

DC Public Education Boundary and Student Assignment Study Town Hall

May 16 & 17
2023



Agenda

- Deputy Mayor welcome
- What is the Boundary and Student Assignment Study?
 - Advisory committee
 - Project team
 - Goals
 - Illustrative data
- Discussion
- Q/A
- Next steps



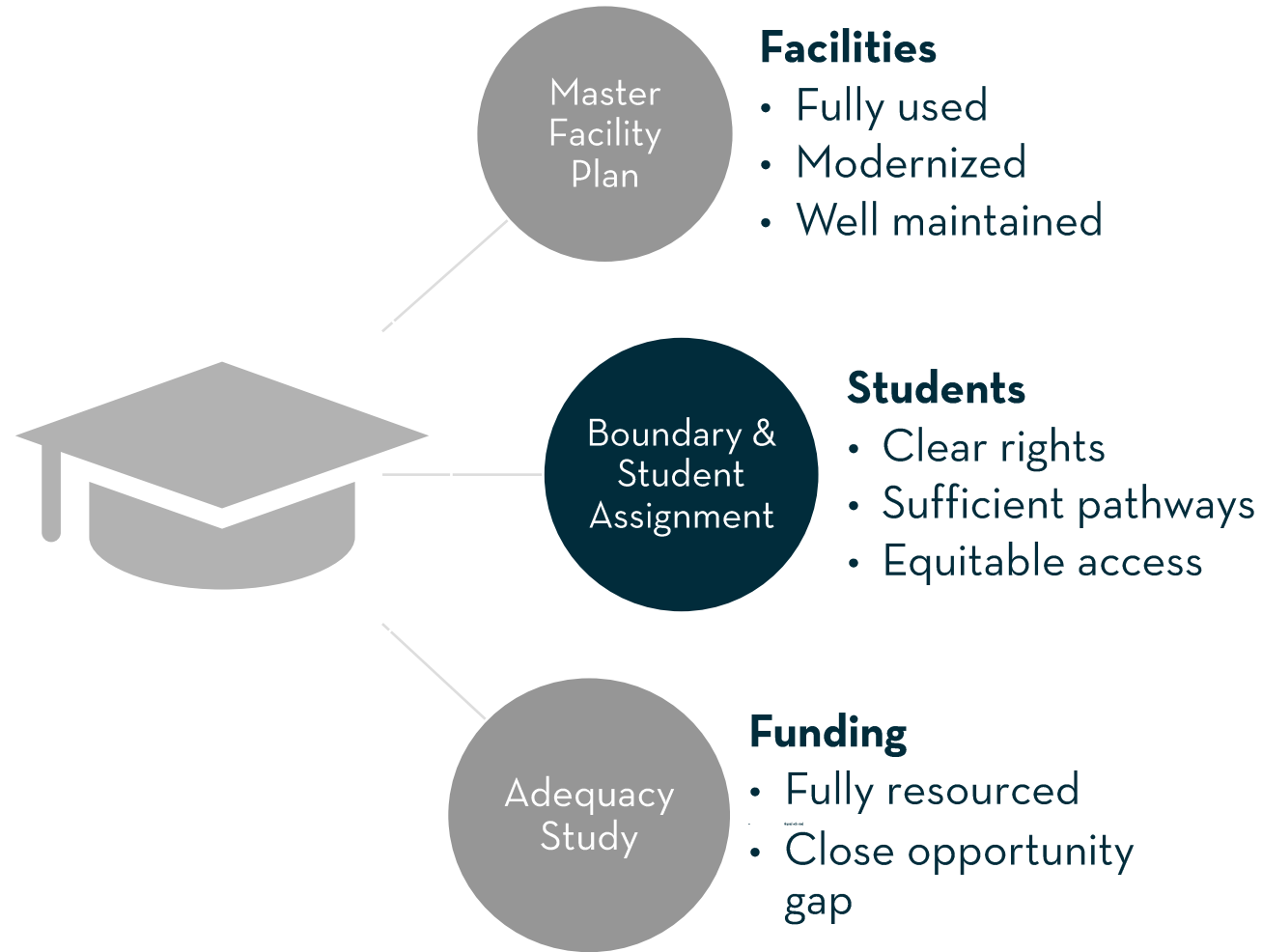
Office of the Deputy Mayor for Education

Develops and advances the Mayor's vision for educational and workforce excellence in Washington, DC.

Work to create a city where:

- all children, youth and adults thrive;
- every child knows joy, feels safe, and is ready to learn;
- every student attends a high-quality school; and
- every youth and adult has opportunities for strong continuing education and family-sustaining jobs.

Major DME projects for 2023



What is the Boundary and Student Assignment Study?

- Deputy Mayor welcome
- What is the Boundary and Student Assignment Study?
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What is the 2023 Boundary and Student Assignment Study?

A set of recommendations based on analytic findings and community feedback about how families and students can access public schools.

Types of recommendations:

- Updated DCPS school boundaries
- Revised school feeder patterns
- Suggested programmatic opportunities
- Added enrollment lottery preferences



Advisory Committee

Members

26 committee members +
chairperson DM Kihn

Ward-designated
members

Citywide members

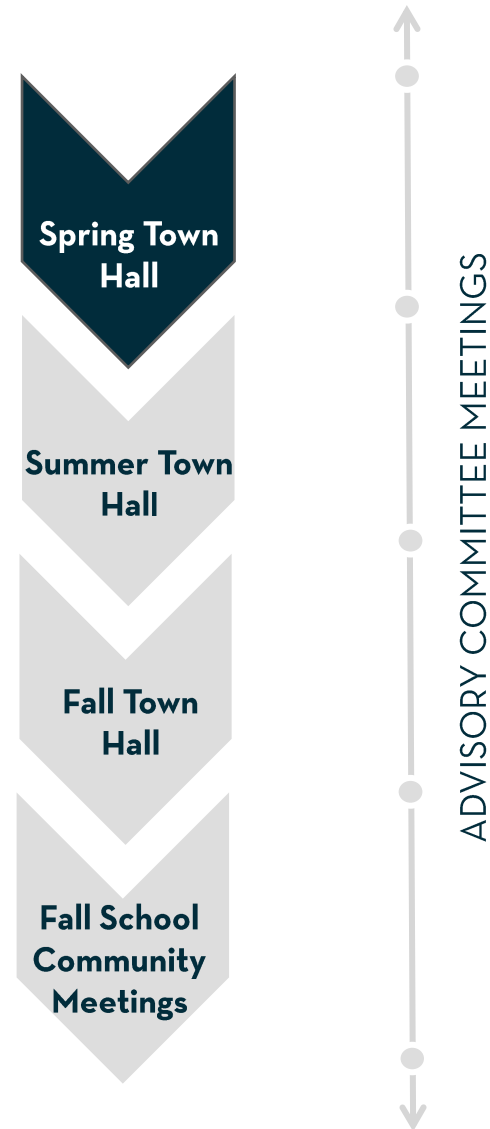
Agency representatives

Timeline

- Meets monthly
- Final recommendations by Feb 2024

Meetings are live streamed and recorded

Engagement Schedule



Consultant team



Goals of the study

Clear Rights

Students have clear assignments to schools of right based on DCPS attendance zones and feeder pathways

Adequate Capacity

There is adequate capacity in the geographically zoned DCPS facilities at each grade level (pre-kindergarten, elementary, middle, and high), including feeder pathways, taking current and future population and enrollment trends into account

Equitable Access

There is equitable access among District students to high-quality public schools

Boundary and citywide schools

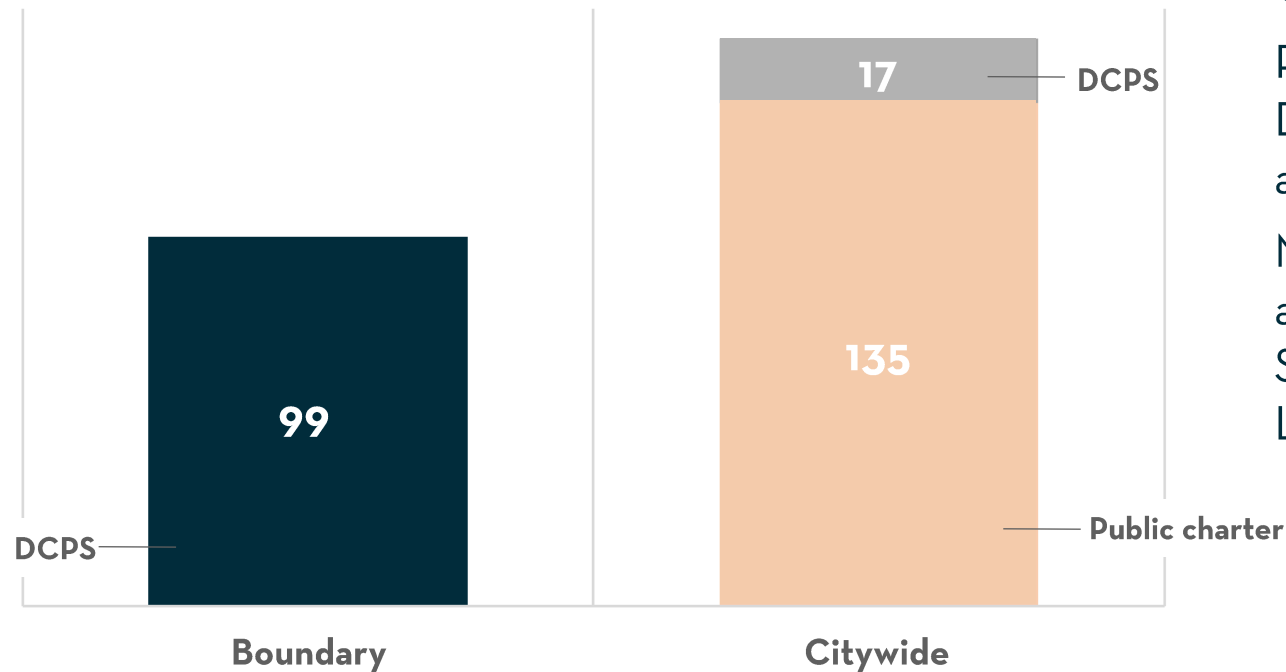
Boundary schools

DCPS schools with a boundary.

Students living in boundary can enroll anytime at school.

Students living outside boundary may access via My School DC Common Lottery.

School breakdown by enrollment type, SY22-23



Citywide schools

Public charter and DCPS schools with no associated boundary.

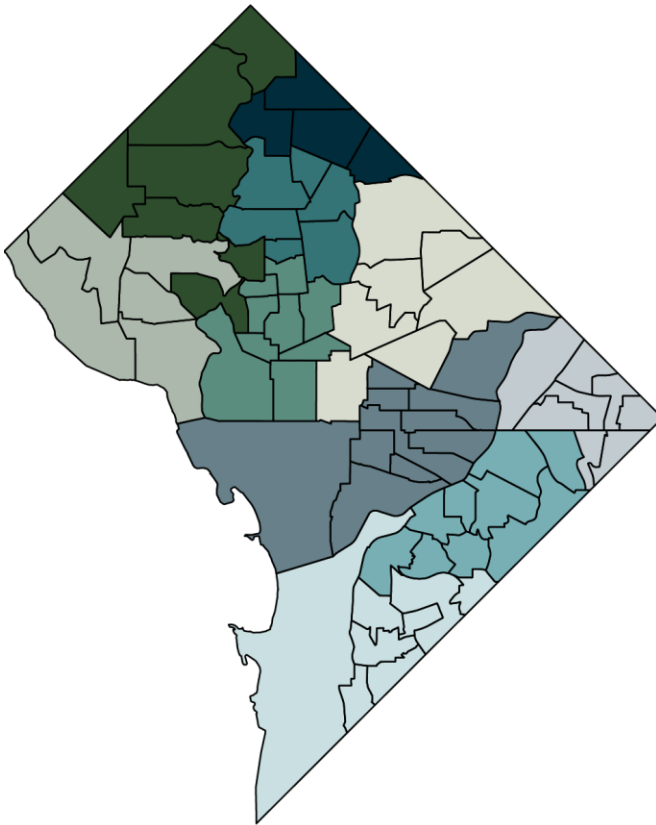
Most students access through the My School DC Common Lottery.

Total # of Schools: 251

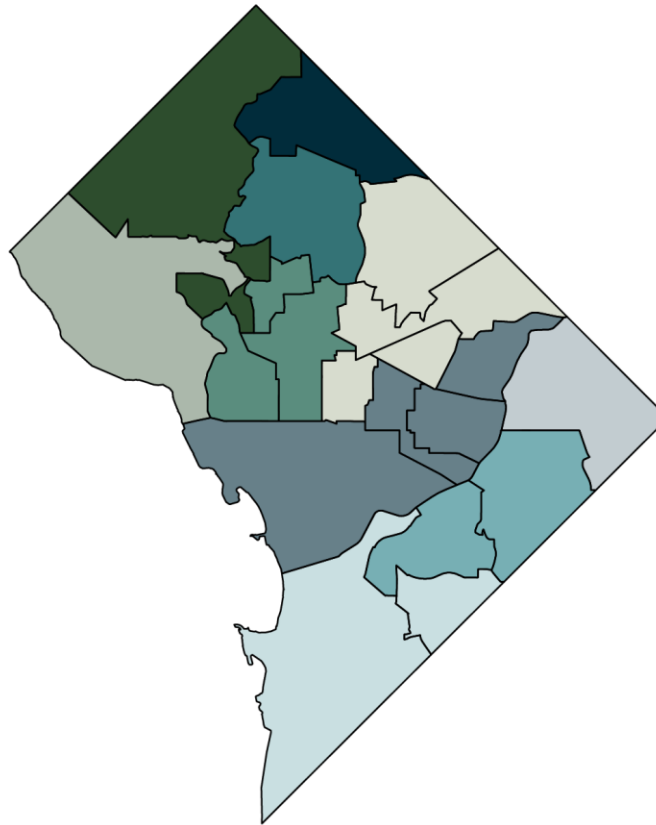
DCPS boundaries SY2023-24

Since the 2014 recommendations, geographic boundaries feed from ES to MS to HS.

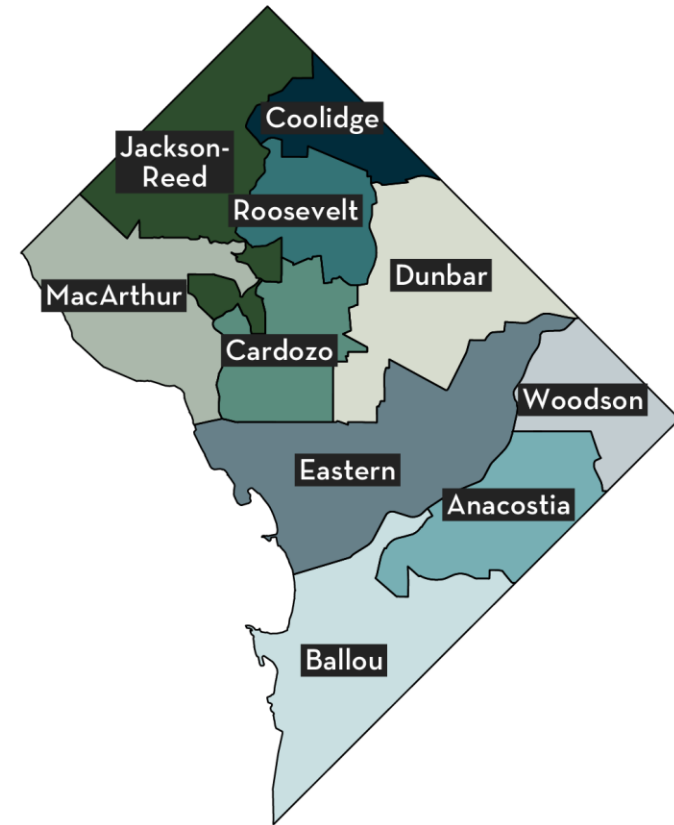
Elementary School



Middle School



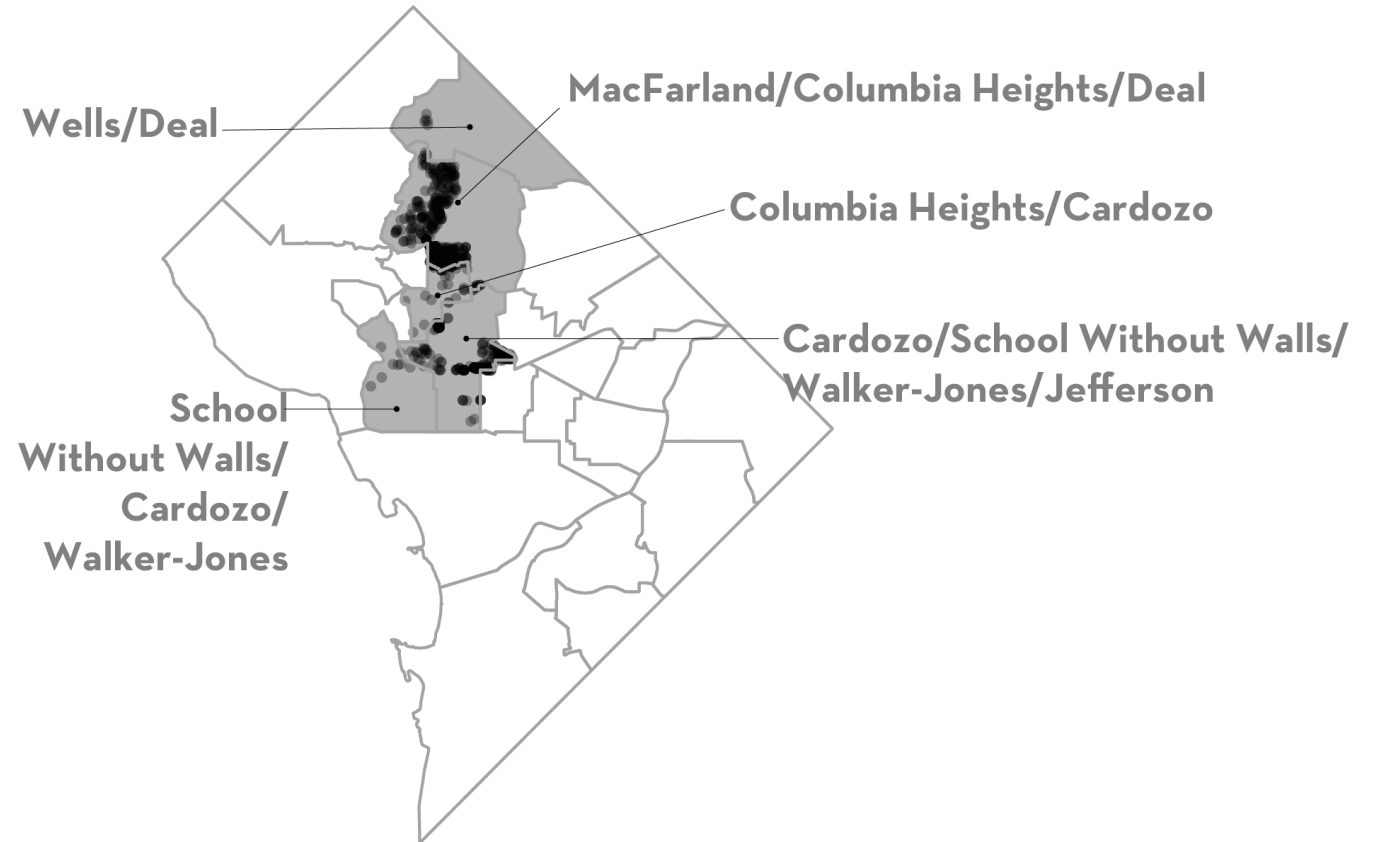
High School



Current multiple geographic rights

- **766** students have multiple by-right middle schools as of SY22-23.
- **~2,600** students with multiple by right middle schools as of SY13-14.

MS Boundaries Where Some Students Have Multiple Geographic As-of-Right Schools



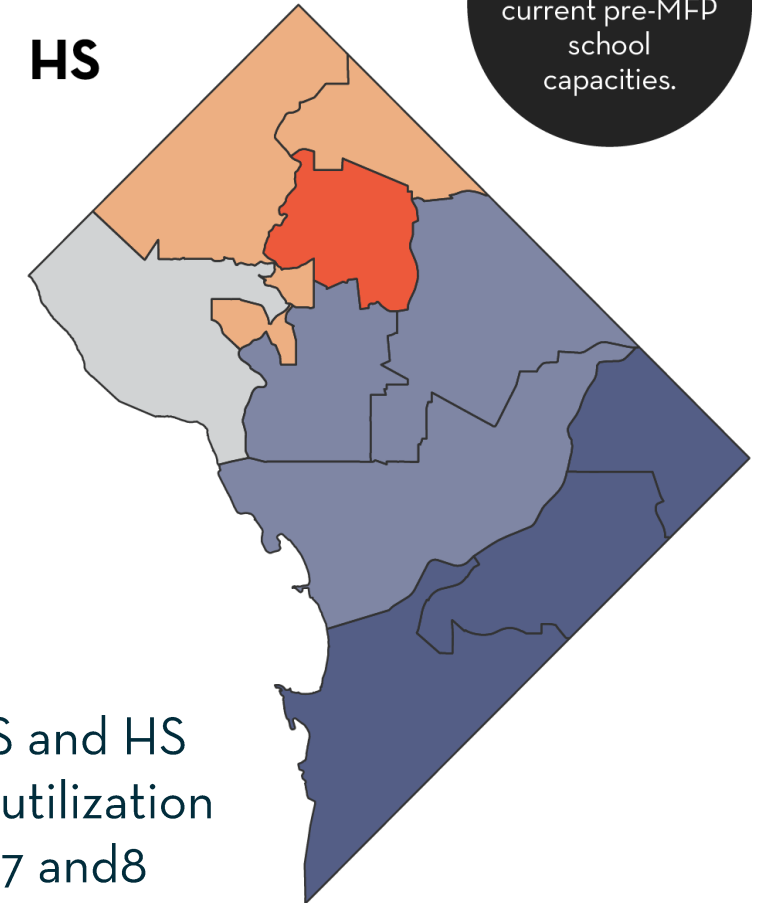
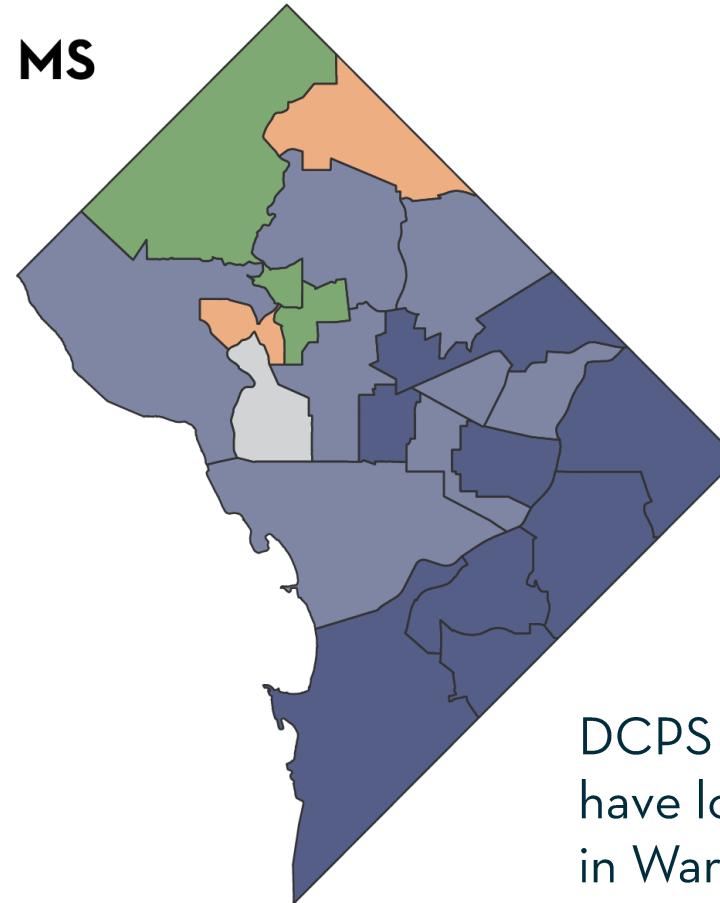
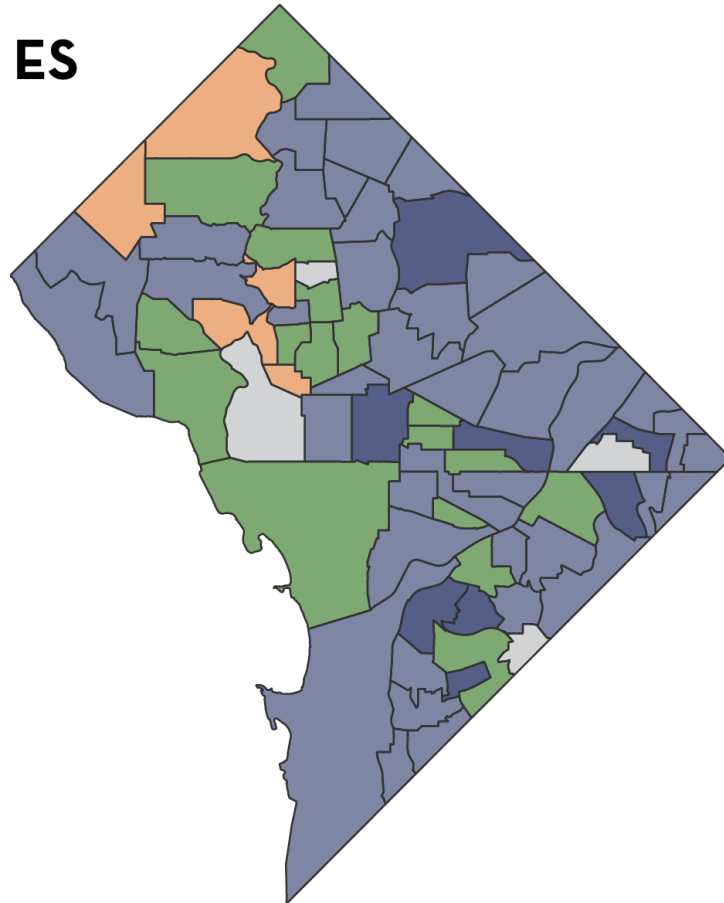
Read DME's Edsight for more info: <https://dme.dc.gov/node/1652901>

DCPS boundary schools with high and low utilization

SY22-23 Utilization, Total Capacity

Utilization ■ 0-50% ■ 50-80% ■ 80-95% ■ 95-120% ■ >120%+ ■ Schools undergoing modernization

⚠ Note:
Figures based on
current pre-MFP
school
capacities.



DCPS MS and HS
have low utilization
in Wards 7 and 8

Distance to school

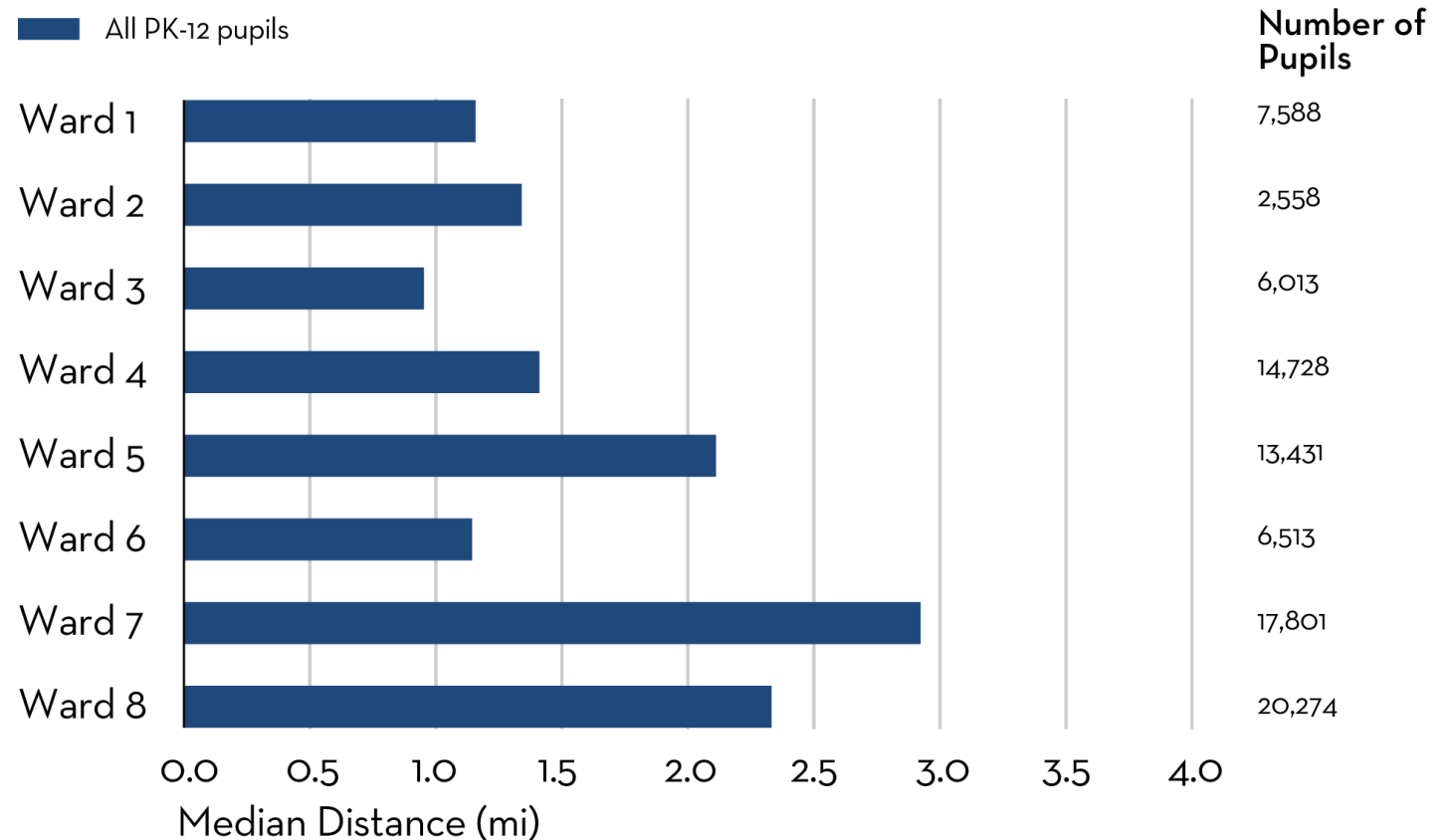
Public school PK-12 grade students living in Wards 7, 8, and 5 travel the furthest to school.

Median distance for Ward 7 is almost 3 miles.

Median Distance to School by Ward, SY22-23

Enrollment type

■ All PK-12 pupils



Discussion

- Deputy Mayor welcome
- What is the Boundary and Student Assignment Study?
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Hearing from you!

We want your input on

- Guiding principles and
- Most important questions the study should explore.

Use Mentimeter to provide your response!

- Go to www.menti.com and use the code **66 33 73 9**



Draft menu of guiding principles

The Advisory Committee on Boundaries and Student Assignment is developing a set of principles to guide its recommendations.

Possible Guiding Principles

- By-right neighborhood schools*
- Equitable access*
- Inclusivity
- Predictability and continuity*
- Proximity
- Racial and ethnic diversity
- Socioeconomic diversity
- Sustainable enrollment
- System of choice*

*Indicates guiding principle from 2014.

Draft menu of guiding principles

By-right neighborhood schools

Equitable access

Inclusivity

Predictability and continuity

Proximity

Racial and ethnic diversity

Socioeconomic diversity

Sustainable enrollment

System of choice

What does this mean?

A strong public system of by-right neighborhood schools, supporting a healthy community and neighborhood life with connections between communities and their schools.

Draft menu of guiding principles

By-right neighborhood schools

Equitable access

Inclusivity

Predictability and continuity

Proximity

Racial and ethnic diversity

Socioeconomic diversity

Sustainable enrollment

System of choice

What does this mean?

Meaningful access to high quality public schools and programs, particularly for families furthest from opportunity that assists in removing barriers.

Draft menu of guiding principles

By-right neighborhood schools

Equitable access

Inclusivity

Predictability and continuity

Proximity

Racial and ethnic diversity

Socioeconomic diversity

Sustainable enrollment

System of choice

What does this mean?

All children are welcome and can be appropriately served in their by-right schools, regardless of special needs or performance level.

Draft menu of guiding principles

By-right neighborhood schools

Equitable access

Inclusivity

Predictability and continuity

Proximity

Racial and ethnic diversity

Socioeconomic diversity

Sustainable enrollment

System of choice

What does this mean?

Families know where their child has a right to attend school in the future, siblings can enroll at schools together, there are predictable entry points to public school pathways, and there is continuity in programming from point of entry through graduation.

Draft menu of guiding principles

By-right neighborhood schools

Equitable access

Inclusivity

Predictability and continuity

Proximity

Racial and ethnic diversity

Socioeconomic diversity

Sustainable enrollment

System of choice

What does this mean?

Assignment and access to schools that are close to where a student lives, meaning within a reasonable walking distance for elementary students and reasonable travel times for secondary students.

Draft menu of guiding principles

By-right neighborhood schools

Equitable access

Inclusivity

Predictability and continuity

Proximity

Racial and ethnic diversity

Socioeconomic diversity

Sustainable enrollment

System of choice

What does this mean?

Opportunities for racially and ethnically diverse student enrollment and learning environments.

Opportunities for economically diverse student enrollment and learning environments.

Draft menu of guiding principles

By-right neighborhood schools

Equitable access

Inclusivity

Predictability and continuity

Proximity

Racial and ethnic diversity

Socioeconomic diversity

Sustainable enrollment

System of choice

What does this mean?

The number of public schools and public school seats are proportional to the public school population; a larger proportion of schools fall within the target utilization range of 80% to 95%; and fewer schools experience declining enrollments.

Draft menu of guiding principles

By-right neighborhood schools

Equitable access

Inclusivity

Predictability and continuity

Proximity

Racial and ethnic diversity

Socioeconomic diversity

Sustainable enrollment

System of choice

What does this mean?

Access via participation in the school lottery to public school choices other than assigned schools.

Guiding principles



Share which principles are most important to **you and your family** and why?

Share which principles are most important for the **city as a whole** and why?

By-right neighborhood schools

Equitable access

Inclusivity

Predictability and continuity

Proximity

Racial and ethnic diversity

Socioeconomic diversity

Sustainable enrollment

System of choice

Opportunities

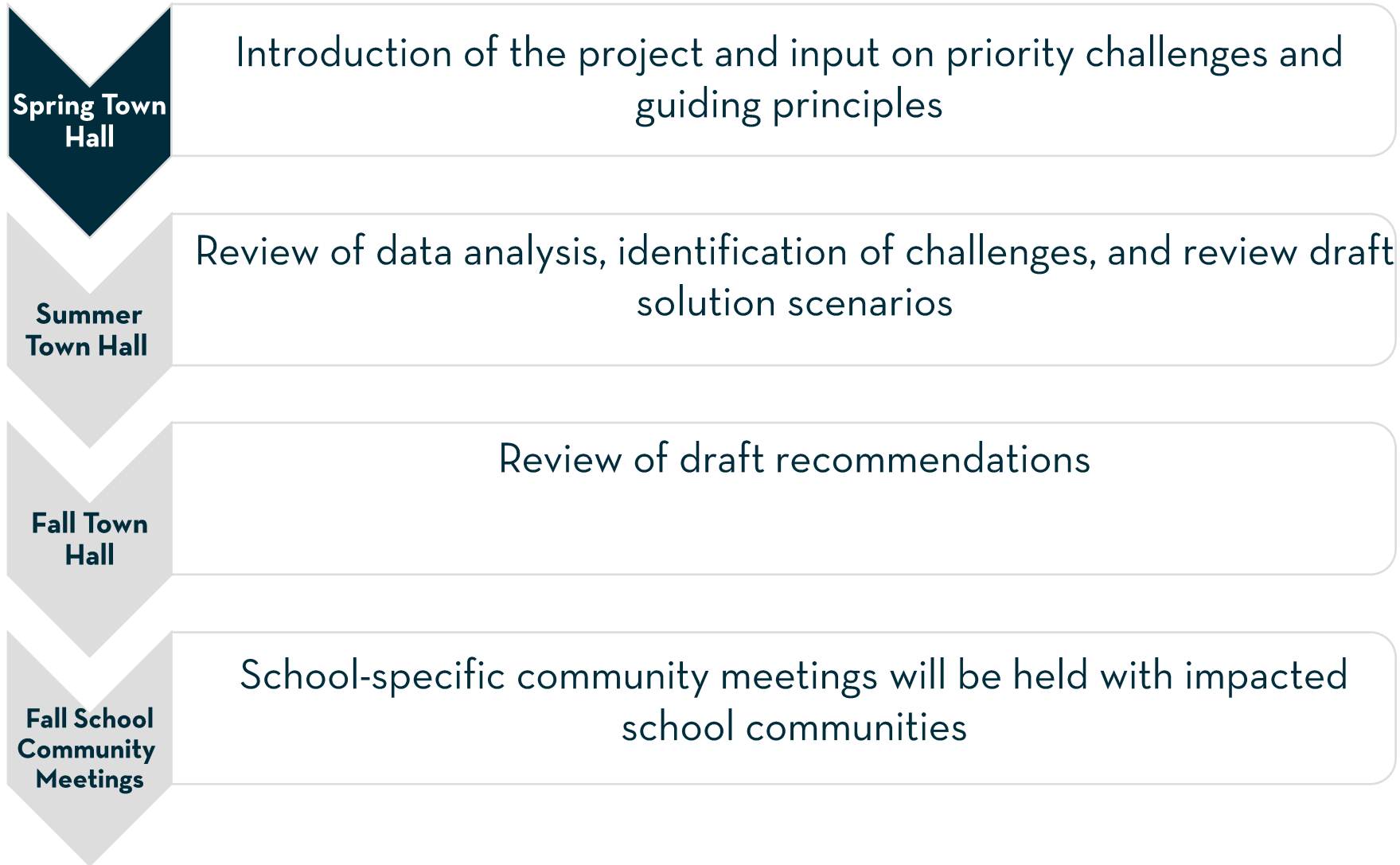


What is the **most important idea** that you want the Advisory Committee to consider while developing their recommendations?

Examples:

- *There should be more access to specialized programming throughout the city.*
- *Revise my child's feeder pattern to address overcrowding in some schools.*

Engagement Schedule



Q/A

- Deputy Mayor welcome
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Project resources

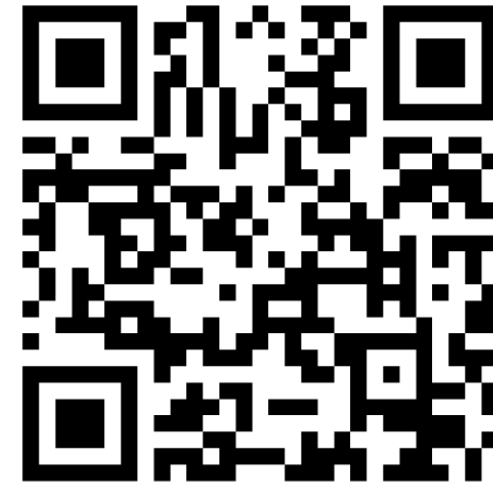
Materials

Boundary study website for presentations, notes, general feedback form and project materials:

<https://dme.dc.gov/boundaries2023>

Guiding Principles Input

Community members encouraged to provide input on the guiding principles [here](#) or by scanning the QR code below.



Next steps

Advisory Committee

Boundary and Student Assignment Advisory Committee meetings*

- May 30
- June 21
- July 19

Town Hall Meetings

July Boundary Town Halls

- Review data analysis
- Identification of challenges
- Discuss potential solution scenarios

*Meetings are live streamed and recorded; visit <https://dme.dc.gov/boundaries2023> for future meeting dates.