the Deputy Chancellor for Operations	

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Recommendation 14: DCPS shall undertake a boundary and student travel study for the Kenilworth, Thomas, and River Terrace communities; consider re-opening Kenilworth; and explore options for River Terrace so the children living within the new Thomas boundary are adequately served.	Spring 2015	See Recommendations 35 and 36.	See Recommendations 35 and 36.	Office of Deputy Chancellor for Operations	
Recommendation 15: DCPS shall undertake a boundary and student travel study to consider re-opening Marshall to adequately serve the community living within the new Langdon boundary.	Spring 2015	See Recommendations 35 and 36.	See Recommendations 35 and 36.	Office of Deputy Chancellor for Operations	
Recommendation 16: DCPS shall open a stand-alone middle school at the original Shaw MS site to replace the middle grades program at Cardozo HS.	SY20-21	By December 2015, identify capital funds to support the full modernization of the building.	COMPLETED. Currently, the Capital Improvement Plan (CIP) has over \$49.1M budgeted in FY18 and FY19 for the full modernization of Shaw MS. The CIP is reviewed annually and adjusted for	Office of the Deputy Chancellor for Operations	
		18 months before the project is scheduled to being, DCPS will establish a program planning committee that includes schools, community, parent and feeder school representatives. The goal of this committee is to work with DCPS on the program and curriculum design. The program design will inform the SIT process.	PENDING. In an effort to better inform the SIT and facility design process, DCPS will establish a program design process that will focus on engaging the community and prospective parents in the design of the school program and curriculum.	Office of Planning and Postsecondary Readiness	
		When DGS engages an architect for the project, establish the SIT and begin the facility planning process.	PENDING. The SIT will include representatives from the feeder schools and a representative from the program planning committee.	Office of the Deputy Chancellor for Operations	
		At least one year before the school opens, decide whether there will be a planning principal.	PENDING. It is not standard policy to hire a planning principal for the opening of a new school. DCPS will consider a number of factors including but not limited to the school's needs, the availability of qualified candidates, the programming offered at the school, available budget and impact to other schools.	Office of the Deputy Chancellor for Operations	
		In October 2019, establish a transition and recruitment committee that focuses on community and parent awareness and outreach of the opening of the new school, supports the grade configuration changes at the feeder schools, and works to enroll families. At least one parent from each feeder school must be represented on the committee.	PENDING. To ensure a successful opening of Shaw MS, DCPS will partner with the school community to focus on outreach and recruitment. Another important focus of this group will be to help families transition from the education campus model to a stand-alone MS.	Office of Planning and Postsecondary Readiness	
Recommendation 17: DCPS shall open a stand-alone Ward 4 south middle school at the MacFarland site and phase out middle grades programming at the geographic feeder schools.		By Spring 2015, identify capital funds to support the modernization of the building.	IN PROGRESS. Currently \$7M dollars are allocated in FY15 in the Capital Improvement Plan (CIP) for the modernization of MacFarland. The current budget does not cover a full modernization of MacFarland. By April 2015, DCPS and the Mayor's Office will propose a schedule for the sequence of middle school openings along with relevant costs and other considerations.	Office of the Deputy Chancellor for Operations	
		18 months before the project is scheduled to being, DCPS will establish a program planning committee that includes schools, community, parent and feeder school representatives. The goal of this committee is to work with DCPS on the program and curriculum design. The program design will inform the SIT process.	PENDING. In an effort to better inform the SIT and facility design process, DCPS will establish a program design process prior to start of the SIT, that will focus on engaging the community and prospective parents in the design of the school program and curriculum.	Office of Planning and Postsecondary Readiness	
		The year before the project is scheduled to begin, establish the SIT and begin the facility planning process.	PENDING. The SIT should include representatives from the feeder schools and a representative from the program planning committee.	Office of the Deputy Chancellor for Operations	

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	School Opening Date - To Be Determined	At least one school year prior to the opening of the school, decide whether there will be a planning principal.	PENDING. It is not standard policy to hire a planning principal for the opening of a new school. DCPS will consider a number of factors including but not limited to the school's needs, the availability of qualified candidates, the programming offered at the school, available budget and impact to other schools.	Office of the Deputy Chancellor for Operations	
		By the fall prior to the opening of the new school, notify parents of middle grades students at the feeder schools the transition plan and timeline for converting their school to a PK-5 elementary school.	PENDING. In order to ensure a successful transition, it is important to communicate often and early about the transition. This will also be an opportunity to identify candidates for the program planning, SIT or recruitment teams.	Office of Planning and Postsecondary Readiness	
		The year prior to opening date of the school, establish a transition and recruitment committee that focuses on community and parent awareness and outreach of the opening of the new school, supports the grade configuration changes at the feeder schools, and works to enroll families. At least one parent from each feeder school must be represented on the committee.	PENDING. To ensure a successful opening of MacFarland MS, DCPS will partner with the school community to focus on outreach and recruitment. Another important focus of this group will be to help families transition from the education campus model to a stand-alone MS.	Office of Planning and Postsecondary Readiness	
Recommendation 18: DCPS shall identify a site for a Ward 4 North middle school no later than summer 2015 and plan to open a Ward 4 North middle school and phase out middle grades programming at the geographic feeder schools. The siting, planning and design of a new middle school should occur in concert with the Coolidge modernization process.	School Opening Date - To Be Determined	By December 2015, identify a site and location for the new school.	PENDING. No site has yet been identified for this school. DCPS will align the identification of the site with the annual update of the CIP/MFP, which provides an opportunity to get citywide facility information on potential options.	Office of the Deputy Chancellor for Operations	
		By Spring 2015, identify capital funds to support the modernization of the building.	PENDING. By April 2015, DCPS and the Mayor's Office will propose a schedule for the sequence of middle school openings along with relevant costs and other considerations.	Office of the Deputy Chancellor for Operations	
		18 months before the project is scheduled to being, DCPS will establish a program planning committee that includes schools, community, parent and feeder school representatives. The goal of this committee is to work with DCPS on the program and curriculum design. The program design will inform the SIT process.	PENDING. In an effort to better inform the SIT and facility design process, DCPS will establish a program design process that will focus on engaging the community and prospective parents in the design of the school program and curriculum.	Office of Planning and Postsecondary Readiness	
		Starting the year before the project is scheduled to begin, establish the SIT and begin the facility planning process.	PENDING. The SIT should include representatives from the feeder schools and a representative from the program planning committee.	Office of the Deputy Chancellor for Operations	
		At least one year before the school opens, decide whether there will be a planning principal.	PENDING. It is not standard policy to hire a planning principal for the opening of a new school. DCPS will consider a number of factors including but not limited to the school's needs, the availability of qualified candidates, the programming offered at the school, available budget and impact to other schools.	Office of the Deputy Chancellor for Operations	
		By the fall prior to the opening of the new school, notify parents of middle grades students at the feeder schools the transition plan and timeline for converting their school to a PK-5 elementary school.	PENDING. In order to ensure a successful transition, it is important to communicate often and early about the transition. This will also be an opportunity to identify candidates for the program planning, SIT or recruitment teams.	Office of Planning and Postsecondary Readiness	
		The year prior to opening date of the school, establish a transition and recruitment committee that focuses on community and parent awareness and outreach of the opening of the new school, supports the grade configuration changes at the feeder schools, and works to enroll families. At least one parent from each feeder school must be represented on the committee.	PENDING. To ensure a successful opening of the New North MS, DCPS will partner with the school community to focus on outreach and recruitment. Another important focus of this group will be to help families transition from the education campus model to a stand-alone MS.	Office of Planning and Postsecondary Readiness	

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Recommendation 19: DCPS shall open a Ward 7 middle school with specialized and selective programming at the Ron Brown site	School Opening Date - To Be Determined	By Spring 2015, identify capital funds to support the modernization of the building.	IN PROGRESS. Currently, there are \$8M allocated in the FY15 Capital Improvement Plan (CIP) for the new W7 selective MS. The CIP is reviewed annually and adjusted for spending, costs and revenue. By April 2015, DCPS and the Mayor's Office will propose a schedule for the sequence of middle school openings along with relevant costs and other considerations.	Office of the Deputy Chancellor for Operations	
		18 months before the project is scheduled to being, DCPS will establish a program planning committee that includes schools, community, parent and feeder school representatives. The goal of this committee is to work with DCPS on the program and curriculum design. The program design will inform the SIT process.	IN PROGRESS. Currently, DCPS is working with community members on the establishment of the new school. DCPS will formalize this group and expand to include a wide range of stakeholders.	Office of Planning and Postsecondary Readiness	
		Starting the year before the project is scheduled to begin, establish the SIT and begin the facility planning process.	PENDING. The SIT should include representatives from the local community, citywide stakeholders, and a representative from the program planning committee.	Office of the Deputy Chancellor for Operations	
		At least one year before the school opens, decide whether there will be a planning principal.	PENDING. It is not standard policy to hire a planning principal for the opening of a new school. DCPS will consider a number of factors including but not limited to the school's needs, the availability of qualified candidates, the programming offered at the school, available budget and impact to other schools.	Office of the Deputy Chancellor for Operations	
		The year prior to opening date of the school, establish a transition and recruitment committee that focuses on community and parent awareness and outreach of the opening of the new school, supports the grade configuration changes at the feeder schools, and works to enroll families. At least one parent from each feeder school must be represented on the committee.	PENDING. To ensure a successful opening of the new selective MS, DCPS will partner with the school community to focus on outreach and recruitment.	Office of Planning and Postsecondary Readiness	
Recommendation 20: Starting in SY 2015–2016, elementary schools shall maintain at least 10 percent of enrollment capacity for out-of-zone students. Middle schools and high schools shall maintain at least 15 percent and 20 percent, respectively, of their enrollment capacity for out-of-zone students. The number and percentage of out-of-zone students shall be based on all enrolled students including those who attend via special education placement, involuntary transfer, feeder rights, or because they opted to attend the by-right alternative to their dual-language zoned school.	SY16-17	Using audited enrollment, identify the schools that do not meet the minimum thresholds.	PENDING. SY14-15 reported enrollment numbers indicate that only one school did not meet the minimum threshold for SY14-15. Janney ES currently has an out-of-boundary percentage of 7%. While Janney's modernization added capacity for SY 14-15, they still experience some space constraints and therefore this is not feasible at Janney for next school year. DCPS will work with Janney leadership over the next school year in an effort to accommodate the needed seats for SY 16-17.	Office of Student Enrollment and School Funding	
		Work with the schools that do not meet the minimum to identify the number of seats needed to meet the requirement.	PENDING. DCPS will work with the school leaders at Janney in an effort to accommodate the needed seats for SY16-17.		
Recommendation 21: Starting in SY 2018–2019, DCPS shall reserve at least 10 percent of the 6th grade seats in each DCPS zoned middle school for out-of-zone students who do not have a right to attend the school through geographic or programmatic feeder rights.	SY18-19	Using the SY17-18 reported enrollment numbers, determine how many seats will be included in the lottery for SY18-19 for middle and high schools.	PENDING. The recommendation included a start date of SY18-19 in order to allow for the boundary changes and phase-in policies to work through the system.	Office of Student Enrollment and School Funding	
		Ensure that the My School DC lottery reflects the appropriate 6th grade seats.	PENDING.		

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Recommendation 22: Starting in SY 2018-19, DCPS shall reserve at least 10 percent of the new 9th grade seats (excluding enrollment of 9th grade repeaters) in each zoned high school for out-of-zone students who do not have a right to attend the school through geographic or programmatic feeder rights.	SY18-19	Using the SY17-18 reported enrollment numbers, determine how many seats will be included in the lottery for SY18-19 for middle and high schools.	PENDING. The recommendation included a start date of SY18-19 in order to allow for the boundary changes and phase-in policies to work through the system.	Office of Student Enrollment and School Funding	
		Ensure that the My School DC lottery reflects the appropriate 9th grade seats.	PENDING.		
Recommendation 23: Starting in SY2016–2017, any DCPS zoned, DCPS citywide (non-selective) and public charter school that has a student body consisting of 25 percent or less at-risk students shall give priority to “at-risk” students for 25 percent of available seats in the lottery for a given year.	SY16-17	Determine how the new preference will impact the My School DC common lottery.	PENDING. Work with the My School DC team, DCPS and charter school leaders to determine how the new preference will impact the My School DC common lottery. This will include: how and when a student is determined to meet the requirement and impact on waitlist policies.	Office of Student Enrollment and School Funding, My School DC team, Office of the Deputy Mayor for Education.	
		Begin the process to change applicable laws in order to implement this policy at qualifying public charter schools.	PENDING. The DME will work with the necessary entities to begin the legal process to implement this policy.	Office of the Deputy Mayor for Education	
		Using SY15-16 audited enrollment numbers, determine which schools are required to offer an at-risk preference for their available out-of-boundary seats.	PENDING.	Office of Student Enrollment and School Funding	
		Update the DCPS My School DC Lottery and Enrollment Policy Handbook for SY16-17 to reflect how and where the new preference will be implemented.	PENDING.	Office of Student Enrollment and School Funding	
		Conduct parent and community outreach to ensure families are aware of this preference and how it works.	PENDING. In order to ensure successful implementation of this new preference, work with impacted schools, the My School DC outreach team, and education stakeholders to educate families about this new policy.	DCPS, impacted charter LEAs, My School DC team	
Recommendation 24: Starting in SY2016–2017, DCPS selective schools shall provide a priority for at-risk students who meet the admissions criteria for the selective school. Prior to implementation, DCPS should convene appropriate stakeholders, including community members, parents, students, and school staff (including those from selective schools) to determine the details of this policy.	SY16-17	During Spring 2014, work with a wide range of stakeholders, including parents and students, to determine how to implement this policy. This includes: determine the criteria for which selective schools will offer this preference, determine how a preference will impact the admissions criteria for each selective schools.	PENDING. By November 1, 2015, DCPS will work with stakeholders to determine the best way to implement the new policy.	Office of Student Enrollment and School Funding	
		Using SY15-16 audited enrollment numbers, determine which schools are required to offer an at-risk preference for their available out-of-boundary seats.	PENDING.		
		Update the DCPS My School DC Lottery and Enrollment Policy Handbook for SY16-17 to reflect how and where the new preference will be implemented.	PENDING.		
		Conduct parent and community outreach to ensure families are aware of this preference and how it works.	PENDING. In order to ensure successful implementation of this new preference, work with impacted schools, the My School DC outreach team, and education stakeholders to educate families about this new policy.		

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Recommendation 25: DCPS shall develop and adopt separate definitions for specialized schools or programs and for selective schools or programs.	SY15-16	Define what is a selective school or program and what is a specialized school or program.	Completed. A selective school or program is a school or program that has specific eligibility criteria and requires application for entry into the school or program. A specialized school or program is a school or program that provides a substantially different education experience than other schools or programs in the school. Some specialized schools/programs may have eligibility criteria as approved by the Chancellor.	Office of Teaching and Learning and Office of Specialized Instruction	
Recommendation 26: DCPS shall ensure that specialized and selective programs are developed and supported in every one of the comprehensive high schools as part of their educational plans.	Phase-in starting in SY15-16	Identify the gaps for where DCPS is not meeting this requirement.	IN PROGRESS. As of SY14-15, 5 out of 9 comprehensive high schools have a specialized program. This includes three National Academy Foundation (NAF) programs at Wilson, Dunbar and Cardozo. For more information on the NAF academies, please visit the College and Career section of the DCPS website. In addition, Woodson has a STEM program and Eastern has an IB Middle Years and Diploma Program. Roosevelt also has plans for an international academy with a dual-language program. Comprehensive high schools that do not yet have a specialized or selective program include: Ballou (will open program in SY15-16), Anacostia, and Coolidge.	Office of Chief of Schools/Office of Planning and Postsecondary Readiness	http://dcps.dc.gov/DCPS/College+and+Careers/College+and+Career+Planning/Career+and+Technical+Education/NAF+Academies
		Develop a plan for program expansion that enables DCPS to meet this requirement.	IN PROGRESS. DCPS is currently working on establishing a three additional NAF academies, including one at Ballou HS for SY15-16. DCPS is also working with the Roosevelt community on the establishment of a dual-language program for SY16-17. By SY17-18, all comprehensive high schools will have Career Advisory Boards to provide business community and college preparedness support that aligns with the specialized program offered at the school.	Office of Chief of Schools/Office of Planning and Postsecondary Readiness	
Recommendation 27: DCPS shall ensure that there is parity in specialized and selective programs within each DCPS high school feeder pathway.	Phase-in starting in SY15-16	Identify the gaps for where DCPS is not meeting this requirement.		Office of Chief of Schools/Office of Planning and Postsecondary Readiness	
		Develop a plan for program expansion that enables DCPS to meet this requirement.			
Recommendation 28: A specialized (non-selective) school can be designated a citywide school with no attendance zone only if the grade-appropriate school serving the attendance zone where the specialized school is located is less than 75 percent utilized and has less than 70 percent of their enrollment from within their attendance zones.	Annual monitoring	Conduct an annual analysis of the data to determine whether any change is required to the admission process of a specialized citywide (non-selective) school.	SCHEDULED. Using the annual audited enrollment numbers and boundary participation rates, the analysis will be conducted every by November 1 each year.	Office of Student Enrollment and School Funding	
		Make the methodology and analysis publicly available.	PENDING. Annual analysis will be made available on the DCPS website.		
		If appropriate, engage the impacted communities should a change in admission requirements be determined through the data analysis.	PENDING.		
Recommendation 29: When DCPS needs capacity for in-zone students in a particular attendance zone, then DCPS may require a DCPS city-wide school — lottery or selective — located within the attendance zone to...	Annual monitoring	See Recommendation 28.	See Recommendation 28.	Office of Chief of Schools/Office of Planning and Postsecondary Readiness	

Recommendation	Date of Implementation	Major Milestones	Current Status (as of 10/31)	DCPS Owner	Links and References
Recommendation 30: DCPS shall ensure enforcement of the current policy that states that no non-resident of the District of Columbia is admitted to any DCPS school or program if there are DC residents waitlisted for placement.	Current policy	For more information on the enrollment process please visit the DCPS website.		Office of Deputy Chancellor for Operations	http://dcps.dc.gov/DCPS/Learn+About+Schools/Lottery+and+Admissions:+Apply+to+Our+Schools
Recommendation 31: Provide students who live greater than a half mile walking distance from their zoned DCPS elementary school with a proximity priority for out-of-zone placement to a DCPS elementary school that is a half mile or less walking distance from their home.	SY15-16	Work with the DC Office of the Chief Technology Officer (OCTO) and the DC Office of Planning (OP) to build the program that will implement the new proximity preference definition and determine who qualifies for this preference and where.	COMPLETED. OCTO and OP have partnered to leverage OP's system of multi-modal transportation network to measure walkability and build a system based on the policy parameters.	Office of the Chief Technology Officer, Office of Planning, Office of the Deputy Mayor for Education	
		Update the My School DC common lottery application to provide this preference to families.	IN PROGRESS. The My School DC common lottery application, opening on Dec 15, will provide this preference to families, as applicable.	Office of the Chief Technology Officer, My School DC, Office of the Deputy Mayor for Education	
		Clearly communicate the new preference to schools and families.	IN PROGRESS. Both DCPS and the My School DC team will ensure that parent and community outreach will include educating families of preferences and how they work. DCPS will also include how the preferences work in the DCPS My School DC Lottery and Enrollment Policy Handbook for SY15-16.	Office of Student Enrollment and School Funding.	
Recommendation 32: Provide parents or guardians of PK3 through 5th grade students residing one mile or greater walking distance from their zoned DCPS school with free passage on Metrobus to accompany the elementary grade student to their zoned school.	To Be Determined	Identify the potential universe of families that will qualify for this subsidy.	COMPLETED. Based on SY13-14 enrollment data, DME estimates approx. 2,500 students live 1 mile or more from their assigned DCPS school, and approx. 29% (730) of those students would attend their in-boundary school and thus qualify for the subsidy.	DME	
		Determine the potential fiscal impact, based on the identified universe of subsidy recipients.	PENDING. Approx. \$570K in annual costs for parent/guardian ridership, based on an estimated in-boundary participation. DME will work with DDOT to determine what additional operating costs, such as programming cards and managing accounts.	DME, DDOT, OP	
		Identify the budget necessary to implement this policy. Based on allocation of funds, a timeline for implementation can be determined.	PENDING. DME will work with the Mayor's Budget Office and the City Council to determine feasibility to cover the costs associated with the development and maintenance of providing this service.	DME	
		Work with the appropriate agencies to develop an plan for how best to logistically implement this policy and what the long-term maintenance plans and responsibilities are.	PENDING. DME has had preliminary conversations with DDOT on how best to provide this service to students. Preliminary thinking includes leveraging the One Card to provide this service. By December 2015, develop a plan for how to operationalize this program.	DME, DDOT	
		Identify the universe of families that will qualify for this subsidy.	COMPLETED. All DCPS and public charter high school students qualify for the subsidy.	DME	

Recommendation	Date of Implementation	Major Milestones	Current Status (as of 10/31)	DCPS Owner	Links and References
Recommendation 33: Provide free passage on Metrorail to 9th through 12th grade students for travel to and from a public school.	To Be Determined	Determine the potential fiscal impact, based on the identified universe of subsidy recipients.	PENDING. DME worked with DC Office of Planning (OP) and DC Department of Transportation (DDOT) to determine the time, walkable distance, and cost between a student's closest metro stop from their home to high school where they are enrolled in SY13-14. The associated cost for free ridership for high school students would be between \$1.7M to \$2.5M more than what the District would have to spend for these students to participate in the current unlimited monthly student program subsidy. This cost range assumes that 50-75% of public high school students participate in the program. DME will work with DDOT to determine what additional operating costs, such as programming cards and managing accounts.	DME, OP, DDOT	
		Identify the budget necessary to implement this policy. Based on allocation of funds, a timeline for implementation can be determined.	PENDING. DME will work with the Mayor's Budget Office and the City Council to determine feasibility to cover the costs associated with the development and maintenance of providing this service.	DME	
		Work with the appropriate agencies to develop an plan for how best to logistically implement this policy and what the long-term maintenance plans and responsibilities are.	PENDING. DME has had preliminary conversations with DDOT on how best to provide this service to students. By December 2015, develop a plan for how to operationalize this program.	DME, DDOT	
Recommendation 34: DME shall work with Metro, Metro Police, Metropolitan Police Department (MPD), DC Department of Transportation, and public school parents and students to review bus routes and other Safe Routes to School services and ensure that bus routes and services are maximized to support safe and efficient public school travel by DCPS and public charter school students.	Ongoing process to begin in Winter 2014	Establish working group.	PENDING. Identify key District agencies and community representatives to serve on the working group.	Office of the Deputy Mayor for Education	
		Draft focus areas and scope of work for group.	PENDING. Draft focus areas and timeline for work. Share scope and timeline with working group at the first meeting.	Office of the Deputy Mayor for Education	
		Hold first meeting of working group.	PENDING. Hold the first meeting of this group in February 2015.	Office of the Deputy Mayor for Education	
Recommendation 35: DCPS shall conduct a boundary study when:				Office of the Deputy Chancellor for Operations	
<ul style="list-style-type: none"> A zoned DCPS school has been utilized at 90 percent or more and has had an in-boundary percentage of enrollment greater than 75 percent for three consecutive years; or A zoned DCPS school has been utilized at 60 percent or less for three consecutive years. 	Annual monitoring	Using audited enrollment, DCPS shall annually monitor the building utilization, public school population, and boundary participation rates to determine when a boundary study is triggered.	SCHEDULED. Beginning in spring 2017, analysis will be conducted annually.	Office of Student Enrollment and School Funding	
		Make the data and analysis publicly available on an annual basis.	PENDING. Annual analysis will be made available on the DCPS website.		
Recommendation 36: As part of the annual monitoring of school capacity and utilization, DCPS shall undertake a more detailed study of the capacity, utilization, and in-boundary participation for a zoned DCPS school that has enrollment capacity equal to or less than 45 percent of the age-appropriate public school population within the attendance zone.	Annual monitoring	See Recommendation 35.	See Recommendation 35.	Office of Student Enrollment and School Funding	

Recommendation	Date of Implementation	Major Milestones	Current Status (as of 10/31)	DCPS Owner	Links and References
Recommendation 37: As part of DCPS boundary studies, DCPS shall work with the local school and community to secure input into the studies on school capacity, utilization and attendance zones.	Annual monitoring	See Recommendation 35.	See Recommendation 35.	Office of Student Enrollment and School Funding	
Recommendation 38: DCPS shall conduct a child population and enrollment study prior to setting the enrollment capacities for schools slated for modernization to ensure these schools are not under- or over-built.	Ongoing	Department of General Services (DGS), DCPS, and other relevant agencies shall update and share the methodology used to determine building capacity for schools undergoing modernization.	IN PROGRESS. As part of the updated Master Facilities Plan (MFP), DCPS and DGS will share the methodology used to determine building capacity. This will include using a broad range of data to include population projections, boundary participation rates, feeder participation rates, and enrollment trends.	DGS and Office of the Deputy Chancellor for Operations	
		DGS and DCPS shall include as part of the SIT process the review of this analysis and incorporate local feedback, based on the building being modernized.	ONGOING. DGS and DCPS have already begun to use the data analysis from the boundary review process to establish the building capacities, and will help guide upcoming and future modernizations.		
Recommendation 39: The Chancellor shall support local school and community participation in the planning of re-commissioned and new schools.	Ongoing	See Recommendations 16-19.	See Recommendations 16-19.	Office of the Chancellor	
Recommendation 40: The District shall revise DC Municipal Regulations to ensure that the same public notice and engagement requirements in DC Municipal Regulations for boundary changes are required for changes in feeder patterns.	Winter 2015	Update DCMR to ensure same public notice and engagement requirements for boundary changes and feeder pattern changes.	PENDING. During winter 2015, DCPS will move forward with the process to update current regulations to include this policy.	DCPS Office of General Counsel	
Recommendation 41: In 2022, and every ten years thereafter, the District shall undergo a comprehensive review of student assignment policies, including school boundaries and feeder patterns.	2022	Update DCMR to include a comprehensive review of students assignment policies and school boundaries, beginning in 2022.	PENDING. During winter 2015, DCPS will move forward with the process to update current regulations to include this policy.	DCPS Office of General Counsel	
Recommendation 42: The Deputy Mayor for Education (DME) shall establish a task force of relevant stakeholders to review and make recommendations to the Mayor on methods, structures and processes that allow for better planning across education sectors.	Beginning in Dec 2014	Draft task force charge, goals, timeline, and public engagement process.	PENDING. DME will take the scope of work guidance included in the recommendation to refine and flesh out the charge and deliverables for the task force. This includes: <ul style="list-style-type: none"> • Methods and systems for information sharing across sectors; • Structures for increased accountability and transparent decision-making on school openings, closings, co-locations, student assignment, student mobility, and capital investment across sectors; and • Processes for securing and considering public input about school openings, closings, co-location, student assignment, student mobility, and capital investment across sectors. The DME will also draft a timeline for the process and will engage members of the task force to finalize the timeline. The DME will consult the incoming administration on the charge and timeline of the process.	Office of the Deputy Mayor for Education	

Recommendation	Date of Implementation	Major Milestones	Current Status (as of 10/31)	DCPS Owner	Links and References
		Identify and invite members to the task force.	PENDING. By December 2014, identify and invite members. Potential members include representatives from a diverse sample of LEAs and schools, parents with students in DCPS and public charter schools, as well as residents and community leaders. The goal is to include at least two members of the Advisory Committee on Student Assignment on the task force. The DME will consult the incoming administration on the list of potential members.	Office of the Deputy Mayor for Education	
		Hold first meeting of task force and launch process.	PENDING. The first meeting date will happen no later than February and will be convened by the DME as chair of the task force.	Office of the Deputy Mayor for Education	