

IN-BOUNDARY SCHOOL: _____

WARD OF RESIDENCE: _____



Join the Conversation.

Student Assignment and DCPS School Boundaries Review Process

Part 1: How is student assignment policy affected by access to selective admission and specialized programs/schools?

Currently, DCPS has six selective application high schools - Banneker, McKinley, SWW, Columbia Heights Education Campus (CHEC), Ellington, and Phelps. Selective high schools are by definition citywide and each set their own admission criteria. Charter schools cannot use admissions criteria and must offer all available seats through a citywide lottery.

Currently 3,419 students attend selective high schools. Selective school students represent approximately 21% of the total 9th through 12th grade public school students and 33% of DCPS' 9th – 12th grade students.

Should we increase the enrollment of the selective high schools? Why or why not?

Should we increase the number of selective high schools? Why or why not?

Should DCPS open selective middle schools? Why or why not?

Ward	Total Selective School Enrollment	Total Public School Enrollment Grades 9-12	% of Total Grades 9-12
Ward 1	488	1,360	36%
Ward 2	77	244	32%
Ward 3	139	630	22%
Ward 4	838	2,636	32%
Ward 5	670	2,308	29%
Ward 6	268	1,447	19%
Ward 7	526	3,538	15%
Ward 8	413	3,758	11%
TOTAL	3,419	15,921	21%

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Currently, DCPS and charter schools offer a range of specialized programs. Some are program strands within a school and others are whole school models. DCPS programs include Dual Language/Language Immersion, Science Technology Engineering and Math (STEM), Montessori, Reggio Emilia, Arts Integration, Blended Learning, and International Baccalaureate.

DCPS has two citywide lottery schools. Capitol Hill Montessori at Logan is a PS – 8th grade whole school Montessori program. School-Within-School at Goding is a PS – 2 (growing to 5th) that offers Reggio Emilia in the early childhood classrooms.

Should specialized schools (those with a whole school model not a program track) also be neighborhood schools with geographic boundaries? Why or why not?

Are there certain types of programs that are better suited to be citywide schools than neighborhood/boundary schools?

Are there certain characteristics of a program that would make it citywide?

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Part 2: Provide Feedback on Proposed Feeder Patterns

During the first round of Community Working Groups (4/5-4/8), over 50% of participants were in favor of feeder pathways for specialized schools (for example, giving rights to students in a dual language elementary school to attend a dual language middle school in another part of the city); maintaining out-of-boundary; and aligning boundaries and feeder patterns so that they are one in the same (in other words, families would have rights to just one elementary, middle, and high school).

Recognizing that many participants agree that feeder patterns are an important part of student assignment policy, what suggestions do you have on the attached proposed feeder patterns?

Policy Example B: Proposed Feeder Patterns and Options for Discussion

ELEMENTARY	MIDDLE	HIGH	
Ketcham ES	Kramer MS	Anacostia HS	
Moten ES			
Orr ES			
Randle Highlands ES			
Savoy ES			
Stanton ES			
Beers ES	Sousa MS		
Kimball ES			
Plummer ES			
Hendley ES	Hart MS		Ballou HS
King ES			
Leckie ES			
Patterson ES			
Garfield ES	Johnson MS		
Malcolm X			
Turner ES			
Simon ES			
CW Harris ES	Kelly Miller MS	Woodson HS	
Houston ES			
Aiton ES			
Burrville ES			
Drew ES			
Smothers ES			
Nalle ES			
Thomas ES			
N/A	New Application MS		
Cleveland ES	NEW Center City MS (Dual Language Program Strand)	Cardozo HS	
Garrison ES			
Marie Reed ES			
Ross ES			
Seaton ES			
Thomson ES (Explore Option: Continues to feed into Jefferson)			
Tubman ES	Columbia Hts MS (Dual Language Program Strand)		
H.D. Cooke ES			
Oyster-Adams Bilingual PS-8 (Explore Option: If capacity available, retain at Wilson)			
School Without Walls @Francis-Stevens PS-8 (Explore Option: Feed into New Ward 2/3 HS)			
Bunker Hill ES (Plan for conversion back to PS-5th)	Brookland MS	Dunbar HS	
Burroughs ES (Plan for conversion back to PS-5th)			
Noyes ES (Plan for conversion back to PS-5th)			
Langdon ES (Plan for conversion back to PS-5th)			
Wheatley ES (Plan for conversion back to PS-5th)			McKinley Tech. Ed. Campus (6-8)
Langley ES (Plan for conversion back to PS-5th)			
Walker-Jones EC			

Policy Example B: Proposed Feeder Patterns and Options for Discussion

Maury ES	Eliot-Hine MS	Eastern HS
Miner ES		
Payne ES		
School-within-School (citywide school with no boundary)		
Capitol Hill Montessori @Logan PS-8 (citywide school with no boundary)		
Browne PS-8	Jefferson Acad. MS (Explore Option: Make Jefferson an application MS)	
Brent ES		
Tyler ES: (Explore Option: Tyler feeds into Jefferson)		
Amidon-Bowen ES		
Van Ness ES		
J.O. Wilson ES	Stuart-Hobson MS	
Watkins ES		
Peabody PK-K (<i>via Watkins</i>)		
Ludlow-Taylor ES		
Brightwood ES (Explore Option: Convert to Elementary)	NEW North MS	Coolidge HS
Takoma ES (Explore Option: Convert to Elementary)		
Whittier ES (Explore Option: Convert to Elementary)		
La Salle-Backus ES (Explore Option: Convert to Elementary)		
Barnard ES (Explore Option: Convert to Elementary)	NEW South MS (Dual Language Program Strand)	Roosevelt HS
Truesdell ES (Explore Option: Convert to Elementary)		
Powell ES		
Bruce-Monroe ES		
Raymond EC (Explore Option: Convert to Elementary)		
West EC		
Bancroft MS (Explore Option: Feeder rights to Center City Middle School, once established)	Deal MS	Wilson HS
Janney ES		
Lafayette ES		
Murch ES		
Shepherd ES (Explore Option: Feeder rights to North Middle School, once established)		
Hearst ES	Hardy MS (Explore Option: If capacity constraints at Wilson, consider new HS)	
Eaton ES		
Hyde/Addison ES		
Key ES		
Mann ES		
Stoddert ES		
Citywide Schools (no boundary)		
Capital Hill Montessori at Logan EC	SWW HS	
School Within a School ES	Ellington HS	
Banneker HS	Phelps HS	
McKinley HS	CHEC HS	

Example C: Proposed Middle School Choice Sets

ELEMENTARY SCHOOLS	MIDDLE SCHOOL CHOICE SETS
Ketcham ES	HART, JOHNSON, KRAMER
Moten ES	
Orr ES	
Randle Highlands ES	
Savoy ES	
Stanton ES	
Hendley ES	
King ES	
Leckie ES	
Patterson ES	
Garfield ES	
Malcolm X	
Turner ES	
Simon ES	
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Houston ES	KELLY MILLER AND SOUSA
Aiton ES	
Burrville ES	
Drew ES	
Smothers ES	
Nalle ES	
Thomas ES	
Beers ES	
C.W. Harris ES	
Kimball ES	
Nalle ES	
Plummer ES	
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Cleveland ES	NEW MS
Garrison ES	
Marie Reed ES	
Ross ES	
Seaton ES	
Thomson ES	
Tubman ES	
H.D. Cooke ES	
Oyster-Adams Bilingual PS-8	
School Without Walls @Francis-Stevens PS-8	

ELEMENTARY SCHOOLS	MIDDLE SCHOOL CHOICE SETS
Barnard ES	NEW SOUTH MS
Truesdell ES	
Powell ES	
Bruce-Monroe ES	
Raymond ES	
West ES	
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Maury ES	ELIOT-HINE, JEFFERSON ACADEMY, STUART MS
Miner ES	
Payne ES	
Tyler ES	
Browne PS-8	
School-within-School	
Brent ES	
Amidon-Bowen ES	
Van Ness ES	
J.O. Wilson ES	
Watkins ES	
Peabody PK-K (<i>via Watkins</i>)	
Ludlow-Taylor ES	
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Bancroft MS	DEAL AND HARDY MS
Janney ES	
Lafayette ES	
Murch ES	
Shepherd ES	
Hearst ES	
Eaton ES	
Hyde/Addison ES	
Key ES	
Mann ES	
Stoddert ES	

Example C: Proposed Middle School Choice Sets

ELEMENTARY SCHOOLS	MIDDLE SCHOOL CHOICE SETS
Brightwood ES	BROOKLAND AND NEW NORTH MS
Takoma ES	
Whittier ES	
La Salle-Backus ES	
Bunker Hill ES	
Burroughs ES	
Noyes ES	
Langdon ES	
Wheatley ES	
Langley ES	
Application MS	
McKinley MS	CHEC MS
Ward 7 MS	
Selective High Schools	
Banneker HS	SWW HS
McKinley HS	Ellington HS
CHEC HS	Phelps HS
Citywide Schools	
Capital Hill Montessori at Logan	

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Part 3: Rate Ideas for Public Charter and DCPS Coordination

One goal of this initiative is to explore opportunities to bridge student-assignment and school choice policies across DCPS and charter schools. Below is a preliminary list of ideas. Please let us know what you think of these ideas and share other ideas you may have.

On a scale of 1 to 5 (5=highest support), rate the level of support you have for the following:	Rating (1 to 5)
Public charters can opt into providing by-right access to students living nearby (e.g., public charters in choice sets or public charters as assigned neighborhood schools with boundaries)	
Public charters allowing a proximity preference for their lottery attendance policies	
Alignment of grade configurations between DCPS and charter schools (e.g., all DCPS and public charter middle schools starting at 6 th grade)	
Planning and coordination of public charter and DCPS school openings/closings, grade expansions, and relocations	
DCPS designates public charter school students feeder rights to DCPS secondary schools (e.g., students from an elementary public charter school could attend a DCPS middle or high school by right)	
Public charter schools designate feeder rights to DCPS elementary or middle school students (e.g. students from a DCPS elementary school could attend a public charter middle or high school by right)	
DCPS has chartering authority, which means that DCPS could open some DCPS schools as public charter schools and have more flexibility and autonomy for those schools	
Public charter enrollment capped at _____% of public school enrollment. (Add your estimate of optimal share, citywide)	
DCPS and charter schools form networks so that students from one school can take advantage of course offerings and/or extra-curricular activities in another school within the network.	
Other suggestions and comments:	

Note: The Mayor does not have authority over public charter schools; therefore, any final recommendation regarding public charter schools will need additional input and engagement from the public charter school community and in some cases would require legislative action to implement.