

**DC Public Education  
Boundary and Student  
Assignment Study  
Round 3 Town Hall**

**Anacostia, Ballou, and  
HD Woodson  
Feeder Pattern Breakout**

December 12-14

2023



# Breakout Sessions

## Objectives

- Review the priority challenges impacting this region
- Discuss school-level challenges and proposed ideas with estimated impacts
  - What revisions are needed?
- Identify other ideas to solve challenges

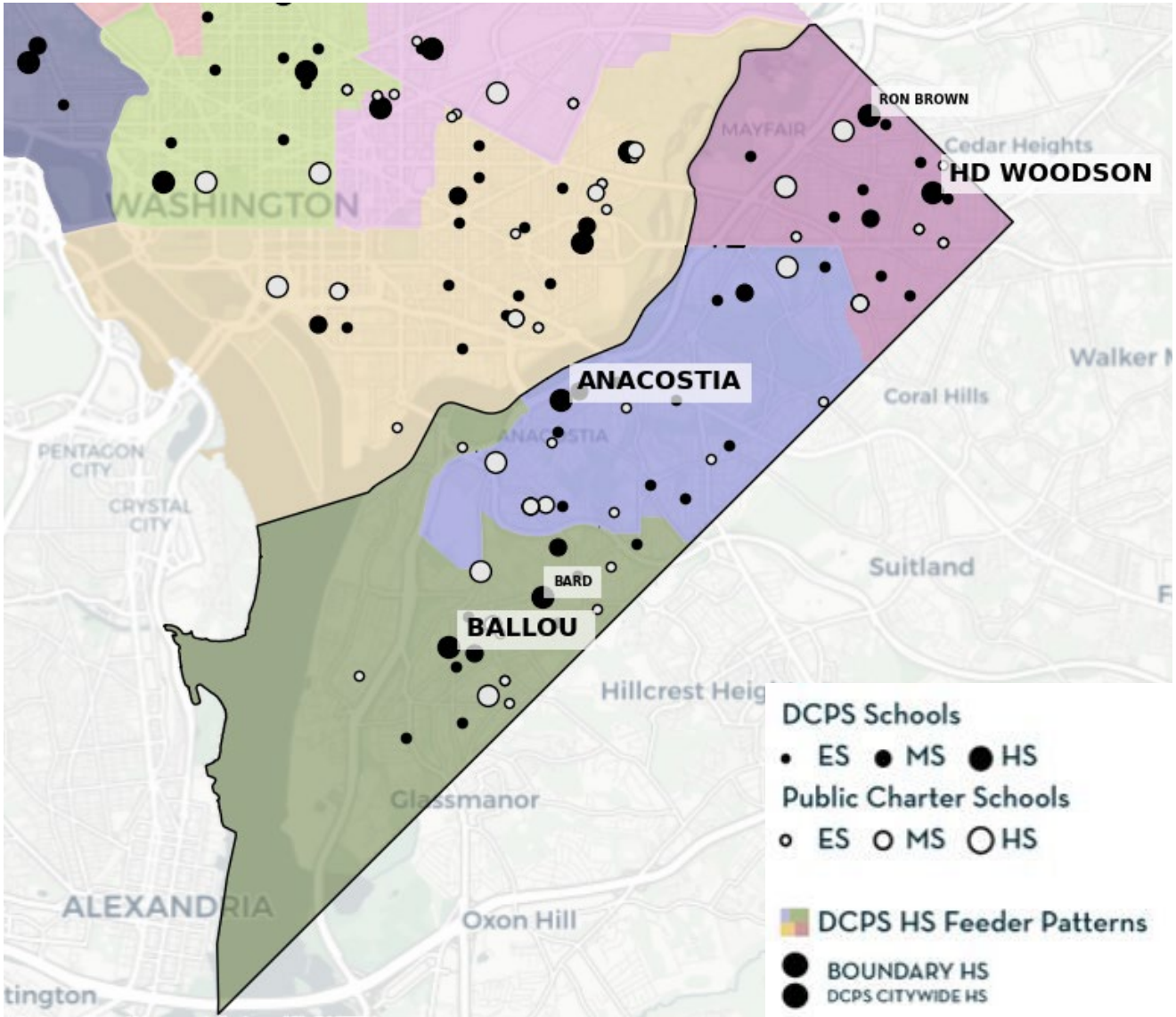
## How to Engage

Visit [Menti.com](https://www.menti.com) and enter code  
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Visit the Boundary Explorer:  
[www.dcschoolboundaryexplorer.com](http://www.dcschoolboundaryexplorer.com)





# DCPS Feeder Patterns

## Anacostia HS

- Sousa MS
- Plummer ES
- Kimball ES
- Randle Highlands ES
- Anne Beers ES
- Kramer MS
- Boone ES
- Ketcham ES
- Savoy ES
- Moten ES
- Stanton ES
- Excel Academy

## HD Woodson HS

- Kelly Miller MS
- Burrville ES
- CW Harris ES
- Drew ES
- Houston ES
- Lorraine Whitlock ES
- Nalle ES
- Smothers ES
- Thomas ES

## Ballou HS

- Johnson MS
- Garfield ES
- Malcolm X ES
- Turner ES
- Hart MS
- Hendley ES
- King ES
- Leckie EC
- Patterson ES
- Simon ES

# Identified challenges in the Anacostia, Ballou, and H.D. Woodson feeder patterns

## 1. **Underutilization** at some DCPS schools

Reasons collected via the Advisory Committee

- **Lack of investment** in rigorous programming resulting in families traveling west across the Anacostia River
- **Oversaturation of seats** in the area, due in part to public charter and DCPS citywide school openings
- **Population declines** in this area of the city - unlike other parts of the city
- A reflection of **historic segregation** and **systemic racism**

## 2. **Lacking robust programmatic** opportunities in the area

## 3. **Too small a physical boundary** for some schools resulting in too few students

## 4. **Multiple middle school feeder** rights in some instances

# Ideas to solve: Less than 50% of space is utilized



## SHARED SPACES

Explore partnering with a community organization to offer programming in some unused space within the school to support the school and neighborhood.

Examples: higher education partners, health clinic, job training, arts programming, childcare, another school

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

## FYIs

**School leadership buy-in and sign-off** would be necessary in all cases.

Engagement with specific school communities will occur should the recommendation be considered for implementation.

Implementation is on a longer timeline.

## QUICK FACTS

Impacted Schools	What Happens	Target Outcomes <small>(more in <i>Boundary Explorer tool</i>)</small>
Anacostia	Shared Space	Improves utilization, from the very low category to low category
Moten	Shared Space	Improves utilization, from the very low category to low category
Kramer	Shared Space	Improves utilization, from the very low category to monitor category
Hart	Shared Space	Improves utilization, from very low category to monitor category
Johnson	Shared Space	Improves utilization, from very low category to optimal category
Ron Brown	Shared Space	Improves utilization, from very low category to low category

# Ideas to solve: Increased investments in Wards 7 and 8



## FACILITY IMPROVEMENTS

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

Explore adding **Sousa MS** to the Capital Improvements Plan (CIP) for facility investments either at the current location (3650 Ely Pl SE) or at the vacant former Winston EC site (3100 Erie St, SE).

### FYIs

School and community feedback support modernizing Sousa MS's current location and not moving.



## SCHOOL-BASED PROGRAMMATIC INVESTMENTS

Explore that additional **programs** be offered at select schools; identify nearby **dual language** MS to support the dual language elementary schools (DCPS and public charter) in the area.

*Examples: International Baccalaureate, advanced placement, gifted and talented, or more CTE*

### FYIs

Any ideas regarding additional programming would be in consultation with school leadership and communities and has a longer implementation timeline.



## SHARED PROGRAMMATIC INVESTMENTS

Explore expanding **college & career** opportunities for high school students nearby, in addition to what is offered at their school.

*Examples: Virtual programming, dual enrollment, shared CTE courses, Advanced Technical Center*

### FYIs

Ideas to implement shared programs would be in consultation with school leadership and communities and has a longer implementation timeline.



## SUPPORT SAFE TRANSIT PROGRAMS

Explore supporting programs like Safe Passage and DC School Connect, focused on increasing safety for students and families.

### FYIs

The ownership and authority for implementation is with DC agencies outside of the education cluster.

# Ideas to solve: Small boundary for Malcolm X



## EXPAND MALCOLM X ES @ GREEN'S BOUNDARY

Explore expanding Malcolm X ES's boundary into St Elizabeth campus - the current Turner ES boundary - to include future families who will be living in the new housing units.

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

### FYIs

This assumes Malcolm X's new planned capacity after modernization, which is currently specified to be smaller. The upcoming design process will determine the actual size and capacity of the modernized building.

Malcolm X ES and Turner ES feedback has been supportive.

## QUICK FACTS

School	What Happens	Target Outcomes <i>(more in Boundary Explorer tool)</i>
Malcolm X @ Green	Expand boundary north into Turner ES boundary	<ul style="list-style-type: none"> <li>Modest impact on the number of SY22-23 students added to the boundary due to no students living in the St Elizabeth area as of SY22-23 (the residential developments have not opened yet).</li> <li>Utilization improved due to currently stated Ed Spec modernization size that is currently lower.</li> </ul>
Turner ES	Reduce boundary	<ul style="list-style-type: none"> <li>Minimal impact on the number of SY22-23 students reduced from the boundary due to no students living there.</li> </ul>

# Ideas to solve: mismatch in number of seats and number of students



## SHARED PLANNING FOR OPENING SCHOOLS

Explore that DCPS and DC PCSB create **shared standards** for opening schools and campuses in both sectors.

## FYIs

This would not change the authority of DCPS or DC PCSB on opening schools.



# Ideas to solve: Multiple middle school feeder rights



## PHASE OUT MULTIPLE FEEDER RIGHTS

The extended phase-in policy from the 2014 Boundary Study is set to expire. In 2015, the city extended the phase-in policy for families assigned to a new middle school until 2022. Some families living in the MacFarland MS boundary have multiple geographic rights to both MacFarland MS and Deal MS, CHEC, or Cardozo EC depending on where they live.

The 2015 phase in extension also included establishing dual rights for 8th graders at Kelly Miller MS to have the right to attend Eastern HS (by feeder right) or HD Woodson HS (by geographic right) in 9<sup>th</sup> grade.

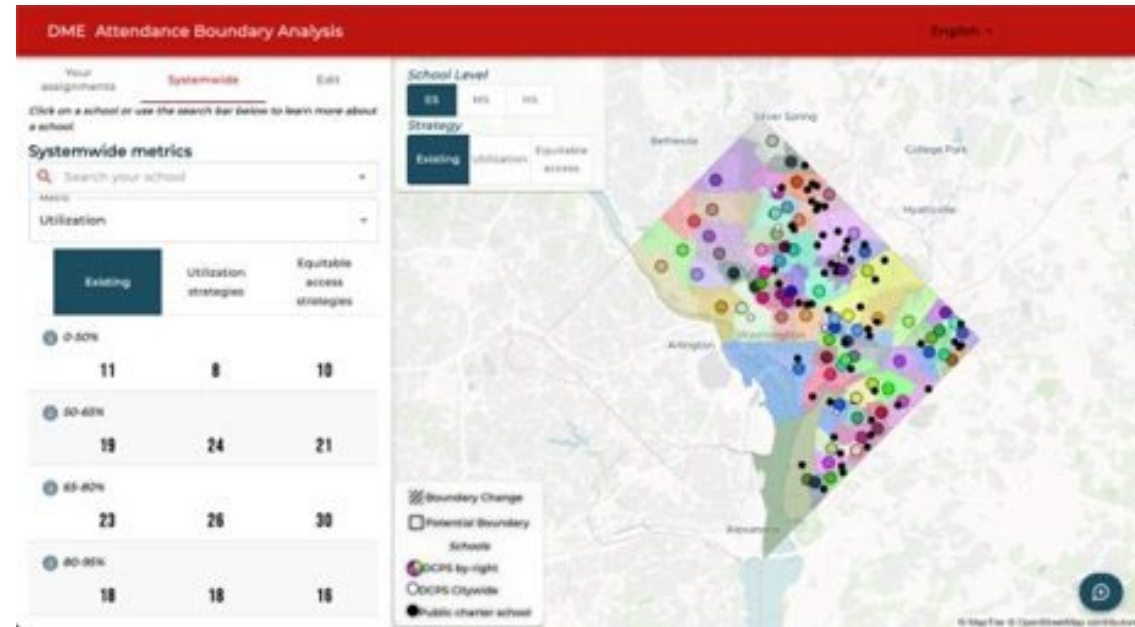
Phasing this out means that Kelly Miller MS 8<sup>th</sup> grade students will have one right to HD Woodson HS moving forward.

## FYIs

Currently very few Kelly Miller students exercise this additional Eastern HS feeder right.

# Web tool: objectives

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



# Feedback

- What clarifying questions do you have?
- What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

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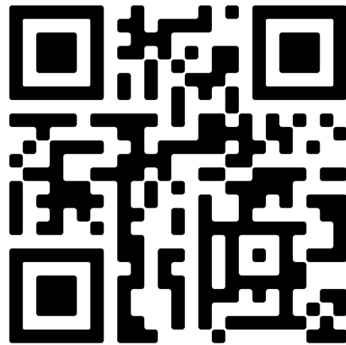
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# More Information

For more information on the Boundary and Student Assignment Study and to submit additional feedback, visit the DME website.

<https://dme.dc.gov/boundaries2023>



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