2023 DC Advisory Committee on Student Assignment

June 21, 2023

Meeting 4

DME

OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

Agenda

- Welcome
- Recap - May 30 Advisory Committee meeting
- Guiding principles
- Special education & high school programming
- Policy options & priority challenges
- Charge for the next meeting

Goals of this meeting

- Sign off on guiding principles
- Spotlight on special education and high school programming
- Understand the menu of policy tools by challenge area

Rules of the road

1. Be curious.
2. Assume good intentions.
3. Feel comfortable speaking in “rough draft” – we are all learners.
4. Be concise so that others have time to speak.
5. Attack the problem, not the person. Use “I” statements.
6. It’s ok to disagree respectfully and openly, without being disagreeable.
7. Make it a brave space – fearlessly share ideas, ask questions, and contribute unconditionally.
8. Be prepared to sit in discomfort.
9. Work to get all voices in the discussion

Recap - May 30 Advisory Committee

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Recap - May 30 Advisory Committee

- Discussed ways to improve engagement across the city
- Further refined guiding principles based on feedback and discussion
    - Ensure inclusivity is included
    - Recognize the tensions inherent between principles
    - Refinement of what equity means
- Introduced policy "menu of options"

Guiding principles

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Final draft 2023 guiding principles

Identified based on previous advisory committee meetings, town hall and survey feedback, and individual advisory committee conversations.

- A strong system of by-right neighborhood schools
- Equitable access to high quality schools
- Predictable and continuous access to schools
- Racially and socio-economically diverse schools

See **draft handout** for specific descriptions.

Special education & high school programming

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Special education programming

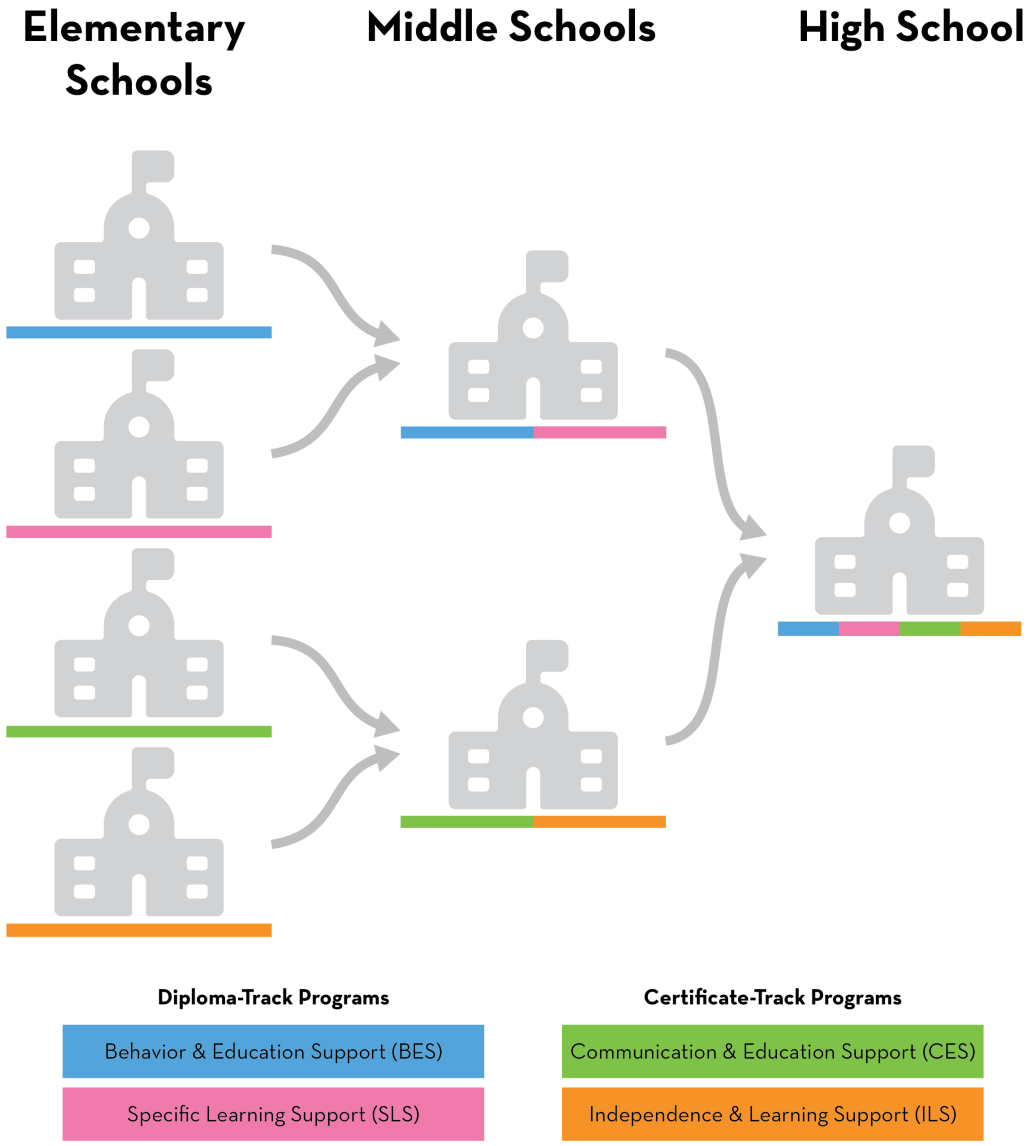
- Individuals with Disabilities Education Act (IDEA) and local law requires each LEA provide a free appropriate public education (FAPE).
- This means, LEAs need to provide:
    - Specialized instruction and related services designed to support access to education,
    - Meaningful participation in general education with non-disabled peers, and
    - A continuum of placements where students' Individualized Education Plans (IEPs) can be implemented.

Special education low-incidence programming

- IDEA affords LEAs flexibility to design programming.
    - Large LEAs may serve students with low-incidence disabilities in a separate class or school within the LEA that may be out-of-boundary or lottery.
    - Small LEAs may serve students with low-incidence disabilities through cooperatively sourced services across partner LEAs (e.g., DC Special Education Cooperative).

DCPS special education feeders

- DCPS created aligned self-contained special education programs within high school feeder patterns.
- Goal is to implement a student's IEPs in an inclusive school community close to home.



Special education feeder example

Anacostia High School

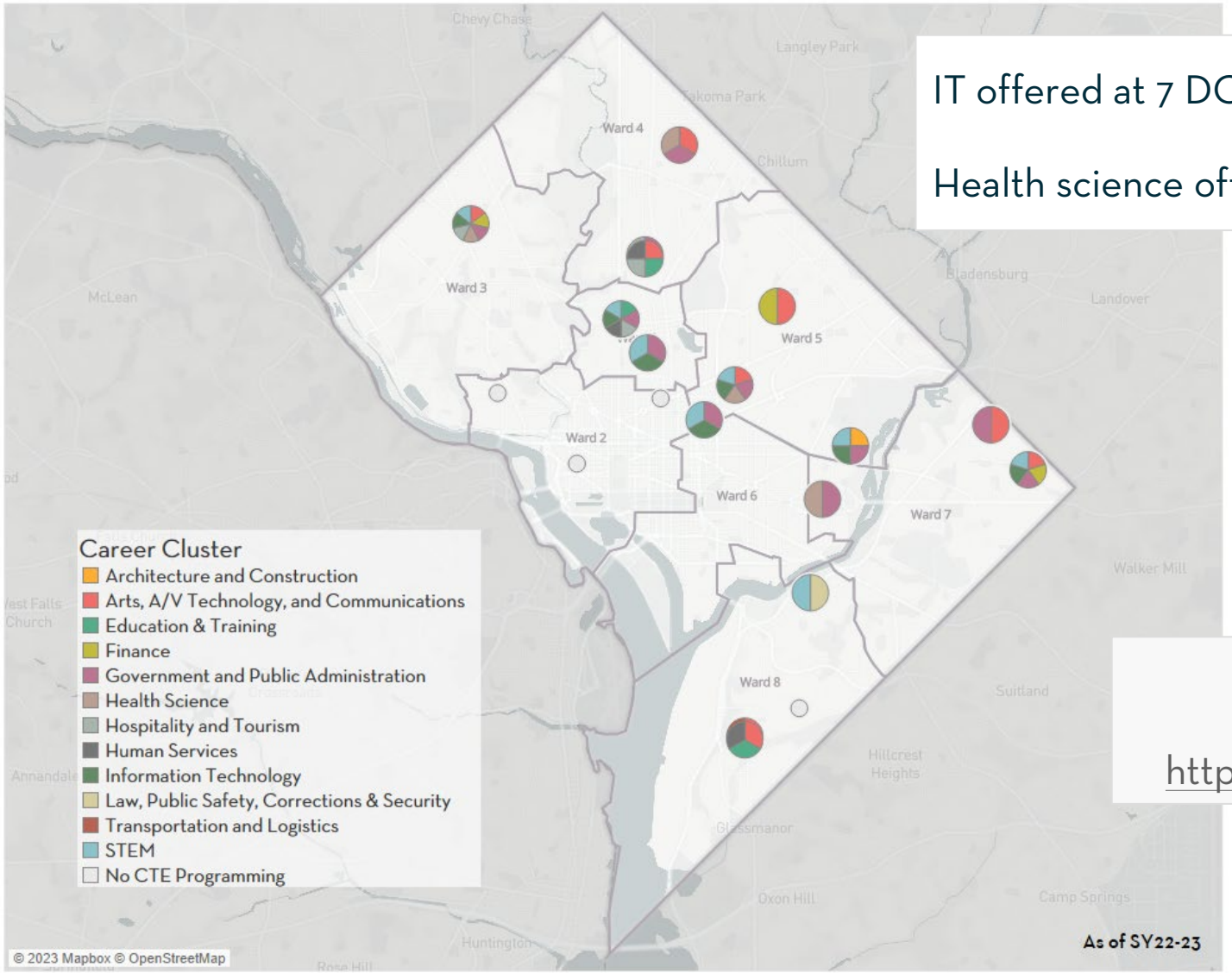
Anacostia HS Feeder Pattern			
HIGH SCHOOL			
IEP Certificate of Completion Programs		High School Diploma Programs	
CES (C1-C8)	ILS (C1-C8)	BES (9-12)	SLS (9-12)
MIDDLE SCHOOL			
Sousa MS		Kramer MS	
CES	ILS	BES	SLS
ELEMENTARY SCHOOL			
Boone ES	Savoy ES	Randle Highlands ES	Moten ES
CES	ELS / ILS	ELS / BES	ELS / SLS
Beers ES	Stanton ES		Excel Academy EC
CES	ELS / ILS		ELS / SLS
Plummer ES			Savoy ES
CES			ELS / SLS
			Stanton ES
			ELS / SLS

Learn more about DCPS SY22-23 special education feeders at https://dcpsspecialed.wixsite.com/home/self-contained-feeder-patterns

DCPS high school college and career programming

Types	High Schools
Advanced Technical Center (ATC)	8 DCPS + 4 PCS currently participate
Career Technical Education (CTE) programs	All 9 boundary HS + 7 DCPS citywide
DC + XQ design	Dunbar and Cardozo HS, expanding to all DCPS HS
Dual college enrollment	All DCPS high schools
Global Studies	Roosevelt HS
International Baccalaureate (IB)	Eastern HS, Banneker HS
Selective DCPS high schools/programs	7 schools + Early College Academy at Coolidge HS
Targeted school programs and partnerships	Ex: DOEE/UDC at Anacostia, Int'l Academy at Cardozo, Ballou Redesign

DCPS career technical education programs



IT offered at 7 DCPS high schools

Health science offered at 4 DCPS high schools

Interactive viz!

https://tinyurl.com/dc-viz-cte

Policy options

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Menu of policy levers

Boundary Assignment Policy Options

Assignment Structures
- Boundary changes
- Add new boundary (Euclid)
- Feeder changes
- Grade configuration changes
- Choice sets

Lottery and Choice
- Changes to out-of-boundary lottery seats offered
- Lottery preferences

Programs
- Changes to programming within schools
- Expansion of early childhood programs
- Expansion of shared program opportunities for secondary students

Other
- Shared new school opening criteria
- Other specific programs, policies, structures

Master Facility Plan Policy Options

Facility
- *Expand facility capacity by modernizing*
- *Reimagine the use of space in underutilized facilities (e.g., colocation of schools or other supportive programs)*

Operations
- *Manage building use to lessen capacity pressure (e.g., offsite specialized programming)*
- *Centralize high demand programs for use by multiple schools*
- *Pause planned physical capacity increases*

Priority challenges

1. Uneven participation in DCPS boundary schools
2. Segregation by race/ethnicity and at-risk students
3. Unequal access to programmatic opportunities
4. Lack of equitable access to high quality schools and in demand schools
5. Geographic mismatch between supply and demand for PK seats

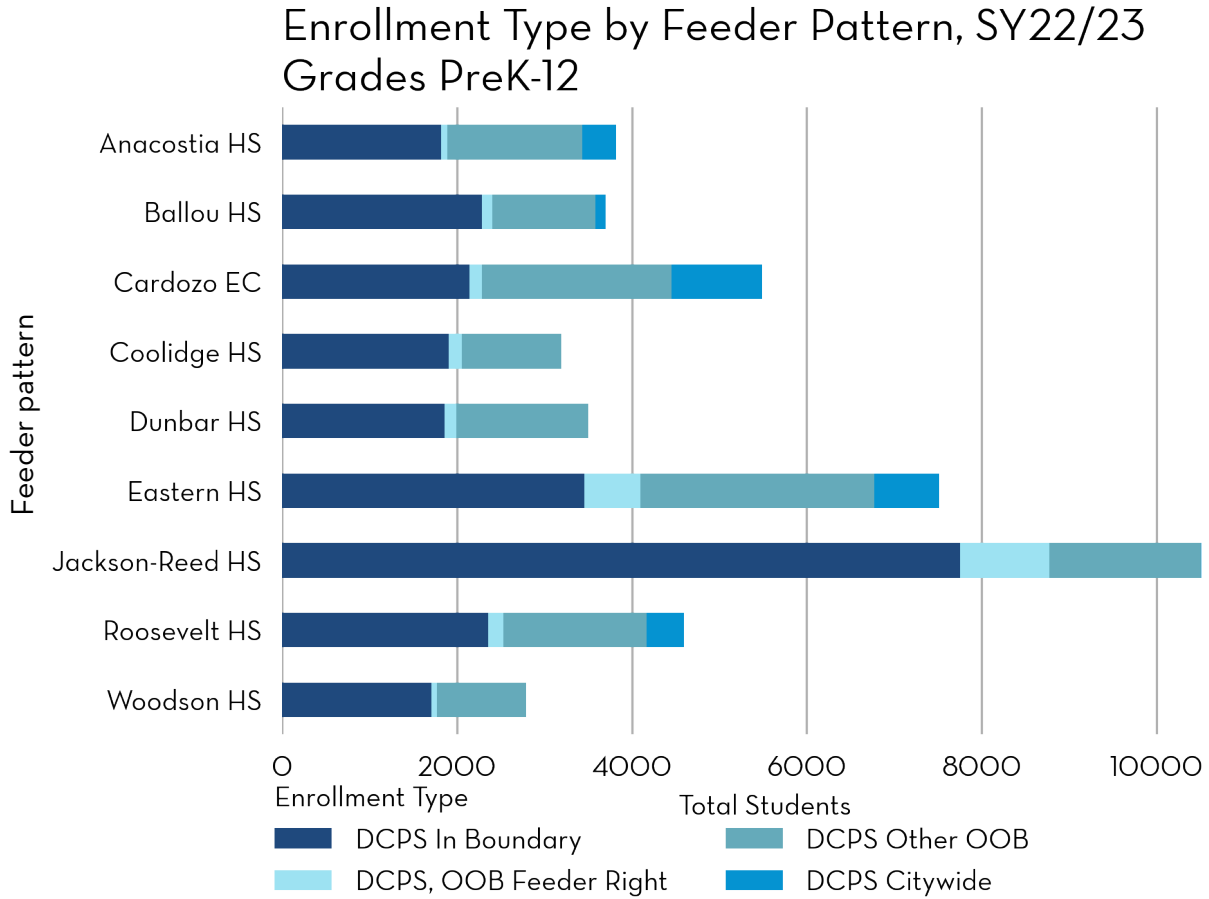
Priority challenge 1:

Uneven participation in DCPS boundary schools leads to some schools and feeder patterns too empty and some too full

Challenge 1 example: Enrollment type by feeder pattern

Enrollments in the Jackson-Reed, Eastern, and Cardozo feeder patterns have the greatest number of students.

- The Jackson-Reed feeder schools have mostly in-boundary students (74%).
- Eastern's feeder pattern is about half in boundary enrollment.
- The Cardozo feeder pattern is about one third in boundary.



This will be compared to total facility capacity when capacities are updated!

Policy levers: Uneven participation in DCPS boundary schools

		Desired Impacts
Boundary and feeder changes • Adjust boundaries • Draw boundary for Euclid MS • Adjust by right feeder patterns	→	- Balance enrollment across nearby schools
Grade configuration changes • K-8 grade configurations • Paired schools / Princeton Plan	→	- Better utilized neighborhood schools - Better integrated neighborhood schools - Better retention of primary school students
Multiple Rights • Choice sets (multiple by right schools)	→	- Increase school options, with geographic limitations - Encourage enrollment in set of schools
Other • Holistic school improvements	→	- Invest in comprehensive upgrades to select neighborhood/by right schools, including new programs, facility updates, and staff training/capacity building - Precedent: Innovation schools (Dallas, TX)

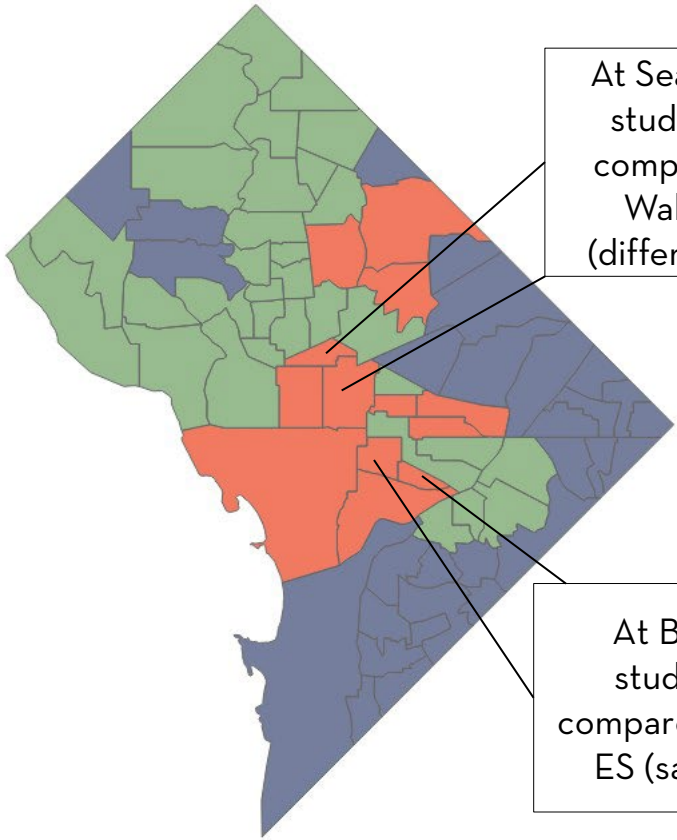
Priority challenge 2:
Segregation by race/ethnicity and at-risk students

Challenge 2 example: Racial segregation

There is significant racial segregation at public schools in Washington, DC, with the highest segregation among Black and white students.

76% of students in either group would need to change schools to equally distribute students.

Difference between percent of students who are Black between neighboring DCPS boundary schools, school year 2022-23

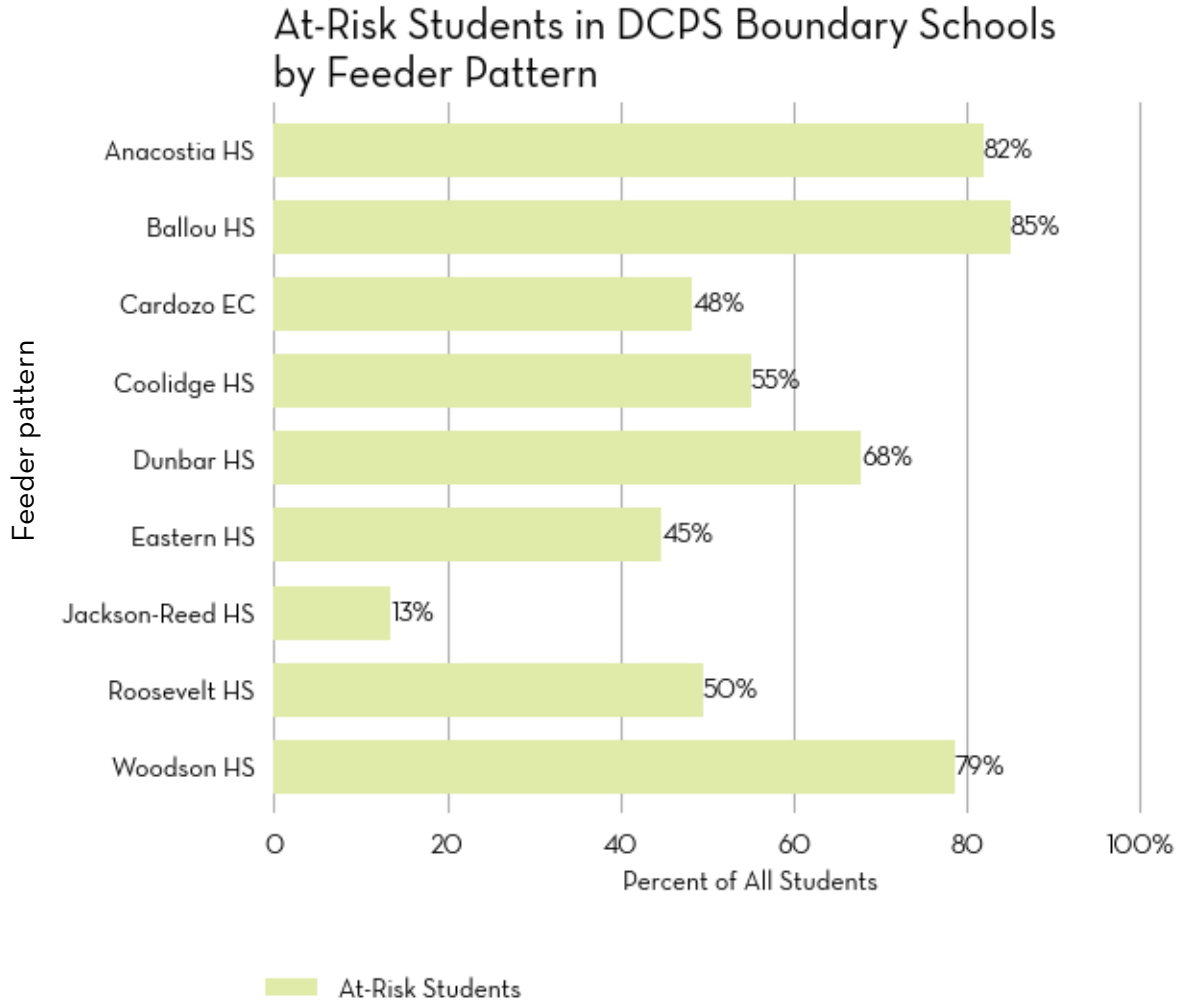


Challenge 2 example: Concentration of at-risk students

The proportion of at-risk students is highly varied by feeder pattern for DCPS boundary schools, with disproportionately high rates in Anacostia, Ballou, and Woodson feeder patterns, and disproportionately low rates in Jackson-Reed.

- Ballou HS feeder pattern the percent of students at risk ranges from 68% (Leckie Education Campus ES) to 93% (Patterson Elementary School).

- Jackson-Reed feeder pattern, the percent of students at risk ranges from 1% (Janney Elementary School) to 32% (Jackson-Reed HS).



Policy levers: Segregation by race/ethnicity and at-risk students

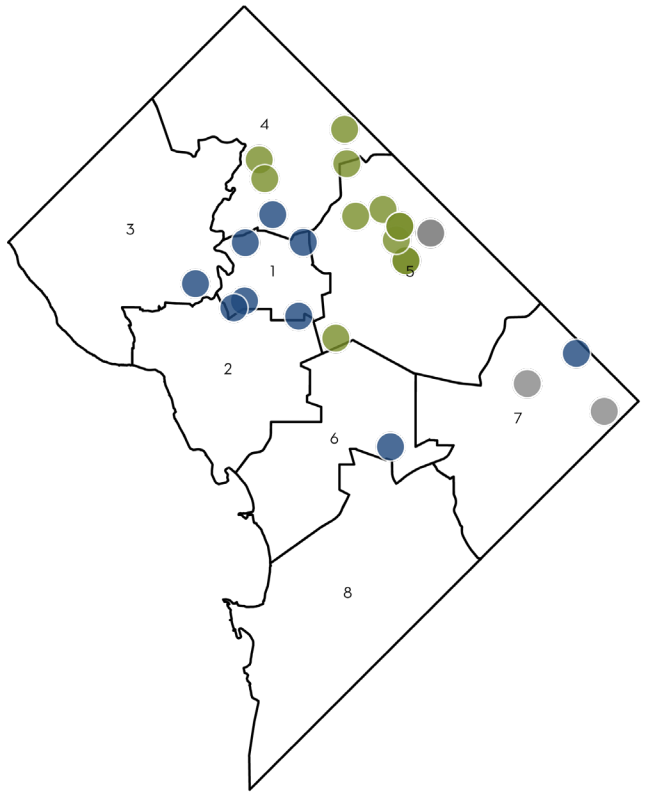
		Desired Impacts
Boundary and feeder changes • Adjust boundaries	→	- Better integrated neighborhood schools (target opportunities to better integrate adjacent schools)
Multiple Rights • Choice sets	→	- Expand attendance zones to cut across residential segregation - Better integration among sets of nearby schools
Lottery preferences • Weighted lottery or set-asides for at-risk students	→	- Better integrated schools, based on choice/lottery
Metrics and Accountability • Integration benchmarks and/or audits	→	- Create accountability for improving integration - Establish clear goals for the District - Precedent: 10% Target in Stamford, CT, backed by state law
Other • Community leadership	→	- Involve impacted communities centrally in planning and prioritization for neighborhood schools - Precedent: Strengthening Neighborhoods Committee (Denver, CO)

Priority challenge 3:
Unequal access to programmatic opportunities

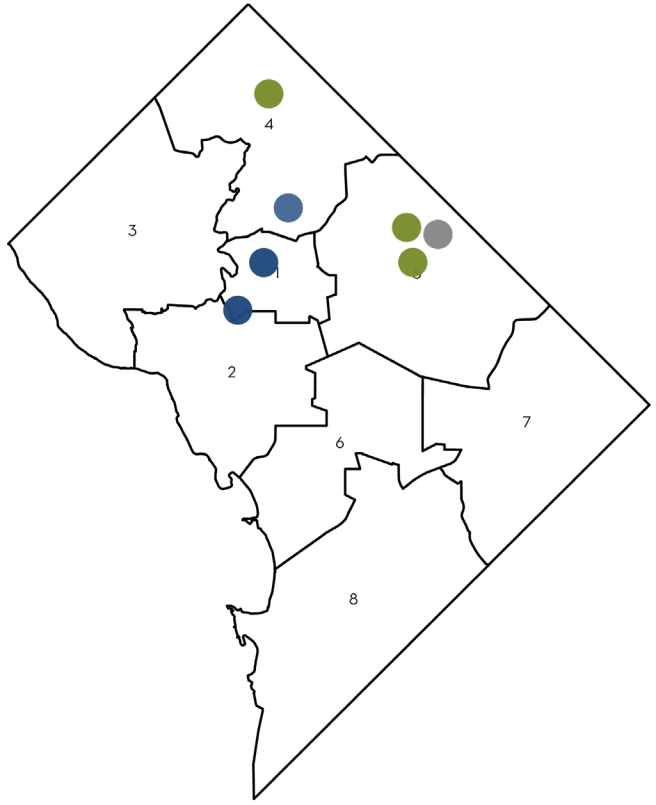
Challenge 3 example: Locations of program

Dual Language / Language Immersion programs are more geographically distributed at the ES level than at the MS and HS levels, especially exclusive of PCS schools

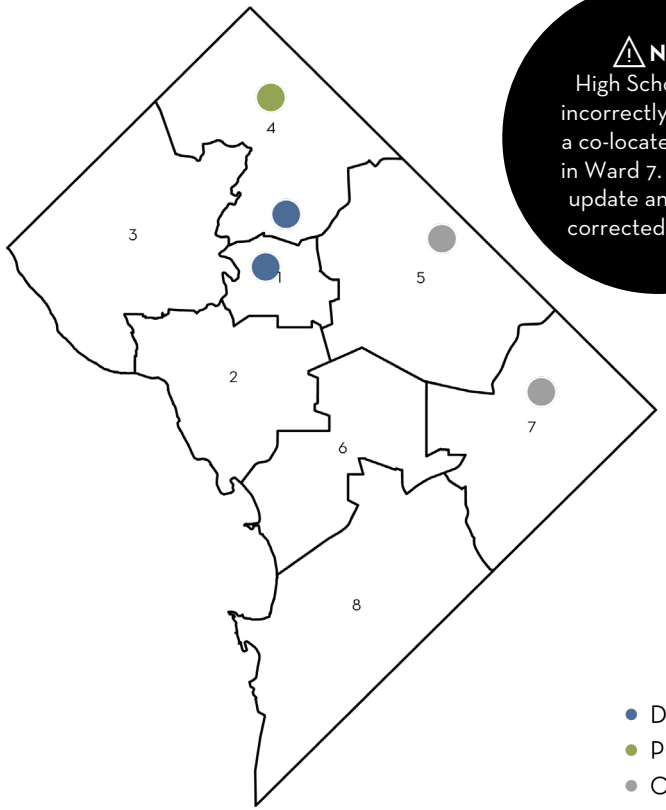
Elementary School:
Dual Language/Language Immersion



Middle School:
Dual Language/Language Immersion



High School:
Dual Language/Language Immersion



⚠ Note:
High School map incorrectly includes a co-located facility in Ward 7. DME will update and post a corrected graphic.

- DCPS
- PCS
- Co-located

Policy levers: Unequal access to programmatic opportunities

Expanded programming
- Changes to / increased programming within schools
- Shared program opportunities for secondary students

Desired Impacts

- Ensure adequate capacity for in demand special programs
- Decrease distances traveled to special programs
- Drive enrollment to underutilized boundary schools

Program access zones
- Enrollment zones focused on program access

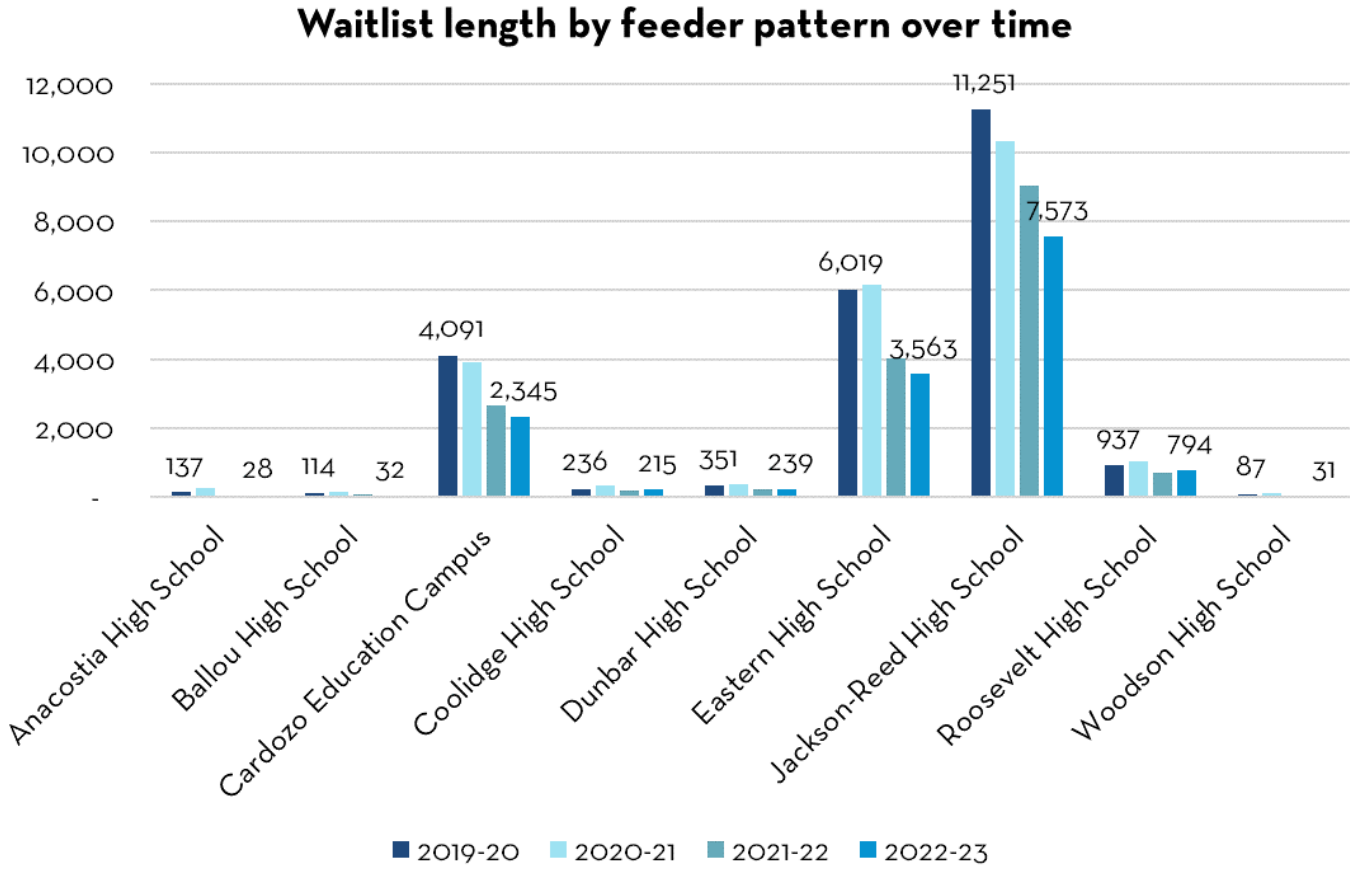
- Ensure equitable access to and distribution of special programs including SPED programs
- Precedent: Regional Access Model (Durham, NC)

Priority challenge 4:
Lack of equitable access to high quality or in-demand schools

Challenge 4 example: Lottery demand

Among boundary schools, waitlists are longest at schools in the Jackson-Reed feeder pattern followed by Cardozo and Eastern feeder patterns.

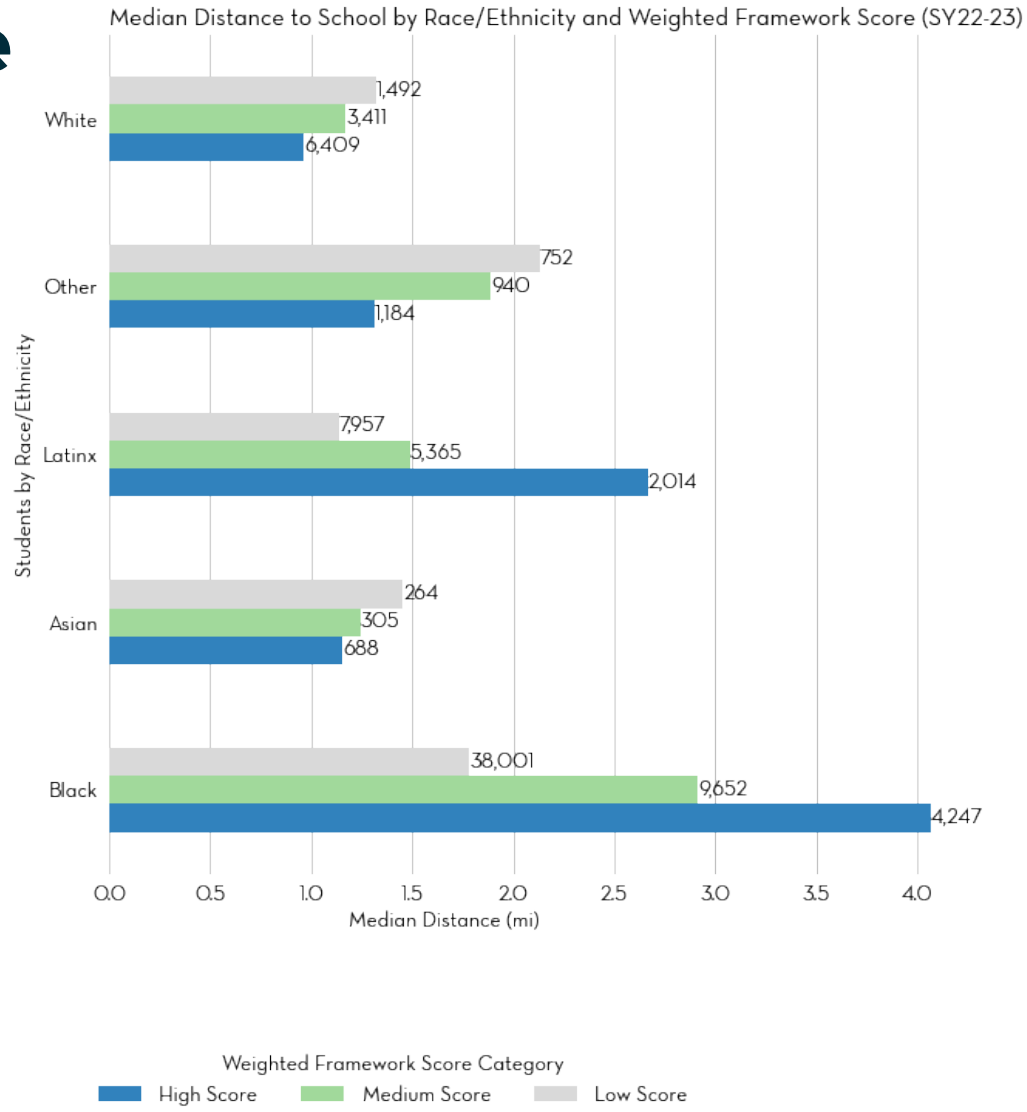
Based on lottery preferences, schools in Jackson-Reed feeder pattern are especially difficult to access for students from other areas of the city and for at-risk students.



Challenge 4 example: Distance by race/ethnicity and accountability framework score

Black students and Latino students travel significantly farther to access schools with high weighted framework scores (2.3 and 1.5 mi greater distances respectively) compared to schools with low scores.

White, Asian, and Other students who attend schools with high weighted framework scores have lower median distances to schools than same-group peers who attend schools with lower scores.



Policy levers: Lack of equitable access to high-quality and in-demand schools

Lottery and Choice
- Changes to number of out of boundary seats offered
- Changes to lottery preferences and set-asides
- Choice sets (multiple by right schools)

Programs
- Changes to programming within schools
- Expansion of shared program opportunities for secondary students

Boundary and Feeder Changes
- Adjust or create feeder patterns
- Change boundaries

Desired Impacts

- Enable students from less in-demand school boundaries/feeders to more easily access more in-demand schools
- Increase enrollment of at-risk students at in-demand schools

- Change or improve programs offered at by right schools
- Change or improve programs accessible by students at by-right schools

- Balance enrollment across feeder patterns with focus on improving programming potential at schools with lower quality ratings or less demand

Priority challenge 5:
Geographic mismatch between supply and demand for PK seats

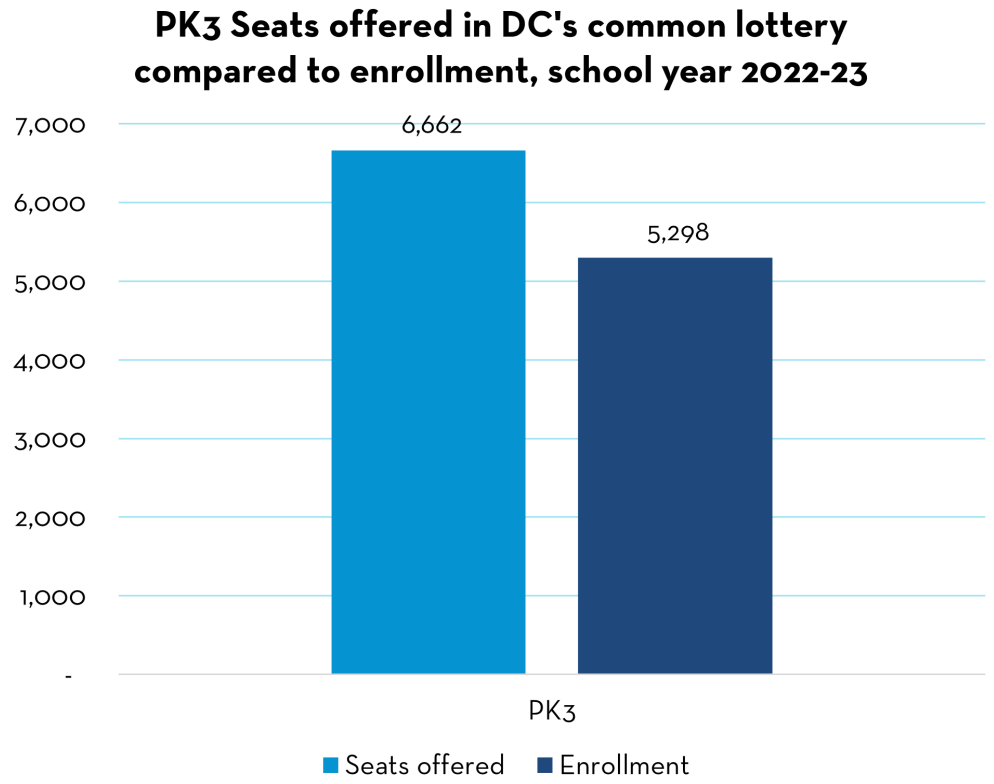
Challenge 5 example: More PK3 seats than students

Process

- Grades PK3 and PK4 are non-compulsory, meaning 3 and 4 year olds are not required to attend school.
- All PK3 or PK4 students must use the My School DC Common lottery to access a public school at the grade of entry.
- DCPS boundary schools provide an in boundary preference for applying students and are not required to guarantee a seat.

Supply

- Citywide, there are 26% more seats offered at PK3 than enrollment.



Challenge 5 example: PK3 and PK4 in-boundary preference waitlists

30 DCPS boundary schools have waitlists of at least 1 boundary preference student at the time of the lottery.

Title 1 Schools

9 DCPS schools have in boundary waitlists >5 PK3 or PK4 students at the time of the lottery.

- Five schools have >5 English dominant in-boundary waitlists at the time of lottery. Dual language schools balance English and Spanish dominant students.

Non-Title 1 Schools

10 DCPS schools have >5 in boundary PK3 or PK4 waitlists at the time of the lottery.

- Jackson-Reed feeder schools do not offer PK3 (except Hyde-Addison ES).

Title 1 definition = 35% or more students qualify for free or reduced lunch. As of SY22-23, DCPS has 86 Title 1 and 30 non-Title 1 schools.

Note: In-boundary (IB) total waitlist includes three categories: IB waitlist, IB with sibling attending waitlist, and IB with sibling offered waitlist.

Policy levers: Access to Pre-K

Programs
- Expansion of early childhood programs

Desired Impacts
- Increase Pre-K program capacity, focusing on areas where demand exceeds supply
- Decrease distances traveled to Pre-K programs, especially in Wards 5, 7, and 8

Lottery preferences
- Pre-K lottery seats and preferences

- Ensure families with greatest need are being served by Pre-K

Expand Pre-K Capacity
- Increase capacity through new or expanded facilities

- Utilize available facilities to address Pre-K access gaps and/or potential limitations of DCPS ES facilities

Multiple Rights
- Choice sets (multiple by right schools)

- Increase school options, with geographic limitations
- Encourage enrollment in set of schools

What policy levers would help address the challenges highlighted so far?

Factors for consideration:

- Which policy levers are compelling for each illustrative challenge? Which are not?
- What potential tradeoffs will likely need to be made to implement the policy?
- How could different constituencies be affected by the policy levers?
- How does the policy lever align or not with each guiding principle?

Next meeting

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Next steps

July 19 AC meeting goals

- Policy scenario development
- Prepare for July town halls

July 19 AC Meeting:
MLK Library at 6pm
Public meeting registration link:
https://dme.dc.gov/node/1661366

July virtual town halls

- July 25 (12pm) and July 27 (6pm)
- Discuss landscape analysis and policy scenarios

Homework

- Sign up for office hours
- Promote July virtual town halls
  - https://dme.dc.gov/page/townhalls-2023
  - Sign up 10 friends, neighbors, colleagues

Appendix

Project resources

Materials

Boundary study website for presentations, meeting recordings, FAQs, general feedback form and other project materials:

https://dme.dc.gov/boundaries2023

General feedback

Community members encouraged to provide feedback or submit ideas here or by scanning the QR code below (form is also available in Spanish and Amharic).

Appendix – OSSE Special Education

- OSSE Students with Disabilities in the District of Columbia: Landscape Analysis (2019)

- Individuals with Disabilities Education Act (IDEA) Annual Performance Report (APR) Public Reporting (Federal Fiscal Year 2020: July 1, 2020 – June 30, 2021) (See Education Environments at p. 17-21)

Appendix: DCPS High School College and Career Programming - details

Dual college enrollment

- All 11 and 12 grade students meeting criteria can take free, credit earning college courses full or part time

International Baccalaureate (IB) and Global Studies

- IB: Internationally recognized diploma granting program with globally-focused curriculum - Eastern and Banneker HS
- Global studies: Programs supporting global competence and understanding - Roosevelt HS school

Selective DCPS High Schools/Programs

- Citywide DCPS schools that admit students based on specific admission requirements and selection criteria
- 8 DCPS high schools (7 full school and 1 program): Bard HS Early College DC, Benjamin Banneker HS, Columbia Heights EC, Duke Ellington School of the Arts, Early College Academy at Coolidge HS, McKinley Tech HS, Phelps ACE HS, and School Without Walls HS.

Career Technical Education (CTE) programs

- 3- or 4-year course sequence (in addition to core HS classes) leading to industry-recognized certification exams and work-based learning.
- Offered at 9 boundary DCPS HS plus 7 DCPS citywide schools: Ballou STAY, Columbia Heights EC, Luke C. Moore, McKinley Tech HS, Phelps ACE HS, Ron Brown College Preparatory HS, and Roosevelt STAY.
- Programming examples: Engineering, Health Science, and Information Technology

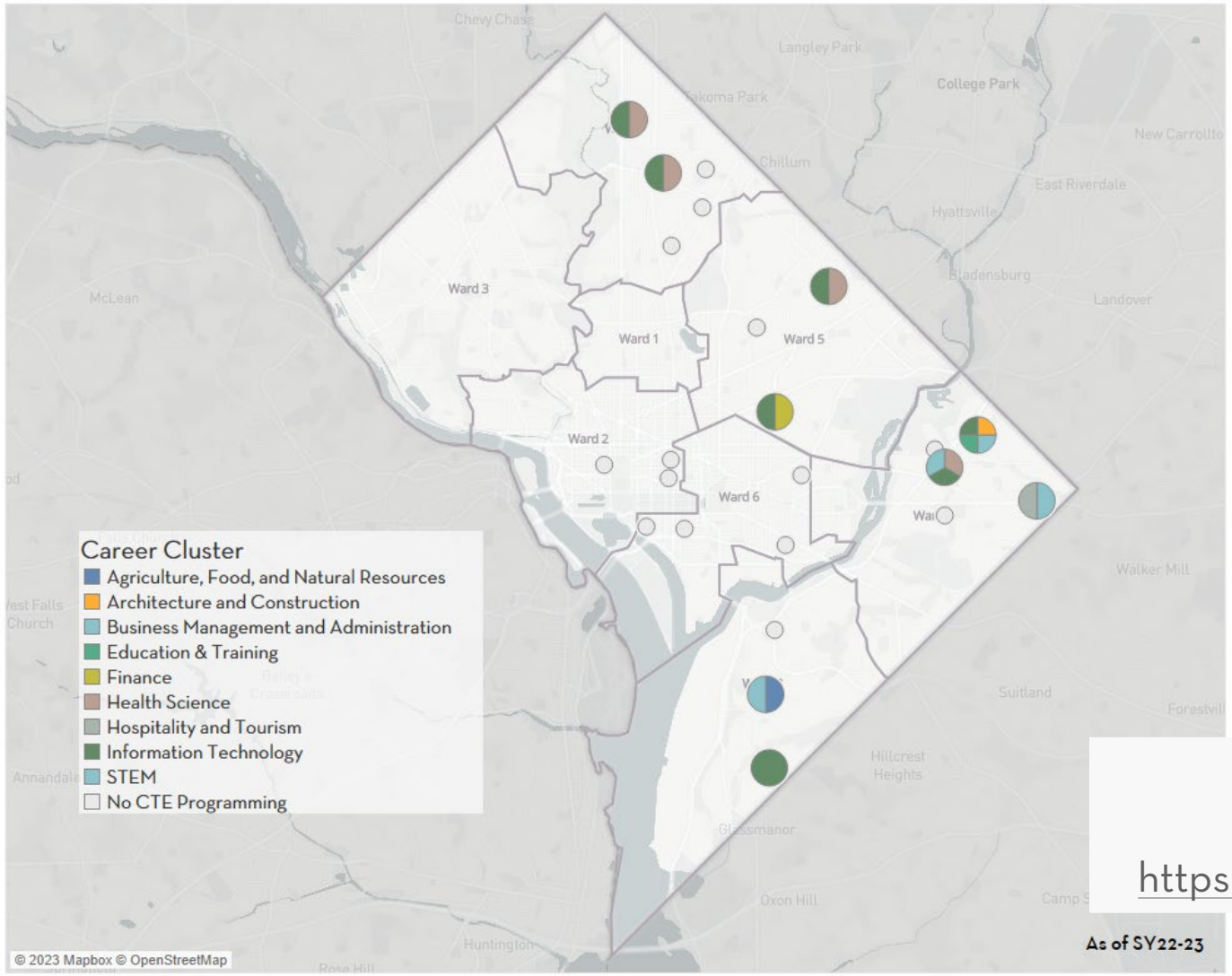
Advanced Technical Center (ATC)

- Central hub offering CTE programs for public high school students to access dual credit courses, industry-recognized credentials, and professional licenses
- Currently 12 DCPS and PCS high schools participate; transportation provided.

Targeted school programmatic offerings and partnerships

- DC + XQ design at Cardozo School of Business and Dunbar Afrofuturism
- Anacostia HS partnership with UDC and DOEE to support access to green jobs.
- Ballou Redesign and International Academy at Cardozo

Appendix: CTE Programming at Public Charter HS



Interactive viz!

https://tinyurl.com/dc-viz-cte

Appendix: Specific CTE Programming as of SY22-23

Career Cluster	Program	Sector	
		DCPS	Public charter
Agriculture, Food, and Natural Resources	Energy & Natural Resource Technology		1
Architecture and Construction	Architectural Design	1	
	Carpentry	1	
	Construction Technology		1
	Electrical Technology	1	
	HVAC-R	1	
Arts, A/V Technology, and Communications	Audio/Video Production	5	
	Graphic Design and Illustration	5	
Business Management and Administration	Business Management		2
Education & Training	Child Care and Development	3	1
Finance	Finance	3	1
Government and Public Administration	Foreign Service & Diplomacy	1	
	JROTC	11	
Health Science	Biomedical Science (PLTW)	3	1
	Biotechnology	1	
	General Nursing		2
	Health Science General		1
	Healthcare Information Technology		2
Hospitality and Tourism	Culinary Arts	3	
	Hospitality Services	3	1
Human Services	Barbering	2	
	Cosmetology	3	
Information Technology	Computer Maintenance Technician	3	1
	Computer Science (AP)		4
	Computer Science (PLTW)	5	1
	Cybersecurity		2
	Digital Media		1
	Networking	2	
Law, Public Safety, Corrections & Security	Law Enforcement	1	
STEM	Engineering	8	
	Engineering: Aerospace Engineering (PLTW)		1
	Engineering: Civil Engineering & Architectu..		1
	Engineering: Digital Electronics (PLTW)		1
Transportation and Logistics	Automotive Technology	1	

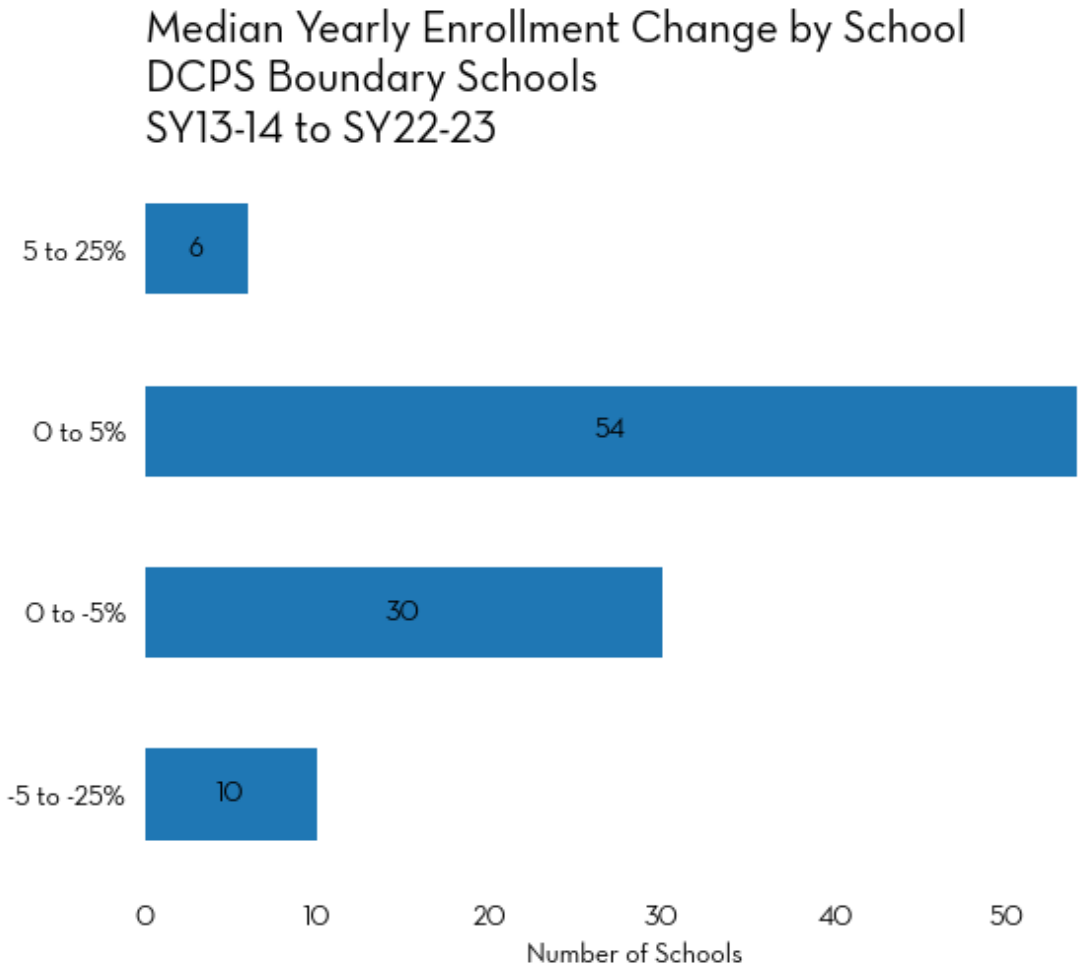
Interactive viz!

https://tinyurl.com/dc-viz-cte

Appendix: Declining Enrollments at Some DCPS Boundary Schools

Enrollment change is highly varied by school.

However, 10 DCPS boundary schools have had median yearly enrollment declines of greater than 5% between SY2013-14 and SY2022-23.



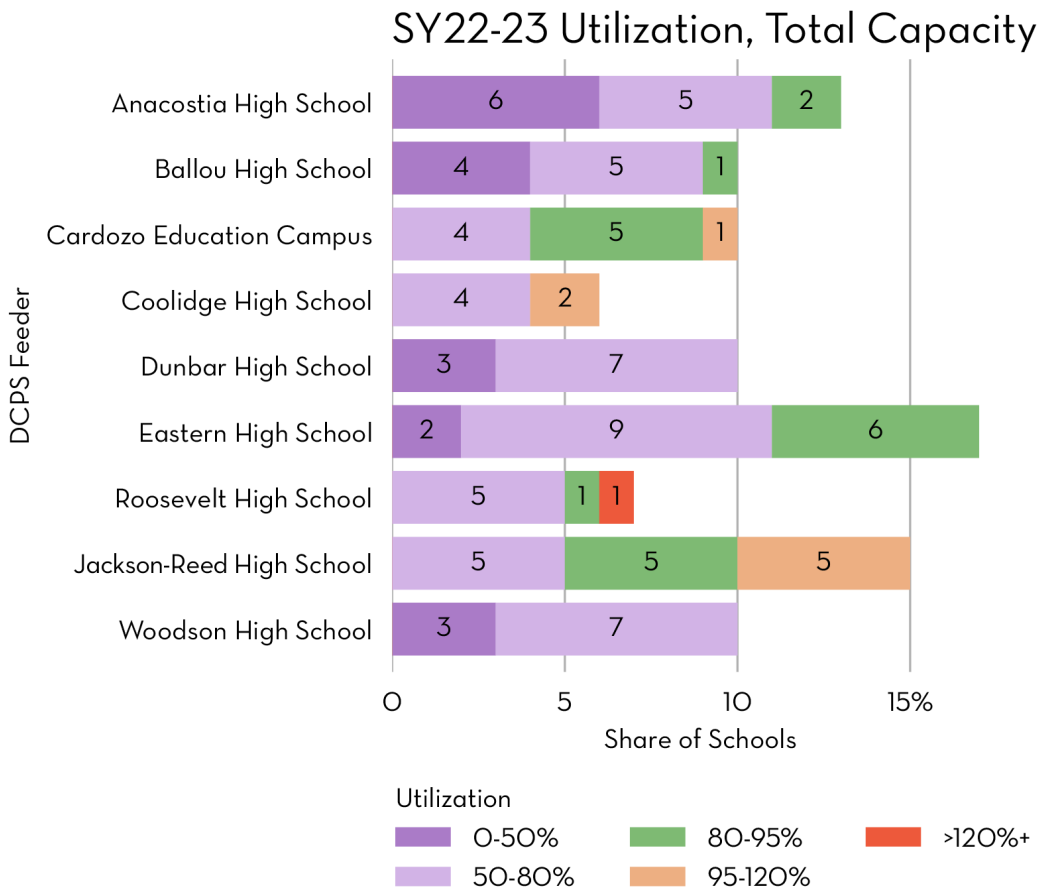
Appendix: Over and Under Utilized

Based on these enrollment choices, under-enrollment is pervasive in many of the DCPS feeder patterns.

Conversely, some select DCPS schools may be too full or over utilized now and in the future.

Project team is redoing capacities and rerunning utilization and future utilization.

STAY TUNED for identification of challenges at specific schools in the coming months!

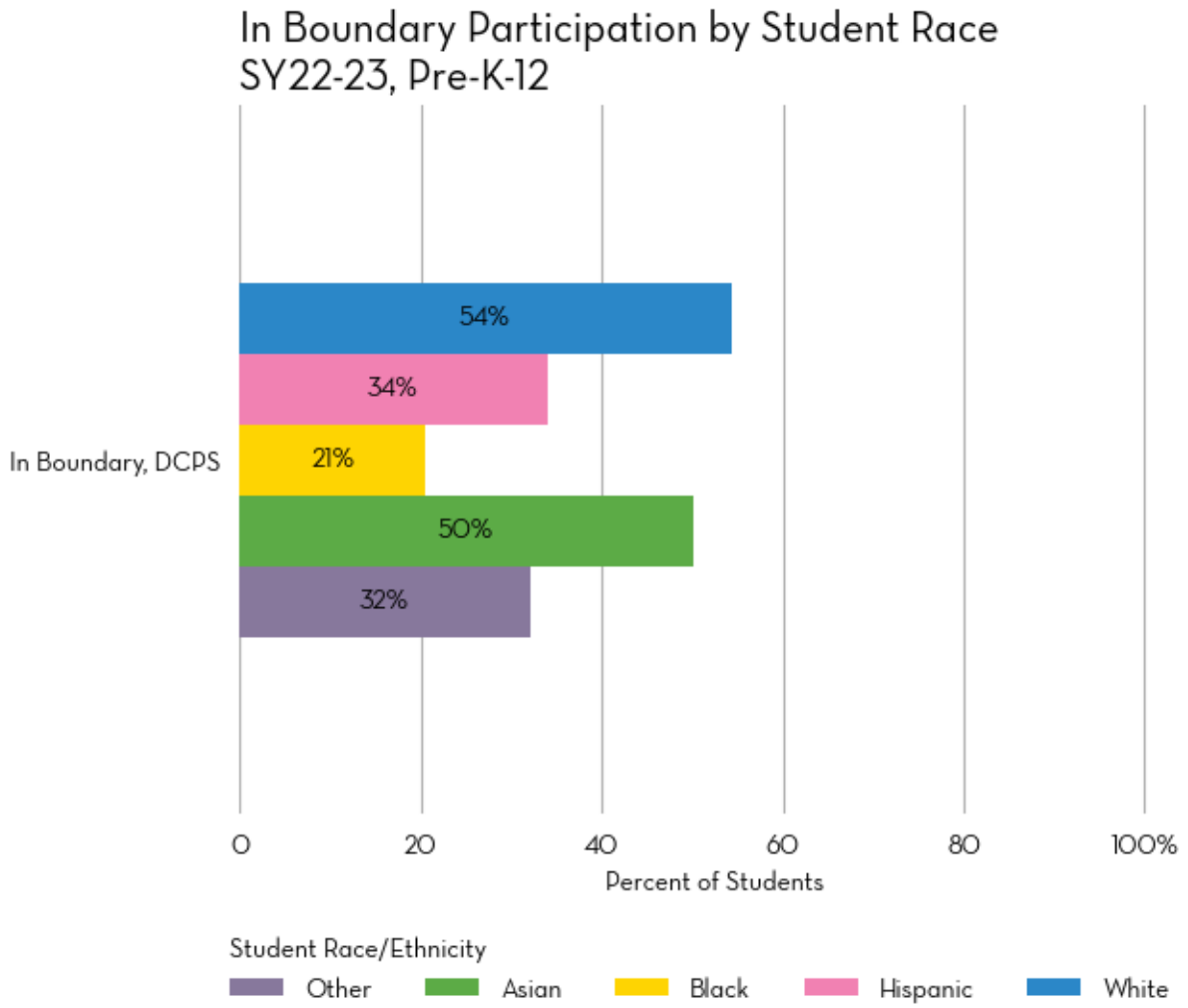


⚠ Note: Figures based on current pre-MFP school capacities

Appendix: Enrollment Type by Student Race

White students attend their in-boundary schools at more than twice the rate of Black students, and significantly more than Hispanic students.

In-boundary participation is highest in Jackson-Reed and Eastern feeder patterns, which have the highest percentages of white students.

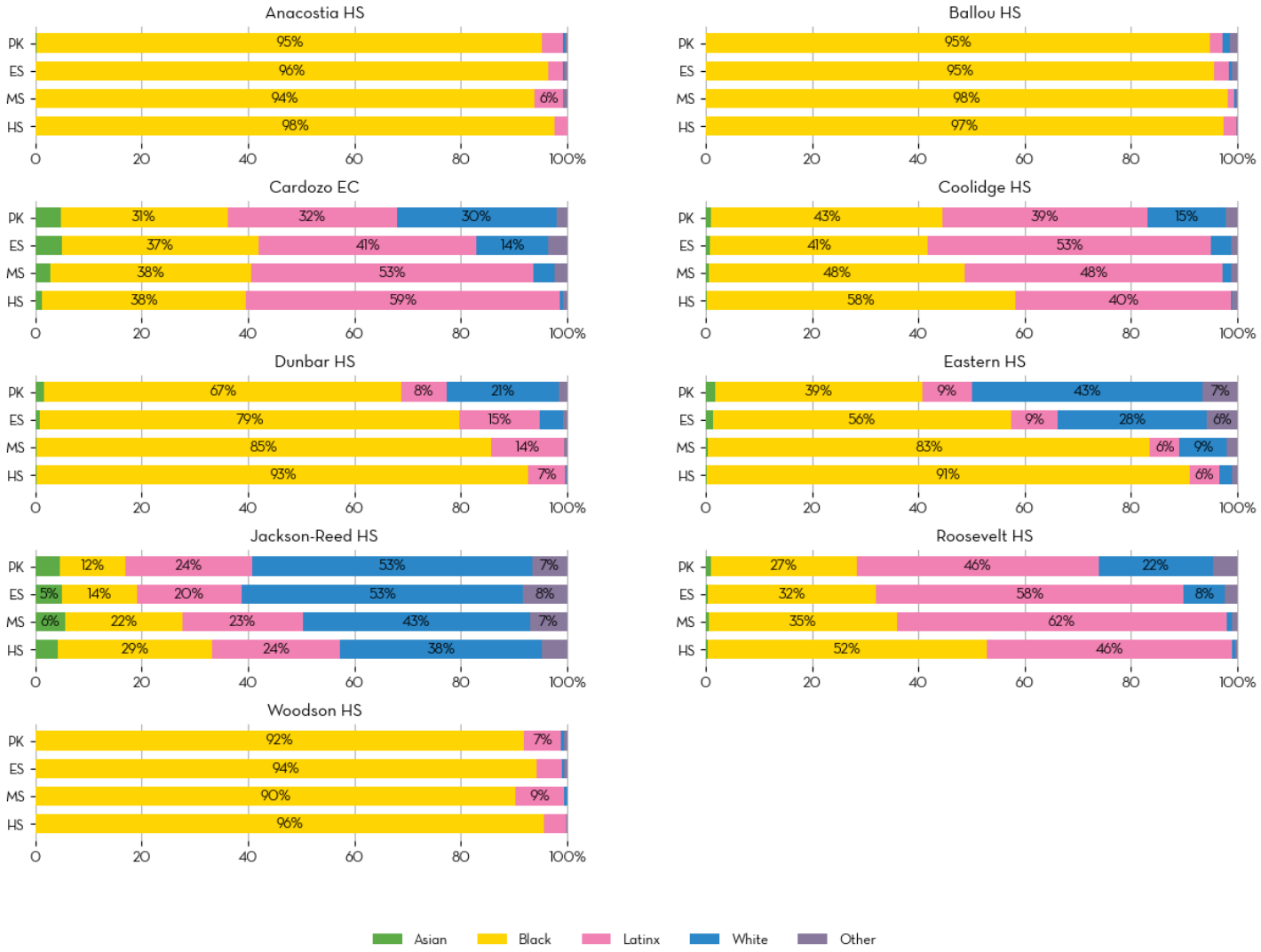


Appendix: Demographics by Feeder Pattern and School Level

Some feeder patterns have a diversity of enrollments by race/ethnicity: Cardozo feeder, Coolidge feeder, Eastern feeder, and Jackson-Reed feeder.

Across all feeder patterns, the proportion of white students decreases as the grade levels get older.

Student Race/Ethnicity by School Level by Feeder Pattern for DCPS By-Right Schools

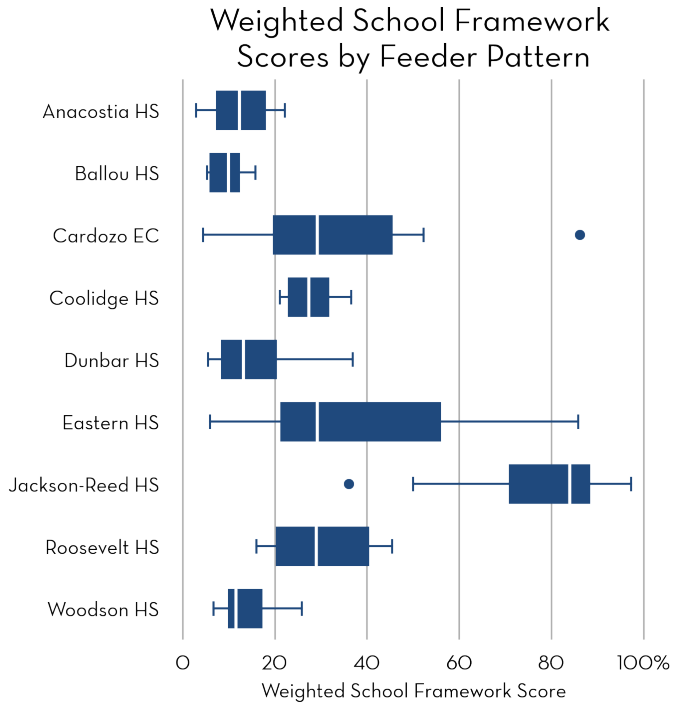


Appendix: School Accountability Framework Scores

High performing DCPS schools* are inequitably distributed across the city, with the highest performing schools in the Jackson Reed feeder pattern, and the lowest performing schools across Anacostia, Ballou, Dunbar, and Woodson.

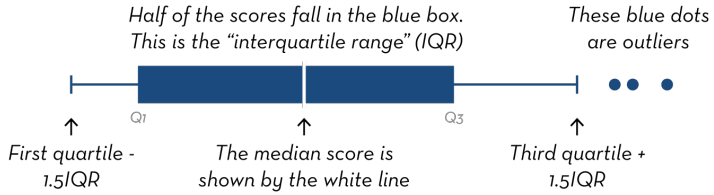
Within feeder patterns there is often wide variability. The median weighted framework score across the district is 21.4.

*As measured by framework scores in the 2021-22 D.C. School Report Card



How to read this chart

This is a boxplot, which shows a distribution of numbers. In this case, each number is one score.



Appendix: PK In-Boundary Waitlists by Title 1 School

Title 1 School	PK3 IB Total Waitlist	PK4 IB Total Waitlist
Bancroft Elementary School - English Dominant	70	34
John Lewis Elementary School	24	3
Powell Elementary School (Dual Language) - English Dominant	20	7
Whittier Elementary School	12	0
Marie Reed Elementary School (Dual Language) - English Dominant	8	2
Bruce-Monroe Elementary School @ Park View - English Dominant	7	8
Garrison Elementary School	7	8
Tyler Elementary School (Dual Language) - English Dominant	7	2
Payne Elementary School	5	15
Marie Reed Elementary School	2	0
Cleveland Elementary School (Dual Language) - English Dominant	1	2
Beers Elementary School	1	0
J.O. Wilson Elementary School	1	0
Langdon Montessori	0	4
Tubman Elementary School	0	4
Powell Elementary School (Dual Language) - Spanish Dominant	0	3
C.W. Harris Elementary School	0	1
H.D. Cooke Elementary School	0	1
Truesdell Elementary School	0	1
Grand Total	**165**	**95**

Note: IB total waitlist includes three categories:
IB waitlist, IB with sibling attending waitlist, and IB with sibling offered waitlist

Appendix: PK In-Boundary Waitlists by Non-Title 1 School

Non-Title 1 School	PK3 IB Total Waitlist	PK4 IB Total Waitlist
Maury Elementary School	47	27
Peabody Elementary School	29	0
Brent Elementary School	14	17
Ludlow-Taylor Elementary School	11	0
Van Ness Elementary School	10	0
Shepherd Elementary School	9	4
Lafayette Elementary School	-	39
Oyster-Adams Bilingual School (Oyster) - English Dominant	-	29
Stoddert Elementary School	-	29
Janney Elementary School	-	9
Eaton Elementary School	-	2
Grand Total	**120**	**156**

Note: IB total waitlist includes three categories: IB waitlist, IB with sibling attending waitlist, and IB with sibling offered waitlist

Schools without PK3 classrooms are indicated as -

D.C. Public Schools Lottery Results Data, 4/1/2022

https://enrolldcps.dc.gov/dcps-results-msdc-lottery-data-sy22-23-seats