DISTRICT OF COLUMBIA PUBLIC SCHOOLS

DME OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

2023 Boundary and Student Assignment Study: Implementation Plan

Rec	Summary (Please read the full text of recommendations in the final report at dme.dc.gov/boundaries2023)	Key Actions	Timeline	Owner
1	"Adopt the updated and revised attendance zones recommended by the Advisory Committee... Expand the Amidon-Bown ES attendance zone into the former Van Ness ES attendance zone... Expand the Malcolm X ES attendance zone into the former Turner ES attendance zone..."	1. DCPS will notify families, through mailed letters and emails, who are impacted by boundary changes.	Deadline: August 26, 2024 Complete	DCPS
		2. Families can confirm their in-boundary school using the Find Your In-boundary School tool at enrolldcps.dc.gov. Working with OCTO, DCPS will ensure the SY2025-26 returns reflect the updated boundaries. DCPS will support similar work by OCTO and OSSE to update the School Finder tool at myschooldc.org.	Deadline: Before the My School DC lottery opens on December 16, 2024. Complete	DCPS
2	"Bancroft. By SY2025-26, expand facility capacity through the addition of demountable classrooms onsite (recognizing it will remove access to the soccer field) or identify leasing opportunities for the discrete number of needed classrooms in the area. Also consider reducing or eliminating PK3 classrooms no earlier than SY2026-27 in order to address Bancroft's immediate overcrowding challenges, if necessary..."	1. DCPS will identify an initial strategy to address space needs at Bancroft.	Deadline: August 30, 2024 Complete	DCPS
		2. DCPS will communicate with Bancroft families about the short-term solution and long-term options.	Deadline: August 30, 2024 Complete. To review the materials sent, see the DCPS School Planning blog here.	DCPS
		3. DCPS will continue to assess opportunities for a separate annex building.	Deadline: ongoing DCPS will continue to work with DGS, other Executive agencies, the Council, and the Bancroft school	DCPS

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			community to assess the viability of long-term facility options.	
3	"DCPS shall limit the number of seats provided via the My School DC lottery to reduce overcrowding at DCPS boundary schools with high utilization..."	1. DCPS will continue to consider building utilization when proposing lottery seats in coordination with Recommendation 22.	Deadline: March 2025	DCPS
4	"DCPS shall prioritize using enrollment policies like boundary revisions and reduced lottery seats to manage overcrowding before considering capital-funded construction..."	1. DCPS will conduct detailed interim studies on schools experiencing or approaching over-utilization, as outlined in Recommendation 22. These studies will enable DCPS to better anticipate where a reduction in lottery seats can be preventative and where a boundary revision, which requires public engagement and at least one year of notice, may be necessary.	Deadline: See Rec 22	DCPS
5	"DCPS shall establish a middle school boundary for the middle school opening at 800 Euclid St. NW, expected to open SY2028-29..."	1. DCPS will begin engagement in 2024 with families and community members impacted by the opening of the new middle school on Euclid St NW.	Deadline: June 30, 2025 Complete (engagement on going)	DCPS
		2. DCPS will form a Community Working Group (CWG) comprised of staff, prospective parents, and community members interested in the new middle school on Euclid St NW. This group will receive updates from DCPS about the new middle school, help communicate updates to the communities they represent and share feedback from their communities with DCPS.	Deadline: June 30, 2025	DCPS
		3. DCPS will notify families, through mailed letters and emails, who are impacted by the	Deadline: August 1, 2027	DCPS

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		establishment of a boundary in SY28-29 for the new middle school on Euclid St NW.		
		4. Families can confirm their in-boundary school using the Find Your In-boundary School tool at enrolldcps.dc.gov. Working with OCTO, DCPS will ensure the SY28-29 returns reflect the updated boundaries. DCPS will support similar work by OCTO and OSSE to update the School Finder tool at myschooldc.org.	Deadline: December 2027	DCPS
		5. DCPS will notify families, through mailed letters and emails, who are impacted by changes within the Cardozo feeder pattern. Outside of DME's 2023 Boundary and Student Assignment Study, but aligned with preparation for the opening of the new middle school on Euclid St, DCPS has made changes to boundaries and feeder rights within the Cardozo feeder pattern. Starting in SY25-26, Cleveland, Garrison, and Seaton will feed into John Francis EC (formerly School Without Walls @ Francis-Stevens EC) until DCPS opens the new middle school on Euclid St NW in SY28-29. Starting in SY28-29, students at the three elementary schools will have feeder rights to only the new middle school.	Deadline: Notify families impacted by boundary changes in SY25-26 by August 26, 2024. Complete Deadline: Notify families impacted by feeder pattern changes in SY25-26 before the My School DC lottery opens on December 16, 2024. Complete	DCPS
6	"DCPS shall, effective SY2025-26 establish Ross ES and Thomson ES as elementary geographic feeders to School Without Walls @ Francis-	1. DCPS will notify families, through mailed letters and emails, who are impacted by these feeder pattern changes.	Deadline: Before the My School DC lottery opens on December 16, 2024. Complete	DCPS

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	Stevens EC and remove previous geographic rights..."			
7	"DCPS shall assess the options for the River Terrace community no later than 2026 so the children living there zoned for Thomas ES are adequately served..."	1. DCPS will assess travel distances for families living in the River Terrace neighborhood and in nearby neighborhoods within the Thomas ES boundary.	Deadline: April 18, 2025	DCPS
		2. DCPS will work collaboratively with fellow agency partners to recommend potential options.	Deadline: January 30, 2026	DCPS
8	"DCPS shall, effective SY2025-26, sunset the 2015 Boundary and Student Assignment revisions that extended the phase-in policy for families assigned to a new middle until 2022..."	1. DCPS will review phase-in policies from the 2014 boundary and student assignment study. Given the lack of clarity for affected families (particularly during and after the pandemic), any phase-in policies from 2014 will be addressed at a later time. For more, view Mayor Bowser's June 2024 letter to the DME's advisory committee.	Deadline: on-going	DCPS
9	"DCPS shall develop a public plan for ensuring access to dual language programs across the city starting no later than 2026..."	1. DCPS will work to ensure that non-dual language elementary schools have a non-dual language feeder middle school in relative proximity. Currently, Tubman and H.D. Cooke (both non-dual language schools) and Marie Reed (which has a dual language strand but many students are part of the English-only strand) have feeder rights only to CHEC MS, a dual language school. DCPS will offer students at these elementary schools an additional feeder right to the new middle school opening in 2028 on Euclid St NW.	See Rec 5	DCPS

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		2. DCPS will analyze enrollment patterns of English language learners to assess more precisely how patterns have shifted over time. DCPS will also assess the use of lottery seats over time, with special emphasis on lottery seats at dual language schools for Spanish speakers and non-Spanish speakers.	Deadline: November 14, 2025	DCPS
		3. DCPS will continue to assess all dual language programs and develop a plan to ensure equitable access and vertical alignment in feeder patterns.	Deadline: Assessment to begin in 2026 after step 2 is complete.	DCPS
10	"DCPS and public charter dual language elementary schools should explore feeding to a nearby dual language middle school, particularly in parts of the city with currently limited dual language middle school options like in Wards 6, 7, and 8 by 2026..."	1. DCPS will establish a half-time position at two middle schools to increase availability of middle school Spanish courses.	Deadline: August 30, 2024 Complete	DCPS
		2. Knowing several dual language elementary charter schools are in Ward 7, enhancing Spanish instruction at Kelly Miller MS is an important first step as we consider ways (e.g., cross-sector feeder patterns) to increase dual language opportunities in middle grades in currently underserved wards. As part of the dual language plan (Recommendation 9), DCPS will work with PCSB, DME, and charter LEAs to determine work needed to align curriculum and expectations at any involved schools.	Deadline: 2026 in coordination with the dual language plan in Rec 9.	DCPS
11	"DCPS shall ensure that there are equitable stand-alone special education classrooms across all DCPS feeder	1. DCPS will share SPED hub video on the self-contained classroom feeder as part of an info campaign. See more here.	Deadline: March 28, 2025	DCPS

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	patterns... DCPS shall conduct an information campaign to inform families..."	2. DCPS will solicit feedback from the Chancellor's Principal Cabinet, the Chancellor's Parent Cabinet, the DCPS Community Action Team, the DC SPED Hub, and the Offices of the Ombudsman and Student Advocate on suggested resources/info.	Deadline: December 12, 2025	DCPS
		3. DCPS will review and update school profiles on DCPS' website to include self-contained classroom information.	Deadline: Annually before the start of the new school year.	DCPS
12	"The DC Office of the Ombudsman for Public Education's DC Special Education HUB should continue its informational outreach efforts to families with public school students to support equitable, inclusive, and appropriate special education programming at public schools."	1. The DC Office of the Ombudsman for Public Education's DC Special Education Hub will continue its informational outreach efforts by providing: - Virtual and in-person trainings about key special education topics for families, LEAs, and community partners, - 1:1 hotline support for families with questions and concerns about special education, and - Accessible, multilingual resources to support families through their special education journeys.	Deadline: ongoing	The Office of the DC Ombudsman for Public Education
13	"OSSE shall convene the State Advisory Panel on Special Education (SAPSE) consisting of family members, District agencies, and stakeholder groups that advise the Office of the State Superintendent of Education (OSSE) and its Division of Specialized Education	1. OSSE will continue to convene the SAPSE and hold quarterly meetings to advise on the unmet needs of students with disabilities. 2. OSSE will continue to collect SAPSE members' feedback and recommendations on key special education topics and State Education Agency issuances.	Deadline: ongoing. For more information about the schedule including the quarterly FY25 meetings (SY24-25), see the OSSE website here.	OSSE

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	(DSE) to advise on the unmet needs of students with disabilities..."	3. OSSE will continue to work with SAPSE to ensure that SAPSE resumes the development and submission of their annual reports with key recommendations.		
14	"DC Public Charter School Board (DC PCSB) should provide information to increase awareness among the public charter LEAs about the existing special education designated seats option in the My School DC lottery as one tool to match families to specific services starting no later than 2024."	1. Partner with My School DC to present and explain all available lottery preferences to LEAs. 2. DC PCSB will add information about the LEA(s) offering designated special education seats and equitable access seats on its Transparency Hub.	Deadline: July 1, 2025, in preparation for the 2025 My School DC application launch.	DC PCSB
15	"DCPS will assess assigning the two DCPS early learning centers with feeder elementary schools in order to support families' continuity of programming..."	1. DCPS will assess the enrollment trends at early learning centers and long-term projections and building utilization at nearby schools as part of utilization studies (Recommendation 22).	Deadline: Utilization studies (Rec 22) will be completed annually in March.	DCPS
16	"DCPS shall develop a citywide communication strategy and plan by 2026 to ensure all families are aware of the programming currently offered in each of the feeder patterns and wards that was developed in close collaboration with DCPS school communities..."	1. DCPS enrollment has grown 10% over the past decade and in SY23-24 DCPS enrollment exceeded pre-COVID levels. While we see this enrolment growth as, in part, a reflection of trust in DCPS, we know there are significant variations in enrollment and in-boundary participation between schools. DCPS follows a year-round recruitment plan that includes targeted communications to ensure all families are aware of the programming currently offered. Examples of these efforts include the DCPS Feeder Booklet, the Guide to College and Career Academies, and yard signs distributed to schools annually.	Deadline: The DCPS' recruitment plan is updated regularly, with an intensive review by December each year.	DCPS

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		2. The year-round recruitment plan incorporates input from families and community partners. The annual yard signs, for example, were recommended by a Ward 7 community member. DCPS will continue to refine and implement that plan annually and is eager to continue engaging with families and community partners as thought partners in this work.	Deadline: The DCPS' recruitment plan is updated regularly, with an intensive annual review by December.	DCPS
17	"DCPS shall ensure that there is parity in rigorous programming across each DCPS high school feeder pathway. Additional programming in elementary, middle, and high schools, particularly in but not limited to the Anacostia, Ballou, and H.D. Woodson feeder patterns, would encourage families to enroll closer to home and reflect the city's values of equitable investments..."	1. DCPS will expand rigorous learning opportunities, with an emphasis on math, as outlined in A Capital Commitment: 2023-2028 Strategic Plan. The first priority of the strategic plan is the academic success of students. We want to ensure students are mathematically strong and are reading and writing across all subjects. The strategic plan outlines two related goals: (1) 80% of students pass or meet/exceed performance expectations on the state assessments for math and English Language Arts. (2) Twice as many students enroll in Algebra 1 in middle school. To review a set of key actions, read the DCPS Five-Year Strategic Plan at dcpsstrong.com/strategic-plan/	Deadline: For updates on the DCPS 2023-2028 Strategic Plan, visit dcpsstrong.com/strategic-plan/.	DCPS
18	"DCPS, OSSE, and public charter LEAs should communicate and assess demand for existing opportunities for secondary students in dual enrollment, virtual course programming, the Advanced Technical	1. Assess student experiences and gaps in specialized program offerings through Education Through Employment Pathways (ETEP) analysis. 2. Publish analysis of high school alumni career outcomes. 3. Publish vocational educational study.	Deadline: By September 30, 2026	Education Through Employment Pathways/DME

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	Center (ATC), and Career and Technical Education (CTE). Based on demand, DCPS, OSSE and public charter LEAs should expand opportunities for secondary students to take part in these programs, in particular, ensuring there is an ATC location in either W7 or W8. This work could be done collaboratively and in conjunction with DCPS, the public charter LEAs, and OSSE."	4. Secured a $9.5M philanthropic gift and a competitive $4.1M federal grant to grow the current Ward 5 Advanced Technical Center (ATC), establish a second ATC location in Ward 8, and offer new healthcare pathway opportunities for students.	Deadline: the new Ward 8 ATC will launch for the start of SY25-26; the Ward 5 ATC will be fully expanded, with new health clinics on the first floor of the building, by fall 2026 (SY2026-27).	DME
		5. Friendship PCS launches pilot of virtual course programming with the following participating LEAs: Caesar Chavez PCS, KIPP DC, Maya Angelo PCS, Social Justice, and Statesmen College Preparatory Academy.	Deadline: SY2024-25	DME and Friendship PCS
		6. Reimagine graduation requirements to create more flexibility for students to pursue secondary pathways through dual enrollment, CTE, and the Advanced Technical Center (ATC).	Deadline: 2025	OSSE
19	"DCPS shall identify shared space opportunities that will benefit students and families being served at the school… Examples could include higher education partners, health clinics, job training programs, arts programming, childcare, teacher housing, out of school time programming, and youth- and family-serving nonprofits…"	1. DCPS will define the type of shared spaces that may be effective, including an assessment of existing shared space partnerships, like health centers and child development centers. DCPS will identify best practices from partnerships involving space with other agencies, like DPR.	Deadline: May 23, 2025	DCPS
		2. DCPS will outline expected costs and implications of the shared space partnerships including security, cost of installing necessary entrances, and support staff.	Deadline: June 13, 2025	DCPS

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		3. DCPS will outline a sequence for community engagement if a shared space arrangement is pursued.	Deadline: December 5, 2025	DCPS
20	"DCPS and public charter schools with less than the citywide average of at-risk students enrolled (currently 52%) should set aside existing lottery seats for students meeting the at-risk criteria..."	1. Of the 52 schools participating in My School DC's Equitable Access program for SY24-25, 27 are DCPS schools. In planning for the lottery for SY25-26, DCPS will encourage principals to participate in Equitable Access and will submit those additional schools to My School DC in October 2024.	Deadline: October 11, 2024 (DCPS submits changes to Equitable Access to My School DC annually in October) Complete	DCPS
		2. DCPS will assess the way schools currently participate and will consider additional models. Because DCPS believes early childhood education is an important tool in addressing gaps in education outcomes, most of the participating schools offer an Equitable Access preference, or reserve Equitable Access designated seats, only in PK3 and PK4. Some of the participating schools are city-wide schools without a boundary and some are neighborhood schools with a boundary. Based in part on feedback from schools with a high number of at-risk students, the participating neighborhood schools offer Equitable Access only to families applying to PK3 or PK4 who live in-boundary. In response to the study recommendations, DCPS will consider the impact on all schools if more offer an Equitable Access preference, or reserve Equitable Access designated seats, to out-of-boundary students and to students in compulsory grades.	Deadline: June 30, 2025	DCPS

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21	"DCPS should consider policies that support socioeconomic integration across the school system. The policy of 'pairing' adjacent elementary schools with extreme differences in at risk enrollment is one such policy… DCPS shall explore the feasibility of this policy for Maury ES and Miner ES…DCPS shall implement the at-risk set aside at Maury ES …"	1. Aligned with Recommendation 20, DCPS will consider, with the school community, if an Equitable Access preference or Equitable Access designated seats are a useful tool for Maury ES in the My School DC lottery for SY25-26.	Deadline: October 11, 2024 Complete. Maury will offer Equitable Access designated seats for in boundary PK3 and PK4 students in the lottery for SY25-26. DCPS staff joined a meeting of Maury's Local School Advisory Team (LSAT) in November 2024 to discuss details and answer questions.	DCPS
		2. In SY26-27, DCPS will work with the leadership of Miner ES and Maury ES, jointly, to determine how to structure a community working group (CWG) to effectively explore a paired school model.	Deadline: March 28, 2027	DCPS
22	"DCPS shall establish clear processes and criteria to conduct detailed studies of zoned DCPS schools to ensure they have adequate and not excessive capacity in intermediary years between the comprehensive Boundary and Student Assignment decennial studies. Meeting these criteria may prompt an interim boundary review or other action…"	1. DCPS will assess enrollment trends and drivers behind those trends for all schools that are or are nearly over-utilized. This will include an assessment of recent enrollment and where enrolled students came from plus a review of future enrollment forecasts alongside housing development forecasts in the Master Facilities Plan (MFP) developed by DME. This information will be summarized in a way that it can be used by DCPS to inform enrollment projections, lottery seats, and, when necessary, the Capital Improvements Plan (CIP).	Deadline: March 28, 2025 (DCPS will complete internal building utilization studies annually in March.)	DCPS

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23	"DME shall work with DCPS and DC PCSB to create an aligned and transparent planning process for opening new schools and campuses and identifying grade configurations in both sectors that considers the full ecosystem..."	1. Working with DCPS and PCSB, the DME will develop a shared planning framework using common data that assesses the impact of a potential new school or campus on the existing schools (the public school ecosystem), as well as determine whether this potential new school is needed. 2. DME will use the framework to assess the need and estimated impact for potential new schools.	Deadline: May 1, 2025, draft planning framework for public comment and revision. By July 31, 2025, final framework published on DME website. Thereafter, publicly release analysis of potential new schools including the DC PCSB charter application process conducted annually in the spring.	DME