

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

**Dunbar and Eastern  
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

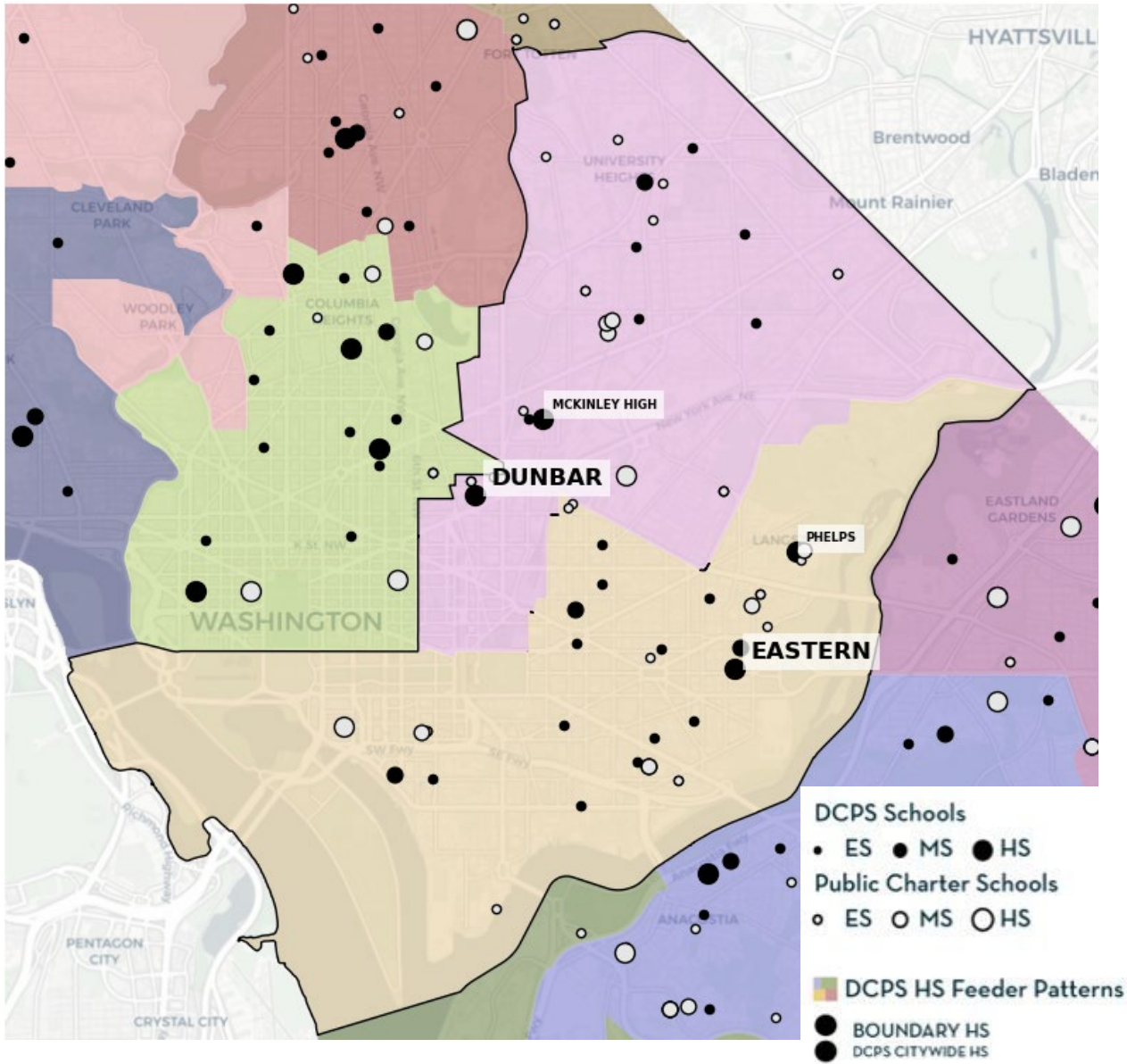
## How to Engage

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

## Eastern

- Browne EC
- Eliot-Hine MS
- Miner ES
- Maury ES
- Payne ES
- Stuart-Hobson MS
- J.O. Wilson ES
- Ludlow Taylor ES
- Peabody/Watkins ES
- Jefferson MS
- Amidon-Bowen ES
- Brent ES
- Tyler ES
- Van Ness ES
- Capitol Hill Montessori
- School within a School

## Dunbar

- Brookland MS
- Burroughs ES
- Noyes ES
- Bunker Hill ES
- McKinley MS
- Langdon ES
- Langley ES
- Wheatley EC
- Walker-Jones EC

# Identified challenges in the Dunbar and Eastern feeder patterns

1. Overutilization at some DCPS schools
2. Socioeconomic segregation between some schools
3. Far distances to some in boundary schools
4. Underutilization at some DCPS schools
5. Lacking dual language middle school in the area

# Ideas to solve: >95% utilization



## FACILITY MODERNIZATION

As intended in the FY24-FY29 Capital Improvements Plan, estimate an increase in the facility capacity due to the modernization that has recently begun.



## OUT OF BOUNDARY SEAT REDUCTION

Explore reducing number of out of boundary seats offered in lottery to manage enrollment.



## BOUNDARY REVISION

Explore reducing the NE section of the Brent boundary and allocate it to the Peabody/Watkins boundary.

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

## FYIs

Brent ES's modernization process has begun as planned. Design is starting this fiscal year.

School feedback supports modernizing and expanding Brent ES's facility in lieu of other ideas.

## QUICK FACTS

Impacted School	What Happens	Target Outcomes <small>(more in <i>Boundary Explorer tool</i>)</small>
Brent ES	Increase facility size, reduce OOB seats, reduce boundary	3 strategies together reduce enrollment and utilization from the high category into the low category.

# Ideas to solve: Far distance to in boundary school



## BOUNDARY REVISION

Reduce SE section of the Peabody/Watkins boundary and allocate to Payne ES boundary to provide closer proximity for the early learning grades.

Add reduced NE portion of Brent boundary to Peabody/Watkins to offset above reduction.

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

## FYIs

Peabody/Watkins feedback has been unsupportive - concerns that it would reduce enrollment and racial diversity.

Brent ES feedback has been in support of only modernization.

Payne ES feedback has been to ensure this does not contribute to future overcrowding due to recent enrollment increases.

## QUICK FACTS

Schools	What Happens	Target Outcomes <small>(more in <i>Boundary Explorer tool</i>)</small>	
Payne ES	Increase boundary	Increases utilization from the monitor to optimal category	
Peabody/Watkins	Reconfigure boundary by reducing SE portion and increasing NE portion	Minimal impact on Peabody's utilization (stays within optimal)	Reduces Watkins' utilization from the monitor category to low
Brent ES	Increase facility size, reduce OOB seats, reduce boundary	3 strategies reduces enrollment and utilization from the high category into the low category.	

# Ideas to solve: Socioeconomic segregation



## PAIRING TWO SCHOOLS

Explore blending the two elementary boundaries into one and assign each facility separate grades.



## 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

School feedback about pairing schools has been mostly unsupportive with some pockets of support. The Miner ES meeting is scheduled for 12/19.

Pairing schools raises many implementation questions: staffing, # of early childhood classrooms, impact on budgets, etc. that will be addressed should the recommendation be considered for implementation.

The implementation timeline for pairing schools will be longer than SY25-26.

## QUICK FACTS

### Schools

### What Happens

### Target Outcomes (more in *Boundary Explorer tool*)

Maury ES and Miner ES

Pair Maury ES and Miner ES; assigned Miner ES grades PK-1 and Maury ES 2-5.

The at-risk percentage at both schools becomes more evenly distributed.

Brent ES, Capitol Hill Montessori, Ludlow Taylor, Peabody, School within a School, and Watkins

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

All schools but Brent reach or exceed the target at risk enrollment of 30%.

*Maury ES can be modeled for next iterations.*

# Ideas to solve: Underutilization for some DCPS schools



## CONVERT PK-8 EDUCATION CAMPUSES TO PK-5

Explore whether converting some education campuses or PK-8 schools to PK-5 would better support elementary programming and enrollment at the feeder middle schools.

*Examples: Walker Jones EC or Wheatley EC; Browne EC current middle school modernization makes it ineligible.*

### FYIs

Engagement with specific school communities will occur should the recommendation be considered and has a longer implementation timeline.



## PROGRAMMATIC INVESTMENTS

Explore 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.



## SHARED PLANNING FOR OPENING SCHOOLS

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

### FYIs

This does not impact the decision making authorities of DCPS or the DC PCSB.



# Ideas to solve: Lacking nearby dual language middle school



## PROVIDE NEARBY DUAL LANGUAGE MS OPTION

Explore providing Tyler ES/Chisholm ES with a closer dual language middle school feeder than the current MacFarland MS and Columbia Heights Education Campus programmatic feeder options.

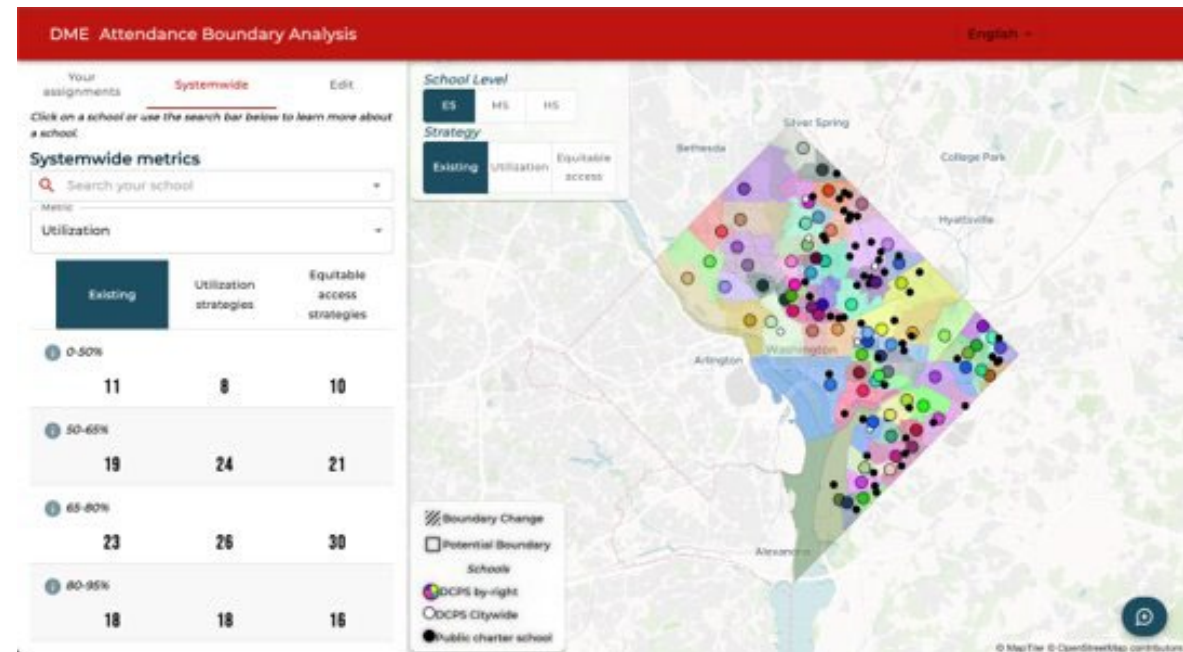
## FYIs

Tyler ES/Chisholm ES is transitioning from a strand dual language model to full school dual language model starting at the earliest grades and growing into each subsequent grade thereafter.

Engagement with school communities would take place before any implementation.

# 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

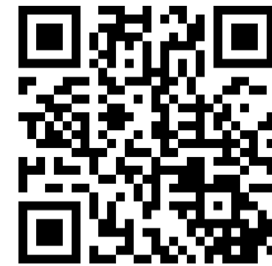


# Feedback

- 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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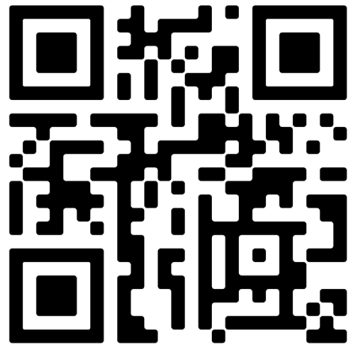
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# More Information

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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