

WARD 5 EDUCATION SURVEY REPORT



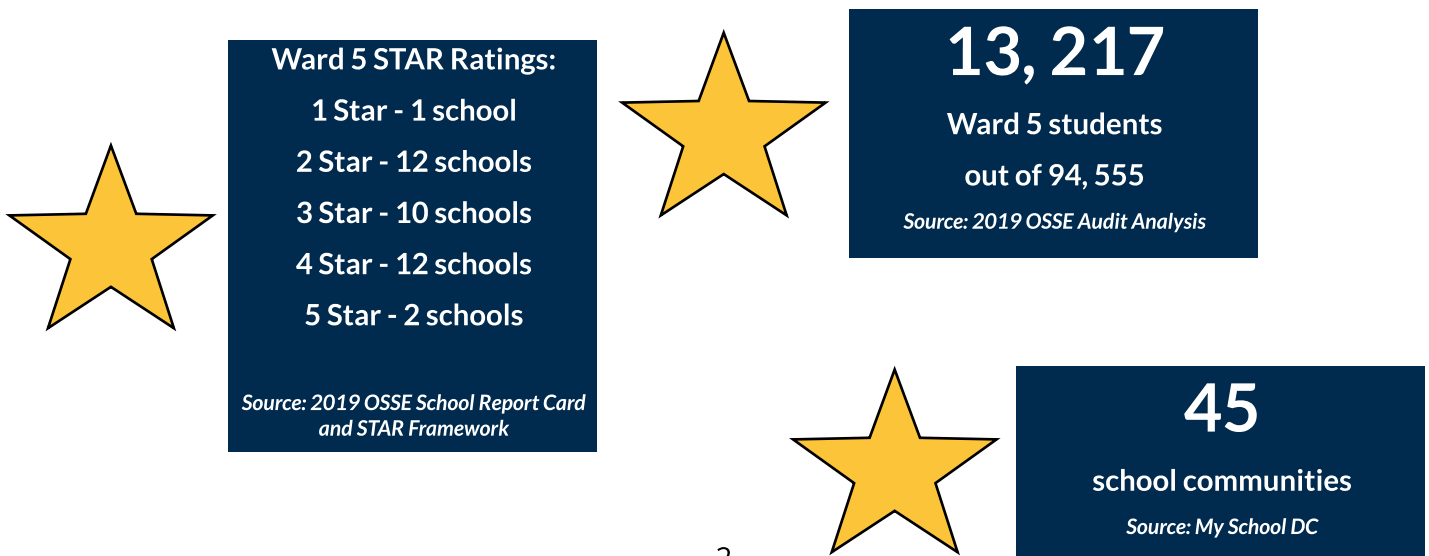
The Ward 5 Education Equity Committee (W5EEC), established in 2019 by Representative Zachary Parker (Ward 5 member on the DC State Board of Education) to give Ward 5 neighbors voice on DC education policy matters, is proud to present the Ward 5 Education Survey Report. Between October 2019 - January 2020, the W5EEC surveyed Ward 5 school leaders, teachers, parents and students to investigate areas of strength and improvement among Ward 5 school communities and also hear stakeholders' perspectives on policy issues affecting student learning.

MARCH 2020

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WARD 5 SCHOOL DATA SNAPSHOT



LETTER FROM REPRESENTATIVE ZACHARY PARKER

March 31, 2020

Dear Ward 5 Neighbors,

It has been an honor to represent #OurWard5 on the DC State Board of Education. Since being elected, I have attempted to amplify the need for educational equity and create opportunities to listen and learn from Ward 5 students, families, and educators. In fact, I established the Ward 5 Education Equity Committee (W5EEC) to provide neighbors a voice in the District's educational processes and policy decisions. The Ward 5 Education Survey serves as the W5EEC's inaugural project, which will provide educational stakeholders an opportunity to hear directly from Ward 5 neighbors most impacted by our public schools — students, families, and educators.

While student outcomes have improved in the District and an increasing number of residents hold positive views of our public schools, many inequities persist, including how we fund our schools, how we support our most vulnerable students, and how we create pathways to college and careers for all. Our continued progress will depend on the policy decisions we make today, anchored on the needs of our most vulnerable students, which must be informed by those on the frontlines.

I hope this report serves as an informative tool for the public, allowing us to take action together. In addition to sharing our findings with key stakeholders, the W5EEC plans to follow up on specific school requests and coordinate with education leaders to take action, where possible. This report is not presented as, nor should it be taken as, the definitive view of all Ward 5 neighbors; this is a starting place that I hope the W5EEC can build on in years to come.

I am proud of the W5EEC's work in producing this report, and the invaluable data the District now has for Ward 5 school communities. I look forward to the W5EEC's continued work throughout 2020 as we continue advancing equity in our schools, so that all students — regardless of race, address, or family income level — have opportunities to thrive. Join us!

With gratitude,



Zachary Parker

Ward 5 Member

DC State Board of Education

LETTER FROM WARD 5 PARENT AND W5EEC CHAIRPERSON ROBERT HENDERSON

March 31, 2020

Dear Ward 5 Neighbors,

The group of neighbors convened by Rep. Parker in spring 2019 shared a commitment to educational equity and a desire to take action to support our Ward 5 school leaders, teachers, families, and scholars. But before forging ahead with what we thought might be best, we resolved to listen first, with the intention of ensuring that our actions would have the positive effects we desired.

This survey and Rep. Parker's high school listening tour represent an earnest effort to hear from as many voices as possible. Despite this effort, we recognize that there are limitations in our sample, with some groups, geographies, and schools underrepresented and others overrepresented. Though committed and resourceful, we did not succeed, for example, in visiting every Ward 5 school, or PTO, or neighborhood. We have learned lessons along the way that should help us to have broader reach in the future. We hope to enhance our capacity to more effectively engage every school and community as more neighbors join the committee in its work.

Though the survey is closed and the tour is complete, we are not done listening! We continue to welcome your input and your participation as we seek more equitable opportunities and outcomes for the scholars in our ward and city. And while we will never be done listening, we now feel that we have identified some areas to which we can direct our advocacy and support:

- Parent engagement.
- Afterschool enrichment options.
- Economic security.
- School safety.
- Teacher supports and growth opportunities.
- Facilities modernization (for some schools).

Thank you to all the school leaders, teachers, parents, and students who provided input through the survey and during school visits. Our committee looks forward to partnering with you to fight for our scholars. Please join us!

Sincerely,



Robert Henderson

Chairperson

Ward 5 Education Equity Committee

EXECUTIVE SUMMARY

The diversity of responses to the Ward 5 Education Survey from school leaders, teachers, parents, and students underscores the reality of persisting inequities among Ward 5 schools. For example, some schools are in newly renovated buildings while others are in dire need of modernization. Similarly, some school communities prioritize expanded afterschool programming, while others remain primarily focused on expanded options during the school day.

The WEE5C will provide the information contained in this report to key educational leaders and District stakeholders in order to address respondents' concerns. The WEE5C will also seek ways to support individual school communities by addressing the needs identified herein.

The following headlines summarize the major findings our the Ward 5 Education Survey:

School leaders:

- Expressed confidence in the quality of their school's teachers and academic programs and desire to grow those areas of strength;
- requested community help in promoting parent engagement and economic security for families including food, transportation, and housing assistance, as well as neighborhood safety; and
- would like to provide more afterschool enrichment programs and internship opportunities.

Teachers:

- Indicated a need for more funding, higher pay, more staff, and development opportunities; and
- advocated for various supports for students including school safety, afterschool opportunities, technology and instructional resources, counseling, and mentoring and internship opportunities for students in the community.

Parents:

- Indicated, at a slight majority, they were able to enroll their child in the school of their choice;
- perceived their students' school to be of high quality;
- indicated they highly value school safety and academic performance; and
- said school STAR ratings were important to them, with many expressing they do not understand the rating well.

NOTE ON METHODS

Members of the W5EEC designed the structure and content of the Ward 5 Education Survey. Our aim was to hear from as many respondents as possible who were either residents of Ward 5 or who worked in, attended, or had children in Ward 5 schools. We sent emails and follow up emails with the survey link to the principal of each school in Ward 5. This was the only step that we could take in a comprehensive way; each school leader has publicly available contact information. There was no way to reach out comprehensively to every Ward 5 teacher, family, or student. We sent emails with the survey link to every teacher in Ward 5 who had an email address listed on their respective school's website. We shared the survey link with school leaders, teachers, and students during Rep. Parker's school visits and Ward 5 High School Tour.

At our request, relevant organizations with email distribution lists for Ward 5 parents and teachers sent the survey link to their members. We shared the link on Ward 5 neighborhood listservs to which we had access. We offered digital and paper versions of the survey at the Brookland Farmers' market on a Saturday in September. Finally, Rep. Parker shared the survey at school PTO meetings and open houses that he attended, and to respondents that met our criteria that he met as he conducted his State Board of Education duties.

Consequently, our data represents a nonrandom, nonrepresentative sample. Certain groups are overrepresented among our respondents, and others underrepresented. Certain schools had high participation rates, either because a school leader set aside time for teachers to complete the survey or because members of the W5EEC had sustained contact with a school (e.g. they had children enrolled there) and repeated opportunities to ask people there to complete the survey.

A few characteristics of respondents that may be worth noting are that among all respondents who provided this optional information, 60% were Black, 26% White, 6% multiracial, and 4% Latino; and 67% were female, 32% male, and 1% non-binary/third-gender. And among parent respondents who live in Ward 5, 68% were from charter schools and 32% were from DCPS; 23% have children enrolled in schools outside of Ward 5; and 16% were parents of children with learning disabilities.

WARD 5 SCHOOL LEADERS



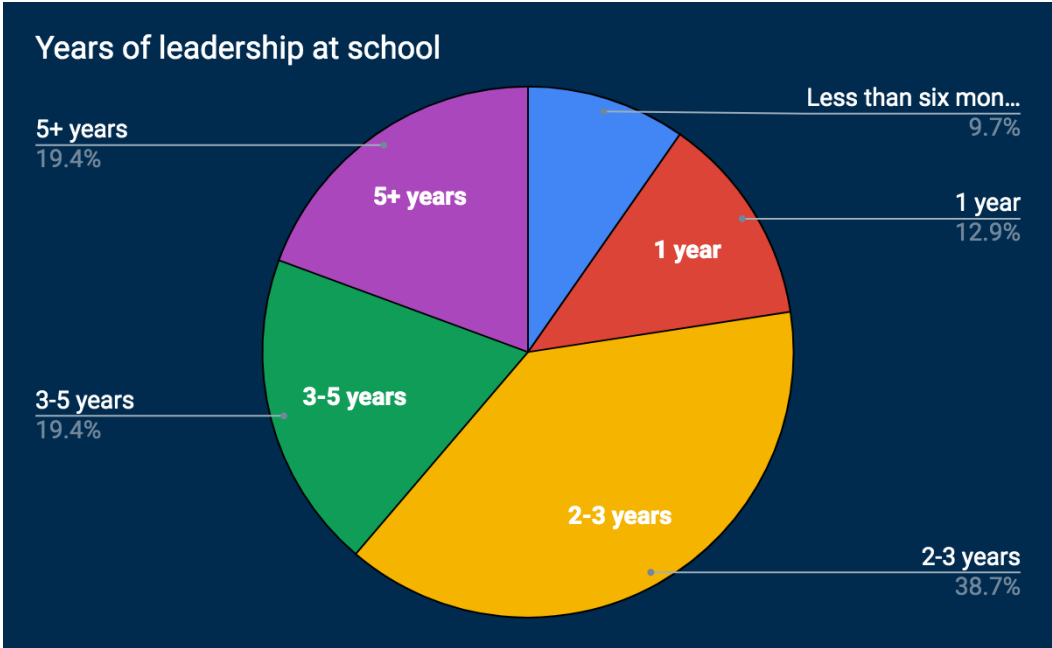
We define school leaders broadly, including the head of school and other administrators central to the academic work of the school (i.e., executive director, assistant principal, instructional coach). We sent multiple requests to Ward 5 school leaders to complete the Ward 5 Education Survey and received a response from 20 school communities, roughly half of all Ward 5 schools. In total, 30 Ward 5 school leaders responded to the Ward 5 Education Survey, including 14 principals, 3 executive directors, and 13 administrators (e.g., assistant principals, instructional coaches, deans).

School leader responses came from the following Ward 5 school communities:

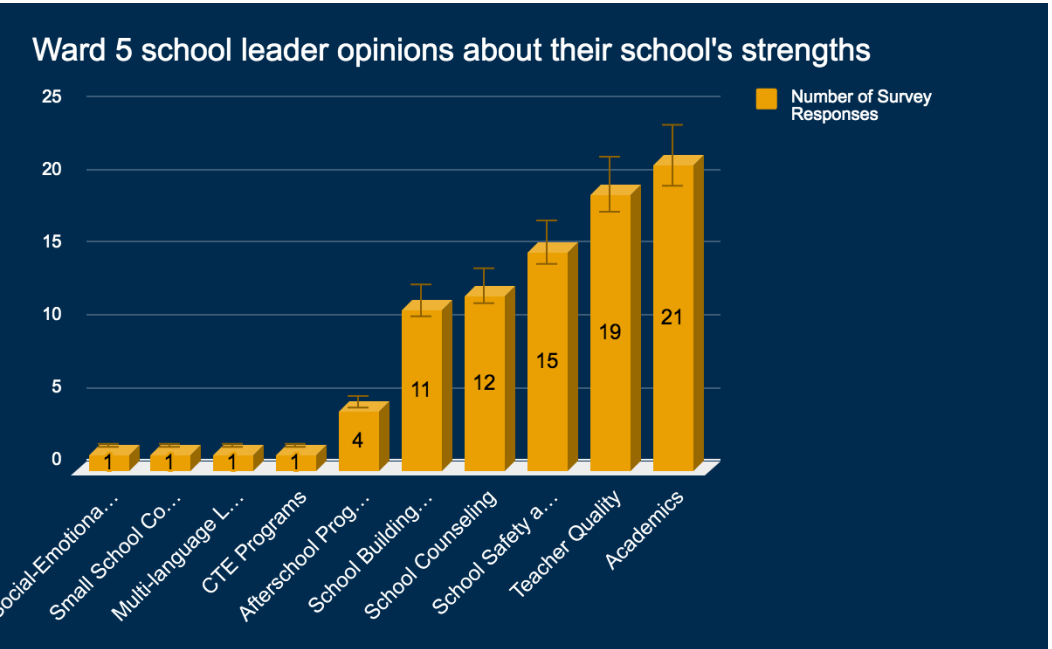
Brookland Middle School
Browne Education Campus
Bunker Hill Elementary School
Creative Minds International Public Charter School
Dunbar High School
Friendship Woodridge (Middle) Public Charter School
Inspired Teaching Demonstration Public Charter School
Langdon Elementary School
Langley Elementary School
Lee Montessori Public Charter School
Luke C Moore Opportunity Academy
Mary McLeod Bethune Public Charter School
McKinley Middle School
McKinley Technology High School
Noyes Elementary School
Perry Street Prep Public Charter School
Phelps High School
Two Rivers (Young) Public Charter School
Washington Leadership Academy Public Charter School
Washington Yu Ying Public Charter School

The majority of Ward 5 school leader respondents have been in leadership at their school for 2-3 years and believe teacher quality and academics are among their school's strengths.

Most Ward 5 school leaders responding to our survey have served in their school community for 2-3 years (38.7%), followed by 3-5 years and 5+ years, 19.4% each. A smaller number of Ward 5 school leaders (12.9%) have served for 1 year, and the fewest number of respondents had been school leaders for less than six months (9.7%) at the time of completing the survey. (See Table 1, N=30)

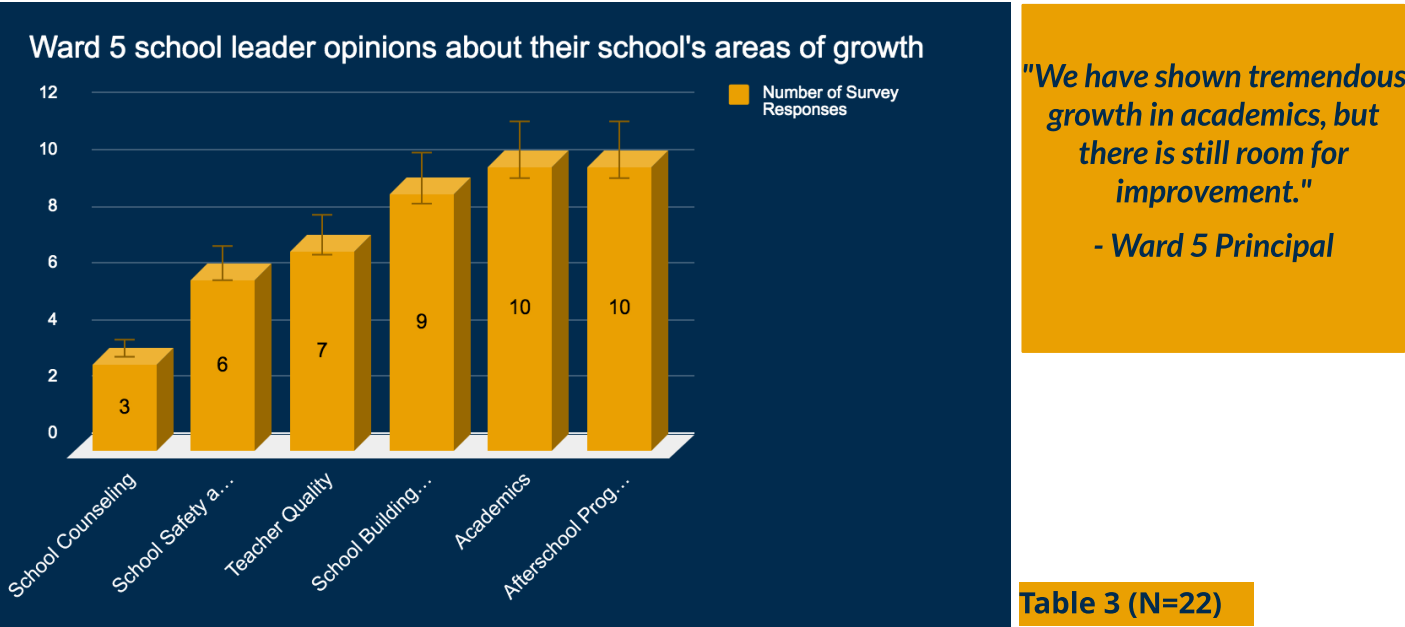


Ward 5 school leaders were asked to detail their respective school's areas of strength from a list, including: a) academics, b) afterschool programs, c) school building and facilities, d) teacher quality, e) school safety and security, and f) school counseling. Twenty-one (21) school leaders ranked their school's academic program as a strength, while 19 highlighted teacher quality and 15 selected school safety and security. Leaders also had an opportunity to report strengths that were not prepopulated to which several cited social-emotional learning, small school community, multi-language learning, and career and technical education (CTE) programs. (See Table 2, N=30)



Even though many Ward 5 school leader respondents believe academics are an area of strength for their school, many also believe it is an area of growth along with afterschool programming. Parent involvement tops list of systemic issues Ward 5 parents want the broader community's help to address.

Interestingly, fewer Ward 5 school leaders opted to weigh in on their school's areas of growth as compared to strengths. Of the school leaders who responded, 10 ranked afterschool programs and academics as leading areas of growth (See Table 3, N=22). It is worth noting that several school leaders ranked academics as both a strength and area of growth, perhaps representing the satisfaction many school leaders have with academic growth while recognizing the work still needed to achieve equitable outcomes for all students. Nine (9) school leaders ranked their school building/facilities as an area of growth, signaling a desire on the part of some Ward 5 leaders to modernize schools.

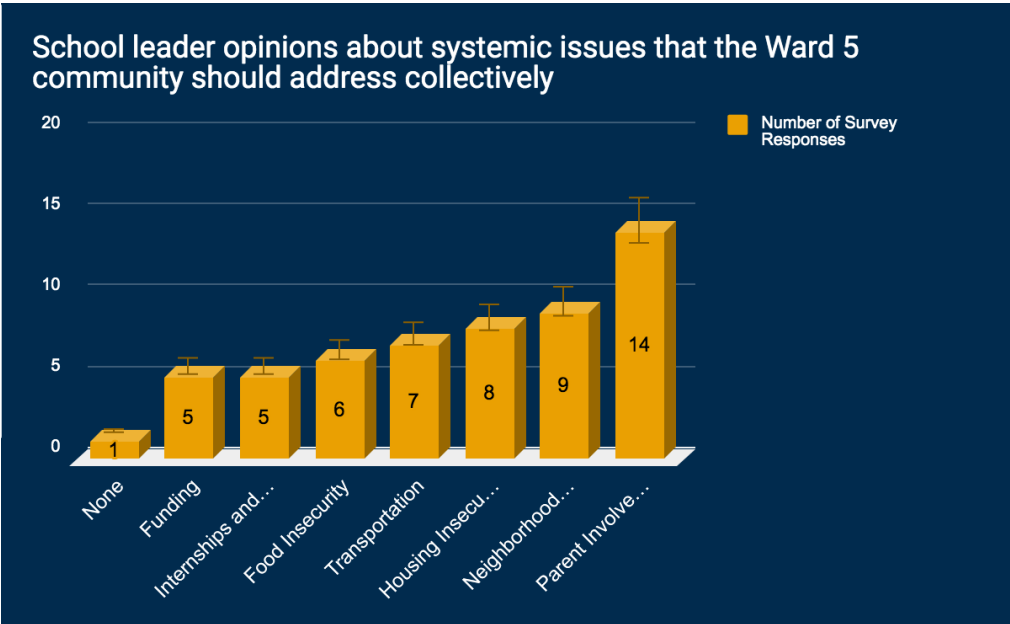


Understanding that external factors to schools inform student learning, we surveyed school leaders about systemic issues they believe the Ward 5 community should address. A plurality of school leaders reported that parent involvement (14), neighborhood violence (9), and housing insecurity (8) are among the most pressing systemic issues that need to be addressed.

"Help increase diverse parent involvement and develop ways for students to integrate community involvement into academic learning experiences."

- Ward 5 Principal

Table 4 (N=30)



WARD 5 TEACHERS



We sought to hear from teachers who reside in Ward 5 and those who teach in Ward 5 schools, regardless of residence. We shared the Ward 5 Education Survey over listserves, at meetings, and at various opportunities to engage with teachers one-on-one. In total, we received responses from 53 DC teachers, representing 15 Ward 5 school communities.

Teacher responses came from the following Ward 5 school communities:

Brookland Middle School
Browne Education Campus
Burroughs Elementary School
Creative Minds Public Charter School
DC Prep Edgewood (Middle) Public Charter School
Dunbar High School
Elsie Whitlow Stokes Public Charter School
Friendship Woodridge (Middle) Public Charter School
Inspired Teaching Demonstration Public Charter School
Langley Elementary School
Luke C Moore Opportunity Academy
Mary McLeod Bethune Public Charter School
Mundo Verde (P Street) Public Charter School
Phelps High School
Two Rivers (Young) Public Charter School

A majority of surveyed teachers teach in Ward 5 schools and represent diverse racial backgrounds, a majority of them identifying as Black. A plurality of teachers believe teacher quality is among their school's greatest strengths.

In total, 53 teachers responded to our Ward 5 Education Survey (See Table 5, N=53), representing a variety of racial backgrounds, largely Black (See Table 6, N=50).

Table 5 (N=53)

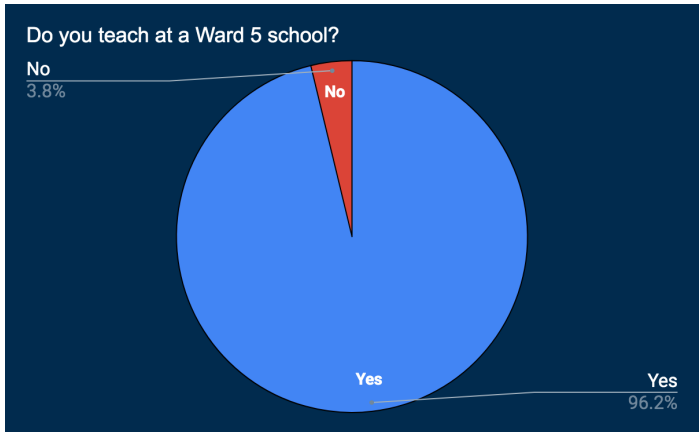
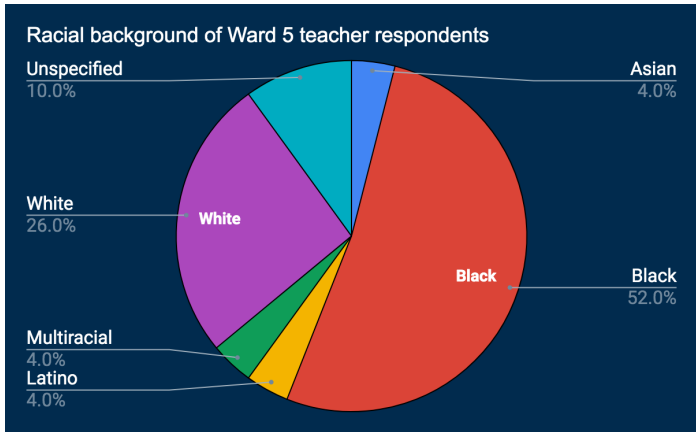
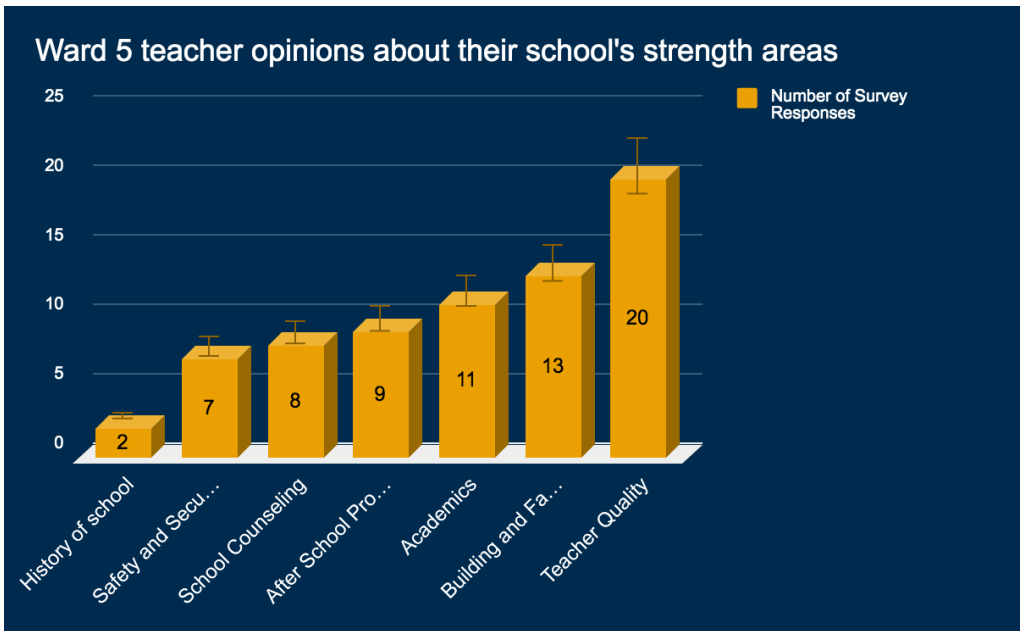


Table 6 (N=50)



Similar to school leaders, we asked teachers their opinions about their school's strength areas. Surveyed teachers were provided options to select as many of the following categories as they agreed with: a) academics, b) afterschool programs, c) building and facilities, c) safety and security, d) school counseling, and e) teacher quality. Teachers could also write in responses that were not prepopulated; two (2) teachers shared "history of school" as a strength of their school. A plurality of teachers selected teacher quality (20) among their school's strength areas, followed by building and facilities (13) and academics (11) (See Table 7, N=53).

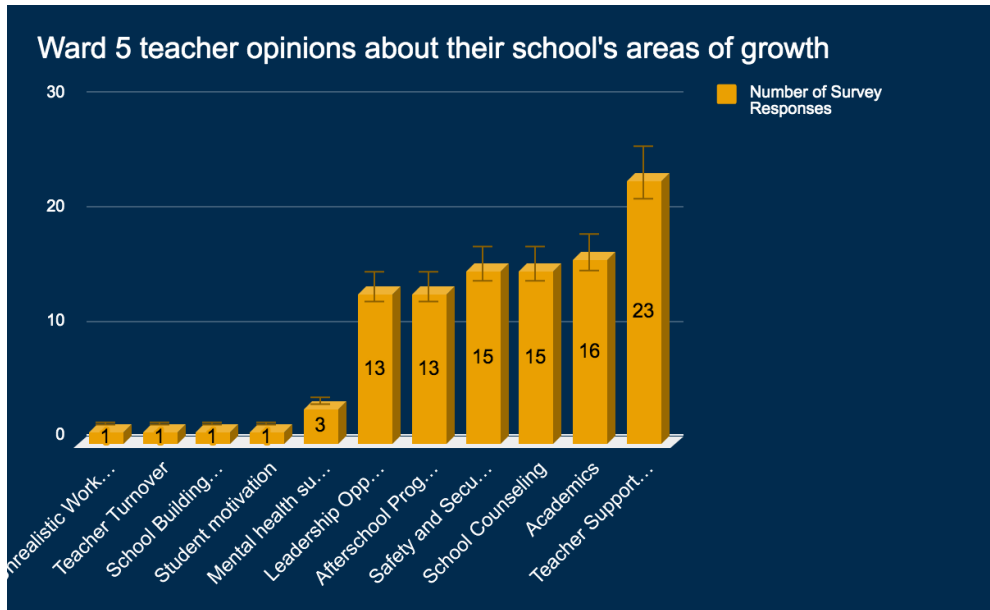
Table 7 (N=53)



"We are very proud of our school community!"
- Ward 5 Teacher

A plurality of surveyed Ward 5 teachers believe teacher supports are among their school's greatest growth areas, and suggest neighborhood violence and housing insecurity are among the most pressing systemic issues that need to be addressed.

We asked teachers their opinions about their school's growth areas. Surveyed teachers were provided options to select as many of the following categories as they agreed with: a) academics, b) afterschool programs, c) school building and facilities, c) safety and security, d) school counseling, and e) teacher supports (i.e. instructional coaching). Teachers could also write in responses that were not prepopulated; three teachers wrote things that we categorized as mental health supports (i.e., address trauma), others wrote teacher turnover (1), realistic workload (1) and student motivation (1). All together, Ward 5 teachers believe their schools can do a better job supporting them (See Table 8, N=53), in and out of the classroom. (See Appendix B, pp. 23-25 for teacher comments on ways the Ward 5 community can support them and resources they need to do their job effectively.)



"Stop putting all responsibility on teachers. We are exhausted from supporting multiple students with trauma every single day. We need to address mental health, daily violence, and the fact that students enter our school several years behind emotionally and academically."

- Ward 5 Teacher

Table 8 (N=53)

We also asked teachers about systemic issues facing Ward 5 school communities. Surveyed teachers were provided options to select as many of the following categories as they agreed with: a) food insecurity, b) housing security, c) internships and apprenticeships, d) neighborhood safety, e) none (no systemic issues), and and f) transportation. Teachers could also write in responses that were not prepopulated; teachers selected attendance (1), behavior management (1), gentrification (1), trauma (1), and workload (1). A plurality of teachers identified neighborhood violence and housing security as systemics issues that need to be addressed (See Table 9, N=53).

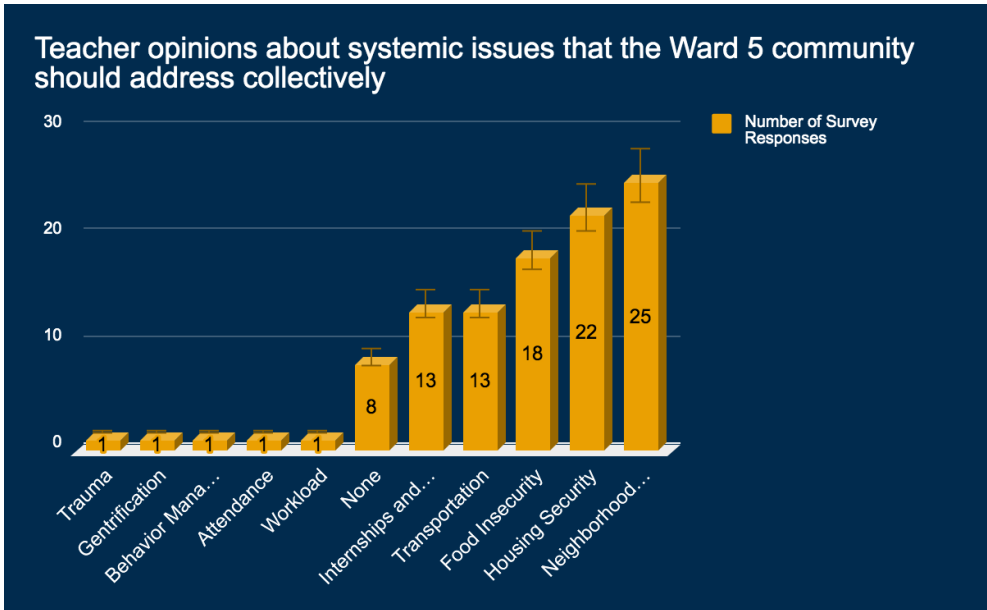


Table 9 (N=53)

WARD 5 PARENTS



We sought to hear from parents who live in Ward 5 , regardless of whether their child attends a Ward 5 school, as well as parents who live in other Wards but only if their child(ren) attend a Ward 5 school. We attended numerous school functions, PTO meetings, and community events to spread the word about our efforts. We ultimately had 125 parents who met our criteria to complete our survey. The majority of parents completing our survey have children who attend school in Ward 5, representing 24 different school communities.

Parent responses came from the following Ward 5 school communities:

Browne Education Campus
Bunker Hill Elementary School
Burroughs Elementary School
Creative Minds Public Charter School
DC Bilingual Public Charter School
DC International Public Charter School
DC Prep Edgewood (Middle) Public Charter School
Elsie Whitlow Stokes Public Charter School
Friendship Woodridge (Elementary) Public Charter School
Friendship Woodridge (Middle) Public Charter School
Hope Community Public Charter School
Inspired Teaching Public Charter School
KIPP College Prep Public Charter School
Langdon Elementary School
Langley Elementary School
Lee Montessori Public Charter School
McKinley Middle School
McKinley Technology High School
Mundo Verde (8th Street) Public Charter School
Mundo Verde (P Street) Public Charter School
Noyes Elementary School
Shining Stars Montessori Public Charter School
Two Rivers (Young) Public Charter School
Wheatley Education Campus
Washington Yu Ying Public Charter School

A majority of surveyed parents have children who attend Ward 5 schools and represent diverse racial backgrounds, largely identifying as White and Black. A majority of surveyed parents feel they were able to enroll child in school of their choice, while 42% do not.

In total, 125 parents responded to our Ward 5 Education Survey, most with children attending a Ward 5 school (See Table 10, N=105), themselves representing a variety of racial backgrounds, largely White and Black (See Table 11, N=103). Parent respondents have children in grades PreK3 - grade 12.

Table 10 (N=105)

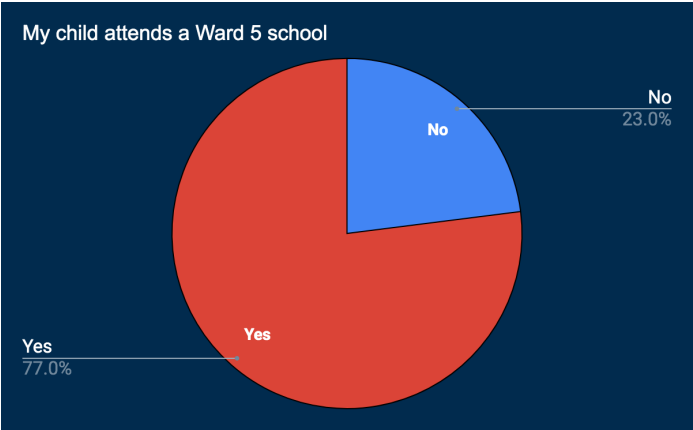
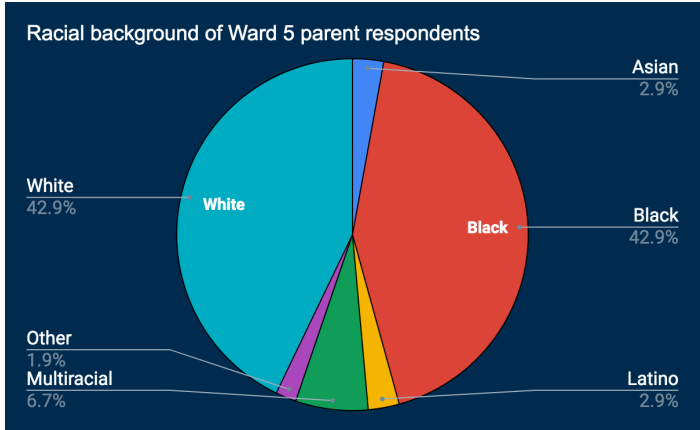
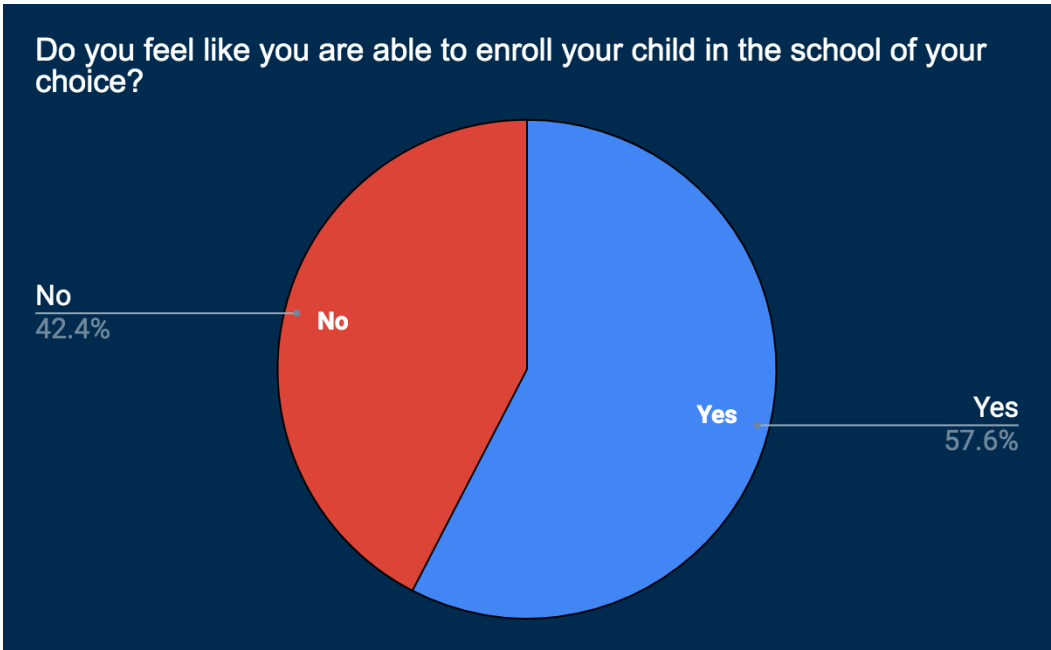


Table 11 (N=103)



According to data from the Office of the Deputy Mayor for Education, enrollment in both DC Public Schools and public charter schools has increased between school year 2013-2014 to 2018-2019 across the District, and enrollment in public charter schools is greatest in Ward 5. With this understanding, W5EEC members wanted to gauge how parents felt about the school lottery process, in particular whether parents felt they were able to enroll their child in the school of their choice. While responses varied, the majority of surveyed parents agreed they were able to enroll their child in the school of their choice (See Table 12, N=125). (See Appendix C, pp. 27-30 for parent explanations).

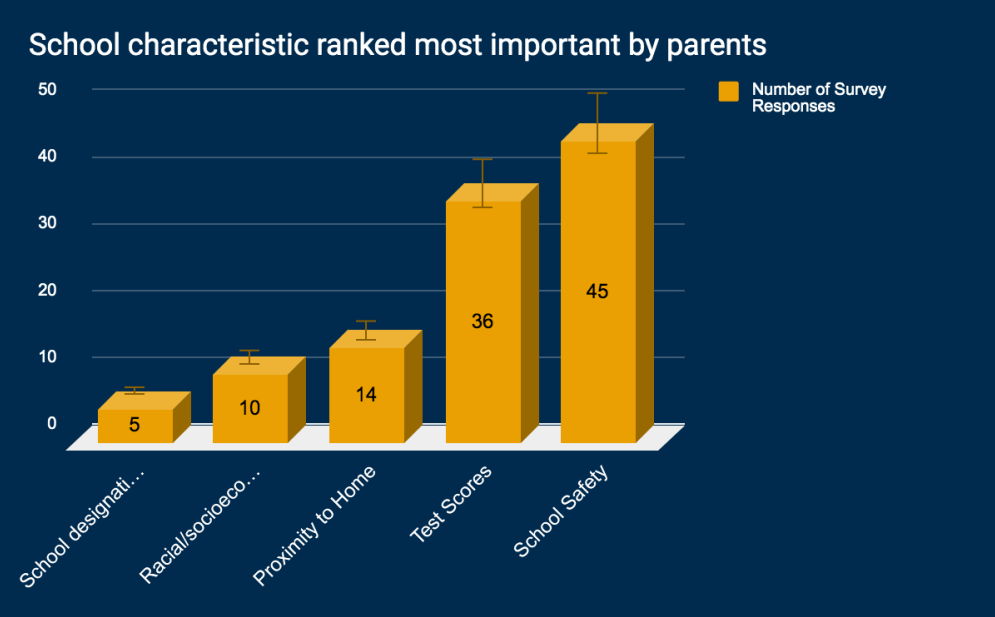
Table 12 (N=125)



"We won the lottery!"
- Ward 5 Parent

School safety and test scores are two of the most important characteristics that drive parents' school choices. An overwhelming majority of surveyed parents have a positive view of their child's school quality.

Given the large number of District parents participating in the school lottery, W5EEC members wanted to learn more about what drives parent choices. Surveyed parents were asked to list in order the components that are most important to them when making decisions about the school their child will attend. The choices included: a) school safety, b) test scores, c) proximity to home, d) racial/socioeconomic integration, and e) school designation (DC Public Schools or public charter). Table 13 (N=110) shows the characteristics surveyed parents selected as most important, with school safety and test scores rated highest. Interestingly, not only was school designation the least selected 'most important' characteristic (only 5 parents said it was most important), 74 parents ranked it fifth, or the least important characteristic. This suggests that parents care more about other factors than whether a school is part of DCPS or a public charter school, namely that it is safe and test scores are strong. It is important to note, though, the majority of parent respondents were charter parents.



"Good test scores can be an indication that a school is doing a very good job of educating its students."

- Ward 5 Parent

Table 13 (N=110)

Surveyed parents were also asked to rate their school's quality on a scale of 1 (not a quality school) to 5 (a high quality school). The overwhelming majority of parents rated the quality of their child's school favorably (See Table 14, N=119). This seems to align with a recent November 2019 poll conducted by The Washington Post, which concluded that 44% of DC adults view DC's public schools positively.

"I believe the school report card reflects systemic factors and will lead to further gaps in funding."

- Ward 5 Parent

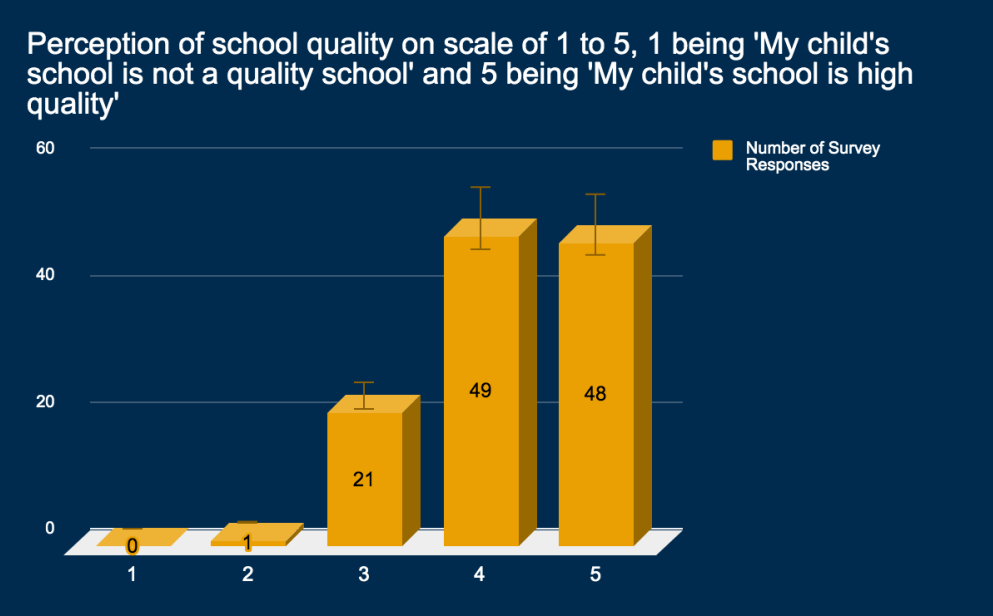
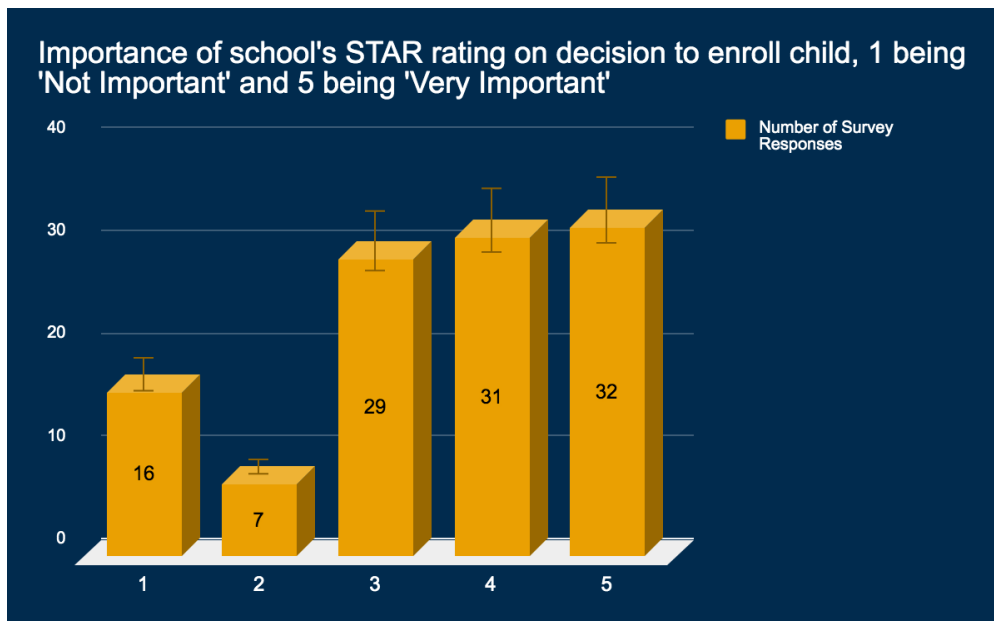


Table 14 (N=119)

DC's STAR Framework is an important metric for surveyed parents when making a decision on which school to enroll their child, though many are unfamiliar with the rating. Parents with children having learning disabilities largely feel their children are being well served in DC's public schools.

We wanted to gauge how parents leveraged DC's relatively new school report cards and STAR Framework when making school choices. We asked surveyed parents to rate the importance of the STAR rating on their decision to enroll their child in a school on a scale of 1 (not important) to 5 (very important), and the overwhelming majority of parents conveyed that the metric was quite important in their decision (See Table 15, N=115). Interestingly, when asked to expound on their rating, a plurality of parents conveyed they did not have knowledge of their school's STAR rating or how it was determined. (See Appendix C, pp. 34-35 for parent comments on the STAR Framework and changes they would propose).



"The STAR rating wasn't around when we started at [my neighborhood elementary school]. I pay a lot of attention to the STAR ratings as I am looking at middle schools now."

- Ward 5 Parent

Table 15 (N=115)

Notwithstanding DC's improving school landscape, we know inequities persist. Therefore, we wanted to see what percentage of surveyed parents have children with learning disabilities and how well they feel their child's school serves them. Only 20 of the 125 parents surveyed conveyed they have children with learning disabilities (See Table 16, N=125), and the majority of those parent conveyed that their child's school is serving them well (See Table 17, N=20).

Table 16 (N=125)

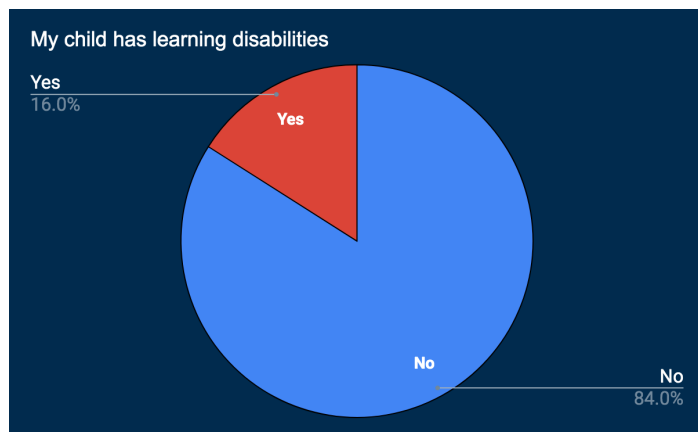
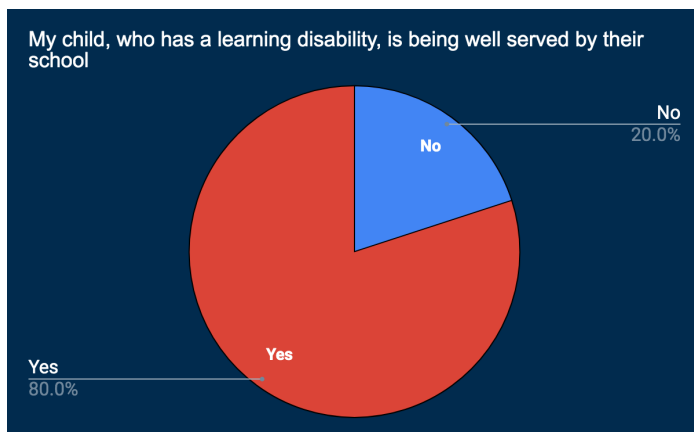


Table 17 (N=20)



Appendix A

Student Responses

What are your plans after high school? Do you feel as though your school is preparing you to meet your goals? Please explain. (N= 76)

- Yes and I will be attending college
- Yes I want to go to school to be a nurse
- My plans after high school is to go to college. I feel that the school is preparing me to meet our goals because as I meet my goals, I will be able to succeed and feel more confident in my classes and to also try my absolute best on my work for every class I go.
- my plans after high school is to go to college.my school is preparing me to meet my goals because they have programs to help students with work and college classes to help prepare me.
- my plans are to be a nurse and yes they are because its building discipline
- Columbia university, Yes because they force you to apply to college
- Go to the NBA
- College
- College and yes
- My plans for after school are very logical. I feel like my school does help.. in a way kind of, like there very supportive and beneficial as far as talking to them but when its comes to my EDUCATION and other [kids'] EDUCATION I feel like it should be taken more seriously as far as are education rubric.
- college
- I really don't know
- To go to college and in some way
- After High school, I plan to attend college. I'm not sure what I want to major in yet, I just know for sure that I'm going. I feel as though my school is preparing me for college because of the multiple occasions that the counselors help me apply to colleges and find which career i think would be best for me.
- My plans after high school is to attend a four year college and I feel as though school is preparing me.
- My plans after high school is going to college. I feel like the school is kinda preparing me to meet my goals because It's just another way to help me get into college and get my medical degree or law degree.
- Go tot college, my school is preparing me , but sometimes i have to seek out help to get things done.
- I don't know
- college
- My plans after high school is going to college. Yes, I do feel as though my school is preparing me to meet my goals.
- To get a good paying job and take care of my child.
- My plans after school is to go to collage. and im preparing for my goal
- Going to college or going to a 6 month programs and no , I am going to have myself met my goal
- Yes
- Yes i feel like my school is preparing me to meet my goals because they are offering college programs and etc.
- No
- Ofc I'm going to go to college. And I think the school has prepared me to meet my goal.
- my plan is too get a job and start traveling the world
- my plans are to go to school or college after high school and my school is leading in the direction i want to go in except for the fact that we have to do 100 service hours.

What are your plans after high school? Do you feel as though your school is preparing you to meet your goals? Please explain. (N= 76)

- My plans are to get a job that's working on my career.
- after school i want to get a good job my school is help me with my goals
- after i graduate school i get a job
- I plan to got college and major computer science. I don't really depend on the school I self motivate to achieve my goals
- My plans after high is go to college and i feel like my school is preparing me by the way we learn in school
- Go to collage and barely
- i want to go to colledge Duke to be precise but the way my educational life is set up it is looking shaky for me.
- I want to go to the air force and become qa pilot.
- College, yes, we have test prep and career planners.
- i don't know
- To go to college, yea
- My plans after high school are to become an aerospace engineer. Yes I think my school is preparing me for this goal because I am in the engineering stem and I am learning a lot about aerospace and its requirements.
- I plan to go to college after high school and my school is providing resources for me to find and apply to colleges of my choice.
- I plan to attend college, then the fire academy to become a firefighter.
- I plan to go to college and pursue my dream as a graphic designer or an football player.
- i dont know
- After high school I would like to get a job and have my own money
- College , and yes my school is preparing me to meet my goals.
- My plans for the future is to attend the USAFA (United States Air Force Academy) and become a commissioned officer as an Aerospace Engineer. My school can prepare me for this career because it provides a strong engineering course that can give me a jump start to learning on this subject.
- going to culinary school
- My plans after high school is college. I feel the school don't help with trying to with college essays and process.
- My plans is to get a job and take a year away from school and then go to college. Yes
- To attend college, yes I feel that my school is preparing me for this.
- Yes my plans after high school is to be a mortician because that's a job ion would have for a very long time because someone die everyday
- I plan to work after high school. My school has not prepared me for after high school.
- I am going to college and I feel as though I should be prepared.
- Go to college and barley
- To go to college and major in architecture. Yes I do believe that my school is helping me pursue my goal because they continue to push my goal.
- work hard
- Fire fighter
- my plans after high school are to attend a four year institution. My school really shows that they care about us and our future and I believe that they will assure that we meet our goals.
- Going to school to start a career ,yes I do think my school is helping with my goals
- I am planing to go to college and study to be a pediatrics or neonatology
- idk yet
- After high school I plan on furthering my education i wish to attend Ohio State University and major in accounting but my plan B is pro ball.
- I want to attend Georgetown university and study pre-law and sociology, while having a concentration in history and literature, and want to become a lawyer and go on to law school to get my doctorates in immigration.
- im going to college. yeah, school fine.
- my plans after high school is to go to the collage i wanna go to and i feel is that dunbar is preparing me for that role for collage
- completar el grado ayudar con engles

What are your plans after high school? Do you feel as though your school is preparing you to meet your goals? Please explain. (N= 76)

- I plan on attending college and I think my school has prepared me for my next steps.
- After school i think i want to take up a trade and yes i think this school is helping me to meet my goal
- I want to do engineering, and stuff with computers so I guess it's preparing
- My goals atfer high school is to become a lawyer
- My plans are to go to college,Kinda because they give me more information about college.
- my plans after high school is to be a firefighter or a electrician. i feel like my school can help with the electrician part but not the firefighter part

Safe passage (getting to and from school safely) is an important issue for many students in D.C. Do you feel safe commuting to school? Please explain. (N=74)

- Yes
- yes
- Yes I feel safe
- Yes
- I do feel safe commuting to school because even though my mom drops me off at school and my dad picks me up, I have to take the bus sometimes and I feel safe when I take the bus because I always check my surroundings of where I am and where I am going to when I come to school and leave school.
- I feel safe getting to school because i feel ass though there are a lot of my peers that take the same passage as me.
- it is important because if a person doesn't feel safe going to school they might avoid going
- No, because there are sometimes predators on the bus or train
- Yes because school if for learning and if you dont feel safe at school then you dont learn
- The bus
- Yes I feel safe
- Well I feel like asking this question is like asking every young black teen, I feel safe but when catching public transportation you have to be very careful its very dangerous. Another thing I wanna touch up on is that we have a lot of sex-trafficking.
- yes i do
- Yes when i am with my friends
- Sometimes I feel safe because I know my way around D.C. However, sometimes I question my safety because of metro transit, they aren't always there to keep me safe. They often harass students no matter what school they go to.
- I feel safe because at NOMA train station there are multiple police cars there.
- Sometimes I feel safe because I'm always nervous and anxious about everything.
- Yes, Im safe going to school I just have to walk straight home
- Yes, because if students don't feel safe going to school they won't want to go to school
- Yes, I do feel safe commuting to school because I'm always with somebody and I take the metro bus.
- yes my mom takes me to school
- I feel safe because in the school that I got to the safe make us fell safe because the staff
- no
- Yes i feel safe commuting to school because i ride the train.
- Cool I be with people.
- You could never get to comfortable but i guess i feel safe.
- Yes I feel safe because God is always by my side.

Safe passage (getting to and from school) is an important issue for many students in D.C. Do you feel safe commuting to school? Please explain. (N=74)

- yes i feel safe commuting to school
- Yes I don't really worry for about my surroundings
- yes i feel in safe school
- No I don't Because the human trafficking and the gun violence
- i drive so the only safe passage is a parking spot for me to park, im tired of having perking tickets for parking in front of my school my financial life is not so impressive for me to keep paying parking tickets.
- I feel safe but not the other people who cathc the train.
- Yes, I am driven.
- Yea sometimes
- Yes because going home after practice I have been shot at and, harassed by transit officers.
- Yes I do, because I get dropped of by my parents.
- Sometimes because its issues around DC that affect safe traveling.
- Yes I feel safe.
- I feel safe commuting to school.
- yea cause i get dropped off
- I feel okay
- Yes because I live in the area.
- Yes because I gets a ride to school
- Yes.
- I feel safe but not everyone does
- No not really with all of this human trafficking
- Yes I feel safe at school.
- yes because i have no trouble
- Yes I bee with people
- yes, I do feel safe commuting to school
- Yes i feel safe around my school but im still not used to it.
- no most people know how to get to school
- yes i feel safe.
- I believe it is an extremely important issues student safety should be prioritize in the United States, we should be able to attend school safely and receive our education while going back to home to share it with the rest.
- i get driven in the morning and take bus to go home and i guess i feel safe.
- yes i feel safe because i know my wrong from right and i stay around a crowd that don't do no trouble
- me ciento seguro en la escuela
- Yes, I feel safe commuting to and from school.
- yes it is important because anything can happen on your way to school
- Yes, because I don't take the train and drive
- I guess
- IDK
- yes.

What types of programs would you like to see expanded at your school? (N=72)

- N/A
- sports
- Extra curricular activities
- i dont know
- Anything for boys and girls
- Sports
- better lunches
- Clubs
- Theatre P.E.
- Black empowerment
- A Modeling Team. A Basketball Team. A Football Team. Some Book Clubs. Clubs.
- Volleyball
- The Black Studies Academy is fairly recent, so I would like to see it expand over the years, as I believe it can be as successful as the Engineering Academy here at [at my school]
- nursing
- Like band, or or any specials to make the school stand out more.
- I would like you to expand the engineering program with more opportunities
- Trades
- pe class
- The types of programs that I would like to see expanded at your school are, different people coming to meet some students that maintain high grades, and college students coming to talk to people from time to time.
- basketball
- sports
- None
- extra credit programs
- literacy
- Furthering our futures
- A gym.
- driving permit program, more sports
- Programs that explore the world.
- idk
- black studies
- i would like my school ti reduce the hours of the classes and add other classes so that students can earn more credits
- The athletic and technology program
- I would like a better sports program. I don't play sports, but i still feel we should have them.
- Football,Cheerleading
- I would like to see more engineering programs.
- the JROTC program because its at very fun yet underrated in my school.
- The football program
- STEM Programs
- more clubs that students would be more interested in
- The engineering program can be further expanded with better technology to create state-of-the-art machines that can help us get into the new kinds of mechanics that engineers are using today.
- i dont know yet
- don't know

What types of programs would you like to see expanded at your school? (N=72)

- I don't know
- The sports program
- None
- I would like to see female basketball.
- I have no idea
- Not sure
- Drama club theater more sports
- none
- Pe or we need a gym
- school newspapers
- Career programs
- more sports and our own building
- more after school sports
- I would like to see so courses and classes given to students and sports team opportunities, as well as extracurricular activities such as student government bodies and student led groups within the school and have tutoring programs and opportunities that other school receives through budgeting.
- i dont really care.
- collage talk classes and men and boys
- un programa de engles
- A school newspaper to voice student opinions more
- english
- Physical education
- Drama
- Dance
- after high school programs

Appendix B

Teacher Responses

How can the Ward 5 community better support you as a teacher? (N=41)

- Visit the school more throughout the school day and all caveats of the academic and extracurricular program to get a truly uncontaminated snapshot of the school climate and culture.
- Increased pay, keeping parents out of classrooms on a regular basis (more importantly- at the start of a new year)
- Support us on our push to improve School Building/Facilities
- local partnerships and assistance with local field trips
- Access to adequate technology
- Petition for more money per pupil enrolled
- more staff at my school
- Create work programs, classes and training for people's growth in position or advancement.
- More funding for school for more staff/adults/student supports
- Read Above
- Not sure
- Bring in job opportunities for students after school
- Speak up for inequality within school system
- More resources (money and people) for our teachers
- Advocate the city government
- I am satisfied
- Make more funds available for staff
- Have community meetings with the schools, because the community does not give our students a chance to be welcomed members of the community.
- I would appreciate having petri dishes with agar and sterile swabs and other hands on scientific kits. Last year my students and I, studied the 3 types of bacteria and we studied viruses. We conducted sample testing around our school for bacteria and grew bacteria in petri dishes with agar. I purchased a state of the art Microscope so that they could view slides. We created models of viruses using styrofoam balls and stick pins, along with paint. I purchased these items. I also purchased lab coats when I had 7 students. I now have 10 students and would appreciate getting 3 more lab coats, paint, and 3 aprons for painting. Once they created their research and virus models, they went door to door presenting their findings about Flu Viruses to their fellow students - both lower school, and middle school.
- Neighborhood support
- Support kids with ELL in French
- Security around the building, improvements in building structure
- Identify possible funding sources for teacher projects
- Providing on-campus/nearby activities for our kids after school that may include food for students who cannot directly go home. This would help me to not worry about certain students. Additionally, providing parking for teachers and staff on campus would be a big help!
- Ways to get more technology in schools - whether it be information for how to apply for technology grants, access to businesses or individuals who are donating gently used technology, or funding opportunities. Also, more quality books (with teacher input) or access to partnerships with for-profit businesses in the area who are willing to donate for quality books.
- Help change DCMR
- Provide more supplies and resources to help the families and students in the community

How can the Ward 5 community better support you as a teacher? (N=41)

- Community engagement with the school and teachers.
- Pay teachers more.
- Help with partnering with local community resources and increasing parent engagement
- I'm not sure how Ward 5 in particular could support us. I'm sure there are many creative ideas that can support teachers and their initiatives, but these are pretty specific, and I can't think of anything programmatic that would apply generally.
- Stop putting all responsibility on teachers. We are exhausted from supporting multiple students with trauma every single day. We need to address mental health, daily violence, and the fact that students enter our school several years behind emotionally and academically.
- Continue to push for charter school budget transparency!
- Field Trips and Community Experiences
- Ward 5 community can better support teachers by making available mentors for our students
- Rallying for better pay and better support for teachers in terms of planning, transparency in pay wages/gaps between public charter schools/public schools, offering and better preparing community members to teach in the schools in neighborhoods that they grew up in
- Become involved
- Provide a list of free opportunities for students and teachers in the ward and city, help with acquiring buses for field trips, give these school more resource, lower the student to teacher ratio so we can better students needs. Give students a opportunity to meet and talk with the ward rep., the mayor and others
- Community support for families, who may be experiencing difficulties due to unemployment and other issues and support for their students; mental health support for students; mentoring programs that provide job readiness skills.
- Be engaged.

What support or resources do you need more of in order to do your job to the best of your abilities? (N=41)

- Less logistical hiccups as it pertains to day-to-day operational needs (i.e. student technology) and more time and training on the platforms that we are required to navigate ahead of the time that we have to navigate them.
- More workshops/PD related to teaching in a diverse community, teaching children who have experienced trauma, and how to challenge/push the higher bracket of students
- Better school and rec facility for our staff and students
- more instructional supports through coaching/observations/PD, more planning time, responsiveness and empowerment from school leadership, better compensation/benefits
- technology
- Higher pay SPED departmental support

What support or resources do you need more of in order to do your job to the best of your abilities? (N=41)

- I think I have them.
- more staff (special education teacher, ELL teacher, teacher vacancies filled)
- more people (SPED teachers, counselors, advocates, general ed teachers, subs, etc)
- Read Above
- The kids need more therapy opptys
- updated computers
- Believe you are valued by the system
- Full time mental health team, Librarian, Spanish teacher, STEM coordinator, Computer Tech, new computers and devices for all the kids and school and much more
- classroom space, planning time, increased salary, better support staff.
- Financial support
- Consistent and quality aides in the classroom that are trained for autism specifically.
- I currently have ample resources to complete the needs of my job effectively.
- Besides lab coats, petri dishes, and science kits, I would like for someone from the DC Vocational Rehabilitation Services to come and speak to our students and help them get information concerning internships and other job opportunities and not just our SPED kids alone, but all of our students in grades 7th and 8th.
- Materials to teach target language (French)
- Security around the building, improvements in building structure
- Resource list for ward 5
- An assistant / teacher's aide to help with class prep and administrative duties, and also for pull-out groups for students with special needs (specifically literacy tutoring)
- Support in connecting our families to outside therapy or counseling.
- Time
- More community partnerships
- People. We need people with resources and talents to care for the needs in the community so that we (teachers) can actually teach.
- Materials and supports with community engagement
- Leadership that's open to feedback and willing to show vulnerability through honesty.
- There are no funds for student and staff activities, incentives, or intervention
- We drastically need more space--our classrooms are cramped and tiny, which makes teaching challenging in many ways. We could also use better connections to the francophone and hispanophone communities as they stand in the ward and DC in general.
- Mental health supports; remediation for students with deficits
- More professional development opportunities specific to the types of disabilities present in our school population (Autism Spectrum Disorder, ADHD)
- Classroom supplies for SpEd and grade level
- Several support and resources are needed but at present more technology is needed to support our students
- Better pay, more hours to plan, more support from the leadership teams (observations, feedback from observations, being more hands on in the classroom besides observing)
- Physical and hands on
- 30 laptop computers for the classroom, a printer and a copier (all of this things create many challenges for my school)
- Technology to prepare students for 21st Century and training on how to use technology; funding for social events to support homecoming activities that would make students interested in being in school.
- N/A

Is there anything you would like to tell us that was not covered in the previous questions? (N=25)

- No
- N/A
- Not at this time.
- I would love to have activists and political figures visit classes and offer workshops
- Lack of staff to better support for students.
- We are very proud of our school.
- even volunteers would be appreciated
- Chancellor has not visited my school as yet.
- no
- Having paraprofessionals do the work of teachers and not being paid accordingly
- One need that I have been contemplating are the future job needs for our SPED transitioning students. I worry about the lack of opportunities available to them when they transition out of high school. I have seen and have heard of so many SPED students experiencing hardships and homelessness. It's scary.
- Salary
- [My school] is an amazing school filled with dedicated educators and the community is a wonderful place of hardworking parents and children. I love it here.
- [My school] is getting better in my opinion [...]
- I think that's it. The 2-way immersion thing would make a big difference to our school, but we can't put it into place without a legislative change or exemption. DCPS is not bound by the same laws and offers native target language enrollment preferences and even requires students to pass language proficiency tests after a certain age--for example at Oyster-Adams (as do all of the immersion programs in Montgomery and Fairfax counties--and i think P.G. as well).
- We welcome your help
- I am concerned that [my school's] continued Tier 1 performance masks some systemic and school culture issues that have a detrimental effect on our students. Because these issues have gone unaddressed, the burden falls on teachers to make up the slack. Transparency is important in resolving these issues as well as a more authentic system for accountability. I would be happy to address these issue more specifically outside of the survey.
- How can your school be more visible in the community
- There is a disparity in the way students of color are treated and educated, which I have seen in my 9 years of educational experience. There needs to be changes made across the board in DC to better service students of color in educational settings.
- When are we going to truthfully address the unrealistic, unmanagable workload that teachers are faced with from year to year. Teachers being given too many preps, responsibilities and students is a set up for failure. It is extremely time consuming having to engage in the level of planning that is required for teachers to be deemed effective. However, we are not given the time to complete the demands of administrators. We as teachers who want to give our best to our students and schools are working day and night; oftentimes neglecting our own families'and lives!. Teaching is no longer a sustainable profession...which is just WRONG and UNFAIR for all parties involved!
- Thank you for taking into consideration, the teacher's voice in your community.

Appendix C

Parent Responses

Do you feel you are able to enroll your child in the school of your choice? Please explain. (N=102)

- Although we were first placed on the waitlist, we were able to enroll in Langdon's Montessori program.
- Oldest child got into Yu Ying the year it opened, the other 2 got sibling preference; all were able to move to DCI because of feeder rights
- I'm not sure I understand the question. What does "school of my choice" really mean? We feel fortunate that we were able to enroll at Inspired Teaching, but understand that that was by luck. However, we felt confident that our child would be successful and happy no matter which school she attended
- The lottery prevents totally free choice, but that's understandable
- Due to the sibling rule my kids were able to attend the same school
- Two Rivers wasn't our first choice for our older child, but we've liked it & haven't wanted to switch. When it came time to enroll our 2nd child, it was our first choice.
- When choosing schools in the lottery, I am only going to choose schools in my neighborhood or that are convenient on my route to work. we did the lottery for three years and did not get into a top choice (note: except for this year when we got a spot in late August, which was too late for us to switch). I think a lottery system is probably the most fair way to do it. But, preference should be given to in-bound parents.
- We got lucky via the lottery
- Was looking for a high quality in boundary PS or a charter with language immersion.
- Wasn't my first choice, or first try, but happy now!
- Lucky in lottery - Yu Ying to Latin
- The closest school to our home is a charter. Without location preference, we will likely (90% per 2019 lottery) not get in and end up driving across the city or moving.
- We really wanted a language immersion school, but these are highly sought after. We were wait listed for all of our top choices, but at least we got a spot in our in boundary school.
- This is a tricky question, because if I could've chosen from ALL the schools this year, Langley would've been my 3rd or 4th pick. Initially, for PK3, it was our last choice on our lottery list. But we're very happy with Langley, our son is doing well, and we have a wonderful, supportive community of parents, administrators and teachers. We still are not happy with the overall performance of the school, but there are clear signs that it is improving and that resources are being provided by the city and outside groups to help.
- Lottery and poor options in the word
- Because each school has a zone for their neighborhood for their child to attend. It would be great if I could enroll my child in a school of my choice.
- We would love to have our daughter go to school close to home that offers the bilingual program. I would love if our neighborhood school would incorporate dual language.
- I'd love to have my children in a school in our neighborhood, except the schools aren't suitable.
- Waiting list in the lottery
- We want to strengthen our public neighborhood school and are investing our time and energy there
- The lottery is only driven by luck! We got lucky. But that's not choice.
- But it was with difficulty. Didn't get in initially due to lottery process.
- While we are not able to pick an exact school, I feel like the lottery provided us with the ability to select schools that felt like a good fit for our student and our lives (commuting, access to before/after care, etc).

Do you feel you are able to enroll your child in the school of your choice? Please explain. (N=102)

- The wait lists are way too long on the school(s) we are more interested in having our child attend
- Now I do. But I felt extremely lucky when we were able to lottery into Two Rivers 4 years ago.
- I sent my child to private school for most of her education.
- We were lucky w/ the lottery and got 1st choice school. Also is walking distance from home.
- Sort of... We did the lottery and ultimately got into our top choice school, but I recognize that some families do not get their top choice.
- Registering/enrolling her in school was pretty easy with the DC lottery and the school she is in was my first choice.
- Matched at our #1 ranked school
- We won the lottery!
- My child was not selected to attend any of the top choices I selected in the lottery. [Elementary school] was my 11th ranked school.
- Yes, but only because we got "lucky" in the lottery.
- We have a 4 kids so the lottery eventually worked to our advantage though for a number of years we were disappointed with our school options
- If you live outside a specific ward you can't without applying through the lottery.
- I feel like parents have options to put them in any school they choose but with all the "good schools" have major wait list that it discouraging at times.
- We feel very lucky to have gotten our 1st child admitted to Stokes through lottery
- We got our first choice in lottery
- My child was waitlisted at all three middle schools we applied for via lottery.
- I used the lottery system and was able to get into one of my top 5 schools.
- if my child did not get sibling preference he would have to go to langdon
- I would have picked a different middle school, one closer to home, but we didn't get a space in the lottery.
- While we're satisfied at JBES, we did enter the lottery to see if we'd have other choices. Both sons were waitlisted for all the schools on our list.
- Last year we were at Friendship Armstrong, which we liked very much. But we reapplied to the lottery and got into Mundo Verde, so we jumped on the opportunity to get a bilingual education.
- Lottery, waitlists, location
- Wanted to enroll in dual language, but did not lottery in to a dual language school.
- We attend the school we would most like to attend in the city.
- There are no good public schools in ward 5 and the lottery system is a major challenge with parents competing for limited spaces in good school. DC isn't equipped to accommodate their growing student population.
- We lucked up with a great neighborhood school (Seaton).... MIDDLE school, however, is an entirely different animal. Demand FAR exceeds supply of good public/charter middle schools that we qualify for.
- I was lucky to win the lottery
- Wanted to be at Stokes Brookland
- Yes, even though it took time to get off the waitlist.
- She got the charter we wanted b/c it was fed by elementary (LAMB) and continues through high school.
- My 14 year old is a freshman at George Washington University and used to attend School Without Walls. My 13 year old is currently a 9th grader at School Without Walls. I am pleased that they both have and had the opportunity to attend School Without Walls
- I am EXTREMELY concerned about middle school. There are no high, or even well performing middle schools in Ward 5. My right to attend school[...] has 2 stars and a 26.23 rating and [middle school] has 1 star and an 18.56 rating. I went in the lottery this year for Washington Latin and was number #378 on the waitlist. I don't even really believe in charter schools, but I have no viable options in Ward 5 for middle school for my son.

Do you feel you are able to enroll your child in the school of your choice? Please explain. (N=102)

- I didn't get into my first choice school
- The demand is the issue
- I put DC Bilingual first on my lottery list and the children were offered spots. This past year I put different schools and was eventually they were offered spots at our first choice. We declined the spots and stayed at DCB.
- This is our school choice - lucky to have won lottery years ago
- Lottery based
- He applied to specialized schools across the district because of his interest in STEM. Fortunately he had the grades, completed the application process, and made the cut to get into one of the schools of his choice.
- Since Walls is a highly selective magnet school it's more difficult to get accepted, especially for siblings. This awesome school needs to be replicated - there should be a dual-credit HS (like Bard) in every ward!
- My choice was Two Rivers at Young and we got in via the lottery.
- We have only explored the charter option since PS - I don't have any experience with enrolling at any other school
- I work with parents and families to complete the lottery form because I am a foster parent and do not directly have parental rights. In my three experiences, the parents were not able to engage with the form because they had limited access to technology or found it inaccessible/confusing. Even with our offered support and guidance, the forms were not filled out in a way that reflected the child's preference and/or both parents' preferences. For example, the parents of one of my sons had different opinions of which schools to include on the lottery form. After one parent completed it, the other was frustrated that their opinion did not count. For both of my sons currently in high school, their preferences were not included in the form their parents completed on their behalf as well. One of my sons wrote three essays that were never even submitted in the application because of communication barriers. It is complicated and, in my experience, only benefits traditional families with the ability to access resources (like internet), use data to make an informed decision, and make decisions centrally (e.g. separated parents may disagree about choices on the form).
- This was our number one choice that we did not get for pre-k 3 but did get for pre-k 4
- We went to our neighborhood school when we lived in Ward 6. We got into Young as our second choice in the lottery.
- It was all about the lottery
- Information not readily available. Must know where to look in order to get it.
- The lottery does not give you control to decide. You either get lucky and get your top choice or you don't get your choice.
- My kids are in HS and the quality HS (STEM) in Ward 5 is acceptance based only. Not enough choice for quality HS in Ward 5.
- I only look for Tier 1 School and select these schools early during the enrollment process, to ensure my children get the schools that best fit their needs.
- Yes, Hill [elementary school] was among our top lottery choices.
- It all depends on the lottery results and not on my choice.
- It was late in the process but Mundo Verde was our top choice in the lottery.
- There are few high school options in the charter arena and the high schools in DC are too large and have too many social issues.
- Sort of--got decent lottery # so eventually (6 weeks in) got into a preferred school but in general do not feel that the lottery allows this consistently for parents
- First time we applied 3 years ago we were matched with two of the 12 schools we listed and this year we were matched with five schools of our top choices.

Do you feel you are able to enroll your child in the school of your choice? Please explain. (N=102)

- The lottery is too competitive and I feel like I was BLESSED to get into friendship.
- chancellor (and demographic change) came rolling through in 2007, decreasing viable DCPS options for our family, decimating morale at our DCPS, and wreaking havoc on curriculum and instruction. We couldn't take it any longer and felt we had to go to charter until kids hit HS. Our choice would have been to stay in DCPS K-12.
- I was able to lottery into my first choice school
- We received our top choice in the lottery process.
- My neighborhood school had too long of a wait list
- It seems as if all the schools my child wanted to attend we selective high school or application base
- The schools I want to enroll in are not in my ward.
- My first choice schools are charter or city-wide programs which have waitlists. So although I would like right now to switch my 1st grader's school, I cannot because there are other kids on the waitlist ahead of mine.
- Kind of. We enrolled later, so she was on the bottom of the wait list.
- matched with 4th choice in lottery
- We ended up at our in-boundary school, because of a low lottery number. Luckily for us, it's worked out well.
- It was our top choice on the lottery.
- Lottery was difficult.
- I have not gotten my daughter into my top lottery choices.
- We were lucky to get a spot in the lottery.
- 2 teachers in every grade, small school size, much more recess and movement time than our prior dcps, Good academics, good SPED team, seems to be well founded

What were some of the reasons you chose your school? What were some of the most important factors in your decision? (N=118)

- Ranking in Academics
- Proximity to younger child's daycare, easy commute when driving
- Proximity to home, aftercare, evidence of good pto and community engagement, principal very positive in early open house.
- Language immersion, close to home, clean and renovated facilities
- Subject material (dual language program, focus on building sustainable communities, etc)
- My kids went to EW Stokes. We were interested in a 2nd language. We did not get into Lamb or the three other non-language elementaries we applied to. I went to [elementary school] and was appalled how teachers + aides spoke to the pre-K kids.
- Bilingual and not too far from our house
- Strong academics and arts
- Performance: Good test scores can be an indication that a school is doing a very good job of educating it's students. Diversity: There are clearly significant benefits associated with diversity in education. They work better in a diverse enviroment. Location: It was a major factor in choosing schools.
- Curriculum content and student development.
- our charter school has a strong, demonstrated commitment to improving teaching in DCPS and training teachers to serve in DCPS (or other public schools)
- Language Immersion. Not far from home and ability to commute to work without to major of an adjustment.
- Location, Teaching philosophy and recomendation of friends with children at the school.
- Language Immersion, proximity to home
- Last result

What were some of the reasons you chose your school? What were some of the most important factors in your decision? (N=118)

- Bilingual
- Community school. Distance from home.
- Proximity to home, growth scores, CLASS scores, Montessori program, teachers and leadership of color, aftercare option, and long-term teachers.
- liked the bilingual model, specifically like Chinese, like the IB Program, liked that it was a nice facility (though the first years were tough - DC really hates to follow the law and share resources with the almost 50% of students who attend charters; shame on them!); did NOT like our local DCPS options - might have had to move had we not been lucky
- Commute, teaching style, facilities, diversity of students and teachers
- Proximity to home, nice facilities, good ECE teachers, improving PARCC scores
- My Father went to the school
- Close, good scores, presented well during school tour
- High quality bilingual education; path to a good middle/HS option
- Their use of supports and strategies typically used for only SPED/IEP students being used in the regular classroom. Their inclusiveness of all types of students. Not teaching to the PARCC exams - caring about social-emotional learning.
- We didn't really have a choice. Our first two years we didn't get in anywhere except our public school, which we did not feel was a good option at the time. I really wish more could be done to enhance the quality of [elementary school]. I understand it is a double edge sword. We need more parents to go there to get more funds and parents aren't willing to go there because they do not see enough being done.
- Language Immersion, excellent Head of school [Ms Maquita]
- Lottery results was the reason we chose our school. Important factors were diversity, curriculum, results, community involvement, proximity, language, arts and science exposure and facilities (playground, etc).
- Social-emotional curriculum and expeditionary learning model
- Philosophy, reputation, diversity, location.
- Small class size, classical curriculum
- language immersion and IB
- We got into our in boundary school and were wait listed at all of other choices.
- culture, social/emotional learning, conscious discipline, community, and proximity. Also proven high quality education and improved performance in ECE.
- Curriculum, school culture, experience, proximity to home
- My older kids attended and graduated from her school and they had a lot of programs for the kids.
- We chose to look into these priorities in order 1) Bilingual 2) Diverse school 3) montessori 4) Test scores that had a greater percentage of students with average to exceeding than failing test scores.
- My older son got Into Two Rivers when we lived in NoMA. We live in Woodridge now and my son hasn't won the lottery for any other schools. We pay extremely high taxes to not have proper options for school. I watch and know of MANY students that live in MD, which makes it close to a miracle for DC kids to have space for their education.
- Neighborhood
- Stem and word of mouth
- Great principal, great teachers, great facility
- Proximity to our house, quality of instruction, foreign language offerings
- Location was a factor and the ease of commuting to and from school from out home. We did a lot of school visits and that was really influential to me - getting a feel for the school, the school culture, meeting administrators and teachers. I wasn't able to visit our local DCPS school and I didn't feel as confident about ranking it as I did the other schools.

What were some of the reasons you chose your school? What were some of the most important factors in your decision? (N=118)

- It was our in-bound school at the time and the only spot we got during the lottery for PK3
- Emphasis on the whole child (social-emotional and academics both matter), location, academic reputation, caring atmosphere
- As a DCPS graduate, I was well aware of the many persistent shortcomings of DCPS. Before the Mayoral takeover, DCPS facilities were in horrible shape from neglect and textbooks never arrived on time. Since then, these basic problems have been corrected, but our children's ability to excel has stalled. Some of it can be attributed to the prior School Board becoming a political stepping-stone to the DC Council, and some of it to parental apathy. However, I was interested in providing my daughter with the best education available, and sadly, [junior high school] wasn't it. Surprisingly, my daughter was challenged during the one year she spent at Paul Public Charter School! My biggest issue with DCPS is that its values are inverted. We have programs and extra funding for every social ill, but we neglect those children who excel in spite of, and not because of, DCPS. The recent saga of the Banneker High School relocation proves my point. This school had been bursting at the seams for years, yet it was one of the last to have its issues addressed. And only one DC Council vote assured Banneker's future in the Shaw neighborhood. This is proof to me that DCPS has misplaced priorities. We should first support the better schools and then work our way downward - not the reverse!
- Spanish immersion (I speak Spanish), good reputation, environmental focus, location (6 blocks away).
- Language immersion, proximity to our house, school performance
- Very easy commute, safety, family oriented, send even preK children with homework.
- Distance/location, reputation, dual language program, facility
- Diversity, holistic approach, commitment to critical thinking
- Language immersion, diversity
- Diversity of races in students and staff, educational philosophy presented at open houses and online, parent engagement, recommendation of neighbors who are current parents, test scores, convenience of location, appearance of school and property (especially large green space and playground)
- Location, Montessori, good reviews of other parents
- We enrolled our, 3 year old at that time, in the Thurgood Marshall school, but it was closed that same year. We then utilized the lottery, came up on this list, and then enrolled our 3 year old at School Without Walls at Francis-Steven's.
- This school is my boundary school . He is on the waitlist for another school
- Foreign language, philosophy of school, location
- Language immersion in Mandarin
- IB, bilingual, good academics, nearby
- Sibling attends Burke
- Goal was bi-lingual education, well performing school, and a diverse school population. I got all of those things.
- language immersion ib school more opportunity educational support
- The elementary school my child attended fed into the middle school she is attending. In addition we didn't get a space at a "good" school any closer. [My neighborhood middle school] is not a good fit for my children. It has too many students and their behavior or academics aren't managed well. We would have preferred a smaller middle school if that were possible.
- Location. Experienced teaching staff. Community members commitment to the school. Presence of Black male teachers.
- Bilingual; very good reputation.

What were some of the reasons you chose your school? What were some of the most important factors in your decision? (N=118)

- The original two rivers had a great reputation and a ridiculous waitlist so we jumped at the chance to be part of the new campus and luckily had a low waitlist number
- We choose our school because it was the closest school to our home And offered pre k 3.
- Bilingual, Montessori, decently high performance metrics
- Location and What I believed as a quality education.
- Orderly/great student management. Increasing PARCC scores. VERY diverse.
- Philosophy, achievement,
- Dual language, culture, academics, location, diversity
- School rating, reputation, immersion program, proximity to home
- Spanish immersion. Honestly, no way she was going to [my neighborhood schools]
- The Academic performance of the school. The national ranking of the school. The opportunity to finish high school after 10th grade and be fully enrolled at George Washington University.
- Program and curriculum and positive reviews of the school.
- Location- bilingual
- I chose Burroughs based on a recommendation of a friend, the STEM curriculum and the phenomenal leadership of then Principal, Aqueelah James.
- PARCC scores, star ratings, proximity to home, recommendations
- Programming
- Spanish-English curriculum , focus on the arts, location
- Community focused; creative teaching methods; great teachers
- Location, academic reputation
- See above.
- International travel; number of available AP & honors classes; variety of languages offered; STEM programming; GWU Early College Program; national ranking
- Language immersion; racial diversity of the student and staff population
- Location, school reputation, knowing they are at a caring school and are getting a great education.
- School rating and teaching methods. It was one of the most sought after schools
- The school seemed to be high performing with a college prep focus
- The curriculum and community
- Social emotional and expedientary learning. Word of mouth experiences and professional interactions with Two Rivers leadership.
- Proximity to home. Montessori program.
- Clean, close to work, great curriculum, friendly competent staff
- Bilingual and committed to social justice in my community
- It was easier to keep them where I knew the curriculum, structure and supports available. Not many HS options in the district.
- Safety and Location is the highest factors, but Tier ranking and curriculum are important as well.
- Diversity and standardized test scores
- The most important factor was academic standing. The first choice in the area was Washington Latin PCS due to their rigorous academic program. My son was placed on the wait list and we eventually registered at Ida B Wells.
- Proximity, emphasis on play, reputation
- Our daughter has been interested in attending Duke Ellington and pursuing a focus in the vocal arts since elementary school. Meeting with the academic teachers was important to confirm what classes would be offered and what the learning environment would be. We were completely satisfied and encouraged by the teachers and staff that we spoke with. teachers to serve in DCPS (or other public schools)

Are there changes you would like made to DC's school report card (or STAR Framework)? If so, please list them below. (N=43)

- No
- Not sure if this is already the case - deduct points if there is more than a 20 point gap between any particular student group score.
- N/A
- I don't even know the STAR rating for [my child's school], but I do know that those sort of designations matter to the people who work there. I'm not convinced another grading rubric or form adds anything to the quality of the school. It runs the real risk of distracting people from things that matter - like educating students.
- Not sure if it's already included, but some measure of racial or socioeconomic disparities in PARCC scores, i.e., giving more credit to schools that are reducing racial/socioeconomic disparities or improving PARCC scores for non-white kids and/or low-income kids
- Does it include college persistence/graduation?
- Our in boundary school received 2 stars, but up until 3 years ago it did not have a math curriculum and the students were reading at least 2 grade levels below where they were. I don't understand how the city can have such divergent achieving schools in the same system. A school with such a high percentage of at -risk students should be getting more money and more resources.
- I don't have enough information on it, other than that it felt a bit arbitrary and vague. I wonder if there were separate report cards for the ECE, lower grades (K -2), and upper grades (3 - 5) that could help provide some granularity and encourage families to try out schools that my have weaker upper grade performance (which would lead to more families trying out and then helping to improve their local schools)
- Get all the schools up to par PERIOD. Changes in ranking that still show tons of failing schools is meaningless. All my life DC schools have been horrible for the most part. This is racial discrimination nothing more!! Educate our kids and make it reasonable for them to attend their neighborhood school!
- Yes. I would like them to grade.
- The star rating does not explain the meaning very well on how the school scored and why.
- YES - social economic and racial bias against public schools who tend to have more homeless families
- Maybe sub-star ratings for the different groupings of indicators. There's a report, but I remember it feeling difficult to find. I also felt like there was a lot of data there, but it wasn't easy/fast to pull out and/or compare indicators I cared about more than the academic stuff.
- Parent scores that reflect the true feelings of how that school is doing
- I have no comment since, I have not been involved with DCPS in over 25 years.
- It's awful to do the lottery. Inevitably, many children end up in bad schools. Unfair that only some parents get good schools.
- Haven't received school report card yet for '19-'20 sy.
- I don't know much about this system
- No familiar with rating
- Yes, more info on economic diversity
- Add more health information such as vaccination rates of the school community.
- I would like more diversity
- diversity in staff and what their make up is, teacher retention rates, discipline data - how many/often are there issues.
- I don't have enough knowledge regarding.
- Yes, have emphasis on what programs, activities, trips, and resources the school has available for the student and their family.
- The star rating wasn't around when we started at Burroughs. I pay a lot of attention to the star ratings as I am looking at middle schools now.

Are there changes you would like made to DC's school report card (or STAR Framework)? If so, please list them below. (N=43)

- It's a new rating system. I'll wait and see
- I believe the school report card reflects systemic factors and will lead to further gaps in funding.
- I don't know it well enough to provide suggestions.
- Not sure
- Needs more explanation of how they received the stars and more curriculum description is needed
- A break down, of what factors give the ratings.
- I am not familiar enough w/ the report card to comment.
- None.
- no one in this house will be using any school report card. what on earth
- Value play time and positive adult interactions more for preschool and K.
- Look at overall teacher to student ratio
- More categories to rank.
- I don't know enough about it to say.
- I don't even know what a STAR rating is.