

DC Public Education Boundary and Student Assignment Study

H.D. Cooke ES

February 2, 2024



Agenda

Overview of the Boundary Study

Current feeder pattern

Overview of Euclid MS

Discussion

Potential boundary adjustment

Next steps

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](#)



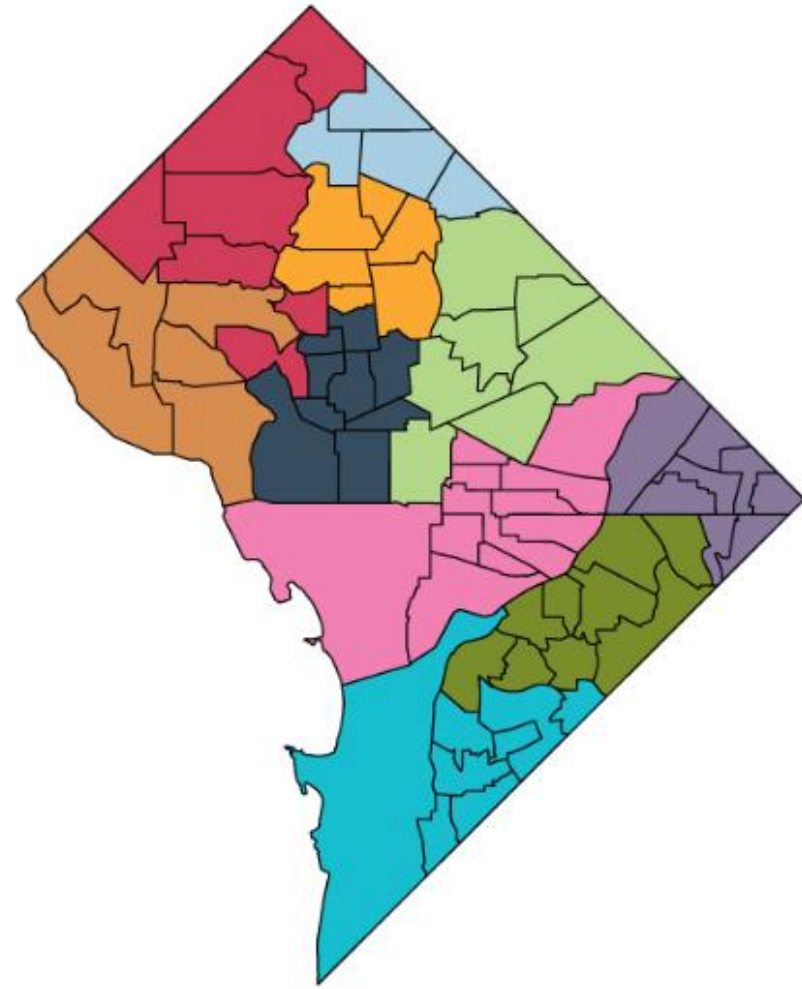
Read more about the four guiding principles of the Boundary Study: [English](#) [Spanish](#)

DCPS school boundaries

Every home address in Washington, DC has an assigned DCPS elementary, middle, and high school.

All students eligible for grades K-12 have a guaranteed right to enroll in their in-boundary (boundary) school.

DCPS Elementary School Boundaries, SY2023-24

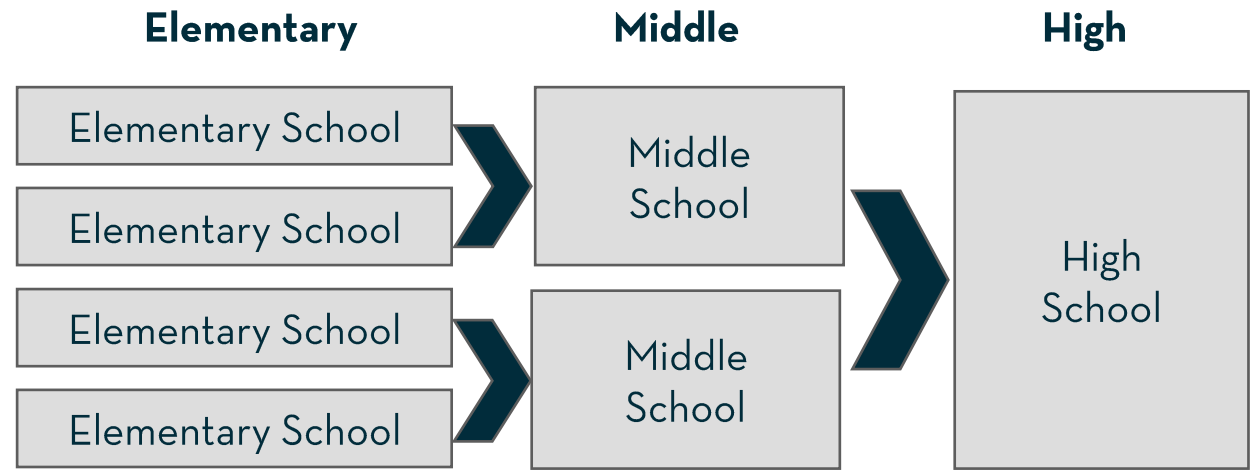


DCPS feeder patterns

A feeder pattern school is one that a student has a right to attend based on their current school.

This right only happens during the year a student is moving from the terminal (last) grade of their current school.

DCPS has **geographic** feeder patterns grouped by school boundary and proximity and **programmatic** feeder patterns based on enrollment in specialized programs (e.g., dual language)



Goals of the study

Clear Rights

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

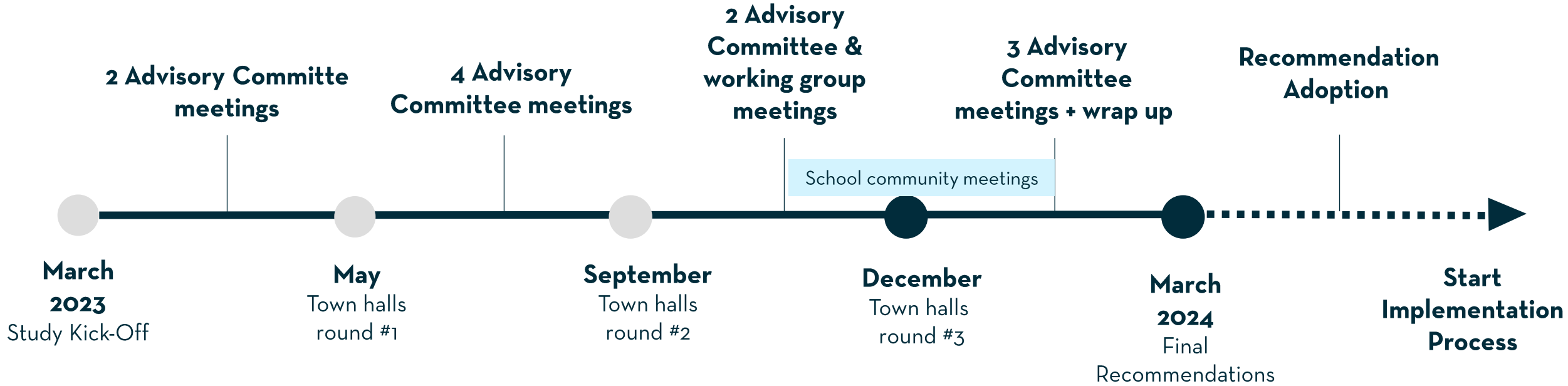
Adequate Capacity

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

Roadmap



H.D. Cooke current feeder rights to 6th grade

Students moving from 5th grade at H.D. Cooke ES have the following rights to enroll at 6th grade:

- **In-boundary students:**
 - **Lincoln MS within Columbia Heights EC** offers whole school dual language program (geographic boundary and feeder right)
 - **Cardozo EC** (“sister school”) Students who live in-boundary who *do not wish to participate in the dual language program at Columbia Heights EC* have the option to enroll at Cardozo EC
- **Out-of-boundary students:**
 - **Columbia Heights EC** (feeder right)
 - Their **in-boundary middle school**

Feeder Pattern (SY23-24 to SY24-25)

Elementary	Middle	High
H.D. Cooke ES (PK3-5)	Columbia Heights Education Campus* (CHEC 6-8)	CHEC (9-12)* or Cardozo EC (6-12)
Marie Reed ES (PK3-5)		
Tubman ES (PK3-5)		

*Students who complete the 8th grade at CHEC have the right to enroll in CHEC for 9th grade without a MSDC lottery application.

The feeder pattern displayed here is active for students transitioning grades between SY23-24 and SY24-25.

<https://dcps.dc.gov/page/sy24-25-school-feeder-patterns>

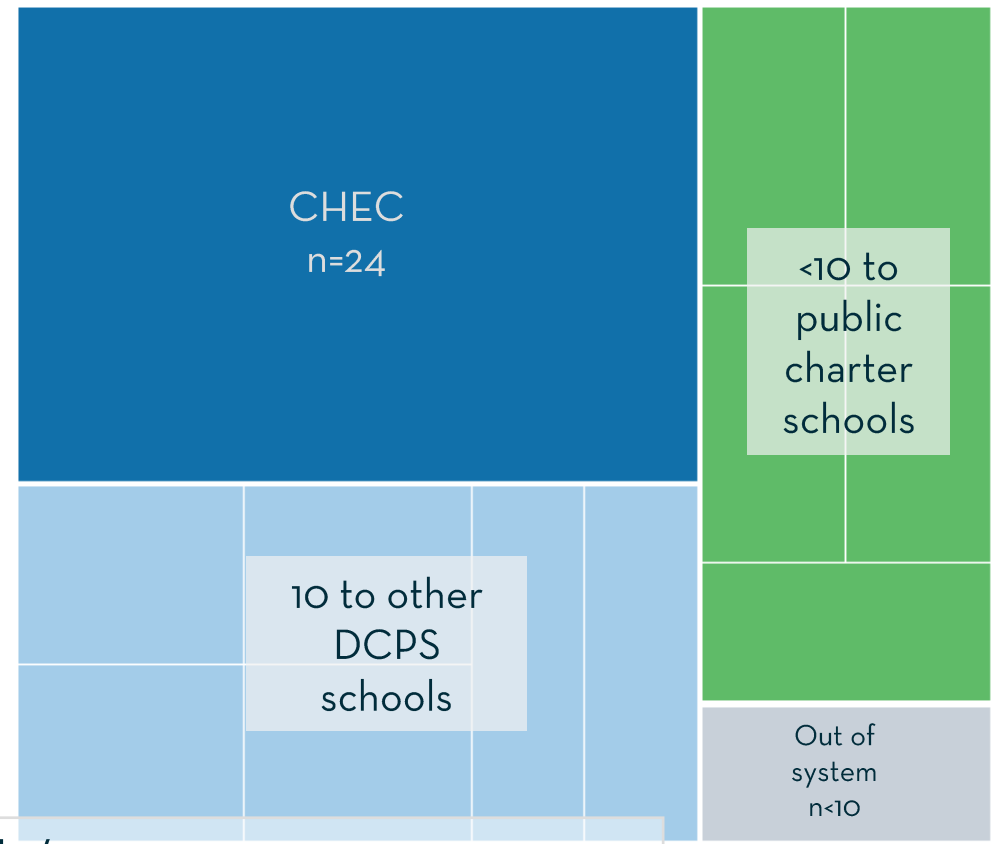
Where H.D. Cooke 5th grade students enroll in 6th

From SY21-22 to SY22-23

Where Do Students from H.D. Cooke Elementary School Go to School the Following Year?

Sending grade

5th grade



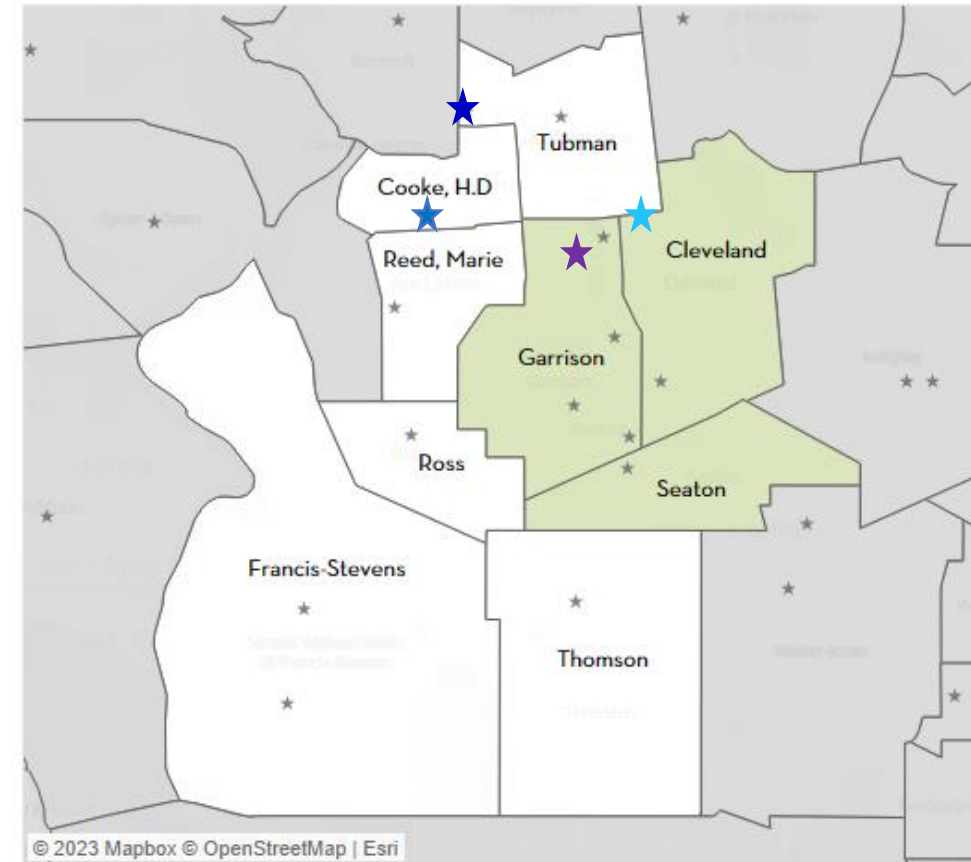
The 46 5th graders at H.D. Cooke ES enrolled the following year at 12 different public schools.

- 24 to Columbia Heights EC (feeder middle school)
- 10 to other DCPS schools combined
- Less than 10 to public charter schools.
- Less than 10 did not enroll in the public school system.

Explore more at DME's Edscape website: <https://edscape.dc.gov/node/1640846>

Euclid MS to open in SY28-29

- Euclid MS will be a DCPS neighborhood school with a boundary serving grades 6-8 and is planned to open in August 2028 at 800 Euclid St NW.
- Euclid MS is replacing the middle grades at Cardozo EC allowing Cardozo to revert to a traditional high school (grades 9-12).
- **The feeder pattern and boundary of Euclid needs to be identified in the current boundary study.**
 - Cleveland, Garrison, Seaton are current feeders to Cardozo EC middle grades.
- Programming not yet determined – additional engagement by DCPS to follow.



- ★ H.D. Cooke ES
- ★ CHEC EC
- ★ Cardozo EC
- ★ Future site of Euclid MS (SY28-29)

Discussion

**To inform planning for
Euclid MS, we want to hear
from you about your middle
school feeder options.**

What do you like about your current options?
What are challenges with your current options?
Do you prefer a dual language program or an
English-only program?
Other considerations?

Survey here:



Potential boundary adjustment to solve for Bancroft overcrowding

Enrollment

- H.D. Cooke ES goes from 379 to 394
- Bancroft ES goes from 715 to 681

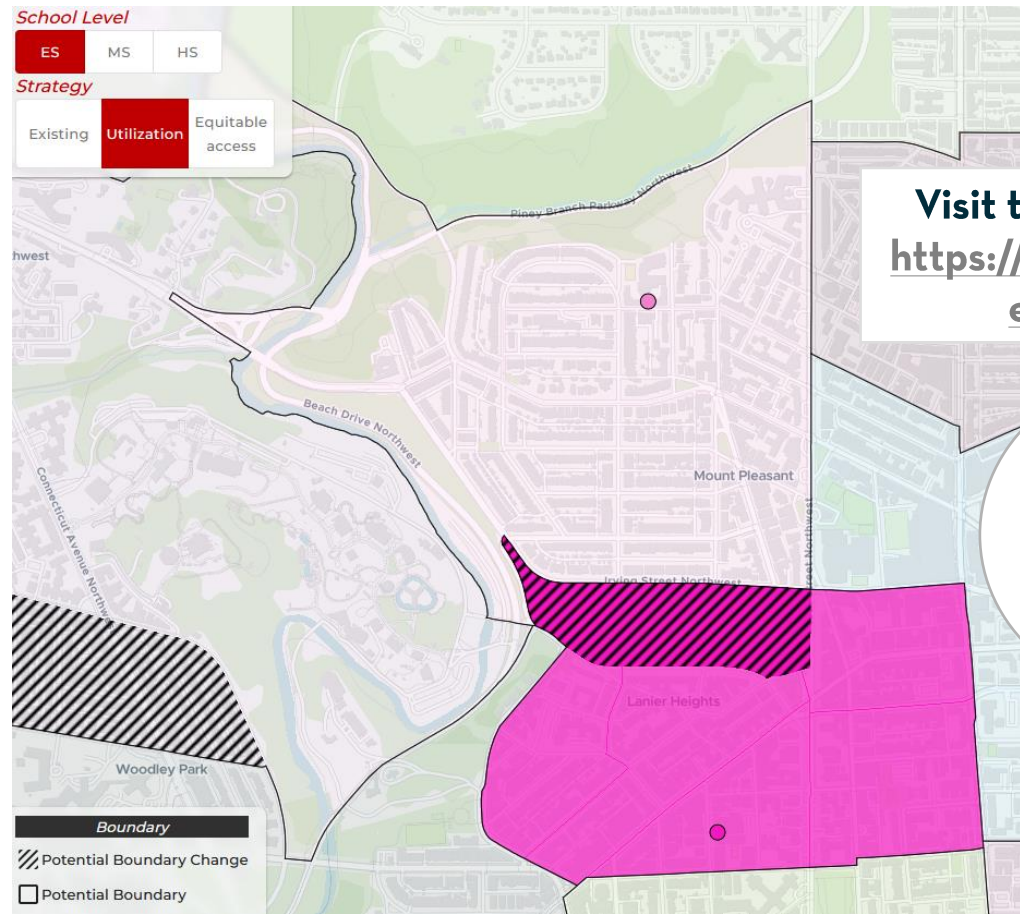
Utilization

- H.D. Cooke ES utilization stays constant in optimal category, 83% to 87%
- Bancroft ES decreases but remains high, 101% to 96%

Distance for in-boundary students

- H.D. Cooke ES no change (0.4 mi)
- Bancroft ES no change (0.4 mi)

Modeled potential change from Boundary Explorer



Visit the Boundary Explorer:
<https://www.dcschoolboundaryexplorer.com/map>

Explore ideas
in the map,
comment, fill
out survey

Next steps

- **Complete the middle school feeder survey by February 9**
 - Share with your friends and neighbors
- **Share feedback** from this meeting and results from survey with the Advisory Committee for consideration moving forward
- **Advisory Committee Meetings** – continued discussions
 - February 6
 - Wrap up meeting in late February date tbd
- **Final recommendations** – March 2024

Feedback Links

H.D. Cooke ES boundary middle school feeder survey: <https://forms.office.com/g/hKwwdAOs8j>



Complete the feedback form on the DME website:
tinyurl.com/DMEBoundarySurvey

Visit the Boundary Explorer to explore, comment, and fill out the survey:

<https://www.dcschoolboundaryexplorer.com/map>

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

Questions, please email DME.planning@dc.gov

Appendix: 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](#)

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



Appendix: Advisory Committee 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