

DC Public Education Boundary and Student Assignment Study

Miner ES Meeting

December 2023



Agenda

Overview of the Boundary Study

Review Miner ES and Maury ES challenge

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

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

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

Roadmap



Implementation timeframe

Boundary and Feeder Revisions

- Earliest would be **SY25-26**
- Enrolled students can **continue to attend their school** through the last grade offered
- Brief period of **sibling enrollment grandfathering**
- Brief period of **feeder phase-in**

Paired School Strategy

- **Longer timeframe** for implementation
- Once recommendation is accepted, **deep school engagement** to build paired school culture
- **Implementation details** to be determined **in coordination with school communities**

Priority challenge

Socioeconomically and racially segregated schools

Related challenge

Unbalanced enrollments among DCPS boundary schools

Where we are in the process

Generating and testing ideas



Revising based on analysis & feedback

Pairing adjacent high difference schools –

Miner and Maury ES

- Supports a more even distribution of at risk students
- Manages underutilization at Miner and any future overcrowding at Maury ES
- Offers more in boundary PK seats than Maury ES currently offers (some Maury families lottery into Miner for PK)

At risk set asides – any school with <30% at risk enrollment

- Help better integrate schools and provide more equitable access

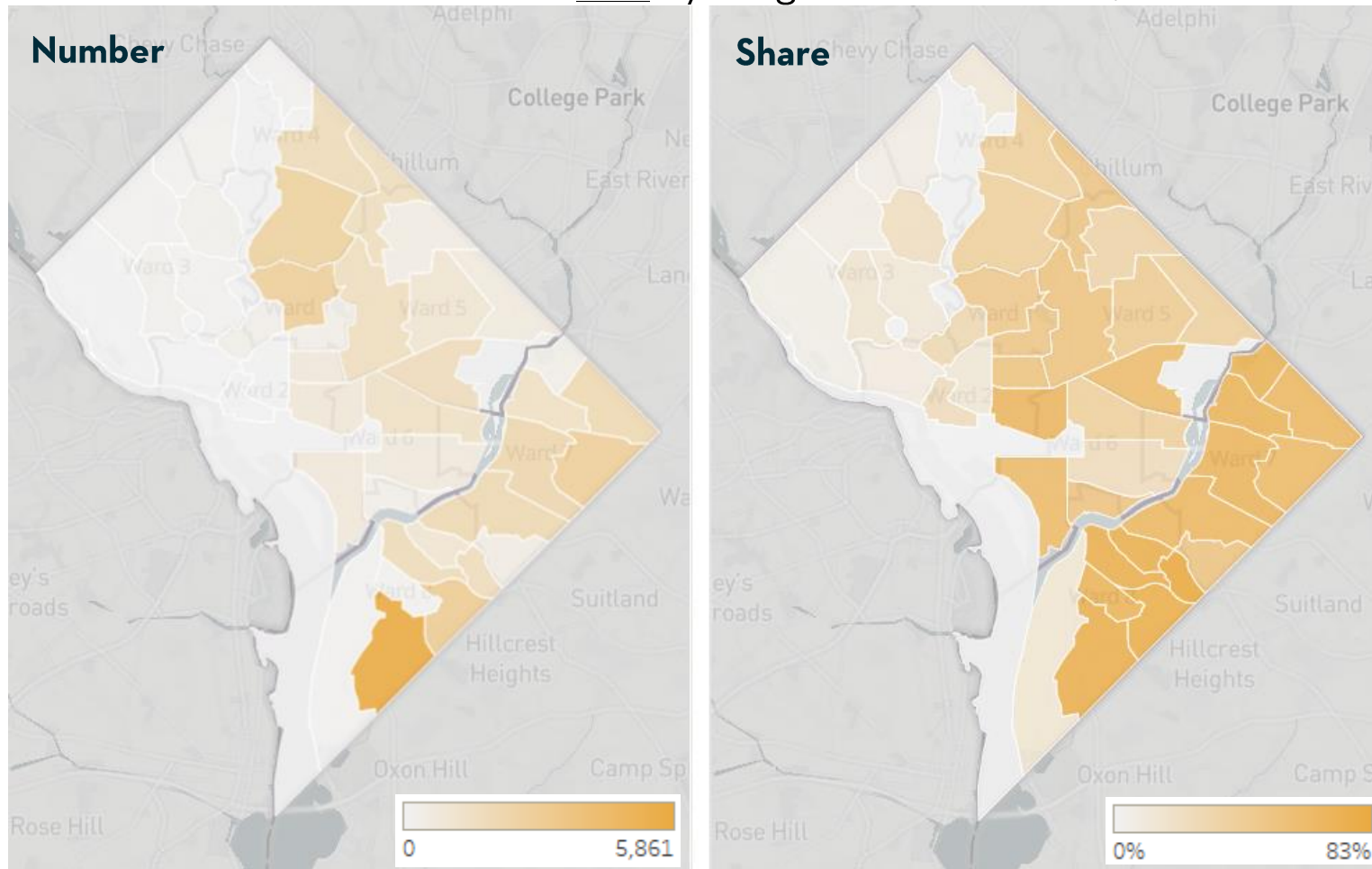
- Based on Boundary explorer tool 1.0 and next iteration
- Technical team analysis
- Feedback from school meetings, Town Halls, and electronic submissions (online forms, survey, emails)

Feedback and questions so far

- Questions about implementation, e.g., timing, budget, leadership, staffing, school culture
- Could boundary revisions meet the goal instead?
- Could at risk set asides meet the goal instead?
- Where else has paired schools been implemented and been successful?
- Support of vision for integration and supporting both schools
- Concerns that it is too disruptive - “too far and too fast”, including introducing a second period of transition for children
- Concerns with logistical challenges: dual drop offs for siblings, traveling further or longer, impacts on pedestrian safety
- Questions on how this solves for academic outcomes

At Risk students' residential patterns mirror DC's housing segregation

Where At Risk Students Live by Neighborhood Cluster, SY22-23



See [EdScape](#) for interactive viz!

At risk set asides - modeling results

Estimate 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.

To not exceed historic out of boundary seats offered so this strategy does not worsen utilization.

Estimated impact on strategy implemented at Eastern feeder pattern schools

Equitable Access Strategies

Search your school

Systemwide metrics

Metric: Demographics

Existing	Utilization Strategies	Equitable Access Strategies
<i>Number of schools with at least 30% difference in at risk proportion with one or more adjacent schools</i>		
★ 34	29	★ 17
<i>Number of schools with at least 50% difference at risk</i>		
★ 10	7	★ 2

Estimated at 27 DCPS and ~30 public charters across the city

Estimated at **6 DCPS elementary** schools in the **Eastern feeder pattern**

5 out of 6 DCPS schools reached the 30% threshold

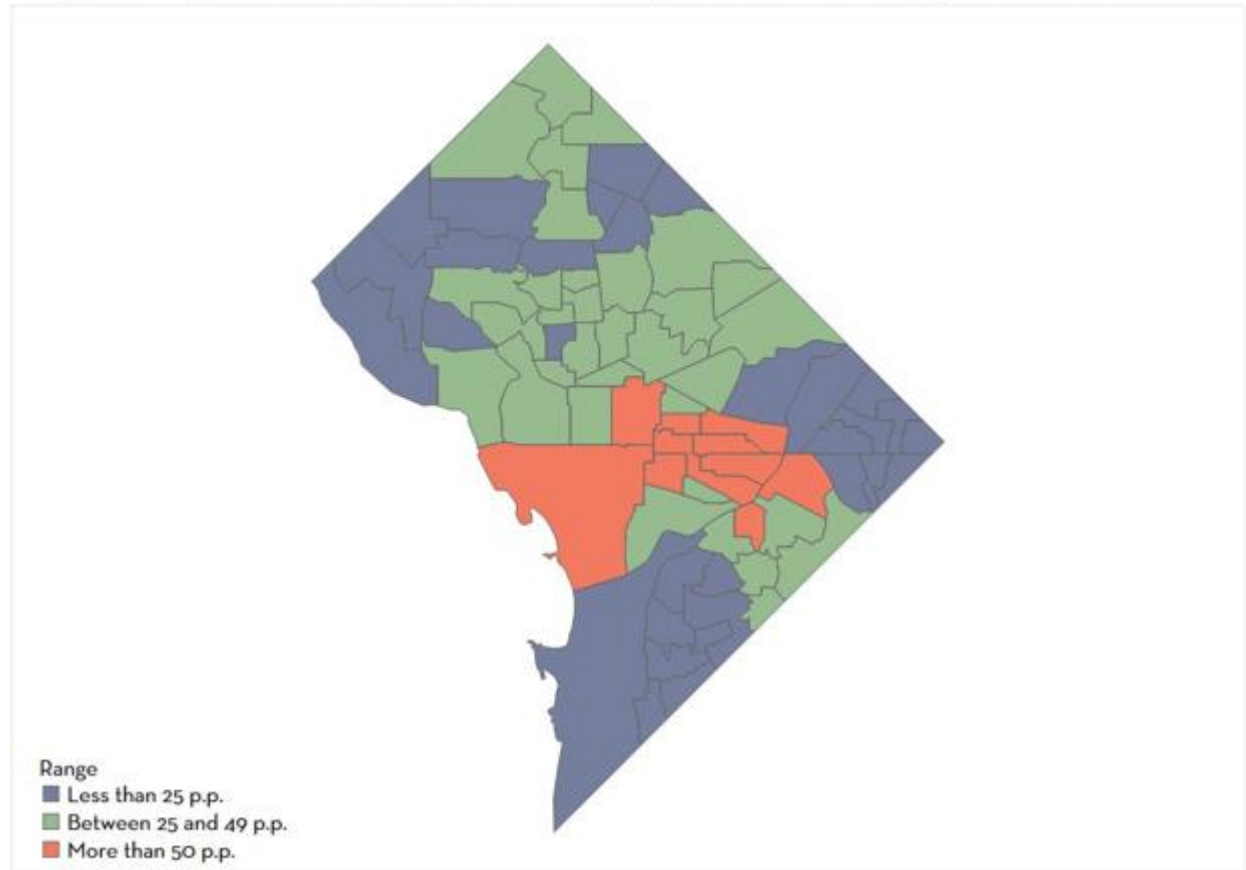
See MySchool DC for further [explanation](#) about “designated seats” for equitable access students

Boundary adjacent ES schools with large differences in the percent of enrolled at risk students

There are 44 pairs of adjacent elementary school boundaries with >25 percentage point difference between the percent of enrolled “at risk” students.

- At 37 pairs, the difference is between 25 to 49 percentage points (shown in green).
- At 7 pairs, the difference is 50 percentage points or larger (shown in red).

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



Nearby elementary schools with more than 50 percentage point difference in percent of at risk students

School A	School B	Paired schools without geographic or major street barriers
Ludlow-Taylor Elementary School	Walker-Jones Education Campus	No
Kimball Elementary School	Peabody/Watkins Elementary School (Capitol Hill Cluster)	No
Lawrence E. Boone Elementary School	Peabody/Watkins Elementary School (Capitol Hill Cluster)	No
Walker-Jones Education Campus	Peabody/Watkins Elementary School (Capitol Hill Cluster)	No
Amidon-Bowen Elementary School	Brent Elementary School	No
Kimball Elementary School	Payne Elementary School	No
Maury Elementary School	Miner Elementary School	Yes

Paired school - modeling results

Enrollment

- Miner ES goes from 368 to 393
- Maury ES goes from 527 to 507

Utilization

- Miner ES utilization stays constant in low category, 62% to 61% (takes addition into account)
- Maury ES drops slightly in optimal range (from 86% to 83%)

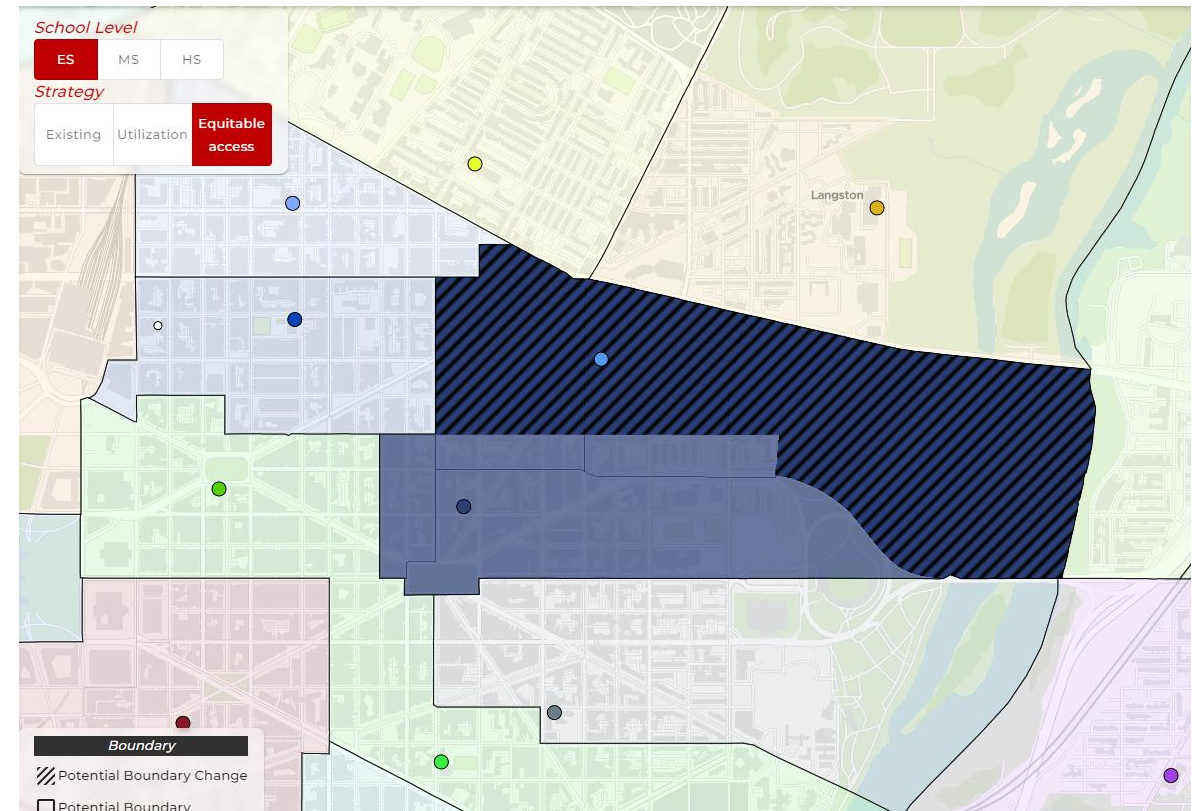
At Risk %

- Miner ES from 64% to 43%
- Maury ES from 12% to 40%

Distance for in boundary students

- Miner ES from 0.5 mi to 0.7 mi
- Maury ES from 0.4 mi to 0.7 mi

Modeled potential change from Boundary Explorer



In boundary tool: Miner ES grades PK-1 and Maury ES 2-5

Lessons learned from recent paired effort

Charlotte-Mecklenburg School District

- In 2018, the District's school board decided to merge Billingsville ES and Cotswold International Baccalaureate (IB) World School together based on the large difference in neighborhood demographics and their adjacent proximity (<2 miles)

Implementation guidance (preliminary)

- Don't rush the process
- Be intentional in building shared school culture ensuring families from both schools are included and invested

Other considerations for follow up

- Ensuring staff are blended and all retained
- Ensuring school budget is divided to meet the needs of each sets of students
- Ensuring Miner ES budget stays above Title 1 threshold to ensure school supports
- Others (to collect from you)

Feedback and discussion

Challenge

Nearby Miner ES and Maury ES have large differences in socio-economic enrollment

Current potential solutions

Paired school to support more even distribution of at risk enrollment at both schools.

Ideas to test

- At risk set asides for Maury ES
- Additional boundary revisions

Reactions? Thoughts?

What are implementation "guardrails"?

What could help make this successful?

What questions for other paired schools in Charlotte-Mecklenburg

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, and adjust boundaries

Visit the Boundary Explorer:
www.dcschoolboundaryexplorer.com

Complete the feedback form on the
DME website

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

Appendix: Advisory Committee

Members

26 committee members +
chairperson DM Kihn

Ward-designated
members

Citywide members

Agency representatives

Timeline

- Meets monthly
- Final recommendations in
March 2024

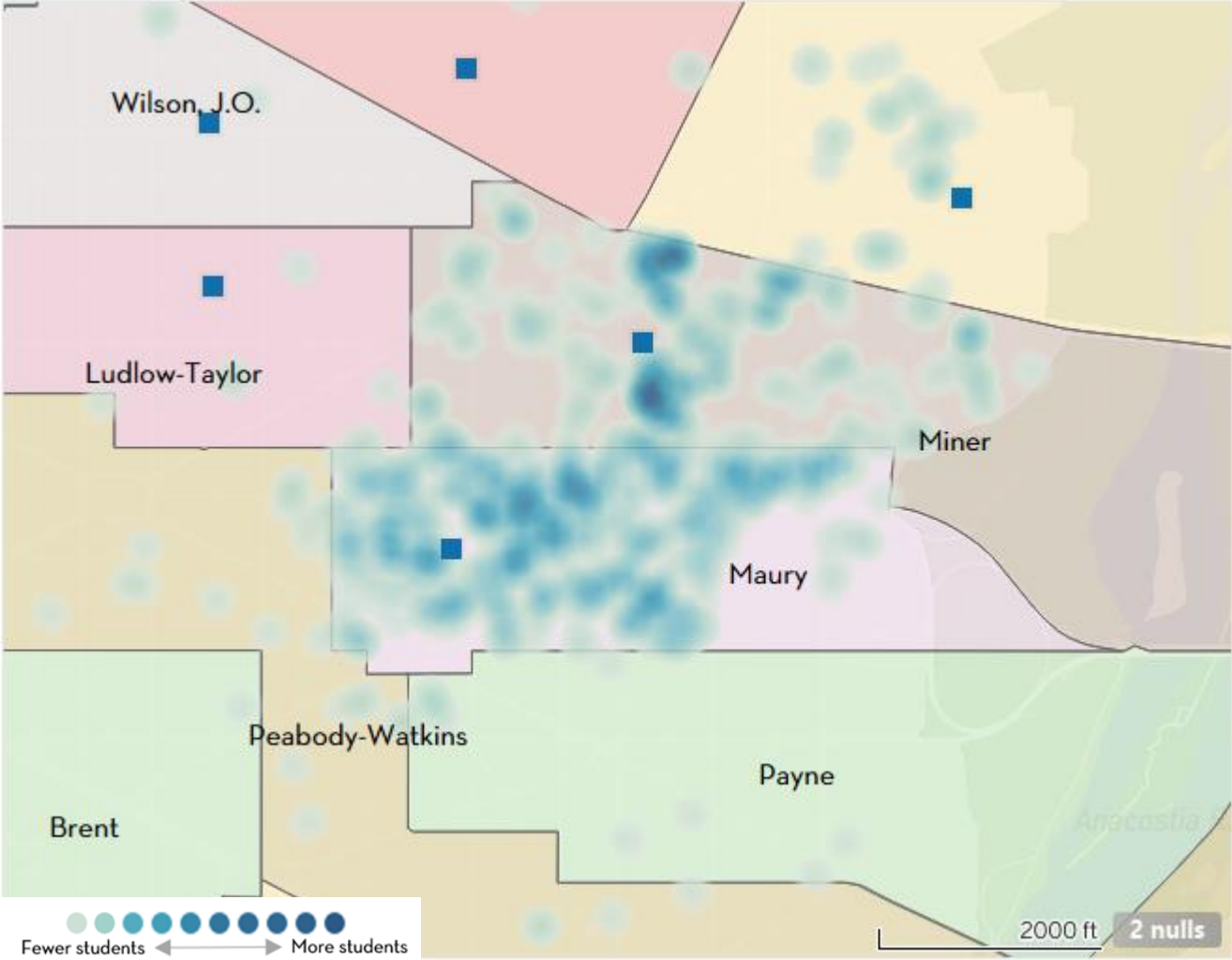
[Scan to learn more about the
Advisory Committee and members](#)



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

Appendix: Miner ES and Maury ES Enrollment

Maury ES and Miner ES enrollment, SY22-23



Appendix: Maury ES and Miner ES boundary facts

		DCPS Boundary	
		Maury ES	Miner ES
SY22-23	Number PK-5th public school students living in boundary	693	861
	% living in boundary attending boundary school	64%	26%
	% PK-5th students living in boundary who are...		
	Black	25%	73%
	Latino	9%	5%
	White	55%	19%
	Other	11%	4%
	% PK-5th students living in boundary identified as at risk of academic failure	15%	60%
	% PK-5th students living boundary identified as special education students	9%	15%
Number of other schools attended by PK-5th students living in boundary	67	114	

Appendix: Maury ES and Miner ES school facts

		Maury ES	Miner ES
Total enrollment	SY19-20	457	372
	SY22-23	527	368
In boundary enrollment	SY19-20	397 (87%)	218 (59%)
	SY22-23	443 (84%)	228 (62%)
% of at risk students enrolled	SY19-20	7%	58%
	SY22-23	12%	64%
% of students enrolled who are...			
Black	SY19-20	22%	78%
	SY22-23	21%	80%
Latino	SY19-20	8%	4%
	SY22-23	9%	3%
White	SY19-20	61%	15%
	SY22-23	58%	13%
Other	SY19-20	10%	3%
	SY22-23	12%	3%
Capacity (Utilization)	SY22-23	613 (86%)	594 (62%)

Appendix: Socioeconomic indicator

“At-risk of academic failure” = additional funding in the District’s funding formula, the Uniform per Student Funding Formula (UPSFF).

Definition

A DCPS or a public charter school student who is identified as one or more of the following:

- Homeless;
- In the District’s foster care system;
- Qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or
- A high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled.

Appendix: Boundary adjacent elementary schools with >50 percentage point difference in percent of at risk students

School A	School A, percent at risk	School B	School B, percent at risk	Difference in percent at risk (Absolute value)
Ludlow-Taylor ES	17%	Walker-Jones Education Campus	86%	70 p.p.
Kimball ES	88%	Peabody/Watkins Elementary School (Capitol Hill Cluster)	28%	61 p.p.
Lawrence E. Boone ES	87%	Peabody/Watkins Elementary School (Capitol Hill Cluster)	28%	59 p.p.
Walker-Jones EC	86%	Peabody/Watkins Elementary School (Capitol Hill Cluster)	28%	59 p.p.
Amidon-Bowen ES	62%	Brent Elementary School	6%	56 p.p.
Kimball ES	88%	Payne Elementary School	34%	54 p.p.
Maury ES	12%	Miner Elementary School	64%	52 p.p.

Appendix: At risk set asides – modeling results

Estimate 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.

To not exceed historic out of boundary seats offered so this strategy does not worsen utilization.

Estimated impact on strategy implemented at Eastern feeder pattern schools as of 12/12/23

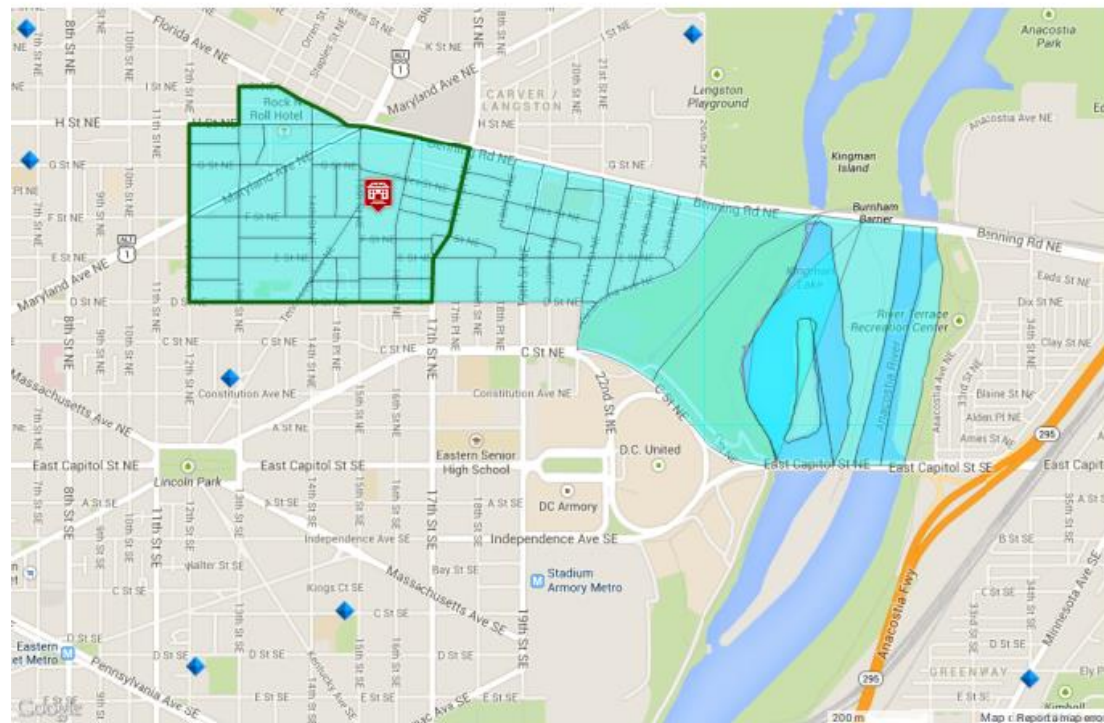
Schools	Boundary Tool Analytic results
Brent	Increased at risk enrollment from 6% to 28%.
Capitol Hill Montessori	Increased at risk % from 21% to 32%.
Ludlow Taylor	Increased at risk % from 17% to 34%.
Maury	To be tested
Peabody	Increased at risk enrollment from 13% to 37%.
School within a School	Increased at risk % from 13% to 32%.
Watkins	Increased at risk % from 28% to 30%.


Appendix: Miner ES boundary revision 2014


Miner Elementary School Boundary and Feeder Pathway 601 15th St. NE


Approved August 2014


Miner 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.**



 Target School

 Current Attendance Boundary

 New Attendance Zone

 DCPS Elementary or PK-8 Schools

SY 2013-14
Enrollment: 426
In-Boundary: 33%
Bldg Capacity: 550
Bldg Utilization: 77%

Miner's attendance zone extended east to absorb much of the former Gibbs ES boundary to improve walkability for families.

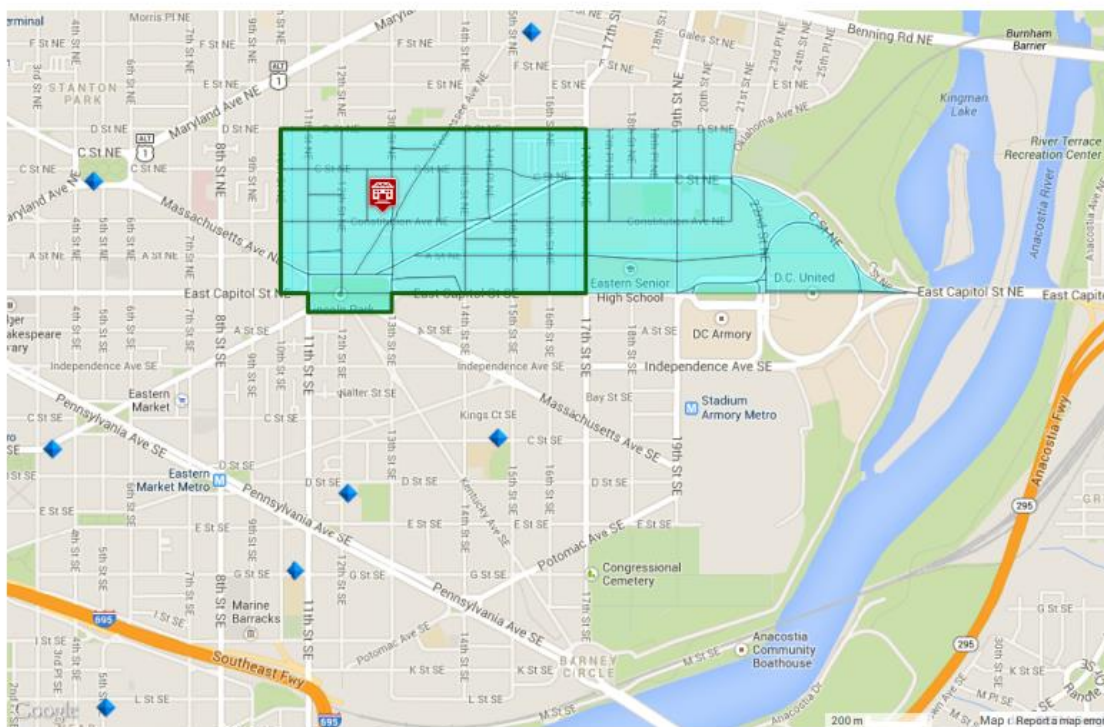
Find [here](#).

Appendix: Maury boundary revisions 2014

Maury Elementary School Boundary and Feeder Pathway 1250 Constitution Ave. NE

Approved August 2014

Maury 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.**



Target School

Current Attendance Boundary

New Attendance Zone

DCPS Elementary or PK-8 Schools

SY 2013-14
Enrollment: 339
In-Boundary: 56%
Bldg Capacity: 325
Bldg Utilization: 104%

Maury's attendance zone absorbed some of the former Gibbs attendance zone in an effort to improve walkability for families.

[Find here](#)