

Back up documents on Public Input on Charter and DCPS Cross Sector Concerns

The input the Advisory Committee had from the public on this came from the focus groups and community meetings. The Committee itself discussed DCPS and Charter sector planning and collaboration issues at a number of the Advisory Committee meetings.

There was considerable discussion of charter sector in focus groups and in particular in Round 2 of the Community Meetings. There was little discussion of charter schools in Round 1 Community Working Groups. In Round 3 of the community input process the question of whether to apply at risk priority in charter schools was surveyed and discussed.

Focus Group Input on Charters

There were two main areas that were discussed by focus group participants where they spoke extensively about charter schools. In the “Community Input on Student Assignment: Focus Group Report and Analysis” these areas were:

- Parental Choice
- Suggestions from Focus Group Participants on Vision, DCPS and Charter Planning and Coordination

The sections below are taken from the Focus Group Report and Analysis. While parental choice applies to the out-of-boundary processes in DCPS schools and the options for selective admission DCPS schools, the attitudes and concerns about parental choice fully encompass the charter sector and also how families feel about navigating public schools with so much choice.

Parental Choice

Over the last decades, parental choice in the District of Columbia has meant using private schools, out-of-boundary schools, the DCPS high school magnet schools and more recently charter schools. But families have long exercised parental choice for schools by their selection of place of residence. This is still the case in Washington, D.C. Parents with financial means can move into another area of the city (or, as some parents point out, leave the city) in order to access good schools. Parents with greater economic means described their residences as their single largest investment; their purchase was guided in large part by considerations of school boundaries, and access to feeder patterns.

“It is an emotional topic because it is my children. We cannot afford to move where the good schools are.”

Rated Maximum choice for families at all grade bands as very important. Giving them the opportunity to choice is important. She thinks choice is as important since she doesn’t have a lot of faith in DCPS. When I think of the DCPS schools that are a good fit for my child, I realize that I don’t have a shot in getting into any of them.

Parents value having high quality options for their children. Being able to choose a school that is the right fit for their child is important. One option for accessing high quality seats is through the lottery; a system many parents feel is frustrating, tedious, and unfair. Parents appreciate having options to opt out, but feel that the true solution to having equitable access is to strengthen

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neighborhood schools. With more quality schools, parents felt there would be fewer people wanting to “opt out” and “exercise choice”. With increasing demand for high quality schools, parents feel that the idea of “choice” has turned into having many low quality options and would prefer fewer high quality ones. Many parents expressed concern with maximizing choice as a solution unless it involves a focus on increasing quality across schools.

The ability to exercise choice emerged as an important option for parents. However, this expectation of choice appears to come on the heels of increasing uncertainty in high quality neighborhood schools. Parents “want the choice to get into the best school possible” or “the option to do what’s best for my child”. Parents noted though that choices are needed primarily in neighborhoods with struggling schools. However, choice was a divided issue among parents:

“People have a knee jerk reaction that choice is good. But it’s more important to have quality options available. That has to be done through DCPS because that’s the only place where people are guaranteed a seat” and “What we have now is a family can have dozens of bad choices at every school level. The problem isn’t a lack of choices; it’s that the choices are not very good. If I had few choices, but they were all good, then I wouldn’t complain.”

Several parents brought up the idea that there are too many options;

“I’m torn on the choice issue - - I have options fatigue right now”.

“I don’t think having maximum options is that important if [instead] you have two or three good ones.”

We appreciate all the choice - - formerly there were not many quality offerings. But there is TOO much choice now and no coordination of options with all the charters opening. There is a dispersal [of programs and students]; there is no critical mass because everyone is changing [schools].

Having the maximum amount of choices seemed misleading to parents who found that many of those options were not to high quality schools. Parents also expressed their disapproval for having maximum choice before there were better quality schools to pick from.

Maximum choice for families is not a high priority. It’s in conflict with all of the other values which are more important to me. Maximum choice throughout the system undermines equity because it means you have winners and losers - - unless you have high quality everywhere. Then maximum choice means you are choosing among similar level of quality. In high school it’s different because there are specialized programs that appeal to kids.

The fundamental concern about a system that advances choice as its main value and principle, was that it was only necessary because there were not enough good quality schools and that if the city were actually providing the quality of programs, facilities, staffing and funding to meet the needs, standards and priorities of its families, that they would not need so many choices. In addition, there is a strong feeling that it is unfair that some families have to enter a lottery and travel far for a good school.

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"Nobody in ward 7 or 8 wants to send their children across town to go to school. A lot of times I get the impression that people think we want to send our kids to Ward 3. I don't want to have to drive all the way up there. I want them to be in the community where they live (ward 7), that's why I purchased there. I want them to go to the school up the block."

While many parents do agree that allowing parents and children to opt out of a less than ideal situation is beneficial, they also find that the currently, choice is more of an illusion. They feel that there are not enough quality spaces for students who want them. One parent highlighted this problem by saying:

"There is more demand for high quality spaces than there is supply so we are faced with this King Solomon task of splitting the baby".

"When options are limited you don't have [real] choice, you need luck and resources to have choice [in this system]".

Luck was a common theme among parents who discussed the lottery option. Again, parents appreciated having an option for students who wanted access to higher quality schools. However, the unpredictability of the lottery was something that parents were frustrated by. Parents expressed feeling distressed over the process calling it stressful and challenging.

"You shouldn't have to be lucky to get into a good school. Everyone should have access to good quality education".

Some parents felt cheated by the lottery system saying, "The lottery failed us two years in a row" and "the idea of choice is false. It's not a true choice; it is people getting lucky". Again, they felt that when the lottery did not work out in their favor, they lost the option to attend a high quality school and they found they were met with uncertainty on where to send their children. Some parents also expressed the desire to have some neighborhood preference options added into the current lottery system. Parents seemed to concur on the idea that having more choices might be most beneficial as students get into high school and might prefer more specialized options.

The lottery process feels out of their control, and that they are putting their child's education into a game of chance that comes down to luck. Opinions were divided - some participants among felt that some parents know enough to "game the system."

"The word lottery I assumed that it was drawing out of a hat, but it is so much more than that. There is so much manipulation that goes into the process: you have in-boundary, in-bound with sibling, out-of-boundary with sibling, etc."

The lottery system as it stands is stressful and challenging." "It's nerve wracking process...and not a fair process for [out-of-boundary] folks."

But for others, the lottery has provided benefits and they felt positively toward the lottery system.

"That's the wonderful thing about the lottery system - it gives me a chance to go to a very good school."

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For those who **were satisfied** with their school assignment and/or feeder patterns, and who feared that they would lose this following changes to student assignment and school choice policy, it was not uncommon to hear parents threaten to leave the District. Some parents with means said that will vote with their feet - their choice will be to leave city schools altogether.

"If you take away the choice and options and things that are working then you drive people out."

Many parents go out of zone, so when DCPS wants to change zones, it must consider how the population will react to new boundaries. Parents may simply change their behavior. An option for many is not to accept the changes and leave town. What will happen to quality overall in DCPS if many such families leave?

"Changes may well engender more movement, traffic, and flight from DC. Don't force people out of schools they want; make MORE schools that people want."

They acknowledged that they were privileged in being able to do this, but felt that it was what they would have to do, even though they really didn't want to.

Suggestions from Focus Group Participants on an Educational Vision and DCPS and Charter Planning and Coordination

Many participants voiced frustration that there was a comprehensive process to look at student assignment policy, but not school quality.

We can't talk about principles until we know what we want. What are the objectives - - this process can look at that better, i.e. what does "high quality programs" mean?"

But it was clear that participants understood that this process provided an opportunity to do more than just fix boundaries.

My advice is to think bold, think holistically. This is not just about school assignment and boundaries. This is about quality education. It's about education in our city. . . the job is to find the educated, bold, nuanced ideas that have worked in other cities and that have worked in parts of DC and invest in that. Don't go through just the boundary issues - - that it is going to be parent vs parent. That's not what we should be doing. They should get the right leaders and the right, innovative ways to improve education.

We shouldn't be looking at how do we get everyone to a median, but how do we keep great schools great, how do we take transitioning schools into great schools and how do we take bad schools into transitioning schools and ultimately into [great schools].

Another theme was that there was too much blame put onto DCPS for the achievement gaps and low performance of students from low income families and that the city needs to pull together more so that there are high-quality schools everywhere.

I think that most of us agree that there are societal issues going into why a lot of these schools are having trouble—like kids showing up hungry and sick . . . I think it's a little bit too much to put on DCPS to ask them to fix society's problems. I think it's a piece of

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it. But there also has to be that bigger vision that the city has so it's "how are we going to fix those kinds of problems so our schools can succeed?"

There was also a sense that the way schools and school quality is described is problematic and sets up some of the supply and demand problems experienced in the District's schools because "good schools" are basically schools with either or both a larger share of children from higher income families or selective practices in admissions or participation.

The Deputy Mayor on down needs to drop the competitive view of our schools and that includes highlighting whether they're a focus school, developing school, or a rising school. That's not giving information, it's manipulating the marketing in west of the park schools which don't have a lot of low income schools.

DCPS and Charter Planning and Coordination

There was often agreement that the current system of DCPS and charters has significant shortcomings that should be addressed. A part of this new vision shared by many participants was for a more planned coordinated and accountable system of public schools that would equally affect DCPS and charters.

But there's got to be some urgent collaboration and coordination between DCPS and the charters because I think there are some charters that can step in and provide those neighborhood seats. But they are so silent. And I can't even wrap my brain around it – you've got the Deputy Mayor, you've got OSSE, you've got the Chancellor, you've got the charter board and there's no single point of accountability below the Mayor. One of the things that needs to be added to this discussion is that there needs to be a single point of accountability for coordinating not only the decisions but also the implementation of this that is accountable - - making sure they are looking at both pieces. Because if the tough decisions are going to be made – such as some of the ones you are talking about - - and if charters are not brought into the equation as to how they alleviate some of this then it's going to be a disaster.

I don't get the charter dump thing. I don't understand why it is allowed. If you want to be a school - - I'm not nearly as well informed as a lot of you here – but it seems to me that charters should be living by the same rules and starting at the same grades and having to deal with the same students. If they are having trouble - - well they chose to be a school in this neighborhood and they're going to have to deal with it.

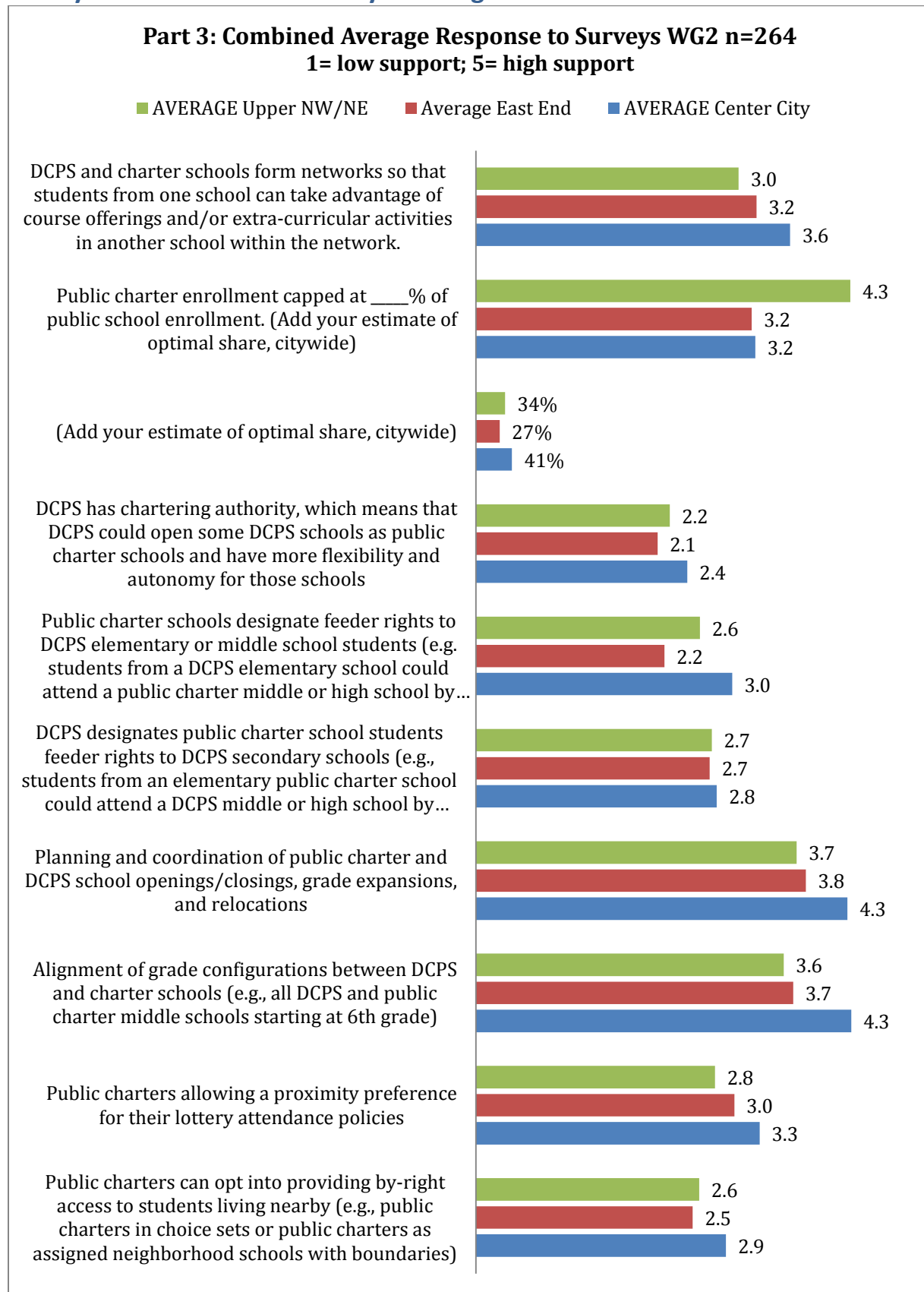
Well there is no path for you to live in whatever neighborhood you live in and plot out your child's path from DCPS to charter and back to DCPS. I mean you can try it and roll the dice. Collaboration across sectors might be useful.

Tomorrow the Public Charter School Board could start 30 more schools. There is no planning or coordination if one branch of government can cut the legs off another. New boundaries without larger more comprehensive planning won't work.

Community Working Groups Round 1:

Little discussion on charters—focusing in policy scenarios and system for DCPS.

Survey on Charters: Community Meetings Round 2



Worksheet Comments on Charters: Community Meetings, Round 2

Ward	IB School	Other charter suggestions and comments:
1	Garrison ES	At my table, understanding of charters shaped in part by Randi Weingarten, Diane Ravich, and NYC/Chicago political fights. A more nuanced understanding of the humility and gap filling role of DC charters is needed (especially among Ward 3, 2, and 6 activists).
1	Reed ES	Charter schools should be required to educate all students and not allowed to dispel students. This situation makes it challenging for the students/families and the public schools who are required to accept and educate all children. If Charter schools are going to exist, students/families should have access/rights to attend the Charter schools and leverage their resources, especially since our tax dollars support these schools.
1	Bancroft ES	Focus should be on ^Quality of neighborhood schools across city
1	Bancroft ES	If DCPS schools were better, the whole system would be less complex
1	Oyster-Adams	Only in favor of good planning. Charter creation must not be allowed to destabilize and undermine neighborhood schools. There have to be good, local, by-right options in every neighborhood
1	Garrison ES	Public charters allowing a proximity preference for their lottery attendance polities is important if DC is serious about the environment. There are too many unknown unintended consequences of 1 (public charters providing by-right access to students living nearby), 2 (DCPS designating public charter school students feeder rights to DCPS secondary schools), and 3 (public charter schools designating feeder rights to DCPS elementary or middle school students) for me to be able to express an opinion.
1	Bancroft	This is a touch one because a lot of charter supporters don't trust DCPS. I don't have a dog in this fight
2	Hyde/Stoddert, Hardy, Wilson	1) Cut charter allocation consonant with post Oct. 5 enrollment loss 2) If charters become neighborhood, change thin governance system to enable parent and faculty influence 3) Regulate charter approval in coordination with neighborhood and programmatic need 4) Drastically reduce uses and influence of standardized test scores
2	Garrison (Attend: Lamb)	A very practical way to collaborate is by specialized programs. All dual language should have a working group. More schools like DCI should exist
2	Marie Reed	Charters move a lot. Not sure how this could work
2	SWW@Francis Stevens	DCPS and DC need a citywide 20-year strategic plan for education that includes charters and housing and health agencies, and that pinpoints what quality and education and facilities modernization looks like. Learn from successes, make schools deserve to be school of right, not just neighborhood school that you must attend because of your zip code.

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2		Resource sharing is what charters are suppose to promote. I personally do not support charter schools in DC. I think they are creating a dual system in which the families with resources are moving away from public schools, leaving the neediest students and draining resources from the public school system, which, unlike charters, are obliged to serve all students. I think we are on a dangerous path toward the privatization of schools and the abandonment of public schools. There should only be high-performing charter schools that serve as labs for innovation that then share their efforts with DCPS, as charter schools as originally conceived were meant to do
2	Stoddert	So many reasons why alignment of grade configurations should happen yesterday. If DCPS was stronger, the charter school % would decline/not grow etc. The flight would lessen.
3	Murch ES	Cap Charter expansion. If not, all plans will collapse
3	Murch ES	Charter school policies should be revised to adapt to changing demographics and public school demand in DC. This should include the option of phasing/integrating in charters into DCPS or gradations of this option.
3	Stoddert	Charter schools are both a solution in some areas, but they decelerate the progress at neighborhood schools.
3	Murch ES	Charter schools are the solutionand also the problem. They detract from neighborhood schools but provide the only viable options for some families.
3	Key ES	Charter schools should compete on a level playing field. They should be required to continue to take students from their waitlist beyond the audit date.
3	Janney ES	Charter schools should face tougher standards for dumping students.
3	Murch ES	Charter should not be permitted to kick out students mid-year and keep the funding for that student. Charter schools are now such a large part of the system they should have to request to take and keep all students who get them in the lottery. They should not be permitted to kick out students who are underperforming. If the Charters believed in their programs they would be committed to keeping those students for the duration and to help them improve. Second, Charters should give back any money for students who do not complete the year, and if spots open up, Charters should have to go to their wait lists throughout the year.
3	Murch ES, Deal MS	Charters are draining tax \$ away from DCPS - Unless they are specialized, they should be eliminated
3	Murch/Deal/Wilson	Charters are responsible for DCPS closings
3	Murch/Deal/Wilson	Charters should be laboratories, not the only source of flexibility. DCPS should explore greater flexibility without assuming charter status is the only answer
3	Murch	Charters should be teacher-led laboratories of innovation, not a substitute for neighborhood schools that serve everyone. Start closing them and getting people into neighborhood public schools again

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3	Murch ES	Consider zero as is if you must. Roll back the charters. More neighborhood public schools. All these proposals give charters more advantage without accountability.
3	Murch	Ensure impact analysis is clear from questions asked above. Quality needs to be embedded in this survey. Charter schools are a DC asset. Not being maximized to benefit local, community schools
3	Hearst ES	Focus all of these smart people @DME office and the commission needs to be FIRST focused on higher quality DCPS neighborhood schools for all kids in DC
3	Murch ES	Focus on DCPS current schools, not developing or planning for charter schools -- would seem to hurt DCPS long term.
3	Murch ES	Funding should follow the child mid-year
3	Murch/Deal/Wilson	Have all charters be required to participate in the common lottery
3	Murch ES	I don't feel qualified to comment on this one. I think some specialized charters like Basis, language, etc. are good - but why can't DC offer?
3	Murch ES	I feel as though the historic failure of DCPS created the increase of charter schools. Would they have appeared if all the middle schools were top notch, I don't think so. But, that said, I feel that several of the charter schools are very appealing. I wish that fact would drive DCPS to improve its offerings rather than trying to figure out how to work charters into network.
3	Maret	I think charter schools have cannibalized DCPS--if all the energy that had been put into cap city, Haynes, Stokes, lamb, cm, it, etc. think what DCPS would be like. Charters are not going away--need them to take on responsibility to help ALL kids.
3	Murch	I think the reason that DCPS enrollment is down because it is subpar bring the level of education and people will come back. Don't cater to the charter school crowd.
3	Lafayette	I want DCPS to improve and thrive and continued focus on charter schools in nothing but a crutch or bandaid for the real problem which is low-performing schools
3	Murch ES	I would only allow charter schools for specialized areas (like bilingual, science schools) otherwise, raise the level of all public schools.
3	Mann ES	If DCPS is incapable in some neighborhoods, let charters takeover.
3	Oyster-Adams EC	If Oyster can't feed into Wilson, we would love to feed into DCI, which would give us a high-quality bilingual option.
3	Murch	I'm shocked that charters have 44% of DC students. We need to focus on improving neighborhood schools and charters often drain energy from neighborhood schools

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3	Murch ES	In reference to "public charters allowing a proximity preference for their lottery attendance policies- up to a certain percentage, have a set max for local preference, e.g. Set aside 25% for non-local. Lottery preference at charters for students from neighborhoods with low performing schools up to a certain percentage (set aside concept). Use DCPS categories to determine ("Reward," "Rising," etc.....the bottom 2 categories would qualify).
3	Janney ES	It is too high risk now. Reflection of a failure of DCPS I think
3	Janney ES	It would be appropriate to account for language programs differently. That is, it may be preferable to keep immersion programs citywide because of how specialized they are.
3	Murch	Just standardize everything. 44% in charters is a joke. 33% in selective/advanced is too much
3	Murch ES, Alice Deal MS, Wilson HS	Let's bring the charter school back into the DCPS tent. Learn from their success. Partner charter schools with low performing, neighborhood schools. Get the families working together. // Can DCPS do a study of what is working in the charter schools? Then choose based on lessons learned from the charter schools then implementing a pilot school. Let's make DC a shining example of a functioning public school system in the US
3	Murch ES	more accountability for charters. Charters are not the answer. They aren't taking high need kids. And they pull high income/functioning families out
3	Oyster-Adams	No choice sets. DCPS needs to learn from the successful charters and innovate more
3	Mann	No particularly informed opinions after those stated above.
3	Murch	Opposed to changes that further weaken DCPS neighborhood schools
3	Oyster-Adams EC	Oyster-Adams and other dual language middle schools have access to DCI. So a collaboration could create a GREAT, model for the city and with finances contributed from charter and DCPS could make this option excellent.
3	Oyster-Adams EC	Oyster-Adams to DCI.
3	Murch/Deal/Wilson	Partner with universities
3	Murch	Read Franz Kafka's "The Castle," a standard work about bureaucratic nightmare. Highly recommended for DCPS staff!
3	Hearst ES	Right by geographic address. Figure out how to get flexibility within DCPS system. Too much uncertainty about schooling already. Need good, solid neighborhood schools

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3	Murch	Seems like charters will opt-in based on their best interests, not community interests. Does this increase quality across the board, or just let schools cherry-pick students? Depends on whether charters are neighborhood based (support) and have the same responsibilities (i.e. dealing with higher maintenance students). There needs to be a level playing field - economically, choosing continued enrollment, or DCPS will suffer at the hands of charter schools
3	Hearst ES	Some charters have specialized purpose and those should remain citywide. But outside of those charters should be allowed to take a small neighborhood preference or if set by DCPS an entire IB school.
3	Murch ES/Deal MS/ Wilson HS	stop charter schools!
3	Murch	These are all very abstract and it is difficult to assess the impact. I think of charter schools as an extreme reaction to failing public schools. Fix the public schools as a long-term strategy so charters are a bridge, not a permanent fixture taking resources from DCPS
3	Deal MS	These rankings would change if the schools in each neighborhood improved and charters weren't as necessary.
3	Murch ES	They need to work together to improve the citywide education program & access for all DC children
3	Murch ES	We should have more oversight of the curricula if tax dollars go towards these schools. How do these schools affect neighbors, schools, and allocation of resources (spillover effects).
3	Janney/Deal/Wilson	Would prefer to abolish charter schools and put the resources and money back into neighborhood schools, but don't feel comfortable pulling these options from parents until the neighborhood schools improve (it's a catch 22). A good first step would be to limit need charters to 0 and force charters to give proximity preferences in lottery with a growing portion yearly.
4	Powell ES	Abolish charter schools.
4	Powell, Roosevelt	All of the above suggestions seem to negate the purpose of charter schools. Charter schools are autonomous and work so well because the schools have autonomy. Coordinating to the extent suggested means that the charters are no longer autonomous
4	Coolidge	Although any charter school has the voice of opinion, I don't think they should be able to say the public school system should become chartered. For all of that, all of the public schools in DC may become charters
4		Build better neighborhood schools! Give us something to want to send our children to in our neighborhood.
4	Lafayette ES	Charter schools are another excuse for dealing with underperforming public schools. Absolutely DO NOT coordinate school openings/closings. DO NOT ABDICATE/"OUT SOURCE" EDUCATION ANYMORE!!!
4	West	Charters are competitive. Stop with trying to work together, it's crazy! Regulate number of charters per year/locations of charters to avoid

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saturation in one area		
4	Powell ES	Charters should be specialized in some way and not replace neighborhood schools.
4	Powell ES	Coordination between DCPS and Charters is good
4	Takoma EC	Crossover feeder patterns would decimate neighborhood schools. Only for special schools which require extraordinarily different staffing - e.g.. Saturday or all-year programs
4	Powell ES	DCPS should be able to have the same sort of selective criteria. This is dicey, but charters should not be able to kick students out.
4	Coolidge	DCPS should concentrate on improving its schools rather than allow/accept a shadow school district to emerge to steal students at a premium. No more charters
4	Powell	Dual language preference. All only to serve DCPS advantage. Please require any school with a language program to require students with language program completed to prefer them over other applicants. Don't want charter kids on local sports teams. Force to choose to help sustain DCPS advantage
4	Lafayette/Deal/Wilson	Feel tat charter schools have left many kids behind in failing schools; need to have charters help fix this problem through neighborhood preferences.
4	Roosevelt HS	Focus on fixing DCPS and troubled DCPS first then concern oneself with opening another
4	Shepherd ES	Force all charters to participate in the common lottery and share resources with DCPS schools (specialty programs, teacher training, etc.)
4	Roosevelt HS	I am not a supporter of charter schools in DC. The model was forced on us
4		I am not in favor of charter/DCPS collaboration. There is a reason these entities are separate. The life of charters vary- some close after 1-3 years.
4	West/Deal/Wilson	I believe in DCPS. Public education works. Why are we making these changes? Gentrification in concerning to me. My siblings were bused in the 70's! I have a problem with DCPS closing schools and now you are shifting kids around like pawns in a game of chess. I do not like charter schools using DCPS funding
4	Brightwood EC	I think DCPS's academies shouldn't mix curriculums with DC charters.
4		If a charter school accepts a student, they must keep them
4	Barnard ES	If we are going to continue to open charter schools, we need more accountability for them so that they fully integrate into the public school system and really give parents choice.
4	Truesdell	In 20 years we will look back and wonder how we allowed the charter school movement to destroy DCPS. Separate but equal school systems do not work

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4	Lafayette	It is not appropriate to be diverting funds toward charter schools. There is too little oversight and accountability
4	West	Leave charter schools as they are. Don't make the system more confusing
4	Roosevelt HS	Let the DCPS have their neighborhood students. Change the charter schools back to public schools. They are failing. Put the funds into DCPS.
4	Truesdell (Attend: West)	Limiting the number of charters and an overall governing board for DCPS and charters. All of the choice we have just makes for anxious, crazy parents trying hard to get into "best" schools, whatever that is, rather than working harder to make their neighborhood school better. There is no more community
4	Lafayette/Deal/Wilson	Need to strengthen DCPS, build more oversight, integrity over charter schools, allow chancellor and mayor authority over charters, ability to close charters. Charters can't cherry pick
4	Lafayette, Deal, Wilson	New schools getting off the ground may not be able to support all schools. DCPS should learn from charters. The demonstrated demand for foreign language immersion should lead to DCPS schools offering more early immersion programs. DCPS should also analyze why families leave DC and public schools too. Some may be snobby or racist, but many other have reasonable demands DCPS should meet, throughout the city. Start alignment with sports and extracurricular
4	Powell ES, Deal MS, Wilson HS	No caps or charters, no neighborhoods preference. I'm having trouble getting my head around how charters and DCPS can work together
4	Coolidge	No charter schools in DC. Mayor should not have authority over DCPS schools
4		Public charter must, not can, opt into providing by-right access to students living nearby. The problem with these scenarios is that they presume level playing field, which does not exist, with the advantage favoring charters.
4		Public charter schools are for profit and have no (?) curriculum. I do not trust charter schools
4	Powell/Deal/Wilson	Pumping into charter schools is depriving DCPS schools of much needed resources, including families willing to invest in the school. All the comment provided on the worksheets and in the meetings in general are based on the current structure--as is--and many are seeking to band aid the problem of a lack of enough high quality schools. is that the goal of this process?
4	Whittier EC	Standardized grades- public. Feeder schools for charter.
4		stop the game playing - department of education. Race to the top is killing DCPS.
4	Raymond EC	The lottery is a JOKE. Charter Schools need to be more open
4	West/Deal/Wilson	There shouldn't be PCS. They cause too much confusion and don't do any justice to the students

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4	Lafayette ES	Try a pilot program with a closed DCPS school with a charter who HAS to take neighborhood kids.
4	Barnard ES	We need to make DCPS schools more attractive to students so that students do not go to them.
4	Takoma EC	We want a new, very high quality DCPS middle school in Ward 4, not just a right to or priority for Paul Charter.
4	Takoma EC	You didn't provide the option of charters being required to accept and keep neighborhood enrollees
5	Barnard ES	4 Different Academic Programs is not viable
5	Walker-Jones EC	Alignment and planning of PCS sites with DCPS and neighborhood needs is essential.
5	Barnard	Charter schools do not have students as their priority
5	Langley	Charter schools should only be allowed to provide programs that you cannot reasonably have at a neighborhood school
5	Burroughs	Consider: 1) Students/families who chose charter schools should love their in-boundary right for DCPS schools to incentivize DCPS enrollment. 2) Partnership with charter schools is more important than DCPS opening charter schools
5	Dunbar	I am really interested in restructuring the grade system to ES (Prek-6), MS (7-9), HS (10-12)
5	Burroughs EC	I believe in DC Public Schools and feel that public education in DC is in jeopardy.
5	Langley, Seaton, or Garrison	I have no idea what I think about public charter enrollment cap. Need a lot more information about impact and pros and cons
5	Burroughs	Lessen the emphasis on charter schools. Invest in great schools run by the city
5	Burroughs EC	Make some charter schools conform to DCPS' laws.
5	Roosevelt HS	Money should go to DCPS schools and functioning Public Charter Schools. A criteria must be set.
5	JBEC	none
5	Brookland ES	Please don't let PCSB on-board a bunch of new middle and high schools as we try to figure this stuff out.
5	Barnard	Public charter schools have no longevity
5		Support neighborhoods schools
5	Burroughs EC	These changes need to be taken as legislation to implement, not just as "rules" to be changed, so I would urge legislative changes to Charters in general ASAP. DCPS needs to have authority over Charters to ensure citizens have accountability .
6	Payne ES	1) Public charter enrollment cap should be based on coordination and data 2) Public charters should allow a proximity preference for their lottery attendance policies only of DCPS lottery-only specialized programs do too 3) Would seriously push for a moratorium on charters until we take stock and devise a data-informed strategy

Survey Responses from Working Groups Round 2; Part 3: Charter & DCPS

6	Ludlow-Taylor	All depends on how specialized schools are. Less specialized would work better. Not sure about public charter enrollment cap but can't continue to have unchecked growth without coordination with DCPS
6	Watkins ES	Charter schools should not be allowed to expel children once they have accepted any funds for that child. They should be responsible for that child until the end of the SY.
6	Peabody ES	Charter schools shouldn't be able to kick students back to DCPS mid-school year. Think good all part of same lottery. Charter should have the same requirements to work waitlist of Charter. Charter should have same transparency regulations as DCPS.
6	Brent ES	Charters should not be allowed to send students back to DCPS if they are underperforming and then offer to take them back the next year just to get them out of the test scores.
6	Capitol Hill Cluster Peabody	Create a gift : talented program in DCPS
6	Ludlow-Taylor ES	DCPS students should have admission preference at selective admission DCPS schools over charter students. DC should have a moratorium on new charters until there is a comprehensive planning process to ensure new charters are not opened to the detriment of existing public schools and feeder patterns.
6	JO Wilson ES	Have one charter elementary, middle and high school citywide.
6	Peabody ES	I am offended by the PCS cap question. If enough people come together to guess at a % number, then you will get an average. But what is desperately and urgently needed is thoughtful and coordinated planning across both sectors! PCSB must be forced, if necessary, to dialogue about how they are negatively impacting the traditional sector (i.e. 5th grade bleed)
6	Cluster School	It's almost impossible to answer many of these questions, because they are dependent on coordinated planning between sectors and accountability by charter schools and the charter system, as well as robust public engagement in charter opening and location.
6	Watkins/Stuart-Hobson	Legislation change is needed. All publicly funded schools should follow the same enrollment and expulsion policy and auditing transparency. And to facilitate coordination of public resources, we should strive to offer quality for all, not just lottery winners
6	Payne ES	My biggest concern for charters is the lack of transparency, reporting, and requirements on chartered to commit to educating the children they accept, etc. If they want public funding, they need to play by the rules DCPS schools need to follow.
6		Neighborhood priority is critical. Community support for education is critical and children living within close proximity to a school should be given priority

Survey Responses from Working Groups Round 2; Part 3: Charter & DCPS

6	Watkins ES	Planning and coordination of PCS and DCOS school openings and closings is critical to the viability of public DCPS schools. Planning and coordination is critical. Currently, there is none -- to the detriment of public schools. Without coordination and consideration of how charter school openings affect DCPS schools -- then public schools don't stand a change of winning, strengthening and keeping students in the proliferation of charters in this city. For example, the opening of one more Latin or BASIS near Ward 6 would siphon a large number of strong students from Stuart-Hobson and future students at Eliot-Hine, which I thought we were committed to strengthening and building.
6	Ludlow-Taylor	Public charters have grown too big in DC and are replacing DCPS traditional schools and are allowing DCPS schools to struggle
6	Ludlow-Taylor ES	Public schools should have boundaries. Charters should be allowed to have proximity preference.
6	Brent ES	Some consideration of impact on DCPS schools should go into charter openings/expansions/relocation but should not be primary consideration.
6	Ludlow-Taylor ES	STRONG support for proximity preference for all elementary schools (live across the street from SWS)
6	Maury	Students and parents that choose charter over DCPS should lose boundary rights and have to enter a lottery
6	Watkins/Stuart-Hobson	Take pride in DCPS. Make it stronger. Don't give up and leach onto charters
6	Ludlow-Taylor ES	While these recommendations may improve/benefit charter schools, I am not in favor of private charter schools at all, in general.
7	River Terrace	Charter schools currently do not have all of the rights that DCPS students have (i.e. Home/Hospital Instruction Services). Would DCPS students lose that?
7	Thomas ES	Charter schools should not have first right of refusal on school buildings released from the DCPS inventory.
7	Woodson HS	CLOSE CHARTERS that don't offer anything beyond a regular school (AKA 99%) of them. Give control of charter schools to DCPS and involve the community. Don't open DCPS schools as public charter schools -- fix what you have.
7		Consortium type setting?
7	Oyster BS	I think charter schools are helpful in that they drive competition and change in the DCPS. I do not feel informed enough about the regulations and differences and possible oversight of charter schools to make an informed decision. Bottom line charter schools offer benefits of competition but should have some equal footing
7	Beers ES	Keep the focus on DCPS getting better. DCPS does not control charters, so let's not give those options on this; however, QUALITY is important. Stop letting charters cream from DCPS.
7	Plummer ES	Only works if students are taught the same/similar academic programs.

Survey Responses from Working Groups Round 2; Part 3: Charter & DCPS

7	Houston ES	Residents in wards 7 & 8 do not have access (fair) to specialized (i.e. language immersion) curriculums in our neighborhood schools.
8	Leckie, Hart, Ballou	All DC Public Charters should be in the common lottery. In reference to feeder rights, ensure that a teaming approach occurs
8	Orr ES	Charter schools are almost exclusively build in poor areas --> Ward 7 & 8 specifically. There aren't any in Ward 3. It's obvious that our children have become \$ signs for DCPS -- selling us and not supporting our students' full potential. Planning a coordination of public charter -- much more control given to DCPS.
8	Anacostia HS	Charter schools should follow a standard.
8	Orr ES	CLOSE ALL CHARTER SCHOOLS. Once you enter charter, you stay in charter.
8	Simon ES	Get ahead of DC charters on issues that matter to communities.
8		If student is enrolled in a charter school, they must remain in their school for the full school year.
8	Orr ES	No to charter schools. Charter schools should be able banned from DC. The same programs offered at charter schools can be offered at DCPS.
8	Ketcham ES	None at this time.

Survey Question on Charters and at Risk: Community Meetings Round 3

Savoy

1. Requiring public charter schools to offer a preference in the lottery for at-risk students.
 - a. Two (2) respondent **Strongly Agreed** with this statement.
 - b. Two (2) respondents **Agreed** with this statement.
 - c. Two (2) respondents were **Neutral** to this statement.

Takoma

2. Requiring public charter schools to offer a preference in the lottery for at-risk students.
 - a. Fourteen (14) respondents **Strongly Agreed** with this statement.
 - b. Nine (9) respondents **Agreed** with this statement.
 - c. Three (3) respondents were **Neutral** to this statement.
 - d. Four (4) respondent **Disagreed** with this statement.
 - e. Three (3) respondents **Strongly Disagreed** with this statement.

Dunbar

3. Requiring public charter schools to offer a preference in the lottery for at-risk students.
 - a. Eleven (11) respondents **Strongly Agreed** with this statement.
 - b. Seven (7) respondents **Agreed** with this statement.
 - c. Ten (10) respondents were **Neutral** to this statement.
 - d. One (1) respondent **Disagreed** with this statement.
 - e. Three (3) respondents **Strongly Disagreed** with this statement.