Board Meeting
DCPS Strategic Plan, IFF Study, ERS Study

March 5, 2012
DCPS is committing significant resources to three interrelated projects critical to its success and sustainability.

These three efforts strive to answer the same fundamental question:
How does DCPS leverage resources in the most effective way to drive student achievement district-wide?

**Purpose:** Determine highest need for performing seats in district and charter schools in DC to drive geographic priorities for school reform and facilities modernization and be incorporated into DC’s Master Facilities & Capital Improvement Plans.

**Timeline:** Report released Jan ‘12
Community Engagement/Solution Planning Feb - Fall ‘12

**Link:** Will inform district strategy for turnaround and closure and drive resource use.

**Purpose:** Set DCPS priorities for school years 2013-17 and develop division operating plans for school years 2013-15.

**Timeline:** Plan expected Mar ‘12

**Link:** Will drive use of resources at central office and school levels. Operating plans will be informed by IFF study next steps and ERS findings.

**Purpose:** Study current resource allocation and provide recommendations to facilitate DCPS’ allocation and management of limited public resources, ensuring funding directly impacts students.

**Timeline:** Report expected Jun ‘12

**Link:** Will inform budget decisions connected with strategic plan and possible next steps for IFF study.
DCPS Guiding Purpose for School Years 2013-2017

Our purpose is to ensure that every DCPS school provides a world-class education that prepares ALL of our students, regardless of background or circumstance, for success in college, career and life.

The cornerstone of DCPS’s strategic thinking is a set of five ambitions:

1. Our 40 lowest performing schools increase proficiency by 40 percentage points;
2. At least 70% of our students proficient in reading and math; and each school will double their percentage of advanced students;
3. At least 75% of entering freshmen graduate in four years;
4. 90% of students say they like their school;
5. DCPS increases its enrollment over five years

DCPS will achieve these ambitions by employing a theory of action in three parts:

1. Talent. To ensure success, we must recruit and retain the most effective staff at all levels of the organization, including teachers, principals, and central office staff.
2. Time. To achieve dramatic gains in student achievement, we need to maximize the time that students are engaged in learning. We can achieve this by extending the school day, extending the school year, using school day time more efficiently, and by encouraging students and families to devote out of school time to learning.
3. Technology. We will use technology to provide differentiated instruction and to ensure that students have access to a diverse offering of courses and experiences.
Quality Schools Report - “IFF Study”

Methodology:
• IFF examined the supply of and demand for high quality seats in DCPS and charter schools in 39 neighborhood clusters designated by the DC government for community planning purposes. IFF categorized all schools into one of four relative tiers based on student achievement as measured by the DC-CAS, taking into account both absolute performance and growth trajectory.

Major Findings:
• DC needs an additional 39,758 Tier 1 seats
• 68% of need for Tier 1 seats is located in 10 priority neighborhood clusters (the “Top Ten”)

Recommendations:
• Invest in facilities/programs to accelerate performance in Tier 2 schools
• Close or turnaround Tier 4 DCPS schools; close Tier 4 charter schools
• Fill seats in Tier 1 schools; sustain performing capacity of Tier 1 schools
• Monitor Tier 3 schools

Next Steps:
• Feb–May 2012: open community meetings, facilitated by trained community advisors, take place in priority neighborhood clusters
• Feb–Fall 2012: DME, DCPS & PCSB collaborate to identify portfolio of options for presentation at community meetings and, eventually, announce plans to address service gaps in priority neighborhoods
ERS will leverage its 10 years of research in over 20 urban districts to accomplish the following goals in DCPS:

- Increased understanding of current spending patterns, best practice spending principles and specific opportunities for improved resource alignment within DCPS
- Options for making changes to school year 2012-13 school allocations to improve equity, transparency, and flexibility
- A vision of how DPCS can better align its spending with its strategic goals and new strategic plan, and specific recommendations for policy changes and resource reallocations that will support this vision
- Development or revision of district policies concerning school portfolio management, school design, resourcing of central functions and teaching effectiveness strategy, and other key areas
- High-level implementation plans and timetables for key policy changes

Quantify and describe the current allocation of resources to schools including time, people and money

Quantify DCPS’s investment across district functions

Describe how schools organize student and teacher time and expertise, with focus on quality of instruction, use of time, and provision of individual attention

Forecast how cost structure of DCPS human capital strategy may evolve over time and identify key levers to manage cost and reallocate resources

Develop system and policy suggestions to align DCPS’ resources to support improved student performance and effective instruction

Total $580K scope funded by CityBridge Foundation ($330K via Education Fund) and Noyce Foundation ($250K directly to ERS)
Great, thanks to you both! I will let DME know and be sure to keep Anthony in the loop as the Education Fund continues to partner with DME.

Just so you know the next steps for the Education Fund include:

- A survey the Walton Family Foundation asked us to conduct by the end of February to assess stakeholder understanding of the Quality Schools report
- Strategy sessions (2/13 & 2/21) with DME to discuss community & philanthropic engagement
- Final report due to Walton 3/31 on which I will work most with DME, but may reach out to DCPS

I think it makes sense for me to take it and loop Claudia in more. I think she will be more available starting mid-March when the lottery results are released.

Anthony

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Let Your Voice Be Heard Help the District become a more livable, vibrant, and inclusive city for everyone.
Open to all DC residents
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Hi Pete,

DME has been asking the Education Fund for the best contact at DCPS to work with on the day-to-day of IFF study next steps. I spoke with Ted Thompson about this and he confirmed that he is not the contact. Would this fall to you? If not, who from DCPS should own this work? The Education Fund is still engaged and working with DME as a thought partner as they commence community engagement efforts and think through the role of the philanthropic community. We can chat more about this to get everyone on the same page as there is a sense that DCPS has not been very engaged since the report was released.
Thanks!

Kara

Kara Honeycutt
Portfolio Director | D.C. Public Education Fund
P: (202) 716-3502 | F: (202) 280-1407
E: khoneycutt@dceducationfund.org
W: www.dceducationfund.org

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Link us to your Harris Teeter VIC Card: #7581
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Thanks Anthony! This is super helpful. I plan to summarize this work at a relatively high level and will not be providing this document as backup so there is no need to send an updated copy. I have just a few quick questions:

-What is the expected timeline on this project from start to finish?
-What's the ideal start date/opening date assuming we have funding in place?
-Since 12.4M is the jumping off point, do you recommend we "round up" to 13M for this ask? I see that you have some contingency baked in, but wonder if it makes sense to add an overall contingency.
-Does DCPS have the internal capacity to manage this project or would additional central office staff/contract hires be required?
-When do you expect the programmatic design to be finalized?

Thanks again for getting this to me tonight!

Kara

From: DeGuzman, Anthony D. (DCPS) [anthony.deguzman@dc.gov]
Sent: Thursday, December 15, 2011 9:46 PM
To: Kara Honeycutt
Cc: Cate Swinburn
Subject: Re: McKinley

Kara,

Attached is an estimate from the facilities team. Note that there was an error (Hamilton/Wing A vs. B) in the title but its a PDF so I can't change it. We can get a refreshed copy in the morning if necessary.

I want to stress that its an estimate. It breaks things down by construction and design costs. Should one want to renovate the space one could use this as a jumping off point. Also, the facilities team has used industry averages for items like equipment and furnishings and these are subject to change depending on the final programmatic design and corresponding facility features that might be required to support it.

Please let me know if you have any questions.

Anthony

On 12/15/11 8:41 PM, "Kara Honeycutt" <khoneycutt@dceducationfund.org> wrote:

>Great, thanks Anthony!
>From: DeGuzman, Anthony D. (DCPS) [anthony.deguzman@dc.gov]  
>Sent: Thursday, December 15, 2011 6:42 PM  
>Subject: Re: McKinley
>
Did a little arm twisting and we'll get something tonight.
Stay tuned Anthony

On Dec 15, 2011, at 6:04 PM, "Kara Honeycutt"
<khoneycutt@dceducationfund.org> wrote:
Hi Anthony,

Would it be possible to get an initial draft of the budget/summary if available tonight so I can start to build content? I have very limited knowledge of this work so appreciate any details tonight and/or tomorrow morning!

Thanks,

Kara

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khoneycutt@dceducationfund.org
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From: DeGuzman, Anthony D. (DCPS) [mailto:anthony.deguzman@dc.gov]
Sent: Thursday, December 15, 2011 5:59 PM
To: Cate Swinburn
Cc: Kara Honeycutt
Subject: Re: McKinley

They're asking for until tomorrow morning. Can you make that work?

On Dec 15, 2011, at 5:16 PM, "Cate Swinburn"
<cswinburn@dceducationfund.org> wrote:
Hi Anthony,

Just wanted to check in quickly. Are we still going to get McKinley stuff today?

Thanks,
Cate

--
Cate Swinburn
Executive Director | D.C. Public Education Fund
P: (202) 445-7777 | F: (202) 280-1407
E: cswinburn@dceducationfund.org
W: www.dceducationfund.org
I visited the school today to take another look at the wing with the DGS rep who will refine the estimate and high level scope of work. He said he'd need until cob Thursday. Will that work for you all?

Do you happen to know whether a decision has been made per the 6-12 model? Specifically, has a decision been made about whether its going to be a magnate with some ward 5 seats set aside or is it going to be more of a CHEC model? Claudia is waiting for this info in order to do some enrollment modeling and I need to know so I can help DGS estimate the size for the stand-alone middle school.

Anthony,

Kaya would like to include an ask for the McKinley renovation in our Conway memo. It is something that is an immediate facilities need, can be tied to the IFF study (helping address the deserts of quality in Ward 5), and private support could help us off-set jeopardizing another school's modernization.

She is not ready to make a big ask on the school-yards project.

Can you send us whatever detail you have for the McKinley renovation? Kara is pulling together our memo, which we need to send to Conway on Friday.

Thanks,

Cate
To: Cate Swinburn
Subject: Re: McKinley

I've been given very preliminary numbers, based mainly on square footage formulas, of approx. $17mil. We're working with DGS now, literally, to get more details.

A

On Dec 12, 2011, at 1:54 PM, "Cate Swinburn" <cswinburn@dceducationfund.org>
wrote:

Anthony,

Do you have a sense of the modernization costs for the McKinley annex/wing/whatever building has been identified as part of the Ward 5 plan?

Thanks,

Cate

--
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Executive Director | D.C. Public Education Fund
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Cool.

Sent from my iPhone

On Jan 6, 2013, at 8:41 PM, "Davis, John L. (DCPS)" <john.davis@dc.gov> wrote:

I don't know him, but it might be good to connect him with Pinder.

From: Kamras, Jason (DCPS)
Sent: Sunday, January 06, 2013 5:01 AM
To: Davis, John L. (DCPS); Darilek, Hilary (DCPS)
Subject: FW: Letter from a Highly Effective DCPS Teacher

I don't think he's ready for something like this; I didn't even think he was ready for MJP. That being said, he's very strong instructionally and might be helpful from a planning perspective for a place like the new McKinley MS. Thoughts?

Jason Kamras
Chief of Human Capital

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E jason.kamras@dc.gov
W http://dcps.dc.gov

From: <Kirschenbaum>, "Adam (DCPS)" <Adam.Kirschenbaum@dc.gov>
Date: Tuesday, December 18, 2012 12:06 PM
To: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>
Cc: Jason Kamras <jason.kamras@dc.gov>
Subject: Letter from a Highly Effective DCPS Teacher

Chancellor Henderson ✿

I write to you as a continuously highly effective teacher since IMPACT's inception that is interested in helping make DCPS the best in the nation. I believe that Alice Deal MS's success can be replicated, and am interested in working with you to make that happen. Specifically, I would like to lead a team of teachers to design a successful middle school.
For the past few years, I have spoken with Central Office staff about how I could leave my present school to work in a school that was struggling. Every year the response has been that Central Office is looking to design a program but as of yet there is nothing. I believe that with the reorganization plan that you have presented this is the right time to put a program in place.

I have been at Deal MS for the past 5 years as a teacher and as a Special Education Coordinator. As a teacher, I have worked as a team leader, a department chair, a member of LSAT, redesigned curriculum, run a summer math bridge program, and worked with the principal to design and implement plans as Deal MS transitioned from a junior high to a middle school. As a Special Education Coordinator, I led a department of 8 special education teachers to achieve compliance with one of the largest special education populations in the city. I know Deal’s model for success intimately and believe that it can be replicated throughout our city with the right team.

For example, your proposed consolidation plan moves MacFarland MS students to Roosevelt HS, and Shaw at Garnet-Patterson students to Cardozo HS. This is an opportunity to establish a two school-one campus situation similar to the CHEC model. As a graduate student, I interned at Bell Multicultural and watched the model in action.

This proposed consolidation plan is an opportunity to leverage leadership to build high quality programs to support our middle school aged students. As well, I know of other teachers that are interested in joining this effort. I would appreciate the opportunity to meet with you personally to discuss this further.

Adam Kirschenbaum

cc. Jason Kamras

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From: Kamras, Jason (DCPS) [jason.kamras@dc.gov]  
Sent: Sunday, January 06, 2013 8:47 AM  
To: Henderson, Kaya (DCPS)  
Subject: Re: Thank You &Question from WTU Member

Cool.

Sent from my iPhone

On Jan 6, 2013, at 8:26 AM, "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov> wrote:

Nathaniel gave me the answers. I'll send a response on Monday. Thx for offering.

Kaya Henderson  
Sent from my IPad

On Jan 6, 2013, at 5:02 AM, "Kamras, Jason (DCPS)" <jason.kamras@dc.gov> wrote:

Want me to take these for you?

Jason Kamras  
Chief of Human Capital  
Office of Human Capital  
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1200 First Street, NE  
Washington, DC  20002  
T 202.442.5600  
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E jason.kamras@dc.gov  
W http://dcps.dc.gov

From: <Henderson>, "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>  
Date: Thursday, January 3, 2013 8:18 AM  
To: Nathan Saunders <NSaunders@wtulocal6.net>  
Cc: Jason Kamras <jason.kamras@dc.gov>  
Subject: Re: Thank You &Question from WTU Member

Sorry. Got lost in the holiday shuffle. I'll get back to you shortly.

Sent from my iPhone

On Jan 3, 2013, at 7:49 AM, "Nathan Saunders" <NSaunders@wtulocal6.net> wrote:

Kaya,  
I hope you had a happy New Year.  
Just following up to see about a response for this member; please let me know your thoughts.
Best,
Nathan

NATHAN A. SAUNDERS ? PRESIDENT ? WASHINGTON TEACHERS' UNION
O: 202.293.8611 | F: 202.266.5076 | 1825 K STREET, NW, SUITE 1050,
WASHINGTON, DC 20006

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From: Nathan Saunders
Sent: Thursday, December 13, 2012 8:50 AM
To: Kaya Henderson (kaya.henderson@dc.gov)
Subject: Thank You & Question from WTU Member

Kaya:

Thank you for taking the time out of your schedule to attend the WTU General Membership Meeting on Tuesday, December 11, 2012. I know it was insightful and meaningful for WTU members to have the opportunity to speak with you directly about some of their questions and concerns related to school closings. Your attendance and participation are much appreciated.

Next, I have a couple questions from a member who did not have the opportunity to speak at the meeting on Tuesday, although she did attend. Please be so kind as to respond to the following inquiries:

1. What are the plans for the students at Prospect Learning Center who are severely LD or ED? There are quite a few who will not be able to function in an inclusion setting.

2. What is in place to ensure that the social workers do not have increasingly unmanageable caseloads in the newly consolidated schools? In many schools this year, with the elimination of social work as a core position, school administrations have disregarded the need for having enough social workers to adequately meet the needs of the students. Some schools chose not to have social workers at all, erroneously assuming that the psychologists would be able to wear that hat as well.

Thank you in advance for your attention to these questions.
Best Regards,
Nathan
YOU'RE INVITED: WTU HOLIDAY SOCIAL
Enjoy excellent food and dancing to celebrate the holiday season!
WHEN: Thursday, December 13, 6:00 p.m.
WHERE: The Ballroom at McLean Gardens, Washington, D.C.
RSVP TODAY!

Nathan Saunders | President | Washington Teachers' Union
202.293.8611 | 1825 K Street, NW, Suite 1050, Washington, DC 20006

*********************************************************
<>I believe that all reforms which rest simply upon the enactment of law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements, are transitory and futile. <> - John Dewey

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Thanks so much for reaching out about this, Adam. We'll take a look and follow up with you after the holidays.

Have a wonderful break!

Jason

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I write to you as a continuously highly effective teacher since IMPACT’s inception that is interested in helping make DCPS the best in the nation. I believe that Alice Deal MS’s success can be replicated, and am interested in working with you to make that happen. Specifically, I would like to lead a team of teachers to design a successful middle school.

For the past few years, I have spoken with Central Office staff about how I could leave my present school to work in a school that was struggling. Every year the response has been that Central Office is looking to design a program but as of yet there is nothing. I believe that with the reorganization plan that you have presented this is the right time to put a program in place.

I have been at Deal MS for the past 5 years as a teacher and as a Special Education Coordinator. As a teacher, I have worked as a team leader, a department chair, a member of LSAT, redesigned curriculum, run a summer math bridge program, and worked with the principal to design and implement plans as Deal MS transitioned from a junior high to a middle school. As a Special Education Coordinator, I led a department of 8 special education teachers to achieve compliance with one of the largest special education populations in the city. I know Deal’s model for success intimately and believe that it can be replicated throughout our city with the right team.

For example, your proposed consolidation plan moves MacFarland MS students to Roosevelt HS, and Shaw at Garnet-Patterson students to Cardozo HS. This is an opportunity to establish a two school-one campus situation similar to the CHEC model. As a graduate student, I interned at Bell Multicultural and watched the model in action.
This proposed consolidation plan is an opportunity to leverage leadership to build high quality programs to support our middle school aged students. As well, I know of other teachers that are interested in joining this effort. I would appreciate the opportunity to meet with you personally to discuss this further.

Adam Kirschenbaum

cc. Jason Kamras

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Can send though she’s pretty fluent on both.

Sent from my iPhone

On Dec 10, 2012, at 7:36 PM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

Hmm do you have anything for her on option 2 and lift?

---

**From:** Kamras, Jason (DCPS)  
**To:** Weber, Peter (DCPS)  
**Cc:** Robinson, Josephine B. (DCPS)  
**Sent:** Mon Dec 10 19:10:25 2012  
**Subject:** Re: meeting tomorrow with WTU

Topics: consolidation, Option 2, and LIFT.

Sent from my iPhone

On Dec 10, 2012, at 6:32 PM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

Wait. Don’t call him. This was clearly scheduled with kaya. Just wanted to know if you had information.

---

**From:** Kamras, Jason (DCPS)  
**To:** Weber, Peter (DCPS)  
**Cc:** Robinson, Josephine B. (DCPS)  
**Sent:** Mon Dec 10 18:26:18 2012  
**Subject:** Re: meeting tomorrow with WTU

Will call him.

Sent from my iPhone

On Dec 10, 2012, at 6:19 PM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

Kaya has a meeting tomorrow with WTU at McKinley. Josephine and I assume it is about school consolidation, but don’t have anything prepped for her at this point. JK, do you know anything about it? Do you know what Nathan is expecting?

---

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From: Kamras, Jason (DCPS) [jason.kamras@dc.gov]
Sent: Monday, December 10, 2012 7:10 PM
To: Weber, Peter (DCPS)
Cc: Robinson, Josephine B. (DCPS)
Subject: Re: meeting tomorrow with WTU

Topics: consolidation, Option 2, and LIFT.

Sent from my iPhone

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Support the DC One Fund Campaign, Each One Give One.
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Dang. Just texted him to ask. Will see what he says.

Sent from my iPhone

On Dec 10, 2012, at 6:32 PM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

Wait. Don't call him. This was clearly scheduled with kaya. Just wanted to know if you had information.

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Will call him.

Sent from my iPhone

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Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
No worries. Great job!

Jason Kamras  
Chief of Human Capital  

Office of Human Capital  
District of Columbia Public Schools  
1200 First Street, NE  
Washington, DC 20002  
T 202.442.5600  
F 202.535.1491  
E jason.kamras@dc.gov  
W http://dcps.dc.gov

From: <Robinson>, "Josephine B. (DCPS)" <josephine.robinson@dc.gov>  
Date: Thursday, December 6, 2012 11:20 AM  
To: Jason Kamras <jason.kamras@dc.gov>  
Subject: FW: Thanks

Sorry. You’re gmail address came up first and didn’t notice before I hit send.

-----Original Message-----  
From: Henderson, Kaya (DCPS)  
Sent: Thursday, December 06, 2012 11:08 AM  
To: Robinson, Josephine B. (DCPS)  
Cc: DeGuzman, Anthony D. (DCPS); Davis, John L. (DCPS); Beers, Nathaniel (DCPS); Weber, Peter (DCPS); Ruda, Lisa M. (DCPS); Jason Kamras (jason.kamras@gmail.com)  
Subject: Re: Thanks

Ditto and Amen!  
#weRdcps&wecandothis!

Sent from my iPhone

On Dec 6, 2012, at 10:32 AM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

I want to thank everyone for your contributions to a pretty seamless meeting last night. I've included the thank you message below from Renard Alexander to Dan Shea to illustrate how much we are coming together as a team through this process. Our facilitators from all across the building continue to do a phenomenal job at the tables and virtually every additional staff person who came jumped in to help in some way. I especially appreciate the special education team, principals and instructional superintendents, like Dan who either joined table discussions or served as roving resource people. I believe we're not just facilitating community conversations, but also building a community within DCPS across our teams.  
As difficult as these next few weeks will be, I know we’re on the right path and I appreciate the engagement and support this effort has received from virtually every part of the building.
Have a lovely day.

-----Original Message-----
From: Alexander, Renard (DCPS)
Sent: Thursday, December 06, 2012 9:55 AM
To: Shea, Daniel (DCPS)
Cc: DeGuzman, Anthony D. (DCPS); Robinson, Josephine B. (DCPS)
Subject: Facilitation Support

Dan,

Thanks a million for your support during the community meeting. The insight you provided to very good questions concerning the programmatic impacts and our planned strategy with the high school consolidation helped me tremendously with facilitating the session. Renard

Sent from my iPhone

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More details will come after final decisions are made. For now, she should refer staff to the FAQ we put out.

Jason Kamras
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E jason.kamras@dc.gov
W http://dcps.dc.gov

From: <Davis>, "Davis, John L. (OOC)" <john.davis@dc.gov>
Date: Tuesday, November 27, 2012 7:07 AM
To: Jason Kamras <jason.kamras@dc.gov>
Subject: FW: Community Meetings and Office Hours

Jason,
Are there any details we can provide to Principal Clemmons?
- John

From: Clemmons, Tiffany (DCPS)
Sent: Tuesday, November 27, 2012 6:43 AM
To: Davis, John L. (DCPS)
Subject: Re: Community Meetings and Office Hours

Good morning,

I was wondering when there will be a complete description of staffing procedures if the consolidation does happen. My non-WTU staff has questions but I’m still very unclear.

Have a fab day!

Tiffany Clemmons
Principal
CW Harris Elementary School
"Two great academies. One amazing school!"
301 53rd St SE
Washington, DC 20019
Office: 202-645-3188
Fax: 202-645-3190
Mobile: 202-907-8219
On Nov 26, 2012, at 6:53 PM, "Davis, John L. (DCPS)" <john.davis@dc.gov> wrote:

Principals,

Starting tomorrow, we will host community meetings regarding the proposed list of consolidated schools. We have heard from a few principals at receiving schools inquiring about their role in the community meetings. Each of you, as a potential receiving school principal, is welcome but not required to attend the meetings. The thought has been that receiving school principals may want to be at the meetings so that there is at least a face to the receiving school. This is obviously a fine line, as you aren’t there to poach their families or to be aggressive in any sense. We all know the pain that this process causes, but the thought has been that your presence may be a positive for your school community and the potential transition. Ultimately, I wanted to share this thinking and to reiterate that it’s plainly your call to attend or not.

Similarly, we have also heard that parents are beginning to show up wanting to see their potential new school. We would like to lessen this burden so that parents don’t show up randomly. While we obviously can’t completely control this, we would like you to set aside an hour during two days in December and two days in January. In case parents ask when they can see a school, we want to direct them to specific days and times. It can be before or after school, and there isn’t any expectation of a presentation, but to just be available to answer questions from potential parents. Please email Jennifer Skates (jennifer.skates@dc.gov) with those four days and the hour that you will be available to answer questions from potential parents.

As always, email me with any questions and I thank you for your leadership during this transition,
John Davis

Community Meetings

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<th>Ward</th>
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<td>Savoy ES 2400 Shannon Pl, SE</td>
<td>November 27, 2012</td>
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<td>Ward 7</td>
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Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Cool. Thanks.

Jason Kamras
Chief of Human Capital

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District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
T 202.442.5600
F 202.535.1491
E jason.kamras@dc.gov
W http://dcps.dc.gov

From: <Ruda>, "Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>
Date: Wednesday, November 28, 2012 4:06 PM
To: Jason Kamras <jason.kamras@dc.gov>, "Weber, Peter (OOC)" <peter.weber@dc.gov>
Subject: RE: Items for MT tomorrow

Thanks. I won’t distribute anything until you give the go ahead. If it makes more sense, we can just distribute at the meeting (as opposed to electronically before the meeting).

LMR

From: Kamras, Jason (DCPS)
Sent: Wednesday, November 28, 2012 4:06 PM
To: Weber, Peter (DCPS); Ruda, Lisa M. (DCPS)
Subject: Items for MT tomorrow

Please don’t distribute as I may make some edits tonight, but I wanted the two of you to see these in advance. One is the WTU comp proposal I shared with KH last week and that she asked me to present to MT tomorrow. Modeling was done by ERS. Of course, nothing’s final here. The other is a very high-level overview of the comp/classification stuff. KH indicated she’s still solidly in favor of going down this kind of path. Of course, lots to discuss here, too. Shout if you have any questions. Thanks.

Jason Kamras
Chief of Human Capital

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E jason.kamras@dc.gov
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### Aggregate Data

#### ET-15 FTE Table

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#### Enrollment Table

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- $1,264,184
- $71,926
- $69,426
- $70,676
- $345,000
- $230,000
- $101,241
- $187,142
- $199,413
- $979,523
- $1,503,888
- $1,430,000
- $0
- $521,250
- $52,500
- $0
- $122,848
- $587,296
- $480,000
- $257,954
- $367,230
- $755,136
- $323,901
- $40,881
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<tr>
<td>30</td>
<td>Hendley ES New Costs</td>
<td>$1,180,272</td>
<td>$509,711,602</td>
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<td>10.0</td>
<td>14.2</td>
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<td>31</td>
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<td>34</td>
<td>Marshall ES Closure</td>
<td>-$1,803,893</td>
<td>$507,907,709</td>
<td>$5,483,035</td>
<td>-12.0</td>
<td>-23.4</td>
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<tr>
<td>35</td>
<td>Langdon EC New Costs</td>
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<tr>
<td>38</td>
<td>Item</td>
<td>Cost</td>
<td>Total</td>
<td>Total Cost vs FY13</td>
<td>ET-15 Cost</td>
<td>Total FTE Cost</td>
<td>Notes</td>
<td></td>
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<tr>
<td>39</td>
<td>MC Terrell ES Closure</td>
<td>-$1,835,575</td>
<td>$506,486,884</td>
<td>$4,062,210</td>
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<td>-22.9</td>
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</table>
### Itemized Consolidation Scenarios

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Total</th>
<th>Total Cost vs FY13</th>
<th>ET-15 Cost</th>
<th>Total FTE Cost</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td><strong>MC TER ES CLOS</strong></td>
<td></td>
<td></td>
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<tr>
<td>King ES New Costs</td>
<td>$832,960</td>
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<td>$4,895,170</td>
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<td>-6.0</td>
<td>-12.5</td>
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<tr>
<td><strong>WINSTON EC CLOSURE</strong></td>
<td></td>
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<tr>
<td>Winston EC Closure</td>
<td>-$2,285,651</td>
<td>$505,034,193</td>
<td>$2,609,519</td>
<td>-17.0</td>
<td>-26.6</td>
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</tr>
<tr>
<td>Stanton ES New Costs</td>
<td>$1,237,602</td>
<td>$506,271,795</td>
<td>$3,847,121</td>
<td>11.0</td>
<td>14.8</td>
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</tr>
<tr>
<td>Kramer MS New Costs</td>
<td>$689,981</td>
<td>$506,961,776</td>
<td>$4,537,102</td>
<td>5.0</td>
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<td>Subtotal</td>
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<td>-1.0</td>
<td>-4.4</td>
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<tr>
<td><strong>FRANCIS-STEVE VS EC CLOSURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Marie Reed ES New Costs</td>
<td>$721,984</td>
<td>$505,440,871</td>
<td>$3,016,197</td>
<td>5.0</td>
<td>8.9</td>
<td></td>
</tr>
<tr>
<td>Hardy MS New Costs</td>
<td>0</td>
<td>$505,440,871</td>
<td>$3,016,197</td>
<td>0.0</td>
<td>0.0</td>
<td>Hardy already budgeted at or above the projected number of students to receive and would not require add'l funding.</td>
</tr>
<tr>
<td>Subtotal</td>
<td>-$1,520,905</td>
<td></td>
<td>-9.0</td>
<td>-15.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shaw MS Closure</td>
<td></td>
<td></td>
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<tr>
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<tr>
<td></td>
<td></td>
<td>-$1,176,594</td>
<td>$504,264,277</td>
<td>$1,839,603</td>
<td>-6.0</td>
<td>-12.2</td>
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<tr>
<td>57</td>
<td></td>
<td>Cardozo HS New Costs</td>
<td>$1,185,025</td>
<td>$505,449,302</td>
<td>$3,024,628</td>
<td>11.0</td>
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<td>58</td>
<td></td>
<td>Subtotal</td>
<td>$8,431</td>
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<td>5.0</td>
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</table>

This cost increase accounts for a large overall increase in HS student projection.

<table>
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<tr>
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<th>Cost</th>
<th>Total</th>
<th>Total Cost vs FY13</th>
<th>ET-15 Cost</th>
<th>Total FTE Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnson MS Closure</td>
<td>-$1,940,809</td>
<td>$503,508,493</td>
<td>$1,083,819</td>
<td>-13.0</td>
<td>-20.2</td>
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<tr>
<td>Hart MS New Costs</td>
<td>$654,846</td>
<td>$504,163,339</td>
<td>$1,738,665</td>
<td>6.0</td>
<td>6.5</td>
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</tr>
<tr>
<td>Kramer MS New Costs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>-$1,285,963</td>
<td></td>
<td>-7.0</td>
<td>-13.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New costs for Kramer MS covered under Winston EC closure.

| MacFarland MS Closure | -$1,456,429 | $502,706,910 | $282,236 | -9.0 | -15.4 |
| Roosevelt HS New Costs | $756,176 | $503,463,086 | $1,038,412 | 7.0 | 7.5 |
| Subtotal | -$700,253 |   | -2.0 | -7.9 |

| Ron Brown MS Closure | -$1,917,251 | $501,545,835 | -$878,839 | -12.0 | -19.9 |
### Itemized Consolidation Scenarios

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>RON BROUN CLOSU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kelly Miller</td>
<td>$886,249</td>
<td>$502,432,084</td>
<td>$7,410</td>
<td>8.0</td>
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<td>-4.0</td>
<td>-11.1</td>
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<tr>
<td>77</td>
<td>Item</td>
<td>Cost</td>
<td>Total</td>
<td>Total Cost vs FY13</td>
<td>ET-15 Cost</td>
<td>Total FTE Cost</td>
<td>Notes</td>
</tr>
<tr>
<td>78</td>
<td>Spingarn HS Closure</td>
<td>-$3,200,172</td>
<td>$499,231,912</td>
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<td>-35.1</td>
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<tr>
<td>79</td>
<td>Eastern HS New Costs</td>
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<tr>
<td>80</td>
<td>Dunbar HS New Costs</td>
<td>$543,759</td>
<td>$499,956,712</td>
<td>-2,467,962</td>
<td>5.0</td>
<td>5.5</td>
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<td></td>
<td>Woodson HS New Costs</td>
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<td>81</td>
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<td>-24.0</td>
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<tr>
<td>84</td>
<td>Item</td>
<td>Cost</td>
<td>Total</td>
<td>Total Cost vs FY13</td>
<td>ET-15 Cost</td>
<td>Total FTE Cost</td>
<td>Notes</td>
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<tr>
<td>85</td>
<td>Spingarn STAY Closure</td>
<td>-$795,295</td>
<td>$498,319,082</td>
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<tr>
<td>86</td>
<td>Ballou STAY New Costs</td>
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<td>-$3,885,822</td>
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<tr>
<td>87</td>
<td>Roosevelt STAY New Costs</td>
<td>$213,525</td>
<td>$498,752,377</td>
<td>-$3,672,297</td>
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<td></td>
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</table>

Even after receiving students, Woodson remains under their current budgeted projection and would see a reduction next year.
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
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<td>90</td>
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<tr>
<td>92</td>
<td><strong>Total Cost</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total Cost vs FY13</strong></td>
<td><strong>Total ET-15 Cost</strong></td>
<td><strong>Grand Total FTE Cost</strong></td>
<td><strong>Notes</strong></td>
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<tr>
<td>93</td>
<td><strong>GRAND TOTAL</strong></td>
<td>All Changes</td>
<td>-$14,297,297</td>
<td></td>
<td>-71.0</td>
<td>-168.6</td>
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</table>
I just wanted to give you a heads-up that we will be working to send this out today from your account. In short, it says: "You’re a top teacher in this district and we’re going to work with you to make a great transition if your school is ultimately consolidated." Of course, it stops short of guaranteeing a job. It’s only going to 86 people at the top levels of LIFT. Lisa has approved to make sure messaging is consistent with rest of school consolidation work. You can forward any responses you get to Scott; he’ll work with his team to follow up. Shout if you have any questions. Thanks.

Jason Kamras  
Chief of Human Capital

Help 9-1-1 Save Your Life!  
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.  
Inform first responders in advance!
Dear Teacher,

Earlier this week, DCPS announced a plan for reorganizing our district that aims to maximize our limited resources and ensure that all students have the opportunity to attend an outstanding school. As your school was on the list of those that may be consolidated as part of this effort, I wanted to reach out to you – one of our very best teachers – to reiterate my commitment to keeping you here in DCPS.

Retaining our strong teachers like you is a top district priority, and in the event that your school is affected by the upcoming consolidation, we are committed to helping you make a successful transition to another DCPS school that is a good fit for you.

As outlined in the announcement on Tuesday, the list of schools that was published has not yet been finalized, but is rather the starting point for a conversation with our communities. We are committed to making this a transparent process and keeping you informed throughout; and to that end, my team and I will be engaging with school leaders, teachers, support staff, and community members in the coming weeks in a variety of ways, including community meetings across the city, office hours in December hosted by the DCPS Office of Family and Public Engagement, and a platform for online feedback.

Should your school be selected for consolidation, we will do all that we can to facilitate a smooth transition so that you are able to find a position at another DCPS school that is a great fit for your skills, interests, and experience. Though we believe that schools are most successful when principals and teachers are responsible for determining when a position is the right fit, your record of achievement and clear dedication to DCPS make you a very strong candidate as you consider opportunities elsewhere in the district.

In the coming weeks, my team will be reaching out to you with more information about how we will support you in considering your options for next year and securing the position within DCPS that is the best fit for you.

I know that the school consolidation process is a difficult one and one that may cause anxiety for you and your colleagues. We do not take these decisions lightly, and we cannot overemphasize the importance of your voice in the coming weeks.

Ultimately, we know that this consolidation process is one that will allow us to better serve our students by offering more students the opportunity to learn in state-of-the art, modernized facilities; by providing students with access to more diverse and rigorous academic programming; and by providing teachers with opportunities for collaboration that just aren’t possible at many of our current small schools.

Please know that keeping you here in DCPS is of utmost importance to us as we finalize this reorganization plan and work together in pursuit of our Capital Commitment goals.

With appreciation,

Chancellor Kaya Henderson
Hi President Ratliff,

I'm not scheduled to meet with you representatives until after Thanksgiving, but I'd be more than happy to get on the phone with you before then to answer any questions you may have. Please just let me know.

Best,
Jason

Jason Kamras
Chief of Human Capital

Office of Human Capital
District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
T 202.442.5600
F 202.535.1491
E jason.kamras@dc.gov
W http://dcps.dc.gov

Tommy,

I just released my proposal to consolidate and reorganize our school system to better support the five goals we announced last spring when we released our strategic plan, A Capital Commitment. You can find the full proposal at www.dcps.dc.gov.

Principals of schools impacted by the consolidation have met with their staff, and students have gone home with specific information about the proposal relative to their respective schools. We have also shared the attached information sheet with staff at schools proposed for consolidation.

We look forward to a broad public engagement process around the proposal, including two D.C. Council hearings and four ward-based public meetings. We have also established an online forum at www.engagedcps.org. We will listen to and strongly consider all of the feedback we receive. After our public engagement period, Mayor Gray and I will finalize the plan in early January 2013.
As a leader of one of our employee unions, you remain a critical partner in our work. We want your feedback to this proposal and other creative and innovative ideas to reorganize our school district. Our school district is only as good as the employees who work here. We must work with you to address questions and issues that our employees and your members have. I have asked Jason Kamras to continue to work closely with you in the weeks and months ahead. I remain your partner in this work and remain available to discuss these issues with you.

I remain excited to work with you to meet our commitment to our students and staff. Our staff is some of the best in the Nation. I know that, by working together, we can create a system that provides our students with the world-class education they deserve.

The schedule of our upcoming meetings is included below. As always, we appreciate your support for DC Public Schools. If you have any questions, please do not hesitate to email or call me at (202) 442-5035.

Thank you for your ongoing support,

Kaya

DCPS Consolidation and Reorganization Proposal
Public Meeting Schedule

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building</td>
<td>November 15, 2012</td>
<td>4-8 pm</td>
</tr>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building</td>
<td>November 19, 2012</td>
<td>2-6 pm</td>
</tr>
<tr>
<td>Ward 8 Community Dialogue</td>
<td>2400 Shannon Place, SE</td>
<td>November 27, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Ward 7 Community Dialogue</td>
<td>3650 Ely Place, SE</td>
<td>November 28, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Wards 5 Community Dialogue</td>
<td>101 T Street, NE</td>
<td>November 29, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Wards 1-4, 6 Community Dialogue</td>
<td>1300 Nicholson Street, NW</td>
<td>December 5, 2012</td>
<td>6-8 pm</td>
</tr>
</tbody>
</table>

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov
Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Hi Nathan,

I look forward to answering any questions you may have about this process at our meeting this morning.

Best,
Jason

Jason Kamras
Chief of Human Capital

Office of Human Capital
District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
T 202.442.5600
F 202.535.1491
E jason.kamras@dc.gov
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Kaya

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**DCPS Consolidation and Reorganization Proposal**

**Public Meeting Schedule**

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<td>6-8 pm</td>
</tr>
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**Kaya Henderson**

**Chancellor**

District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov
Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Hi Mr. Johnson,

If you have any questions about the consolidation process, I'd be more than happy to meet with you. Michael and Rubin, we're not scheduled to meet until after Thanksgiving, but I'd be glad to get on the phone before then if you'd like.

Best,
Jason

Jason Kamras
Chief of Human Capital

Office of Human Capital
District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
T 202.442.5600
F 202.535.1491
E jason.kamras@dc.gov
W http://dcps.dc.gov

Geo,

I just released my proposal to consolidate and reorganize our school system to better support the five goals we announced last spring when we released our strategic plan, A Capital Commitment. You can find the full proposal at www.dcps.dc.gov.

Principals of schools impacted by the consolidation have met with their staff, and students have gone home with specific information about the proposal relative to their respective schools. We have also shared the attached information sheet with staff at schools proposed for consolidation.

We look forward to a broad public engagement process around the proposal, including two D.C. Council hearings and four ward-based public meetings. We have also established an online forum at www.engagedcps.org. We will listen to and strongly consider all of the feedback we receive. After our public engagement period, Mayor Gray and I will finalize the plan in early January 2013.
As a leader of one of our employee unions, you remain a critical partner in our work. We want your feedback to this proposal and other creative and innovative ideas to reorganize our school district. Our school district is only as good as the employees who work here. We must work with you to address questions and issues that our employees and your members have. I have asked Jason Kamras to continue to work closely with you in the weeks and months ahead. I remain your partner in this work and remain available to discuss these issues with you.

I remain excited to work with you to meet our commitment to our students and staff. Our staff is some of the best in the Nation. I know that, by working together, we can create a system that provides our students with the world-class education they deserve.

The schedule of our upcoming meetings is included below. As always, we appreciate your support for DC Public Schools. If you have any questions, please do not hesitate to email or call me at (202) 442-5035.

Thank you for your ongoing support,

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Hi Aona,

I look forward to answering any questions you may have about this process at our 1:30 call today.

Best,
Jason

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Dear Teacher,

Earlier this week, DCPS announced a plan for reorganizing our district that aims to maximize our limited resources and ensure that all students have the opportunity to attend an outstanding school. As your school was on the list of those that may be consolidated as part of this effort, I wanted to reach out to you – one of our very best teachers – to reiterate my commitment to keeping you here in DCPS.

**Retaining our strong teachers like you is a top district priority, and in the event that your school is affected by the upcoming consolidation, we are committed to ensuring that you are able to successfully transition to another DCPS school that is a good fit for you.**

As outlined in the announcement on Tuesday, the list of schools that was published has not yet been finalized, but is rather the starting point for a conversation with our communities. We are committed to making this a transparent process and keeping you informed throughout; and to that end, my team and I will be engaging with school leaders, teachers, support staff, and community members in the coming weeks in a variety of ways, including community meetings across the city, office hours in December hosted by the DCPS Office of Family and Public Engagement, and a platform for online feedback.

Should your school be selected for consolidation, we will do all that we can to facilitate a smooth transition so that you are able to find a position at another DCPS school that is a great fit for your skills, interests, and experience. In the coming weeks, my team will be reaching out to you with more information on how we will support you in considering your options for next year and securing the position within DCPS that is the best fit for you.

I know that the school consolidation process is a difficult one and one that may cause anxiety for you and your colleagues. We do not take these decisions lightly, and we cannot overemphasize the importance of your voice in the coming weeks.

Ultimately, we know that this consolidation process is one that will allow us to better serve our students by offering more students the opportunity to learn in state-of-the art, modernized facilities; by providing students with access to more diverse and rigorous academic programming; and by providing teachers with opportunities for collaboration that just aren’t possible at many of our current small schools.

Please know that keeping you here in DCPS is of utmost importance to us as we finalize this reorganization plan and work together in pursuit of our Capital Commitment goals.

With appreciation,

Chancellor Kaya Henderson
Cool. Thanks.

Jason Kamras  
Chief of Human Capital

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W http://dcps.dc.gov

From: <Ruda>, "Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>  
Date: Sunday, November 11, 2012 2:39 PM  
To: Jason Kamras <jason.kamras@dc.gov>  
Cc: "Weber, Peter (OOC)" <peter.weber@dc.gov>  
Subject: Re: proposed school consolidation staffing doc.

Yes to all of that. When I get to the office, I’ll send you one email with the current drafts of everything. We have drafts of everything except the union email.

LMR

On Nov 11, 2012, at 1:37 PM, "Kamras, Jason (DCPS)" <jason.kamras@dc.gov> wrote:

Thanks. We’ve been working on a more extensive staffing FAQ per our email conversation a couple days ago. I’ll send tonight. Can you help me understand the universe of documents that are going out? I know there’s a deck and this doc, but that’s all I’ve seen. Is there a larger FAQ? Is the Chancellor sending an email to all employees? (She should.) Would you like me to draft that? What can I send to the unions on Tuesday? (I promised them more info when we go live.)

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Attached and below is the document that I drafted for us to send to principals of schools identified for consolidation to clarify staffing options. Also would likely go on our web site. I based it off of your document for the mayor’s meeting.

Can you take a look to see if it matches your thoughts? The only policy change I made was to state that we would try to let staff from consolidated schools interview at receiving schools. I also committed to have HR staff visit consolidated schools (we did this last time around).

Let me know what you think.
School Consolidation and Reorganization Staffing Overview

Staff at schools proposed for consolidation and reorganization may have a number of questions about their positions for the upcoming school year. Below, we try to answer many of these questions. Once the consolidation list is finalized, DCPS HR staff will visit schools to provide in person information.

All staff should note two critical factors:

1. None of the proposed consolidations will take place before the end of the 2012-2013 school year.
2. We expect all staff to continue their dedication to student learning for the rest of the current school year.

We understand that many staff members have a deep understanding of and a strong bond with their current students. To the extent possible, DCPS will offer staff members from consolidating schools an opportunity to interview for positions in the school(s) receiving students from their school. All placements will be subject to mutual consent between the employee and the school leader.

**WTU Members**

WTU members at consolidated schools will be subject to the excessing process as outlined in the Washington Teacher’s Union contract.

After being notified of their excess, WTU members will have 60 days to interview for placements. After that period, any WTU member who is unable to find a position and who earns an IMPACT rating of Effective or higher, will have access to additional options, including a buyout or an additional year of employment while s/he continues to look for a full time position.

WTU members who are unable to find a position and who do not have an IMPACT rating of Effective or higher will be terminated.

**Teamsters, AFSCME, and CSO Members**

Staff members at consolidated schools will be excessed consistent with the relevant collective bargaining agreement.

Excessed employees will have the opportunity to interview for positions at the relevant receiving school or at other DCPS schools. DCPS will work with individual employees to provide interview opportunities and will not hire new employees for a given position until all employees with an effective rating have found positions.

In the event that the number of positions available across the district is smaller than the number of employees who were excessed from that position, DCPS may have to conduct a reduction-in-force (RIF). This RIF will be completed using a Competitive Level Documentation Form (CLDF).

**Principals and Assistant Principals**

As we do annually, DCPS will evaluate all principals and assistant principals for reappointment. All principals and assistant principals will be notified of their reappointment status prior to the end of the
school year. Staff from consolidated schools may have opportunities to panel or interview at other schools.

Principals and Assistant Principals who are not reappointed may be eligible to retreat to their last permanent position.

We have worked with each of your union representatives to ensure that we have a good, shared understanding of this process.

We know that school consolidation can be very challenging. The uncertainty can be very difficult for some staff members. You and your students will be best served if you dedicate yourself to providing a high-quality education to your students. We will work to make this difficult process as painless as possible.

If you have any questions or concerns, please contact XXX.

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Will do. I am planning on inserting your FAQ sheet that you circulated the other day. If that changes or you add questions, please loop me in as I just plan on using that as is.

LMR

Lisa, if you send me a draft, I'll make sure to review. Thanks!

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W http://dcps.dc.gov
From: <Weber>, "Weber, Peter (OOC)" <peter.weber@dc.gov>  
Date: Friday, November 9, 2012 1:30 PM  
To: Jason Kamras <jason.kamras@dc.gov>, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>  
Subject: RE: School closing HC questions

All good questions. Ruda is working on some communications to principals that we can use to address some (but likely not all) of these questions.

I’m putting Lisa on this email so that you guys can connect.

From: Kamras, Jason (DCPS)  
Sent: Thursday, November 08, 2012 5:43 PM  
To: Weber, Peter (DCPS)  
Subject: School closing HC questions

I had my team pull together some thoughts on the kinds of questions we’ll probably get when this goes live (see below). Have you guys contemplated these kinds of Qs for FAQ doc? If not, I think we should add. We’re working on answers. Thoughts?

- When can I start interviewing for other schools?  
- If I am excessed based on my school closing, will I have access to all the mutual consent options?  
- How will DCPS help me find a job?  
- How are excessing decisions made? Where can I learn more about the excessing process?  
- If I opted into IMPACTPlus, and therefore no longer have my excessing options, will there be different options/opportunities for me?  
- Mid-year transfer process – could I take a transfer now? (no sending principals would say yes)  
- Will I be excessed or RIFed?  
- Am I guaranteed a job?  
- Why can’t I be guaranteed a position at the nearby school my students will attend next year?  
- How can I learn about positions available at other schools?  
- If I have been a Highly Effective or Effective teacher, are there any special considerations made for me?  
- Can I submit a DINR in the spring?  
- What if I don’t find a new position?  
- What will this mean for me as an educational aide, business manager, custodian, etc?  
- Will I have the chance to interview with principals before candidates who are new to the district?  
- My school is not on the list of potential closures, but other schools nearby are. Could I lose my position to a teacher who has been in the district longer or had a higher IMPACT score?  
- I see that DCPS is actively recruiting new teachers for next school year. Why is the central office working to recruit new teachers to the district when there are likely going to be fewer positions overall?  
- When will final decisions be made about whether my school will close?  
- When will final decisions be made about excessed teacher hiring in schools that are remaining open?  
- How does my IMPACT score affect my prospects for keeping a job in the district?  
- With schools closing, how many fewer teacher positions will there be in the district? How many positions will be absorbed at schools that remain open?  
- Do I have any say in which schools close? How can I advocate for my school to stay open?  
- How is DCPS working with the WTU around school closings?

Chief of Human Capital

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From: <Weber>, "Weber, Peter (OOC)" <peter.weber@dc.gov>
Date: Friday, November 9, 2012 1:30 PM
To: Jason Kamras <jason.kamras@dc.gov>, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>
Subject: RE: School closing HC questions

All good questions. Ruda is working on some communications to principals that we can use to address some (but likely not all) of these questions.

I’m putting Lisa on this email so that you guys can connect.

From: Kamras, Jason (DCPS)
Sent: Thursday, November 08, 2012 5:43 PM
To: Weber, Peter (DCPS)
Subject: School closing HC questions

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That was very narrow. I think we should build out answers to most of the questions below. Can you give me a sense of the timeline on the FAQ. Is it going out on Tuesday?

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From: <Ruda>, "Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>
Date: Friday, November 9, 2012 3:01 PM
To: Jason Kamras <jason.kamras@dc.gov>, "Weber, Peter (OOC)" <peter.weber@dc.gov>
Subject: RE: School closing HC questions

Will do. I am planning on inserting your FAQ sheet that you circulated the other day. If that changes or you add questions, please loop me in as I just plan on using that as is.

LMR

From: Kamras, Jason (DCPS)
Sent: Friday, November 09, 2012 2:49 PM
To: Weber, Peter (DCPS); Ruda, Lisa M. (DCPS)
Subject: Re: School closing HC questions

Lisa, if you send me a draft, I'll make sure to review. Thanks!

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Kaya,

Attached is a spreadsheet that lays out what we'd like to do – broadly speaking – for TIF. Our dollar estimates are admittedly rough, but they convey how we're prioritizing the work.

Here's the frame we want to take on this application:

1. We've done a ton in the human capital space already (e.g., evaluation for teachers and principals, differentiated comp for both, launching new career ladder for teachers, etc.). We will lay this out by the HC categories TIF uses.
2. TIF can help us sustain some of the work we've done (in a fiscally responsible way) and begin the next critical phases (e.g., investing in P/AP development, brining teacher leadership and PD alive, etc.).
3. This $ will help propel us towards our 5 Capital Commitment goals.
4. We have been very intentional about our ask: ramp up and then ramp down to ensure that we pay our way locally. We believe we can do this for two reasons: 1) we've already started doing so (use example of building in true cost of teachers in school budgets); and 2) we anticipate the closure of roughly 20% of our schools over next three years (based on ERS data, IFF study, etc.).

We're under an insane timeline on this; the whole monstrous application is due on Tuesday. My team is working around the clock this weekend to write it up. If there's anything in here you have concerns about, can you please let me know ASAP? I'm glad to hop on the phone at any time.

Thanks - we're going to totally rock this!

Jason

Jason Kamras
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Would you be up for me bringing Scott? While I recognize your invite was to a subset Chiefs, Brian will also be there (of course, I get the context on that) and Scott will be doing a lot of the follow-up strategic work based on the discussion.

Jason Kamras  
Chief of Human Capital

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More ammunition to close schools.

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Hi Jason,

I believe I have shared this before, but thought I would send again since it is being presented next week at the AEFP meetings. Nothing controversial – basically shows no harm done in terms of student achievement for students who have to move schools b/c of school closure.... We'll probably follow up again and see if we see gains.

Cheers,
J

Jane Hannaway, Ph.D.
Director, CALDER (National Center for Analysis of Longitudinal Data in Education Research)
Vice President, American Institutes for Research
ph: 202-403-5791

Join Mayor Gray’s One City • One Hire - 10,000 Jobs Campaign
“Putting District Residents Back to Work – One Hire at a Time”
Learn more at http://onecityonehire.org

Friends,

Thank you for attending the TNTP-IMPACT Conference in January. I greatly appreciate you taking the time out of your
busy schedules to come together to discuss the development and improvement of teacher evaluation systems across the country.

I was excited to have this opportunity to share our experiences in DCPS with you all, and my team and I learned a great deal from your presentations, questions, and discussions. I am looking forward to working together throughout the year to ensure that we are all successful in this endeavor. Please don’t hesitate to reach out to me or any member of my team with your ideas, questions, comments, or concerns.

Best,
Jason

Jason Kamras  
Chief, Office of Human Capital

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A Leg Up or a Boot Out?
Student Achievement and Mobility under School Restructuring

Umut Özek, Michael Hansen, and Thomas Gonzalez
CALDER and American Institutes for Research
December 15, 2011

Abstract

School closures are increasingly common among U.S. public schools, driven by both budgetary constraints and accountability pressures to turnaround low-performing schools. This paper contributes to the nascent literature on school closures by evaluating student achievement and mobility outcomes in a large-scale restructuring effort in Washington, D.C. in which 32 elementary and middle school campuses were closed or consolidated in the summer of 2008. Using longitudinal data, we investigate how student outcomes change in relation to this initiative with an instrumental variables strategy that counters the endogeneity of student assignment across schools before and after the restructuring occurred. The results show that the academic performance of students directly affected by the school restructuring experienced a temporary decline, but it rebounded by the second school year after restructuring occurred. Additionally, we find no evidence of closure adversely inducing further mobility among affected students.

Primary contact: Umut Özek (uozek@air.org)
Acknowledgements: This research was generously funded through a research grant from the Institute of Education Sciences (R305A060018). We recognize the District of Columbia Office of the State Superintendent of Education that provided access to the longitudinal data used for this study. The views expressed herein do not necessarily represent those of our affiliated institutions or the study’s funder. Any and all remaining errors are ours.
Introduction

Closing schools is an increasingly common strategy among public school districts to promote both efficiency and performance. Faced with tighter budget constraints, declining enrollments, and performance pressure, many districts are closing or consolidating schools in order to reallocate increasingly scarce resources from facilities to instruction. Apart from efficiency concerns, federal policymakers are promoting school closures as a way to better student performance. Initially introduced as a sanction for enforcing school accountability under the No Child Left Behind (NCLB) Act, the U.S. Department of Education’s Race to the Top (RttT) initiative and School Improvement Grant (SIG) program are promoting school closure as a key strategy for turning around chronically low-performing schools—either through converting the school to a charter school or by closing the school altogether and enrolling the students in neighboring schools likely to provide better opportunities. While the intentions behind school closures are clear, the effects on students are not. Prior research suggests the forced movement of students may adversely affect student learning; and, by dislocating students, school closure may promote even further mobility.

This study investigates how student outcomes, namely student achievement and mobility, were affected in relation to a policy decision that closed or consolidated 32 elementary and middle schools in the summer of 2008 in the District of Columbia Public Schools (DCPS) system in Washington, D.C. Longitudinal student data spanning the periods before and after the school restructuring effort enables the estimation of the restructuring effect on student achievement and various forms of student mobility. An instrumental variables strategy is used to counter the endogeneity of school assignment prior to and after closure. The resulting estimates of the investigation show statistically significant, albeit temporary, declines in student
achievement in the year of the closure announcement and in the first year following the closures; however, no detectable differences in student achievement are observed in the second year after closures. Student performance drops in affected students by 0.10 to 0.20 standard deviations in the very near term, but appears to rebound very quickly and is indistinguishable from students unaffected by the restructuring initiative. The results also show no evidence of student mobility increasing in relation to the large-scale restructuring effort.

**National and Local Context**

Nationwide, three different pressures threaten to close public schools. The first comes from declining enrollments, which is especially common in urban centers in the Midwest and northeastern United States. A recent report shows enrollment declines over the past decade of 17 percent or more in districts located in seven major cities in these regions (Pew Charitable Trusts, 2011). While enrollment declines reflect long-term trends, the recent financial crisis appears to have anecdotally accelerated the number of closures as districts attempt to reallocate resources from facilities to instruction in an effort to dampen the effect of general budget cuts in education (Johnson, 2010). The second threat comes from the rapid expansion of charter schools in recent years, particularly in urban areas (Lake, 2010), and co-incidental overall declines in public school enrollment. Finally, accountability pressures originating from NCLB threaten to close chronically low-performing schools that fail to meet adequate yearly progress (AYP) goals; and this closure threat still persists as part of the Department of Education’s prescribed turnaround models under the RttT and SIG programs. Secretary of Education Arne Duncan estimated 82

---

1 School closures are commonly associated with urban school districts, yet this is also a persistent issue in rural school districts as well (Bard et al., 2006).
2 Though academic research cataloging recent closures is limited, the topic has received considerable coverage in the news media, including Khan (2010) and Leslie (2011).
3 The relationship between the expansion of the charter movement and the decline of urban school districts has been sufficiently strong to prompt the NAACP and the United Federation of teachers to sue the New York City Department of Education in a recent, albeit unsuccessful, lawsuit (Snow, 2011).
percent of the nation’s schools would fail to meet AYP in the 2010-11 school year, and therefore initiates sanctions that could ultimately include school closure (barring a waiver for the legally mandated interventions). Hence, both local and national pressures combine to threaten school closures.

Washington, D.C. is a poster-child district for these conditions. In the ten years leading up to the 2006-07 school year, total student enrollment in DCPS decreased by over 20,000 students (26 percent). Meanwhile, total student enrollment in D.C.’s charter schools (first opened in the 1998-99 school year) increased by a similar amount. DCPS ranked near the top among urban districts in facility-related per-pupil spending and near the bottom in instructional per-pupil spending as a fraction of total budget in 2004-05. And finally, DCPS ranked at the bottom in math performance in grades 4 and 8 against all participating districts in the 2007 Trial Urban District Assessment of the NAEP (Lutkus, et al., 2007). The inefficient use of resources, substandard school facilities, and consistent low performance were three of the key issues that faced Michelle Rhee when she was appointed as Chancellor of Schools for DCPS in June of 2007 (Nakamura, 2007).

The DCPS Closure Initiative

Prior to Chancellor Rhee’s arrival in the district, a 2006 Parthenon Group report commissioned by the district found over two-thirds of DCPS buildings received ratings of “poor or unsatisfactory” and over a third of them were at less than 65% capacity for the 2005-06 school year. The DCPS Master Facilities Plan, issued in the spring of 2006, contained unprecedented

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5 Charter school enrollment gains have roughly offset the loss of DCPS students; total combined enrollment between DCPS and public charter schools has been generally steady during this period. Seventy new charter campuses opened during this period. “Reorganizing DCPS Schools to Support Comprehensive Educational Programs and Services” November 2007. 21st Century School Fund, Brookings Institute, DC Government, Urban Institute.
6 Figures exclude special education expenses (Keating and Haynes, 2007).
directives to close and consolidate a number of DCPS campuses, which were intended to improve administrative efficiency. When Chancellor Rhee took office in 2007, she took control of the process already underway to identify schools for the necessary restructuring as outlined in the DCPS Master Facilities Plan.

Candidate schools for closure or consolidation were selected on the basis of low and declining enrollment: those exhibiting a five-year decline in enrollment greater than the district median and a 2006 enrollment below the district median. Forty schools met these primary criteria. Following this primary identification of 40 schools, DCPS further vetted the list to account for other factors that might make campuses more or less suitable for closure. The main criteria under consideration during this part of the process included projected future neighborhood population trends, building conditions, the feasibility of relocating students to neighboring schools, etc. Between December 2007 and January 2008, DCPS engaged in a series of community dialogues and meetings in which community members were given the opportunity to express their concerns over the proposed closures. The final restructuring decisions came out of this process, and on February 1, 2008, DCPS announced a list of 23 schools scheduled for closure pending a final community hearing process (some of which were to be consolidated), which was finalized in the spring of 2008. Further detail on the restructured schools will be provided in the Data section.

Although the closure initiative in DCPS was driven primarily by enrollment figures (determined by local pressures), the outcomes of this restructuring process also have implications for federal policies that promote school closure as a remedy for poor performance. Note that

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7 "Reorganizing DCPS Schools to Support Comprehensive Educational Programs and Services" November 2007. 21st Century School Fund, Brookings Institute, DC Government, Urban Institute.
consistent low performance in a school was not an explicit criterion in the process for identifying which DCPS schools to close, yet it was correlated with these indicators.\textsuperscript{9} For instance, as a result of consistently failing to meet AYP standards, 18 DCPS elementary or middle schools received mandates to restructure in 2008-09, of which 9 met the primary criterion of below-median declines and below-median enrollment.\textsuperscript{10} Moreover, in choosing whether to close or consolidate schools on a school-by-school basis, a preference for minimizing disruption among schools that were making progress was communicated in DCPS documents describing the decision-making rationale.\textsuperscript{11,12} Because many of the schools targeted for intervention in DCPS were among some of the district’s lowest performing schools, we argue the findings here are relevant to understanding how accountability-induced closures may affect students.

**Research on School Closure**

School closure appears to have clear cost-saving benefits, but its use as a policy tool for improving student performance is not clear. NCLB first introduced the threat of school closure on the premise of inducing administrative and instructional staff to improve student performance in low-performing schools. Under current prescriptions on turning around the nation’s lowest performing schools, a school may be converted to a charter school or closed down entirely; yet, improved student performance is not necessarily a natural outcome of such a process. School closure may influence student outcomes in three ways: as a threat (inducing behavioral responses in threatened schools), in its actual application (forcing moves, presumably to a better school),

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\textsuperscript{9} One may reasonably expect a positive correlation between student enrollment and school quality: if neighborhood parents are sensitive to school quality, then their demand for schooling (i.e., a school’s enrollment) will be responsive to differences in quality. Hence, low and declining enrollments are expected to be correlated with low school quality.

\textsuperscript{10} In total, 27 schools received mandates to restructure, which includes high schools. Counts based on the school listing provided at http://dcist.com/2008/05/15/fenty_and_rhcc_1.php.


\textsuperscript{12} As a result, students in consolidated (but not closed) schools generally outperformed those in neighboring schools that were closed. This is discussed further in the Data section.
and through indirect means (parent or student responses to closure). The extant research documenting how closure affects students is somewhat limited; an overview of this evidence is presented below.

First, the threat of closure may induce school staff to exert greater levels of effort to avoid potential closure, particularly in cases where the closure decision is explicitly based on low performance measures. Rouse, et al. (2007) find evidence of such threat-induced responses in Florida. Yet, inasmuch as the closure decision may be marginally affected by school level efforts that are not productive to students’ educational outcomes (e.g., teaching to the test), this threat-induced effort may not necessarily be productive for students (see a review in Rice and Malen, 2010).

Second, when a school is actually closed, student dislocation alone may have a detrimental effect on students—they must develop relationships with a new group of teachers and peers, cope with a different school culture, and adapt to any differences in curriculum or instruction. Conversely, the move could improve student learning if the instructional quality of the new school is sufficiently higher than that of the closed school, overcoming any adverse effects of being forced to move. Though the empirical evidence on incidental student mobility provides a clear consensus of adverse effects on achievement (e.g. Hanushek et al., 2004, and Xu et al., 2009), the forced mobility due to school closures does not appear to have the same consensus. Analyses from de la Torre and Gwynne (2009) fail to find detectable changes in student achievement in the years following school closure but Engberg et al. (2011) do find a significant negative effect in the first one to two years following closure. In addition, both of these analyses find students who were transferred to higher-growth schools (relative to the closed school) did experience a significant gain in achievement, all things equal. On the contrary,
evidence from Kirshner et al. (2010) shows significant declines in student achievement following the announcement and closure of a high school, in addition to a temporary increase in the dropout rate. Accompanying qualitative data documented strained students’ relationships with other peers and less assistance from teachers and staff at the new school were common themes among dislocated students.

And third, school closure may indirectly affect school-related behaviors in students by forcing family adjustments. For instance, higher transportation costs may reduce school attendance for constrained students, or parents may take the opportunity to exercise school choice explicitly (by moving to a charter school) or implicitly (by moving residences). The shuffling of students across schools could plausibly frustrate parents and induce them to move out of the area entirely, and attend schools in a neighboring jurisdiction. Only two studies have previously addressed indirect outcomes of closure. First, Engberg et al. (2011) shows a small temporary increase in absences among dislocated students in the year immediately following school closure. Second, de la Torre and Gwynne (2009) document higher rates of subsequent school mobility among students forced to move due to school closure.

Finally, the discussion above focuses specifically on the effect of school closure on student outcomes, and ignores the issue of school consolidations. While closing a school is mechanically different from a consolidation (where staff from both schools are generally retained and student bodies from former schools are merged), one could expect the consolidation effect on students to be similar. Under consolidation, learning for all students would likely still sustain some disruption from merging disparate school practices and cultures, adapting to new peers and

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13 School closure also has the potential to influence students in the receiving schools, who may be adversely affected with the influx of new students. Engberg et al. (2011) address this issue and find no effect on student achievement among students in receiving schools. This issue is beyond the scope of our current analysis.
school staff, and likely burdening at least some families with a longer commute. Because consolidation of two underutilized schools near each other played a prominent role in DCPS’s school-closure strategy, we combine closures with consolidations in estimating the effect on student outcomes. Additionally, because students in receiving schools are potentially also affected by the closure and consolidation decision, we include an alternate categorization of the treatment in which all students in closed, consolidated, and official receiving schools are in the treatment group. We label this categorization “restructured” schools. Accordingly, the estimated restructuring effects presented are averaged across the groups.

This analysis contributes to prior evidence on school closure in two important ways. First, it provides an additional rigorous, empirical analysis of the effect of a large school closure initiative, which helps to further the research base on this increasingly common policy. Second, we explore student mobility in a variety of ways that are plausibly induced as a result of school closure and that have received limited attention in the prior research.

Data

The District of Columbia Office of the State Superintendent of Education provided access to the longitudinal data used in this study. The data contain student records for all students in public schools in Washington, D.C., comprised of students in the traditional public school system (i.e., DCPS) and those in public charter schools. Student-level information contained in the data includes gender, race and ethnicity, eligibility for free- or reduced-price lunch, and

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14 We know of no research that has attempted to analyze the consolidation effect separately from that of closure, though several of the analyses on school closures presented above entail other simultaneous interventions in schools beyond those that closed. For instance, the Engberg et al. (2011) study coincided with comprehensive reform models being implemented in low-performing schools that were selected to stay open in spite of low performance. Also, the Chicago study from de la Torre and Gwynne (2009) investigates the closing of 38 schools over a five-year period, which dovetailed with the Renaissance 2010 initiative that intended to open over 100 high-quality high schools by 2010; hence, school closings and new openings were occurring simultaneously for some of the years of analysis. 15 Estimates on school closures and school consolidations separately were generated, but the standard errors (due to the relatively small sample size in both groups alone) were too large to provide meaningful inference.
special education status, which are used as covariates in the analysis. Additionally, student residence is available for two school years (2007-08 and 2008-09), which is used to identify residential mobility after restructuring and to link neighborhood characteristics (e.g. household income, educational attainment, crime rates) that we extract from external sources such as the Census and the Metropolitan Police Department and incorporate as covariates in the model.

The data document all student outcomes in tested grades (grades 3-8 and 10 in Washington, D.C.) over four school years, spanning 2006-07 through 2009-10. The standardized test used for accountability purposes in Washington, D.C. is the D.C. Comprehensive Assessment System (DC CAS), a criterion-referenced test that evaluates student learning in reading and math. The test’s raw scale scores represent the grade and approximate percentile of the student’s performance (e.g., 542 is a 5th grader scoring at what is roughly the 42nd percentile), so the scores themselves are not comparable across grades, though comparable over years for the same grade. For the purposes of this study, we standardize all test outcomes by grade and year. As a result, estimated differences in student achievement are interpreted relative to peer students. These differences do not equate to an absolute measure of learning.

The DCPS school closure and consolidation initiative occurred within the span of the data. In the spring of 2008, the final list of schools slated for restructuring was made public. In total 23 campuses were closed, 21 of which were elementary and middle schools that conducted end-of-grade tests and are included in this study. Of the 21 campus closures, 10 schools were simply closed, and students in those schools were reassigned to various neighboring schools. The

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16 Technical information on the DC CAS is available at http://osse.dc.gov/seo/cwp/view,a,1274,q,561249.asp.
remaining 11 campuses were closed, with students were consolidated with a matched set of another 11 schools. This list of affected schools is documented in Table 1.17

In total, 21 elementary and middle school campuses closed, and a total of 32 schools were directly involved with a closure and/or consolidation in the summer before the 2008-09 school year. In addition, 19 schools were designated as official receiving schools for dislocated students but were not directly closed or consolidated.18 Because of the diversity of the treatments involved in these DCPS closures, we cannot reliably separate the effect of any one treatment. Instead, an aggregated effect is estimated for all closed or consolidated schools, and then a separate ‘restructuring’ effect is estimated for all schools involved in the initiative (comprised of closed, consolidated, and official receiving schools). Though the point estimates vary across these two designations, the substance of the principal findings is consistent.

Table 2 presents descriptive statistics for the data sample used for this analysis. Inclusion in the sample is limited to students who were in a non-promotional grade in a DCPS school in the 2007-08 school year and have valid test scores from that year.19 The columns of table 2 represent four different segments of the student population: those who were in schools whose campuses closed in 2008 (column 1), those in schools that were consolidated (column 2), those in receiving schools (column 3), and those not affected in the closure initiative (column 4). The means depicted in this table show students in consolidated schools performed significantly higher in the 2007-08 school year (just prior to closures) compared with students in closed

17 Four of the 11 closed campuses were temporary closings while renovations were completed with the intention that the consolidated student body (composed of students from both former schools) would move into the renovated building, and permanently closing the building from which they move. As a result, even a considerable number of students in the non-closed, consolidated schools were affected by the announcement because their building was slated for permanent closure in the near future. The column on campus closure notated in Table 1 is for campuses closed during the 2008-09 and 2009-10 school years (the post-closure period in this study), but may not necessarily be a permanent status.

18 DCPS, Office of Public Education Facilities Modernization (Map Schools By Ward), 2009.

19 Students who were in the terminal grade of a closing school in the 2007-08 school year were to be promoted and changing schools regardless of the closure decision, and are therefore omitted from the sample.
schools or receiving schools, showing DCPS’ preference for favoring the more successful school and closing the weaker when consolidating schools.

Those students displaced by the closure of their school, who elected to remain in the public school system in DC, were presented with the same three options available to all school-age children in DC: (1) they could attend their new ‘in-boundary’ public school as determined by their residential address and the realigned school catchment boundaries; (2) they could enter the DCPS out-of-boundary lottery, in which case they would be eligible to attend an out-of-boundary school of their choice if their lottery number was selected; or (3) they could apply to attend a DC charter school, which involves a lottery when applicants exceed available slots. Table 2 also lists the observed mobility rate among students in the sample for several types of moves, including residential mobility, moving to a charter school, or moving out of the DC public school system entirely. As shown in the table, even though students in the closed schools were the only ones induced to move, the table shows considerable student mobility across all groups, regardless of the school’s restructuring status.

Methodology

This study proposes to investigate the relationship between this large-scale school restructuring initiative in DCPS and student outcomes, specifically achievement on standardized tests and student mobility. Both of these outcomes are addressed in detail below.

Student Achievement

Student learning is a cumulative process in which current achievement levels are a function of prior learning (Todd and Wolpin, 2003). To avoid attributing pre-existing differences in student learning to school closures, a basic value-added model is used to estimate the restructuring effect using ordinary least squares. We depart from the standard value-added
literature, however, by using student scores in 2007 as the prior achievement level for all future test outcomes (spanning 2008 through 2010), rather than a once-lagged measurement. We choose to use the 2007 achievement level because this was obtained prior to public knowledge of the closure plans, and therefore we treat it as exogenous; a once-lagged measure could include an endogenous response of achievement due to closure. In this model, student i’s achievement in school s at time t ($A_{ist}$) is a function of 2007 achievement ($A_{z2007}$), a vector of student and school characteristics ($X_{it}$), an indicator variable for being in a school in the treatment group (either closed or consolidated, or restructured) ($I_{treatment}$), and a random error term ($\epsilon_{ist}$): 

$$A_{ist} = \beta_0 + A_{z2007}\beta_1 + X_{it}\beta_2 + I_{treatment}\beta_3 + \epsilon_{ist}$$  

(1)

This model will produce consistent estimates of the treatment effect ($\hat{\beta}_3$), as long as the student-level error term is uncorrelated with current learning, conditional on the included covariates. This may be an unrealistically strong assumption in the case of restructuring, since students who are in schools that need to be restructured may vary in unobservable ways from otherwise similar students that are not in those schools. Importantly, one might expect students who attend these underutilized schools may persist there because their parental involvement is disproportionately low (more involved parents in the neighborhood may have already sent their children to alternative public or charter schools), and this unobservable attribute hinders student

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20 Achievement variables include the standardized test scores and proficiency indicators in reading and math in Spring 2007. Student characteristics included in the analysis can be categorized into three main groups: demographic and socioeconomic; neighborhood; and household characteristics. The first category includes race/ethnicity, gender, free or reduced price lunch eligibility, English proficiency, special education, grade and year fixed effects; neighborhood characteristics (based on the census tract of residence) include the percent of population under 17, percent homeowner, log median income, percent with less than high school degree, with high school degree, with less than college degree, with college degree, average reading and math scores in Spring 2006, percent black, Hispanic and FRL eligible; and household characteristics (based on students sharing the same residential address and last name) include average prior year reading and math scores, number of school-aged children, number of children attending out-of-boundary public or charter schools at the household level. The school characteristics included in the models are log enrollment in 2007, percent utilized, percent enrollment change between 2002 and 2006, reading and math proficiency rates in 2006, building square footage, number of charter and traditional public schools within 3 miles in 2007, and log median income, percent with college degree, percent black and Hispanic, property and violent crime rates within the school’s census tract.
achievement; the restructuring effect is downwardly biased in this case. The same argument could be applied for students’ school choice after being displaced from their school: disproportionately low levels of parental input in the school choice decision may potentially bias the treatment effect downwards, compounding it with the simultaneous effect of selection after being treated.

To compensate for the unobserved endogeneity between school closure and school choice before and afterwards, an instrumental variables strategy is used. The distance from the student’s school in the 2007-08 school year to the nearest ‘relevant’ traditional public school (i.e., serving a similar grade range) is used as an instrument. This instrument should be correlated with a school’s likelihood of receiving treatment (as it played a significant role in DCPS’ choice of closed, consolidated and receiving schools), but is expected to affect student outcomes only through its effect on the restructuring decision.

Because the endogenous treatment variable is binary, we use the two-stage instrumental variables strategy outlined in Wooldridge (2002). The first stage predicts the likelihood of receiving treatment ($I_{treatment}$, in this case) as a function of the instrument ($Z_{ist}$) and all of the other included covariates using a linear probability model:

$$Pr(I_{treatment}) = \gamma_0 + Z_{ist} \gamma_1 + A_{2007} \gamma_2 + X_{ist} \gamma_3 + \epsilon_{ist}$$ (2)

We then use the predicted probabilities obtained from the first-stage as the instrument to estimate equation (1) by IV. This two-stage method will produce consistent and efficient estimates of the treatment effect. Comparing this method with the typical IV approach (wherein the instrument is adopted directly into the IV procedure, rather than being first used as a predictor and using the predicted probability of treatment as the instrument), the estimates under

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21 Engberg et al. (2011) is the only other school closure analysis that uses an instrumental variables strategy.
both models are consistent, but those resulting from the Wooldridge (2002) method are more efficient.

In our analysis investigating the relationship between closure and student achievement, we test for significant differences in student achievement that arise due to the school restructuring that occurred in DCPS. We investigate changes in reading and math achievement that occurred in the year of the announcement (i.e., spring testing in 2008) and in the two years following the restructuring (2009 and 2010).

Student Mobility

The school restructuring required many students to move due to school or campus closure, and may have also induced additional mobility among the student population. We formally investigate three different forms of student mobility: residential mobility manifest in the school year immediately after the closures (2008-09); mobility into charter schools over the two years following restructuring (2008-09 and 2009-10); and mobility out of the DC public school system entirely over the following two years. For each type of move, an indicator variable is generated, which is the dependent variable in a linear probability model that has the same explanatory covariates as those described in Equation (1):

\[
\Pr (I_{move,ist}) = \beta_0 + A_{i2007}\beta_1 + X_{it}\beta_2 + \text{treatment}\beta_3 + \varepsilon_{ist}
\]  

And like the student achievement equation above, straightforward estimation of this relationship is subject to bias from unobservable differences in students that are non-randomly sorted across schools. One could expect students in underutilized, low-performing schools to have a systematically higher likelihood of mobility, relative to students in schools that are not flagged for restructuring, which will bias the estimated coefficient on treatment upwards in this case. Again, we use the two-stage instrumental variables strategy to generate and substitute the
estimated probability of being in a restructured school into Equation (4) above. The results of this investigation are described in detail below.

Results

We begin by first estimating equations 1 and 4 using an ordinary least squares approach. The estimates of the treatment effect are presented in Table 3 (each cell represents a separate regression). The dependent variables for the regressions are listed as row headings, and all regressions in a single row share the same sample size, only varying in the categorization of which students are receiving treatment. Column 1 reports the effect when school closure alone is the treatment of interest; column 2 represents the combined effect of closure or consolidation; and column 3 represents the general effect of being in any restructured school (any closed, consolidated, or receiving school).

These estimates in Table 3 show mean student achievement in the announcement year and in the year following the actual closures were significantly lower among students in closed or consolidated schools (column 2) and students in restructured schools (column 3). Comparing the point estimates across the columns, one may conclude that the largest apparent decline in student achievement was incurred among students in consolidated schools (the point estimates in column 2 are uniformly lower than either columns 1 or 3 for all student achievement regressions). The largest estimated effect on student mobility appears to arise in the case of movement towards charter schools in the year immediately following the closures (both columns 1 and 2 are statistically significant). Other types of mobility showed no significant variation. Keep in mind, however, that the estimates reported here may be biased due to the selection effect of students across schools.
To counter the endogeneity of student placement across schools, Woodridge’s (2002) strategy is used to consistently and efficiently estimate the treatment effect (a binary variable). The first stage of this estimation requires the estimation of the probability of treatment with the chosen instrument and other covariates included in the model. Select coefficients on a probit regression (analogous to the first-stage linear probability model actually used in the first stage) are reported in Table 4. The coefficients reported in this table are based on the sample of students included in the regression with 2009 test score outcomes in reading as the dependent variable (compare the sample sizes from that in Table 3). Column 1 predicts the likelihood of being in a closed or consolidated school; column 2 represents restructured schools. Coefficients on all other samples were estimated in the first stage of the two-part estimation process and were qualitatively similar to those presented in Table 4; however, they are omitted here for brevity.

As shown in Table 4, the point estimates on changes in enrollment were largest in absolute value among all of the covariates that are included in the primary model. This is not surprising as this measure was one of the two primary criteria for determining whether a school will be considered for closure. The other criterion, enrollment in 2006, was also statistically significant, and performance metrics for the schools had some additional explanatory power as well. The sole instrument used in this analysis, proximity to the nearest relevant traditional public school, was both highly significant and predictive; showing the density of schools in a neighborhood as an important predictor of being targeted in the restructuring initiative.

The predicted treatment probabilities are retained and used as the instrument for the binary variable of restructuring in the second step. The resulting second-stage IV estimates from this specification are presented in Table 5. Each cell in this table represents the coefficient estimate on the instrumented restructured variable from a separate regression, with dependent
variables listed in the table’s row headings. Robust standard errors are clustered at the interacted school and attendance area levels, following the methods described in Cameron et al. (2010).

For the estimated effects on student achievement, these instrumented results are qualitatively similar to the ordinary least squares estimates: students showed lower achievement in the year of the announcement before the closures took place (Spring 2008) and in the year following the closure implementation (Spring 2009). The point estimates for students directly affected by either school closure or consolidation (column 1) compared to those in any restructured schools (column 3) are not statistically different from each other. The magnitude of the estimated effects are quite large; for comparison, an effect size of 0.10 student standard deviation units represents approximately 20 to 30 percent of a full school year’s gains, or two to three months of teaching on a ten-month calendar. Yet, in spite of this large, adverse effect in the short term, the estimates for student achievement in the second year following closure (Spring 2010) show no statistically significant difference from zero.

Many schools involved in the restructuring were among the lowest-scoring in the district. Although improving student learning was not the foremost objective in the restructuring process, many marginal closure decisions were justified using school performance (preserving relatively stronger schools while closing weaker schools) under the expectation that such an approach would result in improved performance. Summarizing our results from above, however, students appear to have been academically set back temporarily as a result of the necessary school restructuring. Students rebounded in year two after closure. These findings are similar to those previously documented in the literature: de la Torre and Gwynne (2009) estimate a decrease in achievement of approximately one and a half months of learning in the year of the closure announcement, but no additional effect in following years. Engberg et al. (2011) report

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22 Authors’ calculations using ECLS-K data; results available on request.
significantly lower achievement (with magnitudes similar to ours) among students in the year following school closure but few significant differences beyond that.

A principal concern with instrumental variable estimation is whether the instruments are strong enough to predict the endogenous variable. The instrument appears to be sufficiently strong; Table 5 reports the F-statistic on the significance of the instrument in predicting whether the school will be restructured (columns 2 and 4), and in each regression the F-statistic is large and statistically significant.

Moving the discussion to student mobility, the estimates reported in Table 5 show no evidence that would support that students in affected schools are induced to be more mobile as a result of the restructuring. Three different forms of mobility are investigated—residential mobility, mobility to charter schools, and mobility out of the local public school system entirely—and none of the outcomes increase as a result of the closures and restructuring. The estimate on students exiting the public school system in DC within two years is significantly lower (at the 5% level) among students in restructured schools. This estimate is an anomaly compared to the other point estimates, and in the opposite direction of what is generally feared under closure policies (i.e., inducing students to move because of the closures).

On balance, we find no evidence that would support any of these various forms of student mobility increasing as a result of the school closure strategy. This result appears inconsistent with the evidence presented in de la Torre and Gwynne (2009) that suggests increased subsequent mobility among displaced students. However, because they do not address the unobservable propensity for students to move (whether displaced students are more likely to move anyway), their estimates are likely to be biased upwards, at least as suggested by a
comparison of our mobility results obtained with OLS (in Table 3) with those from IV (in Table 5).

Conclusion

School closures are an occasionally necessary part of managing schools with dynamic student populations. In addition, school closure is promoted as a strategy to gain leverage over chronically low-performing schools. Yet, few prior studies have been conducted on school closures to understand how these actions might influence students. This paper contributes to that literature by evaluating student achievement and mobility outcomes in a recent large-scale closure effort in Washington, D.C. Using longitudinal data, we investigate how student outcomes change in relationship to this initiative with an instrumental variables strategy that counters the endogeneity of student assignment across schools before and after the restructuring occurred.

The title of this article asks whether students get a ‘leg up’ (improved outcomes) or a ‘boot out’ (increased mobility) as a result of school restructuring. The analysis presented here supports neither of these predicted relationships unqualified. The instrumental variables estimates show students in affected schools suffered a short-term adverse effect on achievement in both the year of the closure announcement and in the year immediately following the implementation of the policy. By the second year after closures, however, no significant difference was apparent among affected students. We also found no evidence to support the hypothesis that school displacement engendered further student mobility.

Some important limitations apply to these findings. First, improving student performance was not a primary objective of the school closures in DCPS, and alternate closures that explicitly seek to improve student outcomes by relocating students to high-performing schools may have different results than those observed here (Engberg et al., 2011). Second, student outcomes are
investigated only along a narrow range of measures and we cannot determine the effects on other dimensions that we do not observe in the data. For instance, closures could affect students’ relationships with peers and teachers, or students’ attitudes towards or engagement in school; these may be important determinants of students’ future educational outcomes but unobservable to us in this study. And third, due to data available for analysis, we cannot evaluate any closure effects on students outside of the narrow band of tested grades, and our findings may not generalize to other grades. In particular, Kirshner et al. (2010) suggest a large negative relationship between a high school’s closure and student learning, graduation rates, and peer relationships. In short, closure may affect high school students differently than those in elementary or middle grades.

So does closing schools make sense from a policy perspective? We find evidence affected students do suffer academically in the very short run (year of announcement and first year in new school); however, test scores among students affected by the closures show no difference in the relatively short term (2 years out) from those not affected. In addition, student mobility did not appear to increase as a result of the closures, and thus may not impose as large a cost on students as previously speculated. On balance, the results of this investigation suggest appropriate caution is warranted in choosing whether to close schools, either for policy or practical purposes. None of the evidence from school closures in DCPS, however, would indicate that the costs among students are prohibitively large so as to avoid closure altogether.
References


Table 1
Restructured Elementary and Middle Schools in DC in Summer 2008

<table>
<thead>
<tr>
<th>School Name</th>
<th>% Enrollment Change (2002-2006)</th>
<th>Enrollment in 2006</th>
<th>Closed Campus</th>
<th>Organization</th>
<th>Consolidated Receiving School(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amidon</td>
<td>-35%</td>
<td>227</td>
<td></td>
<td></td>
<td>Amidon-Bowen ES</td>
</tr>
<tr>
<td>Backus</td>
<td>-67%</td>
<td>141</td>
<td>•</td>
<td>•</td>
<td>LaSalle-Backus</td>
</tr>
<tr>
<td>Benning</td>
<td>-25%</td>
<td>162</td>
<td>•</td>
<td>•</td>
<td>Smothers and Plummer</td>
</tr>
<tr>
<td>Bowen</td>
<td>-21%</td>
<td>221</td>
<td>•</td>
<td>•</td>
<td>Amidon-Bowen ES</td>
</tr>
<tr>
<td>Brookland</td>
<td>-29%</td>
<td>247</td>
<td>•</td>
<td>•</td>
<td>Brookland EC @ Bunker Hill</td>
</tr>
<tr>
<td>Brown, Ronald H</td>
<td>-49%</td>
<td>263</td>
<td>•</td>
<td>•</td>
<td>Ronald H Brown MS</td>
</tr>
<tr>
<td>Browne</td>
<td>-27%</td>
<td>211</td>
<td>•</td>
<td>•</td>
<td>Browne Junior HS</td>
</tr>
<tr>
<td>Bruce-Monroe</td>
<td>-14%</td>
<td>307</td>
<td>•</td>
<td>•</td>
<td>Bruce Monroe ES</td>
</tr>
<tr>
<td>Bunker Hill</td>
<td>-42%</td>
<td>270</td>
<td>•</td>
<td>•</td>
<td>Brookland EC @ Bunker Hill</td>
</tr>
<tr>
<td>Clark</td>
<td>-29%</td>
<td>200</td>
<td>•</td>
<td>•</td>
<td>Powell and Raymond</td>
</tr>
<tr>
<td>Cook, J.F.</td>
<td>-22%</td>
<td>184</td>
<td>•</td>
<td>•</td>
<td>Emery and Walker-Jones</td>
</tr>
<tr>
<td>Eliot</td>
<td>-14%</td>
<td>155</td>
<td>•</td>
<td>•</td>
<td>Eliot-Hine MS</td>
</tr>
<tr>
<td>Francis</td>
<td>-21%</td>
<td>165</td>
<td>•</td>
<td>•</td>
<td>Francis-Stevens EC</td>
</tr>
<tr>
<td>Gage-Eckington</td>
<td>-35%</td>
<td>183</td>
<td>•</td>
<td>•</td>
<td>Emery, Seaton, Shaed, and Garrison</td>
</tr>
<tr>
<td>Garnet-Patterson</td>
<td>-19%</td>
<td>206</td>
<td>•</td>
<td>•</td>
<td>Shaw MS @ Garnet Patterson</td>
</tr>
<tr>
<td>Gibbs</td>
<td>-44%</td>
<td>281</td>
<td>•</td>
<td>•</td>
<td>Browne Junior HS</td>
</tr>
<tr>
<td>Green</td>
<td>-35%</td>
<td>238</td>
<td>•</td>
<td>•</td>
<td>Turner ES @ Green</td>
</tr>
<tr>
<td>Harris, Patricia R.</td>
<td>-31%</td>
<td>631</td>
<td>•</td>
<td>•</td>
<td>Patterson, Leckie, and Hendley</td>
</tr>
<tr>
<td>Hine</td>
<td>-44%</td>
<td>268</td>
<td>•</td>
<td>•</td>
<td>Eliot-Hine MS</td>
</tr>
<tr>
<td>Merritt</td>
<td>-48%</td>
<td>170</td>
<td>•</td>
<td>•</td>
<td>Ronald H Brown MS</td>
</tr>
<tr>
<td>Meyer</td>
<td>-49%</td>
<td>169</td>
<td>•</td>
<td>•</td>
<td>Tubman, Garrison and HD Cooke</td>
</tr>
<tr>
<td>Moten</td>
<td>-32%</td>
<td>215</td>
<td>•</td>
<td>•</td>
<td>Moten ES @ Wilkinson</td>
</tr>
<tr>
<td>Park View</td>
<td>-45%</td>
<td>162</td>
<td>•</td>
<td>•</td>
<td>Bruce Monroe ES</td>
</tr>
<tr>
<td>Rudolph</td>
<td>-50%</td>
<td>228</td>
<td>•</td>
<td>•</td>
<td>Truesdell and Whittier</td>
</tr>
<tr>
<td>Shaw</td>
<td>-38%</td>
<td>154</td>
<td>•</td>
<td>•</td>
<td>Shaw MS @ Garnet Patterson</td>
</tr>
<tr>
<td></td>
<td>Change</td>
<td>Total</td>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>-------</td>
<td>---------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slowe</td>
<td>-64%</td>
<td>83</td>
<td>Burroughs and Noyes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stevens</td>
<td>-28%</td>
<td>231</td>
<td>Francis-Stevens EC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turner</td>
<td>-25%</td>
<td>318</td>
<td>Turner ES @ Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Webb</td>
<td>-42%</td>
<td>327</td>
<td>Webb-Wheatley ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheatley</td>
<td>-80%</td>
<td>48</td>
<td>Webb-Wheatley ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilkinson</td>
<td>-28%</td>
<td>365</td>
<td>Moten ES @ Wilkinson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young</td>
<td>-29%</td>
<td>243</td>
<td>Browne Junior HS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes: Authors’ compilation from district data.
Table 2
Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Closed</th>
<th>Consolidated but not closed</th>
<th>A receiving school</th>
<th>Not altered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized reading score in Spring 2007</td>
<td>-0.285</td>
<td>-0.209</td>
<td>-0.410</td>
<td>-0.019</td>
</tr>
<tr>
<td></td>
<td>(0.863)</td>
<td>(0.926)</td>
<td>(0.966)</td>
<td>(1.051)</td>
</tr>
<tr>
<td>Standardized math score in Spring 2007</td>
<td>-0.423</td>
<td>-0.317</td>
<td>-0.514</td>
<td>-0.128</td>
</tr>
<tr>
<td></td>
<td>(0.825)</td>
<td>(0.975)</td>
<td>(0.946)</td>
<td>(1.045)</td>
</tr>
<tr>
<td>Standardized reading score in Spring 2008</td>
<td>-0.244</td>
<td>-0.144</td>
<td>-0.331</td>
<td>0.073</td>
</tr>
<tr>
<td></td>
<td>(0.861)</td>
<td>(0.956)</td>
<td>(0.948)</td>
<td>(1.058)</td>
</tr>
<tr>
<td>Standardized math score in Spring 2008</td>
<td>-0.307</td>
<td>-0.142</td>
<td>-0.403</td>
<td>0.017</td>
</tr>
<tr>
<td></td>
<td>(0.841)</td>
<td>(0.986)</td>
<td>(0.952)</td>
<td>(1.06)</td>
</tr>
<tr>
<td>Standardized reading score in Spring 2009</td>
<td>-0.246</td>
<td>-0.080</td>
<td>-0.298</td>
<td>0.144</td>
</tr>
<tr>
<td></td>
<td>(0.896)</td>
<td>(0.954)</td>
<td>(0.966)</td>
<td>(1.057)</td>
</tr>
<tr>
<td>Standardized math score in Spring 2009</td>
<td>-0.263</td>
<td>-0.102</td>
<td>-0.300</td>
<td>0.146</td>
</tr>
<tr>
<td></td>
<td>(0.908)</td>
<td>(0.979)</td>
<td>(0.949)</td>
<td>(1.073)</td>
</tr>
<tr>
<td>Standardized reading score in Spring 2010</td>
<td>-0.251</td>
<td>-0.147</td>
<td>-0.278</td>
<td>0.076</td>
</tr>
<tr>
<td></td>
<td>(0.951)</td>
<td>(1.051)</td>
<td>(1.043)</td>
<td>(1.141)</td>
</tr>
<tr>
<td>Standardized math score in Spring 2010</td>
<td>-0.194</td>
<td>-0.039</td>
<td>-0.183</td>
<td>0.161</td>
</tr>
<tr>
<td></td>
<td>(0.906)</td>
<td>(0.93)</td>
<td>(1.002)</td>
<td>(1.071)</td>
</tr>
<tr>
<td>Changed residences after restructuring</td>
<td>0.158</td>
<td>0.180</td>
<td>0.170</td>
<td>0.132</td>
</tr>
<tr>
<td></td>
<td>(0.365)</td>
<td>(0.384)</td>
<td>(0.376)</td>
<td>(0.338)</td>
</tr>
<tr>
<td>Attending another school in 2008-09 school year</td>
<td>1.000</td>
<td>0.239</td>
<td>0.343</td>
<td>0.240</td>
</tr>
<tr>
<td></td>
<td>(0.299)</td>
<td>(0.426)</td>
<td>(0.475)</td>
<td>(0.427)</td>
</tr>
<tr>
<td>Moved to a charter school in 2008-09 school year</td>
<td>0.225</td>
<td>0.120</td>
<td>0.167</td>
<td>0.112</td>
</tr>
<tr>
<td></td>
<td>(0.418)</td>
<td>(0.325)</td>
<td>(0.373)</td>
<td>(0.316)</td>
</tr>
<tr>
<td>Moved to a charter school within two years</td>
<td>0.304</td>
<td>0.245</td>
<td>0.257</td>
<td>0.231</td>
</tr>
<tr>
<td></td>
<td>(0.46)</td>
<td>(0.43)</td>
<td>(0.437)</td>
<td>(0.421)</td>
</tr>
<tr>
<td>Left DC public school system in the year after</td>
<td>0.099</td>
<td>0.090</td>
<td>0.091</td>
<td>0.132</td>
</tr>
<tr>
<td></td>
<td>(0.299)</td>
<td>(0.286)</td>
<td>(0.288)</td>
<td>(0.339)</td>
</tr>
<tr>
<td>Left DC public school system within 2 years</td>
<td>0.229</td>
<td>0.224</td>
<td>0.264</td>
<td>0.265</td>
</tr>
<tr>
<td></td>
<td>(0.421)</td>
<td>(0.417)</td>
<td>(0.441)</td>
<td>(0.441)</td>
</tr>
<tr>
<td>Black</td>
<td>0.954</td>
<td>0.889</td>
<td>0.911</td>
<td>0.759</td>
</tr>
<tr>
<td></td>
<td>(0.209)</td>
<td>(0.314)</td>
<td>(0.285)</td>
<td>(0.428)</td>
</tr>
<tr>
<td>Free or reduced priced lunch eligible</td>
<td>0.796</td>
<td>0.775</td>
<td>0.798</td>
<td>0.640</td>
</tr>
<tr>
<td></td>
<td>(0.403)</td>
<td>(0.417)</td>
<td>(0.402)</td>
<td>(0.48)</td>
</tr>
</tbody>
</table>

Residential census tract characteristics:

| Median household income | 25914.5 (7103.7) | 27189.9 (7568.5) | 26308.5 (8137.1) | 34225.9 (18882.2) |
| Percent with college degree | 0.104 (0.064) | 0.117 (0.065) | 0.105 (0.074) | 0.148 (0.101) |

N 789 1,539 1,404 4,661

Notes: Standard deviations are given in parentheses. Number of observations in each category includes all students in grades 4-8 who were in a non-promotional grade at a DCPS school in 2007.
Table 3  
Effects of School Restructuring on Achievement  
OLS Results

<table>
<thead>
<tr>
<th>Dependent Variables: Achievement</th>
<th>Consolidated</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student’s school in 2007 was…</td>
<td>Closed</td>
<td>or closed</td>
<td>Restructured</td>
<td>N</td>
</tr>
<tr>
<td>Standardized reading score in 2007</td>
<td>-0.037</td>
<td>-0.057</td>
<td>-0.044</td>
<td>7,198</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0.058)</td>
<td>(0.035)</td>
<td>(0.032)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized math score in 2007</td>
<td>-0.010</td>
<td>-0.088*</td>
<td>-0.037</td>
<td>7,191</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0.058)</td>
<td>(0.052)</td>
<td>(0.049)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized reading score in 2008</td>
<td>-0.063</td>
<td>-0.102**</td>
<td>-0.081**</td>
<td>6,461</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0.053)</td>
<td>(0.046)</td>
<td>(0.039)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized math score in 2008</td>
<td>-0.086</td>
<td>-0.132**</td>
<td>-0.097**</td>
<td>6,456</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0.054)</td>
<td>(0.055)</td>
<td>(0.047)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized reading score in 2009</td>
<td>0.015</td>
<td>-0.017</td>
<td>0.024</td>
<td>4,412</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0.056)</td>
<td>(0.047)</td>
<td>(0.041)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized math score in 2009</td>
<td>0.013</td>
<td>-0.028</td>
<td>-0.016</td>
<td>4,410</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0.065)</td>
<td>(0.058)</td>
<td>(0.053)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dependent Variables: Mobility</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed residences after restructuring</td>
<td>-0.009</td>
<td>0.008</td>
<td>0.016</td>
<td>6,764</td>
</tr>
<tr>
<td></td>
<td>(0.015)</td>
<td>(0.013)</td>
<td>(0.010)</td>
<td></td>
</tr>
<tr>
<td>Moved to a charter school in 2008-09 school year</td>
<td>0.042*</td>
<td>0.037**</td>
<td>0.005</td>
<td>6,764</td>
</tr>
<tr>
<td></td>
<td>(0.024)</td>
<td>(0.015)</td>
<td>(0.011)</td>
<td></td>
</tr>
<tr>
<td>Moved to a charter school within two years</td>
<td>0.037</td>
<td>0.009</td>
<td>-0.017</td>
<td>6,007</td>
</tr>
<tr>
<td></td>
<td>(0.031)</td>
<td>(0.027)</td>
<td>(0.019)</td>
<td></td>
</tr>
<tr>
<td>Left DC public school system in the year after</td>
<td>-0.011</td>
<td>0.003</td>
<td>0.024</td>
<td>7,206</td>
</tr>
<tr>
<td></td>
<td>(0.026)</td>
<td>(0.016)</td>
<td>(0.017)</td>
<td></td>
</tr>
<tr>
<td>Left DC public school system within 2 years</td>
<td>-0.063</td>
<td>0.001</td>
<td>0.008</td>
<td>7,206</td>
</tr>
<tr>
<td></td>
<td>(0.034)</td>
<td>(0.023)</td>
<td>(0.022)</td>
<td></td>
</tr>
</tbody>
</table>

Notes: For each regression, test scores are standardized to mean zero and unit variance. Robust standard errors, two-way clustered at the school and attendance area levels as described in Cameron et al. (2010), are given in the parentheses. All regressions include the covariates listed in footnote 15 of the text. *, ** and *** represent statistical significance at 10, 5 and 1 percent respectively.
### Table 4

Determinants of School Restructuring

Probit Results – Marginal Effects

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Consolidated or closed</th>
<th>Restructured</th>
</tr>
</thead>
<tbody>
<tr>
<td>% enrollment change 02-06</td>
<td>-0.394***</td>
<td>-1.049***</td>
</tr>
<tr>
<td></td>
<td>(0.088)</td>
<td>(0.345)</td>
</tr>
<tr>
<td>Log (Enrollment in 2007)</td>
<td>-0.149***</td>
<td>0.858***</td>
</tr>
<tr>
<td></td>
<td>(0.053)</td>
<td>(0.272)</td>
</tr>
<tr>
<td>Reading proficiency rate in Spring 2006</td>
<td>-0.601***</td>
<td>-3.034***</td>
</tr>
<tr>
<td></td>
<td>(0.185)</td>
<td>(0.569)</td>
</tr>
<tr>
<td>Math proficiency rate in Spring 2006</td>
<td>0.140</td>
<td>1.306***</td>
</tr>
<tr>
<td></td>
<td>(0.142)</td>
<td>(0.546)</td>
</tr>
<tr>
<td>Distance to the closest ‘relevant’ traditional public school</td>
<td>-0.322***</td>
<td>-1.915***</td>
</tr>
<tr>
<td></td>
<td>(0.080)</td>
<td>(0.282)</td>
</tr>
<tr>
<td>N</td>
<td>6,461</td>
<td>6,461</td>
</tr>
</tbody>
</table>

Notes: The estimates present the first-stage probit results (in marginal effects) of the two-stage procedure described in Wooldridge (2002) where the sample is the students in grades 4 through 8 with non-missing test scores in Spring 2008 who were in a non-promotional grade at a DCPS school in 2007. In addition to those listed, both regressions include the covariates listed in footnote 15 of the text. Robust standard errors, clustered at the school level are given in parentheses. *, ** and *** represent statistical significance at 10, 5 and 1 percent respectively.
<table>
<thead>
<tr>
<th>Dependent Variables: Achievement</th>
<th>Consolidated or closed</th>
<th>F-stat of joint significance</th>
<th>F-stat of joint significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(excluded instrument)</td>
<td>(excluded instrument)</td>
</tr>
<tr>
<td>Student’s school in 2007 was...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized reading score in Spring 2008</td>
<td>-0.111** (0.041)</td>
<td>18.77</td>
<td>-0.068 (0.047)</td>
</tr>
<tr>
<td>Standardized math score in Spring 2008</td>
<td>-0.199*** (0.050)</td>
<td>18.82</td>
<td>-0.120** (0.051)</td>
</tr>
<tr>
<td>Standardized reading score in Spring 2009</td>
<td>-0.102** (0.051)</td>
<td>18.25</td>
<td>-0.115** (0.054)</td>
</tr>
<tr>
<td>Standardized math score in Spring 2009</td>
<td>-0.120* (0.068)</td>
<td>18.25</td>
<td>-0.125* (0.076)</td>
</tr>
<tr>
<td>Standardized reading score in Spring 2010</td>
<td>-0.023 (0.061)</td>
<td>11.23</td>
<td>0.034 (0.057)</td>
</tr>
<tr>
<td>Standardized math score in Spring 2010</td>
<td>0.140 (0.102)</td>
<td>11.26</td>
<td>0.096 (0.089)</td>
</tr>
<tr>
<td>Dependent Variables: Mobility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changed residences after restructuring</td>
<td>0.017 (0.017)</td>
<td>18.23</td>
<td>0.013 (0.018)</td>
</tr>
<tr>
<td>Moved to a charter school in 2008-09 school year</td>
<td>0.028 (0.020)</td>
<td>18.56</td>
<td>0.021 (0.020)</td>
</tr>
<tr>
<td>Moved to a charter school within two years</td>
<td>-0.038 (0.033)</td>
<td>18.30</td>
<td>-0.001 (0.031)</td>
</tr>
<tr>
<td>Left DC public school system in the year after</td>
<td>-0.003 (0.012)</td>
<td>18.78</td>
<td>0.004 (0.009)</td>
</tr>
<tr>
<td>Left DC public school system within 2 years</td>
<td>-0.064*** (0.021)</td>
<td>18.78</td>
<td>-0.061** (0.025)</td>
</tr>
</tbody>
</table>

Notes: For each regression, test scores are standardized to mean zero and unit variance. Robust standard errors, two-way clustered at the school and attendance area levels as described in Cameron et al. (2010), are given in the parentheses. All regressions include the covariates listed in footnote 15 of the text. *, ** and *** represent statistical significance at 10, 5 and 1 percent respectively.
Hi Scott,

My apologies for the delay. See below for answers.

Best,
Jason

Jason Kamras  
Chief, Office of Human Capital

District of Columbia Public Schools  
1200 First Street, NE  
Washington, DC 20002  
T 202 535 1491  
F 202 442 5026  
E jason.kamras@dc.gov  
W http://dcps.dc.gov

From: Scott Milam <smilam@aftonpartners.com>  
Date: Mon, 3 Oct 2011 10:09:08 -0400  
To: Jason Kamras <jason.kamras@dc.gov>  
Cc: "Ruda, Lisa M. (DCPS-OOC)" <Lisa.Ruda@dc.gov>, "Weber, Peter (OOC)" <peter.weber@dc.gov>  
Subject: FW: City Performance Review Data

Jason,

I hope you had a great weekend, and hopefully you are starting to get some sleep (or at least are getting into a good trade-off routine!).

As for the analysis that we pulled together for the One City team on September 23\textsuperscript{rd}, the OCFO’s office had a few questions about the initial assumptions (most of which would be verified by the information provided below, but I just want to confirm).

1. Excessing will happen if schools are closed. We assumed this is the case, but OCFO challenged this assumption. Just to confirm, if schools are closed and some WTU positions are eliminated, would DCPS go through the process of ‘excessing’ these positions?

Technically, a school closing results in the excessing of all WTU staff at that location. This is defined in the WTU CBA. However, concurrent to closings, we could implement a RIF. As we’ve discussed, a RIF results in employee separations WITHOUT the 3 options. We’d have to make some policy decisions about how best to achieve our end result of both closing schools and reducing the size of the force.

2. WTU staff eligibility for excessing options. Assuming the answer to 1. is a “yes”, we had initially assumed that 80% of all WTU staff would be eligible for excessing options (which was increased from 63% from the analysis below). OCFO believes that this number would be closer to 95%, since they only have ~200 teachers in a separate account for teachers deemed ineffective. I believe that there is likely just a disconnect in terms of definitions here – could you or Regina just help me define “eligibility” for the excessing options, just to re-confirm our estimate of 80% should more than cover this assumption?
You’re eligible for the 3 options if: 1) you were excessed; 2) you were unable to find a job under mutual consent after 60 days from the effective date of the excess; and 3) you have a rating of Effective or Highly Effective. I’m not sure what that 95% data point represents.

3. Buyout % assumption (13%). We had used this data to project the buyout vs. extra year options taken by WTU staff. Again, OCFO just challenged the basis for the 13%, assuming that almost all would take the entire year (I have not seen additional data to back this up). Since this assumption is directly from your analysis and systems, I am comfortable just footnoting such, but let me know if you think we should increase the extra-year option for any reason.

My data (13%) is based on actual teacher behavior over the past 2 years. That could certainly shift over time, but it’s the best estimate we have.

Non-WTU position severance. In our original analysis, we had assumed three months severance on average for the non-WTU positions. The below assumes a max of 26 weeks. Should we increase this assumption to 26 weeks, to be safe? Do we have data from previous closings/RIFs to backup an amount between 13 and 26 weeks?

Since severance is tied to length of service, and since we have many newer employees, I don't think you need to use the max (26 weeks) as the multiplier. However, if you want to be incredibly cautious, then go ahead.

If you have a few minutes to discuss today, that would be fantastic. I have a meeting with OCFO this afternoon to follow up on their questions (which arose in a meeting on Thursday afternoon).

Thanks so much,

Scott

Join Mayor Gray’s One City • One Hire - 10,000 Jobs Campaign
“Putting District Residents Back to Work – One Hire at a Time”
Learn more at http://onecityonehire.org

Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

From: Youngblood, Regina (DCPS) [mailto:regina.youngblood@dc.gov]
Sent: Thursday, September 22, 2011 10:14 PM
To: ‘smilam@aftonpartners.com’
Cc: Kamras, Jason (DCPS); Goldband, Sara (DCPS)
Subject: Fw: City Performance Review Data

Scott,

I am not sure if Jason already sent this to you; but I wanted to make sure you had the information below. I apologize if this is a duplicate.

Thank you.

From: Youngblood, Regina (DCPS)
To: Kamras, Jason (DCPS)
Cc: Goldband, Sara (DCPS)
Sent: Thu Sep 22 18:53:24 2011
Subject: Re: City Performance Review Data

Jason,

I don't know Scott's last name. Could you provide or send as I am not at a desktop.
Thank you.

From: Kamras, Jason (DCPS)
To: Youngblood, Regina (DCPS)
Cc: Goldband, Sara (DCPS)
Sent: Thu Sep 22 17:38:30 2011
Subject: Re: City Performance Review Data

Great work. Go ahead and send to Scott.

Jason Kamras
Chief, Office of Human Capital

District of Columbia Public Schools
1200 First Street, NE
Washington, DC  20002
T 202 535 1491
F 202 442 5026
E jason.kamras@dc.gov
W http://dcps.dc.gov

From: "Youngblood, Regina (DCPS)" <regina.youngblood@dc.gov>
Date: Thu, 22 Sep 2011 17:34:05 -0400
To: Jason Kamras <jason.kamras@dc.gov>
Cc: "Goldband, Sara (DCPS)" <sara.goldband@dc.gov>
Subject: City Performance Review Data

Jason,

Please review the data Sara provided below:

Average Union Population Size Per School

<table>
<thead>
<tr>
<th>School Type</th>
<th>AFSCME</th>
<th>CSO</th>
<th>Non-Union</th>
<th>Teamsters</th>
<th>WTU</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>12.7</td>
<td>3.1</td>
<td>1.6</td>
<td>3.5</td>
<td>27.2</td>
<td>48.0</td>
</tr>
<tr>
<td>Middle/Senior Elementary</td>
<td>10.1</td>
<td>4.5</td>
<td>2.0</td>
<td>3.9</td>
<td>30.5</td>
<td>51.0</td>
</tr>
<tr>
<td>High/ Secondary</td>
<td>8.1</td>
<td>5.6</td>
<td>5.5</td>
<td>5.3</td>
<td>36.5</td>
<td>61.1</td>
</tr>
</tbody>
</table>

Eligibility for Severance/Options

<table>
<thead>
<tr>
<th>Eligibility for Severance/Options</th>
<th>AFSCME</th>
<th>CSO</th>
<th>Non-Union</th>
<th>Teamsters</th>
<th>WTU</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>83.9%</td>
<td>78.7%</td>
<td>0.0%</td>
<td>86.9%</td>
<td>62.6%</td>
<td>4548.8</td>
</tr>
<tr>
<td>Not Eligible</td>
<td>16.1%</td>
<td>21.3%</td>
<td>100.0%</td>
<td>13.1%</td>
<td>37.4%</td>
<td>2219.9</td>
</tr>
</tbody>
</table>

Historic WTU Option Selection

<table>
<thead>
<tr>
<th>Historic WTU Option Selection</th>
<th>2010</th>
<th>2011</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buyout</td>
<td>8</td>
<td>14</td>
<td>22</td>
<td>13.0%</td>
</tr>
<tr>
<td>Extra year</td>
<td>57</td>
<td>90</td>
<td>147</td>
<td>87.0%</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>104</td>
<td>169</td>
<td></td>
</tr>
</tbody>
</table>
The data above leads to the following initial assumptions:
~62.6% of WTU members will be eligible for the excessing options
~87.0% of the eligible WTU excess will elect an extra year to secure a mutual consent placement
~13.0% of the eligible WTU excess will elect the one-time $25K buyout
With respect to school closures, ~2077 employees will be eligible for RIF severance (assuming maximum of 26 weeks for now)
With respect to staff reductions, ~4549 employees will be eligible for RIF severance (assuming maximum of 26 weeks for now)

It is my understanding that Scott already has the average salaries of all positions, so those were not provided here.

Please let me know if you have questions.

Thank you.

Join Mayor Gray’s One City • One Hire - 10,000 Jobs Campaign
“Putting District Residents Back to Work – One Hire at a Time”
Learn more at http://onecityonehire.org
Thanks! Can you let me know who will contact us (or who we should contact) about the other matter and from who? I’ve set out the information from my prior e-mail below.

Howie

From prior e-mail:
... we are trying to wrap up our monitoring of a complaint that had been filed in 2003, Complaint No. 11-03-5001. As required by the resolution agreement that DCPS signed, the District has revised its notice of non-discrimination and included it as a footer on each of the District’s web pages, so essentially what we are looking for is that the individual schools provide the same or similar notice of nondiscrimination by

(1) posting it prominently in each building (probably the school office),
(2) including it in a mailing or other dissemination to all parents at the school,
(3) including it on their individual school websites, and
(4) including it in any student handbooks (as an insert now and then more permanently in future versions).

We have been dealing with Danielle Reich, Manager, Labor Management & Employee Relations. She has been very helpful and has really made progress in fulfilling the terms of the agreement. However, she does not seem to have any control over the individual school sites—so while she can recommend that they do things, she may not be able to compel the follow through.

We last sent Danielle an email on November 16th asking for an opportunity to discuss the progress made on disseminating the notice of nondiscrimination to parents and students but haven’t heard back. We understand that she is now holding another interim position so probably has lots of additional responsibilities.

---

Thanks Howard.

Joyce is getting dates/times from our team. You will hear back from her shortly.

LMR

Support the DC One Fund Campaign, Each One Give One.
Learn more at [www.dconefund.org](http://www.dconefund.org) or [www.onefund.dc.gov](http://www.onefund.dc.gov). One City, Working Together!
Lisa,

Happy new year! I hope your year is off to a good start. I wanted to follow up on your email from last week. We still have not heard anything from your team about a follow-up meeting. I know you are on a tight schedule as far as the school closures decision goes. If we are to draft an agreement that can be announced as contemporaneously as possible with the final list of closures, the meeting should be scheduled sooner rather than later. Is Thursday a possibility for your team? Or early next week?

On another matter, at one of our previous meetings, I had mentioned another complaint we have involving DCPS and you agreed to follow up. I have attached an email message I had sent you about the matter.

Thanks -- Howie
Lisa,

Happy new year! I hope your year is off to a good start. I wanted to follow up on your email from last week. We still have not heard anything from your team about a follow-up meeting. I know you are on a tight schedule as far as the school closures decision goes. If we are to draft an agreement that can be announced as contemporarily as possible with the final list of closures, the meeting should be scheduled sooner rather than later. Is Thursday a possibility for your team? Or early next week?

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Thanks -- Howie
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On another matter, at one of our previous meetings, I had mentioned another complaint we have involving DCPS and you agreed to follow up. I have attached an email message I had sent you about the matter.

Thanks -- Howie
DCPS School Closing Complaint
November 16, 2013

Issues to pursue/next steps

I. Data – if we were doing a data request; may not need all of this if take a more collaborative approach.
   a. Racial composition of all DCPS schools, including percentages and actual numbers.
   b. Racial composition of schools proposed for closure.
   c. Is there a Title VI issue? Disparate treatment? Adverse Impact?
      i. Of the 3000 kids to be moved, how many are W/B/H as compared to total DCPS W/B/H enrollment.
      ii. Maybe also compare number of predominantly W schools to be closed with total number of White schools in district with same for Black schools and Hispanic schools. [Probably not necessary.]

II. We’re not likely to challenge their reasons for closing schools, though we will want to get more information:
   a. Undercapacity
   b. Enrollment projections
   c. Low enrollment
   d. Building condition
   e. NOT educational performance
   f. [Find out whether any of the kids are being/have been moved multiple times]

III. Information about all the schools to see if these criteria were applied nondiscriminatorily
   a. E.g., any White schools that had low enrollment/undercapacity/poor condition that were NOT proposed for closing, or any Black schools that DIDN’T meet the criteria that were.
   b. Could probably limit this to how the criteria were applied to the 20 schools proposed for closure and at least to the White schools.
      i. E.g., Smothers in Ward 7 had a high utilization rate but was selected for closure because it had a small building that couldn’t support a full range of services.
      ii. There are under-enrolled schools nearby
         1. How do they fare under the other criteria?
         2. On other hand, they are probably also B schools

IV. Alternatives
   a. Process could come into play here – opportunity for community involvement – alternatives presented by community (so that we don’t have to come up with them)
      i. E.g., improvement over closure – but wouldn’t seem to respond to DCPS’s concerns, especially financial ones
      ii. Boundary changes as an alternative to at least some of the closures
   b. Educational benefits of the closures as proposed/mitigating impact of the closures
      i. In some cases DCPS describes benefits to the kids in the ward/area generally (e.g., will free up a building for a new use)
      ii. In at least some cases, DCPS describes benefits to the kids being reassigned.
         1. Is this necessary for EVERY school? Will (i) be enough?
2. Or is the rationale that the closing schools generally don’t offer a full range of services while the receiving schools do (or will) enough to cover (i)?

   iii. Individualized support for the children being moved
      1. Russlyn had broached this with the Superintendent
      2. Like an IEP, at least if the kid is moving from a low performing school to a high performing school

c. Transportation
d. Safety – steps to deal with neighborhood tensions, protect middle school kids moving to 6-12 campus
e. Other possible benefits – see River Terrace materials

V. At meeting with Sandy, Randy, and John, it was agreed that Alice will propose to the Superintendent that:
a. OCR will participate in discussions with DCPS over next few months re what schools to close, with the District giving us the data we need to participate meaningfully and the possibility of us influencing the decisions.
b. Assuming that we agree with the ultimate decisions, we can write a resolution letter saying that the decisions are okay and then have a 302 resolution agreement that will give us a seat at the table to discuss/decide on IV. To be signed after the decisions as to which schools to close.

VI. Check with Mike Lamb to see if his office has money available for 4.B.iii.

VII. John will contact Deb Delisle, Mike Lamb and Jason Snyder about possible experts on school closings – perhaps within the Department. Could build consultation with them into the agreement.

VIII. Possibility of talking with NCDPI re their use of individualized plans for at risk student.
I've shared an item with you.

School Consolidation Issue Tracker

Google Drive create, share, and keep all your stuff in one place

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
I've shared an item with you.

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Inform first responders in advance!
From: Julia Uribe [mail@change.org]
Sent: Tuesday, November 20, 2012 4:05 PM
To: Henderson, Kaya (DCPS)
Subject: 10 new signers: Taylor Ibrahim, Maryam Naderi...

10 new people recently signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 260 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:

Dear Kaya Henderson (Chancellor, DCPS),

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because:

* Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,

251. Taylor Ibrahim chapel hill, North Carolina
252. Maryam Naderi Houston, Texas
253. Kathryn Fox Charlotte, North Carolina
254. Jennifer Epstein Washington, District Of Columbia
255. Stephanie Hemphill Greensboro, North Carolina
256. Rachel Mann Chapel Hill, North Carolina
257. Kelly Clemens Winston-Salem, North Carolina
258. Lauren morgenstein Washington, District Of Columbia
259. Caroline Schaberg Chapel Hill, North Carolina
260. Julia Uribe Miami, Florida
Perfect.

Judith Sandalow  
Executive Director  
Children’s Law Center  
202.467.4900 x511  
www.childrenslawcenter.org

From: Beers, Nathaniel (DCPS)  
Sent: Saturday, November 17, 2012 9:33 AM  
To: Judith Sandalow  
Cc: McKenzie, Tara (DCPS)  
Subject: Re: a chance to talk?

Let’s talk at 10.
N

Sent from my iPad

On Nov 16, 2012, at 5:40 PM, "Judith Sandalow" <jsandalow@ChildrensLawCenter.org> wrote:

Nathaniel,

Do you have time to talk Monday morning? I want to ask a few questions about the impact of school closures on special education programs and to follow up on the observation policy. 9:30 - 11:30 is wide open. Can step out of meetings after that if necessary.

Thanks.

Judith Sandalow  
Executive Director  
Children’s Law Center  
616 H Street, NW  Suite 300  Washington, DC  20001  
T 202.467.4900 x511  F 202.522.6011  
jsandalow@childrenlawcenter.org  
www.childrenlawcenter.org

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Children’s Law Center • Family. Health. Education.
Dear Kaya Henderson (Chancellor, DCPS),

I just signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because: * Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,
Joyce Edwards troy, New York

There are now 36 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here: http://www.change.org/petitions/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council-do-not-close-francis-stevens-ec?response=1
Chancellor Henderson and Melissa:

Thanks very much for this thorough report. I had thought I would write Friday about this issue but have decided to wait given the citizen planned meeting Saturday. If you have any additional information you want to share later this week (by COB Friday), please feel free to do so.

best,
jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: school closure plan
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Tue, January 08, 2013 12:41 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>, "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Hi Jonetta –

The Chancellor has been working closely with the Mayor throughout this process. The final plan will be released the week of the 14th.

Here is a list, which I would characterize as thorough but not exhaustive, of the meetings about consolidations.

**ANC Outreach**

? Impacted ANC Commissioners were among the first to receive public notice and an invitation to discuss the consolidation and reorganization proposal.

? Shortly after the public announcement of the proposal on November 13th, Josephine Robinson sent an email invitation to the current and newly-elected ANC Commissioners who represent the impacted schools to attend DCPS/OFPE Office Hours on 11/16.
o OFPE staff called each impacted ANC member to ensure invitation was received and confirm interest in meeting to discuss proposal.

? 8 of the 24 individuals contacted either met on the 16th with DCPS staff or scheduled phone calls.

Public Outreach

? 2 DC Council Hearings (Nov. 15 & Nov. 19)
? 4 Ward-based community meetings
  o Ward 8 11/27 169 People
  o Ward 7 11/28 231 People
  o Ward 5 11/29 132 People
  o Wards 1-4, 6 12/5 248 People
? 3 Meetings with Ward-based Education Councils
  o Wards 7 and 8 11/20
  o Ward 5 12/10
? Met with State Board of Education Members and OSSE Executive Team on 11/20
? Met with WTU and teachers on 12/11
? Conducted a webinar with major partners of impacted schools on 11/20
? Public Office hours on 12/6 and 12/10 from 5-9 pm
? Online forum @ www.engagedcps.org
? People can email proposals to us if they don’t want to post online to ofpe.info@dc.gov by Monday, December 17th
? Feedback through the general DCPS website at dcps.dc.gov/dcps/crfeedback
? Phone messages at 202.719.6613
? Text messages through 91990
? Video message on YouTube from the Chancellor at www.bit.ly/crvideo
? DKN District Cable airs the meeting regularly

Chancellor meetings:

? Meeting w/Chancellor & WIN Pastors
? State Board of Education Briefing
? Meeting w/Chancellor & Parents, Garrison ES
? Meeting w/Chancellor & Principal Samuels, MacFarland MS re: Consolidation
? Chancellor Henderson and Alice Wender (USDOE) discuss consolidations
? ANC Meeting/Presentation
? Ward 5 Education Council and Faith Hubbard
? Meeting w/Chancellor Henderson and CM Wells re: School Consolidations
? Meeting w/Chancellor Henderson & CM Evans re: School Consolidations
? Meeting with Rod Boggs' team on consolidations
? WTU Dialogue w/Chancellor and President Saunders
? Raise DC Meeting
? Meeting w/Chancellor Henderson & CM Graham
? Meeting w/Chancellor & CM Elect David Grosso
? Meeting w/Chancellor & John Anderson
? Garrison PTA

All of the proposals submitted to us are on the EngageDCPS.com website. If you spend some time on there, if you haven’t already, you can get a good understanding of what we heard and the kinds of ideas that came our way. We aren’t in the position to provide details on potential co-location candidates.
Please let me know if you have any other questions. And happy new year!

Best,
Melissa

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Monday, January 07, 2013 12:05 PM
To: Henderson, Kaya (DCPS)
Cc: Salmanowitz, Melissa (DCPS); jonetta@jonettarosebarras.com
Subject: school closure plan

Happy New Year, Chancellor Henderson.

I wonder if you can tell me the status of your closure plan. You had indicated you would formally present your plan to Mayor Gray on or about Jan. 15th. Do you intend to meet that deadline?

As you developed your final plan, can you provide me the names of the groups or individuals you met with outside of your community meetings regarding the closure proposal?

Have you discussed with any groups or individuals the idea of co-locating at specific schools to prevent their closure and to reduce facilities costs? If you have can you please provide the names of such individuals or groups?

I am on deadline and would like to receive responses to the above questions by Noon tomorrow (Tues. Jan 8th). Thank you so much.

best,
jonetta
jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

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Walking in truth requires courage; are you up for the task?
Melissa:

Thanks for your email. I won't worry about the Neval Thomas meeting. It already has been relocated. But you can ask Daniel del Pielago about it. He shared the information with me.

Also, regarding Empower DC, are you saying that the community meetings on school closures will be for select groups and not citywide or in each of the eight wards?

Finally, I submitted my column already. But intend to write a separate one about boundary issues for Tuesday. So can you tell me what you mean when you say: "there was consideration of boundaries issues as we put together our consolidation proposal."

Can you please provide a response to question 2 and 3 by COB Friday. Thanks so much Melissa.

best,
jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

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Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Thu, November 08, 2012 12:46 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Hi Jonetta –
The Chancellor has not directed any principals not to allow a group to use their building. If you have specifics about Neval Thomas, I can look into it.

The Office of Family and Public Engagement is conducting outreach and meetings. I checked in with them. They are scheduled to meet with EmpowerDC at some point after we make the announcement about school consolidations. EmpowerDC is one of many groups that will meet with staff from OFPE. They were never promised a meeting with the Chancellor.

And yes, there was consideration of boundaries issues as we put together our consolidation proposal.

Thanks,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Wednesday, November 07, 2012 1:38 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (DCPS)
Subject: RE: school boundaries

Melissa:

Thanks so much. I think I might write something this week, combining the charter school performance stuff with the upcoming closings.

Also, I remain concerned about the answer you are providing regarding boundaries. (See my comment below).

I have answered your questions below within your reply to me.

best,
jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Wed, November 07, 2012 11:59 am
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
Hi Jonetta – I think I have all your questions answered here. Please let me know if I missed anything.

We’re still finalizing the announcement date, so I’m sorry, but I don’t have a firm date to share.

We haven’t heard anything about this issue in Ward 7 – and the Chancellor never told any group they could not use a school. I could have the Ward wrong. It was told my advocates they were to use Neval Thomas schools but were informed that the Chancellor (or someone acting on the chancellor’s behalf maybe) told the principal not to left the advocates use the space. The were conducting a public hearing preparation meeting.

We’ll have a very engaging community outreach plan, including community meetings. This is good to hear as Mendelson implied the school system was unable to conduct community meetings.

On Empower DC, can you let me know when she said she would meet with them? This isn’t to say she won’t, but I don’t recollect her making that promise. They indicated they were told this recently and that a meeting was supposed to have been scheduled for this week.

On your question about schools seeking charter authority, nothing like that has happened in over a decade. I believe DME would direct that process, so I don’t have that information. Thanks.

And, on your questions about boundary patterns, we’re not ready to share that information. We haven’t shared it yet. I’ll let you know when we will. Melissa, the hearing on Cheh’s legislation is the same day you all are expected to talk about closings and other things. Even if you aren't ready to provide any details, does there any consideration of boundaries as you pulled together the closure list?

Thanks,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Tuesday, November 06, 2012 3:57 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (DCPS); jonetta@jonettarosebarras.com
Subject: RE: school boundaries

when are you making the announcement?

If you're making this week. No problem. I'm writing for next week. But if you're making it next week, then that's a problem.

Also, I have been told the chancellor prevented a group from meeting at a Ward 7 school. It was helping to prepare parents to testify at next week’s hearing and she instructed the principal not to allow the group to use its facility. Do you know anything about this?

Will there be a round of community meetings, after the council hearing? And is she going to keep her commitment to meet with Empower DC?

jonetta rose barras
Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Tue, November 06, 2012 3:52 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Hi Jonetta –

We won’t have a comment or answers to these questions until after we make our announcement.

Thanks,
Melissa
Melissa:

Thanks so much. I think I might write something this week, combining the charter school performance stuff with the upcoming closings.

Also, I remain concerned about the answer you are providing regarding boundaries. (See my comment below).

I have answered your questions below within your reply to me.

best,
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Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Wed, November 07, 2012 11:59 am
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Hi Jonetta – I think I have all your questions answered here. Please let me know if I missed anything.

We’re still finalizing the announcement date, so I’m sorry, but I don’t have a firm date to share.

We haven’t heard anything about this issue in Ward 7 – and the Chancellor never told any group they could not use a school. I could have the Ward wrong. It was told my advocates they were to use Neval Thomas schools but were informed that the Chancellor (or someone acting on the chancellor's behalf maybe) told the principal not to let the advocates use the space. They were conducting a public hearing preparation meeting.
We’ll have a very engaging community outreach plan, including community meetings. This is good to hear as Mendelson implied the school system was unable to conduct community meetings.

On Empower DC, can you let me know when she said she would meet with them? This isn’t to say she won’t, but I don’t recollect her making that promise. They indicated they were told this recently and that a meeting was supposed to have been scheduled for this week.

On your question about schools seeking charter authority, nothing like that has happened in over a decade. I believe DME would direct that process, so I don’t have that information. Thanks.

And, on your questions about boundary patterns, we’re not ready to share that information. We haven’t shared it yet. I’ll let you know when we will. Melissa, the hearing on Cheh’s legislation is the same day you all are expected to talk about closings and other things. Even if you aren’t ready to provide any details, was there any consideration of boundaries as you pulled together the closure list?

Thanks,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Tuesday, November 06, 2012 3:57 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (DCPS); jonetta@jonettarosebarras.com
Subject: RE: school boundaries

when are you making the announcement?

If you’re making this week. No problem. I'm writing for next week. But if you’re making it next week, then that’s a problem.

Also, I have been told the chancellor prevented a group from meeting at a Ward 7 school. It was helping to prepare parents to testify at next week’s hearing and she instructed the principal not to allow the group to use its facility. Do you know anything about this?

Will there be a round of community meetings, after the council hearing? And is she going to keep her commitment to meet with Empower DC?

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?
Hi Jonetta –

We won’t have a comment or answers to these questions until after we make our announcement.

Thanks,
Melissa

---

Hey Melissa:

Thanks for getting back with me.

I understand the chancellor has been meeting this week with council members. So there obviously is a draft list that she is circulating or presenting to them. If you want to share an embargoed list, that would be nice.

**I need a comment for my column:** Was there any consideration of the boundaries and feeder patterns as the chancellor decided which schools to close? Was there any thought to the potential impact on ward 3 schools which are over subscribed? Please provide me a comment for my column.

**How will the closings affect the 40 lowest performing schools goal in the 5 year plan?**

I'm on deadline and need responses by 3 PM tomorrow Wed. Nov. 7th

Thanks so much.

best,
jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com
Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Tue, November 06, 2012 2:31 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>

Hi Jonetta –

No specific changes to school boundaries will be made when we announce school consolidations changes. When we have a final date for the announcement, I’ll definitely share that.

Thanks,
Melissa

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
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From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Tuesday, November 06, 2012 7:14 AM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (DCPS); jonetta@jonettarosebarras.com
Subject: school boundaries

Hi Melissa:

Can you tell me if the Chancellor will be proposing next week changes to school boundaries? Cheh introduced legislation to set a committee to look at them. But I suspect as the chancellor and others have been looking at which schools to close they also concerned feeder patterns and boundaries.

Please let me know if there are going to be changes? If not why?
Thanks so much.

BTW: I will write next week about this and the anticipated closings in advance of Mendelson’s Nov. 15th hearing. Do you know when Chancellor Henderson will make the formal announcements about closings?
Walking in truth requires courage; are you up for the task?
Can you please tell me the process for schools in DCPS system to petition to become charters? I’m still working with a 3 PM Wed. deadline. Thanks so much.

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Tue, November 06, 2012 3:52 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Hi Jonetta –

We won’t have a comment or answers to these questions until after we make our announcement.

Thanks,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Tuesday, November 06, 2012 3:38 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (DCPS); jonetta@jonettarosebarras.com
Subject: RE: school boundaries

Hey Melissa:

Thanks for getting back with me.

I understand the chancellor has been meeting this week with council members. So there obviously is a draft list that she is circulating or presenting to them. If you want to share an embargoed list, that would be nice.
I need a comment for my column: Was there any consideration of the boundaries and feeder patterns as the chancellor decided which schools to close? Was there any thought to the potential impact on ward 3 schools which are over subscribed? Please provide me a comment for my column.

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Thanks so much.

best,
jonetta

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Hi Jonetta –

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BTW: I will write next week about this and the anticipated closings in advance of Mendelson's Nov. 15th hearing. Do you know when Chancellor Henderson will make the formal announcements about closings?

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Walking in truth requires courage; are you up for the task?
The school closure issue is major, as you know. So please expect frequent contact from me. Also I learned from my mistakes. I had asked questions about the composition of the library task force, etc. You did not answer my question. Instead you issued a general press release. While I don’t take these things personally. I do take note, however, and try to prevent being behind the 8 ball in the future, if I can.

As for the boundaries and feeder patterns: **If these are not part of the announcement, why are you unable to answer any questions? Also, Councilwoman Cheh’s legislation is part of the hearing next week. So, I am trying to understand whether the chancellor has taken any action in this area. But if boundaries will not be part of the closure announcement, as you said earlier, why do I have to wait for the closure announcement to get an answer?**

---- Original Message -----

Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Tue, November 06, 2012 3:52 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
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Walking in truth requires courage; are you up for the task?
Hi Melissa:

Please accept my apology. I forgot to acknowledge the receipt of your comments. I have incorporated the statement--though not completely because of space limitations. But the DCPS' voice is there. Thanks so much for getting back to me.

best,
jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: Re: 2007 school closings
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Sun, September 09, 2012 12:01 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>, "Wright, De'Shawn (EOM)" <deshawn.wright@dc.gov>, "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>

Hi Jonetta - This reports relates to events that occurred from 2007-2009. We've taken some critical strides since then in working with our sister agencies. Lessons learned are always instructive and we will continue to review the auditor's findings and recommendations and incorporate them as appropriate with any future right sizing efforts.

Melissa Salmanowitz

Work: 202-535-1096
Cell: 202-578-1264

On Sep 8, 2012, at 12:19 PM, "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com> wrote:
Hi Melissa:

I waited for you to get back to me yesterday (Friday) as we had agreed on the questions about the school closings.

To refresh your memory: A report has indicated it cost the city more than $39 million to close 23 schools in 2007-2008. That included moving costs and (impairment loss) just having the buildings sit around vacant.

An earlier report by Mary Filardo's group also found the DCPS lost money as many of the children from those closed or consolidated schools chose to enroll in charter schools.

So, it appears from these two reports, closing schools cost more than it saved. I had asked if Chancellor Henderson had reviewed the cost of closings from 2007? Whether she had any thoughts about how it was done; and in hindsight how might it be done this next time to ensure real savings--especially since she is counting on closings to help yield the dollars needed to bring certain programs to other schools?

As I mentioned I needed a comment by COB Friday (yesterday). I can wait until Noon Sunday but not any later.

best,
jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.
Chancellor Henderson and Melissa:

Thanks for sending this to me--at long last.

I wonder, however, if the actual names of persons attending these meetings could be made available for those cases where participants did not request anonymity.

Also, are there any meetings from these meetings that were held with parents or parent advocates?

I await your reply.

best,

jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

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202.640.0301

Walking in truth requires courage; are you up for the task?

------- Original Message -------
Subject: RE: [FWD: Re: [FWD: RE: your advocacy for DCPS]]
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Tue, July 24, 2012 3:18 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>,
"Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Hi Jonetta --

I'm sorry we weren't able to get this to you yesterday. Attached please find the list of the Chancellor's school and parent group meetings. I also want to point out that while this list is extensive, our chiefs and our staff from the Office of Family and Public Engagement also take and hold community meetings regularly so this list is certainly not our only engagement with the community.

Please let me know if you have any additional questions.
Best,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Tuesday, July 24, 2012 2:02 AM
To: Henderson, Kaya (DCPS)
Cc: Salmanowitz, Melissa (DCPS); jonetta@jonettarosebarras.com
Subject: [FWD: Re: [FWD: RE: your advocacy for DCPS]]

Chancellor Henderson:

Now, I think this is getting ridiculous. Don't you?

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

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Washington, D.C. 20009
202.640.0301

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-------- Original Message --------
Subject: Re: [FWD: RE: your advocacy for DCPS]
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Thu, July 19, 2012 8:23 am
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>,
"jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>

Hi Jonetta - we'll have this for you by Monday COB.

Thanks,
Melissa

Melissa Salmanowitz

Work: 202-535-1096
Cell: 202-578-1264

On Jul 11, 2012, at 5:44 PM, "jonetta@jonettarosebarras.com"
<jonetta@jonettarosebarras.com> wrote:

> Hi Chancellor Henderson:
> 
> I made this request in April. (Please see the date of the exchange). On at least three occasions since my initial request, I have asked Melissa to provide the information. She has indicated she will check and get back to me. Each time I have had to contact her
anew, following up on her commitment to get back to me. Each time I have received the same answer, including as recently as a week ago. And, you guessed, I have not heard back from her.
>
> I have never liked the run around from public officials.
>
> I believe I have been very patient, providing you nearly three months to fulfill this request. Now, I am ready to write that either you didn’t have meetings with community groups, until your state of the education sessions, or, for some reason, you have refused to release the information.
>
> I hope you will provide the requested information before I write. But I won’t send another email about this. I am just going to write my column.
>
> best,
> jonetta
>
> jonetta rose barras
> author
> columnist, Washington Examiner
> jonetta@jonettarosebarras.com
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> P.O.Box 21570
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> Walking in truth requires courage; are you up for the task?
>
> Grade Your Government!
Share your thoughts on key DC Government services.
Check out the new grade.dc.gov and give your feedback via web, text or social media.
Learn more at www.grade.dc.gov
>
> Subject: RE: your advocacy for DCPS
> From: "Salmanowitz, Melissa (DCPS)"
> <melissa.salmanowitz@dc.gov>
> Date: Fri, April 27, 2012 10:49 am
> To: <jonetta@jonettarosebarras.com>,
> "Henderson, Kaya (OOC)"
> <Kaya.Henderson@dc.gov>
>
> Hi Jonetta –
>
> I just left you a message to talk through your first question. It’s not as simple as we might think. We have a binder of the Chancellor’s schedule that is hundreds, maybe even thousands of pages long, to go through to get your answer (I took the attached picture as proof!). She took an hour yesterday to go through it and was only able to get through November 2010! If you want to reframe your question, we might be able to get you answers more quickly (such as, if you wanted to know the types of meetings she has had, I think we can do that more easily, but a quantified list of names will take longer.)
>
> The answers below are from her. Call me when you have a chance and we can talk through this more.
>
> Thanks,
> Melissa
>
>
Hello Chancellor Henderson:

I am preparing to write a column that raises concerns about the lack of a strong advocacy voice for traditional public schools. In preparation for that essay, I hope you will provide the following information:

1. The names of school/parent groups with whom you have personally met over the past year?

2. A description of the DCPS student/family recruitment strategy. As I recall, under your predecessor, the system was airing radio ads and running bus ads. I have not heard or seen any in the last year.

   · Every year we select between 12 -15 schools to participate in a targeted recruitment initiative. Many of these schools represent our hidden gems or up-and-coming schools. These schools have strong leaders, good programs, and are performing on an upward trajectory. We work closely with these schools to add capacity and expertise in recruiting students and families. We bring in experts to help them develop a social media profiles (Facebook, Twitter, website), and professional marketing materials. We leverage our internal media office to get them spotlighted as much as possible. We also work with principals to develop a school level recruitment team that works to implement a variety of strategies to reach new families and get their name out in the community. All this is done in an effort to ensure their families return next school year and that they bring in new families and increase their enrollment. We've scaled back the use of bus and radio ads as we didn’t see the expected result.

3. Finally, you have indicated you want to close/consolidate schools. But at the same time, you have talked of creating charter schools. Why do you believe you don’t have the authority, right now, to introduce radical or innovative structures for DCPS?

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I would appreciate your response to these questions by COB Friday, April 27. Thanks so much.

best,
jonetta

jonetta rose barras
Columnist, Washington Examiner
Walking in truth requires courage; are you up for the task?

<photo.JPG>
Chancellor Henderson:

Now, I think this is getting ridiculous. Don’t you?

---

Original Message ---

Subject: Re: [FWD: RE: your advocacy for DCPS]
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmunowitz@dc.gov>
Date: Thu, July 19, 2012 8:23 am
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>, "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>

Hi Jonetta - we'll have this for you by Monday COB.

Thanks,
Melissa

Melissa Salmanowitz

Work: 202-535-1096
Cell: 202-578-1264

On Jul 11, 2012, at 5:44 PM, "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com> wrote:

> Hi Chancellor Henderson:
> >
> > I made this request in April. (Please see the date of the exchange). On at least three occasions since my initial request, I have asked Melissa to provide the information. She has indicated she
will check and get back to me. Each time I have had to contact her anew, following up on her commitment to get back to me. Each time I have received the same answer, including as recently as a week ago. And, you guessed, I have not heard back from her.

> I have never liked the run around from public officials.

> I believe I have been very patient, providing you nearly three months to fulfill this request. Now, I am ready to write that either you didn’t have meetings with community groups, until your state of the education sessions, or, for some reason, you have refused to release the information.

> I hope you will provide the requested information before I write. But I won’t send another email about this. I am just going to write my column.

> best,
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> jonetta rose barras
> author
> columnist, Washington Examiner
> jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
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-------- Original Message --------
> Subject: RE: your advocacy for DCPS
> From: "Salmanowitz, Melissa (DCPS)"
> Date: Fri, April 27, 2012 10:49 am
> To: <jonetta@jonettarosebarras.com>, "Henderson, Kaya (OOC)"
> Hi Jonetta –

> I just left you a message to talk through your first question. It’s not as simple as we might think. We have a binder of the Chancellor’s schedule that is hundreds, maybe even thousands of pages long, to go through to get your answer (I took the attached picture as proof!). She took an hour yesterday to go through it and was only able to get through November 2010! If you want to reframe your question, we might be able to get you answers more quickly (such as, if you wanted to know the types of meetings she has had, I think we can do that more easily, but a quantified list of names will take longer.)

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> Thanks,
> Melissa

> From: jonetta@jonettarosebarras.com

DCPS 012831
Hello Chancellor Henderson:

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1. The names of school/parent groups with whom you have personally met over the past year?

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   Every year we select between 12 -15 schools to participate in a targeted recruitment initiative. Many of these schools represent our hidden gems or up-and-coming schools. These schools have strong leaders, good programs, and are performing on an upward trajectory. We work closely with these schools to add capacity and expertise in recruiting students and families. We bring in experts to help them develop a social media profiles (Facebook, Twitter, website), and professional marketing materials. We leverage our internal media office to get them spotlighted as much as possible. We also work with principals to develop a school level recruitment team that works to implement a variety of strategies to reach new families and get their name out in the community. All this is done in an effort to ensure their families return next school year and that they bring in new families and increase their enrollment. We've scaled back the use of bus and radio ads as we didn’t see the expected result.

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I would appreciate your response to these questions by COB Friday, April 27. Thanks so much.

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jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com<http://jonettarosebarras.com/>;

P.O.Box 21570
Washington, D.C. 20009
202.640.0301
Walking in truth requires courage; are you up for the task?
> <photo.JPG>
Great, Melissa. I look forward to receiving it. Better late than never.

best,
jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
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202.640.0301

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From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Thu, July 19, 2012 8:23 am
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>, 
"jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>

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-------- Original Message --------
Subject: RE: your advocacy for DCPS
From: "Salmanowitz, Melissa (DCPS)"
Date: Fri, April 27, 2012 10:49 am
To: jonetta@jonettarosebarras.com, "Henderson, Kaya (OOC)"

Hi Jonetta -

I just left you a message to talk through your first question. It’s not as simple as we might think. We have a binder of the Chancellor’s schedule that is hundreds, maybe even thousands of pages long, to go through to get your answer (I took the attached picture as proof!). She took an hour yesterday to go through it and was only able to get through November 2010! If you want to reframe your question, we might be able to get you answers more quickly (such as, if you wanted to know the types of meetings she has had, I think we can do that more easily, but a quantified list of names will take longer.)

The answers below are from her. Call me when you have a chance and we can talk through this more.

Thanks,
Melissa

From: jonetta@jonettarosebarras.com
Sent: Wednesday, April 25, 2012 8:38 AM
To: Henderson, Kaya (OOC)
Cc: Salmanowitz, Melissa (DCPS); jonetta@jonettarosebarras.com
Subject: your advocacy for DCPS

Hello Chancellor Henderson:

I am preparing to write a column that raises concerns about the lack of a strong advocacy voice for traditional public schools. In preparation for that essay, I hope you will provide the following information:

1. The names of school/parent groups with whom you have personally met over the past year?

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202.640.0301
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202.640.0301

Walking in truth requires courage; are you up for the task?

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Subject: RE: your advocacy for DCPS
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Fri, April 27, 2012 10:49 am
To: <jonetta@jonettarosebarras.com>, "Henderson, Kaya (OOC)"
<Kaya.Henderson@dc.gov>
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Sent: Wednesday, April 25, 2012 8:38 AM
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Cc: Salmanowitz, Melissa (DCPS); jonetta@jonettarosebarras.com
Subject: your advocacy for DCPS

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I would appreciate your response to these questions by COB Friday, April 27. Thanks so much.

best,
jonetta

jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?
Hi Melissa:

Thanks for the partial information.

Regarding the 16 teachers: Are these the total that would be eligible in 2013. Or were you using the excessed list?

On the closings I filed my column today. I used what you provided yesterday--although you failed to provide information regarding specific schools. As I remember there were 23 schools slated for closing, and the students were routed to specific schools. So I don't understand why information on what each school actually received was not available. But, I let it pass. I am certain I will come back to this lack of information regarding specific per school impact. It really shows the DCPS is doing things without assessing the impact on children and families. That's troubling for me.

As for the chancellor's schedule. Why can't her entire schedule be copied; personal information can be redacted. I don't understand the problem here, unless, as I said, someone has decided to make it difficult for me to receive the information.

best,
jonetta
jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com

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Walking in truth requires courage; are you up for the task?
On the retirement question, from an initial analysis, there are approximately 16 individuals with hire years of 1982 and older, making them eligible. This estimate is based on hire date only. Detailed analysis of contributions into the Teachers' Retirement Plan would speak to breaks in service and changes in classification, and this would affect the amount of service credit and number of individuals eligible.

We don't have the other detailed information you would like on the school closings ready yet, and the same goes for the Chancellor's calendar. I'm sorry that you are disappointed by this. As I've said, it takes significant staff time to turn around these requests, when our staff already have their plates full. I look forward to getting you the information when it is available.

Best,
Melissa

---

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Monday, May 14, 2012 5:47 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (OOC); Christopher Murphy; Wright, De'Shawn (EOM); jonetta@jonettarosebarras.com
Subject: RE: outstanding requests

Hi Melissa:

Thanks for this partial information. As I mentioned I needed the school closing data today. I can't, for the life of me, understand why this information isn't available, given it happened four years ago, and Chancellor Henderson was intimately involved in the process.

As for the teachers' retirement, you may recall, I asked how many teachers you were anticipating would be eligible for this specific benefit. It is only available for excessed teachers who have served 20 years and were rated effective or highly effective. So how many teachers would meet that criteria?

Let me ask the question this way: You have a list of 333 excessed personnel for this school year. If you were implementing that feature of the contract, how many teachers on this current excessed list would be eligible?

Finally, I am not going to submit a FOIA after waiting more than two weeks to get the scheduling information. I have not asked for every meeting the Chancellor attended. I asked for the meetings with community/school groups. I thought I asked for the past year--not 18 months. But either way, I won't start all over because someone in the chancellor's office has decided to make it difficult, hoping I would withdraw the request. If I have not received the information when I am ready to write about this, I will simply recount in my column what has occurred with this request.

best,
jonetta

jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com
Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: outstanding requests
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Mon, May 14, 2012 5:06 pm
To: jonetta@jonettarosebarras.com
Cc: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>

Hi Jonetta –

When DCPS consolidated and closed schools, we made sure each school had an art, music and a physical education teacher. We ensured all schools had instructional coaches. We also supplied wrap around services including social workers and school psychologists to ease challenging transitions for students. I expect to have more detailed information but that will take a little more time.

As for the Chancellor’s schedule, if you’d like to submit a FOIA request, I’m happy to connect you with the person who can help facilitate that request. It remains our goal to be transparent – your request takes time because it means going through every hour of every day for the past 18 months. We will continue to work on it but it will not be done by this week.

You also asked about the retirement option. Many, if not most, of our calculations and budgeting are based on formulas. In anticipation of reaching an agreement with the WTU on the early retirement option, we budgeted for this in our FY13 budget based on the number of expected teachers who would be eligible for the early retirement option. To arrive at an accurate budget, we estimated those who would be eligible to choose this option from past year’s excessing data. The retirement is a separate option than the $25,000 option.

Please let me know if there is anything else you need.

Best,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Monday, May 14, 2012 3:43 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (OOC); jonetta@jonettarosebarras.com
Subject: RE: outstanding requests

Hi Melissa:

You agreed to provide me a date when you would have information about the chancellor’s schedule. If I don’t get the information this week--it's been more than two weeks since I made this request--then I will have to file a formal complaint in the mayor’s office. This is technically a violation of the city's FOIA and certainly against the administration's claim of transparency.
As for the school closings, I really need that information today. I think you saw my deadline is today COB. I expected you to get back to me Friday. Tomorrow will be too late. I asked for this information two weeks ago as well. If I don't receive the information by deadline, I will not in the column that I made the request of the Chancellor who said she would get back to me. I made the request of you and you said you would get back to me. I did not receive any information from either of you. I hope you will work hard to satisfy the request.

While I write a column, I still have deadline that must be met.

best,
jonetta

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Columnist, Washington Examiner
publisher, jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
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Subject: RE: outstanding requests
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Mon, May 14, 2012 2:03 pm
To: <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>

Hi Jonetta –

Thanks for checking in – hope you had a nice weekend. I've made a request for the information about closings, after we clarified on Friday more specifically what it was that you wanted. I will let you know tomorrow where that it is.

As for the Chancellor's calendar, we continue to go through it to cull together the list that you want. It is incredibly time consuming and we don't have the staff to be able to turn it around quickly. I'm sorry it's taken longer than you expected. We will continue to work on it.

I also expect an answer to clarify your retirement question shortly and I'll send that over as soon as I have it.

Thanks,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Monday, May 14, 2012 1:42 PM
To: Salmanowitz, Melissa (DCPS)
Hi Melissa:

There are some outstanding issues to which you have not fully responded. I had asked for a report on investments DCPS officials made during the last round of school closings. There was a promise of more resources. What has happened.

Also, you were to provide me a date when you would have the information regarding the Chancellor's community and other meetings. Please know that as we enter week three, your response has taken longer than allowable under DC's FOIA.

I am on a 5PM deadline. I appreciate your efforts to meet it.

best,
jonetta

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Columnist, Washington Examiner
publisher, jonettarosebarras.com

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Please let me know if there is anything else you need.

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Melissa

Hi Melissa:

You agreed to provide me a date when you would have information about the chancellor's schedule. If I don't get the information this week--it's been more than two weeks since I made this request--then I will have to file a formal complaint in the mayor's office. This is technically a violation of the city's FOIA and certainly against the administration's claim of transparency.

As for the school closings, I really need that information today. I think you saw my deadline is today COB. I expected you to get back to me Friday. Tomorrow will be too late. I asked for this information two weeks ago as well. **If I don't receive the information by deadline, I will not in the column that I made the request of the Chancellor who said she would get back to me. I made the request of you and you said you would get back to me. I did not receive any information from either of you.** I hope you will work hard to satisfy the request.

While I write a column, I still have deadline that must be met.

best,
jonetta
Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: outstanding requests
From: "Salmanowitz, Melissa (DCPS)" <melissa.selmanowitz@dc.gov>
Date: Mon, May 14, 2012 2:03 pm
To: <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>

Hi Jonetta –

Thanks for checking in – hope you had a nice weekend. I’ve made a request for the information about closings, after we clarified on Friday more specifically what it was that you wanted. I will let you know tomorrow where that it is.

As for the Chancellor’s calendar, we continue to go through it to cull together the list that you want. It is incredibly time consuming and we don’t have the staff to be able to turn it around quickly. I’m sorry it’s taken longer than you expected. We will continue to work on it.

I also expect an answer to clarify your retirement question shortly and I’ll send that over as soon as I have it.

Thanks,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Monday, May 14, 2012 1:42 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (OOC); jonetta@jonettarosebarras.com
Subject: outstanding requests

Hi Melissa:

There are some outstanding issues to which you have not fully responded. I had asked for a report on investments DCPS officials made during the last round of school closings. There was a promise of more resources. What has happened.

Also, you were to provide me a date when you would have the information regarding the Chancellor’s community and other meetings. Please know that as we enter week three, your response has taken longer than allowable under DC’s FOIA.
I am on a 5PM deadline. I appreciate your efforts to meet it.

best,
jonetta

jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?
Hi Melissa:

As I mentioned, I will start tomorrow a series of columns on education reform and what the Henderson administration is or isn't doing. These will be highly critical but opinionated columns. They will run for at least two consecutive Wednesdays unless they are bumped because of other pressing issues.

I can wait to have the conversation with Lisa Ruda but not later than Monday (May 14) 10 AM. I appreciate you want to pull some information together; I am doing the same.

But, it may be better to speak with Lisa Ruda and then if you need to collect additional information you'll have the time to do it. If we wait until Monday for our initial conversation, that won't give you much time if I have additional questions or there are other documents you want to share.

It's your choice. We can have a preliminary conversation Friday, and if there is a need for follow-up we can do that on Monday. Or we can have the one conversation on Monday. You decide and let me know how you want to proceed.

best,
jonetta

jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message ----------
Subject: RE: Chat today with Lisa Ruda
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Tue, May 08, 2012 3:22 pm
To: <jonetta@jonettarosebarras.com>

Hi Jonetta –
Lisa is definitely up for this conversation, but I think we need a little bit more time to be able to gather some of the information that will make this a productive conversation (looking at the data about previously closed/consolidated schools). Could we push this to next week in order to get you some good data and background in advance to better frame the conversation?

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Monday, May 07, 2012 12:33 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (OOC); jonetta@jonettarosebarras.com
Subject: RE: Chat today with Lisa Ruda

Hi Melissa:

Thanks so much for your help with this. As we agreed in our telephone conversation following this email, it might be best to speak with Lisa for the column I am planning on school closings. As I mentioned, I worry a little about having two voices in the column planned for Wednesday. The chancellor had responded to my email and I intended to use that response along with other bits from a press conference she had with the mayor.

However, I have not spoken with her in detail about school closings and need to get the DCPS' view on this explosive issue.

So, I hope you can arrange for me to chat with Lisa either Thursday morning or Friday morning--any time before Noon. I have family duties at 12:30 on each day. So I have to leave my office by Noon.

Again, thanks for your help with arranging these interviews and providing the requested documents.

best,
jonetta

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Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: Chat today with Lisa Ruda
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Mon, May 07, 2012 10:52 am
To: <jonetta@jonettarosebarras.com>, <Rosebook1@aol.com>
Hi Jonetta – hope you had a great weekend. Just wanted to make sure we’re still on for this afternoon. If it works for you, could Lisa call you at 4 instead so she can do it from her desk instead of her cell phone?

Thanks!

Melissa Salmanowitz
Press Secretary, Office of Communications
District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
Desk: 202.535.1096
Cell: 202.576.1264
E: melissa.salmowitz@dc.gov
W: dcps.dc.gov
@dcpubllcschools
HI Melissa:

I've searched my file for the resend of the recruitment schools you said you did Saturday. But I can't find it. It's not in my spam folder, either. So please send the list of schools again. Please send a copy to my rosebook1@aol.com account as well. Thanks so much.

best,
jonetta

jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: Re: your advocacy for DCPS
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Sat, April 28, 2012 8:24 pm
To: <jonetta@jonettarosebarras.com>
Cc: "Kaya Henderson" <Kaya.Henderson@dc.gov>, <jonetta@jonettarosebarras.com>

Hi Jonetta - I haven't yet confirmed if the Chancellor is available after 4. Her executive assistant is checking.

I believe I sent you the list of our recruitment schools. Is it possible it went to your spam folder for some reason? I'll re-send now.

On Apr 28, 2012, at 6:41 PM, "jonetta@jonettarosebarras.com"
<jonetta@jonettarosebarras.com> wrote:

Melissa:

Just as a reminder: You were going to check to see if my interview with the chancellor could be scheduled for after 4 PM on Monday. Also, you had
promised to send me the list of the 12-15 recruitment schools for this 2011-2012 school year.

Please provide the list before my conversation with the chancellor. Thanks so much for your assistance with all of this.

best,
jonetta

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Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: your advocacy for DCPS
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Fri, April 27, 2012 10:49 am
To: <jonetta@jonettarosebarras.com>, "Henderson, Kaya (OOC)"
    <Kaya.Henderson@dc.gov>

Hi Jonetta –

I just left you a message to talk through your first question. It's not as simple as we might think. We have a binder of the Chancellor's schedule that is hundreds, maybe even thousands of pages long, to go through to get your answer (I took the attached picture as proof!). She took an hour yesterday to go through it and was only able to get through November 2010! If you want to reframe your question, we might be able to get you answers more quickly (such as, if you wanted to know the types of meetings she has had, I think we can do that more easily, but a quantified list of names will take longer.)

The answers below are from her. Call me when you have a chance and we can talk through this more.

Thanks,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Wednesday, April 25, 2012 8:38 AM
To: Henderson, Kaya (OOC)
Cc: Salmanowitz, Melissa (DCPS); jonetta@jonettarosebarras.com
Subject: your advocacy for DCPS

Hello Chancellor Henderson:
I am preparing to write a column that raises concerns about the lack of a strong advocacy voice for traditional public schools. In preparation for that essay, I hope you will provide the following information:

1. The names of school/parent groups with whom you have personally met over the past year?

2. A description of the DCPS student/family recruitment strategy. As I recall, under your predecessor, the system was airing radio ads and running bus ads. I have not heard or seen any in the last year.

   Every year we select between 12 -15 schools to participate in a targeted recruitment initiative. Many of these schools represent our hidden gems or up-and-coming schools. These schools have strong leaders, good programs, and are performing on an upward trajectory. We work closely with these schools to add capacity and expertise in recruiting students and families. We bring in experts to help them develop a social media profiles (Facebook, Twitter, website), and professional marketing materials. We leverage our internal media office to get them spotlighted as much as possible. We also work with principals to develop a school level recruitment team that works to implement a variety of strategies to reach new families and get their name out in the community. All this is done in an effort to ensure their families return next school year and that they bring in new families and increase their enrollment. We've scaled back the use of bus and radio ads as we didn't see the expected result.

3. Finally, you have indicated you want to close/consolidate schools. But at the same time, you have talked of creating charter schools. Why do you believe you don't have the authority, right now, to introduce radical or innovative structures for DCPS?

   My goal is to have as many tools as possible at our disposal to make sure that we can provide excellent, innovative schools for all students. There is no one approach that can accomplish this, and innovation is not only possible outside the district. We want to work with our current teachers and staff to provide new opportunities including extended day and year for some of our young people. We need to right-size the district's schools, which means we want to close schools that are underperforming and/or under-enrolled and open new schools that will meet our students’ needs and attract new students to the district. We want to explore the opportunity to create charter schools where innovative leaders can take advantage of some of DCPS' strengths, including our academic plan, while not being bound by other requirements. By having a bigger toolbox, and using all the tools we can at our disposal, we exponentially increase our ability to serve our students.

I would appreciate your response to these questions by COB Friday, April 27. Thanks so much.

best,
jonetta

jonetta rose barras
Walking in truth requires courage; are you up for the task?
Hi Melissa:

Thanks for the clarification on the chancellor’s schedule. I am booking my time. If I don’t get her Monday afternoon, I may be able to chat Tuesday morning between 8 and 9 am. But that will be tight. I turn in the column no later than 10 AM.

As for the schools list, I did not receive it. And I always check my spam. So thanks for re-sending the info.

best,
jonetta

jonetta rose barras
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Please provide the list before my conversation with the chancellor. Thanks so much for your assistance with all of this.

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--------- Original Message ----------
Subject: RE: your advocacy for DCPS
From: "Salmanowitz, Melissa (DCPS) " <melissa.salmanowitz@dc.gov>
Date: Fri, April 27, 2012 10:49 am
To: <jonetta@jonettarosebarras.com>, "Henderson, Kaya (OOC)"
 <Kaya.Henderson@dc.gov>

Hi Jonetta –

I just left you a message to talk through your first question. It's not as simple as we might think. We have a binder of the Chancellor's schedule that is hundreds, maybe even thousands of pages long, to go through to get your answer (I took the attached picture as proof!). She took an hour yesterday to go through it and was only able to get through November 2010! If you want to reframe your question, we might be able to get you answers more quickly (such as, if you wanted to know the types of meetings she has had, I think we can do that more easily, but a quantified list of names will take longer.)

The answers below are from her. Call me when you have a chance and we can talk through this more.

Thanks,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Wednesday, April 25, 2012 8:38 AM
To: Henderson, Kaya (OOC)
Cc: Salmanowitz, Melissa (DCPS); jonetta@jonettarosebarras.com
Subject: your advocacy for DCPS

Hello Chancellor Henderson:
I am preparing to write a column that raises concerns about the lack of a strong advocacy voice for traditional public schools. In preparation for that essay, I hope you will provide the following information:

1. The names of school/parent groups with whom you have personally met over the past year?

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   Every year we select between 12 -15 schools to participate in a targeted recruitment initiative. Many of these schools represent our hidden gems or up-and-coming schools. These schools have strong leaders, good programs, and are performing on an upward trajectory. We work closely with these schools to add capacity and expertise in recruiting students and families. We bring in experts to help them develop a social media profiles (Facebook, Twitter, website), and professional marketing materials. We leverage our internal media office to get them spotlighted as much as possible. We also work with principals to develop a school level recruitment team that works to implement a variety of strategies to reach new families and get their name out in the community. All this is done in an effort to ensure their families return next school year and that they bring in new families and increase their enrollment. We've scaled back the use of bus and radio ads as we didn't see the expected result.

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I would appreciate your response to these questions by COB Friday, April 27. Thanks so much.

best,
jonetta
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Date: Fri, April 27, 2012 10:49 am
To: <jonetta@jonettarosebarras.com>, "Henderson, Kaya (OOC)"
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Sent: Wednesday, April 25, 2012 8:38 AM
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I would appreciate your response to these questions by COB Friday, April 27. Thanks so much.

best,
jonetta
Walking in truth requires courage; are you up for the task?
Chancellor Henderson:

Thanks so much. Also, once I have the information, I hope we will be able to chat before I publish anything.

best,
jonetta

jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

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-------- Original Message --------
Subject: RE: your advocacy for DCPS
From: "Henderson, Kaya \(OOC\)" <Kaya.Henderson@dc.gov>
Date: Wed, April 25, 2012 8:52 am
To: <jonetta@jonettarosebarras.com>
Cc: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>

Melissa will pull this information together. Not sure how long it will take to go through my entire calendar, but we’ll do our best to meet your deadline.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC  20002
T  202 535-1581
E  kaya.henderson@dc.gov
W  dcps.dc.gov
Hello Chancellor Henderson:

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I would appreciate your response to these questions by COB Friday, April 27. Thanks so much.

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Walking in truth requires courage; are you up for the task?
I agree with Peggy and would add, if they are looking for suggestions, I would like to see a school that was geared towards Autism and ADHD with a strong emphasis on behavior-ABA.

Cyndi Jones L.P.N
Care Manager
Health Services for Children with Special Needs, Inc.
1101 Vermont Avenue, N.W., 12th Floor
Washington, D.C. 20005
phone 202 507-7569
fax 202 721-7190
e-mail: Cjones@hscsn.org

The HSC Health Care System
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DCPS proposes turning River Terrace into special-needs school

By Emma Brown
The residents of Ward 7’s River Terrace have been wondering for months what will become of their neighborhood elementary school building, shuttered last spring because of low enrollment.

Chancellor Kaya Henderson offered them a choice Wednesday night at a standing-room-only community meeting, held in the old school’s auditorium.

Renovate River Terrace Elementary from top to bottom and turn it into a school for special-needs students from across the city. Or give the building up, allowing the city to put it out for offers from charter schools, or — if charters aren’t interested — private developers.

The news came nearly two years after River Terrace residents made an impassioned plea to save their school, arguing that it played a central role in the life of the community.

Henderson said she was moved by that testimony, but simply hadn’t been able to justify operating a school with fewer than 150 kids enrolled. A citywide special-needs school at River Terrace wouldn’t be the same as a neighborhood elementary, she said Wednesday, but it could still be a neighborhood hub.

“I didn’t want to just walk away from this school and leave it as we have done in other communities,” she said.

Residents offered mixed reactions. Some stepped to the microphone to lambast Henderson for closing the school in the first place. Others exhorted their neighbors to support the proposed school as a compromise far better than allowing the building to slip out of public ownership.

“We have all kinds of various opinions about what this school should have been,” said Lawrence Johnson, a 60-year resident of the neighborhood who attended River Terrace as a kid, and whose mother and sister taught there. “I just want there to be something here, and as soon as possible.”

Still others said they liked the proposal, but found it hard to trust Henderson after her decision to close River Terrace.

“We definitely want to keep this as an educational resource — our community is pretty much behind that,” said parent and activist Diana Onley-Campbell. “But I’m wary.”

If the community agrees to the proposal, a renovated River Terrace could open a year from now in Fall 2013. Nathaniel Beers, chief of special education for DCPS, said it was too early to know how much the work would cost. The money, he said, would come from pooling capital dollars set aside for building facilities for students with disabilities.

Students would come from Mamie D. Lee (in Ward 5) and Sharpe Health (in Ward 4). Together they serve about 200 children in grades pre-K to 12 with severe disabilities. Both need renovation and modernization that, for one reason or another, is difficult to do, Henderson said.

Kamili Anderson, Ward 4 representative to the State Board of Education, said she had no idea that this proposal was being considered. What, she asked, will happen in the Northwest communities that are home to Sharpe and Lee?

Henderson said her staff had met with representatives from each school, but hadn’t done broader outreach because they weren’t sure River Terrace would embrace the proposal.

A small group of community members will meet with DCPS to decide whether to renovate River Terrace or let it go.

Cinque Culver, who helped organize opposition to the school’s closure, and whose family has lived in the neighborhood for a half-century, said it’s hard to let go of hopes that the school would reopen as it was.

“It’s melancholy,” he said of the mood among meeting-goers Wednesday.

Still, Culver said he supports Henderson’s proposal and appreciated her willingness to ask the community for input. “It’s a change in the tenor of the conversation,” he said.

By Emma Brown | 05:20 PM ET, 09/20/2012

Mary Frances Kornak, MPH
Title V Program Coordinator
Grade.DC.gov has expanded!
Now you can grade the DC Public Library, Police, Fire and EMS, the Office of Unified Communications (311/911) and the Office on Aging.
Check out www.grade.dc.gov today.
Hi Pete.

I know Kristen had said we’d have a revision back to you on Friday, but her babies came a little earlier than we were expecting (Henry, Hannah and mom are well!).

We’re going to rearrange a few things on Monday, but bottom line is we’re gunning to get this back to you sometime in the next few days, knowing you’ve got a hard stop on the 17th in terms of your overall release.

Hope that works...let me know if not.

Best,

JT

Attached is a hard copy of the feedback. Comments are from Lisa, Kaya and me. Some of them obviously don’t apply to you (e.g. can we use ERS recommendations in our budget guide), but I thought I’d leave them in anyway. Happy to chat if you have questions.

Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

Thanks again for the final memo. I think it is in really good shape overall. I think our biggest general concern is that some of your numbers, especially with regard to savings, do not match our expected savings. This shouldn’t be surprising, our work is based on specific schools while yours is based on estimates based on a general set of schools.

Obviously, we’ll face big challenges if our numbers don’t match and we can’t explain it. I think there are two possible solutions. One would be to strip our most of the numbers from your report. The other solution would be to build in lots of caveats about the numbers. I’d rather use the second approach, but may need to fall back on the first.

Other more specific comments:
• Can you make the school closure/consolidation the first of the three recommendations
• The $9 million figure on savings for school closings doesn’t work well for us. We have publicly said that we would save “about $14 million” from closing 20 schools. Is there another way of restating this so we don’t look like we are fudging numbers?
• On the section about “non-teacher instructional experts” can you specifically articulate that these are costs that support IMPACT?

We also need a framing and a concluding paragraph or two.

I’m going to PDF a few additional edits (grammar etc.) in the morning and am happy to talk about this if that is helpful.

We are releasing our final school consolidation plan on Jan. 17 and would love to include this doc along with the small school deck at the same time if at all possible.
There’s a fine line b/w hungry for information and assuming the worst...that I think got broken on this one. But am glad that you’re using the design-driven arguments. Would love to learn more about how they’re going over and what reactions they’re triggering at some point...

Would be great to include Kaya in this even if not for a few weeks – Marci can streamline it down to 10 min with her if she’s game to talk fast...

I shared with Marci that you’d reach back to her as the next step.

From: Weber, Peter (DCPS) [mailto:peter.weber@dc.gov]
Sent: Wednesday, November 07, 2012 10:07 PM
To: Jonathan Travers
Cc: Kristen Ferris
Subject: RE: Final memo

The fake list was actually great. They included schools that we are actually building right now on the closing list. People are so damn hungry for information that they are willing to believe anything. By the way, we are using a ton of your arguments in our school closing stuff.

I'll reach out to Marci tonight or tomorrow to get her started scheduling. It's going to be hard to get Kaya for a few weeks, but I'll see what we can do.

If Kristen can resend the memo, that would be a huge help.

Can we shoot for Wednesday between 1 and 3?
Good. We’ll do our best to manage the public shareouts of the comparatives.

Remaining open issues:

1. Evaluation of ERS: We’ve got an external evaluator (Marci Taylor) trying to schedule time (~15 min) with you, John D, Kaya and Jason. Jason is set. Can she go through you to get times with you, John & Kaya?
2. Final Memo: KF has sent or can send (?) you the final draft. Need to schedule 30 min to go over with you. Can you send us timeslots for Mon or Wed of next week?

BTW, I imagine you found the article/hubbub about the fake list of school closures far less entertaining than I did...

Best,

JT

Jonathan Travers  Director
Education Resource Strategies
480 Pleasant St, Suite C-200  Watertown, MA 02472
T: 617.607.8965  F: 617.600.6613
ERStrategies.org  jtravers@erstrategies.org

Rethinking Resources for Student Success

Explore School Budget Hold’em to learn what’s possible in tough times.

From: Weber, Peter (DCPS) [mailto:peter.weber@dc.gov]
Sent: Wednesday, November 07, 2012 10:33 AM
To: Jonathan Travers
Cc: Kristen Ferris
Subject: RE: Final memo

I thought this was wrapped up. You can include DCPS. As I’ve said to Kristen, we would like to avoid the situation where our data is shared publicly (that is, schools use it in their communications documents, etc.), but are happy to share with district leaders/school board folks.

The only concern here is that since you guys used slightly different categories than we use in some of our communications, we will look silly to have contradictory information out there. As you know, we have some folks who would salivate at the opportunity to make us look bad.

Does that all make sense?

Remind me where we are on the final memo?

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Pete-

Hope you’ve been well and are making progress on reworking the budget cycle for SY1314. We had a great session with Cynthia Robinson re Impact and LIFT at CGCS last week, btw. She did an amazing job.

We’re getting down to the wire on the data agreement, as we’re headed toward the first “working session” with our next cohort of districts, and want to make sure we’re able to include DC in our comparatives, consistent with a signed agreement.

Is there something we can do to remedy outstanding concerns and/or get to resolution? What do you suggest as the next step?

Please let us know,

JT

Rethinking Resources for Student Success

Explore School Budget Hold’em to learn what’s possible in tough times.
FYI, JT and I will have the revision we talked about to you by the end of this week. Can we set up a call for early the following week to both resolve any questions/comments you have on the content we send, as well as close out our lingering question on data sharing?

Thanks, and hope all is well in DC.

Kristen
Good. We’ll do our best to manage the public shareouts of the comparatives.

Remaining open issues:

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From: Jonathan Travers [mailto:jtravers@erstrategies.org]
Sent: Thursday, October 25, 2012 1:13 PM
To: Weber, Peter (DCPS)
Cc: Kristen Ferris
Subject: FW: Final memo

Pete-

Hope you’ve been well and are making progress on reworking the budget cycle for SY1314. We had a great session with Cynthia Robinson re Impact and LIFT at CGCS last week, btw. She did an amazing job.

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Please let us know,

JT

Rethinking Resources for Student Success
Explore School Budget Hold‘em to learn what’s possible in tough times.

From: Kristen Ferris
Sent: Thursday, October 25, 2012 1:01 PM
To: Jonathan Travers
Subject: FW: Final memo
Hi Pete –

FYI, JT and I will have the revision we talked about to you by the end of this week. Can we set up a call for early the following week to both resolve any questions/comments you have on the content we send, as well as close out our lingering question on data sharing?

Thanks, and hope all is well in DC.

Kristen

Rethinking Resources for Student Success
Check out the new ERS series "Practical Tools for District Reform."
Resource guides and online tools available at edweek.org.

Explore School Budget Hold'em to learn what's possible in tough times.
Hey, Please let us know how to proceed. Thanks.

Pete-

Hope you’ve been well and are making progress on reworking the budget cycle for SY1314. We had a great session with Cynthia Robinson re Impact and LIFT at CGCS last week, btw. She did an amazing job.

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Thanks, and hope all is well in DC.

Kristen

-----------------------------------------------------------------------------------
Kristen Burton Ferris | Manager Education Resource Strategies
480 Pleasant St. | Suite C-200 | Watertown, MA 02472
T: 617.600.4612 | F: 617.600.6613
ERSStrategies.org | kferns@erstrategies.org

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Kristen

Kristen Burton Ferns  Manager
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480 Pleasant St.  Suite C-200  Watertown, MA 02472
T: 617.600.4612  F: 617.600.6613
ERSStrategies.org  kferns@erstrategies.org

Rethinking Resources for Student Success
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Explore School Budget Hold’em to learn what’s possible in tough times.
Hey Pete.

Hope you had a nice 4th.

Here’s a revision of the small schools deck that incorporates your feedback (mostly). See what you think.

Note that instead of ending this what we see as the right DC school sizes minimums, we’re framing it as a question that DC stakeholders should own themselves. Not sure this accomplishes what you need, but the idea of ERS telling DCPS not to go below 350 at ES and 500 at K8 (or whatever we would come up with) feels off to me in terms of stakeholder engagement/buy-in...but let me know what you think will be most helpful.
DCPS partnered with ERS to rethink the use of people, time and money

ERS Partnership
- Education Resource Strategies is a non-profit that partners with urban districts to change the way people, time, and money are used so that all students receive the support they need to succeed

Resource Mapping
- Detailed analysis of district and school level resource allocation and use
- Designed to support the alignment of resources with the district’s strategic goals and strategic resource use principles
- Resources analyzed are people, time, and money

Project Goal
- Help DCPS determine how limited resources are best organized to support effective schools and an effective school system

Project Timeline
- September 2011 – August 2012
Investigating the impact of school size on DCPS’ resource use was one part of the larger resource mapping project

- In the current tough times, many districts are looking closely at their school portfolio – particularly at small schools - to manage cost and maximize the number of students served in high performing schools

- Districts typically spend more per pupil on small schools, though the differential can vary significantly

- While districts and communities often seek specific benefits from small school size, small schools also face specific barriers to strategic resource use, so districts need to make deliberate trade-offs when they choose to invest in small schools to maximize their return

- In other words, it’s important for schools to be small “by design” not “by default”

To inform DCPS strategy on small schools moving forward, it must be clear to stakeholders:

- How much more DCPS spends on small schools and towards what ends
- What design challenges DCPS small schools must overcome to warrant the extra investment (from an ROI perspective)?
Agenda/Table of Contents

- Differences in level and nature of resources in small schools
- Barriers to effective resources use in small schools
DC has more schools below 350 in its ES/K-8 portfolio than most districts ERS has studied

% of Schools by Size Bucket – Elementary/K8

<table>
<thead>
<tr>
<th>Size Bucket</th>
<th>Charlotte</th>
<th>Duval</th>
<th>Denver</th>
<th>PGCPs</th>
<th>Philadelphia</th>
<th>Atlanta</th>
<th>Boston</th>
<th>Wash. D.C.</th>
<th>Rochester</th>
<th>Newark</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;200</td>
<td>200-349</td>
<td>350-499</td>
<td>500-999</td>
<td>1000+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: DPS SY0910 Expenditures and Enrollment; - Excludes Charter Schools ERS analysis

Education Resource Strategies
DC also has more very small secondary schools

% of Schools by Size Bucket - Middle, High, and Secondary Schools

- <200
- 200-349
- 350-499
- 500-999
- 1000+

Percentage of schools by size bucket:

- 36% of SS and 62% of MS are <350

<table>
<thead>
<tr>
<th>City</th>
<th>Low $/pp</th>
<th>High $/pp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte</td>
<td>49</td>
<td>22</td>
</tr>
<tr>
<td>Duval</td>
<td>44</td>
<td>16</td>
</tr>
<tr>
<td>Denver</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>PGCPS</td>
<td>46</td>
<td>26</td>
</tr>
<tr>
<td>Philadel.</td>
<td>78</td>
<td>28</td>
</tr>
<tr>
<td>Atlanta</td>
<td>27</td>
<td>521</td>
</tr>
<tr>
<td>Boston</td>
<td>26</td>
<td>627</td>
</tr>
<tr>
<td>Wash, D.C.</td>
<td>28</td>
<td>549</td>
</tr>
<tr>
<td>Rochester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newark</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average School Size:

- 1,356
- 1,271
- 854
- 1,242
- 796
- 795
- 549
- 521
- 667
- 627

Source: DPS SY0910 Expenditures and Enrollment; - Excludes Charter Schools ERS analysis
Education Resource Strategies
DCPS generally spends more per pupil on small schools across all school types

### Elem./K-8 Schools: School Allocated $ Per Weighted Pupil* vs. Size

- **School-Attributed $pwP**
  - $21,000
  - $19,000
  - $17,000
  - $15,000
  - $13,000
  - $11,000
  - $9,000
  - $7,000
  - $5,000

- **School Size**
  - 0
  - 100
  - 200
  - 300
  - 400
  - 500
  - 600
  - 700
  - 800

- **$ Per Weighted Pupil**
  - R² = 0.19

### Middle Schools

- **School-Attributed $pwP**
  - $21,000
  - $19,000
  - $17,000
  - $15,000
  - $13,000
  - $11,000
  - $9,000
  - $7,000
  - $5,000

- **School Size**
  - 0
  - 500
  - 1000
  - 1500

- **$ Per Weighted Pupil**
  - R² = 0.40

### High/Secondary

- **School-Attributed $pwP**
  - $21,000
  - $19,000
  - $17,000
  - $15,000
  - $13,000
  - $11,000
  - $9,000
  - $7,000
  - $5,000

- **School Size**
  - 0
  - 500
  - 1000
  - 1500
  - 2000

- **$ Per Weighted Pupil**
  - R² = 0.58

---

*See Appendix for explanation of ERS methodology for calculating school allocated dollars per weighted pupil
Source: DCPS FY12 budget data; fall 2011 student enrollment data and schools data
Education Resource Strategies
This is typical across districts - though the relationship between size and spending is weaker in DC than other districts studied.

ERS has found that the cost curve in most districts starts to get significantly steeper for schools smaller than 350-400.

Notes: Per Pupil spending amounts adjusted for student need, not adjusted for regional cost differences across districts.
Several factors cause DC’s cost curve to be flatter at the ES/K8 level

- DC’s size distribution is more narrow, with the large majority of ES/K8 schools below 400 students

- DCPS does not subsidize spending on instruction in small schools
  - Many districts either explicitly subsidize small schools in teacher allocations or “round up” teacher allocations, which has the ultimate effect of creating more teacher positions in small schools
Despite its flatter cost curve, DCPS' large number of small schools means it spends more per pupil to subsidize size than other districts ERS has studied.

**How did we calculate this? For example at Elementary/K8 Schools …**

If we brought ES under 350 to the average $pwp for a 550 student school -> $16.4 M

Note: ES/K8 shown as an example. Per-pupil small school premium is equal or greater at other levels.

<table>
<thead>
<tr>
<th></th>
<th>DC</th>
<th>Charlotte</th>
<th>Duval</th>
<th>Denver</th>
<th>PGPS</th>
<th>DC (ES)</th>
<th>DC (K-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending on the avg. school of 550</td>
<td>$9.1 K</td>
<td>$10.6 K</td>
<td>$9.2 K</td>
<td>$9.7 K</td>
<td>$12.7 K</td>
<td>$13.2 K</td>
<td></td>
</tr>
<tr>
<td>Small Schools &lt; 350: avg. SA $pwp</td>
<td>$11.6 K</td>
<td>$13.2 K</td>
<td>$10.7 K</td>
<td>$11.9 K</td>
<td>$14.1 K</td>
<td>$15.5 K</td>
<td></td>
</tr>
<tr>
<td>Small School Premium (as % over avg. 550)</td>
<td>$2.5 K (28%)</td>
<td>$2.6 K (25%)</td>
<td>$1.5 K (15%)</td>
<td>2.3K (24%)</td>
<td>$1.4 K (11%)</td>
<td>$2.3K (17%)</td>
<td></td>
</tr>
<tr>
<td>% Small Schools</td>
<td>8%</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
<td>69%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>% of Students in Schools &lt;350</td>
<td>4%</td>
<td>8%</td>
<td>11%</td>
<td>12%</td>
<td>57%</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Total small school premium ($/ES pupil)</td>
<td>$5.9 M ($92)</td>
<td>$12.6 M ($205)</td>
<td>$6.3 M ($147)</td>
<td>$17.8 M ($273)</td>
<td>$16.4 M ($801)</td>
<td>$5.3 M ($776)</td>
<td></td>
</tr>
</tbody>
</table>

Source: DCPS FY12 budget data; fall 2011 student enrollment data and schools data
In ES, extra spending on small schools is concentrated in Instr. Support/Prof. Dev. (ISPD), Leadership and Oper. & Maint. (O&M) functions.

$ per Weighted Pupil by “Use” across ES* School Size Groups

<table>
<thead>
<tr>
<th>SPWP</th>
<th>&lt;200</th>
<th>200-349</th>
<th>350-499</th>
<th>500-999</th>
</tr>
</thead>
<tbody>
<tr>
<td>$16,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$14,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$12,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$10,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$8,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$6,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$4,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$2,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Bus services**: $113, $115, $109, $132
- **ISPD**: $1,005, $796, $745, $401
- **Leadership**: $1,404, $1,050, $864, $896
- **Pupil services**: $1,488, $1,373, $1,346, $745
- **O&M**: $2,058, $1,485, $1,070, $1,007
- **Instruction**: $8,853, $9,272, $9,402, $8,870

Source: DCPS FY12 budget data; fall 2011 student enrollment data and schools data

Education Resource Strategies
Leadership and ISPD premium is even higher at the secondary level, particularly at MS.

<table>
<thead>
<tr>
<th>School Size Groups</th>
<th>MS &lt;350</th>
<th>MS &gt;350</th>
<th>HS &lt;650</th>
<th>HS &gt;650</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus services</td>
<td>$103</td>
<td>$114</td>
<td>$106</td>
<td>$113</td>
</tr>
<tr>
<td>ISPD</td>
<td>$1,189</td>
<td>$553</td>
<td>$631</td>
<td>$492</td>
</tr>
<tr>
<td>Leadership</td>
<td>$2,087</td>
<td>$1,316</td>
<td>$1,451</td>
<td>$1,193</td>
</tr>
<tr>
<td>Pupil services</td>
<td>$2,054</td>
<td>$2,002</td>
<td>$2,382</td>
<td>$1,888</td>
</tr>
<tr>
<td>O&amp;M</td>
<td>$2,723</td>
<td>$2,346</td>
<td>$2,980</td>
<td>$1,799</td>
</tr>
<tr>
<td>Instruction # of schools</td>
<td>$8,379</td>
<td>$7,944</td>
<td>$8,419</td>
<td>$7,246</td>
</tr>
</tbody>
</table>

*Deal & specialty HS excluded from comparison

Leadership & ISPD differentials greatest at MS

Source: DCPS FY12 budget data; fall 2011 student enrollment data and schools data.
Much of higher spending driven primarily by “one-per” and “step-function” allocated positions, which are all non-teacher positions

Example: “One-per” allocation:
- 1 Principal for every school

Example: “Step-function” allocation:
- 0.5 business manager for every school $\leq 250$
- 1 business manager for every school $>250$

<table>
<thead>
<tr>
<th>School Name</th>
<th>ERS Use</th>
<th>Jefferson Middle School</th>
<th>Stuart-Hobson Middle School</th>
<th>Deal Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>N/A</td>
<td>179</td>
<td>415</td>
<td>945</td>
</tr>
<tr>
<td>Students/non-teacher FTE</td>
<td>N/A</td>
<td>20</td>
<td>30</td>
<td>41</td>
</tr>
<tr>
<td>Students/teacher FTE</td>
<td>N/A</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Principal</td>
<td>Leadership</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Media/Librarian</td>
<td>Instruction</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Literacy PD</td>
<td>ISPD</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cust Foreman</td>
<td>O&amp;M</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Leadership</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Admin Aide</td>
<td>Leadership</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sped Coord</td>
<td>ISPD</td>
<td>0</td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>Gen Ed teachers</td>
<td>Instruction</td>
<td>9</td>
<td>20.8</td>
<td>47.3</td>
</tr>
</tbody>
</table>

Small schools have much higher student-non-teacher staff ratios than larger schools

This is because many non-teacher positions are flat and step-function allocations, and therefore small schools receive the same or similar FTE, though they have fewer students...

...while teacher allocations are adjusted on the basis of the number of pupils at the school.

Source: DCPS FY2012 local budget allocations worksheet “final model technical adjustments”
Education Resource Strategies
This is part of the reason that DCPS schools have more non-teacher personnel than schools in most other districts ERS has studied.

Cross-District Comparison of School Allocated MS FTE by Job Type

Note: showing MS level as example, but same trend exists at other levels

<table>
<thead>
<tr>
<th>Avg School Size</th>
<th>CMS</th>
<th>Duval</th>
<th>Denver</th>
<th>Baltimore</th>
<th>DC MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall $pp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>886</td>
<td>956</td>
<td>545</td>
<td>357</td>
<td>387</td>
</tr>
<tr>
<td>Stu:Tchr Ratio</td>
<td>16</td>
<td>16</td>
<td>18</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Stu:All Staff Ratio</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>% of staff that are teachers</td>
<td>73%</td>
<td>69%</td>
<td>60%</td>
<td>51%</td>
<td>50%</td>
</tr>
</tbody>
</table>

*Note: Teacher includes all staff with IMPACT group 1-7; **K8 class size is based on middle grades only, but position analysis includes teachers for grades K-8.
Agenda/Table of Contents

- Differences in level and nature of resources in small schools
- Barriers to effective resources use in small schools
ERS has found that high-performing schools organize resources consistent with three principles

**TEACHING EFFECTIVENESS:** Build teaching effectiveness through teams that maximize combined expertise and have time and support for effective collaboration

**INDIVIDUAL ATTENTION:** Create targeted individual attention for students and foster personal relationships between students and teachers

**ACADEMIC TIME:** Organize and use time strategically, maximizing time on core academics, and linking learning to needs
Though the district spends more in its smallest schools, small schools face more barriers to using resources well

1. **Very small teacher teams**
   - Grade level (ES) and subject (MS/HS) teams are often only 1-2 teachers, which is too small for effective collaboration & means broader teacher expertise is required

2. **Targeting resources for small and flexible groups is more difficult**
   - Too few classes per grade make it harder to:
     - Strategically vary class sizes
     - Create small, skill-based regroupings across classes

3. **Harder to efficiently utilize specialized staff (SPED & ELL)**
   - Specialized staff in small schools often have lower case-loads

4. **Very expensive for small high schools to offer comprehensive programming**
   - Maintaining broad elective and advanced programming means these courses are often very small at smaller schools

There are often design options available that mitigate these challenges. But in schools that are small by default vs. small by design, available options are often misaligned with the school’s needs and characteristics.
Teacher teams leverage combined teacher expertise to improve instruction

EXAMPLE: Grade level teams at a hypothetical K-5 school

When teacher teams with combined expertise have significant time to work together to plan and adjust instruction based on data, each teacher's individual work benefits from the combined knowledge of the group.

Least Effective  Limited Effectiveness  Effective  Highly Effective

Novice Teacher (0-3 years experience)
But, due to their small size, DC schools have very small teacher teams

<table>
<thead>
<tr>
<th>Grade-Span</th>
<th>Avg. team size (core only)*</th>
<th>% of teams with &gt;2 teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>2</td>
<td>22%</td>
</tr>
<tr>
<td>MS</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>HS</td>
<td>1.5</td>
<td>18%</td>
</tr>
</tbody>
</table>

*Note: teacher teams are defined for the purposes of this analysis as those that share content (grade-level at ES, course (e.g. English I at MS/HS)

The smaller the teacher team...

...the greater the onus is on each individual teacher to have a breadth of skills.

...the more isolated the teaching job is, with less support from peers.

...the less the system is able to leverage its best teachers to improve instruction system-wide.

Note: HS metrics include only grade 9 and 10 ELA and Math teams at comprehensive HS; K8's are not included in the analysis

Source: DCPS SY1112 Course Schedule data

Education Resource Strategies
Very Small Teacher Teams: Mitigating the Design Challenge

- Organize cross-grade or cross-school teams
- Invest more in non-teacher instructional expertise (e.g. coaches)
- Planning time must be coordinated across multiple schools & with all teachers off at the same time
- Because all teams would meet at the same time (vs. staggered throughout the day), non-teacher instructional experts can support fewer teams
- Extra cost: paying for non-teacher experts costs more than creating teams that maximize collective expertise

For any design option to work, the resulting requirements/consequences must be aligned with schools’ needs and characteristics.
It’s harder for small schools to strategically vary class sizes (ES/K8/MS)

Class size is the largest single driver of school-level per-pupil cost. ERS has found that resources are often tied up in non-deliberate class size reductions and therefore not optimally aligned with a school’s priorities. Small schools have far fewer degrees of freedom to be strategic about class size.

EXAMPLE: Two principals want to use their resources to lower group size in their K-2 grades to align with their early reading strategy. They both have 1 teacher for every 20 students...

...but the principal at this small school doesn’t achieve her goal. Instead, she prioritizes more teacher resources to grades with the largest cohort sizes.

...while the principal at this larger school can achieve her goal & save 4 teacher positions to create small group reading specialists.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cohort size</th>
<th># of tchrs</th>
<th>Avg. class sz.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>27</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>1</td>
<td>37</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>27</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>28</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>23</td>
<td>1</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cohort size</th>
<th># of tchrs</th>
<th>Avg. class sz.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>100</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>118</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>105</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>105</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>125</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>116</td>
<td>4</td>
<td>29</td>
</tr>
</tbody>
</table>

Because a difference of 1 teacher position in any grade has such a big impact in small schools, class size varies more across grades. At the elementary level, class size varies at small schools 33% more than at large schools. But, this difference is unlikely to be deliberate.
Further, it’s more difficult for small schools to flexibly group students based on their needs

- ERS has found that high-performing schools create targeted small groups in high priority areas.

- Larger schools are able to mix students across classrooms of the same grade (ES) or grade-subject combination (MS/HS) to match both group size and teacher expertise to student need.

- The fewer classrooms at each grade level, the harder it is to create groups targeted to students’ needs & the fewer specialist resources will be available at each grade level.

DCPS ES grades have an average of 2 teachers per grade. At the SS level, MS/HS have an average of 1.3 teachers per subject grade combination.
Targeting Resources for Small and Flexible Groups: Mitigating the Design Challenge

• In ES grades, create **multi-grade classrooms** and groups to allow more flexibility in organizing resources for group size

• In MS and HS grades, support **multiple certifications for teachers** (e.g. math and science) so that schools don’t have to have different teachers for every subject

• At MS & HS grades, teach **integrated subjects** (e.g. humanities), doubling the number of teachers and increasing flexibility in group size

• To ensure schools can create small, flexible groups, **fund more teachers per student** at very small schools with high needs populations

• Higher teacher capacity

• Curriculum and assessment system flexible to competency-based instruction

• Higher teacher capacity

• Higher teacher capacity

• Curriculum and assessment system flexible to integrated core content

• Resources would have to be diverted from elsewhere in the system

For any design option to work, the resulting requirements/consequences must be aligned with schools’ needs and characteristics.
SPED and ELL staff are more likely to be under-utilized in schools with small numbers of students requiring services.

*Fill rate is a measure of efficiency of instructional staffing.*

If the teacher only has 7 of her 10 “spots” filled with students, the class’ fill rate is 70%.

### Average Fill Rate for Elementary Schools, grouped by SPED enrollment quartiles

<table>
<thead>
<tr>
<th>Average School Fill Rate</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg Size of SPED pop.</td>
<td>17</td>
<td>26</td>
<td>32</td>
<td>48</td>
</tr>
<tr>
<td>Q1</td>
<td>52%</td>
<td>58%</td>
<td>78%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Raising the fill rate at the half of Elementary schools with the smallest SPED pop to the fill rate for the largest would save $2.8M.

Source: DCPS SY1112 Special Education data, position file
Under-utilized SPED and ELL staff: Mitigating the Design Challenge

- Cluster SPED and ELL students in certain schools so that no one school has a small number of students needing services (self-contained only)
- Dual certification (SPED and Gen Ed) makes service model in small schools more flexible
- Use itinerant staff to serve special needs populations
- Higher transportation costs
- Higher teacher capacity
- Potential new investment to provide/incentivize dual certification
- Schools sharing staff must coordinate schedules such that itinerant staff can be used productively and efficiently

For any design option to work, the resulting requirements/consequences must be aligned with schools’ needs and characteristics.
Advanced and non-core courses are often very expensive at small HS attempting to offer comprehensive programming.

- Very small class sizes in non-core and advanced courses result in fewer resources available to spend on core subjects and struggling students who have farther to go.

- Raising non-core class size to 25 would save $3+M (>5% of total DCPS’s HS investment)

Source: DCPS SY1112 Course Schedule data

Education Resource Strategies
Comprehensive Programming at Small High Schools: Mitigating the Design Challenge

• Narrow programming at comprehensive high schools

• Reorganize comprehensive high schools to be themed schools that each offer a more narrowed, but different set of electives.

• Reduce cost of broad programming through community partnerships and technology-based delivery

• Fewer course options for students attending neighborhood schools

• Students will continue to exit neighborhood schools to seek better options

• To ensure all students have a broad set of options, district would have to shift to an entirely choice-based high school portfolio, where students apply to theme school based on interests (higher transportation costs)

• Requires new infrastructure and partnerships to support

For any design option to work, the resulting requirements/consequences must be aligned with schools' needs and characteristics.
Organizing high quality school designs in very small schools would require investing even more in small school size

- Creating high quality school designs in small schools would require additional instructional spending, which DCPS currently does not provide
  - Small schools require more non-teacher instructional expertise
  - At ES, MS grades, more teacher positions per student to make flexible grouping work
  - More SPED/ELL specialists per student served
  - At HS grades, more teacher positions to facilitate investment in broad non-core offerings without taking away from core

- Additional spending could be offset in part by making trade-offs in other areas (if DCPS felt reductions weren’t excessively harmful to school program and student experience); trade-offs could include:
  - Reduction of non-core/elective course offerings
  - Reduction/elimination of foreign language in K-8’s; reduction in # of languages offered in small HS
  - Shift to PT/contracted service providers for low-demand classes
If DCPS subsidized instructional spending in small schools as much as other districts studied, it would spend $22.3M more in ES/K8 alone.

Percentage increase in per-pupil spending at schools below 350 (as compared to schools 550 and above)

Duval, Charlotte, and PG all subsidize instructional spending in their small schools. If DC were to spend as much more on its small schools as these districts, it would cost the district $22.3 Million in addition to the $21.7M already spent on ES/K8 small schools.
How should DCPS determine optimal school sizes?

To answer this question, DCPS must balance the following sets of trade-offs:

- Benefits of small-ness (convenience of location, etc.)
- School program (breadth of course offerings, targeted class sizes)
- Strategic school design imperatives (teacher teams, flexible grouping)
- Cost

Note: These trade-offs may not apply to all schools in the same way (the small-ness of a school with no others close to it may be valued differently than one with several others within walking distance).

In all, DCPS should structure its portfolio to maximize enrollment in highly-effective or high-potential schools in a cost-sustainable manner.
Appendix
Comparing two schools shows why we need to try to "adjust" a school’s per-pupil spending for student need.

1. These two schools have the same per pupil amount but Barnard ES serves a needier student population ...

<table>
<thead>
<tr>
<th>Simon ES</th>
<th>Barnard ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>$13,953</td>
<td>$14,007</td>
</tr>
</tbody>
</table>

2. ... so ERS takes the student type weights that we calculated to adjust each school’s enrollment to create an “adjusted” per-pupil amount.

<table>
<thead>
<tr>
<th>Simon ES</th>
<th>Barnard ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>$14,526</td>
<td>$12,386</td>
</tr>
</tbody>
</table>

   | % SPED | 12% | 15% |
   | % ELL  | 0%  | 15% |
   | % Pov  | 60% | 77% |

   | Enrollment | 251 | 483 |
   | Weighed Enrollment* | 241 | 546 |

*For example: We know that the district overall spending on SPED-Resource students is 2.4 weight -> so any SPED-Resource students at Simon and Barnard are weighted 2.4 in the school’s weighted enrollment. Across the district, the weighted enrollment is then grossed down proportionally to get to the district’s actual enrollment.

Source: DCPS FY12 budget and student files

Education Resource Strategies
ERS codes spending to quantify the district’s investment at the following four “levels”:

<table>
<thead>
<tr>
<th>DC: % of Expenses</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership &amp; Management</td>
<td>12%</td>
<td>District Governance, Management of the support services provide to Schools</td>
</tr>
<tr>
<td>Support Services</td>
<td>9%</td>
<td>All FTEs, services, and materials that provide support to schools but generally on as-needed or irregular basis</td>
</tr>
<tr>
<td>School on Central</td>
<td>16%</td>
<td>All FTEs, services, and materials not reported on the school budget, but support schools on a regular and predictable basis</td>
</tr>
<tr>
<td>School Reported</td>
<td>63%</td>
<td>All FTEs, services, and materials allocated directly to schools in the district expenditures</td>
</tr>
</tbody>
</table>

Source: DCPS FY12 Budget File
Education Resource Strategies

“Central Overhead”
This is what ERS uses to compare spending across schools
Kaya & Pete-

Nice to speak to you both on Friday.

Here’s the report that we did a couple years ago on CMS’s Strategic Staffing initiative that we mentioned on the call as an illustration of how we’ve highlighted strategic practices in districts coming out of resource mapping projects in the past. To be clear, this was a substantial endeavor for which we obtained separate funding to do, but as the end of this phase of work approaches, we’ll want to talk more about what we see as the opportunities to promote greater visibility.

Also per our conversation, we’re beginning to think more concretely about how ERS can best support DCPS as it moves to realign resources toward the strat plan and consistent with our work together so far. Immediate next step for us is to share this with you, Pete, in the next week or so.

Looking forward our next conversation on high schools on June 21...

JT
Looking forward to speaking later today...

Rethinking Resources for Student Success

Explore School Budget Hold'em to learn what's possible in tough times.
Looking forward to speaking later today...
Lisa-

Per our conversation, here are our windows for our debrief next Thurs:

12-1:30
2:30-4:30

We’re looking at a 45-60 min block somewhere in these times.

Thanks.

JT

Rethinking Resources for Student Success

Explore School Budget Hold'em to learn what's possible in tough times.

From: Kristen Ferris
Sent: Thursday, January 19, 2012 12:07 AM
To: Ruda, Lisa M. (OOC)
Cc: Weber, Peter (OOC); McNeil, Joyce (OOS); Jonathan Travers
Subject: RE: Deck

Joyce,

Attached is our presentation for tomorrow. Thanks so much for your help getting it out to the management team and printing copies. Due to color charts and graphs, it would be great if you are able to print the copies in color - 2 slides to a page is how we generally do it if that works for you.

Let me know if you have any questions, and where I should pick up copies tomorrow.

Thanks again,

Kristen
Rethinking Resources for Student Success
Check out the new ERS series “Practical Tools for District Reform.”
Resource guides and online tools available at edweek.org.

Explore School Budget Hold’em to learn what’s possible in tough times.

From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Wednesday, January 18, 2012 5:39 PM
To: Kristen Ferris
Cc: Weber, Peter (OOC); McNeil, Joyce (OOS)
Subject: RE: Deck

Joyce can assist.
LMR

From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Wednesday, January 18, 2012 5:33 PM
To: Ruda, Lisa M. (OOC)
Cc: Weber, Peter (OOC)
Subject: RE: Deck

Lisa,

Thanks for the info and thoughts below. The only other thing we will need for the meeting is help printing copies of the deck for the management team if possible. I am waiting for Jonathan to get off a plane tonight to incorporate a last round of edits & then I will send the final deck late tonight. I just sent a note to Joyce with that info too. Hope we are not causing inconvenience with this timeline.

Let me know if there will be someone around tomorrow who might be able to help with printing. Thanks so much,
Kristen
Kristen,

Tomorrow, we will be in the Chancellor’s conference room (12th floor).

ERS should plan to start tomorrow at 1:45 p.m. We will devote 90 minutes to the discussion. However, I encourage you to begin to wrap up the discussion around 3:00 p.m. We always tend to go a little longer with questions or comments and the additional 15 minutes will ensure we end at 3:15 p.m. when we have a hard stop for another presentation.

Thanks for your note below. I am not sure how much MT feedback is going to help with #1. Pete’s direction to ERS is the correct one and I am not sure that we want the full MT who will be just getting deeper into your work moving us in a different direction. I know we (Pete, me) will take the comments from MT as well as your school visits and meetings with Carey and Nathaniel to determine if we need you to take something off the table. But, I think this is a smaller group discussion after MT with you, Pete and/or me after we have a chance to do a check-in with the MT after your briefing and your other work this week.

Is there anything else you need for tomorrow’s meeting?

Please forward to me your final presentation when it is ready. I will get it to the chiefs in advance of the meeting.

Thanks much,

LMR

Lisa,

Thanks for the feedback. I am going to work tonight to condense significantly and we will be sure to frame FY14 lens carefully. We appreciate your help as well with any framing and in keeping the conversation moving. Given what you say below re: FY 13, we are thinking that a helpful frame for the discussion of the main takeaways is:

1) Is this the right set of goals & action steps re: funding system revision for FY14 and beyond given district ambitions and strategy? (i.e. essentially a mgmt team directional check-in on whether this feels like the right set of things for Pete and ERS to do more thinking around how/whether to operationalize, or are there things that should be taken off the table now)

2) Are there implications for FY13?
   a. Ways to begin to set up an FY14 move?
   b. Things that are currently planned that are inconsistent with findings and recommendations?
   c. A need to message any FY13 shifts in context of broader changes for FY14 so that people perceive one set of changes rather than two?
I will send you something final once we have it. We are around all day Thursday – let me know if you feel like it would be helpful to check-in again at all in advance of 2, and whether we should plan to start at 145 or 2.

Thanks,
Kristen

Kristen Burton Ferns  Manager  
Education Resource Strategies  
1 Brook Street  Watertown, MA 02472  
T: 617.600.4612  F: 617.607.8957  
ERSStrategies.org  kferris@erstrategies.org

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---

From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]  
Sent: Tuesday, January 17, 2012 2:12 PM  
To: Kristen Ferris  
Subject: RE: Deck

Thanks Kristen. This was helpful. I really think that you are going to need to work to condense what is presented. 47 slides is a lot – particularly if you want to have discussion. Many of the slides are “heavy” (filled with data that will take a second to digest – although many of the conclusions are not a surprise). You will need to find a way to keep the conversation moving. I can help – but worry about the length of the deck.

The key is going to be emphasizing that this is a FY 14 exercise (although some of the conclusions are a gut check on what we do in FY 13). FY 13 is at the forefront of the MT’s mind. We are going to have to take deliberate steps to get the focus on FY 14.

LMR

From: Kristen Ferris [mailto:kferris@erstrategies.org]  
Sent: Tuesday, January 17, 2012 1:12 PM  
To: Ruda, Lisa M. (OOC)  
Subject: Deck

Hi Lisa,

Attached is the draft deck. A few notes to guide you in where to focus to get a sense of what’s there:

- The question at the bottom of slide 4 is the broad topic for the discussion
- Slides 5 and 6 lay out the scope of analysis, highest level goals we would suggest for funding system revision and objectives we had planned for the conversation
- There are three slides (one at the end of each section that summarize findings and action steps. On each of these slides, our intent was to facilitate a discussion around what’s there

Again, it’s not fully baked in terms of what we would show, but should give you a sense of what we will cover.
Please let me know if you have feedback on the highest priority ways to spend the time (or other types of feedback).

Kristen
Lisa-

Per our conversation, here are our windows for our debrief next Thurs:

12-1:30
2:30-4:30

We’re looking at a 45-60 min block somewhere in these times.

Thanks.

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Sent: Wednesday, January 18, 2012 10:12 AM  
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Cc: Weber, Peter (OOC)  
Subject: RE: Deck

Kristen,

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ERS should plan to start tomorrow at 1:45 p.m. We will devote 90 minutes to the discussion. However, I encourage you to begin to wrap up the discussion around 3:00 p.m. We always tend to go a little longer with questions or comments and the additional 15 minutes will ensure we end at 3:15 p.m. when we have a hard stop for another presentation.

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LMR

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To: Ruda, Lisa M. (OOC)  
Subject: RE: Deck

Lisa,

Thanks for the feedback. I am going to work tonight to condense significantly and we will be sure to frame FY14 lens carefully. We appreciate your help as well with any framing and in keeping the conversation moving. Given what you say below re: FY 13, we are thinking that a helpful frame for the discussion of the main takeaways is:

1) Is this the right set of goals & action steps re: funding system revision for FY14 and beyond given district ambitions and strategy? (i.e. essentially a mgmt team directional check-in on whether this feels like the right set of things for Pete and ERS to do more thinking around how/whether to operationalize, or are there things that should be taken off the table now)

2) Are there implications for FY13?
   a. Ways to begin to set up an FY14 move?
   b. Things that are currently planned that are inconsistent with findings and recommendations?
   c. A need to message any FY13 shifts in context of broader changes for FY14 so that people perceive one set of changes rather than two?
I will send you something final once we have it. We are around all day Thursday – let me know if you feel like it would be helpful to check-in again at all in advance of 2, and whether we should plan to start at 145 or 2.

Thanks,
Kristen

---

From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Tuesday, January 17, 2012 2:12 PM
To: Kristen Ferris
Subject: RE: Deck

Thanks Kristen. This was helpful. I really think that you are going to need to work to condense what is presented. 47 slides is a lot – particularly if you want to have discussion. Many of the slides are “heavy” (filled with data that will take a second to digest – although many of the conclusions are not a surprise). You will need to find a way to keep the conversation moving. I can help – but worry about the length of the deck.

The key is going to be emphasizing that this is a FY 14 exercise (although some of the conclusions are a gut check on what we do in FY 13). FY 13 is at the forefront of the MT’s mind. We are going to have to take deliberate steps to get the focus on FY 14.

LMR

From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Tuesday, January 17, 2012 1:12 PM
To: Ruda, Lisa M. (OOC)
Subject: Deck

Hi Lisa,

Attached is the draft deck. A few notes to guide you in where to focus to get a sense of what’s there:

- The question at the bottom of slide 4 is the broad topic for the discussion
- Slides 5 and 6 lay out the scope of analysis, highest level goals we would suggest for funding system revision and objectives we had planned for the conversation
- There are three slides (one at the end of each section that summarize findings and action steps. On each of these slides, our intent was to facilitate a discussion around what’s there

Again, it’s not fully baked in terms of what we would show, but should give you a sense of what we will cover.
Please let me know if you have feedback on the highest priority ways to spend the time (or other types of feedback).

Kristen

Rethinking Resources for Student Success
Check out the new ERS series “Practical Tools for District Reform.”
Resource guides and online tools available at edweek.org.

Explore School Budget Hold’em to learn what’s possible in tough times.
From: Jonathan Travers [jtravers@erstrategies.org]
Sent: Thursday, January 19, 2012 10:37 AM
To: Beers, Nathaniel (OSE)
Subject: Accepted: ERS Meeting
Kaya & Pete-

Nice to speak to you both on Friday.

Here’s the report that we did a couple years ago on CMS’s Strategic Staffing initiative that we mentioned on the call as an illustration of how we’ve highlighted strategic practices in districts coming out of resource mapping projects in the past. To be clear, this was a substantial endeavor for which we obtained separate funding to do, but as the end of this phase of work approaches, we’ll want to talk more about what we see as the opportunities to promote greater visibility.

Also per our conversation, we’re beginning to think more concretely about how ERS can best support DCPS as it moves to realign resources toward the strat plan and consistent with our work together so far. Immediate next step for us is to share this with you, Pete, in the next week or so.

Looking forward our next conversation on high schools on June 21...

JT
Looking forward to speaking later today...

ERS
Education Resource Strategies
1 Brook Street  Watertown, MA 02472
T: 617.607.8965  F: 617.607.8957
ERStrategies.org  jtravers@erstrategies.org

Rethinking Resources for Student Success

Explore School Budget Hold'em to learn what's possible in tough times.
Why can't any of the nice boys ask me to dance?

This may explain the Ward 8 meeting on May 16.

Stay dry ladies (and drive slowly).

Ah Daniel\# get your boy in check Sarah!

Are these definitely the dates?

Hello all,

We have some great momentum behind our campaign and we want to keep things moving. This past Saturday we had an outreach day in Ward 7 to raise awareness about school closures. We handed out flyers and talked to over 300 people. Thanks again to all those who volunteered!

Now on to the important Dates/Meetings:
Thursday May 17th Empower DC planning meeting for fighting School Closures Join students, parents, teachers and community members to plan and develop tools to fight school closures. This meeting will take place at the Benning Heights Library (3935 Benning Road, NE) from 6 to 8:30pm. We will also use this meeting to prepare for the upcoming State of the Schools meetings being put on by DCPS.

DCPS State of the Schools Meetings:

DCPS will be hosting the State of the Schools meetings in each Ward. Typically the Chancellor is there and presentations are made about the education/schools in the respective Ward and there is also a community input part. Now that we are faced with both the Chancellor and the Mayor wanting to close more schools, these meetings are a good opportunity to say directly to the Chancellor We don't want school closures as well as letting her know what your children/school needs to be more successful. Not all the dates and locations have been announced but here are the dates for Ward 7 and 8:

Ward 7 Tuesday May 22 - Kelly Miller (301 49th St. NE) 5 to 8pm

Ward 8 Wednesday May 23 - Hart Middle School (601 Mississippi Ave. SE) 5 to 8pm

Daniel del Pielago
Education Organizer
Empower DC
1419 V Street, NW
202-234-9119 xt. 104
Free advertising! :-)  
Sent via Blackberry  
C: 202 423-6113

From: Eboni-Rose T <ebonirose@gmail.com>  
To: Johnson, Sarah N. (DCPS-OOC)  
Sent: Mon May 14 16:32:45 2012  
Subject: Fw: Empower DC Education Campaign - Important Dates Reminder for this Week and Next

Are these definitely the dates?

Eboni-Rose Mobile

From: "Daniel del Pielago" <Daniel@empowerdc.org>  
Date: Mon, 14 May 2012 16:27:02 -0400  
To: Daniel del Pielago<Daniel@empowerdc.org>  
Subject: Empower DC Education Campaign - Important Dates Reminder for this Week and Next

Hello all,

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Daniel del Pielago
Education Organizer
Empower DC
1419 V Street, NW
202-234-9199 xt. 104
I spoke with Sirraya and she’s ok with not having DCPS staff at the January 14th meeting. The next PTA meeting will be on February 11th; I told her I’d check to see if anyone was available for that date. She requested someone from family engagement attend and I suggested someone from the academic office should attend as well. She and I will circle back by the end of next week to confirm whether people from DCPS will be able to attend.

I think Shanita’s earlier suggestion to have me and Charity attend makes sense — unless someone else is eager to attend 😊

Sarah N. Johnson, PhD
Manager, Family and Community Engagement Initiatives

Office of Family and Public Engagement
District of Columbia Public Schools
1200 First Street, NE (12th floor)
Washington, DC 20002
T: (202) 442-5036
F: (202) 442-5026

From: Burney, Shanita (DCPS)
Sent: Wednesday, January 09, 2013 11:31 AM
To: Robinson, Josephine B. (DCPS); Holland, Burnell (DCPS); Charles, Hassan (DCPS); Baxter, Vincent (DCPS)
Cc: Johnson, Sarah N. (DCPS)
Subject: RE: Googledoc-Please handle on the Chancellor’s behalf

Ok – Sarah, can you call Sirraya and let her know this? Thanks - Shanita

From: Robinson, Josephine B. (DCPS)
Sent: Wednesday, January 09, 2013 11:24 AM
To: Burney, Shanita (DCPS); Holland, Burnell (DCPS); Charles, Hassan (DCPS); Baxter, Vincent (DCPS)
Cc: Johnson, Sarah N. (DCPS)
Subject: RE: Googledoc-Please handle on the Chancellor’s behalf

I don’t recommend anyone go to this meeting solely because of the timing. If we send anyone, all they can talk about is the academic planning and not the consolidation or the transition. The final announcement won’t be made until later in the week and all the parents will do is be frustrated by the limited assurances and non-answers we provide. We can agree to come back for their meeting in February when there will be more definitive things to share and discuss around transition issues including SPED.

If you need me to speak with Sirraya with you, I will but I can’t send staff into this conversation not equipped with all of the information.

Thanks
From: Burney, Shanita (DCPS)
Sent: Wednesday, January 09, 2013 11:10 AM
To: Holland, Burnell (DCPS); Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS); Baxter, Vincent (DCPS)
Cc: Johnson, Sarah N. (DCPS)
Subject: RE: Googledoc-Please handle on the Chancellor’s behalf

It may make sense to send Sarah with someone from Brian Pick’s team...I’m thinking Charity Fesler. She formerly led the STEM integration work and has shifted to working on the CTE programs and is leading the academic planning team for the new STEM middle school at McKinley. She’s good in the community too.

From: Holland, Burnell (DCPS)
Sent: Wednesday, January 09, 2013 11:07 AM
To: Robinson, Josephine B. (DCPS); Burney, Shanita (DCPS); Charles, Hassan (DCPS); Baxter, Vincent (DCPS)
Subject: FW: Googledoc-Please handle on the Chancellor’s behalf

Team:

I received this message when I was out sick yesterday. The H.D. Woodson PTSA has requested that someone attend their next general meeting on Monday, January 14th to discuss an array of different issues (please see below). Two questions:

1. Who is the most appropriate person from our team to attend?
2. Should we loop in folks from the 8th & 9th floors re: STEM and SPED or just meet with them to get some talking points?

BH

From: Belis, Lori (DCPS)
Sent: Tuesday, January 08, 2013 10:47 AM
To: Holland, Burnell (DCPS)
Subject: Googledoc-Please handle on the Chancellor's behalf

12/21/2012 0:59:37 Sirraya Gant H D Woodson PTSA A representative from the Chancellor's Office

Woodson’s PTSA would like to invite a representative from the Chancellor’s office to our next general body meeting on Monday, January 14, 2012 @ 6:30 pm in the media center. We would like to discuss the implementation of the STEM Curriculum, the possible consolidation of Spingarn High school with our school, providing our school with more resources and the high percentage of special education students attending our school.

hdwoodsonptsa@gmail.com 202 419-9238

Per Shereen-send this to Josephine for her team to respond

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Will do

Sarah N. Johnson, PhD
Manager, Family and Community Engagement Initiatives

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Ok -- Sarah, can you call Sirraya and let her know this? Thanks - Shanita

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hdwoodsonptsa@gmail.com 202 419-9238

Per Shereen-send this to Josephine for her team to respond

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Good afternoon Table Facilitators for the Ward 1, 2, 3, 4 & 6 C&R Community Meeting!

We are getting ready for the quintuplet meeting. By now we’re old hands at this...but we will need to up our game one more time 😊.

It’s possible we will have a large number of participants from a few schools so we will make deliberate efforts to have participants spread out at a number of tables – instead of having 30 participants at one table. We are also changing the way each table will report out.

Please make arrangements to arrive by no later than 5:00pm so Shanita can meet with you prior to participant arrival to run through materials, the meeting flow, and ensure you have everything you need to be successful this evening. For this meeting you will have ward-by-ward data so you will need time to review the materials.

We will have your materials printed for you and we’ll have laptops available, but feel free to bring yours (fully charged) if that’s more convenient for you.

Lastly, there is a parking lot and plenty of street parking, but it is not overly convenient for train riders (advice – arrange to hitch a ride with someone).

Thank you and see you at Brightwood ES, 1300 Nicholson St. NW

Sarah

Sarah N. Johnson, PhD
Manager, Family and Community Engagement Initiatives

Office of Family and Public Engagement
District of Columbia Public Schools
1200 First Street, NE (12th floor)
Washington, DC 20002
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Sarah, in reviewing the minutes there are some additional preliminary points what should be included in the discussion. They are as follows:

To build our discussion with the Chancellor and the points we sought to make I am offering the following for consideration

Vertical alignment

- We recommend that Ballou should be considered a STEM school, and therefore, Hart should have a STEM component, and at least one elementary school should have a STEM component as well.
- We also insist that arts and language programs, like those in Hardy, be available in Hart MS and at least 2 elementary schools that feed into Hart

Consolidation of Johnson with Hart

- A safe passage plan needs to be developed, with community and MPD involvement, before the end of school year. This could facilitate some type of program to get the students from both schools to do something together (maybe even have the kids work on new uniforms, etc). We remember the experience when PR Harris was closed.
- Hart needs to be resourced - hands on science lab (with equipment); update books - library and text books; ensure there's a working lab; more extracurriculars. In short, because of the numbers expected at Hart, put in as many of the resources that Deal and Hardy have (this is one way to provide families a reason to stay in the ward)
- True consolidation needs to happen with new uniforms; merge mascots or create a new one and joint names on the bldg.
• There should be a meaningful summer transition program for students from Johnson and Hart

Also, 4 of the consolidated schools are feeding into Hart so work needs to happen now to provide these elementary school students with the same opportunities that are available to students in Wards 2&3.

The charters have more bells and whistles; DCPS can have more substantive academics and extracurriculars in the new bldgs.

Consolidation at Turner

• Same issue as with Johnson
• Have a specialty program (probably world languages arts)
• Summer bridge program?
• New uniforms

The Chancellor needs to discuss a modernization plan for Hendley at tomorrow’s meeting.

All schools, need continuity for students, so assurances need to be made that some teachers are merged into the consolidated and the Ward 8 community needs to be involved in selecting those teachers.

We need to know that transportation will be guaranteed for students who need to travel (esp important for younger students).
This was done for Bruce Monroe.

From: "Johnson, Sarah N. (DCPS)" <Sarah.Johnson@dc.gov>
To: "absalomjordan@yahoo.com" <absalomjordan@yahoo.com>; "White, Trayon (OSSE)" <trayon.white@dc.gov>
Cc: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>; "Charles, Hassan (DCPS)" <hassan.charles@dc.gov>;
"Burney, Shanita (DCPS)" <shanita.burney@dc.gov>
Sent: Monday, November 26, 2012 11:33 AM
Subject: Notes from the November 20 Ward 8 Education Council Meeting the Chancellor Henderson

Greetings,

We very much appreciate the honest exchange on November 20 and look forward to continuing our work together going forward. Attached are the summary notes from our discussion. Please let us know if we have missed any critical points, but more importantly, please let us know if you have additional feedback about the meeting design for next week.

Please note that I do not have the email addresses for all the Ward 8 Education Council Members who attended the meeting and would appreciate your forwarding this message to them.

Best,

Sarah

Sarah N. Johnson, PhD
Manager, Family and Community Engagement Initiatives

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Manager, Family and Community Engagement Initiatives
Office of Family and Public Engagement
District of Columbia Public Schools
1200 First Street, NE (12th floor)
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Fyi
I plan to tune in

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The Ward 5 And Ward 7 Councils on Education will be on We Act Radio this morning at 11am to discussion school closures on the Education Town Hall with Thomas Byrd! You can tune in on WPWC 1480am or stream the show live at www.weactradio.com.
Also, be a part of the show and call in at 202-889-9797.

Best,
Faith
Just wanted to check in. You're a tough woman to catch this week!

I highlighted a few questions I have in red. The rest of the info are FYIs for you.

**School Consolidation**

- There are several open items in the [Issue Tracker](#)
- Are you opposed to posting a new version of the full consultation ppt on the website with Claudia's "5-17/4-17 year olds correction" in it? If we are posting a new versions, do you want the date updated on the cover page or footnoted only on slide 7 where the edits were made?
- Who should I followup with about getting answers to school staff questions? If we're fine with these remaining unanswered for the moment, that's ok with me – I just want to make sure you're aware they're in there
- Do you need any additional support on this front? I'm happy to help!

**Afterschool**

**MOU**

- OSSE sent back the MOU on Wednesday with no major surprises. They did leave out some of the additional information
- We made a few edits/questions added, and we are meeting with them again next Tuesday (12/4)
- No followup needed on your part at this point

**Copay Nonpayment**

- November was the first month we were to start exiting students from the program for nonpayment
- 1.5 weeks after the November deadline, 1,100 students of 1,900 with balances had not paid – and CC's only exited...
- 12 students
- We followed up with one-on-one calls with each CC, going through each student listed, and in a week, we brought the list down to 590 students
- December's copay deadline is this Friday (11/30), and I think we're in much better shape to enforce the procedure this month. My take is that CC's didn't think we were actually going to check that they were doing what we asked them to by pulling reports from the pay system, etc. (because it's never been done before)

**Pre-audit/Document Collection**

- At last count, we are at just over 800 accurate files. We need to get to 3,795
- I'm concerned we're not going to get there, and I want to make sure it's on your radar for budget purposes. I have to think if we don't meet the number of files OSSE is expecting, they will cut the TANF allocation for next year
- We're really micromanaging the CCs on both the doc collection and copay fronts. It's too bad but seems necessary to get these things done

**Director Hiring**
• The PD is ready to roll
• I haven't made any moves to post the position, but I was wondering if I should start pushing it through the hiring freeze exception flow, so we’re ready whenever we are prepared to hire for it
• Margareth mentioned she spoke to you about her conversation with Dan... I just want to make sure I’m not holding up things

Hope you’re having a good week!

Julie

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Below is the full list of edits we've had flagged in the consolidation materials.

1. Which would you like corrected, and which should we leave for now?
2. For those you would like changed, which should we change with no note (I'll make sure a date - 11/15/12 - is added to all edited docs), and which should we footnote to very clearly call out that a correction was made?

My understanding is that things will go to the printer this afternoon.

Chancellor's letter

- Unnecessary comma in last sentence

Consolidation brochure

- Modernized Roosevelt is noted as opening August 2014 when it should be August 2015
- Shaw’s consolidation is referred to as temporary. Word temporary should be removed

Consolidation PPT

- The first slide notes the title of the presentation as "Better Schools for Our Student" which should be "Better Schools for All Students"
- Slide 25 has the date November 12 at the bottom instead of November 13 – the date on all other slides

HR FAQ

- "Though" should be "those" in one sentence

Spingarn brochure

- Eastern’s projected enrollment is incorrect
- There is an extra "are" in a sentence that should be removed

Feel free to send this info via email, or I can come up if that would be helpful.

Thank you!

Julie

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Inform first responders in advance!
Thanks Anthony!

Thanks Julie.
I just added a typo in the brochure about Roosevelt's modernization schedule - 3rd page in the ward 2, 4 and 6 section under program improvements it says that newly modernized Roosevelt will open in August 2014 but it should say August 2015.

I've shared an item with you.

School Consolidation Issue Tracker

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Thanks Anthony!

From: <DeGuzman>, "Anthony D. (DCPS)" <anthony.deguzman@dc.gov>
Date: Wednesday, November 14, 2012 8:49 AM
To: Julie J <julie.johnson@dc.gov>
Cc: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
Subject: Re: School Consolidation Issue Tracker (anthony.deguzman@dc.gov)

Thanks Julie.
I just added a typo in the brochure about Roosevelt's modernization schedule - 3rd page in the ward 2, 4 and 6 section under program improvements it says that newly modernized Roosevelt will open in August 2014 but it should say August 2015

From: "Johnson, Julie E. (DCPS)" <julie.johnson@dc.gov>
Date: Tue, 13 Nov 2012 14:06:24 -0500
To: Teacher <anthony.deguzman@dc.gov>
Cc: "claudia.lujan@gmail-test.dc.gov" <claudia.lujan@gmail-test.dc.gov>
Subject: School Consolidation Issue Tracker (anthony.deguzman@dc.gov)

I've shared an item with you.

School Consolidation Issue Tracker

Google Drive create, share, and keep all your stuff in one place

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Inform first responders in advance!
Happy Thanksgiving to your too!

John W. Hill  
JHill Group  
202-255-5641

On Nov 21, 2012, at 6:20 PM, "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov> wrote:

Thanks so much, John.

Happy Thanksgiving.

Kaya Henderson  
Chancellor  
District of Columbia Public Schools  
1200 1st Street NE  
12th Floor  
Washington, DC 20002  
202-442-5885  
Kaya.Henderson@dc.gov

---
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Inform first responders in advance!

-----Original Message-----
From: John W Hill [mailto:jhill@jhillgroup.com]  
Sent: Tuesday, November 13, 2012 11:44 PM  
To: Henderson, Kaya (DCPS)  
Subject: Congratulations  

Kaya, congratulations on taking the next big step toward school consolidation which will pay dividends by making it possible to properly resource our remaining schools. I know that it’s not done yet and there will be much push back, however you are doing the right thing. Hang in there! Let me know how i can be helpful. Thanks John

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JHill Group  
202-255-5641
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202-255-5641
10 new people recently signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 330 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:

Dear Kaya Henderson (Chancellor, DCPS),

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because:

* Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,

321. Taiwan Allen Washington, DC, District Of Columbia
322. Sarah Thompson Greensboro, North Carolina
323. N Kelso Lewisville, Texas
324. Ginny Shogry Greensboro, North Carolina
325. Taylor Delbridge Raleigh, North Carolina
326. Manella Calhoun Anderson, South Carolina
327. Molly Cowen Wilmington, North Carolina
328. Ellen Duff Greensboro, North Carolina
329. Caroline Tolmie New York, New York
330. John Maggs Washington, District Of Columbia
@dcist_martin: Takeaway from today's press briefing on school closures: DCPS is better prepared to sell the idea than in '08.
Shared via TweetCaster
Dear Kaya Henderson (Chancellor, DCPS),

I just signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because: *

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Sincerely,
Johanna Janssens Takoma Park, Maryland

There are now 14 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:
Thanks, Claudia.
It was good to catch up.

Joe Weedon
Cell: 202-277-9410

Sent from Yahoo! Mail on Android

On Dec 6, 2012, at 2:29 PM, "Joe Weedon" <joeweedon@verizon.net> wrote:

It was suggested that I forward the following recap of last night's meeting to you both.

It was sent to parents at Maury ES as well as approximately 50 parents who are part of a Ward 6 middle school listserv.
I'm happy to provide additional thoughts and insights, if needed.

Best.
Joe Weedon, Maury ES parent
Greetings -
I wanted to provide everyone with a quick recap of last night's meeting with Chancellor Henderson about DCPS's proposal to close/consolidate schools across the District.

Last night's gathering brought together a standing room only group of parents, teachers and students from Wards 1, 2, 3, 4, and 6. The discussion followed the lines of the other forums held last week in Wards 5, 7 and 8. The Chancellor gave brief opening remarks and then small group discussions began. There were DCPS employees taking notes from each small group that will be compiled and presented to the Chancellor. The Chancellor also made her way around the room to observe and listen in on the small group conversations. The groups did report out at the end of the meeting.

The main messages coming from the crowd largely revolved around saving individual schools, questions about why different schools were included and requests for information from DCPS on what their plan is to facilitate the consolidations - ie, will teachers be offered jobs, will there be busing, will there be extra staff to aid in the consolidation. At the end of the day, I believe the consensus was that DCPS is moving too fast. Additionally, there is strong sentiment that DCPS needs to provide more clear information about the criteria for selecting schools, the projected cost savings, and a strategy for reinvesting the funds. Additionally, questions were raised about why the closing/consolidation process is being conducted separately from the redrawing of boundaries (which is expected to take place next year). A final point was a great concern that DCPS and the Public Charters are operating independently without any coordination... the public charters plan to open several new schools this fall raising the question of whether or not DCPS should close more schools or whether a moratorium should be placed on additional openings/closings until there is a central vision and plan for our school system.

Specifically for Ward 6.... It was disappointing to be included with residents from Wards 1, 2, 3, 4 and 6. While the chancellor said she was looking for new ideas and outside the box thinking, the size of the meeting and the limited focus on issues directly impacting us in Ward 6 prevented this. Overall, the representatives from Eastern HS did a great job of expressing concerns about the movement of Spingarm students into their school, though it may have been lost in the overall chaos of the evening. I mis-spoke earlier in the week, one Ward 6 school - Prospect Early Learning Center - is slated to be closed; however, it was not brought up last night and it appears there is limited concern about integrating students from Prospect into their community schools.

The path forward...
We need to ensure that Eastern HS is supported fully in the integration of any new students. Eastern's culture and curriculum are significantly different from that at Spingarm. Long-term, the inclusion of new feeder schools into Eastern is also significantly problematic. Eastern's ideal capacity is approximately 1100-1200 (I over estimated based on outdated documents in my note earlier this week). That means they expect to have approximately 250 - 300 freshman each year. With nearly 500 3rd graders already in the Eastern feeder pattern, we cannot sustain a school where more individual students have a 'right' to attend.
Visit this link - [http://www.engagedcps.org/](http://www.engagedcps.org/) - to urge DCPS to slow the process, to ensure that feeder pattern realignment is done in conjunction with school closings.

*Thanks for your support of our schools.*

**Support the DC One Fund Campaign, Each One Give One.**
Learn more at [www.dconefund.org](http://www.dconefund.org) or [www.onefund.dc.gov](http://www.onefund.dc.gov). One City, Working Together!
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Visit this link - http://www.engagedcps.org/ - to urge DCPS to slow the process, to ensure that feeder pattern realignment is done in conjunction with school closings.

Thanks for your support of our schools.
Just to be clear, I'm not advocating closing any schools (though I can make arguments on both sides of the issue).

Regardless, given the current capacity vs number of students in the Ward 6 middle schools, we do need to know how DCPS plans to fund the programs we're asking for in "under-enrolled" schools or to attract more students to the programs so that they can be adequately supported. The status quo - under-enrolled schools with inadequate programming isn't moving us forward.

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Joe,

You raise excellent, big-picture points. I agree with them all, but want to make a footnote to the point you raise about:

- What is the plan to ensure the "right size" of our school system within Ward 6 / Eastern feeder pattern?
  - How will decisions be made about school expansion, closure, etc to meet the needs of the community?
  - How will funds be reinvested into the city to improve our academic performance?

In Ward 6, I think if DCPS stays committed to the Ward 6 middle school plan, we will start to see rising enrollment numbers at both Eliot-Hine and Jefferson. At Eliot-Hine, I predict we will even begin to see a shift from area charter schools going to Eliot-Hine as the program becomes more stable, stronger and better known in the community. I think it would be very shortsighted to close any school in the Eliot-Hine / Eastern feeder pattern.

Suzanne

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Suzanne
Thanks, Suzanne.
I agree with each of these points, but am more concerned with more broader/structural issues.

How can we ensure that the Ward 6 plan helps meet the goals laid out in the Chancellor’s Capital Commitment Plan?
Her goals are:
1) increase citywide proficiency in reading and math to 70 percent;
2) improve the proficiency rates in the city’s 40 lowest-performing schools by 40 percentage points;
3) increase the high school graduation rate from 52 percent to 75 percent;
4) increase overall enrollment in traditional public schools; and
5) make sure 90 percent of students like the school they attend.

It seems that to meet these goals, we need an ambitious plan to see students who are currently preforming at or above grade level in our elementary schools to remain in DCPS and that we need to invest in strong intervention programs designed to increase the performance of those kids who have fallen behind.

To know how we can be partners in meeting the Chancellor’s goals, we'll need to know:

- What are the benchmarks and deliverables that DCPS is proposing to ensure that the IB Programme is successfully implemented at Eliot-Hine and Jefferson?
- How will individual school leadership, and central office, be held accountable for delivering on those promises?
- What visible progress can we expect to see in the implementation of the IB Programme over the next three years?
- What is the expected date that both Eliot-Hine and Jefferson will apply for IB MYP Certification?
- What was in this year's (FY12) budget for training and PD to implement the IB programme? Are any funds left that could be used to fund training this summer (elementary schools have been asked to contribute to PD this summer)? Is this needed?
- What is in the FY13 budget for training/PD to implement the IB Programme?

- How will the curriculum at Eliot-Hine and Jefferson align with the common core standards? And IB MYP requirements?
  - What is the plan to ensure that foreign languages are offered? That students are prepared for them?
  - What is the plan to ensure Algebra and other courses that are required for admission to select HSSs are offered?
- How will the curriculum align with major programs / themes at Eastern HS? With the feeder elementary schools?

- What is the plan to invest in programs or supports to raise the academic level of all MS students to ensure they enter Eastern HS at grade level in all subjects? Elementary school students as they enter Middle School? (In light of the proposed cuts to after-school funding).

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-- I could go on; though I expect some of these questions to be better answered at the Ward 6 State of the Schools in the coming weeks.
Needless to say, I'm looking for an overarching vision and clear answers about what DCPS is willing to commit to and to be held accountable for.
We're willing to be partners in a plan, but we need to know what the core elements of that plan are and what the DCPS commitment to it is. The end goal is the same - to ensure that we have high-quality options for all our students across Ward 6.
Joe and Claudia,

I will be late to the meeting this evening because I've got a work-related meeting that starts at 4 p.m. I will leave as soon as my work meeting is over, and ride my bike from Crystal City as fast as I can.

I'm sure others will raise these issues, but I'm concerned about:

1. No professional development support for the teachers on IB (Bob Smith is having to write grant applications to find funds to provide training support);

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5. Ineffectiveness of the Eliot-Hine collaboration team. The meetings this year have been pretty worthless. There generally haven't been agendas for the meetings and it's not clear who is in charge of the collaboration team. I think the collaboration teams were a great idea, and they still hold strong promise for implementing the Ward 6 Middle School Plan, but things have fallen apart in terms of implementing the collaboration teams.

Suzanne

From: Joe Weedon <joeweedon@verizon.net>
To: Joey R. Weedon <joeweedon@verizon.net>
Sent: Thu, May 10, 2012 11:58:19 PM
Subject: IB Middle Years Programme Meeting with DCPS

On Tuesday, May 15th at 5:00 PM at Miner Elementary School, please join us to hear, from DCPS Central Office, about plans for implementing the IB Middle Years Programme at Eliot-Hine and Jefferson Academy.
As you all may recall, during 2009 and 2010 the Ward 6 / Eastern community came together to develop a plan for our Middle Schools. The Chancellor came to Maury ES on June 29, 2010 and presented her plan for our schools (attached). I've also attached the overviews of the DCPS plans for Eliot-Hine and Jefferson Academy. And, here is a link to the Middle School Plan:
http://dc.gov/DCPS/Parents+and+Community/Community+Initiatives/Building+on+Momentum:+Ward+6+Middle+Schoo

Join us to learn how DCPS will get us back on track towards meeting our goal of having three high-quality, academically rigorous middle schools in Ward 6.

Please RSVP by COB Friday, May 11th, if you haven't already let me know you'll be attending.
Let's show DCPS that we care about our schools and demand that they meet their obligations to our middle schools.

It would be great to have representatives from EVERY elementary school in the neighborhood.
Remember... All roads lead to Eastern.

Joining us from DCPS will be Dan Gordon, Deputy Chief in the Academic Office who is overseeing IB implementation and Shanita Burney, Director of Family and Community Engagement. Claudia Lujan is coordinating the DCPS contingent.

Please let me know if you have any questions.
Best,
Joe Weedon
Maury Dad

Joey R. Weedon
14XX C Street, NE
Washington, DC 20002

Cell: 202-277-9410
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From: Michael Godec <m.godec@att.net>
To: Joe Weedon <joeweedon@verizon.net>; Claudia Lujan <claudia.lujan@dc.gov>
Sent: Tuesday, May 15, 2012 1:43 PM
Subject: Re: IB Middle Years Programme Meeting with DCPS

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Maury Dad

~~~~~~~~~~~~
Joey R. Weedon
14XX C Street, NE
Washington, DC 20002

Cell: 202-277-9410
Bonnie, Claudia -

I wanted to raise a couple of issues related to the IFF study and recommendations to the both of you. I'd be happy to sit down to discuss in more detail any time.

While I think there are flaws in IFF's methodology (ie, they rank Maury in the third tier, their methodology predicts that our reading scores will be cut in half in 4 years, etc), I do not believe that there will be any significant impact from the study on Maury, or, quite frankly, the other Ward 6 elementary schools.

My concern is how this plays out with regards to the Middle School Plan.

The IFF study calls for investments in neighborhoods where there is demand for high-quality seats. Unfortunately, under the analysis utilized, Ward 6 does not fall into one of the high-demand clusters. As such, we should not expect Ward 6 to see new investment in our middle schools if the IFF recommendations are implemented. Further, it stands to reason that the development of high-quality options in other neighborhoods will lead to students remaining in those neighborhoods rather than coming to our Ward 6 middle schools which currently serve a high percentage of out-of-bound students.

Currently, each of the Ward 6 middle schools are "destination" schools and serve a high percentage of students from outside of the neighborhood (Stuart-Hobson, 22% inbounds; Eliot-Hine, 33% inbounds; Jefferson, in-bounds enrollment not available from DCPS scorecard, but reports are about 50% inbound). Additionally, two of these three schools are significantly under-enrolled (Eliot-Hine, 284 students, ~850 capacity; Jefferson, first year of academy, ~900 capacity). The third Ward 6 middle school, Stuart-Hobson, is currently at or slightly above capacity (428 students).

This creates a few interesting problems for which we need answers.
First, is the model we currently have (3 middle schools, with high out-of-bounds enrollment) sustainable and does the need to grow enrollment at Eliot-Hine and Jefferson conflict with the findings/strategy recommended by the IFF report? It would not appear that there are sufficient numbers of Ward 6 students to support three middle schools with these levels of capacity.

Second, how would a renovated and expanded Stuart-Hobson fit into the overall plan and IFF recommendations? Is anything being considered to ensure that any expanded/renovated facility will do more to serve the local neighborhood cluster? Note: There is an on-line petition currently circulating with nearly 200 signatures asking DCPS and the mayor to accelerate Stuart-Hobson’s renovation and invest more than $34 million in their facility over the next two years.

Third, without significant growth in enrollment, can Eliot-Hine and Jefferson support the implementation of an IB curriculum and the academic rigor Ward 6 parents demand from our middle schools? And, how can we invest to make these schools more desirable given the expected limitations of enrollment and associated funding?

Thanks, as always, for your consideration.
Best.
      joe
Claudia,

Sorry I'm just trying to answer 300 emails from last week and haven't gotten to you yet. Yes, definitely make alternate plans. I don't think it's going to be realistic to get them there tomorrow. We're too backed up due to the time closed for the holidays.

I was hoping to have the PDF proof to you this morning but it will happen later today. I'll do my best to get them delivered by Wednesday but won't know for sure until the proof is approved and the schedule is firmed up.

Thanks

Jim

Hi Jim,

Should I be making alternative plans for our community meeting tomorrow night in regards to updated brochures?

Thanks,
claudia

Thanks Claudia! You too. Jim

Connected by DROID on Verizon Wireless

-----Original message-----
From: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
To: Jim Inglesby <jim@gotoucan.com>
Sent: Fri, Nov 23, 2012 22:51:07 GMT+00:00
Subject: RE: Expedited RQ request - RQ793205

Hope you are enjoying the holiday weekend!

Will keep my eye out for the proof on Monday and will get you a quick turn around.
Best,
Claudia

From: Jim Inglesby [mailto:jim@gotoucan.com]
Sent: Wednesday, November 21, 2012 11:42 AM
To: Lujan, Claudia (DCPS)
Subject: RE: Expedited RQ request - RQ793205

Claudia,

The plant is off on Thursday and Friday. We'll try and get the proof done today but realistically I think it will fall into Monday. If we can get a quick OK on the proof we may get lucky and get it printed and delivered Tuesday afternoon but I think more likely is that we should shoot for Wednesday. Once we get it proofed and approved I'll have a better feel for an exact ETA.

Thanks

Jim

From: Lujan, Claudia (DCPS) [mailto:Claudia.Lujan@dc.gov]
Sent: Wednesday, November 21, 2012 11:15 AM
To: Jim Inglesby
Subject: Re: Expedited RQ request - RQ793205

Much appreciated, thanks.

Sent from my iPhone

On Nov 21, 2012, at 11:13 AM, "Jim Inglesby" <jim@gotoucan.com> wrote:

Hi Claudia,

I'm not sure on that delivery as we're going to have a lot of downtime due to the Thanksgiving holiday. I'm working on it and will do my best and let you know.

Thanks

Jim

From: Lujan, Claudia (DCPS) [mailto:Claudia.Lujan@dc.gov]
Sent: Wednesday, November 21, 2012 11:09 AM
To: Jim Inglesby
Subject: Re: Expedited RQ request - RQ793205

Jim, I really appreciate you agreeing to go with the first quote. I know you are working on eta of delivery. Would be great if we could get before 4 on Tuesday. Do you think that's possible?

Again, thank you. Look forward to hearing from you.

Happy Turkey Day!

Sent from my iPhone
On Nov 21, 2012, at 10:41 AM, "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov> wrote:

Jim,

Attached is the PO for services. Will give you a call to confirm timeline, etc.

Thank you!

Claudia

Sent from my iPhone

Begin forwarded message:

From: "Newman, Rebecca (DCPS)" <rebecca.newman@dc.gov>
Date: November 21, 2012, 10:34:24 AM EST
To: "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov>, "Bazemore, Glorious (OCA)" <glorious.bazemore@dc.gov>, "Austin, Franklin (DCPS)" <franklin.austin@dc.gov>, "McCargo, Clara (DCPS)" <clara.mccargo@dc.gov>, "Armstrong, James (DCPS)" <james.armstrong@dc.gov>
Cc: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
Subject: Re: Expedited RQ request - RQ793205

Thank you all for your time and attention to this request!

Claudia,

Please see the attached PO.

Best,
Rebecca

From: <Newman>, DCPS-OSE <rebecca.newman@dc.gov>
To: "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov>, "Sink, Donald (OCFO-DCPS)" <donald.sink@dc.gov>, "Bazemore, Glorious (OCA)" <glorious.bazemore@dc.gov>, "Austin, Franklin (DCPS)" <franklin.austin@dc.gov>, "McCargo, Clara (DCPS)" <clara.mccargo@dc.gov>
Cc: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
Subject: Re: Expedited RQ request - RQ793205

Good Morning Clara,

I see that you were assigned this RQ last night. My apologies for the urgent request but it is imperative to obtain a PO as soon as possible as this is a necessary procurement for the school consolidation proposal.

Please let me know if you have any questions or need additional information. If there is anyway in which I can assist I am happy to.
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To: "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov>, "Sink, Donald (OCFO-DCPS)" <donald.sink@dc.gov>, "Bazemore, Glorious (OCA)" <glorious.bazemore@dc.gov>
Cc: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
Subject: Re: Expedited RQ request

Thank you Don for approving this request.

Glorious and Franklin, this RQ is now waiting to be assigned by the Contracting Officer. RQ793205.

Thank you for your time and attention to this.

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To: "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov>, "Sink, Donald (OCFO-DCPS)" <donald.sink@dc.gov>, "Bazemore, Glorious (OCA)" <glorious.bazemore@dc.gov>
Cc: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
Subject: Re: Expedited RQ request

Hi Don,

This RQ is now in your box. If possible, can you approve it this weekend so that we can get it to the printers first thing Monday morning?

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Rebecca

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Cc: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
Subject: Expedited RQ request

Good Afternoon,

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Thank you very much for your time.
Best,
Rebecca

Rebecca Newman
Program Manager
Operations Reform and Performance Management

District of Columbia Public Schools
Office of the Chief Operating Officer
1200 First Street NE
Washington, DC 20002

T 202-442-5309
M 202-422-6821
F 202-654-6053
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W dcps.dc.gov <http://dcps.dc.gov/>

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Inform first responders in advance!

<PO450497 - Consolidation Brochure.pdf>
Thanks Claudia! You too. Jim

Connected by DROID on Verizon Wireless

-----Original message-----
From: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
To: Jim Inglesby <jim@gotoucan.com>
Sent: Fri, Nov 23, 2012 22:51:07 GMT+00:00
Subject: RE: Expedited RQ request - RQ793205

Hope you are enjoying the holiday weekend!

Will keep my eye out for the proof on Monday and will get you a quick turn around.

Best,
Claudia

From: Jim Inglesby [mailto:jim@gotoucan.com]
Sent: Wednesday, November 21, 2012 11:42 AM
To: Lujan, Claudia (DCPS)
Subject: RE: Expedited RQ request - RQ793205

Claudia,

The plant is off on Thursday and Friday. We’ll try and get the proof done today but realistically I think it will fall into Monday. If we can get a quick OK on the proof we may get lucky and get it printed and delivered Tuesday afternoon but I think more likely is that we should shoot for Wednesday. Once we get it proofed and approved I’ll have a better feel for an exact ETA.

Thanks

Jim

From: Lujan, Claudia (DCPS) [mailto:Claudia.Lujan@dc.gov]
Sent: Wednesday, November 21, 2012 11:15 AM
To: Jim Inglesby
Subject: Re: Expedited RQ request - RQ793205

Much appreciated, thanks.

Sent from my iPhone

On Nov 21, 2012, at 11:13 AM, "Jim Inglesby" <jim@gotoucan.com> wrote:
Hi Claudia,

I’m not sure on that delivery as we’re going to have a lot of downtime due to the Thanksgiving holiday. I’m working on it and will do my best and let you know.

Thanks

Jim

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Subject: Re: Expedited RQ request - RQ793205

Jim, I really appreciate you agreeing to go with the first quote. I know you are working on eta of delivery. Would be great if we could get before 4 on Tuesday. Do you think that's possible?

Again, thank you. Look forward to hearing from you.

Happy Turkey Day!

Sent from my iPhone

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   Attached is the PO for services. Will give you a call to confirm timeline, etc.

   Thank you!

   Claudia

   Sent from my iPhone

Begin forwarded message:

From: "Newman, Rebecca (DCPS)" <rebecca.newman@dc.gov>
Date: November 21, 2012, 10:34:24 AM EST
To: "DeGuzman, Anthony D. (DCPS)"
<anthony.deguzman@dc.gov>, "Bazemore, Glorious (OCA)"
<glorious.bazemore@dc.gov>, "Austin, Franklin (DCPS)"
<franklin.austin@dc.gov>, "McCargo, Clara (DCPS)"
<clara.mccargo@dc.gov>, "Armstrong, James (DCPS)"
<james.armstrong@dc.gov>
Cc: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
Subject: Re: Expedited RQ request - RQ793205

Thank you all for your time and attention to this request!

Claudia,

Please see the attached PO.
Good Morning Clara,

I see that you were assigned this RQ last night. My apologies for the urgent request but it is imperative to obtain a PO as soon as possible as this is a necessary procurement for the school consolidation proposal.

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From: <Newman>, DCPS-OSE <rebecca.newman@dc.gov>
To: "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov>, "Sink, Donald (OCFO-DCPS)" <donald.sink@dc.gov>, "Bazemore, Glorious (OCA)" <glorious.bazemore@dc.gov>, "Austin, Franklin (DCPS)" <franklin.austin@dc.gov>, "McCargo, Clara (DCPS)" <clara.mccargo@dc.gov>
Cc: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
Subject: Re: Expedited RQ request - RQ793205

Thank you Don for approving this request.

Glorious and Franklin, this RQ is now waiting to be assigned by the Contracting Officer. RQ793205.

Thank you for your time and attention to this.

Best,
Rebeca
This RQ is now in your box. If possible, can you approve it this weekend so that we can get it to the printers first thing Monday morning?

Thank you!
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Rebecca

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Cc: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
Subject: Expedited RQ request

Good Afternoon,

The school consolidation team has requested the expedition of RQ79320S as these materials are required for the communication effort surrounding school consolidations. Please address this as soon as possible and let me know if you need additional information.

Thank you very much for your time.

Best,
Rebecca

Rebecca Newman
Program Manager
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<P0450497 - Consolidation Brochure.pdf>
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Thanks

Jim

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Rebecca Newman
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Help 9-1-1 Save Your Life!
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Rebecca Newman
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Website: www.grahamwone.com

From: Caroline De Mariz [mailto:carolinedemariz@yahoo.com]
Sent: Tuesday, December 04, 2012 12:01 AM
To: eom@dc.gov; kaya.henderson@dc.gov
Cc: GarrisonPTA@gmail.com; jackevans@dccouncil.us; Jim Graham; ewadlington@dccouncil.us; joan@brewingnews.com
Subject: Garrison Elementary School

Dear Mayor Gray and Chancellor Henderson:

I am writing on behalf of the Shaw DuPont Citizens Alliance (SDCA) to communicate, for the record, SDCA’s opposition to the proposed closing of Garrison Elementary School sought in relation to the DC school consolidation.

At a special meeting dedicated to this topic, the SDCA Board has voted unanimous opposition to closure of this neighborhood school.
Garrison, although neglected and underperforming for many years has recently transformed with a track record of significant improvements in performance and enrolment and interest. Between 2010 -2012, Garrison Enrollment increased by 13% from 201 to 228 students and the lottery waitlist was up by a factor of 20 from 5 students in 2010 to 100 students in 2012.

Furthermore, many families have indicated that they will not follow the proposed consolidation to Seaton School due to increased distance and decreased performance issues.

The end result of the proposed consolidation is a neighborhood brain drain which has also been experienced in the past. DC will lose many students and families due to persistently underperforming public schools. Quality students and families have and will continue to flee from poorly planned consolidations and poorly managed surviving schools. In 2008, over 3,000 students left the DCPS schools affected by the 23 closings. In all, DCPS enrollment dropped by over 4,000 students.

The Historic U Street /Logan Circle community, as one of DC’s fastest growing neighborhoods, clearly deserves support for its neighborhood public schools. DCPS projects in the school consolidation proposal an increase from between 125 to 500 children in our neighborhood.

Many of our SDCA members and neighbors are investing their time and effort for the betterment of Garrison, our community elementary school. We are demanding that you also invest in Garrison to leverage the amazing grass roots effort, achievements, and successes of Parents, School administration and the community to transform Garrison into a showplace for the DCPS.

Regards,

Caroline de Mariz
Board Member
Shaw DuPont Citizens Alliance
www.shawdupont.org
Thank you, I agree. Bests Jim

I typically answer emails before 9 AM on weekdays. If you email me after that, it is likely that you will hear from me the next weekday. If there is a need to communicate prior to that, you may wish to call me. For most effective communication, please use my direct email address: jim@grahamwone.com


Website: www.grahamwone.com

Reverend Dr. Rubin Tendai, Minister

December 2, 2012

The Honorable Vincent Gray  
Executive Office of the Mayor  
1350 Pennsylvania Avenue NW, Suite 316

Chancellor Kaya Henderson  
District of Columbia Public Schools  
1200 First Street NE  
Washington, DC 20002

RE: Garrison Elementary School

Dear Mayor Gray and Chancellor Henderson.
The members of Lincoln Congregational Temple Church were both surprised and shocked to learn that Garrison Elementary School has been placed on the list of schools to be closed. Quite frankly, this decision makes not a bit sense to us. Why would the City and the School Board close down a school that is so effectively meeting the educational needs of so many the children in this community? Not only does Garrison Elementary School have a large student population with the potential of growing larger, but are you aware of the tremendous work being done in this school by the principal, teachers, Parent Teacher's Association and community members?

Lincoln Congregational Temple Church has been at its present location on the northeast corner of 11th and R Streets since 1869 - 143 years! In all these years we have been a community church reaching out to serve both the religious and societal needs of community residents. That has been and continues to be the mission of Lincoln Congregational Temple Church. Even now, the Shaw Community Ministry afternoon tutorial program, founded in Lincoln Temple in 1971, continues to serve high, junior high and elementary school children. Thus, we have and continue to consider the educational needs of the children in our community to be of paramount importance.

This is why the ministers and members of Lincoln Congregational Temple cannot be silent when the future of Garrison Elementary School is placed in jeopardy. We are aware of your genuine concern for the children of our city, many of whom represent this city's future. Thus, it is our hope that our elected and appointed officials in the District of Columbia city government would agree with us, and thousands of others in the Shaw community, that for the sake of our children Garrison Elementary School is too valuable an asset to be disturbed - let alone eliminated.

It it our sincere hope that our position on this matter would be given your every consideration.

Most Sincerely,
Rev. Dr. Rubin Tendai, Minister
Lincoln Congregational Temple
(C) 301-801-8047
This is all contained in the Chancellor's testimony. May I suggest you contact you CM for that information? Bests Jim

_I typically answer emails before 9 AM on weekdays. If you email me after that, it is likely that you will hear from me the next weekday. If there is a need to communicate prior to that, you may wish to call me. For most effective communication, please use my direct email address: jim@grahamwone.com_


Website: www.grahamwone.com

Thank you, Councilmember.

I share your concern about having empty buildings in our communities.

A number of people have asked me about the Chancellor's claim that 20 schools need to close. Can you (or someone on this email) please send me the supporting data and documentation for that claim? Given the demographic trends in Wards 1 and 2, I am convinced that Garrison should not close, and I do not believe we should be looking for another school to take its place.

- Matt

On Mon, Nov 26, 2012 at 8:15 AM, Jim Graham <Jim@grahamwone.com> wrote:

Commissioner Connolly,

Thanks for forwarding me the attached letter. I agree. By the way, if you count in and out of boundary students, Ward 1 has the largest number at Garrison. I’m including Ward Two’s representative on the State Board of Education, Mary Lord, and Chancellor Henderson. As I stated during yesterday’s hearing on proposed school closings, I am very concerned with the prospect of having empty buildings in our communities.
Bests, Jim

I typically answer emails before 9 AM on weekdays. If you email me after that, it is likely that you will hear from me the next weekday. If there is a need to communicate prior to that, you may wish to call me. For most effective communication, please use my direct email address: jim@grahamwone.com


Website: www.grahamwone.com

From: Matt Connolly [mailto:connolly.matthew@gmail.com]
Sent: Monday, November 19, 2012 2:27 PM
To: Graham, Jim (COUNCIL)
Subject: Garrison Elementary

Councilmember Graham,

Please find attached a letter sent by the Commissioners of ANC 2F regarding Garrison Elementary School.

I would appreciate if you would acknowledge receipt.

Thank you,
Matt Connolly
Commissioner, ANC 2F-05

--

Matt Connolly

www.ConnollyforCommissioner.com

http://www.facebook.com/#!/ConnollyForCommissioner

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Matt Connolly

www.ConnollyforCommissioner.com

http://www.facebook.com/#!/ConnollyForCommissioner

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Matt Connolly

www.ConnollyforCommissioner.com

http://www.facebook.com/#!/ConnollyForCommissioner
I support your point of view, thanks for this message. Bests Jim Graham

Sent from my iPhone

On Nov 19, 2012, at 6:11 PM, "Adrien-Alice Hansel" <AHansel@studiotheatre.org> wrote:

Dear Mayor Gray, Schools Chancellor Henderson, and other responsible officials:

I am writing to voice my concern about the closing of our neighborhood school, Garrison Elementary. My wife and I moved to DC two years ago. We chose our neighborhood—we live at 1912 10th St NW—due to its proximity to my work (Studio Theatre), and its many resources for raising our soon-to-be-born child, now 18 months old.

In getting to know our neighbors and members of the Westminster Neighborhood Association, we heard a good deal about the optimism about Garrison Elementary—its involved parent base, new principal, and outreach to the parents of the community. My daughter and I attended its Fall Festival/open house and were impressed by the passion and organization we found there, and the truly welcoming spirit of the older kids and all the faculty and staff. This seems like a clear asset for our neighborhood and I’m

I understand that the District has to make financially prudent decisions, and it has to account for all of the children in its system. But I worry about the effect on public safety of creating two more abandoned buildings with the closure of Garrison and Garnet-Patterson. I worry about the further erosion of any tradition of neighborhood schools in our area—leaving parents to fend for themselves through the charter school process seems cynical and is sure to turn some of those who can afford it to the private schools of the area (or public schools of the suburbs.) Our focus needs to be on strengthening neighborhood schools so we have kids from a cross-section of economic backgrounds, and the closure of a successful neighborhood school, with an approved plan for a grounds overhaul, that’s attracting families of young children feels like a further step towards stratification of our system by parental means, awareness, dedication, and flexibility (which will always privilege parents who feel at ease navigating the application requirements for however many charter schools a family has to apply to to attend, who have the time to visit multiple open houses).

I am sure you have heard passionate defenses of many of the schools on the proposed closure list. But as a community member and as a parent, I ask you to consider the impact to the fabric of the U Street neighborhood should our neighborhood elementary school be closed.

Many thanks for hearing my concerns,
Adrien-Alice Hansel
1912 10th St NW
Washington, DC 20001
Dear Friends:

DCPS Chancellor Kaya Henderson announced a proposal to close 20 DC Public Schools beginning next school year. The decision directly affects Cardozo High School and Garnett Patterson / Shaw in Ward One and Garrison Elementary School, which borders Ward One on S Street. The announcement and various ways for you to participate in this dialogue are included in the links below.

I have discussed the proposed closures with the Chancellor and I have questions. Particularly regarding Garrison Elementary which has made significant accomplishments over the last year and approximately 40% of the student body is from Ward One. While Seaton Elementary is not too far away, there are many challenges that are associated with that commute to school.

I am more open to the decision to combine Cardozo and Garnett Patterson / Shaw on one campus - - particularly with the $123 million in modifications taking place at Cardozo right now. The Bell / Lincoln campus, now known as the Columbia Heights Educational Campus, may provide a relevant model. However, I do have concerns about CHOICE also being a part of that model, at least initially. There is also the very important issue of what happens to the historic Garnet Patterson building.

There are Council hearings scheduled on November 15 and November 19 and several community forums. You can also provide feedback at any time at EngageDCPS.org.

Please let me know your thoughts.

Bests, Councilmember Jim Graham

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Website: www.grahamwone.com
I agree. Many Garrison students r from Ward 1. There r very. compelling reasons to preserve it! Bests Jim Graham

Sent from my iPhone

On Nov 13, 2012, at 8:49 PM, "Mary Lord" <edwriter1@hotmail.com> wrote:

Alice, thank you for cc'ing me.

While closings are entirely up to the Chancellor, I also was disheartened to see Garrison on the list. The school posted stronger 2012 DC CAS scores than the proposed receiving school (Seaton), has a great new principal, strong PTA and community support, and a wonderful field that when renovated will provide a great play space for kids and neighborhood.

Deep, meaningful public engagement - particularly with families in the affected schools and communities - around this issue is critical.

Mary

Mary Lord
202-331-9239 home
202-577-9939 personal cell
202-257-3226 state board cell
@MaryLordDC

Good evening,

I know you'll be fielding a high volume of emails on the topic of school closures, so please don't feel as though you need to respond to this....

I am very disappointed to see Garrison on this list.
I am not so shocked to see Shaw consolidated with Cardozo, and think in the interim it is a good idea. I am going to spend the next days looking at the proposal, and reviewing A Capital Commitment, and will write again after the holiday.

Best,
Alice

--
Alice Speck
c:703.786.2266
Twitter: @AliceSpeck
Dear Ms. Speck,

I understand that you have scheduled a time to speak with Yulondra Barlow, in my office, about issues that impact schools in Ward 1. I am including the Chancellor on the issue of the Ward 1 State of Schools. You input will be appreciated as we work together to ensure the continued improvement in our Ward 1 schools.

Thank you for your concern.

Bests,
Councilmember Graham

I typically answer emails before 9 AM on weekdays. If you email me after that, it is likely that you will hear from me the next weekday. If there is a need to communicate prior to that, you may wish to call me. For most effective communication, please use my direct email address: jim@grahamwone.com


Website: www.grahamwone.com

Hi Councilmember Graham,

I caught whatever you have! I was sorry to not see you, but understand. I'll be in touch with some necessary follow-up from the event. Lot's of energy came out of the discussion! I know I sound like a broken record, but is a Ward 1 State of the Schools in our future?

Warmly,

Alice
AS you know, I was unable to make it on Sat. I was very sick with sore throat and could barely speak. You would not wanted to have me shake hands with anyone! I thought Calvin as attending in my place, but we had a miscommunication. Please count on my continued support. Bests Jim

I typically answer emails before 9 AM on weekdays. If you email me after that, it is likely that you will hear from me the next weekday. If there is a need to communicate prior to that, you may wish to call me. For most effective communication, please use my direct email address: jim@grahamwone.com


Website: www.grahamwone.com

From: Jim Graham
Sent: Friday, October 21, 2011 4:30 PM
To: alice.speck@gmail.com

Subject: RE: Shaw Marquee updated!

12 noon, then

I typically answer emails before 9 AM on weekdays. If you email me after that, it is likely that you will hear from me the next weekday. If there is a need to communicate prior to that, you may wish to call me. For most effective communication, please use my direct email address: jim@grahamwone.com

Jim, it's 12. NOT 12:30!!!! If you're free to come slightly before 12 that would be great.

We're the 5 o'clock post for Prince of Petworth, and Matty @ Borderstan has picked it up.

I'll send you a link later aith panelists' titles. Some moovers and shakers on it.

I'll be your point of contact, and if you need anything, my cell is 703.786.2266.

Thanks for your support!

Alice

Sent on the Sprint® Now Network from my BlackBerry®
I typically answer emails before 9 AM on weekdays. If you email me after that, it is likely that you will hear from me the next weekday. If there is a need to communicate prior to that, you may wish to call me. For most effective communication, please use my direct email address: jim@grahamwone.com


Website: www.grahamwone.com

From: Alice Speck [mailto:alice.speck@gmail.com]
Sent: Friday, October 21, 2011 1:40 PM
To: Alice Speck
Subject: Shaw Marquee updated!

Looking forward to seeing you tomorrow!

Warmly,

Alice Speck
Event Chair

703.786.2266
Hi Kaya. Looking forward to seeing you today! Let me know if you have any questions. Jessica.

On Wed, Dec 26, 2012 at 6:30 PM, Henderson, Kaya (DCPS) <Kaya.Henderson@dc.gov> wrote:
I'll be there. Looking forward to it!

Kaya Henderson
Sent from my IPad

On Dec 26, 2012, at 3:26 PM, "Jessica Wodatch" <jwodatch@tworiverspcs.org> wrote:

Perfect. I'll see you at Two Rivers then? Hope you're taking a bit of time off this week. Looking forward to reconnecting. Jessica.

On Sun, Dec 23, 2012 at 10:38 AM, Henderson, Kaya (DCPS) <Kaya.Henderson@dc.gov> wrote:

Jessica,

Thanks for double-checking. This week has been a whirlwind. Would 2pm on the 4th work?

Kaya

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Hey Kaya. Hope you're doing well. Just wanted to check and see if you wanted to meet next week or the first week of January? I won't be checking e-mail regularly next week, so if you'd like to meet before January and don't respond today, try my cell at 202-744-6109. Happy to host you at Two Rivers in early January if that's better. Looking forward to chatting. Hope you get to take some time off! J.

On Fri, Dec 14, 2012 at 3:17 PM, Jessica Wodatch <jwodatch@tworiverspcs.org> wrote:

Hey Kaya. Thanks for the response. I am in town for the holidays and would be happy to get together. The school will be empty, so perhaps for coffee or lunch one day? I live on the Hill, but am happy to come to a different part of the city. Also, we are back in school on January 2nd. If you'd like to come see Two Rivers in action, maybe Wednesday, Thursday, or Friday of that week? Let me know what works best for you. Looking forward to catching up and dreaming big together for DC kids! J.

On Tue, Dec 11, 2012 at 10:07 PM, Henderson, Kaya (DCPS) <Kaya.Henderson@dc.gov> wrote:

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Chancellor

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12th Floor

Washington, DC 20002

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Kaya.Henderson@dc.gov

From: Jessica Wodatch [mailto:jwodatch@tworiverspcs.org]
Sent: Tuesday, December 04, 2012 12:06 PM
To: Henderson, Kaya (DCPS)
Cc: spearson@dcpcs.org

Subject: Expansion for Two Rivers PCS

Kaya - I hope this message finds you well. I was meeting with Peggy O'Brien the other day and we talked about the tremendous stress you must be under in this school closure process. I hope you are faring well. (It helps to have Peggy on your side, doesn't it!)

Several years ago, Two Rivers was approached by DPCS and asked to consider applying to take over a failing school. That launched a strategic planning process for us to determine if we wanted to expand, and if so, how. We are in the final stages of that process and are leaning towards serving more students.
We would be interested in exploring possible use of one of the soon-to-be-closed DCPS buildings. While we are open to thinking about any space, buildings in Wards 5 and 6, and especially the Hamilton Campus, which is around the corner from our current location, would be of special interest.

We are leaning towards expanding at ES and MS, but are also interested in bringing a project-based learning high school to DC. I wonder if we might talk about any unique partnerships with DCPS that could make that happen.

I would be happy to meet with you to discuss possible collaborations at your convenience. I would also be happy to show you around Two Rivers if you're in the mood for a field trip.

Thanks for considering. Jessica.

Jessica K. Wodatch  
Executive Director  
Two Rivers Public Charter School  
1227 4th Street, NE  
Washington, DC 20002  
202-546-4477  
www.tworiverspcs.org

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Cc: spearson@dcpcsb.org

Subject: Expansion for Two Rivers PCS

Kaya - I hope this message finds you well. I was meeting with Peggy O'Brien the other day and we talked about the tremendous stress you must be under in this school closure process. I hope you are faring well. (It helps to have Peggy on your side, doesn't it!)

Several years ago, Two Rivers was approached by DPCS and asked to consider applying to take over a failing school. That launched a strategic planning process for us to determine if we wanted to expand, and if so, how. We are in the final stages of that process and are leaning towards serving more students.

We would be interested in exploring possible use of one of the soon-to-be-closed DCPS buildings. While we are open to thinking about any space, buildings in Wards 5 and 6, and especially the Hamilton Campus, which is around the corner from our current location, would be of special interest.

We are leaning towards expanding at ES and MS, but are also interested in bringing a project-based learning high school to DC. I wonder if we might talk about any unique partnerships with DCPS that could make that happen.

I would be happy to meet with you to discuss possible collaborations at your convenience. I would also be happy to show you around Two Rivers if you're in the mood for a field trip.
Thanks for considering. Jessica.

------------------------------------
Jessica K. Wodatch
Executive Director
Two Rivers Public Charter School
1227 4th Street, NE
Washington, DC 20002
202-546-4477
www.tworiverspcs.org

Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

--

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Dear Kaya Henderson (Chancellor, DCPS),

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* Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath.

* Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We're motivated, we’re connected, and we’re all in.

* Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city.

* DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,

66. Latrice Williams Washington, District Of Columbia
67. Katrina Van Heest Portland, Oregon
68. Erin Levy Washington, District Of Columbia
69. Brandy Eason Upper Marlboro, Maryland
70. Jessica Washington Washington, District Of Columbia
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Sincerely,

161. Jimmy Meadows Washington, District Of Columbia
162. William Mooney Washington, District Of Columbia
163. Juanasha Jones-Lipscomb Washington, District Of Columbia
164. James Dixon Washington, District Of Columbia
165. Jerry Ellis-Hemby Waldorf, Maryland
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There are now 175 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here: http://www.change.org/petitions/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council-do-not-close-francis-stevens-ec?response=

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Sincerely,

171. Zach Komes Washington, District Of Columbia
172. Marshall milam Washington, District Of Columbia
173. Amir Barzin Chapel Hill, North Carolina
174. Anna Barzin Chapel Hill, North Carolina
175. Jenny Routh Chapel Hill, North Carolina
FYI - From the Deputy Mayor's Office - Jeff

Begin forwarded message:

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the Deputy Mayor for Education
January 26, 2012

Dear friends:

I am very pleased to share *Quality Schools: Every Child, Every School, Every Neighborhood*. The report, prepared by IFF, provides quantitative and very valuable information about neighborhoods in the city where we are not providing adequate high-quality public education opportunities. With this initial study, we now know precisely where we must focus our efforts and can work in partnership to build upon the findings and recommendations presented.

*All parents want and deserve quality schools for their children.* Our goal is to ensure that children across the city have access to high-quality education opportunities in their neighborhood, while maintaining and supporting the diversity of our District Schools.

To make progress towards this goal, community partnership and input are vital. Without wide-ranging support and community buy-in, the systemic change necessary for our children is impossible. Our first step will be for my office, DC Public Schools (DCPS), and the Public Charter School Board (PCSB) to meet with community stakeholders to review the data; understand the unique and neighborhood-specific needs, values, and priorities; and consider options that will allow us to expand more high-quality education options in targeted areas.

This is just the first step in the process. We are not taking any further steps until my office, DCPS, PCSB and school leaders have had a thorough conversation with the community and conducted a comprehensive review of the solutions available to us.

We recognize that an undertaking of this magnitude requires the greatest possible collaboration between all stakeholders in the District. We ask for your participation and input in this historic effort, and we look forward to partnering with you in the months to come.


Best,
January 26, 2012

Dear District of Columbia Citizens:

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Best,

De’Shawn Wright
Deputy Mayor for Education

1350 Pennsylvania Avenue NW, Washington, D.C. 20004
FOR IMMEDIATE RELEASE

D.C. Deputy Mayor for Education Releases Study Identifying Neighborhoods with Greatest Education Service Gaps

Represents first step towards providing all District students with high-quality education opportunities

Washington, D.C. — An independent study commissioned by the D.C. Deputy Mayor for Education (DME) and released today identifies the ten communities across the District with the greatest gap between student demand and supply of high-quality education opportunities in the public system.

The study, Quality Schools: Every Child, Every School, Every Neighborhood, was conducted by the nonprofit IFF, based in Chicago, which has performed similar studies in other cities. It examined traditional public schools and charter schools in the District in each of the 39 neighborhood clusters, and then categorized them into four tiers based on school performance, ranging from “performing” (Tier 1) schools with high DC-CAS proficiency rates or steady improvement over the past five years to the most underperforming schools (Tier 4).

“All parents want and deserve quality schools for their children,” said Deputy Mayor for Education, De’Shawn Wright. “The report we are releasing today provides objective and very valuable information about neighborhoods in the city where we are not providing adequate high-quality public education opportunities, and now we know precisely where we must focus our efforts.”

“The report represents an important step forward in our ongoing education reform work,” noted Mayor Vincent C. Gray. “It provides an unprecedented level of clarity for both parents and policymakers and will inform key decisions for years to come. I look forward to a constructive public dialogue as we all work together to ensure our children get the world class education they deserve.”

Wright continued, “Our goal is to ensure that children across the city have access to high-quality education opportunities in their neighborhood, while maintaining and supporting the diversity of our public schools.”

To make progress towards this goal, DME will be working closely with D.C. Public Schools (DCPS) and the Public School Charter Board (PCSB) leadership in the months ahead, using the study’s findings as a starting point to identify potential alternatives and solutions. Together, the first step will be to engage parents and community members in each of these ten highest-need communities to review the data, solicit their feedback, and discuss the solutions available to close the education opportunity gaps.

In a joint statement, DCPS Chancellor Kaya Henderson and PCSB Executive Director Scott Pearson said “We applaud Deputy Mayor Wright and his team for leading this analysis of high quality education options in the District of Columbia. We wholeheartedly agree that we must provide additional quality seats for parents and families of the District in each and every neighborhood, regardless of background, circumstance or income level.”
“This is just the first step in the process. No final decisions will be made until my office, DCPS, PCSB and other school representatives have had a thorough conversation with the community and conducted a comprehensive review of the solutions available to us,” added Wright.

The report found that 68 percent of the total gap between student need for performing schools and current available supply is concentrated in ten neighborhood clusters. Further, only 15 percent of charter school students and 13 percent of DCPS students are currently attending a Tier 1 school.

For a copy of the full report, visit http://dme.dc.gov/DC/DME/IFF+Needs+Assessment+Report

###
5 new people recently signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 115 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here: http://www.change.org/petitions/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council-do-not-close-francis-stevens-ec?response=

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Sincerely,

106. Madyson Thomas Washington, District of Columbia
107. Ayana Ross Washington, DC, District of Columbia
108. Rogzsane St. John DC, Washington
109. Melissa Lindsay Washington, District of Columbia
110. Jane Moya Washington, District of Columbia

DCPS 013034
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Sincerely,
Jamie Lilly Washington, District Of Columbia

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Sincerely,
Jaime Iglehart Vienna, Virginia

There are now 24 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:
10 new people recently signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 500 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here: http://www.change.org/petitions/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council-do-not-close-francis-stevens-ec?response=

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Sincerely,

491. Joyce Williams Washington, District Of Columbia
492. ALEM BEYENE WASHINGTON, District Of Columbia
493. nakia Hackett Washington, District Of Columbia
494. jones kendra d WASHINGTON, District Of Columbia
495. Zoe Couacaud Washington, District Of Columbia
496. Kimberly Stewart Suitland, Maryland
497. Kwabena Blakney Washington, District Of Columbia
498. John Seichter Washington, District Of Columbia
499. Beverly Gyllenhaal Washington, District Of Columbia
500. Jacqueline Lemire Washington, District Of Columbia
Everything was ok I sent it off already. Thanks again!!!

From: Lujan, Claudia (DCPS)  
Sent: Thursday, April 07, 2011 11:18 AM  
To: Jackson, Willie (DCPS-JHS); Yeager, Margery A. (OOC)  
Cc: Lewis, Frederick (DCPS-OOC)  
Subject: Re: Follow-up - The Hill is Home

Great!

Are you good to submit them to the reporter or did you want us to?

Thanks, Principal Jackson.

From: Jackson, Willie (DCPS-JHS)  
To: Lujan, Claudia (DCPS); Yeager, Margery A. (OOC)  
Cc: Lewis, Frederick (DCPS-OOC)  
Sent: Tue Apr 05 12:30:59 2011  
Subject: RE: Follow-up - The Hill is Home

Ok looks good thanks!

From: Lujan, Claudia (DCPS)  
Sent: Monday, April 04, 2011 5:13 PM  
To: Jackson, Willie (DCPS-JHS); Yeager, Margery A. (OOC)  
Cc: Lewis, Frederick (DCPS-OOC)  
Subject: RE: Follow-up - The Hill is Home

Principal Jackson,

Attached are the draft responses that Margie and I pulled together. Please review and let us know if you have any changes or questions. If you are good with these, feel free to send on to the reporter.

Fred, let us know if you are good with these, as well.

Thanks,  
Claudia

Q: Tell me about the students and families served by Eliot-Hine. How many kids from Capitol Hill are currently enrolled? I understand 34% of your students are in-boundary. Where's that other 66% coming from and why?

A: Currently, Eliot-Hine serves 286 students. Our families come from all across the city and have chosen Eliot-Hine because of our positive school culture. Eliot-Hine is a place where children will be embraced, supported and pushed
academically. We don’t have a geographic breakdown of the 66% of students that come from out of our boundary, but it is safe to say that it ranges from neighboring communities to across the city.

Q: I understand you’re doing some pretty aggressive recruiting and working to engage the community into the life of the school. Can you tell me a bit about that? Eliot-Hine, like most schools, is far below capacity. What are your goals and where are you recruiting?

A: We have been a DCPS recruitment school for two of the past three years, and have been working to grow our enrollment ever since Hine consolidated with Eliot in 2008. Being a recruitment school means that my team and I, working with central office, develop a recruitment plan with a target of increasing our enrollment by 10% annually. The strategies included in our plan range from purchasing ads in local papers, making presentations in schools and communities, canvassing, flyering, purchasing/distributing Eliot-Hine branded merchandise, and undertaking other efforts to increase visibility in the community and the city. Our goal is to recruit students from both our feeder schools and across the city. We are under capacity in our building and our long-term goal is to fill the school. Part of our efforts to attract more students must include a focus on strengthening our programs. This year we started the process to become International Baccalaureate Middle Years Program (IB MYP) certified. This will play a critical role in our recruitment and programmatic efforts.

Q: EH is slated to become a IB program. What’s happening to make that happen, and what’s the timeline?

A: This school year was our planning year for the IB MYP certification process. Our staff will attend an IB training session this summer and we are preparing for the submission of our School Interest Form in the fall. We will also have an IB Coordinator position next school year. The accreditation process with IBO is a three year process and we will be working with central office to follow the guidelines and prepare for full accreditation in the next three years.

Q: What’s the benefit to local families if the school becomes IB? How will that affect students headed to high school?

A: IB MYP is a world renowned program that is known for quality and a focus on rigor. Eliot-Hine families will benefit from a high caliber academic model that has proven to increase student achievement and create high functioning school environments. Eliot-Hine is a feeder school to Eastern HS. As you may know, Eastern HS will also be starting the certification process for the IB Diploma Program. While it is not a requirement that you go to an IB middle school in order to attend Eastern, students will have had exposure to the IB model and philosophy which will be a benefit should they decide to attend Eastern.

Q: There’s renewed concern about school closings here in the city due to so many buildings being under capacity. Do you think the hill can support three middle schools? How will Eliot-Hine avoid the knife?

A: I believe the Hill has sufficient demand to need three middle schools. One of our middle schools (Stuart-Hobson) is already over capacity with a substantial waiting list. As you may know, DCPS underwent a comprehensive community engagement initiative that led to the development of a Ward 6 Middle School Plan. The plan, which can be found on our website (Under Parents/Community, Community Initiative), lays out specific strategies to improve and strengthen Eliot-Hine, Jefferson and Stuart-Hobson. This plan included bringing the IB Middle Years Program to Eliot-Hine. Since the release of the plan, there has been increased community involvement at Eliot-Hine, in an effort to ensure implementation of the plan, but also to build the relationship Eliot-Hine has with its feeder schools. I believe that with continuous engagement of our stakeholders, aggressive recruitment, and a commitment to the implementation of IB, Eliot-Hine will grow and become a stronger middle school. Eliot-Hine has shown positive trends in academic performance and enrollment which is sign of upward momentum. Typically, schools that show these trends are not candidates for closure.
Q: I've heard great things about how you brought the students from Elliot-Hine together when the Hine students moved out of the building on Pennsylvania Avenue. How did you facilitate that transition? Will you actively recruit students from Options Charter School if it closes?

A: My team and I worked very hard to unify both school communities. We did this through a series of community building events for both students and families. We also worked closely with student government leaders from both schools. These students met frequently and developed a student-centered transition plan. This was extremely helpful in ensuring student buy-in to the transition process. From the beginning, it was an important that I set a clear tone that we were one school community, there was no "us" and "them". We had intervention processes in place to immediately mediate all situations before they escalated. By the end of year one, we were a cohesive school community and have been ever since.

We are aware that Thea Bowman PCS has relinquished its charter and we have already reached out to them to share information about our school. We follow the closure announcement for charter schools closely and reach out to any charters that are confirmed to be closing.

Claudia

Claudia Luján
Office of Transformation Management
DCPS

-----Original Message-----
From: Jackson, Willie (DCPS-JHS)
Sent: Wednesday, March 30, 2011 1:19 PM
To: Yeager, Margery A. (OOC); Luján, Claudia (DCPS)
Subject: FW: Follow-up - The Hill is Home

Hello -

Here are the questions that the folks are seeking answers to again. I really thought that this was a face to face conversation. Can we get someone from central to respond to this inquiry ??????? Thanks

-----Original Message-----
From: Kate McFadden [mailto:kate.mcfadden@gmail.com]
Sent: Wednesday, March 30, 2011 11:46 AM
To: Jackson, Willie (DCPS-JHS)
Cc: Joe Weedon
Subject: Re: Follow-up - The Hill is Home

Hi Principal Jackson. I'm sorry not to have circled round before yet on this interview. My 6 month old future DCPS keeps me hopping and the sleep deprivation often wracks havoc on my best intentions. Thank you for your patience.

My questions are at the bottom of the note. I know they're a bit involved, as the topic is certainly multi-faceted, but please try to keep your response to about 500-600 words. I'm sure the post will garner a good conversation through the comments section, and I wouldn't be surprised if more questions come up there.

Is it safe to shoot for returning this to me early next week?

Thanks so very much for agreeing to do this. Please let me know if you have any questions.
Q: Tell me about the students and families served by Eliot-Hine. How many kids from Capital Hill are currently enrolled? I understand 34% of your students are in-boundary. Where's that other 66% coming from and why?

A:

Q: I understand you're doing some pretty aggressive recruiting and working to engage the community into the life of the school. Can you tell me a bit about that? Eliot-Hine, like most schools, is far below capacity. What are your goals and where are you recruiting?

A:

Q: EH is slated to become a IB program. What's happening to make that happen, and what's the timeline?

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A:
From: Jackson, Willie (DCPS-JHS) [willie.jackson@dc.gov]
Sent: Tuesday, April 05, 2011 12:31 PM
To: Lujan, Claudia (DCPS); Yeager, Margery A. (OOC)
Cc: Lewis, Frederick (DCPS-OOC)
Subject: RE: Follow-up - The Hill is Home

Ok looks good thanks!

From: Lujan, Claudia (DCPS)
Sent: Monday, April 04, 2011 5:13 PM
To: Jackson, Willie (DCPS-JHS); Yeager, Margery A. (OOC)
Cc: Lewis, Frederick (DCPS-OOC)
Subject: RE: Follow-up - The Hill is Home

Principal Jackson,

Attached are the draft responses that Margie and I pulled together. Please review and let us know if you have any changes or questions. If you are good with these, feel free to send on to the reporter.

Fred, let us know if you are good with these, as well.

Thanks,
Claudia

Q: Tell me about the students and families served by Eliot-Hine. How many kids from Capitol Hill are currently enrolled? I understand 34% of your students are in-boundary. Where’s that other 66% coming from and why?

A: Currently, Eliot-Hine serves 286 students. Our families come from all across the city and have chosen Eliot-Hine because of our positive school culture. Eliot-Hine is a place where children will be embraced, supported and pushed academically. We don't have a geographic breakdown of the 66% of students that come from out of our boundary, but it is safe to say that it ranges from neighboring communities to across the city.

Q: I understand you’re doing some pretty aggressive recruiting and working to engage the community into the life of the school. Can you tell me a bit about that? Eliot-Hine, like most schools, is far below capacity. What are your goals and where are you recruiting?

A: We have been a DCPS recruitment school for two of the past three years, and have been working to grow our enrollment ever since Hine consolidated with Eliot in 2008. Being a recruitment school means that my team and I, working with central office, develop a recruitment plan with a target of increasing our enrollment by 10% annually. The strategies included in our plan range from purchasing ads in local papers, making presentations in schools and communities, canvassing, flyering, purchasing/distributing Eliot-Hine branded merchandise, and undertaking others efforts to increase visibility in the community and the city. Our goal is to recruit students from both our feeder schools and across the city. We are under capacity in our building and our long-term goal is to fill the school. Part of our efforts to attract more students must include a focus on strengthening our programs. This year we started the process to become International Baccalaureate Middle Years Program (IB MYP) certified. This will play a critical role in our recruitment and programmatic efforts.
Q: EH is slated to become an IB program. What’s happening to make that happen, and what's the timeline?

A: This school year was our planning year for the IB MYP certification process. Our staff will attend an IB training session this summer and we are preparing for the submission of our School Interest Form in the fall. We will also have an IB Coordinator position next school year. The accreditation process with IBO is a three year process and we will be working with central office to follow the guidelines and prepare for full accreditation in the next three years.

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Cc: Joe Weedon
Subject: Re: Follow-up - The Hill is Home

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My questions are at the bottom of the note. I know they're a bit involved, as the topic is certainly multi-faceted, but please try to keep your response to about 500-600 words. I'm sure the post will garner a good conversation through the comments section, and I wouldn't be surprised if more questions come up there.

Is it safe to shoot for returning this to me early next week?

Thanks so very much for agreeing to do this. Please let me know if you have any questions.

best,
Kate

Q: Tell me about the students and families served by Eliot-Hine. How many kids from Capital Hill are currently enrolled? I understand 34% of your students are in-boundary. Where’s that other 66% coming from and why?

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A:

Q: I've heard great things about how you brought the students from Elliot-Hine together when the Hine students moved out of the building on Pennsylvania Avenue. How did you facilitate that transition? Will you actively recruit students from Options Charter School if it closes?

A:
The Mayor has spoken to CM Evans and let him know the Chancellor has kept him up to speed.

---

All,

Thanks for keeping me in the loop. I would actually caution against the mayor taking this meeting unless he is willing to meet with every school that is slated for consolidation between now and the announcement. I also think the mayor can easily say that he has been well briefed on the issues regarding Garrison. I'm happy to provide more details, but I don't want the mayor to be put in a position where he has met with a ward 2 community, but not with the other communities, especially when there is no new information.

Let me know if you need more.

Kaya

---

Sent from my iPhone

On Jan 7, 2013, at 11:07 AM, "Jackson, Janene (EOM)" <janene.jackson@dc.gov> wrote:

Just an FYI to keep you in the loop.

Janene D. Jackson, Esq.
Director, Office of Policy and Legislative Affairs
Executive Office of Mayor Vincent C. Gray
Government of the District of Columbia
The John A. Wilson Building
Suite 533
1350 Pennsylvania Avenue, NW
Washington, DC 20004
202-727-2816 (direct dial)
202-538-3213 (cellular)
janene.jackson@dc.gov

Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconeefund.org or www.onefund.dc.gov. One City, Working Together!
Ms. McCleod,

Thank you for your email. I am forwarding your email requesting a meeting with the Mayor to Jennifer Leonard, Interim Deputy Mayor for Education, and Chris Murphy, Chief of Staff so that your request will be handled expeditiously. Deputy Mayor Leonard would be your best contact for the Mayor regarding school consolidation.

Thanks,

Janene
On Mon, Jan 7, 2013 at 10:07 AM, Evans, Jack (COUNCIL) <JACKEVANS@dccouncil.us> wrote:

Thanks Jim. I'd like to echo Mr. Graham's comments. Please be sure to keep us updated.

Happy New Year!

Jack

From: Jim Graham [mailto:Jim@grahamwone.com]
Sent: Monday, January 07, 2013 7:52 AM
To: garrisonpta@gmail.com; Evans, Jack (COUNCIL); Kimbel, Sherri (COUNCIL);
Janene.Jackson@dc.gov; DeTaeye, John (COUNCIL)
Subject: FW: Debrief on Meeting with Chancellor

Ann,

Happy New Year to you and family as well. Yes, I saw the Washington Post article and thought it was very effective. I have ATTACHED your presentation on this email and am copying Janene Jackson in the Executive Office of the Mayor. Ms. Jackson would be able to assist in scheduling a meeting with the Mayor.

Both Councilmember Evans and I will continue to support keeping Garrison open throughout the process.

Keep in touch.

Bests, Councilmember Jim Graham
I typically answer emails before 9 AM on weekdays. If you email me after that, it is likely that you will hear from me the next weekday. If there is a need to communicate prior to that, you may wish to call me. For most effective communication, please use my direct email address: jim@grahamwone.com


Website: www.grahamwone.com

From: Garrison PTA [mailto:garrisonpta@gmail.com]
Sent: Thursday, January 03, 2013 2:28 PM
To: Jim Graham; DeTaeye, John (COUNCIL)
Subject: Fwd: Debrief on Meeting with Chancellor

Dear Council Member Graham and John:

Happy new year! I hope you both enjoyed the holidays. Hard to believe it is 2013 and time to get back to the grind again! As such, I'm contacting you about Garrison since a decision will be announced soon and we still want to make sure we remain open!!

As you know, we had our meeting with the Chancellor on December 18. You probably saw the article in the Post yesterday about the counter-proposals. I'm attaching our documents for your reference - I think I sent them previously but just wanted to share again, just in case.

I honestly have no idea what is going to happen or what else can be done. Jim, what is your thought? Has any information been shared with you as to how the decision will be made? The mayor has been very, very quiet on all this. Is there a way that we can get an audience with him, or at least get information placed directly in his hands that he will read? At the very least, our 5th graders wrote letters addressed to him and I want him to actually see them.

Thanks for all the support and I look forward to hearing your thoughts! Again, happy new year!

best
ann

--
On Wed, Dec 19, 2012 at 11:13 PM, Garrison PTA <garrisonpta@gmail.com> wrote:

Dear Council Member Evans and Sherri:

Well, we had our meeting with the Chancellor on Tuesday. I am not sure how I really feel about it since the Chancellor has quite the poker face. I'm attaching our proposal here for your review. We worked hard on it but of course being me I wish we had spent more time and provided more detail!

The point that I tried to keep hitting home is that we have the number one element people want - ENGAGEMENT. That we are now poised to build the school from the ground up and that we have to be partners with DCPS. We cannot keep flailing in the wind on our own, that we need to come to the table together in order to move forward to make Garrison "the next school no one can get into." We said we would be willing to sign a contract where each party agrees to certain obligations - she seemed to like that and ask what it was we were willing to commit to. I said that I could not really say, because we'd have to first sit down together to decide the vision for the school and then we could decide who is responsible for what.

We said that when she announces that Garrison stays open, that DCPS has to firmly state that it backs the school and that it is crucial that she herself attend open houses and that Amanda Alexander (our Instructional Superintendent) be present as well. She said oh no, the biggest recruiters for schools are parents themselves and I said sure ... but they have to know that DCPS fully supports Garrison and that she has no idea how far it goes to see a face from Central Office at events. I told her how crucial it was that Alexander was there on the first day of school to introduce Collin, and how people were so glad to see her.

The Chancellor gave a lot of push back on areas that cost money. Language programming, modernization, etc. She says the money isn't there and that is what the problem is. Too many people want the same money. My takeaway was that they would NOT say that Garrison could have an immersion program next year and they would not announce that and that they could not commit to a full modernization. Regarding language immersion, all the research we have done shows it does not cost anything more than hiring the right teacher, which we'd do anyway by adding another PS/PK class. So, really, there IS no money issue.

Since yesterday, I have received two different emails that make her pushback VERY disturbing and as a parent and taxpayer, infuriating. One was the announcement of an RFP for renovations to Key Elementary playground. Another is that Mundo Verde Public Charter school already has 900 students on its waiting list.

Regarding Key...REALLY?? Do they have recurring sinkholes, an abandoned pool, missing slides and broken swings? Do they have huge puddles after it rains that last for days? I daresay they don't. The prioritization of money is mindboggling. Especially since Key cannot accommodate one more child than it already has and the state of its playground isn't driving parents away. Back to the Chancellor, we countered her money argument by saying we could
work together to find the modernization funds - tout the whole "One City" thing, do public-private partnerships, etc.. that we already worked with you, Jack, to come up with $1 million so we have proven we are resourceful etc. And that some of the schools that surely will close probably are scheduled for modernization in 2014 as we are, and the money can just be re-directed to us since they won't be open. In fact, I found the RFP for FY13 Phase I modernizations on the DGS website and on the list is MC Terrell ES...a school on the closure list which probably will close as I've heard nary an argument about keeping it open. So...there you go, $7.2 million found right there (I am attaching the PDF from the DGS website, the RFP addendum that lists the schools.) But really, should we even have to do this? (I ask, though, in light of these RFPs, what IS the status of DGS issuing an RFP for the demo of the pool and field upgrades? This work still has to be done regardless of what happens to Garrison. I don't want my son or anyone else to fall down a sinkhole.)

Regarding Mundo Verde - this proves that people fall all over themselves to get into a school that has a language program. Add language immersion to Garrison and immediately people will line up at the door and the Chancellor will get the bodies that she wants. I just forwarded that email to you so you can see it.

She says the goal is to make the announcement on January 15 and that her people will be working throughout the holidays to evaluate all the proposals. She said we had certainly done our work and now they'll evaluate it and all the other proposals submitted.

From here, I honestly have no idea what is going to happen or what else can be done. On the one hand I want to keep fighting but am not sure that it will even do any good. Jack, what is your thought? The mayor has been very, very quiet on all this. Is there a way that we can get an audience with him, or at least get information placed directly in his hands that he will read? At the very least, our 5th graders wrote letters addressed to him and I want him to actually see them.

Thanks for all the support and I look forward to hearing your thoughts!

best
ann

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Just an FYI to keep you in the loop.

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Director, Office of Policy and Legislative Affairs
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From: Jackson, Janene (EOM)
Sent: Monday, January 07, 2013 11:07 AM
To: 'Garrison PTA'
Cc: Jim Graham; Kimbel, Sherri (COUNCIL); DeTaeye, John (COUNCIL); Evans, Jack (COUNCIL); Leonard, Jennifer (EOM); Talley, Penelope (EOM); Murphy, Christopher (EOM)
Subject: RE: Garrison Elementary Requesting Meeting with Mayor Gray

Ms. McCleod,
Thank you for your email. I am forwarding your email requesting a meeting with the Mayor to Jennifer Leonard, Interim Deputy Mayor for Education, and Chris Murphy, Chief of Staff so that your request will be handled expeditiously.
Deputy Mayor Leonard would be your best contact for the Mayor regarding school consolidation.

Thanks,
Janene

Janene D. Jackson, Esq.
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Washington, DC 20004
202-727-2816 (direct dial)
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janene.jackson@dc.gov
Dear Ms. Jackson:

Per the email string with Council Members Graham and Evans, Garrison PTA is requesting a meeting with Mayor Gray regarding the future of our school. As the Mayor is aware, Garrison Elementary, located at 1200 S Street, NW was included on the DCPS school closure list.

Please let us know when the Mayor might be available to meet. As timing is critical, is there any way a meeting can occur this week? We will make ourselves available at any time the Mayor has time.

I look forward to hearing from you.

Best regards,

ann mcLeod
Garrison PTA President

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Thanks Jim. I’d like to echo Mr. Graham’s comments. Please be sure to keep us updated.

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Keep in touch.

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Website: [www.grahamwone.com](http://www.grahamwone.com)

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Thanks for all the support and I look forward to hearing your thoughts!

best

ann

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Like us on Facebook: https://www.facebook.com/#!/GarrisonES

Follow us on Twitter: http://twitter.com/#!/garrisonpta
DM Leonard,
I forgot to send the earlier email with attachments.

Thanks,
Janene

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Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

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Ann,

Happy New Year to you and family as well. Yes, I saw the Washington Post article and thought it was very effective. I have ATTACHED your presentation on this email and am copying Janene Jackson in the Executive Office of the Mayor. Ms. Jackson would be able to assist in scheduling a meeting with the Mayor.

Both Councilmember Evans and I will continue to support keeping Garrison open throughout the process.

Keep in touch.

Bests, Councilmember Jim Graham
I typically answer emails before 9 AM on weekdays. If you email me after that, it is likely that you will hear from me the next weekday. If there is a need to communicate prior to that, you may wish to call me. For most effective communication, please use my direct email address: jim@grahamwone.com


Website: www.grahamwone.com

From: Garrison PTA [mailto:garrisonpta@gmail.com]
Sent: Thursday, January 03, 2013 2:28 PM
To: Jim Graham; DeTaeye, John (COUNCIL)
Subject: Fwd: Debrief on Meeting with Chancellor

Dear Council Member Graham and John:

Happy new year! I hope you both enjoyed the holidays. Hard to believe it is 2013 and time to get back to the grind again! As such, I'm contacting you about Garrison since a decision will be announced soon and we still want to make sure we remain open!!

As you know, we had our meeting with the Chancellor on December 18. You probably saw the article in the Post yesterday about the counter-proposals. I'm attaching our documents for your reference - I think I sent them previously but just wanted to share again, just in case.

I honestly have no idea what is going to happen or what else can be done. Jim, what is your thought? Has any information been shared with you as to how the decision will be made? The mayor has been very, very quiet on all this. Is there a way that we can get an audience with him, or at least get information placed directly in his hands that he will read? At the very least, our 5th graders wrote letters addressed to him and I want him to actually see them.

Thanks for all the support and I look forward to hearing your thoughts! Again, happy new year!

best
ann

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On Wed, Dec 19, 2012 at 11:13 PM, Garrison PTA <garrisonpta@gmail.com> wrote:
Dear Council Member Evans and Sherri:

Well, we had our meeting with the Chancellor on Tuesday. I am not sure how I really feel about it since the Chancellor has quite the poker face. I'm attaching our proposal here for your review. We worked hard on it but of course being me I wish we had spent more time and provided more detail!

The point that I tried to keep hitting home is that we have the number one element people want -
ENGAGEMENT. That we are now poised to build the school from the ground up and that we have to be partners with DCPS. We cannot keep flailing in the wind on our own, that we need to come to the table together in order to move forward to make Garrison "the next school no one can get into." We said we would be willing to sign a contract where each party agrees to certain obligations - she seemed to like that and ask what it was we were willing to commit to. I said that I could not really say, because we'd have to first sit down together to decide the vision for the school and then we could decide who is responsible for what.

We said that when she announces that Garrison stays open, that DCPS has to firmly state that it backs the school and that it is crucial that she herself attend open houses and that Amanda Alexander (our Instructional Superintendent) be present as well. She said oh no, the biggest recruiters for schools are parents themselves and I said sure...but they have to know that DCPS fully supports Garrison and that she has no idea how far it goes to see a face from Central Office at events. I told her how crucial it was that Alexander was there on the first day of school to introduce Collin, and how people were so glad to see her.

The Chancellor gave a lot of push back on areas that cost money. Language programming, modernization, etc. She says the money isn't there and that is what the problem is. Too many people want the same money. My takeaway was that they would NOT say that Garrison could have an immersion program next year and they would not announce that and that they could not commit to a full modernization. Regarding language immersion, all the research we have done shows it does not cost anything more than hiring the right teacher, which we'd do anyway by adding another PS/PK class. So, really, there IS no money issue.

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Garrison Elementary - A Community Commitment: Five-Year Strategic Plan Proposal

Presented by Garrison PTA
December 18th 2012
A Community Commitment: Executive Summary

When Garrison Elementary was included in DCPS’s Consolidation and Reorganization Plan of November 13, the community rallying around the school in an unprecedented manner. Not only did parents, students, and teachers come together to fight for this neighborhood school, but the ENTIRE COMMUNITY united together to “save Garrison.” Two City Council Members. Advisory Neighborhood Commissions (ANCs). Community associations. Virtually every church in the neighborhood. Hundreds of Logan Circle and U Street residents. Citizens across the entire District. Friends and families nationwide. These groups and individuals were ALREADY there for Garrison…this announcement proves how quickly the Garrison community can be mobilized into action to support the school and its students.

Garrison was in a growth stage and is now uniquely poised to move forward as a school built by and for its community.

The Logan Circle and U Street neighborhoods needs Garrison to educate our current children and the many children becoming school-age in the near future. Garrison needs DCPS to provide the funding and support to provide exceptional academic programs. DCPS needs more schools with solid community engagement and strong academic programs. Garrison is that school.

A beautiful accident…a perfect partnership....

Garrison PTA + DCPS = DC’s Next Favorite School!
A Common Goal

• Our common goal is to increase enrollment at Garrison to the DCPS stated capacity of 350 while enhancing our children’s education experience and increasing proficiency in reading and math.

• Our proposal looks at ways Garrison’s PTA, Principal and DCPS can work together to achieve our common goal by leveraging each other’s complementary skills and expertise.

• We can achieve cost efficiency by capitalizing on existing resources (new Principal, diversity of neighborhood and student body, local heritage, grounds, etc.) and creating new resources (expanding community, partnerships).

• Community input drove the proposal, and results in a school that is built by and for the community, therefore putting out a product that parents WANT.

• Most importantly, our proposal looks at ways to enhance our children’s educational experience, by grounding them in a supportive community, offering them the programs their families value, in an educationally appropriate and safe facility.
Our Future is Here – Population Projections

In the next ten years, there will be a 45% population boom in children between the ages of 0 to 9, of which the greatest growth in this area will be K-5 school age children. Garrison and Seaton both must remain open to serve this population. Parents want to see a school with history and proven results, and other DCPS schools and charters cannot accommodate all these families.
Our Appeal is Proven

- Interest in Garrison is on the Rise
  - For Fall 2009 enrollment
    - 15 lottery entries
  - For Fall 2010 enrollment
    - 61 lottery entries
  - For fall 2011 enrollment
    - 122 lottery entries
  - For fall 2012 enrollment
    - 146 lottery entries

- While DCPS may indicate that Garrison was not the first choice on many of these families’ lists… the fact that is was ON the list at all is significant. In 2009, Garrison was not on anyone’s radar… but it is now. Garrison has fast become a viable option. With DCPS’s firm endorsement and our joint commitment, Garrison will become the next school no one can get into!
Our PTA – Strong and Growing

- **Leadership:** Parents, teachers, staff, community members
- **Community Outreach:**
  - Churches, businesses, community associations (LCCA, U street, Westminster etc.)
  - Open houses; volunteer days; social media (Facebook, twitter)
  - Events (Fall Festival, baseball clinics, Garrison Day)
- **Fundraising:**
  - *Café Saint Ex:* Chili Cook-off (raised $6000)
  - Safeway program; Target program, Box Tops; Labels for Education; HomeMade Pizza
  - Constance Whitaker Maffin Memorial Fund and Washington Architectural Foundation (WAF): helped secure pro-bono architectural and landscaping services from Newman Architects and LAB
  - Worked with Jack Evans office to secure $1M for grounds improvement
- **Mobilization**
  - Launched website in three weeks
  - Hundreds of petition signatures, yard signs, written testimonies
Our Community - Invested

- **Generations of Students** – the parents and grandparents of many of our students attended Garrison themselves. Families have a long history with the school.

- **Prospective Parents** – many people in the neighborhood with children who are not yet of school age attend activities at Garrison – they already have a relationship with the school.

- **Community Partnerships** - Strong relationships with Council Members Evans and Graham, Advisory Neighborhood Commissioners, Logan Circle Community Association, U Street Neighborhood Association, local churches, Kingman Boys & Girls Club, and more.
DCPS – Already Invested in Garrison

- **Principal, Collin Hill** - hired in summer 2012. Collin is a dynamic, engaged leader who accelerates learning and builds confidence in the school. Collin has a long history with DCPS – he attended DCPS schools himself and his mother was a DCPS educator. He has taught many years at DCPS schools and served as Assistant Principal prior to coming to Garrison. Collin completed the New Leaders for New Schools program, a huge investment by DCPS – an investment that can be paid-off at Garrison. New Leader graduates have proven results at DCPS (example: Superintendent Amanda Alexander (previous Ross) principal; McKinley Principal David Pinder; and Powell ES Principal Janeece Docal). Given the opportunity Garrison can show the same results.

- **Enthusiastic Staff** – Staff are rated as effective or highly effective, and there is a great cross-section of veteran teachers and new talent. Garrison’s retention of these teachers is 89%, much higher than the 75% system average

- **Infrastructure:**
  - Target Renovated Library (August 2011)
  - Renovated Autism Classrooms (Summer 2011)

- **Programming:**
  - Early Stages (class added SY11-12)
  - Tools of the Mind (implemented SY11-12)
  - Target Literacy Grant (SY12-13)

**New Investments have not been in place long enough to have a profound affect on enrollment**
DCPS - Proven strengths

• Neighborhood Schools: Students guaranteed spot; walkable elementary schools

• Programming: Early Childhood Education, International Baccalaureate, STEM, Dual Language

• School turnaround success stories: Ross Elementary, Tyler Elementary,

• Vetted Strategic Plan: Created through widespread involvement through Hopes and Dreams campaign…people want DCPS to work

• System of Accountability: Principals -> Instructional Superintendents -> DCPS Central Office -> Chancellor -> City Council -> Mayor

DCPS + Garrison PTA + Community = Winning Strategy
Our Proposal – Multiple Facets that Directly Support DCPS Strategic Plan

- **Engagement** - continue engaging current and prospective parents and community to form solid base for growth in academic achievement, satisfaction, and enrollment

- **Programming** - conduct further probing and implement by 2013-14 (with view to add further program by 2014-15)

- **Full Modernization** - immediate start, modular approach

- **Feeder System** - address Shaw and Cardozo (temporary feed into Francis-Stevens for 6th to 8th grades)

- **Recruitment and Retention** - mix of growth from bottom up and lateral additions
About the Market Research

- Launched on Wednesday, December 13th 2012 – already received 120 responses - 40 prospective parents, 50 current parents, 30 community members

- Mix of collectors (survey channels) and Spanish version to ensure wide representation of our diverse population

- Increased/decreased likelihood of enrolling/keeping child at Garrison/contributing to Garrison under 10 scenarios

- Ranking of those scenarios and willingness to enroll/keep child at Garrison/contribute to Garrison if first 4 are realized.
Market Research - General Results

- Four most important scenarios are
  - Garrison is not consolidated with lower performing school
  - Garrison is not moved to Seaton location
  - Strong parental engagement and community support is maintained
  - Commitment on full modernization by end of 2014 is given
- Followed by language programming being offered by 2013-14
Market Research - Parents who would enroll

- Subsection of prospective parents who would enroll their child at Garrison if four scenarios are realized indicates
  - Ranking of same four most important scenarios followed by language programming, but for this group full modernization is more important than for the other respondents
  - Spanish (49%) or "any language" (22%) are most popular
  - Music (64%) and STEM (68%) are popular integration program
  - For 73% location was a crucial factor
  - 68% want to know from open houses, 48% from social media and webpage
  - 66% are in-boundary, 54% reside in Ward 2 and 37% reside in Ward 1
Engagement – Second to None

Continue strong levels of parent and community involvement which lead to increased enrollment, satisfaction, and student performance:

• Regular PTA and LSAT meetings, support monthly Principal “Chat-n-Chews”, fun activities for families

• Hold more open houses for prospective parents

• Offer opportunities for meaningful involvement – volunteering in library, room parents, buddy reading, mentoring

• Ensure access to information through website, social media, email newsletters, etc

• Work with administration to regularly define goals and how community and the school can work together to jointly achieve.

While still in our first year with Principal Hill, we are situated to create a vision for Garrison TOGETHER. We can build a community school from the ground up. Together we can determine programming and through modernization, design a building that is suited exactly for this programming. THIS is the type of engagement that makes parents excited!!

Supports Capital Commitment Goals 1, 4 and 5
Programming - Language

- Language programming is crucial to enrollment and retention.
- We understand that immersion programs are most cost efficient language option.
- Discussions with Taylor and Washington Yu Ying indicate that Language programming could be implemented by 2013-14.
- We suggest that PS/PK to be added be an immersion class and one of four other PS/PK classes by shifted into a second immersion class to guarantee a K immersion class by 2014-15.
- Existing preschoolers could be offered “fast track” priority option to shift into PK quota of 2013-14 two immersion PS/PK classes.
- Align the rest of the student population by offering same language as afterschool option (other options depending on funding/community support).

Supports Capital Commitment Goals 1, 3, 4 and 5
Programming - Integrated programming

- Funded from increase in enrollment
- Introduced in 2014-15 or 2015-16 depending on enrollment trend
- Further research needs to be done on:
  - costs
  - possible programs (examples in Appendixes)
  - vertical alignment with rest of feeder system
  - effect on willingness to enroll/retention
  - synergies with community programming after school hours
  - potential for community funding/involvement

**Supports Capital Commitment Goals 1, 3, 4 and 5**
Full Modernization - Key Goals

- **Enhance educational experience** of our students by having educationally appropriate, welcoming, ADA compliant, safe facilities.

- **Increase enrollment and retention** as indicated by survey results.

- **Increase building capacity** to host numbers projected for 2017 by reconfiguring space and adding a “connecting floor” onto the central part of the building.

- Capitalize on Garrison’s unique green space and potential to become community centerpiece, to give Garrison a competitive edge over charter schools in the area, particularly in the event a STEM integration program were added (natural sciences aspect).

- Increases building desirability and therefore utilization by community (monetization of DCPS resources after school hours and on weekends)

- Ensure **safety** of students and community.

- Capitalize on Garrison site’s history to complement curriculum DC-wide (cross fertilization with DCPS Phelps ACE High School site design competition for Camp Barker memorial)

**Supports Capital Commitment Goal 4**
Full Modernization – Opportunity Outweighs Cost

- Delaying modernization has a huge opportunity cost. Once parents do not select Garrison their children will be lost as additional DCPS students for their entire education (if these children get into DCPS schools already at capacity DCPS gets no incremental enrollment, hence no additional funding).

- Not modernizing Garrison now costs millions in lost revenue over the educational lifetime of student.

120 additional students x $8,500 (UPPF) x 15 years (length of compulsory education) = $15,300,000

- This is a simplistic calculation for the purpose of illustrating why it should be DCPS’ strategic priority to invest in schools like Garrison that have potential to increase enrollment numbers and space to accommodate that growth rather than schools with no potential for growth.
Full Modernization

- Creative ways of implementing the modernization can lead to **maximized cost efficiency** and **minimized disruption to students** thanks to:
  
  - **modular layout** of building allowing staged modernization
  
  - some **spaces currently underutilized** allow temporary aggregation
  
  - ample space surrounding building allows safe storage of machinery and materials
Full Modernization – DCPS’ Commitment

• Garrison’s modernization has been pushed back at least twice – it was scheduled for 2012, then 2014. Now it appears to have been moved back to 2015 (Appendix15).

• DCPS’ strategic priorities as to scheduled modernizations are not transparent and seem to change every year.

• DCPS needs to signify its commitment on full modernization to prospective and current parents by issuing an RFP for Complete Design Package based on the work already done by the community (approximately $500K).
Full Modernization - Cost

- Money that will need to be spent anyway if building is to be kept in inventory.

- Total of $13 million, $11.5 of which have already been earmarked
  - $500K for complete Phase 1, Phase 2 and Grounds design package to be front-moned from DCPS contingency funds
  - $9.5 million for Phase 1 and Phase 2 modernization already allocated under capital budget ( Appendix 15) need to be moved forward/ found under City-wide Sustainable DC planning funds
  - $1 million of approx. $3 million needed for Grounds already found – remaining $2 million to be found under City-wide Sustainable DC planning funds

- pro bono/in kind sponsorships for ancillary elements of modernization to be raised by PTA-led community (Casey’s Trees, Kaboom, maintenance of sprinkler plaza, community engagement through fundraising gala, partnerships with local, national and international foundations)

Supports Capital Commitment Goal 4
Full Modernization - PTA-led community support

- DCPS can count on PTA-led community throughout modernization implementation to:
  - ensure coordination with rest of strategy plan, particularly relating to grade composition and programmatic/educational needs
  - ensure realization of community’s programmatic priorities and design vision as set out in Garrison Improvement Project (Appendix 17). This will ensure use by community and consequent monetization of resources.
  - help ensure efficient use of resources, including by coordinating between District agencies
  - ensure regular communication with community at large

Supports Capital Commitment Goal 4
Feeder System

- The feeder system needs to be **addressed as a matter of urgency** to stop the hemorrhage of Garrison students from 3rd grade onwards (Appendix 3).

- To decrease the loss of enrollment while the feeder system is being addressed, our **preferred option** would be for Garrison’s 5th graders to go to Francis-Stevens rather than Shaw @ Cardozo.

- Alternatively, Garrison would welcome the **addition of one or more 6th grade classes**. This allows for a year for details to be worked out about how middle school would fit into the Cardozo High School and a higher comfort-level by parents.

- Allowing students to **attend FSEC for middle school** rather than placing a middle school into Cardozo allows Cardozo to fulfill its prophecy while building enrollment for it in all schools from the ground up. This eventually leads to enough numbers to allow for rebuilding stand-alone middle school at original Shaw location.

- **Vertical articulation in the feeder pattern is essential**. With multiple schools having language programs, it is crucial that this be carried through the middle and high schools in the feeder. Further, we encourage regular partnering through the schools so families have an understanding of where they’re going and what is offered to them, therefore making them invested in the system.

**Supports Capital Commitment Goal 3 and 5**
Enrollment - Grade configuration

- **Additional PS/PK class** (see Programming below for more on this additional class) supported by 2012-13 in-boundary waitlist numbers and space available for extra classroom at ground level

- **Additional 3rd grade class** (organic growth from this year’s 2nd grade),

- Shift one K class into an Inclusion class to **retain Inclusion special needs population** which at the moment needs to leave Garrison after PS/PK (Inclusion classes to be extended vertically to 5th grade, by shifting a regular class into an Inclusion class one grade per year over next 6 years to enhance education experience for all students - non special needs students would rotate in and out of the inclusion classroom)

- Additional PS/PK and additional 3rd grade increase capacity and enrollment each year.

**Supports Capital Commitment Goal 5**
Enrollment - Reducing barriers to entry

- Make all early childhood classes PS/PK - it's a best practice and reduces confusion due to multiple choices (no significant cost)

- Make vertically continuous Inclusion classes into a school wide enhancement of educational experience - not a puzzling choice (differential between cost of regular teacher and Inclusion teacher to be added to each consecutive year)

- Expand After School Programming – MUST offer spaces in After School Programming to ALL ages. Inability to offer “after-care” to families drives them away from Garrison and to schools which can guarantee placement.

- Full Modernization MUST be pledged immediately.

Supports Capital Commitment Goal 5
Enrollment – Our Opportunities

- Garrison is located between two very strong schools, Ross and Cleveland Elementary. The spillover from those schools has begun to hit Garrison and as their populations are expected to experience similar growth. They cannot accommodate the demand.

- Specifically, Ross’s PS and PK classes are made up of 100% in-boundary students, and had a waiting list for these grades that included additional in-boundary kids. Ross can no longer receive any out-of-boundary students - Garrison is uniquely suited to serve them.

- DCPS’s high-performing schools are becoming increasingly more difficult to get into by out-of-boundary students, and more parents are realizing if they invest and engage in rising schools, they can help build the type of school they want their children to attend. Garrison is perfectly situated to be this school, with capacity to serve both the in-boundary population AND an out-of-boundary population.

- When the consolidation and reorganization plan is finalized and many elementary schools close, DCPS needs more elementary schools in the western Wards to accommodate the increase of out-of-boundary applications (the going ‘west’ syndrome). Garrison welcomes these students.

Supports Capital Commitment Goal 5
Enrollment – Work the DCPS System

• Team with highly sought-after schools on programming and events. Partnerships between Garrison and other schools such as Ross shows there is an investment towards continuous improvement and achievement.

• Target schools at capacity and schools on the closure list for enrollment. This recruitment effort begins at open houses... clear endorsement of Garrison from school and parents leaders gets noticed.

• MUST evaluate reasons for drop-offs between grades:
  • Drop between PK and K... is this because in-bound spot was not obtained for PK, and is now guaranteed entry in K?
  • Drops starting after 1st grade... is this because of feeder pattern and parents began entering OOB lottery again in hopes of obtaining a spot at a school that feeds into more desirable middle school?

Supports Capital Commitment Goal 5
Garrison Elementary - A Community Commitment: We’re Committed, Are You?

• We believe it has proven that Garrison should remain open and is on the cusp of going from good to great.

• In order for Garrison to succeed, at its first opportunity, DCPS must:
  • Firmly state that Garrison has proven without a doubt that it deserves to remain open.
  • Declare its support for Garrison and implementation of community recommendations
  • Announce any programmatic additions/changes as soon as possible, so families researching schools for the PS/PK/OOB Lottery have the information they need.
  • Be present at open houses to show its commitment to the school first-hand

• Garrison PTA supports a “contract” between the community and DCPS for shared responsibilities and actions, so the agreed-upon plan can be carried out despite any changes in leadership on either side

We can only solve our problem together! Thank you for your partnership
Table of Appendices

1. Goals and Tactics (attached)
2. Survey results
3. SY 2012-13 Enrollment
4. Enrollement projections
5. Cohorts
6. Evolution of waitlist (last 4 years)
7. e.g. Music overlay program
8. e.g. STEM integration program
9. e.g. International curriculum program
10. www.garrisonelementary.org
11. Facebook Page
12. Floor Plan (first floor)
13. Floor Plan (second floor)
15. Modernization Timing
16. Capital Budget Allocation
17. Garrison Improvement Project
Appendix 1 - Goals and Tactics
Appendix 2 - Survey results
## Appendix 3 - SY 2012-13 Enrollment

<table>
<thead>
<tr>
<th>Boundary Status</th>
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DCPS's data inadvertently omitted the PS/PK inboundary population from its inboundary calculations but included those students in the total's. 53% is the actual inboundary number for Garrison in 2012-13 as shown.
Appendix 4 - Enrollment Projections

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Assumptions:

2013-2014: addition of at least one PS/PK Language Immersion class
2014-2015: addition of K Language Immersion class and additional PS/PK class if two classes were not added in 2013-2014
2015-2016: addition of 1st Grade Language Immersion class and additional K class
2013-2014 and beyond: begin K inclusion class and add one each year through 5th

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Appendix 5 - Cohorts

Cohorts (from SY2009-10 to SY 2012-13)

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By groups of grades

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*PS and PK numbers were artificially kept low by not allowing extra classes both in 2011-12 and 2012-13
## Appendix 6 - Evolution of waitlist (last 4 years)

### Evolution of Garrison's waitlist for PS, PK and K (in-bounds in red)

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Appendix 7 - e.g. Music overlay program

- Capitalize on Garrison’s context - Duke Ellington’s house is around the corner and there is a resurgence of this area’s musical/performance heritage (renovation of Howard Theatre).

- If Duke Ellington School of the Arts were relocated to Garnett-Patterson or other vacant DCPS building in the area, Garrison children could go there for music classes as part of the curriculum (instead of Fillmore which is further away).

- Duke Ellington students could get valuable teaching experience by teaching afterschool classes at Garrison

- Garrison could partner with Duke Ellington (students and staff) and the foundations, people in its sphere of interest to provide community programming (children and adult paying music classes) on Garrison premises. Possible source of income for Garrison (and Duke Ellington).
Appendix 8 - e.g. International curriculum program

- Capitalize on **wider context** - DC is home to a wealth of international institutions and Garrison’s neighborhood is increasingly international as demonstrated by Appendix X.

- International focus is one of the **key elements in the Feeder System parents leaders proposal**.

- DC Center for Global Education and Leadership is working on a **Global Education curriculum** that “mobilizes the unique resources of the nation’s capital to help prepare a new generation of DC youth for life and careers in our culturally diverse, globally interconnected 21st century world”. [http://www.dc-cgel.org](http://www.dc-cgel.org)

- Because of its diverse student body and neighborhood, Garrison would be **uniquely positioned** to pilot this curriculum.

- Language classes for the community would fit into the International focus
Appendix 9 - e.g. STEM Integration program

- Capitalize on Garrison’s environmental context - unique access to vast grounds, proximity to DC museums

- Incorporate science and technology through Sustainable DC Projects (e.g. “free” solar roofs system, ideal for Garrison’s flat roof that comes with science curriculum appropriate for elementary school students)

- Capitalize on Garrison’s existing dedicated science teacher

- Leverage elements of Garrison Improvement Project natural sciences educational aspects (environmental classrooms, urban orchards, nature trails)

- More information needs to be obtained by http://www.dcestemalliance.com
Appendix 10 - www.garrisonelementary.org

Welcome to Garrison Elementary School

Questionario

Save Garrison

Our Vision

SURVEY
Appendix 11 - Facebook Page

Garrison Elementary School
Timeline

We're working fast and furiously to WOW the Chancellor in our meeting with her tomorrow. We promise to represent you to our best ability, UNESCO.

CPS Proposes Counter-Proposal for DC Public Schools: Borderstan Borderstan

DC Public Schools

Vase Video Series at Carver Patterson

Target

The Heart of America Tour 2011
Appendix 12 - Comparing 2010 Master Facilities Plan

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Capacity - S/T x number of classes

The 2010 Master Facilities Plan does not foresee JEP classes and accounts for many more upper grades classes (higher Teacher per Student ratio).

The difference in grade configuration between the 2010 Facilities Plan and the SY 2012-13 accounts for 45 "missing" students.

The remaining 53 "missing" students are a result of certain classes from K upwards not being filled to capacity.

A portion of these 53 "missing" students must be considered normal attrition, particularly in the upper grades.

The 2010 Master Facilities Plan foresees 15 classrooms. Garrison currently has 16 classrooms.

The 2010 Master Facilities Plan foresees that 10 classrooms are "unassigned", and therefore implicitly recognizes OBE's presence. Currently, OBE and the Embassy Adoption Program occupy 9 of those classrooms, and Garrison occupies the remaining one.

Therefore according to the 2010 Master Facilities Plan, technically Garrison does not have empty classroom space.

We do not understand what the 356 capacity cited in the latest figures issued by DCPS is based on.
Appendix 13 - Floor Plan (first floor)
Appendix 14 - Floor Plan (first floor)
### Appendix 15 - Capital Budget Allocations

<table>
<thead>
<tr>
<th>Project No</th>
<th>YY183C</th>
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<tbody>
<tr>
<td>Project Title</td>
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</tr>
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<td>AM0</td>
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<td>Fund Detail</td>
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<td>6-yr Total</td>
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An extra $107,920 are allocated to Garrison under Fund 301
## Appendix 16 - Modernization timing

<table>
<thead>
<tr>
<th>Modernization timing (by way of example)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
</tr>
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<td>Jan-13</td>
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<td>Nov-14</td>
</tr>
<tr>
<td>Spring 2015</td>
</tr>
<tr>
<td>Summer 2015</td>
</tr>
</tbody>
</table>

It would be more cost effective to RFP the whole design and build of the Complete Design Package all at once to one firm, but that would imply having most of the $9.5 million available at that point.
Appendix 17 - Garrison Improvement Project
DM Leonard, please see the email trail below between CMs Graham and Evans. If you need OPLA’s assistance, please let me know.

Thanks,
Janene

Janene D. Jackson, Esq.
Director, Office of Policy and Legislative Affairs
Executive Office of Mayor Vincent C. Gray
Government of the District of Columbia
The John A. Wilson Building
Suite 533
1350 Pennsylvania Avenue, NW
Washington, DC 20004
202-727-2816 (direct dial)
202-538-3213 (cellular)
janene.jackson@dc.gov

---

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---

From: Evans, Jack (COUNCIL) [mailto:JACKEVANS@DCCOUNCIL.US]
Sent: Monday, January 07, 2013 10:08 AM
To: 'Jim Graham'; garrisonpta@gmail.com; Kimbel, Sherri (COUNCIL); Jackson, Janene (EOM); DeTaeye, John (COUNCIL)
Subject: RE: Debrief on Meeting with Chancellor

Thanks Jim. I’d like to echo Mr. Graham’s comments. Please be sure to keep us updated.

Happy New Year!

Jack

---

From: Jim Graham [mailto:Jim@grahamwone.com]
Sent: Monday, January 07, 2013 7:52 AM
To: garrisonpta@gmail.com; Evans, Jack (COUNCIL); Kimbel, Sherri (COUNCIL); Janene.Jackson@dc.gov; DeTaeye, John (COUNCIL)
Subject: FW: Debrief on Meeting with Chancellor

Ann,
Happy New Year to you and family as well. Yes, I saw the Washington Post article and thought it was very effective. I have ATTACHED your presentation on this email and am copying Janene Jackson in the Executive Office of the Mayor. Ms. Jackson would be able to assist in scheduling a meeting with the Mayor.

Both Councilmember Evans and I will continue to support keeping Garrison open throughout the process.

Keep in touch.

Bests, Councilmember Jim Graham

---

*I typically answer emails before 9 AM on weekdays. If you email me after that, it is likely that you will hear from me the next weekday. If there is a need to communicate prior to that, you may wish to call me. For most effective communication, please use my direct email address: jim@grahamwone.com*


*Chairman, Committee on Human Services (including alcohol regulation). Main Committee Number: 202-724-8191. 1350 Pa. Ave., NW, #116, Washington, DC 20004.*

*Website: [www.grahamwone.com](http://www.grahamwone.com)*

---

*From: Garrison PTA [mailto:garrisonpta@gmail.com]  
Sent: Thursday, January 03, 2013 2:28 PM  
To: Jim Graham; DeTaeye, John (COUNCIL)  
Subject: Fwd: Debrief on Meeting with Chancellor*

Dear Council Member Graham and John:

Happy new year! I hope you both enjoyed the holidays. Hard to believe it is 2013 and time to get back to the grind again! As such, I'm contacting you about Garrison since a decision will be announced soon and we still want to make sure we remain open!!

As you know, we had our meeting with the Chancellor on December 18. You probably saw the article in the Post yesterday about the counter-proposals. I'm attaching our documents for your reference - I think I sent them previously but just wanted to share again, just in case.

I honestly have no idea what is going to happen or what else can be done. Jim, what is your thought? Has any information been shared with you as to how the decision will be made? The mayor has been very, very quiet on all this. Is there a way that we can get an audience with him, or at least get information placed directly in his hands that he will read? At the very least, our 5th graders wrote letters addressed to him and I want him to actually see them.

Thanks for all the support and I look forward to hearing your thoughts! Again, happy new year!

best

ann

--

*Like us on Facebook: [https://www.facebook.com/#!/GarrisonES](https://www.facebook.com/#!/GarrisonES)*
On Wed, Dec 19, 2012 at 11:13 PM, Garrison PTA <garrisonpta@gmail.com> wrote:

Dear Council Member Evans and Sherri:

Well, we had our meeting with the Chancellor on Tuesday. I am not sure how I really feel about it since the Chancellor has quite the poker face. I'm attaching our proposal here for your review. We worked hard on it but of course being me I wish we had spent more time and provided more detail!

The point that I tried to keep hitting home is that we have the number one element people want - ENGAGEMENT. That we are now poised to build the school from the ground up and that we have to be partners with DCPS. We cannot keep flailing in the wind on our own, that we need to come to the table together in order to move forward to make Garrison "the next school no one can get into." We said we would be willing to sign a contract where each party agrees to certain obligations - she seemed to like that and ask what it was we were wiling to commit to. I said that I could not really say, because we'd have to first sit down together to decide the vision for the school and then we could decide who is responsible for what.

We said that when she announces that Garrison stays open, that DCPS has to firmly state that it backs the school and that it is crucial that she herself attend open houses and that Amanda Alexander (our Instructional Superintendent) be present as well. She said oh no, the biggest recruiters for schools are parents themselves and I said sure...but they have to know that DCPS fully supports Garrison and that she has no idea how far it goes to see a face from Central Office at events. I told her how crucial it was that Alexander was there on the first day of school to introduce Collin, and how people were so glad to see her.

The Chancellor gave a lot of push back on areas that cost money. Language programming, modernization, etc. She says the money isn't there and that is what the problem is. Too many people want the same money. My takeaway was that they would NOT say that Garrison could have an immersion program next year and they would not announce that and that they could not commit to a full modernization. Regarding language immersion, all the research we have done shows it does not cost anything more than hiring the right teacher, which we'd do anyway by adding another PS/PK class. So, really, there IS no money issue.

Since yesterday, i have received two different emails that make her pushback VERY disturbing and as a parent and taxpayer, infuriating. One was the announcement of an RFP for renovations to Key Elementary playground. Another is that Mundo Verde Public Charter school already has reached capacity at its building and has 900 students on its waiting list.

Regarding Key...REALLY?? Do they have recurring sinkholes, an abandoned pool, missing slides and broken swings? Do they have huge puddles after it rains that last for days? I daresay they don't. The prioritization of money is mindboggling. Especially since Key cannot accommodate one more child than it already has and the state of its playground isn't driving parents away. Back to the Chancellor, we countered her money argument by saying we could work together to find the modernization funds - tout the whole "One City" thing, do public-private partnerships, etc...that we already worked with you, Jack, to come up with $1 million so we have proven we are resourceful etc. And that some of the schools that surely will close probably are scheduled for modernization in 2014 as we are, and the money can just be re-directed to us since they won't be open. In fact, I found the RFP for FY13 Phase I modernizations on the DGS website and on the list is MC Terrell ES...a school on the closure list which probably will close as I've heard nary an argument about keeping it open. So...there you go, $7.2 million found right there (I am attaching the PDF from the DGS website, the RFP addendum that lists the schools.) But really, should we even have to do this? (I ask, though, in light of these RFPs, what IS the status of DGS issuing an RFP for the demo of the pool and field upgrades? This work still has to be done regardless of what happens to Garrison. I don't want my son or anyone else to fall down a sinkhole.)
Regarding Mundo Verde - this proves that people fall all over themselves to get into a school that has a language program. Add language immersion to Garrison and immediately people will line up at the door and the Chancellor will get the bodies that she wants. I just forwarded that email to you so you can see it.

She says the goal is to make the announcement on January 15 and that her people will be working throughout the holidays to evaluate all the proposals. She said we had certainly done our work and now they’ll evaluate it and all the other proposals submitted.

From here, I honestly have no idea what is going to happen or what else can be done. On the one hand I want to keep fighting but am not sure that it will even do any good. Jack, what is your thought? The mayor has been very, very quiet on all this. Is there a way that we can get an audience with him, or at least get information placed directly in his hands that he will read? At the very least, our 5th graders wrote letters addressed to him and I want him to actually see them.

Thanks for all the support and I look forward to hearing your thoughts!

best
ann

--
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Follow us on Twitter:  http://twitter.com/#!/garrisonpta

--
Like us on Facebook:  https://www.facebook.com/#!/GarrisonES
Follow us on Twitter:  http://twitter.com/#!/garrisonpta
Tom – Let me know what you need from me.

Charles W. Jackson  
Deputy Chief of Operations  
Office of Special Education  

District of Columbia Public Schools  
1200 First Street, NE  
Washington, D.C. 20002  
P: 202-442-4026  
M: 202-607-8731  
E: charles.jackson2@dc.gov  
http://dcps.dc.gov

Tom will need to take the lead on this and we will get a copy of one of the Ward decks from Josephine.
-N

Nathaniel Beers, MD, MPA, FAAP  
Chief, Special Education  

District of Columbia Public Schools  
Office of Special Education  
1200 First St NE  
Washington, DC 20002  
T 202 535-1089  
F 202 654-6075  
E Nathaniel Beers@dc.gov  
http://dcps.dc.gov

Josephine,  
Please let me know what you need from me.
From: <Beers>, Nathaniel 
Date: Monday, December 10, 2012 9:16 AM  
To: Tom Flanagan <thomas.flanagan@dc.gov>, Neela Rathinasamy <Neela.Rathinasamy@dc.gov>, Art Fields <arthur.fields@dc.gov>, DCPS-OSE <heather.elliott@dc.gov>, "Jackson, Charles W. (DCPS)" <charles.jackson2@dc.gov>  
Cc: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>, "McKenzie, Tara (DCPS)" <tara.mckenzie@dc.gov>  
Subject: FW: SAP Questions / Dec. 20 SAP Meeting

I am going to SAP next Thursday. Can we make sure that work with Josephine’s team to develop a brief powerpoint and review these questions? Some of them are really out there, but we should make sure that we develop responses.

-N

Nathaniel Beers, MD, MPA, FAAP  
Chief, Special Education

From: Karla Reid-Witt <motherwitt@yahoo.com>  
Date: Mon, 10 Dec 2012 07:33:55 -0500  
To: N Beers <nathaniel.beers@dc.gov>  
Cc: Karla Witt <motherwitt@yahoo.com>  
Subject: SAP Questions / Dec. 20 SAP Meeting

Good Morning Dr. Beers,

The State Advisory Panel on Special Education is excited about the opportunity to speak with you regarding the impending DCPS closures during our December 20, 2012 meeting. Unfortunately, I will not be able attend the meeting. I have to attend a school event, for my daughter. John Quinn, SAP Vice Chair, will chair the December meeting.

You are on the Agenda, from 6:55 p.m. until 7:25 p.m. The first 10 minutes of your time with you will be set aside for you to brief us on the impact of the closures on students who receive special education services, brief us on your plan to address the closures and to answer the questions within the attached document. The last 20 minutes are set aside for questions to you from SAP members. We would appreciate your providing a written copy of the DCPS OSE School Closure Plan and any other information you think important to share with us, before or during the meeting.

We greatly appreciate the effort you have made to attend the meeting; and we look forward to a productive, informative and interesting discussion. Also, please let me know, how the SAP can be of service to DCPS in its efforts to serve students who receive special education services.
Best,
Karla Reid-Witt

Karla Reid-Witt, JD
E-mail: motherwitt@yahoo.com

“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.” Ron Edmonds, founder of the Effective Schools Movement
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Tom – Let me know what you need from me.

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-N  

Nathaniel Beers, MD, MPA, FAAP  
Chief, Special Education  

District of Columbia Public Schools  
Office of Special Education  
1200 First St NE  
Washington, DC 20002  
T 202-535-1089  
F 202-654-6075  
E Nathaniel_Beers@dc.gov  
http://dcps.dc.gov

Josephine,  
Please let me know what you need from me.
From: <Beers>, Nathaniel
Date: Monday, December 10, 2012 9:16 AM
To: Tom Flanagan <thomas.flanagan@dc.gov>, Neela Rathinasamy <Neela.Rathinasamy@dc.gov>, Art Fields <art.fields@dc.gov>, DCPS-OSE <heather.elliott@dc.gov>, "Jackson, Charles W. (DCPS)" <charles.jackson2@dc.gov>
Cc: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>, "McKenzie, Tara (DCPS)" <tara.mckenzie@dc.gov>
Subject: FW: SAP Questions / Dec. 20 SAP Meeting

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From: Karla Reid-Witt <motherwitt@yahoo.com>
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Best,
Karla Reid-Witt

____________________________

Karla Reid-Witt, JD
E-mail: motherwitt@yahoo.com

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Ms. Robinson,

Thank you so very much for the invitation. I look forward to attending Tuesday's meeting, and greatly appreciate the outreach from the Chancellor.

Best,
Jack

On Fri, Nov 16, 2012 at 9:15 AM, Robinson, Josephine B. (DCPS) wrote:

Dear State Board of Education Members and Members-Elect,

As you know, Chancellor Kaya Henderson just released a proposal to consolidate and reorganize our school system to better support the five big goals we announced last spring when we released our strategic plan, A Capital Commitment. I have attached the overview of the proposal but you can access the full proposal and school specific information at www.dcps.dc.gov.

Chancellor Henderson is deeply committed to working with our parents and school community leaders to ensure our final consolidation plan represents the best path for success for our students. Chancellor Henderson is interested in hearing your feedback and suggestions for improvement to the plan and would like you to join her and the Executive Team at OSSE for a discussion of the plan on Tuesday, November 20, 2012 at 11:00 am at OSSE, 810 First Street, NE on the 9th Floor.

Please respond to me with a copy to Jose Alvarez if you intend to join us. We look forward to the discussion.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
Help 9-1-1 Save Your Life!
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Inform first responders in advance!

--
Commissioner Jack Jacobson
Ward 2 Representative-elect, DC State Board of Education
202-251-7644 (mobile/primary)
www.jackjacobsondc.com
Facebook.com/JackJacobsonforDC
@Twitter.com/JackJacobsonDC
Every Neighborhood
Every Child, Every School
Quality Schools
in Washington, DC
Location and Performance
An analysis of school
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Jessica Sutter, Senior Advisor

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IFF
January 2012
Quality Schools: Every Child, Every School, Every Neighborhood

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

5 Preface

6 Executive Summary
6 Key Findings
6 Recommendations

7 Introduction

8 Research Methodology
8 Supply
10 Demand
10 Service Gap
10 Race and Ethnic Classifications
10 Student Commute
11 Data Sources

12 District-Wide Analysis
12 Final Rank of 39 Neighborhood Clusters
14 Enrollment and School Types
15 Demographics Overview
22 Performance
24 Student Commutes and Access to Performing Schools
28 Utilization
29 Grade Division Analysis

40 Findings and Recommendations
40 Findings
42 Recommendations

45 Top Ten Priority Neighborhood Cluster Profiles
46 Columbia Heights, Mt. Pleasant, Pleasant Plains & Park View (Cluster 2)
48 Brightwood Park, Crestwood & Petworth (Cluster 18)
50 Brookland, Brentwood & Langdon (Cluster 22)
52 Ivy City, Trinidad & Carver Langston (Cluster 23)
54 Deanwood, Burrville, Grant Park, Lincoln Heights & Fairmont Heights (Cluster 31)
56 Capitol View, Marshall Heights & Benning Heights (Cluster 33)
58 Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park & Fort DuPont (Cluster 34)
60 Woodland/Fort Stanton, Garfield Heights & Knox Hill (Cluster 36)
62 Douglas & Shipley Terrace (Cluster 38)
64 Congress Heights, Bellevue, Washington Highlands & Bolling Air Force Base (Cluster 39 + BAFB)

66 Appendix A: Detailed Service Gap Data
68 Appendix B: Performance Analysis: School-Wide Tiers
71 Appendix C: Elementary School Performance Analysis: K-5 Tiers
73 Appendix D: Middle School Performance Analysis: 6-8 Tiers
75 Appendix E: High School Performance Analysis: 9-12 Tiers
76 Appendix F: Average Improvement Slopes by Neighborhood Cluster
Maps

13 Map 1: Final Rank of 39 Neighborhood Clusters by Service Gap
17 Map 2: Density of Households under 185 percent Federal Poverty Level
18 Map 3: Racial/Ethnic Majority in 2000
19 Map 4: Racial/Ethnic Majority in 2010
20 Map 5: Density of School-Age (5-17 years) Children in 2000
21 Map 6: Density of School-Age (5-17 years) Children in 2010
26 Map 7: Performance Tier of School Attended by DCPS Students Living in Cluster
27 Map 8: Performance Tier of School Attended by Charter Students Living in Cluster
31 Map 9: Student Commute Patterns to Tier 1 Schools, Grades K-5
32 Map 10: Service Gap, Grades K-5
34 Map 11: Student Commute Pattern to Tier 1 Schools, Grades 6-8
35 Map 12: Service Gap, Grades 6-8
37 Map 13: Student Commute Patterns to Tier 1 Schools, Grades 9-12
38 Map 14: Service Gap, Grades 9-12
41 Map 15: Top Ten Clusters In Need of Performing Seats

Charts

15 Chart 1: Percent of Population Below or Above 185 percent of the Federal Poverty Level
16 Chart 2: Breakdown of Race and Ethnicity by District and School Type
16 Chart 3: Breakdown of Race and Ethnicity for Washington, DC Population in 2000 and 2010
24 Chart 4: Student Commute Patterns by Performance Tier and School Type
25 Chart 5: DCPS and Charter School Students’ Commute Patterns by Performance Tier and Cluster Ranking
25 Chart 6: Student Household Income by Performance Tier and School Type

Tables

13 Table 1: Detailed Service Gap Analysis, K-12
14 Table 2: School Type and Enrollment Numbers
22 Table 3: Average Improvement Slope by Grade Division and School-wide in Math and Reading
22 Table 4: Number of Schools in each Tier, based on school-wide performance analysis
23 Table 5: Total Capacity of Schools in each Tier, based on school-wide performance analysis
26 Table 6: DCPS Students, by cluster and performance tier of school attending
27 Table 7: Charter Students, by cluster and performance tier of school attending
28 Table 8: Utilization Rates by Grade Range and School Type
30 Table 9: Number of Schools in each Tier, based on Grades K-5 performance analysis
30 Table 10: Student Commute Patterns to Tier 1 Schools, Grades K-5 Analysis
32 Table 11: Service Gap Analysis, Grades K-5
33 Table 12: Number of Schools in each Tier, based on Grades 6-8 performance analysis
33 Table 13: Student Commute Patterns to Tier 1 Schools, Grades 6-8 Analysis
35 Table 14: Service Gap Analysis, Grades 6-8
36 Table 15: Number of Schools in each Tier, based on Grades 9-12 performance analysis
36 Table 16: Student Commute Patterns to Tier 1 Schools, Grades 9-12 Analysis
38 Table 17: Service Gap Analysis, Grades 9-12
41 Table 18: Top Ten Service Gap Analysis
Quality Schools: Every Child, Every School, Every Neighborhood was commissioned by the Office of the Deputy Mayor for Education of Washington, DC and funded by the DC Public Education Fund with a generous donation from The Walton Family Foundation. The research was conducted by the Public Policy and Research Department of IFF. IFF is a regional nonprofit community development financial institution. Since 1988, IFF has provided real estate financing and real estate development to nonprofit corporations. Today IFF works on a broader range of community development initiatives in five Midwestern states. Its policy and research department assists municipalities, foundations, associations and nonprofit corporations throughout the country with analysis that improves focus and resource allocation, primarily in school reform efforts. With the passage of legislation that called for nonprofit corporations to create charter schools throughout Illinois, in 1996, IFF partnered with Chicago Public Schools (CPS) leaders to evaluate operating and capital proposals from charter school applicants. IFF's school study, originally developed in 2003 to identify priority community areas in Chicago for the location of new schools, led to better distribution of choices for parents and improved knowledge of real estate issues for Chicago Public Schools. IFF's methodology has evolved and been adapted to guide school reform efforts in St. Louis, Milwaukee, Kansas City, Denver and two additional studies in Chicago. A similar study is underway in Indianapolis.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Supply

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

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

This study does not adopt AYP (Adequate Yearly Progress) criteria to define performance2 due to the belief that AYP is too imprecise. Since the passage of the No Child Left Behind (NCLB) Act of 2001, states have set standards that incrementally increase and have tracked schools’ progress towards the goal of 100 percent of students performing at grade level in reading/language arts and math by 2014. As 2014 approaches, schools are not improving at the pace needed to meet rising standards. Despite increased proficiency rates, few DC schools met the AYP threshold scores in 2011. In DCPS, nine neighborhood elementary schools, one neighborhood middle school and four specialized high schools passed the AYP threshold in both reading and math. Among the charter schools, three middle school campuses and one high school met the cut score for both reading and math. With only eighteen schools meeting AYP thresholds, this measure does not adequately differentiate between degrees of performance. By including historical improvement in its calculations and using a relative ranking system, this methodology captures degrees of performance. It separates schools into quartiles, or four performance tiers, based on their performance relative to other schools serving similar grades. Instead of identifying

2 For 2011, in elementary schools, 73.69 percent of students should score at or above grade level in reading; and 70.14 percent at or above grade level in math. In high schools, 71.99 percent and 70.27 percent must score at or above proficiency in reading and math respectively. For details on AYP Guidelines and DC-CAS technical manual, see publications from Office of the State Superintendent of Education.
only 18 schools as performing, the top quartile for school-wide performance, which included all schools, categorizes 45 schools as top performing; for grades K-5, 31 schools are in the top quartile; for grades 6-8, 20 are in the top quartile; and for grades 9-12, eight are in the top quartile.

The historical performance of each school was analyzed with an extrapolative regression model. To project whether the school’s past improvement indicates if relatively high levels of proficiency would be achieved within five years (2016), a regression was run with each school’s percent of students that scored proficient or above on the DC-CAS as the dependent variable (y) and the test year as the independent variable (x). With the past five years (2007-2011) plotted, IFF used least squares-regression equation \( y = b_0 + b_1x \) to calculate the y-intercept \( b_0 \) and slope of the line or coefficient \( b_1 \) for each school. Then, using their current pattern of improvement in the percent proficient in math and reading, IFF projected the potential percent proficient in 2016. In essence, by inputting 2016 for x, IFF solved for the dependent variable (y), percent proficient. This model cannot and does not purport to forecast the percent that will be proficient in a school in 2016. It can, however, express whether the historical pattern of improvement suggests future achievement. It draws attention to the schools with consistent and rigorous improvement—even if they are not currently meeting AYP standards.

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

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

**Performing Capacity in Neighborhood Cluster.**

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

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

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

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

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

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

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

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

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

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

Final Rank of 39 Neighborhood Clusters
The culmination of this study is the ranking of neighborhood clusters based on their service gap, as illustrated in Map 1, and the identification of the Top Ten priority neighborhood clusters, as indicated in bold on the map, with a tie at rank three. The Top Ten are the ten clusters with the highest average rank across the three grade divisions (see Research Methodology section for detailed description of terms and methods). The final rank of the neighborhood clusters by their need for performing schools is an average of the ranks of the three grade divisions (K-5, 6-8, 9-12), see the sub-section Grade Division Analysis, for details. Because this study is a snapshot in time, it evaluates the neighborhood clusters based on data from the academic year 2010-2011.

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

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

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

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

3 Office of the State Superintendent for Education (OSSE).
### Table 1: Detailed Service Gap Analysis, K-12

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<th>Cluster Number</th>
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</table>

Districtwide Totals: 66,248, 34%, 39,738
Enrollment and School Types
Using student-level data to analyze enrollment, this study examines schools that serve kindergarten to 12th grade students in neighborhood schools, specialized high schools and charter schools: the population indicated in red on Table 2. It includes 112 DCPS schools serving 37,843 students, and 72 charter campuses serving 22,405 students. On October 2010, 75,585 students, or 93 percent of the 81,132 school-age children in DC, attended a DCPS or public charter school. An additional 1,500 students attended a private school with a scholarship from the Opportunity Scholarship Program (OSP).

Table 2: School Type and Enrollment Numbers

<table>
<thead>
<tr>
<th>Student Resident Status</th>
<th>Type of School</th>
<th>Number of Campuses</th>
<th>PS-PK</th>
<th>K-5</th>
<th>6-8</th>
<th>9-12</th>
<th>Other</th>
<th>Grand Total</th>
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</thead>
<tbody>
<tr>
<td>DC Residents</td>
<td>Charter School</td>
<td>100</td>
<td>5,116</td>
<td>10,639</td>
<td>6,085</td>
<td>6,014</td>
<td>2,161</td>
<td>29,252</td>
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<tr>
<td></td>
<td>Early Childhood Education</td>
<td>16</td>
<td>1,618</td>
<td>1,356</td>
<td>1,27</td>
<td>2,092</td>
<td>2,219</td>
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<tr>
<td></td>
<td>Other/Alternative</td>
<td>4</td>
<td>127</td>
<td>2,092</td>
<td>2,219</td>
<td></td>
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<tr>
<td></td>
<td>Special Education</td>
<td>1</td>
<td>3</td>
<td>54</td>
<td>38</td>
<td>55</td>
<td>64</td>
<td>214</td>
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<tr>
<td>Non-Residents</td>
<td></td>
<td>7</td>
<td>24</td>
<td>11</td>
<td>24</td>
<td>5</td>
<td>71</td>
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</table>

| PCSB Totals             |                         | 93                | 4,353 | 10,639 | 6,085 | 6,014 | 2,161 | 29,252      |
| DC Residents            | Neighborhood School     | 16                | 2,725 | 9,305 | 6,056 | 5,898 | 23,874 |
|                         | Specialized             | 0                 | 3,258 | 3,258 |
| Early Childhood Education | 2                   | 128               | 1006  | 234   |
| Other/Alternative       | 8                      | 5                 | 837   | 1,780 | 2,622 |
| Special Education       | 5                      | 1                 | 75    | 125   | 155   | 476   |
| Non-residents           |                         | 9                 | 31    | 16   | 89   | 3     | 148    |

| DCPS Totals             |                         | 127               | 5,254 | 20,093 | 7,096 | 11,987 | 1,903 | 46,333      |
| Grand Total             |                         | 220               | 9,607 | 30,732 | 13,181 | 18,001 | 4,064 | 75,585      |

| School Age Population   | 12,938                 | 31,170             | 14,872 | 22,152 | 81,132 |
| Percent in DCPS and Charter Schools | 74.3% | 98.6% | 88.6% | 81.3% | 93.2% |

---

5 2010 US Census.
6 Sources: PCSB student-level data, October 2010; DCPS student-level data, October 2010; and US Census 2010. PS-PK reflects the sum total of 3-4 year olds, grades K-5 or 5-10 year olds, grades 6-8 of 11-13 year olds and grades 9-12 of 14-17 year olds.
7 Most students in the Alternative Education, "Other" grade, are adult learners.
In DCPS, they have the average age of 31 years old.
In the District, public education services are provided by two separate but equally important systems: DCPS and charter schools authorized by PCSB. Until the slight increase in enrollment in the past two years, enrollment in DCPS schools had consistently declined over the past forty years. Additionally, since the District of Columbia School Reform Act of 1995, approximately 2,000 students have transferred each year from DCPS schools to charter schools. Nonetheless, DCPS continues to serve the majority of school-age children, with 46,333 students, or 61 percent of students enrolled in public schools. In 2010-11, DCPS operated 127 schools: 106 neighborhood schools, and six specialized high schools. The remaining schools, which are not included in the study, were early childhood education, special education, adult education, and alternative schools. Public charter schools served 29,252 students, or 39 percent of public school students, in 52 schools on 93 campuses. Seventy-two of the campuses were regular education charter schools. The remaining 21 schools were early childhood, special education, adult education and alternative schools.

Demographics Overview

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

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

![Chart 1: Percent of Population Below or Above 185 percent of the Federal Poverty Level](chart.png)

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

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

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Chart 2: Breakdown of Race and Ethnicity by District and School Type

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<tr>
<th>Race/Ethnicity</th>
<th>DCPS</th>
<th>Charter</th>
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<tbody>
<tr>
<td>Black</td>
<td>87%</td>
<td>70%</td>
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<tr>
<td>White</td>
<td>9%</td>
<td>9%</td>
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<tr>
<td>Hispanic (of all races)</td>
<td>3%</td>
<td>3%</td>
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<tr>
<td>Asian</td>
<td>3%</td>
<td>1%</td>
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<tr>
<td>Multi-Racial and Other Races</td>
<td>3%</td>
<td>3%</td>
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Washington, DC

School-Age Population (5-17)

DCPS

Charter

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

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

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

11 See Research Methodology Section for discussion of definitions and statistics for race and ethnicity. "Other Races" includes American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and Other Races.
Map 4  Racial/Ethnic Majority in 2010

[Map of Washington, DC with different shades indicating racial/ethnic majority areas]
Map 5  Density of School-Age (5–17 years) Children in 2000
Performance

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

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

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

| Table 3: Average Improvement Slope by Grade Division and School-wide in Math and Reading |
|---------------------------------|-------------------|-----------------|---------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                                 | Grades K-5 Math   | Grades K-5 Reading | Grades 6-8 Math  | Grades 6-8 Reading | Grades 6-8 Math  | Grades 6-8 Reading | Grades 9-12 Math  | Grades 9-12 Reading | School-wide Math | School-wide Reading |
| Charter                        | 4.1%              | 2.3%             | 3.1%           | -1.0%            | 3.0%            | 3.3%            | 4.5%            | 2.2%            |
| DCPS                           | 1.5%              | 0.2%             | 1.1%           | -1.0%            | 3.1%            | 2.3%            | 1.9%            | 0.4%            |
| District Average               | 2.42%             | 0.95%            | 2.09%          | -0.99%           | 3.07%           | 2.76%           | 2.89%           | 1.09%           |

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

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<tr>
<th>Tier</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
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<td>Charter</td>
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<td>DCPS</td>
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<td>District Total</td>
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<td>46</td>
</tr>
</tbody>
</table>

The current improvement slopes and achievement of Tier 2 schools indicates that they are not currently and will not become high performing schools without intervention. District-wide, Tier 2 schools have a capacity of 25,518 seats; and, in the Top Ten, Tier 2 schools have a capacity of 10,484 seats. (Note: total school capacity serves all grades and programs, including PS-PK in elementary schools.) Overall, 40 percent to 60 percent of the students in Tier 2 schools tested at or above grade level. While a few Tier 2 schools have steep slopes of improvement in math (and a few have declining performance in math or reading), most have shallow improvement.
slopes. As a whole, the percent of students on grade level has increased at a 2.3 percent to five percent slope in math and a .8 percent to three percent in reading in Tier 2 schools. There are slightly more Tier 2 charter schools (25) than DCPS schools (20). These schools are near-performing schools.

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

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

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

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

There are 22 Tier 1 schools in the neighborhoods east of the park and west of Anacostia River; seven are DCPS schools, and 15 are charter schools. They serve 6,922 students: 40 percent (2,777) attend a DCPS school and 60 percent (4,445) attend a charter school. The DCPS schools are operating at 69 percent to 116 percent capacity; 54 percent (1,513) of their students live in the same cluster or an adjacent cluster; and, 36 percent (1,004) are from a Top Ten priority cluster. The charter schools are operating at 39 percent to 99 percent capacity; 54 percent (2,231) of their students live in the same cluster or an adjacent cluster; and, 50 percent (2,028) of the students are from a Top Ten priority cluster. Increasing enrollment in these Tier 1 schools would increase the number of students served by performing schools, but would not make a significant difference in the service gaps of the Top Ten priority clusters in the northeast.

There are six Tier 1 schools in the 12 clusters south of Anacostia River. They are all charter schools, and they serve 1,852 DC...
students. Most are operating between 77 percent and 90 percent capacity, although one is at 36 percent capacity. Eighty-six percent (1,598) of the students attending these Tier 1 schools live in a cluster south of the river; 61 percent (1,133) of the students live in the same cluster or an adjacent cluster; and, 65 percent (1,210) of the students come from one of the Top Ten Priority Clusters.

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

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

Students in the Top Ten and their Commutes. Following the District pattern, students in the Top Ten clusters were half as likely to attend a Tier 1 school—regardless of how much they travel—as compared to students in the remaining 29 clusters. If they traveled beyond the adjacent cluster, their chances of attending a Tier 1 school were similar to students in the remaining 29 clusters. However, if they attended a school in or adjacent to their neighborhood cluster, which 68 percent (21,776) of all students did, they were 2.5 times less likely to attend a Tier 1 school as their peers in the remaining 29 clusters. In the Top Ten priority neighborhood clusters, eight percent of the students attend a Tier 1 school in or adjacent to their neighborhood cluster, as compared to 21 percent, or one in five students, in the remaining 29 clusters. Map 7 and Map 8 synthesize the geographic distribution of performing schools and student commute patterns to reveal these patterns of student access to performing schools.
As most students attend a school close to their home, Maps 7 and 8 show how the quality of schools in their neighborhood determine the quality of school they attend. In comparing these maps to Map 2, which reveals the density of population below 185 percent of the Federal Poverty Level (FPL), a relationship between poverty and access to performing schools is revealed. In comparing all schools district-wide, the students in Tier 1 schools are slightly more likely (55 percent) to come from households above 185 percent of the FPL. However, 82 percent of the students in Tier 3 or Tier 4 schools are from households below 185 percent of the FPL. The economic diversity of students in Tier 1 schools and the geographic distribution of performing schools re-affirms that all students across the District can and do succeed when given the choice to attend a performing school. Currently,

70 percent of Tier 1 charter students are from households with income below this threshold. In comparison, lower income students are statistically less likely to attend a Tier 1 DCPS school: 27.8 percent of Tier 1 DCPS students were from households with income below 185 percent of the FPL.

**Map Reading Hints:** The pie charts are sized by the number of students living in each cluster and color-coded by the performing tier of the school they attend—regardless of whether they stay in their neighborhood or commute to their school.
Table 6: DCPS Students, by cluster and performance tier of school attending

<table>
<thead>
<tr>
<th>Cluster Number</th>
<th>Tier 1 (Schoolwide)</th>
<th>Tier 2 (Schoolwide)</th>
<th>Tier 3 (Schoolwide)</th>
<th>Tier 1 (DCPS Students)</th>
<th>Tier 2 (DCPS Students)</th>
<th>Tier 3 (DCPS Students)</th>
<th>Non-Tier DCPS Students</th>
<th>Total DCPS Students</th>
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<td>90</td>
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<td>Cluster 6</td>
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<td>30</td>
<td>32</td>
<td>33</td>
<td>30</td>
<td>112</td>
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</tbody>
</table>

*Includes entrants not included in prior panels due to the five years of DCPS testing data.
Map 8  Performance Tier of School Attended by Charter Students Living in Cluster

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

<table>
<thead>
<tr>
<th>Cluster Number</th>
<th>Charter Students Total</th>
<th>Charter Students Tier 1</th>
<th>Charter Students Tier 2</th>
<th>Charter Students Tier 3</th>
<th>Charter Students Tier 4</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

*Includes schools not included in the analysis due to lack of data from DC Office of Planning.
Table 8: Utilization Rates by Grade Range and School Type

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

Utilization

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

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

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

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

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

In the Student Commute Patterns maps, the pie charts are sized by the number of students attending each Tier 1 school, and each slice represents the rank of the neighborhood cluster and the number of students from each type of neighborhood cluster who commute to attend the Tier 1 school. The pie chart for DCPS schools has a solid black outline. The public charter schools have a dashed black outline. The background represents the grade division service gap rank of each neighborhood cluster, from red to green. The table names the Tier 1 schools, their utilization and the percent of students from the service gap rank.
There are performing elementary schools throughout the city but more in the north than in the south, as illustrated in Maps 9 and 10. Overall, there are more Tier 1 DCPS schools than charter schools. Of the Tier 1 schools serving students in grades K-5, ten passed AYP thresholds (see the K-5 performance tiers in Appendix D). For grades K-5, the district-wide improvement slope was 2.4 percent in math and .95 percent in reading. They have improved from an average of 34 percent of students at grade level in 2007 to 43 percent in 2011 in math, but have only improved from 41 percent to 44 percent in reading. The district has closed underutilized and underperforming schools, including Shaed Educational Campus, which was included in the study.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter</td>
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<td>9</td>
<td>9</td>
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<tr>
<td>DCPS</td>
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<td>17</td>
<td>23</td>
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<tr>
<td>Total</td>
<td>33</td>
<td>31</td>
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### Table 9: Number of Schools in each Tier, based on K-5 performance analysis
Table 11: Service Gap Analysis, Grade K-5

<table>
<thead>
<tr>
<th>K-5 Need Rank</th>
<th>Cluster Number</th>
<th>DCPS Current Demand</th>
<th>Charter Current Demand</th>
<th>Service Gap</th>
<th>Service Level</th>
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<tr>
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<td>2</td>
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</tr>
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<td>21,164</td>
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</table>
Middle Schools: Sixth to Eighth Grade Analysis. There are performing schools throughout the District serving grades 6-8, as illustrated in Maps 11 and 12. There are 16 Tier 1 charter schools serving grades 6-8 and four DCPS schools. Following the broader pattern, DCPS schools predominately provide performing seats in the northwest, and charter schools predominately provide performing seats in the northeast and southeast. Many neighborhoods, which might otherwise be high-priority neighborhood clusters because of significant service gaps in K-5 and 9-12, have benefited from charter schools with grades 6-8 with steep improvement slopes. The commute pattern shows that several Tier 1 charter schools draw students from lower need neighborhoods to higher priority neighborhood clusters—reversing the District trend of students from high-priority neighborhood clusters contributing to overcrowding in schools in low-priority neighborhood clusters. Of the Tier 1 schools serving students in grades 6-8, five passed AYP threshold (see the 6-8 performance tiers in Appendix E). For grades 6-8, the district-wide improvement slope was two percent in math and negative one percent (declining) in reading. In math, middle schools have improved from an average of 38 percent of students on grade level in 2007 to 50 percent in 2011. In reading, the percent of students testing at or above grade level has remained flat with 45 percent in 2007, a peak of 54 percent in 2009 and a decline to 46 percent in 2011.

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

<table>
<thead>
<tr>
<th>Tier</th>
<th>16</th>
<th>11</th>
<th>7</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DCPS</td>
<td>4</td>
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<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>19</td>
<td>19</td>
<td>20</td>
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Table 13: Student Commute Patterns to Tier 1 Schools, Grades 6-8 Analysis
Map 11: Student Commute Pattern to Tier 1 Schools, Grades 6–8
Table 14: Service Gap Analysis, Grades 6–8

<table>
<thead>
<tr>
<th>6-8 Head Rank</th>
<th>Cluster Number</th>
<th>DCPS Current Demand</th>
<th>Charter Current Demand</th>
<th>Service Gap</th>
<th>Service Level</th>
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<tbody>
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<td>332</td>
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<tr>
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<tr>
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<td>1</td>
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</tr>
<tr>
<td>29</td>
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<td>9</td>
<td>1</td>
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</tr>
<tr>
<td>30</td>
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<td>1</td>
<td>0%</td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
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<tr>
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<td>9</td>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

Districtwide Totals: 6,950 6,037 6,997
High Schools: ninth to twelfth grade analysis. There are performing high schools throughout the district. One neighborhood school, three charter schools and five DCPS specialty high schools contribute performing seats in the District. The only neighborhood high school that falls in the top quartile is Wilson High School, located in the northwest. Of the eight Tier 1 high schools, four passed AYP (see the 9-12 performance tiers in Appendix F). Of all the grade divisions, high schools have the lowest percent of students performing at grade level, but the highest rate of improvement over the past five years. The district-wide improvement slope for students in grade 10 was three percent in both math and reading.

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

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

<table>
<thead>
<tr>
<th>Tier</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>DCPS</td>
<td>5</td>
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<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>8</td>
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</table>

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Map</th>
<th>School Name</th>
<th>School Type</th>
<th>Schoolwide Utilization</th>
<th>Total 9-12 Enrollment</th>
<th>Grade 10-12 Students</th>
<th>Grade 11-12 Students</th>
<th>Grade 12 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Wilson High</td>
<td>DCPS</td>
<td>98%</td>
<td>1,513</td>
<td>71%</td>
<td>71%</td>
<td>61%</td>
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<tr>
<td>2</td>
<td>2</td>
<td>Cheoyote School of Arts</td>
<td>DCPS</td>
<td>92%</td>
<td>567</td>
<td>71%</td>
<td>71%</td>
<td>61%</td>
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<tr>
<td>3</td>
<td>3</td>
<td>Benjamin Barrow HS</td>
<td>DCPS</td>
<td>99%</td>
<td>417</td>
<td>71%</td>
<td>71%</td>
<td>61%</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Poney Street Polk Elementary</td>
<td>DCPS</td>
<td>89%</td>
<td>307</td>
<td>71%</td>
<td>71%</td>
<td>61%</td>
</tr>
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<td>5</td>
<td>5</td>
<td>Finding Success Academies</td>
<td>DCPS</td>
<td>96%</td>
<td>635</td>
<td>71%</td>
<td>71%</td>
<td>61%</td>
</tr>
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<td>6</td>
<td>East Central Tech HS</td>
<td>DCPS</td>
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<td>71%</td>
<td>71%</td>
<td>61%</td>
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<tr>
<td>7</td>
<td>7</td>
<td>Calaveras Poly Parkside</td>
<td>DCPS</td>
<td>91%</td>
<td>304</td>
<td>71%</td>
<td>71%</td>
<td>61%</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>Turk University Prep Charter</td>
<td>DCPS</td>
<td>94%</td>
<td>362</td>
<td>71%</td>
<td>71%</td>
<td>61%</td>
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</table>

Map 13  Student Commute Pattern to Tier 1 Schools, Grades 9–12
### Table 17: Service Gap Analysis, Grades 9–12

<table>
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<tr>
<th>Cluster</th>
<th>DCPS Current Demand</th>
<th>Charter Current Demand</th>
<th>Service Gap</th>
</tr>
</thead>
<tbody>
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<td>Cluster 1</td>
<td>473</td>
<td>375</td>
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</tr>
<tr>
<td>Cluster 2</td>
<td>232</td>
<td>299</td>
<td>28%</td>
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<tr>
<td>Cluster 3</td>
<td>372</td>
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<tr>
<td>Cluster 4</td>
<td>260</td>
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<tr>
<td>Cluster 5</td>
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<td>403</td>
<td>16%</td>
</tr>
<tr>
<td>Cluster 6</td>
<td>473</td>
<td>375</td>
<td>98%</td>
</tr>
<tr>
<td>Cluster 7</td>
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<td>98%</td>
</tr>
<tr>
<td>Cluster 10</td>
<td>473</td>
<td>375</td>
<td>98%</td>
</tr>
</tbody>
</table>

**Districtwide Totals**: 18,966 students served, 13,977 enrolled.
Findings and Recommendations

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

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

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

The Top Ten priority neighborhood clusters, in rank order, are:
2. Brightwood Park, Crestwood, Petworth (Cluster 18)
3. Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights (Cluster 31)
4. Douglas, Shipley Terrace (Cluster 38)
5. Capitol View, Marshall Heights, Benning Heights (Cluster 33)
6. Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View (Cluster 2)
7. Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park, Fort Dupont (Cluster 34)
8. Ivy City, Arboretum, Trinidad, Carver Langston (Cluster 23)
9. Brookland, Brentwood, Langdon (Cluster 22)
10. Woodland/Fort Stanton, Garfield Heights, Knox Hill (Cluster 36)

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

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

<table>
<thead>
<tr>
<th>Cluster Number</th>
<th>Current Demand</th>
<th>Service Level</th>
<th>Service Gap</th>
<th>% of Districtwide Service Gap</th>
<th>8-5</th>
<th>8-8</th>
<th>9-52</th>
<th>9-12</th>
<th>% of Districtwide Service Gap</th>
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<tbody>
<tr>
<td>Districtwide</td>
<td>31,948</td>
<td>35%</td>
<td>23,164</td>
<td>100%</td>
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<table>
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<tr>
<th>Cluster Number</th>
<th>Current Demand</th>
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<th>% of Districtwide Service Gap</th>
<th>8-5</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Districtwide</td>
<td>31,948</td>
<td>35%</td>
<td>23,164</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Top 10 Clusters:

- Cluster 1: 15,752 (10%) 3,287 (63%)
- Cluster 2: 7,645 (25%) 5,303 (78%)
- Cluster 3: 9,195 (8%) 8,471 (77%)
- Cluster 4: 31,948 (35%) 23,164 (100%)

- Cluster 5: 13,987 (45%) 6,997 (100%)
- Cluster 6: 10,735 (72%) 13,597 (100%)
- Cluster 7: 60,248 (34%) 39,750 (100%)

Recommendations

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

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

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

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

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

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

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

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

Close Tier 4 charter schools.

Within the Top Ten, close all Tier 4 charter schools or negotiate a transfer of the charter to a Tier 1 charter school operator. Undertake a cost/benefit analysis to determine whether to turnaround or close Tier 4 DCPS schools. Evaluate the condition of each building,
Accordingly, PCSB can issue geographic and grade specific requests for charter school proposals that align with specific Top Ten service needs, especially in Clusters 33, 34, 36, 38 and 39. Likewise, IFF recommends that PCSB actively recruit the highest performing charter school operators and ask them to replicate their performing school model in the Top Ten.

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

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

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

In Clusters 18, 22, 33, 34 and 39, include Tier 3 schools in the initial strategic plan. The large service gap and concentration of Tier 3 schools in these clusters necessitates that the existing capacity in Tier 3 schools be transformed into performing capacity. Immediately assess whether they should be treated as Tier 2 or Tier 4 schools. Following the recommendations for Tier 4 schools, IFF recommends that PCSB recruit the highest performing charter school operators to Clusters 33, 34, 36, 38 and 39.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Neighborhood Cluster Profiles</th>
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<tbody>
<tr>
<td>1</td>
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<td>9</td>
<td></td>
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<tr>
<td>10</td>
<td></td>
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</tbody>
</table>
The greatest overall need for Tier 1 schools is in the Top Ten priority neighborhood clusters. Addressing the service gaps in these neighborhood clusters as the highest priority will transform the District. In developing an action plan, the recommendations need to be adapted to the unique characteristics of each neighborhood cluster. To facilitate planning based on local community needs, the neighborhood profiles in this section include maps, tables, charts and analysis that detail cluster demographics, service gap, enrollment, commute patterns, performance and facilities.

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

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

Map Reading Hints: The school symbols are color-coded by school-wide performance tier and sized by the number of students attending that school from the cluster.
*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"
Overview & Demographics

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

Enrollment & Service Gap Findings

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

Recommendations

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

On average, Tier 1 charter schools within the cluster are operating at 94 percent capacity and Benjamin Banneker, a Tier 1 DCPS selective high school, operates at 99 percent capacity.
*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"
Overview & Demographics

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

Enrollment & Service Gap Findings

- 1,974 (40 percent) of the students attend a school within the cluster, 1,894 (38 percent) attend a school adjacent to the cluster, 1,096 (22 percent) travel further than an adjacent cluster.
- 1,348 (27 percent) students attend a Tier 1 school, both within and outside of the cluster. Of those, 731 (54 percent) attend a charter school and 617 (46 percent) attend a DCPS school.
- The service gap is 3,073 seats, meaning that 62 percent of seats in schools serving the cluster are in underperforming schools, and 38 percent are in Tier 1 schools.
- Seventy-three percent of students are enrolled in charter schools and 65 percent of students are enrolled in DCPS schools live below 185 percent Federal Poverty Level.

Of the seats in schools that make up this service gap:
- 1,293 are in grades K-5;
- 486 are in grades 6-8; and
- 1,294 are in grades 9-12.

Recommendations

1. Invest in the six Tier 2 schools. Improving these schools to Tier 1 performance could add up to 1,000 performing K-12 seats for students living in Cluster 18, based on current commute and enrollment patterns.
   - There are 1,928 seats in Tier 2 schools within the cluster.
   - Students from Cluster 18 occupy 33 percent of the charter school seats and 72 percent of DCPS seats in the cluster.

2. Turnaround or close the three Tier 3 and the two Tier 4 schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,200 performing seats could be added for students in Cluster 18.
   - There is a capacity for 2,110 seats in Tier 3 and Tier 4 schools serving elementary and middle school students, and 1,060 for high school. Students from Cluster 18 occupy 52 percent of seats in these schools.

3. Strategically increase enrollment in the two Tier 1 charter schools to add approximately 835 seats.
   - On average, Tier 1 charter schools in Cluster 18 currently operate at 55 percent of their enrollment ceiling capacity.
*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"
Overview & Demographics
- Cluster 22 has 1,841 students from grades K-12: 771 (42 percent) attend charter schools; and 1,070 (66 percent) attend DCPS schools. Not included in the study are 177 students are enrolled in other programs, including preschool, alternative education and special education.
- Eighty-seven percent of students in Cluster 22 are black and three percent white, and three percent of students are all other races. Seven percent identify their ethnicity as Hispanic/Latino.
- Sixty-nine percent of the students live in households with income below 185 percent of the Federal Poverty Level.
- Seventy-three percent of students are enrolled in a charter school and 66 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

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

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

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<thead>
<tr>
<th>Available School Tier</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
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<tr>
<td>School Type</td>
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<td>DCPS</td>
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<td>Charter</td>
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<tr>
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<tr>
<th>Non-Analysis Schools</th>
<th>DCPS</th>
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<tr>
<td>Grades</td>
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<td>9-12</td>
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<tr>
<td>Enrollment</td>
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<tr>
<td>School Type</td>
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<tr>
<td>School Name</td>
<td>Perry Street Prep PCS (2011-2012 location; formerly Hyde Leadership Academy PCS)*</td>
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<tr>
<td>Grades</td>
<td>PK-12</td>
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<td>Enrollment</td>
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<td>Capacity</td>
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<td>Utilization</td>
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*School moved from Cluster 21 as and at 2010-2011 school year. Performing high school seats should be attributed to the Cluster in the future. School is not shown on map.
*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"
Overview & Demographics

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

Enrollment & Service Gap Findings

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

Recommendations

1. Invest in the two Tier 2 charter schools. Improving these schools to Tier 1 performance could add up to 140 performing K-12 seats for students living in Cluster 23 and 183 seats to students in adjacent clusters, based on current commute and enrollment patterns.
- There are 313 seats for PK-8 and 420 seats for 9-12 in Tier 2 charter schools; there are no Tier 2 DCPS schools in this cluster. Students from Cluster 23 occupy 19 percent of these charter school seats. These schools draw broadly from the entire district, with 25 percent coming from adjacent Clusters 21, 22, 24 and 25.

2. Turnaround or close the three Tier 4 schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 700 seats could be added in elementary and middle grades, and 235 seats in high school grades.
- There is capacity for 1,330 seats in the two Tier 4 PK-8 education campuses, and 910 seats in the Tier 4 high school. Students from Cluster 23 occupy 26 percent of these seats.

<table>
<thead>
<tr>
<th>School Name</th>
<th>School Type</th>
<th>Grades</th>
<th>Enrollment</th>
<th>Capacity</th>
<th>Utilization</th>
<th>Building Square Feet</th>
<th>Capital Expenditures 2009-2010 Modernization</th>
<th>Capital Expenditures 2010 Stabilization</th>
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<tbody>
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<td>Center City PCS - Trinidad Campus</td>
<td>Charter</td>
<td>PK-8</td>
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<td>313</td>
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<tr>
<td>Washington Mach Science and Technology</td>
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<tr>
<td>John F. Kennedy</td>
<td>Charter</td>
<td>9-12</td>
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<td>530</td>
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<tr>
<td>John F. Kennedy</td>
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<td>480</td>
<td>530</td>
<td>92.0%</td>
<td>187,000</td>
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</tbody>
</table>

Non-Analysis Schools

- Phillips Architecture, Construction, and Engineering High School
- Capital High School
- Spingarn Stay High School
- Hamilton Center

Vacant DCPS Buildings

- Webb
- Young

*Schools must have at least three years of testing data to be part of the projections analysis.
**Square footage reflects total net multiple or viewed campuses.
Deanwood, Burrville, Grant Park, Lincoln Heights & Fairmont Heights (Cluster 31)

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

- Cluster 31 has 2,667 students from grades K-12: 1,088 (41 percent) attend charter schools; and 1,579 (59 percent) attend DCPS schools. Not included in the study are 333 students are enrolled in other programs, including preschool, alternative education and special education.

- Ninety-five percent of students in Cluster 31 are black and three percent identify their ethnicity as Hispanic/Latino.

- Seventy-nine percent of the students live in households with income below 185 percent of the Federal Poverty Level.
  - Eighty percent of students are enrolled in a charter school and 78 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

Enrollment & Service Gap Findings

- 1,370 (52 percent) of the students attend a school within the cluster. 436 (16 percent) attend a school adjacent to the cluster. 861 (32 percent) travel further than an adjacent cluster.

- 262 (10 percent) students commute outside of the cluster to attend a Tier 1 school. Of those, 143 (55 percent) attend a charter school and 119 (45 percent) attend a DCPS school.

- The service gap is 2,606 seats, meaning that 98 percent of seats in schools serving the cluster are in underperforming schools, and only 2 percent are in Tier 1 schools. Of the seats in schools that make up this service gap:
  - 1,172 are in grades K-5;
  - 621 are in grades 6-8; and
  - 813 are in grades 9-12.

Recommendations

1. Invest in the three Tier 2 schools. Improving these schools to Tier 1 performance could add up to 450 performing K-5 seats and 550 6-8 seats for students living in Cluster 31, based on current commute and enrollment patterns.

2. There are 2,025 seats in Tier 2 schools in Cluster 31: 935 in grades PS-5 and 1,090 in grades 6-8. Students from Cluster 31 occupy 38 percent of charter seats and 62 percent of DCPS seats.

3. Turnaround or close the four Tier 4 DCPS schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,550 performing seats could be added for students in Cluster 31.

4. There is capacity for 3,480 seats in four Tier 4 DCPS schools. Currently, students from Cluster 31 occupy 45 percent of seats in these schools.
*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"
Overview & Demographics
- Cluster 33 has 3,293 students from grades K-12: 1,624 (49 percent) attend charter schools; and 1,669 (51 percent) attend DCPS schools. Not included in the study are 328 students enrolled in other programs, including preschool, alternative education and special education.
- Ninety-five percent of students in Cluster 33 are black and three percent identify their ethnicity as Hispanic/Latino.
- Seventy-eight percent of the students live in households with income below 185 percent of the Federal Poverty Level.
- Seventy-nine percent of students are enrolled in a charter school and 78 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

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

Recommendations
1. Close the one Tier 4 charter school. Turnaround or close the one Tier 3 and the three Tier 4 DCPS schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,184 elementary and 147 middle school performing seats could be added for students in Cluster 33.
- Using the current grade configuration, there is capacity for 1,910 grades K-5 seats and 237 grades 6-8 seats in Tier 3 and 4 schools. Students from Cluster 33 occupy 62 percent of these seats.
- Authorize charter schools to add up to 1,500 seats.
Twining, Fairlawn, Randie Highlands, Penn Branch, Fort Davis Park & Fort DuPont (Cluster 34)

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

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

Recommendations
1. Turnaround or close the three Tier 3 and the two Tier 4 DCPS schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,200 performing seats for students in Cluster 34.
  - There is capacity for 3,220 seats in the current Tier 3 and Tier 4 schools within the cluster. Students from Cluster 34 occupy 37 percent of these seats.
  - Authorize charter schools to add up to 1,000 seats.
Woodland/Fort Stanton, Garfield Heights & Knox Hill (Cluster 36)

*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"
Overview & Demographics
- Cluster 36 has 1,451 students from grades K-12: 518 (36 percent) attend charter schools; and 933 (64 percent) attend DCPS schools. Not included in the study are 164 students who are enrolled in other programs, including preschool, alternative education, and special education.
- Eighty-eight percent of students are black, 11 percent do not identify their race, and less than one percent identifies their ethnicity as Hispanic/Latino.
- Eighty-two percent of the students live in households with income below 185 percent of the Federal Poverty Level.
  - Eighty-four percent of students are enrolled in a charter school and 82 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.
- 276 (19 percent) of the students attend a school within the cluster. 519 (36 percent) attend a school adjacent to the cluster. 656 (45 percent) travel further than an adjacent cluster.
- There are no Tier 1, Tier 2 or Tier 3 schools within the cluster.
- 157 (11 percent) students commute outside of the cluster to attend a Tier 1 school. Of those, 118 (75 percent) attend a charter school and 39 (25 percent) attend a DCPS school.
- The service gap is 1,350 seats, meaning that 96 percent of seats in schools serving the cluster are in underperforming schools, and only 4 percent are in Tier 1 schools. Of the seats in schools that make up this service gap:
  - 740 are in grades K-5;
  - 318 are in grades 6-8; and
  - 332 are in grades 9-12.

Recommendations
1. Turnaround or close the two Tier 4 schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 550 performing seats for students in Cluster 36.
   - There is capacity for 1,000 seats in the current Tier 4 schools.
   - Students from Cluster 36 occupy 55 percent of these seats.
2. Authorize charter schools to add up to 800 seats.
Cluster 38

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

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

Enrollment & Service Gap Findings

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

Recommendations

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

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<th>Enrollment</th>
<th>Capacity</th>
<th>Utilization</th>
<th>Building</th>
<th>Capital Expenditures 2008-2010</th>
<th>Capital Expenditures 2008-2010 Stabilization</th>
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</table>
MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"
Overview & Demographics

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

Enrollment & Service Gap Findings

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

Recommendations

1. Invest in the one Tier 2 school to increase access to performing seats for students in Cluster 39 and the air force base. Improving this school to Tier 1 performance could add up to 250 performing PS-5 seats based on current commute and enrollment patterns.
   - There is capacity for 655 students in a Tier 2 charter school.
   - 38 percent of the current PS-5 seats are occupied by students from this cluster.

2. Close the two Tier 4 charter schools. Turnaround or close the five Tier 3 and the four Tier 4 DCPS schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 4,155 performing seats could be added for students in Cluster 39.
   - There is capacity for 1,810 seats in the current Tier 4 DCPS schools and 3,730 in the current Tier 3 buildings. Students from Cluster 39 and the air force base occupy 75 percent of these seats.

3. Authorize charter schools to add up to 1,000 seats.
## Appendix A: Detailed Service Gap Data

<table>
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<tr>
<th>Cluster Number</th>
<th>Overall Need Rank</th>
<th>Grade Level</th>
<th>DCPS Demand</th>
<th>Charter Demand</th>
<th>Service Level</th>
<th>Service Gap</th>
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### Districtwide

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DCPS 013189
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|                | 10,906 | 5,807 | 31% | 11,597 | 37,843 | 22,405 | 34% | 39,758 |

DCPS 013190
### Appendix B: Performance Analysis: School-Wide Tiers

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

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<th>5-Year Projection (2016) % of Students Proficient/Advanced</th>
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<th>5-Year Projection (2016) % of Students Proficient/Advanced</th>
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## Appendix B: Performance Analysis: School-Wide Tiers Cont.

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<th>School Name (Schools meeting AYP in bold)</th>
<th>2011 Schoolwide Math % of Students Proficient/Advanced</th>
<th>2007-11 DC-CAS Performance Score</th>
<th>2012 Schoolwide Math % of Students Proficient/Advanced</th>
<th>2007-11 DC-CAS Performance Score</th>
<th>2012 Schoolwide Reading % of Students Proficient/Advanced</th>
<th>2007-11 DC-CAS Performance Score</th>
<th>5-Year Projection (2016) Schoolwide Reading % of Students Proficient/Advanced</th>
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*School closed at end of 2011-2012 school year.

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

***Eastern High School is going through the turnaround process.
## Appendix C: Elementary School Performance Analysis: K-5 Tiers

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</table>

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

72
## Appendix D: Middle School Performance Analysis: 6-8 Tiers

<table>
<thead>
<tr>
<th>Tier</th>
<th>School Name</th>
<th>2011-12 Math Proficient/Advanced</th>
<th>2011-12 DC CAS Performance Level</th>
<th>5-Year Projection (2014)</th>
<th>% of Students Proficient/Advanced</th>
<th>2011-12 Reading Proficient/Advanced</th>
<th>5-Year Projected % of Students Proficient/Advanced</th>
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<td></td>
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<td>60.0%</td>
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DCPS 013196
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<th>2017-18 DC CAS: 6-8 Math: % of Students Proficient/Advanced</th>
<th>2011-12 Reading: % of Students Proficient/Advanced</th>
<th>2017-18 DC CAS: 6-8 Reading: % of Students Proficient/Advanced</th>
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*School closed at end of 2010-2011 school year.
**These schools fall fewer than the 5 years minimum that data needed to be part of the analysis. More schools projection scores are based on five years.
## Appendix E: High School Performance Analysis: 9-12 Tiers

<table>
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<tr>
<th>School Name</th>
<th>2011 9-12 Math % of Students Proficient/Advanced</th>
<th>2007 11 DC-CAS Performance Score</th>
<th>5-Year Projection (2016) 9-12 Math % of Students Proficient/Advanced</th>
<th>5-Year Projection (2016) 9-12 Reading % of Students Proficient/Advanced</th>
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<td>101.0%</td>
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<td>103.9%</td>
<td>84.1%</td>
<td>88.9%</td>
</tr>
<tr>
<td>Watkins Technology HS</td>
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<td>89.7%</td>
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<td>78.8%</td>
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<td>87.8%</td>
<td>79.6%</td>
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<td>Caesar Chavis PCS-Capitol Hill</td>
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<td>48.9%</td>
<td>95.9%</td>
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<td>Curlee HS</td>
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<td>Randle T. Thompson PCS</td>
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<th>School Name</th>
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<th>5-Year Projection (2016) 9-12 Math % of Students Proficient/Advanced</th>
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*School closed at end of 2010-2011 school year.
**These schools had fewer than the 3 years minimum test data needed to be part of the analysis; most schools' projection scores are based on five years.
***Schools new school is going through the turnaround process.
## Appendix F: Average Improvement Slopes by Neighborhood Cluster

<table>
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<tr>
<th>Neighborhood Cluster</th>
<th>Average Improvement Slope K-5 Math</th>
<th>Average Improvement Slope K-5 Reading</th>
<th>Average Improvement Slope 6-8 Math</th>
<th>Average Improvement Slope 6-8 Reading</th>
<th>Average Improvement Slope 9-12 Math</th>
<th>Average Improvement Slope 9-12 Reading</th>
<th>Average Improvement Slope School-wide Math</th>
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</table>
Thank you everyone for your willingness to find time to talk. I am not able to participate but please move forward with the Friday call. Thank you and happy holidays.

On Mon, Dec 17, 2012 at 8:33 PM, <ayris.scales@dcpni.org> wrote:
Thank you. Friday Dec 21st at 11AM works perfectly for me.

Best,
Ayris

Sent on the Sprint® Now Network from my BlackBerry®

From: "Holland, Burnell (DCPS)" <burnell.holland3@dc.gov>
Date: Mon, 17 Dec 2012 20:16:53 -0500
To: Ayris Scales<ayris.scales@dcpni.org>
Cc: Robinson, Josephine B. (DCPS)<josephine.robinson@dc.gov>; Henderson, Kaya (DCPS)<Kaya.Henderson@dc.gov>; Irasema Salcido<irasema.salcido@chavezschools.org>
Subject: RE: Kenilworth ES Space

Hi Ms. Scales,

Mrs. Robinson has some availability this Thursday (12/20) at 10am or 12:30pm as well as this Friday (12/21) at 11am. Would any of those times work for you and your team? If not, please let me know I'll see if I can carve out some more time.

Sincerely,

Burnell

Burnell E. Holland III
Manager
Office of Family and Public Engagement

District of Columbia Public Schools
Office of the Chancellor
Thanks.

Kaya Henderson

Chancellor

District of Columbia Public Schools

1200 1st Street NE

12th Floor

Washington, DC 20002

202-442-5885

Kaya.Henderson@dc.gov
Hello Chancellor Henderson and Josephine,

As we discussed last week, I am attaching DCPNI’s reuse proposal for Kenilworth Elementary School. I apologize for not submitting this last week, but there were last minute edits that had to be taken into account with regards to the Choice grant from HUD. In our proposal, DCPNI is asking to work in tandem specifically with DCPS and DPR to support the Mayor’s interest in seeing a co-location facility at this site. DCPNI is currently an active tenant in the Kenilworth ES, occupying three classrooms on the third floor. We are requesting to remain in the facility both in the short term and long-term redevelopment plans. After you have had a chance to review the attached, please feel free to contact me directly with any questions, comments or concerns. I look forward to meeting with you and will follow up with Burnell to get that squared away.

Again, I want to reiterate how much DCPNI has appreciated you lending your support, particularly in working with Dr. Thompson and Ms. Adderley and hope to further strengthen our partnership as we move forward to impact the educational achievement levels of the students in the Kenilworth-Parkside community, regardless of the final outcome for the school.

All the best,
Ayris T. Scales
Executive Director of DCPNI

On Tue, Dec 11, 2012 at 5:41 PM, Robinson, Josephine B. (DCPS) <josephine.robinson@dc.gov> wrote:

Hi Aryis,

Good to meet you virtually. Please do send the proposal this week and I’ll work to clear some time on my schedule for us to meet. I’ve copied Burnell Holland – he can facilitate scheduling a mutually convenient time for a discussion.

Kindly,

Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
202.442.5010

From: ayris.scales@dcpni.org [mailto:ayris.scales@dcpni.org]
Sent: Tuesday, December 11, 2012 5:27 PM
To: Henderson, Kaya (DCPS); Irasema Salcido
Cc: Robinson, Josephine B. (DCPS)
Subject: Re: Kenilworth ES Space
Greetings Kaya,

Thank you so much for your prompt response! We are mindful that you're still finalizing plans and that there would need to a lease agreement for the site. I really appreciate all of your support for our initiative date. DCPNI will submit our proposal this week and appreciate your consideration as you weigh the best options to support your goals and the community.

Jospehine, if you have a 30 min opening, before the 24th, that would be great and we will make our schedules open to accommodate your's. If not, an opportunity to meet with you both after the holidays would be beneficial as well.
Have a great evening and hope to connect with you soon.

All the best,
Ayris T. Scales
Executive Director, DCPNI

Sent on the Sprint® Now Network from my BlackBerry®

From: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Date: Tue, 11 Dec 2012 16:40:51 -0500

To: Irasema Salcido<irasema.salcido@chavezschools.org>

Cc: Ayris e mail<ayris.scales@dcpni.org>; Robinson, Josephine B. (DCPS)<josephine.robinson@dc.gov>

Subject: Re: Kenilworth ES Space

Irasema,

Thanks for your email. Unfortunately, my schedule is completely booked into the holidays, so I won't be able to meet with you.

Josephine Robinson is my Chief of Family and Community Engagement, and may be able to meet in my stead, though we're all pretty packed going into the holidays. I've copied her on this email so you two can be in touch directly regarding her schedule.

If she isn't able to get a meeting scheduled, you should simply feel free to send along any information that you'd like us to consider as we finalize this decision as soon as possible. We have a very short window to turn all of this around.
To be clear, we don't have a plan for using Kenilworth for DCPNI or anything else just yet. We listed it as a potential opportunity for re-use. If we ultimately determine that to be the best re-use opportunity, we'd need to discuss a leasing situation, as DCPS will no longer be able to offer in-kind space in a building that is no longer operational.

Thanks, again, Irasema.

Sent from my iPhone

On Dec 11, 2012, at 4:10 PM, "Irasema Salcido" <irasema.salcido@chavezschools.org> wrote:

Hi Kaya,

I hope that you are well. I want to thank you for your continued support of DCPNI’s work in the Kenilworth-Parkside community. We greatly value our partnership with DCPS to help improve student achievement in our footprint schools. We understand that soon you will be making a decision regarding the re-utilization of the proposed schools including Kenilworth Elementary School. We were very encouraged that you included mention of DCPNI in the possible reuse plans for Kenilworth Elementary School on page 37, Appendix E: Building Reuse Preliminary Thoughts, in the Proposed Consolidation and Reorganization document. We know that next Monday public proposals are due for the utilization of the space in the schools allotted to close and want to make sure that we have the opportunity to submit our proposal if necessary.

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Please let us know whom to contact to set up an appointment with you or your designee, regarding the above and if we need to submit a proposal. Also please let us know if there are other ways we can be of assistance to you during this process to help you support our footprint families who attend Kenilworth, Brown and Spingarn. We want to help you ensure an easy transition for all of our students and families. Thank you very much for your time and look forward to talking to you soon. Take care.
Irasema Salcido
CEO and Founder of Cesar Chavez Public Charter Schools
Founder, DC Promise Neighborhood Initiative
709 12th Street SE, Washington DC, 20003

Phone: 202.547.3975 ext.12
Fax: 202.547.3449

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Ms. Ayris T. Scales
Executive Director, DC Promise Neighborhood Initiative

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Hi Kaya,

I appreciate your response to our e-mail. Ayris will connect with Ms. Robinson. We are planning to submit a proposal and look forward to discussing it with you after the holidays. I hope that you have some time to rest during the holidays. We appreciate all that you are doing to better student outcomes for all DC children. Take care and hope to see you soon.

On Tue, Dec 11, 2012 at 4:40 PM, Henderson, Kaya (DCPS) <Kaya.Henderson@dc.gov> wrote:

Irasema,

Thanks for your email. Unfortunately, my schedule is completely booked into the holidays, so I won't be able to meet with you.

Josephine Robinson is my Chief of Family and Community Engagement, and may be able to meet in my stead, though we're all pretty packed going into the holidays. I've copied her on this email so you two can be in touch directly regarding her schedule.

If she isn't able to get a meeting scheduled, you should simply feel free to send along any information that you'd like us to consider as we finalize this decision as soon as possible. We have a very short window to turn all of this around.

To be clear, we don't have a plan for using Kenilworth for DCPNI or anything else just yet. We listed it as a potential opportunity for re-use. If we ultimately determine that to be the best re-use opportunity, we'd need to discuss a leasing situation, as DCPS will no longer be able to offer in-kind space in a building that is no longer operational.

Thanks, again, Irasema.

Sent from my iPhone

On Dec 11, 2012, at 4:10 PM, "Irasema Salcido" <irasema.salcido@chavezschools.org> wrote:

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Hi Kaya,

We are here to help. Please reach out to Ayris if you need anything from us. Take care.

On Wed, Nov 14, 2012 at 10:24 AM, Henderson, Kaya (DCPS) <Kaya.Henderson@dc.gov> wrote:

Thank you.

Kaya Henderson

Chancellor

District of Columbia Public Schools

1200 1st Street NE

12th Floor

Washington, DC 20002

202-442-5885

Kaya.Henderson@dc.gov

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Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
DC Promise Neighborhood Initiative, Inc.
Statement on Proposed Consolidation and Reorganization of Kenilworth Elementary School

(11/14/12) - Chancellor Kaya Henderson announced yesterday that several schools city-wide are being considered for consolidation and reorganization in the 2013-2014 school year. Among these is Kenilworth Elementary School, a school within the DCPNI footprint serving 147 students. If the proposal is finalized, students will be reassigned to Houston Elementary School, located approximately one mile from the DCPNI footprint.

Through our existing partnership with DC Public Schools, DCPNI will be collaborating with DCPS to provide support to families with affected children and working with our partners to continue to provide families with supports and programs to ensure our complete cradle to college to career continuum of services is available to all Kenilworth-Parkside residents.

"DCPNI wishes to reaffirm our commitment to the children of Kenilworth-Parkside, and to their families. We will continue to work to serve every child living in this community regardless of where they attend school; that always has been and always will be our goal. Should Kenilworth close, I look forward to forging a strong DCPNI partnership with the leadership of Houston Elementary School and further increasing our out of school time activities in the footprint to serve our students," says Executive Director for the DC Promise Neighborhood Initiative, Ayris T. Scales.

Looking ahead, DCPNI will work with parents, students, DCPS and other important stakeholders during the coming months to address the long-term education options for students within the Kenilworth-Parkside neighborhood. DCPNI affirms that all children deserve access to high quality educational opportunities, and encourages parents and partners to visit to the DCPS website to find additional material related to this announcement. [http://dcps.dc.gov](http://dcps.dc.gov)

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The mission of the DC Promise Neighborhood Initiative, Inc. is to increase the number of children in Kenilworth-Parkside who complete their education from cradle to college & career and enter adulthood as productive participants in the 21st century economy and in the civic life of their communities.

Forward this email

This email was sent to kaya.henderson@dc.gov by info@cpni@gmail.com | Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

The DC Promise Neighborhood Initiative | c/o Chavez Schools | 3701 Hayes Street NE | Washington | DC | 20019

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CEO and Founder of Cesar Chavez Public Charter Schools
Founder, DC Promise Neighborhood Initiative
709 12th Street SE, Washington DC, 20003
Phone: 202.547.3975 ext.12
Fax: 202.547.3449
Hi Ms. Adderley,

Thank you for your response. I understand and respect that are steps we need to adhere to and will reach out to those responsible for making this type of decision. See next Tuesday. Thank you for your time and support.

On Thu, Jul 12, 2012 at 5:48 PM, Adderley, Barbara (DCPS) <Barbara.Adderley@dc.gov> wrote:
This request is not one that I can make decisions to implement. I am familiar with various reform models, however even with that this must be shared and decided by the Chancellor and her cabinet. I will listen, of course, but there are various procedures, processes and protocols in place that all DCPS principals and Instructional Superintendents must follow as determined by the Chancellor and her Deputies. I will see you next week.

Thanks

Hi Ms. Adderley,

We apologize interrupting your vacation with so many e-mails. We appreciate your patience. We are looking forward to our Tuesday meeting. One of the items we want to discuss is the need to propose a reform model for the two elementary schools. You might know that the Promise Neighborhood Federal Implementation application requires that we select one of the four RTTT School Intervention model for persistently lowest-achieving schools. Thomas and Kenilworth fall into this category. In reviewing the four RTTT models--Turnaround, Restart, School Closure, Transformation--the Transformation Model seems to be the most appropriate model to select for the two schools. We believe that the work Tracy is proposing thru ToPPP can support the implementation of the Transformation model at the elementary schools (we forgot to tell you that OSSE selected Chavdez for the PLaCEs grant).

When we met with Dr. Thompson he told us that DCPS had not yet selected an intervention model for the elementary schools. He was opened to the idea of proposing the Transformation Model and using ToPPP as the strategy and plan to support the Transformation Model at the elementary schools. He told us that we first need to meet with you to make sure that it makes sense to you. He also said that once we meet with you we will have to meet with Dr. Wright and Mr. Davis to approve selecting the Transformation model and using ToPPP for the model. In order to help with the different discussions we need to have regarding this topic, Tracy prepared the attached document to show how current activities at the elementary schools already aligned to the Transformation Model and how ToPPP can support the schools to implement the model.

I hope that our proposal to assign the Transformation model for the two elementary schools makes sense to you. Assigning the model to the schools will help us meet a key requirements for our implementation grant. We appreciate your willingness to work with us to make this possible. We are looking forward to working closely with you and the school principals to make sure that we successfully implement the model. DCPNI and ToPPP have the resources to do this.

Thank you for taking the time to read this long e-mail. Please feel free to reach out to any one of us if you have any questions.
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We believe this bill represents real progress in the planning and management of public PK-12 facilities. Please review a summary of key provisions. If you have questions, please contact Jackie Leavy, who is providing pro bono staff support for the Chicago Task Force. I have copied her on this email and she can be reached at: (312)285-5773.

Once Again a New Agency Takes Over Public School Construction in the District
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There has been tremendous change in the management of public school capital programs over the decades. Between the 1960s and 1990s the Department of Public Works in the District Government was responsible for capital projects—including schools, during which time the public school buildings fell into great disrepair. In the early 1990s, at the recommendation of the Federal City Council, DCPS obtained procurement authority for its own capital projects. When the Control Board assumed power in the mid to late 1990s school facilities became their responsibility, along with the public schools, and with the support of General Becton, their choice for superintendent, enlisted the assistance of the Army Corps of Engineers to manage school facilities. Over the past decade both DCPS and OPEFM slowly built up expertise in school facilities construction, modernization and repair. When school opens next fall the District will have a total of 31 new and fully modernized DCPS schools, 26% of all DCPS facilities, all opened since 2001 - slightly more than half of them since 2007 under OPEFM. This is in addition to major building stabilizations affect all of the DCPS schools.

It is unclear what problem is being solved by consolidating capital agencies. There is concern that the public schools will not be as well served in a consolidated agency as in their own agency.

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Because of its unique location on an "island" encircled by highways and the Anacostia River, closing River Terrace would have left this unique neighborhood of about 800 densely packed row houses and a dozen small apartment buildings without any civic infrastructure: no post office, no recreation center, no library - - no public location at all. River Terrace is truly a school at the center of its community and the hub of the neighborhood in many ways—but its 2010-2011 enrollment is only 142 and it has been declining.

But these families are isolated from other nearby schools because of traffic and public transportation routes. Without a private car, parents would have had great difficulty taking part in activities at the consolidation school and the problems involved in taking toddlers...
on the school bus or picking up a child in an emergency would also have been challenging. The River Terrace school community is currently exploring possibilities for increasing their early childhood enrollment and holding on to their 6th grade students - - as happens at a handful of isolated Ward 8 schools. They are also working on strategies to attract out-of-boundary students who may want to share their unique small school on the edge of the Anacostia River.

After DCPS closed 23 schools in 2007-08, the existing network of by-right boundary schools has been stretched just about to the limit: if just a few more DCPS schools are closed, the District may have to start bussing students in order to make it equally possible for every child to get to a school that they have an absolute right to attend (See map of DC ES students not within .5 miles of a DCPS or Public Charter School). Without bussing, if more DCPS schools are closed, new laws may have to be imposed requiring charter schools to accept neighborhood students - - otherwise the city will not be able to provide a free and accessible education to every child in the District.

As an alternative to bussing, DCPS could look for fiscally responsible ways to maintain small schools with, for instance, shared administrators, leasing excess space or by scheduling itinerant teachers for specials classes (art, music, physical education, world languages). By developing policies that can economically support both neighborhood schools AND choice, the District should avoid the enormous expense, traffic congestion and pollution associated with school busses - - and our neighborhoods will be able to sustain core educational institutions that over the years form an important foundation for civic life.

How Much is Your State Spending on PK-12 Public School Construction Per Student?
In a recent report, State Capital Spending on PK-12 School Facilities, the 21st Century School Fund examined each state's capital outlay from 2005 to 2008 for elementary and secondary public education facility construction and modernization and also surveyed every state on what share of these funds were provided from state sources as compared to local sources. The States at a Glance chart has state rankings and totals for average capital outlay per student, a state's percentage of capital outlay for school construction, and other information.

21CSF Helps Chicago Task Force on Educational Facilities - Update
The Illinois State Legislative Task Force on School Actions—closings, consolidations, phase outs, turnarounds, and capital investment has finished its information collection stage and prepared recommendations for public review. Key recommendations are for greater transparency in decision making and in doing educational facility planning with public input and participation. Hearings on the recommendations were held the last week of February.

The Task Force is made up by a 15 member committee and was created in early 2009 to help guide Chicago Public Schools in planning for PK-12 school closings, renovations and new construction. 21CSF is an advisor to the Task Force and among the key participants include Designs for Change and Grand Boulevard Federation who are partners from our national educational collaborative, Building Educational Success Together (BEST).

- Review the recommendations, meeting agenda and notes
- See a recent story in the Catalyst Magazine for further details of the recommendations proposed for Chicago School Facilities.

For more information, contact Jackie Leavy (wleavy8396@aim.com), Pro Bono staff to Task Force—also long time BEST partner and advisor.

Call for Papers on School Facilities Issues
The American Clearinghouse on Educational Facilities is looking for original articles from a wide variety of interest areas regarding school facilities, including: Environmentally Sound Practices, Facility Design, Facility Improvement, Facility Maintenance, Student Learning, Facility Planning, Facility Construction, Facility Operations and Facility safety.

The deadline for submission is March 31, 2011. For more information contact, ortiz@acefacilities.org.

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But these families are isolated from other nearby schools because of traffic and public transportation routes. Without a private car, parents would have had great difficulty taking part in activities at the consolidation school and the problems involved in taking toddlers
on the school bus or picking up a child in an emergency would also have been challenging. The River Terrace school community is currently exploring possibilities for increasing their early childhood enrollment and holding on to their 6th grade students - as happens at a handful of isolated Ward 8 schools. They are also working on strategies to attract out-of-boundary students who may want to share their unique small school on the edge of the Anacostia River.

After DCPS closed 23 schools in 2007-08, the existing network of by-right boundary schools has been stretched just about to the limit: if just a few more DCPS schools are closed, the District may have to start bussing students in order to make it equally possible for every child to get to a school that they have an absolute right to attend (See map of DC ES students not within .5 miles of a DCPS or Public Charter School). Without bussing, if more DCPS schools are closed, new laws may have to be imposed requiring charter schools to accept neighborhood students - otherwise the city will not be able to provide a free and accessible education to every child in the District.

As an alternative to bussing, DCPS could look for fiscally responsible ways to maintain small schools with, for instance, shared administrators, leasing excess space or by scheduling itinerant teachers for specials classes (art, music, physical education, world languages). By developing policies that can economically support both neighborhood schools AND choice, the District should avoid the enormous expense, traffic congestion and pollution associated with school busses - and our neighborhoods will be able to sustain core educational institutions that over the years form an important foundation for civic life.

**How Much is Your State Spending on PK-12 Public School Construction Per Student?**

In a recent report, *State Capital Spending on PK-12 School Facilities*, the 21st Century School Fund examined each state’s capital outlay from 2005 to 2008 for elementary and secondary public education facility construction and modernization and also surveyed every state on what share of these funds were provided from state sources as compared to local sources. The *States at a Glance chart* has state rankings and totals for average capital outlay per student, a state's percentage of capital outlay for school construction, and other information.

**21CSF Helps Chicago Task Force on Educational Facilities - Update**

The Illinois State Legislative Task Force on School Actions—closings, consolidations, phase outs, turnarounds, and capital investment has finished its information collection stage and prepared recommendations for public review. Key recommendations are for greater transparency in decision making and in doing educational facility planning with public input and participation. Hearings on the recommendations were held the last week of February.

The Task Force is made up by a 15 member committee and was created in early 2009 to help guide Chicago Public Schools in planning for PK-12 school closings, renovations and new construction. 21CSF is an advisor to the Task Force and among the key participants include Designs for Change and Grand Boulevard Federation who are partners from our national educational collaborative, Building Educational Success Together (BEST).

- Review the recommendations, meeting agenda and notes
- See a recent story in the Catalyst Magazine for further details of the recommendations proposed for Chicago School Facilities.

For more information, contact Jackie Leavy (wleavy8396@aim.com), Pro Bono staff to Task Force—also long time BEST partner and advisor.

**Call for Papers on School Facilities Issues**

The American Clearinghouse on Educational Facilities is looking for original articles from a wide variety of interest areas regarding school facilities, including: Environmentally Sound Practices, Facility Design, Facility Improvement, Facility Maintenance, Student Learning, Facility Planning, Facility Construction, Facility Operations and Facility safety.

The deadline for submission is March 31, 2011. For more information contact, ortiz@acefacilities.org
Dear Ms. Rucker,

Thank you for your feedback in response to the 2012 DCPS Consolidation and Reorganization Proposal.

This feedback is particularly valuable as we consider the community's comments, concerns, and proposals to inform the final Consolidation and Reorganization Plan that will be available in mid-January 2013.

Feel free to continue to view ideas and share your thoughts on the proposal on EngageDCPS.org after Dec. 17, 2012, but please note that we will not be able to guarantee its timely review and its ability to inform the final proposal that will be available in January 2013.

Thank you for your partnership as we strive to ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.

-The Office of Family and Public Engagement

Support the DC One Fund Campaign, Each One Give One. Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

-----Original Message-----
From: experiencesinrelaxation2@gmail.com [mailto:experiencesinrelaxation2@gmail.com]
Sent: Sunday, December 16, 2012 2:57 PM
To: INFO, OFPE (DCPS); Henderson, Kaya (OOC); mayor@dc.gov; ebonirose@gmail.com; Aguirre, Jesus (DPR)
Cc: pmendelson@dccouncil.us; mbrown@dccouncil.us; yalexander@dccouncil.us; dcatania@dccouncil.us; vorange@dccouncil.us; amuslim@dccouncil.us; Daniel del Pielago; Glaude, Steve (EOM); linda.williams2@dc.gov; Han, Eugene (DCPS)
Subject: Proposal...RON BROWN MIDDLE SCHOOL

Good afternoon all:

Please accept the following proposal regarding RON BROWN MIDDLE SCHOOL and its feeder school Houston Elementary School:

1. RON BROWN MIDDLE SCHOOL must remain open with the following supports in place:

   a. Borrow Ms. Linda Williams/DPR and leverage her expertise in creating partnerships and that as a former principal to establish a formal partnership with CAPITOL COLLEGE (Laurel, Maryland).

   b. In that same breath, we must leverage Ms. Williams talent to create a partnership with the FIRST organization to build a fun learning environment in the classroom as early as kindergarten and through high school.
The FIRST organization had $16,000,000 in scholarship funds available last year and of that amount, $5,000,000 was left on the table last year.

c. Since Ron Brown is advertised as a Science, Technology, Engineering and Math (STEM) school, we must be compelled to create a magnet environment where students from all 8 wards are attracted and welcomed with open arms.

Capitol College currently has 5 students on scholarship from one of the magnet high schools in DCPS and the students are creating such a ripple that Capitol College wants more DCPS students of that same high caliber.

In order to create that pipeline, our students must be prepared BEFORE high school.

2. Allow Kenilworth ES to remain open so that they remain in the PROMISE NEIGHBORHOOD INITIATIVE footprint.

In addition, they need to also remain the recreation center for their neighborhood so that the children continue to have a safe place to recreate in their neighborhood.

Allow THE FISHING SCHOOL to continue their great work so that the children continue to be served.

SMALL SCHOOLS WORK.

NOTE:

Ms. Williams was mentioned without her prior knowledge or consent because she formerly served as the Ward 7 manager for DPR and did a phenomenal job.

CAPITOL COLLEGE was mentioned because their Admissions Director recently presented a college program at one of the magnet high schools and shared how well they care for their students.

In addition, they do a job guarantee when our students complete their courses of study there and this would create a situation where we could raise our tax base here in the District by keeping our dollars in the city.

Thanking you in advance for your kind consideration.

We must set up our children for a lifetime of generosity and prosperity; then and only then will our city reach the pinnacle of abundance that we so richly deserve.

Please continue Ron Brown Middle School's legacy in our community by building a better school from the inside out.

Dr. Slade has been raising test scores for the past six years, we need to help him help our students by creating a magnet middle school serving the entire city.

Thank you for keeping Ron Brown open.

WHEN WE BUILD IT, ALL STUDENTS WILL RUN...to Ron Brown Middle School!

Alicia Rucker
Queen Mother

DCPS parent of 4 Ron Brown Middle School graduates, 2 valedictorians for Ron Brown; 1 HD WOODSON/ GEORGETOWN UNIVERSITY graduate, 2005; 5 future college graduates
May the banquet of abundance and prosperity be continuously served upon your table...!
DCPS Invites Community Feedback on Proposed List of School Consolidations

DC Public Schools (DCPS) Chancellor Kaya Henderson today announced and requested public feedback on a proposal to consolidate 20 schools in six wards across the city. The list includes eight elementary schools, two education campuses, four middle schools, one high school, one STAY program, the CHOICE program and three special education campuses. Most school consolidations would go into effect for the 2013-2014 school year.

Challenges with Current Configuration of Schools:

“The challenge we face in DCPS is clear – our buildings are wildly under-enrolled, our resources are stretched too thin and we’re not providing the compliment of academic supports that our students and families deserve,” said Henderson. “Consolidating schools is our best option to better utilize our facilities and work more efficiently for our schools, our teachers, our students and our city.”

Facilities: A priority for DCPS is ensuring as many students as possible are in modernized buildings. Since 2007, DCPS has modernized 45 of the current total of 117 school buildings. Taking into account buildings that were previously modernized, 57 schools – almost half of the school system inventory still await modernization. Even after an enormous, city-wide investment of over $1.3 billion since 2007, almost 20,000 students still attend schools that need modernization.

Funds: Overall, DCPS spends less in large and fully-enrolled schools than it does at small and under-enrolled schools. Because DCPS has many under-enrolled schools, DCPS invests in maintaining these schools when it makes more sense to invest more in programs to help low-performing students, increase opportunities for advanced learners, and develop specialized programs to better engage students.

Staffing: 45 percent, or nearly half of DCPS schools, have only one teacher per grade level, making shared planning time impossible and forcing teachers to work on lesson plans by themselves. With only one teacher per grade level, small changes in student populations at a specific grade can force larger class sizes. In addition, schools cannot provide flexible grouping to meet specific student needs (for example, small groups for struggling learners.)

Consolidation Plan:

“To achieve our goals of a great school for every single student, we have to use all of our resources well – every dollar, every building, and every minute of instructional time. As our schools are currently organized, we can’t achieve our goals,” said Henderson.

When making the proposed list, DCPS considered student enrollment and demographic trends in the community, building utilization rates, building condition and modernization status and the availability of receiving schools to offer students an improved education experience.
Consolidating these 20 schools will allow DCPS to offer a high-quality education to all students, use all resources more effectively, establish a flexible district that can account for future population growth and ensure the district’s long-term financial stability.

The portfolio of schools in DCPS will shift dramatically after these consolidations. The average school enrollment will increase to 432 students, up from 376. Overall building utilization rate will be 84 percent, an increase from 72 percent. Only 26 elementary schools will have fewer than 350 students, instead of 41. 1,700 additional students will have the opportunity to attend school in a modernized building.

<table>
<thead>
<tr>
<th>WARD</th>
<th>REASSIGN STUDENTS FROM: TO</th>
<th>WARD</th>
<th>RECEIVING SCHOOLS</th>
<th>CONSOLIDATED ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Francis-Stevens EC 2013-14</td>
<td>1</td>
<td>Marie Reed ES (Elementary Grades)</td>
<td>484</td>
</tr>
<tr>
<td>2</td>
<td>Garrison ES</td>
<td>2</td>
<td>Hardy MS (Middle Grades)</td>
<td>462</td>
</tr>
<tr>
<td>2</td>
<td>MacFarland MS</td>
<td>4</td>
<td>Roosevelt HS</td>
<td>616</td>
</tr>
<tr>
<td>4</td>
<td>Sharpe Health School 2014-15</td>
<td>7</td>
<td>River Terrace</td>
<td>181</td>
</tr>
<tr>
<td>5</td>
<td>Mamie D Lee School</td>
<td>1</td>
<td>Cardozo HS</td>
<td>477</td>
</tr>
<tr>
<td>5</td>
<td>Marshall ES</td>
<td>5</td>
<td>Langdon EC</td>
<td>477</td>
</tr>
<tr>
<td>5</td>
<td>Spingarn HS</td>
<td>6, 5, 7</td>
<td>Eastern (9-11th), Dunbar, Woodson</td>
<td>608, 604, 822</td>
</tr>
<tr>
<td>5</td>
<td>Spingarn STAY</td>
<td>8, 4</td>
<td>Ballou STAY and Roosevelt STAY</td>
<td>739 and 711</td>
</tr>
<tr>
<td>6</td>
<td>Prospect LC</td>
<td>7</td>
<td>Neighborhood Schools</td>
<td>n/a</td>
</tr>
<tr>
<td>6</td>
<td>Shaw at Garnet-Patterson</td>
<td>1</td>
<td>Cardozo HS</td>
<td>647</td>
</tr>
<tr>
<td>7</td>
<td>Davis ES 2013-14</td>
<td>7</td>
<td>C.W. Harris ES</td>
<td>407</td>
</tr>
<tr>
<td>7</td>
<td>Kenilworth ES</td>
<td>7</td>
<td>Houston ES</td>
<td>356</td>
</tr>
<tr>
<td>7</td>
<td>Ron Brown MS</td>
<td>7</td>
<td>Kelly Miller MS</td>
<td>516</td>
</tr>
<tr>
<td>7</td>
<td>Smothers ES</td>
<td>7</td>
<td>Aiton ES and Plummer ES</td>
<td>367 and 376</td>
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<tr>
<td>7</td>
<td>Winston EC</td>
<td>8</td>
<td>Stanton ES (Elementary Grades)</td>
<td>540</td>
</tr>
<tr>
<td>8</td>
<td>Ferebee-Hope ES</td>
<td>8</td>
<td>Kramer MS (Middle Grades)</td>
<td>379</td>
</tr>
<tr>
<td>8</td>
<td>Johnson MS</td>
<td>8</td>
<td>Hendley ES</td>
<td>511</td>
</tr>
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<td>8</td>
<td>Malcolm X ES</td>
<td>8</td>
<td>Hart and Kramer MS</td>
<td>617 and 379</td>
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<tr>
<td>8</td>
<td>MC Terrell-McGogney ES</td>
<td>8</td>
<td>Turner ES</td>
<td>516</td>
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<tr>
<td>8</td>
<td></td>
<td>8</td>
<td>King ES</td>
<td>479</td>
</tr>
</tbody>
</table>
Boundary and Feeder Patterns:

There are no proposed consolidations in Wards one and three. As part of the ongoing portfolio management process, DCPS has initiated a project aimed at updating boundaries and feeder patterns to more evenly distribute students. DCPS has engaged data experts to analyze population and enrollment data. Community engagement will begin this winter and continue through the spring of 2013. New boundaries and feeder patterns will not take effect until the 2014-2015 school year.

Community Engagement:

“This proposal is a conversation with our communities,” said Henderson. “We need to hear from families and community members. We are relying deeply on community feedback and engagement to ensure our success. We want to hear the innovative and creative ideas that come from our school communities to help make sure that our consolidation plan represents the best thinking of the city.”

DCPS will hold a variety of stakeholder meetings to get feedback on the proposed consolidations, including four scheduled ward-based meetings. In addition, DCPS officials will meet with ANC members, ward-based education councils and other community groups. The DCPS Office of Family and Public Engagement will host office hours in December to meet with other interested groups to ensure that all public concerns are accounted for as the school configuration plan is finalized. DCPS will also provide a platform for online feedback.

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
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<tr>
<td>Wards 5 Community Dialogue</td>
<td>Langley EC, 101 T Street, NE</td>
<td>November 29, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Wards 1-4, 6 Community Dialogue</td>
<td>Brightwood EC, 1300 Nicholson Street, NW</td>
<td>December 5, 2012</td>
<td>6-8 pm</td>
</tr>
</tbody>
</table>

More information and materials are available here.

###
DCPS Consolidation and Reorganization: Better Schools for All Students

Please help us make sure that...

All schools can offer robust programming
We are poised to support the needs of our community now and in years to come
We are using all of our resources effectively
We capitalize on our investments in great teachers, principals, and staff

November 2012
Our Goals

Our purpose is to ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.

1. Increase achievement for all students
2. Invest in struggling schools
3. Increase graduation rates
4. Improve satisfaction
5. Increase enrollment

Our Assets

We have made strategic investments in effective teachers, principals, support staff and facilities in schools throughout the District.

We have increased student performance, along with a commitment to serve ALL children for academic success.

We have, according to the Office of the State Superintendent of Education, the city’s highest-performing public schools and many great neighborhood school options for young families.

We have schools in every ward and community, with families and students from economically, racially, and culturally diverse backgrounds.

We have the infrastructure to support long-term enrollment growth.

Facilities. DCPS operates many schools that are very under-enrolled and under-utilized. Schools with fewer than 350 students need additional per-pupil funding to offer a full range of services. Sixty-four percent of DCPS elementary schools have fewer than 350 students.

Staff. Our small schools do not allow our staff to work collaboratively, do not give our students access to the staffing resources they need, limit flexibility on class sizes and student grouping, and minimize the impact of our highly effective teachers.

Even after an enormous commitment of just over $1.3 billion since 2007, almost 20,000 students attend schools awaiting modernization.

Funds. Because DCPS has many under-enrolled schools that are more expensive to support, DCPS invests in maintaining these schools when we would prefer to invest in programs to help low-performing students, increase opportunities for advanced learners and develop specialized programs to engage students.

Because every school requires some basic administrative and maintenance support, DCPS spends disproportionally high sums on noninstructional staff in small schools.

DCPS is behind other major systems in average school enrollment

<table>
<thead>
<tr>
<th>District</th>
<th>Average Enrollment Per School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairfax County</td>
<td>177,629 students, 200 schools</td>
</tr>
<tr>
<td>Montgomery County</td>
<td>146,497 students, 200 schools</td>
</tr>
<tr>
<td>Prince George's County</td>
<td>123,317 students, 193 schools</td>
</tr>
<tr>
<td>San Francisco</td>
<td>52,824 students, 102 schools</td>
</tr>
<tr>
<td>Boston</td>
<td>56,990 students, 125 schools</td>
</tr>
<tr>
<td>Washington, DC</td>
<td>47,247 students, 123 schools</td>
</tr>
</tbody>
</table>

Source: School districts' budgeted enrollment for the 2011-12 school year
To address enrollment and building use challenges while meeting our Capital Commitment goals, DCPS is proposing a series of short- and long-term strategic objectives.

**For 2013–2014**
- Offer a high-quality education to all students;
- Use all of our resources effectively;
- Establish a flexible district that can account for future population growth; and
- Ensure the district’s long-term financial stability.

DCPS proposes the following changes, which would take effect at the end of this school year (June 2013):

<table>
<thead>
<tr>
<th>SCHOOL STUDENTS REASSIGNED FROM</th>
<th>RECEIVING SCHOOL</th>
<th>PROGRAMMATIC IMPROVEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary and Middle Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wards 2, 4 and 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garrison ES (Ward 2)</td>
<td>Seaton ES</td>
<td>Beginning in August 2013, Roosevelt HS will house a 6–12 grade model similar to that at the Columbia Heights Education Campus. Roosevelt HS is in the design phase of its modernization and will open its newly modernized building in August 2014. As demand increases, DCPS can rebuild Shaw MS at its former location.</td>
</tr>
<tr>
<td>MacFarland MS (Ward 4)</td>
<td>Roosevelt HS</td>
<td></td>
</tr>
<tr>
<td>Shaw at Garnet-Patterson (Ward 6)</td>
<td>Temporarily move to Cardozo HS</td>
<td></td>
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<tr>
<td>Ward 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marshall ES</td>
<td>Langdon EC</td>
<td>Beginning in August 2013, McKinley Technology HS will house a 6–12 grade model similar to that at the Columbia Heights Education Campus. In August 2014, DCPS will open a middle school dedicated to rigorous arts and world language instruction. If there is demand, as the population on the east side of Ward 5 grows, Marshall ES will be available to reopen; until that time we will provide students transportation to their receiving school.</td>
</tr>
<tr>
<td>Ward 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenilworth ES</td>
<td>Houston ES</td>
<td>In August 2014, the former River Terrace ES campus will house special education programs for students from Mamie D. Lee and Sharpe Health, allowing DCPS to continue to improve special education services while providing schooling options closer to students’ homes. DCPS has also partnered with DC Scholars to provide new programming at Stanton ES, focusing on rigorous instruction, school culture and innovative approaches to parental engagement.</td>
</tr>
<tr>
<td>Smothers ES</td>
<td>Alton ES and Plummer ES</td>
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<tr>
<td>Winston EC</td>
<td>Stanton ES/Kramer MS</td>
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<tr>
<td>Davis ES</td>
<td>CW Harris ES</td>
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<tr>
<td>Ron Brown MS</td>
<td>Kelly Miller MS</td>
<td></td>
</tr>
<tr>
<td>Ward 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ferebee-Hope ES</td>
<td>Hendley ES</td>
<td>In August 2014, DCPS will reopen the Johnson campus to support an alternative school to provide a second chance to students who have not been successful in traditional middle schools and high schools.</td>
</tr>
<tr>
<td>MC Terrell-McCogney ES</td>
<td>ML King ES</td>
<td></td>
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<tr>
<td>Malcolm X ES</td>
<td>Turner ES</td>
<td></td>
</tr>
<tr>
<td>Johnson MS</td>
<td>Hart MS and Kramer MS</td>
<td></td>
</tr>
<tr>
<td><strong>Special Education and Alternative Education</strong></td>
<td></td>
<td>Students will be transitioned from the Prospect Learning Center into their respective neighborhood schools. This transition will enable students to attend schools closer to their home and will also build capacity within the neighborhood schools to serve this population. DCPS has established a promising partnership with UDC’s Community College at Ballou STAY.</td>
</tr>
<tr>
<td>Sharpe Health (June 2014)</td>
<td>River Terrace Campus</td>
<td></td>
</tr>
<tr>
<td>Mamie D. Lee (June 2014)</td>
<td>River Terrace Campus</td>
<td></td>
</tr>
<tr>
<td>Prospect LC</td>
<td>Neighborhood Schools</td>
<td></td>
</tr>
<tr>
<td>Hamilton</td>
<td>Move CHOICE program to Cardozo HS</td>
<td></td>
</tr>
<tr>
<td>Spingarn STAY</td>
<td>Ballou STAY and Roosevelt STAY</td>
<td></td>
</tr>
<tr>
<td><strong>High Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Francis-Stevens EC</td>
<td>Marie Reed ES/Hardy MS</td>
<td>Campus will be used to expand the number of 9–12 grade seats available at School Without Walls HS.</td>
</tr>
<tr>
<td>Spingarn HS</td>
<td>Dunbar HS, Woodson HS and Eastern HS</td>
<td>Campus will be rebuilt into a career and technical education hub including a transportation specialization.</td>
</tr>
</tbody>
</table>

The challenge that Ward 3 and some Ward 1 schools face is overcrowding, which we will address as part of changes to boundaries and feeder patterns that will not take effect until the 2014–15 school year.
We cannot achieve our vision or goals unless we work together to address our shared challenge.

**Our Request to You:** To effectively reorganize our school system, we need your creative solutions, workable proposals and innovative ideas. We want to hear from you about how to build the best programs we can in your neighborhood now and in the future.

How can consolidating schools increase enrollment and strengthen programs?

Consolidating under-enrolled schools increases efficiency and creates a flexible portfolio of schools, which allows us to:

- Offer more robust programming in schools;
- Capitalize on our investment in great teachers and principals;
- More quickly modernize our older facilities; and
- Provide more equitable funding across all schools.

By offering more programming, we will be able to retain our existing students and attract NEW students.

Building on the extensive input already received at the Deputy Mayor for Education’s meetings on “quality schools,” from the Ward 5 Great Schools Planning Group, and at DCPS’ eight ward-based State of the Schools meetings, we will hold several additional parent and community meetings in November and December.

In addition, DCPS Chancellor Kaya Henderson and DCPS staff will meet with ANC members, ward-based education councils and other community groups to ensure that we can account for public concerns as we finalize our work.

Parents and community members will also have a chance to comment 24/7 through our expanded website at EngageDCPS.org.

<table>
<thead>
<tr>
<th>Meeting</th>
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<td>Brightwood EC 1300 Nicholson Street, NW</td>
<td>December 5, 2012</td>
<td>6–8 p.m.</td>
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For more information, go to: EngageDCPS.org
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Nancy Iheanacho
DCPS, Office of the Chancellor
202.907.8285
Sent via Blackberry; please forgive typos

From: Lujan, Claudia (DCPS)
To: Iheanacho, Nancy (DCPS)
Sent: Mon Dec 17 12:07:10 2012
Subject: FW: Classroom breakdown by school, grade

This will be helpful for projections – particularly for consolidated schools.

From: Rinkus, Christopher (DCPS)
Sent: Monday, December 17, 2012 12:01 PM
To: Lujan, Claudia (DCPS)
Subject: Re: Classroom breakdown by school, grade

The data isn’t really usable beginning in 6th grade given the nature of secondary student schedules but works really well for Pre-S thru 5

From: <Rinkus>, Christopher Rinkus <christopher.rinkus@dc.gov>
To: Claudia Lujan <claudia.lujan@dc.gov>
Subject: Re: Classroom breakdown by school, grade

There are 10 categories of classroom. Which category are you interested in

From: <Lujan>, Claudia Lujan <claudia.lujan@dc.gov>
To: Christopher Rinkus <christopher.rinkus@dc.gov>
Subject: Classroom breakdown by school, grade

I think you have this in an spreadsheet, right? Can you send?

Thanks!

Claudia Luján
Office of the Chief Operating Officer
District of Columbia Public Schools
1200 1st Street NE
Washington, DC 20002
Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
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Ok

-----Original Message-----
From: Lujan, Claudia (DCPS)
Sent: Monday, November 26, 2012 12:27 PM
To: Iheanacho, Nancy (DCPS)
Subject: Re: Nearby Charters for Proposed Closing Schools

Yes. Wait to get them from me. Johnson only one ready for tomorrow.

Sent from my iPhone

On Nov 26, 2012, at 12:16 PM, "Iheanacho, Nancy (DCPS)" <nancy.iheanacho@dc.gov> wrote:

> Is OCTO making changes to these maps? Are these the most up-to-date versions? If so, I can print the remaining three from this file.
> 
> From: Faust, Christopher (OCTO)
> Sent: Tuesday, November 20, 2012 9:52 PM
> To: Iheanacho, Nancy (DCPS); Crossett, Matthew (OCTO); Lujan, Claudia (DCPS)
> Subject: RE: Nearby Charters for Proposed Closing Schools
> 
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> 
> Working to complete the 2 mile radius maps. Will be complete by COB tomorrow.
> 
> Thanks,
> 
> Chris
> 
> Chris Faust
> GIS Analyst
> Government of the District of Columbia Office of the Chief Technology Officer 1100 15th Street NW, 9th Floor Washington, DC 20005 ph - (202) 727-2023
> 
> From: Iheanacho, Nancy (DCPS)
> Sent: Tuesday, November 20, 2012 4:14 PM
> To: Faust, Christopher (OCTO); Crossett, Matthew (OCTO); Lujan, Claudia (DCPS)
> Subject: RE: Nearby Charters for Proposed Closing Schools
> 
> Thanks Chris!
> 
> From: Faust, Christopher (OCTO)
> Sent: Tuesday, November 20, 2012 3:55 PM
To: Crossett, Matthew (OCTO); Lujan, Claudia (DCPS); Iheanacho, Nancy (DCPS)

Subject: RE: Nearby Charters for Proposed Closing Schools

Hey all, I should be finishing the 1 mile radius maps by tomorrow am. As for the 2 mile, I will be spending the remainder of tomorrow on them.

Chris

Chris Faust
GIS Analyst
Government of the District of Columbia Office of the Chief Technology Officer
1100 15th Street NW, 9th Floor Washington, DC 20005 Ph - (202) 727-2023

From: Crossett, Matthew (OCTO)
Sent: Tuesday, November 20, 2012 3:52 PM
To: Lujan, Claudia (DCPS); Iheanacho, Nancy (DCPS)
Cc: Faust, Christopher (OCTO)
Subject: Re: Nearby Charters for Proposed Closing Schools

Sure. I know chris has been working hard on them.

Chris-can you please send a status?

Matt

From: Lujan, Claudia (DCPS)
Sent: Tuesday, November 20, 2012 03:44 PM
To: Iheanacho, Nancy (DCPS); Crossett, Matthew (OCTO)
Cc: Faust, Christopher (OCTO)
Subject: Re: Nearby Charters for Proposed Closing Schools

Matt,

We want to use these maps for our community meetings next week. Is that ok?

Thanks,
Claudia

Sent from my iPhone

On Nov 20, 2012, at 3:41 PM, "Iheanacho, Nancy (DCPS)" <nancy.iheanacho@dc.gov> wrote:
Hi Chris,

Looping back on these charter maps. Our team would like to use them for the upcoming community meetings on the proposed consolidations. Do you think that you'll still be able to turn them around this week?

Thanks for your help on this.

Best,

Nancy

Nancy Iheanacho
Office of the Chief Operating Officer
From: Faust, Christopher (OCTO)
Sent: Thursday, November 15, 2012 4:00 PM
To: Lujan, Claudia (DCPS); Iheanacho, Nancy (DCPS)
Subject: RE: Nearby Charters for Proposed Closing Schools

This will take a little time. I could possibly have by the middle of next week.

Chris Faust
GIS Analyst
Government of the District of Columbia Office of the Chief Technology Officer
1100 15th Street NW, 9th Floor Washington, DC 20005 ph - (202) 727-2023

From: Lujan, Claudia (DCPS)
Sent: Thursday, November 15, 2012 3:40 PM
To: Faust, Christopher (OCTO); Iheanacho, Nancy (DCPS)
Subject: RE: Nearby Charters for Proposed Closing Schools

Chris - this is great. Can we get this for the 20 schools proposed for closure?

From: Faust, Christopher (OCTO)
Sent: Thursday, November 15, 2012 3:07 PM
To: Iheanacho, Nancy (DCPS); Lujan, Claudia (DCPS)
Cc: Field, Mario (OCTO); Crossett, Matthew (OCTO)
Subject: RE: Nearby Charters for Proposed Closing Schools

If needed, here is a map as well.

Chris

From: Iheanacho, Nancy (DCPS)
Sent: Thursday, November 15, 2012 2:43 PM
To: Faust, Christopher (OCTO); Lujan, Claudia (DCPS)
Cc: Field, Mario (OCTO); Crossett, Matthew (OCTO)
Subject: Re: Nearby Charters for Proposed Closing Schools

Thank you!

Nancy Iheanacho
From: Faust, Christopher (OCTO)
To: Iheanacho, Nancy (DCPS); Lujan, Claudia (DCPS)
Cc: Field, Mario (OCTO); Crossett, Matthew (OCTO)
Sent: Thu Nov 15 14:15:25 2012
Subject: RE: Nearby Charters for Proposed Closing Schools Nancy,

Here is Seaton.

Chris

Chris Faust
GIS Analyst
Government of the District of Columbia Office of the Chief Technology Officer
1100 15th Street NW, 9th Floor Washington, DC 20005 ph - (202) 727-2023

From: Iheanacho, Nancy (DCPS)
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Chris,

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Is this possible? If so, how quickly can it be turned around?

Thanks so much.

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202.907.8285
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Here are Charters Schools - 1 Mile. Excluding Francis-Stevens as no charters within 1 mile.

2 Mile to follow...

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GIS Analyst
Government of the District of Columbia Office of the Chief Technology Officer
From: Lujan, Claudia (DCPS)  
Sent: Wednesday, November 14, 2012 10:01 PM  
To: Faust, Christopher (OCTO)  
Cc: Iheanacho, Nancy (DCPS); Field, Mario (OCTO); Crossett, Matthew (OCTO)  
Subject: RE: Nearby Charters for Proposed Closing Schools  

Ok, thanks!

From: Faust, Christopher (OCTO)  
Sent: Wednesday, November 14, 2012 9:21 PM  
To: Faust, Christopher (OCTO); Lujan, Claudia (DCPS)  
Cc: Iheanacho, Nancy (DCPS); Field, Mario (OCTO); Crossett, Matthew (OCTO)  
Subject: RE: Nearby Charters for Proposed Closing Schools  

Sorry, as Matt pointed out, forgive my overlook, you are looking for each closed school, one and two mile buffer. I am on that now.

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GIS Analyst  
Government of the District of Columbia Office of the Chief Technology

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Cc: Iheanacho, Nancy (DCPS); Field, Mario (OCTO); Crossett, Matthew (OCTO)  
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Nancy and Claudia,

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E: nancy.iheanacho@dc.gov
W: http://dcps.dc.gov

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Thanks for your help on this.

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Nancy

Nancy Iheanacho
Office of the Chief Operating Officer

District of Columbia Public Schools
Office of the Chancellor
1200 First Street NE
Washington, DC 20002
T: 202.719.6595
F: 202.442.5026
E: nancy.iheanacho@dc.gov
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Sent: Thursday, November 15, 2012 4:00 PM
To: Lujan, Claudia (DCPS); Iheanacho, Nancy (DCPS)
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202.907.8285
Sent via Blackberry; please forgive typos

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DCPS 013260
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Inform first responders in advance!
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Sent: Tuesday, November 20, 2012 4:14 PM
To: Faust, Christopher (OCTO); Crossett, Matthew (OCTO); Lujan, Claudia (DCPS)
Subject: RE: Nearby Charters for Proposed Closing Schools

Thanks Chris!

From: Faust, Christopher (OCTO)
Sent: Tuesday, November 20, 2012 3:55 PM
To: Crossett, Matthew (OCTO); Lujan, Claudia (DCPS); Iheanacho, Nancy (DCPS)
Subject: RE: Nearby Charters for Proposed Closing Schools

Hey all, I should be finishing the 1 mile radius maps by tomorrow am. As for the 2 mile, I will be spending the remainder of tomorrow on them.

Chris

From: Crossett, Matthew (OCTO)
Sent: Tuesday, November 20, 2012 3:52 PM
To: Lujan, Claudia (DCPS); Iheanacho, Nancy (DCPS)
Cc: Faust, Christopher (OCTO)
Subject: Re: Nearby Charters for Proposed Closing Schools

Sure. I know chris has been working hard on them.

Chris-can you please send a status?

Matt

From: Lujan, Claudia (DCPS)
Sent: Tuesday, November 20, 2012 03:44 PM
To: Iheanacho, Nancy (DCPS); Crossett, Matthew (OCTO)
Cc: Faust, Christopher (OCTO)
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Thanks,
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F: 202.442.5026
E: nancy.iheanacho@dc.gov
W: http://dcps.dc.gov

This will take a little time. I could possibly have by the middle of next week.

Chris Faust
GIS Analyst
Government of the District of Columbia
Office of the Chief Technology Officer
1100 15th Street NW, 9th Floor
Washington, DC 20005
ph - (202) 727-2023

Chris this is great. Can we get this for the 20 schools proposed for closure?
From: Faust, Christopher (OCTO)
Sent: Thursday, November 15, 2012 3:07 PM
To: Iheanacho, Nancy (DCPS); Lujan, Claudia (DCPS)
Cc: Field, Mario (OCTO); Crossett, Matthew (OCTO)
Subject: RE: Nearby Charters for Proposed Closing Schools

If needed, here is a map as well.

Chris

Chris Faust
GIS Analyst
Government of the District of Columbia
Office of the Chief Technology Officer
1100 15th Street NW, 9th Floor
Washington, DC 20005
ph - (202) 727-2023

From: Iheanacho, Nancy (DCPS)
Sent: Thursday, November 15, 2012 2:43 PM
To: Faust, Christopher (OCTO); Lujan, Claudia (DCPS)
Cc: Field, Mario (OCTO); Crossett, Matthew (OCTO)
Subject: Re: Nearby Charters for Proposed Closing Schools

Thank you!

Nancy Iheanacho
DCPS, Office of the Chancellor
202.907.8285
Sent via Blackberry; please forgive typos

From: Faust, Christopher (OCTO)
To: Iheanacho, Nancy (DCPS); Lujan, Claudia (DCPS)
Cc: Field, Mario (OCTO); Crossett, Matthew (OCTO)
Sent: Thu Nov 15 14:15:25 2012
Subject: RE: Nearby Charters for Proposed Closing Schools

Nancy,

Here is Seaton.

Chris

Chris Faust
GIS Analyst
Government of the District of Columbia
Office of the Chief Technology Officer
1100 15th Street NW, 9th Floor
Washington, DC 20005
ph - (202) 727-2023

From: Iheanacho, Nancy (DCPS)
Sent: Thursday, November 15, 2012 1:52 PM
To: Faust, Christopher (OCTO); Lujan, Claudia (DCPS)
Cc: Field, Mario (OCTO); Crossett, Matthew (OCTO)
Subject: Re: Nearby Charters for Proposed Closing Schools
Chris,

Would you be able to map the charters one mile from Seaton ES? This is the receiving school for Garrison. The Chancellor has been getting a lot of questions on this so we want to get a sense of the charter layout in that community.

Is this possible? If so, how quickly can it be turned around?

Thanks so much.

Nancy Iheanacho
DCPS, Office of the Chancellor
202.907.8285
Sent via Blackberry; please forgive typos

---

From: Faust, Christopher (OCTO)
To: Lujan, Claudia (DCPS)
Cc: Iheanacho, Nancy (DCPS); Field, Mario (OCTO); Crossett, Matthew (OCTO)
Subject: RE: Nearby Charters for Proposed Closing Schools

Here are Charters Schools 1 Mile. Excluding Francis-Stevens as no charters within 1 mile.

2 Mile to follow

---

Chris Faust
GIS Analyst
Government of the District of Columbia
Office of the Chief Technology Officer
1100 15th Street NW, 9th Floor
Washington, DC 20005
ph - (202) 727-2023

From: Lujan, Claudia (DCPS)
Sent: Wednesday, November 14, 2012 10:01 PM
To: Faust, Christopher (OCTO)
Cc: Iheanacho, Nancy (DCPS); Field, Mario (OCTO); Crossett, Matthew (OCTO)
Subject: RE: Nearby Charters for Proposed Closing Schools

Ok, thanks!

---

From: Faust, Christopher (OCTO)
Sent: Wednesday, November 14, 2012 9:21 PM
To: Faust, Christopher (OCTO); Lujan, Claudia (DCPS)
Cc: Iheanacho, Nancy (DCPS); Field, Mario (OCTO); Crossett, Matthew (OCTO)
Subject: RE: Nearby Charters for Proposed Closing Schools

Sorry, as Matt pointed out, forgive my overlook, you are looking for each closed school, one and two mile buffer. I am on that now.

Chris

Chris Faust
GIS Analyst
Government of the District of Columbia
Office of the Chief Technology Officer
1100 15th Street NW, 9th Floor

---

DCPS 013279
Nancy and Claudia,

Here is a list of charter schools within one mile of the proposed public schools closings. As for two miles, ALL charter schools except Apple Tree Riverside in SW fall within that distance.

Let me know if you need anything else.

Chris

---

From: Lujan, Claudia (DCPS)  
Sent: Wednesday, November 14, 2012 6:41 PM  
To: Faust, Christopher (OCTO)  
Cc: Iheanacho, Nancy (DCPS); Field, Mario (OCTO); Crossett, Matthew (OCTO)  
Subject: Re: Nearby Charters for Proposed Closing Schools

Yes, sorry wasn't at my desk to send list.

Sent from my iPhone

On Nov 14, 2012, at 6:40 PM, "Faust, Christopher (OCTO)" <christopher.faust@dc.gov> wrote:

 Thanks Nancy. Just to double check and be sure, I'm am using the 20 proposed closed schools to create the buffers, correct?

Thanks,

 Chris

Sent from my iPhone

On Nov 14, 2012, at 5:25 PM, "Iheanacho, Nancy (DCPS)" <nancy.iheanacho@dc.gov> wrote:

 Thanks Chris!

 Claudia, I'm away from my desk, would you mind sending the list?

 Chris, you can also find a PDF of it on our website. My apologies, I should have attached
it to the initial email.

Thanks again.

-Nancy

Nancy Iheanacho
DCPS, Office of the Chancellor
202.907.8285
Sent via Blackberry; please forgive typos

From: Faust, Christopher (OCTO)
To: Field, Mario (OCTO); Iheanacho, Nancy (DCPS)
Cc: Lujan, Claudia (DCPS); Crossett, Matthew (OCTO)
Sent: Wed Nov 14 17:00:42 2012
Subject: RE: Nearby Charters for Proposed Closing Schools

Nancy,

Glad to help. Please send along the list (or is this list of closed schools the same as the 20 I have seen on many news outlets?) and I will get started ASAP.

Chris

Chris Faust
GIS Analyst
Government of the District of Columbia
Office of the Chief Technology Officer
1100 15th Street NW, 9th Floor
Washington, DC 20005
ph -(202) 727-2023

From: Field, Mario (OCTO)
Sent: Wednesday, November 14, 2012 4:41 PM
To: Iheanacho, Nancy (DCPS)
Cc: Lujan, Claudia (DCPS); Faust, Christopher (OCTO); Crossett, Matthew (OCTO)
Subject: Re: Nearby Charters for Proposed Closing Schools

I am out tomorrow but you are in good hands with chris. He should be able to turn this around by tomorrow at noon.

Can u please send the list as an attachment to chris faust please.

Thanks

From: Iheanacho, Nancy (DCPS)
Sent: Wednesday, November 14, 2012 04:33 PM
To: Field, Mario (OCTO)
Cc: Lujan, Claudia (DCPS)
Subject: Nearby Charters for Proposed Closing Schools

Hey Mario,
The Chancellor has a hearing tomorrow and we want to prepare some information for her. For all of the proposed closing schools, is it possible to pull all the neighboring charter schools within both a 1 mile radius and 2 mile radius of each school? I've attached the list of schools. Is this possible? If so, what's the turnaround time? Ideally, we would need this information no later than noon.

We appreciate your help with this!

Best,

Nancy

Nancy Iheanacho
Office of the Chief Operating Officer

District of Columbia Public Schools
Office of the Chancellor
1200 First Street NE
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T: 202.719.6595
F: 202.442.5026
E: nancy.iheanacho@dc.gov
W: http://dcps.dc.gov

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
For slide 20, I’m counting 6 closures/consolidations for Ward 7 and 4 closures/consolidations for Ward 5. Am I counting it incorrectly?

OK, here is the most updated version. Formatting sucks – it’s seems so power pointy and messy. And I need to put in the better and correct maps/graphs.

Still need to work on the ward summaries at the end – a last minute request from my boss 😊 The appendix would include the school specific one pagers.

I can look at the updated deck at 1pm.

jc

Anthony and I are now meeting with Lisa and Pete at 4 to review draft deck in person. (in person – ah!) This gives me/us a little more time.

I met with Anthony after our call and went through his comments. I am updating the deck now and will send to everyone at 1 pm. What are folks availability at 1?

Would love everyone’s overall comments on deck, but in particular,

- UI to skim the data points and make sure nothing seems off or incorrect.
- KSA to do a hard look at grammar and formatting.
- Mary and Adam to review and share comments on overall flow and key messages

We have time for a much more refined deck for Chancellor, but want to share something solid this afternoon.
Also, once we have the graphics finalized, we can give KSA electronic versions that will work/look best for the final presentation. This may be JPEGs (when we get to this point Graham can talk to KSA to find out the best format).

jc

Claudia, Do you want KSA to put together the final power point presentation? You may not need this for Lisa and Pete, but might be good for Kaya. If you do, they need to get a heads up on it ASAP.

They can standardize fonts, colors in charts, get images together, etc. I would recommend it. Then they will have the version that morphs into the brochure handout also.

Mary

Mary Filardo
Executive Director
21st Century School Fund
(202)745-3745 X11
(202)745-1713 fax
mfilardo@21csf.org
www.21csf.org
www.BESTfacilities.org

1816 12th Street, NW
Washington, DC 20009

Thanks! Also, any chance you can share the walkability percentages you shared the last time we met at UI? I see it on share point but I think it’s in raw data form.

Sent from my iPhone

On Oct 23, 2012, at 11:16 AM, "MacDonald, Graham" <GMacDonald@urban.org> wrote:

Hi all,
New graphs by ward are in the Enrollment and Population Maps folder in the file Enrollment vs. Capacity Analysis by Ward. Also, the population and charter maps for the presentation I’ve copied to the new Nov 8th Presentation folder so we could organize those as well.

Claudia – I can reorganize the charter and 2010-15 map to fit in the powerpoint in a moment, and I’ll send you image files.

Graham

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Got it.

From: Lujan, Claudia (DCPS)
Sent: Monday, October 22, 2012 2:28 PM
To: Iheanacho, Nancy (DCPS)
Subject: FW: ACTION: Respond to SPED questions re closures
Importance: High

Can you include these in SPED FAQ.

From: Robinson, Josephine B. (DCPS)
Sent: Tuesday, October 16, 2012 2:46 PM
To: Lujan, Claudia (DCPS); Lerman, Amy (DCPS-OOC)
Cc: Burney, Shanita (DCPS); DeGuzman, Anthony D. (DCPS); Charles, Hassan (DCPS)
Subject: FW: ACTION: Respond to SPED questions re closures
Importance: High

See below. Sharing with you both to compile for Adam.

From: Beers, Nathaniel (DCPS)
Sent: Tuesday, October 16, 2012 2:37 PM
To: Robinson, Josephine B. (DCPS)
Subject: Re: ACTION: Respond to SPED questions re closures
Importance: High

See below.

Nathaniel Beers, MD, MPA, FAAP
Chief, Special Education

District of Columbia Public Schools
Office of Special Education
1200 First St NE
Washington, DC 20002
T 202 535-1089
F 202 654-6075
E Nathaniel Beers@dc.gov
http://dcps dc gov

From: Josephine Robinson <josephine.robinson@dc.gov>
Date: Tue, 16 Oct 2012 10:32:28 -0400
To: N Beers <nathaniel.beers@dc.gov>
Subject: ACTION: Respond to SPED questions re closures

Nathaniel,
Members of Anthony and my team are working to develop response to a number of the hard questions we posed during our discussion last week on school closures. In addition to the questions we developed, the consulting team we have
engaged and who will assist us in the development of all of the collateral communications material, produced a number of additional questions of which you see referenced below. They developed questions on special education that we need your assistance with.

How is the District planning to manage the closure of all the special education schools at one time? The move for Mamie D Lee and Sharpe would take place in SY 14-15 to allow the facility at River Terrace to be prepared for the students and the programs. The closure of Prospect would allow us to be more compliant with the law and decrease the number of due process complaints and non-public placements by increasing the capacity in neighborhood schools to serve the students who are currently enrolled at Prospect. As DCPS has built capacity at neighborhood schools, there have been many fewer referrals to Prospect and the population has been decreasing outside the new early childhood and ED classrooms placed there.

Won’t this just increase the number of students in non-public placements? See above.

Has there been any analysis of how inclusion of special education students is working? DCPS has been evaluating the progress of all students. However, there is little historical data to rely on. The Office of Special Education has been working to ensure that schools get the right technical support they need to serve students in more inclusive settings.

Are there projected cost savings from closing the special education schools? There are no cost savings. The goal is to make sure that the students can receive more comprehensive services than currently offered at Sharpe and Mamie D Lee. This means that the current resources would be redistributed to improve the capacity to serve students. For the students at Prospect, the costs will be similar however DCPS will be more compliant with IDEA requirements to provide education in the least restrictive environment and thus increase the chances for students to receive more services within the general education environment.

Would you be able to take some time to consider and develop the responses for these questions by about noon tomorrow?

I am sure these are not be full representative of all the questions we may be asked with respect to the impact on the SPED program and students, but they are in the ballpark of what we can anticipate having to answer at some point. Please feel free to edit and/or augment the questions themselves if you can think of a different approach. You may not be able to answer the question, but knowing that will help us determine the narrative and design the documents appropriately.

Thanks in advance.

Kindly,
Josephine

From: Lerman, Amy (DCPS-OOC)
Sent: Monday, October 15, 2012 1:21 PM
To: Robinson, Josephine B. (DCPS); DeGuzman, Anthony D. (DCPS); adam@ksaplus.com; Burney, Shanita (DCPS); Charles, Hassan (DCPS); Lujan, Claudia (DCPS)
Subject: Follow-ups from today's communications meeting

We need to hash out some of the answers to the “tough” FAQs. Adam has a firm grasp on most of the questions, but DCPS needs to do some thinking on several.

The OFPE team needs to work on the following:

What will you need to see from these public hearings to engage the public on the challenges you are facing, rather than trying to solve it all within DCPS?
What is the value and role of trust and support from DCPS families, parents and community members as you manage our public schools?

Josephine—I believe you said you would also check in with Dr. Beers on the SPED questions.

The COO team needs to work on the following:
When DCPS and Mayor Fenty closed 23 schools in 2008, they promised that it would benefit the programs in the remaining schools and lead to better schools. A number of the schools on this closing list were ones that were the receiving schools in 2008, why didn’t this work out?

Some of the city’s best-regarded schools have small enrollments (e.g., Ross, Cleveland, Hearst, Peabody, Capitol Hill Montessori, School Without Walls, Banneker, and Ellington) and nearly half of all the public charter schools have enrollments less than 350 students If they are successful with few students, can’t small schools with children from low income families and communities be supported also?

Do the Mayor, Chancellor and Council want the DCPS schools to be walkable, particularly in communities where families may not have personal automobiles?

What will the impact be on the traffic congestion in the city, if more students are bussed or driven to school? How might this affect student health? How much will this cost?

Years ago, small Georgetown schools clustered to share staff, and now these DCPS schools are growing and have expanded and modernized buildings. Why not try that or other approaches rather than disinvesting in neighborhoods where people also need neighborhood schools?

(ADG) Schools in Ward 3 jumped the modernization list and got full modernizations moving ahead of the schools on the closing list. Now a number of neighborhood schools are proposed for closure, in part because they were not modernized. How is this equitable?

Best,
Amy

Amy Lerman
Manager, Strategic Enrollment Initiatives
Office of the Chief Operating Officer

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Will the cost of increased special education staffing at neighborhood schools be less or more than the cost of continuing to staff the existing special-education campuses? See above.

**Would you be able to take some time to consider and develop the responses for these questions by about noon tomorrow?**

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Questions and Answers Regarding Proposal to Close River Terrace Elementary School

Q: Why is this proposal being considered?
A: River Terrace has a very low enrollment relative to all other PS-5 schools in DCPS (with 137 students), and its enrollment has declined by 56% over the past five years. This makes River Terrace unable to sustain a robust PS-5 school program with comprehensive academic and extracurricular opportunities. Thomas Elementary has had recent improvements in its building and with additional students will be able to offer an even broader academic and extracurricular program. By transitioning River Terrace students to Thomas, we are confident we can enhance the academic, enrichment, and support services offered to all students. By closing severely under-enrolled schools, DCPS can reallocate resources currently spent on maintaining half-empty buildings towards programs that directly impact students.

Q: DCPS proposed closing River Terrace last year and made the decision to keep it open. Why is DCPS proposing closure again?
A: In a letter to the River Terrace community, dated February 3, Chancellor Henderson communicated that her decision to recommend to the Mayor that the school remain open, was done in an effort to give the school community additional time to build enrollment and demonstrate long-term viability. DCPS central office provided the school with the tools and support necessary to implement an aggressive recruitment campaign. Unfortunately, this did not result in additional students, but instead the school’s enrollment had a slight decline from last year. DCPS believes it is in the best interest of the River Terrace students to transition to Thomas Elementary School.

Q: What support did DCPS provide River Terrace Elementary School in an effort to build its enrollment?
A. DCPS central office provided the school with the following targeted support:
   • Assisted in the development of a marketing/outreach plan
   • Created flyers and brochures
   • Developed website and Facebook pages
   • Offered citywide advertising opportunities
   • Helped organize school level enrollment events; and
   • Provided local media contact list

Q: What are the benefits of attending a school with a larger enrollment?
A: Schools with a larger enrollment are able to offer more academic classes, extracurricular activities, partnerships, and support services to students at the school. With a larger staff, there are more opportunities for teachers to collaborate and work in grade-level teams to improve the instruction offered to all students.

Q: When would this closure occur? What changes would take place this year?
A: If this proposal is approved, River Terrace would close at the end of the 2011-2012 school year. Additionally, stakeholders from both school communities, with support from the central office, would work together over the course of the winter and spring to ensure a smooth transition for staff, students, families, and community. Students would transition to Thomas Elementary at the beginning of the 2012-2013 school year.
Q: How would students from River Terrace get to Thomas safely?
A: Student safety is the highest priority, and we recognize the challenge posed by the need for many students to cross Benning Road to get to Thomas Elementary. As a result, DCPS would provide daily bus service in the morning and afternoon between River Terrace and Thomas. This would include a bus immediately after school as well as at the conclusion of afterschool activities. Any student wishing to take advantage of this would have free daily transportation to and from the receiving school. Additionally, we would work closely with the Metropolitan Police Department (MPD) and District Department of Transportation (DDOT) to identify safe walking routes and determine if additional crossing guards are needed or should be deployed in different locations.

Q: What does the Thomas facility offer?
Thomas Elementary School received a Phase 1 modernization during the summer of 2010. As a result, Thomas now has modernized academic spaces complete with new furnishings and equipment, and enhancements to modernize the acoustic, lighting, ergonomics, technology, climate and comfort of the classrooms to support 21st century learning needs. In the near future, modernization of the school's common area, fields and building systems will continue.

Q: Would students be able to continue to participate in existing afterschool programs and partnerships?
A: We are committed to ensuring that we retain as much stability as possible for students. Programs currently at River Terrace would continue to operate as they do this year. We will work with afterschool programs and partners to determine if they are open to continuing their programs at Thomas for the next school year. We would also solicit feedback from River Terrace families on existing programs that are highly valued and would prioritize relocating these programs to the new site.

Q: What are the program offerings at Thomas?
A: Thomas Elementary implements the Schoolwide Application Model (SAM), which is a general education support approach that focuses on fully integrating and coordinating resources to improve academic and social outcomes for all students. Additionally, like River Terrace, Thomas has a strong focus on health and fitness and participates in the Fun Fly Fit Fitness and Wellness Program and is a member of the Alliance for Healthy Schools. They also participate in a food pilot program receiving food made from scratch from DC Central Kitchen. Students also stay physically fit by participating on the school’s step team. Thomas has numerous community partners including DC Reads, Everybody Wins, and the Embassy Adoption Program. We would also look at the partnerships and programming at River Terrace and work to transfer successful programs and partnerships to the new school.

Q: How would you address potential conflicts between groups of students from the two schools?
A: Based on the experience of recent school consolidations, we are confident that with appropriate adult support, our students would be able to form positive relationships across students groups as they get to know each other. Proposing this closure in the fall allows school leadership ample time to work with staff, students, and families to ensure a smooth transition. If the proposal is implemented, there will be opportunities for students and families to meet prior to the consolidation to help facilitate a positive school culture.

Q: How would staff at River Terrace be affected?
A: River Terrace staff would be excessed and subject to the provisions of the relevant collective bargaining agreements. We anticipate that as a result of the closure there would be additional positions available at Thomas and that some River Terrace staff members would be able to move to the new site if they choose. Staffing decisions for open positions at Thomas would be made by Thomas Principal Ruth.
Barnes once school budgets become available in the early spring. Any River Terrace staff member who requests an interview at Thomas will be granted one and considered for any available positions in their area. River Terrace staff interested in working at Thomas will also have opportunities to learn about the school and will be able to work with their human resources staffing specialists to consider this and other options. Additionally, DCPS will hold several job fairs where employees can learn about and apply for available positions at other DCPS schools during the spring.

Q: What would happen to the River Terrace building?
A: Should this proposal be approved, DCPS would turn control of the building back to the city. The building would continue to have city maintenance and upkeep and the Office of the Deputy Mayor for Education would lead a community process around potential options for reuse.

Q: How would the central office support River Terrace during this process?
A: If the proposal is approved, interested parents, teachers, staff, and community members from both schools would come together to develop a transition plan with central office support. This plan would include opportunities for groups of students, parents, staff, and community to meet and get to know each other, and for school staff to work together professionally to develop a shared vision for success. Depending on identified needs, other DCPS staff and representatives of city agencies such as MPD and DDOT would also provide support.

Q: If the proposal is approved, would River Terrace parents receive a preference in the out-of-boundary lottery?
A: Yes, if you would like your child to apply to attend a school other than Thomas, current River Terrace students would receive a preference in the out-of-boundary lottery. The out-of-boundary application period is open from January 30, 2012 to February 27, 2012 and offers an opportunity for parents to apply for enrollment at a school outside their neighborhood school. River Terrace students would have the second preference in the out-of-boundary lottery, after siblings, due to their status as students at a closing school. Applications are submitted online through the DCPS website, and staff from the school or from the DCPS central office will be happy to help families with the process.

Q: Why was Thomas chosen as the receiving school as opposed to Kenilworth?
A: Thomas is the closest school to River Terrace; Kenilworth is 1.5 miles away. Thomas has sufficient capacity to receive additional students and received a facility modernization this past summer. Current River Terrace students who would prefer to attend Kenilworth – or another DCPS school – will receive preference in the out-of-boundary lottery.

Q: Who makes the final decision about whether the school is closed?
A: Chancellor Henderson will make a recommendation to Mayor Gray who will make the final decision.

Q: What is the estimated cost savings associated with this proposal?
A: Approximately $600,000 in operating costs in FY 12 and $800,000 in operating costs in subsequent years. Additionally, the proposal would provide $4 million in capital funds to be reallocated.

Q: What is the current enrollment of River Terrace and in comparison to other schools?
A: River Terrace’s October 2011 reported enrollment was 137 which was the smallest elementary school, and represented a 56% decline over the past five years.
School Closures: A Process Overview

**Background:** DCPS continues to have excess space in many schools across the city, meaning that there is additional physical capacity compared to the number of students who are enrolled. While there are a handful of schools in parts of the city that are full or overcrowded, the majority of schools are relatively underused which represents a financial strain for DCPS. Small schools that are under-enrolled have large capital and operating costs and siphon resources from other schools across the city. To address this issue, DCPS undertakes an annual analysis to determine if there is right-sizing that should take place.

**Criteria for Closure**

DCPS makes closure proposal decisions based on two primary factors: total enrollment and enrollment change over a five year period. With rare exception, we have only considered schools that meet both of these primary criteria, through being below the median enrollment for schools of the same level (ES/MS/HS) and above the median enrollment decline for schools of that level. (The reason for using both of these criteria in combination is to recognize that there are some school buildings that are very small, but full, popular, and high-performing. Alternatively, there are schools that may be above the median decline over five years but still have large enough enrollments to run an effective program).

For schools that meet both of the primary criteria, we then consider a range of secondary factors, including geographic isolation, facility quality, capacity of receiving schools, NCLB status, school program, and student achievement. We would be unlikely to close a school with a very good NCLB status (not in any kind of corrective action or restructuring) but might be more likely to close a school in year 2 of restructuring. Closure is one of the allowable options for school restructuring under NCLB.

In the fall, DCPS conducts an analysis of schools that may meet these criteria and develop an initial list of potential schools to close. These schools are then internally vetted and the Chancellor makes a decision as to which schools will be proposed for closure in the fall. The ideal timeline for closure process is outlined below.

**Process/Approximate Timeline Leading up to Closure Decision**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Key Actor</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 22</td>
<td>Analysis of Possible Schools to Close and preliminary proposal to Management Team*</td>
<td>Abigail Smith</td>
</tr>
<tr>
<td>October 1</td>
<td>Decision by Chancellor on Schools to <strong>Propose</strong> for Closure</td>
<td>Chancellor Henderson (with prior approval of Mayor)</td>
</tr>
<tr>
<td>October 14</td>
<td>Notification of Impacted Principals by Chancellor (with setting of leadership expectations)</td>
<td>Chancellor Henderson, Closure POC, Impacted Sups, Impacted Principals</td>
</tr>
<tr>
<td>October 15</td>
<td>Initial Public Notification (Letter) and FAQ*</td>
<td>Closure POC</td>
</tr>
<tr>
<td>First Tuesday after public notification</td>
<td>Submit announcement to DC Register*</td>
<td>Chief, Transformation Management (with prior approval of General Counsel)</td>
</tr>
<tr>
<td>Friday</td>
<td>Announcement runs in DC Register</td>
<td></td>
</tr>
</tbody>
</table>

DCPS 013300
The goals for the initial meetings with key stakeholders (usually one held with staff and one held with parents) are to help give people an initial opportunity to vent their frustrations as well as to address basic questions that are outlined in the FAQ. These are also an opportunity to learn about new questions and concerns that may require a respond in the follow-up FAQ. These meetings are usually quite angry and are not intended to resolve issues, but more for people to have a chance to share their feelings before the public meeting with the Chancellor. The meeting usually includes an overview of the rationale for the closure, a summary of the FAQ to date, and an explanation of the process and timeline that will occur.

The public meeting with the Chancellor is required by DCMR. It is generally set up as an official opportunity for people to offer public testimony on the proposed closure. It is not a question and answer session and there is no back and forth. People come in and sign-in and sign-up if they would like to testify. They can also submit written testimony before or after via mail, fax, or e-mail. The meeting begins with a brief overview of the closure proposal and the meeting format by the Chief of Transformation Management and then an introduction by the Chancellor. Next, members of the public who have signed up to testify are called up to give up to three minutes of public testimony to the Chancellor, Abby, and the instructional sup who generally sit on a dais at the front. They are timed and ask to stop if they exceed the time limit. This meeting generally takes about two hours and concludes with remarks by the Chancellor. Usually participants are given a copy of the FAQ at this time and questions and concerns raised can help inform the decision as well as future FAQs.

It is important to remember that the final closure decision ideally needs to be made and communicated before the beginning of the out-of-boundary lottery (January 28) so that families in closing schools have time to make decisions and exercise choice for students for the following year. It is also important to follow the guidelines outlined in DCMR which require that a decision is made not less than 30, but not more than 60 days after the public proposal.

**Process/Timeline Following Closure Decision**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Key Actor</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 30</td>
<td>Meetings with Key Stakeholders (ie school staff, parents, etc)</td>
<td>Closure POC</td>
</tr>
<tr>
<td>November 15</td>
<td>Public Meeting with Chancellor (required by DCMR)</td>
<td>Closure POC, Chancellor</td>
</tr>
<tr>
<td>November 30</td>
<td>Follow-up FAQ, with additional information in response to concerns raised*</td>
<td>Closure POC</td>
</tr>
<tr>
<td>December 7</td>
<td>Final Public Notification of Decision*</td>
<td>Closure POC, Chancellor</td>
</tr>
<tr>
<td>December 7</td>
<td>Mayor’s Order* codifying closure decision</td>
<td>Chief, Transformation Management</td>
</tr>
</tbody>
</table>

*Templates for these documents are saved on share drive.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 15</td>
<td>Stakeholder meeting at each school with FAQ and invitation to join transition team</td>
<td></td>
</tr>
<tr>
<td>January 15</td>
<td>Transition Team #1 Meeting at Closing School*</td>
<td></td>
</tr>
<tr>
<td>January 30</td>
<td>Transition Team #1 Meeting at Receiving School*</td>
<td></td>
</tr>
<tr>
<td>February 15</td>
<td>Joint Transition Team Meeting *</td>
<td></td>
</tr>
<tr>
<td>March 15</td>
<td>Joint Transition Team Meeting</td>
<td></td>
</tr>
<tr>
<td>April 15</td>
<td>Joint Transition Team Meeting</td>
<td></td>
</tr>
<tr>
<td>May 15</td>
<td>Joint Transition Team Meeting</td>
<td></td>
</tr>
<tr>
<td>June 15</td>
<td>Joint Transition Team Meeting</td>
<td></td>
</tr>
<tr>
<td>August 15</td>
<td>Joint Transition Team Meeting</td>
<td></td>
</tr>
<tr>
<td>September 15</td>
<td>Final Transition Team Meeting</td>
<td></td>
</tr>
</tbody>
</table>

*Sample agendas are saved on the shared drive.

**Transition Teams**: Transition teams are open committees that are composed of stakeholders from each school. Anyone interested should be invited to join and participate, but the ideal size is 10-12 members from each school. Ideal participants include: school leader or his/her designee, teachers and other staff members, parents, community members (particular invitations should be extended to ANC and any local civic/community association leaders), and students (for middle and high schools). The goal of this team is to support communication from the central office to the school (and back), raise questions and concerns, and help plan transition activities that will help support students, parents, teachers/staff, and community members through the process.

Initially the transition team should be a vehicle for gathering questions and concerns and ensuring that information is flowing well among all stakeholders. The initial meetings may need to review items in the FAQ and identify outstanding challenges/concerns. Later as the group comes together and begins to be more forward-looking, it can shift a focus onto planning for a smooth transition. Ideally this group can engage around things like helping to select a new school name, mascot, colors, etc. Ideally, this group should have a budget of ~$3,000 to support events and other work that it undertakes, but it is possible to do it with less/no funding—this just relies more on community partners.

**Coordination**: School closures require tight coordination with various central offices as well as external agencies. The table below provides a list of different offices/people that need to be notified following a closure decision and will be required to support the closure in some way. Instructional superintendents for closing and receiving schools need to be included in all major communication throughout the process. School operations specialists should also be notified and can help provide logistical support. Initial communication to City Council should come via Kaya/Fonda Sutton, but subsequently members...
should be included on regular transition team updates. Additionally, the Critical Response Team should receive advance copies of all parent communications so that they can provide customer service support on phone and e-mail. The press team should receive all communication so that they can respond to media inquiries and the web team should post all major documents distributed to families online. Final notice of a closure should go out to all chiefs with a request to distribute to impacted members of their teams.

<table>
<thead>
<tr>
<th>Function</th>
<th>Office</th>
<th>POC</th>
<th>Date to Engage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff FAQ and staff meeting at closing school</td>
<td>HR</td>
<td>Staffing specialists</td>
<td>After decision finalized</td>
</tr>
<tr>
<td>Excessing teachers from closing school</td>
<td>HR</td>
<td>Staffing specialists</td>
<td>Late spring—April/May</td>
</tr>
<tr>
<td>Helping staff from closing schools find new positions in DCPS</td>
<td>HR</td>
<td>Staffing specialists</td>
<td>Late spring—April/May</td>
</tr>
<tr>
<td>Remove school from directory and school profiles</td>
<td>ODA</td>
<td>Steve Cartwright</td>
<td>Notify in April</td>
</tr>
<tr>
<td>Adjust receiving school’s AYP status (if needed)</td>
<td>ODA</td>
<td>Steve Cartwright</td>
<td>Notify in April</td>
</tr>
<tr>
<td>Ensure DC-CAS reports are sent to receiving school</td>
<td>ODA</td>
<td>Kara Baer</td>
<td>Notify in April</td>
</tr>
<tr>
<td>Provide support in transitioning students IEPs</td>
<td>OSE</td>
<td>Julie Johnson</td>
<td>After decision finalized</td>
</tr>
<tr>
<td>Reroute transportation for impacted special education students</td>
<td>OSE</td>
<td>Julie Johnson</td>
<td>After decision finalized</td>
</tr>
<tr>
<td>Ensure rising ECE students have guaranteed space at receiving school</td>
<td>TMO</td>
<td>Claudia Lujan/Miriam Calderon</td>
<td>During enrollment projections (December)</td>
</tr>
<tr>
<td>Adjust enrollment projections</td>
<td>TMO</td>
<td>Claudia Lujan</td>
<td>During enrollment projections (December)</td>
</tr>
<tr>
<td>Adjusting school nurse staffing</td>
<td>OYE</td>
<td>Diana Bruce</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Adjusting school security staffing</td>
<td>COS</td>
<td>JW Harris</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Adjusting food service</td>
<td>COS</td>
<td>Jeff Mills</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Reroute crossing guards/identify safe walking routes</td>
<td>TMO/ DDOT/ MPD</td>
<td>Dena Thweatt/MPD Commander in impacted Police District</td>
<td>After proposal put forth, again after decision finalized</td>
</tr>
<tr>
<td>Send packing/moving materials</td>
<td>COO</td>
<td>Roger Asterilla</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Develop logistics plan for movement of materials</td>
<td>COO</td>
<td>Roger Asterilla</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Develop and implement building close-out plan</td>
<td>COO</td>
<td>James Tanious</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Collect textbooks from closing school</td>
<td>COO</td>
<td>Brian Packer</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Identify and collect historical artifacts from closing site</td>
<td>Sumner Museum</td>
<td>Kimberly Springle</td>
<td>Contact in April</td>
</tr>
<tr>
<td>Manage building re-use process (if DME)</td>
<td>DME</td>
<td>Ahnna Smith</td>
<td>After decision</td>
</tr>
</tbody>
</table>
applicable) | | finalized (including if DCPS plans to keep building)
---|---|---
Manage modernization process to receiving school (if applicable) | OPEFM | Anthony DeGuzman | After proposal put forth
Coordinate transfer of afterschool programs | OCAO | Kathy Lally | After decision finalized
Coordinate transfer of partners | OFPE | Shereen Williams | After decision finalized
Coordinate Athletics at consolidated school | Athletics | Patricia Briscoe/Leroy Watkins | After decision finalized; during transition team
Develop new OSSE/STARS code, if needed | ODA | Naomi Watson | After decision finalized

**Communication:** Communication is essential throughout the school closure process. It is virtually impossible to over-communicate and if comprehensive information is not well disseminated, rumors will fill the void. Communications should use multiple techniques including notices/letters/flyers home in backpack mail, robo calls using ConnectEd, text messages using ConnectEd, flyers/letters posted in obvious places in schools, websites, Facebook pages, community list serves, emails (to parents and community members), and any other method of communication that the transition team feels is effective. Generally setting up a website and e-mail address dedicated to the transition can be helpful.

**Best Practices:**

- Stick as closely to the suggested timeline as possible. Things go much more smoothly when people have sufficient notification, opportunity to exercise choices, and time to move past anger to productive planning time.
- Engage the transition team in as much decision-making as possible. If there is the opportunity to make choices (name, colors, mascot, etc) these are great ways to make people feel invested. If there is also a facility SIT (school improvement team), make sure transition team members have the opportunity to be involved.
- Make sure there are events to help each stakeholder group have the chance to meet and interact. Ideally parents, students, staff, and community members should have the chance to get to know each other before the start of the next school year.
- Try to invest people in shared goals to bring people together. Planning events, working on shared projects and collaborative problem solving are great for this.
- Consider ways to honor the legacy of the closing school. This can include maintaining some memory of the school’s namesake, holding a closing ceremony, etc.

**Past Great Events**

- “Unity Walk.” Students from closing school (Bowen) walked with teachers/parents over to receiving school (Amidon) and had shared ceremony at receiving school during last week.
• Student government meet-and-greet. Student leaders from Eliot (receiving school) and Hine (closing school) met and talked about their concerns, what they were excited about, and how they wanted to work together and helps students unite.

• Shared professional development. Teachers from Walker-Jones and Scott-Montgomery attended professional development sessions together and did co-planning together to help them meet and get used to working together.

• Family fun day. Benning and Smothers held a great family fun day on the black-top with clown, moon bounce, small rides, carnival games, food etc. They invited both schools and kids and families got to meet in a fun low-stress environment.

• Grade-level visit days. Draper students went and spent a morning/afternoon with their same grade peers at Ferebee-Hope (1 grade per day for a week).

• Hard-hat tours. At Savoy we provided hard hat tours of the building over the summer to get students and families from both schools excited about the modernized building.

Lessons Learned

• Having multiple receiving schools makes a closure much more challenging. First, it is difficult to do the deep engagement process with multiple transition teams for one school. Second, students tend to scatter more if there is not a single designated receiving school.

• It is difficult for a single person to effectively manage more than 2-3 closures in a single school year if they have other responsibilities.

• Leadership matters a lot. If the leaders of the closing and receiving schools are supportive and do a good job bringing along their school communities, things go much more smoothly. This is a key thing for the Chancellor and instructional superintendent to reinforce in their conversations with principals.

• People are always incredibly angry at the start of this—no one likes their school to close—but if they feel listened to, valued, respected, and responded to, most will come around and can be productively engaged.

• It is important to ensure that the final transition team meeting is focused on determining how successful the consolidation has been and what additional supports are needed on an ongoing basis. In cases where DCPS did not do a great job at providing these supports (Hart after closure of PR Harris), things can go awry. Examples of ongoing supports that may be needed: professional development on academic model for new staff, behavior supports for groups of students in conflict, challenges merging parent organizations, etc. These should be supported on an ongoing basis by the DCPS office with this responsibility (ie OCAO, OYE, OFPE, etc.)

Areas of Improvement/Recommendations

• It would be helpful to survey stakeholders in a school closing situation (could use this year for data) to see what they thought went well, poorly, and what ideas they had for improving the process. It would also be great to survey stakeholders from last year’s closure (Walker-Jones) to assess their feelings one year out.

• It would be excellent to update the data in the Urban Institute study to see if things have changed at all in terms of outcomes (enrollment and test scores) in more recent closures.

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1 See Urban Institute study of enrollment following school closures.
• The transition teams really need a budget of ~$3,000 to be most successful and feel more empowered and supported.

• Being more strategic about how closure can be one of the specified NCLB restructuring options and when this tool should be used rather than others (closer coordination with OCAO). Closure is one of the options under NCLB and TMO should likely coordinate with Josh Edelman’s team that considers school turnaround as well as Malika Anderson’s team to be strategic about which restructuring schools may overlap with schools that TMO would otherwise consider proposing for closure.

• There should be some kind of firm time cut-off for all additional closures (those that arise based on requests from offices outside TMO).

**Principals Who Have Done Consolidation Well (and can serve as resources)**

<table>
<thead>
<tr>
<th>Principal</th>
<th>School(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willie Jackson</td>
<td>Eliot and Hine</td>
</tr>
<tr>
<td>Robert Gregory</td>
<td>Turner and Green</td>
</tr>
<tr>
<td>Melissa Martin</td>
<td>Walker-Jones and Scott Montgomery</td>
</tr>
<tr>
<td>Anne Evans</td>
<td>Savoy and Birney</td>
</tr>
</tbody>
</table>
Questions and Answers Regarding Proposal to Close River Terrace Elementary School

Q: Why is this proposal being considered?
A: River Terrace has a very low enrollment relative to all other PS-5 schools in DCPS (with 137 students), and its enrollment has declined by 56% over the past five years. This makes River Terrace unable to sustain a robust PS-5 school program with comprehensive academic and extracurricular opportunities. Thomas Elementary has had recent improvements in its building and with additional students will be able to offer an even broader academic and extracurricular program. By transitioning River Terrace students to Thomas, we are confident we can enhance the academic, enrichment, and support services offered to all students. By closing severely under-enrolled schools, DCPS can reallocate resources currently spent on maintaining half-empty buildings towards programs that directly impact students.

Q: DCPS proposed closing River Terrace last year and made the decision to keep it open. Why is DCPS proposing closure again?
A: In a letter to the River Terrace community, dated February 3, Chancellor Henderson communicated that her decision to recommend to the Mayor that the school remain open, was done in an effort to give the school community additional time to build enrollment and demonstrate long-term viability. DCPS central office provided the school with the tools and support necessary to implement an aggressive recruitment campaign. Unfortunately, this did not result in additional students, but instead the school’s enrollment had a slight decline from last year. DCPS believes it is in the best interest of the River Terrace students to transition to Thomas Elementary School.

Q: What support did DCPS provide River Terrace Elementary School in an effort to build its enrollment?
A. DCPS central office provided the school with the following targeted support:
   • Assisted in the development of a marketing/outreach plan
   • Created flyers and brochures
   • Developed website and Facebook pages
   • Offered citywide advertising opportunities
   • Helped organize school level enrollment events; and
   • Provided local media contact list

Q: What are the benefits of attending a school with a larger enrollment?
A: Schools with a larger enrollment are able to offer more academic classes, extracurricular activities, partnerships, and support services to students at the school. With a larger staff, there are more opportunities for teachers to collaborate and work in grade-level teams to improve the instruction offered to all students.

Q: When would this closure occur? What changes would take place this year?
A: If this proposal is approved, River Terrace would close at the end of the 2011-2012 school year. Additionally, stakeholders from both school communities, with support from the central office, would work together over the course of the winter and spring to ensure a smooth transition for staff, students, families, and community. Students would transition to Thomas Elementary at the beginning of the 2012-2013 school year.

10/19/11
Q: How would students from River Terrace get to Thomas safely?
A: Student safety is the highest priority, and we recognize the challenge posed by the need for many students to cross Benning Road to get to Thomas Elementary. As a result, DCPS would provide daily bus service in the morning and afternoon between River Terrace and Thomas. This would include a bus immediately after school as well as at the conclusion of afterschool activities. Any student wishing to take advantage of this would have free daily transportation to and from the receiving school. Additionally, we would work closely with the Metropolitan Police Department (MPD) and District Department of Transportation (DDOT) to identify safe walking routes and determine if additional crossing guards are needed or should be deployed in different locations.

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Q: Would students be able to continue to participate in existing afterschool programs and partnerships?
A: We are committed to ensuring that we retain as much stability as possible for students. Programs currently at River Terrace would continue to operate as they do this year. We will work with afterschool programs and partners to determine if they are open to continuing their programs at Thomas for the next school year. We would also solicit feedback from River Terrace families on existing programs that are highly valued and would prioritize relocating these programs to the new site.

Q: What are the program offerings at Thomas?
A: Thomas Elementary implements the Schoolwide Application Model (SAM), which is a general education support approach that focuses on fully integrating and coordinating resources to improve academic and social outcomes for all students. Additionally, like River Terrace, Thomas has a strong focus on health and fitness and participates in the Fun Fly Fit Fitness and Wellness Program and is a member of the Alliance for Healthy Schools. They also participate in a food pilot program receiving food made from scratch from DC Central Kitchen. Students also stay physically fit by participating on the school’s step team. Thomas has numerous community partners including DC Reads, Everybody Wins, and the Embassy Adoption Program. We would also look at the partnerships and programming at River Terrace and work to transfer successful programs and partnerships to the new school.

Q: How would you address potential conflicts between groups of students from the two schools?
A: Based on the experience of recent school consolidations, we are confident that with appropriate adult support, our students would be able to form positive relationships across students groups as they get to know each other. Proposing this closure in the fall allows school leadership ample time to work with staff, students, and families to ensure a smooth transition. If the proposal is implemented, there will be opportunities for students and families to meet prior to the consolidation to help facilitate a positive school culture.

Q: How would staff at River Terrace be affected?
A: River Terrace staff would be excessed and subject to the provisions of the relevant collective bargaining agreements. We anticipate that as a result of the closure there would be additional positions available at Thomas and that some River Terrace staff members would be able to move to the new site if they choose. Staffing decisions for open positions at Thomas would be made by Thomas Principal Ruth.
Barnes once school budgets become available in the early spring. Any River Terrace staff member who requests an interview at Thomas will be granted one and considered for any available positions in their area. River Terrace staff interested in working at Thomas will also have opportunities to learn about the school and will be able to work with their human resources staffing specialists to consider this and other options. Additionally, DCPS will hold several job fairs where employees can learn about and apply for available positions at other DCPS schools during the spring.

Q: What would happen to the River Terrace building?
A: Should this proposal be approved, DCPS would turn control of the building back to the city. The building would continue to have city maintenance and upkeep and the Office of the Deputy Mayor for Education would lead a community process around potential options for reuse.

Q: How would the central office support River Terrace during this process?
A: If the proposal is approved, interested parents, teachers, staff, and community members from both schools would come together to develop a transition plan with central office support. This plan would include opportunities for groups of students, parents, staff, and community to meet and get to know each other, and for school staff to work together professionally to develop a shared vision for success. Depending on identified needs, other DCPS staff and representatives of city agencies such as MPD and DDOT would also provide support.

Q: If the proposal is approved, would River Terrace parents receive a preference in the out-of-boundary lottery?
A: Yes, if you would like your child to apply to attend a school other than Thomas, current River Terrace students would receive a preference in the out-of-boundary lottery. The out-of boundary application period is open from January 30, 2012 to February 27, 2012 and offers an opportunity for parents to apply for enrollment at a school outside their neighborhood school. River Terrace students would have the second preference in the out-of-boundary lottery, after siblings, due to their status as students at a closing school. Applications are submitted online through the DCPS website, and staff from the school or from the DCPS central office will be happy to help families with the process.

Q: Why was Thomas chosen as the receiving school as opposed to Kenilworth?
A: Thomas is the closest school to River Terrace; Kenilworth is 1.5 miles away. Thomas has sufficient capacity to receive additional students and received a facility modernization this past summer. Current River Terrace students who would prefer to attend Kenilworth - or another DCPS school - will receive preference in the out-of-boundary lottery.

Q: Who makes the final decision about whether the school is closed?
A: Chancellor Henderson will make a recommendation to Mayor Gray who will make the final decision.

Q: What is the estimated cost savings associated with this proposal?
A: Approximately $600,000 in operating costs in FY 12 and $800,000 in operating costs in subsequent years. Additionally, the proposal would provide $4 million in capital funds to be reallocated.

Q: What is the current enrollment of River Terrace and in comparison to other schools?
A: River Terrace’s October 2011 reported enrollment was 137 which was the smallest elementary school, and represented a 56% decline over the past five years.
School Closures: A Process Overview

**Background:** DCPS continues to have excess space in many schools across the city, meaning that there is additional physical capacity compared to the number of students who are enrolled. While there are a handful of schools in parts of the city that are full or overcrowded, the majority of schools are relatively underused which represents a financial strain for DCPS. Small schools that are under-enrolled have large capital and operating costs and siphon resources from other schools across the city. To address this issue, DCPS undertakes an annual analysis to determine if there is right-sizing that should take place.

**Criteria for Closure**

DCPS makes closure proposal decisions based on two primary factors: total enrollment and enrollment change over a five year period. With rare exception, we have only considered schools that meet both of these primary criteria, through being below the median enrollment for schools of the same level (ES/MS/HS) and above the median enrollment decline for schools of that level. (The reason for using both of these criteria in combination is to recognize that there are some school buildings that are very small, but full, popular, and high-performing. Alternatively, there are schools that may be above the median decline over five years but still have large enough enrollments to run an effective program).

For schools that meet both of the primary criteria, we then consider a range of secondary factors, including geographic isolation, facility quality, capacity of receiving schools, NCLB status, school program, and student achievement. We would be unlikely to close a school with a very good NCLB status (not in any kind of corrective action or restructuring) but might be more likely to close a school in year 2 of restructuring. Closure is one of the allowable options for school restructuring under NCLB.

In the fall, DCPS conducts an analysis of schools that may meet these criteria and develop an initial list of potential schools to close. These schools are then internally vetted and the Chancellor makes a decision as to which schools will be proposed for closure in the fall. The ideal timeline for closure process is outlined below.

**Process/Approximate Timeline Leading up to Closure Decision**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Key Actor</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 22</td>
<td>Analysis of Possible Schools to Close and preliminary proposal to Management Team*</td>
<td>Abigail Smith</td>
</tr>
<tr>
<td>October 1</td>
<td>Decision by Chancellor on Schools to Propose for Closure</td>
<td>Chancellor Henderson (with prior approval of Mayor)</td>
</tr>
<tr>
<td>October 14</td>
<td>Notification of Impacted Principals by Chancellor (with setting of leadership expectations)</td>
<td>Chancellor Henderson, Closure POC, Impacted Sups, Impacted Principals</td>
</tr>
<tr>
<td>October 15</td>
<td>Initial Public Notification (Letter) and FAQ*</td>
<td>Closure POC</td>
</tr>
<tr>
<td>First Tuesday after public notification</td>
<td>Submit announcement to DC Register*</td>
<td>Chief, Transformation Management (with prior approval of General Counsel)</td>
</tr>
<tr>
<td>Friday</td>
<td>Announcement runs in DC Register</td>
<td></td>
</tr>
</tbody>
</table>
The goals for the initial meetings with key stakeholders (usually one held with staff and one held with parents) are to help give people an initial opportunity to vent their frustrations as well as to address basic questions that are outlined in the FAQ. These are also an opportunity to learn about new questions and concerns that may require a respond in the follow-up FAQ. These meetings are usually quite angry and are not intended to resolve issues, but more for people to have a chance to share their feelings before the public meeting with the Chancellor. The meeting usually includes an overview of the rationale for the closure, a summary of the FAQ to date, and an explanation of the process and timeline that will occur.

The public meeting with the Chancellor is required by DCMR. It is generally set up as an official opportunity for people to offer public testimony on the proposed closure. It is not a question and answer session and there is no back and forth. People come in and sign-in and sign-up if they would like to testify. They can also submit written testimony before or after via mail, fax, or e-mail. The meeting begins with a brief overview of the closure proposal and the meeting format by the Chief of Transformation Management and then an introduction by the Chancellor. Next, members of the public who have signed up to testify are called up to give up to three minutes of public testimony to the Chancellor, Abby, and the instructional sup who generally sit on a dais at the front. They are timed and ask to stop if they exceed the time limit. This meeting generally takes about two hours and concludes with remarks by the Chancellor. Usually participants are given a copy of the FAQ at this time and questions and concerns raised can help inform the decision as well as future FAQs.

It is important to remember that the final closure decision ideally needs to be made and communicated before the beginning of the out-of-boundary lottery (January 28) so that families in closing schools have time to make decisions and exercise choice for students for the following year. It is also important to follow the guidelines outlined in DCMR which require that a decision is made not less than 30, but not more than 60 days after the public proposal.

**Process/Timeline Following Closure Decision**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Key Actor</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 30</td>
<td>Meetings with Key Stakeholders (ie school staff, parents, etc)</td>
<td>Closure POC</td>
</tr>
<tr>
<td>November 15</td>
<td>Public Meeting with Chancellor (required by DCMR)</td>
<td>Closure POC, Chancellor Henderson</td>
</tr>
<tr>
<td>November 30</td>
<td>Follow-up FAQ with additional information in response to concerns raised*</td>
<td>Closure POC</td>
</tr>
<tr>
<td>December 7</td>
<td>Final Public Notification of Decision* Must be no less than 30 and no more than 60 days from initial announcement, as per DCMR</td>
<td>Closure POC, Chancellor Henderson</td>
</tr>
<tr>
<td>December 7</td>
<td>Mayor’s Order* codifying closure decision</td>
<td>Chief, Transformation Management</td>
</tr>
</tbody>
</table>

*Templates for these documents are saved on share drive.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Key Actor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>DCPS 013311</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Attendees</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>December 15</td>
<td>Stakeholder meeting at each school with FAQ and invitation to join transition team</td>
<td>Closure POC, Closing and Receiving School Principals</td>
</tr>
<tr>
<td>January 15</td>
<td>Transition Team #1 Meeting at Closing School*</td>
<td>Closure POC, Closing School Principal</td>
</tr>
<tr>
<td>January 30</td>
<td>Transition Team #1 Meeting at Receiving School*</td>
<td>Closure POC, Receiving School Principal</td>
</tr>
<tr>
<td>February 15</td>
<td>Joint Transition Team Meeting *</td>
<td>Closure POC, Closing and Receiving School Principals</td>
</tr>
<tr>
<td>March 15</td>
<td>Joint Transition Team Meeting</td>
<td>Closure POC, Closing and Receiving School Principals</td>
</tr>
<tr>
<td>April 15</td>
<td>Joint Transition Team Meeting</td>
<td>Closure POC, Closing and Receiving School Principals</td>
</tr>
<tr>
<td>May 15</td>
<td>Joint Transition Team Meeting</td>
<td>Closure POC, Closing and Receiving School Principals</td>
</tr>
<tr>
<td>June 15</td>
<td>Joint Transition Team Meeting</td>
<td>Closure POC, Closing and Receiving School Principals</td>
</tr>
<tr>
<td>August 15</td>
<td>Joint Transition Team Meeting</td>
<td>Closure POC, Receiving School Principal</td>
</tr>
<tr>
<td>September 15</td>
<td>Final Transition Team Meeting</td>
<td>Closure POC, Receiving School Principal</td>
</tr>
</tbody>
</table>

*Sample agendas are saved on the shared drive.

**Transition Teams:** Transition teams are open committees that are composed of stakeholders from each school. Anyone interested should be invited to join and participate, but the ideal size is 10-12 members from each school. Ideal participants include: school leader or his/her designee, teachers and other staff members, parents, community members (particular invitations should be extended to ANC and any local civic/community association leaders), and students (for middle and high schools). The goal of this team is to support communication from the central office to the school (and back), raise questions and concerns, and help plan transition activities that will help support students, parents, teachers/staff, and community members through the process.

Initially the transition team should be a vehicle for gathering questions and concerns and ensuring that information is flowing well among all stakeholders. The initial meetings may need to review items in the FAQ and identify outstanding challenges/concerns. Later as the group comes together and begins to be more forward-looking, it can shift a focus onto planning for a smooth transition. Ideally this group can engage around things like helping to select a new school name, mascot, colors, etc. Ideally, this group should have a budget of ~$3,000 to support events and other work that it undertakes, but it is possible to do it with less/no funding—this just relies more on community partners.

**Coordination:** School closures require tight coordination with various central offices as well as external agencies. The table below provides a list of different offices/people that need to be notified following a closure decision and will be required to support the closure in some way. Instructional superintendents for closing and receiving schools need to be included in all major communication throughout the process. School operations specialists should also be notified and can help provide logistical support. Initial communication to City Council should come via Kaya/Fonda Sutton, but subsequently members
should be included on regular transition team updates. Additionally, the Critical Response Team should receive advance copies of all parent communications so that they can provide customer service support on phone and e-mail. The press team should receive all communication so that they can respond to media inquiries and the web team should post all major documents distributed to families online. Final notice of a closure should go out to all chiefs with a request to distribute to impacted members of their teams.

<table>
<thead>
<tr>
<th>Function</th>
<th>Office</th>
<th>POC</th>
<th>Date to Engage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff FAQ and staff meeting at closing school</td>
<td>HR</td>
<td>Staffing specialists</td>
<td>After decision finalized</td>
</tr>
<tr>
<td>Excessing teachers from closing school</td>
<td>HR</td>
<td>Staffing specialists</td>
<td>Late spring—April/May</td>
</tr>
<tr>
<td>Helping staff from closing schools find new positions in DCPS</td>
<td>HR</td>
<td>Staffing specialists</td>
<td>Late spring—April/May</td>
</tr>
<tr>
<td>Remove school from directory and school profiles</td>
<td>ODA</td>
<td>Steve Cartwright</td>
<td>Notify in April</td>
</tr>
<tr>
<td>Adjust receiving school’s AYP status (if needed)</td>
<td>ODA</td>
<td>Steve Cartwright</td>
<td>Notify in April</td>
</tr>
<tr>
<td>Ensure DC-CAS reports are sent to receiving school</td>
<td>ODA</td>
<td>Kara Baer</td>
<td>Notify in April</td>
</tr>
<tr>
<td>Provide support in transitioning students IEPS</td>
<td>OSE</td>
<td>Julie Johnson</td>
<td>After decision finalized</td>
</tr>
<tr>
<td>Reroute transportation for impacted special education students</td>
<td>OSE</td>
<td>Julie Johnson</td>
<td>After decision finalized</td>
</tr>
<tr>
<td>Ensure rising ECE students have guaranteed space at receiving school</td>
<td>TMO</td>
<td>Claudia Lujan/Miriam Calderon</td>
<td>During enrollment projections (December)</td>
</tr>
<tr>
<td>Adjust enrollment projections</td>
<td>TMO</td>
<td>Claudia Lujan</td>
<td>During enrollment projections (December)</td>
</tr>
<tr>
<td>Adjusting school nurse staffing</td>
<td>OYE</td>
<td>Diana Bruce</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Adjusting school security staffing</td>
<td>COS</td>
<td>JW Harris</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Adjusting food service</td>
<td>COS</td>
<td>Jeff Mills</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Reroute crossing guards/identify safe walking routes</td>
<td>TMO/ DDOT/MPD</td>
<td>Dena Thweatt/MPD Commander in impacted Police District</td>
<td>After proposal put forth, again after decision finalized</td>
</tr>
<tr>
<td>Send packing/moving materials</td>
<td>COO</td>
<td>Roger Asterilla</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Develop logistics plan for movement of materials</td>
<td>COO</td>
<td>Roger Asterilla</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Develop and implement building close-out plan</td>
<td>COO</td>
<td>James Tanious</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Collect textbooks from closing school</td>
<td>COO</td>
<td>Brian Packer</td>
<td>Notify in February</td>
</tr>
<tr>
<td>Identify and collect historical artifacts from closing site</td>
<td>Sumner Museum</td>
<td>Kimberly Springle</td>
<td>Contact in April</td>
</tr>
<tr>
<td>Manage building re-use process (if</td>
<td>DME</td>
<td>Ahnna Smith</td>
<td>After decision</td>
</tr>
<tr>
<td>Task</td>
<td>Responsible Party</td>
<td>Status</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>Manage modernization process to receiving school (if applicable)</td>
<td>OPEFM</td>
<td>After proposal put forth</td>
<td></td>
</tr>
<tr>
<td>Coordinate transfer of afterschool programs</td>
<td>OCAO</td>
<td>After decision finalized</td>
<td></td>
</tr>
<tr>
<td>Coordinate transfer of partners</td>
<td>OFPE</td>
<td>After decision finalized</td>
<td></td>
</tr>
<tr>
<td>Coordinate Athletics at consolidated school</td>
<td>Athletics</td>
<td>After decision finalized; during transition team</td>
<td></td>
</tr>
<tr>
<td>Develop new OSSE/STARS code, if needed</td>
<td>ODA</td>
<td>After decision finalized</td>
<td></td>
</tr>
</tbody>
</table>

**Communication:** Communication is essential throughout the school closure process. It is virtually impossible to over-communicate and if comprehensive information is not well disseminated, rumors will fill the void. Communications should use multiple techniques including notices/letters/flyers home in backpack mail, robo calls using ConnectEd, text messages using ConnectEd, flyers/letters posted in obvious places in schools, websites, Facebook pages, community list serves, emails (to parents and community members), and any other method of communication that the transition team feels is effective. Generally setting up a website and e-mail address dedicated to the transition can be helpful.

**Best Practices:**

- Stick as closely to the suggested timeline as possible. Things go much more smoothly when people have sufficient notification, opportunity to exercise choices, and time to move past anger to productive planning time.
- Engage the transition team in as much decision-making as possible. If there is the opportunity to make choices (name, colors, mascot, etc) these are great ways to make people feel invested. If there is also a facility SIT (school improvement team), make sure transition team members have the opportunity to be involved.
- Make sure there are events to help each stakeholder group have the chance to meet and interact. Ideally parents, students, staff, and community members should have the chance to get to know each other before the start of the next school year.
- Try to invest people in shared goals to bring people together. Planning events, working on shared projects and collaborative problem solving are great for this.
- Consider ways to honor the legacy of the closing school. This can include maintaining some memory of the school’s namesake, holding a closing ceremony, etc.

**Past Great Events**

- “Unity Walk.” Students from closing school (Bowen) walked with teachers/parents over to receiving school (Amidon) and had shared ceremony at receiving school during last week.
• Student government meet-and-greet. Student leaders from Eliot (receiving school) and Hine (closing school) met and talked about their concerns, what they were excited about, and how they wanted to work together and helps students unite.

• Shared professional development. Teachers from Walker-Jones and Scott-Montgomery attended professional development sessions together and did co-planning together to help them meet and get used to working together.

• Family fun day. Benning and Smothers held a great family fun day on the black-top with clown, moon bounce, small rides, carnival games, food etc. They invited both schools and kids and families got to meet in a fun low-stress environment.

• Grade-level visit days. Draper students went and spent a morning/afternoon with their same grade peers at Ferebee-Hope (1 grade per day for a week).

• Hard-hat tours. At Savoy we provided hard hat tours of the building over the summer to get students and families from both schools excited about the modernized building.

Lessons Learned

• Having multiple receiving schools makes a closure much more challenging. First, it is difficult to do the deep engagement process with multiple transition teams for one school. Second, students tend to scatter more if there is not a single designated receiving school.

• It is difficult for a single person to effectively manage more than 2-3 closures in a single school year if they have other responsibilities.

• Leadership matters a lot. If the leaders of the closing and receiving schools are supportive and do a good job bringing along their school communities, things go much more smoothly. This is a key thing for the Chancellor and instructional superintendent to reinforce in their conversations with principals.

• People are always incredibly angry at the start of this—no one likes their school to close—but if they feel listened to, valued, respected, and responded to, most will come around and can be productively engaged.

• It is important to ensure that the final transition team meeting is focused on determining how successful the consolidation has been and what additional supports are needed on an ongoing basis. In cases where DCPS did not do a great job at providing these supports (Hart after closure of PR Harris), things can go awry. Examples of ongoing supports that may be needed: professional development on academic model for new staff, behavior supports for groups of students in conflict, challenges merging parent organizations, etc. These should be supported on an ongoing basis by the DCPS office with this responsibility (ie OCAO, OYE, OFPE, etc.)

Areas of Improvement/Recommendations

• It would be helpful to survey stakeholders in a school closing situation (could use this year for data) to see what they thought went well, poorly, and what ideas they had for improving the process. It would also be great to survey stakeholders from last year’s closure (Walker-Jones) to assess their feelings one year out.

• It would be excellent to update the data in the Urban Institute study to see if things have changed at all in terms of outcomes (enrollment and test scores) in more recent closures.

1 See Urban Institute study of enrollment following school closures.
• The transition teams really need a budget of ~$3,000 to be most successful and feel more empowered and supported.
• Being more strategic about how closure can be one of the specified NCLB restructuring options and when this tool should be used rather than others (closer coordination with OCAO). Closure is one of the options under NCLB and TMO should likely coordinate with Josh Edelman’s team that considers school turnaround as well as Malika Anderson’s team to be strategic about which restructuring schools may overlap with schools that TMO would otherwise consider proposing for closure.
• There should be some kind of firm time cut-off for all additional closures (those that arise based on requests from offices outside TMO).

**Principals Who Have Done Consolidation Well (and can serve as resources)**

<table>
<thead>
<tr>
<th>Principal</th>
<th>School(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willie Jackson</td>
<td>Eliot and Hine</td>
</tr>
<tr>
<td>Robert Gregory</td>
<td>Turner and Green</td>
</tr>
<tr>
<td>Melissa Martin</td>
<td>Walker-Jones and Scott Montgomery</td>
</tr>
<tr>
<td>Anne Evans</td>
<td>Savoy and Birney</td>
</tr>
</tbody>
</table>
Sure.

From: Lujan, Claudia (DCPS)
Sent: Thursday, October 18, 2012 9:19 AM
To: Iheanacho, Nancy (DCPS)
Subject: Fwd: capture rate by age

Can you print copies for boundaries mtg?

Sent from my iPhone

Begin forwarded message:

From: "MFilardo@21csf.org" <MFilardo@21csf.org>
To: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
Subject: FW: capture rate by age

These are the maps and projection pieces for today. mary

Mary Filardo
Executive Director
21st Century School Fund
1816 12th Street, NW
Washington, DC 20009
(202)745-3745 X11 (phone)
(202)745-1713 (fax)
mfilardo@21csf.org
www.21csf.org
www.BESTfacilities.org

From: Comey, Jennifer [mailto:JComey@urban.org]
Sent: Thursday, October 18, 2012 8:06 AM
To: Mary Filardo; Nichols, Austin; MacDonald, Graham; Litschwartz, Sophie
Cc: Nancy Huwendung
Subject: RE: capture rate by age

Thanks for starting this, Mary. I do see the need for the capture rate, because right now our punchlines say that approximately 7,800 more elementary aged kids are estimated to live in the city by 2020. First, this number is high and one could reasonably wonder why are we closing schools when so many more predicted kids. And the second point is that DCPS shouldn’t expect to capture the full 7,800 kids. We’ll talk internally about ways to estimate the capture rate, and we should do it for 2000 too as a point of comparison.

Attached are the population maps and narrative. The narrative is written to simply explain the
maps they aren’t written in the context of closing schools. And again the main punchline is that we’re expecting a lot more elementary aged kids virtually all over the city by 2020 and more middle school kids in some parts of the city. This begs the question of why close schools. Showing two maps that there are loses but then gains may make the argument clearer.

Also attached are the revised DCPS enrollment maps with capacity and the new legend for schools/clusters. Graham has the charter maps done too we’ll send around with narratives later on today.

Claudia we’re almost done with the criteria table Sophie is going to send you the list of scheduled modernizations so we can learn which ones should be removed.

We should also start sharing through Sharepoint.

Thanks,

jc

From: MFilardo@21csf.org<mailto:MFilardo@21csf.org> [mailto:MFilardo@21csf.org]
Sent: Wednesday, October 17, 2012 11:43 PM
To: Comey, Jennifer; Nichols, Austin; MacDonald, Graham; Litschwartz, Sophie
Cc: NHuvendick@21csf.org<mailto:NHuvendick@21csf.org>
Subject: capture rate by age

Did a quick check on this. Seems interesting, according to this DCPS captures only 50%—I have mixed years (by one) seems like it would be best to use 2010 enrollment, rather than 2011, but the enrollments were close that year, so may not make much difference to get relational scale. After looking at this, I decided to see distribution by age group: DCPS has 55% of 4-11 year olds; 39% of 11-14 year olds and 50% of 14-17 year olds. (I think I did the breaks correctly 4,5,6,7,8,9,10 in first span; 11,12,13 in second span; and 14,15, 16,17 in third span) otherwise the percentages will be very different. Mary

DCPS capture rate for 4-17 year olds 50%

ALL Children

Census

age span

totals 2010

DCPS

SY 2011

age 4-11

41,912

Age 4
<table>
<thead>
<tr>
<th>Age Range</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-14</td>
<td>2178</td>
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<tr>
<td>14-17</td>
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Check out www.grade.dc.gov today.
Sure.

From: Lujan, Claudia (DCPS)  
Sent: Thursday, October 18, 2012 9:19 AM  
To: Iheanacho, Nancy (DCPS)  
Subject: Fwd: capture rate by age

Can you print copies for boundaries mtg?

Sent from my iPhone

Begin forwarded message:

From: "MFilardo@21csf.org" <MFilardo@21csf.org>  
To: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>  
Subject: FW: capture rate by age

These are the maps and projection pieces for today. mary

Mary Filardo  
Executive Director  
21st Century School Fund  
1816 12th Street, NW  
Washington, DC 20009  
(202)745-3745 X11 (phone)  
(202)745-1713 (fax)  
mfilardo@21csf.org  
www.21csf.org  
www.BESTfacilities.org

From: Corney, Jennifer [mailto:JComey@urban.org]  
Sent: Thursday, October 18, 2012 8:06 AM  
To: Mary Filardo; Nichols, Austin; MacDonald, Graham; Litschwitz, Sophie  
Cc: Nancy Huvendick  
Subject: RE: capture rate by age

Thanks for starting this, Mary. I do see the need for the capture rate, because right now our punchlines say that approximately 7,800 more elementary aged kids are estimated to live in the city by 2020. First, this number is high and one could reasonably wonder why are we closing schools when so many more predicted kids. And the second point is that DCPS shouldn’t expect to capture the full 7,800 kids. We’ll talk internally about ways to estimate the capture rate, and we should do it for 2000 too as a point of comparison.

Attached are the population maps and narrative. The narrative is written to simply explain the
maps they aren’t written in the context of closing schools. And again the main punchline is that we’re expecting a lot more elementary aged kids virtually all over the city by 2020 and more middle school kids in some parts of the city. This begs the question of why close schools. Showing two maps that there are loses but then gains may make the argument clearer.

Also attached are the revised DCPS enrollment maps with capacity and the new legend for schools/clusters. Graham has the charter maps done too we’ll send around with narratives later on today.

Claudia we’re almost done with the criteria table Sophie is going to send you the list of scheduled modernizations so we can learn which ones should be removed.

We should also start sharing through Sharepoint.
Thanks, jc

From: MFilardo@21csf.org<mailto:MFilardo@21csf.org> [mailto:MFilardo@21csf.org]
Sent: Wednesday, October 17, 2012 11:43 PM
To: Comey, Jennifer; Nichols, Austin; MacDonald, Graham; Litschwartz, Sophie
Cc: NHuvendick@21csf.org<mailto:NHuvendick@21csf.org>
Subject: capture rate by age

Did a quick check on this. Seems interesting, according to this DCPS captures only 50%--I have mixed years (by one) seems like it would be best to use 2010 enrollment, rather than 2011, but the enrollments were close that year, so may not make much difference to get relational scale. After looking at this, I decided to see distribution by age group: DCPS has 55% of 4-11 year olds; 39% of 11-14 year olds and 50% of 14-17 year olds. (I think I did the breaks correctly 4,5,6,7,8,9,10 in first span; 11,12,13 in second span; and 14,15, 16,17 in third span) otherwise the percentages will be very different. Mary

DCPS capture rate for 4-17 year olds 50%

ALL Children

Census

age span

totals 2010

DCPS

SY 2011

age 4-11

41,912

Age 4
2178
age 11-14
20,015
Age 5
3338
age 14-17
22,154
Age 6
3793
age 4-17
84,081
Age 7
3728
Age 8
3345
Age 9
3345
Age 10
3234
Age 11
2979
Age 12
2455
Age 13
2335

Age 14
2497

Age 15
2680

Age 16
2748

Age 17
3091

41,746

Mary Filardo
Executive Director
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Hey Alfonso,

Would you mind updating the following section on the website? “Proposed” should be removed and the last sentence in red should be added. Thank you!

http://dcps.dc.gov/DCPS/schoolchanges

Proposed Closings

In December 2010, DCPS submitted a proposal to close River Terrace Elementary School. Over the following year, DCPS gathered feedback from all stakeholders and held a community meeting at River Terrace ES. DCPS has recommended closing River Terrace at the end of the SY2011-12 school year. The closure has been finalized by Mayor Gray and Chancellor Henderson and River Terrace will be closed at the end of SY2011-2012.

Best,

Nancy

Nancy Iheanacho
Office of the Chief Operating Officer

District of Columbia Public Schools
Office of the Chancellor
1200 First Street NE
Washington, DC 20002
T: 202.719.6595
F: 202.442.5026
E: nancy.iheanacho@dc.gov
W: http://dcps.dc.gov
See below for a draft. Feel free to edit/change anything.

Dear Chief --,

As you may know, River Terrace Elementary School will be closed at the end of the 2011-2012 school year. The receiving school for this closure is Neval Thomas Elementary School located at 650 Anacostia Ave NE. In an effort to accommodate the burgeoning student population at Neval Thomas, all fixtures, furniture, and IT equipment from River Terrace will first be transferred to Thomas. After the school’s community needs have been satisfied through this transfer, all remaining furniture will be moved to the Adams Warehouse. At this point, Warehouse Staff will allow schools and department heads to identify items for removal, according to both order of notice to the warehouse staff and severity of need.

If you have additional questions, please do not hesitate to reach out to Roger Asterilla at Roger.Asterilla@dc.gov.

Best,

---------------

From: DeGuzman, Anthony D. (DCPS)
Sent: Friday, June 08, 2012 4:48 PM
To: Lujan, Claudia (DCPS)
Cc: Iheanacho, Nancy (DCPS)
Subject: Re: River Terrace Library Materials

If so nancy can you draft me an email to write to chief that clarifies that people need to stop cherry picking from RT? This is not the first instance where someone from outside the school has taken claim and tried to transfer something.

A

From: Claudia Lujan <claudia.lujan@dc.gov>
Date: Fri, 8 Jun 2012 16:46:37 -0400
To: Teacher <anthony.deguzman@dc.gov>
Cc: Nancy Iheanacho <nancy.iheanacho@dc.gov>
Subject: RE: River Terrace Library Materials

Sounds right...but checking with Nancy.

From: DeGuzman, Anthony D. (DCPS)
Sent: Friday, June 08, 2012 4:45 PM
To: Lujan, Claudia (DCPS)
Subject: FW: River Terrace Library Materials
Importance: High

Is this right. Did we commit that items will transfer first to Thomas?
Pat,

All of River Terraces items will be cleared all at once and brought back to the warehouse. Dr. Barnes at Thomas will be given first priority to decide what she wants to take from out of the River Terrace stock. Once we have all of the items back here in the warehouse the remainder of the inventory will be entered into quick base and schools will be allowed to request for items through our system.

Roger L. Asterilla
Logistics Manager
Office Of the Chief Operating Officer

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Hi Roger and Ryan,

I sent this out last week and haven’t heard anything back. I know you are entering your ‘EXTREMELY BUSY’ time of year but I wanted to find out what the next steps are for the River Terrace library materials. The person serving as librarian has worked very hard to organize and pack the resources. He is told he is not allowed back in the building after 6/14. I want to make sure the resources get where they are supposed to go.
Do you have any thoughts or can you advise next steps please.

Thank you,

Pat Brown
Manager, Library Media Services
DC Public Schools
1200 First Street, NE - 8th Floor
Washington, DC 20002
202-442-4452 - desk
202-442-5081 - fax
patriciae.brown@dc.gov
Route 3 - Interoffice Mail

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From: Brown, Patricia E. (DCPS)
Sent: Thursday, May 31, 2012 3:00 PM
To: Asterilla, Roger (OOC); Nuanes, Ryan (DCPS)
Cc: Mathieu, Robert (ES); Rose, David (DCPS)
Subject: River Terrace Library

Hi Roger,

I spoke with Mr. Mathieu yesterday about the River Terrace Library. He is the acting librarian and has been working since the beginning of the year to prepare the collection for transition. He has taken a position at Garfield ES and is planning to take the best of the collection with him for those students.

By the end of next week – Friday June 8th, he should have the collection completely boxed and ready to be moved. There should be 3 category of boxes staged for 2 locations: [Boxes should be stacked in groups based on the category.]
  - Obsolete - materials to go to the warehouse – Trash
  - Recycle - materials to go to the warehouse – materials for the recycle company’s review and disposal
  - Garfield ES - all other boxes should be delivered to Garfield ES where they will be integrated into the collection at Garfield

I am writing to find out how to expedite this. Since the school is closing, is it DCPS who moves these materials? Please advise next steps? I have copied Mr. Mathieu on this email in case you want to reach out directly to him.

I know the busy season is upon us so....Thank you,

Pat Brown
Manager, Library Media Services
A library is a terrible things to waste... staff your school library!
See below for a draft. Feel free to edit/change anything.

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Best,

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Subject: FW: River Terrace Library Materials  
Importance: High

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Roger L. Asterilla
Logistics Manager
Office Of the Chief Operating Officer

District of Columbia Public Schools
Office of the Chancellor
2000 Adams Place
Washington, DC 20018
Tel: 202-576-5445
Cell: 202-309-2247

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Pat Brown
Manager, Library Media Services
DC Public Schools
1200 First Street, NE - 8th Floor
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**Sent:** Thursday, May 31, 2012 3:00 PM  
**To:** Asterilla, Roger (OOC); Nuanes, Ryan (DCPS)  
**Cc:** Mathieu, Robert (ES); Rose, David (DCPS)  
**Subject:** River Terrace Library

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I know the busy season is upon us so....Thank you,

Pat Brown
Manager, Library Media Services
A library is a terrible things to waste... staff your school library!
Thanks. I’ll touch base with him again on this to see if he wants to purchase other items.

-Nancy

Unfortunately, procurement rules don’t allow us to purchase gift cards for schools. Doesn’t seem to be a work around for this – at least not one my team has been able to find. That said, schools have been creative with some of the more flexible funds (from parent or other fundraisers, etc) for these types of initiatives. Ballou and Sousa are examples of schools that have done these types of incentives he is talking about – as well as other activities. Sousa is also an example of a Ward 7 middle school that is close to the 50% target – they had 43% as of Monday morning. Since Sousa is also in your cluster, maybe you can connect them.

The other Ward 7 schools that are at or close to 50% are: CW Harris (85%), Drew (48%), Randle-H (51%). I know these are elementary schools, but some of these have equal or higher number of students to enroll than RB.

I am working with Rinkus on being able to offer other incentives (not gift cards) during the summer. We have procured items that schools could use as incentives. This will not be out in time for next week – but our hope in time for schools to use before July....stay tuned...will let you know.

See below in bold

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Mrs. Payne,

Can we use funds identified for recruitment to buy gift cards, etc? Some of our parents will only support system wide initiatives if you give them something? I’m talking about buying $10 gift cards, etc.
Are any Ward 7/8 middle or high schools above 50% enrolled? I want to know what there doing?

Thanks
Mr. Slade
RIVER TERRACE
TRANSITION MEETING

When: April 12, 2012 at 5:30pm - 6:30pm

Where: Library, River Terrace Elementary School, 420 34th Street NE, Washington DC 20019

Who: River Terrace Staff Members and Interested Community Members

For more information, please contact: Nancy Iheanacho, nancy.iheanacho@dc.gov, 202.719.6595
RIVER TERRACE
TRANSITION MEETING

When: April 12, 2011 at 4:00pm - 5:00pm

Where: Library, River Terrace Elementary School,
420 34th Street NE, Washington DC 20019

Who: River Terrace Staff Members and Interested
Community Members

For more information, please contact: Nancy
Iheanacho, nancy.iheanacho@dc.gov, 202.719.6595
Sounds good. I think it may be beneficial to add a few bullet points summarizing/reiterating their next steps.

Time - immediately afterschool, 4-5pm.

Nancy Iheanacho
DCPS, Office of the Chancellor
202.907.8285
Sent via Blackberry; please forgive typos

----- Original Message -----­
From: Lujan, Claudia (DCPS)
To: Iheanacho, Nancy (DCPS)
Sent: Wed Mar 21 17:25:01 2012
Subject: Let me know what you think. Time?

Dear Principal Foster and Principal Barnes,

Hope you are both well. I would like to discuss beginning the transition process for the closure of River Terrace Elementary School and its consolidation with Thomas Elementary School.

As a first step in the transition process, we would like to convene a transition group comprised of River Terrace school staff, parents, and other interested stakeholders to support communication from the Central Office to the school, raise questions and concerns, and help plan transition activities to support the consolidation. The transition team should meet monthly until the first day of school. Nancy Iheanacho will be the main point of contact for the transition team work. She has managed this process in the past, most recently with the Shaud and Emery communities. She is copied on this email. We would like to propose holding the first transition team meeting on DATE/TIME at River Terrace. Principal Foster, please let us know if this date/time works for you and your community.

Participation by both of you will be crucial to the success of this transition. For this reason, we would like to invite the Thomas community to attend future transition team meetings so that together we can identify community building activities and address key concerns.

Additionally, we strongly encourage the principals of both the closing and receiving schools to meet (with the Instructional Superintendent) and discuss programmatic considerations and long-term planning. You may have already begun these conversations, but the purpose is to better understand the expectations of parents from both communities and to ensure that you both are in sync with the information you are communicating regarding the transition.

We look forward to working with you. If you have additional questions or concerns, please let us know.

Sincerely,
Claudia
Join Mayor Gray’s One City • One Hire - 10,000 Jobs Campaign “Putting District Residents Back to Work - One Hire at a Time”
Learn more at http://onecityonehire.org
A bit of a hodge podge of data but hopefully this is helpful.

Last year, we closed Shaed EC and consolidated them into Emery EC (renamed Langley). This year, River Terrace is closing and being consolidated into Thomas ES. Let me know if you need more info.

-Nancy

Thank you!!!!

Great question. I’ll sift through some old docs – I think I may be able to cobble together a list from different spreadsheets.

Hi!
Random question, I know Margie used to have historical list of principals in excel from back in 07-08. Do you by chance have these or any info on school closure lists and what schools they merged into?

Thanks!
Naomi
Join Mayor Gray’s One City • One Hire - 10,000 Jobs Campaign
“Putting District Residents Back to Work – One Hire at a Time”
Learn more at http://onecityonehire.org

From: Garrison, Greg (DCPS)
Sent: Wednesday, February 15, 2012 12:17 PM
To: Harrison, Vanessa O. (OIT)
Cc: Watson, Naomi M. (OOC); Lee, Sarah (ODA)
Subject: RE: two small data requests

Thanks for the info, Vanessa!

Hilary Darilek (the Deputy Chief of Principal Effectiveness in OHC) got an inquiry from a reporter writing an article in the Washingtonian. She’d done her own internet research to develop the data that she asked us to confirm.

My understanding is that she’s already sent the data so it would become a question of how long do we have to correct anything. I’ll check with her but my guess is her answer’s going to be “as soon as possible.”

I’ll let you know!

greg

From: Harrison, Vanessa O. (OIT)
Sent: Wednesday, February 15, 2012 12:04 PM
To: Garrison, Greg (DCPS)
Cc: Watson, Naomi M. (OOC)
Subject: RE: two small data requests

Hi Greg –

There was a Transformation Management Team (TMO), but that department disbanded. They would have been my initial resource for this information. So, I had a discussion with Naomi to poke around and see where we might be able to gather this data from. So I have a few questions for you:

1) Where did this data (numbers listed below in #1) come from? Who or what division provided them?
2) By what date do you need this data verified?

As it looks now, we would have to work with other departments to try to gather this data; no data system houses this data currently. Since we would have to reach out to other departments for some of this data, it is not likely that we would have a response for you today.

Vanessa

Vanessa Harrison
Program Mgmt Analyst, Office of Data & Accountability

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T: 202 442 5704
F: 202 442 5793
E: Vanessa.Harrison@dc.gov
W: dcps.dc.gov
Hi Vanessa,

Do you have any idea if you’ll be able to do these requests below? The first one is time-sensitive so I need to give it to someone else if you won’t be able to look at it today.

Thanks,
Greg

Hi Vanessa,

I’ve received two small data requests and I’m hoping someone on your team might be able to help me.

1. Someone is supplying information for an article to appear in the Washingtonian and needs verification of the following info on number of open schools and principal hiring:
   a. 2008-09: 45 schools were either closed and/or had new principals for this school year* (133 total)
   b. 2009-10: 27 schools had new principals for this school year (133 total)
   c. 2010-11: 29 schools had new principals for this school year (128 total)
   d. 2011-12: 24 schools had new principals for this school year (125 total)

2. Along the same lines, our office is thinking about trying to get a picture of student mobility across schools and we have a lot of data, but we’re missing data on school closures. Do you think anyone has or knows the school codes of schools that were closed and what schools absorbed their students?

Let me know if you can help and thanks so much!!

greg

---

Greg Garrison  
Deputy Chief of Continuous Improvement  

District of Columbia Public Schools  
Office of Data and Accountability  
1200 First Street, NE  
Washington, DC  20002  
T  202 724-4640  
E  greg.garrison@dc.gov
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<td>Receiving Truesdell</td>
<td>800 Ingraham St NW 20011</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Closing Benning ES</td>
<td>100 41st St. NE 20019</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Receiving Smothers</td>
<td>4400 Brooks St NE 20019</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Closing Backus MS</td>
<td>6171 S. Dakota Ave. NE 20017</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Receiving LaSalle</td>
<td>501 Riggs Rd NE 20011</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Closing Taft Center</td>
<td>1800 Perry St. NE 20018</td>
<td></td>
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<tr>
<td>31</td>
<td>Closing Gage-Eckington ES</td>
<td>2025 3rd St. NW 20001</td>
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<tr>
<td>32</td>
<td>Closing JF Cook</td>
<td>30 P St. NW 20001</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Receiving Emery</td>
<td>1720 1st St. NE 20002</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Receiving Walker-Jones</td>
<td>100 L St. NW 20001</td>
<td></td>
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<tr>
<td>35</td>
<td>Closing Hine ES</td>
<td>338 8th St. SE 20003</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Receiving Eliot</td>
<td>1830 Constitution Ave NE 20002</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Receiving Jefferson</td>
<td>801 7th St. SW 20024</td>
<td></td>
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<tr>
<td>38</td>
<td>Closing Slowe ES</td>
<td>1404 Jackson St. NE 20017</td>
<td></td>
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<tr>
<td>39</td>
<td>Receiving Burroughs</td>
<td>1820 Monroe St NE 20018</td>
<td></td>
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<tr>
<td>40</td>
<td>Closing Bowen ES</td>
<td>101 M St. SW 20024</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Receiving Amidon</td>
<td>401 Eye St NE 20019</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Closing Douglass Transition Academy/CHOICE</td>
<td>2600 Douglass Rd. SE 20020</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Closing Clark ES</td>
<td>4501 Kansas Ave. NW 20011</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Receiving Powell</td>
<td>1350 Upshur St NW 20011</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Raymond</td>
<td>915 Spring Rd NW 20010</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>SWING Moten ES &amp; Moten Center</td>
<td>1555 Morris St. SE 20020</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Wilkinson</td>
<td>2330 Pomeroy Rd SE 20020</td>
<td></td>
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<tr>
<td>48</td>
<td>Closing Meyer ES</td>
<td>2501 11th St. NW 20001</td>
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<td>A</td>
<td>B</td>
<td>C</td>
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</tr>
<tr>
<td>49</td>
<td>Receiving</td>
<td>HD Cooke 300 Bryant St. NW 20001</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td>Tubman 3101 13th St. NW 20010</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Closing</td>
<td>Merritt EC 5002 Hayes St. NE 20019</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Receiving</td>
<td>Ron Brown 4800 Meade St. NE 20019</td>
<td></td>
</tr>
</tbody>
</table>
From: Iheanacho, Nancy (DCPS) [nancy.iheanacho@dc.gov]
Sent: Monday, January 30, 2012 8:18 AM
To: Wright, Alfonso (DCPS)
Cc: Nyhus, Jill (DCPS); Lujan, Claudia (DCPS)
Subject: RE: School Changes for 2012-13
Attachments: image001.gif

Alfonso,

Moten will be moving back to the Moten building. The address is 1565 Morris Rd SE 20020-4423. Would you mind adding this in the same section as the Turner change? Language should read:

Moten Elementary School --- 1565 Morris Rd SE --- PS 5th

Thank you!

-Nancy

---

From: Nyhus, Jill (DCPS-OOC) [mailto:Jill.Nyhus@dc.gov]
Sent: Monday, January 30, 2012 7:57 AM
To: Iheanacho, Nancy (DCPS); Lujan, Claudia (DCPS)
Cc: DeGuzman, Anthony D. (DCPS); Smith, Alaina (DCPS); Wright, Alfonso (DCPS)
Subject: Re: School Changes for 2012-13

Sure thing. Going forward, please add Alfonso to your emails. He is the one who will be making the changes. Thanks!

---

From: Iheanacho, Nancy (DCPS) <nancy.iheanacho@dc.gov>
To: Nyhus, Jill (DCPS-OOC); Lujan, Claudia (DCPS)
Cc: DeGuzman, Anthony D. (OOC); Smith, Alaina (DCPS)
Sent: Mon Jan 30 07:54:55 2012
Subject: RE: School Changes for 2012-13

Jill,

Our apologies - the address for the new Turner building is 3264 Stanton Rd. SE 20020-2900 (not Mississippi Ave). Would you mind making the change? Thanks.

-Nancy

---

From: Nyhus, Jill (DCPS-OOC) [mailto:Jill.Nyhus@dc.gov]
Sent: Monday, January 30, 2012 7:49 AM
To: Lujan, Claudia (DCPS)
Cc: DeGuzman, Anthony D. (DCPS); Iheanacho, Nancy (DCPS); Smith, Alaina (DCPS)
Subject: Re: School Changes for 2012-13

Thanks, Claudia. We'll take care of this change (and others) this morning.
Jill/Anthony,

I made a change to the text below (Turner@Green) to the Schools Moving section.

Join Mayor Gray at the One City Summit on February 11, 2012
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From: Lujan, Claudia (DCPS)
Sent: Sunday, January 29, 2012 11:37 PM
To: Nyhus, Jill (DCPS)
Cc: DeGuzman, Anthony D. (DCPS); Iheanacho, Nancy (DCPS); Smith, Alaina (DCPS)
Subject: School Changes for 2012-13

Jill,

I updated the school changes page below, let me know what you think. I have also attached new documents for RT closure. The Meeting Notes from Community Meeting should stay the same (no change in link). The final letter will get signature tomorrow, and go out to families tomorrow. Will get that to you asap, but we can just add that after. I added the (As of 1/30/12) language below the Important changes title, let me know what you think.

Anthony,

Let me know if you see something missing, or have any other questions/concerns,

Thanks!
Claudia

Important changes for next school year (as of 1/30/12)

A number of DC Public Schools will undergo important changes next year including grade configurations. Several schools will hold administrative offices in alternate locations while their building undergoes renovations.
Grade configuration changes

The following schools will be gaining or losing grades for the 2012-2013 school year.

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New schools opening

DCPS is currently considering the relocation and expansion of School-within-a-School at Peabody. No decision has been made yet regarding the school's location for the 12-13 school year. More information is forthcoming.

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The following schools will be moving from swing space to their new or modernized school building.

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*Formerly, Emery-Education-Campus*
Summer-Alternative-Administrative-Locations

Several of our schools are undergoing facility modernizations this summer. To ensure the safety of staff and students, the administrative offices of these schools have been temporarily relocated for the 2011 summer.

If a family would like to register their child at one of the following schools between June 21, 2011 - August 21, 2011 please visit the alternate location listed below:

• Hart MS will be temporarily located at Turner @ Green 1500 Mississippi Avenue SE
• Janney ES will be temporarily located at Deal Middle School 3815 Fort Drive NW
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• Maury will be temporarily located at Eastern High School 1700 East Capitol Street NE

Proposed Closings

In December 2010, DCPS submitted a proposal to close River Terrace Elementary School. Over the following year, DCPS gathered feedback from all stakeholders and held a community meeting at River Terrace ES. DCPS has recommended closing River Terrace at the end of the SY2011-12 school year.

Letters to the community and frequently asked questions documents are below.

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• Download the River Terrace Elementary School Closure Proposal FAQ
• Download Meeting Notes from the River Terrace Community Meeting
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Cc: DeGuzman, Anthony D. (DCPS); Smith, Alaina (DCPS)
Subject: RE: School Changes for 2012-13
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Subject: Re: School Changes for 2012-13

Thanks, Claudia. We'll take care of this change (and others) this morning.

From: Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov>
Sent: Mon Jan 30 07:45:19 2012
Subject: RE: School Changes for 2012-13

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*Formerly, Emery Education Campus
**Takoma Education Campus will be moving into its new building December 2011

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- Download the River Terrace Elementary School Closure Proposal Letter
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- Download Meeting Notes from the River Terrace Community Meeting
Hey Anthony, I have a phone meeting in the morning. Is it possible to meet this afternoon before you leave? Say 1 or 2pm?

Nancy Iheanacho  
DCPS, Office of the Chancellor  
202.907.8285  
Sent via Blackberry; please forgive typos

----- Original Message ------
From: DeGuzman, Anthony D. (DCPS)  
To: Iheanacho, Nancy (DCPS)  
Cc: Lujan, Claudia (DCPS)  
Subject: IFF internal communication support

Nancy,  
Might you have a few minutes tomorrow morning to help coordinate some next steps with respect to pull some internal stakeholders together to educate them on Iff early next week?

Sent from my iPad

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Open to all DC residents  
Sign up at www.onecitysummit.dc.gov
See attached.

Best,

Nancy

From: DeGuzman, Anthony D. (DCPS)  
Sent: Tuesday, January 10, 2012 10:33 AM  
To: Iheanacho, Nancy (DCPS)  
Subject: Recruitment School Proposal

Chancellor and Lisa,
Per our recent check in, below is a list of proposed recruitment schools and some information about next steps in order to launch the effort. I would appreciate feedback on the list and we’ll need assistance securing the funding attributes as the money is not in the OCOO/TMO budget line item.

Brief Overview and Draft List of Recruitment Schools
- Enrollment decreased in DCPS in 2011 but recruitment schools saw a 9.5% increase in the number of attending students
- All, but Hardy, are either yellow or orange in IFF category
- 3 of the school selected are in lowest 51 schools

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<td>Turnaround school, strong enrollment in first year; strong instructional leader; engaged principal; modernized - Jefferson Academy, Eliot-Hine</td>
</tr>
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<td>Eliot-Hine MS</td>
<td>New principal; opportunity to maintain momentum from Ward 6 initiative; strong increase in enrollment; vert Eastern; Challenges: slight decrease in test scores</td>
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<td>Hardy MS</td>
<td>New principal; opportunity to rewrite the negative narrative of Hardy due to past issues; severely under enroll</td>
</tr>
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<td>Takoma EC</td>
<td>Move to new building; slight increase in reading scores; residential neighborhood from which to pull; compelli</td>
</tr>
<tr>
<td>Turner ES at Green</td>
<td>solid principal; modernization; possible influx of students due to potential closures; Challenges: drop in scores</td>
</tr>
<tr>
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</tr>
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<td>------------------------</td>
<td>----------------------------------------------------------------------</td>
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<td>Payne ES</td>
<td>vertical alignment – Eliot-Hine, Eastern; residential neighborhood from which to pull students; strong leader; (steady test scores; room to grow; geographical area from which to pull; competition from neighboring charter Miller, Woodson</td>
</tr>
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<td>Smothers ES</td>
<td>To maintain momentum after DJordan departure; strong increases in enrollment this year; solid program</td>
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<td>Sousa MS</td>
<td>School turnaround project; opportunity to maintain momentum from Ward 6 initiative; strong instructional le facility upgrades; vertical alignment - Eastern</td>
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<tr>
<td>Jefferson Academy</td>
<td>increases in test scores; much room to grow in building; vertical alignment - Smothers, Woodson</td>
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**Next Steps:**

**Funding and securing budget codes:**
In order to launch this and support the Out-of Boundary and Preschool Lottery outreach efforts, we'll need budget attributes within the next two weeks

Our recruitment budget of 100k, down from last year, will be used for the following:

- To support cohort of recruitment schools (2-3k each)
- To execute a city-wide media campaign (bus ads, radio spots)
- To develop and procure marketing materials (swag)
- To produce/print professional brochures for recruitment schools
- To produce/print professional DCPS general brochure

**Join Mayor Gray's One City • One Hire - 10,000 Jobs Campaign**
“Putting District Residents Back to Work – One Hire at a Time”
Learn more at [http://onecityonehire.org](http://onecityonehire.org)
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<td>steady test scores; room to grow; geographical area from which to pull; competition from neighboring charter; vertical alignment - Kelly Miller, Woodson</td>
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- To produce/print professional DCPS general brochure
Claudia – see below for draft response...

Dear Ms. Smith,

Thank you for your questions. Community engagement is critical to ensuring a smooth closure and consolidation process. In response to your questions:

1. Yes, we hold community meetings prior to the final decision regarding each school closure. This meeting requirement is iterated in DC Municipal Regulations, Chapter 5, Section 3608.
2. School closures are not generally announced at one singular meeting. Each school community is different and we consider it important that all community members have an opportunity to share testimony, questions, concerns unique to their school community. However, if a proposed school closure affect buildings that are located in the same general neighborhood, these community meetings may be combined (as stated in DCMR).
3. These public hearings are required by the DC Municipal Regulations – Chapter 5, Section 3608.
4. Once a proposal is made, we work closely with school staff, parents, and community members. After the announcement of the closure in the DC Register, we convene a community stakeholder meeting comprised of school staff, parents, and community members during which participants can ask questions and raise relevant concerns. After this meeting, we then hold the public hearing during which we solicit community input. After the proposal is finalized, we create a transition team. Transition teams are open committees that are composed of stakeholders from each school. Anyone interested are invited to join and participate. Participants include but are not limited to: school leader or his/her designee, teachers and other staff members, parents, community members (ANC members, local civic/community association leaders), and students (for middle and high schools). The goal of this team is to support communication from the central office to the school (and back), raise questions and concerns, and help plan transition activities that will help support students, parents, teachers/staff, and community members through the process.

After the public hearing, the Chancellor, in coordination with the Mayor and DC Council, make the final determination regarding the closure. The rules and regulations governing DCPS closures are iterated in Chapter 5 of DCMR.

If you have additional questions, please do not hesitate to let us know.

Best,
Good afternoon Claudia,

I am writing to request some information from you regarding the current family engagement process for parents and families facing a possible school closure in their neighborhoods. I know that before the mayoral takeover of schools in 2007, there was a process through which parents were able to appear before the DC School Board and the Board would vote on whether the closure should occur or not. At this point, we know that this system no longer occurs, but are there community meetings that occur before each proposed school closure, 2) could DCPS present all school closures being proposed at one meeting, 3) are such community meetings required, 4) are there committees developed which include community members or families in order to provide input for identifying which schools to close within DCPS? Also, after schools are identified for potential closure, I am trying to understand the actual process leading up to actual closure. Does the City Council have to approve any potential closures, etc. Finally, is there law or are there policies which govern school closures as they exist in DCPS post 2007? If so, can you provide me with copies/citations to the law and any accompanying policies? I would truly appreciate your assistance.

Thanks so much,

Joyanna

Joyanna S. Smith
Law Fellow
Lawyers' Committee for Civil Rights Under Law
Educational Opportunities Project
1401 New York Avenue, NW
Suite 400
Washington, DC 20005
(202) 662-8600 x326 (phone)
(202) 723-0857 (fax)
jsmith@lawyerscommittee.org
Sorry, didn't see any of this- just sent it out Claudia.

Melina Hong, MSPH
Strategic Initiatives Coordinator, Office of Food and Nutrition Services

District of Columbia Public Schools
Office of the Chief Operating Officer
1200 First Street NE, 11th Floor
Washington, DC 20002
T: (202) 535-1325
C: (202) 510-4120
E: Melina.hong@dc.gov

Melina Hong is finishing this up now.

Jeff,
I know Melina is working on this, but any way we can we get this info before 6?

Thanks!
Claudia
Hey Jeff,

Getting a response from you and others right away on these questions is critical given the imminent state of the schools sessions. Please send your response to Claudia who will be compiling them and then sharing with me for final read through and approval.

Let me or Claudia know if you have any questions.

Anthony

---

From: DeGuzman, Anthony D. (DCPS)  
To: Mills, Jeffrey (DCPS)  
Cc: Lujan, Claudia (DCPS); Burney, Shanita (DCPS)  
Sent: Mon Jun 11 16:10:40 2012  
Subject: FW: OCOO Questions in prep for SOS

Hey Jeff,

As we prepare for a marathon week of State of the Schools (Ward 3, 6, and 7 – in that order) I have listed below some key issues we have identified for each ward we believe will be coming up. In preparation for this, we are prepping questions for the chancellor and need your help with those listed below. Please review and provide language by COB today. If helpful, tackle one ward at a time and send to me that way. Let me know if you have any questions and I’m happy to sit down and talk through these answers as well. Thank you!!

Ward 3:
Afterschool
School Food
Deal overcrowding

Ward 6:
SIGNIFICANT Middle School Plan update wanted
Afterschool – critical issue for both families and school leaders
Library cuts – Ward 6 has been the most vocal about this and anticipate a lot of questions and maybe even protests outside event

Ward 7:
PRC – would not bring this up in talking points, but will absolutely come up in Q&A
IFF/school closing
School leadership changes

WARD 3

Q: WHAT IS DCPS DOING TO IMPROVE THE QUALITY OF SCHOOL FOOD?  (Jeff)
A: Question for OCOO/Jeff Mills and team. Can include Wilson’s salad bar, efforts to improve contracts with vendors like Revolution, DCCK, and Chartwell’s. Can also include information re: school breakfast for all students, early childhood family style meals in the classroom, and dinner for afterschool students.

Q: WHAT IS DCPS DOING ABOUT DEAL OVERCROWDING AND FACILITIES? (ADG or CL review; this may need OCAO to review too)

A: Deal is the most sought after middle school in DCPS. The rich programming options are a result of the high enrollment numbers at the school. When schools have more students enrolled, they receive more funding and can offer more diverse programming options. DCPS is working to improve middle grade options across the district, which will alleviate overcrowding at Deal and boost enrollment at the middle grade level in multiple wards. One example of efforts and initiatives to boost middle grade options in other schools include the Schoolwide Enrichment Model at Hardy and Kelly Miller. This program launches next year, and will allow all students access to enrichment programs traditionally reserved for only a handful of students at each campus. In Ward 5, DCPS has been working with families to determine what kinds of programming options are most appealing to families. DCPS will be rolling out a new portfolio of middle grade options in Ward 5 beginning in 2013. Similar work continues to happen in Ward 6. District wide, DCPS is beginning conversations concerning right-sizing the school district to ensure families have equitable opportunities across the city.

WARD 6

Q: PLEASE PROVIDE DETAILED UPDATES ON THE WARD 6 MIDDLE SCHOOL PLAN. (CL or OCAO) (SPECIFICALLY, IB AT ELIOT, JEFFERSON, AND EASTERN; COMPLAINTS ON LEADERSHIP AT ELIOT, AND LACK OF COMMUNICATION ON PLAN AND ROLE OF PARENTS)

A: 

Q: HOW WILL YOU IMPLEMENT AN IB PROGRAM AS PROMISED WITH NO LIBRARIANS? (CL or OCAO?)

A: 

Q: WHAT IS HAPPENING WITH SCHOOL WITHIN A SCHOOL? (CL)

A: School Within a School is moving out of Peabody beginning next year. Next year, the school will be temporarily located at Logan School Annex. DCPS is working to identify a permanent space for the school. SWS will add one grade per year, and will feed into Jefferson or Eliot Hine.

WARD 7

Q: WE REVIEWED THE IFF REPORT. IT LOOKS LIKE DCPS AND THE MAYOR ARE PLANNING TO CLOSE SEVERAL OF OUR SCHOOLS. WHY ARE SCHOOLS EAST OF THE RIVER ALWAYS ON THE CHOPPING BLOCK? (CL, can you connect with CR?)

A: Ward 7 & 8 often candidates on the chopping block because they are typically the lowest performing. How do we attract more kids to ward 7 & 8 schools? We need to figure out how to improve our schools and attract more families tonight.
Shanita Burney
Director, Family and Community Engagement

Office of Family and Public Engagement
District of Columbia Public Schools
1200 First Street, NE (12th floor)
Washington, DC 20002
T: (202) 442-5612
C: (202) 997-9887

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Chancellor --

Thank you for your note.

I would like to meet with you for coffee - you name the time and place and I will be there.

Should I contact your scheduler?

Best,

Daniel Holt

-----Original Message-----
From: Henderson, Kaya (OOC) [mailto:Kaya.Henderson@dc.gov]
Sent: Wednesday, March 07, 2012 7:37 PM
To: Holt, Daniel
Subject: RE: Ward Six Middle Schools

Mr. Holt,

First, I want to apologize tremendously that I'm just responding to your email. I read it in its entirety upon receipt, but knew I couldn't attend the meeting. I apologize for not at least responding that I wouldn't be able to attend.

I've thought really long and hard about the issues you raise in your email and what I'd really like to do is have a discussion with you. Any chance we could schedule a coffee sometime in the next few weeks?

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC  20002
T  202.535-1581
E  kaya.henderson@dc.gov
W dcps.dc.gov

-----Original Message-----
From: Holt, Daniel [mailto:Daniel.Holt@mail.house.gov]
Sent: Friday, February 10, 2012 5:21 PM
To: Henderson, Kaya (OOC)
Subject: Ward Six Middle Schools

Chancellor Henderson --

Happy Friday, I hope you are doing well. This is Daniel Holt from Brent ES and I want to share a few items with you.
(1) I apologize for sending you an e-mail a few months ago inviting you and others to a meeting at Brent regarding middle schools. I should have been more thoughtful in sending the Chancellor the widely distributed note and I am sorry. You have my strong support and I want to work with you.

(2) Middle schools are still the single biggest issue for many at Brent and in Ward Six. The Ward Six MS plan has not turned the tide, and many are ready to abandon it. Hill parents have recently been organizing living room get-togethers aimed at creating consensus around the issue, and we have yet to gain traction moving forward. In fact, the issue has become increasingly acrimonious, and Hill communities are fractured - even toxic - because of the MS issue. I was at a difficult four hour meeting last night and it ended badly with parents down about the prospects of MS. Here are some ideas being thrown around:

OPTION #1 - Due to the overcapacity of Ward Six middle school seats at Jefferson (Jeff), Eliot Hine (EH) and Stuart Hobson (SH), one or two middle schools must close. For example, SH has the strongest cohort, but with its limited capacity, and its C+ reputation, SH could be moved to EH before an ill-planned modernization squanders $30 million in funds better used at EH or Jeff. SH is an actually elementary building being retrofitted into a middle school with limited capacity. SH represents an impediment to the success of EH or Jeff, and moving SH to EH would provide better facilities without wasting $30 million to create another (inferior) middle school facility a mere 8 blocks away. Moving SH into EH would unify Capitol Hill. Currently the community is divided, with resentment over SH grabbing scarce modernization funds in a zero sum game with EH and Jeff. Further, the Cluster school is large, but mostly non-Capitol Hill families. Lastly, it is my estimation that the political downside you face in closing SH would be compensated by an enormous upside by creating a real solution for many more Capitol Hill families.

OPTION #2 - Magnet program at EH? Other? We are at loss for other ideas . . .

I live in Southwest and think Jeff can make a great Ward Six middle school. Yet, after advocating on its behalf for two years, I have concluded that Capitol Hill families will not consider it - Southwest is just not on their radar and Jeff won't engender the loyalty that EH would.

The key issue is cohort. Chancellor, you must collect ALL Capitol Hill/Ward Six families and send them to one school in order to create a critical mass and sense of direction. There are not enough of us to spread across three schools. Please use your leadership and create a Deal-like school with 900 students at EH.

(3) You are invited to attend a meeting at Brent.

MONDAY, February 20 at 7:00PM (President's Day) Brent Elementary - 301 North Carolina Ave, SE
* We expect three dozen Brent and Ward Six parents.
* The meeting is being widely publicized.

If you are unable to attend, I would like to encourage you to send a member of your staff.

I have reached out to Kelly Young, Amanda Alexander and Mark King about this matter.

Best,

Daniel Holt
Parent - Brent Elementary
Chancellor Henderson --

Happy Friday, I hope you are doing well. This is Daniel Holt from Brent ES and I want to share a few items with you.

*******************************************************************************
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* The meeting is being widely publicized.

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I have reached out to Kelly Young, Amanda Alexander and Mark King about this matter.

****************************************
Best,

Daniel Holt
Parent - Brent Elementary
202-225-0898
From: Holland, Burnell (DCPS) [burnell.holland3@dc.gov]
Sent: Thursday, January 10, 2013 3:02 PM
To: Robinson, Josephine B. (DCPS)
Subject: RE: Follow up re: Chancellor, Mayor, and ANC meeting

I'll go track them down.

From: Robinson, Josephine B. (DCPS)
Sent: Thursday, January 10, 2013 3:00 PM
To: Holland, Burnell (DCPS)
Subject: FW: Follow up re: Chancellor, Mayor, and ANC meeting
Importance: High

Burnell,
Please make sure Jenn sees this. I looked at Shanita's schedule and it shows she is in a Brookland meeting now so may not have seen my message. I'm assuming Jenn is there as well. I need their eyes on this asap to get back to the Chancellor and Angie so they can address immediately.

Thanks

From: Robinson, Josephine B. (DCPS)
Sent: Thursday, January 10, 2013 2:48 PM
To: Burney, Shanita (DCPS); Skates, Jennifer (DCPS)
Cc: Williams-Skelton, Angela (DCPS-OOC) (angela.williams-skelton@dc.gov)
Subject: FW: Follow up re: Chancellor, Mayor, and ANC meeting

Ladies,
Please review the exchange below and provide me with an update/response to share with the Chancellor. This is the first I've heard of this guy and have no recollection of him approaching me or the Chancellor about his concerns. Please give me something ASAP so we can provide to the Chancellor in advance of any call.

Thanks!

From: Henderson, Kaya (DCPS)
Sent: Thursday, January 10, 2013 2:27 PM
To: Robinson, Josephine B. (DCPS)
Cc: Williams-Skelton, Angela (DCPS)
Subject: Fwd: Follow up re: Chancellor, Mayor, and ANC meeting

Josephine,
What in the world is this guy talking about? I don't remember seeing a bunch of emails to me - maybe your team has been in touch and he's just mad because I'm not the one interacting with him? What's the story here?

Angela, can you please schedule a short call with Mr. Pardo for sometime tomorrow, so I can diffuse this situation.

Thanks.

Sent from my iPhone

Begin forwarded message:
Hello Chancellor:

Please close the loop on this ASAP since a promise was made to him a month ago at the meeting we held with the ANC Chairs.

From: Alexander Padro <padroanc2c@gmail.com>
To: VCG; Murphy, Christopher (EOM)
Sent: Thu Jan 10 08:16:46 2013
Subject: Fwd: Follow up re: Chancellor, Mayor, and ANC meeting

Gentlemen:

I want you to know that despite all the assurances at the December 6, 2012 ANC Chairs Meeting, over a month has passed and Chancellor Henderson still has not contacted me or responded to ANC 2C’s correspondence regarding Shaw Middle school attendance boundary changes, construction schedule for the new school, and where students living in Shaw will attend middle school until the new Shaw school is constructed.

I cannot say I am surprised at Ms. Henderson's failure to contact me, as she has consistently refused to respond to all ANC 2C’s correspondence regarding Shaw Middle School since she became Chancellor, including invitations to appear before our Commission. That is why I was so eager to have the opportunity to pose my questions to her in a public forum, in your presence, on 12/06/12.

The new Shaw Middle School is the most important issue facing our community in coming years. To have the chancellor refuse to engage the community is frustrating and anger inducing. Chancellor Rhee never failed to respond to our community's concerns, and would respond to my emails moments after receiving them. I do not understand how Ms. Henderson expects to get our community's buy in and engagement in school reform when she chooses to distance herself from the community and elected officials like myself.

I thought it important that you be aware of the problem we have been having with Ms. Henderson, since you pledged that she would be contacting all the Commissioners whose questions were not addressed because the Chancellor was an hour late to our meeting.

I would appreciate your assistance in getting Ms. Henderson to meet the commitment she made on 12/06/12 and also respond, preferably in writing, to ANC 2C’s correspondence on Shaw Middle School issues. And we would certainly welcome her to come to ANC 6E in person at some future date.

-------- Forwarded message --------
From: Alexander Padro <padroanc2c@gmail.com>
Date: Thu, Dec 20, 2012 at 1:32 PM
Subject: Re: Follow up re: Chancellor, Mayor, and ANC meeting
Sorry for the delay in getting back to you, but my work schedule did not allow me to take the time to deal with other matters until now.

I have attached the letter I mentioned to you that includes ANC 2C's actions regarding the school consolidation plan, which I wanted to discuss with the Chancellor and Mayor Gray at the 12/06/12 ANC Chairs meeting.

In addition, contrary to the Chancellor's statements at the meeting, ANC 2C was not contacted, nor was I as the chair of the Commission and Single Member District Commissioner representing both Seaton and the old Shaw Junior High School, regarding any aspect of the consolidation plan.

Furthermore, there are a number of errors in the copy of the plan distributed to the Chairs at the 12/06/12 meeting relating to Seaton and Shaw. When we speak on the phone, I will review those with you.

My cell number, which you already have, is 202-365-6892 and is the best way to reach me. I look forward to discussing these matters with you soon and to scheduling a meeting with the Chancellor, as promised by Mayor Gray.

On Mon, Dec 17, 2012 at 2:54 PM, Skates, Jennifer (DCPS) <jennifer.skates@dc.gov> wrote:

Hi Commissioner Padro

I look forward to speaking with you in the coming days to hear your feedback on the ANC meeting. My desk line 442-8824 is typically the best way to reach me. My schedule is flexible tomorrow any time before 11 or after noon.

Thanks!

Jennifer Skates
Coordinator, Public Events
Office of Family and Public Engagement

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
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--
Alex

Alexander M. Padro
Commissioner, ANC 2C01
Chair, ANC 2C
1519 8th Street, NW
Washington, DC 20001-3205
202-518-3794
PadroANC2c@gmail.com

--
Alex

Alexander M. Padro
Commissioner, ANC 2C01
Chair, ANC 2C
1519 8th Street, NW
Washington, DC 20001-3205
202-518-3794
PadroANC2c@gmail.com
Team:

I received this message when I was out sick yesterday. The H.D. Woodson PTSA has requested that someone attend their next general meeting on Monday, January 14th to discuss an array of different issues (please see below). Two questions:

1. Who is the most appropriate person from our team to attend?
2. Should we loop in folks from the 8th & 9th floors re: STEM and SPED or just meet with them to get some talking points?

BH

From: Belis, Lori (DCPS)
Sent: Tuesday, January 08, 2013 10:47 AM
To: Holland, Burnell (DCPS)
Subject: Googledoc-Please handle on the Chancellor's behalf

12/21/2012 0:59:37 Sirraya Gant H D Woodson PTSA A representative from the Chancellor's Office H D Woodson's PTSA would like to invite a representative from the Chancellor's office to our next general body meeting on Monday, January 14, 2012 @ 6:30 pm in the media center. We would like to discuss the implementation of the STEM Curriculum, the possible consolidation of Spingarn High school with our school, providing our school with more resources and the high percentage of special education students attending our school.

hdwoodsonptsa@gmail.com 202 419-9238

Per Shereen-send this to Josephine for her team to respond

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Hi Ayris,

I just sent you a meeting invite for January 7th at 3pm. Please let us know if your availability changes. Otherwise, we’ll see you on the 7th.

Regards,
Burnell

Burnell E. Holland III
Manager
Office of Family and Public Engagement

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T (202) 442-5041
E burnell.holland3@dc.gov

Thanks, I will lock in Jan 7th at 3PM.
Can you please send me a mtg invite with the details? Thank you.

Ayris
Sent on the Sprint® Now Network from my BlackBerry®

Hi Ayris:

How about Thursday, December 27th at 11am or Monday, January 7th at 3pm? Both of those times should work for Josephine. Please let me know when you get a chance.

Regards,
Burnell
Hello Josephine,

I apologize for the inconvenience but I will need to reschedule our meeting tomorrow. Friday morning Sec. Duncan will be visiting with us in the Promise Neighborhood to discuss safety in schools and announce the FY12 awards.

If you have time later on Friday or Thurs Dec. 27th, we could meet that morning or January 7th (anytime) if you don't feel that is too far out. Thanks for understanding.

All the best,
Ayris

Sent on the Sprint® Now Network from my BlackBerry®

From: "Holland, Burnell (DCPS)" <burnell.holland3@dc.gov>
Date: Mon, 17 Dec 2012 20:37:31 -0500
To: ayris.scales@dcpni.org<ayris.scales@dcpni.org>
Cc: Robinson, Josephine B. (DCPS)<josephine.robinson@dc.gov>
Subject: RE: Kenilworth ES Space

Sounds good...i'll go ahead and confirm it now. Can you meet here at the Central Office (1200 1st Street NE)? If so, please come up to the 12th floor and let the front desk know you're here to meet with Josephine Robinson. Please let me know if you have any questions at all.

Regards,
Burnell

From: ayris.scales@dcpni.org [mailto:ayris.scales@dcpni.org]
Sent: Monday, December 17, 2012 8:33 PM
To: Holland, Burnell (DCPS)
Cc: Robinson, Josephine B. (DCPS); Henderson, Kaya (DCPS); Irasema Salcido
Subject: Re: Kenilworth ES Space

Thank you. Friday Dec 21st at 11AM works perfectly for me.

Best,
Ayris

Sent on the Sprint® Now Network from my BlackBerry®

From: "Holland, Burnell (DCPS)" <burnell.holland3@dc.gov>
Date: Mon, 17 Dec 2012 20:16:53 -0500
To: Ayris Scales<ayris.scales@dcpni.org>
Cc: Robinson, Josephine B. (DCPS)<josephine.robinson@dc.gov>; Henderson, Kaya (DCPS)<Kaya.Henderson@dc.gov>; Irasema Salcido<irasema.salcido@chavezschools.org>
Subject: RE: Kenilworth ES Space

Hi Ms. Scales,
Mrs. Robinson has some availability this Thursday (12/20) at 10am or 12:30pm as well as this Friday (12/21) at 11am. Would any of those times work for you and your team? If not, please let me know I'll see if I can carve out some more time.

Sincerely,
Burnell

Burnell E. Holland III
Manager
Office of Family and Public Engagement

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T (202) 442-5041
E burnell.holland3@dc.gov

From: Henderson, Kaya (DCPS)
Sent: Monday, December 17, 2012 12:40 PM
To: Ayris Scales; Robinson, Josephine B. (DCPS)
Cc: Irasema Salcido; Holland, Burnell (DCPS)
Subject: RE: Kenilworth ES Space

Thanks.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov

From: Ayris Scales [mailto:ayris.scales@dcgni.org]
Sent: Monday, December 17, 2012 12:36 PM
To: Robinson, Josephine B. (DCPS)
Cc: Henderson, Kaya (DCPS); Irasema Salcido; Holland, Burnell (DCPS)
Subject: Re: Kenilworth ES Space

Hello Chancellor Henderson and Josephine,

As we discussed last week, I am attaching DCPNI's reuse proposal for Kenilworth Elementary School. I apologize for not submitting this last week, but there were last minute edits that had to be taken into account with regards to the Choice grant from HUD. In our proposal, DCPNI is asking to work in tandem specifically with DCPS and DPR to support the Mayor's interest in seeing a co-location facility at this site. DCPNI is currently an active tenant in the Kenilworth ES, occupying three classrooms on the third floor. We are requesting to remain in the facility both in the short term and long-term redevelopment plans. After you have had a chance to review the attached, please feel free to contact me directly with any questions, comments or concerns. I look forward to meeting with you and will follow up with Burnell to get that squared away.

Again, I want to reiterate how much DCPNI has appreciated you lending your support, particularly in working
with Dr. Thompson and Ms. Adderley and hope to further strengthen our partnership as we move forward to impact the educational achievement levels of the students in the Kenilworth-Parkside community, regardless of the final outcome for the school.

All the best,
Ayris T. Scales
Executive Director of DCPNI

On Tue, Dec 11, 2012 at 5:41 PM, Robinson, Josephine B. (DCPS) <josephine.robinson@dc.gov> wrote:

Hi Ayris,

Good to meet you virtually. Please do send the proposal this week and I’ll work to clear some time on my schedule for us to meet. I’ve copied Burnell Holland – he can facilitate scheduling a mutually convenient time for a discussion.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
202.442.5010

Greetings Kaya,

Thank you so much for your prompt response! We are mindful that you're still finalizing plans and that there would need to a lease agreement for the site. I really appreciate all of your support for our initiative date. DCPNI will submit our proposal this week and appreciate your consideration as you weigh the best options to support your goals and the community.

Jospehine, if you have a 30 min opening, before the 24th, that would be great and we will make our schedules open to accommodate your's. If not, an opportunity to meet with you both after the holidays would be beneficial as well.
Have a great evening and hope to connect with you soon.
Irasema, 

Thanks for your email. Unfortunately, my schedule is completely booked into the holidays, so I won't be able to meet with you.

Josephine Robinson is my Chief of Family and Community Engagement, and may be able to meet in my stead, though we're all pretty packed going into the holidays. I've copied her on this email so you two can be in touch directly regarding her schedule.

If she isn't able to get a meeting scheduled, you should simply feel free to send along any information that you'd like us to consider as we finalize this decision as soon as possible. We have a very short window to turn all of this around.

To be clear, we don't have a plan for using Kenilworth for DCPNI or anything else just yet. We listed it as a potential opportunity for re-use. If we ultimately determine that to be the best re-use opportunity, we'd need to discuss a leasing situation, as DCPS will no longer be able to offer in-kind space in a building that is no longer operational.

Thanks, again, Irasema.
Hi Kaya,

I hope that you are well. I want to thank you for your continued support of DCPNI’s work in the Kenilworth-Parkside community. We greatly value our partnership with DCPS to help improve student achievement in our footprint schools. We understand that soon you will be making a decision regarding the re-utilization of the proposed schools including Kenilworth Elementary School. We were very encouraged that you included mention of DCPNI in the possible reuse plans for Kenilworth Elementary School on page 37, Appendix E: Building Reuse Preliminary Thoughts, in the Proposed Consolidation and Reorganization document. We know that next Monday public proposals are due for the utilization of the space in the schools allotted to close and want to make sure that we have the opportunity to submit our proposal if necessary.

DCPNI is appreciative of DCPS' current in-kind donation of office space in Kenilworth Elementary School. Our location in the heart of Kenilworth has been invaluable towards building a stronger relationship with the local students and families. It has allowed us and our many partners to deliver directly to the children and families who live here, well over $1.5 million of comprehensive cradle to college services more efficiently and effectively, this year alone. We believe that our continued partnership is critical to drastically improving the academic outcomes of the children in Kenilworth-Parkside. We request the opportunity to meet with you to discuss our interest in remaining at Kenilworth and how best to deliver our resources going forward.

Please let us know whom to contact to set up an appointment with you or your designee, regarding the above and if we need to submit a proposal. Also please let us know if there are other ways we can be of assistance to you during this process to help you support our footprint families who attend Kenilworth, Brown and Spingarn. We want to help you ensure an easy transition for all of our students and families. Thank you very much for your time and look forward to talking to you soon. Take care.

Irasema Salcido
CEO and Founder of Cesar Chavez Public Charter Schools
Founder, DC Promise Neighborhood Initiative
709 12th Street SE, Washington DC, 20003

Phone: 202.547.3975 ext. 12
Fax: 202.547.3449
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--
Ms. Ayris T. Scales
Executive Director, DC Promise Neighborhood Initiative
Hi Ayris:

How about Thursday, December 27th at 11am or Monday, January 7th at 3pm? Both of those times should work for Josephine. Please let me know when you get a chance.

Regards,
Burnell

---

I apologize for the inconvenience but I will need to reschedule our meeting tomorrow. Friday morning Sec. Duncan will be visiting with us in the Promise Neighborhood to discuss safety in schools and announce the FY12 awards.

If you have time later on Friday or Thurs Dec. 27th, we could meet that morning or January 7th (anytime) if you don't feel that is too far out. Thanks for understanding.

All the best,
Ayris

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Sounds good...I'll go ahead and confirm it now. Can you meet here at the Central Office (1200 1st Street NE)? If so, please come up to the 12th floor and let the front desk know you’re here to meet with Josephine Robinson. Please let me know if you have any questions at all.

Regards,
Burnell
Thank you. Friday Dec 21st at 11AM works perfectly for me.

Best,
Ayris
Sent on the Sprint® Now Network from my BlackBerry®

Hi Ms. Scales,

Mrs. Robinson has some availability this Thursday (12/20) at 10am or 12:30pm as well as this Friday (12/21) at 11am. Would any of those times work for you and your team? If not, please let me know I’ll see if I can carve out some more time.

Sincerely,
Burnell

Burnell E. Holland III
Manager
Office of Family and Public Engagement
District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T (202) 442-5041
E burnell.holland3@dc.gov

Thanks.

Kaya Henderson
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1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov
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Chief, Office of Family and Public Engagement
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202.442.5010

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From: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Date: Tue, 11 Dec 2012 16:40:51 -0500

To: Irasema Salcido <irasema.salcido@chavezschools.org>

Cc: Ayris e mail <ayris.scales@depci.org>; Robinson, Josephine B. (DCPS) <josephine.robinson@dc.gov>

Subject: Re: Kenilworth ES Space

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Executive Director, DC Promise Neighborhood Initiative
Hi Ayris,

No problem at all...let me take a look at the dates and times you proposed and get back to you with Josephine’s availability.

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Cc: Robinson, Josephine B. (DCPS); Henderson, Kaya (DCPS); Irasema Salcido

Subject: Re: Kenilworth ES Space

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From: "Holland, Burnell (DCPS)" <burnell.holland3@dc.gov>
Date: Mon, 17 Dec 2012 20:16:53 -0500
To: Ayris Scales<ayris.scales@dcpi.org>
Cc: Robinson, Josephine B. (DCPS)<josephine.robinson@dc.gov>; Henderson, Kaya (DCPS)<kaya.henderson@dc.gov>; Irasema Salcido<irasema.salcido@chavezschools.org>
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Manager
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1200 First Street, NE
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E burnell.holland3@dc.gov

From: Henderson, Kaya (DCPS)
Sent: Monday, December 17, 2012 12:40 PM
To: Ayris Scales; Robinson, Josephine B. (DCPS)
Cc: Irasema Salcido; Holland, Burnell (DCPS)
Subject: RE: Kenilworth ES Space

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Kaya.Henderson@dc.gov
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Ms. Ayris T. Scales
Executive Director, DC Promise Neighborhood Initiative
Did you respond to this? Just wondering if I should...

Hi Josephine and Burnell,

I want to thank you for getting this meeting set up so expeditiously. In order to maximize my time with you Josephine, I would like to know if there is anything specific you would like for me to focus on during our meeting?

We have given this proposal a lot of thought, but also view it as a work in progress, given no final decision has been made and we've had no discussion with DCPS. I have an agenda in my head but I want to make sure I cover the points of most importance to you to help with your process. Let me know and I will see you Friday.

Best Regards,
Ayris

Sounds good...I'll go ahead and confirm it now. Can you meet here at the Central Office (1200 1st Street NE)? If so, please come up to the 12th floor and let the front desk know you're here to meet with Josephine Robinson. Please let me know if you have any questions at all.

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Sent: Monday, December 17, 2012 12:36 PM
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Subject: Re: Kenilworth ES Space

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I hope that you are well. I want to thank you for your continued support of DCPNI’s work in the Kenilworth-Parkside community. We greatly value our partnership with DCPS to help improve student achievement in our footprint schools. We understand that soon you will be making a decision regarding the re-utilization of the proposed schools including Kenilworth Elementary School. We were very encouraged that you included mention of DCPNI in the possible reuse
plans for Kenilworth Elementary School on page 37, Appendix E: Building Reuse Preliminary Thoughts, in the Proposed Consolidation and Reorganization document. We know that next Monday public proposals are due for the utilization of the space in the schools allotted to close and want to make sure that we have the opportunity to submit our proposal if necessary.

DCPNI is appreciative of DCPS’ current in-kind donation of office space in Kenilworth Elementary School. Our location in the heart of Kenilworth has been invaluable towards building a stronger relationship with the local students and families. It has allowed us and our many partners to deliver directly to the children and families who live here, well over $1.5 million of comprehensive cradle to college services more efficiently and effectively, this year alone. We believe that our continued partnership is critical to drastically improving the academic outcomes of the children in Kenilworth-Parkside. We request the opportunity to meet with you to discuss our interest in remaining at Kenilworth and how best to deliver our resources going forward.

Please let us know whom to contact to set up an appointment with you or your designee, regarding the above and if we need to submit a proposal. Also please let us know if there are other ways we can be of assistance to you during this process to help you support our footprint families who attend Kenilworth, Brown and Spingarn. We want to help you ensure an easy transition for all of our students and families. Thank you very much for your time and look forward to talking to you soon. Take care.

Irasema Salcido
CEO and Founder of Cesar Chavez Public Charter Schools
Founder, DC Promise Neighborhood Initiative
709 12th Street SE, Washington DC, 20003

Phone: 202.547.3975 ext.12
Fax: 202.547.3449

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

--
Ms. Ayris T. Scales
Executive Director, DC Promise Neighborhood Initiative
Hi Ms. Scales,

Mrs. Robinson has some availability this Thursday (12/20) at 10am or 12:30pm as well as this Friday (12/21) at 11am. Would any of those times work for you and your team? If not, please let me know I’ll see if I can carve out some more time.

Sincerely,
Burnell

Burnell E. Holland III
Manager
Office of Family and Public Engagement

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T (202) 442-5041
E burnell.holland3@dc.gov

Thanks.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov

Hello Chancellor Henderson and Josephine,
As we discussed last week, I am attaching DCPNI’s reuse proposal for Kenilworth Elementary School. I apologize for not submitting this last week, but there were last minute edits that had to be taken into account with regards to the Choice grant from HUD. In our proposal, DCPNI is asking to work in tandem specifically with DCPS and DPR to support the Mayor’s interest in seeing a co-location facility at this site. DCPNI is currently an active tenant in the Kenilworth ES, occupying three classrooms on the third floor. We are requesting to remain in the facility both in the short term and long-term redevelopment plans. After you have had a chance to review the attached, please feel free to contact me directly with any questions, comments or concerns. I look forward to meeting with you and will follow up with Burnell to get that squared away.

Again, I want to reiterate how much DCPNI has appreciated you lending your support, particularly in working with Dr. Thompson and Ms. Adderley and hope to further strengthen our partnership as we move forward to impact the educational achievement levels of the students in the Kenilworth-Parkside community, regardless of the final outcome for the school.

All the best,
Ayris T. Scales
Executive Director of DCPNI

On Tue, Dec 11, 2012 at 5:41 PM, Robinson, Josephine B. (DCPS) <josephine.robinson@dc.gov> wrote:

Hi Aryis,

Good to meet you virtually. Please do send the proposal this week and I’ll work to clear some time on my schedule for us to meet. I’ve copied Burnell Holland – he can facilitate scheduling a mutually convenient time for a discussion.

Kindly,

Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
202.442.5010

From: ayris.scales@dcpni.org [mailto:ayris.scales@dcpni.org]
Sent: Tuesday, December 11, 2012 5:27 PM
To: Henderson, Kaya (DCPS); Irasema Salcido
Cc: Robinson, Josephine B. (DCPS)
Subject: Re: Kenilworth ES Space
Greetings Kaya,

Thank you so much for your prompt response! We are mindful that you're still finalizing plans and that there would need to a lease agreement for the site. I really appreciate all of your support for our initiative date. DCPNI will submit our proposal this week and appreciate your consideration as you weigh the best options to support your goals and the community.

Jospehine, if you have a 30 min opening, before the 24th, that would be great and we will make our schedules open to accommodate your's. If not, an opportunity to meet with you both after the holidays would be beneficial as well. Have a great evening and hope to connect with you soon.

All the best,
Ayris T. Scales
Executive Director, DCPNI

Sent on the Sprint® Now Network from my BlackBerry®

From: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Date: Tue, 11 Dec 2012 16:40:51 -0500

To: Irasema Salcido<irasema.salcido@chavezschools.org>

Cc: Ayris e mail<ayris.scales@dcpni.org>; Robinson, Josephine B. (DCPS)<josephine.robinson@dc.gov>

Subject: Re: Kenilworth ES Space

Irasema,

Thanks for your email. Unfortunately, my schedule is completely booked into the holidays, so I won't be able to meet with you.

Josephine Robinson is my Chief of Family and Community Engagement, and may be able to meet in my stead, though we're all pretty packed going into the holidays. I've copied her on this email so you two can be in touch directly regarding her schedule.

If she isn't able to get a meeting scheduled, you should simply feel free to send along any information that you'd like us to consider as we finalize this decision as soon as possible. We have a very short window to turn all of this around.
To be clear, we don't have a plan for using Kenilworth for DCPNI or anything else just yet. We listed it as a potential opportunity for re-use. If we ultimately determine that to be the best re-use opportunity, we'd need to discuss a leasing situation, as DCPS will no longer be able to offer in-kind space in a building that is no longer operational.

Thanks, again, Irasema.

Sent from my iPhone

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- 8 of the 24 individuals contacted either met on the 16th with DCPS staff or scheduled phone calls.

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- Can submit feedback through the general DCPS website at dcps.dc.gov/dcps/crfeedback
- Folks can call and leave messages at 202.719.6613
- We are receiving text messages - 91990
- We produced a video message on YouTube from the Chancellor at www.bit.ly/crvideo
- DKN District Cable runs the meeting regularly
- There have been weekly news stories, twitter feeds and blog comments
# DCPS CONSOLIDATION AND REORGANIZATION
COMMUNITY MEETING TABLE FACILITATOR ROSTER – 2012

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DCPS 013411
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<thead>
<tr>
<th>From:</th>
<th>Holland, Burnell (DCPS) [<a href="mailto:burnell.holland3@dc.gov">burnell.holland3@dc.gov</a>]</th>
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<tbody>
<tr>
<td>Sent:</td>
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<td>To:</td>
<td>Robinson, Josephine B. (DCPS)</td>
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<td>Subject:</td>
<td>Tomorrow's School Consolidation Meeting...</td>
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Is throwing a wrench in two pretty significant scheduling items (Doug Williams Foundation & Your Executive Coach Call). Do you have to attend for the entire time?

BH

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Hi Heather,

Sorry for the delay...here is the document that Josephine was referencing in her earlier email.

Burnell

From: Schwager, Heather (DCPS)
Sent: Tuesday, December 11, 2012 1:22 PM
To: Burney, Shanita (DCPS); Holland, Burnell (DCPS)
Subject: FW: Need ASAP for KH, re: list of all consolidation meeting facilitators
Importance: High

Hi Shanita – Any chance of getting the facilitator list along with other volunteers by 3pm today?

Hi Burnell – Would you happen to have the engagement/outreach list Josephine referenced in her email and if so, can you please also send to me by 3pm today?

I apologize for the quick turn-around time on this but the Chancellor just asked me this morning to put all of this detail in a PP for All-Hand's on Friday so that she can review it ASAP.

Thanks much,
Heather

Josephine Bias Robinson
From: Schwager, Heather (DCPS)
To: Robinson, Josephine B. (DCPS)
Cc: Holland, Burnell (DCPS)
Sent: Tue Dec 11 07:27:37 2012
Subject: Need ASAP for KH, re: list of all consolidation meeting facilitators

Good morning! At this Friday's All-Hand's meeting, the Chancellor would like to provide a quick update to all Central Office staff on school consolidation and the highlight all the meeting facilitators (who've done a great job and come from all parts of CO).

Can you please send me all meeting facilitator names and anyone else you think she should recognize for their work on consolidation from your office today? I need to load their names into the deck which she wants to review no later than tomorrow.

Thanks,
Heather

Heather Schwager
Deputy Chief, Central Office Effectiveness

Office of Human Capital
District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
T 202.442.5085
F 202.442.5026
W http://dcps.dc.gov

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Here you go...

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TALKING POINTS FOR CHIEF JOSEPHINE BIAS-ROBINSON
Community Dialogue on School Consolidations and Reorganizations (Wards 1, 2, 3, 4, & 6)
Wednesday, December 5, 2012 – 6:15pm

WELCOME AND PURPOSE

• Good evening, I am Josephine Bias-Robinson and I am Chief of the Office of Family and Public Engagement at DC Public Schools.

• I’d like welcome everyone and thank you all for coming out this evening to this very important community dialogue on DCPS’ proposed consolidations and reorganizations.

• As we’ve stated all along it is critical that we hear input and feedback from members of this community before Chancellor Henderson can finalize a proposal for Mayor Gray in early January.

• We know that we have some of the strongest families and education advocates in the city right here in this room and we are excited to discuss your recommendations to improve the proposal.

• Most of all, we need your assistance to get what we all want for our children – and that is to raise the quality of education across all schools in our city.

ACKNOWLEDGEMENTS

• Before I get into this evening’s agenda and share some background on the agenda, I’d like to acknowledge several people who are here today who have worked closely with DCPS sharing the feedback and concerns of this community.

• I want to be clear about one thing... these are committed individuals and officials who have come as to us as partners as we work to improve education across Ward 5 schools.

• We may not always agree on the specifics, but we all understand that we must do more to support our students in Ward 5.

• We have had good, productive dialogue about how best to move forward together, and not apart from one another.

<table>
<thead>
<tr>
<th>Mayor</th>
<th>Vincent C. Gray</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabinet Members</td>
<td>Chancellor Kaya Henderson</td>
</tr>
</tbody>
</table>
| Elected Officials      | D.C. Council Chairman Phil Mendelson  
                        | Ward 1 Councilmember Jim Graham  
                        | Ward 2 Councilmember Jack Evans  
                        | Ward 3 Councilmember Mary Cheh  
                        | Ward 4 Councilmember Muriel Bowser  
                        | Ward 6 Councilmember Tommy Wells  
                        | At Large Councilmember David Catania  
                        | Ward 1 State Board of Education Member Patrick Mara  
                        | Ward 2 State Board of Education Member Mary Lord  
                        | Ward 3 State Board of Education Member Laura Slover |
| Ward 4 State Board of Education Member D. Kamili Anderson |
| Ward 6 State Board of Education Member Monica Warren Jones |
| I believe we may have a few recently Elected State Board of Ed Member. |

| Appointed Officials |
| All Members of the respective Education Councils in each ward |
| Outgoing and Incoming ANCs |
| All of the various PTSA Presidents and Members, and LSATs |

| DCPS Staff |
| DCPS Chiefs in Attendance |
| All School Leaders, Teachers and School Staff Present in the Room |

- I also want to, again, thank all of you...for your commitment and dedication to this community and for playing an active role in the success of our schools.

- Without the active participation and involvement of parents in this community, DCPS is unable to create the type of world-class education and institutions we all know our children deserve.

- Just being here is a first step. My challenge to everyone in attendance is to stay active and stay involved. Our children’s futures depend upon it.

**AGENDA AND MEETING OVERVIEW**

- Up to this point, we have heard, and I hope most of you will agree, that we’ve been far more transparent and open to receiving input and feedback from all of you this time around.

- Our goal for this evening is to come to you in order to share the research and data that we’ve seen thus far that has led us to make these recommendations. Then we are going to spend the majority of our time together LISTENING... that’s right LISTENING to your specific ideas and concerns.

- That is why you see so many DCPS representatives around the room today. We are going to track every one of your comments and responses. The Mayor and Chancellor will consider all of the feedback provided as they determine the final recommendation.

- We will begin the formal discussion this evening with a presentation by Chancellor Henderson.

- At the conclusion of the Chancellor’s presentation, we will then begin working in smaller groups or table discussions, so that we may have good, robust conversation and dialogue around each proposed school consolidation

- Then we will try our best to summarize for everyone in the room exactly what we heard from each working group.

- I understand that participants may also have additional ideas once they leave this evening, or may wish to share additional feedback anonymously. We’ve also provided additional information on the back of tonight’s meeting agenda so that folks are clear about how to get additional ideas directly to the Chancellor even after we depart this evening.
• Again, thank you for being here and, without further ado, I will turn things over to Chancellor Henderson...

[CHANCELLOR HENDERSON PRESENTATION]

• Thank you, Chancellor Henderson

• As discussed, my office has been receiving feedback on the DCPS proposal from numerous parents and community members since this process began.

• We have also worked closely with various Ward Education Council members and several ANC members to help understand some of the community’s input and concerns.

• I want to publicly thank those individuals for the amount of time and thought that was put into reviewing the data and evaluating the specific school proposals.

• As we move toward our table group discussions, I am particularly interested in your ideas around these issues:

  1. What additional recommendations do you have around our proposal? What have we not thought of or properly considered?
  2. What suggestions do you have around the re-use of the impacted facilities?
  3. How can we improve transitions for impacted students?

• There is information about regarding additional engagement opportunities outlined on the back the agenda for tonight’s meeting - which you received on your way in.

• The feedback captured on our website, EngageDCPS.org, and through your table working groups will be summarized across each of our ward-based community meetings. This information will then be shared with the Chancellor for consideration prior to the proposal to the Mayor being finalized.

• Even after this meeting, please continue to share and discuss your ideas with the DCPS community through this online forum. It is a tool that we established for the community. You can log on and share your thoughts 24hrs a day, 7 days a week.

• If you have other additional thoughts about anything presented by your group or by other groups, you must submit your comments and proposals to EngageDCPS or to anyone DCPS representative by December 17, 2012, so that Chancellor Henderson has sufficient time to review your ideas with the Mayor.

• At each table you have a series of handouts that breakdown the data and information that we’ve used to develop the consolidation and reorganization proposal. There are number of different data sheets that are relevant to Ward 1,2,3,4, & 6. If you have questions about them, we have representatives
from our technical team, which includes the Urban Institute and the 21st Century School Fund.

- Now I’d like to ask each table facilitator to raise your placards so that anyone in the room who is not seated at a particular table for discussion can identify where they would like to go.

- We also have DCPS senior staff and representatives from the facilities team and the office of special education who may visit or sit-in on your discussions (ASK THEM TO RAISE THEIR HANDS). Please use them as a resource.

- We have approximately ___ minutes before I will ask individual groups to begin presenting some of their ideas to the entire room.

- Let’s all get started on this important discussion.
Help 9-1-1 Save Your Life!

Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.

Inform first responders in advance!
WELCOME AND PURPOSE

- Good evening, I am Josephine Bias-Robinson and I am Chief of the Office of Family and Public Engagement at DC Public Schools.

- I’d like welcome everyone and thank you all for coming out this evening to this very important community dialogue on DCPS’ proposed Ward 7 consolidations and reorganizations.

- As we’ve stated all along it is critical that we hear input and feedback from members of this community before Chancellor Henderson can finalize a proposal for Mayor Gray in early January.

- We know that we have some of the strongest families and education advocates in the city right here in this community and we are excited to discuss your recommendations to improve the proposal.

- Most of all, we need your assistance to get what we all want for our children – and that is to raise the quality of education across all schools in Ward 7.

ACKNOWLEDGEMENTS

- Before I get into this evening’s agenda and share some information on the flow of the meeting tonight, I’d like to acknowledge several people who are here today who have worked closely with DCPS sharing the feedback and concerns of this community.

- I want to be clear about one thing... these are committed individuals and officials who have come as to us as partners as we work to improve education across Ward 7 schools.

- We may not always agree on the specifics, but we all understand that we must do more to support our students in Ward 7.

- We have had good, productive dialogue about how best to move forward together, and not apart from one another.

<table>
<thead>
<tr>
<th>Mayor</th>
<th>Vincent C. Gray</th>
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<tbody>
<tr>
<td>Cabinet Members</td>
<td>Chancellor Kaya Henderson</td>
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<tr>
<td>Elected Officials</td>
<td>Ward 7 Councilmember Yvette Alexander</td>
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<td></td>
<td>Ward 7 State Board of Education Member Dorothy Douglas (outgoing)</td>
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<td>Ward 7 State Board of Education Member-Elect Karen Williams</td>
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<tr>
<td>Appointed Officials</td>
<td>Members of the Ward 7 Education Council (Eboni-Rose Thompson, Cora Gibson, TN Tate, et al)</td>
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<td>Ward 7 ANCs (both outgoing and incoming)</td>
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<td>Ward 7 PTSA Presidents and Members</td>
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<td>Ward 7 LSATs</td>
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• There are chiefs

I also want to, again, thank all of you... for your commitment and dedication to this community and for playing an active role in the success of our schools.

• Without the active participation and involvement of parents in this community, DCPS is unable to create the type of world-class education and institutions we all know our children deserve.

• Just being here is a first step. My challenge to everyone in attendance is to stay active and stay involved. Our children’s futures depend upon it.

AGENDA AND MEETING OVERVIEW

• As many of you are aware, DCPS consolidated schools in 2008 and there were many things that we could have handled better, including how we involved parents and community members in the decision-making and the proposals.

• Until now, we have heard, and I hope most of you will agree, that we’ve been far more transparent and open to receiving input and feedback from all of you this time around.

• What will enable this discussion to be productive is for all of us to maintain a certain level of professionalism as we share our feedback and ideas.

• Our goal for this evening is to come to you in order to share the research and data that we’ve seen thus far that has led us to make these recommendations. Then we are going to spend the majority of our time together LISTENING... that’s right LISTENING to your specific ideas and concerns.

• That is why you see so many DCPS representatives around the room today. We are going to track every one of your comments and responses. The Mayor and Chancellor will consider all of the feedback provided as they determine the final recommendation.

• We will begin the formal discussion this evening with a presentation by Chancellor Henderson.

• Following the Chancellor, we will have a presentation from the Ward 7 Education Council as they are prepared to present their own proposal tonight.

• At the conclusion of the Ward 7 Education Council’s presentation, we will then begin working in smaller groups or table discussions, so that we may have good, robust conversation and dialogue around each proposed school consolidation

• Then we will try our best to summarize for everyone in the room exactly what we heard from each working group.
• I understand that participants may also have additional ideas once they leave this evening, or may wish to share additional feedback anonymously. We’ve also provided additional information on the back of tonight’s meeting agenda so that folks are clear about how to get additional ideas directly to the Chancellor even after we depart this evening.

• Again, thank you for being here and, without further ado, I will turn things over to Chancellor Henderson...

[CHANCELLOR HENDERSON PRESENTATION]

[Chancellor to Transition to the W7 Education Council]

[W7 Education Council Presentation]

After the Ward 7 Education Council

• Thank you to the Ward 7 Education Council for their thoughtful proposal.

• As discussed, my office has been receiving feedback on the DCPS proposal from numerous parents and community members since this process began.

• To date, we have led numerous meetings, discussions and small group briefings and have recorded nearly 30,000 page views of our website and our EngageDCPS online forum where the proposal may be viewed and downloaded.

• In addition to the Ward 7 Education Council, we have also worked closely with several ANC commissioners to help understand some of the community’s input and concerns.

• I want to publicly thank those individuals for the amount of time and thought that was put into reviewing the data and evaluating the specific school proposals.

• Now we’ll move into the part of tonight’s meeting where we learn from each of you. In a few short moments we will break into smaller table discussions. But I want to acknowledge much of the great feedback we’ve already heard via the council hearings, meeting with community organizations:
  
  • We have heard concerns about the role that charter schools will play in the Ward
  • We have heard concerns that DCPS has not done enough to recruit students to Ward 7 schools
  • We have heard concerns about what will happen to the vacant school buildings after the schools are consolidated
  • We have heard concerns about how students will transition into attending new schools together
• This is great feedback.

• Because you are the ones who know this community best, we will be looking to you to help us answer these questions.

• As we move toward our table group discussions, I am particularly interested in your ideas around three questions:

  1. What additional recommendations do you have around our proposal? What have we not thought of or properly considered?

  2. What suggestions do you have around the re-use of the impacted facilities?

  3. How can we improve transitions for impacted students?

• After tonight’s conversation, we will attempt to schedule additional meetings during the week of December 10 in order to continue or complete any important discussions we began today.

• You can learn about these meetings in two primary ways:

  o Check the DCPS website for a complete listing of all consolidation meetings and locations

  o Leave your email address at the sign in desk or leave it with your table facilitator (on sign-in sheets that are available) so that we may follow up with you directly

• You may also sign up for individual office hours with a DCPS official to continue to provide feedback on this proposal.

• All of this information I’m mentioning (and the direct web links) regarding additional engagement opportunities is outlined on the back the agenda for tonight’s meeting - which you received on your way in - so please don’t feel like you have to write all of this down.

• The feedback captured on EngageDCPS.org through your table working groups will be summarized across each of our four ward-based meetings (ending on 12/5/12). This information will then be shared with the Chancellor for consideration prior to the proposal to the Mayor being finalized.

• Please continue to share and discuss your ideas with the DCPS community through this online forum. It is a tool that we established for the community. You can log on and share your thoughts 24hrs a day, 7 days a week.

• If you have other additional thoughts about anything presented by your group or by other groups, you must submit your comments and proposals to EngageDCPS or to anyone DCPS representative by December 17, 2012, so that Chancellor Henderson has sufficient time to review your ideas with the Mayor.

• At each table you have a series of handouts that breakdown the data and information that we’ve used to develop the consolidation and reorganization proposal. You can see example of each data sheet on the screen as well. In order, we have the following:
- Population changes and number of school-aged children from 2000 to 2010 by ward (Table and Map)
- Decrease in the number of school-aged children from 2000 to 2010 in ward 7 (Map)
- Comparison graph: DCPS and Public charter school enrollments from 2001 to 2011
- Bar graph of where do current DCPS Ward 7 Students attend school
- Pie Chart of how many Ward 7 Charter students live in Ward 7
- Bar graph of all public charter schools in ward 7 and whether they live in ward 7
- 2012-2013 Enrollment and Building Utilization Rate: Ward 7 Elementary Schools
- 2012-2013 Enrollment and Building Utilization Rate: Ward 7 Secondary Schools
- Projected population change of school-aged children in D.C. from 2010 to 2020 (map)

- Now I’d like to ask each table facilitator to raise your hands so that anyone in the room who is not seated at a particular table for discussion can identify where they would like to go.

- We also have DCPS senior staff and representatives from the facilities team and the office of special education who may visit or sit-in on your discussions (ASK THEM TO RAISE THEIR HANDS). Please use them as a resource.

- We have approximately ___ minutes before I will ask individual groups to begin presenting some of their ideas to the entire room.

- Let’s all get started on this important discussion.

- Your table facilitators will walk you through the questions we’d like each of you to consider.
We’re going to send the message from the ofpe.info@dc.gov account. That inbox automatically forwards to me, Shanita, Jennifer, and Sarah. Should we add other team members to the auto-forward?

From: Robinson, Josephine B. (DCPS)
Sent: Tuesday, November 13, 2012 3:13 PM
To: Holland, Burnell (DCPS); Burney, Shanita (DCPS); Charles, Hassan (DCPS); Nyhus, Jill (DCPS)
Subject: REVIEW & RESPOND: language for 4 pm emails to OFPE/OCOM stakeholders

Let me know if this works as a cover to our stakeholder emails:

DC Public Schools (DCPS) Chancellor Kaya Henderson today announced and requested public feedback on a proposal to consolidate 20 schools in six wards across the city. We value your partnership with DCPS and specifically with the Office of Family and Public Engagement and want to ensure you have all of the relevant information and supporting materials for the proposal. We have attached the documents for ease of review, but please note that all of the information can be found on the DCPS website at www.dcps.dc.gov.

While we continue to be available for all of the relevant work we share and can provide general information on the proposal, we encourage you to visit our online forum www.EngageDcps.org and share your comments and ideas on how to strengthen the proposal. This is the best way for us to capture your feedback. We have scheduled two city council hearings and four ward-based meetings scheduled in November (see attached) and there will be additional opportunities to speak directly with DCPS staff in December during the Office of Family and Public Engagement Office Hours. We will post the office hour dates and times, along with instructions on how to register for an appointment, after December 5, 2012 on the DCPS website.

The Chancellor is deeply committed to working with our parents and school community leaders to ensure our final consolidation plan represents the best path for success for our students. We look forward to working in partnership with you to achieve that endeavor.

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
As you all know, we will officially announce school closures to the public later today. As part of the public engagement process, there will be two public hearings on this topic - one on November 15th and one on November 19th. To get an early grasp on some of the major community (and DC Council) concerns, we will need to take notes at each of these hearings.

With that said, we'll need at least two (ideally three) volunteers to serve as note-takers during the hearings. I am committed to being present throughout the duration of each hearing and can take notes but - to guard against inaccuracies and fatigue - we will to tag team this effort.

Please shoot me an email if you are available to help. I'd rather not have to pull people in unwillingly. I can't stress enough how tough the next couple of weeks and months will be...we need to make sure we start off on the right foot.

See you in the AM!

Thanks,
Burnell

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Thank you much!

-----Original Message-----
From: Burney, Shanita (DCPS)
Sent: Friday, November 09, 2012 4:29 PM
To: Burney, Shanita (DCPS); Holland, Burnell (DCPS)
Cc: Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS)
Subject: RE: FACE Updates for Chief Report (11/8/12)

Here you go.

Shanita Burney
Director, Family and Community Engagement
Office of Family and Public Engagement
DC Public Schools
202.997.9887

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!

FACE UPDATES FOR OFPE CHIEF REPORT - 11/8/12

Ward 5 Great Schools Initiative:  On 11/14/12, we will host a Ward 5 Great Schools public meeting where an update on the progress of the 3 new middle school options (McKinley Middle, Brookland Middle, and Browne EC) will be provided. Updates will include information about the McKinley construction and each school’s academic planning progress and will kick off with the McKinley SIT meeting 1 hour earlier than the traditional meeting time; 5:30pm. We are recommending you be in attendance at this SIT meeting which will last for 45 minutes with the larger Ward 5 to follow at 6:30pm.

Next Steps: We will outreach to the Ward 5 Education Council and the greater Ward 5 community to attend.

School Closures: My team is currently planning for the numerous school closing community engagement and stakeholder meetings DCPS will host beginning next week. They include the ward based community meetings, the Community Office Hours, meeting with the ANCs of the affected (closing) school, LSAT/PTA briefing meeting, and the Community Partner webinar.
Next Steps: I will coordinate with Anthony, Pete, and Lisa to ensure the final timing and messaging for all community engagement meetings are approved.
Upcoming Dates:

11/9/12; Monthly Planning Meeting with DCPTA, 11:30am - 1:00pm
11/13/12; DCPTA Re-Chartering PTA Meeting, 5:30pm - 8:00pm (moved to Tubman ES)
11/14/12; McKinley SIT and Ward 5 Great Schools Community Update Meeting
11/16/12; Office Hours with the ANCs

Shanita Burney
Director, Family and Community Engagement

Office of Family and Public Engagement
District of Columbia Public Schools
1200 First Street, NE (12th floor)
Washington, DC 20002
T: (202) 442-5612
C: (202) 997-9887

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Be a part of public education’s greatest turnaround story. APPLY NOW
www.dcps.dc.gov/DCPS/ApplyNow
Any additional feedback, team?

From: Alexander, Renard (DCPS)
Sent: Wednesday, November 07, 2012 12:50 PM
To: Holland, Burnell (DCPS)
Cc: Flanagan, Thomas P. (DCPS); Beers, Nathaniel (DCPS); DeGuzman, Anthony D. (DCPS); Robinson, Josephine B. (DCPS)
Subject: Re: (PLEASE REVIEW & RESPOND) FW: River Terrace SIT follow up

Burnell,
Can you delete the references that DGS is right sizing projects etc., and just state that DGS is currently working on the planning and coordination phase of the project. Thanks, renard

Sent from my iPhone

On Nov 7, 2012, at 12:35 PM, "Holland, Burnell (DCPS)" <burnell.holland3@dc.gov> wrote:

Gentlemen,

I'm about to reach out to the River Terrace community representatives. Please see the draft message below...is this an accurate reflection of our conversation on Monday? Am I misrepresenting anything here?

"Hi Ms. Onley-Campbell,

I think a general update as information becomes available is the right approach. Now that the River Terrace community has voted to approve DCPS' proposal to merge the Mamie D. Lee and Sharpe Health campuses at River Terrace, the DCPS Office of Special Education is conducting additional outreach with the parents and staff in those two school communities. We expect this additional outreach and engagement to continue through the end of this month. During that same period of time, the Department of General Services (DGS) is also working to review and right size the list of projects from Fiscal Year 2013 - 2016 in the Capital Improvement Plan. Once those two steps are settled, we'll be right up against the winter holidays. With that said, we're anticipating the School Improvement Team (SIT) process to launch in earnest in January 2013.

Right now, it looks like there will be roughly three spaces on the SIT reserved for River Terrace community representatives. I know several folks expressed interest via the sign-in sheet during the meeting on October 17th. With the timeline above in mind, it makes sense in the meantime for the community to begin to sort through who would be the best choices to serve on the SIT on behalf of the River Terrace community.

Again, as more information becomes available, we will continue to reach out with updates.
Thoughts & Concerns?

BH
Burnell E. Holland III
Manager
Office of Family and Public Engagement

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T (202) 442-5041
E burnell.holland3@dc.gov

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Inform first responders in advance!

-----Original Message-----
From: Robinson, Josephine B. (DCPS)
Sent: Friday, November 02, 2012 3:55 PM
To: Flanagan, Thomas P. (DCPS); Beers, Nathaniel (DCPS); Holland, Burnell (DCPS); DeGuzman, Anthony D. (DCPS); Alexander, Renard (DCPS)
Subject: RE: River Terrace SIT follow up

Thanks so much Tom! Definitely keep us posted on your continued efforts and progress.

-----Original Message-----
From: Flanagan, Thomas P. (DCPS)
Sent: Friday, November 02, 2012 3:50 PM
To: Robinson, Josephine B. (DCPS); Beers, Nathaniel (DCPS); Holland, Burnell (DCPS); DeGuzman, Anthony D. (DCPS); Alexander, Renard (DCPS)
Subject: Re: River Terrace SIT follow up

I'll wait for the updated meeting date.

In the meantime, I met with Advocates for Justice and we are planning a collaborative meeting with the Sharpe/Lee parents the last week in November to discuss the move. I'm also going to set up a time to meet with the Lee/Sharpe Steering Committee the week of November 19th. I'll keep you all updated as these dates are finalized.

Best,

--
Tom Flanagan
On 11/2/12 3:11 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

> This date won't go over well with community as they will want to go to
council hearing. It will look like we intentionally scheduled this to
copnflict - even though we absolutely did no such thing. We need a new
date from DGS.
>
> Josephine Bias Robinson
> Chief, Office of Family and Public Engagement District of Columbia
> Public Schools
>
> ----- Original Message ----- 
> From: Beers, Nathaniel (DCPS)
> To: Robinson, Josephine B. (DCPS); Holland, Burnell (DCPS); DeGuzman,
> Anthony D. (DCPS); Alexander, Renard (DCPS); Flanagan, Thomas P. (DCPS)
> Sent: Fri Nov 02 14:44:30 2012
> Subject: RE: River Terrace SIT follow up
>
> I don't think Anthony or I will be available given the council hearing
> on the 15th. Tom could be available.
>
> -N 
>
> ----- Original Message ----- 
> From: Robinson, Josephine B. (DCPS)
> Sent: Friday, November 02, 2012 2:31 PM
> To: Holland, Burnell (DCPS); DeGuzman, Anthony D. (DCPS); Alexander,
> Renard (DCPS); Beers, Nathaniel (DCPS); Flanagan, Thomas P. (DCPS)
> Subject: RE: River Terrace SIT follow up
>
> Here's the quandary, that date is also the council hearing on school
> closures. We can make a case to keep it on this day, but I think we
> lose more than we win by changing it.
>
> ----- Original Message ----- 
> From: Holland, Burnell (DCPS)
> Sent: Friday, November 02, 2012 2:30 PM
> To: Robinson, Josephine B. (DCPS); DeGuzman, Anthony D. (DCPS);
> Alexander, Renard (DCPS); Beers, Nathaniel (DCPS); Flanagan, Thomas P.
> (DCPS)
> Subject: RE: River Terrace SIT follow up
>
Josephine,

> Renard has been in touch with DGS today and has set up a meeting for us to sit down with them on November 15th. Should I go ahead and let the River Terrace folks know?

> BH

> -----Original Message-----
> From: Robinson, Josephine B. (DCPS)
> Sent: Friday, November 02, 2012 2:26 PM
> To: DeGuzman, Anthony D. (DCPS); Alexander, Renard (DCPS); Beers, Nathaniel (DCPS); Flanagan, Thomas P. (DCPS)
> Cc: Holland, Burnell (DCPS)
> Subject: FW: River Terrace SIT follow up

> Gentlemen,
> See exchange below. Can you all develop a general timeline for this process that we can share so we can manage expectations on how quickly the composition of this SIT team and the work ahead will move?
> I'm sensitive to being responsive for a host of reasons but also in consideration of pending school closures conversations, the Empower DC folks (Daniel, Diana and Rosalene) will use any perceived lack of follow-through and clarity on our part as a tool against the larger right-sizing efforts. There's an opportunity here for us to get this engagement effort really right.

> Thanks for your anticipated assistance.
> Kindly,
> Josephine

> -----Original Message-----
> From: Diana Onley-Campbell [mailto:dcampbell1@starpower.net]
> Sent: Friday, November 02, 2012 2:14 PM
> To: Holland, Burnell (DCPS); dcampbell1@starpower.net
> Cc: Robinson, Josephine B. (DCPS); jgai2001@yahoo.com; Dhampt@aol.com; joanneprue@verizon.net; Daniel@empowerdc.org; Rosarlee47@aol.com
> Subject: Re: River Terrace SIT follow up

> Thanks so much, Mr. Burnell, for this information. I do appreciate that the process is complex and involves diverse stakeholders. If you can give us regular updates, even if it is to say that there is no new information, this will go a long way to minimizing the distrust that we all acknowledge exists.
> Can we expect to hear from you or Ms. Robinson again next week either with new concrete information or a general check-in? If so, that will be greatly appreciated by the River Terrace community.

> Thanks again. Diana Onley-Campbell

>
Hi Ms. Onley-Campbell,

Thank you for reaching out. Mrs. Robinson and I are going to make sure that you, Mr. Gaither, and the rest of the River Terrace community representatives have all of the information regarding next steps as soon as it is available. Please keep in mind that, with respect to the development of the School Improvement Team (SIT), the Department of General Services (DGS) assumes the role of lead agency. DCPS has reached out to DGS concerning the River Terrace consolidation and we’re working on getting things moving - I believe they have been pretty preoccupied with Hurricane Sandy over the last week but we will connect with them as soon as we can.

Please note that it will take some time to get this process off the ground insofar as there are three different school communities that will have to be pulled together for this particular School Improvement Team but, as Mrs. Robinson indicated at the meeting on 10/17, River Terrace will definitely have representation in this process. I am working with the DCPS facilities team (who works regularly with DGS) to move things forward - and as we have more information - we'll be sure to update the group.

Sincerely,

Burnell

Burnell E. Holland III
Manager
Office of Family and Public Engagement

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T (202) 442-5041
E burnell.holland3@dc.gov

From: Diana Onley-Campbell [mailto:dcampbell1@starpower.net]
Sent: Wednesday, October 31, 2012 7:02 AM
To: Robinson, Josephine B. (DCPS)
Cc: Rosa Lee; Dianne Hampton; Johnny Gaither; Joanne Prue; Daniel del
Hello, Ms. Robinson. I've heard that Mr. Gaither has not gotten information on next steps regarding River Terrace School, following the community's acceptance of the Chancellor's proposal for new use of the building. As you can imagine we are anxious to move the process forward and carry out the community's interests in the best, most informed way.

As soon as you can please provide us with information about next steps and any follow up you've completed regarding the concerns raised at the meeting on the 17th. Also, if there is something that we need to do to expedite things please let us know.

Thanks so much. Diana Onley-Campbell

The Nine: A Global Spiritual Resource for Kids
https://sites.google.com/site/the9forkidseverywhere/

Grade.DC.gov has expanded!
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Thanks again.  Diana Onley-Campbell
Hi Ms. Onley-Campbell,

Thank you for reaching out. Mrs. Robinson and I are going to make sure that you, Mr. Gaither, and the rest of the River Terrace community representatives have all of the information regarding next steps as soon as it is available. Please keep in mind that, with respect to the development of the School Improvement Team (SIT), the Department of General Services (DGS) assumes the role of lead agency. DCPS has reached out to DGS concerning the River Terrace consolidation and we're working on getting things moving - I believe they have been pretty preoccupied with Hurricane Sandy over the last week but we will connect with them as soon as we can.

Please note that it will take some time to get this process off the ground insofar as there are three different school communities that will have to be pulled together for this particular School Improvement Team but, as Mrs. Robinson indicated at the meeting on 10/17, River Terrace will definitely have representation in this process. I am working with the DCPS facilities team (who works regularly with DGS) to move things forward - and as we have more information - we'll be sure to update the group.

Sincerely,
Burnell

Burnell E. Holland III
Manager
Office of Family and Public Engagement

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T (202) 442-5041
E burnell.holland3@dc.gov

From: Diana Onley-Campbell [mailto:dcampbell1@starpower.net]
Sent: Wednesday, October 31, 2012 7:02 AM
To: Robinson, Josephine B. (DCPS)
Cc: Rosa Lee; Dianne Hampton; Johnny Gaither; Joanne Prue; Daniel del Pielago
Subject: River Terrace SIT follow up

Hello, Ms. Robinson. I’ve heard that Mr. Gaither has not gotten information on next steps regarding River Terrace School, following the community’s acceptance of the Chancellor’s proposal for new use of the building. As you can imagine we are anxious to move the process forward and carry out the community’s interests in the best, most informed way.

As soon as you can please provide us with information about next steps and any follow up you’ve completed regarding the concerns raised at the meeting on the 17th. Also, if there is something that we need to do to expedite things please let us know.
Thanks so much.  

Diana Onley-Campbell

The Nine: A Global Spiritual Resource for Kids
https://sites.google.com/site/the9forkidseverywhere/

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Now you can grade the DC Public Library, Police, Fire and EMS, the Office of Unified Communications (311/911) and the Office on Aging.
Check out www.grade.dc.gov today.
Hi Anthony,

I realize the list of schools identified for closure are only suggestions. But are there any that DCPS will definitely transfer to DGS? If so, it is best to get these schools under DGS for the 2014 budget. Otherwise the schools will remain in the DCPS inventory and require a MOU to DGS for the cost of operating. I’m not sure you are able to identify any such schools but to the extent you can we can make changes to the budget now. Our internal DGS deadline for changes to the ‘14 budget is November 28th. Let me know your thoughts.

Thanks,

Althea O. Holford
Department of General Services
2000 14th Street NW, 8th Floor, Washington DC 20009
desk 202.478.2428 | fax 202.727.9877
e-mail althea.holford@dc.gov | website www.dgs.dc.gov

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Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Help 9-1-1 Save Your Life!
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Inform first responders in advance!
Management Team Retreat  
June 21, 2012

AGENDA

1. Introduction/Expectations for Day (LMR) (9:00 a.m. to 9:15 a.m.)

2. ERS – Review of High Schools (PW) (9:15 a.m. to 11:00 a.m.) - See Attached PPT
   - The essential question they explore is: What are the highest priority school design changes and resource reallocations necessary for DCPS to achieve Strat Plan goals across the current HS portfolio and to work to fundamentally shift the distribution of student need over time?
   - We think there is a critical set of decisions the system will have to make in the next few years around high school strategy and resulting resource reallocation. These slides tell that story and recommend a set of actions that we think are the minimum actions the district would have to take to reach its Strat Plan goals.
   - As with last time, we are relying on you to come to Thursday’s session having reviewed these materials and are hoping to spend most of our time having a discussion focusing on two questions:
     i. What are your big takeaways with respect to high school resource use?
     ii. What does this mean for the big changes the district will have to undertake to meet its strategic goals?

3. DC CAS Investigation (PW/CS) (11:00 a.m. to 11:45 a.m.)

4. Closing (Close at Noon)
Thank you to all. I plan to attend as well to discuss the future use of River Terrace. I look forward to hearing from Deputy Mayor Wright and the community.

Regards,

Councilmember Yvette M. Alexander
Ward 7
John A. Wilson Building
1350 Pennslyvania Avenue NW
Suite 400
Washington, DC 20004
(202) 724-8068-Office
(202) 741-0911-Fax

Good morning Mr. Wright,

I hope that you are well. As stated in your March 13, 2012 email response below, I am writing to ascertain the status of your inquiry to Chancellor Henderson and DCPS staff on the usage of the River Terrace Elementary School (RTES) for FY12/13 and beyond. The proposed June 2012 closing date is rapidly approaching. The River Terrace Elementary Committee and community leaders have recommended viable alternatives in writing and testimony to closing this renovated facility to DCPS representatives, our city officials and elected officials. Unfortunately, plans have move ahead without consistent and full community engagement.

I remind you again that the River Terrace Community Organization (RTCO) meets every 3rd Wednesday at the RTES at 34th and Dix Streets, NE at 6:30pm. Johnny Gaither, RTCO president is copied in this email for your convenience.
Thank you for facilitating follow up to this critical issue facing our River Terrace community. We await your formal response and look forward to meeting with you soon.

Dianne Hampton, Member
River Terrace Elementary School Committee

The Chancellor and her team are considering various potential education-related/community uses for the building. To my knowledge no final decision has been made about the future use of the site; I will inquire with DCPS about the timing and process for reaching a decision.

DW

Join Mayor Gray's One City ♠ One Hire - 10,000 Jobs Campaign
♠ Putting District Residents Back to Work ♠ One Hire at a Time♠
Learn more at http://onecityonehire.org

From: Dhampt@aol.com <Dhampt@aol.com>
To: Wright, De'Shawn (EOM)
Cc: Thompson, Joshua (EOM); ce_culver@hotmail.com <ce_culver@hotmail.com>; dcampbell1@starpower.net <dcampbell1@starpower.net>; wareesmajeed@yahoo.com <wareesmajeed@yahoo.com>; jgai2001@yahoo.com <jgai2001@yahoo.com>; joanneprue@verizon.net <joanneprue@verizon.net>; daniel@empowerdc.org <daniel@empowerdc.org>; Dhampt@aol.com <Dhampt@aol.com>; rlpat8535@gmail.com <rlpat8535@gmail.com>; adrian.hasty@ferc.gov <adrian.hasty@ferc.gov>; lawrence.jordan@csosa.gov <lawrence.jordan@csosa.gov>; Rosarlee47@aol.com <Rosarlee47@aol.com>; bsgarnett26@gmail.com <bsgarnett26@gmail.com>; rlott@fcc.gov <rlott@fcc.gov>; ydbing@hotmail.com <ydbing@hotmail.com>; cherise@tekcomics.com <cherise@tekcomics.com>
Sent: Mon Mar 12 18:05:03 2012
Subject: Re: River Terrace Elementary School - Second Email

Good afternoon Deputy Mayor Wright,

I am writing as follow up to my March 5, 2012 email request to you regarding the River Terrace Elementary School's impending closure in June 2012. As I indicated in the earlier email below, leaders and residents living in the River Terrace neighborhood have been told repeatedly by city officials that you have specific plans for the usage of the building, which is a primary community entity. It is my hope the facility will continue to be a viable educational resource for our youth and families.

I would like to remind you again, the River Terrace Community Organization (RTCO) monthly meeting is  Wednesday, March 21, 2012 at 6:30pm. Should you choose this venue to communicate with our community, please notify Johnny Gaither, President, RTCO at  jgai2001@yahoo.com as well as, in your response to my email.

Your consideration to this request is paramount to our community.

Thank you,
Dianne Hampton, River Terrace Resident and
Member, River Terrace School Committee
202-399-2660 ph/fax
dhampt@aol.com email

Dear Deputy Mayor Wright,
We are residents of the River Terrace Community. With the impending closure of our neighborhood elementary school in June 2012, we are writing to schedule a meeting to explore alternatives and ascertain your plans for the future of this community resource. Other city officials have repeatedly told us that you have specific intentions for the building. We are sure you can understand that we would rather hear directly and officially from you, as to what your intentions and goals for the building are during this critical juncture that will determine the fate of our community.

It should be noted the River Terrace Community Organization (RTCO) meets the 3rd Wednesday of every month from 6:30 p.m. to 8:30 p.m., at the Elementary School, 34th & Dix Streets, NE. We encourage you to come and speak with our entire community in the immediate future. Alternatively, should you wish to entertain our small group that has been working diligently to keep the school open, we would be more than happy to avail our schedules to meet at your convenience.

This is a watershed moment for our community and we are committed to attaining the most positive outcome possible for River Terrace that is beneficial to the education, growth and development of our children. Please feel free to contact Dianne Hampton with your preference. Her email address is provided below in the partial list of Committee members. We look forward to hearing from you soon.

Thank you for your consideration to our request.

River Terrace Elementary School Committee

Cinque Culver culver.ce@gmail.com

Diana Onley-Campbell dcampbell1@starpower.net

Dianne Hampton dhampt@aol.com

Warees Majeed wareesmajeed@yahoo.com

Cc: Johnny Gaither, President, RTCO

Joanne Prue, Commissioner, ANC 7D04

DCPS 013479
Cool. We can try to get her the calendar info early next week.

Sent from my iPhone

On May 15, 2012, at 3:05 PM, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov> wrote:

Hi Jonetta –

On the retirement question, from an initial analysis, there are approximately 16 individuals with hire years of 1982 and older, making them eligible. This estimate is based on hire date only. Detailed analysis of contributions into the Teachers’ Retirement Plan would speak to breaks in service and changes in classification, and this would affect the amount of service credit and number of individuals eligible.

We don’t have the other detailed information you would like on the school closings ready yet, and the same goes for the Chancellor’s calendar. I’m sorry that you are disappointed by this. As I’ve said, it takes significant staff time to turn around these requests, when our staff already have their plates full. I look forward to getting you the information when it is available.

Best,
Melissa

Hi Melissa:

Thanks for this partial information. As I mentioned I needed the school closing data today. I can't, for the life of me, understand why this information isn't available, given it happened four years ago, and Chancellor Henderson was intimately involved in the process.

As for the teachers' retirement, you may recall, I asked how many teachers you were anticipating would be eligible for this specific benefit. It is only available for excessed teachers who have served 20 years and were rated effective or highly effective. So how many teachers would meet that criteria?

Let me ask the question this way: You have a list of 333 excessed personnel for this school year. If you were implementing that feature of the contract, how many teachers on this current excessed list would be eligible?
Finally, I am not going to submit a FOIA after waiting more than two weeks to get the scheduling information. I have not asked for every meeting the Chancellor attended. I asked for the meetings with community/school groups. I thought I asked for the past year—not 18 months. But either way, I won't start all over because someone in the chancellor's office has decided to make it difficult, hoping I would withdraw the request. If I have not received the information when I am ready to write about this, I will simply recount in my column what has occurred with this request.

best,
jonetta

jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: outstanding requests
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Mon, May 14, 2012 5:06 pm
To: <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>

Hi Jonetta –

When DCPS consolidated and closed schools, we made sure each school had an art, music and a physical education teacher. We ensured all schools had instructional coaches. We also supplied wrap around services including social workers and school psychologists to ease challenging transitions for students. I expect to have more detailed information but that will take a little more time.

As for the Chancellor's schedule, if you'd like to submit a FOIA request, I'm happy to connect you with the person who can help facilitate that request. It remains our goal to be transparent—your request takes time because it means going through every hour of every day for the past 18 months. We will continue to work on it but it will not be done by this week.

You also asked about the retirement option. Many, if not most, of our calculations and budgeting are based on formulas. In anticipation of reaching an agreement with the WTU on the early retirement option, we budgeted for this in our FY13 budget based on the number of expected teachers who would be eligible for the early retirement option. To arrive at an accurate budget, we estimated those who would be eligible to choose this option from past year's excessing data. The retirement is a separate option than the $25,000 option.

Please let me know if there is anything else you need.

Best,
Melissa
Hi Melissa:

You agreed to provide me a date when you would have information about the chancellor's schedule. If I don't get the information this week--it's been more than two weeks since I made this request--then I will have to file a formal complaint in the mayor's office. This is technically a violation of the city's FOIA and certainly against the administration's claim of transparency.

As for the school closings, I really need that information today. I think you saw my deadline is today COB. I expected you to get back to me Friday. Tomorrow will be too late. I asked for this information two weeks ago as well. If I don't receive the information by deadline, I will not in the column that I made the request of the Chancellor who said she would get back to me. I made the request of you and you said you would get back to me. I did not receive any information from either of you. I hope you will work hard to satisfy the request.

While I write a column, I still have deadline that must be met.

best,
jonetta

jonetta rose barras
 Columnist, Washington Examiner
 publisher, jonettarosebarras.com

P.O.Box 21570
 Washington, D.C. 20009
 202.640.0301

Walking in truth requires courage; are you up for the task?
Thanks for checking in – hope you had a nice weekend. I’ve made a request for the information about closings, after we clarified on Friday more specifically what it was that you wanted. I will let you know tomorrow where that it is.

As for the Chancellor’s calendar, we continue to go through it to cull together the list that you want. It is incredibly time consuming and we don’t have the staff to be able to turn it around quickly. I’m sorry it’s taken longer than you expected. We will continue to work on it.

I also expect an answer to clarify your retirement question shortly and I’ll send that over as soon as I have it.

Thanks,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Monday, May 14, 2012 1:42 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (OOC); jonetta@jonettarosebarras.com
Subject: outstanding requests

Hi Melissa:

There are some outstanding issues to which you have not fully responded. I had asked for a report on investments DCPS officials made during the last round of school closings. There was a promise of more resources. What has happened.

Also, you were to provide me a date when you would have the information regarding the Chancellor’s community and other meetings. Please know that as we enter week three, your response has taken longer than allowable under DC’s FOIA.

I am on a 5PM deadline. I appreciate your efforts to meet it.

best,
jonetta

jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?
Sent from my iPhone

Begin forwarded message:

From: <richard.whitmire@gmail.com>
Date: May 7, 2012 5:12:23 PM EDT
To: "Henderson, Kaya \(OOC\)" <Kaya.Henderson@dc.gov>
Subject: Re: One more thing....
Reply-To: <richard.whitmire@gmail.com>

All great points...thx

-----Original Message-----
From: Henderson, Kaya (OOC)
To: Richard Whitmire
Subject: One more thing....
Sent: May 7, 2012 4:50 PM

Richard,
I had one more thought that I forgot to share.

School closings and chartering authority are one kind of reform initiative. In fact, the adoption of the common core standards, the roll out of a completely new curriculum, the alignment of teacher professional development, the rollout of a five-year strategic plan that everyone in town feels excited about, a $10 million grant program to incentivize innovation around time, talent and technology, those are the reform initiatives we've undertaken in the last year alone at DCPS. If you only measure school reform by how many schools you close and how many charters you open, then you can say reform has slowed down. But if you measure school reform by what is actually changing in classrooms, then I would say that school reform is moving just as fast, if not faster, than it was under Michelle.

What was necessary in 07-08 is very different than what is necessary in 11-12 for DCPS to be successful. We are finally able to focus on what's happening in classrooms thanks to some of the tremendous work that we accomplished over Michelle's tenure. But different times call for different measures.

Sent from my iPhone

Sent from my Verizon Wireless BlackBerry
Richard,
I had one more thought that I forgot to share.

School closings and chartering authority are one kind of reform initiative. In fact, the adoption of the common core standards, the roll out of a completely new curriculum, the alignment of teacher professional development, the rollout of a five-year strategic plan that everyone in town feels excited about, a $10 million grant program to incentivize innovation around time, talent and technology, those are the reform initiatives we’ve undertaken in the last year alone at DCPS. If you only measure school reform by how many schools you close and how many charters you open, then you can say reform has slowed down. But if you measure school reform by what is actually changing in classrooms, then I would say that school reform is moving just as fast, if not faster, than it was under Michelle.

What was necessary in 07-08 is very different than what is necessary in 11-12 for DCPS to be successful. We are finally able to focus on what's happening in classrooms thanks to some of the tremendous work that we accomplished over Michelle's tenure. But different times call for different measures.

Sent from my iPhone
Classy.

Sent from my iPhone

On May 4, 2012, at 1:16 PM, "Anderson, Thomas (DCPS)" <thomas.anderson@dc.gov> wrote:

Hello Ms. Parks,

Thanks for expressing your concerns to me. Please be assured that there have been many changes that were being implemented prior to our meeting and a stronger push after we met. Some items I cannot share in regards to specific students and/or personnel. It is my intent to support HD Woodson HS in every way possible to be a world-class school.

I do recognize that there are many areas in which we can grow - we have begun progress in that direction. During our meeting I shared that, and I am sure you agree, true change does not occur instantly as we did not get into this situation overnight. I ask for your patience and identify the areas that are improving as there has been progress.

Regarding the Parent Resource Room, I agree that access should be granted and that it should benefit the students. It seems as though there are some adult conflicts that are clouding the time and attention that needs to be spent educating our student. I am confident that if you speak with Dr. Whittle about access to the room it will be granted. There should be a schedule of when it will be used as to avoid future conflicts.

Per our meeting I stated that I would follow-up on the key items that we discussed as they impacted the overall school. Please let me know what specifically has not been addressed and I will makes sure communicate with you.

Your dedication to HD Woodson HS and the community is appreciated and you are an asset.

Have a great weekend,

Thomas Anderson
Instructional Superintendent, Cluster X
Office of the Chief of Schools

District of Columbia Public Schools
Eliot-Hine MS
1830 Constitution Ave., NE
Washington, DC 20002
T 202-939-5290
E Thomas.anderson@dc.gov
W dcps.dc.gov
Hello Mr. Anderson,

I hope all is well. I am writing to you because I still find myself in a place where I have no answers regarding my concerns that I talked with you about on April 18, 2012.

Because some of the parents share my concerns, we have decided to take our grievances public. I do regret that we weren't able to come to an amicable solution for the Seniors here at H.D. Woodson, but hopefully if we air our concerns, we won't have to go through the same issues NOT being addressed in the years to come. We as parents believe that we have done all we could do to be heard, and although you've met with me, although Ms. Sarah Johnson tried to help in regards to the Parent Resource Center at the School and although Ms. Yvette Alexander responded saying that she received my email and hoped that the issue(s) had been resolved, no change has come about.

Now, because I am not merely a constant complainer, I do want to point out that there was an issue at the school last week in which my daughter was involved, but by the time I arrived at the school, Mr. Byrd had readily handled the situation to my satisfaction. What I can't understand is why these little terrorists are allowed to continuously come back into the school. There has been several incidents in which the same group of girls are causing chaos and starting fights and jumping people and by all means necessary, I will allow my child to defend herself to the best of her ability.

As mentioned during our meeting, I happen to a parent who does NOT have a problem child. In fact, she has just received a $30,000 Presidential Scholarship to attend college. It's students like my child who deserves to be known by the Principal. It boggles my mind how you can have students on the Honor Roll and on the Principal's List, yet the Principal doesn't have a clue who these students are... neither by name, nor by sight.

My child graduates in June, but this is my neighborhood school in which we are desperately trying to establish close community/school ties with a high rate of parent engagement. Therefore, just because my child happens to be leaving for college soon, it doesn't mean that the problems I've addressed will disappear. They need to be addressed and resolved. They are not. Parents still do not have access to the Parents Resource Center and as I told you about the meeting regarding one of the Seniors Fundraising Projects, for the second time I had to meet with a Parent who is currently having trouble getting some feedback from the school, I had to meet with her in the front lobby because the door to the Parent Resource
Center was again locked during the middle of the school day.

We wish to invite you all to a panel meeting with the press and will keep you posted as to the day and time. We are hoping that we can finally have this meeting in the Parents Resource Center here at H.D. Woodson but will host it in one of our homes if we need to.

Thank you again for meeting with me back in April, but again, it's now May and I have heard absolutely nothing from no one in regards to the issues that I have experienced this School Year.

Sincerely,

R. Brown-Parks

From: "Anderson, Thomas (DCPS)" <thomas.anderson@dc.gov>
To: Rossalyn Parks <rossalynparks@yahoo.com>
Sent: Wednesday, April 18, 2012 2:43 PM
Subject: RE: Woodson HS Parent Resource Center

Hello Ms. Parks,

It was very nice meeting with you. I appreciate your candor and your patience regarding the issues. I will follow-up about the pool so thank for sharing the date. Regardless of the answer I will share the outcome with you and the reason if there is an issue with the use of the pool.

Have a good evening,

Thomas Anderson
Instructional Superintendent, Cluster X
Office of the Chief of Schools

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Washington, DC 20002
T 202-939-5290
D 202-730-1517
E Thomas.anderson@dc.gov
W dcps.dc.gov

-----Original Message-----
From: Rossalyn Parks [mailto:rossalynparks@yahoo.com]
Sent: Wednesday, April 18, 2012 2:06 PM
To: Anderson, Thomas (DCPS)
Subject: Re: Woodson HS Parent Resource Center

Mr. Anderson.
Thank you for meeting with me today in regards to my issues & concerns with H.D. Woodson and with Dr. Whittle. It was certainly a pleasure meeting you and finally being heard. I am so very sorry to have taken up so much of your time, but again, had my concerns/requests been addressed when they first arisen, we wouldn't have needed to meet in the first place.

Before I end, I am still not certain why the students (Seniors in particular), I am not certain why we taxpayers paid for a swimming facility that can't/isn't being used. We never clarified whether or not the graduating Seniors will be allowed to use the pool from 4 to 6 pm on Friday May 18th. Finals end on the 17th of May and that would be a great way to end such a stressful week.

Thank you again for your time & attention to these matters.

R. Brown-Parks (202) 710-3433
Good Morning Mr. Anderson,

Thank you so very much for such a speedy reply.

Let me be perfectly frank with you, if I may. Yes, by all means, gaining access to the Parents Resource Center is a definite issue, however, I am just as frustrated at not being able to have my inquiries/requests addressed. I feel as though I am being ignored and my concerns are of no value here. My emails and phone calls go unanswered, the school hosts an unfriendly and unprofessional atmosphere (which I spoke of in the beginning, as well as throughout the school year), and there is a visible lack of support from the school. I love what I do Mr. Anderson... no
pay and all. I have a genuine interest in these students, in this school, with the parents and with my community. I'm not here from 9 to 5 waiting for a paycheck from DCPS. I'm here first as a parent and secondly because I love being here, as I previously mentioned.

It is quite understood Mr. Anderson, that many events and functions go outside of the scope of position descriptions, but how in the world do we expect our children to comprehend the importance of "giving back" to the community and to the less fortunate if the very people that they spend their days with lacks interest in doing the same with them (the students). Other than sporting events, very little is supported in this school by faculty & staff. Parents and students can't possibly take us seriously if our leaders don't. We work with children who are in need of our attention and our support. They need to know that their efforts to remain on positive plateaus aren't going unnoticed.

At the Ward 7 Candidates Forum last evening, it was mentioned that it was a crying shame how our leaders do not KNOW the children who are on the right path but they know every single thing there is to know about the children who are NOT doing what they are supposed to be doing. First of all, our children aren't given the opportunity to be heard. Yes, we had an assembly last month, but was that one assembly at the end of the year supposed to fix the social ailments of our kids after we have asked for monthly assemblies with a different theme each month? Maybe that would have worked, maybe not, but these pacifying fixes aren't working either, so maybe next school year the school and the school system will be more receptive to what it is that will most likely work for children who are either living in our community or who attends school in our community. We truly need to start with asking the students themselves what they think would work. Maybe if we engage them in telling us what they NEED from us, now want, but need from us, and then adopting ways to incorporate our resources into helping them achieve their goal(s), maybe then we'll be successful in ensuring that they have the academic and the social skills that they will need to be productive members of society. The students who do not get sent to the Behavioral Techs, the Principal and/or the Vice Principal are invisible. A lot of these kids work hard to remain on the right path. They should be KNOWN. In fact, ALL students in our Ward needs to be recognized and known. Also at that meeting, along with several other meetings, the topic of accountability arousr. My feelings are simply this, if it is difficult for me to briefly get your time and attention as a parent, how difficult is it for the students to get it? I can only imagine. I mention accountability because the principal needs to monitor what goes on in his school and address it in a timely manner but DCPS needs to monitor how well the principal is monitoring his school. It's certainly not good business savvy for me to hear from DCPS on an issue but not the principal. Again, the wrong message is being sent to me as a parent. I challenge DCPS, Chancellor Henderson and the Councilwoman to do regular pop up visits and monitor what's going on in not only Woodson, but all of the schools. Only then can everyone be held accountable for the failure of our school system and not just one person, because then, no matter what the principal is doing or not doing, it would be painfully obvious to the public that the Higher Ups aren't watching. Just stick them in a brand new structure (bldg) and forget they are there, huh? Or better yet, stick them on 55th Street and let them do as they wish. Let them ignore the parents, the students and the community. That's what
it feels like to "some" of us parents.

Moving on, on March 9, I had a fundraiser for the Class of 2012 because they lack the funds to go on a Senior Trip. The fundraiser was in the form of a stage play. I collaborated with Bowie State on the Production of "The Evolution of a Struggle" and the Woodson Senior Class profited every cent of the proceeds. Although our students did not perform in the play because of time restraints, the play did feature our Gospel Choir. I advertised to the community, to the parents and to the school for a little over a month. The turn out wasn't half of what I expected it to be, but the play was great. I received great reviews and the community came out to support it by the family loads. Most of our children in our community had never seen a live stage play because they are so expensive, however, we were able to bring a wholesome play to the community via HD Woodson's brand new auditorium. I was able to ask 6th District to patrol the area frequently to ensure the safety of our guests that night, so even they pitched in for community support. Tickets were $5 for adults, $3.50 for Senior Citizens and $3 for students. Students, community and Candidates of Ward 7 came out, but not one red penny came from the faculty/staff of HD Woodson, nor from DCPS. What picture does that paint? All in all, with attendance and donations, we were able to raise $383.00.

I have worked with I.D.E.A. PCS since 2008 in the same capacity that I do here at Woodson. I founded and run a program at I.D.E.A. PCS called the S.O.A.R.S. (Serving Our Armed Retired Servicemembers) Program. It has been in existence for 2 consecutive school years thus far, and I, along with the JROTC Department and Cadets of I.D.E.A., visit the Armed Forces Retirement Home on the weekends to spend the day with the Assisted Living Veterans. We hosted their very first "Seniors Prom" in May of 2011 and will be hosting another one this coming May. I have students who are in excess of 100 community service hours but who still come out to support this program. The school is actively involved and encouraging. I say this to say, I offered to partner with Woodson in the beginning of the school year on this particular project and I offered to start a partnership using the Athletic Department of Woodson and the local Nursing Home (Deanwood Rehabilitative Center). It was my feeling that our community wholeheartedly supports Woodson's Athletic Department and the Athletic Department should give back to the community in some fashion. I held meetings with Mr. Scott of the Rehab Center and I've spoken to him via telephone and I reached out to the appropriate Woodson Staff, but I never had Woodson's backing on either project. I feel as though if you want to play on the teams, you have to give back to the community whether you have the graduation requirement of 100 hours or not. THAT'S how you make a difference and keep the community supporting the school.
We as a school is always beating the pavements asking for and begging for support/donations but then we fail to support our community. In Dr. Whittle's defense, however, he did sponsor a meal with some local families for Thanksgiving. That was a blessing to those families, I'm sure. But we need to defy the odds of our success and do a little more for our students and for our community. So you see Mr. Anderson, as parents need to be able to meet with the Principal or either our Vice Principals of our schools. Whether it is collectively on a monthly or quarterly basis, or on a "open door" policy, at least we will feel like we matter. I believe Dr. Whittle has an open door policy. How well that works for others, I'm not sure. I can say however, that his version of open door policy does not work well for me, and I'm a parent who happens to be in the school on a regular basis and for extended hours, so I can imagine a parent who has taken a day off from work to take advantage of this open door policy, only to have to wait for hours on end to steal 15 minutes of his time. I don't meet well with uninvited guests either, so speaking with him as he monitors the Cohorts program out in an open forum in front of others, or dropping by his office when others are present... no sir, that's not how I do business. I say this because after dropping in his office one day in early February, he had others present. Not sure if it was a meeting or not, but he motioned for me to come in. I only wanted to get permission to host a Seniors Event in the School's pool once they have finished their finals. So I came in and asked what I wanted in the presence of others. He said no, but went on to offer me an explanation. I was told that DPR hadn't given him a M.O.A (Memoranda of Approval). Thinking I was taking some initiative, I went to DPR. I was simply trying to assist the Seniors in having some kind of "Fun Day" strictly for them. We have a brand new pool in this school that isn't being utilized that has been paid for. They are the first graduating class of the S.T.E.M. school, I simply cannot comprehend what the issue was and to date, even though I recently asked for an update on the issue, I have not been updated on the status. The Seniors feel as though they don't have a voice and some of the class representatives asked me to get permission from Dr. Whittle for the event. The day after I asked Dr. Whittle for permission, people were gossiping around the school about me going to DPR as though I am a troublemaker of sorts. You must know if Dr. Whittle himself did not say anything to anyone regarding my requests, then someone who was present when I met with him did. Therefore, I wish not to use his open door policy. Sorry that I have taken up lots of your time, but had I been able to voice my concerns as they had arisen, then this missive would not have been so long in content/problems/issues &/or gripes. I trust that we can come to an amicable solution to these problems and I appreciate the fact that you did touch basis on the Parents Resource Center which originally how this all got started... by Dr. Whittle not responding to a general inquiry. I arrived at the school today. Again the office was locked. My luck was fortunate enough to have a faculty member a few feet away who happened to have the key, so I was let in immediately. Ok, well & good. Still, why is it being locked during the course of the school day ???
Thank you for your attention to these matters Mr. Anderson. Please enjoy your Spring Break/Weekend.

Ms. R. Brown-Parks

From: "Anderson, Thomas (DCPS)" <thomas.anderson@dc.gov>
To: rossalynparks@yahoo.com
Cc: "Whittle, Thomas (OAS)" <thomas.whittle@dc.gov>
Sent: Thursday, March 29, 2012 8:54 PM
Subject: Woodson HS Parent Resource Center

Hello Ms. Parks,

First, I want to apologize on behalf of Chancellor Henderson for the challenges you are experiencing with HD Woodson HS. I am the Instructional Superintendent that works with Woodson as well as several other high schools. From the email you shared with the Chancellor, my interpretation is that the primary issue is the access to the Parent Resource Center. Is that accurate? Also, in the past have you met with a member of the school’s administrative staff regarding this issue and if so can you share the outcome?

Ms. Parks, your dedication in working with the school is most appreciated. We want everyone to feel welcomed in all of our schools and I encourage you to continue being a positive influence on the HD Woodson HS community. Dr. Whittle and I will work with you to address and solve this issue so our students can continue receiving the benefits of your assistance.

Best regards,

Thomas Anderson

Instructional Superintendent, Cluster X

Office of the Chief of Schools

District of Columbia Public Schools
Would
Love to discuss more on Friday if that fits with your timeline.

Sent from my iPhone

On Apr 25, 2012, at 11:26 PM, "Jonathan Travers" <jtravers@erstrategies.org> wrote:

Thanks Kaya and Jason.

On the Aspen session: Understood on sitting tight on changes to teacher comp. I checked with Karen (who will be facilitating the session) and she thinks it will be helpful for Jason & Pete to share how DCPS has been thinking about teacher comp financing & sustainability to date and associated lessons learned (without going into planned changes). Would that be okay? And if so, should we work through Pete on prep/details?

On the IS session for 6/27-28: Really appreciate this feedback/question. I agree that this is the type of thing that we would ideally raise money independently to fully fund and could invite districts as an added perq of being an ERS-partner-on-the-move. The reality is that we’re only able to cover 15-30% of the costs of the session through internal funding, so we need to have districts cover the balance.

One point of clarification: our sense is that IS capacity around school design is a big gap for DCPS right now. You’re making a big investment in school supervision in terms of very low spans of control, but we’re not seeing evidence of IS’es engaging with principals or interacting with central functions in ways that are materially improving school resource use. At the end of the day, schools aren’t going to improve their designs in any kind of systemic way without changing the conversations, accountabilities and tools/data IS’es have to interact with schools. This came through to me in our analysis of elementary resource use and as I think you’ll see when we talk on Friday, comes through for middles as well.

Does this clarify? Happy to touch on it directly as you see fit.

Best,

JT
I agree on #1. We need to sit tight on changes until later in the summer.

Jason Kamras
Chief, Office of Human Capital

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1200 First Street, NE
Washington, DC 20002
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E jason.kamras@dc.gov
W http://dcps.dc.gov

From: <Henderson>, "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>
To: Jonathan Travers <jtravers@erstrategies.org>
Cc: "Weber, Peter (OOC)" <peter.weber@dc.gov>, Kristen Ferris <kferris@erstrategies.org>, Jason Kamras <jason.kamras@dc.gov>
Subject: RE:

JT
1. The changes to our teacher compensation system are part and parcel of IMPACT 3.0, which we continue to refine and aren’t announcing publicly until August. While I can appreciate that the Aspen CFO’s meeting is a safe space, given that some of this is a fairly significant departure from where we’ve been, it could be politically dangerous for this to dribble out without a supporting communications strategy, so I’m a little worried about presenting this to other folks in June. Happy to talk more. Jason or Pete, holler if I’m being paranoid or missing something on this one.

2. Honestly, I don’t exactly understand why we have to pay $10K to participate in a best-practice sharing endeavor, especially when we’re bringing some good ones to the table 😊! I’m open to learning more about this.

3. Very interesting. Is there some more information that I could have to think about before we talk?

Kaya Henderson
Chancellor

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From: Jonathan Travers [mailto:jtravers@erstrategies.org]
Sent: Tuesday, April 24, 2012 8:11 AM
To: Henderson, Kaya (OOC)
Cc: Weber, Peter (OOC); Kristen Ferris
Subject: Kaya-

Few things for your attention and feedback on. Let me know if I should set up a 15 min call later this week (or adding a few minutes to our time on Friday) to touch base directly on these:

1. DCPS Teacher Comp Models for Aspen CFO Mtg in June. Would you be amenable to Pete and Jason sharing LIFT and the other changes to your teacher comp system in the Aspen CFO network meeting on June 7 in Denver? With most of the districts somewhere in the process of developing new or modifying existing compensation structures, we think Pete and Jason engaging in a discussion with the CFOs on objectives (what are the changes you are trying to accomplish and why?), process (how did you develop and how are you thinking about sustainability?) and design (why did you choose the specific design features you did?) would be incredibly valuable to the other districts and would likely give the DCPS team some interesting feedback. We'd certainly be able to devote some resources to pulling together materials and talking points as Jason and Pete see fit.

2. IS School Design Retreat June 27-28. I sent you and Pete a note about this last week (attached as an FYI). Would really love for DCPS to have a team participate. Let me know if you need more on this or if I should engage with John D directly hoping to firm up district commitments by Wednesday of this week.

3. US Dept of ED Preliminary Thinking on District RTTT Karen and I had an interesting conversation with folks at the Dept of ED about current thinking about their District RTTT grant competition they intend to start this summer. They say their focus is going to be on personalized learning and improving productivity. There may be a big technology push to this but ultimately they're wanting to fund activities that help systems meet the unique needs of students more effectively or and more efficiently than current practice and that can scale across the system. Would love to talk briefly at some point about how this might play in DCPS in order to inform our feedback to them.

Jonathan Travers  Director
Education Resource Strategies
<image001.jpg>
1 Brook Street  Watertown, MA 02472
T: 617.607.8965  F: 617.607.8957
ERStrategies.org  jtravers@erstrategies.org

Rethinking Resources for Student Success
Explore School Budget Holdem to learn what's possible in tough times.
Sent from my iPhone

Begin forwarded message:

From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: April 25, 2012 5:06:53 PM EDT
To: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>
Cc: "Weber, Peter (OOC)" <peter.weber@dc.gov>
Subject: RE: Jonetta answers

More from Claudia for #2:

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With the new DC311 free smartphone app, reporting an issue to 311 is now easier than ever. Currently available in the iTunes App Store and in the Android Marketplace.
Learn more at www.ouc.dc.gov

From: Salmanowitz, Melissa (DCPS)
Sent: Wednesday, April 25, 2012 4:43 PM
To: Henderson, Kaya (OOC)
Cc: Weber, Peter (OOC)
Subject: Jonetta answers

Chancellor - Here is my portion of the Jonetta answers. Let me know if you want any more on the parent engagement piece. We might also need to change the verb tense if you want this coming from you. I think it’s written now as if it is coming from me.

***

1. The names of school/parent groups with whom you have personally met over the past year? (Angie working on this)

2. A description of the DCPS student/family recruitment strategy. As I recall, under your predecessor, the system was airing radio ads and running bus ads. I have not heard or seen any in the last year.

- The Office of Family and Public Engagement exists to inform and educate families and communities around DCPS priorities and create opportunities for them to contribute meaningfully to them. There are a number of initiatives in place that support this mission including parent leader academic network calls (PLAN). PLAN calls offer up-to-date information about upcoming initiatives, policy changes and events that impact schools to parent leaders across the district. Additionally, support through technical assistance and training is provided to ensure local school advisory team (LSAT) parent leaders engaged in the budget process at their respective schools. Lastly, the office takes the lead on hosting a series of education town hall meetings called State of the Schools, an opportunity for the public to engage with the Chancellor and speak to her about their questions about schools in their ward.
As we work with parents through these and other initiatives, we are also investing in supporting our school with student recruitment. Every year we choose between 12 - 15 school to participate in a recruitment initiative. Many of these schools represent our hidden gem or up-and-coming schools. These schools have strong leaders, good programs, and are performing on an upward trajectory. We work closely with these schools to add capacity and expertise in recruiting students. We bring in experts to help them develop a social media profiles (Facebook, Twitter, website), and professional marketing materials. We leverage our internal media office to get them spotlighted as much as possible. We also work with principals to develop a school level recruitment team that works to implement a variety of strategies to reach new families and get their name out in the community. All this is done in an effort to ensure their families return next school year and that they bring in new families and increase their enrollment.

3. Finally, you have indicated you want to close/consolidate schools. But at the same time, you have talked of creating charter schools. Why do you believe you don't have the authority, right now, to introduce radical or innovative structures for DCPS?

The chancellor's goal is to have as many tools as possible at her disposal to make sure that we can provide excellent, innovative schools for all students. There is no one approach that can accomplish this. We want to work with our current teachers and staff to provide new opportunities included extended day for our kids. We need to right-size the district’s schools, which means we want to close schools that are underperforming and under-enrolled and open new schools that will meet our students need and attract new students to the district. We want to explore the opportunity to create charter schools where innovative leaders can take advantage of some DCPS strengths including our academic plan while not being bound by other requirements. By having a bigger toolbox, and using all the tools we can at our disposal, we increase our ability to serve kids.
Helpful. Thanks.

Sent from my iPhone

On Apr 9, 2012, at 5:17 PM, "Rinkus, Christopher (DCPS)" <christopher.rinkus@dc.gov> wrote:

It's difficult to do an apples-to-apples for medium-size schools between FYs because we changed the definitions, meaning in FY12, a med school was 250 to 500, in FY13, a med school is 300 to 600. We spend less per student at the 11 schools with between 500 and 600 students, so it dilutes the per pupil spend for FY13.

An actual apples-to-apples can be this:

- In FY12, at a school with between 300 and 600 students, we spent $10,411 on average per student. For FY13, at our schools with between 300 and 600 students, we will spend $10,493 per student, which is an increase of $82 per student. If you consider the 28,000 students that are enrolled in our 68 medium-sized schools, that increase of $82 per student represents an investment of over $2.3M in our medium-size schools.

Pls let me know if that helps or if I should go back to drawing board

On Apr 9, 2012, at 4:44 PM, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov> wrote:

With help from Chris Rinkus and team (I'll put a printed copy on your desk).

Detail:
In FY12 (current school year), our definition of a "small school" was a school with fewer than 250 students. We operated 31 small schools, mainly at the elementary level, although notably including four middle schools (Shaw MS with 109 students, Ron Brown MS with 181 students, MacFarland MS with 185 students, and Johnson MS with 248 students.) The average enrollment of these schools was 180 students.

Of these schools, River Terrace ES, which was projected to enroll 124 students this year, was proposed and accepted for closure for next school year.

In FY13, we've updated the definition of a small school to be any school with fewer than 300 students. This puts us on track to operate 52 small schools in FY13. The average enrollment of these schools for FY13 is 216 students.

Small schools receive the lowest allocation in our Comprehensive Staffing Model (CSM); however, since all schools regardless of size share a similar overhead (including school principal, instructional coach, social worker, school psychologist, Art or Music Teacher, etc.), we end up spending significantly more per student at our small schools, and these resources far outweigh what we actually receive in funding for these students. Unlike a strict per-student funding formula, the benefit of a funding model is that it allows us to guarantee a standard level of service at all schools, regardless of size. However, it ultimately means we spend more to support students at our small schools, at the expense of resources for our medium- and large-size schools.

In FY12, we spent on average $13,251 per student at a small school (fewer than 250 students.)

In FY13, we are planning on spending an average of $12,447 per student at a small school (fewer than 300 students.) The decrease in per-pupil spend at small schools between FYs can be primarily attributed to increasing the threshold from 250 to 300 and broadening the universe of schools. At our very smallest middle schools (Shaw and MacFarland), we are spending more than $17,000 per student. At our smallest elementary schools (Davis and Drew), we are spending more than $12,000 per student.

In FY12, the average per student spend at our medium-size schools (a school between 250 and 500 students) was $10,523, or over $2,700 less than the per student spend at a small school.

In FY13, the average per student spend at our medium-size schools (a school between 300 and 600 students) is planned to be $10,493. This is about $1,900 less than the per student spend at a small school.

Conclusions:
We spend dramatically more at small schools because all schools share same overhead to guarantee minimum level of service, and that is expensive.

In the upcoming year, we’re going to spend about $1900 less per student at a medium size school when compared to a small school. This gap is actually closing when compared against the current fiscal year, largely as a result of our efforts to find parity between our schools' spending across different sizes.

We want to reward our schools that continue to grow and to ensure that they receive the appropriate resources.

We recognize that small schools are, by nature, expensive to operate.

We fully fund Special Education services and English Language Learner (ELL) services regardless of school size, which can affect resource allocation but also guarantees our highest need students receive appropriate service regardless of their school's size.

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Monday, April 16, 2012 District of Columbia Official Holiday Parade, Festival, Fireworks
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From: Henderson, Kaya (OOC)
Sent: Monday, April 09, 2012 4:08 PM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: Statement/thoughts on librarians

Thx

Kaya Henderson
Sent from my IPad

On Apr 9, 2012, at 3:41 PM, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov> wrote:

Yes, I'll pull that together now.

From: Henderson, Kaya (OOC)
Sent: Monday, April 09, 2012 3:41 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Weber, Peter (OOC)
Subject: Re: Statement/thoughts on librarians

Thanks. I'm going to use this as an opportunity to talk about small schools, the need to close schools.
Can you get me some info on the avg spend/kid at a small school vs. a medium sized school?

Sent from my iPhone

On Apr 9, 2012, at 3:19 PM, "Salmanowitz, Melissa \(DCPS\)" <melissa.salmanowitz@dc.gov> wrote:

In these tough budget times, we have to make tough budget choices. Our decision to eliminate the allocation for a librarian at our smallest schools was not made easily. We know the importance of school librarians and the role of literacy at our schools. We intend to keep our libraries open and running, using creative solutions through community partnerships to help staff the libraries. We will also continue to rely on our partners, like Target, FedEx and others who help keep our libraries vibrant, and our parents and volunteers who help make a real difference in the absence of librarians.

Melissa Salmanowitz
Press Secretary, Office of Communications

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
Desk: 202.535.1096
Cell: 202.578.1264

E melissa.salmanowitz@dc.gov
W dcps.dc.gov
@dcpublicschools

DCPS 013504
Here's what's crazy. We're cutting small schools, but still spending even less on medium size schools in 13 than we did in 12??????

Kaya Henderson
Sent from my iPad

On Apr 9, 2012, at 4:44 PM, "Salmanowitz, Melissa \(DCPS\)" <melissa.salmanowitz@dc.gov> wrote:

With help from Chris Rinkus and team (I'll put a printed copy on your desk).

**Detail:**

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Subject: Coffee w/Chancellor & Daniel Holt, Parent - Brent ES
Location: Ted's Bulletin - 505 8th Street, SE

Start: Mon 3/19/2012 9:30 AM
End: Mon 3/19/2012 10:30 AM

Recurrence: (none)
Organizer: Henderson, Kaya (OOC)

-----Original Message-----
From: Holt, Daniel [mailto:DanieI.Holt@mail.house.gov]
Sent: Friday, March 09, 2012 2:43 PM
To: Williams-Skelton, Angela (OOC)
Subject: RE: Ward Six Middle Schools

Angela --

Yes, that works for me. I will meet the Chancellor at Ted's Bulletin at 9:30 on March 19.

If you need to reach me my mobile telephone number is 202-225-0898.

Thanks, have a great weekend!

Best,
Daniel

-----Original Message-----
From: Henderson, Kaya (OOC)
Sent: Thursday, March 08, 2012 5:56 PM
To: Williams-Skelton, Angela (OOC)
Subject: FW: Ward Six Middle Schools

Pls schedule a 45 minute coffee for me and Mr. Holt in the next few weeks at Ted's Bulletin. Thanks.

Kaya Henderson
Chancellor

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12th Floor
Washington, DC  20002
T 202.535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

-----Original Message-----
From: Holt, Daniel [mailto:Daniel.Holt@mail.house.gov]
Sent: Thursday, March 08, 2012 5:10 PM
To: Henderson, Kaya (OOC)
Subject: RE: Ward Six Middle Schools

Chancellor --

Thank you for your note.

I would like to meet with you for coffee - you name the time and place and I will be there.

Should I contact your scheduler?

Best,

Daniel Holt

-----Original Message-----
From: Henderson, Kaya (OOC) [mailto:Kaya.Henderson@dc.gov]
Sent: Wednesday, March 07, 2012 7:37 PM
To: Holt, Daniel
Subject: RE: Ward Six Middle Schools

Mr. Holt,

First, I want to apologize tremendously that I'm just responding to your email. I read it in its entirety upon receipt, but knew I couldn't attend the meeting. I apologize for not at least responding that I wouldn't be able to attend.

I've thought really long and hard about the issues you raise in your email and what I'd really like to do is have a discussion with you. Any chance we could schedule a coffee sometime in the next few weeks?

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202.535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

-----Original Message-----
From: Holt, Daniel [mailto:Daniel.Holt@mail.house.gov]
Sent: Friday, February 10, 2012 5:21 PM
To: Henderson, Kaya (OOC)
Subject: Ward Six Middle Schools

Chancellor Henderson --
Happy Friday, I hope you are doing well. This is Daniel Holt from Brent ES and I want to share a few items with you.

********************************************************************
(1) I apologize for sending you an e-mail a few months ago inviting you and others to a meeting at Brent regarding middle schools. I should have been more thoughtful in sending the Chancellor the widely distributed note and I am sorry. You have my strong support and I want to work with you.

********************************************************************
(2) Middle schools are still the single biggest issue for many at Brent and in Ward Six. The Ward Six MS plan has not turned the tide, and many are ready to abandon it. Hill parents have recently been organizing living room get-togethers aimed at creating consensus around the issue, and we have yet to gain traction moving forward. In fact, the issue has become increasingly acrimonious, and Hill communities are fractured - even toxic - because of the MS issue. I was at a difficult four hour meeting last night and it ended badly with parents down about the prospects of MS. Here are some ideas being thrown around:

OPTION #1 - Due to the overcapacity of Ward Six middle school seats at Jefferson (Jeff), Eliot Hine (EH) and Stuart Hobson (SH), one or two middle schools must close. For example, SH has the strongest cohort, but with its limited capacity, and its C+ reputation, SH could be moved to EH before an ill-planned modernization squanders $30 million in funds better used at EH or Jeff. SH is an actually elementary building being retrofitted into a middle school with limited capacity. SH represents an impediment to the success of EH or Jeff, and moving SH to EH would provide better facilities without wasting $30 million to create another (inferior) middle school facility a mere 8 blocks away. Moving SH into EH would unify Capitol Hill. Currently the community is divided, with resentment over SH grabbing scarce modernization funds in a zero sum game with EH and Jeff. Further, the Cluster school is large, but mostly non-Capitol Hill families. Lastly, it is my estimation that the political downside you face in closing SH would be compensated by an enormous upside by creating a real solution for many more Capitol Hill families.

OPTION #2 - Magnet program at EH? Other? We are at loss for other ideas . . .

I live in Southwest and think Jeff can make a great Ward Six middle school. Yet, after advocating on its behalf for two years, I have concluded that Capitol Hill families will not consider it - Southwest is just not on their radar and Jeff won't engender the loyalty that EH would.

The key issue is cohort. Chancellor, you must collect ALL Capitol Hill/Ward Six families and send them to one school in order to create a critical mass and sense of direction. There are not enough of us to spread across three schools. Please use your leadership and create a Deal-like school with 900 students at EH.

********************************************************************
(3) You are invited to attend a meeting at Brent.

MONDAY, February 20 at 7:00PM (President's Day) Brent Elementary - 301 North Carolina Ave, SE
* We expect three dozen Brent and Ward Six parents.
* The meeting is being widely publicized.

If you are unable to attend, I would like to encourage you to send a member of your staff.

I have reached out to Kelly Young, Amanda Alexander and Mark King about this matter.

********************************************************************

Best,

Daniel Holt
Parent - Brent Elementary
202-225-0898
**Subject:** Meeting w/Chancellor & Cathy Reilly re: HS Budgets  
**Location:** Chancellor's conference room  
**Start:** Wed 3/14/2012 3:30 PM  
**End:** Wed 3/14/2012 4:00 PM  
**Recurrence:** (none)  
**Organizer:** Henderson, Kaya (OOC)

---

From: Cathy Reilly [mailto:cathy.p.reilly@verizon.net]  
Sent: Monday, March 12, 2012 12:45 PM  
To: Williams-Skelton, Angela (OOC)  
Subject: Re: High School budgets and the IFF

That would be great, thank you, Cathy

From: Henderson, Kaya (OOC)  
Sent: Wednesday, March 07, 2012 6:24 PM  
To: Cathy Reilly  
Cc: Williams-Skelton, Angela (OOC)  
Subject: RE: High School budgets and the IFF

Cathy,

I’m aware of the issue with the neighborhood high schools. The size of the schools and the significant losses of students in the enrollment count makes for a difficult funding scenario. We are working as diligently as we can to be creative about how to best support these schools in light of the circumstances, but to be honest, we have limited options.

I’m happy to talk with you, though I wouldn’t be able to do it until the end of next week. My assistant, Angela, can be in touch to schedule a time to meet.

Kaya

Kaya Henderson  
Chancellor  
District of Columbia Public Schools  
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Washington, DC 20002  
T 202 535-1581  
E kaya.henderson@dc.gov  
W dcps.dc.gov

From: Cathy Reilly [mailto:cathy.p.reilly@verizon.net]  
Sent: Wednesday, March 07, 2012 8:05 AM  
To: Henderson, Kaya (OOC)  
Subject: High School budgets and the IFF

Dear Kaya,  
I spoke at length to John Davis last week before I had seen the high school budgets. The increase in the teacher pupil ratio, the rise in employee costs and the low projections at a number of campuses has created a crisis. It is my sense that...
there will be a large turnout at the Mayor's budget hearing on Thursday evening. I am afraid these budget challenges coupled with the pending IFF meetings and the defacto label of failed for 6 of the 10 neighborhood high schools is derailing the investment and opportunity that has started with the high school modernizations. I would welcome a conversation with you as soon as possible, Thank you, Cathy
From: Jack McCarthy [mailto:jmccarthy@appletreeinstitute.org]
Sent: Wednesday, February 15, 2012 9:23 AM
To: Henderson, Kaya (OOC)
Cc: DeGuzman, Anthony D. (OOC); Williams-Skelton, Angela (OOC)
Subject: Re: Standing by...

Dear Kaya--

Thanks for agreeing to talk.

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* AppleTree's instructional program is proven effective for preparing children for kindergarten.
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We're very sensitive to DCPS's interest in building enrollment. Through conversation, we really think we can persuade you that this idea is really good for kids, good for Amidon and good for DCPS--as well as good for AppleTree.

I look forward to hearing from Angela.

Thanks,

Jack

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Jack,

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Angela, please find time for Mr. McCarthy to come in next week to meet with Anthony and me about Amidon-Bowen.

Thanks.

Kaya Henderson
Chancellor

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Cc: DeGuzman, Anthony D. (OOC)
Subject: Standing by...

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Does this mean that there will never be an opportunity to present the case why it would really benefit you, Navy Yard and Southwest Waterfront families and DCPS to work with us as a turnaround partner at Amidon?

I was just calling to personally share with you that while I have tremendous respect for the quality program that Appletree runs, I just don't see how an expansion would benefit Amidon-Bowen.
I asked to meet with you to show you the data so could quickly appreciate how an infusion of children at the normative range in language, vocabulary, early literacy skills, early match skills and the key social/emotional skills aligned with success in school would begin to change the failed culture at Amidon.

You're running a great program now, and the Appletree families aren't choosing Amidon-Bowen, so I'm not sure how additional Appletree classrooms would change that.

You'll never know unless you meet us to provide you with an explanation of how that would change to Amidon's and DCPS's benefit.

We educate the same families you do from Greenleaf Gardens and James Creek in Southwest. We also attract middle and upper income families because of the quality of our program. Our outcomes with the Greenleaf and James Creek families are dramatically different from the outcomes families from those developments achieve at Amidon's program. We have 300 families in Ward 6 that are competing for charter slots. If Amidon was getting better, and families trusted that it was going to continue getting better, AppleTree families would gladly attend.

I saw ten former Southwest AppleTree parents at a "meet and greet" with Kwame Brown last night. If you'd like me to assemble them so you could hear a focus group reinforce this message, I'd be happy to do so.

You have a major opportunity to "reset" and "re-brand" Amidon for all of the families in the Navy Yard/Southwest Waterfront neighborhood with Modernization this year. We attract those families as well as the most under served and they evaluate us strongly.

Working with AppleTree as your feeder program would provide you with the trusted brand in the neighborhood to lead families back into Amidon—if there is a real turnaround plan. This could be a three to four year plan to remake the school for the new Navy Yard/Southwest Waterfront neighborhood.

Katherine Bradley and Mike Harreld both expressed interest in supporting this. Pam Cantor from Turnaround Schools was in Coral Gables last week. She's City Bridge's key non-profit grantee and is very interested in participating in and supporting the project. This could be a big "win" for you as a positive, innovative response to the IFF report.

Between new leadership, updated facilities, strong programmatic changes, and extensive community collaboration, we believe that Amidon is finally on the right track toward turnaround. There is much more to be done, but we are working hard.

I'll respectfully disagree based on our ongoing communication with 80 families in the neighborhood that are completely frustrated by the continuing decline of Amidon. Have you looked at the most recent data? Have you looked at our data? We're educating the very same kids with dramatically different outcomes?

I'm sure you already know that the trailers near Van Ness elementary which temporarily housed the Capitol Hill Day School will be available for the coming year, as CHDS relocates to their renovated facility. Perhaps that's an option for you to consider to support your expansion plans.

We could accomplish so much working together, Kaya, and I find it hard to accept that you can't find the time to give this the serious consideration it deserves.

In any event, we are committed to honoring the terms of the current lease agreement, through the end of school year 2012-2013. As you know, Amidon-Bowen will undergo modernization activities this summer. Anthony will be your point of contact in managing the transition.

I've also asked Principal Miller, Instructional Superintendent Alexander, and Anthony, our COO, to figure out ways to work more constructively and collaboratively with AppleTree. As co-habitants in the same building, we should be able to work together in a more cooperative manner.

Kaya, the indignities that our parents have experienced, contribute directly to Amidon's bad reputation in the neighborhood. I respectfully submit that telling 80 Southwest families that they are no longer welcome at their neighborhood school—along with the frustration of the new parents moving in to the Navy Yard/Southwest Waterfront is likely to create more problems for you than it will solve.
I really, really urge you to reconsider, look at the data, and consider the considerable benefits that could accrue to kids, the school and DCPS's outcomes by working together.

This should be such an easy win, that would provide the school with additional resources, an immediate boost of enrollment from kids ready to thrive, and a public relations boost when it could be enormously helpful.

Again, my apologies for not being able to connect last week, but I wanted you to hear directly from me on this issue.

Can we please meet to review the case for partnership?

Thanks, Jack.

Kaya Henderson
Sent from my IPad

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Managing Director
AppleTree Institute for Education Innovation
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Thanks, Angela.

That date and time works for me.

With appreciation,

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Subject: Meeting w/Chancellor (Anthony) & Mr. McCarthy, AppleTree Institute re: Amidon-Bowen
Location: Chancellor's conference room

Start: Wed 2/22/2012 2:00 PM
End: Wed 2/22/2012 2:30 PM

Recurrence: (none)

Organizer: Henderson, Kaya (OOC)

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Location: Chancellor's conference room

Start: Wed 2/22/2012 2:00 PM
End: Wed 2/22/2012 2:30 PM

Recurrence: (none)

Organizer: Henderson, Kaya (OOC)

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End: 2/22/2012 2:30 PM

Recurrence: (none)

Required Attendees: DeGuzman, Anthony D. (DCPS); Williams-Skelton, Angela (DCPS-OOC)

Resources: Chancellor's conference room

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Chancellor
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Washington, DC 20002
T 202.535-1581
E kaya.henderson@dc.gov
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Sent: Tuesday, February 14, 2012 12:48 PM
To: Henderson, Kaya (OOC)
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Managing Director  
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Subject: HOLD//Meeting w/Chancellor (Anthony) & Mr. McCarthy, AppleTree Institute re: Amidon-Bowen

Location: Chancellor's conference room

Start: 2/22/2012 2:00 PM
End: 2/22/2012 2:30 PM

Recurrence: (none)

Required Attendees: DeGuzman, Anthony D. (DCPS); Williams-Skelton, Angela (DCPS-OOC)

Resources: Chancellor's conference room

From: Jack McCarthy [mailto:jmccarthy@appletreeinstitute.org]
Sent: Wednesday, February 15, 2012 9:23 AM
To: Henderson, Kaya (OOC)
Cc: DeGuzman, Anthony D. (OOC); Williams-Skelton, Angela (OOC)

Subject: Re: Standing by...

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Thanks, Angela.

That date and time works for me.

With appreciation,

Jack

On Wed, Feb 15, 2012 at 9:43 AM, Williams-Skelton, Angela (OOC) <angela.williams-skelton@dc.gov> wrote:

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  • AppleTree's research-based model of professional learning communities, which incorporates vertical planning, lesson study, and ongoing data review and analysis, would fit well in a school partnership, allowing preschool teachers to work meaningfully to share best practices with their elementary colleagues.

• AppleTree and Amidon benefit from a full partnership.

  • AppleTree gains the opportunity to impact more students for two full program years. Data demonstrate that children with two program years of AppleTree benefit more, almost double, than children with one school year at AppleTree.
  • AppleTree and Amidon teachers get the opportunity to work collaboratively to best the needs of children across grades and programs.
  • With planning, proactive communication, and a commitment to continuous improvement and true partnership, Amidon gains the opportunity to increase and solidify its enrollment with children who are ready to learn, having acquired the cognitive, academic, and social-emotional foundations needed for school. The partnership and communication will increase parent interest and involvement in keeping their children at Amidon for elementary school.

We're very sensitive to DCPS's interest in building enrollment. Through conversation, we really think we can persuade you that this idea is really good for kids, good for Amidon and good for DCPS--as well as good for AppleTree.

I look forward to hearing from Angela.

Thanks,

Jack

On Tue, Feb 14, 2012 at 7:16 PM, Henderson, Kaya (OOC) <Kaya.Henderson@dc.gov> wrote:

Jack,
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Angela, please find time for Mr. McCarthy to come in next week to meet with Anthony and me about Amidon-Bowen.

Thanks.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202-535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Jack McCarthy [mailto:jmccarthy@appletreeinstitute.org]
Sent: Tuesday, February 14, 2012 12:48 PM
To: Henderson, Kaya (OOC)
Cc: DeGuzman, Anthony D. (OOC)
Subject: Standing by...

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Working with AppleTree as your feeder program would provide you with the trusted brand in the neighborhood to lead families back into Amidon—if there is a real turnaround plan. This could be a three to four year plan to remake the school for the new Navy Yard/Southwest Waterfront neighborhood.

Katherine Bradley and Mike Harreld both expressed interest in supporting this. Pam Cantor from Turnaround Schools was in Coral Gables last week. She's City Bridge's key non-profit grantee and is very interested in participating in and supporting the project. This could be a big "win" for you as a positive, innovative response to the IFF report.
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I'll respectfully disagree based on our ongoing communication with 80 families in the neighborhood that are completely frustrated by the continuing decline of Amidon. Have you looked at the most recent data? Have you looked at our data? We're educating the very same kids with dramatically different outcomes?

I'm sure you already know that the trailers near Van Ness elementary which temporarily housed the Capitol Hill Day School will be available for the coming year, as CHDS relocates to their renovated facility. Perhaps that's an option for you to consider to support your expansion plans.

We could accomplish so much working together, Kaya, and I find it hard to accept that you can't find the time to give this the serious consideration it deserves.

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I've also asked Principal Miller, Instructional Superintendent Alexander, and Anthony, our COO, to figure out ways to work more constructively and collaboratively with Appletree. As co-habitants in the same building, we should be able to work together in a more cooperative manner.

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Can we please meet to review the case for partnership?

Thanks, Jack.

Kaya Henderson

Sent from my IPad

On Feb 9, 2012, at 11:02 AM, "Jack McCarthy" <jack_mccarthy@mac.com> wrote:

Jack McCarthy
Managing Director
AppleTree Institute for Education Innovation
415 Michigan Avenue, NE
McCormick Pavilion, 3rd Floor
Washington, DC 20017
(202) 488-3990 Telephone
(508) 294-6099 Cell Phone
(202) 488-3991 Facsimile

Sent from my iPhone.

--
Jack McCarthy
Managing Director
AppleTree Institute for Education Innovation
415 Michigan Avenue, NE
AppleTree Institute won a US Department of Education Investing in Innovation ("i3") grant for its Every Child Ready project. Read more at: www.appletreeinstitute.org.

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From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Tuesday, February 14, 2012 9:36 PM
To: DeGuzman, Anthony D. (DCPS)
Cc: Williams-Skelton, Angela (DCPS-OOC)
Subject: Re: Standing by...

Nope.

Kaya Henderson
Sent from my IPad

On Feb 14, 2012, at 9:30 PM, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov> wrote:

Do you want Danielle Ewen there too? It may help from a straight pedagogy standpoint.

Anthony

From: Kaya Henderson <kaya.henderson@dc.gov>
Date: Tue, 14 Feb 2012 19:16:19 -0500
To: Jack McCarthy <jmccarthy@appletreeinstitute.org>
Cc: Anthony deGuzman <anthony.deguzman@dc.gov>, "Williams-Skelton, Angela (DCPS-OOC)"
<angela.williams-skelton@dc.gov>
Subject: RE: Standing by...

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Angela, please find time for Mr. McCarthy to come in next week to meet with Anthony and me about Amidon-Bowen.

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Kaya Henderson
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E  kaya.henderson@dc.gov
W dcps.dc.gov
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From: Jack McCarthy [mailto:jmccarthy@appletreeinstitute.org]
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Cc: DeGuzman, Anthony D. (OOC)
Subject: Standing by...

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From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Saturday, February 11, 2012 11:50 AM
To: Lujan, Claudia (DCPS)
Subject: Fwd: Ward Six Middle Schools

Have these people forgotten how much money we spent on their last set of ideas?

Sent from my iPhone

Begin forwarded message:

From: "Holt, Daniel" <Daniel.Holt@mail.house.gov>
Date: February 10, 2012 2:20:36 PM PST
To: "Henderson, Kaya (DCPS-OOC)" <Kaya.Henderson@dc.gov>
Subject: Ward Six Middle Schools

Chancellor Henderson --

Happy Friday, I hope you are doing well. This is Daniel Holt from Brent ES and I want to share a few items with you.

*******************************************************************************
(1) I apologize for sending you an e-mail a few months ago inviting you and others to a meeting at Brent regarding middle schools. I should have been more thoughtful in sending the Chancellor the widely distributed note and I am sorry. You have my strong support and I want to work with you.

*******************************************************************************
(2) Middle schools are still the single biggest issue for many at Brent and in Ward Six. The Ward Six MS plan has not turned the tide, and many are ready to abandon it. Hill parents have recently been organizing living room get-togethers aimed at creating consensus around the issue, and we have yet to gain traction moving forward. In fact, the issue has become increasingly acrimonious, and Hill communities are fractured - even toxic - because of the MS issue. I was at a difficult four hour meeting last night and it ended badly with parents down about the prospects of MS. Here are some ideas being thrown around:

OPTION #1 - Due to the overcapacity of Ward Six middle school seats at Jefferson (Jeff), Eliot Hine (EH) and Stuart Hobson (SH), one or two middle schools must close. For example, SH has the strongest cohort, but with its limited capacity, and its C+ reputation, SH could be moved to EH before an ill-planned modernization squanders $30 million in funds better used at EH or Jeff. SH is an actually elementary building being retrofitted into a middle school with limited capacity. SH represents an impediment to the success of EH or Jeff, and moving SH to EH would provide better facilities without wasting $30 million to create another (inferior) middle school facility a mere 8 blocks away. Moving SH into EH would unify Capitol Hill. Currently the community is divided, with resentment over SH grabbing scarce modernization funds in a zero sum game with EH and Jeff. Further, the Cluster school is large, but mostly non-Capitol Hill families. Lastly, it is my estimation that the political downside you face in closing SH would be compensated by an enormous upside by creating a real solution for many more Capitol Hill families.
OPTION #2 - Magnet program at EH? Other? We are at loss for other ideas . . .

I live in Southwest and think Jeff can make a great Ward Six middle school. Yet, after advocating on its behalf for two years, I have concluded that Capitol Hill families will not consider it - Southwest is just not on their radar and Jeff won't engender the loyalty that EH would.

The key issue is cohort. Chancellor, you must collect ALL Capitol Hill/Ward Six families and send them to one school in order to create a critical mass and sense of direction. There are not enough of us to spread across three schools. Please use your leadership and create a Deal-like school with 900 students at EH.

************************************************
(3) You are invited to attend a meeting at Brent.

MONDAY, February 20 at 7:00PM (President's Day) 
Brent Elementary - 301 North Carolina Ave, SE
* We expect three dozen Brent and Ward Six parents.
* The meeting is being widely publicized.

If you are unable to attend, I would like to encourage you to send a member of your staff.

I have reached out to Kelly Young, Amanda Alexander and Mark King about this matter.

************************************************

Best,

Daniel Holt
Parent - Brent Elementary
202-225-0898

Join Mayor Gray at the One City Summit on February 11, 2012
Let Your Voice Be Heard – Help the District become a more livable, vibrant, and inclusive city – for everyone.
Open to all DC residents
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So here’s the thing. I’m, a little conflicted about this. There’s nothing wrong with her testimony. And I don’t want folks to feel like we smack principals down when they want to represent their school (since the public gets to freely misrepresent whatever they want about the school). I actually think that if we helped her develop a much stronger testimony, it could be a good opportunity to make a really strong public statement about the great things happening and Amidon and she could even issue a challenge to the surrounding community (read: Van Ness) to throw in and support the school instead of trying to run away from it.

What do you think?

The other thing that comes to mind, though, is when principals want to testify and we don’t support them, what do we do? If Lynn Main, for example, signed up to testify, we’d want to put the kibosh on that. And, if principals start testifying regularly, the councilmembers will feel like it’s ok for them to go to principals directly. Not good. Maybe I just talked myself out of this idea.

Here’s another one. Can a strong parent at Amidon testify instead of Izabella with testimony that we help to write, talking about the great things going on there, and challenging the community to get with us? Or, could I include Izabella (and maybe one or two other principals) as a co-testifier with me as an example of some of the work already underway in the schools that the IFF study recommends for closure?

I looped Claudia and Anthony in for their perspectives as well.

Thoughts?

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
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Washington, DC 20002
T 202 635-1681
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Izabela Miller (SHS) [mailto:izabela.miller@dc.gov]
Sent: Wednesday, February 08, 2012 8:58 AM
To: Alexander, Amanda (DCPS-ES)
Cc: Henderson, Kaya (OOC); Davis, John L. (OOC); Sutton, Fonda (OOC)
Subject: Re: Today's Testimony

Dr. Alexander,
Thank you for talking to me this morning. I want to make you aware that I withdrew from testifying in front of the Board of Education.
I am attaching to this email one-page testimony with the points that I was going to make originally. I want to assure you that I wasn’t going to make any promises, or try to misrepresent DCPS in any way. My testimony
was meant to make the public and the board aware that we are implementing changes and working on closing
the achievement gap, unlike the claims that were made by some of the SW community members that stated
otherwise.

Thank you again.
Respectfully,
Izabela Miller

On Wed, Feb 8, 2012 at 5:59 AM, Alexander, Amanda (DCPS-ES) <amanda.alexander@dc.gov> wrote:
It was brought to the attention of the Chancellor that you are scheduled to testify. You did not made me aware
of this matter. Please call me immediately.

--
Izabela Miller, MEd
Principal
Amidon-Bowen Elementary School
401 I Street, SW
Washington, DC 20024
Phone: (202) 724-4867
Fax: (202) 724-4868
www.dcps.dc.gov/DCPS/amidon

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So here’s the thing. I’m, a little conflicted about this. There’s nothing wrong with her testimony. And I don’t want folks to feel like we smack principals down when they want to represent their school (since the public gets to freely misrepresent whatever they want about the school). I actually think that if we helped her develop a much stronger testimony, it could be a good opportunity to make a really strong public statement about the great things happening and Amidon and she could even issue a challenge to the surrounding community (read: Van Ness) to throw in and support the school instead of trying to run away from it.

What do you think?

The other thing that comes to mind, though, is when principals want to testify and we don’t support them, what do we do? If Lynn Main, for example, signed up to testify, we’d want to put the kibosh on that. And, if principals start testifying regularly, the councilmembers will feel like it’s ok for them to go to principals directly. Not good. Maybe I just talked myself out of this idea.

Here’s another one. Can a strong parent at Amidon testify instead of Izabella with testimony that we help to write, talking about the great things going on there, and challenging the community to get with us? Or, could I include Izabella (and maybe one or two other principals) as a co-testifier with me as an example of some of the work already underway in the schools that the IFF study recommends for closure?

I looped Claudia and Anthony in for their perspectives as well.

Thoughts?

Kaya Henderson  
Chancellor  
District of Columbia Public Schools  
1200 First Street, NE  
12th Floor  
Washington, DC 20002  
T 202 535-1581  
E kaya.henderson@dc.gov  
W dcps.dc.gov

From: Izabela Miller (SHS) [mailto:izabela.miller@dc.gov]  
Sent: Wednesday, February 08, 2012 8:58 AM  
To: Alexander, Amanda (DCPS-ES)  
Cc: Henderson, Kaya (OOC); Davis, John L. (OOC); Sutton, Fonda (OOC)  
Subject: Re: Today's Testimony

Dr. Alexander,  
Thank you for talking to me this morning. I want to make you aware that I withdrew from testifying in front of the Board of Education.  
I am attaching to this email one-page testimony with the points that I was going to make originally. I want to assure you that I wasn’t going to make any promises, or try to misrepresent DCPS in any way. My testimony
was meant to make the public and the board aware that we are implementing changes and working on closing
the achievement gap, unlike the claims that were made by some of the SW community members that stated
otherwise.

Thank you again.
Respectfully,
Izabela Miller

On Wed, Feb 8, 2012 at 5:59 AM, Alexander, Amanda (DCPS-ES) <amanda.alexander@dc.gov> wrote:
It was brought to the attention of the Chancellor that you are scheduled to testify. You did not made me aware
of this matter. Please call me immediately.

--
Izabela Miller, MEd
Principal
Amidon-Bowen Elementary School
401 I Street, SW
Washington, DC 20024
Phone: (202) 724-4867
Fax: (202) 724-4868
www.dcps.dc.gov/DCPS/amidon

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Sign up at www.onecitysummit.dc.gov
From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Monday, February 06, 2012 8:46 PM
To: Charles, Hassan (DCPS); Salmanowitz, Melissa (DCPS)
Cc: Weber, Peter (DCPS)
Subject: Fwd: Wash Post Oped

This is why we can't punt on me talking to Turque about the IFF study. We have to get out ducks in a row to say some things.

Sent from my iPhone

Begin forwarded message:

From: "Wright, De'Shawn (EOM)" <deshawn.wright@dc.gov>
Date: February 6, 2012 8:19:00 PM EST
To: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>, "Mahaley, Hosanna (OSSE)" <hosanna.mahaley@dc.gov>
Subject: Wash Post Oped

Fyi.

The Post's View
A grim report card on D.C. schools
By Editorial Board,
Monday, February 6, A NEW STUDY of the District's public schools has the teachers union bristling about jobs, defenders of traditional schools fearing further gains for charter schools and some neighborhoods worrying their schools will close. Getting short shrift are the 14,236 children in the 46 schools where learning is judged so abysmal that projections show little or no improvement over the next five years. At the current rate of improvement, it will be 2045 before 75 percent of D.C. students are at grade level in math and 2075 before they are at grade level in reading. That's unacceptable, and it is why we hope the information gleaned from this analysis will lead to new solutions.

The independent study, commissioned by Mayor Vincent C. Gray's administration, takes a supply-and-demand approach to public education. The Chicago-based nonprofit IFF examined traditional public and charter schools in each of the city's 39 neighborhood clusters and identified 10 communities with the greatest gap between student demand and supply of high-quality education. Not surprisingly, the greatest need for high-performing schools is in poor neighborhoods in Ward 7 and 8. Most top schools are in the northwest and central areas of the city.

The report makes a number of sensible suggestions: ensure that all classroom seats are filled in the high-performing schools; focus attention and resources on Tier 2 schools to get them to top-performing status; and close underutilized, outmoded and badly performing schools.

Clearly, the city is not about to close 46 schools overnight and, as Deputy Mayor for Education De'Shawn Wright stressed, the study is the starting point for coming up with solutions. Nonetheless, as

The Post's Bill Turque reported, pushback was almost immediate. Washington Teachers' Union President Nathan Saunders assailed the assault on traditional public education and the threat to public school jobs, while others attacked the use of test score data to judge a school's worth.

Doing things the way they have always been done helped contribute to a public education system in which fewer than half of students perform on grade level. School reforms started in the previous administration, and continued by Mr. Gray, have improved teaching and boosted student performance, but, as this report attests, the bulk of the work is still undone. Critical to this effort is better cooperation and more rational use of resources between charters and the public school system; the only criterion should be student success.
City officials, mindful of the turmoil when former chancellor Michelle A. Rhee closed schools, said any restructuring will not be made for at least a year. Mr. Gray is right to want to consult with affected communities in making informed decisions, but he also must be mindful that children stuck in failing schools don’t have a day to waste.

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We should simply send the Chairman's office the letter that Claudia is preparing for the community. If Lisa needs more of an explanation, set up a short call for her and Claudia.

Kaya Henderson
Sent from my IPad

On Feb 3, 2012, at 10:30 AM, "Sutton, Fonda \(OOC\)" <fonda.sutton2@dc.gov> wrote:

FYI

Fonda Sutton
Office of the Chancellor

202.442.5035 (desk)

202.321.2273 (cell)

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Sent from my iPhone

Begin forwarded message:

From: Maureen Flood <moflo95@yahoo.com>
Date: February 3, 2012 9:57:20 AM EST
To: "Brown, Kwame (COUNCIL)" <KBrown@DCCOUNCIL.US>, "Raymond, Lisa (Council)" <lraymond@DCCOUNCIL.US>
Subject: Concerns about SWS Expansion
Reply-To: Maureen Flood <moflo95@yahoo.com>
Dear Council Chairman Brown and Ms. Raymond,

I am writing to express my concerns about the proposal to move School Within a School ("SWS") out of Peabody Elementary for the coming 2012-2013 school year.

By way of background, I am a long-time resident of Capitol Hill. I have lived at 312 5th Street NE, across the park from Peabody, for more than 10 years. I bought my home in anticipation of the fact that my children would someday attend Peabody/SWS. Now that I have a 21-month-old daughter, I have a real stake in the future of that program.

My concerns about the proposed move fall into two categories: (1) process and (2) sustainability.


Simply stated, the SWS expansion proposal has not involved members of the Capitol Hill community, and more specifically, parents with children who are in-bounds for the Capitol Hill Cluster but don't yet attend school. Rather, this proposal has been vetted through cluster school meetings and list serve -- resources that I cannot access -- and meetings between a small set of current SWS parents and DCPS. DCPS and/or the expansion team have not held a single public meeting to discuss this proposal. Instead, at the first public meeting concerning this matter, which was held this past Monday, DCPS announced that it had already made the decision to move SWS out of Peabody and into temporary facilities for the 2012-2013 school year. Moreover, neither DCPS nor the expansion team parents publicized the meeting to the community at large -- many of us only heard about it because a parent concerned about expansion posted it on the Moms on the Hill listserve. It would have been very easy to include us in this discussion given that Capitol Hill is such a tight-knit community with many resources at its disposal (the MOTH listserve; the Hill Rag; the new Hill Center, etc.)

Process matters, and in this situation, the lack of transparency and the lack of process has undermined the credibility of the expansion effort. To many of us, it appears that small group of admittedly self-interested parents have "captured" DCPS. Those parents don't represent the interests of all stakeholders. I'm a lawyer, and in the law, courts often appoint a trustee to represent the interests of future beneficiaries because their interests might not be the same as (or might be in conflict with) the interests of current stakeholders. That is precisely the case here. The expansion team does not represent my interests, or the interests of other in-boundary parents in my position. We have a right to be heard before a decision is made.

I therefore ask you to encourage DCPS to delay the expansion for a year so that families who will be affected by the move have a meaningful opportunity to participate in the debate about the future of SWS. It may be that SWS expands and moves out of Peabody down the road; but that decision will at least seem legitimate, even if it still remains controversial, after a meaningful opportunity for parental input.
I do not understand why DCPS proposes to move SWS out of Peabody and into temporary facilities for the coming school year. If the goal is to move SWS to a "bricks and mortar" school on a long-term basis (a proposal that I don't necessarily oppose), why is DCPS going to move it to temporary classrooms next year? This seems particularly unwise -- and inconsistent with DCPS policy -- given DCPS's recent efforts to consolidate and close schools. Simply stated, if DCPS has empty bricks and mortar classrooms, why rent temporary classrooms for SWS? DCPS resources are limited and this seems like a waste of money. DCPS should move and expand SWS when a permanent facility become available. In other words, wait and move once rather than move next year and move twice.

Relatedly, I am concerned that the move to temporary facilities might place SWS in jeopardy on a long-term basis. I am heartened that this administration supports SWS. But administrations change, and it seems to me that a small, specialized school without a permanent home is going to be the first candidate for elimination at budget time.

Finally, this last-minute proposal to move SWS to temporary facilities in 2012-2013 creates a great deal of uncertainty concerning school boundaries, the relationship to the cluster, the lottery process, etc. Why rush? If DCPS is committed enough to expand SWS, why not leave it in place at Peabody for another year so that the administration, working with all of the families who will be affected, can develop a viable long-term plan for SWS? The "momentum" behind the move seems to be coming from a small group of parents with SWS kindergarteners who really want a SWS first grade next year. But the interests of a small, self-interested group of parents should not drive DCPS policy-making -- particularly when the proposed policy change will affect so many other families on Capitol Hill.

Thank you for your consideration.

Sincerely,

Maureen K. Flood
312 5th Street NE
(Mother to Corinne Violet Flood, born April 24, 2010)
We should simply send the Chairman's office the letter that Claudia is preparing for the community. If Lisa needs more of an explanation, set up a short call for her and Claudia.

Kaya Henderson
Sent from my IPad

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Fonda Sutton
Office of the Chancellor

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Date: February 3, 2012 9:57:20 AM EST
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My concerns about the proposed move fall into two categories: (1) process and (2) sustainability.


Simply stated, the SWS expansion proposal has not involved members of the Capitol Hill community, and more specifically, parents with children who are in-bounds for the Capitol Hill Cluster but don't yet attend school. Rather, this proposal has been vetted through cluster school meetings and list serve -- resources that I cannot access -- and meetings between a small set of current SWS parents and DCPS. DCPS and/or the expansion team have not held a single public meeting to discuss this proposal. Instead, at the first public meeting concerning this matter, which was held this past Monday, DCPS announced that it had already made the decision to move SWS out of Peabody and into temporary facilities for the 2012-2013 school year. Moreover, neither DCPS nor the expansion team parents publicized the meeting to the community at large -- many of us only heard about it because a parent concerned about expansion posted it on the Moms on the Hill listserve. It would have been very easy to include us in this discussion given that Capitol Hill is such a tight-knit community with many resources at its disposal (the MOTH listserve; the Hill Rag; the new Hill Center, etc.)

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2. Sustainability.

I do not understand why DCPS proposes to move SWS out of Peabody and into temporary facilities for the coming school year. If the goal is to move SWS to a "bricks and mortar" school on a long-term basis (a proposal that I don't necessarily oppose), why is DCPS going to move it to temporary classrooms next year? This seems particularly unwise -- and inconsistent with DCPS policy -- given DCPS's recent efforts to consolidate and close schools. Simply stated, if DCPS has empty bricks and mortar classrooms, why rent temporary classrooms for SWS? DCPS resources are limited and this seems like a waste of money. DCPS should move and expand SWS when a permanent facility become available. In other words, wait and move once rather than move next year and move twice.

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Thank you for your consideration.

Sincerely,

Maureen K. Flood
312 5th Street NE
(Mother to Corinne Violet Flood, born April 24, 2010)
Subject: Meeting w/Chancellor & Scott Pearson
Location: Chancellor’s conference room
Start: Mon 1/9/2012 1:30 PM
End: Mon 1/9/2012 2:30 PM
Recurrence: (none)
Organizer: Henderson, Kaya (OOC)

From: Scott Pearson [mailto:sdpearson@aol.com]
Sent: Thursday, January 05, 2012 7:24 PM
To: Williams-Skelton, Angela (OOe)
Subject: Re: Welcome and time to connect?

Yes I could meet at 130. Scott

From: Scott Pearson [mailto:sdpearson@aol.com]
Sent: Tuesday, January 03, 2012 5:33 PM
To: Williams-Skelton, Angela (OOe)
Subject: Re: Welcome and time to connect?

sure, that works. Should we meet in her office?

-----Original Message-----
From: Williams-Skelton, Angela (OOC) (OOC) <angela.williams-skelton@dc.gov>
To: sdpearson <sdpearson@aol.com>
Sent: Tue, Jan 3, 2012 3:21 pm
Subject: FW: Welcome and time to connect?

Mr. Pearson,

The Chancellor is available on January 9th at 5:30pm. Please let me know if that date and time will work for you.

Best,
Angela

From: Henderson, Kaya (OOC)
Sent: Tuesday, January 03, 2012 5:10 PM
To: Williams-Skelton, Angela (OOe)
Subject: FW: Welcome and time to connect?

I need an hour with this guy. Can you find time on the 9th or 10th? We need to meet before the IFF meeting on the 11th. We could even meet the morning of the 11th if that works.

Thanks.

Kaya Henderson
Chancellor
From: Scott Pearson [mailto:sdpearson@aol.com]
Sent: Tuesday, January 03, 2012 4:51 PM
To: Henderson, Kaya (OOC)
Subject: Re: Welcome and time to connect?

Got it. Let's definitely get together as soon as practicable. I start work Monday January 9 (and am out of town until Sunday night). Why don't you propose a few times. I'll move stuff around to make something work. Best, Scott

-----Original Message-----
From: Henderson, Kaya (OOC) (OOC) <Kaya.Henderson@dc.gov>
To: Scott Pearson <sdpearson@aol.com>
Sent: Tue, Jan 3, 2012 2:06 pm
Subject: RE: Welcome and time to connect?

Thanks, Scott. My understanding of the meeting on the 11th is that it's the meeting about the IFF study. That study will require quite a bit of conversation on our part, but we won't be able to have that conversation at that meeting. I'd also like to have some time, one-on-one, to hear about your priorities and to share mine. Totally up to you whether that happens before or after, but I think it's a must-do. The IFF release is going to require us both to make some comments and commitments about our respective sectors. I think it provides an opportunity to either continue business as usual between DCPS and the charter sector, or to demonstrate a different working relationship. My hope is for the latter, but it requires some one-on-one time between us.

Let me know how you'd like to proceed.

I'll e-introduce you to Pete.

Kaya

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Scott Pearson [mailto:sdpearson@aol.com]
Sent: Tuesday, January 03, 2012 2:35 PM
To: Henderson, Kaya (OOC)
Subject: Re: Welcome and time to connect?

Hi Kaya,

Thanks for your email. First of all, please call me Scott. You and I met briefly in the summer of 2009. I was interviewing with Michelle to replace Justin Cohen and they brought me by your office to meet briefly. I was super-impressed then and have continued to be a big fan. All to say, I'm really looking forward to working together.

I know my office is setting up something for us to get together on January 11. There may be a few other people there as well. I hope we also have the opportunity to chat and get together informally and I'm certainly happy to get together one on one if you'd like before or after the meeting on the 11th. You should also feel free to call me on my cell phone any time - 202-495-8722.
As an immediate opportunity, I believe we may have some shared perspectives on OSSE's draft ESEA waiver application. I've heard Pete Webber is the right person at DCPS to engage with. I don't know Pete. If you think it's appropriate, would you mind connecting us?

Thanks again for your note and I look forward to a great working relationship.

Best, Scott Pearson

On Jan 3, 2012, at 10:31 AM, "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov> wrote:

Mr. Pearson,

Happy new year and welcome to the public education thrill of DC! I hope you're excited to join in the important work we're doing here. I've heard great things about you from Jim Shelton, and am looking forward to meeting you.

To that end, I'm hoping we can schedule some time to meet very soon. I'm not sure when you begin, but there are a number of important conversations that I'd love to have with you before the whirlwind of your new role begins. Please let me know what works best for you, and I'll have my assistant get something on the calendar.

Congratulations and again, welcome.

Kaya Henderson

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 635-1581
E kaya.henderson@dc.gov
W dcps.dc.gov
From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Wednesday, May 16, 2012 6:40 PM
To: Wright, De'Shawn (EOM)
Subject: FW: River Terrace Community Organization Meeting - Wednesday, May 16@6:30pm
Attachments: RE: River Terrace Elementary School - Third Email

Can we discuss?

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Dhampt@aol.com [mailto:Dhampt@aol.com]
Sent: Monday, May 14, 2012 8:32 PM
To: jgai2001@yahoo.com
Cc: yalexander@dccouncil.us; Wright, De'Shawn (EOM); Henderson, Kaya (OOC); vincent.gray@dc.gov; kbrown@dccouncil.us; pmendelson@dccouncil.us; Howland, William (DPW); sandra.lee3@dc.gov; Lee, Sandra (EOM); cduffle@dccouncil.us; dcampbell1@starpower.net; ce_culver@hotmail.com; bsgarnett26@gmail.com; joanmonroestbeneditctory@yahoo.com; wanda jcarter1@verizon.net; rae176@msn.com; fosterdelano1@verizon.net; Delano.Foster@usdoj.gov; joshua.thompson@dc.gov; Majorvsh@aol.com; riott@fcc.gov; wareesmajeed@yahoo.com; joanneprue@verizon.net; daniel@empowerdc.org; ripat8535@gmail.com; adrian.hasty@ferc.gov; lawrence.jordan@csosa.gov; Rosariee47@aol.com; ehart@hunton.com; ydbing@hotmail.com; cherise@tekcomics.com; tommbrown1@yahoo.com; amin_muslim@sprint.blackberry.net; varickamez@verizon.net; jullette.w.smith@verizon.net; ladycpl@yahoo.com; Michellehallw@aol.com; forbes1265@comcast.net; japhoenix@yahoo.com; wseaward@yahoo.com; kcottman@dccadv.org; kalinwilliams@gmail.com; albertbig26@yahoo.com; jenniebug725@YAHOO.COM; cmartin429@verizon.net; fire.short@comcast.net; itsthehub@verizon.net
Subject: Fwd: River Terrace Community Organization Meeting - Wednesday, May 16@6:30pm

Johnny,

Per our conversation this evening, please see the emails below for your follow up. Since Wednesday, May 16th may be the last River Terrace Community Organization meeting at RT Elementary School before it closes in June, the community should have the opportunity to meet with city officials regarding the status of our school and neighborhood. Every member of the River Terrace community should be made aware of the meeting.

Thank you for your leadership,
Dianne

Thank you to all. I plan to attend as well to discuss the future use of River Terrace. I look forward to hearing from Deputy Mayor Wright and the community.

Regards,
From: Dhampt@aol.com [mailto:Dhampt@aol.com]
Sent: Tuesday, April 17, 2012 11:56 AM
To: Wright, De'Shawn (EOM)
Cc: joshua.thompson@dc.gov; bsgarnett26@gmail.com; Majorwsh@aol.com; ce_culver@hotmail.com; rlott@fcc.gov; dcampbell1@starpower.net; wareesmajeed@yahoo.com; jgai2001@yahoo.com; joanneprue@verizon.net; daniel@empowerdc.org; rlpat8535@gmail.com; adrian.hasty@ferc.gov; lawrence.jordan@csosa.gov; Rosarlee47@aol.com; ehart@hunton.com; ydbing@hotmail.com; cherise@tekcomics.com; tomnbrown1@yahoo.com; Alexander, Yvette (COUNCIL); Mendelson, Phil (COUNCIL); Brown, Kwame (COUNCIL); Gray, Vincent (EOM); Duffle, Celeste (COUNCIL); amin_muslim@sprint.blackberry.net; joanmonroestbenedictrectory@yahoo.com; varickamez@verizon.net; juliette.w.smith@verizon.net; ladycpj@yahoo.com; wandajcarter1@verizon.net

Subject: Re: River Terrace Elementary School - Third Email

Good morning Mr. Wright,

I hope that you are well. As stated in your March 13, 2012 email response below, I am writing to ascertain the status of your inquiry to Chancellor Henderson and DCPS staff on the usage of the River Terrace Elementary School (RTES) for FY12/13 and beyond. The proposed June 2012 closing date is rapidly approaching. The River Terrace Elementary Committee and community leaders have recommended viable alternatives in writing and testimony to closing this renovated facility to DCPS representatives, our city officials and elected officials. Unfortunately, plans have move ahead without consistent and full community engagement.

I remind you again that the River Terrace Community Organization (RTCO) meets every 3rd Wednesday at the RTES at 34th and Dix Streets, NE at 6:30pm. Johnny Gaither, RTCO president is copied in this email for your convenience.

Thank you for facilitating follow up to this critical issue facing our River Terrace community. We await your formal response and look forward to meeting with you soon.
Good afternoon Deputy Mayor Wright,

I am writing as follow up to my March 5, 2012 email request to you regarding the River Terrace Elementary School's impending closure in June 2012. As I indicated in the earlier email below, leaders and residents living in the River Terrace neighborhood have been told repeatedly by city officials that you have specific plans for the usage of the building, which is a primary community entity. It is my hope the facility will continue to be a viable educational resource for our youth and families.
I would like to remind you again, the River Terrace Community Organization (RTCO) monthly meeting is Wednesday, March 21, 2012 at 6:30pm. Should you choose this venue to communicate with our community, please notify Johnny Gaither, President, RTCO at jgai2001@yahoo.com as well as, in your response to my email.

Your consideration to this request is paramount to our community.

Thank you,
Dianne Hampton, River Terrace Resident and
Member, River Terrace School Committee
202-399-2660 ph/fax
dhampt@aol.com email

Dear Deputy Mayor Wright,

We are residents of the River Terrace Community. With the impending closure of our neighborhood elementary school in June 2012, we are writing to schedule a meeting to explore alternatives and ascertain your plans for the future of this community resource. Other city officials have repeatedly told us that you have specific intentions for the building. We are sure you can understand that we would rather hear directly and officially from you, as to what your intentions and goals for the building are during this critical juncture that will determine the fate of our community.

It should be noted the River Terrace Community Organization (RTCO) meets the 3rd Wednesday of every month from 6:30p.m. to 8:30 p.m., at the Elementary School, 34th & Dix Streets, NE. We encourage you to come and speak with our entire community in the immediate future. Alternatively, should you wish to entertain our small group that has been working diligently to keep the school open, we would be more than happy to avail our schedules to meet at your convenience.

This is a watershed moment for our community and we are committed to attaining the most positive outcome possible for River Terrace that is beneficial to the education, growth and development of our children. Please feel free to contact Dianne Hampton with your preference. Her email address is provided below in the partial list of Committee members. We look forward to hearing from you soon.

Thank you for your consideration to our request.

River Terrace Elementary School Committee
Greetings Mr. Howland,

It was certainly insightful listening to your presentation, learning about the Department of Public Works, and participating in the candid discussion at the RFK Stakeholders meeting on April 9, 2012. As you acknowledged, it takes cooperative efforts to keep our city and communities clean and representative of the Nation's Capital.

You clearly articulated the challenges you face as Director of DPW yet your commitment to our fair city and communities is apparent. I was impressed with your knowledge of the acute problems with dumping, litter, debris and enforcement in the River Terrace Community. I am reiterating my willingness work with you and the other community leaders present at the meeting, to develop effective strategies and implement plans to clean up our neighborhood.

Please see the email below that I sent to Sandra Lee, Ward 7 Liaison, the Executive Office of the Mayor on March 29, 2012. I am still awaiting a response from Ms. Lee and to receiving feedback on the assistance she can render to the River Terrace Community. As you know, it will take sustained collaborative, coordinated, inter-agency approaches to address the myriad of problems in the River Terrace neighborhood.

Thank you for your willingness to extend your efforts in the River Terrace Community and to attend our community organization; which takes place at every 3rd Wednesday of each month, when you have identified that you are free. Currently, we meet at 6:30 pm at the River Terrace Elementary School located at 34th and Dix Streets, NE. We look forward to hearing from you soon. Know how much your many years of dedicated service to our City is appreciated.

Peace and Blessings,
Dianne Hampton, Ward 7 Resident
River Terrace Homeowner
3358 Blaine Street, NE
Washington, DC 20019
202-399-2660
dhampt@aol.com
Hello Sandra,

It was good seeing you at the River Terrace Community Organization meeting earlier this month. As you can remember, I spoke to you personally about mice/rat infestation in River Terrace (RT) and conversations I had with several residents on Blaine Street, Eads Street, 33rd Street, 34th Place, and 34th Street, thus far. I was surprised to learn that some RT residents reported they have killed up to 10 mice inside of their home within the last 6 months to 1 year.

Calls have been placed to 311 to have yards inspected and at least one household at 3360 Blaine Street reported the DOH inspector came out and left a notice there was no sign of rats in the yard. River Terrace consists primarily of Row Houses providing ample opportunities for rodents run rampant from house to house.

Additionally, I would like to bring to your attention the Channel 4 News story today that reported on the Rat problem in North West DC. Given the River Terrace Community is isolated and is adjacent to the water, the rodent problem could reach epidemic portions this community.

I appeal to you in your capacity as Ward 7 Liaison in Office of Neighborhood Engagement to work closely with River Terrace residents, Dept. of Health, Executive Office of the Mayor, Dept. of Public Works, and other District Government Agencies to eradicate the RT rodent problem immediately. As the Channel 4 News story warned, the warm weather will further exacerbate the problem.

Thank you for your sincere consideration of my request on behalf of the River Terrace Community.

Dianne Hampton
River Terrace Resident and Homeowner
3358 Blaine Street, NE
Washington, DC 20019
202-399-2660
Thank you to all. I plan to attend as well to discuss the future use of River Terrace. I look forward to hearing from Deputy Mayor Wright and the community.

Regards,

Councilmember Yvette M. Alexander
Ward 7
John A. Wilson Building
1350 Pennsylvania Avenue NW
Suite 400
Washington, DC 20004
(202) 724-8068-Office
(202) 741-0911-Fax

Good morning Mr. Wright,

I hope that you are well. As stated in your March 13, 2012 email response below, I am writing to ascertain the status of your inquiry to Chancellor Henderson and DCPS staff on the usage of the River Terrace Elementary School (RTES) for FY12/13 and beyond. The proposed June 2012 closing date is rapidly approaching. The River Terrace Elementary Committee and community leaders have recommended viable alternatives in writing and testimony to closing this renovated facility to DCPS representatives, our city officials and elected officials. Unfortunately, plans have move ahead without consistent and full community engagement.

I remind you again that the River Terrace Community Organization (RTCO) meets every 3rd Wednesday at the RTES at 34th and Dix Streets, NE at 6:30pm. Johnny Gaither, RTCO president is copied in this email for your convenience.
Thank you for facilitating follow up to this critical issue facing our River Terrace community. We await your formal response and look forward to meeting with you soon.

Dianne Hampton, Member
River Terrace Elementary School Committee

The Chancellor and her team are considering various potential education-related/community uses for the building. To my knowledge no final decision has been made about the future use of the site; I will inquire with DCPS about the timing and process for reaching a decision.

DW

Join Mayor Gray’s One City • One Hire - 10,000 Jobs Campaign
“Putting District Residents Back to Work – One Hire at a Time”
Learn more at http://onecityonehire.org

From: Dhampt@aol.com <Dhampt@aol.com>
To: Wright, De'Shawn (EOM)
Cc: Thompson, Joshua (EOM); ce_culver@hotmail.com <ce_culver@hotmail.com>; dcampbell1@starpower.net <dcampbell1@starpower.net>; wareesmajeed@yahoo.com <wareesmajeed@yahoo.com>; jgai2001@yahoo.com <jgai2001@yahoo.com>; joanneprue@verizon.net <joanneprue@verizon.net>; daniel@empowerdc.org <daniel@empowerdc.org>; Dhampt@aol.com <Dhampt@aol.com>; rlpat8535@gmail.com <rlpat8535@gmail.com>; adrian.hasty@ferc.gov <adrian.hasty@ferc.gov>; lawrence.jordan@csosa.gov <lawrence.jordan@csosa.gov>; Rosarlee47@aol.com <Rosarlee47@aol.com>; bsgarnett26@gmail.com <bsgarnett26@gmail.com>; rlott@fcc.gov <rlott@fcc.gov>; ehart@hunton.com <ehart@hunton.com>; ydbing@hotmail.com <ydbing@hotmail.com>; cherise@tekcomics.com <cherise@tekcomics.com>

Sent: Mon Mar 12 18:05:03 2012
Subject: Re: River Terrace Elementary School - Second Email

Good afternoon Deputy Mayor Wright,

I am writing as follow up to my March 5, 2012 email request to you regarding the River Terrace Elementary School's impending closure in June 2012. As I indicated in the earlier email below, leaders and residents living in the River Terrace neighborhood have been told repeatedly by city officials that you have specific plans for the usage of the building, which is a primary community entity. It is my hope the facility will continue to be a viable educational resource for our youth and families.

I would like to remind you again, the River Terrace Community Organization (RTCO) monthly meeting is Wednesday, March 21, 2012 at 6:30pm. Should you choose this venue to communicate with our community, please notify Johnny Gaither, President, RTCO at jgai2001@yahoo.com as well as, in your response to my email.

Your consideration to this request is paramount to our community.

Thank you,
Dianne Hampton, River Terrace Resident and
Member, River Terrace School Committee
202-399-2660 ph/fax
dhampt@aol.com email

Dear Deputy Mayor Wright,
We are residents of the River Terrace Community. With the impending closure of our neighborhood elementary school in June 2012, we are writing to schedule a meeting to explore alternatives and ascertain your plans for the future of this community resource. Other city officials have repeatedly told us that you have specific intentions for the building. We are sure you can understand that we would rather hear directly and officially from you, as to what your intentions and goals for the building are during this critical juncture that will determine the fate of our community.

It should be noted the River Terrace Community Organization (RTCO) meets the 3rd Wednesday of every month from 6:30 p.m. to 8:30 p.m., at the Elementary School, 34th & Dix Streets, NE. We encourage you to come and speak with our entire community in the immediate future. Alternatively, should you wish to entertain our small group that has been working diligently to keep the school open, we would be more than happy to avail our schedules to meet at your convenience.

This is a watershed moment for our community and we are committed to attaining the most positive outcome possible for River Terrace that is beneficial to the education, growth and development of our children. Please feel free to contact Dianne Hampton with your preference. Her email address is provided below in the partial list of Committee members. We look forward to hearing from you soon.

Thank you for your consideration to our request.

River Terrace Elementary School Committee

Cinque Culver – culver.ce@gmail.com

Diana Onley-Campbell – dcampbell1@starpower.net

Dianne Hampton – dhampt@aol.com

Warees Majeed - wareesmajeed@yahoo.com

Cc: Johnny Gaither, President, RTCO

Joanne Prue, Commissioner, ANC 7D04
Carynne,

I’m sorry to hear that you are ill and send wishes for your speedy and successful recovery.

It would be helpful to understand specifically what you mean when you say you've tried to work through the "other channels available to no avail." Who have you spoken with and what was the outcome? I need to understand what has happened so far before I can agree to a meeting.

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202.535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

-----Original Message-----
From: Conover, Carynne (SHS)
Sent: Wednesday, May 16, 2012 11:46 AM
To: Henderson, Kaya (OOC)
Subject: 

I hope this missive finds you well!

I hear that you met one of my dearest friends, who also used to work with Pete Weber at the Council of Great City Schools, Dr. Adriane Williams. She said you did not grimace upon hearing my name. I hope you still do not as I am asking for a meeting to address some workplace matters I tried to deal with without bringing to your attention. As the building rep, I have tried to navigate the matters through the other channels available but to no avail. As I am eager to close the school year without lingering matters, I feel it necessary to meet with you.

I have been terribly sick. Not many know; it happened rather quickly. I am in New Jersey for treatment. I will be returning to finish out the school year with my students. I would like to meet with you after I return on May 23.

Thank you,
Conover
Chancellor - Here is my portion of the Jonetta answers. Let me know if you want any more on the parent engagement piece. We might also need to change the verb tense if you want this coming from you. I think it’s written now as if it is coming from me.

***

1. The names of school/parent groups with whom you have personally met over the past year? (Angie working on this)

2. A description of the DCPS student/family recruitment strategy. As I recall, under your predecessor, the system was airing radio ads and running bus ads. I have not heard or seen any in the last year.

- Every year we select between 12 -15 schools to participate in a targeted recruitment initiative. Many of these schools represent our hidden gems or up-and-coming schools. These schools have strong leaders, good programs, and are performing on an upward trajectory. We work closely with these schools to add capacity and expertise in recruiting students and families. We bring in experts to help them develop a social media profiles (Facebook, Twitter, website), and professional marketing materials. We leverage our internal media office to get them spotlighted as much as possible. We also work with principals to develop a school level recruitment team that works to implement a variety of strategies to reach new families and get their name out in the community. All this is done in an effort to ensure their families return next school year and that they bring in new families and increase their enrollment. We’ve scaled back the use of bus and radio ads as we didn’t see the expected result.
3. Finally, you have indicated you want to close/consolidate schools. But at the same time, you have talked of creating charter schools. Why do you believe you don't have the authority, right now, to introduce radical or innovative structures for DCPS?

- My goal is to have as many tools as possible at our disposal to make sure that we can provide excellent, innovative schools for all students. There is no one approach that can accomplish this, and innovation is not only possible outside the district. We want to work with our current teachers and staff to provide new opportunities including extended day and year for some of our young people. We need to right-size the district's schools, which means we want to close schools that are underperforming and/or under-enrolled and open new schools that will meet our students' needs and attract new students to the district. We want to explore the opportunity to create charter schools where innovative leaders can take advantage of some of DCPS' strengths, including our academic plan, while not being bound by other requirements. By having a bigger toolbox, and using all the tools we can at our disposal, we exponentially increase our ability to serve our students.

Melissa Salmanowitz
Press Secretary, Office of Communications
District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
Desk: 202.535.1096
Cell: 202.578.1264
E melissa.salmannotwitz@dc.gov
W dcps.dc.gov
@dcpubliscschools
Ms. Haywood and other members of the Coalition,

Thanks for your email. Unfortunately, I am unavailable to meet on May 2, as I will be out of town. I’m copying my Chief of Schools, John Davis, and Instructional Superintendent Dan Shea on this email, as they are the best people to meet with on these issues.

I am excited about the support of the Cardozo community as we work to transition it into the new building. We don’t manage the construction process, so questions about that should be directed to the Department of General Services (DGS) through the Cardozo School Improvement Team (SIT), a group of Cardozo teachers, parents, community members, etc., who have been working on the modernization from the beginning.

I also want to be clear that while I appreciate your support for the staff and administration at Cardozo, I cannot and will not discuss personnel issues with the public. Your email seems to imply that you’d like a guarantee that the administration and staff at Cardozo will be there into next year. That simply isn’t how we do business. We have an evaluation process that helps us to make employment decisions for each employee based on performance.

Finally, my team will not be able to discuss school closings with you, as we have not yet developed our closing proposals. We plan to engage in a process with each ward this spring and summer to understand their priorities and ideas before we develop our list of schools to close.

I find that meetings work best when clear expectations are set. Thanks for delineating your concerns. I hope my clarifications set you and my team on the right track for a productive discussion.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Cardozo High School Hall of Fame [mailto:halloffamecardozohighschool@gmail.com]
Sent: Thursday, April 26, 2012 6:51 PM
To: Henderson, Kaya (OOC)
Subject: Cardozo High School

Dear Chancellor Keya Henderson:

Subject: Cardozo High School (CHS)

As concerned affiliates of Cardozo High School, we are well aware of the problems, as well as, the achievements of the school. The school has experienced tremendous growth, creation of new programs, and enhancements of existing programs under the leadership of Dr. Gwen Grant. While there is more to be
accomplished, the school under the current leadership and staff has established a forward and upward momentum. We believe that continuity of staff and programs will accelerate that momentum. A change to any of the current programs will be disastrous to the school, students, programs, community and DC in general.

We are The Cardozo High School Coalition and our members include: DC residents, Cardozo community residents, Cardozo Alumni, Parents, and Cardozo Hall of Fame members. Our goal is to ensure that upon completion of the school’s modifications, all existing programs and staff will be transitioned into the renovated building. We also desire to ensure that Cardozo’s current programs, administration and staff are a part of DCPS’s five year strategic plan. It is for that reason we have requested a meeting with you on Wednesday, May 2, 2012 at 9:30 a.m.

The topics we want to discuss with you are as follows:

- Requests for Proposals (RFPs)
- DCPS Budget
- Construction
- Post Construction (plans for re-entrance)
- Administrative Leadership and Staff
- Programs
- CHS Fiscal Year budget
- CHS Operating Budget
- Outstanding Facilities Budget
- What matters have or will the counsel be voting on as it relates to CHS
- Names of all schools that are proposed to be closed in the next five years

The contact person for this group is Lynnette Haywood halloffamecardozohighschool@gmail.com. We anxiously await your response.

Respectfully Submitted,

The Cardozo High School Coalition
Subject: Chancellor//ERS Briefing
Location: Chancellor's conference room

Start: Tue 5/22/2012 2:00 PM
End: Tue 5/22/2012 3:30 PM

Recurrence: (none)
Organizer: Henderson, Kaya (OOC)

From: Kara Honeycutt [mailto:khoneycutt@dceducationfund.org]
Sent: Thursday, April 26, 2012 9:37 AM
To: Williams-Skelton, Angela (OOC)
Subject: ERS Briefing Conference Room 5/10 4-530pm

Hi Angie,

Thanks again for your help with the Federal City Council meeting yesterday!

I am planning a briefing for the 2 funders of the ERS study which Pete Weber, the ERS team and a few Education Fund team members will attend. If possible, I would like to have the meeting on the 12th floor in either the Chancellor's Conference Room or 1256. Are either of these rooms available on Thursday, May 10th 4-530pm?

Many thanks!

Kara

Kara Honeycutt
Portfolio Director | D.C. Public Education Fund
P: (202) 716-3502 | F: (202) 280-1407
E: khoneycutt@dceducationfund.org
W: www.dceducationfund.org

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Link us to your Harris Teeter VIC Card: #7581
Subject: ERS Review Meeting
Location: Chancellor's conference room
Start: Fri 5/18/2012 3:00 PM
End: Fri 5/18/2012 4:30 PM
Recurrence: (none)
Organizer: Henderson, Kaya (OOC)

From: Weber, Peter (OOC)
Sent: Thursday, April 26, 2012 4:32 PM
To: Williams-Skelton, Angela (OOC)
Subject: ERS meeting

Can you schedule a ERS review meeting for Kaya on May 18 from 3-430?
Good thinking. I'm going to say that I'll hold the date, but can't confirm until September.

Sent from my iPhone

On Apr 25, 2012, at 8:06 PM, "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov> wrote:

It's the Monday after Thanksgiving. Are you going to be in town?
They want you to talk about the "charter authorizer" proposal. It will be the same time we are in the middle of closing schools (or at least close to final decisions and after the community meetings). Is it crazy to say that your focus will be our strategic plan that you just released and focusing on strengthening our existing DCPS schools?
How about the fact that while there has been some discussion around the charter authorizer piece, it is not a focus of your work for the next school year?
None of these sound great right now . . . how about just go out of town for the holiday.
LMR

Please give me a reason to say no to this.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202-535-1581
E mailto:xxxxxx.xxxxxxx@dc.gov
W dcps.dc.gov

Chancellor Henderson,

Governor Jeb Bush will host the Foundation for Excellence in Education’s 5th annual Excellence in Action Summit on November 26-28 at the JW Marriott in Washington, DC.
We would be honored to have you participate on our strategy session panel on charter schools. Specifically, we would like you to talk about your efforts related to charter schools in Washington, DC including DCPS’s pursuit of becoming a charter authorizer.

The summit is expected to attract more than 800 local, state and national policymakers from across the country, including legislators, chief state school officers, Governors’ policy directors, as well as state and national education advocacy organizations.

To learn more about the Foundation, the Excellence in Action summit and see past speakers and agenda, please visit our website at http://www.excelined.org/.

Please let me know if you are available to speak at our national summit. The Foundation’s Director of Events, Brandi Brown, will contact your office about your availability to participate. She can be reached at (850) 391-4724 or brandi@excelined.org.

Thank you for your consideration.

Patricia

Strategy Session: Charter schools
Discuss innovations in charter school policy across the country.

? Senator Peggy Lehner, Ohio – to discuss Ohio’s efforts to improve accountability in the charter school movement - INVITED
? Todd Houston, Indiana – to discuss Indiana’s efforts to expand and improve quality of charter schools - INVITED
? Kaya Henderson, DC Schools Chancellor – to discuss DCPS efforts to become a charter authorizer - INVITED
? Jeanne Allen, Center for Education Reform – Moderator INVITED

Patricia Levesque
Foundation for Excellence in Education
P.O. Box 10691
Tallahassee, FL 32302-2691
850-391-4090
786-664-1794 - fax
http://www.excelined.org/
patricia@excelined.org
From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Wednesday, April 25, 2012 9:38 AM
To: Ruda, Lisa M. (OOC)
Subject: Re: Messaging/timeline discussion

Cool. Thanks.

Sent from my iPhone

On Apr 25, 2012, at 9:24 AM, "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov> wrote:

   I will be ready. We are 75% of the way there with the timeline. Anthony, Claudia and I worked on it yesterday. I will get a draft to you this week and set up a meeting with De’Shawn. LMR

   From: Henderson, Kaya (OOC)
   Sent: Wednesday, April 25, 2012 9:22 AM
   To: Ruda, Lisa M. (OOC)
   Subject: FW: Messaging/timeline discussion

   This is what he wants for next week.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
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Washington, DC 20002
T 202 535-1581
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W dcps.dc.gov

From: Wright, De'Shawn (EOM) [mailto:deshawn.wright@dc.gov]
Sent: Friday, April 20, 2012 3:54 PM
To: Henderson, Kaya (OOC)
Subject: Messaging/timeline discussion

Hi Kaya,

At the end of our cluster meeting on Monday I’d like to carve out 30 minutes with you to discuss coordinating our messaging and work plans/timelines around closures, boundaries, the IFF work, and facilities planning. There’s been a lot of talk about closures this week and I want to be sure we’re aligned on message and process on all of these issues.

Marc’s facilities planning team is preparing a draft project timeline that we’ll share with you, along with the timeline for Jessica’s outreach in the top-ten IFF neighborhoods. I’d like to discuss how to synchronize the timing with your efforts around consolidation and boundary configuration. To that end, if you would like to explore ways of leveraging our facilities planning contract for any of your needs on consolidations and/or boundary changes, I’m more than happy to discuss that.
Second, and more importantly, I want to be sure that we are aligned on message. Marc has a meeting with Pedro, Hassan, and Melissa next Tuesday to discuss messaging on the facilities plan. It would be a good opportunity to align our messages all around on closures, boundary changes, facilities planning, and school quality outreach. I want to be sure that you and I are on the same page first before we revisit this with the Mayor at next week’s weekly check-in.

Look forward to seeing you tomorrow for your big day!

DW

De'Shawn A. Wright
Deputy Mayor for Education
The John A. Wilson Building
1350 Pennsylvania Avenue, NW
Washington, DC 20004
Phone: 202.727.3636
Fax: 202.272.0246
E-mail: deshawn.wright@dc.gov

Power the Green Movement on the 42nd Anniversary of Earth Day
“Creating a greener, healthier, more livable District of Columbia for all”
Sunday, April 22, 2012 – World Environment Day Partnership Event with Earth Day Network
Learn more at www.sustainable.dc.gov
Great!

Kaya Henderson
Chancellor
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1200 First Street, NE
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E kaya henderson@dc.gov
W dcps dc.gov

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Wednesday, April 25, 2012 8:56 AM
To: Henderson, Kaya (OOC)
Cc: Salmanowitz, Melissa (DCPS)
Subject: RE: your advocacy for DCPS

Chancellor Henderson:

Thanks so much. Also, once I have the information, I hope we will be able to chat before I publish anything.

best,
jonetta

jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: your advocacy for DCPS
From: "Henderson, Kaya \(OOC\)" <Kaya.Henderson@dc.gov>
Melissa will pull this information together. Not sure how long it will take to go through my entire calendar, but we'll do our best to meet your deadline.

Kaya Henderson  
Chancellor  
District of Columbia Public Schools  
1200 First Street, NE  
12th Floor  
Washington, DC 20002  
T 202-535-1581  
E kaya.henderson@dc.gov  
W dcps.dc.gov

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]  
Sent: Wednesday, April 25, 2012 8:38 AM  
To: Henderson, Kaya (OOC)  
Cc: Salmanowitz, Melissa (DCPS); jonetta@jonettarosebarras.com  
Subject: your advocacy for DCPS

Hello Chancellor Henderson:

I am preparing to write a column that raises concerns about the lack of a strong advocacy voice for traditional public schools. In preparation for that essay, I hope you will provide the following information:

1. The names of school/parent groups with whom you have personally met over the past year?

2. A description of the DCPS student/family recruitment strategy. As I recall, under your predecessor, the system was airing radio ads and running bus ads. I have not heard or seen any in the last year.

3. Finally, you have indicated you want to close/consolidate schools. But at the same time, you have talked of creating charter schools. Why do you believe you don't have the authority, right now, to introduce radical or innovative structures for DCPS?

I would appreciate your response to these questions by COB Friday, April 27. Thanks so much.

best,
jonetta

jonetta rose barras  
Columnist, Washington Examiner  
publisher, jonettarosebarras.com
Walking in truth requires courage; are you up for the task?
Melissa will pull this information together. Not sure how long it will take to go through my entire calendar, but we'll do our best to meet your deadline.

Kaya Henderson
Chancellor
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1200 First Street, NE
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Hello Chancellor Henderson:

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1. The names of school/parent groups with whom you have personally met over the past year?

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3. Finally, you have indicated you want to close/consolidate schools. But at the same time, you have talked of creating charter schools. Why do you believe you don't have the authority, right now, to introduce radical or innovative structures for DCPS?

I would appreciate your response to these questions by COB Friday, April 27. Thanks so much.

best,
jonetta
Walking in truth requires courage; are you up for the task?
Melissa,

Can you please begin working on responses to numbers 2 and 3.

Angie is working on number 1.

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kaya_henderson@dc.gov
W dcps.dc.gov

Hello Chancellor Henderson:

I am preparing to write a column that raises concerns about the lack of a strong advocacy voice for traditional public schools. In preparation for that essay, I hope you will provide the following information:

1. The names of school/parent groups with whom you have personally met over the past year?

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3. Finally, you have indicated you want to close/consolidate schools. But at the same time, you have talked of creating charter schools. Why do you believe you don't have the authority, right now, to introduce radical or innovative structures for DCPS?

I would appreciate your response to these questions by COB Friday, April 27. Thanks so much.

best,
jonetta
Walking in truth requires courage; are you up for the task?
Thanks. Safe travels to Boston.

Kaya Henderson  
Chancellor

District of Columbia Public Schools  
1200 First Street, NE  
12th Floor  
Washington, DC 20002  
T 202 535-1681  
E kaya.henderson@dc.gov  
W dcps.dc.gov

From: Wright, De'Shawn (EOM) [mailto:deshawn.wright@dc.gov]  
Sent: Tuesday, April 24, 2012 12:30 PM  
To: Henderson, Kaya (OOC)  
Subject: RE: Messaging/timeline discussion

Got it - sounds good. Will schedule time with LR next week and then we can discuss with Mayor the following week. Enjoy NSVF conference.

Kaya Henderson  
Chancellor

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1200 First Street, NE  
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T 202 535-1681  
E kaya.henderson@dc.gov  
W dcps.dc.gov

From: Henderson, Kaya (OOC) [mailto:Kaya.Henderson@dc.gov]  
Sent: Tuesday, April 24, 2012 12:28 PM  
To: Wright, De'Shawn (EOM)  
Subject: RE: Messaging/timeline discussion

Actually, I'm at the New Schools Venture Fund conference next week, so I was planning on running it by the mayor the following week. My team is working to finalize it, not sure if it will be done on Wed, but I can have Lisa walk you through it sometime next week if that works for you.

Kaya Henderson  
Chancellor

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E kaya.henderson@dc.gov  
W dcps.dc.gov

From: Wright, De'Shawn (EOM) [mailto:deshawn.wright@dc.gov]  
Sent: Tuesday, April 24, 2012 12:27 PM  
To: Henderson, Kaya (OOC)  
Subject: RE: Messaging/timeline discussion

Perfecto.
Thanks, Dep. Angie has a hold for us on my calendar for Friday morning.

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1681
E kaya.henderson@dc.gov
W dcps.dc.gov

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And by the way, I didn’t get a chance to tell you how proud I was to watch you shine (and cry a bit!) at the Georgetown ceremony on Saturday. You looked beautiful and deserve all the accolades and more that were bestowed upon you. Thanks for inviting me to share in your special day ✨ it meant a lot.

DW

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With the new DC311 free smartphone app, reporting an issue to 311 is now easier than ever. Currently available in the iTunes App Store and in the Android Marketplace. Learn more at www.ouc.dc.gov

Sure

Sent from my iPhone

On Apr 20, 2012, at 3:53 PM, "Wright, De'Shawn \(EOM\)" <deshawn.wright@dc.gov> wrote:

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DW

DeShawn A. Wright
Deputy Mayor for Education
The John A. Wilson Building
1350 Pennsylvania Avenue, NW
Washington, DC 20004
Phone: 202.727.3636
Fax: 202.272.0246
E-mail: deshawn.wright@dc.gov

Power the Green Movement on the 42nd Anniversary of Earth Day
◆Creating a greener, healthier, more livable District of Columbia for all◆
Sunday, April 22, 2012 ◆ World Environment Day Partnership Event with Earth Day Network
Learn more at www.sustainable.dc.gov
Actually, I'm at the New Schools Venture Fund conference next week, so I was planning on running it by the mayor the following week. My team is working to finalize it, not sure if it will be done on Wed, but I can have Lisa walk you through it sometime next week if that works for you.

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From: Henderson, Kaya (OOC) [mailto:Kaya.Henderson@dc.gov]
Sent: Friday, April 20, 2012 4:36 PM
To: Wright, De'Shawn (EOM)
Subject: Re: Messaging/timeline discussion

Sure

Sent from my iPhone

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Helpful. Thanks.

Sent from my iPhone

On Apr 9, 2012, at 5:17 PM, "Rinkus, Christopher (DCPS)" <christopher.rinkus@dc.gov> wrote:

It's difficult to do an apples-to-apples for medium-size schools between FYs because we changed the definitions, meaning in FY12, a med school was 250 to 500, in FY13, a med school is 300 to 600. We spend less per student at the 11 schools with between 500 and 600 students, so it dilutes the per pupil spend for FY13.

An actual apples-to-apples can be this:

- In FY12, at a school with between 300 and 600 students, we spent $10,411 on average per student. For FY13, at our schools with between 300 and 600 students, we will spend $10,493 per student, which is an increase of $82 per student. If you consider the 28,000 students that are enrolled in our 68 medium-sized schools, that increase of $82 per student represents an investment of over $2.3M in our medium-size schools.

Pls let me know if that helps or if I should go back to drawing board

Here's what's crazy. We're cutting small schools, but still spending even less on medium size schools in 13 than we did in 12???????

Kaya Henderson
Sent from my IPad

On Apr 9, 2012, at 4:44 PM, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov> wrote:

With help from Chris Rinkus and team (I’ll put a printed copy on your desk).
In FY12 (current school year), our definition of a "small school" was a school with fewer than 250 students. We operated 31 small schools, mainly at the elementary level, although notably including four middle schools (Shaw MS with 109 students, Ron Brown MS with 181 students, MacFarland MS with 185 students, and Johnson MS with 248 students.) The average enrollment of these schools was 180 students.

Of these schools, River Terrace ES, which was projected to enroll 124 students this year, was proposed and accepted for closure for next school year.

In FY13, we've updated the definition of a small school to be any school with fewer than 300 students. This puts us on track to operate 52 small schools in FY13. The average enrollment of these schools for FY13 is 216 students.

Small schools receive the lowest allocation in our Comprehensive Staffing Model (CSM); however, since all schools regardless of size share a similar overhead (including school principal, instructional coach, social worker, school psychologist, Art or Music Teacher, etc.), we end up spending significantly more per student at our small schools, and these resources far outweigh what we actually receive in funding for these students. Unlike a strict per-student funding formula, the benefit of a funding model is that it allows us to guarantee a standard level of service at all schools, regardless of size. However, it ultimately means we spend more to support students at our small schools, at the expense of resources for our medium- and large-size schools.

In FY12, we spent on average $13,251 per student at a small school (fewer than 250 students.)

In FY13, we are planning on spending an average of $12,447 per student at a small school (fewer than 300 students.) The decrease in per-pupil spend at small schools between FYs can be primarily attributed to increasing the threshold from 250 to 300 and broadening the universe of schools. At our very smallest middle schools (Shaw and MacFarland), we are spending more than $17,000 per student. At our smallest elementary schools (Davis and Drew), we are spending more than $12,000 per student.

In FY12, the average per student spend at our medium-size schools (a school between 250 and 500 students) was $10,523, or over $2,700 less than the per student spend at a small school.

In FY13, the average per student spend at our medium-size schools (a school between 300 and 600 students) is planned to be $10,493. This is about $1,900 less than the per student spend at a small school.

Conclusions:
We spend dramatically more at small schools because all schools share same overhead to guarantee minimum level of service, and that is expensive.

In the upcoming year, we’re going to spend about $1900 less per student at a medium size school when compared to a small school. This gap is actually closing when compared against the current fiscal year, largely as a result of our efforts to find parity between our schools' spending across different sizes.

We want to reward our schools that continue to grow and to ensure that they receive the appropriate resources.

We recognize that small schools are, by nature, expensive to operate.

We fully fund Special Education services and English Language Learner (ELL) services regardless of school size, which can affect resource allocation but also guarantees our highest need students receive appropriate service regardless of their school’s size.

Celebrate the 150th Anniversary of Emancipation Day!
“Commemorating the Struggle for Freedom, Justice and Equality”
Learn more at www.emancipation.dc.gov

From: Henderson, Kaya (OOC)
Sent: Monday, April 09, 2012 4:08 PM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: Statement/thoughts on librarians
Thx

Kaya Henderson
Sent from my Ipad

On Apr 9, 2012, at 3:41 PM, "Salmanowitz, Melissa \(DCPS\)"
<melissa.salmanowitz@dc.gov> wrote:

Yes, I’ll pull that together now.

From: Henderson, Kaya (OOC)
Sent: Monday, April 09, 2012 3:41 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Weber, Peter (OOC)
Subject: Re: Statement/thoughts on librarians

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Melissa Salmanowitz
Press Secretary, Office of Communications

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Office of the Chancellor
1200 First Street, NE
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Desk: 202.535.1096
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@dcpublicschools
Works for me.

Kaya Henderson
Sent from my IPad

On Mar 26, 2012, at 5:40 PM, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov> wrote:

Here's what we pulled together. Just want to make sure it works for you:

We do not envision the "closure" of school libraries. During the current fiscal year, we allocated about 105 total Librarian/Media Specialist positions to schools based on their size. Schools with fewer than 250 students (the FY12 definition of a "small school") received an allocation for a part-time position – this was about 30 schools for the current school year. Of the 105 total positions that were allocated for the current fiscal year, 66 schools budgeted a full-time position, and 27 schools budgeted a part-time position. This shift in funding did not result in any libraries closing. Schools do have the flexibility to operate their libraries with different models, including through community or parent partnerships. We intend to continue supporting those creative models. For the upcoming school year, we've made a decision to extend this policy to schools with fewer than 300 students.

Sent from my iPhone
students. For those schools that have more than 300 students, the principal has been given the option to raise money to keep a librarian on staff but allow the media center to remain unmanned!

I have decided to write an article about this budget issue. Please provide me with as much detailed info as possible on the subject. For the record, research shows that students who do well in school have fully functioning libraries and that most school without libraries are in the urban schools - code name predominately BLACK and poor.

How many schools in your wards don't have libraries? How well are the students succeeding in those schools? On deadline for March 29. Peace.

Valencia Mohammed
202-710-6713

-----Original Message-----
From: Jeff Smith <jsmith@dcvoice.org>
To: vmohammed16 <vmohammed16@aol.com>
Sent: Fri, Mar 23, 2012 10:25 am
Subject: Re: DC VOICE's Community Schools Bill Passes!

DC VOICE

To Inform and Mobilize....

Dear vmohammed16,

Earlier this week, The D.C. City Council, by a 10 to 1 vote approved final passage of the Omnibus Education Act of 2012 - a bill incorporating four separate education measures, one of them authored and fought for by DC VOICE partners, volunteers and staff. CONGRATULATIONS!

The Community Schools Incentive Act will require the Mayor to fund and launch at least 5 community schools that establish public and private partnerships to coordinate educational, developmental, family, health, and after-school care programs during non-school hours for students, families and local communities, at a public school or public charter school with the objectives of improving academic achievement, reducing absenteeism, building stronger relationships between students, parents, and communities, and
improving skills, capacity, and well being of the surrounding community residents.

Since many of the partners and volunteers that were vital to securing this victory joined this campaign at different points, below is a timeline of its important milestones.

**Timeline for Community Schools Incentive Act Legislation**

- **2005** - Launching of the Ready Schools Project, where DC VOICE sought to engage lay persons in education research by coordinating a series of principal interviews to access the systemic support for the opening of the school year.
- **2007** - DC VOICE scaled up the Ready Schools Project to include more than 135 schools.
- **2008** - With 2 years of support from the Community Foundation and the Bill and Melinda Gates Foundation, DC VOICE was able expand their community school research in depth to holistically examine student supports across the District of Columbia.
- **2009** - DC VOICE volunteers held our first community caucus to prioritize a set of campaign issues inclusive of community schools. DC VOICE volunteers launched the Demand Reform, Demand Equity campaign with the support of over 119 community organizations.
- **2010** (January) - DC VOICE staff and volunteers worked with D.C. City Council staff to author and draft the Comprehensive Community Schools Incentive Act.
- **2010** (February-March) - DC VOICE volunteers and partners held education days with Councilmembers and staff.
- **2010** (April) - Comprehensive Community Schools Incentive Act was introduced by Councilmember Michael Brown and cosponsored by a host of other Councilmembers.
- **January 2011** - D.C. City Council session expires and D.C. City Council Chairman changes with no action on Comprehensive Community Schools Incentive Act legislation.
- **August 2012** - DC VOICE volunteers kick off 2011-2012 school year with a series of City Council Advocacy Days meeting with 9 or 13 sitting Council members.
- **September 2011** - DC VOICE launches an email campaign to Chairman Brown for a hearing on 2 year old Comprehensive Community Schools Incentive Act legislation.
October 2011 - Chairman Brown agrees to call a hearing on Comprehensive Community Schools Incentive Act legislation on December 14, 2011.

December 14, 2011 - DC VOICE is notified of late evening cancelation of Community Schools Bill hearing.

December 14, 2011 - DC VOICE volunteers, partners, and youth rallied in Wilson Building halls demanding immediate rescheduling of Community Schools legislation hearing.

January 2012 - Comprehensive Community Schools Incentive Act legislation hearing held.

2 Mondays ago - Chairman Brown's staff announces bundling of popular Community Schools legislation with more controversial issues including mandatory SAT exams in one omnibus bill entitled the "Raising the Expectations for Education Outcomes Act of 2012."

2 Tuesdays ago - First reading of omnibus education act and marked up for final votes.

This Tuesday - Omnibus act, inclusive of DC VOICE's Community Schools bill, passes with 10-1 support.

To follow up on this victory and begin planning for the next phases of community inclusive school reform measures in Washington, D.C., DC VOICE will be partnering with several organizations to launch and co-host a new series of community planning meetings.

Panel Presentation and Public Discussion
Thursday, March 29th, from 6 to 8 pm
Metropolitan Community Church
(474 Ridge Street NW, 20001, near 5th and M Sts. NW, 2 short blocks from the Convention Center)

Topics will cover:

- DC history of race, class and public education
- Where we are now
- Perspectives from Chicago neighborhoods
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Save the Date
Community Conversation on the Future of Community Schools in D.C.
Saturday, April 28th from 10-12noon
Location: TBD

Topics will cover:
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Click the image links below

Don't forget to read the DC VOICE Ostrich's new blog!
For further information on DC VOICE, please visit our website at www.dcvoice.org or call our office at 202-506-6367.
We should also make clear that we aren't closing the libraries, we're not staffing them, and can work with schools to find creative ways to staff the libraries.

Sent from my iPhone

Begin forwarded message:

From: "luzon" <vmohammed16@aol.com>
Date: March 23, 2012 1:21:19 PM EDT
To: <jsmith@dcvoice.org>, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>, "Henderson, Kaya (OOC)" <kaya.henderson@dc.gov>, <vorange@dccouncil.us>, <kbrown@dccouncil.us>, <mbowser@dccouncil.us>, <mbarry@dccouncil.us>, <mcheh@dccouncil.us>, <yalexander@dccouncil.us>, <jgraham@dccouncil.us>, <twells@dccouncil.us>, <jevans@dccouncil.us>
Subject: Closing of DCPS school libraries proposed

It was just brought to my attention that in next year's budget it is proposed to close all school libraries in facilities that have less than 300 students. For those schools that have more than 300 students, the principal has been given the option to raise money to keep a librarian on staff but allow the media center to remain unmanned!

I have decided to write an article about this budget issue. Please provide me with as much detailed info as possible on the subject. For the record, research shows that students who do well in school have fully functioning libraries and that most school without libraries are in the urban schools - code name predominately BLACK and poor.

How many schools in your wards don't have libraries? How well are the students succeeding in those schools? On deadline for March 29. Peace.

Valencia Mohammed
202-710-6713

-----Original Message-----
From: Jeff Smith <jsmith@dcvoice.org>
To: vmohammed16 <vmohammed16@aol.com>
Sent: Fri, Mar 23, 2012 10:25 am
Subject: Re: DC VOICE's Community Schools Bill Passes!
Dear vmohammed16,

Earlier this week, The D.C. City Council, by a 10 to 1 vote approved final passage of the Omnibus Education Act of 2012 - a bill incorporating four separate education measures, one of them authored and fought for by DC VOICE partners, volunteers and staff. CONGRATULATIONS!

The Community Schools Incentive Act will require the Mayor to fund and launch at least 5 community schools that establish public and private partnerships to coordinate educational, developmental, family, health, and after-school care programs during non-school hours for students, families and local communities, at a public school or public charter school with the objectives of improving academic achievement, reducing absenteeism, building stronger relationships between students, parents, and communities, and improving skills, capacity, and well being of the surrounding community residents.

Since many of the partners and volunteers that were vital to securing this victory joined this campaign at different points, below is a timeline of its important milestones.

**Timeline for Community Schools Incentive Act Legislation**

- 2005 - Launching of the Ready Schools Project, where DC VOICE sought to engage lay persons in education research by coordinating a series of principal interviews to access the systemic support for the opening of the school year.
- 2007 - DC VOICE scaled up the Ready Schools Project to include more than 135 schools.
- 2008 - With 2 years of support from the Community Foundation and the Bill and Melinda Gates Foundation, DC VOICE was able expand their community school research in depth to holistically examine student supports across the District of Columbia.
- 2009 - DC VOICE volunteers held our first community...
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- 2010 (January) - DC VOICE staff and volunteers worked with D.C. City Council staff to author and draft the Comprehensive Community Schools Incentive Act.
- 2010 (February-March) - DC VOICE volunteers and partners held education days with Councilmembers and staff.
- 2010 (April) - Comprehensive Community Schools Incentive Act was introduced by Councilmember Michael Brown and cosponsored by a host of other Councilmembers.
- January 2011 - D.C. City Council session expires and D.C. City Council Chairman changes with no action on Comprehensive Community Schools Incentive Act legislation.
- August 2012 - DC VOICE volunteers kick off 2011-2012 school year with a series of City Council Advocacy Days meeting with 9 or 13 sitting Council members.
- September 2011 - DC VOICE launches an email campaign to Chairman Brown for a hearing on 2 year old Comprehensive Community Schools Incentive Act legislation.
- October 2011 - Chairman Brown agrees to call a hearing on Comprehensive Community Schools Incentive Act legislation on December 14, 2011.
- December 14, 2011 - DC VOICE is notified of late evening cancelation of Community Schools Bill hearing.
- December 14, 2011 - DC VOICE volunteers, partners, and youth rallied in Wilson Building halls demanding immediate rescheduling of Community Schools legislation hearing.
- January 2012 - Comprehensive Community Schools Incentive Act legislation hearing held.
- 2 Mondays ago - Chairman Brown's staff announces bundling of popular Community Schools legislation with more controversial issues including mandatory SAT exams in one omnibus bill entitled the "Raising the Expectations for Education Outcomes Act of 2012."
- 2 Tuesdays ago - First reading of omnibus education act and marked up for final votes.
- This Tuesday - Omnibus act, inclusive of DC VOICE's Community Schools bill, passes with 10-1 support.

To follow up on this victory and begin planning for the next phases of community inclusive school reform measures in Washington, D.C., DC VOICE will be partnering with several organizations to
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Melissa,

Pls work with Lisa and Chris to craft a response. Our response should basically say that while we appreciate the role that libraries play in our schools, we simply can't afford a full complement of offerings when schools drop below a certain threshold. We should also add that in our attempts to ensure that large schools receive the full funding they deserve, monies that had previously been taken from them to subsidize small schools is no longer available.

Sent from my iPhone

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For further information on DC VOICE, please visit our website at www.dcvvoice.org or call our office at 202-506-6367.
From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]  
Sent: Tuesday, March 13, 2012 2:12 PM  
To: Salmanowitz, Melissa (DCPS)  
Subject: RE: not very helpful

No worries.

Kaya Henderson  
Chancellor

District of Columbia Public Schools  
1200 First Street, NE  
12th Floor  
Washington, DC 20002  
T 202 535-1681  
E kaya.henderson@dc.gov  
W dcps.dc.gov

From: Salmanowitz, Melissa (DCPS)  
Sent: Tuesday, March 13, 2012 10:58 AM  
To: Henderson, Kaya (OOC)  
Cc: Charles, Hasson (DCPS)  
Subject: Re: not very helpful

Thanks for this. So you know exactly what happened, after we spoke, I called her and asked what she needed. She said she wanted a written statement. I gave her our statement and connected her with Darrell and then never heard back. It didn’t seem like there was more I could do and she didn’t ask for more information.

From: Henderson, Kaya (OOC)  
To: luzon <vmohammed16@aol.com>; McCoy, Doxie (EOM)  
Cc: Salmanowitz, Melissa (DCPS)  
Subject: RE: not very helpful

Ms. Mohammed,

There is no proposed merger of Coolidge and Roosevelt currently under consideration, and DCPS has not completed a plan for closings. Perhaps that’s the reason why you aren’t getting what you’re looking for. There are no proposals or documents that speak to either of those scenarios.

Kaya Henderson  
Chancellor

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T 202 535-1681  
E kaya.henderson@dc.gov  
W dcps.dc.gov

From: luzon [mailto:vmohammed16@aol.com]  
Sent: Tuesday, March 13, 2012 5:28 AM
To: McCoy, Doxie (EOM)
Cc: Henderson, Kaya (OOC)
Subject: not very helpful

The contacts from the school system about the proposed merger/renovations or modernization of Coolidge and Roosevelt SHS were NOT very helpful. As a former school board member who chaired the facilities management committee, I hoped to see a plan. Instead I got a line of pontification.
If school officials are having public meetings about the proposals there is something written and I would appreciate if I could view it for my story. Don't attempt to pacify me with a line or two of meaningless thoughts.
Please provide me with information about the proposals for Coolidge and Roosevelt SHS. Are either of these schools proposed to close? If so, when and what will be done with the facility once it has been taken out of the DCPS inventory?

Valencia Mohammed  
Reporter  
Afro American Newspaper  
202-710-6713
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Valencia Mohammed  
Reporter  
Afro American Newspaper  
202-710-6713
Subject: Coffee w/Chancellor & Daniel Holt, Parent - Brent ES
Location: Ted's Bulletin - 505 8th Street, SE
Start: Mon 3/19/2012 9:30 AM
End: Mon 3/19/2012 10:30 AM
Recurrence: (none)
Organizer: Henderson, Kaya (OOC)

-----Original Message-----
From: Henderson, Kaya (OOC)
Sent: Thursday, March 08, 2012 5:56 PM
To: Williams-Skelton, Angela (OOC)
Subject: FW: Ward Six Middle Schools

Pls schedule a 45 minute coffee for me and Mr. Holt in the next few weeks at Ted's Bulletin. Thanks.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202.535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

-----Original Message-----
From: Holt, Daniel [mailto:DanieI.Holt@mail.house.gov]
Sent: Thursday, March 08, 2012 5:10 PM
To: Henderson, Kaya (OOC)
Subject: RE: Ward Six Middle Schools

Chancellor --

Thank you for your note.

I would like to meet with you for coffee - you name the time and place and I will be there.

Should I contact your scheduler?

Best,

Daniel Holt
-----Original Message-----
From: Henderson, Kaya (OOC) [mailto:Kaya.Henderson@dc.gov]
Sent: Wednesday, March 07, 2012 7:37 PM
To: Holt, Daniel
Subject: RE: Ward Six Middle Schools

Mr. Holt,

First, I want to apologize tremendously that I'm just responding to your email. I read it in its entirety upon receipt, but knew I couldn't attend the meeting. I apologize for not at least responding that I wouldn't be able to attend.

I've thought really long and hard about the issues you raise in your email and what I'd really like to do is have a discussion with you. Any chance we could schedule a coffee sometime in the next few weeks?

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From: Holt, Daniel [mailto:DanieI.Holt@mail.house.gov]
Sent: Friday, February 10, 2012 5:21 PM
To: Henderson, Kaya (OOC)
Subject: Ward Six Middle Schools

Chancellor Henderson --

Happy Friday, I hope you are doing well. This is Daniel Holt from Brent ES and I want to share a few items with you.

*****************************************************************
(1) I apologize for sending you an e-mail a few months ago inviting you and others to a meeting at Brent regarding middle schools. I should have been more thoughtful in sending the Chancellor the widely distributed note and I am sorry. You have my strong support and I want to work with you.

*****************************************************************
(2) Middle schools are still the single biggest issue for many at Brent and in Ward Six. The Ward Six MS plan has not turned the tide, and many are ready to abandon it. Hill parents have recently been organizing living room get-togethers aimed at creating consensus around the issue, and we have yet to gain traction moving forward. In fact, the issue has become increasingly acrimonious, and Hill communities are fractured - even toxic - because of the MS issue. I was at a difficult four hour meeting last night and it ended badly with parents down about the prospects of MS. Here are some ideas being thrown around:

OPTION #1 - Due to the overcapacity of Ward Six middle school seats at Jefferson (Jeff), Eliot Hine (EH) and Stuart Hobson (SH), one or two middle schools must close. For example, SH has the strongest cohort, but with its limited capacity, and its C+ reputation, SH could be moved to EH before an ill-planned modernization squanders $30 million in
funds better used at EH or Jeff. SH is an actually elementary building being retrofitted into a middle school with limited capacity. SH represents an impediment to the success of EH or Jeff, and moving SH to EH would provide better facilities without wasting $30 million to create another (inferior) middle school facility a mere 8 blocks away. Moving SH into EH would unify Capitol Hill. Currently the community is divided, with resentment over SH grabbing scarce modernization funds in a zero sum game with EH and Jeff. Further, the Cluster school is large, but mostly non-Capitol Hill families. Lastly, it is my estimation that the political downside you face in closing SH would be compensated by an enormous upside by creating a real solution for many more Capitol Hill families.

OPTION #2 - Magnet program at EH? Other? We are at loss for other ideas . . .

I live in Southwest and think Jeff can make a great Ward Six middle school. Yet, after advocating on its behalf for two years, I have concluded that Capitol Hill families will not consider it - Southwest is just not on their radar and Jeff won't engender the loyalty that EH would.

The key issue is cohort. Chancellor, you must collect ALL Capitol Hill/Ward Six families and send them to one school in order to create a critical mass and sense of direction. There are not enough of us to spread across three schools. Please use your leadership and create a Deal-like school with 900 students at EH.

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(3) You are invited to attend a meeting at Brent.

MONDAY, February 20 at 7:00PM (President's Day) Brent Elementary - 301 North Carolina Ave, SE
* We expect three dozen Brent and Ward Six parents.
* The meeting is being widely publicized.

If you are unable to attend, I would like to encourage you to send a member of your staff.

I have reached out to Kelly Young, Amanda Alexander and Mark King about this matter.

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Best,

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Parent - Brent Elementary
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Subject: RE: Ward Six Middle Schools

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OPTION #1 - Due to the overcapacity of Ward Six middle school seats at Jefferson (Jeff), Eliot Hine (EH) and Stuart Hobson (SH), one or two middle schools must close. For example, SH has the strongest cohort, but with its limited capacity, and its C+ reputation, SH could be moved to EH before an ill-planned modernization squanders $30 million in funds better used at EH or Jeff. SH is an actually elementary building being retrofitted into a middle school with limited capacity. SH represents an impediment to the success of EH or Jeff, and moving SH to EH would provide better facilities without wasting $30 million to create another (inferior) middle school facility a mere 8 blocks away. Moving SH into EH would unify Capitol Hill. Currently the community is divided, with resentment over SH grabbing scarce modernization funds in a zero sum game with EH and Jeff. Further, the Cluster school is large, but mostly non-Capitol Hill families. Lastly, it is my estimation that the political downside you face in closing SH would be compensated by an enormous upside by creating a real solution for many more Capitol Hill families.

OPTION #2 - Magnet program at EH? Other? We are at loss for other ideas . . .

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The key issue is cohort. Chancellor, you must collect ALL Capitol Hill/Ward Six families and send them to one school in order to create a critical mass and sense of direction. There are
not enough of us to spread across three schools. Please use your leadership and create a Deal-like school with 900 students at EH.

*******************************
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MONDAY, February 20 at 7:00PM (President's Day) Brent Elementary - 301 North Carolina Ave, SE
* We expect three dozen Brent and Ward Six parents.
* The meeting is being widely publicized.

If you are unable to attend, I would like to encourage you to send a member of your staff.

I have reached out to Kelly Young, Amanda Alexander and Mark King about this matter.

*******************************
Best,

Daniel Holt
Parent - Brent Elementary
202-225-0898
Cathy,

I’m aware of the issue with the neighborhood high schools. The size of the schools and the significant losses of students in the enrollment count makes for a difficult funding scenario. We are working as diligently as we can to be creative about how to best support these schools in light of the circumstances, but to be honest, we have limited options.

I’m happy to talk with you, though I wouldn’t be able to do it until the end of next week. My assistant, Angela, can be in touch to schedule a time to meet.

Kaya

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kaya henderson@dc.gov
W dcps.dc.gov

Dear Kaya,

I spoke at length to John Davis last week before I had seen the high school budgets. The increase in the teacher pupil ratio, the rise in employee costs and the low projections at a number of campuses has created a crisis. It is my sense that there will be a large turnout at the Mayor’s budget hearing on Thursday evening. I am afraid these budget challenges coupled with the pending IFF meetings and the defacto label of failed for 6 of the 10 neighborhood high schools is derailing the investment and opportunity that has started with the high school modernizations. I would welcome a conversation with you as soon as possible. Thank you, Cathy
Good morning,

I have reviewed the budgets and I am more amazed at the projected enrollments for some of these schools. We got to close’em there’s no way around it, small school populations are draining the budget. We have Shaw MS preparing to receive about 20k for 109 students. What duh?? You know my two schools are Eastern and Woodson respectively and of course I do believe that both schools are being short-changed enormously in the budget area. My OMG moment, was to see the projected enrollment for Jefferson and their allotment. We might as well rename it “Cash Cow Middle School,” stop-laughing you know it is true.

If you need to assemble a group constituents who are in support of you to close these under enrolled schools then sign-me up, immediately.

You know that saying that, the grass is greener on the other side, well the reason it is greener, because they paid more for the gardener.

Take care,

Mark
Mr. Holt,

First, I want to apologize tremendously that I'm just responding to your email. I read it in its entirety upon receipt, but knew I couldn't attend the meeting. I apologize for not at least responding that I wouldn't be able to attend.

I've thought really long and hard about the issues you raise in your email and what I'd really like to do is have a discussion with you. Any chance we could schedule a coffee sometime in the next few weeks?

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202.535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

-----Original Message-----
From: Holt, Daniel [mailto:Daniel.Holt@mail.house.gov]
Sent: Friday, February 10, 2012 5:21 PM
To: Henderson, Kaya (OOC)
Subject: Ward Six Middle Schools

Chancellor Henderson --

Happy Friday, I hope you are doing well. This is Daniel Holt from Brent ES and I want to share a few items with you.

******************************************************************************
(1) I apologize for sending you an e-mail a few months ago inviting you and others to a meeting at Brent regarding middle schools. I should have been more thoughtful in sending the Chancellor the widely distributed note and I am sorry. You have my strong support and I want to work with you.

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I have reached out to Kelly Young, Amanda Alexander and Mark King about this matter.

********************************************************************
Best,

Daniel Holt
Parent - Brent Elementary
202-225-0898
March 1, 2012  
1339 East Capitol St., SE  
Washington, DC  20003

De'Shawn Wright  
Deputy Mayor for Education  
The John A. Wilson Building  
1350 Pennsylvania Avenue, NW  
Washington, DC 20004

RE: IFF Study and Tyler Elementary School

Dear Mr. Wright,

I recently received a copy of your Dear Friends letter regarding the Illinois Facility Fund (IFF) study where you said “[t]his study is merely a starting point.” My daughter has attended Tyler Elementary School for the past four years. As you know, Tyler Elementary School is placed in Tier 4 by the IFF study, and is projected to have 0% of its students proficient by 2016. I wanted to share with you why I would never use the IFF study as a starting point for a discussion about Tyler Elementary School.

When I discuss Tyler Elementary School with people, the first things I start talking with them about are the:

- thriving Spanish Immersion program where about 1/3 of the students at the school starting at three years old are learning to speak and write in both Spanish and English;
- high-quality city-wide special education program that serves to teach primarily students with autism and other students with full or part-time Individual Education Plans, representing about 1/3 of the students at the school. The teaching community of special education staff includes some of the strongest, most dedicated in the District. In my opinion, the Tyler special education program saves DCPS tens of millions of dollars a year because parents with children in the program believe it serves and meets their child’s needs and thus those families do not have to seek costly out-of-DCPS placement to meet those students’ academic needs;
- arts integration program incorporating the arts into all subject areas in order to engage students more intently on their learning;
- Outdoor Classroom and School Garden (a parent-led initiative) that raised over $300,000 to transform a fenced, asphalt lot behind the school into a beautiful urban oasis that provides recreational, learning and nutrition opportunities for the school community;
- school’s principal, Jennifer Frentress, who is an experienced leader who initiated a transformative and effective rejuvenation of teaching and learning at the school in August 2010; and
- active Parent Teacher Association that supports the school in a multitude of ways including raising funds to support a mini-grant program to fund projects, materials, performances and field trips, producing the weekly Tuesday Tyler Times newsletter for
timely communication with families on school activities, and sponsoring staff appreciation activities throughout the year.

When I finish talking about the above activities, I generally start talking about the partnership the school has with the Phillips Collection or the performance of “Hansel y Gretel” that was performed for all the students by the educational performance troupe “Teatro de la Luna” in early February or the focus on wellness at the school which promotes (and is producing results in) healthy eating and exercise (including the school’s national recognition for a Bronze Award by the Alliance for a Healthier Generation), or the partnership the school has with Turning the Page, an organization that conducts in-school programming that increases parental involvement in students’ education and within the school.

I always tell people how happy my daughter is at Tyler Elementary, how much Spanish she is learning in the Spanish Immersion program, how she enjoys going to school each day, and how fortunate we are that she has such good teachers. I also always tell people how fortunate we are to have such a high quality DC public school right in our neighborhood.

I hope my letter encourages you to stop using the IFF study as a starting point for discussing any of the schools in Washington, DC. I hope you will actually visit schools like Tyler Elementary to see first-hand how DCPS has the capacity to produce and is, in fact, producing high-quality public schools, and how flawed the findings of the IFF study must be if it identifies a school like Tyler Elementary as Tier 4. Finally, I sincerely hope you will stop talking about closure, turnaround or school management changes based on the IFF study because that language will not inspire thoughtful decisions about how to strengthen and improve the DC public schools.

Sincerely,

Suzanne Wells
Parent
Tyler Elementary School

cc: Vincent Gray
    Kaya Henderson
    Tommy Wells
Call me at 9.

Sent from my iPhone

On Mar 1, 2012, at 10:55 PM, "Abigail Smith" <smith.abigail@gmail.com> wrote:

Would that time work to talk? I can call you, if that works.

On my list:

- Next steps on inviting Paxton the DCPEF board
- Candidates for the ED position
- Priority on early childhood for fundraising (specifically Tools in K)
- Monday’s Ed Fund board meeting (Pete has the info and is preparing talking points)
- Agenda for donor briefing (draft attached)
- Next steps re IFF - for DCPS and for funders
- Next steps re arts stuff (I have already sent an email to George V. to try and arrange a meeting for you and him)

--
Abigail Smith
smith.abigail@gmail.com
202.578.3634

<March 2012 Donor Briefing Draft Agenda V6 February 21 2012.docx>
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Ivy City, Trinidad &amp; Carver Langston (Cluster 23)</th>
<th>Brookland, Brentwood &amp; Langdon (Cluster 22)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Center City PCS – Trinidad Campus (PK-8)</td>
<td>3. Langdon EC (PS-8)</td>
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<td></td>
<td>* Phelps HS (9-12)</td>
<td>1. Mary McLeod Bethune PCS (PK-8)</td>
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<td>4. Spingarn HS (9-12)</td>
<td>4. Noyes EC (PS-8)</td>
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<td></td>
<td>2. Washington Math Science Technology PCHS (9-12)</td>
<td>* Perry Street Prep PCS (PK-12)</td>
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<td></td>
<td>5. Wheatley EC (PS-8)</td>
<td>2. Tree of Life PCS (PK-8)</td>
</tr>
<tr>
<td>2010-11 Enrollment (K-12)¹</td>
<td>1,841 students 1,070 (58%) DCPS 771 (42%) PCS</td>
<td>2,225 students 1,329 (60%) DCPS 896 (40%) PCS</td>
</tr>
</tbody>
</table>
| High-Quality Seats Supply/Demand | Supply: 327 (18%)  
Need: 1,514 (82%)  
- 621 Grades K-5  
- 414 Grades 6-8  
- 479 Grades 9-12 | Supply: 227 (12%)  
Need: 1,948 (88%)  
- 904 Grades K-5  
- 476 Grades 6-8  
- 568 Grades 9-12 |
| Specialty Programs²           |  
- STEM-focused charter high school (WMST PCHS)  
- Architecture, Construction and Engineering focused DCPS high school (Phelps HS) |  
- Both Burroughs EC and Langdon EC are STEM-focused schools for PS-8  
- Langdon EC currently offers Montessori |
| Facilities Investments        |  
- Recent modernization of Wheatley EC  
- Phelps HS new building |  
- Recent modernization of Burroughs EC |
| Vacant DCPS Properties being considered for RFO |  
- Webb  
- Young |  
- Langston  
- MM Washington  
- JF Cook |

¹ Data from *Quality Schools: Every Child, Every School, Every Neighborhood*
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<tr>
<td>Center City PCS-Trinidad Campus (PK-8)</td>
<td>32.9/51.4</td>
<td>61.9/61.4</td>
<td>MM Bethune PCS (PK-8)</td>
<td>31.1/42.7</td>
<td>45.8/54.5</td>
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<td>WMST PCHS (9-12)</td>
<td>59.1/59.1</td>
<td>48.3/60.4</td>
<td>Perry Street Prep PCS – Lower School (PK-8)</td>
<td>23.1/37.7</td>
<td>46.8/46.0</td>
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<td>Perry Street Prep PCS – Upper School (9-12)</td>
<td>51.6/72.6</td>
<td>62.1/64.9</td>
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<td>Tree of Life PCS (PK-8)</td>
<td>39.8/41.9</td>
<td>33.4/38.4</td>
<td></td>
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<tr>
<td><strong>DCPS – School Scorecard</strong></td>
<td><strong>2011 % Proficiency Math/Reading</strong></td>
<td><strong>2011 % Growth Math/Reading</strong></td>
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<td></td>
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<tr>
<td>Browne EC (PS-8)</td>
<td>29/22</td>
<td>61/43</td>
<td>Burroughs EC (PS-8)</td>
<td>39/41</td>
<td>42/38</td>
<td></td>
</tr>
<tr>
<td>Phelps HS (9-12)</td>
<td>53/62</td>
<td>48/65</td>
<td>Langdon EC (PS-8)</td>
<td>72/67</td>
<td>48/50</td>
<td></td>
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<tr>
<td>Spingarn HS (9-12)</td>
<td>10/17</td>
<td>31/23</td>
<td>Noyes EC (PS-8)</td>
<td>28/32</td>
<td>21/21</td>
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<tr>
<td>Wheatley EC (PS-8)</td>
<td>20/19</td>
<td>39/38</td>
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<tr>
<td><strong>Existing School Plans for your cluster</strong></td>
<td>Ward 5 Middle School Plans (include Browne EC)</td>
<td>Ward 5 Middle School Plan</td>
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4 Data from DCPS School Scorecards (http://profiles.dcps.dc.gov/)
Community Advisors Meeting: Clusters 22 &23  
(INTERNAL) Agenda  
Turkey Thicket Recreation Center  
1100 Michigan Avenue, NE  
February 23, 2012  
7-8 pm

Welcome and Thanks (5 minutes) De’Shawn

- Goals of the work
  - To provide more quality education opportunities for students and families of the District.

- Why the Quality Schools study?
  - To assess the quality of education options available to families in different parts of the city and to help focus our efforts since we cannot do everything at once.
  - We now know precisely where we must focus our efforts to create more high-quality education options.
  - The number that various folks have been using (36, 38, 40) regarding the recommendation for closures is completely irrelevant. The point is that we have to use every tool available to provide more quality education opportunities for students and families of the District.

- Now what?
  - This report is a component of the process. From here, DCPS, charter school representatives, OSSE, the State Board of Ed, and DME are going to meet with residents in high-needs areas to review the data and consider the solutions we have available.
  - No decisions have been made, and none will be made until we’ve had a thorough conversation with the community and a comprehensive review of our options.
  - We need your help to build an interest in participation and in recruiting community members to take part in the engagement.

Why Have You Been Invited Today and What are We Hoping to Learn from You? (5 minutes) De’Shawn

- We want you to know that this is the beginning of the process and we’re asking for your input to structure the process appropriately.
- We would like your help in building up a conversation with the community and in finding the right set of recommendations for each neighborhood.
- We want you to have a voice and a chance to influence the process of bringing more quality school options to your community.
- We want you to have an opportunity to hear what the reality is around what is possible, for better and/or worse.
- We want you to have an opportunity to see your ideas and input implemented on a month to month planning basis.
- We want to provide a transparent process. No surprises. Being part of the process means that you will be present as options are presented and considered.
Purpose and Process (30 minutes) Jessica

- Sharing the data for your community (20 minutes)
  - Deep-dive on the report data for the cluster(s)
  - Chance for questions on data

- 2012 Community Engagement Plan (10 minutes)
  - Multiple meetings
    - Will be round-table, facilitated conversations
    - Will focus on a series of topics
      - vision for quality schools; “temperature taking;” trust building
      - options DCPS and PCSB can provide;
      - role of facilities;
      - creating a workable plan for your community
    - Want a large contingent from the community and broad cross-section of stakeholders (parents, school personnel, students, residents) who will bring many visions of quality schools for the neighborhoods;
    - While we will ensure face-to-face meetings, we’ll need multiple ways to interact with your community.
  - Need community help
    - Recruiting community members to take part in the engagement; we need your help to build an interest in participation
    - For the meetings: finding strong facilitators from the community; perhaps you will consider facilitating or helping us identify individuals or groups from your community who would be interested and willing to serve as facilitators
      - We will be working with a contractor who will train and support these community facilitators; contractor TBD

Questions for the Advisors & Discussion (15 minutes) Jessica

- We’ve paired your clusters together because...(share logic – size of cluster, number of schools, patterns of student travel, etc.). Do you have any objections to this?
- What else do we need to know as we begin this process in your community?
- What other groups should we reach out to as we begin? Others who were not in this meeting who should be considered “advisors?” Facilitators?
- Additional information about your schools and community that we should know?
- What are the different mechanisms we can get feedback from your community? Web portal? Twitter? Focus groups? Ward councils providing input?
Won't be finished until June. We'll do a public release when it's done.

Sent from my iPhone

On Feb 17, 2012, at 10:57 AM, "Bill Turque" <turqueb@washpost.com> wrote:

When can we see the ERS study?

From: "Henderson, Kaya (OOC)" [Kaya.Henderson@dc.gov]
Sent: 02/07/2012 12:20 AM EST
To: Bill Turque
Subject: RE: IFF

I’m totally back-to-back as I’ll be out of the office from Thursday – Monday. Any chance we can talk sometime next week?

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Bill Turque [mailto:turqueb@washpost.com]
Sent: Monday, February 06, 2012 8:29 AM
To: Henderson, Kaya (OOC)
Subject: IFF

Hi -- Do you have time in the next day or so to talk about the IFF study?

Bill Turque
The Washington Post
202-334-9294
301-332-7221 (c)
turqueb@washpost.com
Thanks, Mary. Angie will be in touch to schedule a time.

Kaya Henderson
Sent from my iPad

On Feb 9, 2012, at 1:24 PM, "MFilardo@21csf.org" <MFilardo@21csf.org> wrote:

Kaya, This study was really shoddy work—just poor research methods and no evidence to basis for its recommendations. I attached the written analysis Mike Siegel (a colleague) and I did on it. I would like to meet with you soon. I really don’t think we need to have others in the room. It would be good to just have an open discussion about what you are thinking and give you some honest feedback on it. I know there is all kinds of closing conversations around. We did the staff work for Michelle to make the round of closings possible. We don’t think that districts should never close schools, but it is really not the time and certainly the IFF study provides no basis for closing anything.

Please have your assistant call my office to schedule a time when we can meet. Let’s do it sometime after the oversight hearing on the 17th. Thanks. Mary

Mary Filardo
Executive Director
21st Century School Fund
1816 12th Street, NW
Washington, DC 20009
(202)745-3745 X11 (phone)
(202)745-1713 (fax)
mfilardo@21csf.org
www.21csf.org
www.BESTfacilities.org

<IFFreview_21CSF_Siegel_Final.doc>
From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Friday, February 10, 2012 10:48 AM
To: Williams-Skelton, Angela (OOC)
Subject: Fwd: comments on IFF study
Attachments: IFFreview_21CSF_Siegel_Final.doc; ATT3070678.htm

See below. Pls schedule an hour for Mary Filardo after the 17th. This is high priority. Would like to fit this in before the end of the month. Just me and her people.

Kaya Henderson
Sent from my iPad

Begin forwarded message:

From: <MFilardo@21csf.org>
Date: February 9, 2012 1:24:16 PM PST
To: <Kaya.henderson@dc.gov>
Subject: comments on IFF study

Kaya, This study was really shoddy work—just poor research methods and no evidence to basis for its recommendations. I attached the written analysis Mike Siegel (a colleague) and I did on it. I would like to meet with you soon. I really don’t think we need to have others in the room. It would be good to just have an open discussion about what you are thinking and give you some honest feedback on it. I know there is all kinds of closing conversations around. We did the staff work for Michelle to make the round of closings possible. We don’t think that districts should never close schools, but it is really not the time and certainly the IFF study provides no basis for closing anything.

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mfilardo@21csf.org
www.21csf.org
www.BESTfacilities.org
FYI
I think we need to provide supt's with some guidance around how to handle the question of closures raised by the IFF study. Let's discuss.

Kaya Henderson
Sent from my iPad

Begin forwarded message:

From: melissa williamson <chica.solteras@gmail.com>
Date: February 9, 2012 7:16:59 PM PST
To: "Haws, Lolli (DCPS)", <lolli_haws@dc.gov>, <Lisa.Ruda@dc.gov>, John Davis <John.Davis@dc.gov>, Nathaniel Beers <nathaniel.beers@dc.gov>, <Kaya.Henderson@dc.gov>
Subject: Parent Meeting

Dear Ms. Haws,

I had an opportunity to speak with several parents on yesterday and I also spoke with Chanita Barney, of the office of parent engagement. It has become really clear to me that the alleged closing of Prospect is being fueled by a newspaper article that unfortunately I have not had a chance to preview. Parents are concerned and would like to hear from leadership. I know that you as well as Ms. Barney stated that neither one of you have heard of Prospect closing. I would like for you all to share what you do know with the parents and what the future holds for the school. As the instructional superintendent, you are probably in more of a position to do this as anyone else.

Ms. Haws the concerns that I shared with you in my last email are concerns that I have expressed to my son's teachers as well as to the principal during LSAT team meetings. Over the years I have followed the changes that have taken place in DCPS. I am well versed in special education policies and procedures. I possess both a bachelor and a master's degree. Like myself, there are other educated and well informed Prospect Parents with and without formal degrees. We want the best for our kids which is why we took them out of regular school and put them in a full-time LD program.

Ms. Haws what I am seeing with Prospect is that the dcps special education department has essentially made it a dumping ground. You all continue to make referrals (whether appropriate or not) to avoid placing kids at the LAB school, Kingsbury and other private LD placements. You have placed kids who are totally inappropriate in the
school (ED program on the 4th floor). These children deserve to have their own full time program outside of Prospect. Now how do I know this because I am at my son's school at least three times a week. I have observed a lot and kind of set silent but no longer am I going to allow the leadership of DCPS to neglect the education of my child by haphazardly making decisions that are not in his or the other children in this school's best interest.

This is my first full year as a DCPS parent. My son, whom I adopted one year ago, previously attended school in Delaware. I am fully committed to DCPS and ensuring that he and other kids get what they deserve. I continue to believe that Prospect could be a better school if DCPS would stop dismantling it and really do a needs assessment to figure out how to make it better. Yes we can restructure, bring in one of those boot leg companies to run the school, you can even fire the principal. There is lot of evidence to support that these types of interventions do not work i.e Dunbar Senior High School. It is much better if we looked at other similar schools both private and public to see how they work, Prospect is an unique school You can not put it in the same boat as other junior high schools.

If the Ph.d's can not figure out how to make this a model school then what are we to do. Ms. Hawes I think that we have figured out a tentative date for a meeting. I can let you know more about that on tomorrow. What is your availability?
Thanks.

Sent from my iPhone

On Feb 7, 2012, at 9:14 AM, "Salmanowitz, Melissa (DCPS)" wrote:

Sure thing! Just gave a copy to Angie.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E  kaya henderson@dc.gov
W dcps.dc.gov

Absolutely. I think it’s the right call.

See below. Let’s get a call on my schedule early next week. And let’s try to figure out what we’re going to say between now and then.

Sent from my iPhone

Begin forwarded message:

From: Bill Turque <turqueb@washpost.com>
Date: February 7, 2012 5:51:41 AM EST
Hi -- Do you have time in the next day or so to talk about the IFF study?
Cool. Can you print me out a copy of the report so I can read it on the plane on Thursday?

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

Absolutely. I think it's the right call.

See below. Let's get a call on my schedule early next week. And let's try to figure out what we're going to say between now and then.

Sent from my iPhone

Begin forwarded message:

From: Bill Turque <turqueb@washpost.com>
Date: February 7, 2012 5:51:41 AM EST
To: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>
Subject: Re: IFF

Sure
I’m totally back-to-back as I’ll be out of the office from Thursday through Monday. Any chance we can talk sometime next week?

Kaya Henderson
Chancellor

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E kaya_henderson@dc.gov
W dcps.dc.gov

From: Bill Turque [mailto:туркеb@washpost.com]
Sent: Monday, February 06, 2012 8:29 AM
To: Henderson, Kaya (OOC)
Subject: IFF

Hi -- Do you have time in the next day or so to talk about the IFF study?

Bill Turque
The Washington Post
202-334-9294
301-332-7221 (c)
turkeb@washpost.com
See below. Let's get a call on my schedule early next week. And let's try to figure out what we're going to say between now and then.

Sent from my iPhone

Begin forwarded message:

From: Bill Turque <turqueb@washpost.com>
Date: February 7, 2012 5:51:41 AM EST
To: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>
Subject: Re: IFF

Sure

From: "Henderson, Kaya (OOC)" [Kaya.Henderson@dc.gov]
Sent: 02/07/2012 12:20 AM EST
To: Bill Turque
Subject: RE: IFF

I’m totally back-to-back as I’ll be out of the office from Thursday – Monday. Any chance we can talk sometime next week?

Kaya Henderson
Chancellor

District of Columbia Public Schools
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12th Floor
Washington, DC 20002
T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Bill Turque [mailto:turqueb@washpost.com]
Sent: Monday, February 06, 2012 8:29 AM
To: Henderson, Kaya (OOC)
Subject: IFF

Hi -- Do you have time in the next day or so to talk about the IFF study?
Melissa will be in touch to set up a time.

Sent from my iPhone

On Feb 7, 2012, at 5:50 AM, "Bill Turque" <turqueb@washpost.com> wrote:

Sure

From: "Henderson, Kaya (OOC)" [Kaya.Henderson@dc.gov]
Sent: 02/07/2012 12:20 AM EST
To: Bill Turque
Subject: RE: IFF

I’m totally back-to-back as I’ll be out of the office from Thursday – Monday. Any chance we can talk sometime next week?

Kaya Henderson
Chancellor
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12th Floor
Washington, DC 20002
T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Bill Turque [mailto:turqueb@washpost.com]
Sent: Monday, February 06, 2012 8:29 AM
To: Henderson, Kaya (OOC)
Subject: IFF

Hi -- Do you have time in the next day or so to talk about the IFF study?
I’m totally back-to-back as I’ll be out of the office from Thursday – Monday. Any chance we can talk sometime next week?

Kaya Henderson
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Bill Turque
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Thoughts?

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E kaya.henderson@dc.gov  
W dcps.dc.gov

Hi -- Do you have time in the next day or so to talk about the IFF study?

Bill Turque  
The Washington Post  
202-334-9294  
301-332-7221 (c)  
turqueb@washpost.com
From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Friday, February 03, 2012 8:00 AM
To: Williams-Skelton, Angela (OOC)
Subject: Fwd: Get together?

See if he can come in on Monday at 9.

Sent from my iPhone

Begin forwarded message:

From: <spearson@dcpubliccharter.com>
Date: February 2, 2012 11:32:11 AM EST
To: <kaya.henderson@dc.gov>
Subject: FW: Get together?

Resending. Also we need to talk SPED.

Scott

-----Original Message-----
From: Scott Pearson - Executive Director
Sent: Saturday, January 28, 2012 1:29 PM
To: Kaya Henderson
Subject: Get together?

Hi Kaya - I hope your doing well.

Would you have time to get together in the next week or two to talk about how we should respond to the IFF study? I'm thinking if you and I are aligned on the big picture our staffs can develop a more detailed response.

While IFF is the immediate issue, there are a few others:

- On the ESEA waiver we've had great teamwork from Cate. I feel like we are largely aligned there. Over time i'd like to build on that cooperation and see if we can't work to merge our PMF with your scorecard to have a common system. (I still have some anxiety that the waiver submission won't be something we can live with, so want to work hard to get it to an acceptable place.)

I had a good conversation with Jim Blew about my desire to unify the charter application date and process so it's more parent-friendly. He encouraged me to think bigger - coordinate with DCPS on common dates and even choice-based algorithms to award spaces across the sector. So I'd love to bang around some ideas there.

Finally I have been and will continue to be vocal on the issue of funding equality. I hope we can agree to disagree (even vigorously) without letting that impede our ability to cooperate in so many other areas.
Best. Scott

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Chancellor

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W dcps.dc.gov

All,
Finally, I am pleased to share with you (and only you) the final draft of the IFF report. This report is confidential material, please do not share it until after it is released publicly on Thursday morning.

Here is a list of briefings that are happening this week. We would welcome a representative from DCPS and PCSB to join us at any or all of these.

- Tues., 1/24, 3pm – 4:30pm: Community leaders
- Wed., 1/25, 4 – 5pm: Councilmembers and staff
- Thurs., 1/26, 10am: Conference call with SBOE
- Thurs., 1/26, 1 – 2:30pm: Ed stakeholders (Advocates, ed nonprofits, LEA's, etc.)

Thanks very much for your support throughout this process. If you have any questions on the report or on the briefings, please feel free to call me: 202-431-5385.

All the best,
Marc

Marc Bleyer | Capital Program Manager
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave. NW, Ste. 303
Washington, DC 20004
Join Mayor Gray at the One City Summit on February 11, 2012
Let Your Voice Be Heard – Help the District become a more livable, vibrant, and inclusive city – for everyone.
Open to all DC residents
Sign up at www.onecitysummit.dc.gov
Quality Schools: Every Child, Every School, Every Neighborhood

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

Funding for this needs assessment was provided by The Walton Family Foundation. IFF thanks the following individuals for their assistance with this project:

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Mare Bleyer, Capital Program Manager
Alanna Smith, Senior Advisor
Jessica Sutter, Senior Advisor

**District of Columbia Public Charter School Board**
Brian Jones, Chairman
Jeremy Williams, Director of Business Oversight
Lanoni Britton, Director of Information Technology

**District of Columbia Public Schools**
Tanya Henderson, Chancellor
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The Walton Family Foundation

Cover Photo
Atius, Woodrow Wilson High School
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IFF January 2013
Quality Schools: Every Child, Every School, Every Neighborhood

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

5 Preface

6 Executive Summary

6 Key Findings

6 Recommendations

7 Introduction

8 Research Methodology

8 Supply

10 Demand

10 Service Gap

10 Race and Ethnic Classifications

10 Student Commute

11 Data Sources

12 District-Wide Analysis

12 Final Rank of 39 Neighborhood Clusters

14 Enrollment and School Types

15 Demographics Overview

22 Performance

24 Student Commutes and Access to Performing Schools

28 Utilization

29 Grade Division Analysis

40 Findings and Recommendations

40 Findings

42 Recommendations

45 Top Ten Priority Neighborhood Cluster Profiles

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

48 Brightwood Park, Crestwood & Petworth (Cluster 18)

50 Brookland, Brentwood & Langdon (Cluster 22)

52 Ivy City, Trinidad & Carver Langston (Cluster 23)

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

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

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

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

62 Douglas & Shipley Terrace (Cluster 38)

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

66 Appendix A: Detailed Service Gap Data

68 Appendix B: Performance Analysis: School-Wide Tiers

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

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

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

76 Appendix F: Average Improvement Slopes by Neighborhood Cluster
Maps
13 Map 1: Final Rank of 39 Neighborhood Clusters by Service Gap
17 Map 2: Density of Households under 185 percent Federal Poverty Level
18 Map 3: Racial/Ethnic Majority in 2000
19 Map 4: Racial/Ethnic Majority in 2010
20 Map 5: Density of School-Age (5-17 years) Children in 2000
21 Map 6: Density of School-Age (5-17 years) Children in 2010
26 Map 7: Performance Tier of School Attended by DCPS Students Living in Cluster
27 Map 8: Performance Tier of School Attended by Charter Students Living in Cluster
31 Map 9: Student Commute Patterns to Tier 1 Schools, Grades K-5
32 Map 10: Service Gap, Grades K-5
34 Map 11: Student Commute Pattern to Tier 1 Schools, Grades 6-8
35 Map 12: Service Gap, Grades 6-8
37 Map 13: Student Commute Patterns to Tier 1 Schools, Grades 9-12
38 Map 14: Service Gap, Grades 9-12
41 Map 15: Top Ten Clusters In Need of Performing Seats

Charts
15 Chart 1: Percent of Population Below or Above 185 percent of the Federal Poverty Level
16 Chart 2: Breakdown of Race and Ethnicity by District and School Type
16 Chart 3: Breakdown of Race and Ethnicity for Washington, DC Population in 2000 and 2010
24 Chart 4: Student Commute Patterns by Performance Tier and School Type
25 Chart 5: DCPS and Charter School Students’ Commute Patterns by Performance Tier and Cluster Ranking
26 Chart 6: Student Household Income by Performance Tier and School Type

Tables
13 Table 1: Detailed Service Gap Analysis, K-12
14 Table 2: School Type and Enrollment Numbers
22 Table 3: Average Improvement Slope by Grade Division and School-wide in Math and Reading
22 Table 4: Number of Schools in each Tier, based on school-wide performance analysis
23 Table 5: Total Capacity of Schools in each Tier, based on school-wide performance analysis
26 Table 6: DCPS Students, by cluster and performance tier of school attending
27 Table 7: Charter Students, by cluster and performance tier of school attending
28 Table 8: Utilization Rates by Grade Range and School Type
30 Table 9: Number of Schools in each Tier, based on Grades K-5 performance analysis
30 Table 10: Student Commute Patterns to Tier 1 Schools, Grades K-5 Analysis
32 Table 11: Service Gap Analysis, Grades K-5
33 Table 12: Number of Schools in each Tier, based on Grades 6-8 performance analysis
33 Table 13: Student Commute Patterns to Tier 1 Schools, Grades 6-8 Analysis
35 Table 14: Service Gap Analysis, Grades 6-8
36 Table 15: Number of Schools in each Tier, based on Grades 9-12 performance analysis
36 Table 16: Student Commute Patterns to Tier 1 Schools, Grades 9-12 Analysis
38 Table 17: Service Gap Analysis, Grades 9-12
41 Table 18: Top Ten Service Gap Analysis
Quality Schools: Every Child, Every School, Every Neighborhood was commissioned by the Office of the Deputy Mayor for Education of Washington, DC and funded by The Walton Family Foundation. The research was conducted by the Public Policy and Research Department of IFF. IFF is a regional nonprofit community development financial institution. Since 1988, IFF has provided real estate financing and real estate development to nonprofit corporations. Today IFF works on a broader range of community development initiatives in five Midwestern states. Its policy and research department assists municipalities, foundations, associations and nonprofit corporations throughout the country with analysis that improves focus and resource allocation, primarily in school reform efforts. With the passage of legislation that called for nonprofit corporations to create charter schools throughout Illinois, in 1996, IFF partnered with Chicago Public Schools (CPS) leaders to evaluate operating and capital proposals from charter school applicants. IFF’s school study, originally developed in 2003 to identify priority community areas in Chicago for the location of new schools, led to better distribution of choices for parents and improved knowledge of real estate issues for Chicago Public Schools. IFF’s methodology has evolved and been adapted to guide school reform efforts in St. Louis, Milwaukee, Kansas City, Denver and two additional studies in Chicago. A similar study is underway in Indianapolis.

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

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

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

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

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

Most of these overcrowded schools are Tier 1 DCPS schools, predominantly in the northwest. The District’s student commute patterns suggest that if there were sufficient Tier 1 seats in the Top Ten priority neighborhood clusters, students would opt to attend a local school, overcrowding would decrease in Tier 1 schools and public schools could reach equilibrium in utilization.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The key finding of Quality Schools is that 68 percent of the demand for performing seats is located in ten clusters. Due to the preference to attend school close to home, the resulting recommended action steps focus on improving the geographic distribution of performing schools. By pinpointing the concentrations of low performing schools and high densities of students, Quality Schools makes the case for a new vision of geographic focus, to reach the greatest number of students who do not have access to a performing school today.
At its core, this study is a supply and demand needs assessment. While the performance of schools is the first step to counting the number of performing seats, this report is fundamentally about communities and children—not individual schools. It calculates the number of performing seats available for public school children living in a neighborhood. To pinpoint where to invest time and resources for the greatest impact on providing performing schools for all children, appropriate neighborhood geography is essential. It must be small enough to concentrate resources on local communities and large enough to analyze multiple schools and school operators, and to evaluate how each contributes to school options. After careful consideration, IFF and the Office of the Deputy Mayor of Education decided that the ideal geographic unit is the 39 neighborhood clusters designated by the DC government for community planning purposes. A supply and demand calculation is made for each neighborhood cluster. The results of the study are presented by neighborhood cluster based on highest to lowest need. Three components of the methodology are the backbone of the study: supply, demand and service gap.

**Supply**

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

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

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

2 For 2011, in elementary schools, 75.69 percent of students should score at or above grade level in reading; and 70.14 percent at or above grade level in math. In high schools, 71.79 percent and 70.27 percent must score at or above proficiency in reading and math respectively. For details on AYP Guidelines and DC-CAS technical manual, see publications from Office of the State Superintendent of Education.
only 18 schools as performing, the top quartile for school-wide performance, which included all schools, categorizes 45 schools as top performing; for grades K-5, 31 schools are in the top quartile; for grades 6-8, 20 are in the top quartile; and for grades 9-12, eight are in the top quartile.

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

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

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

Performing Capacity in Neighborhood Clusters.

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

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

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

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

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

Service Gap

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

Race and Ethnic Classifications

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

Student Commute

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

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

Efforts to increase educational options have created a rich, diverse and complex school choice landscape in Washington, DC. The District of Columbia School Reform Act of 1995 established the Public Charter School Board (PCSBI) and empowered it to authorize, monitor, renew and revoke charters. Over the past decade and a half, Washington, DC has become second only to New Orleans in the proportion of students served in charter schools. In 2007, PCSBI became the sole authorizer of charter schools. Concurrently, control of DCPS was transferred to the Office of the Mayor of the District of Columbia. Under former Chancellor Michelle Rhee, Washington, DC underwent one of the most nationally watched educational overhauls. Among other outcomes, test scores have risen and parents appear to have more faith in the DCPS schools—as suggested by the recent growth in enrollment.

In addition to choosing between DCPS and charter schools, the reformed and highly publicized out-of-boundary lottery has become an increasingly common choice for parents and students, with over 5,000 participants in 2010. Washington, DC has made great strides, but remains far from Mayor Vincent Gray’s vision of “a great teacher for every student and a great school for every community.”

Final Rank of 39 Neighborhood Clusters
The culmination of this study is the ranking of neighborhood clusters based on their service gap, as illustrated in Map 1, and the identification of the Top Ten priority neighborhood clusters, as indicated in bold on the map, with a tie at rank three. The Top Ten are the ten clusters with the highest average rank across the three grade divisions (see Research Methodology section for detailed description of terms and methods). The final rank of the neighborhood clusters by their need for performing schools is an average of the ranks of the three grade divisions (K-5, 6-8, 9-12), see the sub-section Grade Division Analysis, for details. Because this study is a snapshot in time, it evaluates the neighborhood clusters based on data from the academic year 2010-2011.

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

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

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

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

3 Office of the State Superintendent for Education (OSSE).
Map 1  Final Rank of 39 Neighborhood Clusters by Service Gap

Table 1: Detailed Service Gap Analysis, K-12

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<td>90%</td>
<td>-65</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>6.137</td>
<td>90%</td>
<td>-67</td>
</tr>
<tr>
<td></td>
<td>66</td>
<td>6.167</td>
<td>90%</td>
<td>-69</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>6.197</td>
<td>90%</td>
<td>-71</td>
</tr>
<tr>
<td></td>
<td>68</td>
<td>6.227</td>
<td>90%</td>
<td>-73</td>
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<tr>
<td></td>
<td>69</td>
<td>6.257</td>
<td>90%</td>
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<td></td>
<td>70</td>
<td>6.287</td>
<td>90%</td>
<td>-77</td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>6.317</td>
<td>90%</td>
<td>-79</td>
</tr>
<tr>
<td></td>
<td>72</td>
<td>6.347</td>
<td>90%</td>
<td>-81</td>
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<td></td>
<td>73</td>
<td>6.377</td>
<td>90%</td>
<td>-83</td>
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<td></td>
<td>74</td>
<td>6.407</td>
<td>90%</td>
<td>-85</td>
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<td></td>
<td>75</td>
<td>6.437</td>
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<td></td>
<td>76</td>
<td>6.467</td>
<td>90%</td>
<td>-89</td>
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<td></td>
<td>77</td>
<td>6.497</td>
<td>90%</td>
<td>-91</td>
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<td></td>
<td>78</td>
<td>6.527</td>
<td>90%</td>
<td>-93</td>
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<td></td>
<td>79</td>
<td>6.557</td>
<td>90%</td>
<td>-95</td>
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<tr>
<td></td>
<td>80</td>
<td>6.587</td>
<td>90%</td>
<td>-97</td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>6.617</td>
<td>90%</td>
<td>-99</td>
</tr>
</tbody>
</table>

Districtwide Totals: 60,248, 434%, 39,758
Enrollment and School Types
Using student-level data to analyze enrollment, this study examines schools that serve kindergarten to 12th grade students in neighborhood schools, specialized high schools and charter schools: the population indicated in red on Table 2. It includes 112 DCPS schools serving 37,843 students, and 72 charter campuses serving 22,405 students. On October 2010, 75,585 students, or 93 percent of the 81,132 school-age children in DC, attended a DCPS or public charter school. An additional 1,500 students attended a private school with a scholarship from the Opportunity Scholarship Program (OSP).

Table 2: School Type and Enrollment Numbers

<table>
<thead>
<tr>
<th>DC Residents</th>
<th>Type of School</th>
<th>Number of Campuses</th>
<th>PS-PK</th>
<th>K-5</th>
<th>6-8</th>
<th>9-12</th>
<th>Other</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC Residents</td>
<td>Charter School</td>
<td>72</td>
<td>2,725</td>
<td>9,305</td>
<td>6,036</td>
<td>5,898</td>
<td>23,874</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Childhood Education</td>
<td>16</td>
<td>1,618</td>
<td>1,250</td>
<td></td>
<td></td>
<td>2,874</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other/Alternative</td>
<td>4</td>
<td>127</td>
<td>2,092</td>
<td>2,219</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td>1</td>
<td>3</td>
<td>54</td>
<td>38</td>
<td>55</td>
<td>64</td>
<td>214</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>24</td>
<td>11</td>
<td>24</td>
<td>5</td>
<td>71</td>
</tr>
<tr>
<td>PCSB Totals</td>
<td></td>
<td>93</td>
<td>4,353</td>
<td>10,639</td>
<td>6,085</td>
<td>6,014</td>
<td>2,161</td>
<td>29,252</td>
</tr>
<tr>
<td>DC Residents</td>
<td>Neighborhood School</td>
<td>100</td>
<td>5,110</td>
<td>10,881</td>
<td>6,950</td>
<td>7,648</td>
<td>39,595</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialized</td>
<td>0</td>
<td>3,258</td>
<td></td>
<td></td>
<td></td>
<td>3,258</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DCPS Totals</td>
<td></td>
<td>127</td>
<td>5,254</td>
<td>20,093</td>
<td>7,096</td>
<td>11,987</td>
<td>1,903</td>
<td>46,333</td>
</tr>
<tr>
<td>Non-residents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DCPS Totals</td>
<td></td>
<td>220</td>
<td>9,607</td>
<td>30,732</td>
<td>13,181</td>
<td>18,001</td>
<td>4,064</td>
<td>75,585</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 2010 US Census
6 Sources: PCSB student-level data, October 2010; DCPS student-level data, October 2010; and US Census 2010. PS-PK reflects the sum total of 3-4 year olds, grades K-5 or 5-10 year olds, grades 6-8 of 11-12 year olds and grades 9-12 of 13-17 year olds.
7 Most students in the Alternative Education, "Other" grade, are adult learners.
In DCPS, they have the average age of 31 years old.
In the District, public education services are provided by two separate but equally important systems: DCPS and charter schools authorized by PCSB. Until the slight increase in enrollment in the past two years, enrollment in DCPS schools had consistently declined over the past forty years. Additionally, since the District of Columbia School Reform Act of 1995, approximately 2,000 students have transferred each year from DCPS schools to charter schools. Nonetheless, DCPS continues to serve the majority of school-age children, with 46,333 students, or 61 percent of students enrolled in public schools. In 2010-11, DCPS operated 127 schools: 106 neighborhood schools, and six specialized high schools. The remaining schools, which are not included in the study, were early childhood education, special education, adult education, and alternative schools. Public charter schools served 29,252 students, or 39 percent of public school students, in 52 schools on 93 campuses. Seventy-two of the campuses were regular education charter schools. The remaining 21 schools were early childhood, special education, adult education and alternative schools.

Demographics Overview

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Washington, DC</th>
<th>DCPS</th>
<th>Charter Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 185% FPL</td>
<td>31%</td>
<td>33%</td>
<td>35%</td>
</tr>
<tr>
<td>$41,348 for a household of four and the threshold for reduced priced lunches</td>
<td>67%</td>
<td>69%</td>
<td>75%</td>
</tr>
<tr>
<td>&gt;185% FPL/ Pay Lunch</td>
<td>69%</td>
<td>67%</td>
<td>75%</td>
</tr>
<tr>
<td>$22,350 for a household of four, as compared to 15 percent nationally.</td>
<td>31%</td>
<td>33%</td>
<td>35%</td>
</tr>
</tbody>
</table>

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

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

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

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

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

11 See Research Methodology Section for discussion of definitions and statistics for race and ethnicity. "Other Races" includes American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and Other Races.
Map 2  Density of Households under 185 percent Federal Poverty Level

Performance Time

[Identification of performance times and thresholds]

People of Reproduction Under 185% FPL

[Identification of population thresholds]

DCPS 013710
Map 5  Density of School-Age (5–17 years) Children in 2000

Performance Tier

School Age Children (5-17)
Per Square Quarter Mile
Map 6  
Density of School-Age (5-17 years) Children in 2010
Table 3: Average Improvement Slope by Grade Division and School-wide in Math and Reading

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

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter</td>
<td>22</td>
<td>25</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>DCPS</td>
<td>23</td>
<td>20</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td>District Total</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>46</td>
</tr>
</tbody>
</table>

The current improvement slopes and achievement of Tier 2 schools indicates that they are not currently and will not become high performing schools without intervention. District-wide, Tier 2 schools have a capacity of 25,518 seats; and, in the Top Ten, Tier 2 schools have a capacity of 10,484 seats. (Note: total school capacity serves all grades and programs, including PS-PK in elementary schools.) Overall, 40 percent to 60 percent of the students in Tier 2 schools tested at or above grade level. While a few Tier 2 schools have steep slopes of improvement in math (and a few have declining performance in math or reading), most have shallow improvement
slopes. As a whole, the percent of students on grade level has increased at a 2.3 percent to five percent slope in math and a .8 percent to three percent in reading in Tier 2 schools. There are slightly more Tier 2 charter schools (25) than DCPS schools (20). These schools are near-performing schools.

A few of the Tier 3 schools appear to be slowly improving, while many are declining in performance—especially in reading. District-wide, Tier 3 schools have a capacity of 22,377 seats; and, in the Top Ten, Tier 3 schools have a capacity of 9,827 seats. As a group, Tier 3 schools have 30 percent to 40 percent of their students testing at or above grade level, and have an improvement slope of .7 percent to 2.25 percent in math and -1 percent to .8 percent in reading. Based on current and past performance, a handful might improve sufficiently to perform comparable to current Tier 2 schools by 2016, but many will remain stagnant in performance or decline to a Tier 4 performance level. Ten charter schools and 35 DCPS schools have Tier 3 performance.

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

There are 22 Tier 1 schools in the neighborhoods east of the park and west of Anacostia River; seven are DCPS schools, and 15 are charter schools. They serve 6,922 students: 40 percent (2,777) attend a DCPS school and 60 percent (4,445) attend a charter school. The DCPS schools are operating at 69 percent to 116 percent capacity; 54 percent (2,231) of their students live in the same cluster or an adjacent cluster; and, 50 percent (2,028) of the students are from a Top Ten priority cluster. Increasing enrollment in these Tier 1 schools would increase the number of students served by performing schools, but would not make a significant difference in the service gaps of the Top Ten priority clusters in the northeast.

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

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

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

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

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

---

In examining student commute patterns and their impact on overcrowding, thirteen percent (795) of the students in Tier 1 schools in the northwest live in priority clusters 2 and 18. Twenty-two percent (1,370) of the students in these northwestern Tier 1 DCPS schools live in a Top Ten priority neighborhood cluster.
students. Most are operating between 77 percent and 90 percent capacity, although one is at 36 percent capacity. Eighty-six percent (1,598) of the students attending these Tier 1 schools live in a cluster south of the river; 61 percent (1,133) of the students live in the same cluster or an adjacent cluster; and, 65 percent (1,210) of the students come from one of the Top Ten Priority Clusters.

**Student Commutes and Access to Performing Schools.** Education reform has opened up school options, and parents and students often choose to travel to a school of their choice. Although there are Tier 1 schools throughout the district, they are not distributed equally. Public policy has addressed the geographic disparities with the out-of-boundary lottery for DCPS schools and the district-wide lottery for charter schools, current public policy provides school options for parents and students.

To analyze whether and for whom school-choice increases access to Tier 1 schools, the study maps where students live and the school they attend. Despite the range of choice options in the District, two-thirds of students attend a school within their neighborhood cluster or in the adjacent neighborhood cluster. Seventy-four percent (27,921) of students enrolled in a DCPS school and 57 percent (12,861) of students enrolled in a charter school attend a school within their neighborhood cluster—although not necessarily their assigned neighborhood school, in the case of DCPS students—or in the adjacent neighborhood cluster. Because students tend to attend a school close to their home, the neighborhood in which they live largely determines whether they attend a performing school. In total, 28 percent (6,204) of charter students and 23 percent (8,908) of DCPS students attended a Tier 1 school. Only 15 percent (3,457) of charter students and 13 percent (5,069) of DCPS students are able to access a Tier 1 school in their neighborhood cluster or the adjacent neighborhood cluster. As this illustrates, students who lived near Tier 1 schools, whether DCPS or public charter schools, were more likely to attend a Tier 1 school. In fact, 70 percent of the students in the ten northwestern clusters attend a Tier 1 school in or adjacent to their neighborhood cluster.

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

**Students in the Top Ten and their Commutes.** Following the District pattern, students in the Top Ten clusters were half as likely to attend a Tier 1 school—regardless of how much they travel—as compared to students in the remaining 29 clusters. If they traveled beyond the adjacent cluster, their chances of attending a Tier 1 school were similar to students in the remaining 29 clusters. However, if they attended a school in or adjacent to their neighborhood cluster, which 68 percent (21,776) of all students did, they were 2.5 times less likely to attend a Tier 1 school as their peers in the remaining 29 clusters. In the Top Ten priority neighborhood clusters, eight percent of the students attend a Tier 1 school in or adjacent to their neighborhood cluster, as compared to 21 percent, or one in five students, in the remaining 29 clusters. Map 7 and Map 8 synthesize the geographic distribution of performing schools and student commute patterns to reveal these patterns of student access to performing schools.
**Chart 5: DCPS and Charter School Students' Commute Patterns by Performance Tier and Cluster Ranking**

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

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

**Map Reading Hints:** The pie charts are sized by the number of students living in each cluster and color-coded by the performing tier of the school they attend—regardless of whether they stay in their neighborhood or commute to their school.
Table 6: DCPS Students, by cluster and performance tier of school attending

Cluster Number | Tier 1 (Schoolwide) | Tier 2 (Schoolwide) | Tier 3 (Schoolwide) | School** | Non-Tier DCPS | Total DCPS | Students | Students | Students | Students | Students | Students
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*Includes schools not included in our analysis due to lack of DCPS testing data.
### Table 7: Charter Students, by cluster and performance tier of school attending

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<td>Tier 2</td>
<td>76%</td>
<td>49%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Tier 3</td>
<td>69%</td>
<td>59%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Tier 4</td>
<td>71%</td>
<td>74%</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>All Tier</td>
<td>81%</td>
<td>66%</td>
<td>80%</td>
</tr>
<tr>
<td>Top Ten Clusters (all schools)</td>
<td>Tier 1</td>
<td>75%</td>
<td>85%</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>Tier 2</td>
<td>79%</td>
<td>56%</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>Tier 3</td>
<td>77%</td>
<td>63%</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>Tier 4</td>
<td>68%</td>
<td>71%</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td>All Tiers</td>
<td>74%</td>
<td>67%</td>
<td>75%</td>
</tr>
<tr>
<td>District Average</td>
<td>All Tiers</td>
<td>78%</td>
<td>67%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Utilization

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

When performance is considered, the utilization rates defy a singular trend. Tier 1 DCPS schools have average utilization rates ranging from 90 percent (9-12) to 121 percent (K-5). Tier 1 charter high schools have a utilization rate of 66 percent, while Tier 4 charter high schools have a utilization rate of 94 percent. As the student commute analysis demonstrates, students have a tendency to attend schools close to their residence. In grades K-5 and 6-8, Tier 1 charter schools have an average utilization rate of 80 percent. The lowest utilization rates are Tier 2 DCPS schools with grades 6-8, at 49 percent; and Tier 3 DCPS schools with grades 6-8, at 59 percent. As a comparison, Tier 2 charter schools with grades 6-8 have an average utilization rate of 65 percent, the Tier 3 schools utilization rate drops to 55 percent but for Tier 4 it increases to 68 percent. The absence of a singular trend remains consistent within the Top Ten, across both DCPS and charter schools. With the exception of Tier 1 DCPS schools, which are predominately overcrowded, utilization rates do not correlate to or predict performance.
The Top Ten priority neighborhood clusters are the ten highest ranked clusters based on an average rank of the three grade divisions. The detailed analysis and data by grade division underlying the Top Ten Analysis is located in the Grade Division Analysis sub-sections. Calculating service gap for each grade division (K-5, 6-8 and 9-12) provides a more focused structure for setting investment priorities. Among DCPS neighborhood schools, DCPS specialty high schools and charter schools, the study found that Washington, DC has 20,490 seats in Tier 1 schools. These schools can enroll 34 percent of 60,248 students in grades K-12. The District needs an additional 39,758 Tier 1 seats. Sixty-eight percent of the need for Tier 1 seats is in the Top Ten priority neighborhood clusters highlighted in Map 1.

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

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

In the Student Commute Patterns maps, the pie charts are sized by the number of students attending each Tier 1 school, and each slice represents the rank of the neighborhood cluster and the number of students from each type of neighborhood cluster who commute to attend the Tier 1 school. The pie chart for DCPS schools has a solid black outline. The public charter schools have a dashed black outline. The background represents the grade division service gap rank of each neighborhood cluster, from red to green. The table names the Tier 1 schools, their utilization and the percent of students from the service gap rank.
There are performing elementary schools throughout the city but more in the north than in the south, as illustrated in Maps 9 and 10. Overall, there are more Tier 1 DCPS schools than charter schools. Of the Tier 1 schools serving students in grades K-5, ten passed AYP thresholds (see the K-5 performance tiers in Appendix D). For grades K-5, the district-wide improvement slope was 2.4 percent in math and .95 percent in reading. They have improved from an average of 34 percent of students at grade level in 2007 to 41 percent in 2011 in math, but have only improved from 41 percent to 44 percent in reading. The district has closed underutilized and underperforming schools, including Shaed Educational Campus, which was included in the study.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter</td>
<td>13</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>DCPS</td>
<td>20</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>31</td>
<td>32</td>
</tr>
</tbody>
</table>

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

Table 10: Student Commute Patterns to Tier 1 Schools, Grades K-5 Analysis
Map 9  Student Commute Patterns to Tier 1 Schools, Grades K-5

- DCPS 013724
### Table 11: Service Gap Analysis, Grade K-5

<table>
<thead>
<tr>
<th>K-5 Need Rank</th>
<th>Cluster Number</th>
<th>DCPS Current Demand</th>
<th>Charter Current Demand</th>
<th>Service Gap</th>
<th>Service Level</th>
</tr>
</thead>
<tbody>
<tr>
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<td>64,392</td>
<td>21,392</td>
<td>43,000</td>
<td>51%</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>71,233</td>
<td>13,223</td>
<td>58,000</td>
<td>72%</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>58,465</td>
<td>12,465</td>
<td>46,000</td>
<td>55%</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>52,364</td>
<td>11,364</td>
<td>41,000</td>
<td>51%</td>
</tr>
<tr>
<td>5</td>
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<td>51,627</td>
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</tr>
<tr>
<td>6</td>
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<td>50,236</td>
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</tr>
<tr>
<td>7</td>
<td>7</td>
<td>49,000</td>
<td>8,000</td>
<td>41,000</td>
<td>51%</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>47,892</td>
<td>7,892</td>
<td>40,000</td>
<td>48%</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>46,733</td>
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</tr>
<tr>
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</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>13</td>
<td>13</td>
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</tr>
<tr>
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<tr>
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<tr>
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</tr>
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</tr>
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</tr>
<tr>
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<td>30</td>
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<td>30%</td>
</tr>
<tr>
<td>31</td>
<td>31</td>
<td>21,233</td>
<td>15</td>
<td>21,000</td>
<td>30%</td>
</tr>
<tr>
<td>32</td>
<td>32</td>
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<td>4</td>
<td>20,000</td>
<td>30%</td>
</tr>
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<td>33</td>
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<td>3</td>
<td>18,000</td>
<td>30%</td>
</tr>
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<td>36</td>
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<td>30%</td>
</tr>
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</tr>
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<td>4,000</td>
<td>30%</td>
</tr>
<tr>
<td>46</td>
<td>46</td>
<td>3,733</td>
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<td>30%</td>
</tr>
<tr>
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<td>0</td>
<td>2,000</td>
<td>30%</td>
</tr>
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<td>48</td>
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<td>1,000</td>
<td>30%</td>
</tr>
<tr>
<td>49</td>
<td>49</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Districtwide Totals</strong></td>
<td></td>
<td><strong>19,987</strong></td>
<td><strong>10,561</strong></td>
<td><strong>21,164</strong></td>
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</tr>
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</table>
Middle Schools: sixth to eighth grade analysis. There are performing schools throughout the District serving grades 6-8, as illustrated in Maps 11 and 12. There are 16 Tier 1 charter schools serving grades 6-8 and four DCPS schools. Following the broader pattern, DCPS schools predominately provide performing seats in the northwest, and charter schools predominately provide performing seats in the northeast and southeast. Many neighborhoods, which might otherwise be high-priority neighborhood clusters because of significant service gaps in K-5 and 9-12, have benefited from charter schools with grades 6-8 with steep improvement slopes. The commute pattern shows that several Tier 1 charter schools draw students from lower need neighborhoods to higher priority neighborhood clusters—reversing the District trend of students from high-priority neighborhood clusters contributing to overcrowding in schools in low-priority neighborhood clusters. Of the Tier 1 schools serving students in grades 6-8, five passed AYP threshold (see the 6-8 performance tiers in Appendix E). For grades 6-8, the district-wide improvement slope was two percent in math and negative one percent (declining) in reading. In math, middle schools have improved from an average of 38 percent of students on grade level in 2007 to 50 percent in 2011. In reading, the percent of students testing at or above grade level has remained flat with 45 percent in 2007, a peak of 54 percent in 2009 and a decline to 46 percent in 2011.

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

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter</td>
<td>16</td>
<td>11</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>DCPS</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>19</td>
<td>19</td>
<td>20</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Map Number</th>
<th>School Name</th>
<th>School Type</th>
<th>Schoolwide U-Clust</th>
<th>Total 6-8 Enrollment</th>
<th>6-8 Students From Clusters Ranked 1-15</th>
<th>6-8 Students From Clusters Ranked 16-30</th>
<th>6-8 Students From Clusters Ranked 31-75</th>
<th>6-8 Students From Clusters Ranked 76-100</th>
<th>6-8 Students From Clusters Ranked &gt;100</th>
<th>6-8 Students From Outside of District</th>
</tr>
</thead>
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<td>Day HS</td>
<td>DCPS</td>
<td>85%</td>
<td>77%</td>
<td>20.0%</td>
<td>15.0%</td>
<td>6.0%</td>
<td>3.0%</td>
<td>4.5%</td>
<td>5.0%</td>
</tr>
<tr>
<td>2</td>
<td>Farragut</td>
<td>Charter</td>
<td>77%</td>
<td>77%</td>
<td>24.0%</td>
<td>19.0%</td>
<td>6.0%</td>
<td>3.0%</td>
<td>4.5%</td>
<td>4.5%</td>
</tr>
<tr>
<td>3</td>
<td>Washington</td>
<td>Charter</td>
<td>77%</td>
<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>4</td>
<td>D.C. Heights</td>
<td>Charter</td>
<td>77%</td>
<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>5</td>
<td>D.H. High</td>
<td>Charter</td>
<td>77%</td>
<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>6</td>
<td>C.H. High</td>
<td>Charter</td>
<td>77%</td>
<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>7</td>
<td>D.C. Heights</td>
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<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>8</td>
<td>H-O-H High</td>
<td>Charter</td>
<td>77%</td>
<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>9</td>
<td>D.C. Heights</td>
<td>Charter</td>
<td>77%</td>
<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>10</td>
<td>Mchalewski</td>
<td>Charter</td>
<td>77%</td>
<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>11</td>
<td>D.C. Heights</td>
<td>Charter</td>
<td>77%</td>
<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>12</td>
<td>D.C. Heights</td>
<td>Charter</td>
<td>77%</td>
<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>13</td>
<td>D.C. Heights</td>
<td>Charter</td>
<td>77%</td>
<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>14</td>
<td>D.C. Heights</td>
<td>Charter</td>
<td>77%</td>
<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>15</td>
<td>D.C. Heights</td>
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<td>77%</td>
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<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>16</td>
<td>D.C. Heights</td>
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<td>77%</td>
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<td>16.0%</td>
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<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
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<td>77%</td>
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<td>16.0%</td>
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<td>2.0%</td>
<td>3.5%</td>
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</tr>
<tr>
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<td>77%</td>
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<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
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<td>77%</td>
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<td>77%</td>
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<td>3.5%</td>
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<td>77%</td>
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<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>23</td>
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<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
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<td>3.5%</td>
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<tr>
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<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
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</tr>
<tr>
<td>25</td>
<td>D.C. Heights</td>
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<td>77%</td>
<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>26</td>
<td>D.C. Heights</td>
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<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>27</td>
<td>D.C. Heights</td>
<td>Charter</td>
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<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>28</td>
<td>D.C. Heights</td>
<td>Charter</td>
<td>77%</td>
<td>77%</td>
<td>21.0%</td>
<td>16.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

DCPS 013726
Map 11: Student Commute Pattern to Tier 1 Schools, Grades 6–8
Table 14: Service Gap Analysis, Grades 6–8

<table>
<thead>
<tr>
<th>6-8 Head Rank</th>
<th>Cluster Number</th>
<th>DCPS Current Demand</th>
<th>Charter Current Demand</th>
<th>Service Gap</th>
<th>Service Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cluster 1</td>
<td>44</td>
<td>39</td>
<td>5</td>
<td>0%</td>
</tr>
<tr>
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</tr>
<tr>
<td>4</td>
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<td>0%</td>
</tr>
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</tr>
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<td>0%</td>
</tr>
<tr>
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<td>11</td>
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</tr>
<tr>
<td>9</td>
<td>Cluster 9</td>
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<td>11</td>
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<td>0%</td>
</tr>
<tr>
<td>10</td>
<td>Cluster 10</td>
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<tr>
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<tr>
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<td>0%</td>
</tr>
<tr>
<td>14</td>
<td>Cluster 14</td>
<td>12</td>
<td>11</td>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

Districtwide Totals: 6,950 6,037 6,997
High schools: ninth to twelfth grade analysis. There are performing high schools throughout the district. One neighborhood school, three charter schools and five DCPS specialty high schools contribute performing seats in the District. The only neighborhood high school that falls in the top quartile is Wilson High School, located in the northwest. Of the eight Tier 1 high schools, four passed AYP (see the 9-12 performance tiers in Appendix F). Of all the grade divisions, high schools have the lowest percent of students performing at grade level, but the highest rate of improvement over the past five years. The district-wide improvement slope for students in grade 10 was three percent in both math and reading.

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

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

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>DCPS</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Map Number</th>
<th>School Name</th>
<th>School Type</th>
<th>Schoolwide Utilization</th>
<th>Total 9-12 Enrollment</th>
<th>9-12 Students From Clusters Ranked 9-15</th>
<th>9-12 Students From Clusters Ranked 16-30</th>
<th>9-12 Students From Clusters Ranked 31-35</th>
<th>9-12 Students From Clusters Ranked 36-50</th>
<th>9-12 Students From Out of District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Tier 2</td>
<td>Tier 3</td>
<td>Tier 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Washington WJ</td>
<td>DCPS</td>
<td>96%</td>
<td>1,151</td>
<td>92%</td>
<td>82%</td>
<td>61%</td>
<td>50%</td>
<td>33%</td>
</tr>
<tr>
<td>2</td>
<td>Edgar Allan Poe</td>
<td>DCPS</td>
<td>87%</td>
<td>954</td>
<td>84%</td>
<td>71%</td>
<td>55%</td>
<td>43%</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Benjamin Banneker</td>
<td>DCPS</td>
<td>98%</td>
<td>457</td>
<td>96%</td>
<td>84%</td>
<td>70%</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>4</td>
<td>Marymoor Park School</td>
<td>DCPS</td>
<td>71%</td>
<td>264</td>
<td>68%</td>
<td>55%</td>
<td>41%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Shady Grove</td>
<td>ASD</td>
<td>93%</td>
<td>121</td>
<td>88%</td>
<td>75%</td>
<td>62%</td>
<td>49%</td>
<td>35%</td>
</tr>
<tr>
<td>6</td>
<td>Tiberi Elementary School</td>
<td>DCPS</td>
<td>98%</td>
<td>456</td>
<td>95%</td>
<td>84%</td>
<td>70%</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>7</td>
<td>Coolidge PCS</td>
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<td>946</td>
<td>88%</td>
<td>75%</td>
<td>62%</td>
<td>49%</td>
<td>35%</td>
</tr>
<tr>
<td>8</td>
<td>Thurgood Marshall</td>
<td>DCPS</td>
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<td>348</td>
<td>89%</td>
<td>76%</td>
<td>63%</td>
<td>50%</td>
<td>37%</td>
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</table>

*2010-2011 academic year. Source: Teacher Data. 2011-2012 academic year data not available.
Map 13  Student Commute Pattern to Tier 1 Schools, Grades 9–12
Table 17: Service Gap Analysis, Grades 9–12

<table>
<thead>
<tr>
<th>9-12 Need Rank</th>
<th>Cluster Number</th>
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<th>Charter Current Demand</th>
<th>Service Gap</th>
<th>Service Level</th>
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<td>21%</td>
</tr>
</tbody>
</table>

Districtwide Totals 10,906 5,807 11,917

DCPS 013731
Findings and Recommendations
Findings and Recommendations

Findings

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

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

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

The Top Ten priority neighborhood clusters, in rank order, are:
2. Brightwood Park, Crestwood, Petworth (Cluster 18)
3. Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights (Cluster 31)
4. Douglas, Shipley Terrace (Cluster 38)
5. Capitol View, Marshall Heights, Benning Heights (Cluster 33)
6. Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View (Cluster 2)
7. Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park, Fort Dupont (Cluster 34)
8. Ivy City, Arboretum, Trinidad, Carver Langston (Cluster 23)
9. Brookland, Brentwood, Langdon (Cluster 22)
10. Woodland/Fort Stanton, Garfield Heights, Knox Hill (Cluster 36)

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

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

To accelerate performance in the District, add 27,070 performing seats in the Top Ten priority neighborhood clusters by 2016.

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

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

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

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

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

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

In implementing the plan, provide operational flexibility and sustained support.

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

2. Close or turnaround Tier 4 DCPS schools.

Close Tier 4 charter schools.

Within the Top Ten, close all Tier 4 charter schools or negotiate a transfer of the charter to a Tier 1 charter school operator. Undertake a cost/benefit analysis to determine whether to turnaround or close Tier 4 DCPS schools. Evaluate the condition of each building,
estimate the cost of renovation and assess the feasibility of modernizing or rebuilding the facility. Then, evaluate the location of the building in the context of trends documented in this report, the current grade configuration of the school and the service gap of each grade division for alignment with the needs of the neighborhood. Based on this needs assessment and on resource constraints, select a realistic number of DCPS schools for turnaround. DCPS recently renovated and restructured Eastern High school and rebuilt Woodson High School. Higher performance is anticipated for both these Tier 4 schools.

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

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

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

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

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

4. Monitor Tier 3 schools.

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

In Clusters 18, 22, 33, 34 and 39, include Tier 3 schools in the initial strategic plan. The large service gap and concentration of Tier 3 schools in these clusters necessitates that the existing capacity in Tier 3 schools be transformed into performing capacity. Immediately assess whether they should be treated as Tier 2 or Tier 4 schools. Following the recommendations for Tier 4 schools, IFF recommends that PCSB recruit the highest performing charter school operators to Clusters 33, 34, 36, 38 and 39.
Top Ten Priority Neighborhood Cluster Profiles
The greatest overall need for Tier 1 schools is in the Top Ten priority neighborhood clusters. Addressing the service gaps in these neighborhood clusters as the highest priority will transform the District. In developing an action plan, the recommendations need to be adapted to the unique characteristics of each neighborhood cluster. To facilitate planning based on local community needs, the neighborhood profiles in this section include maps, tables, charts and analysis that detail cluster demographics, service gap, enrollment, commute patterns, performance and facilities.

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

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

Map Reading Hints: The school symbols are color-coded by school-wide performance tier and sized by the number of students attending that school from the cluster.
Columbia Heights, Mt. Pleasant, Pleasant Plains & Park View (Cluster 2)

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

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

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

- Cluster 18 has 4,964 students from grades K-12: 1,774 (36 percent) attend charter schools; and 3,190 (64 percent) attend DCPS schools. Not included in the study are 520 students enrolled in other programs, including preschool, alternative education and special education.

- Cluster 18 is one of the more racially and ethnically diverse areas of the District. Fifty-five percent are black, three percent white, one percent Asian, five percent American Indian or Alaska Native, and two percent Multi-Racial. Thirty-five percent identify their ethnicity as Hispanic/Latino.

- Sixty-eight percent of the students live in households with income below 185 percent of the Federal Poverty Level.

- Seventy-three percent of students are enrolled in a charter school and 65 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

Enrollment & Service Gap Findings

- 1,974 (40 percent) of the students attend a school within the cluster, 1,894 (38 percent) attend a school adjacent to the cluster. 1,096 (22 percent) travel further than an adjacent cluster.

- 1,348 (27 percent) students attend a Tier 1 school, both within and outside of the cluster. Of those, 731 (54 percent) attend a charter school and 617 (46 percent) attend a DCPS school.

- The service gap is 3,073 seats, meaning that 62 percent of seats in schools serving the cluster are in underperforming schools, and 38 percent are in Tier 1 schools.

Of the seats in schools that make up this service gap:
- 1,293 are in grades K-5;
- 486 are in grades 6-8; and
- 1,294 are in grades 9-12.

Recommendations

1. Invest in the six Tier 2 schools. Improving these schools to Tier 1 performance could add up to 1,000 performing K-12 seats for students living in Cluster 18, based on current commute and enrollment patterns.

2. Turnaround or close the three Tier 3 and the two Tier 4 schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,200 performing seats could be added for students in Cluster 18.

3. Strategically increase enrollment in the two Tier 1 charter schools to add approximately 835 seats.

On average, Tier 1 charter schools in Cluster 18 currently operate at 55 percent of their enrollment ceiling capacity.
*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"
Overview & Demographics
- Cluster 22 has 1,841 students from grades K-12: 771 (42 percent) attend charter schools; and 1,070 (66 percent) attend DCPS schools. Not included in the study are 177 students are enrolled in other programs, including preschool, alternative education and special education.
- Eighty-seven percent of students in Cluster 22 are black and three percent white, and three percent of students are all other races. Seven percent identify their ethnicity as Hispanic/Latino.
- Sixty-nine percent of the students live in households with income below 185 percent of the Federal Poverty Level.
  - Seventy-three percent of students live below 185 percent Federal Poverty Level.
- Sixty-nine percent of the students live in households with income below 185 percent of the Federal Poverty Level.
- Seventy-three percent of students are enrolled in a charter school and 66 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

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

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

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<th>School Name</th>
<th>School Type</th>
<th>Grades</th>
<th>Enrollment</th>
<th>Capacity</th>
<th>Utilization</th>
<th>Building</th>
<th>Capital Expenditures 2008-2010</th>
<th>Capital Expenditures 2008</th>
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<tbody>
<tr>
<td>McLeod Elementary</td>
<td>DCPS</td>
<td>K-8</td>
<td>283</td>
<td>314</td>
<td>90.1%</td>
<td>48,100</td>
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<tr>
<td>Langston Education Campus</td>
<td>DCPS</td>
<td>PK-8</td>
<td>414</td>
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<td>78.1%</td>
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<td>412</td>
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<td>51,500</td>
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<td>Perry Street PreK PCS (2011-2012 location; formerly Hyde Leadership Academy PCS)*</td>
<td>Charter</td>
<td>K-12</td>
<td>749</td>
<td>1,050</td>
<td>73.1%</td>
<td>398,300</td>
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</tr>
</tbody>
</table>

Non-Analysis Schools
- Lake C. Moore High School                      | DCPS        | 9-12   | 277        | 400      | 69.3%       | 27,487   |                                |                          |
- Perry Street PreK PCS (2011-2012 location; formerly Hyde Leadership Academy PCS)* | Charter     | K-12   | 749        | 1,050    | 73.1%       | 398,300  |                                |                          |

*School moved from Cluster 21 at end of 2010-2011 school year. Performing high school seats should be attributed to the Cluster in the future. School is not shown on the map.
*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"
Overview & Demographics

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

Enrollment & Service Gap Findings

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

Recommendations

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

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<tr>
<th>School Name</th>
<th>School Type</th>
<th>Grades</th>
<th>Enrollment</th>
<th>Capacity</th>
<th>Utilization</th>
<th>Building Square Feet</th>
<th>Capital Expenditures 2009-2010</th>
<th>Capital Expenditures 2010 Stabilization</th>
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<tr>
<td>Center City PCS - Trinidad Campus</td>
<td>Charter</td>
<td>PK-8</td>
<td>228</td>
<td>313</td>
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**Non-Analysis Schools**

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<th>Capacity</th>
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<th>Capital Expenditures 2010 Stabilization</th>
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<tr>
<td>Phelps Architecture, Construction, and Engineering High School*</td>
<td>DCPS</td>
<td>9-12</td>
<td>800</td>
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<td>46.7%</td>
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<td>9-12</td>
<td>200</td>
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<tr>
<td>Salesian资料显示 High School</td>
<td>DCPS</td>
<td>9-12</td>
<td>200</td>
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<tr>
<td>Hamilton Center</td>
<td>DCPS</td>
<td>Adj</td>
<td>194</td>
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**Vacant DCPS Buildings**

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<tr>
<th>School Name</th>
<th>School Type</th>
<th>Enrollment</th>
<th>Building Square Feet</th>
<th>Capital Expenditures 2009-2010</th>
<th>Capital Expenditures 2010 Stabilization</th>
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<tr>
<td>Webb</td>
<td>DCPS</td>
<td>103,700</td>
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<tr>
<td>Young</td>
<td>DCPS</td>
<td>70,400</td>
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</table>

*Schools must have at least three years of testing data to be part of the properties analysis
**Square footage reflects total, not multiple or phased construction
Deanwood, Burrville, Grant Park, Lincoln Heights & Fairmont Heights (Cluster 31)

- Public Charter School
- DCPS School
- Park

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

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

Enrollment & Service Gap Findings

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

Recommendations

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

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

Enrollment & Service Gap Findings

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

Recommendations

1. Close the one Tier 4 charter school. Turnaround or close the one Tier 3 and the three Tier 4 DCPS schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,184 elementary and 147 middle school performing seats could be added for students in Cluster 33.
2. Using the current grade configuration, there is capacity for 1,910 grades K-5 seats and 237 grades 6-8 seats in Tier 3 and 4 schools. Students from Cluster 33 occupy 62 percent of these seats.
3. Authorize charter schools to add up to 1,500 seats.
Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park & Fort DuPont (Cluster 34)

* MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as “travel to adjacent cluster”
Overview & Demographics

- Cluster 34 has 2,383 students from grades K-12: 943 (40 percent) attend charter schools; and 1,440 (60 percent) attend DCPS schools. Not included in the study are 234 students enrolled in other programs, including preschool, alternative education and special education.
- Ninety-four percent of students are black and one percent identify their ethnicity as Hispanic/Latino. Four percent did not identify their race or ethnicity.
- Seventy percent of students live in households with income below 185 percent of the Federal Poverty Level.
  - Seventy-one percent of students are enrolled in a charter school and 70 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.
- 738 (31 percent) of the students attend a school within the cluster. 457 (19 percent) attend a school adjacent to the cluster, 1,188 (50 percent) travel further than an adjacent cluster.
- 442 (19 percent) students commute outside of the cluster to attend a Tier 1 school. Of those, 232 (52 percent) attend a charter school and 210 (48 percent) attend a DCPS school.
- The service gap is 2,322 seats, meaning that 97 percent of seats in schools serving the cluster are in underperforming schools, and only 3 percent are in Tier 1 schools.
  - 1,118 are in grades K-5;
  - 554 are in grades 6-8; and
  - 650 are in grades 9-12.

Recommendations

1. Turnaround or close the three Tier 3 and the two Tier 4 DCPS schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,200 performing seats for students in Cluster 34.
  - There is capacity for 3,220 seats in the current Tier 3 and Tier 4 schools within the cluster. Students from Cluster 34 occupy 37 percent of these seats.
  - Authorize charter schools to add up to 1,000 seats.
*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"
Overview & Demographics

- Cluster 36 has 1,451 students from grades K-12: 518 (36 percent) attend charter schools; and 933 (64 percent) attend DCPS schools. Not included in the study are 164 students enrolled in other programs, including preschool, alternative education and special education.
- Eighty-eight percent of students are black, 11 percent do not identify their race, and less than one percent identifies their ethnicity as Hispanic/Latino.
- Eighty-two percent of the students live in households with income below 185 percent of the Federal Poverty Level.
- Eighty-four percent of students are enrolled in a charter school and 82 percent of students are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

Enrollment & Service Gap Findings

- 276 (19 percent) of the students attend a school within the cluster, 519 (36 percent) attend a school adjacent to the cluster, 656 (45 percent) travel further than an adjacent cluster.
- Eighty-eight percent of students commute outside of the cluster to attend a Tier 1 school. Of those, 118 (75 percent) attend a charter school and 39 (25 percent) attend a DCPS school.
- The service gap is 1,390 seats, meaning that 96 percent of seats in schools serving the cluster are in Tier 1 schools. Of the seats in schools that make up this service gap:
  - 740 are in grades K-5; and
  - 318 are in grades 6-8; and
  - 332 are in grades 9-12.

Recommendations

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

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<th>K-8 Tier</th>
<th>K-12 Tier</th>
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<th>School Name</th>
<th>School Type</th>
<th>Grades</th>
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<th>Capacity</th>
<th>Utilization</th>
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<th>Capital Expenditures 2008-2010</th>
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DCPS 013754
Douglas & Shipley Terrace (Cluster 38)

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

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

Enrollment & Service Gap Findings

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

Recommendations

1. Invest in the one Tier 2 school to increase access to performing seats for students in Cluster 38. Improving this school to Tier 1 performance could add up to 350 performing PS-5 seats for students living in Cluster 38, based on current commute and enrollment patterns.
   - There are 400 seats in a Tier 2 DCPS elementary school. 86 percent of these seats are occupied by students from Cluster 38.
2. Turnaround or close the two Tier 4 schools, based on a cost/benefit analysis. For closed DCPS schools, the current capacity needs to be recouped with new construction or authorizing charter schools. Current facility capacity and enrollment patterns suggest that approximately 1,000 performing seats for students in Cluster 38.
   - There is capacity for 1,590 seats in the current Tier 4 schools. Students from Cluster 38 occupy 65 percent of these seats.
3. Authorize charter schools to add up to 1,300 seats.
Congress Heights, Bellevue, Washington Highlands & Bolling Air Force Base (Cluster 39 + BAFB)

*MS and HS students remaining in boundary but traveling farther than the adjacent cluster are coded as "travel to adjacent cluster"
Overview & Demographics
- Cluster 39 and Bolling Air Force Base have 5,969 students from grades K-12: 2,286 (38 percent) attend charter schools; and 3,683 (62 percent) attend DCPS schools. Not included in the study are 552 students enrolled in other programs, including preschool, alternative education and special education.
- In Cluster 39, 97 percent of students are black, three percent were not identified and less than one percent identifies their ethnicity as Hispanic/Latino.
- In Bolling Air Force Base, 47 percent of students are black, 25 percent white, six percent multi-racial and 18 percent identify their ethnicity as Hispanic/Latino.
- Eighty percent of the students in Cluster 39 and 52 percent of students in Bolling Air Force Base live in households with income below 185 percent of the Federal Poverty Level.
- Seventy-eight percent of Cluster 39 students and 50 percent of students from the Bolling Air Force Base who are enrolled in a charter school live below 185 percent Federal Poverty Level. 81 percent of Cluster 39 students and 25 percent of students from Bolling Air Force Base who are enrolled in a DCPS school live below 185 percent Federal Poverty Level.

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

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

<table>
<thead>
<tr>
<th>Cluster Number</th>
<th>Overall Need Rank</th>
<th>Grade Level Rank</th>
<th>DCPS Demand</th>
<th>Charter Demand</th>
<th>Service Level</th>
<th>Service Gap</th>
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DCPS 013759
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## Appendix B: Performance Analysis: School-Wide Tiers

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

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<th>School Name (Schools meeting AYP as bold)</th>
<th>Tier 4</th>
<th>2011 Schoolwide Math % of Students Proficient/Advanced</th>
<th>2007-11 DC-CAS Performance State</th>
<th>5-Year Projection (2016) Schoolwide Math % of Students Proficient/Advanced</th>
<th>2012 Schoolwide Reading % of Students Proficient/Advanced</th>
<th>2007-11 DC-CAS Performance State</th>
<th>5-Year Projection (2016) Schoolwide Reading % of Students Proficient/Advanced</th>
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*School closed at end of 2009-2010 school year.
**These school had fewer than the 3 years minimum test data needed to be part of the analysis; most schools' projection scores are based on five years.
***Eastern High School is going through the turnaround process.
### Appendix C: Elementary School Performance Analysis: K-5 Tiers

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

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<th>2020/21 DC CAS Performance Score: 5th Grade % of Students Proficient/Advanced</th>
<th>5-Year Projections (2016-2020) 6th Grade Math: % of Students Proficient/Advanced</th>
<th>2021-22 6-8 Reading: % of Students Proficient/Advanced</th>
<th>5-Year Projections (2021-2025) 6th Grade Math: % of Students Proficient/Advanced</th>
<th>6-8 Reading: % of Students Proficient/Advanced</th>
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<th>2013-15 DC-CAS Performance Stage</th>
<th>5-Year Projection (2018) 6-8 Math: % of Students Proficient/Advanced</th>
<th>2013 6-8 Reading: % of Students Proficient/Advanced</th>
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<th>5-Year Projection (2018) 6-8 Reading: % of Students Proficient/Advanced</th>
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*School closed at end of 2010-2011 school year

**These schools last longer than the 5 years minimum but data needed to be part of the analysis. These schools' projection scores are based on five years.
## Appendix E: High School Performance Analysis: 9-12 Tiers

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**Untiered**

| KIPP DC College Prep                                                      | 92.1%                                         | NA                               | NA                                                                      | 77.4%                            | NA                                                                      | NA                               | NA                       |
| Washington Latin PCS-Upper School                                         | 91.9%                                         | NA                               | NA                                                                      | 71.2%                            | NA                                                                      | NA                               | NA                       |
| Phelps Architecture, Construction, and Engineering HS                    | 53.9%                                         | NA                               | NA                                                                      | 67.3%                            | NA                                                                      | NA                               | NA                       |
| National College PCS                                                     | 42.2%                                         | NA                               | NA                                                                      | 48.4%                            | NA                                                                      | NA                               | NA                       |
| Capital City PCS-Upper School                                             | 19.4%                                         | NA                               | NA                                                                      | 56.1%                            | NA                                                                      | NA                               | NA                       |

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

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

***Eastern High School is going through the turnaround process.**
### Appendix F: Average Improvement Slopes by Neighborhood Cluster

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<th>Neighborhood Cluster</th>
<th>Average Improvement Slope K-5 Math</th>
<th>Average Improvement Slope K-5 Reading</th>
<th>Average Improvement Slope 6-8 Math</th>
<th>Average Improvement Slope 6-8 Reading</th>
<th>Average Improvement Slope 9-12 Math</th>
<th>Average Improvement Slope 9-12 Reading</th>
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<th>Average Improvement Slope School-wide Reading</th>
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Circle up with our folks before reaching out to the DME. We know what it says and will look like we don't communicate if you go to him.

Sent from my iPhone

On Jan 23, 2012, at 12:38 PM, "Charles, Hassan (DCPS)" <hassan.charles@dc.gov> wrote:

> We realize the need to get on the same page quickly. I am meeting w/ Anthony and Lisa to coordinate our internal messaging. It's difficult to state our position b/c I'm unaware of the results of the finding. Let me contact DM Wright’s office and also OSSE to figure what they are planning to communicate publicly.

> I will circle back around with you first thing tomorrow.. thanks!

Best,

Hassan Charles

Director, Office of Communications
District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T 202.442.5885
T 202.442.5308
F 202.442.5026
C 202.306.8164
E hassan.Charles@dc.gov

From: Abigail Smith [mailto:ASmith@dceducationfund.org]
Sent: Monday, January 23, 2012 12:16 PM
To: Charles, Hassan (DCPS)
Cc: Kara Honeycutt; Henderson, Kaya (OOC); Salmanowitz, Melissa (DCPS)
Subject: IFF study

As I think you know, the DME is going to be releasing the IFF report on Wednesday, followed by a stakeholder meeting on Thursday and a funder briefing on Friday. As far as we know, the DME will be sending out the report with a press release on Wednesday morning. We don't know what OSSE is doing. The Education Fund will be sending out a note to our donor list with a link to the report. We will plan to do that as soon as the DME releases (so likely Wed morning).

What are you thinking in terms of what DCPS is going to do, if anything? One other note – we had heard that DME might be giving an exclusive to someone with an embargoed report. We’re confirming today whether that is happening; you may already know.

Abigail Smith
Interim Executive Director | D.C. Public Education Fund
P: (202) 578-3634 | F: (202) 280-1407
E: asmith@dceducationfund.org
W: www.dceducationfund.org

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Hi Angie,

We haven’t scheduled or discussed this yet with the Mayor, I just need to find out if Kaya is available on Wed., 1/25 at 10am for a press briefing on the IFF study with the Mayor.

Thanks

Marc

Marc Bleyer | Capital Program Manager
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave. NW, Ste. 303
Washington, DC 20004
marc.bleyer@dc.gov

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From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Tuesday, January 03, 2012 4:49 PM
To: Williams-Skelton, Angela (OOC)
Subject: FW: Chancellor, CM Evans & Parents

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Kimbel, Sherri (COUNCIL) [mailto:SKimbel@DCCOUNCIL.US]
Sent: Tuesday, January 03, 2012 4:49 PM
To: Henderson, Kaya (OOC); Sutton, Fonda (OOC)
Subject: RE: Chancellor, CM Evans & Parents

Is the meeting we scheduled today cancelled?

Sherri Kimbel
Director of Constituent Services
Office Of COUNCILMEMBER JACK EVANS
1350 Pennsylvania Avenue NW, #106
Washington DC 20004
202-724-8058

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-----Original Appointment-----
From: Williams-Skelton, Angela (OOC) [mailto:angela.williams-skelton@dc.gov] On Behalf Of Henderson, Kaya (OOC)
Sent: Tuesday, January 03, 2012 4:42 PM
Cc: Kimbel, Sherri (COUNCIL)
Subject: Canceled: Chancellor, CM Evans & Parents
When: Friday, January 20, 2012 10:30 AM-11:30 AM (UTC-05:00) Eastern Time (US & Canada).
Where: WB- Suite 106
Importance: High

-----Original Message-----
From: Young, Kelly (DCPS)
Hello Kaya and Fonda,

I went to a house party hosted by Lee Granados, a Ross parent that I think you know, for ward 2 parents to ask Jack Evans questions on schools. The principal of Ross was there along with Evelyn Boyd Simmons. There were about 20 people there.

They want a quality MS school option (no surprise). They are willing to work and their main plea with Jack Evans was they want a process like Ward 6 and 5. Jack kept trying to get them to let not invest in Shaw and demand Francis Stevens as their option. I kept

the conversation focused on improving their current schools - that there are no plans to change feeder patterns and that they should invest in Shaw and Francis Stevens. There were parents in bounds for both there. Parents didn't bite on to Evans' push to abandon Shaw. They are willing to work with Shaw and or Francis Stevens, they just want signs that we are willing to work with them.

I made several points: 1- this is a city-wide problem that we need to address city-wide on some levels. Underenrollment is a big problem. We are looking at the IFF etc to make school decisions - we have too few students spread across too many schools. 2 - we want to empower parents who want to create great schools. I promised to meet with Lee and Evelyn before the holidays. They would like Evans at that meeting. I think that is fine. Fonda you should be there too if Evans is. He is not well-versed on these issues and seems like he will be a team player. But, you know better than I do. He wanted solutions for Ward 2. I kept saying we want solutions in Ward 2 and city-wide.

3- my last point was that we know there are lessons learned from Ward 5 and 6 that we can apply without having to do the same kind of process ward by ward to get quality MS throughout the city.

Evelyn made a great point. She said she had met with Susan Wells and recommended that the community come together regardless of whether we are interested in partnering. I said that is a good observation. Take the bull by the horn AND we do want to work with you to empower you.

Evans and Boyd-Simmons reported that they are planning on meeting with you Kaya. No question was directed to me on that front. My impression was that there request is already in and being considered, but that no meeting had been set.

In summary, from this long blackberry note, I think we can give this group some marching orders and they can work independently. We just need to be clear what would be constructive. Getting principals Douglas and Kennard involved and reaching out to the feeder schools will be an important first step. I will update them on this meeting tomorrow. (As a great side note, one parent raved about the open house and outreach Mary Stephanus is doing at Hardy and wants to see that from F-S and Shaw.).

I can send a few more notes tomorrow on the blow by blow - some of the other strange things that Evans said.

Lastly, this again illustrates the need for a middle school strategy from OCAO or we will be going painfully ward by ward. Who knew I become a MS expert : )

That's it for now.

Sherri –

An update on this scheduling... With the succession of hearings coming in the next two weeks, plus the holidays, we really are looking at some time after January 15th (the Chancellor is travelling out of the country Jan. 8-15).
The Chancellor’s assistant is just back this week and I will get a better sense of some dates from her later this week.

Stay tuned...

Fonda Sutton
Office of the Chancellor

202.442.5035 (desk)
202.321.2273 (cell)

From: Kimbel, Sherri (COUNCIL) [mailto:SKimbel@DCCOUNCIL.US]
Sent: Thursday, December 01, 2011 10:37 AM
To: Sutton, Fonda (OOC)
Cc: Rahim, Windy (COUNCIL)
Subject: RE: meeting

We had a meeting with some parents last night and Jack said he would try to have the meeting with Chancellor Henderson sometime in the next two weeks if possible (before the 20th). So, can Angie and Windy please try to work together to see if any time is available? I’m sorry I didn’t have Angie’s email, but if you can forward to her Fonda and have her coordinate with Windy, that would be great.

Sherri Kimbel
Director of Constituent Services
Office Of COUNCILMEMBER JACK EVANS
1350 Pennsylvania Avenue NW, #106
Washington DC 20004
202-724-8058

From: Sutton, Fonda (OOC) [mailto:fonda.sutton2@dc.gov]
Sent: Tuesday, November 29, 2011 2:11 PM
To: Kimbel, Sherri (COUNCIL)
Subject: RE: meeting

Absolutely, I am. I will work on it with you, just need to speak with Angie about specific dates.

Fonda Sutton
Office of the Chancellor

202.442.5035 (desk)
202.321.2273 (cell)

From: Kimbel, Sherri (COUNCIL) [mailto:SKimbel@DCCOUNCIL.US]
Sent: Tuesday, November 29, 2011 2:11 PM
To: Sutton, Fonda (OOC)
Subject: RE: meeting

Thanks Fonda, and you can certainly turn this over to her assistant. I thought you were best to start with!
Sherri Kimbel  
Director of Constituent Services  
Office Of COUNCILMEMBER JACK EVANS  
1350 Pennsylvania Avenue NW, #106  
Washington DC 20004  
202-724-8058

From: Sutton, Fonda (OOC) [mailto:fonda.sutton2@dc.gov]  
Sent: Tuesday, November 29, 2011 2:06 PM  
To: Kimbel, Sherri (COUNCIL)  
Cc: Henderson, Kaya (DCPS-OOC); Evans, Jack (COUNCIL); Rahim, Windy (COUNCIL)  
Subject: RE: meeting

Sherri –

I will be check in with the Chancellor’s assistant and get back to you and Windy with some potential dates.

Thanks,
Fonda

From: Kimbel, Sherri (COUNCIL) [mailto:SKimbel@DCCOUNCIL.US]  
Sent: Tuesday, November 29, 2011 2:04 PM  
To: Sutton, Fonda (OOC)  
Cc: Henderson, Kaya (OOC); Evans, Jack (COUNCIL); Rahim, Windy (COUNCIL)  
Subject: meeting

Hello Fonda!
As we discussed a few weeks ago, we are getting more involved with the schools in our Ward, and those our littlest constituents attend. We’ve had meetings with several actively involved parents and have feedback from them. While it is not our intention to get involved in running the DC School system, we do believe it helps everyone to have a discussion between the Chancellor and the Councilmember, with a few key parents involved so that you can hear from us what is important, and we are more aware of your reasons and challenges regarding these schools and our students. In the end, we are seeing more parents getting involved and wanting to send their children to our DC public schools and that is a good thing for our city.

Knowing that the Chancellor’s schedule is very busy as is the Councilmember’s, I wanted to see about setting up a date to meet, possibly after the holidays. I’ve included Windy Rahim, who is the Councilmember’s scheduler, on this email. If you could shoot a few dates to her and copy me, we can set something up. Tuesdays are often bad, as that is the day of legislative meetings, and mornings are generally better than late afternoons. Thank you very much.
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Learn more at http://onecityonehire.org
Pls add the email below to the notes section of my Jack Evans meeting. Thanks.

Kaya Henderson  
Chancellor

District of Columbia Public Schools  
1200 First Street, NE  
12th Floor  
Washington, DC 20002  
T 202.535-1581  
E kaya.henderson@dc.gov  
W dcps.dc.gov

-----Original Message-----
From: Young, Kelly (DCPS)  
Sent: Wednesday, November 30, 2011 9:16 PM  
To: Henderson, Kaya (OOC); Sutton, Fonda (OOC)  
Subject: Jack evans

Hello Kaya and Fonda,

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That's it for now.
**Subject:** IFF Communication's Meeting w/Deputy Mayor, Chancellor (Lisa, Anthony, Pete, John, Marc-
EOM)

**Location:** Chancellor's conference room

**Start:** Mon 12/19/2011 12:30 PM

**End:** Mon 12/19/2011 2:00 PM

**Recurrence:** (none)

**Organizer:** Henderson, Kaya (OOC)

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Subject: IFF Communication's Meeting w/Deputy Mayor, Chancellor (Lisa, Anthony, Pete, John, Marc-EOM)

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Start: 12/19/2011 12:30 PM

End: 12/19/2011 2:00 PM

Recurrence: (none)

Required Attendees: Ruda, Lisa M. (DCPS-OOC); DeGuzman, Anthony D. (DCPS); Weber, Peter (DCPS-OOC); Davis, John L. (DCPS-OOC); Wright, De'Shawn (EOM); Bleyer, Marc (EOM); Williams-Skelton, Angela (DCPS-OOC)

Resources: Chancellor's conference room

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Learn more at http://onecityonehire.org

Support the DC One Fund Campaign, Each One Give One.
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Subject: IFF Communication's Meeting w/Deputy Mayor, Chancellor (Lisa, Anthony, Pete, John, Marc-EOM)

Location: Chancellor's conference room

Start: Mon 12/12/2011 4:00 PM
End: Mon 12/12/2011 5:00 PM

Recurrence: (none)

Organizer: Henderson, Kaya (OOC)

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Subject:        Canceled: IFF Commination's Meeting w/Deputy Mayor, Chancellor (Lisa, Anthony, Pete, John, Marc-EOM)

Location:      Chancellor's conference room

Start:         12/5/2011 11:30 AM

End:           12/5/2011 1:00 PM

Recurrence:    (none)

Required Attendees:   Bleyer, Marc (EOM); Ruda, Lisa M. (DCPS-OOC); Wright, De'Shawn (EOM); DeGuzman, Anthony D. (DCPS); Weber, Peter (DCPS-OOC); Davis, John L. (DCPS-OOC); Williams-Skelton, Angela (DCPS-OOC)

Resources:      Chancellor's conference room

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Location: Chancellor's conference room
Start: Mon 12/5/2011 11:30 AM
End: Mon 12/5/2011 1:00 PM
Recurrence: (none)
Organizer: Henderson, Kaya (OOC)

When: Monday, December 05, 2011 11:30 AM-1:00 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Chancellor's conference room
Note: The GMT offset above does not reflect daylight saving time adjustments.

*~*~*~*~*~*~*~*~*

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**Recurrence:** (none)

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**Resources:**  Chancellor's conference room

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One City, Working Together!
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Location: Chancellor's conference room

Start: 12/5/2011 11:30 AM
End: 12/5/2011 1:00 PM

Recurrence: (none)

Required Attendees: Charles, Hassan (DCPS)

Resources: Chancellor's conference room

-----Original Appointment-----
From: Williams-Skelton, Angela (OOC) On Behalf Of Henderson, Kaya (OOC)
Sent: Wednesday, November 23, 2011 12:35 PM
To: Henderson, Kaya (OOC); Bleyer, Marc (EOM); Ruda, Lisa M. (OOC); Wright, De'Shawn (EOM); DeGuzman, Anthony D. (OOC); Weber, Peter (OOC); Davis, John L. (OOC); Williams-Skelton, Angela (OOC)
Subject: HOLD//IFF Commination’s Meeting w/Deputy Mayor, Chancellor (Lisa, Anthony, Pete, John, Marc-EOM)
When: Monday, December 05, 2011 11:30 AM-1:00 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Chancellor's conference room
Sorry. I was just suggesting a preview for me. I’d love to sit in on one of your meetings. Can you put something on my schedule?

Sent from my iPad

On Nov 28, 2011, at 2:50 PM, "Weber, Peter (OOC)" <peter.weber@dc.gov> wrote:

I have two concerns on that front.

First, our MT meetings are pretty much taken up with getting our strategic planning and budgeting done.

Second, I don’t want folks to get confused hearing from ers, dan katzir, and starr while trying to get work done.

All that said, I’m having a series of meetings over the next few weeks to get a dump on their findings to date. Happy to have you or anyone else join. I’ve asked to get an early look, so their presentation won’t be completely polished. I can also just give you a down load whenever you want it.

___

Any chance to get a preview before Christmas? I feel like I have no idea what they are working on.

Sent from my iPad

On Nov 28, 2011, at 1:23 PM, "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov> wrote:

Sounds good on all fronts from my perspective.

LMR

___

I’ve asked the ERS folks to hold off on presenting most of their analysis until after we have a good handle on school budget allocations. However, I don’t want to push them off to far since we do want to get their analysis in time to direct them so that we get useful planning for the next budget cycle (FY 2014). I’d like to have them come present to MT on January 19. At this point, they should have some information on the equity with which we distribute funds, data on how schools spend money, and some optimal
school size information (I’ll have a better sense of what they’ll be presenting by later in December).

I have two questions. First, can we use the Jan. 19 MT meeting to let ERS present. My timeline shows that we should be done with much of our budget work besides communications work by then.

Second, can we stretch MT to 3 hours for them to present. Ideally, they wanted longer, but I plan to push them into a shorter time frame to make sure we use the time well. As I get more information about what they have to present, I can figure out if we can go even shorter.

The retreat we have scheduled for Jan. is during a week when Kaya is out of town, so I’m guessing we won’t have a January retreat.

Thoughts?
<table>
<thead>
<tr>
<th><strong>Subject:</strong></th>
<th>HOLD//IFF Commination’s Meeting w/Deputy Mayor, Chancellor (Lisa, Anthony, Pete, John, Marc-EOM)</th>
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<td>(none)</td>
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I'm good with it. Thanks.

Sent from my iPad

On Nov 18, 2011, at 12:16 PM, "Weber, Peter (OOC)" <peter.weber@dc.gov> wrote:

I think that is totally right. Between the iff work, the lack of coordination with charters and the need for a clear communications plan, I can't imagine putting this out as a reduction plan.

We should hold back for now.

----- Original Message ----- 
From: Ruda, Lisa M. (OOC)
To: Weber, Peter (OOC); Henderson, Kaya (OOC)
Sent: Fri Nov 18 07:21:06 2011
Subject: One City

In light of the ongoing IFF work, my inclination is to pull (not submit) the school closures proposal as part of the reduction initiatives. We will still propose some right sizing through our normal and ongoing work down the road. However based on how the IFF stuff (and roll out is going), we don't gain a darn thing by submitting a closure plan now. Plus, I don't want to put the Mayor in a corner. Pete and I have talked (preliminarily) about this change but I wanted to circle back. Thoughts?

LMR
I'm good with it. Thanks.

Sent from my iPad

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LMR
Got it.

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LMR

IFF Final Results and Recommendations
November 7, 2011 12:00 2:00pm
Wilson Building, Rm. 527

AGENDA

1. Data and Findings (IFF)
   a. Walk through the final results
   b. How to read and interpret the report
2. Recommendations (IFF)
   a. Discuss the full range of recommendations
   b. Determine what level of recommendation to publish
   c. Describe what other jurisdictions have done with this work
3. Rollout and Post-release strategy (DME)
   a. Describe the rollout and post-release communications and community engagement strategy
   b. Set roles in communications and community engagement
4. Calendar and Next Steps (DME)
a. Discuss the high-level calendar for community engagement
b. What are your concerns and needs?
c. Timeline for determining strategies to close the gap

5. Message (DME)
   a. Goal: High quality schools in every neighborhood; a high quality seat for every student.
Got it.

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   a. Goal: High quality schools in every neighborhood; a high quality seat for every student.
From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Wednesday, November 02, 2011 3:00 PM
To: Young, Kelly (DCPS); Charles, Hassan (DCPS); Ruda, Lisa M. (DCPS-OOC); DeGuzman, Anthony D. (DCPS); Weber, Peter (DCPS-OOC)
Cc: Wright, De'Shawn (EOM)
Subject: Fwd: TOMORROW-6:30-8:30pm - Empower DC Education Campaign Empowerment Circle - DC is planning to close more schools
Attachments: DC GOVERNMENT plans to close more schools flyer.doc; ATT91459.htm

FYI. Where are they getting this information?

Sent from my iPad

Begin forwarded message:

From: <tijwanna@yahoo.com>
Date: November 2, 2011 2:52:49 PM EDT
To: <k~y.~dw.nd~.niQ.n.@d.Q,gm~>
Subject: Fw: TOMORROW-6:30-8:30pm - Empower DC Education Campaign Empowerment Circle - DC is planning to close more schools
Reply-To: <tijwanna@yahoo.com>

Thought you should see this.

Sent from my Verizon Wireless BlackBerry

From: "Daniel del Pielago" <Daniel@empowerdc.org>
Date: Wed, 2 Nov 2011 14:38:14 -0400
To: Daniel del Pielago<Daniel@empowerdc.org>
Subject: TOMORROW-6:30-8:30pm - Empower DC Education Campaign Empowerment Circle - DC is planning to close more schools

Hello folks,

Just a reminder that tomorrow is our Empowerment Circle on DC planning to close more public schools. So far we have heard back from many folks from around the city that will be present at the meeting. This will be a good opportunity to become aware of the issue and work with parents, community members, unions, community organizations around this issue that will affect all residents of the District. Thanks and see you tomorrow!

Daniel

DC GOVERNMENT IS PLANNING ON CLOSING MORE SCHOOLS!
• Did you know that the Deputy Mayor for Education (DeShawn Wright) has hired a Chicago based firm to do a study on how DC neighborhoods are served by the public school system (Traditional Public and Charter)
• The information found by this study will be used to make a case to close schools in the District and/or to turn them over to National Charter School Managers
• This study will be looking at schools' test scores to determine if a school is performing or not. They will not take into consideration other ways that a school is excelling for its students, parents and community
• The numbers below reflect the number of under performing DCPS schools by Ward

You should be concerned about the possible impact to your school and community!

Join us on Thursday November 3rd for an Empowerment Circle to:

• Inform yourself on what is going on with this study and school closures
• Learn and plan action steps you can take at your school
• Connect with other concerned parents and community members from around the city working against school closures
When Thursday November 3, 2011
Where Benning Road/Dorothy Height Library
3935 Benning Road, NE Walking distance from Minnesota Ave. Metro (Orange line)
Time 6:30pm to 8:30pm

Please RSVP to Daniel del Pielago 202-234-9119 xt. 104 or Daniel@Empowerdc.org
Please note if you will need child care

Empower DC 1419 V Street, NW 202-234-9119 Empowerdc.org

Feel free to distribute the attached flyer to your school and community!

Daniel del Pielago
Education Organizer
Empower DC
1419 V Street, NW
202-234-9119 xt. 104
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Daniel del Pielago
Education Organizer
Empower DC
1419 V Street, NW
202-234-9119 xt. 104
Is the reprogramming still held up? Shouldn’t we update 3b?  
Take issue #8 off the agenda. Yay!

Kaya Henderson  
Chancellor  

District of Columbia Public Schools  
1200 First Street, NE  
12th Floor  
Washington, DC 20002  
T: 202 535-1581  
E: kaya.henderson@dc.gov  
W: dcps.dc.gov

From: Ruda, Lisa M. (OOG)  
Sent: Tuesday, November 01, 2011 5:44 PM  
To: Weber, Peter (OOG); Henderson, Kaya (OOG); Sutton, Fonda (OOG)  
Subject: Mayor’s Meeting

Draft agenda for Mayor’s meeting. Please shout with changes/additions.  
LMR  
**  
Meeting with Mayor Gray and Deputy Mayor Wright  
November 2, 2011  

AGENDA  

1. Council  
   a. Chair’s Teacher Incentive Legislation: Make sure Mayor is aware of it.  
   b. CM Orange Legislation: Make sure Mayor is aware of it

2. CFO: Standing Item

3. Budget  
   a. FY 12 Possible Pressures: Status Report: George believes the potential FY 12 pressures is now $6M, we believe it is closer to $3M.  
   b. FY 12 Anticipated Reprogramming: GD will not submit until all FY 12 pressures are addressed. This negatively impacts school budgets (Sharpe Health AP example).  
   c. FY 11 Close: No information yet.

4. Enrollment  
   a. We are working with OSSE to finalize the FY 12 reported enrollment numbers (enrollment on 10/5/11). OSSE will report DCPS’s reported enrollment as 46,191 – which is 1,056
students less than what was projected as part of the FY 12 budget. Charter numbers will likely be about 250 students more than they projected for FY 12.

5. **Facilities**
   a. CIP, IFF Study
      i. We need to submit DCPS’s capital needs for FY 13-18 by Thursday, 10/20. We are reluctant to submit without the results of the IFF work and the school closing proposal included in the One City Performance Review process.

6. **Turkey Bowl:** Bob advised the Chancellor that there were issues with the agreement. Waiting for details from Bob.

7. **FYI**
   a. **WaPo Editorial from Chancellor:** Will run on Sunday.
   b. **Security Contract:** We don’t want to change vendors
   c. **Charter Caps:** Need some equity
   d. **SBOE:** Fonda is getting a number of inquiries from members. They may need some direction from DME as to their role.
   e. **Early Stages:** Grand opening next week for new Minnesota Avenue site.
   f. **Athletic Director:** New AD (Stephanie Evans) starts next Monday. Does the Mayor want to meet with her to discuss vision?

8. **KH Contract Update**
Hi Kaya,

Have you any update on the status of River Terrace? Claudia is awaiting some feedback. Last we left it I believe you were going to make a couple of courtesy calls (CM and Chair) to let folks know that this might occur.

Claudia and I can then provide a timeline of events and the materials if you have the intel you need to move forward.

Anthony

----- Forwarded Message ----- 
From: Claudia Lujan <claudia.lujan@dc.gov>  
Date: Mon, 24 Oct 2011 15:43:24 -0400  
To: Anthony deGuzman <anthony.deguzman@dc.gov>  
Subject: FW: KH items for Mayor

See email chain below on RT. If you can loop back with KH on this and see if she has been able to make the courtesy calls she mentions below. Once that happens, she would need to set up a meeting with the principals (both of closing school and receiving school). I believe in the past, the corresponding supes have been part of these conversations.

Claudia

-----Original Message----- 
From: Smith, Abigail (OOC)  
Sent: Wednesday, October 05, 2011 5:52 PM  
To: Henderson, Kaya (OOC); Weber, Peter (OOC)  
Cc: DeGuzman, Anthony D. (OOC); Lujan, Claudia (DCPS); Ruda, Lisa M. (OOC)  
Subject: Re: KH items for Mayor
Sorry - I was hoping last night would be in time. The enrollment one will be updated with final data anyway.
Anthony and Claudia are up to speed on the eaton bancroft issue.
Good news on RT.
Abigail Smith via BlackBerry

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From: Henderson, Kaya (OOC)
To: Smith, Abigail (OOC); Weber, Peter (OOC)
Cc: DeGuzman, Anthony D. (OOC); Lujan, Claudia (DCPS); Ruda, Lisa M. (OOC); Weber, Peter (OOC)
Sent: Wed Oct 05 17:40:39 2011
Subject: RE: KH items for Mayor

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Thanks, all.

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Sent: Tuesday, October 04, 2011 11:05 PM
To: Weber, Peter (OOC)
Cc: Henderson, Kaya (OOC); DeGuzman, Anthony D. (OOC); Lujan, Claudia (DCPS)
Subject: KH items for Mayor

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------- End of Forwarded Message
Pls include on my next agenda. Only items #2 and #3 as I already discussed item #1 with him.

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Sent: Wednesday, October 05, 2011 5:52 PM
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I did. Sorry if I didn’t confirm.

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Chancellor,

Did you send the email below to the Mayor last week (when you did not meet)? I am putting tomorrow’s agenda together and just need to know if we need to cover these topics.

Thank you,
LMR

Did you send the Mayor the email update? If so, cool. If not, think about it for today as the One City reduction initiatives are due tomorrow. We (like all agencies) are supposed to submit them via a quickbase application. However, the Mayor should have a heads up from you. Also, you may want to think about whether we actually submit via quickbase. Our work will be completed and we could just as easily deliver it to EOM on a flash drive. I am worried that a bunch of folks will have access to our initiatives and even though folks signed confidentiality agreements, once it is out there, it is out there.

Just some thoughts.
LMR
From: Ruda, Lisa M. (OOC)  
Sent: Wednesday, September 21, 2011 3:16 PM  
To: Henderson, Kaya (OOC)  
Cc: Weber, Peter (OOC)  
Subject: Draft Email Update for Mayor

Chancellor,

Here is the revised email. The only changes as follows: (1) added a timeline on closings, (2) took out the part that DCPS-OCFO agrees with the reduction plan; and (3) said information on the FY 11 close would come next week.

LMR
**

Mayor,

As we are not meeting this week, I wanted to update you on the following matters:

- **Athletic Director.** Last week, I interviewed four finalists for the position of Athletic Director. I have asked my team to forward the top three candidates to you for brief interviews prior to a final decision. My office is working with your scheduler to coordinate interview times and we will make sure your office has summaries of qualifications and resumes.

- **Upcoming Bill Turque Story.** Bill Turque is working on a story involving two grievances that the WTU is filing against DCPS. The first grievance is on behalf of the 21 Effective and Highly Effective teachers who took the bonuses a year ago, were excessed, couldn't find jobs, took Option 3 (the extra year), and still couldn't find jobs at the end of this year. We terminated the employment of these individuals as many were certified in subjects for whom we do not have a significant need, and many clearly had other issues that made them a poor fit for every school at which they interviewed. The second grievance is for the five individuals who were excessed a year ago, and who wanted Option 2 (early retirement). We could not afford Option 2. DCPS-OAG provided a legal opinion supporting our position. Nathan Saunders is contending we acted in bad faith, despite the fact that the contract is clear that this provision is subject to "necessary budget and government approvals." We believe we had an agreement with President Saunders to provide these staff members an additional year to find a placement. We provided the additional year, but the WTU is pursuing the grievance.

- **One City Performance Review (OCPR).** On Friday, all agencies (including DCPS) will submit the initial drafts of their reduction initiatives for consideration as part of the FY 13 budget. I wanted to make sure you were aware of what we plan to submit as some of the initiatives we have discussed and most, if not all, are likely to generate significant negative reaction from the community.

As you know, DCPS allocates almost 95% of its resources to schools and school support (as opposed to central office) in the areas of personnel, fixed costs and contracted services (food, security,
We have identified reduction initiatives that target these areas and will allow us to save funding and reinvest in critical areas.

- We will be submitting the following six initiatives as part of Friday’s submission:

  1. **Close underutilized schools:** We are considering a range of 3-23 schools over the next 5 years. We have closed 28 schools since 2007. The multi-year time frame allows us to incorporate the work of IFF, complete enrollment projections and school budgeting changes. It also affords us an opportunity to stagger the closing of a high school.

<table>
<thead>
<tr>
<th>Action</th>
<th>Number of Schools Impacted – Proposal Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announce Schools Proposed for Closing &amp; Engage Community</td>
<td>Dec. 11</td>
</tr>
<tr>
<td>Actually Close the Schools</td>
<td>3</td>
</tr>
<tr>
<td>Realize Savings from the School Closings</td>
<td>FY 13</td>
</tr>
</tbody>
</table>

  2. **Reduce school staffing costs:** We would reduce school staff (teachers and non-teaching positions through a combination of mechanisms – changing staffing allocation, increasing salaries, changing budget model etc. We would make a similar reduction at the central level to align our central support without our work force. We do not plan to include a specific number of staff or targeted groups in our submission.

  3. **Close or scale back STAY programs:** These adult education programs may ultimately transfer to other agencies such as DME, OSSE or UDC.

  4. **Reduce costs associated with dedicated aides:** DCPS must strengthen the process of assigning aides to ensure only those students who need aides receive them.

  5. **Improve quality of custodial services and reduce costs:** We are exploring how outsourcing can improve building cleanliness, maintain buildings and possibly reduce costs.

  6. **Reduce costs associated with food service contracts:** We plan to re-bid our food service contract and eliminate costly provisions including mandatory union wage scales.

Detail regarding the above initiatives as well as our spending patterns is attached. With the exception of the dedicated aide initiative, I will not propose any additional initiatives related to special education spending as I believe our ongoing work around non-public tuition and transportation will identify efficiencies and savings related to special education.

- **FY 12 Projected Spending Pressures and Use of FY 11 Funds:** We are meeting on Friday with DME, OBP and DCPS-OCFO to review DCPS’s projected spending pressures for FY 12. We believe that our
projected FY 12 spending pressure is between $10-15M. We believe we can eliminate the pressure by using FY 11 funds to replace the FY 12 advance funds that we dedicated to this year’s opening. DCPS has budget authority to use FY 12 funds prior to October 1st to prepare for the opening of school. DCPS could effectively decide to use less of our advance dollars and instead charges costs to FY 11. In FY 10, we used over $25M in FY 11 advance funds. As such, we reduced our FY 11 budget by $25M before the fiscal year even began. A memo detailing this option (and others) is attached for your reference. I will update you after Friday is meeting as to where we stand, but I think we have a viable solution.

We also anticipate receiving some information next week relative to the FY 11 close.

Mayor, please let me know if you have any questions or need any additional information – particularly around the OCPR submission. I am happy to delay the submission if it would make more sense for us to discuss this at our weekly meeting next week.

Kaya
he said he would be back on Monday and we could meet on Monday or Tuesday. I asked for a ballpark by Friday. Crickets.

Sent from my iPad

On Sep 21, 2011, at 2:50 PM, "Weber, Peter \(OOC\)" <peter.weber@dc.gov> wrote:

I can draft you another request email. We asked more than a week ago and haven't heard anything.

Sent from my iPad

On Sep 21, 2011, at 2:49 PM, "Henderson, Kaya \(OOC\)" <K~YiL~H~.ml~J.~Qn.@d~,gQY> wrote:

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> > From: Henderson, Kaya \(OOC\)
> > Sent: Wednesday, September 21, 2011 2:10 PM
> > To: Ruda, Lisa M. \(OOC\)
> > Cc: Weber, Peter \(OOC\)
> > Subject: Re: Draft Email Update for Mayor
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Kaya
From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Wednesday, September 21, 2011 2:43 PM
To: Smith, Abigail (OOC)
Cc: Weber, Peter (OOG); Ruda, Lisa M. (OOC); DeGuzman, Anthony D. (OOG)
Subject: Re: Master Plan RFP

I haven't seen these. I reached out to the DME and asked to have a conversation about it.

Sent from my iPad

On Sep 18, 2011, at 10:44 PM, "Smith, Abigail (OOC)" <Abigail.Smith@dc.gov> wrote:

KH, LMR, and PW-

Attached is the draft of the RFP that the DME expects to release in the next 10 days. Marc Bleyer sent it to Anthony and me on Friday, after I had a conversation with him about the need for DCPS to be more directly engaged with the IFF study. I am hoping that one or more of the three of you have already seen these materials, or been engaged in the discussion that led to them. But if that's not the case, Anthony and I want to flag a couple of major issues that are pretty much summed up by this excerpt from the RFP:

"The public outreach strategy will include three objectives: 1) a visioning process to establish the guiding principles for the master facilities plan, 2) re-mapping the attendance boundaries, and 3) developing community priorities and recommendations for right-sizing public education facilities in the District of Columbia."

Clearly all of the above needs to happen, but the last conversation I had with Kaya about led me to believe that it was not your expectation that the DME (through a contractor or otherwise) would be driving the boundary revision and/or the school closure process. In addition to project ownership, I have major questions about timing. And perhaps more than both of those, I am wondering whether the Mayor is fully on board, given the third rail nature of both of these topics (closures and boundaries).

Let me stop there, in case you all already know context that I'm not aware of (which would be great!) If not, let me know, and Anthony and I can tee up the specifics.

-----Original Message-----
From: Bleyer, Marc (EOM) [mailto:marc.bleyer@dc.gov]
Sent: Fri 9/16/2011 11:45 AM
To: Smith, Abigail (OOC); DeGuzman, Anthony D. (OOC)
Subject: Master Plan RFP

Abby and Anthony,

We'd love to get your feedback on the Master plan RFP. I've attached the most updated version of the full RFP. The SOW is pages 1-12 with the requirements on 7-9. Any feedback you have would be welcome and I'm happy to discuss by phone once you've had a chance to review.

I've also attached a PPT with an outline of the RFP tasks on slides 8-10 in case you want just the summary.

-m
Preventing terrorism is everybody's business.

If you SEE something, SAY something. Call the Metropolitan Police Department at (202) 727-9099 or email at SAR@DC.GOV <mailto:SAR@DC.GOV> to report suspicious activity or behavior that has already occurred. Call 911 to report in-progress threats or emergencies.

To subscribe to real-time text message and email updates on emergency and traffic incidents, visit https://textalert.ema.dc.gov/register.php.
Can we not put a timeline in this memo even if we have one in mind? I want to be flexible in case the mayor is willing to move a little more quickly?

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<EOM spending pressure document.doc>
Subject: Canceled: IFF Initial Results Presentation/Meeting (Chancellor & Anthony)
Location: WB
Start: Mon 10/3/2011 2:00 PM
End: Mon 10/3/2011 4:00 PM
Recurrence: (none)
Organizer: Henderson, Kaya (OOC)

From: Henderson, Kaya (OOC)
Sent: Wednesday, September 14, 2011 6:27 PM
To: Williams-Skelton, Angela (OOC)
Subject: FW: Oct 3 - IFF initial results presentation and meeting

I need to go to this.

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202.535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Bleyer, Marc (EOM)
Sent: Wednesday, September 14, 2011 6:17 PM
To: Wright, De'Shawn (EOM); Henderson, Kaya (OOC); Smith, Abigail (OOC); DeGuzman, Anthony D. (OOC); Anne Stoehr (astoehr@wffmail.com); “Brian Jones’ (brian@latimereducation.com)” (brian@latimereducation.com); Coleman, Lucian (OPEFM); Cate Swinburn; Kara Honeycutt
Cc: Leonard, Jennifer (EOM); Smith, Ahnna (EOM); Sutter, Jessica (OSSE); Salimi, Scheherazade (EOM); Jose Cerda (jcerda@iff.org); Baber, Jovita
Subject: Oct 3 - IFF initial results presentation and meeting

Dear all,

First, I want to thank you and your staff for all your help in pulling together the data for IFF’s study. It was a tall order and we sincerely appreciate your help and dedication.

IFF is busy working through the data and told me they’ve already come up with interesting results. They’ll present their initial findings for a small group here in DC on Monday, Oct. 3, 2-4pm at the Wilson Building. This will be an opportunity to discuss the methodology, results and possible recommendations for the final report which is due in early November. We’d really value your input and know it will help shape and improve the final product.

Please let me know if you’ll be able to join us for this meeting on Oct. 3rd, 2-4pm at the Wilson Building. If you have any questions, please don’t hesitate to contact me.

All the best,
Marc
On Sep 2, 2011, at 3:53 PM, "Ruda, Lisa M. \(OOC\)" <Lisa.Ruda@dc.gov> wrote:

The documents are with OGC now. Bob and Omar are out today, but I will get them to review on Tuesday and either sign for you on Tuesday (if they are ready) or get them ready for your signature when you return on Wednesday.

LMR

Perfect. Thanks.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov
Kelly works in ODA. When I contacted her, she said “management” had concerns with the documents that were not being addressed by DME. I tracked down the concerns, it looks like Abby was “management” – she has some concerns with the study designs that she said she expressed to DME early on, but DME never addressed. That being said, she is going to push the documents through the signature process and deal with those concerns offline with DME so as to not delay the work.

I am checking with Abby to see where the documents actually are in the review process and will send a note back to De’Shawn and copy you.

LMR

From: Henderson, Kaya (OOC)
Sent: Wednesday, August 31, 2011 4:48 PM
To: Ruda, Lisa M. (OOC)
Subject: Fw: Data Request Documents
Importance: High

DME says this has been with Kelly Linker and they aren't getting movement on it. Who's Kelly Linker, and can we get this done?

From: Wright, De'Shawn (EOM) <deshawn.wright@dc.gov>
To: Henderson, Kaya (OOC); Ruda, Lisa M. (OOC)
Cc: Sutter, Jessica (OSSE); Leonard, Jennifer (EOM)
Subject: Fw: Data Request Documents

Chancellor:
Per our discussion, please see the attached documents that require your review/approval for IFF (facility study). Your assistance in expediting this request is appreciated as we are under a very tight timeline to produce the report by the end of the October.

DW

From: Sutter, Jessica (OSSE)
To: Wright, De'Shawn (EOM); Leonard, Jennifer (EOM)
Subject: FW: Data Request Documents
Hi Jessica,

Per your conversation with Sujie, here is the request that DME submitted to DCPS as well as the original scope of work from IFF. I’m also attaching the clean Word version of the MOA that Marc and I worked on.

I had previously flagged to Marc on 8/17 that I received some questions from upper management about the methodology being used for the project. It’s my understanding that the current concerns arose out of that discussion, though I don’t know the details.

Thanks,

Kelly
Preventing terrorism is everybody’s business.

If you SEE something, SAY something. Call the Metropolitan Police Department at (202) 727-9099 or email at SAR@DC.GOV to report suspicious activity or behavior that has already occurred. Call 911 to report in-progress threats or emergencies.

To subscribe to real-time text message and email updates on emergency and traffic incidents, visit https://textalert.ema.dc.gov/register.php.

Perfect. Thanks.

Kaya Henderson
Chancellor

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DW

From: Sutter, Jessica (OSSE)  
To: Wright, De'Shawn (EOM); Leonard, Jennifer (EOM)  
Subject: FW: Data Request Documents

FYI on IFF and MOA

Jessica Sutter  
Senior Advisor (School Quality)  
Office of the Deputy Mayor for Education  
202.727.6054 (o)  
202.701.5589 (c)  
jessica.sutter@dc.gov

From: Linker, Kelly (ODA) [mailto:kelly.linker@dc.gov]  
Sent: Wednesday, August 31, 2011 1:30 PM  
To: Sutter, Jessica (OSSE)  
Cc: Shin, Sujie (DCPS)  
Subject: Data Request Documents

Hi Jessica,

Per your conversation with Sujie, here is the request that DME submitted to DCPS as well as the original scope of work from IFF. I'm also attaching the clean Word version of the MOA that Marc and I worked on.

I had previously flagged to Marc on 8/17 that I received some questions from upper management about the methodology being used for the project. It's my understanding that the current concerns arose out of that discussion, though I don't know the details.

Thanks,

Kelly

Kelly Linker  
Research and Evaluation Coordinator  
Office of Data and Accountability  
District of Columbia Public Schools  
Office of the Chancellor  
1200 First Street, NE, 12th Floor  
Washington, DC 20002  
T: 202.724.4651  
F: 202.442.5792  
E: kelly.linker@dc.gov  
W: http://dcps.dc.gov/

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From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Wednesday, August 31, 2011 5:49 PM
To: Wright, De'Shawn (EOM); Ruda, Lisa M. (OOC)
Cc: Sutter, Jessica (OSSE); Leonard, Jennifer (EOM)
Subject: RE: Data Request Documents

Thanks. Will get this done.

Kaya Henderson
Chancellor
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E kaya.henderson@dc.gov
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From: Wright, De'Shawn (EOM) [mailto:deshawn.wright@dc.gov]
Sent: Wednesday, August 31, 2011 4:18 PM
To: Henderson, Kaya (OOC); Ruda, Lisa M. (OOC)
Cc: Sutter, Jessica (OSSE); Leonard, Jennifer (EOM)
Subject: Fw: Data Request Documents
Importance: High

Chancellor:
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Jessica Sutter
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Office of the Deputy Mayor for Education
202.727.6054 (o)
202.701.5589 (c)
jessica.sutter@dc.gov

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Sent: Wednesday, August 31, 2011 1:30 PM
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Cc: Shin, Sujie (DCPS)
Subject: Data Request Documents

DCPS 013850
Hi Jessica,

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From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Wednesday, August 31, 2011 4:48 PM
To: Ruda, Lisa M. (OOC)
Subject: Fw: Data Request Documents
Attachments: IFF Scope of Work-final.pdf; DCPS-DME-IFF MOA_FERPA_clean.docx; DME Research Request.pdf

Importance: High

DME says this has been with Kelly Linker and they aren't getting movement on it. Who's Kelly Linker, and can we get this done?

From: Wright, De'Shawn (EOM) <deshawn.wright@dc.gov>
To: Henderson, Kaya (OOC); Ruda, Lisa M. (OOC)
Cc: Sutter, Jessica (OSSE); Leonard, Jennifer (EOM)
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To: Wright, De'Shawn (EOM); Leonard, Jennifer (EOM)
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FYI on IFF and MOA

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Office of the Deputy Mayor for Education
202.727.6054 (o)
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Let's add it to the schedule.

Kaya Henderson  
Acting Chancellor

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E kaya.henderson@dc.gov  
W dcps.dc.gov

From: Ruda, Lisa M. (OOG)  
Sent: Monday, March 14, 2011 11:10 PM  
To: Smith, Abigail (OOG)  
Cc: Henderson, Kaya (OOG); Weber, Peter (OOG)  
Subject: Re: MT retreat - need your thoughts

It would not hurt to get everyone on the same page with respect to our budget up and downs. Some folks have heard part but we have not heard all together. We would need some structure as the CAO stuff sometimes has a life of its own. I don't think this is a long discussion.

LMR

On Mar 14, 2011, at 9:10 PM, "Smith, Abigail (OOC)" <Abigail.Smith@dc.gov> wrote:

Thoughts on what's below? The more I think about it (and talk with other chiefs about it), the more I am anxious to spend some time getting ahead of the strategic priorities we're all essentially setting right now as we do our FY12 budgets. This happens every year - cart before the horse, and then we never catch up. (Alright - that metaphor didn't pan out, but you know what I mean).

So some of that is around whether we want to make some big bets (see below), but some of it is just around what chiefs are prioritizing at this point. And/or what strategic decisions chiefs are making to change course in the coming year, in order to accommodate next year's budget.

If you all think we're just not in a position to have any of these conversations, let's just stick with the two Broad sessions, and then any regular MT agenda items that are ready for discussion.

From: Smith, Abigail (OOG)  
Sent: Mon 3/14/2011 1:14 AM  
To: Henderson, Kaya (OOC); Weber, Peter (OOC); Ruda, Lisa M. (OOC)  
Subject: MT retreat - need your thoughts

As of now most of the day is being taken up by two different sessions with our Broad friends:
1) Review of other districts' strat plans for purposes of informing our own approach (Tim DeRoche)
2) Innovation in the classroom: a national scan of new personalized learning models (Christina Heitz)

I was also planning on using a little time to get feedback on our "narrative of reform to this point" document, which we will have in something between an outline and a draft form.

The chiefs had expressed real interest in taking some time to look at what more fundamental changes in approach we might consider as we face these significant budget limitations. We could only really spend 60-90 minutes, but I wonder if we should begin vetting some of these more extreme ideas and what they would take. The most obvious is another significant round of school closures - drastically reducing our footprint, and what all of the implications of that might be. But there are other ideas we may want to throw out there.

And because we did not have MT last week, are there more immediate agenda items we just need to address on Thursday? If so, how long would you want for those? We could do that first thing in the morning.
Thx!

Sent from my iPad

On Mar 8, 2011, at 11:17 PM, "O'Brien, Peggy (DCPS-OOC)" <Peggy.O'Brien@dc.gov> wrote:

Yup. We'll start drafting that. And since there are other lottery rumblings, let's think other messaging that would be helpful at this point.

Dr. Peggy O'Brien
Chief, Family and Public Engagement
Office of the Chancellor
D.C. Public Schools
p: 202-535-1584

From: Smith, Abigail (OOC)
To: Ruda, Lisa M. (OOC); Henderson, Kaya (OOC); O'Brien, Peggy (DCPS-OOC)
Sent: Tue Mar 08 22:23:10 2011
Subject: RE: small schools

I think that would be great.

From: Ruda, Lisa M. (OOC)
Sent: Tue 3/8/2011 9:52 PM
To: Smith, Abigail (OOC); Henderson, Kaya (OOC); O'Brien, Peggy (DCPS-OOC)
Subject: Re: small schools

Totally. No plans to close any of the small schools (other than Shadd which may be more of a relocation) this year. We can send out messaging to principals of impacted schools if that helps. Let me know.
LMR

From: Smith, Abigail (OOC)
Sent: Tue Mar 08 21:44:38 2011
To: Henderson, Kaya (OOC); Ruda, Lisa M. (OOC); O'Brien, Peggy (DCPS-OOC)
Subject: small schools

As I'm sure you have, my team has been hearing from lots of schools that are on that "under 300 list" with concerns about what this will mean; (in the last two days we've gotten a range of nervous calls and emails from parents and staff at Ross, Garrison, Hearst, West, Payne, and Ludlow-Taylor - off the top of my head). Both parents and staff have been reaching out wanting to know what they should do. I think it's important that we have a consistent message in response. As of now, principals are responding as they see fit, without guidance from us. And I'm sure that my team is not alone in hearing from both parents and school staff.
At the very least it seems like we should assure ppl that their schools will not be closing for the 2011-12 school year, that any closure proposal would take into account a whole range of factors beyond simply whether they are on this list, and that any proposal would include significant community engagement.
Pls print attachment.

Sent from my iPhone

Begin forwarded message:

From: "Weber, Peter \(\text{(OOC)}\)" <peter.weber@dc.gov>
To: "Henderson, Kaya \(\text{(OOC)}\)" <kaya.henderson@dc.gov>, "Ruda, Lisa M. \(\text{(OOC)}\)" <Lisa.Ruda@dc.gov>
Cc: "Williams-Skelton, Angela \(\text{(OOC)}\)" <angela.williams-skelton@dc.gov>
Subject: FW: Deck for Chancellor update

Attached is the deck for our conversation with ERS this afternoon. There is a ton of data, but I asked them to focus on three main things:

1. An analysis of our budget to identify spending that is unusually high (compared to similar districts) to determine if these investments are strategic.

2. An analysis of our special education spending to see if our investment makes sense going forward.

3. An analysis of our school funding to identify inequities based on school size and other factors which may not serve a strategic function.
I can call you between 4 and 4:15. Best number to reach you?

Kaya Henderson
Sent from my IPad

On Dec 4, 2011, at 8:09 PM, "Bill Turque" <turqueb@washpost.com> wrote:

Hi -- Hope you enjoyed the weekend. I see that Georgetown managed to subdue the mighty New Jersey Institute of Technology....

I had a long conversation with De' Shawn Wright today about a number of things, including IFF. He explained his reasons for revising the planned roll out, which will take the whole thing into the first quarter of next year. He also said that--while he could not specifically speak for you--it was his understanding that there would not be a significant round of school closings in 2012, and that the idea was for everyone to take some additional time to absorb the IFF study and work with communities to come up with a plan.

Can we talk about this tomorrow?

Bill Turque
The Washington Post
202-334-9294
301-332-7221 (c)
turqueb@washpost.com
From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Monday, December 05, 2011 12:01 PM
To: Young, Kelly (DCPS)
Subject: RE: thanks/Ward 5

What’s worse is her interaction with Marie!

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Young, Kelly (DCPS)
Sent: Monday, December 05, 2011 10:26 AM
To: Charles, Hassan (DCPS); Henderson, Kaya (OOC)
Subject: Fw: thanks/Ward 5

An Op-ed in the NYT by a ward 5 resident criticizing the ability of school choice to improve options for mostly black or middle and lower income neighborhoods. Our process is mentioned as too late for her children.

From: Burney, Shanita (DCPS)
To: Young, Kelly (DCPS)
Sent: Mon Dec 05 10:17:27 2011
Subject: Fw: thanks/Ward 5

...Someone I spoke with about the Ward 5 initiative and a resident.

From: Natalie Hopkinson <nhopkinson@gmail.com>
To: Burney, Shanita (DCPS)
Sent: Mon Dec 05 10:00:58 2011
Subject: Re: thanks/Ward 5

Thanks again.

FYI here was the piece, I published in the New York Times today. I understand you did not make this mess. I honestly don’t see a way out at this point. That’s why I think about moving every day :( We can barely afford one tuition for my son, but my daughter is right behind him so we have a lot of tough choices to make in the next few years.

http://www.nytimes.com/2011/12/05/opinion/why-school-choice-fails.html?_r=2

Enjoy the week,

Natalie
On Mon, Nov 28, 2011 at 3:02 PM, Burney, Shanita (DCPS) <shanita.burney@dc.gov> wrote:

It was my pleasure I will add you to our communication lists.

Thank you also for the information about your interaction with Marie. This is unacceptable behavior from our office and it is our goal to ensure you and other member of the community receive timely and accurate information. This will be addressed.

Shanita Burney
Director, Family and Community Engagement

Office of Family and Public Engagement
District of Columbia Public Schools
1200 First Street, NE (12th floor)
Washington, DC 20002
T: (202) 442-5612 (new # - please take note)
C: (202) 997-9887 (new # - please take note)

From: Natalie Hopkinson [mailto:nhopkinson@gmail.com]
Sent: Monday, November 28, 2011 2:55 PM
To: Burney, Shanita (DCPS)
Subject: thanks/Ward 5

Hi again Ms. Burney.

I'm glad we finally we able to connect this afternoon about the Ward 5 middle school issue. Thanks for your answers.
FYI please see the correspondence with Ms. Woodward Graves below. When we spoke on the phone she talked to me like I was an idiot for not understanding the plan. But the documents were not posted for several days after the meeting. And talking to her was actually the first time I realized a proposal for a new middle school was on the table. (The slides showed a decision being made in January; and there was talk of it requiring a certain amount of parents willing to enroll, school closures and many other caveats.) And when she hung up on me, I still had more questions.

In any case, thanks again, and please feel free to add me to any relevant lists for Ward 5 parents. When I was searching for a middle school for my son for the 2011-2012 school year, I did not have this choice.

Best,

Natalie Hopkinson

202-352-3160 mobile

-------- Forwarded message --------

From: Natalie Hopkinson <nhopkinson@gmail.com>
Date: Tue, Nov 22, 2011 at 3:23 PM
Subject: Re: Ward 5 announcement tonite?
To: "WoodwardGraves, Marie (DCPS)" <marie.woodwardgraves@dc.gov>

I'm happy that we got a chance to have a conversation on the phone.

I am not happy about your condescending, disrespectful and downright rude tone toward me during our talk.

I hope you are more helpful to other Ward 5 parents who are not clear about what DCPS has planned for our community. I am a writer; However, this is not an abstraction, my son is of middle school age now. And it appears you have no definitive answers for what you will be offering him NOW except more meetings.

Please pass this question along to Mr. Lewis--or don't.

Have a happy Thanksgiving.

Natalie
Natalie, I just entered the garage and your call dropped. Please review the PowerPoint and feel free to forward any questions that you may have to me or Fred Lewis.

Thanks

Marie

---

From: Natalie Hopkinson <nhopkinson@gmail.com>
To: WoodwardGraves, Marie (DCPS)
Sent: Tue Nov 22 14:42:31 2011
Subject: Re: Ward 5 announcement tonite?

Ms. Woodward Graves,

We have been trading messages for a week. I have left voicemail messages both for you and Fred Lewis.

I am looking for answers about what was decided at the Ward 5 schools meeting last week.

Is there some reason why it is taking a week for someone to be responsive to my questions?

Thank you,

Natalie Hopkinson.

202-352-3160
Was an announcement made about a new configuration or not?

Sent via BlackBerry from T-Mobile

From: "WoodwardGraves, Marie (DCPS)" <marie.woodwardgraves@dc.gov>

Date: Fri, 18 Nov 2011 14:12:01 -0500

To: Natalie Hopkinson<nhopkinson@gmail.com>

Subject: RE: Ward 5 announcement tonite?

Not certain what you are asking me but I am certain Fred will return your call when he is available.

From: Natalie Hopkinson [mailto:nhopkinson@gmail.com]
Sent: Friday, November 18, 2011 2:06 PM
To: WoodwardGraves, Marie (DCPS)
Subject: Re: Ward 5 announcement tonite?

So I took a look but as I read it a decision has been delayed on the configuration until January.

Please let me know if I am understanding correctly.

Natalie

On Fri, Nov 18, 2011 at 1:48 PM, WoodwardGraves, Marie (DCPS) <marie.woodwardgraves@dc.gov> wrote:

Natalie,

The proposal is listed on the web site. Did you review the document?

Marie

From: Natalie Hopkinson [mailto:nhopkinson@gmail.com]
Sent: Friday, November 18, 2011 1:42 PM

To: WoodwardGraves, Marie (DCPS)
Subject: Re: Ward 5 announcement tonite?
I left a message with Fred but I have not been able to get any information.

Could you please call me to explain what was decided at the meeting Wednesday?

Thank you

Natalie

202-352-3160

On Fri, Nov 18, 2011 at 11:36 AM, WoodwardGraves, Marie (DCPS) <marie.woodwardgraves@dc.gov> wrote:

Natalie, you can call 202-442-5885 ask to speak with Fred Lewis or Hassan Charles.

---

From: Natalie Hopkinson [mailto:nhopkinson@gmail.com]
Sent: Thursday, November 17, 2011 10:20 PM
To: WoodwardGraves, Marie (DCPS)
Subject: Re: Ward 5 announcement tonite?

Ms. Woodward Graves:

Please provide contact information for these people.

Also, please send me any relevant documentation about what was decided last night as soon as possible.

Thank you,

Natalie

On Thu, Nov 17, 2011 at 10:18 AM, WoodwardGraves, Marie (DCPS) <marie.woodwardgraves@dc.gov> wrote:
Hello Natalie
Please call our communications dept and speak with Hassan Charles or Fred Lewis.
Thanks

Marie

From: Natalie Hopkinson <nhopkinson@gmail.com>
To: WoodwardGraves, Marie (DCPS)
Sent: Wed Nov 16 17:36:08 2011
Subject: Ward 5 announcement tonite?

Hello.

I'm a Ward 5 parent and also a journalist who has been following this middle school issue closely.

I am not able to make tonight's meeting. Would it be possible to speak to someone tonight or first-thing tomorrow morning for a quote about what has been decided?

Thanks so much,

Natalie Hopkinson

202-352-3160
Subject: Meeting w/Chancellor & Deputy Mayor
Location: Chancellor's office
Start: Mon 12/5/2011 12:00 PM
End: Mon 12/5/2011 1:00 PM
Recurrence: (none)
Organizer: Henderson, Kaya (OOC)

From: Henderson, Kaya (OOC)
Sent: Monday, December 05, 2011 7:59 AM
To: Wright, De'Shawn (EOM)
Cc: Williams-Skelton, Angela (OOC)
Subject: Re: IFF meeting tomorrow

Ok.

Sent from my iPhone

On Dec 5, 2011, at 12:10 AM, "Wright, De'Shawn \(EOM\)" <deshawn.wright@dc.gov> wrote:

Hope you had a great weekend.

As we discussed last week, I think before we reconvene our teams to talk about communications and next steps for the IFF work the 2 of us should huddle and ensure we're on the same page.

To this end, I'd suggest that just you & I meet tomorrow (instead of the full group) to reach agreement on how to move forward with the work, our team's respective roles and identify any outstanding questions/issues to be resolved.

Let me know if this makes sense to you. If so, I'll plan to meet you in your office at 12 noon (we are currently scheduled for 11:30-1PM but I think we can get it done in an hour if we are not doing the group session).

DW
Ok.

Sent from my iPhone

On Dec 5, 2011, at 12:10 AM, "Wright, De'Shawn \(\text{EOM}\)" <deshawn.wright@dc.gov> wrote:

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DW

Join Mayor Gray’s One City • One Hire - 10,000 Jobs Campaign
“Putting District Residents Back to Work – One Hire at a Time”
Learn more at http://onecityonehire.org

Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
See below. Is this what you told Turque?

Sent from my iPhone

Begin forwarded message:

From: Bill Turque <turqueb@washpost.com>
Date: December 4, 2011 8:10:07 PM EST
To: "Henderson%2c Kaya (OOC)" <Kaya.Henderson@dc.gov>
Subject: Closings

Hi -- Hope you enjoyed the weekend. I see that Georgetown managed to subdue the mighty New Jersey Institute of Technology....

I had a long conversation with De' Shawn Wright today about a number of things, including IFF. He explained his reasons for revising the planned roll out, which will take the whole thing into the first quarter of next year. He also said that--while he could not specifically speak for you--it was his understanding that there would not be a significant round of school closings in 2012, and that the idea was for everyone to take some additional time to absorb the IFF study and work with communities to come up with a plan.

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Bill Turque
The Washington Post
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301-332-7221 (c)
turqueb@washpost.com
Sorry. I was just suggesting a preview for me. I’d love to sit in on one of your meetings. Can you put something on my schedule?

Sent from my iPad

On Nov 28, 2011, at 2:50 PM, "Weber, Peter (OOC)" <peter.weber@dc.gov> wrote:

I have two concerns on that front.

First, our MT meetings are pretty much taken up with getting our strategic planning and budgeting done.

Second, I don’t want folks to get confused hearing from ers, dan katzir, and starr while trying to get work done.

All that said, I’m having a series of meetings over the next few weeks to get a dump on their findings to date. Happy to have you or anyone else join. I’ve asked to get an early look, so their presentation won’t be completely polished. I can also just give you a download whenever you want it.

Sounds good on all fronts from my perspective.

LMR

I’ve asked the ERS folks to hold off on presenting most of their analysis until after we have a good handle on school budget allocations. However, I don’t want to push them off to far since we do want to get their analysis in time to direct them so that we get useful planning for the next budget cycle (FY 2014). I’d like to have them come present to MT on January 19. At this point, they should have some information on the equity with which we distribute funds, data on how schools spend money, and some optimal
school size information (I’ll have a better sense of what they’ll be presenting by later in December).

I have two questions. First, can we use the Jan. 19 MT meeting to let ERS present. My timeline shows that we should be done with much of our budget work besides communications work by then.

Second, can we stretch MT to 3 hours for them to present. Ideally, they wanted longer, but I plan to push them into a shorter time frame to make sure we use the time well. As I get more information about what they have to present, I can figure out if we can go even shorter.

The retreat we have scheduled for Jan. is during a week when Kaya is out of town, so I’m guessing we won’t have a January retreat.

Thoughts?
From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Friday, November 18, 2011 12:18 PM
To: Weber, Peter (OOC)
Cc: Ruda, Lisa M. (OOC)
Subject: Re: One City

I'm good with it. Thanks.

Sent from my iPad

On Nov 18, 2011, at 12:16 PM, "Weber, Peter (OOC)" <peter.weber@dc.gov> wrote:

I think that is totally right. Between the iff work, the lack of coordination with charters and the need for a clear communications plan, I can't imagine putting this out as a reduction plan.

We should hold back for now.

----- Original Message ----­
From: Ruda, Lisa M. (OOC)
To: Weber, Peter (OOC); Henderson, Kaya (OOC)
Sent: Fri Nov 18 07:21:06 2011
Subject: One City

In light of the ongoing IFF work, my inclination is to pull (not submit) the school closures proposal as part of the reduction initiatives. We will still propose some right sizing through our normal and ongoing work down the road. However based on how the IFF stuff (and roll out is going), we don't gain a darn thing by submitting a closure plan now. Plus, I don't want to put the Mayor in a corner. Pete and I have talked (preliminarily) about this change but I wanted to circle back. Thoughts?

LMR
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<td>Start:</td>
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<td>End:</td>
<td>Fri 11/18/2011 4:00 PM</td>
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<tr>
<td>Organizer:</td>
<td>Henderson, Kaya (OOC)</td>
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Got it.

Marc from EOM wanted to connect about Monday’s debrief on the IFF work. We just got off the phone. His draft agenda follows my initials – but two big takeaways: (1) the IFF stuff is still draft and the agenda will be changed accordingly, and (2) EOM is envisioning some type of communications rollout of the IFF results on November 29th that needs to be coordinated with other happenings (our budget hearing the following day, scorecard release, One City stuff, holiday break). Moreover, the IFF stuff is likely to cause panic of widespread school closings – we have to be on the offensive and be clear that this is not the case (this year).

LMR

IFF Final Results and Recommendations
November 7, 2011 12:00 – 2:00pm
Wilson Building, Rm. 527

AGENDA

1. Data and Findings (IFF)
   a. Walk through the final results
   b. How to read and interpret the report
2. Recommendations (IFF)
   a. Discuss the full range of recommendations
   b. Determine what level of recommendation to publish
   c. Describe what other jurisdictions have done with this work
3. Rollout and Post-release strategy (DME)
   a. Describe the rollout and post-release communications and community engagement strategy
   b. Set roles in communications and community engagement
4. Calendar and Next Steps (DME)
   a. Discuss the high-level calendar for community engagement
   b. What are your concerns and needs?
   c. Timeline for determining strategies to close the gap
5. Message (DME)
   a. Goal: High quality schools in every neighborhood; a high quality seat for every student.
Ok.

Sent from my iPad

On Nov 2, 2011, at 3:01 PM, "tijwanna@yahoo.com" <tijwanna@yahoo.com> wrote:

I have never understood the opposition to closing under served or under used schools.

I am still an ANC in DC. Let me know when and if you need me.

Sent from my Verizon Wireless BlackBerry

From: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>
Date: Wed, 2 Nov 2011 14:55:37 -0400
To: <tijwanna@yahoo.com>
Subject: Re: TOMORROW-6:30-8:30pm - Empower DC Education Campaign Empowerment Circle - DC is planning to close more schools

Thanks.

Sent from my iPad

On Nov 2, 2011, at 2:53 PM, "tijwanna@yahoo.com" <tijwanna@yahoo.com> wrote:

Thought you should see this.

Sent from my Verizon Wireless BlackBerry

From: "Daniel del Pielago" <Daniel@empowerdc.org>
Date: Wed, 2 Nov 2011 14:38:14 -0400
To: Daniel del Pielago<Daniel@empowerdc.org>
Subject: TOMORROW-6:30-8:30pm - Empower DC Education Campaign Empowerment Circle - DC is planning to close more schools

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members, unions, community organizations around this issue that will affect all residents of the District. Thanks and see you tomorrow!

Daniel

**DC GOVERNMENT IS PLANNING ON CLOSING MORE SCHOOLS!**

- Did you know that the Deputy Mayor for Education (De’Shawn Wright) has hired a Chicago based firm to do a study on how DC neighborhoods are served by the public school system (Traditional Public and Charter)

- The information found by this study will be used to make a case to close schools in the District and/or to turn them over to National Charter School Managers

- This study will be looking at school’s test scores to determine if a school is “performing” or not. They will not take into consideration other ways that a school is excelling for its students, parents and community

- The numbers below reflect the number of “under performing DCPS schools” by Ward

You should be concerned about the possible impact to your school and community!

**Join us on Thursday November 3rd for an Empowerment Circle to:**

- Inform yourself on what is going on with this study and school closures
- Learn and plan action steps you can take at your school
• Connect with other concerned parents and community members from around the city working against school closures

**When** - Thursday November 3, 2011

**Where** - Benning Road/Dorothy Height Library
3935 Benning Road, NE – Walking distance from Minnesota Ave. Metro (Orange line)

**Time** – 6:30pm to 8:30pm

Please RSVP to Daniel del Pielago - 202-234-9119 xt. 104 or Daniel@Empowerdc.org
Please note if you will need child care

Empower DC – 1419 V Street, NW – 202-234-9119 – Empowerdc.org

Feel free to distribute the attached flyer to your school and community!

Daniel del Pielago
Education Organizer
Empower DC
1419 V Street, NW
202-234-9119 xt. 104

<DC GOVERNMENT plans to close more schools flyer.doc>
FYI. Where are they getting this information?

Sent from my iPad

Begin forwarded message:

From: <tijwanna@yahoo.com>
Date: November 2, 2011 2:52:49 PM EDT
To: <k~y.~dw.nd~.niQ.n.@d.Q,gm~>
Subject: Fw: TOMORROW-6:30-8:30pm - Empower DC Education Campaign Empowerment Circle - DC is planning to close more schools
Reply-To: <tijwanna@yahoo.com>

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<DC GOVERNMENT plans to close more schools flyer.doc>
Is the reprogramming still held up? Shouldn’t we update 3b?
Take issue #8 off the agenda. Yay!

Kaya Henderson  
Chancellor  
District of Columbia Public Schools  
1200 First Street, NE  
12th Floor  
Washington, DC 20002  
T: 202 535-1581  
E: kaya.henderson@dc.gov  
W: dcps.dc.gov

Draft agenda for Mayor’s meeting. Please shout with changes/additions.  
LMR  
**

Meeting with Mayor Gray and Deputy Mayor Wright
November 2, 2011

AGENDA

1. Council  
   a. Chair’s Teacher Incentive Legislation: Make sure Mayor is aware of it.  
   b. CM Orange Legislation: Make sure Mayor is aware of it

2. CFO: Standing Item

3. Budget  
   a. FY 12 Possible Pressures: Status Report: George believes the potential FY 12 pressures is now $6M, we believe it is closer to $3M.  
   b. FY 12 Anticipated Reprogramming: GD will not submit until all FY 12 pressures are addressed. This negatively impacts school budgets (Sharpe Health AP example).  
   c. FY 11 Close: No information yet.

4. Enrollment  
   a. We are working with OSSE to finalize the FY 12 reported enrollment numbers (enrollment on 10/5/11). OSSE will report DCPS’s reported enrollment as 46,191 – which is 1,056
students less than what was projected as part of the FY 12 budget. Charter numbers will likely be about 250 students more than they projected for FY 12.

5. Facilities
a. CIP, IFF Study
   i. We need to submit DCPS’s capital needs for FY 13-18 by Thursday, 10/20. We are reluctant to submit without the results of the IFF work and the school closing proposal included in the One City Performance Review process.

6. Turkey Bowl: Bob advised the Chancellor that there were issues with the agreement. Waiting for details from Bob.

7. FYI
a. WaPo Editorial from Chancellor: Will run on Sunday.
b. Security Contract: We don’t want to change vendors
c. Charter Caps: Need some equity
d. SBOE: Fonda is getting a number of inquiries from members. They may need some direction from DME as to their role.
e. Early Stages: Grand opening next week for new Minnesota Avenue site.
f. Athletic Director: New AD (Stephanie Evans) starts next Monday. Does the Mayor want to meet with her to discuss vision?

8. KH Contract Update
I didn't know I was supposed to be calling these folks. I've mentioned it to the mayor and the Chair recently. I'll reach out to Yvette.

Kaya Henderson  
Chancellor  
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1200 First Street, NE  
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T  202.535-1581  
E  kaya.henderson@dc.gov  
W  dcps.dc.gov

-----Original Message-----
From: DeGuzman, Anthony D. (OOC)  
Sent: Monday, October 24, 2011 7:20 PM  
To: Henderson, Kaya (OOC)  
Subject: FW: KH items for Mayor

Hi Kaya,  
Have you any update on the status of River Terrace? Claudia is awaiting some feedback. Last we left it I believe you were going to make a couple of courtesy calls (CM and Chair) to let folks know that this might occur.

Claudia and I can then provide a timeline of events and the materials if you have the intel you need to move forward.

Anthony

----- Forwarded Message ----- 
From: Claudia Lujan <claudia.lujan@dc.gov>  
Date: Mon, 24 Oct 2011 15:43:24 -0400  
To: Anthony deGuzman <anthony.deguzman@dc.gov>  
Subject: FW: KH items for Mayor

See email chain below on RT. If you can loop back with KH on this and see if she has been able to make the courtesy calls she mentions below. Once that happens, she would need to set up a meeting with the principals (both of closing school and receiving school). I believe in the past, the corresponding supes have been part of these conversations.

Claudia

-----Original Message-----
From: Smith, Abigail (OOC)  
Sent: Wednesday, October 05, 2011 5:52 PM  
To: Henderson, Kaya (OOC); Weber, Peter (OOC)  
Cc: DeGuzman, Anthony D. (OOC); Lujan, Claudia (DCPS); Ruda, Lisa M. (OOC)  
Subject: Re: KH items for Mayor
Sorry - I was hoping last night would be in time. The enrollment one will be updated with final data anyway.
Anthony and Claudia are up to speed on the eaton bancroft issue.
Good news on RT.
Abigail Smith via BlackBerry

----- Original Message ----- 
From: Henderson, Kaya (OOC)
To: Smith, Abigail (OOC); Weber, Peter (OOC)
Cc: DeGuzman, Anthony D. (OOC); Lujan, Claudia (DCPS); Ruda, Lisa M. (OOC); Weber, Peter (OOC)
Sent: Wed Oct 05 17:40:39 2011
Subject: RE: KH items for Mayor

Already told the mayor about River Terrace closing. Someone needs to remind me to make a courtesy call to CM Alexander and the Chair before we announce.

Lisa, pls line up the second two issues for next week's meeting, since we didn't get this until after we had already met this week.

Thanks, all.

Kaya Henderson
Chancellor

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1200 First Street, NE
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T 202.535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

-----Original Message-----
From: Smith, Abigail (OOC)
Sent: Tuesday, October 04, 2011 11:05 PM
To: Weber, Peter (OOC)
Cc: Henderson, Kaya (OOC); DeGuzman, Anthony D. (OOC); Lujan, Claudia (DCPS)
Subject: KH items for Mayor

Pete-
I have three follow ups for the Mayor from my check in with Kaya yesterday.
Pasted below and attached (in easier to read format). The first two items require input and/or decisions from the Mayor. I probably provided way too much detail, so feel free to pare.

For the Chancellor's check-in with the Mayor

1) School Closure
Bottom line:
We propose moving forward with closing River Terrace and not pursuing any other school closures at the moment.
The details:
€ Given all of the studies and planning work happening over the coming months (IFF, ERS, MFP), we don't think it makes sense to do a major round of closures for the coming year. Final decisions would need to be announced by early January, which doesn't give us time to digest the study results and engage the community.
River Terrace's enrollment this year is 141 - an increase of 1 student from last year. It is our smallest elementary school, and too small to sustain a strong program. We gave the community significant support in student recruitment, which may have helped stem the loss, but enrollment did not increase. RT's per pupil expenditure this year is $11,427; Hendley's (with 341 students) is $9,799.

The proposal would still be to consolidate with Neval Thomas, and to offer bus service for the students who are actually travelling for the RT neighborhood (about half the students). Annual saving would be around $600,000.

2) Destination schools for Eaton and Bancroft Bottom line:
- Change the current status of dual destination schools for Eaton and Bancroft to a single destination school. Eaton's destination school would be Hardy; Bancroft's would be Lincoln. Both schools currently have Deal as an additional guaranteed option. All Eaton and Bancroft students who live in-boundary for Deal would continue to have that guaranteed option.

The details:
- In 2008 DCPS established a policy of designating a guaranteed destination school for each elementary, education campus, and middle school. With so many elementary schools' boundaries divided between two middle schools, and so many out-of-boundary students in those schools, this new policy allowed for continuity and predictability for students and families. OOB students no longer have to apply to remain in their current school's feeder pattern.
- At that time, Deal was in need of students and both Bancroft and Eaton's boundaries overlap in part with Deal's. So while Eaton is closer to Hardy, and Bancroft to Lincoln, we allowed for the dual option to provide families with more choice.
- At this point, Deal is well over its building capacity, with 1020 students in a building built for 950. Without making any policy change, that number will go up next year. Hearst has a 5 grade that will feed to Deal for the first time, creating further pressure.
- Possible alternatives to this proposal are: adding multiple demountables and/or rescinding the destination school right from all out-of-boundary students in Deal's feeders (Janney, Lafayette, Murch, Hearst), requiring them to return to their neighborhood middle school. Neither option makes sense for DCPS as a whole.

3) Enrollment
Bottom line:
- Enrollment is down somewhat from last year, while we had projected a small increase. We have lost most of the ground that we gained in last year's increase.

The details:
- The official count will be pulled end of day Wednesday, so the following numbers will increase slightly before then. As of Tuesday morning, total DCPS enrollment was 45,844. Last year's October 5 count was 46,515, so that's a 1.4% drop (671 students). We had projected an increase of 732, so are 3% under projection.
- PS/PK is overall up from last year - an increase of 142. But we had projected an increase of 296 in PS/PK combined, so we fell short.
- 9th grade is significantly up from last year and well over projection. That is largely due to Wilson, Eastern, and Woodson - all success stories of modernized buildings and revived or new programs.
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Pls include on my next agenda. Only items #2 and #3 as I already discussed item #1 with him.

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E kaya.henderson@dc.gov
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- The proposal would still be to consolidate with Neval Thomas, and to offer bus service for the students who are actually travelling for the RT neighborhood (about half the students). Annual saving would be around $600,000.

2) Destination schools for Eaton and Bancroft

**Bottom line:**
- Change the current status of dual destination schools for Eaton and Bancroft to a single destination school. Eaton's destination school would be Hardy; Bancroft's would be Lincoln. Both schools currently have Deal as an additional guaranteed option. All Eaton and Bancroft students who live in-boundary for Deal would continue to have that guaranteed option.

**The details:**
- In 2008 DCPS established a policy of designating a guaranteed destination school for each elementary, education campus, and middle school. With so many elementary schools' boundaries divided between two middle schools, and so many out-of-boundary students in those schools, this new policy allowed for continuity and predictability for students and families. OOB students no longer have to apply to remain in their current school's feeder pattern.
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3) Enrollment

**Bottom line:**
- Enrollment is down somewhat from last year, while we had projected a small increase. We have lost most of the ground that we gained in last year's increase.
The details:

- The official count will be pulled end of day Wednesday, so the following numbers will increase slightly before then. As of Tuesday morning, total DCPS enrollment was 45,844. Last year's October 5 count was 46,515, so that's a 1.4% drop (671 students). We had projected an increase of 732, so are 3% under projection.
- PS/PK is overall up from last year - an increase of 142. But we had projected an increase of 296 in PS/PK combined, so we fell short.
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- We also saw significant enrollment losses at a few schools that have had negative press in the last year: Dunbar, Hardy, Hearst, Noyes, Thomson. But there were also some drops at schools that don't have an obvious explanation.
- The Shaed/Emery consolidation was a success from an enrollment transition perspective, with 81% of eligible students from those two schools coming to Langley, and 94% remaining in DCPS.
Yay!

Kaya Henderson
Chancellor

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Don sent the ERS data today.
Meeting was moved to Tuesday. I was at home asleep when you sent it!

Kaya Henderson
Chancellor

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-----Original Message-----
From: Smith, Abigail (OOC)
Sent: Wednesday, October 05, 2011 5:52 PM
To: Henderson, Kaya (OOC); Weber, Peter (OOC)
Cc: DeGuzman, Anthony D. (OOC); Lujan, Claudia (DCPS); Ruda, Lisa M. (OOC)
Subject: Re: KH items for Mayor

Sorry - I was hoping last night would be in time. The enrollment one will be updated with final data anyway.
Anthony and Claudia are up to speed on the eaton bancroft issue.
Good news on RT.
Abigail Smith via BlackBerry

----- Original Message -----  
From: Henderson, Kaya (OOC)
To: Smith, Abigail (OOC); Weber, Peter (OOC)
Cc: DeGuzman, Anthony D. (OOC); Lujan, Claudia (DCPS); Ruda, Lisa M. (OOC); Weber, Peter (OOC)
Sent: Wed Oct 05 17:40:39 2011
Subject: RE: KH items for Mayor

Already told the mayor about River Terrace closing. Someone needs to remind me to make a courtesy call to CM Alexander and the Chair before we announce.

Lisa, pls line up the second two issues for next week's meeting, since we didn't get this until after we had already met this week.

Thanks, all.

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Pete-
I have three follow ups for the Mayor from my check in with Kaya yesterday. Pasted below and attached (in easier to read format). The first two items require input and/or decisions from the Mayor. I probably provided way too much detail, so feel free to pare.

For the Chancellor's check-in with the Mayor

1) School Closure

Bottom line:
We propose moving forward with closing River Terrace and not pursuing any other school closures at the moment.
The details:
• Given all of the studies and planning work happening over the coming months (IFF, ERS, MFP), we don't think it makes sense to do a major round of closures for the coming year. Final decisions would need to be announced by early January, which doesn't give us time to digest the study results and engage the community.
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• The proposal would still be to consolidate with Neval Thomas, and to offer bus service for the students who are actually travelling for the RT neighborhood (about half the students). Annual saving would be around $600,000.

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Bottom line:
• Change the current status of dual destination schools for Eaton and Bancroft to a single destination school. Eaton's destination school would be Hardy; Bancroft's would be Lincoln. Both schools currently have Deal as an additional guaranteed option. All Eaton and Bancroft students who live in-boundary for Deal would continue to have that guaranteed option.
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-----Original Message-----
From: Smith, Abigail (OOC)
Sent: Tuesday, October 04, 2011 11:05 PM
To: Weber, Peter (OOC)
Cc: Henderson, Kaya (OOC); DeGuzman, Anthony D. (OOC); Lujan, Claudia (DCPS)
Subject: KH items for Mayor

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I did. Sorry if I didn’t confirm.

Kaya Henderson  
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Chancellor,

Did you send the email below to the Mayor last week (when you did not meet)? I am putting tomorrow’s agenda together and just need to know if we need to cover these topics.

Thank you,
LMR

Did you send the Mayor the email update? If so, cool. If not, think about it for today as the One City reduction initiatives are due tomorrow. We (like all agencies) are supposed to submit them via a quickbase application. However, the Mayor should have a heads up from you. Also, you may want to think about whether we actually submit via quickbase. Our work will be completed and we could just as easily deliver it to EOM on a flash drive. I am worried that a bunch of folks will have access to our initiatives and even though folks signed confidentiality agreements, once it is out there, it is out there.

Just some thoughts.  
LMR
Chancellor,

Here is the revised email. The only changes are as follows: (1) added a timeline on closings, (2) took out the part that DCPS-OCFO agrees with the reduction plan; and (3) said information on the FY 11 close would come next week.

LMR

**

Mayor,

As we are not meeting this week, I wanted to update you on the following matters:

- **Athletic Director.** Last week, I interviewed four finalists for the position of Athletic Director. I have asked my team to forward the top three candidates to you for brief interviews prior to a final decision. My office is working with your scheduler to coordinate interview times and we will make sure your office has summaries of qualifications and resumes.

- **Upcoming Bill Turque Story.** Bill Turque is working on a story involving two grievances that the WTU is filing against DCPS. The first grievance is on behalf of the 21 Effective and Highly Effective teachers who took the bonuses a year ago, were excessed, couldn't find jobs, took Option 3 (the extra year), and still couldn't find jobs at the end of this year. We terminated the employment of these individuals as many were certified in subjects for whom we do not have a significant need, and many clearly had other issues that made them a poor fit for every school at which they interviewed. The second grievance is for the five individuals who were excessed a year ago, and who wanted Option 2 (early retirement). We could not afford Option 2. DCPS-OAG provided a legal opinion supporting our position. Nathan Saunders is contending we acted in bad faith, despite the fact that the contract is clear that this provision is subject to "necessary budget and government approvals." We believe we had an agreement with President Saunders to provide these staff members an additional year to find a placement. We provided the additional year, but the WTU is pursuing the grievance.

- **One City Performance Review (OCPR).** On Friday, all agencies (including DCPS) will submit the initial drafts of their reduction initiatives for consideration as part of the FY 13 budget. I wanted to make sure you were aware of what we plan to submit as some of the initiatives we have discussed and most, if not all, are likely to generate significant negative reaction from the community.

As you know, DCPS allocates almost 95% of its resources to schools and school support (as opposed to central office) in the areas of personnel, fixed costs and contracted services (food, security,
technology). We have identified reduction initiatives that target these areas and will allow us to save funding and reinvest in critical areas.

- We will be submitting the following six initiatives as part of Friday’s submission:

  1. Close underutilized schools: We are considering a range of 3-23 schools over the next 5 years. We have closed 28 schools since 2007. The multi-year time frame allows us to incorporate the work of IFF, complete enrollment projections and school budgeting changes. It also affords us an opportunity to stagger the closing of a high school.

     | Action                                      | Number of Schools Impacted – Proposal Only |
     |---------------------------------------------|-------------------------------------------|
     | Announce Schools Proposed for Closing & Engage Community | Dec. 11 | June 11 | Dec. 12 | June 12 | Dec. 13 | June |
     |                                             | 3 | 20 |
     | Actually Close the Schools                  | 2 | 17 | 4 | 0 |
     | Realize Savings from the School Closings    | FY 13 | FY 14 |

  2. Reduce school staffing costs: We would reduce school staff (teachers and non-teaching positions through a combination of mechanisms – changing staffing allocation, increasing salaries, changing budget model etc. We would make a similar reduction at the central level to align our central support without our work force. We do not plan to include a specific number of staff or targeted groups in our submission.

  3. Close or scale back STAY programs: These adult education programs may ultimately transfer to other agencies such as DME, OSSE or UDC.

  4. Reduce costs associated with dedicated aides: DCPS must strengthen the process of assigning aides to ensure only those students who need aides receive them.

  5. Improve quality of custodial services and reduce costs: We are exploring how outsourcing can improve building cleanliness, maintain buildings and possibly reduce costs.

  6. Reduce costs associated with food service contracts: We plan to re-bid our food service contract and eliminate costly provisions including mandatory union wage scales.

Detail regarding the above initiatives as well as our spending patterns is attached. With the exception of the dedicated aide initiative, I will not propose any additional initiatives related to special education spending as I believe our ongoing work around non-public tuition and transportation will identify efficiencies and savings related to special education.

- FY 12 Projected Spending Pressures and Use of FY 11 Funds. We are meeting on Friday with DME, OBP and DCPS-OCFO to review DCPS’s projected spending pressures for FY 12. We believe that our
projected FY 12 spending pressure is between $10-15M. We believe we can eliminate the pressure by using FY 11 funds to replace the FY 12 advance funds that we dedicated to this year’s opening. DCPS has budget authority to use FY 12 funds prior to October 1st to prepare for the opening of school. DCPS could effectively decide to use less of our advance dollars and instead charges costs to FY 11. In FY 10, we used over $25M in FY 11 advance funds. As such, we reduced our FY 11 budget by $25M before the fiscal year even began. A memo detailing this option (and others) is attached for your reference. I will update you after Friday is meeting as to where we stand, but I think we have a viable solution.

We also anticipate receiving some information next week relative to the FY 11 close.

Mayor, please let me know if you have any questions or need any additional information – particularly around the OCPR submission. I am happy to delay the submission if it would make more sense for us to discuss this at our weekly meeting next week.

Kaya
Hosanna’s team is reaching out to schedule some time with him. We touched base on this late last week. She’s on it.

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From: VCG [mailto:vcg6@dc.gov]
Sent: Monday, September 26, 2011 10:20 PM
To: Henderson, Kaya (OOC)
Subject: Re: Email Update

You will do fine tomorrow.

The DCIAA needs a makeover. That is what the next AD will have to achieve first and foremost.

BTW, how should we follow up with Alan Goldenbach on the state job?

From: Henderson, Kaya (OOC) <Kaya.Henderson@dc.gov>
To: VCG
Sent: Mon Sep 26 22:13:44 2011
Subject: RE: Email Update

Three is right. I interviewed 4 and am pushing 3 for your review. The City Paper article was bad, but you have no idea of what we’re uncovering as we try to enforce the rules. The stories are ugly and this isn’t about the interim AD. This is about years of rule-breaking that has gone unchecked. We will definitely do better. I promise you that.

We have our middle school hearing before council tomorrow. Wish us luck.

Kaya Henderson
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Thanks. Will review in detail. On the AD position, I got three resumes. Should there have been four? The resumes I received were Lockhart, Jackson and Evans. BTW, did you see the City Paper article on DCPS athletics? We will do better.

Will get back to you on the other items.

Hope you are well.

From: Henderson, Kaya (OOC) <Kaya.Henderson@dc.gov>
To: VCG
Cc: Wright, De'Shawn (EOM)
Sent: Mon Sep 26 21:17:09 2011
Subject: Email Update

Hey Boss,

Since we didn’t meet last week, I wanted to update you on a few matters:

? Athletic Director. Last week, I interviewed four finalists for the position of Athletic Director. I have asked my team to forward the top three candidates to you for brief interviews prior to a final decision. My office is working with your scheduler to coordinate interview times and we will make sure your office has summaries of qualifications and resumes. Once you’ve seen the candidates, I’d like to talk about making an announcement as soon as possible.

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Please let me know if you have any questions or need any additional information.

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Join Mayor Gray's One City ✶ One Hire - 10,000 Jobs Campaign
✶ Putting District Residents Back to Work ✶ One Hire at a Time ✶
Learn more at http://onecityonehire.org

From: Ruda, Lisa M. (OOC)
Sent: Wednesday, September 21, 2011 3:16 PM
To: Henderson, Kaya (OOC)
Cc: Weber, Peter (OOC)
Subject: Draft Email Update for Mayor

Chancellor,

Here is the revised email. The only changes are as follows: (1) added a timeline on closings, (2) took out the part that DCPS-OCFO agrees with the reduction plan; and (3) said information on the FY 11 close would come next week.

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From: VCG [mailto:vcg6@dc.gov]
Sent: Monday, September 26, 2011 10:12 PM
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Detail regarding the above initiatives as well as our spending patterns is attached. With the exception of the dedicated aide initiative, I will not propose any additional initiatives related to special education spending as I believe our ongoing work around non-public tuition and transportation will identify efficiencies and savings related to special education.

FY 12 Projected Spending Pressures and Use of FY 11 Funds. We met on Friday with DME, OBP and DCPS-OCFO to review DCPS's projected spending pressures for FY 12. We believe that our projected FY 12 spending pressure is between $10-15M. We believe we can eliminate the pressure by using FY 11 funds to replace the FY 12 advance funds that we dedicated to this year's opening. DCPS has budget authority to use FY 12 funds prior to October 1st to prepare for the opening of school. DCPS could effectively decide to use less of our advance dollars and instead charges costs to FY 11. In FY 10, we used over $25M in FY 11 advance funds. As such, we reduced our FY 11 budget by $25M before the fiscal year even began. A memo detailing this option (and others) is attached for your reference. My team is working with your team to ensure agreement on a viable solution.

We also anticipate receiving some information next week relative to the FY 11 close.

Please let me know if you have any questions or need any additional information.

Kaya

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T: 202 535-1681
E: kaya.henderson@dc.gov
W: dcps.dc.gov

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Putting District Residents Back to Work One Hire at a Time
Learn more at http://onecityonehire.org

From: Ruda, Lisa M. (OOC)
Sent: Wednesday, September 21, 2011 3:16 PM
To: Henderson, Kaya (OOC)
Cc: Weber, Peter (OOC)
Subject: Draft Email Update for Mayor

Chancellor,

Here is the revised email. The only changes are as follows: (1) added a timeline on closings, (2) took out the part that DCPS-OCFO agrees with the reduction plan; and (3) said information on the FY 11 close would come next week.

LMR
**
Helpful. I'll have Anthony reach out to Marc to fup. Thanks so much.

Kaya Henderson  
Chancellor  

District of Columbia Public Schools  
1200 First Street, NE  
12th Floor  
Washington, DC 20002  
T 202 535-1681  
E kaya.henderson@dc.gov  
W dcps.dc.gov

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DW

1. We fully expect DCPS to run the show on closures and attendance boundaries. If DCPS plans to make and announce these decisions by December, we (DME and the contractor) will pick up from there and integrate those decisions into the MFP. The MFP contractor won't be on board until mid-December, so the timing doesn't overlap. If that's not the timing and these decisions are more integrated with the MFP process, then we would still ask DCPS to take the lead on these issues while DME and our contractor provide support as needed.

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Sent from my Verizon Wireless Phone

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From: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>
can we discuss?

Sent from my iPad

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From: "Smith, Abigail (OOC)" <Abigail.Smith@dc.gov>
Date: September 18, 2011 10:44:11 PM EDT
To: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>, "Weber, Peter (OOC)" <peter.weber@dc.gov>, "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov>
Cc: "DeGuzman, Anthony D. (OOC)" <anthony.deguzman@dc.gov>
Subject: FW: Master Plan RFP

KH, LMR, and PW-

Attached is the draft of the RFP that the DME expects to release in the next 10 days. Marc Bleyer sent it to Anthony and me on Friday, after I had a conversation with him about the need for DCPS to be more directly engaged with the IFF study. I am hoping that one or more of the three of you have already seen these materials, or been engaged in the discussion that led to them. But if that's not the case, Anthony and I want to flag a couple of major issues that are pretty much summed up by this excerpt from the RFP:

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Let me stop there, in case you all already know context that I'm not aware of (which would be great!) If not, let me know, and Anthony and I can tee up the specifics.

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Hey Boss,

Since we didn’t meet last week, I wanted to update you on a few matters:

- **Athletic Director.** Last week, I interviewed four finalists for the position of Athletic Director. I have asked my team to forward the top three candidates to you for brief interviews prior to a final decision. My office is working with your scheduler to coordinate interview times and we will make sure your office has summaries of qualifications and resumes. Once you’ve seen the candidates, I’d like to talk about making an announcement as soon as possible.

- **Bill Turque Story.** Bill Turque is working on a story involving two grievances that the WTU is filing against DCPS. The first grievance is on behalf of the 21 Effective and Highly Effective teachers who took the bonuses a year ago, were excessed, couldn't find jobs, took Option 3 (the extra year), and still couldn't find jobs at the end of this year. We terminated the employment of these individuals as many were certified in subjects for whom we do not have a significant need, and many clearly had other issues that made them a poor fit for every school at which they interviewed. The second grievance is for the five individuals who were excessed a year ago, and who wanted Option 2 (early retirement). We could not afford Option 2. DCPS-OAG provided a legal opinion supporting our position. Nathan Saunders is contending we acted in bad faith, despite the fact that the contract is clear that this provision is subject to "necessary budget and government approvals." We believe we had an agreement with President Saunders to provide these staff members an additional year to find a placement. We provided the additional year, but the WTU is pursuing the grievance.

- **One City Performance Review (OCPR).** On Friday, all agencies (including DCPS) we submitted the initial drafts of their reduction initiatives for consideration as part of the FY 13 budget. I wanted to make sure you were aware of what submitted as some of the initiatives we have discussed and most, if not all, are likely to generate significant negative reaction from the community.

As you know, DCPS allocates almost 95% of its resources to schools and school support (as opposed to central office) in the areas of personnel, fixed costs and contracted services (food, security, technology). We have identified reduction initiatives that target these areas and will allow us to save funding and reinvest in critical areas.

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Kaya

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**Chancellor**

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Thanks.

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Chancellor  

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T 202 535-1581  
E kaya_henderson@dc.gov  
W dcps.dc.gov

Will do

Great. So ADG - you want to let Marc know that KH, you, and I conferred, based on DeShawn's fdbk below, and then ask him to send the revised RFP language?  
Abigail Smith via BlackBerry

He is on board in theory.
This works. Can we confirm that the Mayor is on board at least in theory with boundary revisions (and understands how contentious it is likely to be)?

Abigail Smith via BlackBerry

Glad to see that Marc spoke to DeShawn. I talk to Marc on Friday and strongly suggested they delete and/or significantly tweak the language.

Because it's hard to have a mfp rfp with no reference to boundaries I'd take him up on his offer (#4) to tweak what they have to make it clear that re crafting boundaries is not an explicit outcome of the mfp process and that its dcps's prerogative. It wouldn't hurt to ask that marc share the new language with us prior to publication.

Abby - do you agree?

Anthony

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Sent from my Verizon Wireless Phone

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From: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov> 
To: "DeShawn Wright" <deshawn.wright@gmail.com> 
Subject: Master Plan RFP 
Date: Wed, Sep 21, 2011 2:42 pm 

can we discuss? 

Sent from my iPad 

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To: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>, "Weber, Peter (OOC)" <peter.weber@dc.gov>, "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov> 
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Sent: Fri 9/16/2011 11:45 AM
To: Smith, Abigail (OOC); DeGuzman, Anthony D. (OOC)
Subject: Master Plan RFP

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-m

Marc Bleyer | Capital Program Manager
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave. NW, Ste. 303
Washington, DC 20004
marc.bleyer@dc.gov

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Chancellor

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E kaya.henderson@dc.gov
W dcps.dc.gov

From: Smith, Abigail (OOC)  
Sent: Monday, September 26, 2011 1:21 PM  
To: DeGuzman, Anthony D. (OOC); Henderson, Kaya (OOC)  
Subject: Re: Master Plan RFP

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Abigail Smith via BlackBerry

From: DeGuzman, Anthony D. (OOC)  
To: Henderson, Kaya (OOC); Smith, Abigail (OOC)  
Sent: Mon Sep 26 11:38:04 2011  
Subject: Re: Master Plan RFP

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Abby - do you agree?

Anthony

From: Henderson, Kaya (OOC)  
To: Smith, Abigail (OOC); DeGuzman, Anthony D. (OOC)  
Sent: Mon Sep 26 11:18:50 2011  
Subject: FW: Master Plan RFP

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Subject: Master Plan RFP
Date: Wed, Sep 21, 2011 2:42 pm

can we discuss?

Sent from my iPad

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E kaya.henderson@dc.gov
W dcps.dc.gov

From: deshawn.wright@gmail.com [mailto:deshawn.wright@gmail.com]
Sent: Thursday, September 22, 2011 7:11 PM
To: Henderson, Kaya (OOC)
Subject: Re: Master Plan RFP

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Thx

Sent from my iPad

On Sep 2, 2011, at 3:53 PM, "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov> wrote:

The documents are with OGC now. Bob and Omar are out today, but I will get them to review on Tuesday and either sign for you on Tuesday (if they are ready) or get them ready for your signature when you return on Wednesday.

LMR

Perfect. Thanks.
Kelly works in ODA. When I contacted her, she said management had concerns with the documents that were not being addressed by DME. I tracked down the concerns, it looks like Abby was management she has some concerns with the study designs that she said she expressed to DME early on, but DME never addressed. That being said, she is going to push the documents through the signature process and deal with those concerns offline with DME so as to not delay the work.

I am checking with Abby to see where the documents actually are in the review process and will send a note back to De'Shawn and copy you.

LMR

DME says this has been with Kelly Linker and they aren't getting movement on it. Who's Kelly Linker, and can we get this done?
Chancellor:
Per our discussion, please see the attached documents that require your review/approval for IFF (facility study). Your assistance in expediting this request is appreciated as we are under a very tight timeline to produce the report by the end of the October.

DW

From: Sutter, Jessica (OSSE)
To: Wright, De'Shawn (EOM); Leonard, Jennifer (EOM)
Subject: FW: Data Request Documents

FYI on IFF and MOA

Jessica Sutter
Senior Advisor (School Quality)
Office of the Deputy Mayor for Education
202.727.6054 (o)
202.701.5589 (c)
jessica.sutter@dc.gov

From: Linker, Kelly (ODA) [mailto:kelly.linker@dc.gov]
Sent: Wednesday, August 31, 2011 1:30 PM
To: Sutter, Jessica (OSSE)
Cc: Shin, Sujie (DCPS)
Subject: Data Request Documents

Hi Jessica,
Per your conversation with Sujie, here is the request that DME submitted to DCPS as well as the original scope of work from IFF. I’m also attaching the clean Word version of the MOA that Marc and I worked on.

I had previously flagged to Marc on 8/17 that I received some questions from upper management about the methodology being used for the project. It’s my understanding that the current concerns arose out of that discussion, though I don’t know the details.

Thanks,

Kelly

Kelly Linker

Research and Evaluation Coordinator

Office of Data and Accountability

District of Columbia Public Schools

Office of the Chancellor
1200 First Street, NE, 12th Floor
Washington, DC 20002

T: 202.724.4651

F 202.442.5792
E: kelly_linker@dc.gov
W:http://dcps.dc.gov/

Preventing terrorism is everybody’s business.

If you SEE something, SAY something. Call the Metropolitan Police Department at (202) 727-9099 or email at SAR@DC.GOV to report suspicious activity or behavior that has already occurred. Call 911 to report in-progress threats or emergencies.

To subscribe to real-time text message and email updates on emergency and traffic incidents, visit https://textalert.ema.dc.gov/register.php.
Join the District's Observance of the 10th Anniversary of 9/11 -
http://www.september11.dc.gov
Cool.

Absolutely. Call me tomorrow or Friday as I will be in Baltimore for a conference.

can we discuss?

Sent from my Verizon Wireless Phone

----- Reply message ----- 

From: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>  
To: "DeShawn Wright" <deshawn.wright@gmail.com>  
Subject: Master Plan RFP  
Date: Wed, Sep 21, 2011 2:42 pm

Begin forwarded message:

From: "Smith, Abigail (OOC)" <Abigail.Smith@dc.gov>  
Date: September 18, 2011 10:44:11 PM EDT  
To: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>, "Weber, Peter (OOC)" <peter.weber@dc.gov>, "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov>  
Cc: "DeGuzman, Anthony D. (OOC)" <anthony.deguzman@dc.gov>  
Subject: FW: Master Plan RFP

KH, LMR, and PW-

Attached is the draft of the RFP that the DME expects to release in the next 10 days. Marc Bleyer sent it to Anthony and me on Friday, after I had a conversation with him about the need for DCPS to be more directly engaged with the IFF study. I am hoping that one or more of the three of you have already seen these materials, or been engaged in the discussion that led to them. But if that's not the case, Anthony and I want to flag a couple of major issues that are pretty much summed up by this excerpt from the RFP:

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Let me stop there, in case you all already know context that I'm not aware of (which would be great!) If not, let me know, and Anthony and I can tee up the specifics.

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From: Bleyer, Marc (EOM) [mailto:marc.bleyer@dc.gov]
Sent: Fri 9/16/2011 11:45 AM
To: Smith, Abigail (OOC); DeGuzman, Anthony D. (OOC)
Subject: Master Plan RFP

Abby and Anthony,

We'd love to get your feedback on the Master plan RFP. I've attached the most updated version of the full RFP. The SOW is pages 1-12 with the requirements on 7-9. Any feedback you have would be welcome and I'm happy to discuss by phone once you've had a chance to review.

I've also attached a PPT with an outline of the RFP tasks on slides 8-10 in case you want just the summary.

-m

Marc Bleyer | Capital Program Manager
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave. NW, Ste. 303
Washington, DC 20004
marc.bleyer@dc.gov

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he said he would be back on Monday and we could meet on Monday or Tuesday. I asked for a ballpark by Friday. Crickets.

Sent from my iPad

On Sep 21, 2011, at 2:50 PM, "Weber, Peter (OOC)" <peter.weber@dc.gov> wrote:

I can draft you another request email. We asked more than a week ago and haven't heard anything.

Sent from my iPad

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Can we hear about the fy 11 close anytime soon?

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>>> > Athletic Director. Last week, I interviewed four finalists for the
>>> position of Athletic Director. I have asked my team to forward the top three
>>> candidates to you for brief interviews prior to final selection. My office is
>>> working with your scheduler to coordinate interview times and we will make
>>> sure your office has summaries of qualifications and resumes.
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>>> > Upcoming Bill Turque Story. Bill Turque is working on a story
involving two grievances that the WTU is filing against DCPS. The first grievance is on behalf of the 21 Effective and Highly Effective teachers who took the bonuses a year ago, were excessed, couldn't find jobs, took Option 3 (the extra year), and still couldn't find jobs at the end of this year. We terminated the employment of these individuals as many were certified in subjects for whom we do not have a significant need, and many clearly had other issues that made them a poor fit for every school at which they interviewed. The second grievance is for the five individuals who were excessed a year ago, and who wanted Option 2 (early retirement). We could not afford Option 2. DCPS-OAG provided a legal opinion supporting our position. Nathan Saunders is contending we acted in bad faith, despite the fact that the contract is clear that this provision is subject to "necessary budget and government approvals." We believe we had an agreement with President Saunders to provide these staff members an additional year to find a placement. We provided the additional year, but the WTU is pursuing the grievance.

One City Performance Review (OCPR). On Friday, all agencies (including DCPS) will submit the initial drafts of their reduction initiatives for consideration as part of the FY 13 budget. I wanted to make sure you were aware of what we plan to submit as some of the initiatives we have discussed and most, if not all, are likely to generate significant negative reaction from the community.

As you know, DCPS allocates almost 95% of its resources to schools and school support (as opposed to central office) in the areas of personnel, fixed costs and contracted services (food, security, technology). We have identified reduction initiatives that target these areas and will allow us to save funding and reinvest in critical areas.

We will be submitting the following six initiatives as part of Friday’s submission:

1. Close underutilized schools: We are considering a range of 3-23 schools over the next 5 years. We have closed 28 schools since 2007.

2. Reduce school staffing costs: We would reduce school staff (teachers and non-teaching positions through a combination of mechanisms – changing staffing allocation, increasing salaries, changing budget model etc. We would make a similar reduction at the central level to align our central support without our work force. We do not plan to include a specific number of staff or targeted groups in our submission.

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4. Reduce costs associated with dedicated aides: DCPS must strengthen the process of assigning aides to ensure only those students who need aides receive them.

5. Improve quality of custodial services and reduce costs: We are exploring how outsourcing can improve building cleanliness, maintain buildings and possibly reduce costs.

6. Reduce costs associated with food service contracts: We plan to re-
bid our food service contract and eliminate costly provisions including mandatory union wage scales.

>>> Detail regarding the above initiatives as well as our spending patterns is attached. With the exception of the dedicated aide initiative, I will not propose any additional initiatives related to special education spending as I believe our ongoing work around non-public tuition and transportation will identify efficiencies and savings related to special education.

>>> FY 12 Projected Spending Pressures and Use of FY 11 Funds. We are meeting on Friday with DME, OBP and DCPS-OCFO to review DCPS’s projected spending pressures for FY 12. We believe (and believe the DCPS-OCFO concurs) that our projected FY 12 spending pressure is between $10-15M. We believe we can eliminate the pressure by using FY 11 funds to replace the FY 12 advance funds that we dedicated to this year’s opening. DCPS has budget authority to use FY 12 funds prior to October 1st to prepare for the opening of school. DCPS could effectively decide to use less of our advance dollars and instead charges costs to FY 11. In FY 10, we used over $25M in FY 11 advance funds. As such, we reduced our FY 11 budget by $25M before the fiscal year even began. A memo detailing this option (and others) is attached for your reference. I will update you after Friday is meeting as to where we stand, but I think we have a viable solution.

>>> Mayor, please let me know if you have any questions or need any additional information – particularly around the OCPR submission. I am happy to delay the submission if it would make more sense for us to discuss this at our weekly meeting next week.

Kaya

<<< <OCPR Initial Submission.pptx>
<<< <EOM spending pressure document.doc>
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Subject: Master Plan RFP

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<Master Planner RFP DRAFT 091611.doc>
<September 12 Meeting v3.pptx>
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2. Reduce school staffing costs: We would reduce school staff (teachers and non-teaching positions through a combination of mechanisms - changing staffing allocation, increasing salaries, changing budget model etc. We would make a similar reduction at the central level to align our central support without our work force. We do not plan to include a specific number of staff or targeted groups in our submission.

3. Close or scale back STAY programs: These adult education programs may ultimately transfer to other agencies such as DME, OSSE or UDC.
4. Reduce costs associated with dedicated aides: DCPS must strengthen the process of assigning aides to ensure only those students who need aides receive them.

5. Improve quality of custodial services and reduce costs: We are exploring how outsourcing can improve building cleanliness, maintain buildings and possibly reduce costs.

6. Reduce costs associated with food service contracts: We plan to re-bid our food service contract and eliminate costly provisions including mandatory union wage scales.

Detail regarding the above initiatives as well as our spending patterns is attached. With the exception of the dedicated aide initiative, I will not propose any additional initiatives related to special education spending as I believe our ongoing work around non-public tuition and transportation will identify efficiencies and savings related to special education.

FY 12 Projected Spending Pressures and Use of FY 11 Funds. We are meeting on Friday with DME, OBP and DCPS-OCFO to review DCPS’s projected spending pressures for FY 12. We believe (and believe the DCPS-OCFO concurs) that our projected FY 12 spending pressure is between $10-15M. We believe we can eliminate the pressure by using FY 11 funds to replace the FY 12 advance funds that we dedicated to this year’s opening. DCPS has budget authority to use FY 12 funds prior to October 1st to prepare for the opening of school. DCPS could effectively decide to use less of our advance dollars and instead charge costs to FY 11. In FY 10, we used over $25M in FY 11 advance funds. As such, we reduced our FY 11 budget by $25M before the fiscal year even began. A memo detailing this option (and others) is attached for your reference. I will update you after Friday is meeting as to where we stand, but I think we have a viable solution.

Mayor, please let me know if you have any questions or need any additional information—particularly around the OCPR submission. I am happy to delay the submission if it would make more sense for us to discuss this at our weekly meeting next week.

Kaya

<OCPR Initial Submission.pptx>
<EOM spending pressure document.doc>
why are we saying we'll close schools over 5 years?

Sent from my iPad

On Sep 21, 2011, at 1:58 PM, “Ruda, Lisa M. (OOC)” <Lisa.Ruda@dc.gov> wrote:

> Chancellor,
>
> Apologies for the length. Please shout with any changes and I will quickly make them.
>
> LMR
>
> Mayor,
>
> As we are not meeting this week, I wanted to update you on the following matters:
>
> Athletic Director. Last week, I interviewed four finalists for the position of Athletic Director. I have asked my team to forward the top three candidates to you for brief interviews prior to final selection. My office is working with your scheduler to coordinate interview times and we will make sure your office has summaries of qualifications and resumes.

> Upcoming Bill Turque Story. Bill Turque is working on a story involving two grievances that the WTU is filing against DCPS. The first grievance is on behalf of the 21 Effective and Highly Effective teachers who took the bonuses a year ago, were excessed, couldn't find jobs, took Option 3 (the extra year), and still couldn't find jobs at the end of this year. We terminated the employment of these individuals as many were certified in subjects for whom we do not have a significant need, and many clearly had other issues that made them a poor fit for every school at which they interviewed. The second grievance is for the five individuals who were excessed a year ago, and who wanted Option 2 (early retirement). We could not afford Option 2. DCPS-OAG provided a legal opinion supporting our position. Nathan Saunders is contending we acted in bad faith, despite the fact that the contract is clear that this provision is subject to "necessary budget and government approvals." We believe we had an agreement with President Saunders to provide these staff
members an additional year to find a placement. We provided the additional year, but the WTU is pursuing the grievance.

> One City Performance Review (OCPR). On Friday, all agencies (including DCPS) will submit the initial drafts of their reduction initiatives for consideration as part of the FY 13 budget. I wanted to make sure you were aware of what we plan to submit as some of the initiatives we have discussed and most, if not all, are likely to generate significant negative reaction from the community.

> As you know, DCPS allocates almost 95% of its resources to schools and school support (as opposed to central office) in the areas of personnel, fixed costs and contracted services (food, security, technology). We have identified reduction initiatives that target these areas and will allow us to save funding and reinvest in critical areas.

> We will be submitting the following six initiatives as part of Friday’s submission:

1. Close underutilized schools: We are considering a range of 3-23 schools over the next 5 years. We have closed 28 schools since 2007.

2. Reduce school staffing costs: We would reduce school staff (teachers and non-teaching positions through a combination of mechanisms - changing staffing allocation, increasing salaries, changing budget model etc. We would make a similar reduction at the central level to align our central support without our workforce. We do not plan to include a specific number of staff or targeted groups in our submission.

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Kaya

<OCPR Initial Submission.pptx>
<EOM spending pressure document.doc>
Subject: IFF Initial Results Presentation/Meeting (Chancellor & Anthony)
Location: WB
Start: Mon 10/3/2011 2:00 PM
End: Mon 10/3/2011 4:00 PM
Recurrence: (none)
Organizer: Henderson, Kaya (OOC)

From: Henderson, Kaya (OOC)
Sent: Wednesday, September 14, 2011 6:27 PM
To: Williams-Skelton, Angela (OOC)
Subject: FW: Oct 3 - IFF initial results presentation and meeting

I need to go to this.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
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E kaya henderson@dc.gov
W dcps.dc.gov

From: Bleyer, Marc (EOM) [mailto:marc.bleyer@dc.gov]
Sent: Wednesday, September 14, 2011 6:17 PM
To: Wright, De'Shawn (EOM); Henderson, Kaya (OOC); Smith, Abigail (OOC); DeGuzman, Anthony D. (OOC); Anne Stoehr (astoehr@wffmail.com); 'Brian Jones' (brian@latimereducation.com) (brian@latimereducation.com); Coleman, Lucian (OPEFM); Cate Swinburn; Kara Honeycutt
Cc: Leonard, Jennifer (EOM); Smith, Ahnna (EOM); Sutter, Jessica (OSSE); Salimi, Scheherazade (EOM); Jose Cerda (jcerda@iff.org); Baber, Jovita
Subject: Oct 3 - IFF initial results presentation and meeting

Dear all,
First, I want to thank you and your staff for all your help in pulling together the data for IFF’s study. It was a tall order and we sincerely appreciate your help and dedication.

IFF is busy working through the data and told me they’ve already come up with interesting results. They’ll present their initial findings for a small group here in DC on Monday, Oct. 3, 2-4pm at the Wilson Building. This will be an opportunity to discuss the methodology, results and possible recommendations for the final report which is due in early November. We’d really value your input and know it will help shape and improve the final product.

Please let me know if you’ll be able to join us for this meeting on Oct. 3rd, 2-4pm at the Wilson Building. If you have any questions, please don’t hesitate to contact me.

All the best,
Marc
I need to go to this.

Kaya Henderson
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1200 First Street, NE
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T 202-636-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

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Sent: Wednesday, September 14, 2011 6:17 PM
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Cc: Leonard, Jennifer (EOM); Smith, Ahnna (EOM); Sutter, Jessica (OSSE); Salimi, Scheherazade (EOM); Jose Cerda (jcdera@iff.org); Baber, Jovita
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Please let me know if you’ll be able to join us for this meeting on Oct. 3rd, 2-4pm at the Wilson Building. If you have any questions, please don’t hesitate to contact me.

All the best,
Marc

Preventing terrorism is everybody’s business.
If you SEE something, SAY something. Call the Metropolitan Police Department at (202) 727-9099 or email at SAR@DC.GOV to report suspicious activity or behavior that has already occurred. Call 911 to report in-progress threats or emergencies.

To subscribe to real-time text message and email updates on emergency and traffic incidents, visit https://textalert.ema.dc.gov/register.php.
From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Friday, September 02, 2011 6:22 PM
To: Ruda, Lisa M. (OOC)
Subject: Re: Data Request Documents

Thx

Sent from my iPad

On Sep 2, 2011, at 3:53 PM, "Ruda, Lisa M. \(OOC\)" <Lisa.Ruda@dc.gov> wrote:

The documents are with OGC now. Bob and Omar are out today, but I will get them to review on Tuesday and either sign for you on Tuesday (if they are ready) or get them ready for your signature when you return on Wednesday.

LMR

From: Henderson, Kaya (OOC)
Sent: Friday, September 02, 2011 3:34 PM
To: Ruda, Lisa M. (OOC)
Subject: RE: Data Request Documents

Perfect. Thanks.

Kaya Henderson
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1200 First Street, NE
12th Floor
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T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Ruda, Lisa M. (OOC)
Sent: Friday, September 02, 2011 1:31 PM
To: Henderson, Kaya (OOC)
Subject: RE: Data Request Documents
Kelly works in ODA. When I contacted her, she said “management” had concerns with the documents that were not being addressed by DME. I tracked down the concerns, it looks like Abby was “management” – she has some concerns with the study designs that she said she expressed to DME early on, but DME never addressed. That being said, she is going to push the documents through the signature process and deal with those concerns offline with DME so as to not delay the work.

I am checking with Abby to see where the documents actually are in the review process and will send a note back to De’Shawn and copy you.

LMR

From: Henderson, Kaya (OOC)  
Sent: Wednesday, August 31, 2011 4:48 PM  
To: Ruda, Lisa M. (OOC)  
Subject: Fw: Data Request Documents  
Importance: High

DME says this has been with Kelly Linker and they aren't getting movement on it. Who's Kelly Linker, and can we get this done?

From: Wright, De'Shawn (EOM) <deshawn.wright@dc.gov>  
To: Henderson, Kaya (OOC); Ruda, Lisa M. (OOC)  
Cc: Sutter, Jessica (OSSE); Leonard, Jennifer (EOM)  
Subject: Fw: Data Request Documents

Chancellor:
Per our discussion, please see the attached documents that require your review/approval for IFF (facility study). Your assistance in expediting this request is appreciated as we are under a very tight timeline to produce the report by the end of the October.

DW

From: Sutter, Jessica (OSSE)  
To: Wright, De'Shawn (EOM); Leonard, Jennifer (EOM)  
Subject: FW: Data Request Documents
Hi Jessica,

Per your conversation with Sujie, here is the request that DME submitted to DCPS as well as the original scope of work from IFF. I’m also attaching the clean Word version of the MOA that Marc and I worked on.

I had previously flagged to Marc on 8/17 that I received some questions from upper management about the methodology being used for the project. It’s my understanding that the current concerns arose out of that discussion, though I don’t know the details.

Thanks,

Kelly
Preventing terrorism is everybody’s business.

If you SEE something, SAY something. Call the Metropolitan Police Department at (202) 727-9099 or email at SAR@DC.GOV to report suspicious activity or behavior that has already occurred. Call 911 to report in-progress threats or emergencies.

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Kaya Henderson
Chancellor

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DW

From: Sutter, Jessica (OSSE)
To: Wright, De'Shawn (EOM); Leonard, Jennifer (EOM)
Subject: FW: Data Request Documents

FYI on IFF and MOA

Jessica Sutter
Senior Advisor (School Quality)
Office of the Deputy Mayor for Education
202.727.6054 (o)
202.701.5589 (c)
jessica.sutter@dc.gov

From: Linker, Kelly (ODA) [mailto:kelly.linker@dc.gov]
Sent: Wednesday, August 31, 2011 1:30 PM
To: Sutter, Jessica (OSSE)
Cc: Shin, Sujie (DCPS)
Subject: Data Request Documents

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Kelly Linker
Research and Evaluation Coordinator
Office of Data and Accountability
District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE, 12th Floor
Washington, DC 20002
T: 202.724.4651
F 202.442.5792
E: kelly.linker@dc.gov
W: http://dcps.dc.gov/

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Thanks. Will get this done.

Kaya Henderson
Chancellor

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1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Wright, De'Shawn (EOM) [mailto:deshawn.wright@dc.gov]
Sent: Wednesday, August 31, 2011 4:18 PM
To: Henderson, Kaya (OOC); Ruda, Lisa M. (OOC)
Cc: Sutter, Jessica (OSSE); Leonard, Jennifer (EOM)
Subject: Fw: Data Request Documents
Importance: High

Chancellor:
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Sent: Wednesday, August 31, 2011 1:30 PM
To: Sutter, Jessica (OSSE)
Cc: Shin, Sujie (DCPS)
Subject: Data Request Documents

FYI on IFF and MOA

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Senior Advisor (School Quality)
Office of the Deputy Mayor for Education
202.727.6054 (o)
202.701.5589 (c)
jessica.sutter@dc.gov
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EXHIBIT A

Scope of Work
May 25, 2011

IFF will provide a report based on empirical data to inform decision-making in District of Columbia Public Schools’ (DCPS) regarding the effective allocation of resources to maximize school reform and school development efforts. At the heart of this research project is the question, “Where are performing seats most needed in the District of Columbia?” or “Where is there inadequate access to schools that meet state standards?” The report can be used to set geographic priorities for school reform and facilities modernization. Similar reports have been used by other districts to establish priorities and policies regarding the re-allocation of vacant buildings, consolidation of underutilized school buildings, investment in facilities modernization, solicitations for charter schools applications (CFAs), selection criteria for charter schools, targeted communication to particular neighborhoods or populations regarding school choice options among other focused school improvement decisions.

Methodology:
To identify where the greatest number of students need access to better school options, the Department of Research and Evaluation of IFF will spatially analyze school performance and school capacity (supply), alongside current enrollment in public schools and school-age population (demand). School performance will be determined by the percent of students meeting or exceeding the Annual Yearly Progress (AYP) goals on the District of Columbia Comprehensive Assessment System (DC CAS). Other performance criteria may be provided to IFF by DCPS—such as but not limited to graduation rate, ninth grade credit and completion data, or attendance rate—and will be considered and used to the degree to which it will establish a uniform and quantifiable standard by which to evaluate and compare schools. Data for capacity and current enrollment of each school will be provided by DCPS. School-age population will be based on US Census data.

While the district will be analyzed, it is conceptualized as a composite of neighborhoods and the unit of analysis will be neighborhood clusters—as opposed to individual school, ward or city. Using a spatial analysis and quantitative data, neighborhoods will be ranked according to need. The weightings and formula for calculating rank are yet to be determined.

To the degree to which data is available, the Department of Research and Evaluation at IFF will consider additional issues and factors impacting access to performing schools. The inclusion of these factors on the final report will be based on the significance of their impact on influencing student access to performing schools. These could include an analysis of the impact of independent schools and voucher/choice programs; population change; the utility of transporting students to out-of-boundary schools; flight of school-age families to neighboring school systems; and grade configuration of schools (see Appendix A, for data requirements).

Data should be provided electronically in Excel format with one row devoted to each school and/or student (see attached Excel spreadsheet. The core data is represented in the first two sheets of the workbook.)
**Deliverables:**
The primary deliverable is a report. The report will include maps, graphs and charts illustrating the data and conclusions. It will also include an executive summary, recommendations, district-wide analysis, an evaluation and ranking of neighborhoods, and a detailed profile of the neighborhoods ranked as highest-need. A longitudinal analysis of demographics will be included both in the introduction, which historically contextualizes the snapshot analysis, and in the detailed neighborhood profiles. The report will be published in hardcopy and available electronically.

IFF staff will provide ongoing communication on the research project, its progress and developments; a press release; and a public presentation of the final published report to all stakeholders.

The project will be completed in a timely and professional manner. Phases of the project and deadlines are outlined below. Throughout the project, from data collection to final published report, the timeliness of deliverables is contingent on the timely receipt of data and/or correspondence from DCPS. If data and/or correspondences from DCPS arrives after the deadlines outlined for such, below, the succeeding deadlines for deliverables will be adjusted accordingly and will not be considered a breach of contract.

**Phase I: Collect and Organize Data**
In Phase I, IFF will analyze data provided by the Office of the Deputy Mayor of Education and determine the key findings regarding performing school options for school-age students in Washington D.C. Prior to and during the analysis, the data will be verified and a review will be undertaken to identify inconsistencies. All requested data (except AY2010-2011 DC CAS and graduation dates) should be received by Friday, June 10th. AY2010-2011 DC CAS and graduations results should be received by July 8.

**Phase II: Analyze and Present Initial Data.**
The goal of Phase II is to review the initial data collected and to construct a spatial analysis of performing schools in Washington DC. IFF will schedule a meeting with the staff of the Office of the Deputy Mayor of Education, in early to mid-August, to review initial data and emerging geography of performing schools.

**Phase III: Write and Publish Report**
In Phase III, a penultimate draft of the report will be circulated for comment in mid-September. Concurrently, IFF will schedule a meeting with the staff of the Office of the Deputy Mayor of Education to present findings and make recommendations. IFF will make a public presentation of published findings with stake holders in October.
Appendix A: Data Requirements

1. To perform this core analysis, IFF needs the following information for each DCPS and Charter School by June 10, 2011:
   a. General DCPS & Charter School data
      • School Name, Unique Identifier (if any)
      • Neighborhood Cluster (1-39), Street Address, Zip Code and Attendance Area (yes/no, confirm that attendance zones map on DC Data Catalog are accurate for AY 10-11)
      • School Type (traditional, magnet, charter, special education etc.), AY 10-11 grade configuration (PS-5, PK-8, 6-12, 9-12 etc.) and grade level designation (Elementary, Education Campus, Middle, High)
      • Selective or Test-In (Yes/No); Special Population (e.g. all-girls, special education school); and whether the school houses a Special Education Related Services Program (yes/no).
      • Total Enrollment (total number of students enrolled in AY 10-11); non-resident Enrollment (number of students who reside outside DCPS enrolled in school in AY 10-11); and Total Capacity (maximum number of students the school can accommodate).
      • School wide DC CAS performance data (AY 09-10 by June 10-for initial analysis AND AY 10-11 immediately upon release and no later than July 8-for final analysis), and whether school met AYP.
   b. DCPS & Charter School Performance data
      • DC CAS Performance data for 3rd, 4th, 8th and 10th grade students (AY 09-10 by June 10-for initial analysis AND AY 10-11 immediately upon release and no later than July 8-for final analysis).
   c. Individual Student data
      • Anonymous Student ID, School (School that student attends) and grade level.
      • Street Address (student’s home address), Neighborhood Cluster and Zip Code.
      • Special Needs identified (yes/no)
      • Race, FRL (free or reduced lunch eligibility)

2. To assess the additional influence, populations and factors, IFF needs the following data by June 10, 2011:
   a. Independent Schools/Vouchers
      • Provide same data requested for DCPS and Public Charter Schools above.
   b. Out-of-boundary Transportation
      • Student addresses are essential to provide an analysis of the impact of transportation options.
   c. Grade Configuration of schools
      • No additional data required
   d. Flight to neighboring School Systems and population change
      • No additional data required
Date: Aug. 4, 2010

Title: Quality Education and Capacity by Location in the District of Columbia

Requester/Organization Name: Office of the Deputy Mayor for Education in the District of Columbia and IFF

<table>
<thead>
<tr>
<th>Issue</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>DCPS Contact</td>
</tr>
<tr>
<td>IFF is conducting a study of quality education and capacity by location. This includes a mobility analysis that will indicate where students live compared to where they attend school.</td>
<td>Kelly Linker</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td></td>
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<tr>
<td>SY2009-2010</td>
<td></td>
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<tr>
<td>SY2010-2011</td>
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<tr>
<td><strong>Data Collection From/In School</strong></td>
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<tr>
<td><strong>Data requested from DCPS</strong></td>
<td></td>
</tr>
<tr>
<td>Anonymous student ID, school of attendance, address, grade level, special needs (yes/no), race, Free Reduce Price Lunch (FRL)</td>
<td></td>
</tr>
</tbody>
</table>
Project Description

Title: Quality Seats by Neighborhood in the District of Columbia

Researchers:

Marc Bleyer, Capital Program Manager, Office of the Deputy Mayor for Education

Marc Bleyer has a Master of Science in Urban Planning from Columbia University. He serves as Capital Program Manager under the Deputy Mayor for Education, overseeing capital planning for public education facilities. Previously, Marc worked at the New York City Office of Management and Budget (OMB) where he reviewed the capital and expense budgets for the New York City Economic Development Corporation.

Jovita Baber, Director of Research, IFF

R. Jovita Baber has a PhD from The University of Chicago. As Director of Research at IFF, she directs quantitative and qualitative research projects in education, healthcare, housing and human services. Complementing her academic training in research, she brings extensive practical experience from her years as a Chicago Public School teacher, an university research-faculty and an educational reform consultant.

Moira O’Donovan, Research Project Manager, IFF

Moira is responsible for data collection and analysis, planning and designing research projects and preparing reports. She has conducted needs assessment research on public school systems in Denver, Milwaukee, and Kansas City, Missouri, to determine where better schools are needed in these cities, and has analyzed early care and education in Illinois to determine where there is the greatest need for more of these services across the state. Prior to joining IFF, Ms. O’Donovan acted as research Assistant at the Metropolitan Planning here she worked on the organization’s Placemaking projects and Corridor Development Initiative, both of which had direct impacts on several Chicago neighborhoods. Ms. O’Donovan holds a Master of Urban Planning and Policy from the University of Illinois at Chicago and A BA from Saint Louis University.

IFF

Founded in 1988, IFF is a nonprofit Community Development Financial Institution (CDFI) serving nonprofits across Illinois, Indiana, Iowa, Missouri and Wisconsin. IFF provides comprehensive research and data collection services informed by our understanding of nonprofits, schools and human services programs, experience designing evaluations, and technical knowledge of methods for collecting information and analyzing it. IFF studies are independent, applied research publications and serve to inform school reform priorities by location. IFF is committed to conducting high-quality work that answers clients’ questions and strengthens nonprofits and low-income and disinvested communities.
Executive Summary

The Office of the Deputy Mayor for Education (DME) commissioned IFF to analyze the spatial distribution of school performance in Washington D.C. IFF’s Research and Evaluation Department will identify where the greatest number of students need access to better school options in the District of Columbia.

At the heart of this commissioned project is the question, “Where are performing seats most needed in the District of Columbia?” or “Where is there inadequate access to schools that meet state standards?” This is essentially a study of supply and demand. The report will examine school performance and school capacity (supply) alongside current enrollment in public schools and school-age population (demand). School performance will be determined by the percent of students meeting or exceeding the Annual Yearly Progress (AYP) goals on the District of Columbia Comprehensive Assessment System (DC CAS).

The report will be used to inform decision-making in District of Columbia Public Schools’ (DCPS) and the Public Charter School Boards (PCSB) regarding the effective allocation of resources to maximize school reform and school development efforts. It will make recommendations regarding geographic priorities for school reform and facilities modernization. Similar reports have been used by other districts to establish priorities and policies regarding the re-allocation of vacant buildings, consolidation of underutilized school buildings, investment in facilities modernization, solicitations for charter schools applications (CFAs), selection criteria for charter schools, targeted communication to particular neighborhoods or populations regarding school choice options among other focused school improvement decisions.

IFF is a nonprofit corporation lender, real estate consultant, public policy advocate and research organization with a mission to build capacity in other nonprofits to better serve low-income and disinvested communities

Significance of the Problem

This study will evaluate access to quality education in the District of Columbia at the neighborhood level. It will measure the disparity in access to quality education opportunities through the District. It directly serves DCPS’ “Compelling Schools” research priority since it will determine the geographic distribution of quality seats in the District.

Scope of study

The scope of the study covers all of schools, both public and public charter, in the District of Columbia. Please see the attached project description and scope of work. This includes the objectives, the research design, review of previous research, design and methodology.
Data Requested

The following is the complete list of data points that DME and IFF seek for this study.

1. Anonymous Student ID
2. School of attendance
3. Address of residence
4. Grade level
5. Special needs
6. Race
7. Free/Reduce Lunch Status

The researchers would like to receive the data in a simple Microsoft Excel sheet with headings as follows:

<table>
<thead>
<tr>
<th>Anonymous student ID</th>
<th>School of attendance</th>
<th>Address of Residence</th>
<th>Grade level</th>
<th>Special Needs (yes/no)</th>
<th>Race</th>
<th>Free Reduce Price Lunch (FRL) status</th>
</tr>
</thead>
</table>

Plan for Protection and Maintenance of Privacy

The data will only be shared between the Deputy Mayor for Education and IFF. Both the Deputy Mayor for Education and IFF will destroy the data files upon completion of the report.

Data Collection Plan

This research does not require spending any time in schools, observing students or interacting with staff. We are only asking DCPS to share the data listed above in a Microsoft Excel sheet.

Final Report

The final report is scheduled to be released publicly in mid-October, 2011. All parents, teachers and DCPS staff will have access to the results of the study.
School closures as repurposing of govt assets Must clean up existing inventory of closed schools
From: Henderson, Kaya (OOC) [Kaya.Henderson@dc.gov]
Sent: Wednesday, August 24, 2011 5:19 AM
To: Lewis, Frederick (DCPS-OOC); Charles, Hassan (DCPS)
Subject: Re: UPDATED PRESS RELEASE

My bust. Instead of:

Chancellor Henderson determined the most prudent course of action was to close schools to allow for a thorough inspection of DCPS buildings district-wide.

We should say, "The Mayor and the Chancellor determined...."

----- Original Message -----
From: Lewis, Frederick (DCPS-OOC)
To: Henderson, Kaya (OOC); Charles, Hassan (DCPS)
Subject: UPDATED PRESS RELEASE

Chancellor, Hassan - Here is an updated press release. Media has been notified via the storm protocol procedure. let me know of any changes
Bill,
I think this is a long-overdue analysis that will help us to objectively determine the best strategy for ensuring a high-quality school in every single neighborhood, whether it is a traditional or charter school. Families don't base their decisions on whether schools are DCPS or charter. They simply look for high-quality schools that serve their children well. As a city, that's what we need to focus on and deliver.

The study will also help us figure out how to repurpose resources to provide our students with even more of the supports and opportunities they need to be successful. It may definitely be a game changer, but if it helps us to better deliver on the promise of a great education for every child in every neighborhood in the city, I'm willing to change the game.

From: Bill Turque <turqueb@washpost.com>
To: Henderson, Kaya (OOC)
Subject: Re: IFF study

I've spoken to De'Shawn, and to the IFF folks.

But this is an important study that could have a lot to say about how the school system will look 5-10 years down the road. It's also the first time that the District government has undertaken an analysis of school capacity that will treat the public and public charter sectors as an organic whole.

Are you at all concerned that this may lay the groundwork further growth of charters at the expense of DCPS?

Bill Turque
The Washington Post
202-334-9294
301-332-7221 (c)
turqueb@washpost.com
Hey, Bill. Best to talk to the Deputy Mayor for Education. He is leading this work.

Nice write-up on Luke C. Moore. There are lots more good stories out there. Write about them too!!

“One City Summer Fun ... Something for Everyone”
Mayor Gray’s comprehensive summer program with fun activities, events and services for residents of all ages
For more information visit www.onecitysummer.dc.gov or call 311

From: Bill Turque <turqueb@washpost.com>
To: Henderson, Kaya (OOC)
Subject: IFF study

Hi -- Can we talk about this?

Bill Turque
The Washington Post
202-334-9294
301-332-7221 (c)
turqueb@washpost.com
ERS Proposed Scope of work
ERS will conduct a detailed resource mapping for the District of Columbia Public Schools (DCPS). The analysis will focus on the PK-12 operating budget and related resources, and includes the following components:

1. School funding system analysis: ERS will perform a detailed analysis to quantify and describe the current allocation of resources to schools including time, people and money.
   a. Objectives:
      i. Inform the evolution of the district’s school funding system in advance of the SY1213 budget development process, with a focus on equity, transparency and flexibility
      ii. Provide framework, common language and comparative data to other districts to support district leadership efforts to more effectively communicate internally and externally about school funding challenges and changes in allocations for SY1213
   b. Analytic Components:
      i. How much each type of student receives district-wide (by student type, including special education placement setting and/or disability)
      ii. How much each school receives compared to the district average and by level of school and for specific categories of schools (ie turnaround, neighborhood, magnet, etc), adjusted and unadjusted for student need
      iii. The nature and magnitude of per pupil variation overall and within school types (ie small or specialty school supplements, building utilization rates, etc.)
      iv. The nature and magnitude of transparency of school funding levels
      v. How flexible these resources are at the school level
   c. Notes
      i. ERS methodology adjusts for student needs when measuring resource levels across schools. All measurement of spending variation across schools will adjust for student need unless specified otherwise.
      ii. Because we intend this analysis to inform the SY1213 budget development process, this portion of the resource mapping will be sequenced first.

2. Function Cost Benchmarking: ERS will quantify DCPS’s investment across district functions
   a. Objectives:
      i. Inform resource strategy with respect to strategic plan implementation
      ii. Identify possible opportunities for reallocation to fund strategic plan priorities
   b. Analytic Components:
      i. How much is spent centrally vs. in schools, and how this compares to ERS comparative districts
ii. How much is spent on central functions (Facilities & Maintenance, Governance, etc.) and how this compares to ERS comparative districts
c. Notes:
i. District comparisons are large urban districts across the country that have partnered with ERS previously.

ii. ERS methods are standardized across districts to ensure comparability of benchmarks.

iii. Districts selected for comparison may vary depending on specific analysis, but will include no fewer than 5 urban districts, and will adjust for regional and year-to-year cost differences.

3. School Level Resource Use: Describe how schools organize student and teacher time and expertise, with focus on quality of instruction, use of time, and provision of individual attention
   a. Objectives:
      i. Inform resource strategy with respect to strategic plan implementation
      ii. Highlight best practices internally for emulation
      iii. Illustrate resource challenges in exceptionally small schools
      iv. Identify priority areas for school leadership capacity development with respect to resource use and school design
   b. Analytic Components:
      i. How schools are organizing resources to invest in teaching effectiveness (including teaming, collaborative planning time, expert support and use of formative assessments)
      ii. How schools are organizing resources to invest in individual attention (teacher load, flexible grouping, tutoring, class size)
      iii. How schools are organizing resources to maximize student time (time spent on subject by student type, performance level, variation across schools, etc.)
   c. Notes:
      i. Analysis will be supported by a series of “spotlight” analyses of resource use in specific DCPS schools, to be selected by ERS and DCPS at the commencement of the project (will want to select schools to be able to assess differential resource challenges for very small schools, among other things)

4. Human Capital Resource Strategy: Highlight successes and identify key resource misalignments in DCPS’s human capital strategy
   a. Objectives:
      i. Reflect on progress to date to refine strategy moving forward
ii. Identify resource needs & challenges for continued improvement

b. Analytic Components

i. ERS will work to complement analytic work DCPS is already doing in this area consistent with ERS human capital framework (Measuring teacher effectiveness, Hiring and assignment, District PD, School-based support, Individual growth, and Teacher compensation)

c. Notes:

i. ERS will work with DCPS project leads initially to understand analysis DCPS has already done and then work together to develop plan for analysis appropriately

5. Synthesis and Prioritization: Work with the district leadership team to understand the implications of the analysis and to develop recommendations for system and policy changes that are most leveraged in aligning the district’s resources to support improved student performance and effective instruction

Timeline

Timeline for work is 10 months, beginning in August 2011. DCPS and ERS will work out specific timeline details consistent with further delineation of work and scheduling of working sessions and deliverables. The scope of work proposal includes the following milestones and deliverables:

- September 15, 2011 – ERS has issued data request to DCPS
- September 30, 2011 – DCPS has provided to ERS all datasets necessary for school funding system analysis
- December 16, 2011 – ERS has delivered school funding system analysis (working session with leadership team; detail meetings with appropriate DCPS staff members)
- Jan-May, 2012 – Monthly Working Sessions, including progress tracking, supplemental data gathering, analysis of data, revisions to the hypothesis and interim results (if any). Five additional working sessions will occur between Jan and May 2012, approximately one session per month.
- June 30, 2012 – Final report has been released and presented. Precise nature and format of report as well as delivery (ie presentation to Board, leadership team only, etc.) to be agreed to by ERS and DCPS over the course of the engagement.

Anticipated Outcomes

In addition to the specific work product described in the scope of work section above, there are several outcomes within the district itself that we anticipate from this work, including:
1. A better understanding among district leadership of current spending patterns, best practice spending principles and specific opportunities for improved resource alignment within DCPS.
2. Options for making changes to SY1213 school allocations to improve equity, transparency and flexibility.
3. A vision of how DPCS can better align its spending with its strategic goals and new strategic plan, and specific recommendations for policy changes and resource reallocations that will support this vision.
4. Development or evolution of district policies and/or points of view concerning school portfolio management, school design, resourcing of central functions and teaching effectiveness strategy, and other key areas (examples include school funding mechanisms, school day and bell schedules, organization of school and pupil support services).
5. High-level implementation plans and timetables for key policy changes.

Assumptions on District Partnership

The support that ERS provides will be most effective for the district if we work in partnership. Specifically, we believe that the following conditions are critical to the project’s success:

- Ongoing communication (phone/email, weekly check-ins) with DCPS project leader
- Regular access to/communication with the Superintendent and Cabinet to discuss findings and recommendations
- Timely access to data requests in electronic format
- Support from district personnel interpreting the data/discrepancies and reviewing analysis
- Support from district personnel in scheduling interviews with ERS

Budget

The total requested budget for this project is $550,000, plus travel (not to exceed $30,000). Of this amount, ERS will allocate $250,000 from the Noyce Foundation. The district will be responsible for remaining $300,000 plus up to $30,000 in travel:

<table>
<thead>
<tr>
<th>Project Phase/Outcome</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project kick off and design</td>
<td>$30,000</td>
</tr>
<tr>
<td>Resource Map - Per pupil &amp; school spending analysis</td>
<td>$280,000</td>
</tr>
<tr>
<td>School Resource Use</td>
<td>$200,000</td>
</tr>
<tr>
<td>Resource Map summary report</td>
<td>$40,000</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Total Labor</strong></td>
<td><strong>$550,000</strong></td>
</tr>
<tr>
<td>Noyce Foundation Award</td>
<td>($250,000)</td>
</tr>
<tr>
<td>District Share</td>
<td>$300,000</td>
</tr>
<tr>
<td>Travel</td>
<td>Up to $30,000</td>
</tr>
<tr>
<td><strong>TOTAL, DISTRICT SHARE</strong></td>
<td><strong>Up to $330,000</strong></td>
</tr>
</tbody>
</table>
Let's add it to the schedule.

Kaya Henderson  
Acting Chancellor  
District of Columbia Public Schools  
1200 First Street, NE  
12th Floor  
Washington, DC 20002  
T 202 535-1581  
E kaya.henderson@dc.gov  
W dcps.dc.gov

From: Ruda, Lisa M. (OOG)  
Sent: Monday, March 14, 2011 11:10 PM  
To: Smith, Abigail (OOG)  
Cc: Henderson, Kaya (OOG); Weber, Peter (OOG)  
Subject: Re: MT retreat - need your thoughts

It would not hurt to get everyone on the same page with respect to our budget up and downs. Some folks have heard part but we have not heard all together. We would need some structure as the CAO stuff sometimes has a life of its own. I don't think this is a long discussion.

LMR

On Mar 14, 2011, at 9:10 PM, "Smith, Abigail (OOC)" <Abigail.Smith@dc.gov> wrote:

Thoughts on what's below? The more I think about it (and talk with other chiefs about it), the more I am anxious to spend some time getting ahead of the strategic priorities we're all essentially setting right now as we do our FY12 budgets. This happens every year - cart before the horse, and then we never catch up. (Alright - that metaphor didn't pan out, but you know what I mean).

So some of that is around whether we want to make some big bets (see below), but some of it is just around what chiefs are prioritizing at this point. And/or what strategic decisions chiefs are making to change course in the coming year, in order to accommodate next year's budget.

If you all think we're just not in a position to have any of these conversations, let's just stick with the two Broad sessions, and then any regular MT agenda items that are ready for discussion.

As of now most of the day is being taken up by two different sessions with our Broad friends:
1) Review of other districts' strat plans for purposes of informing our own approach (Tim DeRoche)
2) Innovation in the classroom: a national scan of new personalized learning models (Christina Heitz)

I was also planning on using a little time to get feedback on our "narrative of reform to this point"
document, which we will have in something between an outline and a draft form.

The chiefs had expressed real interest in taking some time to look at what more fundamental changes in
approach we might consider as we face these significant budget limitations. We could only really spend
60-90 minutes, but I wonder if we should begin vetting some of these more extreme ideas and what they
would take. The most obvious is another significant round of school closures - drastically reducing our
footprint, and what all of the implications of that might be. But there are other ideas we may want to throw
out there.

And because we did not have MT last week, are there more immediate agenda items we just need to
address on Thursday? If so, how long would you want for those? We could do that first thing in the
morning.
Actually, I'm looking at this on my iPhone, so I have no idea how many page this represents. Can you tell me how many pages we have without the school by school feedback?

Sent from my iPhone

On Jan 11, 2013, at 11:38 PM, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov> wrote:

Chancellor and Consolidation Working Group (CWG),

Attached are the draft documents for your review on Saturday. Please read all four. They include:

1. Letter V2 (introducing the final consolidation plan)
2. Final Consolidation Plan DRAFT 2
3. Summary Chart (to be reformatted and inserted into the plan by KSA)
4. School by School Feedback (should this be left out of the final plan and posted online)

Chancellor - we look forward to receiving your edits by COB Saturday. Ideally you can edit them in track changes. OCOO will share your changes and other CWG input with KSA by 8am Sunday morning.

CWG please forward any of your edits either in the body of an email (ideally if there aren't too many changes) or in track changes. Deadlines for edits to this version are also COB Saturday.

Three Questions - Please chime in on whether to:

- Incorporate the "School by School Feedback" in the hard copy of the final plan or alternatively put it online
- Trim back on content. Remember that it can't exceed 16 pages and there will be photos, charts, etc in addition to what you've read
- Add more content about the academic benefits or program chances we are striving for

As a reminder, these are our Next Steps:

- By Friday night or early Saturday morning Chancellor receives the latest draft of letters and Final Plan; Chancellor to share with Mayor as necessary over the weekend.
- By Saturday COB Chancellor shares her edits electronically (please track changes) with CWG (Chancellor - should you prefer to edit a hard copy let us know and we can find a way to adjust).
- By Sunday morning at 8am OCOO transmits edited draft to KSA.
By Sunday COB/evening DCPS receives KSA's formatted and edited version; OCOO will forward to consolidation working group.
By Monday noon consolidation working group shares final edits with OCOO.
By Monday 2pm OCOO transmits final document to KSA.
By Monday COB KSA provides proofs to DCPS and engages printer; and OBE starts translations (OCOO will print translated copies as they did in November).
By Wednesday COB Brochures complete and will be received from printer; OCOO completes printing of translated brochures.
Thursday AM Logistics team distributes brochures to impacted schools by 1pm for after-school distribution.

Please alert me to any questions or concerns at ANY time this weekend.

Thanks and happy editing!

Anthony
202-684-5051

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

<Consolidation Final Plan - Summary Chart 1.11.13[1].docx>
<Consolidation Final Plan - Letter v2 1.11.13.docx>
<Consolidation Final Plan - Draft 2 - 1.11.13.docx>
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<Consolidation Final Plan - Draft 2 - 1.11.13.docx>
<Consolidation Final Plan - School by School Feedback 1.11.13.docx>
Success!

Sent from my iPhone

Begin forwarded message:

From: "Catania, David A. (COUNCIL)" <DCATANIA@DCCOUNCIL.US>
Date: January 12, 2013, 11:05:07 AM EST
To: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
Subject: RE: Moving forward together

Kaya ♥ Thank you for your email! I appreciate very much the framework that you have outlined below. It represents a thoughtful approach and I support it. I especially welcome your invitation to meet/talk frequently to discuss the challenges and opportunities that face our public school system and the children that we serve. Next week will be particularly busy for you given the planned events and the announcement surrounding school closings. If your time permits, I’m free next Thursday evening to talk. Our relationship is very important to me and to the success of our efforts. I am mindful, as I know that you are, of what is at stake! Please feel free to call me at any time if you have concerns or issues that you would like to discuss. Have a great weekend! I’ll see you Monday evening.

David

From: Henderson, Kaya (DCPS) [mailto:Kaya.Henderson@dc.gov]
Sent: Friday, January 11, 2013 6:27 PM
To: Catania, David A. (COUNCIL)
Subject: Moving forward together

David,

Thanks again, for a very productive meeting last week and for our frank conversation last night. I am looking forward to our work together to make a huge difference in the lives of our children!

As I mentioned last night, one key to ensuring a strong, on-going relationship is a set of shared expectations and structures that will allow you, me, and our staffs to collaborate effectively. To that end, I want to first make sure we have a schedule for getting you the information that you have already requested, then put in place a system to ensure that we continue to share information well.

To date, we have received the following requests from you and your staff. We plan to provide the information or to facilitate the relevant meetings or visits by the dates below.

- Meeting to discuss DCPS FY 2013 school-based reprogramming  
  Completed January 11
Visits one Ward 7 schools Scheduled for January 15
Briefing on IMPACT and DCPS Human Capital strategy To be scheduled week of January 22
FY 2013 school budget data To be scheduled week of January 22

Once we have taken care of this initial set of requests, I propose we move to a system where DCPS schedules a school visit(s), a briefing, and an update meeting each week. For example, on Tuesday each week, we can schedule for you and your team to visit two schools. On Thursday of each week, we can hold a two hour block of time during which DCPS briefs you and your team. On Fridays each week, a single point of contact from each of our offices can meet to discuss future school visits, upcoming briefings, and our shared approach.

I am particularly interested in provided weekly briefings because they will allow us to explore individual topics at a deeper level, will allow our teams to work together organically, and will help us build a shared knowledge base that will allow us to move forward collaboratively. Potential topics for briefings include:

- DCPS grant management and high risk status;
- Truancy/Child abuse
- Medicaid reimbursement;
- City-wide coordination of wrap-around services including health and mental health;
- DCPS instructional approach to literacy;
- Improved efficiencies in large contracts such as food service; and
- Community engagement.

As you complete your school visits and learn more about DCPS work, we can add to and modify this schedule.

I would also like to continue our conversation from last night to make sure that you and I continue to be well-aligned. While my schedule for the next week is very busy given my commitments to Standing Ovation on Monday and our school consolidation announcement on Thursday, I am happy to make time in the evening next week to ensure that you and I have time for a one-on-one conversation. I believe that it is critical for us to continue to develop our personal relationship so that we can move forward in this important work together.

As part of that conversation, I'm especially interested in understanding how I should engage with the other committee members, and with the rest of the Council. Perhaps we can schedule one briefing per month with committee members and their staffs about a topic that you and I agree warrants their attention. I think setting clear expectations with them will serve us best.

Finally, as we move forward in our shared work, it is very clear that we will likely need to adjust our staffing to ensure we have the personnel we need to meet Council’s requests. We will keep you posted of these changes.

As I think about the possibilities before us, I'm excited. I believe that your leadership can help accelerate the work we have already begun in improving our schools. Once we have established our shared goals and structures, I believe that we can move forward rapidly in this work. I continue to believe that collaboration and coordination will be the keys to our shared success.

Looking forward to your thoughts on this.

Kaya
Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov

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  To be scheduled week of January 22

Once we have taken care of this initial set of requests, I propose we move to a system where DCPS schedules a school visit(s), a briefing, and an update meeting each week. For example, on Tuesday each week, we can schedule for you and your team to visit two schools. On Thursday of each week, we can hold a two hour block of time during which DCPS briefs you and your team. On Fridays each week, a single point of contact from each of our offices can meet to discuss future school visits, upcoming briefings, and our shared approach.

I am particularly interested in provided weekly briefings because they will allow us to explore individual topics at a deeper level, will allow our teams to work together organically, and will help us build a shared knowledge base that will allow us to move forward collaboratively. Potential topics for briefings include:

- DCPS grant management and high risk status;
- Truancy/Child abuse;
- Medicaid reimbursement;
- City-wide coordination of wrap-around services including health and mental health;
- DCPS’ instructional approach to literacy;
- Improved efficiencies in large contracts such as food service; and
- Community engagement.

As you complete your school visits and learn more about DCPS’ work, we can add to and modify this schedule.

I would also like to continue our conversation from last night to make sure that you and I continue to be well-aligned. While my schedule for the next week is very busy given my commitments to Standing Ovation on Monday and our school consolidation announcement on Thursday, I am happy to make time in the evening next week to ensure that you
and I have time for a one-on-one conversation. I believe that it is critical for us to continue to develop our personal relationship so that we can move forward in this important work together.

As part of that conversation, I’m especially interested in understanding how I should engage with the other committee members, and with the rest of the Council. Perhaps we can schedule one briefing per month with committee members and their staffs about a topic that you and I agree warrants their attention. I think setting clear expectations with them will serve us best.

Finally, as we move forward in our shared work, it is very clear that we will likely need to adjust our staffing to ensure we have the personnel we need to meet Council’s requests. We will keep you posted of these changes.

As I think about the possibilities before us, I’m excited. I believe that your leadership can help accelerate the work we have already begun in improving our schools. Once we have established our shared goals and structures, I believe that we can move forward rapidly in this work. I continue to believe that collaboration and coordination will be the keys to our shared success.

Looking forward to your thoughts on this.

Kaya

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov
From: Henderson, Kaya (DCPS) [Kaya.Henderson@dc.gov]
Sent: Friday, January 11, 2013 8:44 AM
To: Ruda, Lisa M. (DCPS)
Cc: Robinson, Josephine B. (DCPS); Salmanowitz, Melissa (DCPS); Weber, Peter (DCPS)
Subject: Re: Ward 8 Democrats School Resolution - We Say No!

It was originally supposed to be last night. My people....

Kaya Henderson
Sent from my IPad

On Jan 11, 2013, at 8:25 AM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

> FYI Only: There is an additional news release that indicates they are having a candlelight vigil at the Mayor’s house tonight.
> LMR
> From: Pho S. Palmer [mailto:phopalmer@gmail.com]
> Sent: Thursday, January 10, 2013 11:58 PM
> To: Henderson, Kaya (DCPS)
> Cc: Barry, Marion (COUNCIL); JClementsSmith@dccouncil.us <JClementsSmith@dccouncil.us>; jlashleyward@yahoo.com <jlashleyward@yahoo.com>
> Subject: Ward 8 Democrats School Resolution - We Say No!
> > Ward 8 Democrats Opposes D.C. Public Schools’ Proposal to Close Four Ward 8 Schools
> >
> > For Immediate Release
> > January 11, 2013
> > Contact:
> > Pho Palmer
> > (202) 997-1704
> > phopalmer@gmail.com <mailto:phopalmer@gmail.com>
> >
> > Washington, D.C., (Friday, January 11, 2013) The Ward 8 Democrats released today a Resolution outlining its opposition to the Office of the Chancellor for D.C. Public Schools’ (DCPS) proposal to consolidate and restructure three (3) Ward 8 elementary schools and one (1) Ward 8 middle school. The Chancellor’s proposal entitled, “DCPS Proposed Consolidations and Reorganization: Better Schools for All Students,” suggest closing Ferebee-Hope, M.C. Terrell/McGogney and Malcolm X Elementary Schools, and repurposing Johnson Middle School. Ward 8 Democrats is calling for a moratorium on school closings and charter conversions in Ward 8, and request that the Office of the Chancellor develop and implement a realistic and comprehensive plan working with Ward 8 Democrats, Ward 8 Education Council, Ward 8 families and students that attracts and retains students and family.
> >
> > On November 13, 2012, the Office of the Chancellor announced that 20 schools in DCPS’ systems are closing. On the list were four Ward 8 schools. The press announcement was followed by a proposal on November 15, 2012 detailing the following reasons for school closures in Ward 8:
• Reducing facilities will improve programming. DCPS cannot expended further resources in under-enrolled schools;
• DCPS operates many more schools than neighboring school systems for under-enrolled facilities;
• Population of 5-17 year olds students has declined in Ward 8;
• Charter school enrollment has affected DCPS enrollment; and
• Building utilization will increase after consolidation as well as enrollment, and more resources will be available for fewer schools.

Chancellor Kaya Hendeson’s decision presents a number of inconveniences, dangers and stresses on Ward 8 students and families. The Chancellor’s proposal will send students across rivalry gang boundaries; commutes for smaller children will be further and too dangerous; partnerships and services will end; and over crowding in the receiving schools is imminent. Ward 8 does not want to re-live the chaos and confusion experienced under Chancellor Michelle Rhee. Ward 8 Democrats do not want anymore charter managers in our schools. Ward 8 Democrats do not want anymore charter conversions!

We say no to school closings!

Ward 8 Democrats is calling for the Chancellor to work with Ward 8 Democrats, Ward 8 Education Council, Ward 8 families and students to develop a comprehensive and realistic plan, and strategy to turnaround schools, and attract and retain students and families.

Do not close Ward 8 schools!

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Can you pls contact him today and ask him to send you any emails that he says he sent since we can't seem to find any?

Kaya Henderson
Sent from my IPad

On Jan 10, 2013, at 3:21 PM, "Williams-Skelton, Angela (DCPS)" <angela.williams-skelton@dc.gov> wrote:

Chancellor,

Mr. Padro is tentatively scheduled for Monday, January 14th at 2pm. He will contact me either by phone or email to confirm.

Best,

Angela

Angela Williams-Skelton
Executive Assistant to the Chancellor

DC of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE, Suite 1216
Washington, DC 20002
T 202 535 1581
F 202 535-1557
E angela.williams-skelton@dc.gov
W dcps.dc.gov

From: Henderson, Kaya (DCPS)
Sent: Thursday, January 10, 2013 2:30 PM
To: padroanc2c@gmail.com
Cc: Murphy, Christopher (EOM); VCG; Williams-Skelton, Angela (DCPS)
Subject: Re: Follow up re: Chancellor, Mayor, and ANC meeting

Mr. Pardo,

My assistant, Angela, will be in touch ASAP to schedule a time for us to talk.

Kaya Henderson
Sent from my iPhone

On Jan 10, 2013, at 1:59 PM, "VCG" <vcg@dc.gov> wrote:
Hello Chancellor:

Please close the loop on this ASAP since a promise was made to him a month ago at the meeting we held with the ANC Chairs.

From: Alexander Padro <padroanc2c@gmail.com>
To: VCG; Murphy, Christopher (EOM)
Sent: Thu Jan 10 08:16:46 2013
Subject: Fwd: Follow up re: Chancellor, Mayor, and ANC meeting

Gentlemen:

I want you to know that despite all the assurances at the December 6, 2012 ANC Chairs Meeting, over a month has passed and Chancellor Henderson still has not contacted me or responded to ANC 2C's correspondence regarding Shaw Middle school attendance boundary changes, construction schedule for the new school, and where students living in Shaw will attend middle school until the new Shaw school is constructed.

I cannot say I am surprised at Ms. Henderson's failure to contact me, as she has consistently refused to respond to all ANC 2C's correspondence regarding Shaw Middle School since she became Chancellor, including invitations to appear before our Commission. That is why I was so eager to have the opportunity to pose my questions to her in a public forum, in your presence, on 12/06/12.

The new Shaw Middle School is the most important issue facing our community in coming years. To have the chancellor refuse to engage the community is frustrating and anger inducing. Chancellor Rhee never failed to respond to our community's concerns, and would respond to my emails moments after receiving them. I do not understand how Ms. Henderson expects to get our community's buy in and engagement in school reform when she chooses to distance herself from the community and elected officials like myself.

I thought it important that you be aware of the problem we have been having with Ms. Henderson, since you pledged that she would be contacting all the Commissioners whose questions were not addressed because the Chancellor was an hour late to our meeting.

I would appreciate your assistance in getting Ms. Henderson to meet the commitment she made on 12/06/12 and also respond, preferably in writing, to ANC 2C's correspondence on Shaw Middle School issues. And we would certainly welcome her to come to ANC 6E in person at some future date.

---------- Forwarded message ----------
From: Alexander Padro <padroanc2c@gmail.com>
Date: Thu, Dec 20, 2012 at 1:32 PM
Subject: Re: Follow up re: Chancellor, Mayor, and ANC meeting
To: "Skates, Jennifer (DCPS)" <jennifer.skates@dc.gov>
Cc: VCG <vcg6@dc.gov>
Sorry for the delay in getting back to you, but my work schedule did not allow me to take the time to deal with other matters until now.

I have attached the letter I mentioned to you that includes ANC 2C's actions regarding the school consolidation plan, which I wanted to discuss with the Chancellor and Mayor Gray at the 12/06/12 ANC Chairs meeting.

In addition, contrary to the Chancellor's statements at the meeting, ANC 2C was not contacted, nor was I as the chair of the Commission and Single Member District Commissioner representing both Seaton and the old Shaw Junior High School, regarding any aspect of the consolidation plan.

Furthermore, there are a number of errors in the copy of the plan distributed to the Chairs at the 12/06/12 meeting relating to Seaton and Shaw. When we speak on the phone, I will review those with you.

My cell number, which you already have, is 202-365-6892 and is the best way to reach me. I look forward to discussing these matters with you soon and to scheduling a meeting with the Chancellor, as promised by Mayor Gray.

On Mon, Dec 17, 2012 at 2:54 PM, Skates, Jennifer (DCPS) <jennifer.skates@dc.gov> wrote:

Hi Commissioner Padro

I look forward to speaking with you in the coming days to hear your feedback on the ANC meeting. My desk line 442-8824 is typically the best way to reach me. My schedule is flexible tomorrow any time before 11 or after noon.

Thanks!

Jennifer Skates

Coordinator, Public Events

Office of Family and Public Engagement

District of Columbia Public Schools

Office of the Chancellor

1200 First Street, NE

Washington, DC 20002

E  jennifer.skates@dc.gov
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--
Alex

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--
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<Henderson Letter 121212 on ANC 2C Letterhead.pdf>