

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

**Cardozo, CHEC, and
Euclid MS Feeder Pattern
Breakout**

**December 12-14
2023**



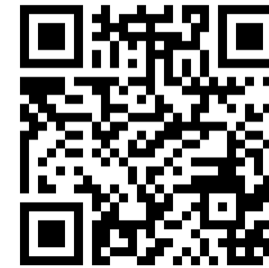
Breakout Sessions

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

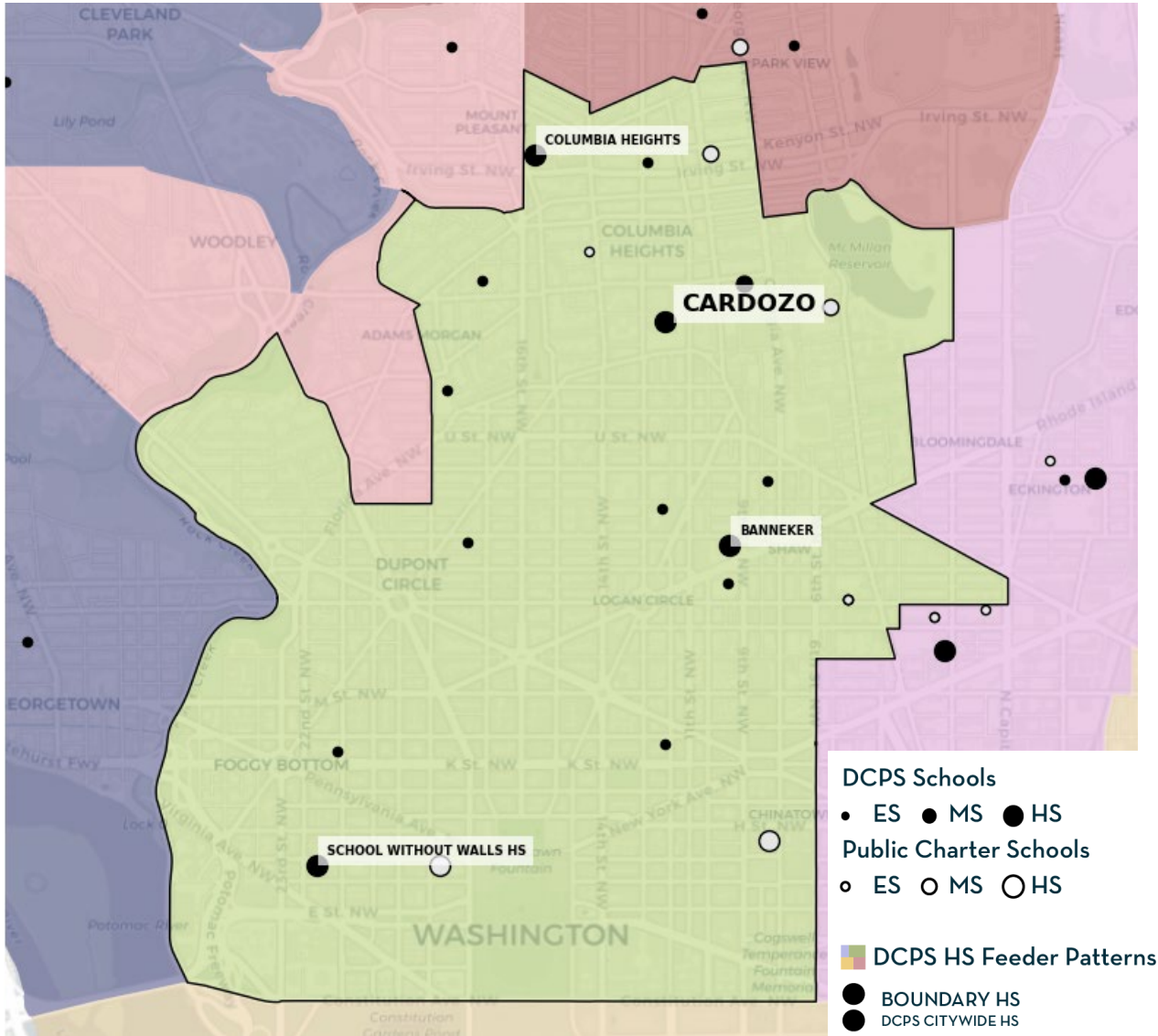
How to Engage

Visit [Menti.com](https://www.menti.com) and enter code
7919 9861



Visit the Boundary Explorer:
www.dcschoolboundaryexplorer.com





DCPS Feeder Patterns

Cardozo

Cleveland ES

Garrison ES

Seaton ES

Marie Reed ES

HD Cooke ES

Tubman ES

Thomson ES

Ross ES

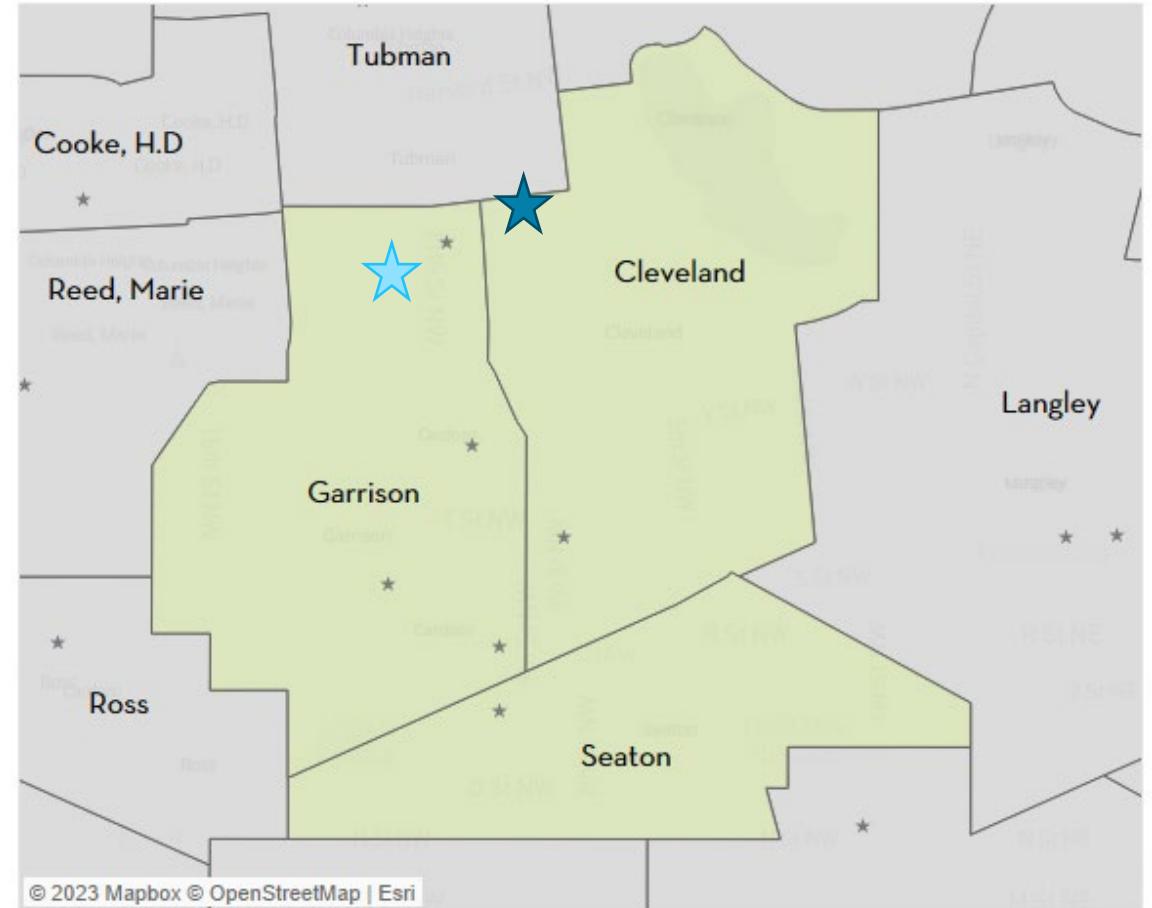
School Without Walls @ Francis Stevens EC

Columbia Heights EC (grades 6-8)

Cardozo EC (grades 6-8) - moving to Euclid MS in SY28-29

Euclid MS to open SY28-29

- Euclid MS will be a DCPS neighborhood school with a boundary serving grades 6-8 and is planned to open in SY28-29.
- Euclid MS is replacing the middle grades at Cardozo EC allowing Cardozo to revert to a traditional high school (grades 9-12).



- ★ Future site of Euclid MS
- ★ Cardozo EC

Identified challenges in the Cardozo EC feeder pattern

1. Missing clearly identified elementary feeder schools and an associated boundary for Euclid MS (to replace Cardozo EC grades 6-8)
2. Multiple dual language programmatic rights to middle schools
3. Multiple geographic rights to middle schools
4. Lacking feeder pattern for an early learning center
5. Socioeconomic segregation

Ideas to solve: Elementary schools to feed to Euclid MS



IDENTIFY ELEMENTARY SCHOOLS TO FEED TO EUCLID MS

Explore establishing a boundary for Euclid MS that includes the three elementary schools that currently feed Cardozo at middle school (Cleveland ES, Garrison ES, and Seaton ES) as well as a fourth feeder Marie Reed ES.

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

FYIs

Euclid MS will be a neighborhood school located at 800 Euclid St. NW with a boundary serving grades 6-8 and is planned to open in August 2028.

One goal for Euclid MS is to improve the middle school capture rate from its elementary schools.

QUICK FACTS

Schools

What Happens

Target Outcomes (more in *Boundary Explorer tool*)

Euclid MS

Boundary includes Cleveland ES, Garrison ES, Seaton ES, Marie Reed ES

Utilization is low using the average capture rate of nearby middle schools

School without Walls @ Francis-Stevens EC

Ross ES, Thomson ES retain feeder right to Francis-Stevens and are formally added to its boundary, plus facility expansion/modernization is included

Utilization goes from the optimal to the low category due mostly to the increase in facility size.

Ideas to solve: Multiple programmatic MS feeder rights



SIMPLIFY DUAL LANGUAGE PROGRAMMING RIGHTS

Explore simplifying dual language programmatic feeders to a single option at 6th grade to either CHEC (6-8) or MacFarland MS, based on existing enrollment patterns and/or distance.

FYIs

All students enrolled in 5th grade in DCPS dual language elementary programs currently have two programmatic rights to enroll in 6th grade: CHEC and MacFarland MS.

Some elementary schools offering dual language programs have a third (different) *geographic* feeder option at middle school as well.

Schools

What Happens

Cleveland ES DL program,
Marie Reed ES DL program

Retain programmatic right to either CHEC MS (6-8) or MacFarland MS

Ideas to solve: Multiple geographic MS feeder rights



PHASE OUT MULTIPLE GEOGRAPHIC 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.

This means that families will have just one geographic middle school moving forward.

FYIs

This primarily impacts MacFarland MS and areas around Ida B Wells MS, Cardozo EC, and the forthcoming Euclid MS.

See DME's Edsight for a map showing these areas:



Ideas to solve: Lacking feeder pattern



PROVIDE FEEDER PATTERN

Explore whether providing Thaddeus Stevens Early Learning Center (serving only grades PK3 and PK4) with a designated feeder elementary school would support families and school enrollment.

School without Walls @ Francis-Stevens EC has been identified as a potential feeder school.

FYIs

Francis-Stevens Education Campus is nearby and will have capacity after their modernization is complete.

Initial Stevens ELC school engagement has expressed interest in identifying a feeder elementary school.

Further engagement with Francis-Stevens EC is scheduled.

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

Application of the at risk set aside is based on historic out of boundary seat offerings and does not worsen utilization.

Schools

Ross ES, School without Walls @ Francis-Stevens EC

What Happens

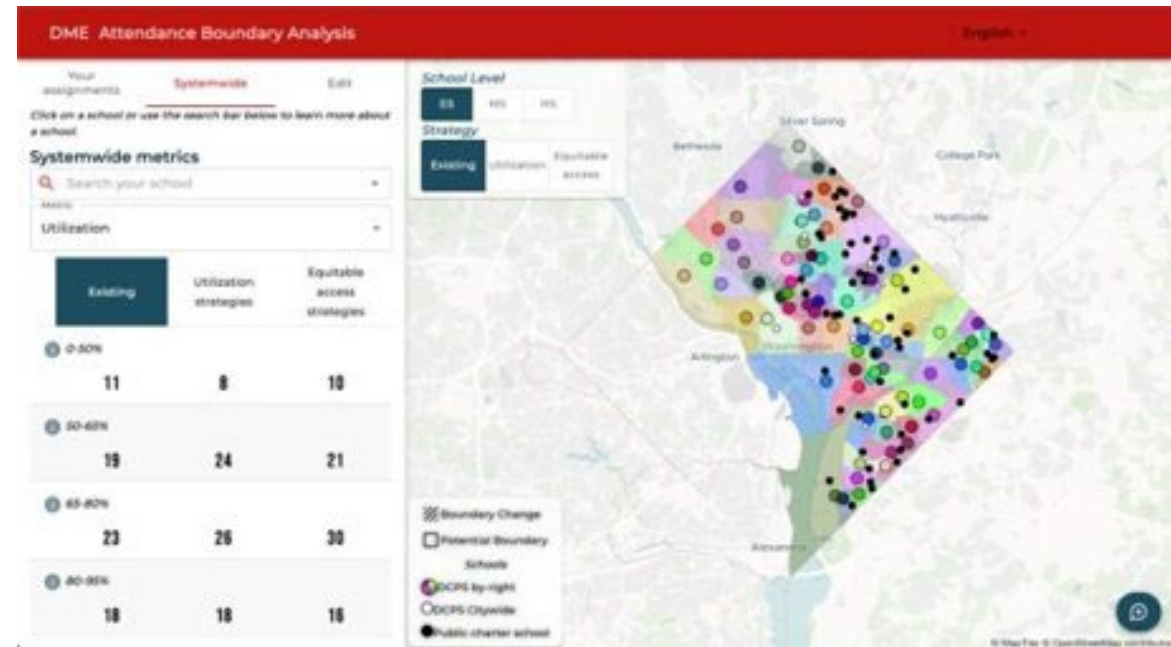
Set aside “out of boundary” seats specifically for share of at risk student enrollment to reach a threshold of 30%.

Target Outcomes (more in *Boundary Explorer tool*)

Increases the share of at risk enrollment; meets or surpasses the 30% threshold.

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

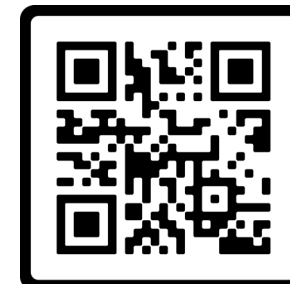
- What clarifying questions do you have?
- What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

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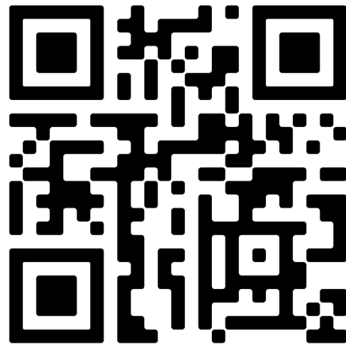
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More Information

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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