

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

**Coolidge and Roosevelt
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

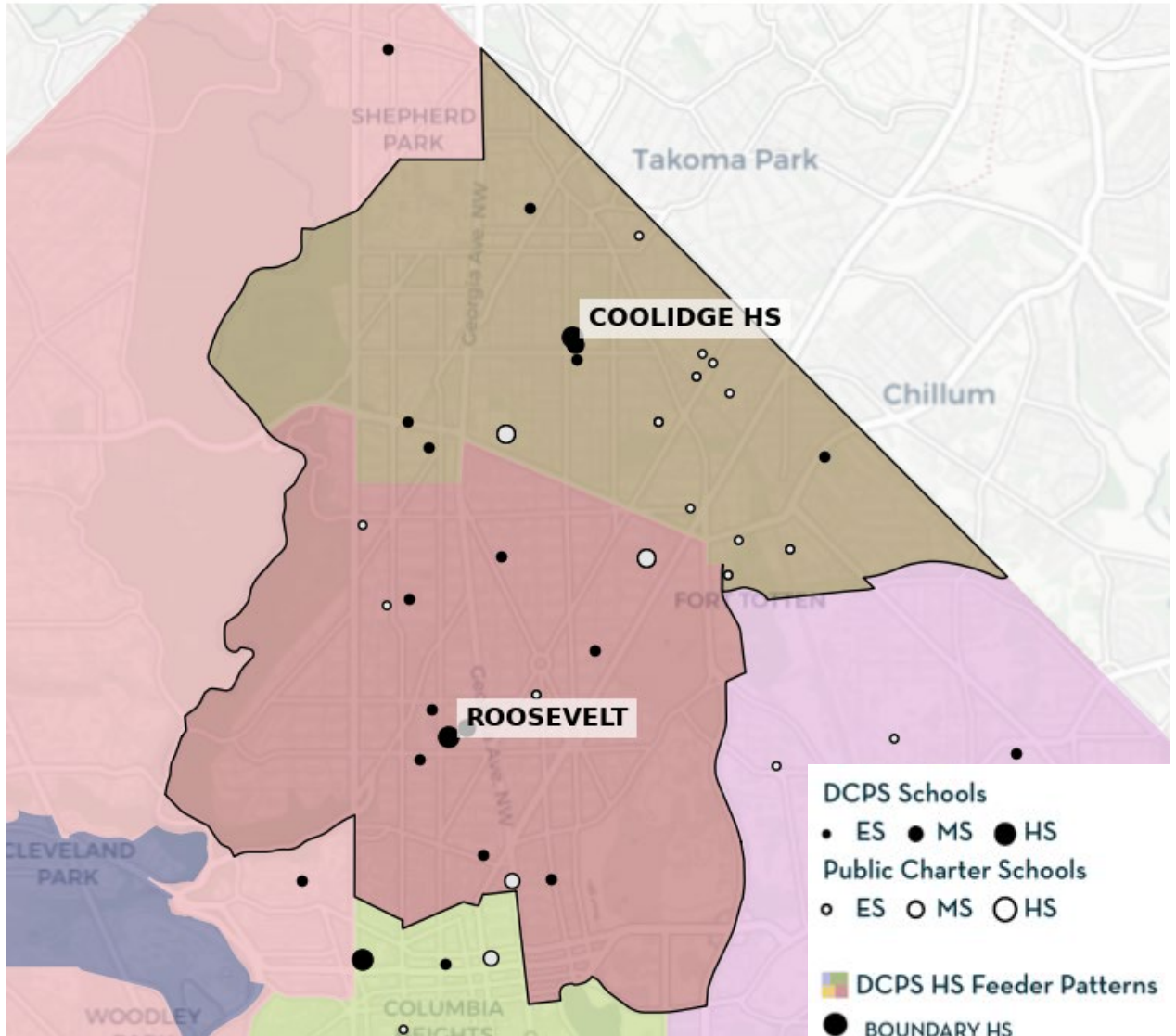
How to Engage

Visit [Menti.com](https://www.menti.com) and enter code
5774 0299



Visit the Boundary Explorer:
www.dcschoolboundaryexplorer.com





DCPS Feeder Patterns

Coolidge

- Ida B Wells MS
- Brightwood ES
- Lasalle-Backus ES
- Takoma ES
- Whittier ES

Roosevelt

- MacFarland MS
- Barnard ES
- Bruce-Monroe ES
- John Lewis ES
- Powell ES
- Raymond ES
- Truesdell ES
- Dorothy Height ES

Identified challenges in the Coolidge and Roosevelt feeder patterns

1. Overutilization at some DCPS schools
2. Lacking feeder pattern for an early learning center
3. Multiple geographic rights to middle schools
4. Multiple dual language programmatic rights to middle schools
5. Underutilization at some DCPS schools

Ideas to solve: >95% utilization



OUT OF BOUNDARY SEAT REDUCTION

Reduce number of out of boundary seats offered in the lottery to manage enrollment.

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

FYIs

Ida B Wells MS and Coolidge HS share a facility.

Coolidge HS's new cafeteria renovation starts this fiscal year. The 2023 Master Facilities Plan will consider whether these schools could be candidates for future facility modifications.

Boundary adjustments were tested and rejected due to the negative impacts on the Coolidge feeder pattern broadly.

QUICK FACTS

Schools

What Happens

Target Outcomes (more in *Boundary Explorer tool*)

Ida B Wells MS

Reduce out of boundary seat offerings

Utilization is reduced from the very high category to the high category.

Coolidge HS

Reduce out of boundary seat offerings

Utilization is reduced from the very high category to the optimal category.

Ideas to solve: Lacking feeder pattern



PROVIDE FEEDER PATTERN

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

FYIs

Brightwood ES is nearby and currently has high utilization.

Any potential coordination of feeders between Military Road ELC and Brightwood ES would likely need facility modifications at Brightwood ES.

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

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:



Idea to solve: Multiple programmatic MS feeder rights



SIMPLIFY DUAL LANGUAGE PROGRAMMING RIGHTS

Simplify 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 right 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

Bruce Monroe ES, Powell ES

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

Ideas to solve: Low enrollment



PROGRAMMATIC INVESTMENTS FOR ELEMENTARY

Consider whether additional programming for some select elementary schools in the Roosevelt feeder pattern would support enrollment and family demand.

Examples: dual language



PROGRAMMATIC INVESTMENTS FOR SECONDARY

Recommend expanding opportunities for secondary students allowing additional programming in addition to what is offered at their school

Examples: Virtual programming, CTE opportunity, Advanced Technical Center

FYIs

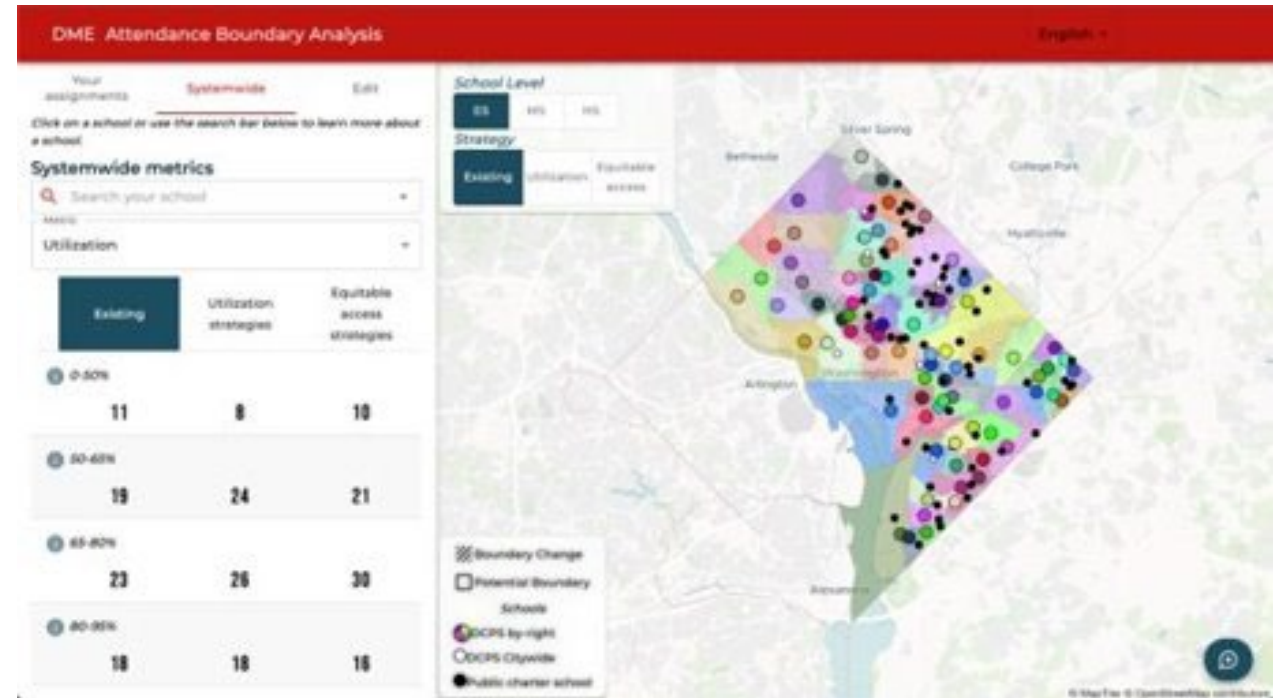
Any ideas regarding adding additional programming would be in consultation with school leadership and communities and has a longer implementation timeline.

FYIs

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

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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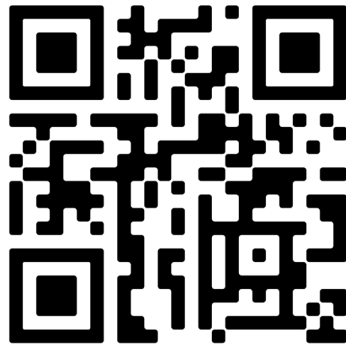
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More Information

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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