



## Cardozo Feeder Pattern – Seaton ES & Cleveland ES Meetings: Group Discussion Summary

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### Reviewing the list of criteria and considerations, which stands out to you as the highest priority?

To decide whether or not to open a new middle school, DCPS developed the following draft list of criteria and considerations that focus on key themes of programming, facilities, resources, and demand.

- ❖ Through in-boundary participation, feeder school capture, and out-of-boundary seats, there is sufficient potential enrollment and demand across grades 6<sup>th</sup>-8<sup>th</sup>.
- ❖ Projected student enrollment aligns to the budget needed for adequate staffing and resources to support robust programming for both middle school and high school levels
- ❖ Equitable and efficient use of city resources
- ❖ Opportunity to strengthen DCPS feeder pathways
- ❖ Available site/building has core middle school program spaces and sufficient capacity for projected enrollment

By far, the criterion most groups prioritized was the opportunity to strengthen DCPS feeder pathways. After this, the next most frequently highlighted criterion was available facilities, with a specific emphasis in participant comments on proximity.

Below are a few key takeaways from the small groups in these areas:

- ❖ Opportunity to strengthen DCPS feeder pathways
  - ❖ DCPS should focus on improving the middle and high school grades experience in the feeder pattern
  - ❖ DCPS can increase feeder pattern participation by improving current secondary school options; demand is high but participation is low because of the lack of high quality secondary school options
- ❖ Available site/building has core middle school program spaces and sufficient capacity for projected enrollment
- ❖ DCPS should consider locations that are suitable, convenient and walkable

**What criteria is missing from this list?**

Feeder Pattern Quality	Charter School Capture	Location and Walking Distance	Commitment to MS Vision
<ul style="list-style-type: none"> <li>• Opportunities for greater academic and school program quality</li> <li>• Potential to improve feeder pattern alignment and program options</li> <li>• Strategies to address the needs of high at-risk and low-SES populations</li> <li>• Impact of 6-12 model on HS quality, family demand.</li> <li>• Improvement plan for Cardozo EC</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting for charter school closures when modeling enrollment projections</li> <li>• Enrollment projections should account for return of families to DCPS from the charter and private school sectors if current MS and HS options in the Cardozo feeder pattern improve</li> </ul>	<ul style="list-style-type: none"> <li>• Consider walking distance and a central location when considering a site location</li> </ul>	<ul style="list-style-type: none"> <li>• Families want DCPS to consider past commitments to open a MS</li> <li>• Need integrity and transparency in understanding how criteria will be applied and how decision will be made.</li> <li>• School is an opportunity to build on a vision for excellent MS.</li> </ul>

**What does DCPS need to do in order for you to commit to attending middle school in the Cardozo feeder pattern?**

Improving Cardozo EC HS grades	Quality Middle Grades Experience	School Location & Site Options
<ul style="list-style-type: none"> <li>• Improve the high school grades at Cardozo EC</li> <li>• Separate the middle grades from Cardozo EC</li> <li>• Provide concrete plans for high school improvement</li> <li>• A high-quality HS experience is just as important as a high-quality MS experience for families</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a robust middle school curriculum that can serve all students at the level that they need</li> <li>• Implement a full suite of programming including arts, world languages, dual language, music, sports and clubs</li> <li>• Open a middle school program that can excite families from all backgrounds</li> <li>• Develop a strong school culture where students and adults have positive interactions with each other</li> <li>• Hire bilingual school staff members</li> </ul>	<ul style="list-style-type: none"> <li>• Decide on a middle school site location in the Shaw neighborhood</li> <li>• If middle and high school grades are located on the same site, then the MS and HS should have their own principals; MS and HS should be separated/have their own spaces</li> <li>• Open a middle school as recommended in the 2014 student assignment and boundary plan/when Shaw MS @ Garnet-Patterson closed after SY12-13</li> </ul>