

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

Citywide Breakout

December 12-14

2023



Breakout Sessions

Objectives

- Review the citywide priority challenges and ideas to solve them
- Provide feedback and reactions
- Identify other ideas to solve challenges

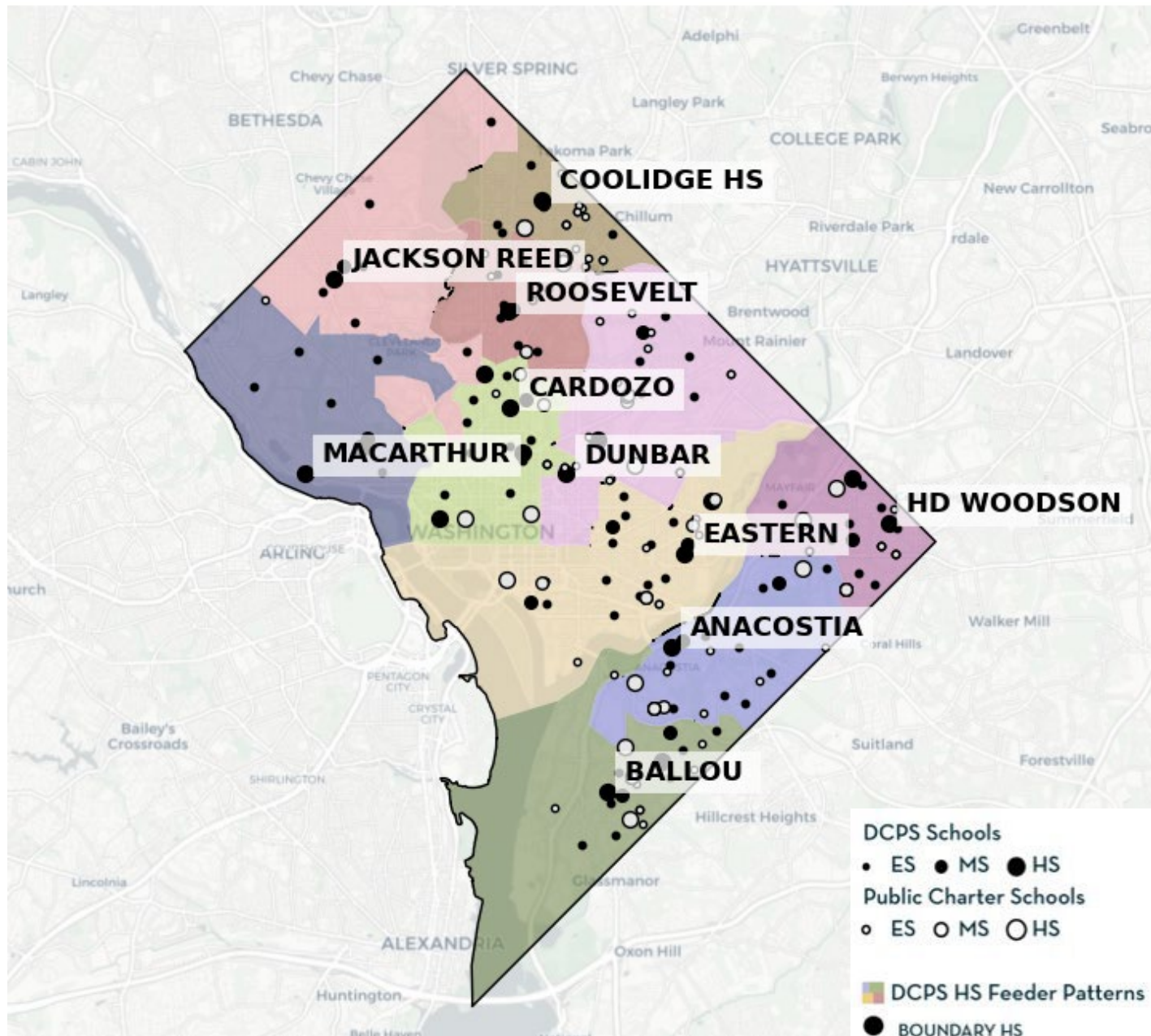
How to Engage

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





Citywide challenges

1. Intentionally **small** or **under enrolled** secondary schools with limited programming options.
2. Perceived **limited quality schools** and programming options in Wards 7 and 8 resulting in far travel distances for families.
3. Socioeconomically and racially **segregated** schools.
4. More prevalent underutilized space in Wards 5, 7, and 8 where there have been **more school openings** than in other parts of the city.
5. **Far or nonexistent dual language feeders** for DCPS and public charter schools, particularly in Wards 6, 7, and 8.
6. Previously **non-geographically clustered special education programs** resulted in families traveling far and outside their communities.
7. Some **students feeling unsafe** getting to and from school: 16.7% of middle school students and 8.4% of high school students reported not going to school because they felt unsafe at school or to and from school (2021 Youth Risk Behavior Survey).

Ideas to solve: Need for increased investments



SCHOOL-BASED PROGRAMMATIC INVESTMENTS

Explore adding additional robust **programming** at select schools.

Examples: International Baccalaureate, advanced placement, gifted and talented, dual language, or additional 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 HS 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.



CROSS SECTOR DUAL LANGUAGE FEEDER PATTERNS

Explore providing dual language elementary schools (DCPS and public charter schools) with **nearby dual language DCPS middle school feeders.**

FYIs

School leadership buy-in, sign-off, and coordination would be necessary. Engagement with specific school communities will occur should the recommendation be considered for implementation.

Ideas to solve: Need for increased coordination



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 to open schools.



SHARED SPACES

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

Explore partnering with a community organization to offer programming in some unused space within the school to support the school and neighborhood, done in partnership with school leadership. Examples: health clinic, job training, arts programming, childcare, another school

FYIs

School leadership buy-in and sign-off would be necessary in all cases. Engagement with specific school communities would occur should the recommendation be considered for implementation.



SUPPORT IMPROVED SPECIAL EDUCATION FEEDERS

Explore supporting the **DCPS Division of Specialized Instruction** with informational outreach efforts on their improved stand-alone classrooms feeder patterns and reassess them regularly.

FYIs

The ownership and authority for managing these specialized feeder patterns is with DCPS.



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: 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.

This policy could apply to DCPS boundary schools, DCPS citywide schools, and public charter schools.

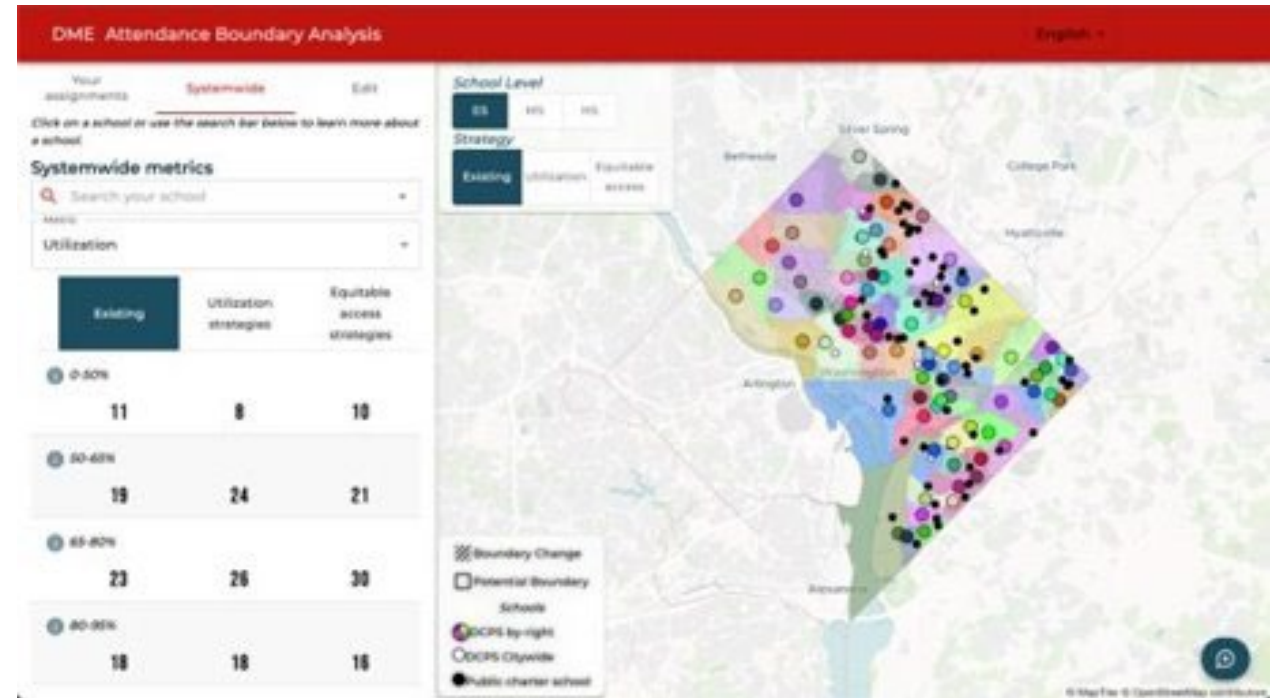
↖ See **detailed impacts** in the **Boundary Explorer tool**

DETAILS

- This policy is not intended to interfere with in boundary rights at DCPS boundary schools. K to 12th grade students would still be able to enroll at their boundary school of right.
- The set asides would be structured so to not exacerbate a school’s overcrowding – set asides would not exceed historic lottery seats provided.
- For a school’s entry-grade, the set-aside would apply up until that grade hits the threshold of 30% at risk enrollment.
- If a DCPS boundary school offers noncompulsory PK3 or PK4 seats, the set aside would apply only to in boundary students (to avoid space pressure in later by-right grades).
- For other grades and citywide schools, all open out of boundary seats would qualify for set-aside up until the school hits 30% at risk enrollment of total enrollment.

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

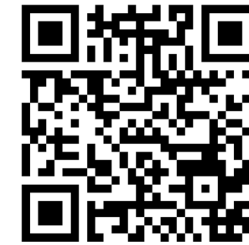


Feedback

- 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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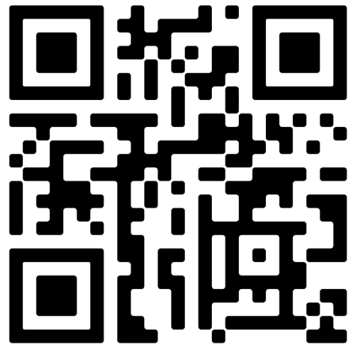
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More Information

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

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



Continue using the
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