
Shopping for Public Schools in the District of Columbia

A public opinion research report about what D.C. parents and guardians look for when selecting their children's schools

Conducted by Belden Russonello Strategists, LLC, for the Office of the District of Columbia Auditor

July 10, 2018





July 10, 2018
The Hon. Phil Mendelson
Chairman
Council of the District of Columbia
1350 Pennsylvania Avenue N.W.
Washington, DC 20004

Dear Chairman Mendelson and Councilmembers:

The Council requested and provided funding to the Office of the D.C. Auditor for an audit of enrollment in District of Columbia public schools, including projections of enrollment in five and 10 years, and a model for projecting enrollment over time.

That project is underway with a final report anticipated by the end of the fiscal year. To assist in understanding some of the factors that go into decisions on enrollment in our public education system, ODCA contracted with a D.C. survey research firm, Belden Russonello Strategists, LLC, to survey parents and guardians of school-aged children.

I am pleased to present that report. It includes the survey research team's evaluation and summary of the responses from 600 parents and guardians, plus appendices that include methodology, the survey instrument, and the "cross-tabs" for a deeper review of responses by subgroups of participants.

These data will also be used in the larger enrollment project, have been made available to the Deputy Mayor for Education and the team developing a new Master Facilities Plan, and will be available on the ODCA website, www.dcauditor.org.

Sincerely yours,

A handwritten signature in blue ink that reads "Kathleen Patterson". The signature is written in a cursive, flowing style.

Kathleen Patterson
District of Columbia Auditor

cc: D.C. Councilmembers

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ON THE COVER: D.C. Public Schools

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- b) Brookland Middle School, Ward 5
- c) Bancroft Elementary School, Ward 1
- d) Eastern High School, Ward 6
- e) Beers Elementary School, Ward 7
- f) Moten Elementary School, Ward 8
- g) Barnard Elementary School, Ward 4
- h) Deal Middle School, Ward 3



Opinion Research
Strategic Communication

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**A public opinion research report about what
D.C. parents and guardians
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**Conducted by Belden Russonello Strategists, LLC,
for the Office of the District of Columbia Auditor, June 2018**

Introduction

The Auditor of the District of Columbia has commissioned an audit to help the District’s public school system plan for future enrollment. As one part of that research, **Belden Russonello Strategists, LLC** was asked to conduct the public opinion survey reported here, among parents and guardians of the city’s school-aged children, to determine what influences their decisions when selecting a school.

While some Washingtonians who are adults today attended private and parochial schools, for many their school was a local public school from kindergarten or first grade to senior year—a school they attended with neighboring children and teens. In the District of Columbia today, the picture is far more complex, as parents and students have many options when considering where to attend school. Indeed, nearly half our students in public school are enrolled in charter schools. Others leave their homes to travel out of their neighborhoods to public or private schools they prefer. Understanding what matters to parents and students as they navigate the D.C. system can help planning for the future.

This public opinion research, a quantitative survey of 600 parents and guardians of children in PK4 to 11th grade, looks at how families see the existing system and options. While the respondents in both phases were adults, we targeted the research to understanding the decisions and actions impacting individual students, thus the survey data are weighted to reflect the distribution of students in levels and types of schools, including traditional neighborhood, charter, private and parochial, and other types of schools. The sample used for this study is mix mode, using landline and mobile telephone lists and online panels. Interviews were conducted in English and Spanish in April and early May 2018. A full methodological description is in Appendix A.

The report includes key findings and detailed analysis pulling in differences among subgroups and is illustrated with graphs based on the survey data. The survey questionnaire with response totals appears in Appendix B. Tables of each question cross tabulated by subgroups (including those referenced in the text of this report) can be found in Appendix C. Full cross tabulations also are available.

Executive Summary and Key Findings

Becoming informed: The parents and guardians of students in this study employ many sources of information about schools at their disposal, most often consulting **other parents, teachers, and principals and visiting schools**. Some have read **information sent to them** in the mail or on line by schools or visited **websites** to research area schools. The least likely source to have been consulted is a **parental blog or listserv**.

Even though they access many sources for information about schools, it appears that the large majority **does not fully understand how school choice operates** in D.C. That is, few recognize both the need to apply through the D.C. public school lottery for children to secure a spot in a PK3 or PK4 program *and* the availability of a neighborhood public school for all K-12 students.

What is important in a school. According to the survey, the most important characteristics parents and guardians look for in a school are the **quality of the educators and the academically challenging curriculum**. **Physical characteristics** such as the building and safety of the surrounding neighborhood are also important considerations. The availability of **support services** is slightly less so. **Class size** and **test scores**, two qualities often promoted by schools trying to appeal to parents, follow.

Satisfaction and changing schools. While most of the respondents in the survey express satisfaction with the education their children are receiving in D.C. schools, a **positive view** is strongest among white parents and guardians.

Nevertheless, D.C. can anticipate a good deal of **continuing churn**, according to the survey. Four in 10 say they have moved a child and one-quarter are contemplating moving a child prior to finishing all the grades in a school. About two in 10 also say they are not certain to remain in the District until their child completes high school.

Experience with the lottery. My School DC, the public school lottery in the District of Columbia, was employed in the last few months by half of the parents and guardians in this survey as they look to next fall. Most say their children were given a space in at least one of their **top three choices**, especially white parents and guardians. In general, the parents and guardians in the survey call the lottery **fair, but their endorsement is lukewarm**.

Traditional neighborhood v. charter schools: A plurality of the parents and guardians in our study say the **charter schools are doing a better job** of educating children like their own than are the public schools. And when asked about the type of school they “are likely to send” their child to, the most commonly identified is a charter school. Yet, this pro-charter position coexists with the prevailing view that it would be **preferable to invest in neighborhood public schools**, rather than working to increase the chances for students to opt out and attend charter schools.

The potential draw of special emphasis schools. When asked about the likelihood of trying to send their children to a variety of special emphasis schools, those with a **math and science** focus are the most popular among the respondents. All the other types suggested also have strong appeal: one offering an international baccalaureate degree; one focused on arts and music; a foreign language immersion school; and a community school with health care, a community center, and recreational facilities for families.

Conclusion

Education in the District of Columbia has become a smorgasbord from which parents and guardians have a variety of schools to choose for their children. They no longer expect to send their children to the same neighborhood school from kindergarten through high school. This survey shows that many parents and guardians in D.C. feel comfortable using the lottery and moving children from one school to another if they think the educational grass is greener elsewhere. They are particularly enthusiastic about the possibility of having more specialty schools that emphasize such areas as science, math, arts, and music. At the same time, they believe the District should be investing more in neighborhood public schools than in providing more opportunities to attend charter schools. While parents and guardians will do what they think is best for their children, the survey suggests that many hope the D.C. government will do what is best for all the children in the city.

Detailed Findings

A. How Parents and Guardians Learn about Schools

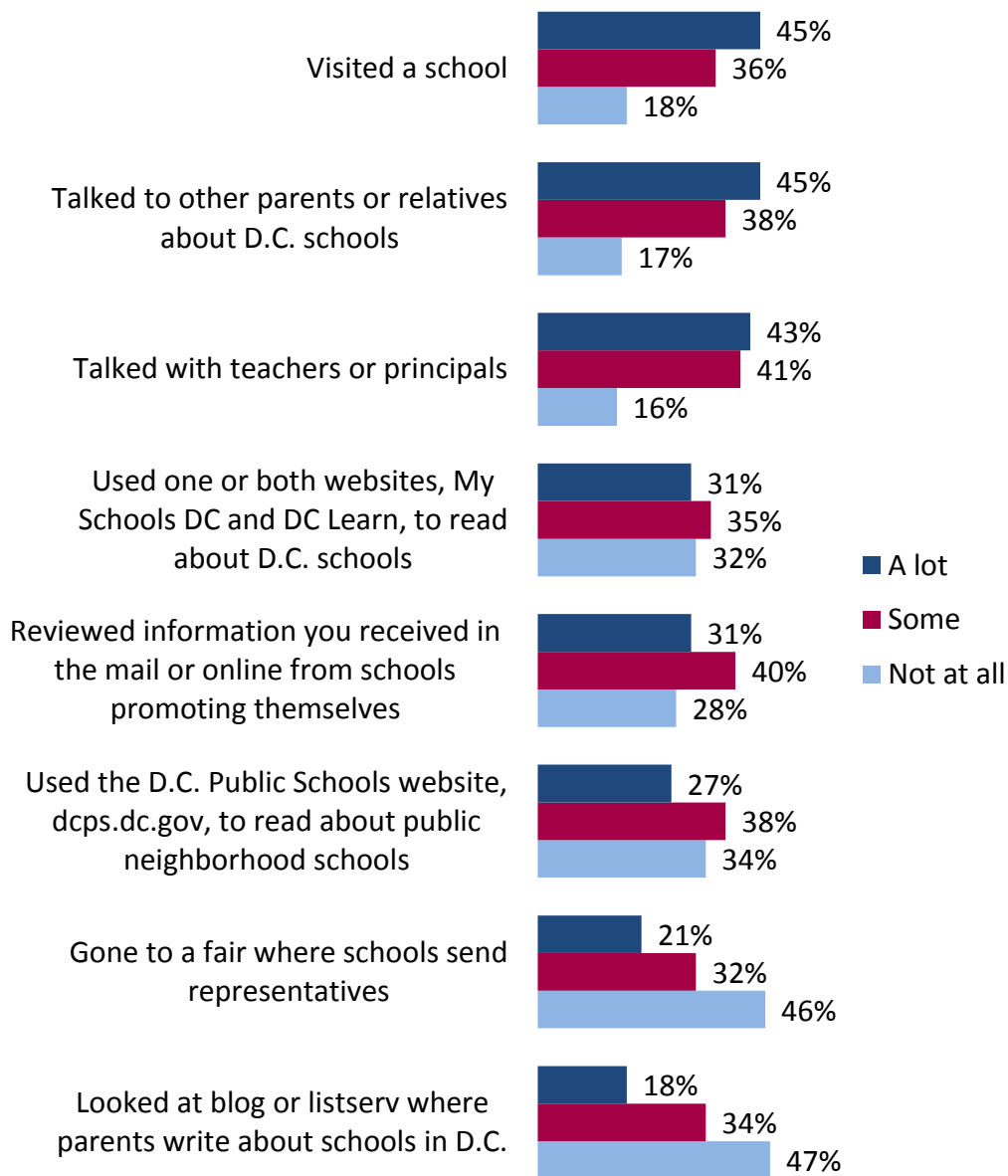
The parents and guardians in our study have many sources they access to learn about schools in D.C., although personal contact remains the most frequent means of getting information. Most often they consult other parents (45%), and teachers and principals (43%). Many also have visited a school (45%). Fewer have met with school representatives off-site by attending school fairs (21%). About one-quarter (27%) have searched online, using [DCPS.dc.gov](https://dcps.dc.gov) and other websites such as myschoolDC.org (31%) a lot.

Only two in 10 (18%) have consulted a blog or listserv “where parents write about schools in D.C.” a lot. About one-third (34%) say they have done so some and about half (47%) say they have not looked at such a blog or listserv at all.

Differences by subgroup

Looking to these sources for information about schools is relatively similar across subgroups. Some small differences include: Latinx respondents are the most likely to have visited a school (52%); white respondents have relied on talking with other parents and relatives (58%); and African American respondents have talked with teachers and principals (48%).

How Parents and Guardians Have Considered School Options



Q.8-15. Please tell me if you have done any of these things a lot, some, or not at all, when considering where to send your (CHILD) to school in D.C.–next year or in the past. How about: (Randomized)

B. What Washingtonians are looking for in their schools

We asked the participants in the survey to rate on a 10-point scale, the importance of nine characteristics of schools that would matter when considering where they want their children to attend school next fall. The table below shows the percent who rated an item an eight, nine, or 10 in importance. Clearly all nine items are important to the parents and guardians, however, the most often noted concerns are the quality of the educators (86%) and academics (82%). These are followed by the physical condition of school buildings (76%), safety in the surrounding neighborhoods (75%), and support services such as nurses, social workers, counselors and tutors (74%).

Class sizes (73%) and test scores (71%), two tangible qualities that are often advertised by schools looking to appeal to parents and guardians, come in a close second to the other items. Some 71% also say the fact that the parents are encouraged to participate is very important.

The bottom tier includes how well behaved the students are (65%), whether the elementary or middle school feeds into a desirable high school (64%), whether the school includes students of different racial backgrounds (60%), the availability of before and after school programs (60%), and how close the school is to home (53%).

Differences by subgroup

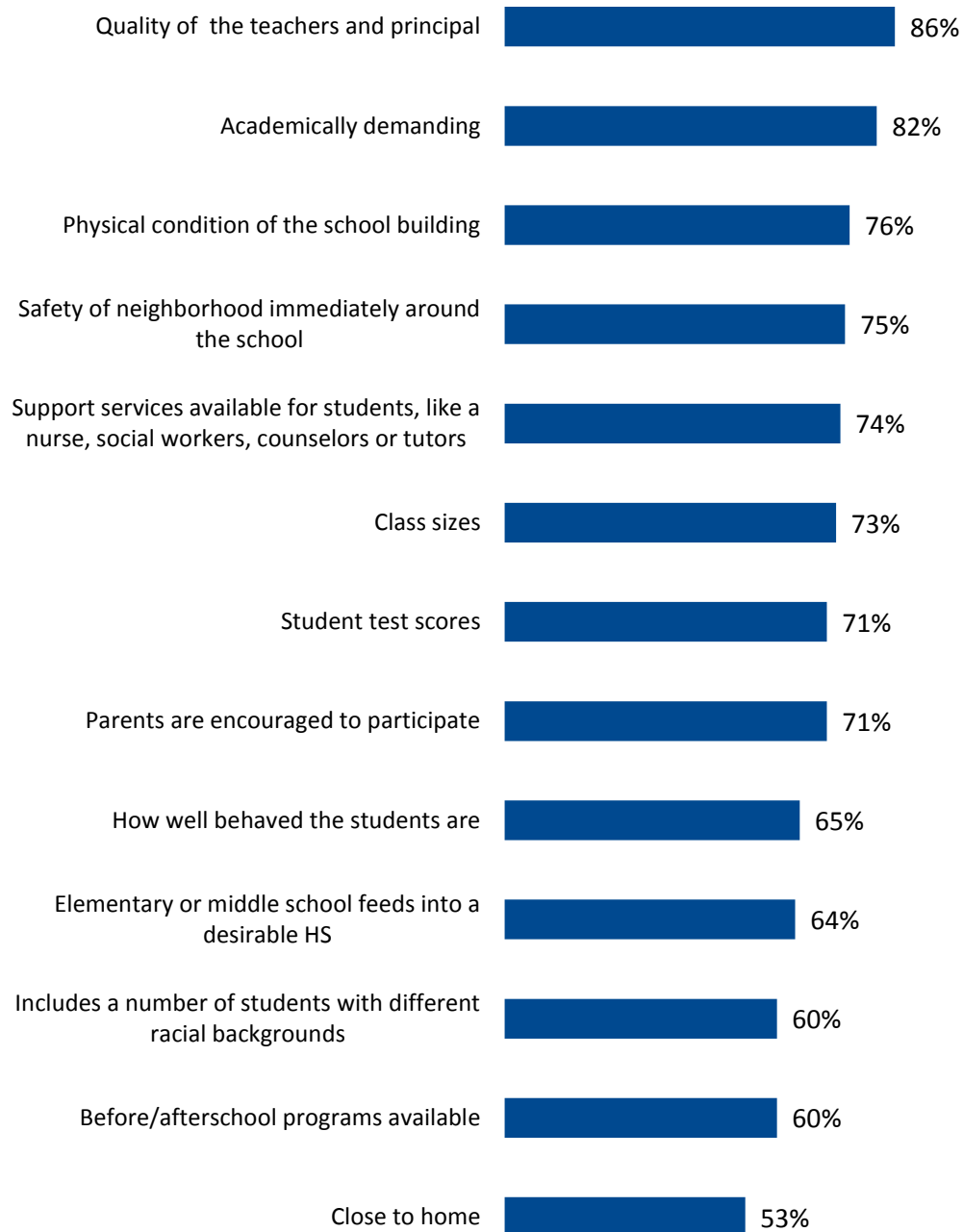
Charter school parents and guardians are most likely to say test scores (79%) and parent participation (80%) are highly important. They also tend to identify feeding into a desirable school (70%) as especially important.

Residents of Wards 1 and 4 are the most interested in having students of different racial backgrounds (72%).

African American, Latinx, and white parents and guardians rate all 13 items similarly, but African American respondents consistently rank them the highest, followed by Latinx and white respondents. One exception is that higher numbers of Latinx respondents (77%) than the other respondents express strong interest in before and after school programs.

Importance of School Qualities

Percent rating 8, 9, 10 in importance



Q. 16-28. Now I would like you to tell me how important each of the following things have been to you and your family when considering where you want your (CHILD) to go to school next fall. Use a scale from 0 to 10 where 0 means something has been not important at all and 10 means it has been extremely important to you when deciding where you would like your child to go to school. You can use 0 if the thing I read is something you have not even thought about. Okay, so for starters: How would you rate (Randomized)?

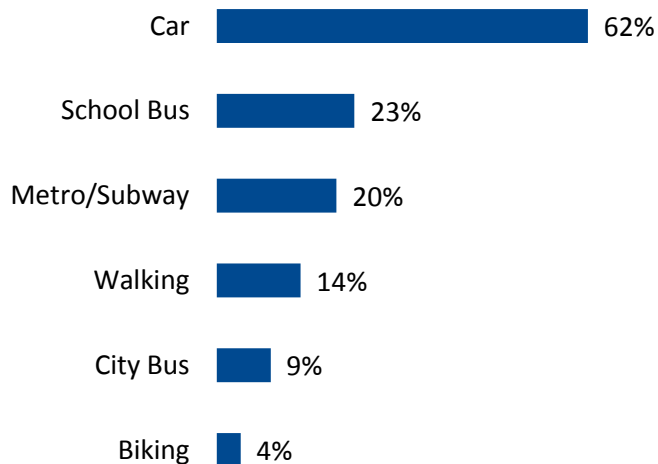
C. How students travel to school in D.C.

Underscoring the finding above that proximity to school is important to the least number of parents and guardians, the survey finds just 14% report that their children walk to school and 4% bike. Most students get to school in a car (62%), followed by 23% on a school bus, 20% using the Metro, and 9% on a city bus.

Differences by subgroup

In-boundary students are, not surprisingly, the most likely walkers (30%). Charter school students (66%) and private/parochial school students (79%) often rely on cars. Residents of Wards 1 and 4 (71%) and Wards 5 and 6 (69%) are also likely to be using a car. A school bus is most commonly ridden by residents of Wards 2 and 3 (40%), and the subway by those in Wards 7 and 8 (28%).

How Students Travel to School



Q7. How does your (CHILD) get to school each day: in a car, on a school bus, on the Metro, on a city bus, walking, biking or some other way? Select all that apply.

D. What types of schools parents prefer

Respondents were asked whether they were likely to send their child to the various types of public and private schools before the child graduates. These types include charter, application, feeder, in-boundary and out of boundary, private and parochial schools. The large numbers indicating they will send children to each type we listed suggest respondents took the question to mean they are leaving the door open to the possibilities.

The hierarchy—from most commonly selected to least—reveals the popularity of charter schools, with 63% identifying them as “likely,” essentially tied with D.C. application schools at 61% (we named the four application schools).

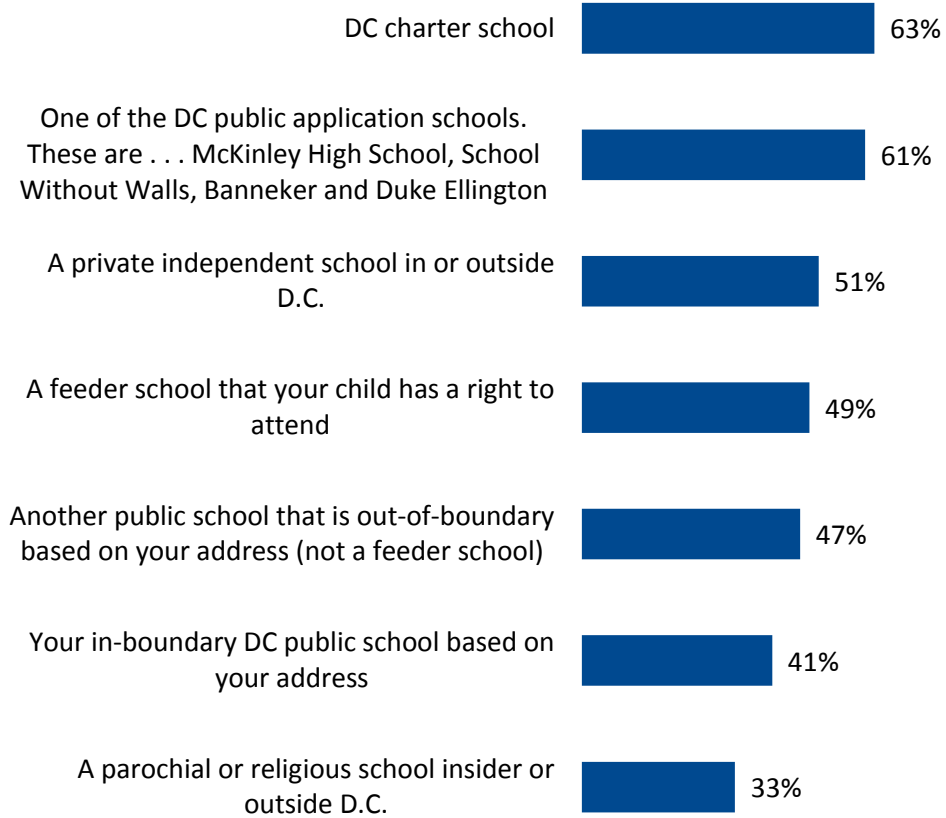
Private independent schools are the next most often cited (51%), followed closely by feeders the child has a right to attend (49%), out of boundary public schools (47%), and then in-boundary schools (41%). A parochial or religious school (33%) is the least often selected.

Differences by subgroup

Latinx parents and guardians (84%) are the most likely to point to charter schools, application schools (63%) and in-boundary schools (61%). African American parents and guardians cite application schools most often (70%) followed by charters (61%). The interest in charter schools shows up strongest in Wards 1 and 4 (67%), in Ward 7 and 8 (65%), and among parents and guardians who report having moved within the last five years (71%).

Desirability of Types of Schools

Percent saying yes, very likely



Q. 46-52. Please tell me if looking forward, you think you are likely to send your (CHILD) to each of these other types of schools before graduation:

E. The potential draw of special emphasis schools

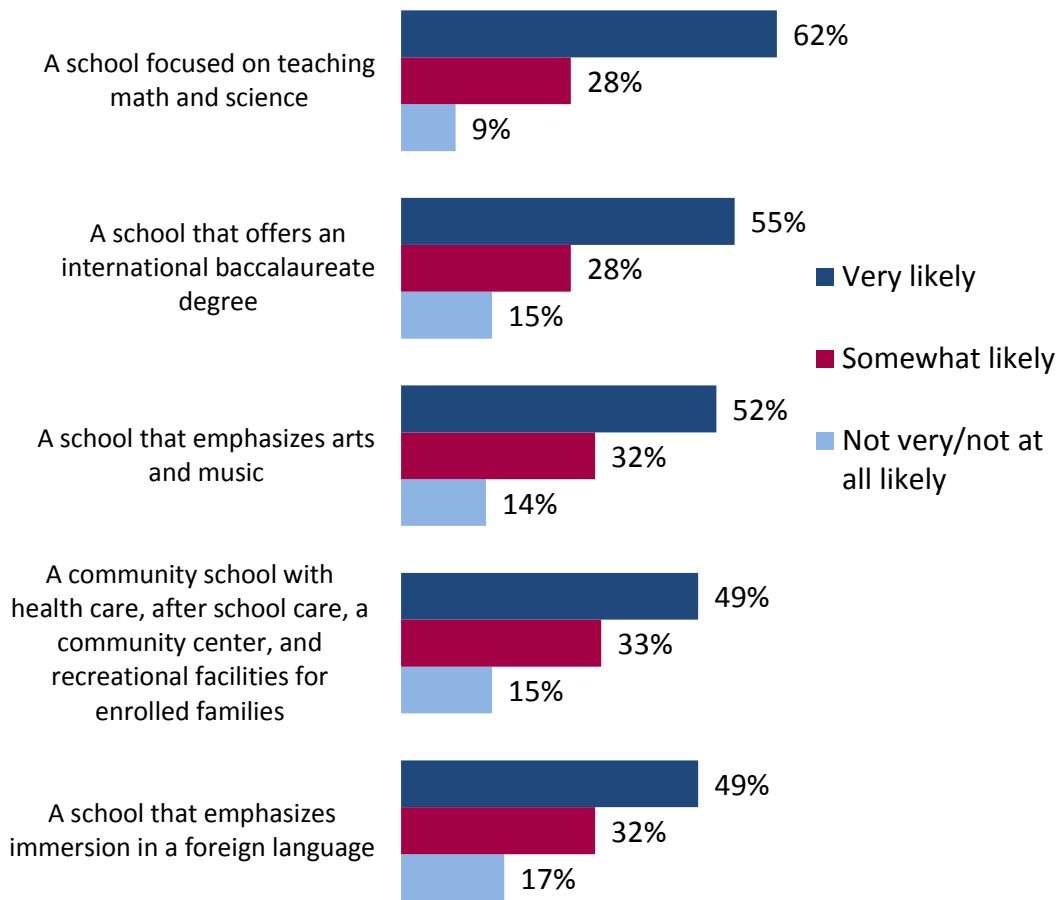
We also asked the respondents to the survey to tell us how likely they are to try to send their children to five different types of special emphasis schools. The results show a great deal of interest in schools that focus on math and science, with 62% identifying those types of schools as ones they are very likely to pursue. These are followed by a school offering an international baccalaureate (55% very likely), a school with an emphasis on art and music (52%) and one offering immersion in a foreign language (49%). Half (49%) also find a community school that provides health care, after school care, a community center, and recreational facilities as very attractive.

Differences by subgroup

African American and Latinx respondents are more likely than white respondents to say all these schools are appealing. In particular, a focus on math and science (73%), arts and music (61%), and community schools (58%) are popular among African American parents and guardians. Latinx parents and guardians also identify math and science (58%) and arts and music (61%) schools as attractive.

These interest levels vary by ward as well, with the starkest difference in math and science schools, which are very attractive to residents of Wards 7 and 8 (72%).

The Draw of Special Emphasis Schools



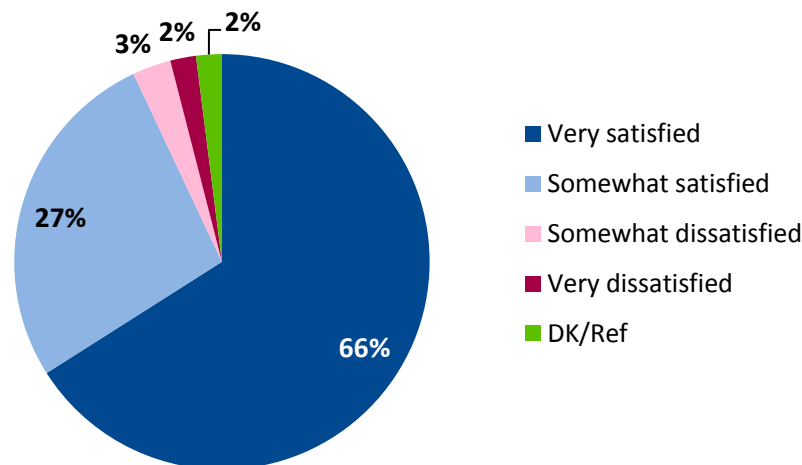
Q.40-44. Please tell me if you would be very likely, somewhat likely, not very likely, or not at all likely to try to send your child to the following types of public schools: (Randomized)

F. Satisfaction and churn

Satisfaction with current school

Most of the parents and guardians in our survey say they are very (66%) or somewhat (27%) satisfied with the quality of the education their child is receiving currently. This assertion of satisfaction with schools attended by one's children is a pattern we have seen in many surveys, stemming, in our view, a reluctance of parents to suggest they would allow their children to continue in an unsatisfactory school.

Satisfaction with Education Children are Receiving



Q29. Thinking about the school your (CHILD) currently attends, would you say you are satisfied or dissatisfied with the quality of the education he or she is receiving? (WAIT FOR RESPONSE) Is that very or somewhat satisfied/dissatisfied?

Differences by subgroup

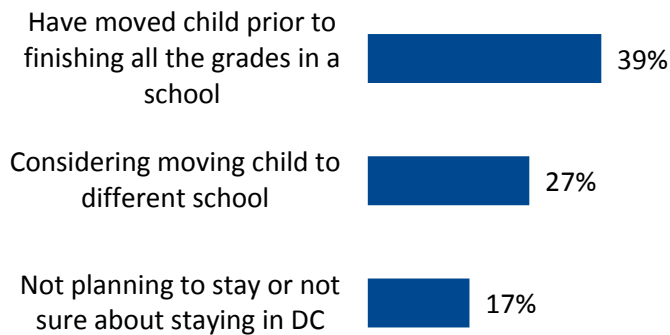
Seventy five percent of white respondents report being very satisfied with the quality of the education their children are receiving, compared to 67% of African American and 59% of Latinx respondents.

Seventy two percent of those with children in private or parochial school and 71% of those with children in out of boundary and feeder public schools say they are very satisfied, compared to 60% of those whose children attend in-boundary schools. Parents of charter school students are in the middle at 65%.

Changing schools, or churn

The movement of students in and out of classrooms during the school year and between years adds to the challenges of educating the city's children. We found four in 10 parents and guardians (39%) reporting having moved a child from one school to another prior to the child completing all the grades offered in their school.

Contributing Factors to Churn



Q31. For any reason, have you ever moved a child to a different public or private school before he or she finished all the grades in that school? | Q32. Are you considering moving your (CHILD) to a different school before your child finishes all the grades offered in his or her current school? | Q33. Does your family plan to stay in D.C. until your (CHILD) graduates from high school?

The parents and guardians of about one-quarter (27%) say they are considering moving their children to a different school before they complete all the grades in their current school. Some 17% are not sure they will stay in D.C. until their children's graduation from high school.

Differences by subgroup

Some 30% of those with a child in elementary school and 28% of those with middle schoolers say they are considering a move, compared to only 19% of those with high school students. Next fall's lottery participants (38%) are not surprisingly very much more likely to believe this is in their future, compared with non-participants (17%).

Having moved a child already is fairly consistent across families in the eight wards but is highest among white respondents (48%) compared to African American and Latinx respondents (36%). It is most common among families with children currently outside the public schools: 63% of parents and guardians of children in private and parochial schools report having made such a move. Those in Wards 5 and 6 (34%) and white parents and guardians (34%) are the most likely to say a school move is under consideration. African American parents and guardians are more than twice as likely (20%) than white respondents (8%) to indicate they may leave the District.

G. Charters vs. traditional schools

The survey reveals that D.C. students' parents and guardians feel non-traditional public schools are currently having more success educating children than are neighborhood public schools, but largely agree that the better path would be a commitment to those traditional neighborhood schools.

Doing a better job currently

Half (49%) of the students' parents and guardians say charter schools do a better job of educating children like their own, and 26% say traditional neighborhood public schools do the better job. Some 13% percent volunteered that they believe the two types are equally as effective and 12% indicate they do not know.

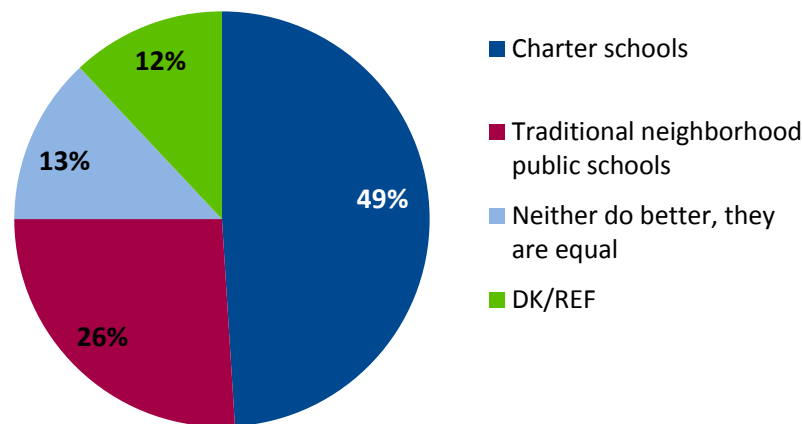
Differences by subgroup

These attitudes are consistent across the wards, racial/ethnic groups and students' grade level.

On the other hand, and not surprisingly, views are strongly associated with the type of school the children attend. Some 76% percent of those whose children are in charter schools rated charters superior, as do 46% of parents and guardians of private and parochial school students. In contrast, among parents and guardians of students attending in-boundary public schools, 25% identify charters and 50% traditional public schools as the better choice. One-quarter (24%) of those with children in other non-charter public schools agree that charters do a better job and 39% say traditional neighborhood schools are better.

Also, parents and guardians who have accessed the lottery for next fall are more likely to say charters do the better job (57%) compared to 42% of non-users.

Which Type of School is Doing a Better Job Educating Children



Q30. Thinking about the D.C. public schools, in general, which types of schools do a better job of educating children like yours: ROTATE (the charter schools) or (the traditional neighborhood public schools)?

Investing in schools for the future

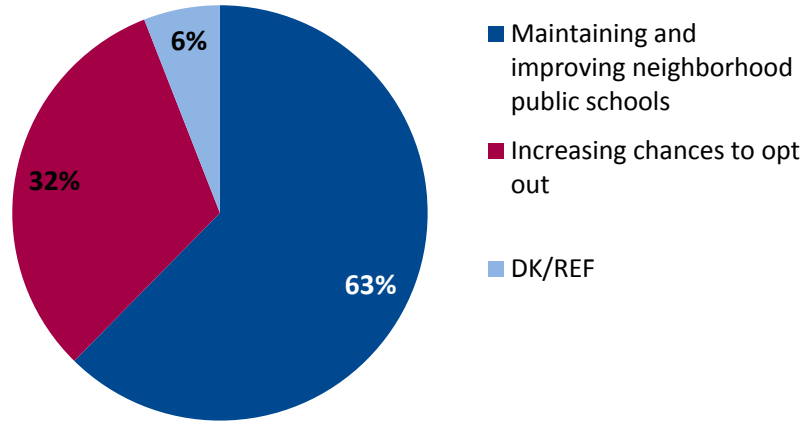
Even though more believe that charter schools are currently doing a better job, a large majority (63%) of D.C. students' parents and guardians believe an emphasis on neighborhood public schools would be better going forward. Just half as many (32%) take the position that the better path would be to increase the chances to opt out of neighborhood schools, by sending children to charter and out-of-boundary public schools.

Differences by subgroup

The preference for putting resources into neighborhood schools is strongest among residents of Wards 5 and 6, where fully 70% agree. This compares to parents and guardians of children in Wards 2 and 3 where views are more divided: 54% say it would be better to invest in the neighborhood schools and 43% take the position that increasing the opportunities to invest elsewhere is preferable.

Support for putting the emphasis on neighborhood public schools is also stronger among those who have lived at their current address more than five years (66%) compared to families that moved more recently (53%).

Better Path for D.C. Schools



Q45. Which do you think would be better for school children in D.C.: to focus on ROTATE [maintaining and improving all of our neighborhood public schools] or [increasing the chances for parents to opt out of their neighborhood schools and send their children to charter and out of boundary public schools]?

H. The School Lottery

Experience with the My School DC

Almost half (48%) of the survey participants say they entered their children in the lottery, My School DC, to apply for a spot in a D.C. school for the fall of 2018.

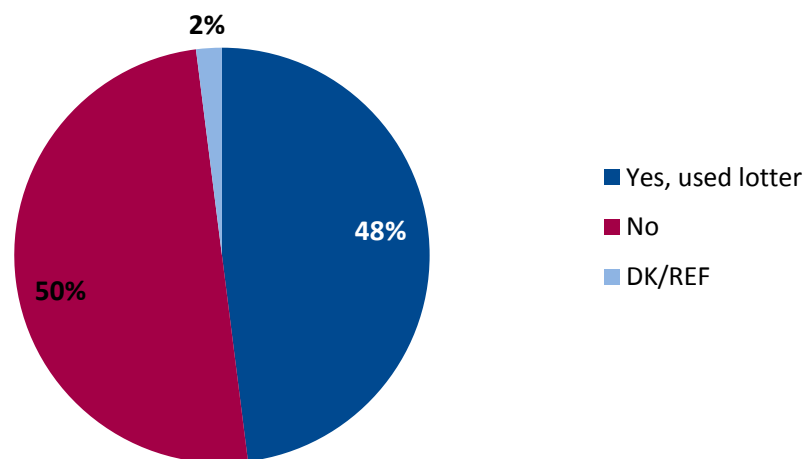
Differences by subgroup

While the largest participation naturally comes from those with children already in charter schools (56%), it is notable that 47% of those whose children were currently in an in-boundary public school also entered the lottery.

Latinx respondents were the most likely to participate (59%), whereas 48% of African American and 46% of white respondents used the lottery. Participation was highest in Wards 7 and 8 (51%) and Wards 1 and 4 (50%), and lowest in Wards 2 and 3 (36%). It was also higher among those who have moved to a new home in the last five years (57%) as opposed to those with longer time residing in a home (45%).

Lottery applications were concentrated in the lower grades: 53% of parents and guardians of students currently in middle and elementary school but only 28% of high school parents and guardians told us they participated—presumably because many of the older students are continuing in their same schools next fall.

Use of My School DC Lottery to Apply to Schools



Q34. Did you or someone in your family use the D.C. school lottery called My School DC to apply to schools for your (CHILD) for next fall?

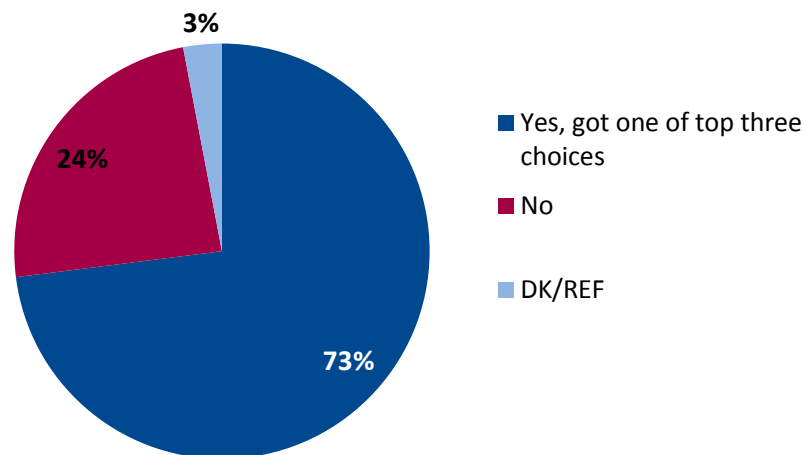
Successful application

About three-fourths (73%) of the students received notification that they were awarded a place in one of their top three choices.

Differences by subgroup

White respondents (91%) report that their children got into one of their top three choice schools, compared to African American (70%) and Latinx respondents (60%). The wards reflect these differences: Getting a top choice was reported by 87% of Wards 2 and 3 residents, 75% in Wards 7 and 8, 70% in Wards 1 and 2, and just 65% in Wards 5 and 6.

**Students Who Received One of Top Three Choices
Among Lottery Participants**



Q35. (IF Q34=YES, n=282): Did your child get a spot in one of your top three choices?

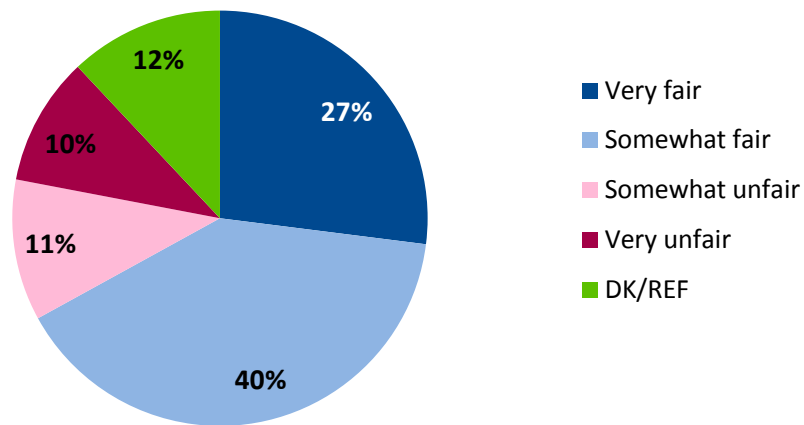
Perceptions of fairness

While they come down on the positive side, perceptions of the fairness of the lottery system in D.C. are mixed. Only about one-quarter (27%) call it very fair, and 40% say it is somewhat fair. Two in 10 are negative, while 11% call it somewhat unfair, and 10% very unfair. Some 12% say they do not have an opinion about the fairness of the lottery.

Differences by subgroup

White parents and guardians have a somewhat more favorable view on the fairness of My School DC, with 34% of them calling it very fair compared to 25% of Latinx and African American parents and guardians. Those with children already in charter schools are also most positive (36% very fair).

Perceived Fairness of the Lottery



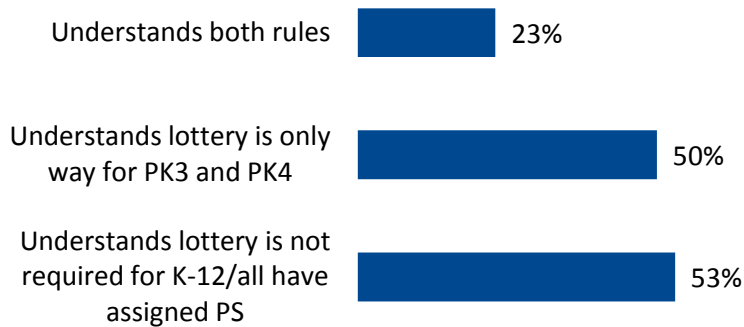
Q37. Generally speaking, do you think the D.C. Lottery system is very fair, somewhat fair, somewhat unfair, or very unfair?

Understanding the rules

We were interested in learning whether parents and guardians are informed about when participation in the My School DC lottery is necessary. We found 50% correctly say it is the only way to enroll a child in Washington in PK3 and PK4, 31% incorrectly say it is not necessary, and 19% said they did not know what the requirement is. In the case of K-12, 53% correctly answer that all children have an assigned in-boundary public school they may attend, 29% incorrectly believe the lottery is the only avenue for a child to enroll in kindergarten to 12th grade in a D.C. public school, and 18% say they are not sure.

Putting these two questions together, we find only 23% of the parents and guardians in our study understand both rules: that the lottery is required for obtaining a space in a D.C. PK3 and PK4 classroom *and* that an assigned in-boundary public school is available to all K-12 children.

Understanding When the Lottery is Necessary For Enrollment



Q38. As far as you know, is the lottery the only way to enroll a child in PK3 and PK4 in D.C.? Q39. And as far as you know, is the lottery the only way for a child to enroll in kindergarten through 12th grade in a public school in D.C., or do all children in D.C. have an assigned public school they may attend if they choose to?

Differences by subgroup

There is not a great deal of variation on these questions by most of the demographic variables we examined. However, the most likely to be informed about both rules are those with children in out of boundary, feeder, or application schools (31%)

The least informed about both of the rules live in Wards 2 and 3 (84%) as well as parents and guardians of high school students (83%) and private/parochial students (82%).

Appendix A: Detailed Methodology

Sample

The universe for this D.C. schools survey was parents and guardians of children in grades PK3 through 11 living in the District. We used four databases and two data collection methods to find 600 respondents in this convenience sample.

Two databases provided by the Marketing Systems Group (MSG), a consumer listed landline database and a consumer cellular database, were used because they included indicators that households reached were likely to have children ages four to 17, our target audience. The information on children's ages is compiled through a combination of survey data and publicly available information. The targeting capabilities were supposed to provide a more productive sample that yields a higher working rate as well as an increased incidence on the demographics selected. In practice, dialing these databases rendered a very small number of homes with children ages four to 17. Thus, we added a database of registered voters in the District of Columbia and employed an online panel, to make it possible to reach 600 qualified households.

Consumer Listed Landline Database

The listed landline sample is a telephone sample pulled from a number of different commercial consumer databases that MSG licenses. These databases contain household level characteristics and demographics including household composition, age, gender, race/ethnicity and income of adults, as well as age of children in household. Some of these demographics are obtained via secondary sources, while other demographics are modeled by MSG. Input to these databases includes telephone directory White Pages; U.S. Census Bureau data; credit record aggregated statistics; product registrations and surveys; property/realty records, such as property deeds; mail order transactions; driver's license data; voter registrations; birth records; and other proprietary sources. Telephone numbers are limited to those numbers published in the White Page directories. This database is updated quarterly.

Consumer Cellular Database

The consumer cellular database, also provided by MSG, is also multi-sourced and comprised of cell, VoIP, and cable information and is updated monthly. This cell phone data is not self-reported but rather is built from hundreds of sources including public records, phone directories, U.S. Census Bureau data, consumer surveys, and other proprietary sources which are in turn used to append the phone number to a record. This database has the same demographic information as the listed landline database.

Voter file

Given the weak results from the cell and land line samples, we added a telephone sample for D.C. voters. The voter file constructed by MSG contains 190 million U.S. voters, including 94,953 voters in the District of Columbia. The file is compiled and standardized from more than 4,000 election boards, county clerks, and board of registrar offices across all 50 states including the District of Columbia, and dates to 2011. It is regularly updated appending new registrants, voter history, party switchers and early/absentee voters.

MSG appends lifestyle demographics fields the demographic variables contained on the other two databases described above, to assist with micro-targeting, along with email addresses, land lines, and mobile numbers. It is cleaned and standardized monthly through the National Change of Address and Social Security Administration or flag for deceased.

Online email sample

In a final push to find 600 respondents, we reprogramed the questionnaire for online interviewing, and obtained an email sample via MSG, from the proprietary online research community MintVine.com and through MSG's global partner network. MintVine is the primary source of this actively managed online panel. The members of the panel are people interested in participating in surveys, product and service offers, polls, general entertainment, and sharing these activities with one another and their outside communities. MSG leverages social networks, most notably Facebook, for our online sample. All community members/panelists are acquired through a double-opted in, multi-stage verification process. Panelists acquired through our partner network are vetted and verified under the same processes. They are also checked for overlap.

MintVine send email invitations to panel members living in D.C. with children in their households with a link to the questionnaire provided by Issues and Answers.

Data collection

Telephone interviewing using the three telephone data bases was conducted from April 5, 2018, to May 2, 2018, by Issues and Answers, a professional survey phone bank based in Virginia Beach, Va., and San Marcos, Texas. The questionnaire was translated into Spanish and seven of the 380 phone interviews were conducted in Spanish.

To obtain additional interviews using the MintVine Internet panel, the questionnaire was programmed for online administration in English and Spanish. A request for participation and the questionnaire were sent to panel members in D.C. ZIP codes April 18, 2018, and interviews were collected online through April 24, 2018. We screened for respondents with children in grades PK3 to 11 and their residence in the District was verified on the questionnaire.

Data analysis and weighting

The data have been weighted using a raking method by ward, race, and the level and type of schools attended by the selected student to match the demographics of students in the District of Columbia as provided by the Office of the Deputy Mayor for Education. The following table entitled “Sample Composition” shows the weighted and unweighted percentages. All tables and analysis in the text refer to the weighted data.

Reading this report

In reading the report, tables and graphs in the text highlight selected survey findings and are expressed in percentages. The base for each table is all respondents (n=600) unless otherwise noted. In reading these data, when the percent sign (%) appears at the top of a column, the numbers add vertically; when % appears at the left of a row, the numbers add horizontally. An asterisk (*) indicates less than 1%; a double hyphen (--) indicates zero. Due to weighting, rounding, omission of “don’t know,” “refuse,” or other responses, percentages may add to more or less than 100%.

Sample Composition Table

	Unweighted n	Unweighted %	Weighted %
Total	600	100%	100%
Wards 1 & 4	142	24%	24%
2 & 3	147	25	13
5 & 6	119	20	18
7 & 8	184	31	42
African American	258	43%	59%
White	231	39	19
Latinx	42	7	16
Asian	31	5	2
Native American	20	3	2
Other	20	3	2
Refused	13	2	2
Men	235	39%	33%
Women	354	59	66
Elementary	355	59%	63%
Middle	119	20	16
High	126	21	21
All public	519	87%	86%
Non-charter public	284	47	45
In-boundary	151	25	24
Out-bound/feeder/apl.	133	22	21
Charter	235	39	41
Private/parochial	78	13	13
Very satisfied with current school	404	67%	66%
All others	196	33	34
Best school for child			
Charter	288	48%	49%
Trad. public school	164	27	26
Neither/DK	143	24	24
Used lottery/next fall	282	47%	48%
Not used	309	52	50
Informed about lottery rules	134	22%	23%
Not informed	466	78	77
<5 yrs at current address	172	29%	27%
5+ years	421	70	72

Appendix B: Crosstab Tables

In reading the report, the base for each table is all respondents (n=600) unless otherwise noted. In reading these data, when the percent sign (%) appears at the top of a column, the numbers add vertically; when % appears at the left of a row, the numbers add horizontally. An asterisk (*) indicates less than 1%; a double hyphen (--) indicates zero. Due to weighting, rounding, omission of "do not know," "refuse," or other responses, percentages may add to more or less than 100%.

Number of Children PK3 to 11th Grade

Q3. How many children do you have in PK3 through 11th grade living with you?

	One	Two	Three	Four or more
Total	53%	33	10	4
Wards 1 & 4	58%	36	4	2
2 & 3	53%	40	7	*
5 & 6	49%	37	9	5
7 & 8	50%	29	16	5
African American	51%	30	13	6
White	57%	35	7	1
Latinx	54%	40	6	--
Men	51%	36	11	3
Women	54%	31	10	4
Elementary	45%	38	12	5
Middle	61%	28	10	1
High	69%	23	6	2
All public	52%	33	10	4
Non-charter public	53%	33	11	3
In-boundary	51%	32	11	5
Out-bound/feeder/apl.	55%	34	10	1
Charter	52%	33	10	5
Private/parochial	54%	36	10	--
Very satisfied with current school	52%	36	9	3
All others	55%	28	13	4
Best school for child				
Charter	57%	28	10	5
Trad. public school	51%	37	10	3
Neither/DK	46%	41	11	2
Used lottery/next fall	52%	33	10	5
Not used	54%	33	11	3
Informed about lottery rules	46%	38	12	3
Not informed	55%	32	10	4
<5 yrs at current address	50%	35	12	2
5+ years	53%	33	10	4

Any Children Attending Each of the School Types

Q4. Do you have a child attending any of the following schools this year? (Check all that apply)

	Charter	In-bound PS	Out- bound PS	Application HS	Parochial	Private	Feeder school
Total	44%	31	18	7	6	12	13
Wards 1 & 4	45%	27	21	6	6	9	14
2 & 3	41%	35	8	8	9	29	9
5 & 6	46%	33	14	12	7	13	18
7 & 8	44%	30	22	4	4	8	11
African American	43%	30	23	6	4	7	9
White	33%	32	12	8	12	34	18
Latinx	52%	35	12	6	4	4	13
Men	44%	35	22	10	8	14	21
Women	45%	30	15	5	4	11	8
Elementary	44%	34	19	6	4	9	13
Middle	44%	35	15	3	5	14	21
High	45%	18	15	10	9	18	6
All public	51%	34	21	8	2	2	13
Non-charter public	5%	55	32	11	2	3	15
In-boundary	7%	100	1	2	1	2	4
Out-bound/feeder/apl.	3%	4	65	20	4	4	27
Charter	100%	11	9	5	2	1	11
Private/parochial	2%	14	--	--	27	78	11
Very satisfied with current school	43%	28	18	6	6	14	11
All others	46%	38	18	7	5	8	15
Best school for child							
Charter	66%	22	12	6	4	13	13
Trad. public school	17%	50	22	10	6	7	13
Neither/DK	28%	28	25	6	7	15	11
Used lottery/next fall	51%	32	16	6	4	10	17
Not used	37%	29	20	7	7	14	9
Informed about lottery rules	40%	24	21	7	8	7	13
Not informed	45%	33	17	7	5	14	12
<5 yrs at current address	48%	36	16	10	6	8	14
5+ years	42%	29	18	5	5	14	12

School Type of Selected Child

Q6. What type of school does your (SELECTED CHILD) go to?

	Charter	In-bound		Out-bound		Application		Private	Feeder school
		PS	PS	PS	HS	Parochial			
Total	41%	24	13	4	4	10	4		
Wards 1 & 4	42%	20	17	5	6	6	3		
2 & 3	37%	27	2	1	7	24	1		
5 & 6	45%	21	9	7	3	10	5		
7 & 8	41%	25	16	2	2	7	6		
African American	41%	25	17	3	1	6	5		
White	29%	20	7	4	9	28	3		
Latinx	48%	26	12	3	4	3	4		
Men	41%	22	14	5	4	9	5		
Women	42%	25	12	3	3	10	4		
Elementary	41%	27	14	3	3	7	5		
Middle	42%	23	11	1	2	12	7		
High	42%	15	11	7	8	15	2		
All public	48%	27	15	4	--	--	5		
Non-charter public	--%	53	29	8	--	--	10		
In-boundary	--%	100	--	--	--	--	--		
Out-bound/feeder/apl.	--%	--	61	18	--	--	21		
Charter	100%	--	--	--	--	--	--		
Private/parochial	--%	--	--	--	27	73	--		
Very satisfied with current school	41%	22	14	4	4	11	5		
All others	42%	28	11	3	3	8	4		
Best school for child									
Charter	65%	12	5	2	2	10	3		
Trad. public school	13%	46	20	6	2	6	5		
Neither/DK	25%	23	20	5	6	13	7		
Used lottery/next fall	48%	23	10	3	1	7	6		
Not used	35%	23	15	4	6	12	3		
Informed about lottery rules	39%	21	17	3	5	6	10		
Not informed	42%	24	12	4	3	11	3		
<5 yrs at current address	43%	29	11	4	2	7	4		
5+ years	41%	22	14	4	4	11	5		

How Child Gets to Schools

Q7. How does your (SELECTED CHILD) get to school each day: in a car, on a school bus, on the Metro, on a city bus, walking, biking or some other way? Select all that apply

	Car	School bus	Metro	City bus	Walking	Biking
Total	62%	23	20	9	14	4
Wards 1 & 4	71%	22	17	16	12	6
2 & 3	63%	40	10	6	21	7
5 & 6	69%	28	12	4	10	7
7 & 8	55%	18	28	8	14	1
African American	61%	15	22	8	14	2
White	66%	43	8	9	15	9
Latinx	59%	22	24	14	13	6
Men	68%	36	13	12	13	7
Women	59%	17	24	8	14	3
Elementary	70%	25	12	7	14	5
Middle	54%	23	17	14	13	3
High	44%	19	46	12	14	4
All public	59%	23	21	10	15	3
Non-charter public	52%	22	18	10	20	4
In-boundary	48%	19	15	9	30	2
Out-bound/feeder/apl.	57%	26	21	11	9	5
Charter	66%	24	24	10	10	3
Private/parochial	79%	26	13	3	5	11
Very satisfied with current school	64%	23	18	7	13	4
All others	57%	24	25	12	17	4
Best school for child						
Charter	62%	30	23	9	10	6
Trad. public school	58%	22	19	14	19	2
Neither/DK	67%	12	16	3	16	2
Used lottery/next fall	62%	29	19	7	14	7
Not used	62%	19	21	10	14	1
Informed about lottery rules	64%	17	10	10	12	2
Not informed	61%	25	23	9	14	5
<5 yrs at current address	50%	34	23	9	16	3
5+ years	66%	20	19	9	13	5

Sources of Information Regarding Schools

Please tell me if you have done any of these things a lot, some, or not at all, when considering where to send your (SELECTED CHILD) to school in DC – next year or in the past. How about: (Randomized) Q11. Visited a school; Q8. Talked to other parents or relatives about DC schools; Q12. Talked with teachers or principals; Q13. Used one or both of the websites called My Schools DC and DC Learn to read about DC schools

<i>% saying "a lot"</i>	Visited school	Talked to other parents/relatives	Talked to teachers /principals	Used websites
Total	45%	45%	43%	31%
Wards 1 & 4	46%	46%	33%	33%
2 & 3	40%	59%	35%	27%
5 & 6	51%	50%	47%	26%
7 & 8	44%	36%	51%	35%
African American	46%	38%	48%	32%
White	39%	58%	37%	30%
Latinx	52%	43%	33%	33%
Men	53%	50%	48%	30%
Women	41%	42%	41%	32%
Elementary	47%	44%	44%	34%
Middle	49%	46%	46%	38%
High	37%	46%	39%	19%
All public	45%	44%	44%	32%
Non-charter public	44%	40%	44%	27%
In-boundary	42%	43%	43%	31%
Out-bound/feeder/apl.	46%	38%	44%	24%
Charter	47%	47%	45%	37%
Private/parochial	45%	53%	39%	26%
Very satisfied with current school	48%	46%	46%	33%
All others	41%	42%	39%	28%
Best school for child				
Charter	46%	42%	41%	37%
Trad. public school	43%	47%	53%	26%
Neither/DK	46%	48%	38%	24%
Used lottery/next fall	54%	47%	45%	41%
Not used	37%	42%	41%	23%
Informed about lottery rules	48%	49%	39%	30%
Not informed	45%	43%	45%	32%
<5 yrs at current address	46%	50%	44%	34%
5+ years	44%	43%	43%	29%

Sources of Information Regarding Schools (cont.)

Please tell me if you have done any of these things a lot, some, or not at all, when considering where to send your (SELECTED CHILD) to school in DC – next year or in the past. How about: (Randomized) Q10. Reviewed information that you received in the mail or on line from schools promoting themselves; Q14. Used the DC Public Schools website, DCPS.gov, to read about public neighborhood schools; Q9. Gone to a fair where schools send representatives; Q15. Looked at a blog or listserv where parents write about schools in DC

<i>% saying "a lot"</i>	Mail or online from school	DCPS.gov	School fair	Blog or listserv
Total	31%	27%	21%	18%
Wards 1 & 4	31%	23%	19%	23%
2 & 3	32%	26%	21%	31%
5 & 6	37%	33%	24%	17%
7 & 8	29%	28%	20%	13%
African American	29%	28%	20%	14%
White	35%	33%	22%	24%
Latinx	30%	17%	19%	26%
Men	38%	30%	31%	23%
Women	28%	25%	15%	16%
Elementary	30%	28%	22%	19%
Middle	34%	29%	18%	18%
High	31%	25%	18%	16%
All public	33%	28%	21%	18%
Non-charter public	27%	30%	21%	18%
In-boundary	25%	26%	18%	15%
Out-bound/feeder/apl.	29%	34%	23%	20%
Charter	39%	27%	21%	19%
Private/parochial	21%	21%	19%	19%
Very satisfied with current school	29%	27%	20%	21%
All others	34%	28%	22%	13%
Best school for child				
Charter	38%	30%	24%	23%
Trad. public school	29%	35%	24%	20%
Neither/DK	19%	15%	10%	8%
Used lottery/next fall	36%	36%	25%	21%
Not used	26%	20%	17%	16%
Informed about lottery rules	25%	29%	21%	7%
Not informed	33%	27%	20%	22%
<5 yrs at current address	34%	32%	23%	18%
5+ years	30%	26%	20%	19%

Considerations in Choosing a School

Now I would like you to tell me how important each of the following things have been to you and your family when considering where you want your (SELECTED CHILD) to go to school next fall. Use a scale from 0 to 10 where 0 means something has been not important at all and 10 means it has been extremely important to you when deciding where you would like your child to go to school. You can use 0 if the thing I read is something you have not even thought about. Ok, so for starters: How would you rate (Randomize) Q22. The quality of the teachers and principal; Q27. The school is academically demanding; Q19. The physical condition of the school building; Q20. The safety of the neighborhood immediately around the school; Q28. The school has support services available for students, like a nurse, social workers, counselors or tutors.

<i>% saying 8, 9, 10</i>	Quality of teachers/prinpl	Academically demanding	Condition of building	Safety of neighborhood	Support services
Total	86%	82%	76%	75%	74%
Wards 1 & 4	89%	80%	71%	76%	71%
2 & 3	89%	78%	70%	75%	70%
5 & 6	82%	81%	79%	80%	73%
7 & 8	86%	87%	81%	73%	80%
African American	87%	85%	81%	78%	80%
White	80%	79%	61%	65%	58%
Latinx	92%	78%	79%	80%	77%
Men	83%	77%	76%	73%	73%
Women	88%	85%	76%	76%	75%
Elementary	83%	79%	75%	76%	73%
Middle	89%	91%	80%	76%	77%
High	93%	86%	77%	73%	75%
All public	86%	82%	78%	76%	76%
Non-charter public	86%	79%	75%	75%	75%
In-boundary	87%	79%	76%	75%	78%
Out-bound/feeder/apl.	86%	78%	74%	75%	72%
Charter	86%	86%	81%	77%	78%
Private/parochial	86%	82%	66%	72%	60%
Very satisfied with current school	90%	85%	76%	76%	77%
All others	78%	78%	76%	75%	69%
Best school for child					
Charter	84%	85%	84%	79%	80%
Trad. public school	87%	78%	69%	73%	76%
Neither/DK	90%	82%	72%	72%	64%
Used lottery/next fall	83%	81%	82%	75%	79%
Not used	90%	85%	73%	76%	71%
Informed /lottery rules	90%	83%	80%	68%	73%
Not informed	85%	82%	75%	77%	75%
<5 yrs/current address	82%	77%	76%	77%	76%
5+ years	88%	84%	76%	75%	73%

Considerations in Choosing a School (cont.)

Now I would like you to tell me how important each of the following things have been to you and your family when considering where you want your (SELECTED CHILD) to go to school next fall. Use a scale from 0 to 10 where 0 means something has been not important at all and 10 means it has been extremely important to you when deciding where you would like your child to go to school. You can use 0 if the thing I read is something you have not even thought about. Ok, so for starters: How would you rate (Randomize) Q23. The class sizes; Q16. The student test scores for a school; Q26. Parents are encouraged to participate; Q21. How well behaved the students are

<i>% saying 8, 9, 10</i>	Class sizes	Test scores	Parent participation	Well behaved students
Total	73%	71%	71%	65%
Wards 1 & 4	71%	70%	63%	62%
2 & 3	76%	68%	63%	65%
5 & 6	70%	75%	78%	74%
7 & 8	76%	75%	75%	63%
African American	75%	73%	77%	65%
White	66%	61%	55%	65%
Latinx	79%	78%	71%	67%
Men	67%	72%	68%	63%
Women	76%	71%	72%	65%
Elementary	72%	70%	70%	62%
Middle	73%	78%	74%	69%
High	75%	70%	69%	67%
All public	72%	73%	73%	63%
Non-charter public	67%	67%	66%	60%
In-boundary	65%	67%	69%	59%
Out-bound/feeder/apl.	69%	68%	64%	60%
Charter	77%	79%	80%	68%
Private/parochial	80%	62%	55%	71%
Very satisfied with current school	74%	75%	73%	68%
All others	70%	65%	66%	57%
Best school for child				
Charter	77%	80%	80%	71%
Trad. public school	69%	63%	66%	66%
Neither/DK	70%	64%	60%	52%
Used lottery/next fall	76%	74%	76%	67%
Not used	71%	70%	66%	63%
Informed about lottery rules	73%	73%	66%	62%
Not informed	73%	71%	72%	65%
<5 yrs at current address	70%	70%	70%	67%
5+ years	74%	72%	71%	64%

Considerations in Choosing a School (cont.)

Now I would like you to tell me how important each of the following things have been to you and your family when considering where you want your (SELECTED CHILD) to go to school next fall. Use a scale from 0 to 10 where 0 means something has been not important at all and 10 means it has been extremely important to you when deciding where you would like your child to go to school. You can use 0 if the thing I read is something you have not even thought about. Ok, so for starters: How would you rate (Randomize) Q24. The elementary or middle school feeds into a desirable high school; Q25. The school includes a number of students with different racial backgrounds; Q18. The school has a before and/or afterschool program; Q17. The school is close to home

<i>% saying 8, 9, 10</i>	Feeds to desirable HS	Different racial backgrounds	Before/afterschool programs available	Close to home
Total	64%	60%	60%	53%
Wards 1 & 4	69%	72%	63%	54%
2 & 3	67%	59%	56%	56%
5 & 6	56%	60%	64%	62%
7 & 8	66%	56%	59%	48%
African American	65%	58%	61%	53%
White	60%	60%	50%	48%
Latinx	68%	64%	77%	61%
Men	67%	65%	64%	60%
Women	63%	58%	59%	50%
Elementary	67%	59%	66%	56%
Middle	67%	65%	51%	52%
High	55%	61%	51%	46%
All public	66%	60%	65%	56%
Non-charter public	62%	57%	66%	54%
In-boundary	70%	52%	66%	60%
Out-bound/feeder/apl.	53%	62%	66%	48%
Charter	70%	64%	63%	58%
Private/parochial	56%	60%	31%	31%
Very satisfied with current school	68%	63%	60%	52%
All others	57%	55%	60%	55%
Best school for child				
Charter	70%	64%	68%	58%
Trad. public school	65%	56%	61%	52%
Neither/DK	54%	59%	46%	46%
Used lottery/next fall	67%	65%	70%	59%
Not used	63%	57%	52%	48%
Informed/lottery rules	65%	57%	54%	38%
Not informed	64%	61%	62%	58%
<5 yrs/current address	66%	65%	62%	62%
5+ years	64%	59%	60%	51%

Satisfaction with Current School

Q29. Thinking about the school your (SELECTED CHILD) currently attends, would you say you are satisfied or dissatisfied with the quality of the education he or she is receiving? (WAIT FOR RESPONSE) Is that very or somewhat satisfied/dissatisfied?

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	DK/REF
Total	66%	27	3	2	2
Wards 1 & 4	73%	22	5	--	*
2 & 3	71%	29	--	--	--
5 & 6	68%	26	3	1	1
7 & 8	62%	28	3	5	2
African American	67%	24	3	3	2
White	75%	25	1	--	--
Latinx	59%	34	3	1	3
Men	64%	30	4	1	2
Women	66%	26	3	3	2
Elementary	65%	27	4	2	2
Middle	71%	25	2	3	--
High	64%	28	2	2	4
All public	65%	27	3	2	2
Non-charter public	66%	26	3	3	3
In-boundary	60%	29	5	4	2
Out-bound/feeder/apl.	71%	22	2	1	4
Charter	65%	28	3	2	2
Private/parochial	72%	23	3	1	--
Best school for child					
Charter	70%	25	2	2	2
Trad. public school	66%	29	4	1	--
Neither/DK	59%	28	4	5	3
Used lottery/next fall	66%	24	4	4	2
Not used	66%	30	2	1	1
Informed about lottery rules	63%	27	2	4	3
Not informed	67%	27	3	2	2
<5 yrs at current address	66%	27	4	2	1
5+ years	66%	27	3	2	2

Type of School Best for Children Like Yours

Q30. Thinking about the DC public schools, in general, which types of schools do a better job of educating children like yours: ROTATE (the charter schools) or (the traditional neighborhood public schools) ?

	Charters	Traditional neighborhood schl.	Neither better	DK/REF
Total	49%	26	13	12
Wards 1 & 4	50%	28	12	9
2 & 3	50%	27	5	18
5 & 6	49%	21	14	15
7 & 8	49%	27	14	11
African American	47%	28	13	11
White	49%	23	8	19
Latinx	53%	27	16	4
Men	51%	24	15	10
Women	48%	26	12	14
Elementary	48%	25	14	13
Middle	48%	33	9	11
High	51%	24	13	11
All public	49%	27	13	11
Non-charter public	25%	45	16	15
In-boundary	25%	50	13	12
Out-bound/feeder/apl.	24%	39	19	18
Charter	76%	8	10	6
Private/parochial	46%	17	11	26
Very satisfied with current school	52%	26	12	11
All others	43%	26	15	16
Used lottery/next fall	57%	24	9	10
Not used	42%	27	17	14
Informed about lottery rules	42%	30	14	13
Not informed	51%	25	12	12
<5 yrs at current address	49%	32	11	7
5+ years	49%	24	13	14

Changing Schools or Relocating

Q31. For any reason, have you ever moved a child to a different public or private school before he or she finished all the grades in that school? Q32. Are you considering moving your (SELECTED CHILD) to a different school before your child finishes all the grades offered in his or her current school? Q33. Does your family plan to stay in DC until your (SELECTED CHILD) graduates from high school?

	Changed schools in the past	Considering changing schools in the future	Considering moving out of DC before child graduates
Total	39%	27%	17%
Wards 1 & 4	39%	24%	15%
2 & 3	38%	19%	13%
5 & 6	41%	34%	8%
7 & 8	38%	27%	22%
African American	36%	25%	20%
White	48%	34%	8%
Latinx	36%	27%	14%
Men	32%	33%	13%
Women	41%	24%	19%
Elementary	35%	30%	24%
Middle	46%	28%	9%
High	42%	19%	1%
All public	35%	27%	18%
Non-charter public	32%	30%	20%
In-boundary	29%	26%	19%
Out-bound/feeder/apl.	37%	33%	20%
Charter	38%	24%	15%
Private/parochial	63%	31%	11%
Very satisfied with current school	37%	21%	16%
All others	42%	39%	18%
Best school for child			
Charter	38%	25%	15%
Trad. public school	36%	26%	15%
Neither/DK	42%	33%	20%
Used lottery/next fall	44%	38%	18%
Not used	35%	17%	15%
Informed about lottery rules	52%	34%	14%
Not informed	35%	25%	18%
<5 yrs at current address	34%	30%	20%
5+ years	40%	26%	15%

Used DC School Lottery for Next Fall

Q34. Did you or someone in your family use the DC school lottery called My School DC to apply to schools for your (SELECTED CHILD) for next fall?

	Yes	No
Total	48%	50
Wards 1 & 4	50%	49
2 & 3	36%	64
5 & 6	47%	52
7 & 8	51%	46
African American	48%	49
White	46%	54
Latinx	59%	41
Men	48%	51
Women	48%	50
Elementary	53%	44
Middle	53%	47
High	28%	72
All public	51%	47
Non-charter public	46%	51
In-boundary	47%	49
Out-bound/feeder/apl.	45%	53
Charter	56%	43
Private/parochial	32%	68
Very satisfied with current school	48%	50
All others	48%	50
Best school for child		
Charter	56%	43
Trad. public school	45%	52
Neither/DK	36%	63
Informed about lottery rules	53%	46
Not informed	46%	51
<5 yrs at current address	57%	42
5+ years	45%	54

Child Received One of Top Three Choices Among Lottery Participants

Q35. (IF Q34=YES, n=282): Did your child get a spot in one of your top three choices?

	Yes	No
Total (Participated in Lottery)	73%	24
Wards 1 & 4	70%	27
2 & 3	87%	13
5 & 6	65%	32
7 & 8	75%	22
African American	70%	26
White	91%	9
Latinx	60%	40
Men	81%	17
Women	68%	29
Elementary	73%	25
Middle	79%	18
High	61%	30
All public	72%	25
Non-charter public	73%	24
In-boundary	72%	26
Out-bound/feeder/apl.	74%	22
Charter	72%	25
Private/parochial	79%	21
Very satisfied with current school	77%	21
All others	65%	31
Best school for child		
Charter	80%	18
Trad. public school	67%	32
Neither/DK	62%	34
Informed about lottery rules	71%	27
Not informed	74%	24
<5 yrs at current address	76%	22
5+ years	71%	26

Personally Filled out Information on Lottery Website Among Lottery Participants

Q36. (IF Q34=YES, n=282): Have you yourself filled out the information on the lottery website for one or more children to participate?

	Yes	No
Total Total (Participated in Lottery)	86%	14
Wards 1 & 4	89%	11
2 & 3	97%	3
5 & 6	87%	13
7 & 8	82%	18
African American	81%	19
White	96%	4
Latinx	99%	1
Men	83%	17
Women	89%	11
Elementary	89%	11
Middle	80%	20
High	83%	17
All public	86%	14
Non-charter public	80%	20
In-boundary	85%	15
Out-bound/feeder/apl.	76%	24
Charter	90%	10
Private/parochial	95%	5
Very satisfied with current school	87%	13
All others	86%	14
Best school for child		
Charter	87%	13
Trad. public school	85%	15
Neither/DK	89%	11
Informed about lottery rules	85%	15
Not informed	87%	13
<5 yrs at current address	81%	19
5+ years	88%	12

Fairness of DC Lottery System

Q37. Generally speaking, do you think the DC Lottery system is very fair, somewhat fair, somewhat unfair, or very unfair?

	Very fair	Somewhat fair	Somewhat unfair	Very unfair	DK/REF
Total	27%	40	11	10	12
Wards 1 & 4	33%	34	12	14	7
2 & 3	22%	50	5	3	20
5 & 6	31%	39	15	5	9
7 & 8	23%	41	11	11	13
African American	25%	42	12	10	11
White	34%	43	4	3	17
Latinx	25%	36	17	17	4
Men	28%	41	10	8	13
Women	25%	40	12	11	12
Elementary	27%	39	13	10	11
Middle	30%	50	6	6	8
High	22%	36	10	11	20
All public	27%	42	12	10	10
Non-charter public	24%	41	12	14	10
In-boundary	23%	41	9	17	10
Out-bound/feeder/apl.	24%	41	16	10	10
Charter	30%	44	11	5	9
Private/parochial	26%	25	8	10	31
Very satisfied with current school	32%	39	10	7	12
All others	17%	42	13	16	13
Best school for child					
Charter	36%	38	10	8	8
Trad. public school	23%	46	13	9	9
Neither/DK	12%	38	12	15	23
Used lottery/next fall	35%	43	10	8	4
Not used	20%	38	12	11	18
Informed about lottery rules	21%	54	11	7	7
Not informed	28%	36	11	11	14
<5 yrs at current address	28%	44	11	7	11
5+ years	26%	39	11	11	12

Knowledge of Lottery's Role in PK3/4 Enrollment

Q38. As far as you know, is the lottery the only way to enroll a child in PK3 and PK4 in DC?

	Yes, lottery only way	No	DK/REF
Total	50%	31	19
Wards 1 & 4	52%	31	17
2 & 3	48%	28	24
5 & 6	60%	27	13
7 & 8	46%	35	20
African American	48%	35	18
White	58%	20	22
Latinx	55%	39	6
Men	49%	34	17
Women	51%	30	19
Elementary	56%	31	13
Middle	41%	38	21
High	40%	26	34
All public	53%	32	16
Non-charter public	53%	33	14
In-boundary	55%	32	12
Out-bound/feeder/apl.	50%	34	16
Charter	53%	30	17
Private/parochial	36%	27	37
Very satisfied with current school	49%	34	18
All others	54%	26	20
Best school for child			
Charter	51%	33	15
Trad. public school	55%	33	12
Neither/DK	44%	26	31
Used lottery/next fall	65%	25	11
Not used	37%	38	25
Informed about lottery rules	100%	--	--
Not informed	36%	40	24
<5 yrs at current address	53%	30	17
5+ years	50%	31	19

Knowledge of Lottery's Role in K-12 Enrollment

Q39. And as far as you know, is the lottery the only way for a child to enroll in Kindergarten through 12th grade in a public school in DC, or do all children in DC have an assigned public school they may attend if they choose to?

	Lottery only way	All have assigned	DK/REF
Total	29%	53	18
Wards 1 & 4	31%	57	12
2 & 3	30%	50	20
5 & 6	34%	52	14
7 & 8	25%	55	20
African American	26%	55	19
White	35%	53	12
Latinx	30%	47	24
Men	35%	47	18
Women	26%	56	18
Elementary	31%	51	18
Middle	32%	52	16
High	20%	60	20
All public	31%	51	18
Non-charter public	26%	53	21
In-boundary	35%	43	23
Out-bound/feeder/apl.	16%	65	19
Charter	36%	49	15
Private/parochial	18%	65	18
Very satisfied with current school	28%	54	18
All others	31%	51	18
Best school for child			
Charter	34%	49	17
Trad. public school	27%	54	20
Neither/DK	22%	61	17
Used lottery/next fall	42%	43	15
Not used	17%	64	19
Informed about lottery rules	--%	100	--
Not informed	38%	39	23
<5 yrs at current address	45%	43	12
5+ years	23%	57	19

Awareness of that Lottery is Required for PK3 and PK4 and That All Have Assigned Public School K-12

Q38. As far as you know, is the lottery the only way to enroll a child in PK3 and PK4 in DC?

Q39. And as far as you know, is the lottery the only way for a child to enroll in Kindergarten through 12th grade in a public school in DC, or do all children in DC have an assigned public school they may attend if they choose to?

	Aware/both rules	Unaware/one or both
Total	23%	77
Wards 1 & 4	24%	76
2 & 3	16%	84
5 & 6	25%	75
7 & 8	24%	76
African American	24%	76
White	23%	77
Latinx	23%	77
Men	18%	82
Women	25%	75
Elementary	24%	76
Middle	23%	77
High	17%	83
All public	23%	77
Non-charter public	25%	75
In-boundary	20%	80
Out-bound/feeder/apl.	31%	69
Charter	21%	79
Private/parochial	18%	82
Very satisfied with current school	22%	78
All others	25%	75
Best school for child		
Charter	20%	80
Trad. public school	26%	74
Neither/DK	25%	75
Used lottery/next fall	25%	75
Not used	21%	79
Informed about lottery rules	100%	--
Not informed	--%	100
<5 yrs at current address	15%	85
5+ years	26%	74

Interest in Types of Public Schools

Please tell me if you would be very likely, somewhat likely, not very likely, or not at all likely to try to send your child to the following types of public schools: (Randomized) Q41. A school focused on teaching math and science; Q42. A school that offers an international baccalaureate degree; Q43. A school that emphasizes arts and music; Q40. A school that emphasizes immersion in a foreign language; Q44. A community school with health care, after school care, community center, and recreational facilities for families enrolled in that school

	Math and science focus	Int'l bacc. degree	Arts and music emphasis	Foreign language	Community services
Total	62%	55%	52%	49%	49%
Wards 1 & 4	60%	63%	47%	51%	38%
2 & 3	48%	40%	32%	48%	35%
5 & 6	58%	60%	51%	46%	52%
7 & 8	72%	53%	61%	51%	59%
African American	73%	59%	61%	54%	58%
White	42%	49%	28%	39%	35%
Latinx	58%	52%	61%	52%	45%
Men	58%	53%	44%	48%	46%
Women	65%	56%	56%	50%	51%
Elementary	66%	55%	53%	52%	52%
Middle	63%	55%	53%	51%	52%
High	51%	56%	48%	39%	39%
All public	64%	55%	54%	51%	52%
Non-charter public	65%	53%	55%	49%	52%
In-boundary	60%	52%	51%	49%	49%
Out-bound/feeder/apl.	70%	55%	59%	49%	56%
Charter	63%	57%	52%	54%	52%
Private/parochial	49%	54%	38%	35%	27%
Very satisfied with current school	65%	54%	53%	51%	50%
All others	57%	57%	49%	46%	49%
Best school for child					
Charter	65%	61%	51%	50%	53%
Trad. public school	61%	50%	55%	47%	46%
Neither/DK	60%	50%	52%	51%	45%
Used lottery/next fall	69%	55%	52%	56%	55%
Not used	57%	57%	53%	44%	44%
Informed/lottery rules	68%	49%	53%	50%	38%
Not informed	61%	57%	51%	49%	52%
<5 yrs/current address	60%	53%	61%	58%	49%
5+ years	63%	57%	48%	46%	49%

Focus for Public Schools

Q45. Which do you think would be better for school children in DC: to focus on ROTATE [maintaining and improving all of our neighborhood public schools] or [increasing the chances for parents to opt out of their neighborhood schools and send their children to charter and out of boundary public schools]?

	Maintain/improve neighborhood PS	Increase chances to opt out	DK/REF
Total	63%	32	6
Wards 1 & 4	63%	34	4
2 & 3	54%	43	3
5 & 6	70%	25	5
7 & 8	63%	30	7
African American	62%	31	7
White	65%	32	4
Latinx	70%	30	--
Men	60%	36	3
Women	64%	29	7
Elementary	60%	33	6
Middle	72%	24	4
High	63%	33	4
All public	61%	34	6
Non-charter public	62%	32	6
In-boundary	60%	35	5
Out-bound/feeder/apl.	64%	29	7
Charter	60%	35	5
Private/parochial	71%	22	7
Very satisfied with current school	65%	30	5
All others	58%	35	7
Best school for child			
Charter	60%	38	2
Trad. public school	65%	31	4
Neither/DK	66%	21	13
Used lottery/next fall	59%	35	5
Not used	65%	29	5
Informed about lottery rules	69%	27	4
Not informed	61%	33	6
<5 yrs at current address	53%	41	6
5+ years	66%	29	5

Type of Schools Likely to Send Child to Before Graduation

Please tell me if looking forward, you think you are likely to send your (SELECTED CHILD) to each of these other types of schools before graduation: Q46. DC charter school; Q50. One of the DC Public application schools? These are schools like McKinley High School, School Without Walls, Banneker, and Duke Ellington High School; Q52. A private independent school in or outside DC; Q48. A feeder school that your child has a right to attend; Q49. Another DC Public School that is out of boundary based on your address (not a feeder school); Q47. Your in-boundary DC Public School based on your address; Q51. A parochial or religious school in or outside DC

	Charter	Appl. HS	Private	Feeder	Out bound PS	In-bound PS	Parochial
Total	63%	61%	51%	49%	47%	41%	33%
Wards 1 & 4	67%	58%	49%	55%	50%	49%	31%
2 & 3	49%	45%	54%	40%	23%	45%	30%
5 & 6	60%	69%	52%	56%	40%	41%	38%
7 & 8	65%	65%	52%	47%	57%	36%	33%
African American	61%	70%	53%	53%	55%	37%	34%
White	55%	41%	55%	42%	22%	39%	29%
Latinx	84%	63%	48%	57%	58%	61%	43%
Men	70%	58%	53%	49%	42%	46%	31%
Women	60%	62%	49%	49%	50%	39%	34%
Elementary	65%	66%	52%	55%	52%	45%	32%
Middle	65%	66%	59%	51%	45%	41%	36%
High	53%	44%	42%	32%	35%	30%	35%
All public	67%	66%	47%	53%	52%	44%	32%
Non-charter public	50%	68%	50%	55%	56%	54%	31%
In-boundary	51%	67%	51%	56%	51%	71%	30%
Out-bound/feeder/apl.	50%	68%	50%	54%	61%	35%	31%
Charter	85%	63%	43%	50%	48%	33%	34%
Private/parochial	34%	31%	78%	26%	17%	25%	41%
Very satisfied with current school	61%	61%	51%	47%	45%	39%	33%
All others	66%	61%	51%	54%	50%	47%	34%
Best school for child							
Charter	84%	63%	55%	51%	43%	39%	32%
Trad. public school	37%	63%	48%	51%	57%	52%	36%
Neither/DK	48%	55%	48%	47%	44%	37%	35%
Used lottery/next fall	76%	67%	56%	56%	59%	43%	35%
Not used	51%	57%	46%	44%	36%	40%	32%
Informed about lottery rules	61%	62%	56%	50%	49%	32%	42%
Not informed	63%	61%	50%	49%	47%	44%	31%
<5 yrs at current address	71%	64%	48%	49%	57%	51%	35%
5+ years	60%	61%	53%	50%	44%	38%	33%

Appendix C: Questionnaire with Response Totals

N = 600 parents/guardians of PK3-11th grade students in the District of Colombia multi-mode study, conducted by phone and online, April 5 – May 2, 2018, weighted by school level, school type, race and ward of school-aged children in DC.

Q1. May I ask if you are a resident of DC?	Yes	100%
Q2. Are you the parent or are you the guardian of any child in PK3 through 11th grade living with you?	Yes, parent Yes, guardian	95% 5
Q3. How many children do you have in PK3 through 11th grade living with you?	1 2 3 4 5 6 10	53% 33 10 2 1 * *
Q4. Do you have a child attending any of the following schools this year? (Check all that apply)	DC charter school Your in-boundary public school based on your address A feeder school that your child has a right to attend Another DC Public School that is out of boundary based on your address (not a feeder school) One of the DC Public application schools. These are schools like McKinley High School, School Without Walls, Banneker, and Duke Ellington High School. A parochial or religious school in or outside DC A private independent school in or outside DC	44% 31 13 18 7 6 12

Q5. What grade is your (youngest/oldest) child in?	PK3	10%
	PK4	8
	Kindergarten	6
	First grade	8
	Second grade	6
	Third grade	8
	Fourth grade	8
	Fifth grade	9
	Sixth grade	6
	Seventh grade	3
	Eighth grade	7
	Ninth grade	8
	Tenth grade	7
Eleventh grade	6	
Q6. What type of school does your (Q5 NAME) go to?	DC charter school	41%
	Your in-boundary public school based on your address	24
	A feeder school that your child has a right to attend	4
	Another DC Public School that is out of boundary based on your address (not a feeder school)	13
	One of the DC Public application schools. These are schools like McKinley High School, School Without Walls, Banneker, and Duke Ellington High School.	4
	A parochial or religious school in or outside DC	4
	A private independent school in or outside DC	10
Q7. How does your (Q5 NAME) get to school each day: in a car, on a school bus, on the Metro, on a city bus, walking, biking or some other way? Select all that apply	Car	62%
	School bus	23
	Metro/Subway	20
	City bus	9
	Walking	14
	Biking	4

Please tell me if you have done any of these things a lot, some, or not at all, when considering where to send your (Q5 NAME) to school in DC – next year or in the past. How about: (Randomized)

	A lot	Some	Not at all	DK/REF
Q8. Talked to other parents or relatives about DC schools	45%	38	17	1
Q9. Gone to a fair where schools send representatives	21%	32	46	1
Q10. Reviewed information that you received in the mail or on line from schools promoting themselves	31%	40	28	1
Q11. Visited a school	45%	36	18	1
Q12. Talked with teachers or principals	43%	41	16	*
Q13. Used one or both of the websites called My Schools DC and DC Learn to read about DC schools	31%	35	32	2
Q14. Used the DC Public Schools website, DCPS.gov, to read about public neighborhood schools	27%	38	34	1
Q15. Looked at a blog or listserv where parents write about schools in DC	18%	34	47	1

Now I would like you to tell me how important each of the following things have been to you and your family when considering where you want your (Q5 NAME) to go to school next fall. Use a scale from 0 to 10 where 0 means something has been not important at all and 10 means it has been extremely important to you when deciding where you would like your child to go to school. You can use 0 if the thing I read is something you have not even thought about. Ok, so for starters: How would you rate (Randomize)

	0	1	2	3	4	5	6	7	8	9	10	DK/REF
Q16. The student test scores for a school	4%	1	1	1	1	5	3	10	21	13	38	2
Q17. The school is close to home	4%	2	2	3	4	10	6	15	16	11	26	1
Q18. The school has a before and/or afterschool program	10%	3	2	2	2	6	4	10	13	11	36	2
Q19. The physical condition of the school building	2%	*	1	1	1	3	5	11	23	13	40	1
Q20. The safety of the neighborhood immediately around the school	2%	*	2	*	1	4	3	10	18	13	44	2
Q21. How well behaved the students are	3%	1	1	1	1	6	5	13	21	13	31	4
Q22. The quality of the teachers and principal	1%	*	1	--	*	4	2	6	14	16	55	1
Q23. The class sizes	2%	*	2	1	*	3	5	11	19	14	40	2

Continued	0	1	2	3	4	5	6	7	8	9	10	DK/ REF
Q24. The elementary or middle school feeds into a desirable high school	9%	1	2	1	2	5	4	9	17	13	34	4
Q25. The school includes a number of students with different racial backgrounds	5%	2	2	2	1	7	7	13	13	12	35	2
Q26. Parents are encouraged to participate	2%	--	2	1	2	5	3	13	18	13	40	1
Q27. The school is academically demanding	1%	*	1	*	*	4	2	8	21	15	46	1
Q28. The school has support services available for students, like a nurse, social workers, counselors or tutors.	2%	1	1	1	2	5	3	10	15	11	48	1
Q29. Thinking about the school your (Q5 NAME) currently attends, would you say you are satisfied or dissatisfied with the quality of the education he or she is receiving? (WAIT FOR RESPONSE) Is that very or somewhat satisfied/dissatisfied?												
					Very satisfied							66%
					Somewhat satisfied							27
					Somewhat dissatisfied							3
					Very dissatisfied							2
					DK/REF							2
Q30. Thinking about the DC public schools, in general, which types of schools do a better job of educating children like yours: ROTATE (the charter schools) or (the traditional neighborhood public schools) ?												
					Charters							49%
					Traditional neighborhood public							26
					Neither do better, the same (volunteered)							13
					DK/REF							12
Q31. For any reason, have you ever moved a child to a different public or private school before he or she finished all the grades in that school?												
					Yes							39%
					No							60
					DK/REF							1
Q32. Are you considering moving your (Q5 NAME) to a different school before your child finishes all the grades offered in his or her current school?												
					Yes							27%
					No							69
					DK/REF							4
Q33. Does your family plan to stay in DC until your (Q5 NAME) graduates from high school?												
					Yes							83%
					No							9
					DK/REF							7
Q34. Did you or someone in your family use the DC school lottery called My School DC to apply to schools for your (Q5 NAME) for next fall?												
					Yes							48%
					No							50
					DK/REF							2
Q35. (IF Q34=YES, n=282): Did your child get a spot in one of your top three choices?												
					Yes							73%
					No							24
					DK/REF							3

Q36. (IF Q34=YES): Have you yourself filled out the information on the lottery website for one or more children to participate?	Yes	86%			
	No	14			
	DK/REF	--			
Q37. Generally speaking, do you think the DC Lottery system is very fair, somewhat fair, somewhat unfair, or very unfair?	Very fair	27%			
	Somewhat fair	40			
	Somewhat unfair	11			
	Very unfair	10			
	DK/REF	12			
Q38. As far as you know, is the lottery the only way to enroll a child in PK3 and PK4 in DC?	Yes	50%			
	No	31			
	DK/REF	19			
Q39. And as far as you know, is the lottery the only way for a child to enroll in Kindergarten through 12th grade in a public school in DC, or do all children in DC have an assigned public school they may attend if they choose to?	Lottery only way	29%			
	All have assigned	53			
	DK/REF	18			
Please tell me if you would be very likely, somewhat likely, not very likely, or not at all likely to try to send your child to the following types of public schools: (Randomized)					
	Very likely	Somewhat likely	Not very likely	Not at all likely	DK/REF
Q40. A school that emphasizes immersion in a foreign language	49%	32	8	9	2
Q41. A school focused on teaching math and science	62%	28	5	4	2
Q42. A school that offers an international baccalaureate degree	55%	28	9	6	3
Q43. A school that emphasizes arts and music	52%	32	7	7	2
Q44. A community school with health care, after school care, community center, and recreational facilities for families enrolled in that school	49%	33	7	8	2
Q45. Which do you think would be better for school children in DC: to focus on ROTATE [maintaining and improving all of our neighborhood public schools] or [increasing the chances for parents to opt out of their neighborhood schools and send their children to charter and out of boundary public schools]?	Maintaining and improving neighborhood public schools	63%			
	Increasing chances to opt out	32			
	DK/REF	6			

Please tell me if looking forward, you think you are likely to send your (Q5 NAME) to each of these other types of schools before graduation:

	Yes	No	DK/REF
Q46. DC charter school	63%	31	6
Q47. Your in-boundary DC Public School based on your address	41%	55	3
Q48. A feeder school that your child has a right to attend	49%	40	9
Q49. Another DC Public School that is out of boundary based on your address (not a feeder school)	47%	48	5
Q50. One of the DC Public application schools? These are schools like McKinley High School, School Without Walls, Banneker, and Duke Ellington High School.	61%	34	4
Q51. A parochial or religious school in or outside DC	33%	63	4
Q52. A private independent school in or outside DC	51%	43	6

D1. I have just a couple of questions about you. What Ward do you live in? D1B. (IF D1=DK) That's ok. Just tell me the corner nearest where you live and we can figure it out.	Ward 1	9%
	Ward 2	3
	Ward 3	10
	Ward 4	15
	Ward 5	12
	Ward 6	6
	Ward 7	17
	Ward 8	26
	DK/REF	1

D2. Have you lived at your current address less than a year, one to four years, or longer?	Less than one year	7%
	One to four	20
	Five or longer	72
	DK/REF	1

D3. Are you a single parent?	Yes	42%
	No	57
	DK/REF	2

D4. What is the last grade of school you completed? (READ CATEGORIES IF NEEDED)	Less than high school graduate	4%
	High school graduate/12 th grade/GED	19
	Some college/Technical school/Associates degree	21
	College degree/BA/BS/ETC	28
	Graduate Degree/MA/MS/MBA/PHD/ MD/LLB/JJ/ETc	26
	DK/REF	2
	D5. Do you describe yourself as African American, Latino/a, white, Asian American, Native American or something else? IF OTHER: Ask: What is that? ACCEPT MULTIPLE ANSWERS	African American/Black
Latino/a		16
White		24
Asian American		2
Native American		2
Other		2
DK/REF		1
Gender	Men	33%
	Women	66

Thank you very much for your time. I hope your child has/children have a great final few weeks of school.

About ODCA

The mission of the Office of the District of Columbia Auditor (ODCA) is to support the Council of the District of Columbia by making sound recommendations that improve the effectiveness, efficiency, and accountability of the District government.

To fulfill our mission, we conduct performance audits, non-audit reviews, and revenue certifications. The residents of the District of Columbia are one of our primary customers and we strive to keep the residents of the District of Columbia informed on how their government is operating and how their tax money is being spent.

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Thank you.

