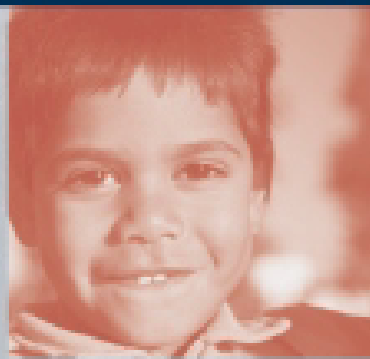
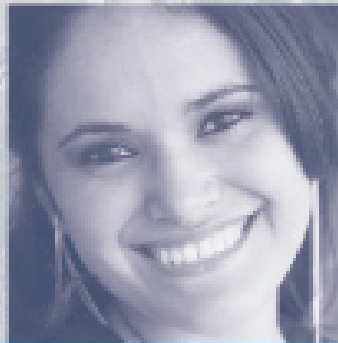


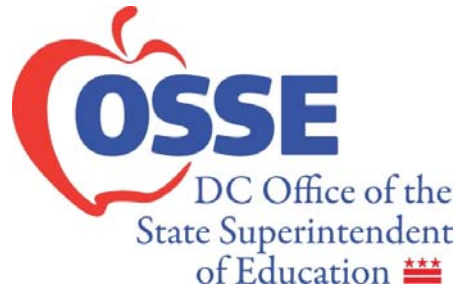


Quality Schools,
Healthy Neighborhoods,
and the Future of DC



October 2008

Commissioned by:



Research conducted by:



A key moment for change

DC now has one of the **lowest percentages of children** (20 percent) among large U.S. cities.

To maintain and accelerate recent overall population growth, DC needs to **retain and attract families with children**

Quality schools and more family-friendly housing would lead to a thriving, diverse DC

By strategically linking **educational investments** with **affordable housing** and **neighborhood development** policies...

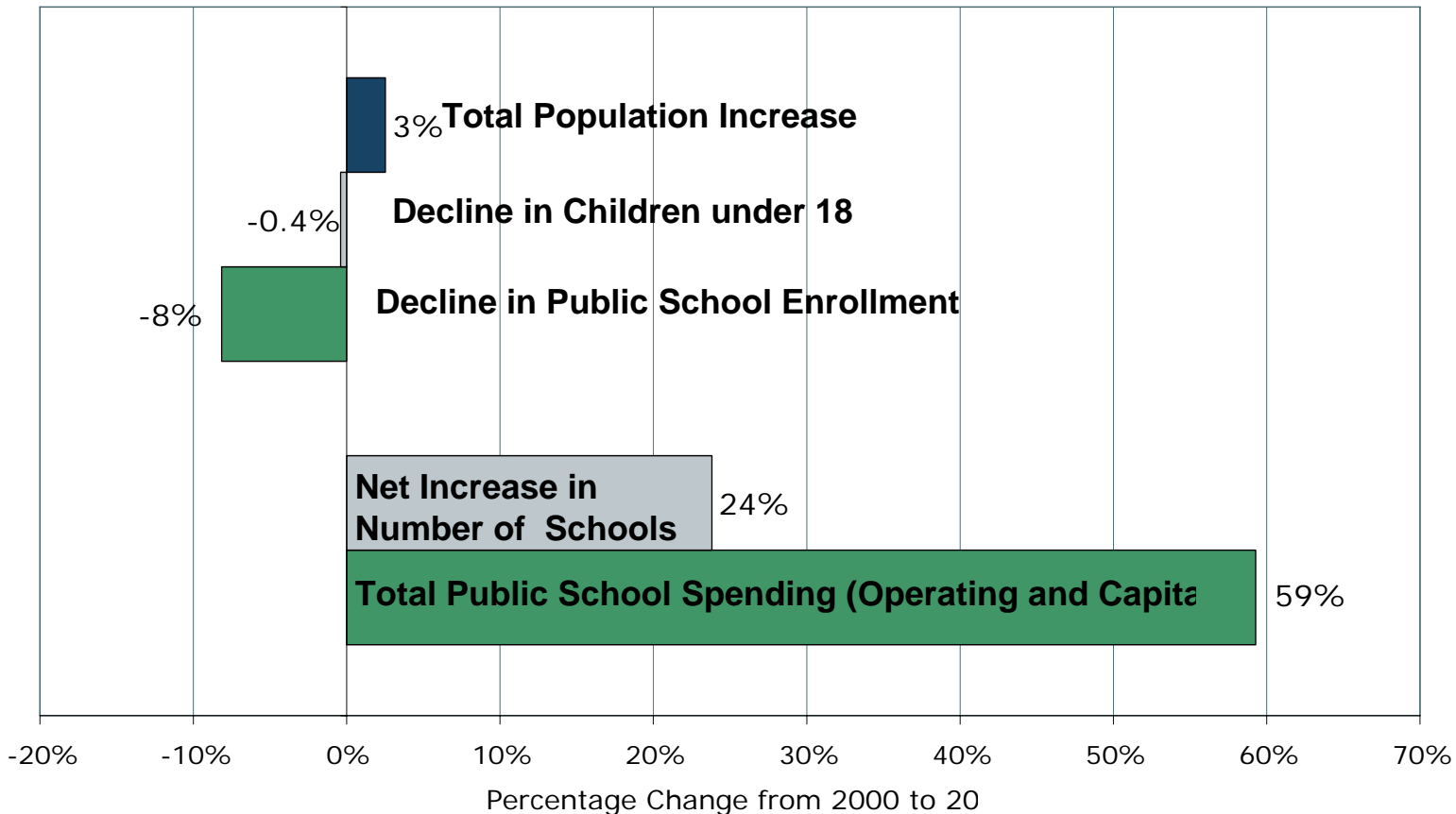
DC could potentially attract as many as **20,000 additional students to its public schools by 2015.**

What is possible

	2000	2006	Alternative Futures — 2015		
	U.S. Census	Population Estimate	Current Trends Continue	Quality Schools Attract More Students	Quality Schools and Housing Attract More Families
Total DC Population	571,042	585,459	626,455	626,455	626,455
% under 18	20.1%	19.6%	19.6%	19.6%	21.6%
# of Children under 18	114,992	114,531	122,551	122,551	135,314
% of Children under 18 in Public Schools	68.5%	63.2%	63.2%	68.5%	68.5%
Total DCPS and Public Charter Enrollment	78,806	72,378	77,446	83,986	92,733
Increase in Public School Enrollment	—	—	5,068	11,608	20,355

Current trends are unsustainable

DC's current efforts to expand school supply and increase investment cannot continue with declining school enrollment.



Reversing the trend

Quality Schools and Healthy Neighborhoods study:

- Analyzes how quality school options and affordable housing can retain and attract families to live in DC
- Provides roadmap for coordinated planning, policy, and funding for public education, housing, and neighborhood development to make DC more family-friendly

About the study

The study is unique because it:

- Looks at ALL public schools — DCPS and public charters — as one system.
- Links neighborhood characteristics to student and school information.

Study includes: **Research Report, Policy Report, and Data Appendices**

Analysis of public school “supply” — school quality indicators

School Quality Indicators (2006-07)

Resources	Results	Risks
Funding per student Educational program Teacher quality/NCLB Student-teacher ratio Facility condition	Students basic & above in READING Students proficient & advanced in READING Students basic & above in MATH Students proficient & advanced in MATH	Students living in high-poverty neighborhoods Students eligible for free/reduced price lunch (elementary only) Students receiving special education services Students with limited/no English proficiency

Analysis of public school “demand” — school choice patterns

School Demand Indicators (2006-07)

Enrollment	Student Mobility	Neighborhood Connections
<p data-bbox="121 764 619 870">Three-year enrollment change, 2004-06</p> <p data-bbox="121 911 611 1016">Building capacity and utilization</p>	<p data-bbox="737 764 1226 1089">“Early exits” — students changing to another public school in DC before completing all grades offered</p>	<p data-bbox="1310 764 1923 1040">“Neighborhood capture” — public school students living in attendance boundaries who attend “in-boundary” school</p> <p data-bbox="1310 1081 1808 1179">Distance from student residence to school</p>

Analysis of neighborhood change — demographic and housing indicators

Neighborhood Cluster Attributes

Number of births

Children in recently sold homes

Race or ethnicity of neighborhood residents

Poverty rate of neighborhood residents

Housing Market Types

Hot Market

Growth

High Priced

Weak Market

Rising volume of sales

High price increases

Rising volume of sales

Lower prices

Little sales growth

High prices

Little sales growth

Lower prices

Key priorities

Analysis identifies two key priorities for DC to achieve its vision for family-friendly neighborhoods:

Priority 1: Provide Quality Public Schools and Affordable Housing for All Neighborhoods

Priority 2: Offer Quality School Choices in a System that Works for Students and Families

Priority 1: Provide quality public schools and affordable housing for all neighborhoods

Value: Strong ties between schools and their communities can benefit both children and neighborhoods.

Policy proposals: Target educational investments and preserve and increase affordable housing.

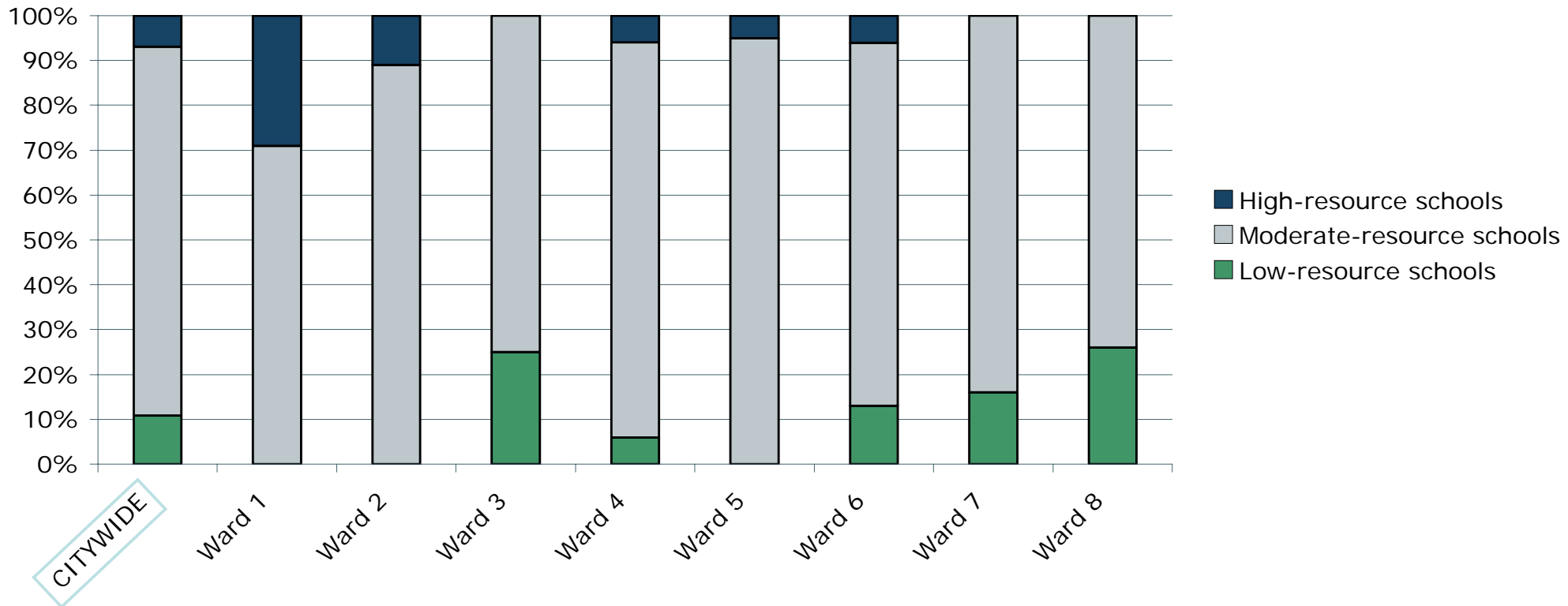
Why we must act: Analysis reveals that in DC, disparities in school quality — resources, risks, and results — combine with housing patterns to limit both diversity and equity.

Key Finding

Most Neighborhoods Lack High-Quality Public Schools

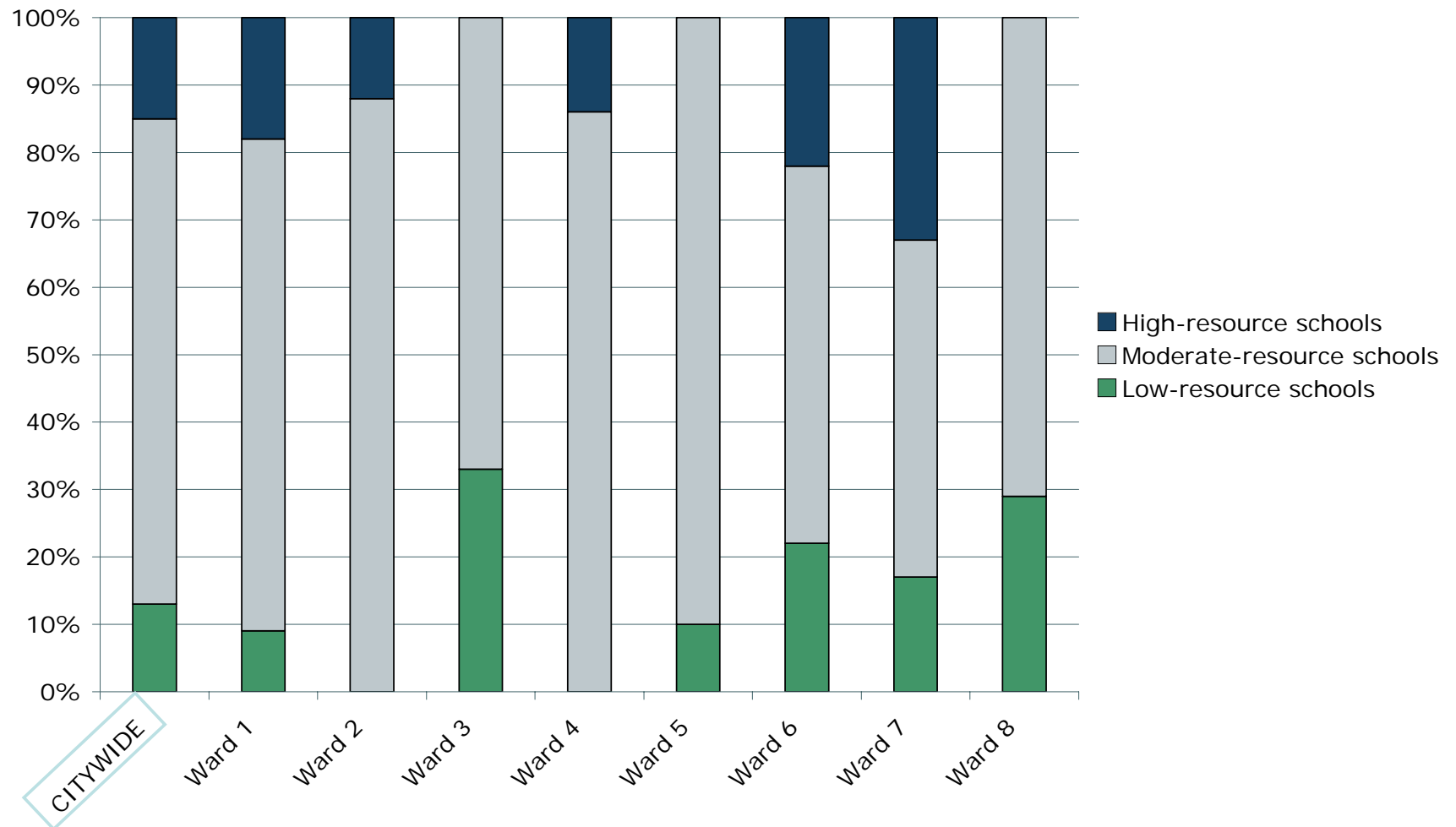
Elementary school *resources* vary among wards

Percentage of elementary public schools in each resource category, by ward, 2006-07



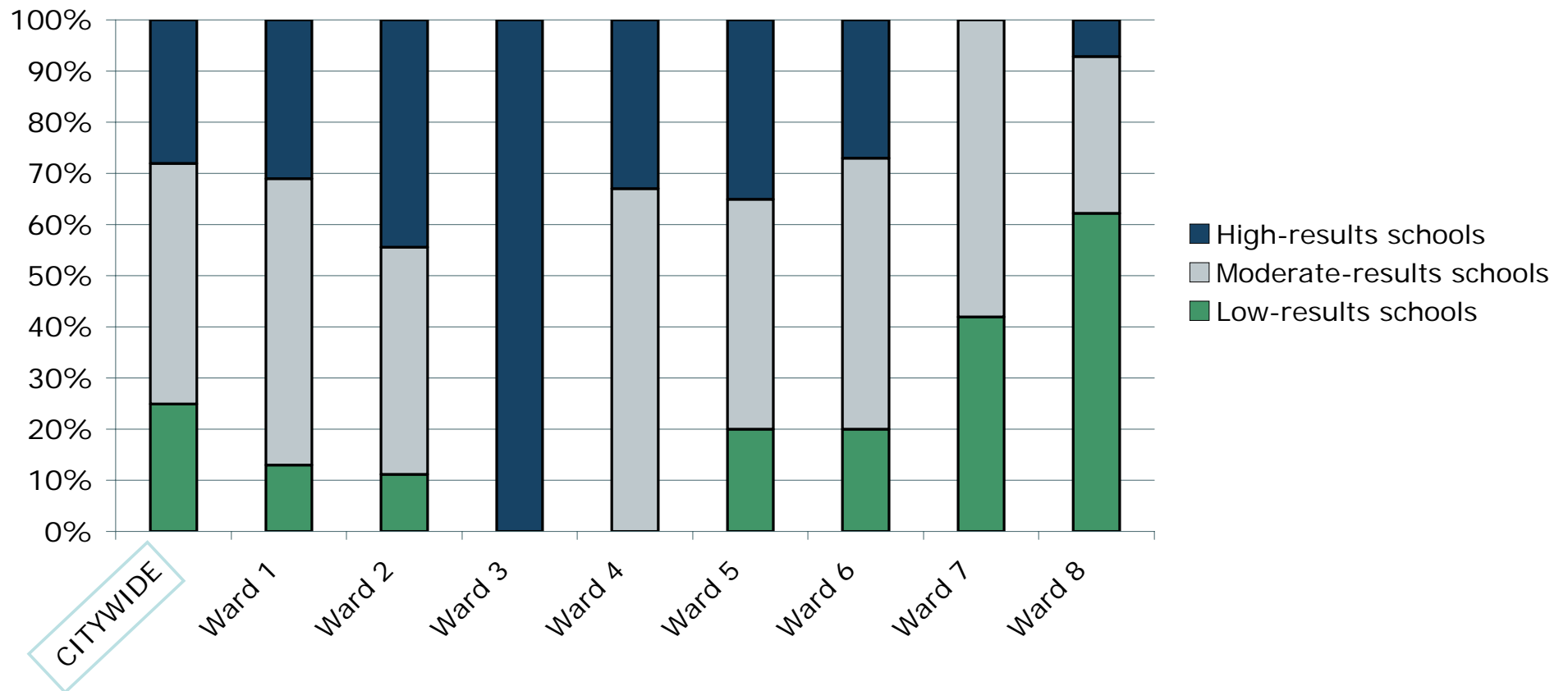
There is even greater variation of *resources* in secondary schools

Percentage of secondary public schools in each resource category, by ward, 2006-07



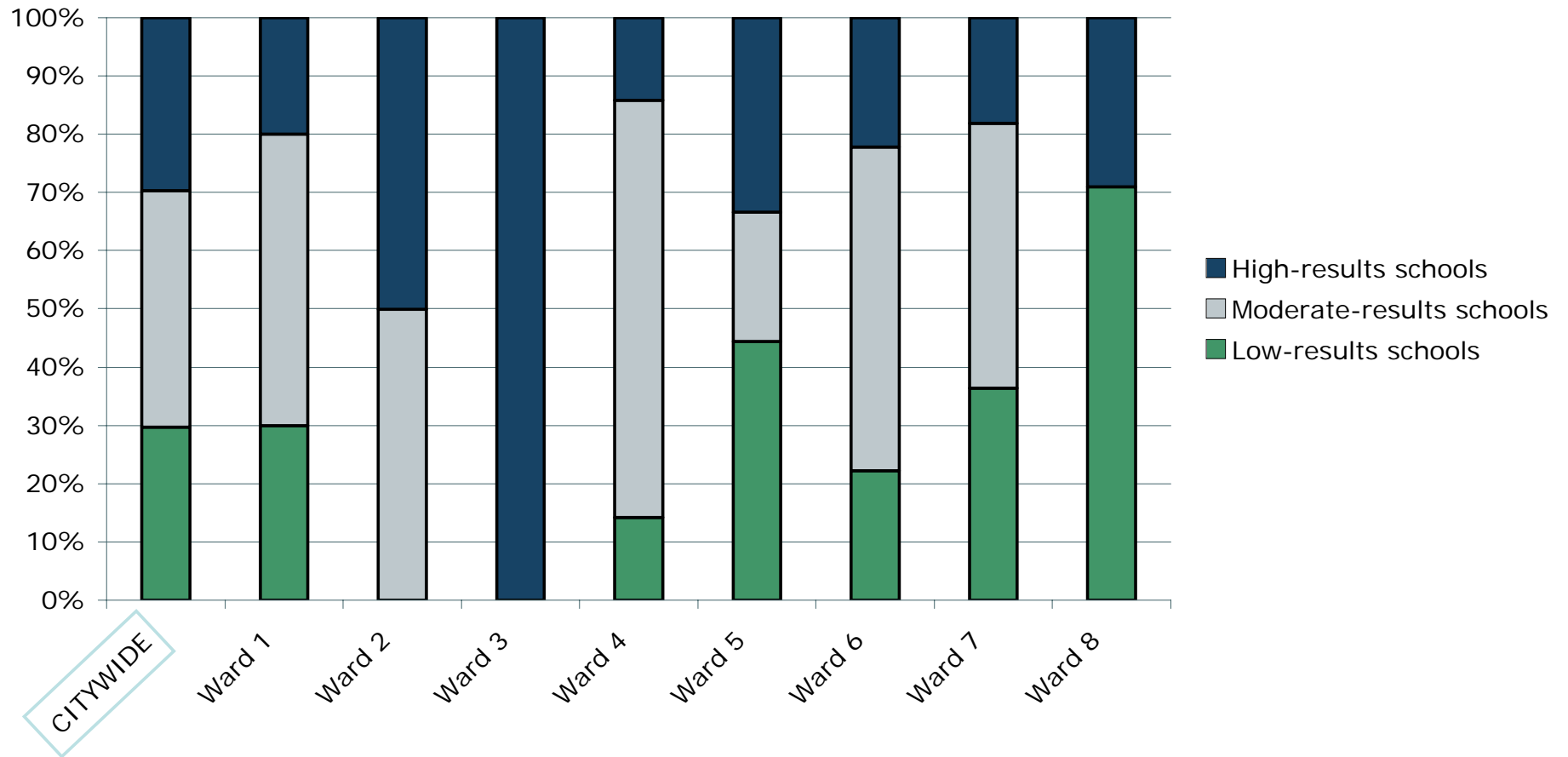
Elementary school *results* vary among wards

Percentage of elementary public schools in each results category, by ward, 2006-07



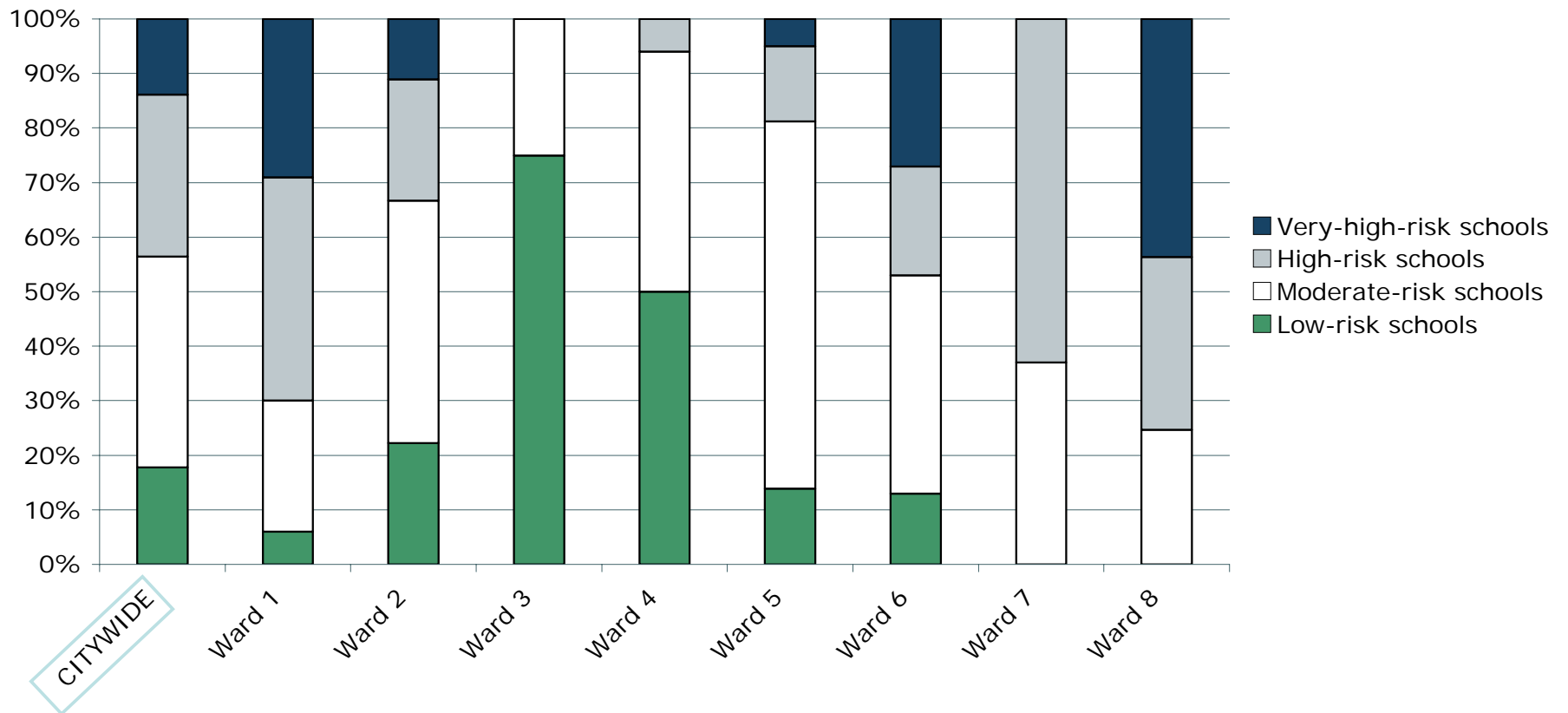
Secondary school *results* also vary among wards

Percentage of secondary public schools in each results category, by ward, 2006-07



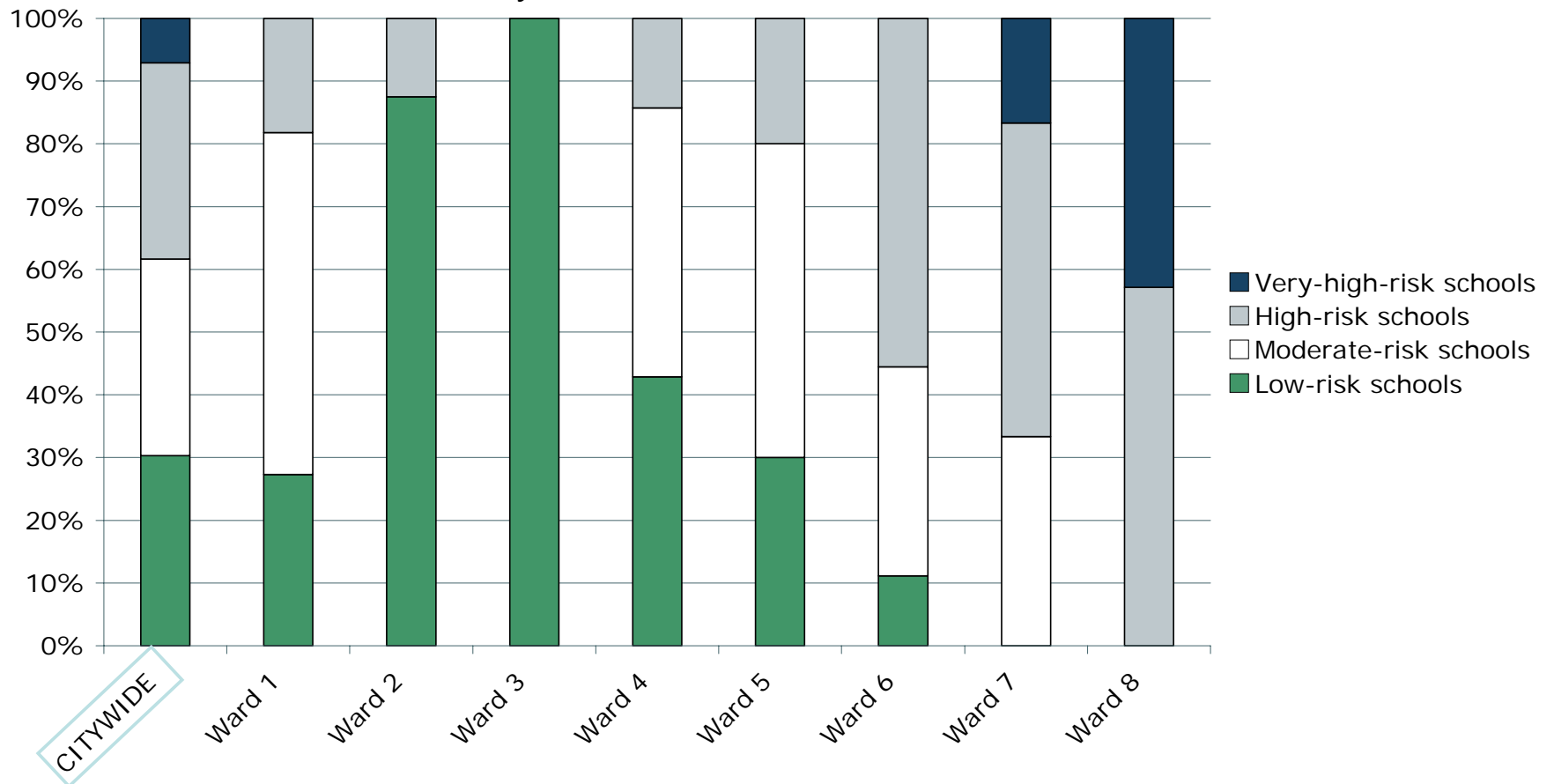
Elementary schools serve students with significantly different *risk* profiles

Percentage of elementary public schools in each risk category, by ward, 2006-07



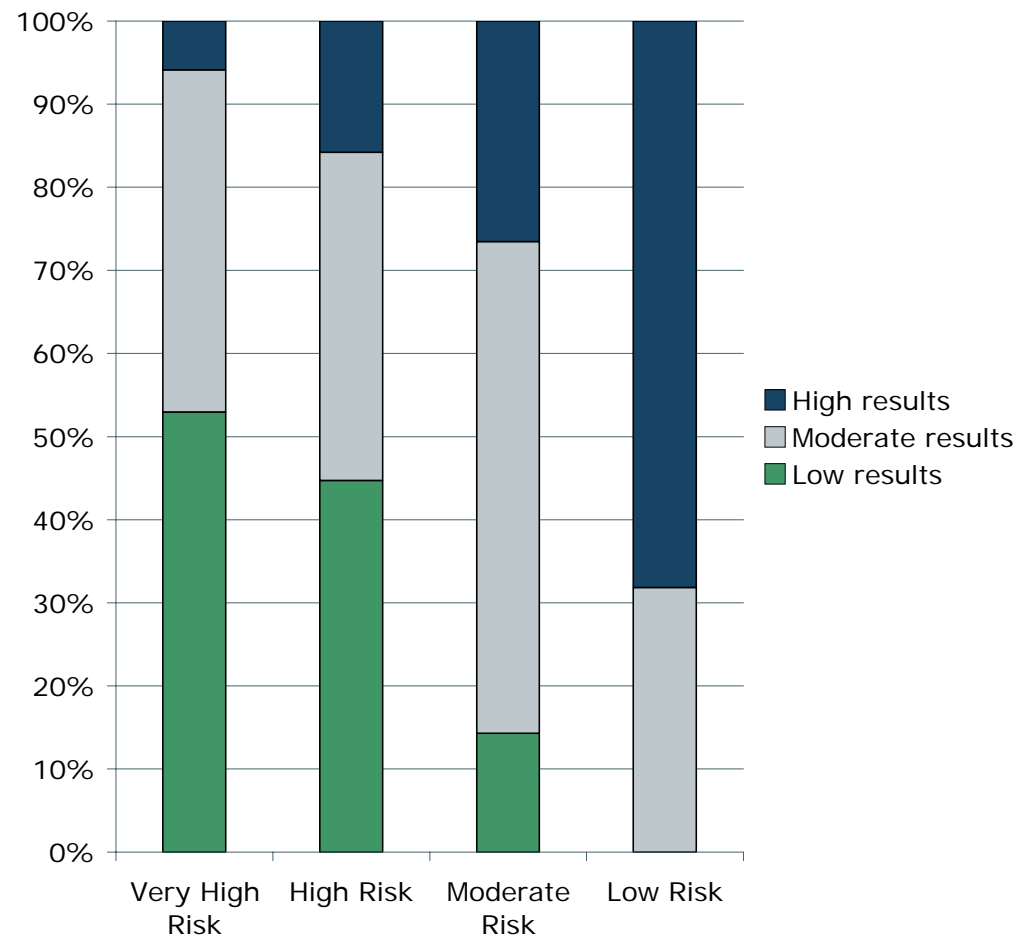
The great variation in student *risk* is even more pronounced in secondary schools

Percentage of secondary public schools in each risk category, by ward, 2006-07



Schools with lower *risk* have higher *results*

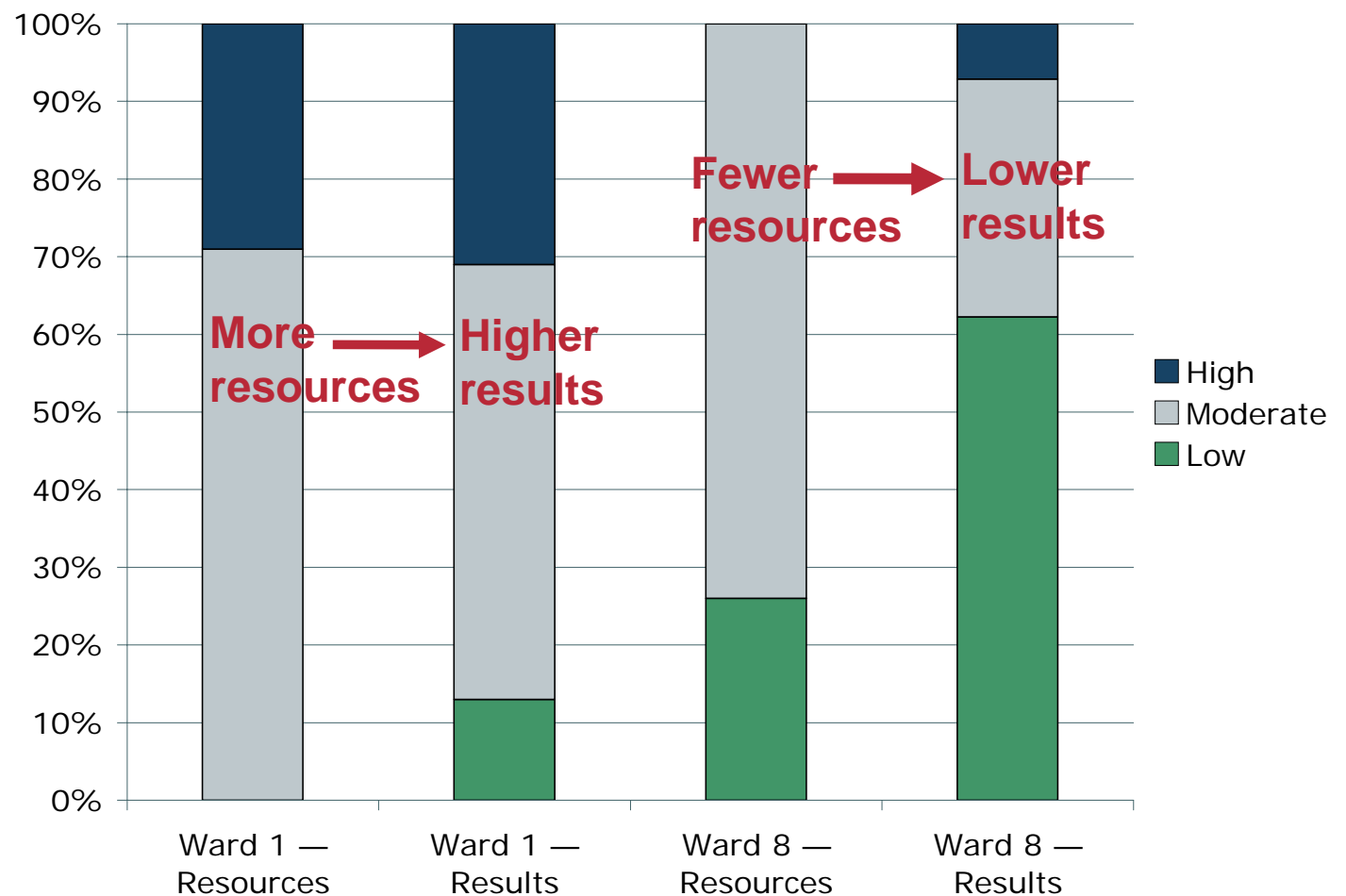
Percentage of elementary schools in each results category, by level of risk, 2006-07



Even when *risk* level is high, schools with higher *resources* have higher *results*

In elementary schools in wards 1 and 8, which have similarly high levels of risk, more resources bring better results.

Percentage of elementary public schools in each category, by two wards with similar levels of risk, 2006-07



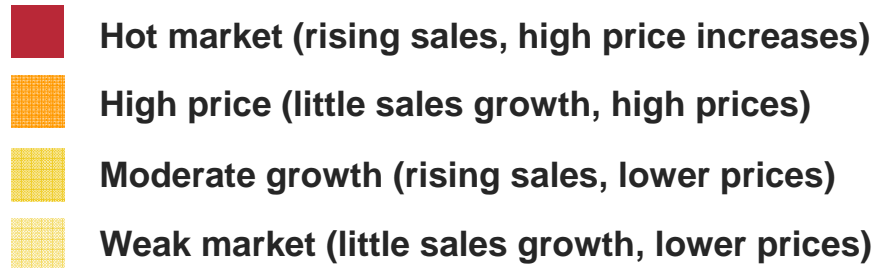
Policy Objective 1: Increase Educational Investments in the Areas of Greatest Need

- Increase resources for public schools in under-served neighborhoods.
- Provide help to students in schools with high-risk populations.
- Ensure that neighborhood redevelopment plans include school improvement as a major component.

Key Finding

High Housing Costs Limit Access to Neighborhoods with Quality Schools

High-quality schools are concentrated in neighborhoods with high-cost housing



High-Results Elementary Schools

DCPS Charter



High-Results Schools

Ward 1 — Bancroft, Capitol City PCS, Cleveland, EL Haynes PCS, Elsie Whitlow Stokes PCS

Ward 2 — Hyde, Ross, Thomson

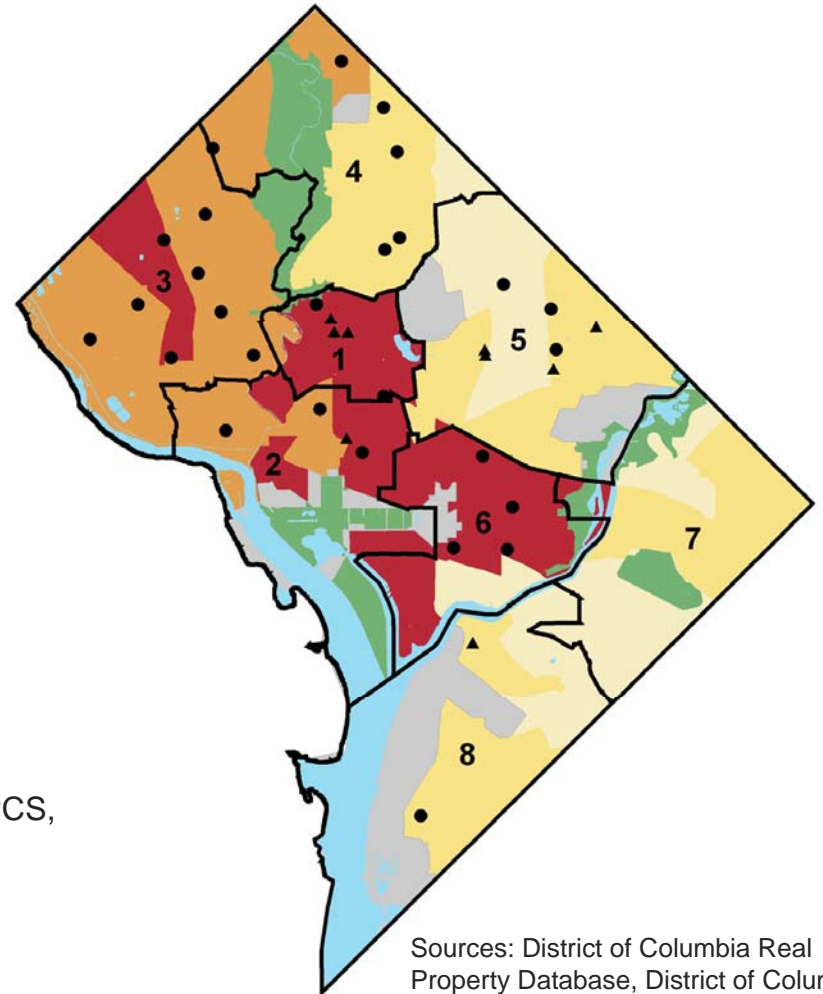
Ward 3 — Eaton, Hearst, Janney, Key, Mann, Murch, Oyster, Stoddert

Ward 4 — Barnard, Clark, Lafayette, Shepherd, Takoma, Whittier

Ward 5 — Brookland, Burroughs, DC Prep PCS, Friendship-Woodridge PCS, Langdon, Tree of Life PCS, Wm E Doar PCS

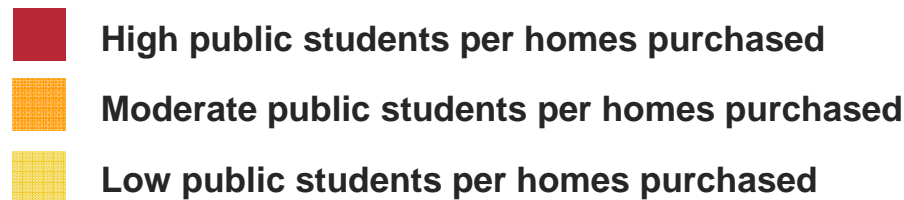
Ward 6 — Brent, Maury, Watkins, JO Wilson

Ward 8 — Howard Road PCS, Leckie



Sources: District of Columbia Real Property Database, District of Columbia Public Schools, D.C. Public Charter School Board, D.C. Board of Education

Most neighborhoods where recent home-buyers have children lack high-quality schools



High-Results Elementary Schools

DCPS Charter



High-Results Schools

Ward 1 — Bancroft, Capitol City PCS, Cleveland, EL Haynes PCS, Elsie Whitlow Stokes PCS

Ward 2 — Hyde, Ross, Thomson

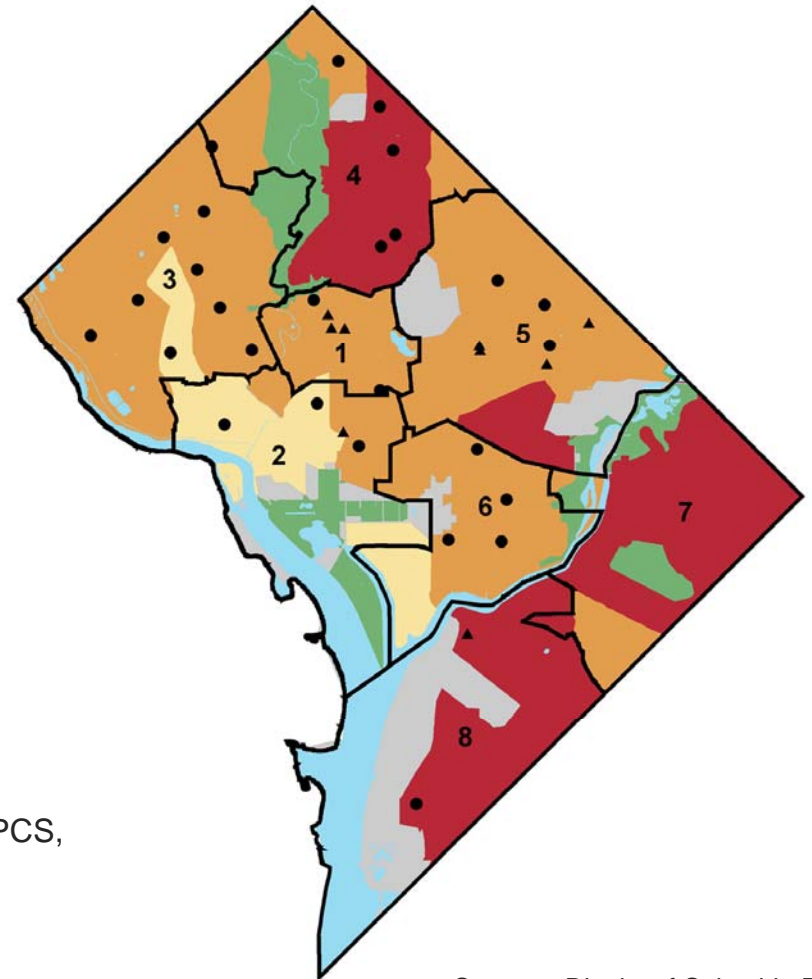
Ward 3 — Eaton, Hearst, Janney, Key, Mann, Murch, Oyster, Stoddert

Ward 4 — Barnard, Clark, Lafayette, Shepherd, Takoma, Whittier

Ward 5 — Brookland, Burroughs, DC Prep PCS, Friendship-Woodridge PCS, Langdon, Tree of Life PCS, Wm E Doar PCS

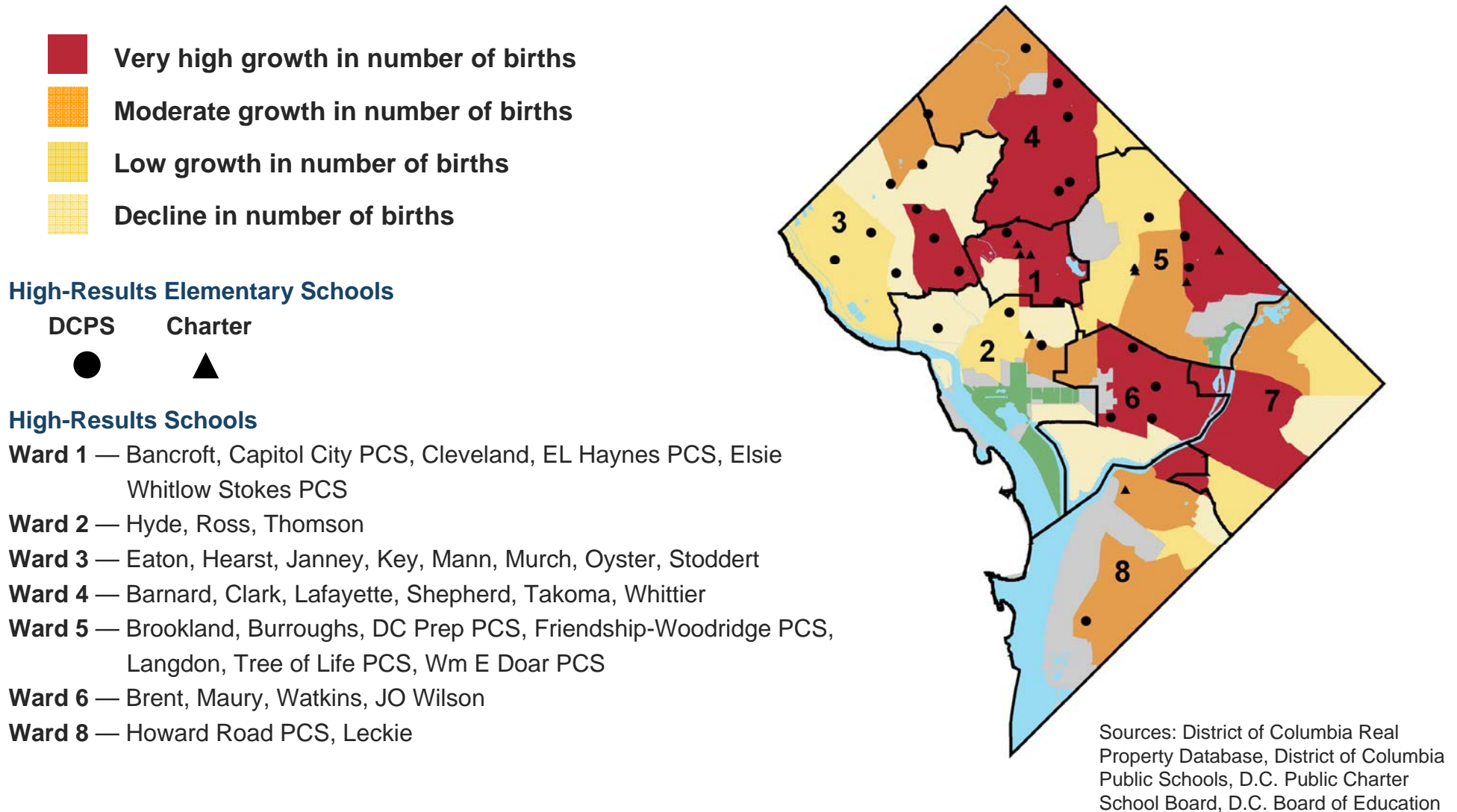
Ward 6 — Brent, Maury, Watkins, JO Wilson

Ward 8 — Howard Road PCS, Leckie



Sources: District of Columbia Real Property Database, District of Columbia Public Schools, D.C. Public Charter School Board, D.C. Board of Education

Neighborhoods with rising birth rates offer some high-quality school options



Policy Objective 2: Preserve and Expand Housing Affordability and Welcome New Families to Schools

- Preserve housing with expiring federal subsidies in neighborhoods with quality schools.
- Allow families facing displacement to stay in neighborhoods where their children attend high-quality schools.
- Create welcoming environment that helps parents of diverse backgrounds work together in their children's schools.
- Ensure that new development incorporate housing options for mix of income levels & household types
- Allow families with housing vouchers to use them in neighborhoods that already have high-quality schools

Priority 2: Offer Quality School Choices in a System that Works for Students and Families

Value: Having school choices can give families access to academic programs and school settings that best meet their children's needs.

Policy proposals: Increase information, support, and stability for families and schools.

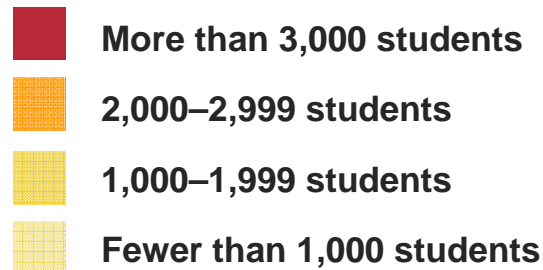
Why we must act: Analysis reveals that in DC there is a mismatch between ***demand*** and supply of quality schools and that the relationships among students, families, and their public schools are weak except in the most affluent neighborhoods.

Key Finding

Current System of Choice Does Not Meet Many Families' Demands for Quality Schools

Schools in greatest demand are NOT where most students live

Number of public school students living in neighborhood cluster:

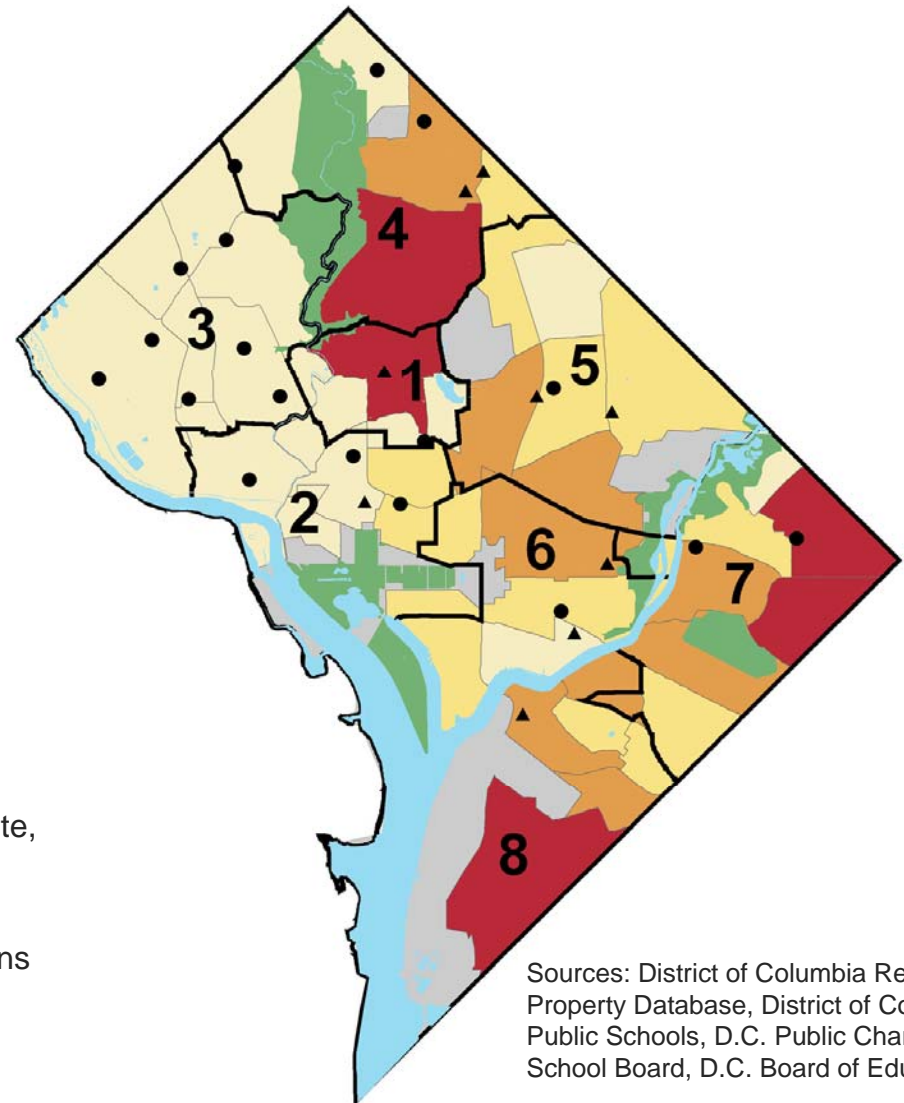


High-Demand Elementary Schools



High-Demand Schools

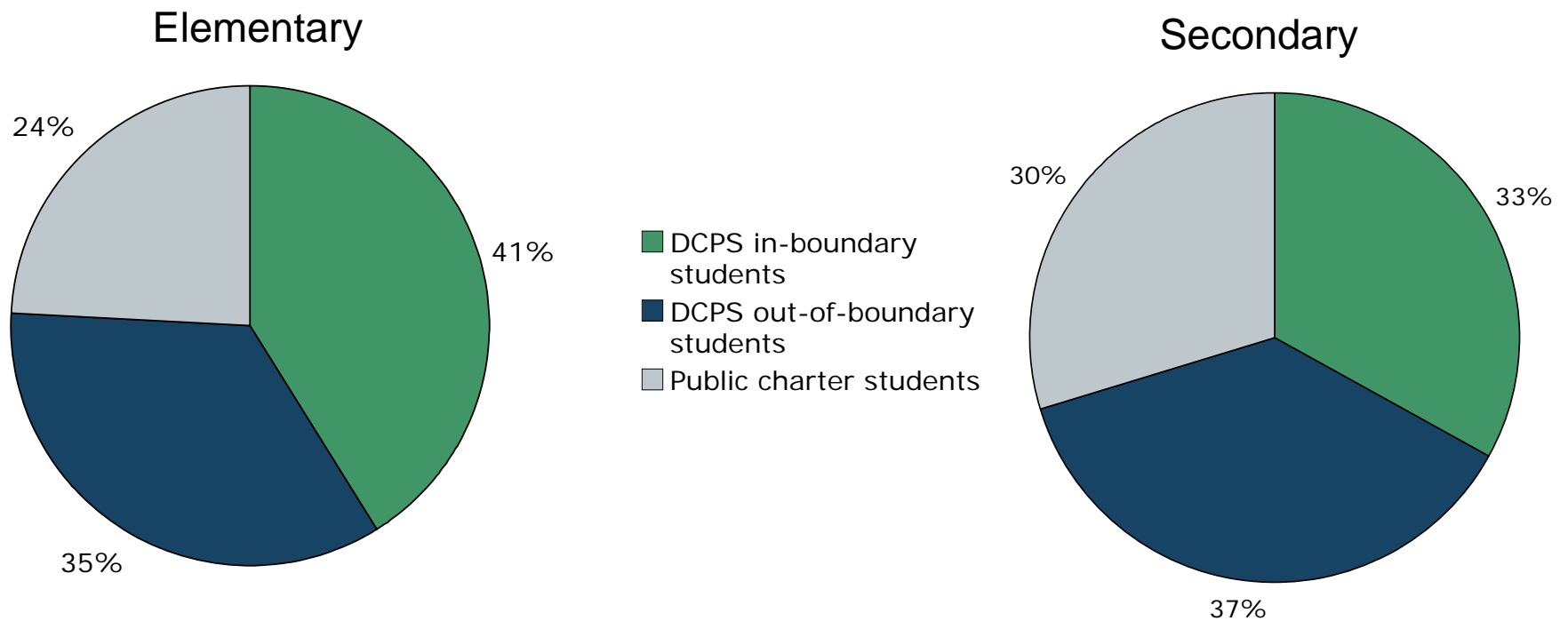
- Ward 1** — Cleveland, EL Haynes PCS
- Ward 2** — Hyde, Ross, SAIL PCS, Thomson
- Ward 3** — Eaton, Janney, Key, Mann, Murch, Oyster, Stoddert
- Ward 4** — Hope Community PCS, IDEAL Academy PCS, Lafayette, Shepherd, Takoma
- Ward 5** — Noyes, Tree of Life PCS, Wm E Doar PCS
- Ward 6** — Friendship-Chamberlain PCS, Two Rivers PCS, Watkins
- Ward 7** — Alton, River Terrace
- Ward 8** — Howard Road PCS



Sources: District of Columbia Real Property Database, District of Columbia Public Schools, D.C. Public Charter School Board, D.C. Board of Education

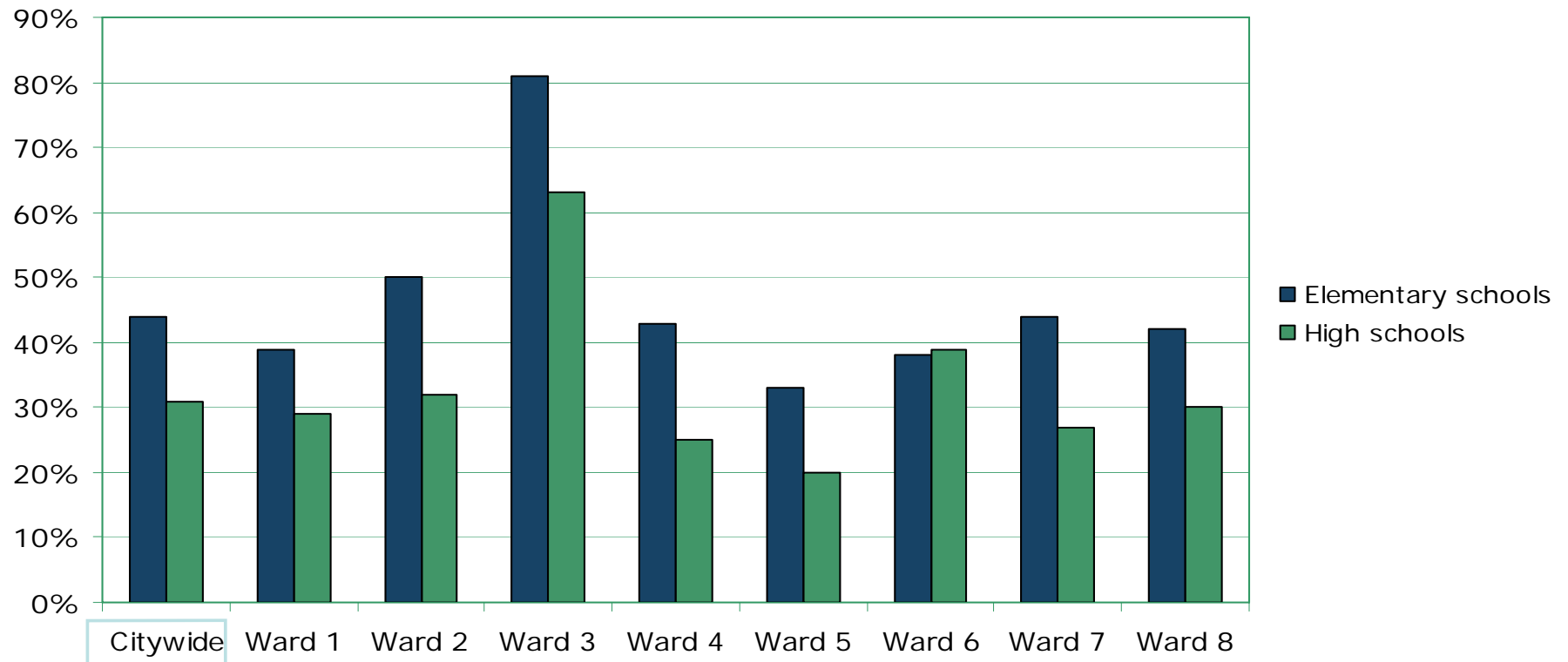
Most families seek quality schools outside their boundaries

Share of in-boundary, out-of-boundary, and public charter school students, 2006-07



Schools capture varying shares of students who live in their boundaries

Average percentage of student population at each school living in bounds, by ward, 2006-07



Policy Objective 3: Ensure that the Public Education System Supports Parents and Students in Using School Options to Their Advantage

- Make the DCPS out-of-boundary placement and public charter lottery processes more understandable and certain.
- Allow students to attend nearby DCPS or public charter schools by right.
- Make travel to school affordable, safe, and efficient.

Key Finding

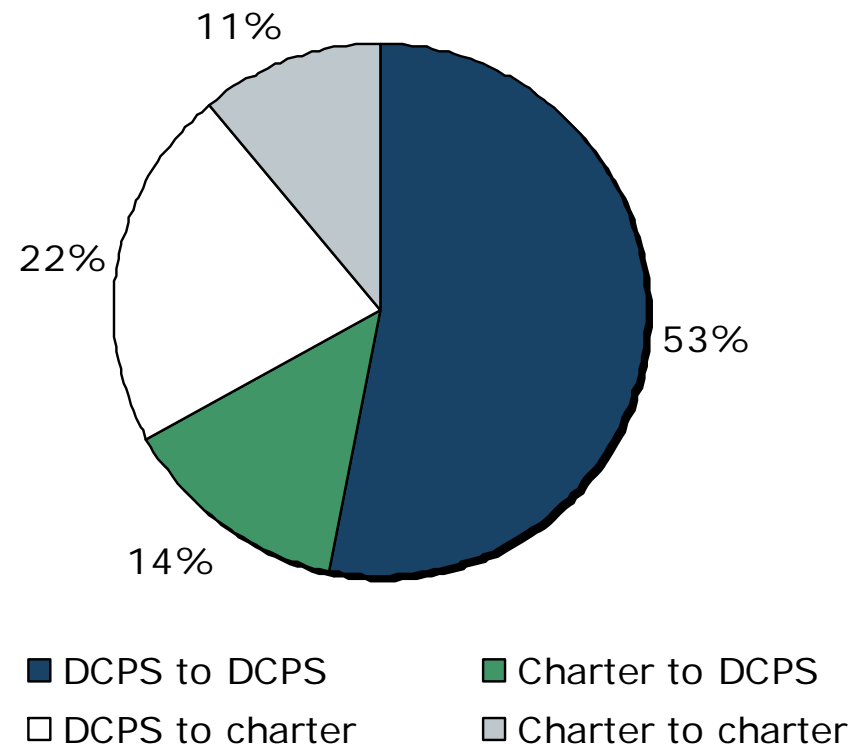
High Mobility and Chaotic Feeder Patterns
Weaken Connection among Families,
Communities, and Schools

There is high mobility in the District's public schools, with many students "exiting early" - changing schools before the final grade

8,100 students (14%) exited early between 2005-06 and 2006-07.

67% of these "early exit" students switched to or between DCPS schools.

Where "early exit" students are going, 2005-06 to 2006-07

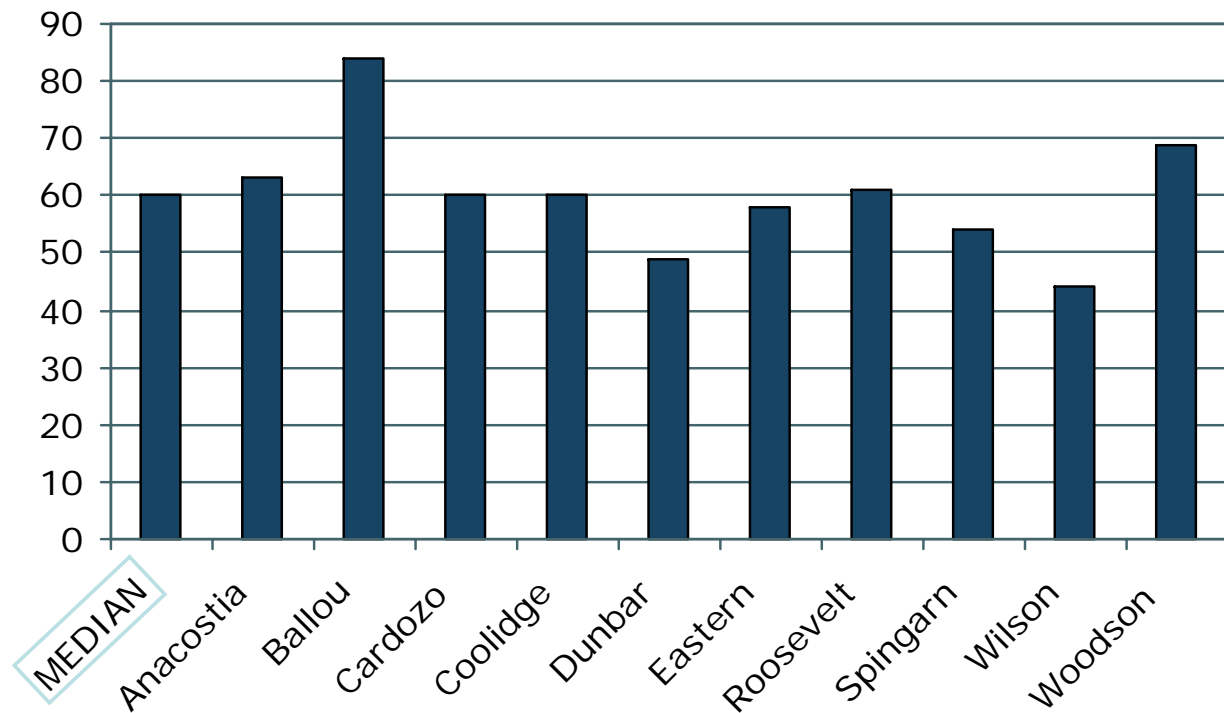


Source: OSSE MEAD Database, 2005 and 2006; locations of public schools compiled by 21st Century School Fund

9th graders have limited school experiences in common

The average DCPS high school has 9th graders from 60 different elementary schools.

Number of elementary schools attended by 9th graders, by DCPS senior high school, 2006-07



Lack of connection contributes to high risk levels and dropouts in high schools

Many students are at risk:

- **More than 800** 9th graders in DCPS high schools were 16 years or older in 2006-07.
- **18%** of students in city's 10 comprehensive high schools received special education services in 2006-07.
- **More than one-quarter** of all 10th graders scored "below basic" on 2007 DC-CAS reading.

Between 2004 and 2006, an estimated **3,700** school-age children were not in school and did not have a high school diploma or GED.

School relocation creates instability

Between 2003-04 and 2006-07:

- **16** charter schools changed location.
- **12** DCPS school occupied swing space or moved into new facilities.
- **7** DCPS schools closed.

In 2008, **23** more DCPS schools closed.

Policy Objective 4: Provide Support for Families & Students to Establish Long-Term Commitments with Schools and for Schools to Maintain Long-Term Presence in Their Communities

- Support students and families in making school choice that promote school stability
- Create strong mechanisms for parent and community involvement in local schools and in major decisions about public education.
- Provide schools with stable locations, sufficient space, and support so that they can stay in place rather than move, consolidate, or close.

Accelerating change

Greater coordination among education, housing, and neighborhood development efforts in planning, programming, and funding will ensure that the city's investments reinforce each other.

Engaged and involved **parents and community members** can provide support and guidance for these efforts.