

# DC Public Education Boundary and Student Assignment Study

## School Without Walls @ Francis-Stevens EC Meeting

December 2023



# Agenda

Overview of the Boundary Study

Review challenges relating to Francis-Stevens EC

- Lack of feeder for nearby Thaddeus Stevens citywide early learning center
- Multiple geographic rights for elementary feeders Ross ES and Thomson ES
- Socioeconomic segregation across the city

Share potential solutions

Discussion and feedback

Next steps

# Office of the Deputy Mayor for Education

Develops and advances the Mayor's vision for educational and workforce excellence in Washington, DC.

Work to create a city where:

- all children, youth and adults thrive;
- every child knows joy, feels safe, and is ready to learn;
- every student attends a high-quality school; and
- every youth and adult has opportunities for strong continuing education and family-sustaining jobs.

# What is the 2023 Boundary and Student Assignment Study?

A set of recommendations based on analytic findings and community feedback about how families and students can access public schools.

Types of recommendations:

- Updated DCPS school boundaries
- Revised school feeder patterns
- Suggested programmatic opportunities
- Added enrollment lottery preferences

Legislated per the [Attendance Zone Boundaries Amendment Act of 2022](#)



Read more about the four guiding principles of the Boundary Study: [English](#) [Spanish](#)

# Goals of the Boundary Study

## Clear Rights

Students have clear assignments to schools of right based on DCPS attendance zones and feeder pathways

## Adequate Capacity

There is adequate capacity in the geographically zoned DCPS facilities at each grade level (pre-kindergarten, elementary, middle, and high), including feeder pathways, taking current and future population and enrollment trends into account

## Equitable Access

There is equitable access among District students to high-quality public schools

# Advisory Committee

## Members

26 committee members +  
chairperson DM Kihn

Ward-designated  
members

Citywide members

Agency representatives

## Timeline

- Meets monthly
- Final recommendations in  
March 2024

[Scan to learn more about the  
Advisory Committee and members](#)



Meetings are live streamed and recorded [here](#)

# Guiding principles

The following guiding principles were drafted by the Advisory Committee with significant community input.

- A strong system of by-right neighborhood schools
- Equitable access to high quality schools
- Predictable and continuous access to schools
- Racially and socio-economically diverse schools



Focused on addressing  
7 priority challenges

Read more about the guiding principles. [English](#) [Spanish](#)

# Types of potential ideas explored

## Policies

- Assignment structures
  - Boundary changes
  - New boundaries
  - Feeder changes
  - Grade configuration changes
  - Streamlining of dual rights
- Lottery and choice
  - Out of boundary seats offered
  - At-risk set-asides

## Programs

- Changes to programming within schools
- Expansion of shared program opportunities for secondary students (CTE, virtual)

## Cross agency coordination

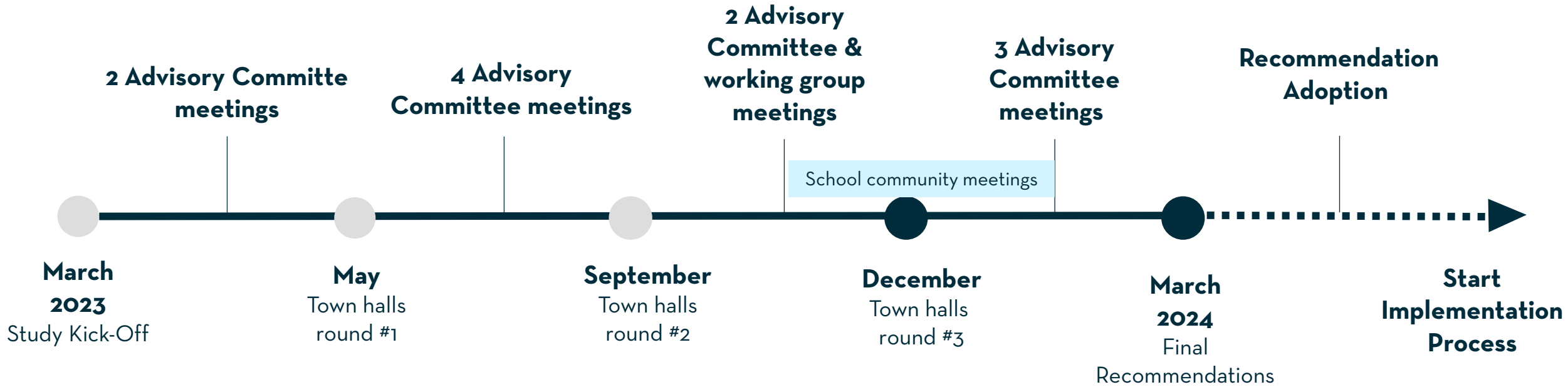
- DCPS and DC PCSB coordinated school planning
- Support efforts to increase safety
- Support access to specialized classrooms for special education services

## Capital

- Facility modernization
- Reimagine shared space in underutilized facilities
- Additional capacity



# Roadmap



# Implementation timeframe

## Boundary and Feeder Revisions

- Earliest would be **SY25-26**
- Enrolled students can **continue to attend their school** through the last grade offered
- Brief period of **feeder phase-in** and **sibling enrollment grandfathering**

## Other Policies

- **Longer timeframe** for implementation
- Once recommendation is accepted, **more school engagement** to come
- **Implementation details** to be determined **in coordination with schools**
- **Phasing in** is expected

# Where we are in the Boundary Study process

Generating and testing ideas

Incorporating feedback into further revisions

# Challenge and Potential Solution: Stevens ELC

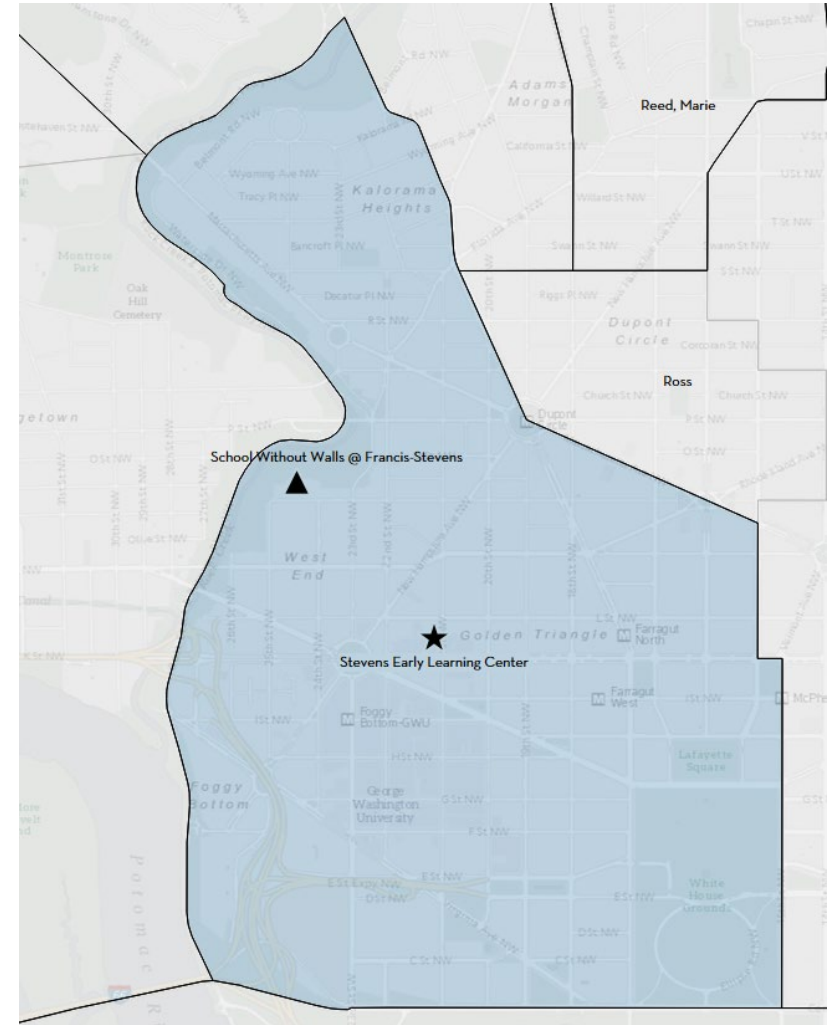
## Lacking school feeder pattern

Thaddeus Stevens Early Learning Center (ELC) is a stand-alone DCPS school offering only PK3 and PK4. PK4 students do not have a designated elementary feeder pattern after matriculating from Stevens ELC.

## Potential solution

**A designated elementary feeder pattern to nearby Francis-Stevens EC at kindergarten** could benefit families enrolling at Thaddeus Stevens ELC and help boost the ELC enrollments.

Note: all students have a designated set of geographic DCPS feeder patterns based on where they live.



# Areas where Thaddeus Stevens ELC students live

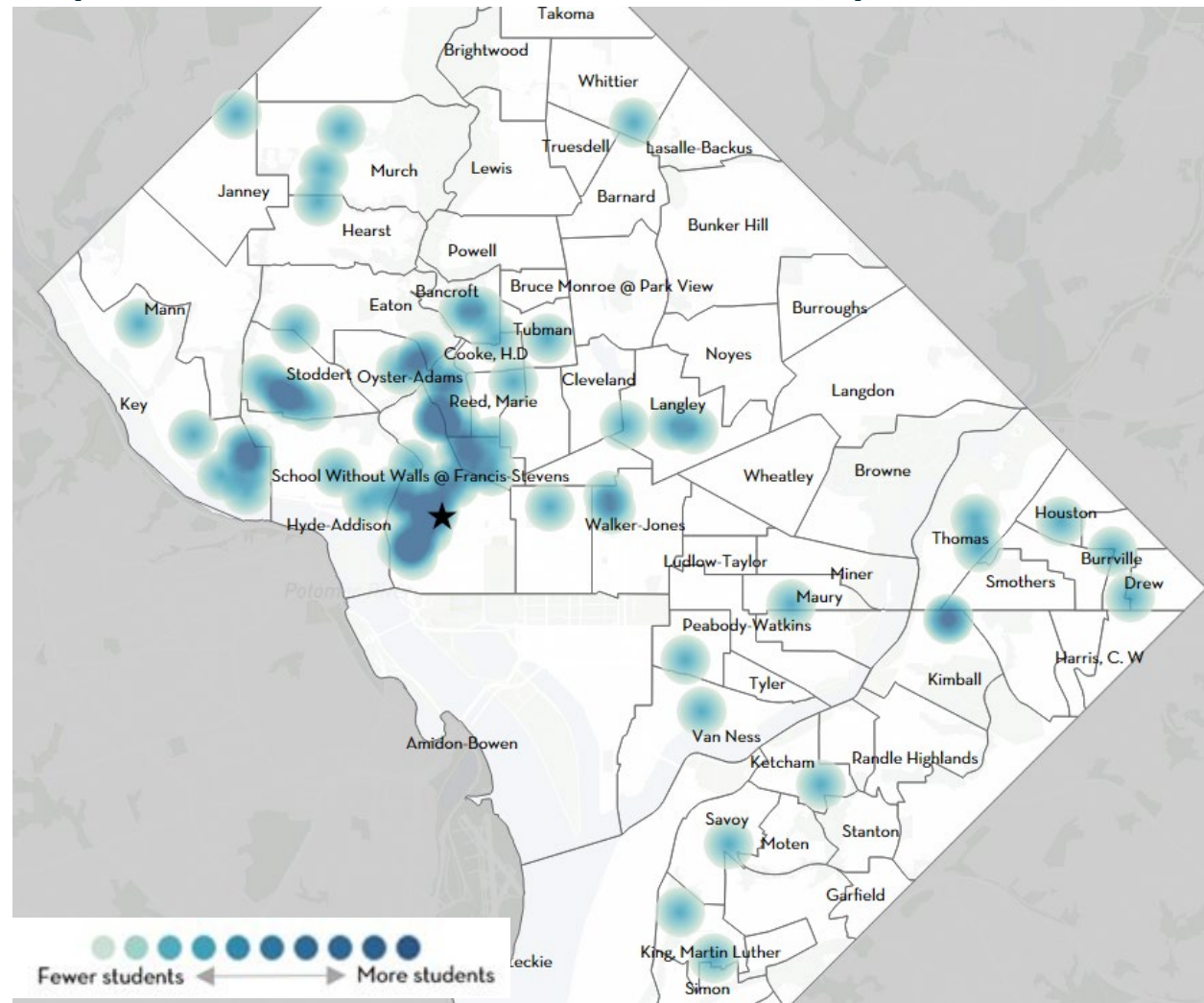
While many students enrolled at Thaddeus Stevens ELC live in the DCPS boundaries around the ELC location, many enroll from further away across the city. In the three most recent school years, students came from 49 different ES boundaries.

## Boundaries with >10 students at Thaddeus Stevens ELC

(SY20-21, SY21-22, SY22-23 combined):

- Francis-Stevens (29)
- Oyster-Adams (20)
- Ross ES (17)
- Stoddert ES (15)
- Hyde-Addison ES (14)
- Key ES (12)

Map of where Thaddeus Stevens students live by DCPS ES Boundaries, SY22-23



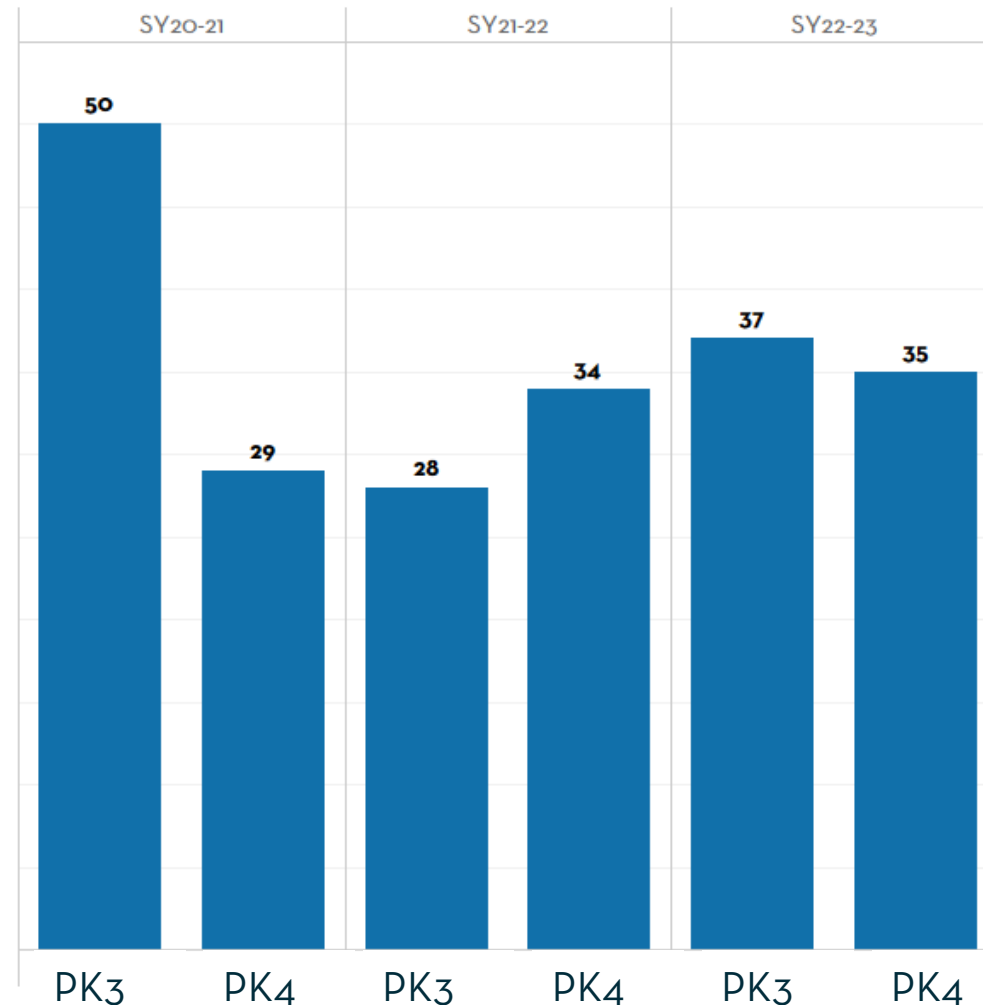
# Thaddeus Stevens ELC Enrollment Trends

Stevens ELC opened in SY20-21.

PK4 enrollment has ranged from 29 to 35. Prelim audit data for SY23-24 shows a similar enrollment count.

In SY22-23, about a quarter of PK4 students were in boundary for Francis-Stevens at elementary school.

Thaddeus Stevens ELC Enrollment Trends by Grade



# Challenge: Multiple rights to MS for Ross & Thomson

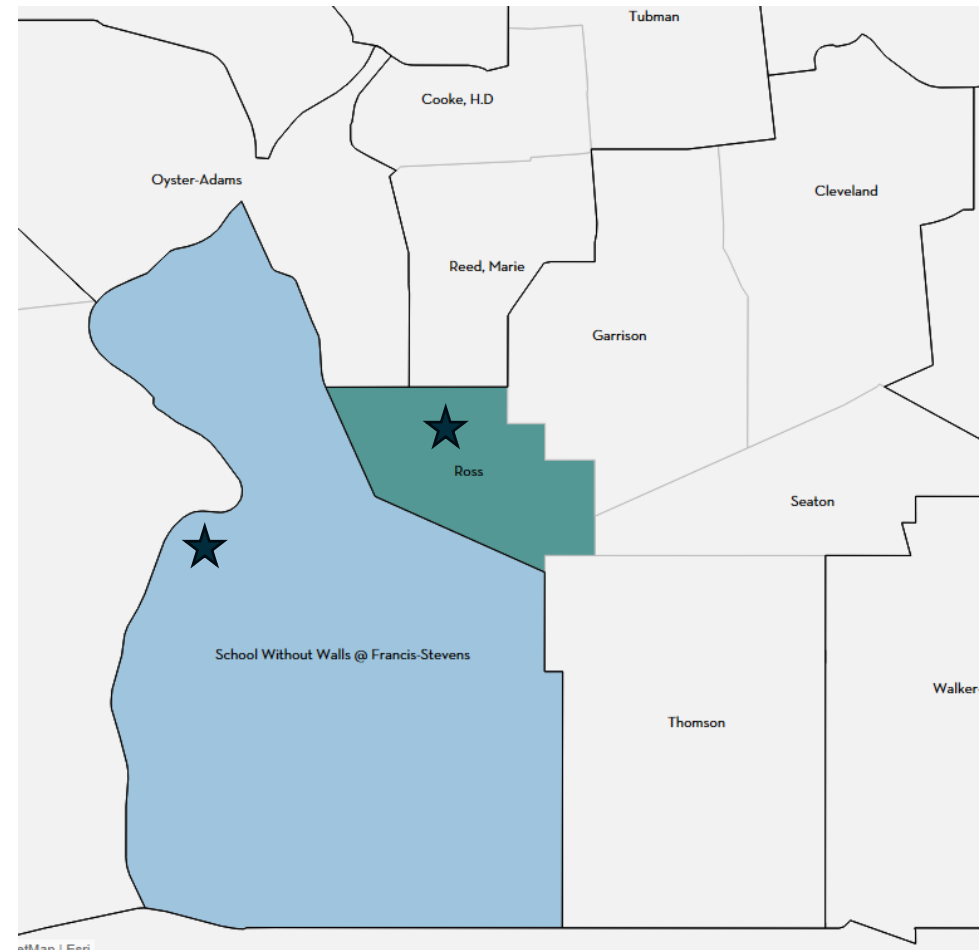
- Students in both boundaries have boundary rights to School Without Walls at Francis-Stevens and Cardozo EC (Ross) or Jefferson MS (some students in Thomson).
- Ross ES and Thomson ES currently have *feeder* rights to School Without Walls @ Francis-Stevens and Cardozo EC (Ross) or Jefferson MS (Thomson).
- Both elementary schools have relatively strong feeder relationship to Francis-Stevens.

# Ross ES current in boundary rights at MS

- All students in the Ross ES boundary have dual in boundary rights at middle school to Francis-Stevens EC and Cardozo EC.
- Ross has a small fifth grade; the largest share enroll at Francis-Stevens in 6<sup>th</sup> grade.
- Students tend not to enroll at Cardozo EC.

View where students enroll after each grade in [EdScape!](#)

Ross ES and Francis-Stevens EC boundaries

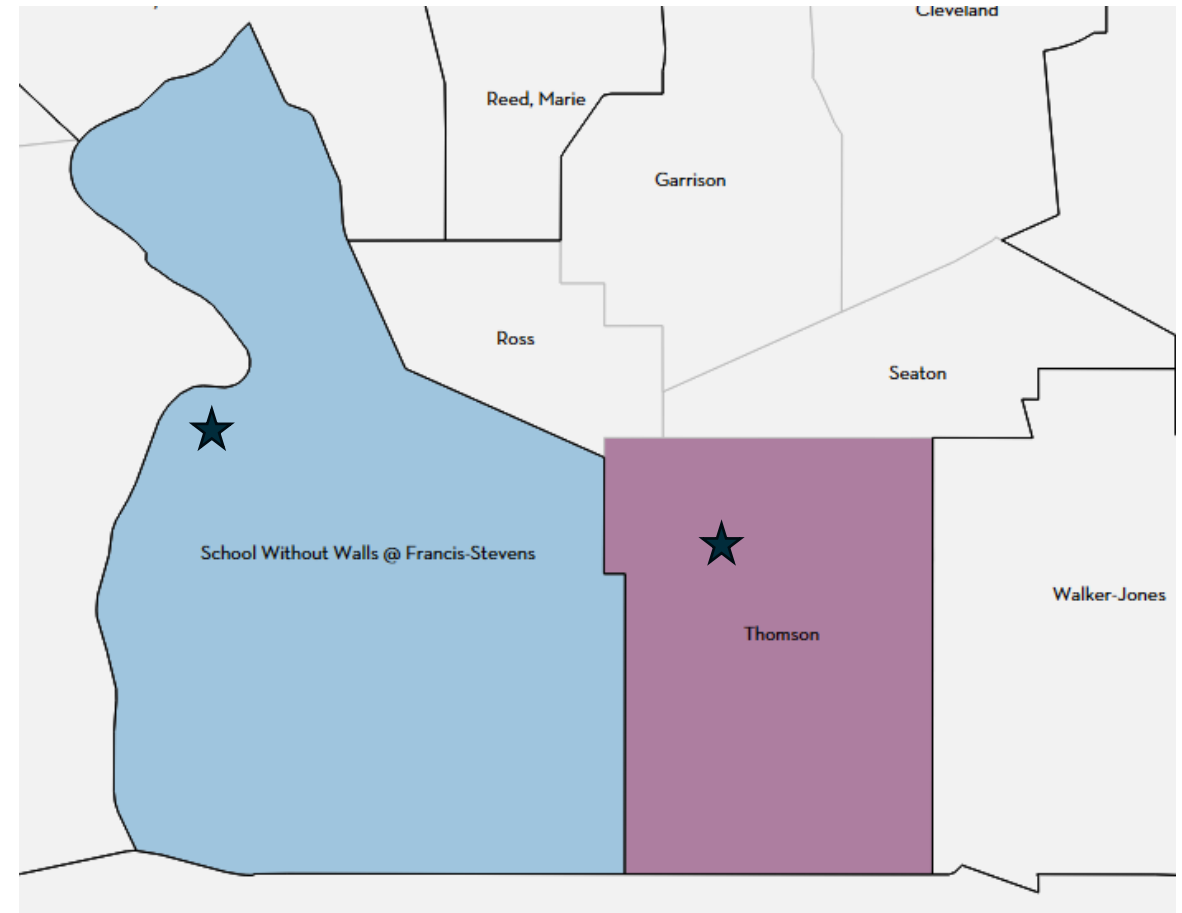




# Thomson ES current in boundary rights at MS

- Students in the Thomson ES boundary have either dual in boundary rights at middle school to Francis-Stevens EC and Jefferson MS Academy or a single in boundary right to Francis-Stevens.
- 2/3 of fifth graders graduating from Thomson ES in SY21-22 enrolled at Francis-Stevens EC in SY22-23 (26 students)

Thomson ES and Francis-Stevens EC boundaries



View where students enroll after each grade in [EdScape!](#)

# Potential solution: Add Ross ES and Thomson ES attendance zones to Francis-Stevens MS boundary

## Description:

Add Ross ES and Thomson ES boundaries to Francis-Stevens MS boundary. **No changes to rights for students in the current Francis-Stevens boundary.**

## Rationale:

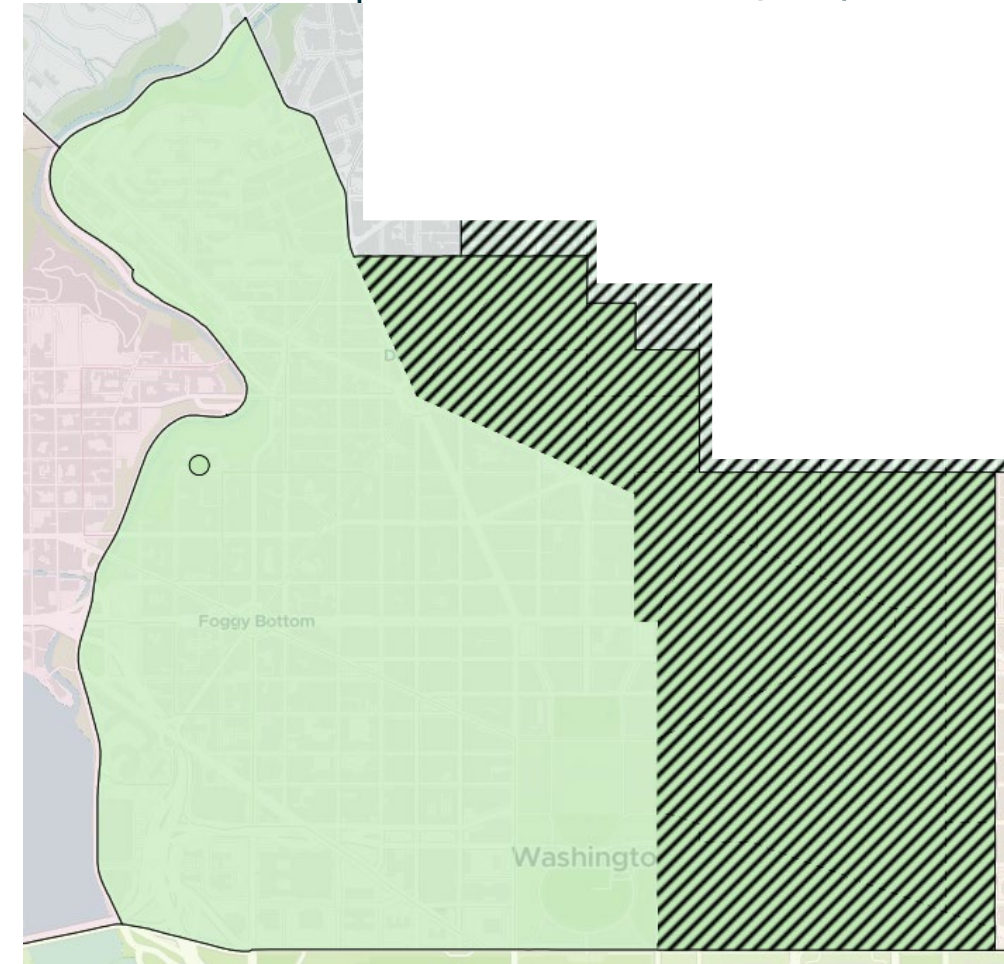
Cleans up legacy multiple enrollment rights from old Shaw boundary consistent with feeder rights and existing enrollment patterns.

## Concerns:





Removes right to second middle school for students in these elementary school boundaries.

Note: modeling does not suggest significant change to middle school enrollment at Francis-Stevens; would not reduce ability to offer lottery seats due to increased capacity after modernization.

Focus area for potential boundary expansion:



# Enrollment trends at Ross ES, Thomson ES, and Francis-Stevens EC

		Enrollment	Enrollment trend	In boundary enrollment (N)	In boundary enrollment (%)	5th grade enrollment	6th grade enrollment
Ross Elementary School	ES	171		111	65%	14	
Thomson Elementary School	ES	247		137	55%	33	
School Without Walls @ Francis-Stevens	ES	227		91	40%	36	
School Without Walls @ Francis-Stevens	MS	252		77	31%		74

There were 24 public school students (grades 6-8) in the Ross ES boundary in SY22-23.

There were 117 public school students (grades 6-8) in the Thomson ES boundary in SY22-23.

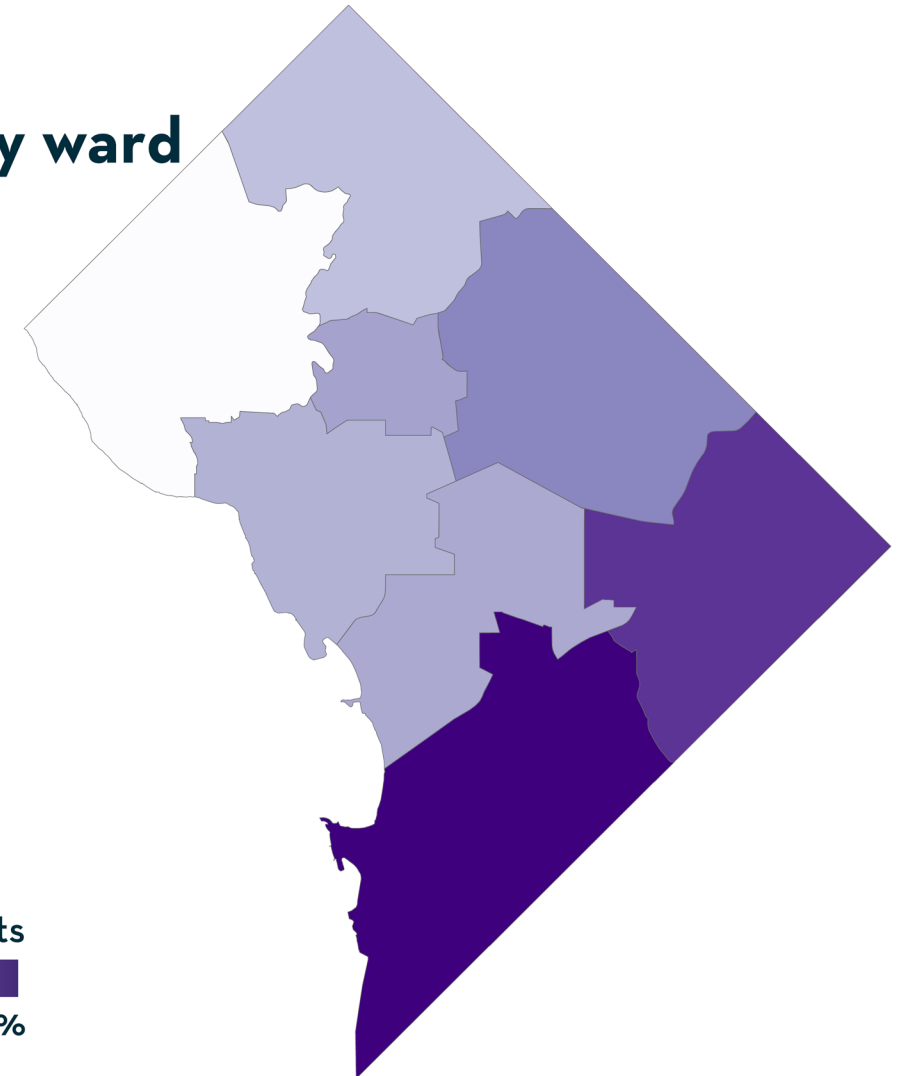
# Citywide equitable access strategies: context

## Priority Challenge

Socioeconomically and racially segregated schools

Patterns where at-risk students live reflect housing segregation in DC.

## Where at-risk students live by ward SY22-23



# At-risk Definition

**“At-risk of academic failure”** = additional funding in the District’s funding formula, the Uniform per Student Funding Formula (UPSFF).

## Definition

- A DCPS or a public charter school student who is identified as one or more of the following:
- Homeless;
- In the District’s foster care system;
- Qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or
- A high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled.

# 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

### What Happens

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

Ross ES, School Without Walls @ Francis-Stevens EC

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

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

\*School Without Walls at Francis-Stevens was included in the modeling of this potential policy because its share of at-risk enrollment was just below 30% in SY22-23.

# Feedback and discussion

**Challenge:**  
Feeder for Stevens ELC



**Potential solution:**  
Establish feeder rights at kindergarten to Francis-Stevens

**Challenge:**  
Single MS boundary right for Ross ES, Thomson ES



**Potential solution:**  
Include in Francis-Stevens MS boundary

**Challenge:**  
Socioeconomic segregation



**Potential solution:**  
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.

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**Reactions? Thoughts?**

**Tradeoffs?**

**Other ideas we should consider?**

# Next Steps

- **Advisory Committee Meetings**
  - December 20
  - January 10
  - January 31
- **Scheduled School Meetings**
  - November through January
- **Final Recommendations – March 2024**



**Visit the Boundary Explorer:**  
[www.dcschoolboundaryexplorer.com](http://www.dcschoolboundaryexplorer.com)

**Complete the feedback form on the  
DME website**

*Boundary study resources: <https://dme.dc.gov/boundaries2023>*



# Appendix: Identified citywide priority challenges

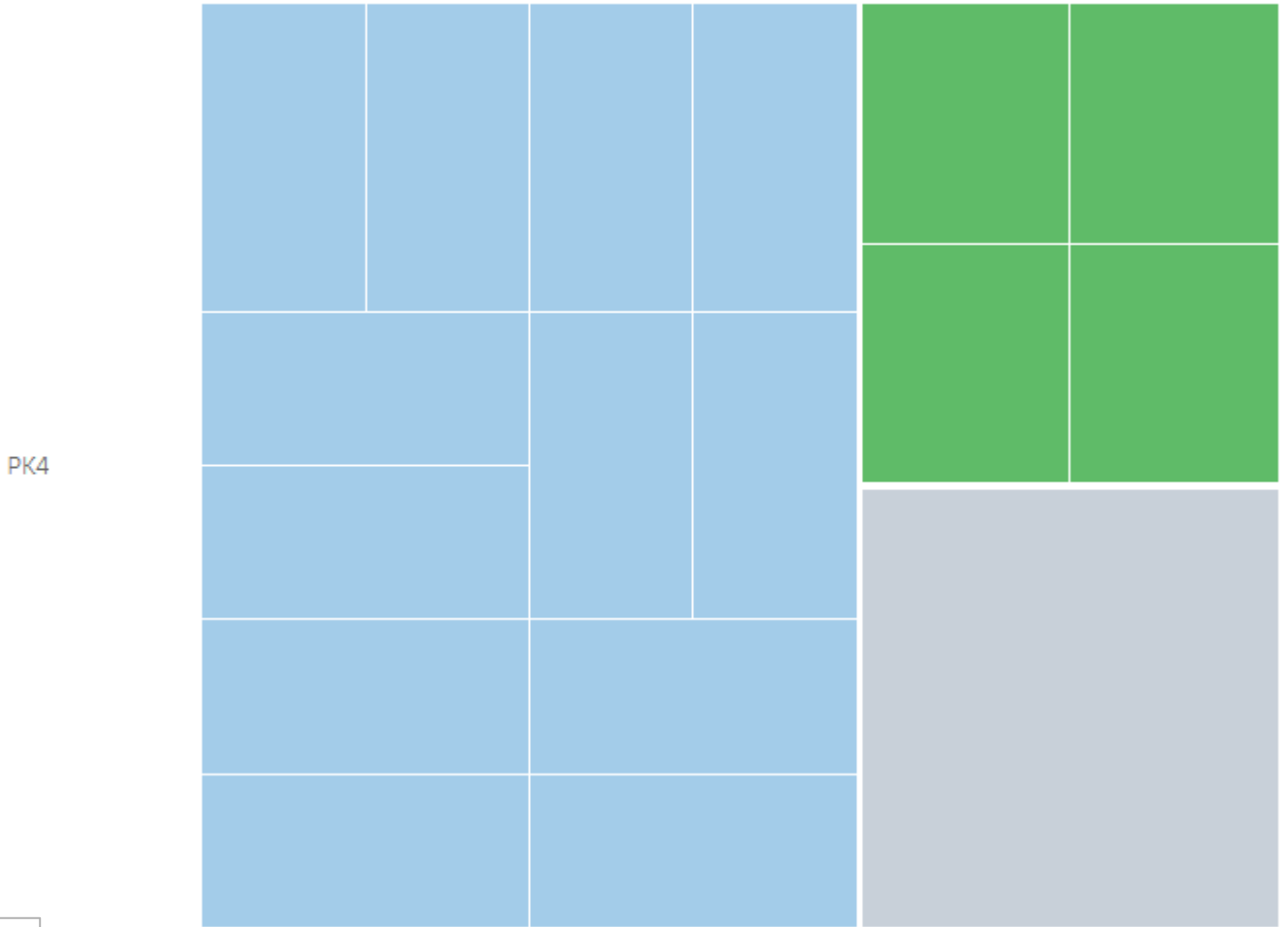
- Unbalanced enrollments among DCPS boundary schools
- Inequitable availability of robust programming and rigorous curriculum in all communities across the city
- Inequitable availability and access to special education programming near families, especially in Wards 7 and 8
- Mismatched access to early childhood seats in Title 1 schools
- Some students and families feel unsafe traveling to and from school
- System-related enrollment instability
- Socioeconomically and racially segregated schools

# Where Thaddeus Stevens ELC students enroll after PK4

Rising kindergarten students (former PK4 students) enrolled at 12 different DCPS schools and 4 different public charter schools the next year.

Where Do Students from Thaddeus Stevens Early Learning Center Go to School the Following Year?

Sending grade



See the interactive viz on [EdScape!](#)

# Appendix: Where Thaddeus Stevens ELC students enroll

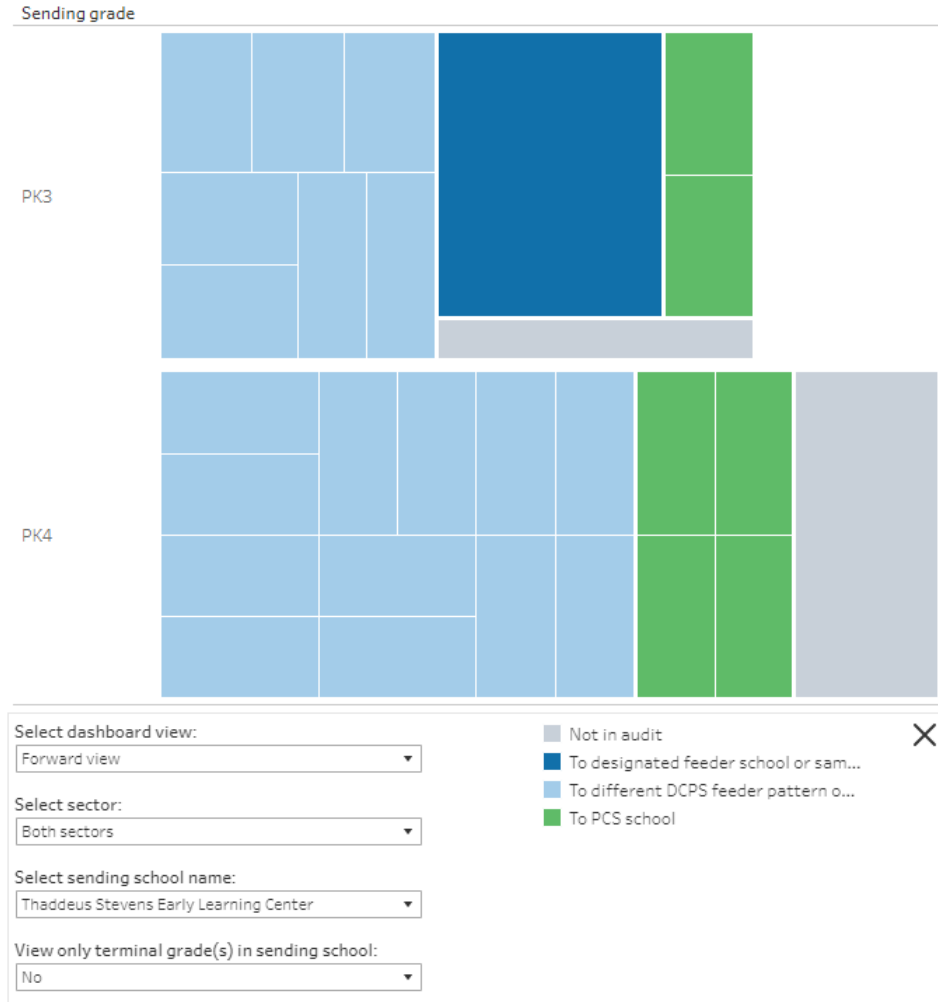
Rising kindergarten students (former PK4 students) enrolled at 12 different DCPS schools and 4 different public charter schools the next year.

Of the rising PK4 students from Thaddeus Stevens (former PK3 students), more than half of the them enroll at other DCPS schools or public charter schools. 15 remained at Thaddeus Stevens ELC for PK4.

See the interactive viz on [EdScape!](#)

Student Enrollment Pathways by Public School, SY21-22 to SY22-23

Where Do Students from Thaddeus Stevens Early Learning Center Go to School the Following Year?



Source: OSSE Audited Enrollment, SY21-22 to SY22-23; [DCPS SY22-23 feeder pattern documentation](#)

# 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.

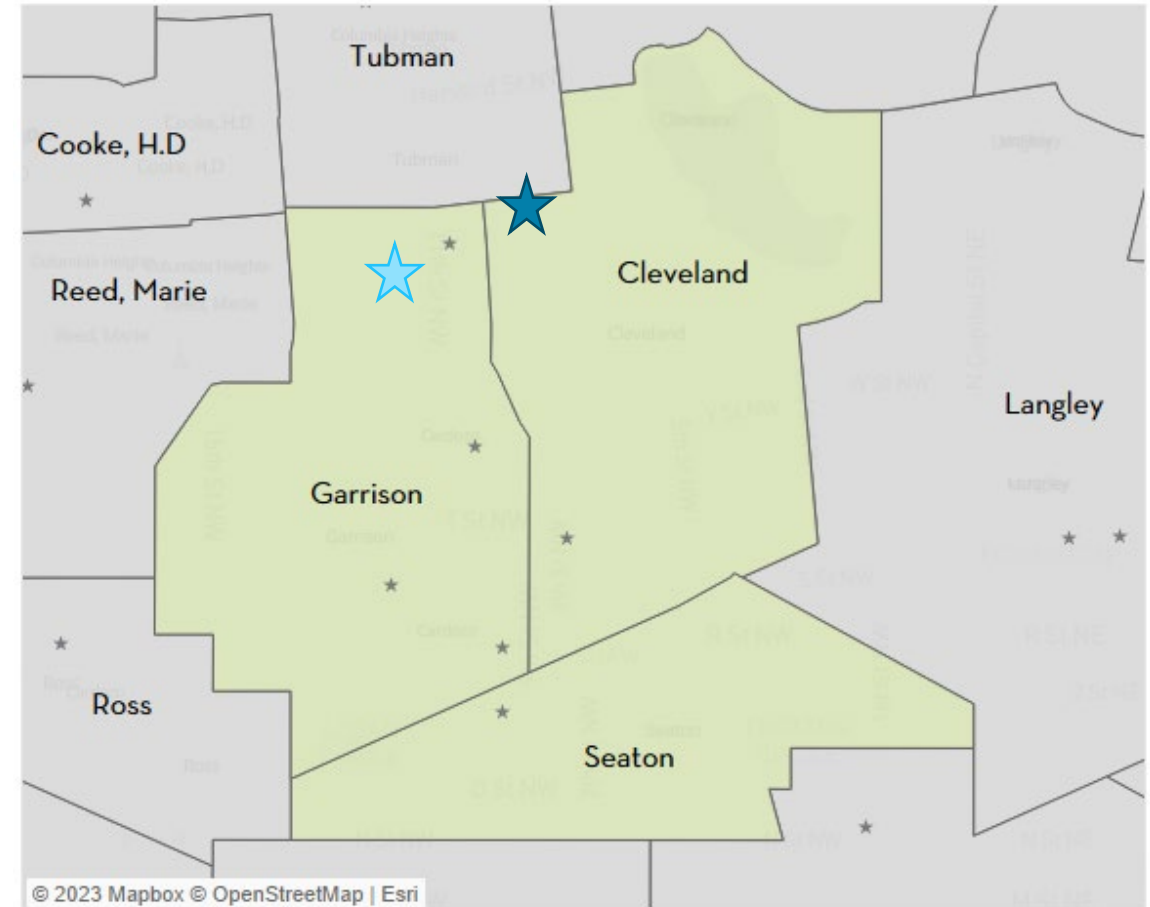
One goal for Euclid MS is to improve the middle school capture rate from its elementary schools.

## QUICK FACTS

Schools	What Happens	Target Outcomes <i>(more in Boundary Explorer tool)</i>
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.

# Appendix: Euclid MS to open SY28-29

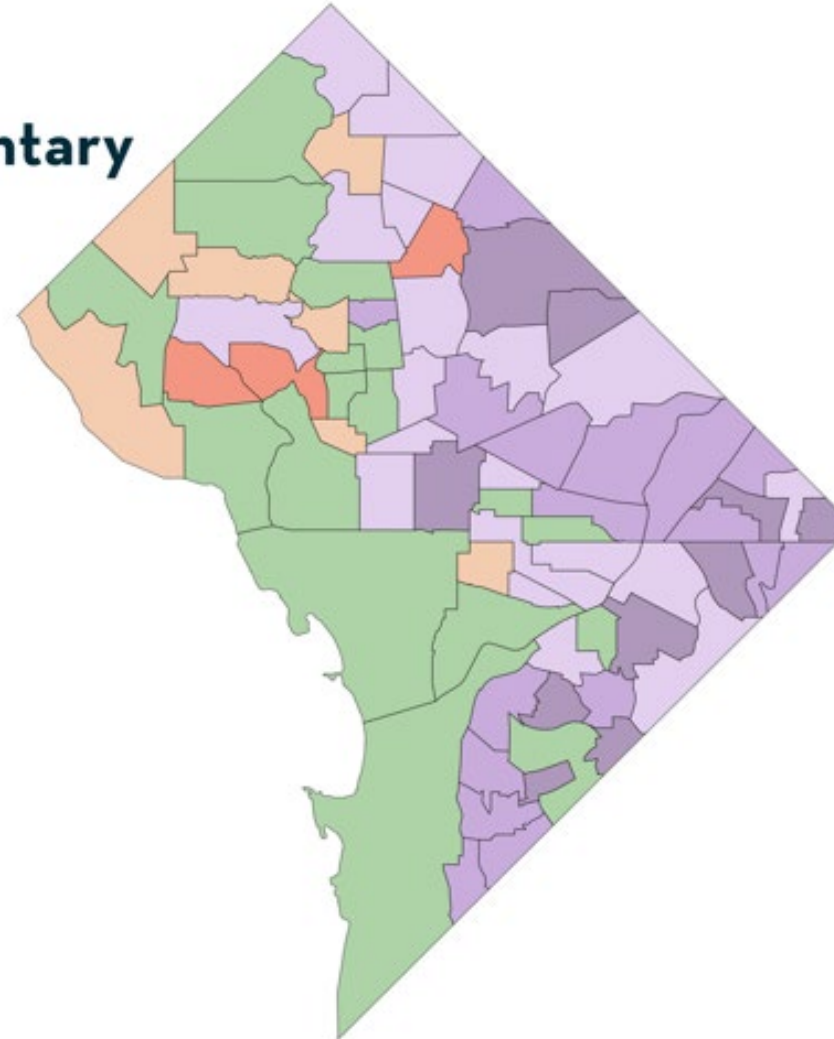
- Euclid MS will be a DCPS neighborhood school with a boundary serving grades 6-8 and is planned to open in SY28-29.
- Euclid MS is replacing the middle grades at Cardozo EC allowing Cardozo to revert to a traditional high school (grades 9-12).



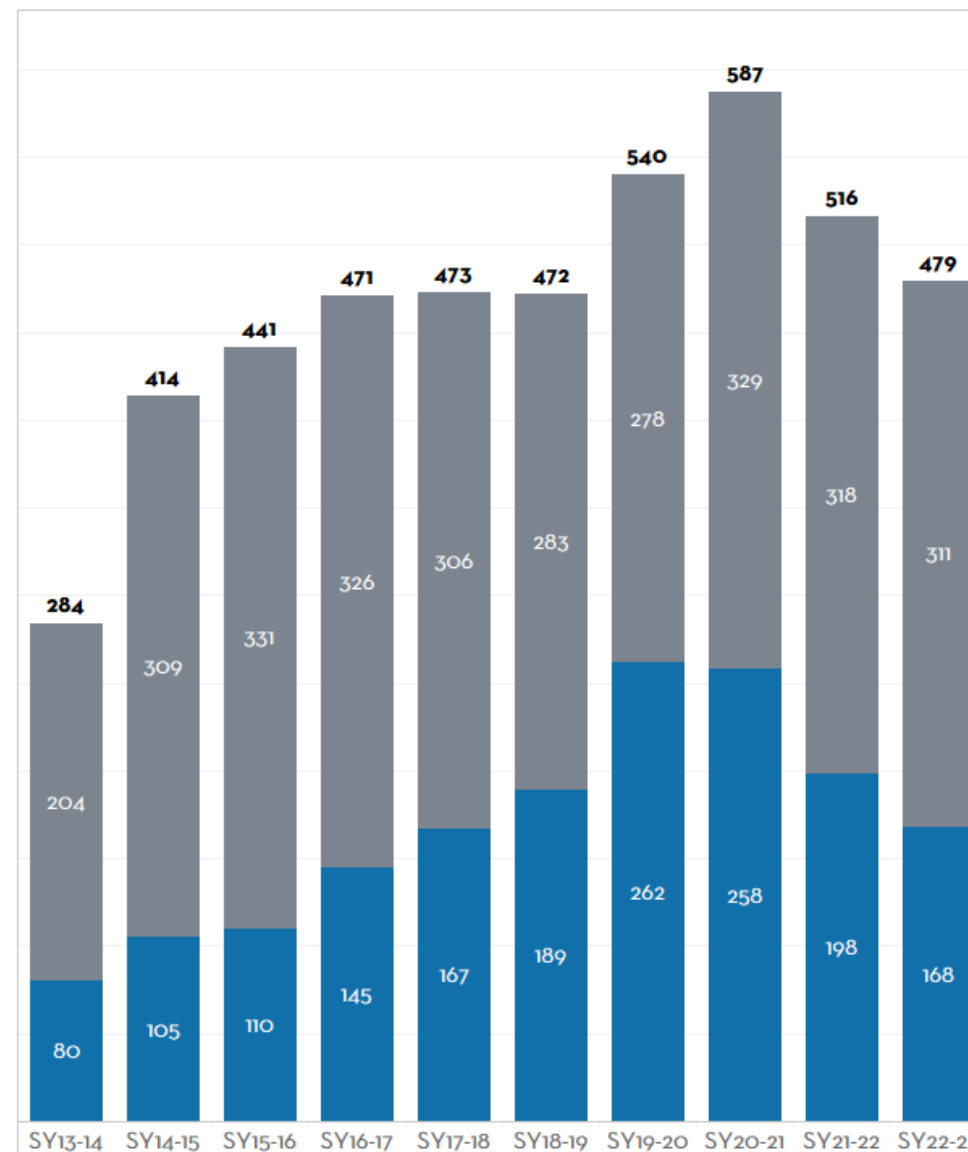
- ★ Future site of Euclid MS
- ★ Cardozo EC

# Appendix: Utilization of DCPS elementary schools

**Utilization  
DCPS elementary  
schools**  
SY22-23

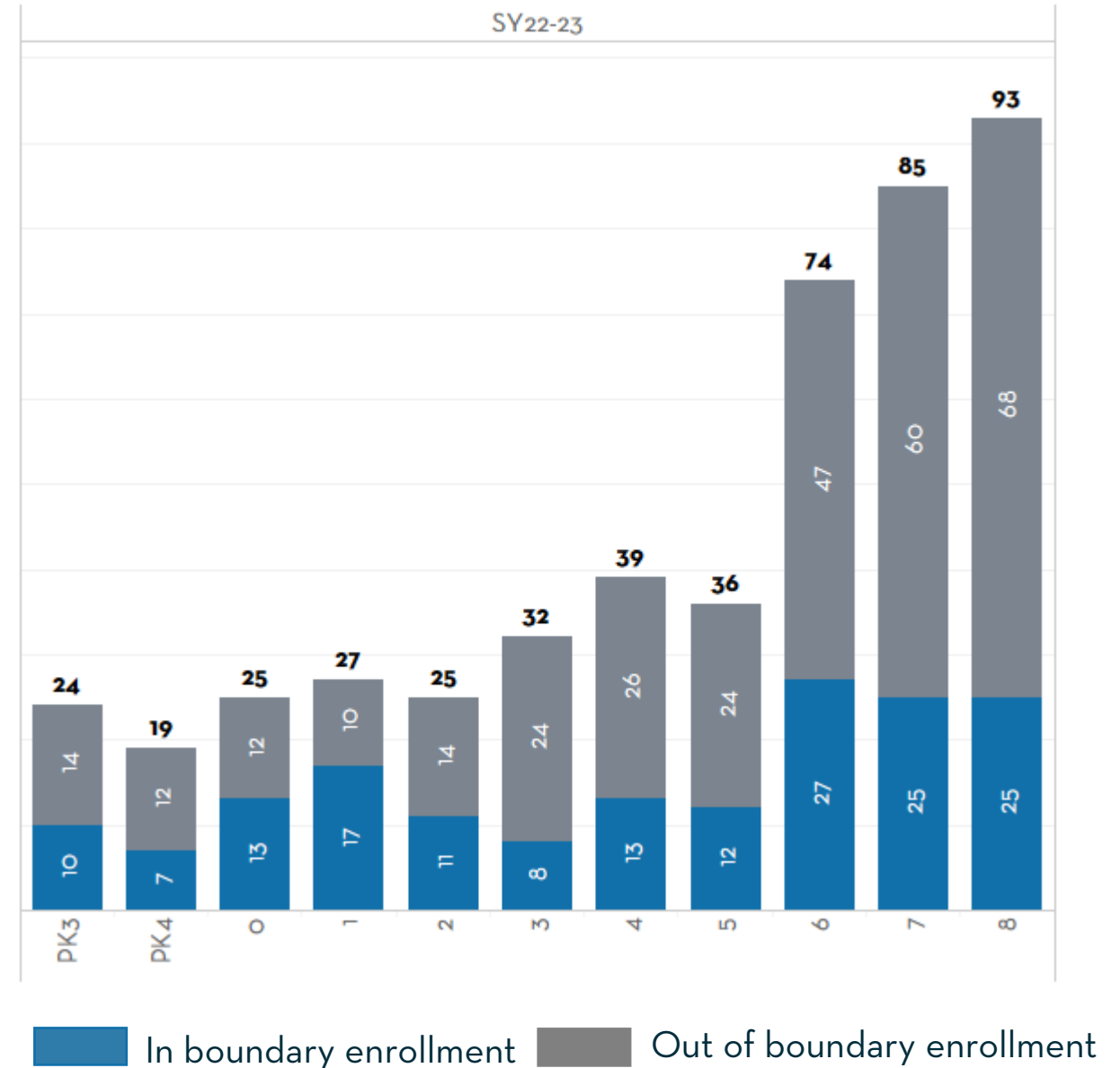


# Appendix: Francis-Stevens enrollment over time by in boundary status



 In boundary enrollment  Out of boundary enrollment

# Appendix: Francis-Stevens enrollment by grade and in boundary status (SY22-23)





# Appendix: Housing pipeline (map)

DC Housing Pipeline, 2024-2028

