

DC Public Education Boundary and Student Assignment Study

Round 3 Town Hall

December 12-14

2023



Goals for the town halls

Learn about **identified challenges** and **ideas** considered so far

Collect feedback on these ideas so we can **further refine them**

Learn how to use the interactive **Boundary Explorer tool** and **online survey** to continue to provide feedback

Agenda

- Welcome
- (Re)introduction to the Boundary study
- Overview of current ideas to solve challenges
 - Learn about the Boundary Explorer tool
- Questions and answers
- Breakout groups by geography and citywide group for feedback
- Recap and next steps



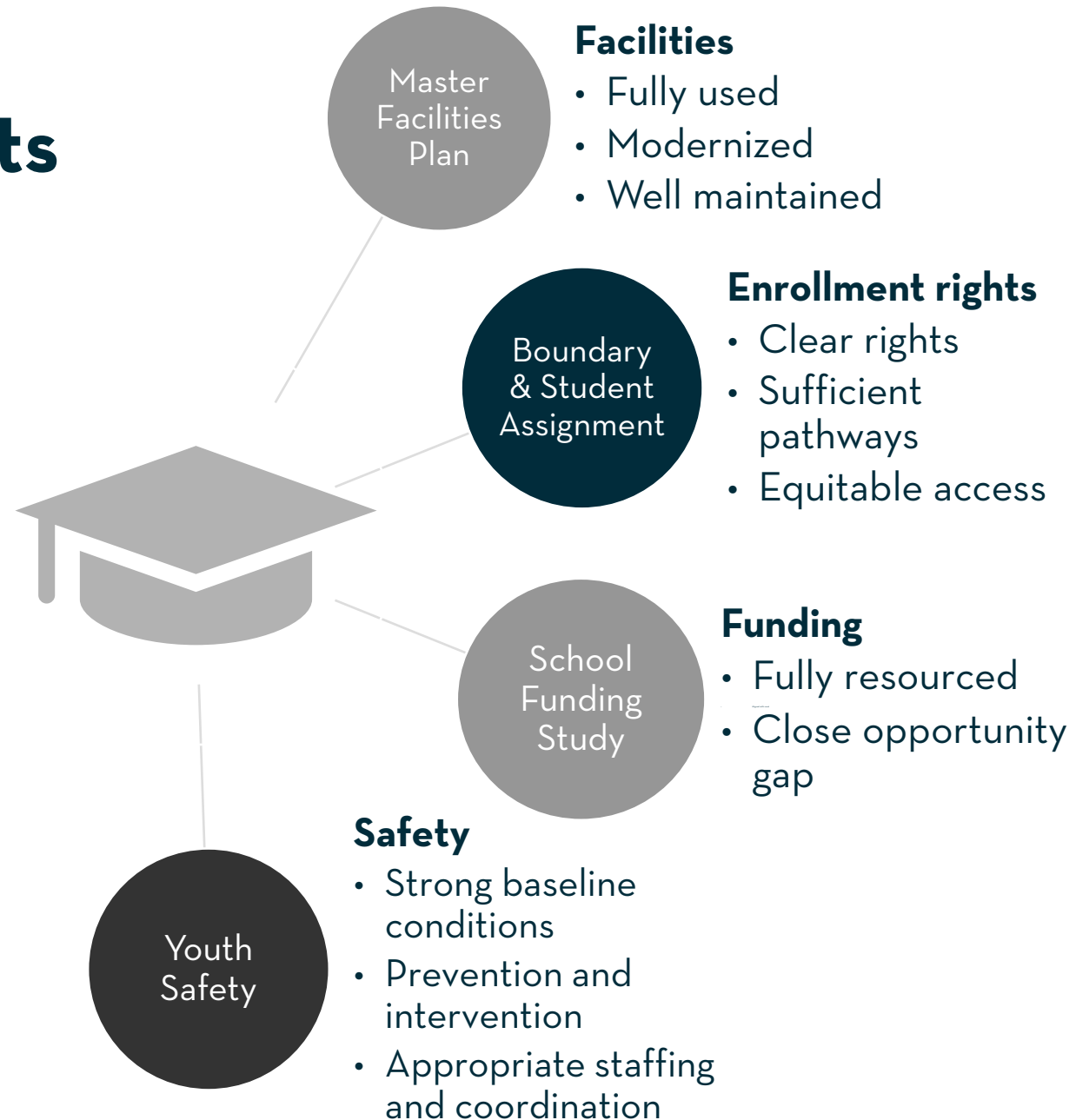
Office of the Deputy Mayor for Education

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



Advisory Committee

Members

26 committee members +
chairperson DM Kihn

Ward-designated
members

Citywide members

Agency representatives

Timeline

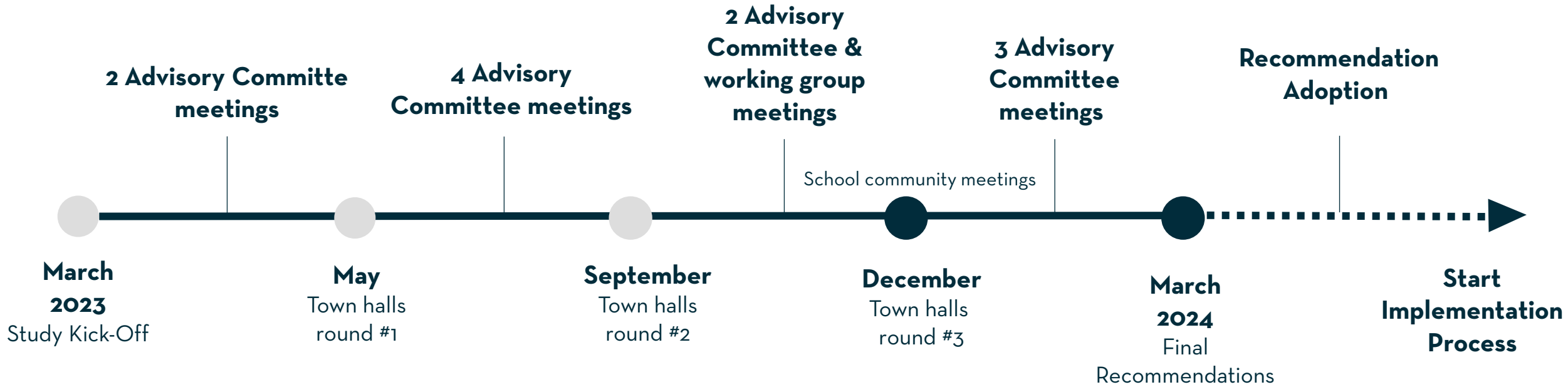
- Meets monthly
- Final recommendations in
March 2024

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



Meetings are live streamed and recorded - find past recordings [here](#)

Roadmap



(Re)introduction

- Welcome
- **(Re)introduction to the Boundary study**
- Overview of current ideas to solve challenges
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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

Legislated per the Attendance Zone Boundaries Amendment Act of 2022 and done 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

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

Priority challenges

- **Unbalanced enrollments** among DCPS boundary schools lead to **overutilization** in some schools and **underutilization** in other schools
- **Inequitable** availability to **robust programming** and **rigorous curriculum** (e.g., dual language, CTE, STEM, IB, and arts) in all communities across the city
- Socioeconomically and racially **segregated** schools
- **System-related** enrollment instability

Priority challenges, continued

- **Inequitable availability** and access to **special education programming** near families in Wards 7 and 8
- Some students and families feel **unsafe** traveling to and from school
- Mismatched access to **early childhood seats** in **Title 1 schools**

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 **feeder phase-in** and **sibling enrollment grandfathering**

Grade Configuration and Other Policies

- **Longer timeframe** for implementation
- Once recommendation is accepted, **more school engagement** to come
- **Implementation details** to be determined **in coordination with schools**
- **Phasing in** is expected

Overview of current ideas

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Types of potential ideas explored

Policies

- Assignment structures
 - Boundary changes
 - New boundaries
 - Feeder changes
 - Grade configuration changes
 - Streamlining of dual rights
- Lottery and choice
 - Out of boundary seats offered
 - At-risk set-asides

Programs

- Changes to programming within schools
- Expansion of shared program opportunities for secondary students (CTE, virtual)

Cross agency coordination

- DCPS and DC PCSB coordinated school planning
- Support efforts to increase safety
- Support access to specialized classrooms for special education services

Capital

- Facility modernization
- Reimagine shared space in underutilized facilities
- Additional capacity

Modeled school-level potential solutions

Modeling goals

- Identify and test potential solutions to address priority challenges
- Show a set of potential outcomes/impacts in this process
- Provide direction for the final set of boundaries, feeder patterns, and policy recommendations

SY22-23

Selected potential boundaries, feeders, capital programs, and related policies were quantitatively modeled and tested for impacts as if they had been implemented in SY22-23.

School-level potential solutions



Utilization strategies

Strengthen system of by-right neighborhood schools; balance enrollment and utilization among by-right neighborhood schools and feeders.



Equitable access strategies

Expand opportunities to attend quality schools and programs for those historically discriminated against and marginalized.

School-level potential solutions



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Equitable access strategies

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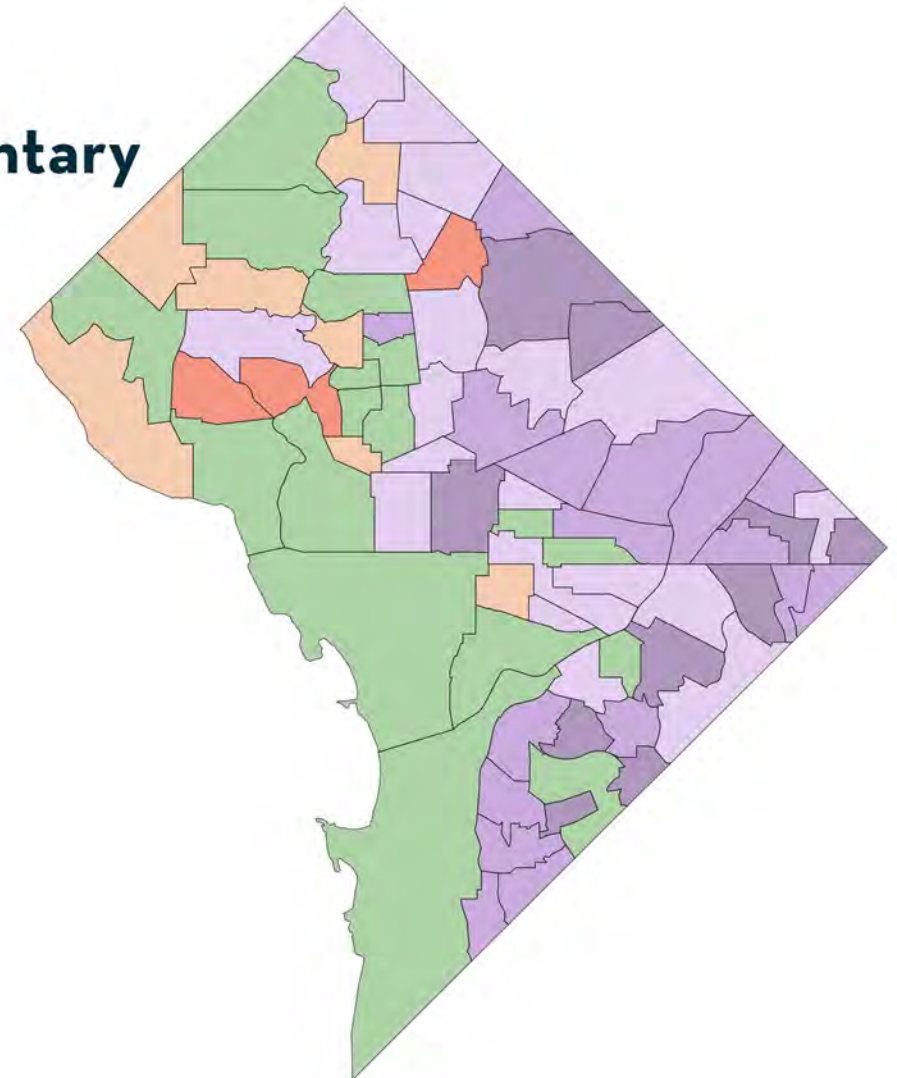
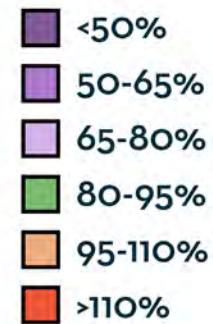
Utilization strategies: context

Priority challenge

Unbalanced enrollments among DCPS boundary schools lead to overutilization in some schools and underutilization in other schools.

Utilization DCPS elementary schools

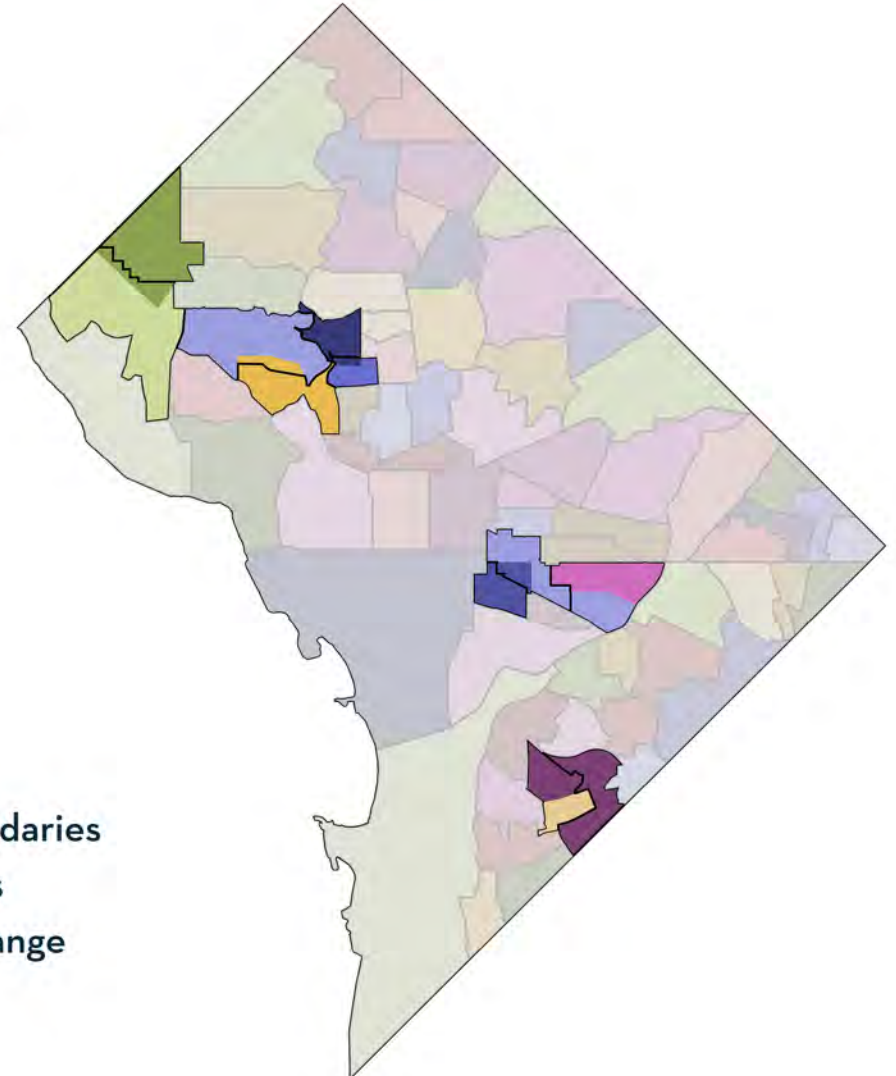
SY22-23



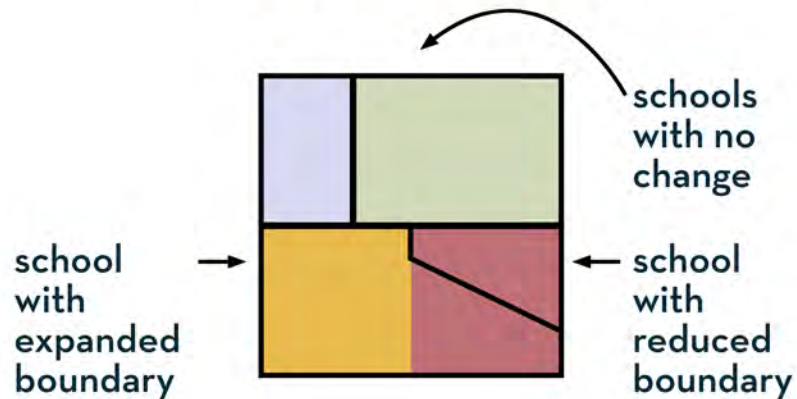
Utilization strategies: boundary changes

Potential boundary changes focus on balancing enrollments between adjacent schools with differing utilizations.

Potential elementary school boundary changes



How to read this map





- Potential new boundaries
- Existing boundaries
- Schools with no change

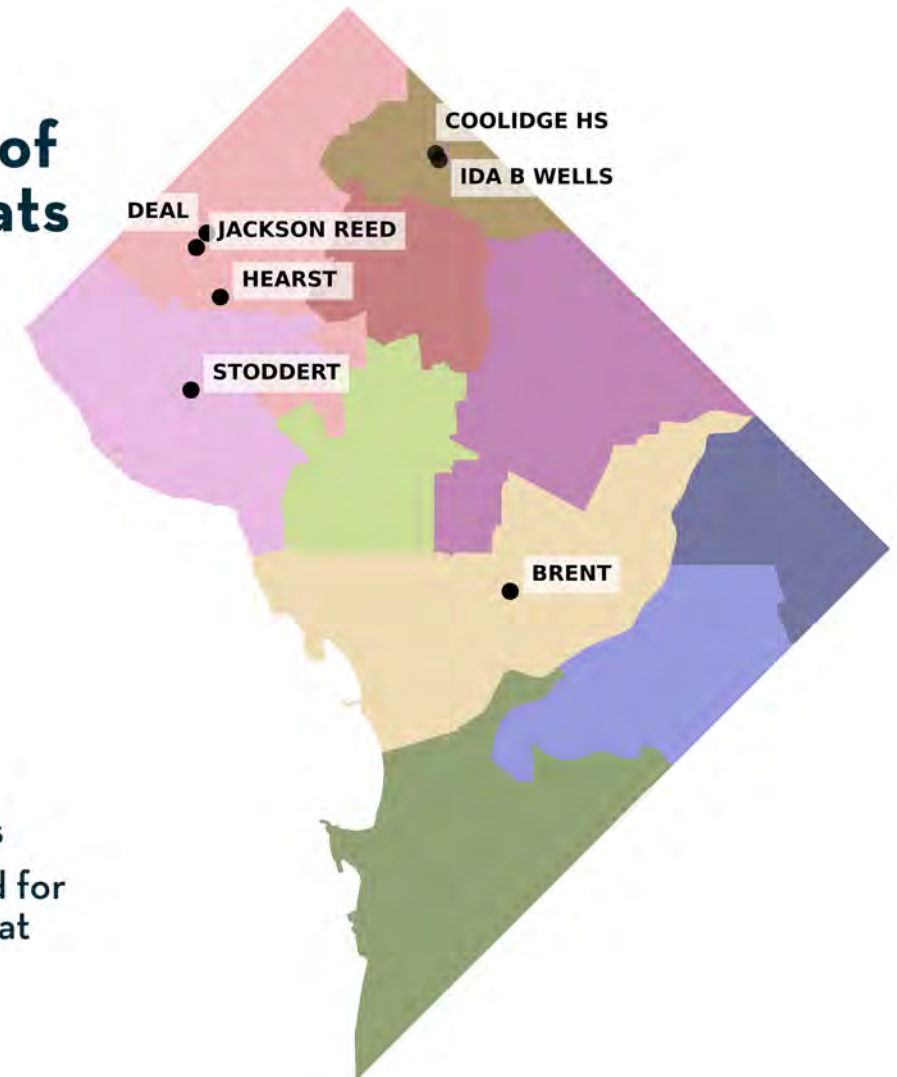
Utilization strategies: reduced out of boundary seats

The potential to reduce out of boundary seats was modeled for all DCPS boundary schools with utilizations at or above 100%, that do not have dual language programs.

Potential reduced out of boundary seats

all school levels

-  HS feeder patterns
-  Schools considered for out of boundary seat reduction



Utilization strategies: reduced out of boundary seats

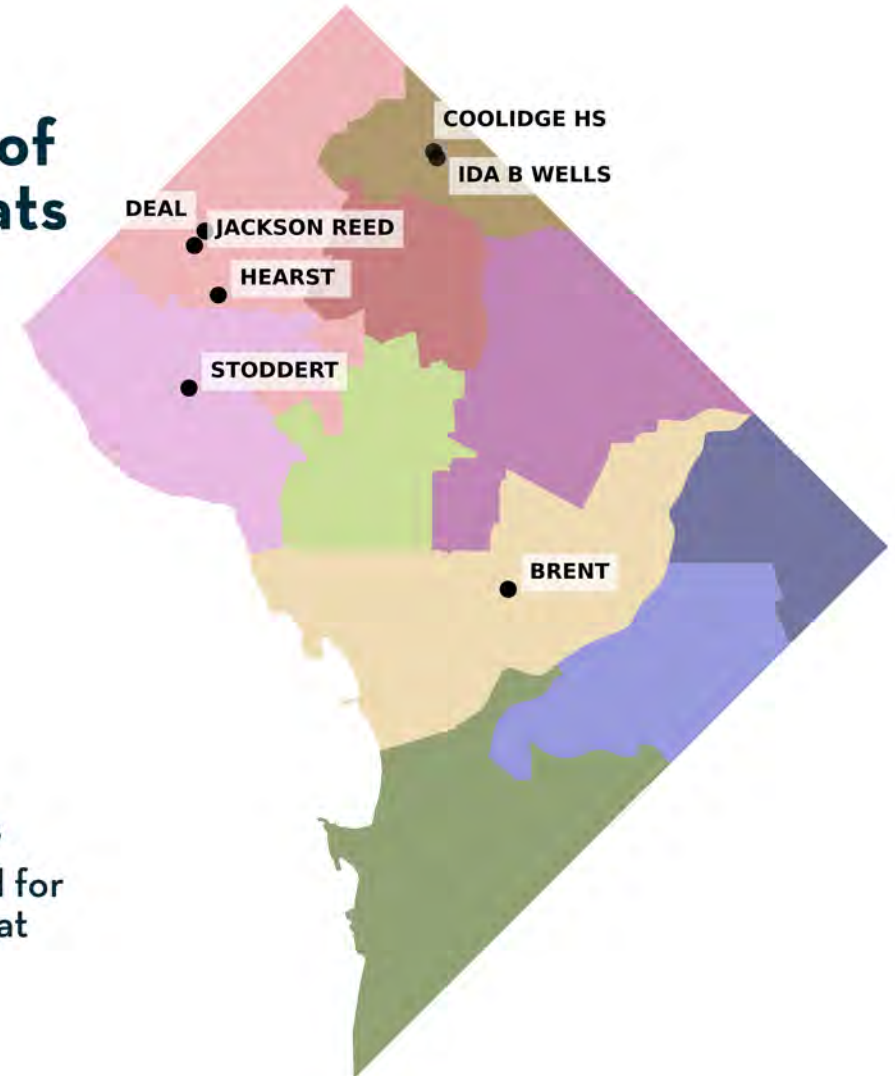
The potential to reduce out of boundary seats was modeled for all DCPS boundary schools with utilizations at or above 100%, that do not have dual language programs.

The the median number of out of boundary seats reduced per school was 73.

Potential reduced out of boundary seats

all school levels

- HS feeder patterns
- Schools considered for out of boundary seat reduction



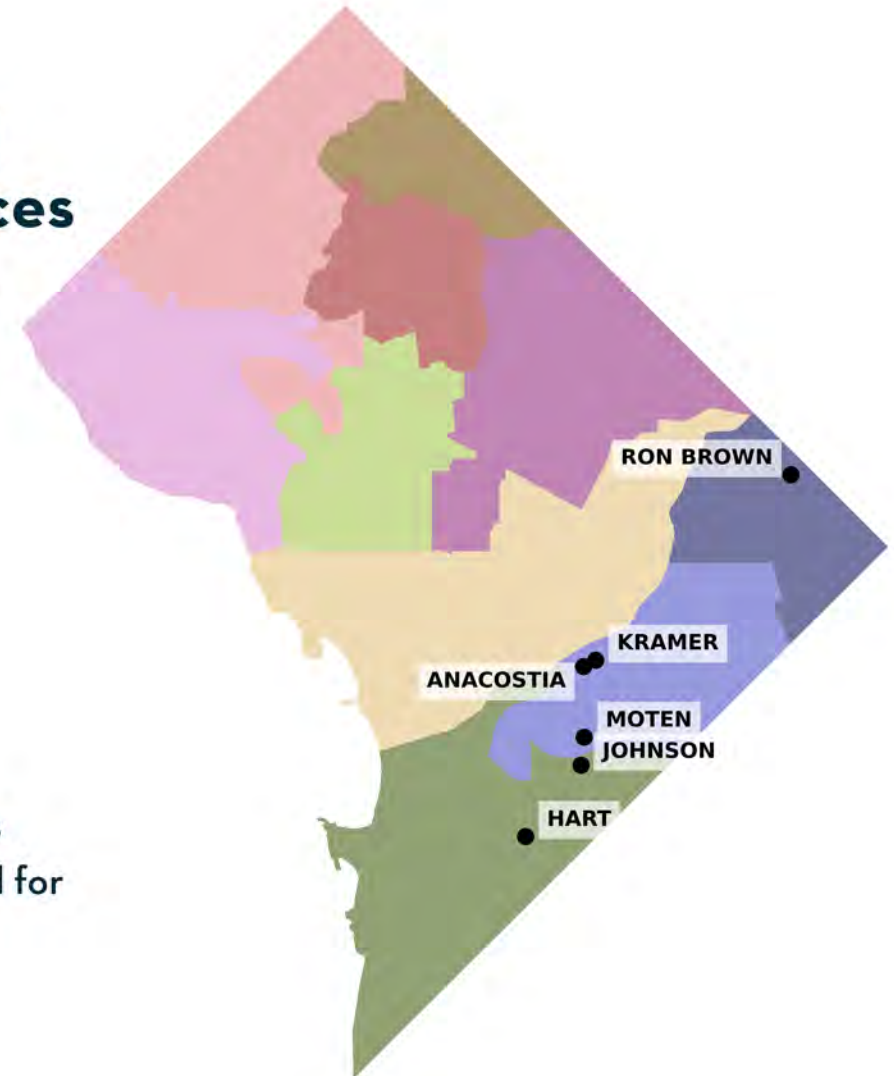
Utilization strategies: shared spaces

Schools considered for shared spaces have utilizations below 50% and were identified through the Master Facilities Plan as buildings that could be subdivided.

The uses of these new shared spaces would be decided on with school communities and could include spaces for such entities as higher education partners, health clinic, job training, arts programming, childcare, or another school.

Potential reimaged shared spaces all school levels

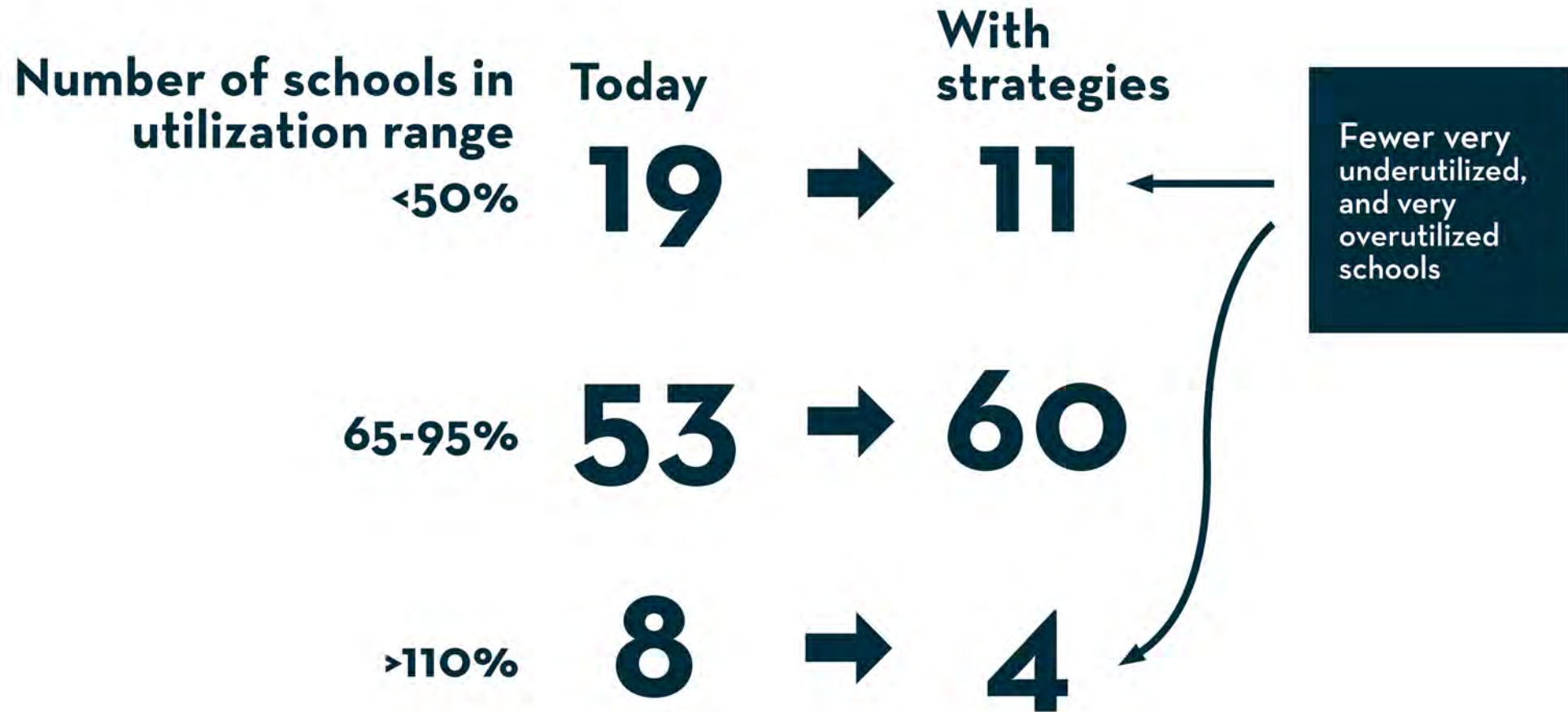
- HS feeder patterns
- Schools considered for shared spaces



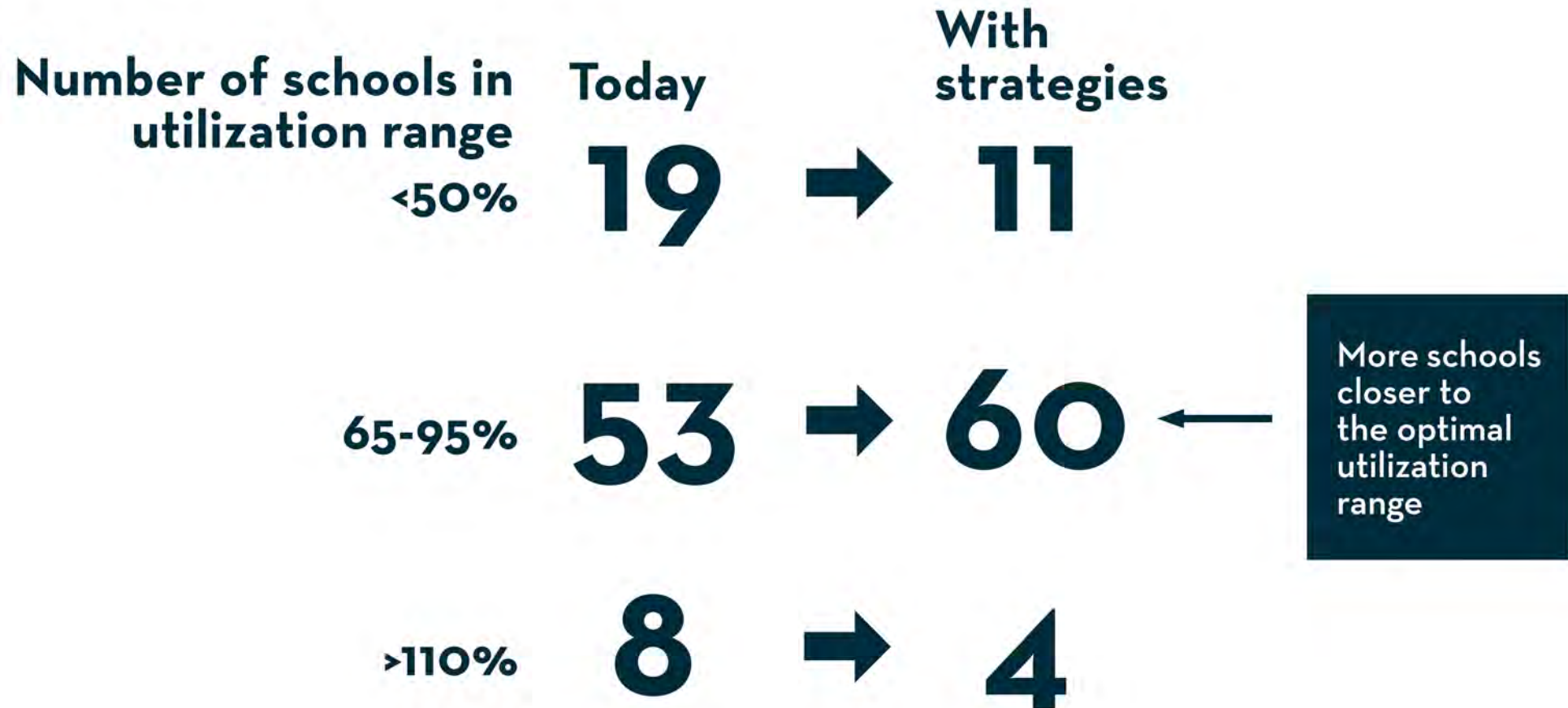
Utilization strategies: what we learned

Number of schools in utilization range	Today		With strategies
<50%	19	→	11
65-95%	53	→	60
>110%	8	→	4

Utilization strategies: what we learned



Utilization strategies: what we learned



School-level potential solutions



Utilization strategies

Strengthen system of by-right neighborhood schools; balance enrollment and utilization among by-right neighborhood schools and feeders.



Equitable access strategies

Expand opportunities to attend quality schools and programs for those historically discriminated against and marginalized.

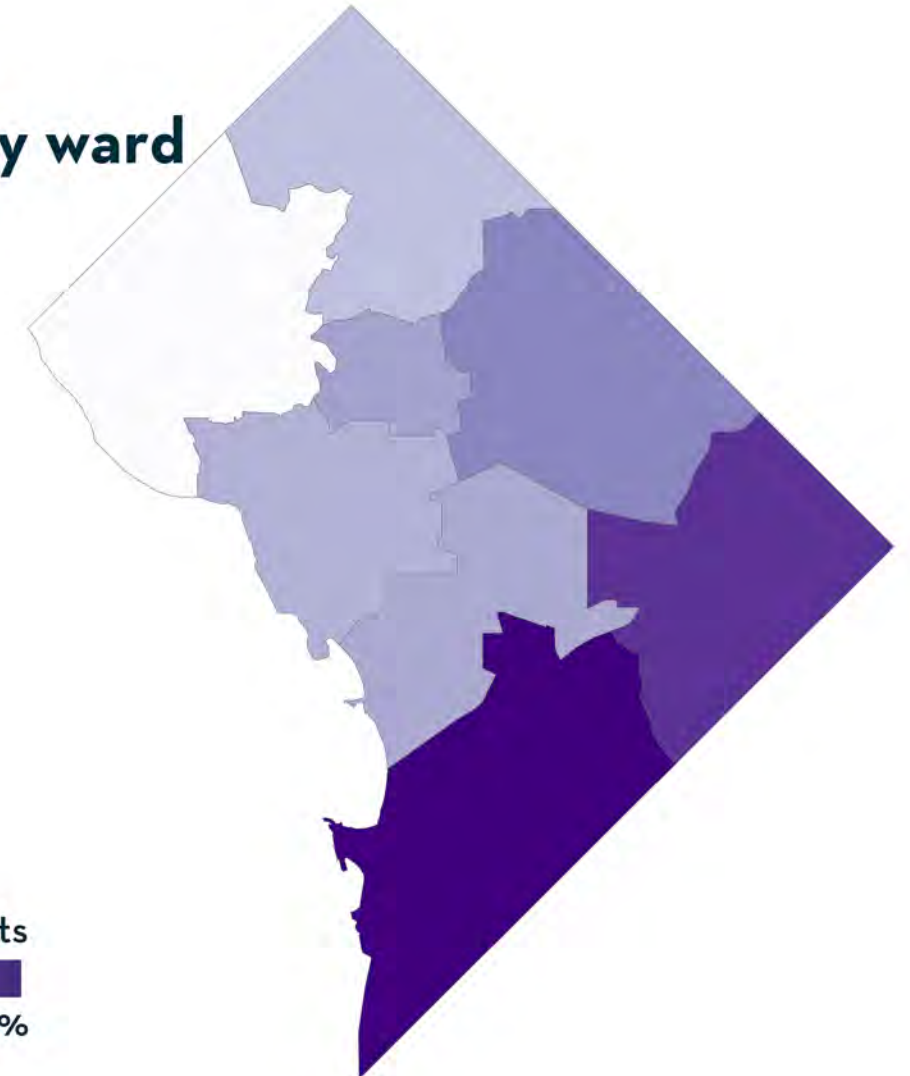
Equitable access strategies: context

Priority Challenge

Socioeconomically and racially segregated schools

Patterns where at-risk students live reflect housing segregation in DC.

Where at-risk students live by ward SY22-23



Equitable access strategies: context

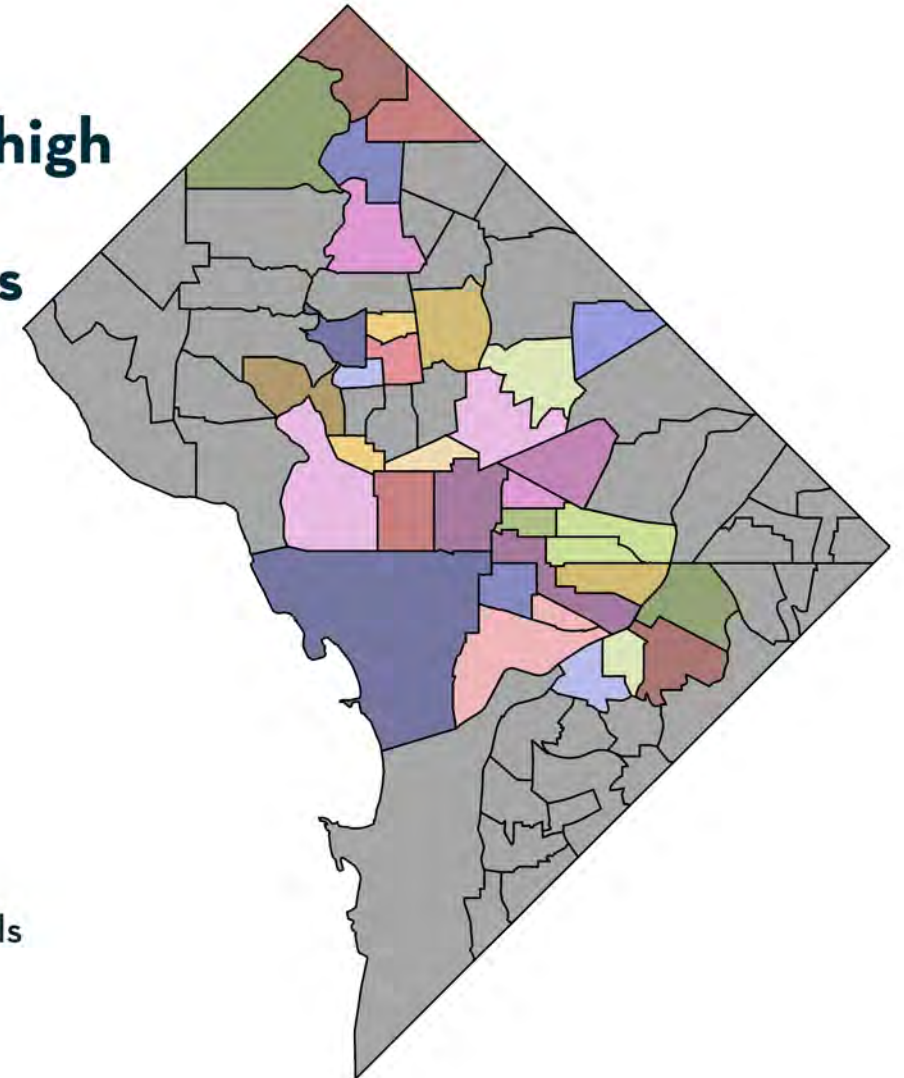
Priority Challenge

Socioeconomically and racially segregated schools

In SY22-23 there were 34 DCPS elementary schools with more than a 30% difference in the percent of at-risk students as compared to one or more of their neighbors.

Elementary schools with a high difference in at-risk students
SY22-23

 High Difference schools
Other schools



Equitable access strategies considered

At-risk set aside

for lottery seats at all schools with at-risk populations below 30%

Paired school

to reduce socioeconomic dissimilarity at Miner & Maury ES

Grade configuration changes

to address overutilization at Bancroft and Oyster Adams

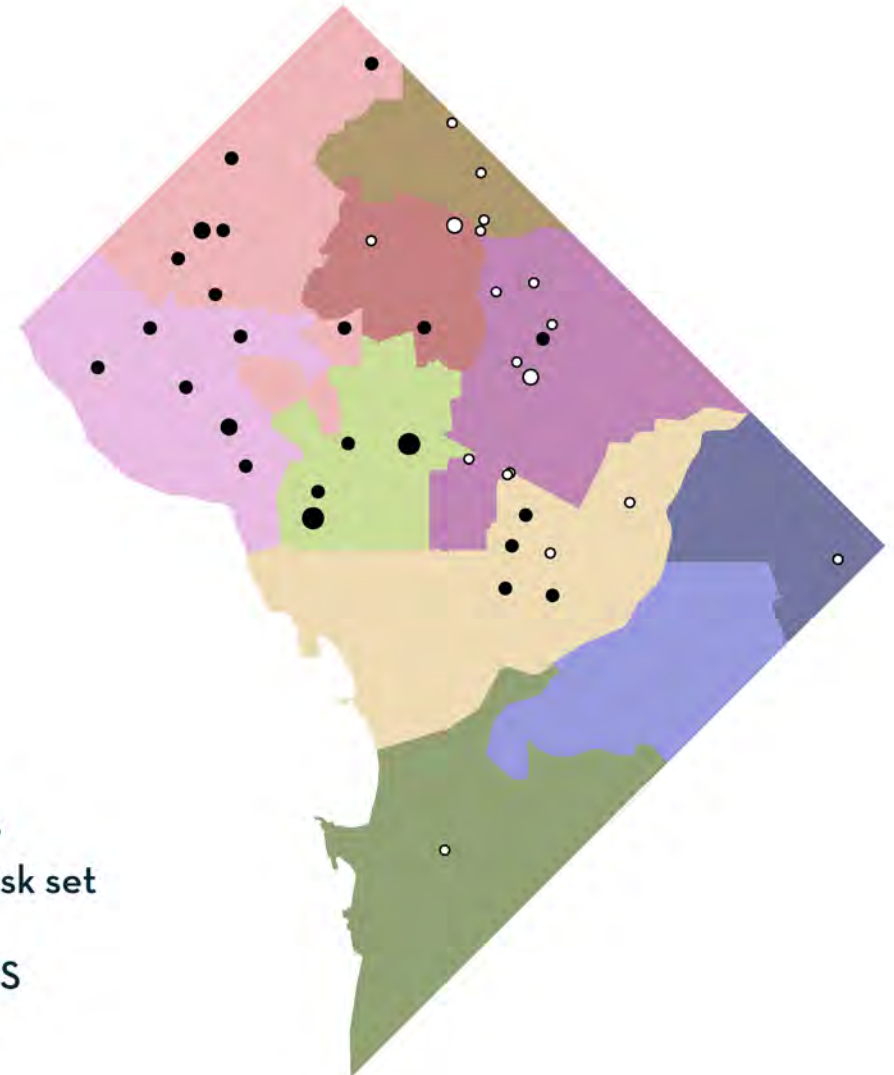
Equitable access strategies considered

A potential at-risk set-aside for lottery seats was modeled for all schools with less than 30% at-risk students.

Potential schools with at-risk set aside

all school levels

- HS feeder patterns
- Schools where at-risk set aside was applied
 - ES ● MS ● HS
 - DCPS ○ PCS



Equitable access strategies considered

A potential at-risk set-aside for lottery seats was modeled for all schools with less than 30% at-risk students.

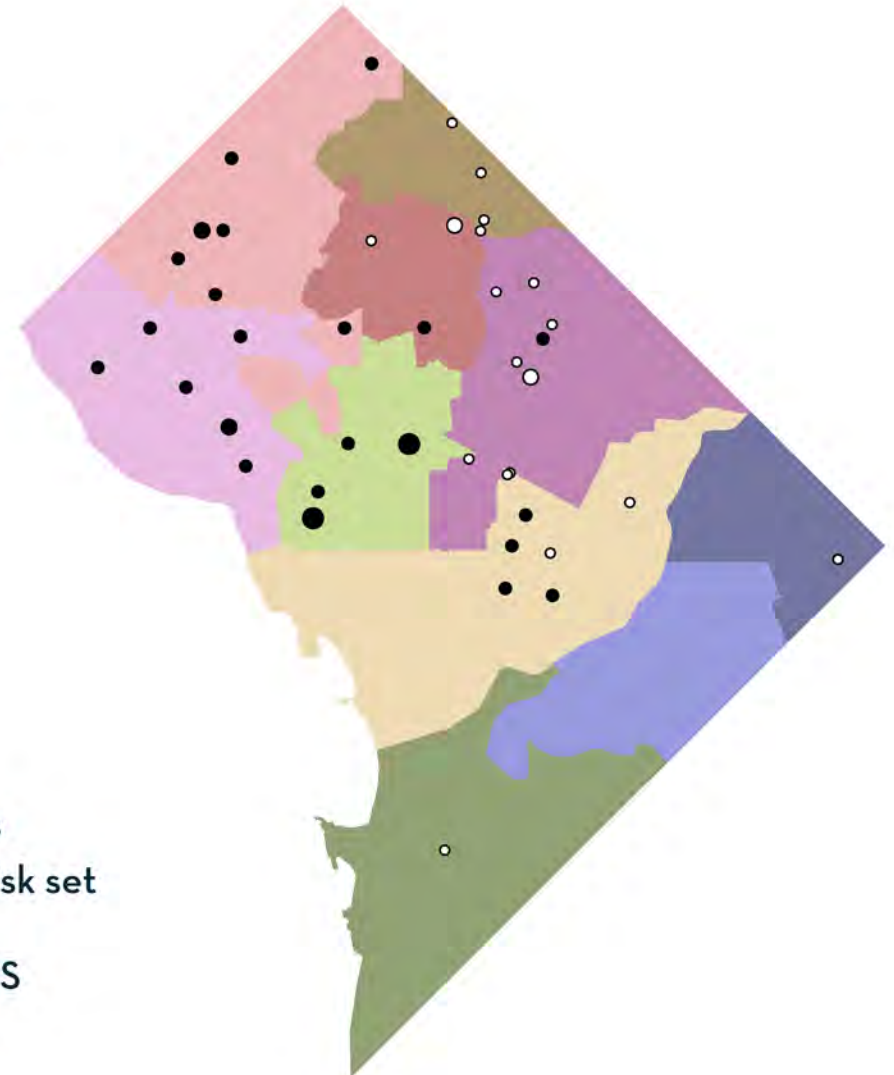
Approximately 2,000 seats would be designated for at-risk students at schools where the policy is applied.

Oyster Adams, Lafayette, and Brent are the DCPS boundary schools that would have the highest number of designated seats.

Potential schools with at-risk set aside

all school levels

- HS feeder patterns
- Schools where at-risk set aside was applied
 - ES ● MS ● HS
 - DCPS ○ PCS

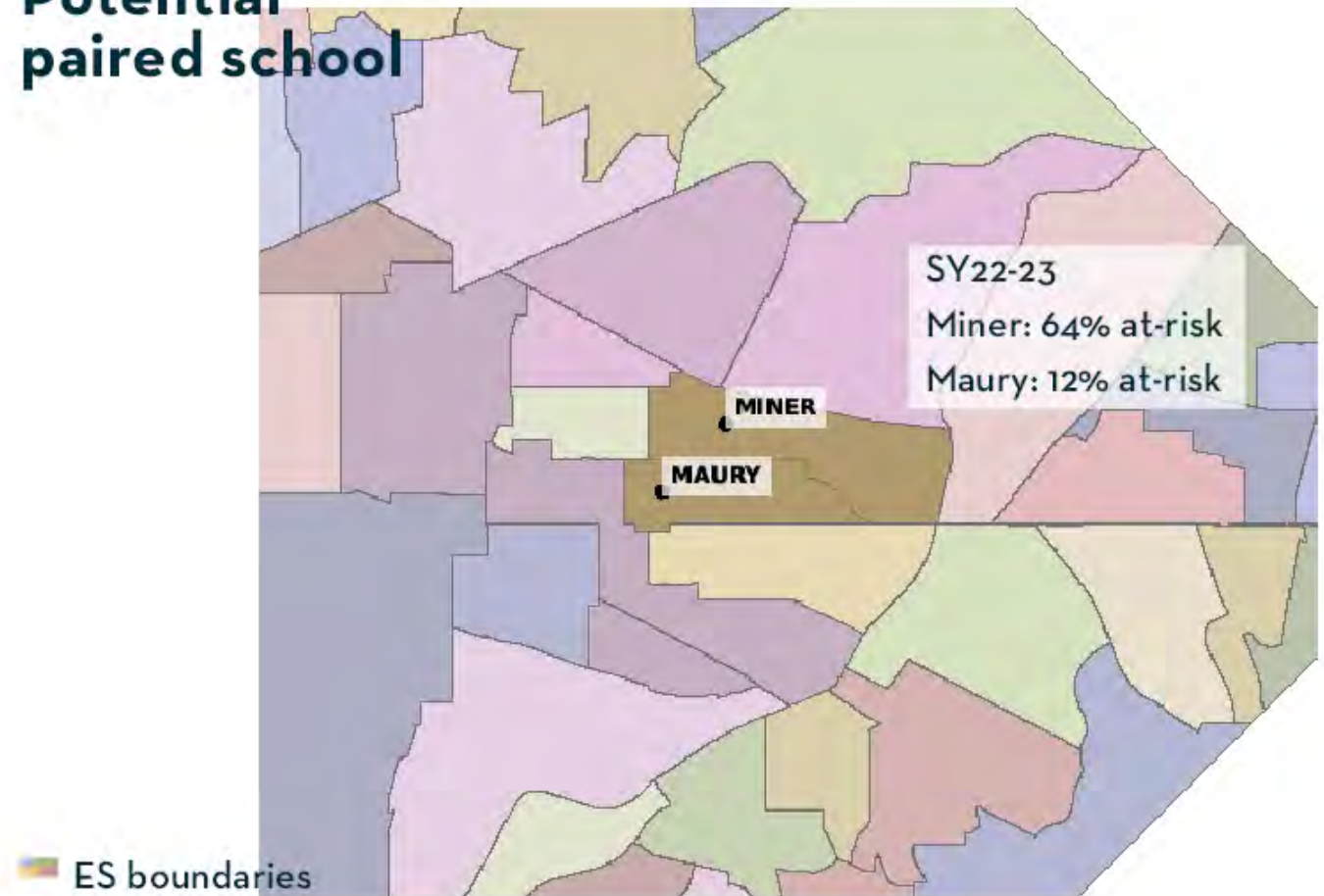


Equitable access strategies considered

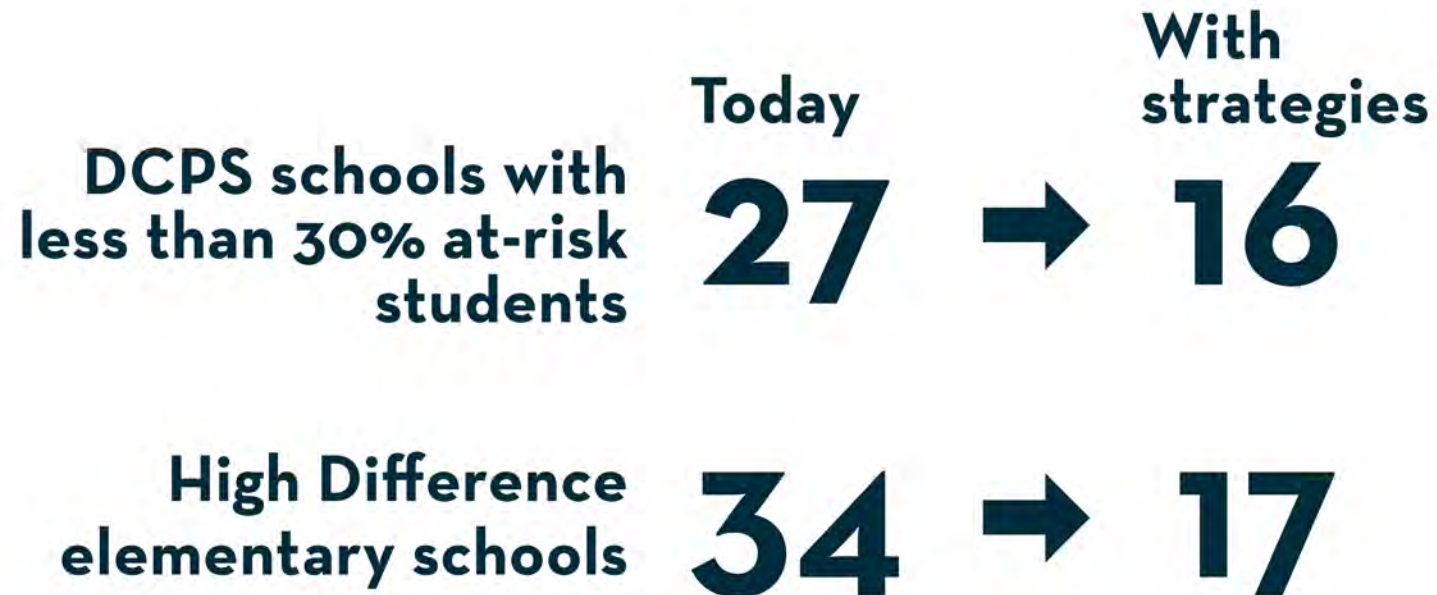
A potential paired school was modeled for Miner and Maury Elementary Schools to reduce segregation between these schools, given the difference in their at-risk populations and proximity.

A paired school refers to when the elementary school zone is combined for two schools and all students attend both campuses over the course of elementary school (like Peabody and Watkins).

Potential paired school



Equitable access strategies: what we learned



Equitable access strategies: what we learned

Average distance
to school for out of
boundary students

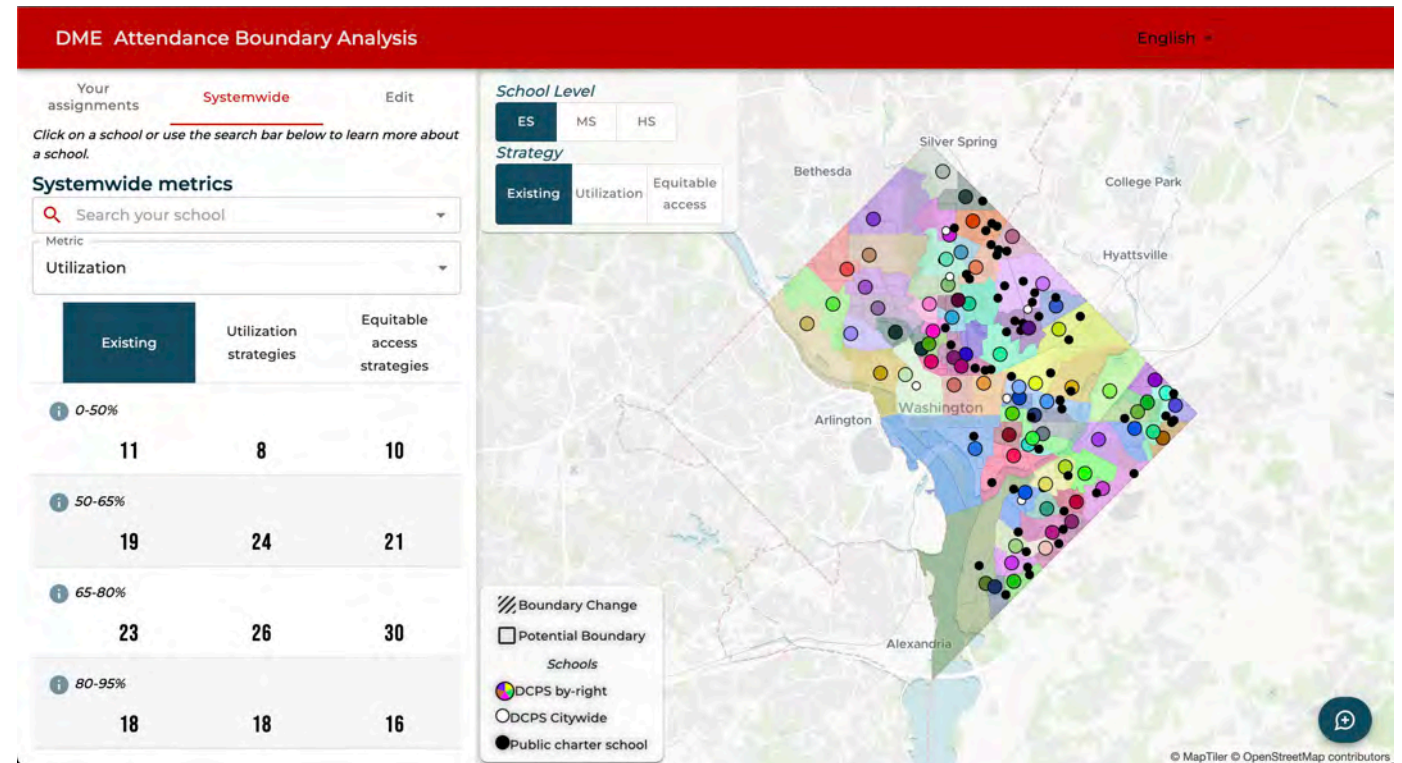
Citywide Today → With strategies

2 → **2.5** miles

	Today	→	With strategies
Ward 1	1.1	→	1.2 miles
Ward 2	1.6	→	1.6 miles
Ward 3	2.0	→	2.1 miles
Ward 4	2.4	→	2.3 miles
Ward 5	3.3	→	3.5 miles
Ward 6	1.4	→	1.8 miles
Ward 7	4.0	→	4.1 miles
Ward 8	3.7	→	4.0 miles

Web tool: objectives

- Provide your **input** for this study and on potential ideas through a comment feature and survey
- Look up **home address** to understand potential impacts
- Explore **systemwide** and **school-level potential impacts** of policies
- Explore boundaries with the **boundary editor**



Web tool demonstration

Q&A

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Questions

Shortly we are going into breakout rooms to discuss area challenges and school-specific ideas.

What questions do you have at this point?

Breakout groups

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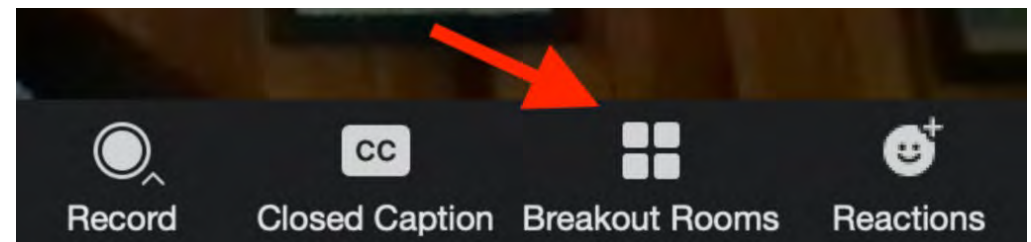


Breakout Session

Time to hear from you!

- Review the priority challenges impacting each feeder pattern/region
- Discuss school-level challenges and proposed ideas
- Share other ideas to solve challenges

- Main Room: Citywide group
- Anacostia, Ballou and Woodson
- Coolidge, Roosevelt
- Eastern, Dunbar
- Jackson Reed, MacArthur
- Cardozo/CHEC/Euclid



Recap and next steps

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Next steps

Technical team and Advisory Committee will incorporate community feedback about the potential ideas and additional analysis into final recommendations.

- Advisory Committee Meetings
 - December 20
 - January 10
 - January 31
- School engagements through January
- Final recommendations in March

Please scan the QR code to provide feedback using the webtool by leaving a comment and/or taking the survey (form available in many languages)



dcschoolboundaryexplorer.com/map

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

Appendix

“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.