

DC Public Education Boundary and Student Assignment Study

Janney ES Meeting

December 2023



Agenda

Overview of the Boundary Study

Review challenges

Share potential solutions

Discussion and feedback

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.

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

Legislated per the Attendance Zone Boundaries Amendment Act of 2022 to occur every 10 years



Goals of the study

Clear Rights

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

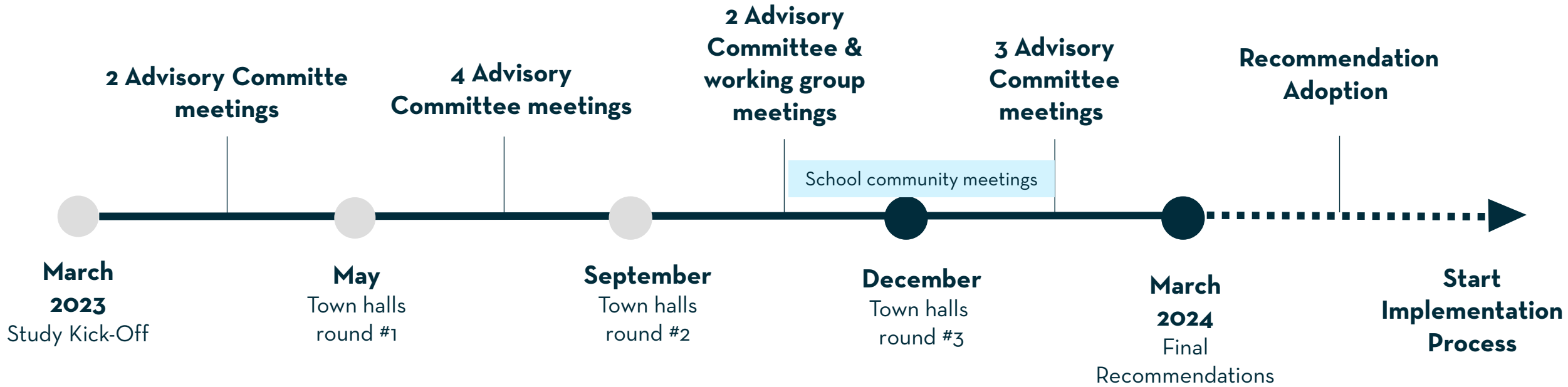
Adequate Capacity

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

Roadmap



Where we are in the process

Generating and testing ideas

Incorporating feedback into further revisions

Feedback collected so far

1. Janney ES is not currently overcrowded
2. Concerns about Mann ES capacity and becoming overcrowded
3. Traveling to Hardy MS and MacArthur HS is further than Deal/Jackson-Reed and logistically difficult from this area

Challenge: high utilization at Janney ES

Janney ES has high utilization, high in boundary enrollment, and sits on a relatively “constrained” site.

Typical trade offs on a constrained site



Larger the building



Potentially less space for outdoor learning, playgrounds, and parking.

The future housing pipeline in the boundary suggests enrollment may increase at the school.

Challenges:

- Utilization is high: 96% in SY22-23
- High in boundary enrollment: 92% in SY22-23
- Future housing pipeline suggests potential impact on enrollment in the boundary

Janney ES Challenge - in detail

Challenge: **Overutilization**
creating a crowded school

Enrollment up since 2013: From **627** students in **SY13-14** to **688** students in **SY22-23**. Preliminary SY23-24 has held steady.

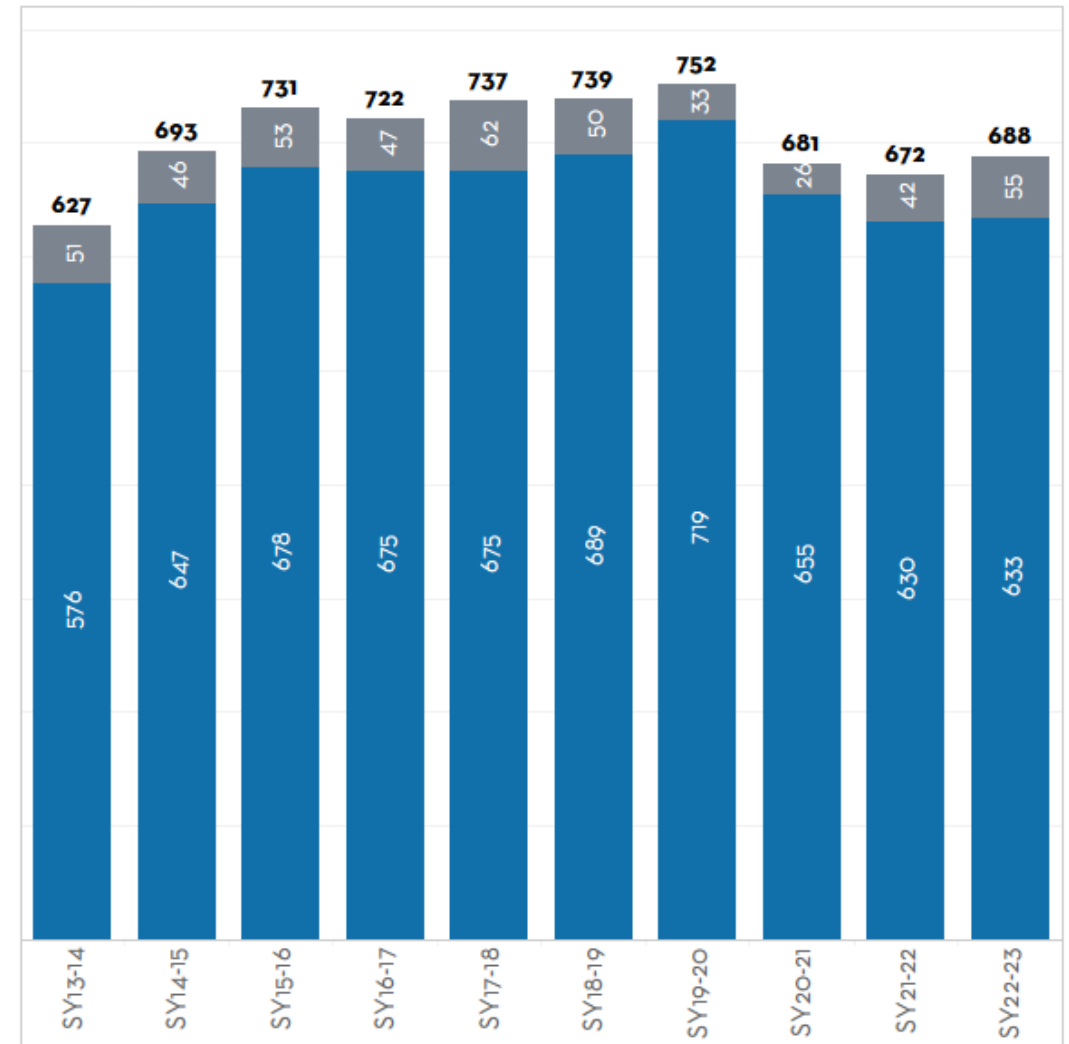
Utilization: latest programmatic capacity for Janney ES is **720** students. Utilization has been **near 100%** for the past few years after being above 100%.

Boundary participation: 94% of 673 PK-5th grade public school students living in the Janney ES boundary enrolled at Janney ES, SY22-23.

In boundary enrollment: 92% of Janney ES students live in the boundary, SY22-23.

Housing pipeline: Estimates suggest an additional approx. 35-40 students between 2024 and 2028 from four new housing projects.

Janney ES enrollment (PK-5) over time



 In boundary enrollment  Out of boundary enrollment

Potential solution: Adjust Janney/Mann boundaries

Description:

Potentially reassign SW section of the Janney ES boundary to Mann ES to solve for utilization.

Changes the MS feeder pattern in reassigned section from Deal MS to Hardy MS and the HS feeder pattern from Jackson-Reed HS to MacArthur HS.

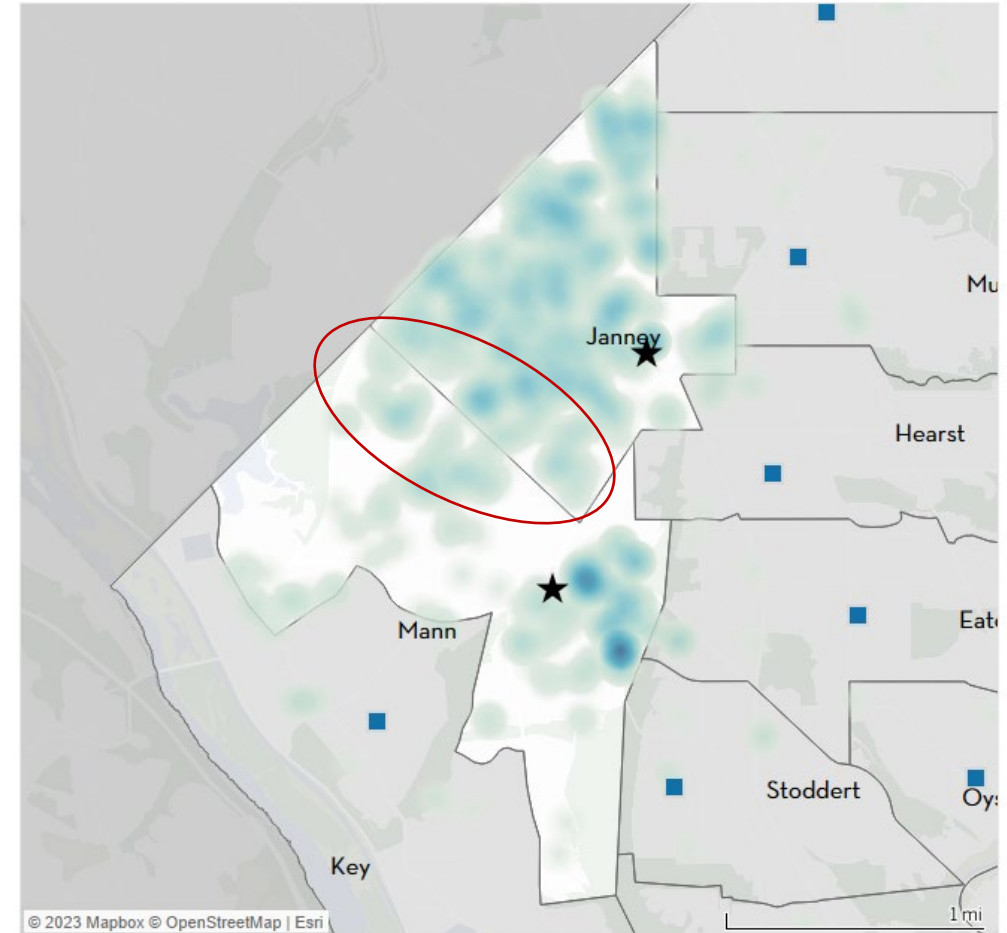
Rationale:

Potentially balances enrollment between Janney ES and Mann ES boundaries.

Concerns:

Mann ES must be able to absorb additional families without causing overcrowding.

Focus area for potential boundary adjustment:

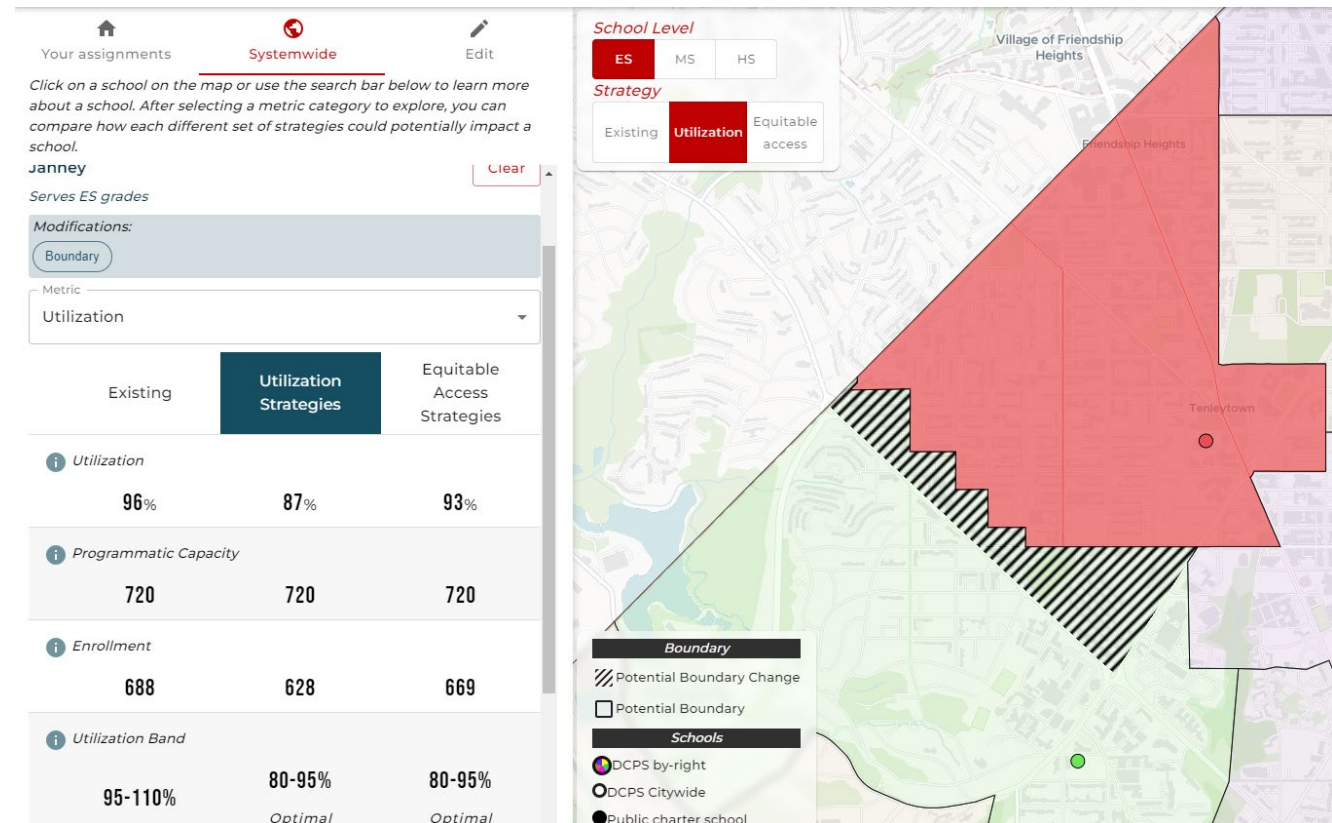


Janney ES Challenge - modeling results

- Enrollment
 - Janney ES goes from 688 to 628
 - Mann ES goes from 390 to 452
- Utilization
 - Janney ES drops 96% to 87%
 - Mann ES increases from 82% to 95%
- Median distance:
 - Janney ES: no change; remains at 0.8 miles
 - Mann ES: 0.5 miles to 0.7 miles

First estimated boundary revision too much - impact on Mann ES needs to be <95%

Modeled potential change from Boundary Explorer



Ideas to solve: Socioeconomic segregation



AT-RISK SET ASIDES

Explore offering “at risk set aside seats” through the My School DC Lottery to schools with less than 30% at risk enrollment to help better integrate schools.

➔ See **detailed impacts** in the **Boundary Explorer tool**

FYIs

Out of the 17 schools in the Jackson-Reed and MacArthur feeder patterns, 15 schools had at risk enrollments of 20% or less in SY22-23. Jackson-Reed HS had an at risk enrollment of 32%, and MacArthur HS was not yet open (no data available).

Estimation of the at risk set asides does not exceed historic out of boundary seats offered so this strategy does not worsen utilization.

QUICK FACTS

What happens

Set aside “out of boundary” seats specifically for share of at risk student enrollment to reach a threshold of 30%.

Schools

Schools with 10% or less at risk enrollment: Deal, Eaton, **Janney**, Key, Lafayette, Mann, Shepherd and Stoddert

Schools with between 11% and 20% at risk enrollment: Bancroft, Hardy, Hearst, Hyde-Addison, and Murch

Target Outcomes *(more in Boundary Explorer tool)*

Increases the share of at risk enrollment; does not surpass 30% threshold.

Increases the share of at risk enrollment; one school surpasses the 30% threshold (Hyde-Addison).

Feedback and discussion

Challenge:

Janney ES has high utilization and little flexibility to accommodate future enrollment increases.

Potential solution:

Reassign SW portion of Janney ES boundary to Mann ES

Challenge:

Socioeconomic segregation

Potential solution:

Explore offering “at risk set aside seats” through the My School DC Lottery to schools with less than 30% at risk enrollment to help better integrate schools.

Reactions? Thoughts?

Tradeoffs?

Other ideas we should consider?

Next Steps

- **Advisory Committee Meetings**
 - December 20
 - January 10
 - January 31
- **Scheduled School Meetings**
 - November through January
- **Final recommendations** – March 2024



Explore ideas
in the map,
click to
comment, fill
out survey

Visit the Boundary Explorer:
www.dcschoolboundaryexplorer.com

Complete the feedback form on the
DME website

Boundary study resources: <https://dme.dc.gov/boundaries2023>

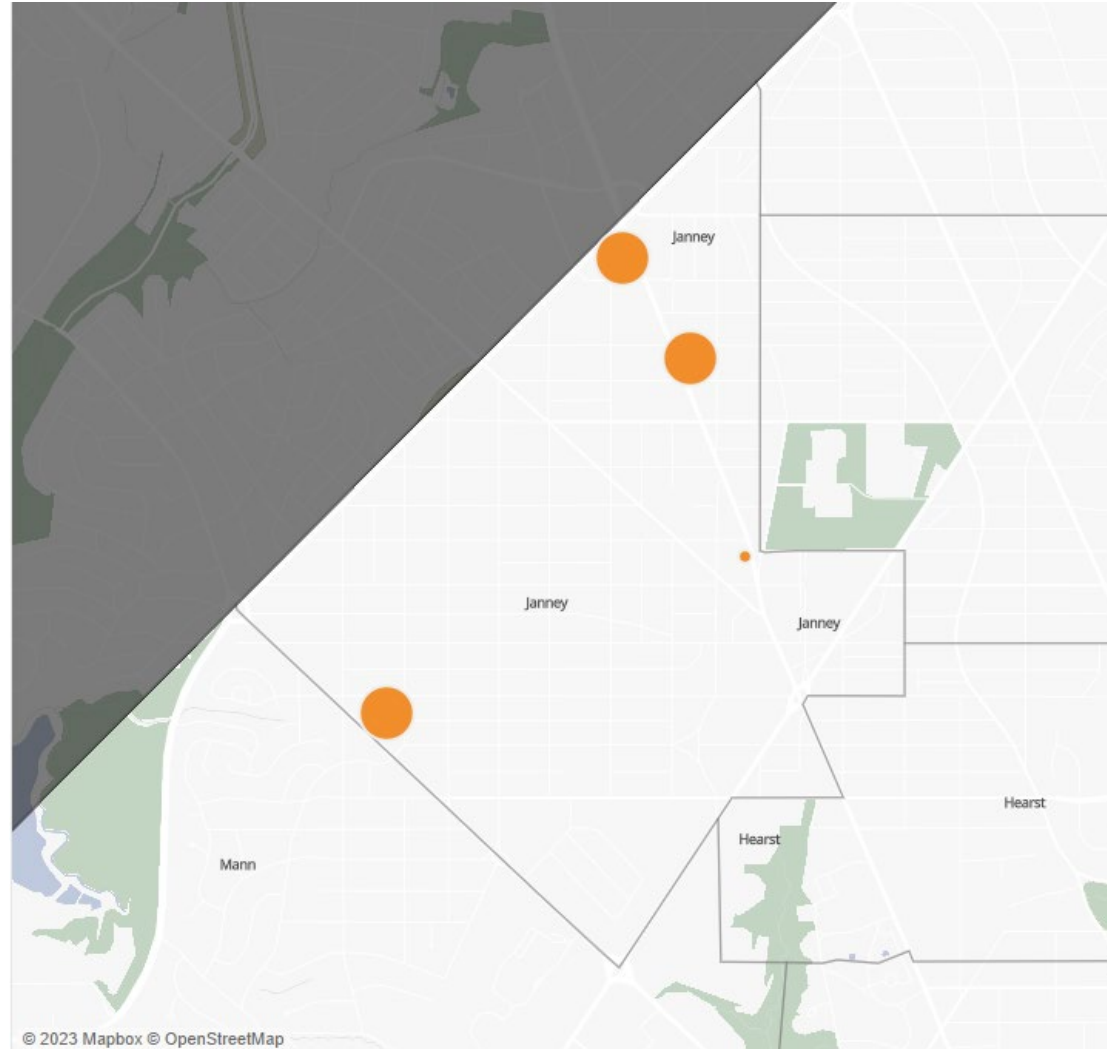
Appendix: Housing pipeline for Janney ES boundary

Project	Project Name	Project Address	Housing Type	Public School Student Multiplier	Anticipated Units, 2024-2028	Anticipated Units, 2029-2033	Estimated public school students, 2024-2028	Estimated public school students, 2029-2033	Elementary school boundary, 2023
191	The Lady Bird	4330 48TH STREET NW	Rental	7	214	0	15	0	Janney
196	4620-4626 Wisconsin Avenue	4624 WISCONSIN AVENUE NW	Rental	7	146	0	10	0	Janney
200	4700 Wisconsin Residential	4700 WISCONSIN AVENUE NW	Rental	7	0	16	0	1	Janney
211	5151 Wisconsin Avenue Residence	5151 WISCONSIN AVENUE NW	Rental	7	210	0	15	0	Janney
215	Mazza Galleria Redevelopment	5300 WISCONSIN AVENUE NW	Rental	7	325	0	23	0	Janney
217	5333 Wisconsin Avenue Residence	5333 WISCONSIN AVENUE NW	Rental	7	0	310	0	22	Janney

- Based on existing student yields, DC Policy Center estimated that there could be 63 additional public school students in the Janney ES boundary in new housing between 2024 and 2028. Applying the 5-year average share of PK-5 students among public school students (63 * 59%) results in a potential student yield of ~37 students.
- Estimate does not distinguish between students new to the boundary vs. students who may move from existing housing in the boundary.

Appendix: Housing pipeline (map)

DC Housing Pipeline, Janney ES boundary, 2024-2028

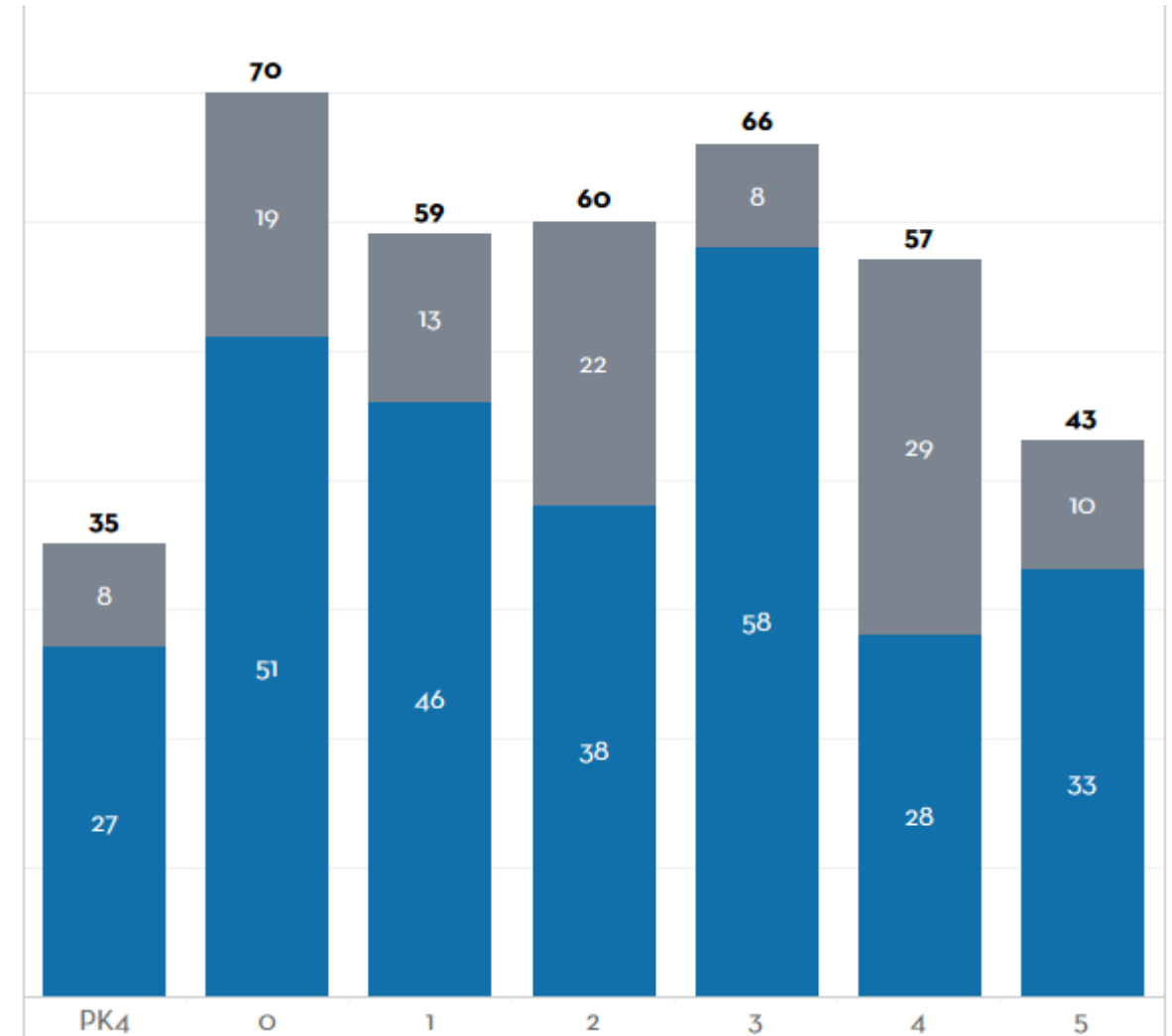


Appendix: Mann ES facts

SY22-23:

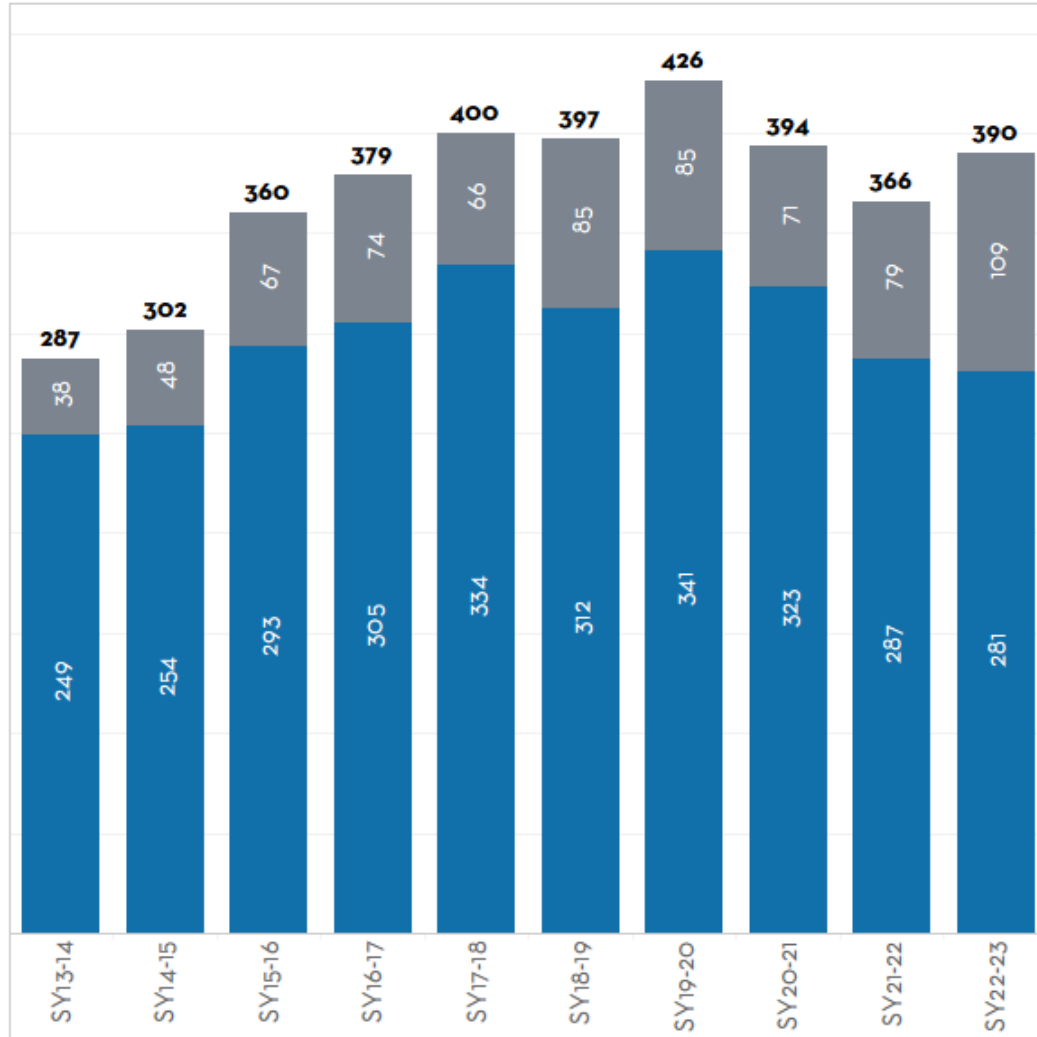
- Total enrollment is 390.
- In boundary enrollment is 72%.
- Utilization is 82%.
- Boundary participation is 93%.
- 302 public school students in PK4-5 live in the boundary.
- No projects in future housing pipeline.

Mann ES enrollment, SY22-23



 In boundary enrollment  Out of boundary enrollment

Appendix: Mann ES Enrollment Trends



Other than an enrollment spike in SY19-20, Mann ES enrollment has tended to range from 360-400.

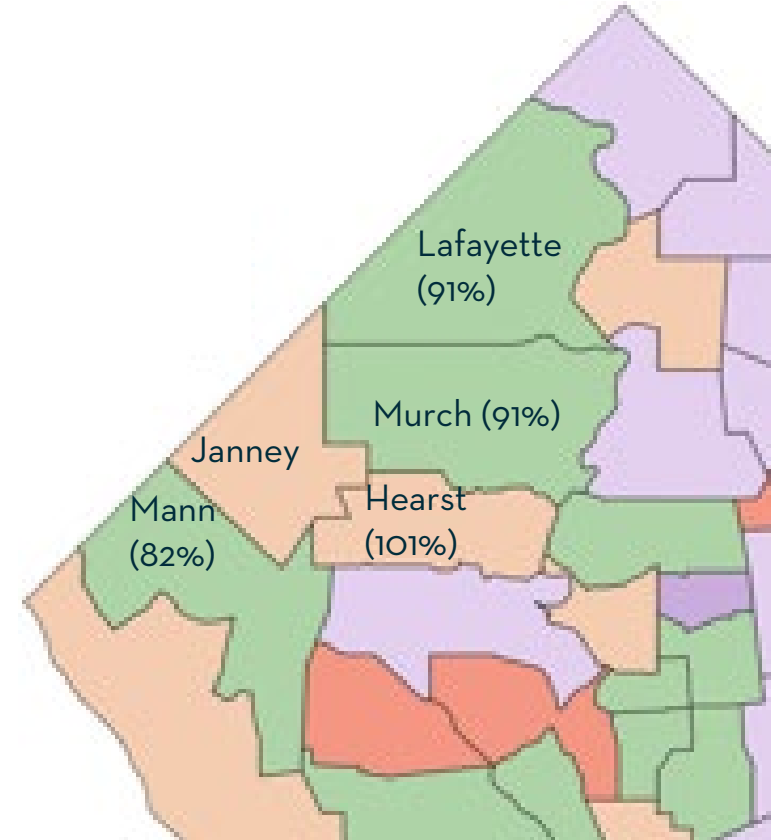
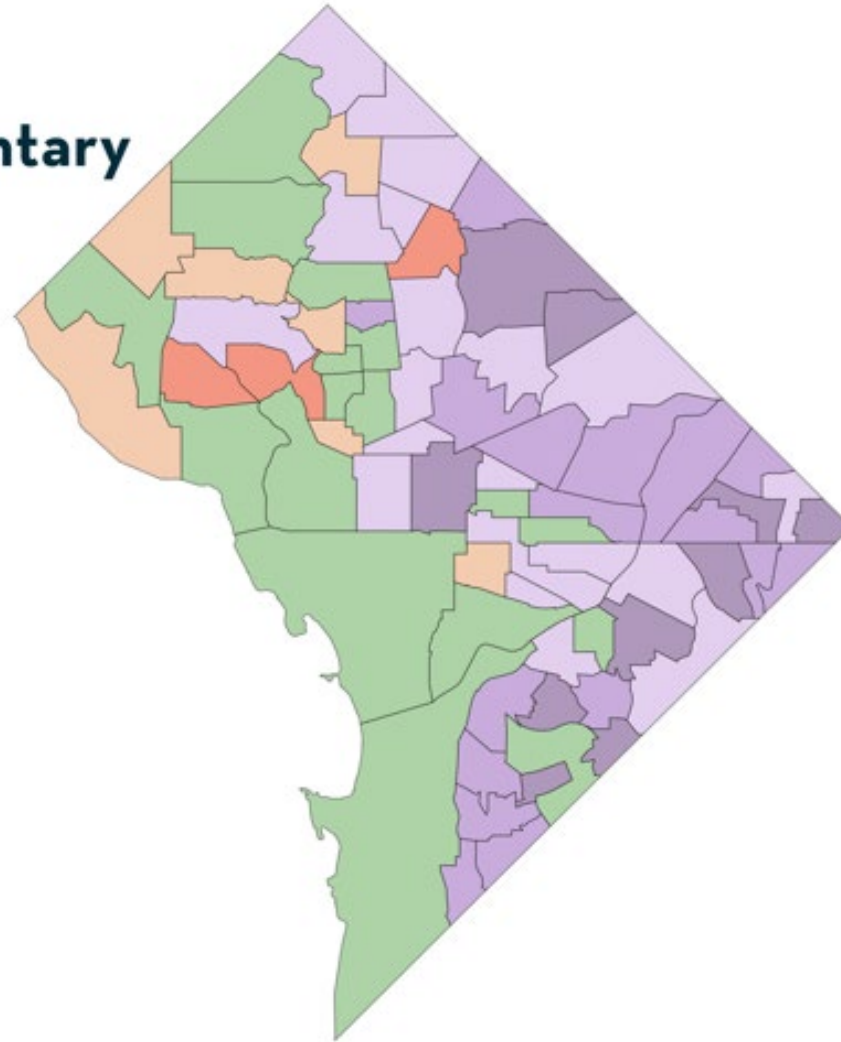
Preliminary enrollment data for SY23-24 is flat.

■ Out of boundary enrollment
■ In boundary enrollment

Appendix: Nearby elementary school boundaries

Utilization DCPS elementary schools

SY22-23



Appendix: Capacity Information from MFP

Appendix: MFP Utilization

$$\text{School Utilization} = \frac{\text{School Enrollment}}{\text{School Programmatic Capacity}}$$

Appendix MFP Town Hall: Programmatic capacity development - Identified space use

Grade level	Specialized	Supports
<ul style="list-style-type: none">• PK-3	<ul style="list-style-type: none">• Specialized Classroom	<ul style="list-style-type: none">• Offices
<ul style="list-style-type: none">• PK-4	<ul style="list-style-type: none">• Career Technology	<ul style="list-style-type: none">• Gym or
<ul style="list-style-type: none">• Kindergarten	<ul style="list-style-type: none">• Alternative Programs	<ul style="list-style-type: none">Multi-Purpose Room
<ul style="list-style-type: none">• Grade 1-5	<ul style="list-style-type: none">• Computer Lab	<ul style="list-style-type: none">• Library/Media Center
<ul style="list-style-type: none">• Grade 6-12	<ul style="list-style-type: none">• Music or Art Room	<ul style="list-style-type: none">• Resource Room
		<ul style="list-style-type: none">• Other

Appendix MFP Town Hall: Programmatic capacity development - Loading Standards

Space Type	Students Per Room
PK-3	16
PK-4	20
K-1	22
Grade 2-5	23
Special Education	10
Grade 6-12	25
Specialized Classroom	25
Career Technology	18*
Alternative Programs	25
Gym or Multi-Purpose Room	25
Computer Lab	25
Music or Art Room	25

*assumed average, number of students may vary based on the CTE program

Appendix MFP Town Hall: Programmatic capacity development - example calculation

Programmatic capacity = count of rooms x loading standards

Example Secondary School

Room Type	Grade 6-12	Self contained SPED	Specialized Room	Alt Program	Music & Art Room	CTE	Computer Lab	Gym	Resource Rooms	Total
# of Rooms	29	6	14	-	3	5	-	1	25	83
Student Loading	25	10	25	25	25	18	25	25	-	
Capacity	725	60	350	-	75	90	-	25	-	1,325 total 1,126 adjusted*

**15% adjustment made for secondary schools to account for planning periods and secondary programming
Planned capital projects included in room count*

Appendix MFP Town Hall: Programmatic capacity development - adjustments

- Planning periods
- Program offerings
- % of general purpose to special purpose classrooms
- Office space availability
- Specials rooms in elementary schools

Appendix: Capacity Information from MFP

DME: CAPACITY ANALYSIS DASHBOARD

This tool can be used to view the programmatic capacity of DCPS schools. Select the school for which you would like to view the capacity. You can use the options below to modify the school capacity and share with the project team.

Key Terms:

Programmatic Capacity: Identifies how many students could fit in a facility based on the program that is inside the facility.

Program Category: Category for different room types with similar functions.

Loading Factor: Each room that is used for full class instruction is assigned a "loading factor", or how many kids could be in each room.

JANNEY

Room Category	Number Of Roo...	Loading Factor
PK3	0	16
PK4	4	20
K	4	22
Grade 1-5	24	23
SPED	0	10
Alt Program	0	25
0	0	0

Note: Data is based on site walks scheduled in Spring 2023. Schools missing from the list were recently modernized or under construction. Refer to DCPS education specification for planned capacities.



Calculated Capacity

Students

720

Total students: 720

Capacity adjustment (%): 0

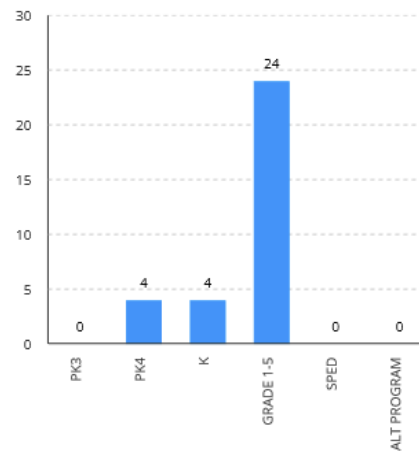
Typical classroom size (sf): 800

Gymnasium (sf): -

Cafeteria (sf): 2472

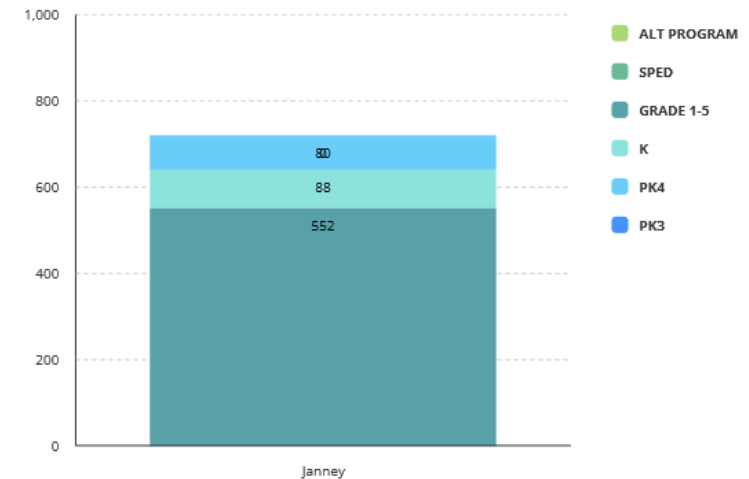
Multipurpose room (sf): 3944

ROOM COUNT



Include portables in capacity? No Yes

PROGRAMMATIC CAPACITY BREAKDOWN



If there are incorrect room counts, please modify them and submit your changes here

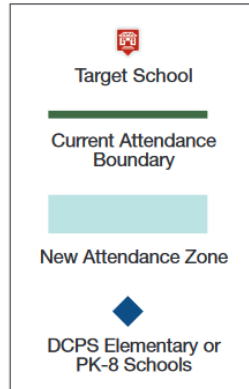
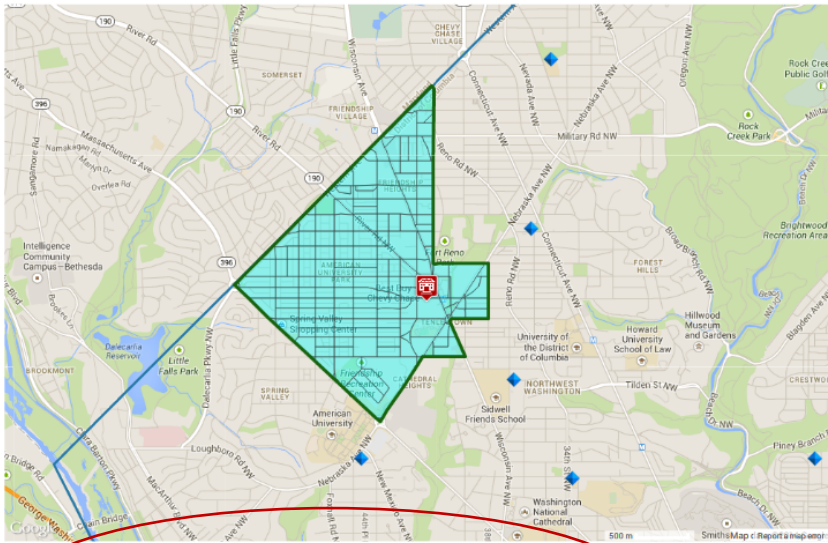
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Appendix: 2013-14: No changes to attendance zones

Janney Elementary School Boundary and Feeder Pathway 4130 Albemarle St. NW

Approved August 2014

Janney Elementary School is the public school of right for all school-age children living within the attendance zone. Families can also apply out-of-boundary to DCPS schools or public charter schools through a lottery process. **No changes will go into effect before the 2015-16 school year.**



SY 2013-14
Enrollment: 627
In-Boundary: 92%
Bldg Capacity: 570
Bldg Utilization: 110%

Attendance Zone Changes: Janney's attendance zone will not change.

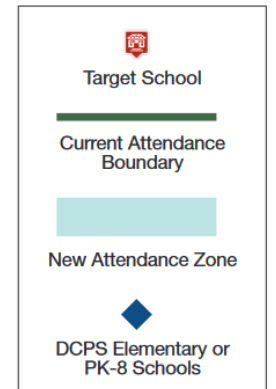
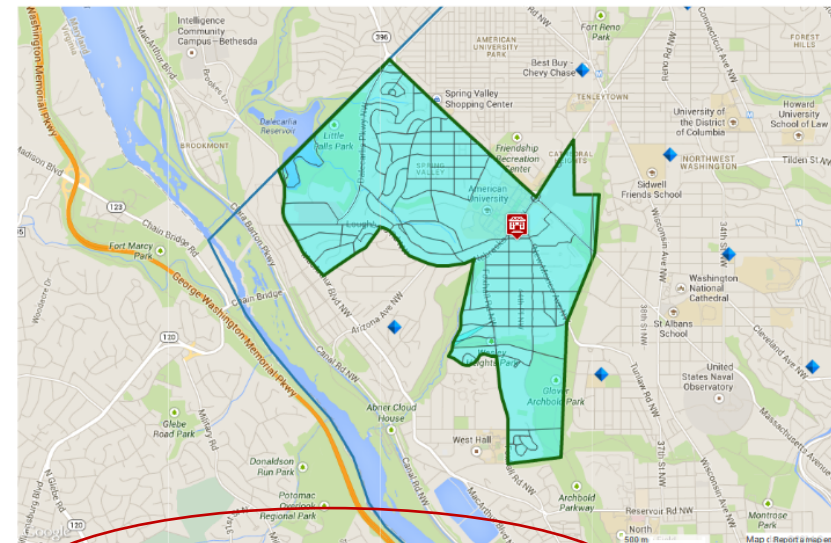
Geographic Feeder Pathway: Anyone living in the attendance zone for Janney ES is zoned for and has a right to attend Deal MS and Wilson HS. Any student attending the school out-of-attendance zone has the right to continue in the feeder pathway to Deal. Feeder pathway changes were made to better align school building capacity with population and with boundary participation rates, and to support racial/ethnic and socioeconomic diversity, where possible.

Programmatic Feeder Pathway: No programmatic feeder pathway.

Mann Elementary School Boundary and Feeder Pathway 4430 Newark St. NW

Approved August 2014

Mann Elementary School is the public school of right for all school-age children living within the attendance zone. Families can also apply out-of-boundary to DCPS schools or public charter schools through a lottery process. **No changes will go into effect before the 2015-16 school year.**



SY 2013-14
Enrollment: 287
In-Boundary: 87%
Bldg Capacity: 370
Bldg Utilization: 78%

Attendance Zone Changes: Mann's attendance zone will not change.

Geographic Feeder Pathway: Anyone living in the attendance zone for Mann ES is zoned for and has a right to attend Hardy MS and Wilson HS. Any student attending the school out-of-attendance zone has the right to continue in the feeder pathway to Hardy. Feeder pathway changes were made to better align school building capacity with population and with boundary participation rates, and to support racial/ethnic and socioeconomic diversity, where possible.

Programmatic Feeder Pathway: No programmatic feeder pathway.

Appendix: Advisory Committee

Members

26 committee members +
chairperson DM Kihn

15 ward-designated members

4 citywide members

7 agency representatives

DPCS, MySchool DC, ORE,
DC PCSB, Friendship PCS

Timeline

- Meets monthly

Met 8 times - 3 more to go

- Final recommendations in
March 2024

[Scan to learn more about the
Advisory Committee and members](#)



Meetings are live streamed and recorded [here](#)

Appendix: Guiding principles

The following guiding principles were drafted by the Advisory Committee with significant community input.

- 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



Focused on addressing
7 priority challenges

Read more about the guiding principles. [English](#) [Spanish](#)

Appendix: Identified citywide priority challenges

- Unbalanced enrollments among DCPS boundary schools
- Inequitable availability of robust programming and rigorous curriculum in all communities across the city
- Inequitable availability and access to special education programming near families, especially in Wards 7 and 8
- Mismatched access to early childhood seats in Title 1 schools
- Some students and families feel unsafe traveling to and from school
- System-related enrollment instability
- Socioeconomically and racially segregated schools