

DC Public Education Boundary and Student Assignment Study

Bancroft ES Meeting

November 2023



Agenda

Overview of the Boundary Study

Review Bancroft ES challenges relating to the Boundary Study

Share potential solutions for Boundary Study challenges

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 study

Clear Rights

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

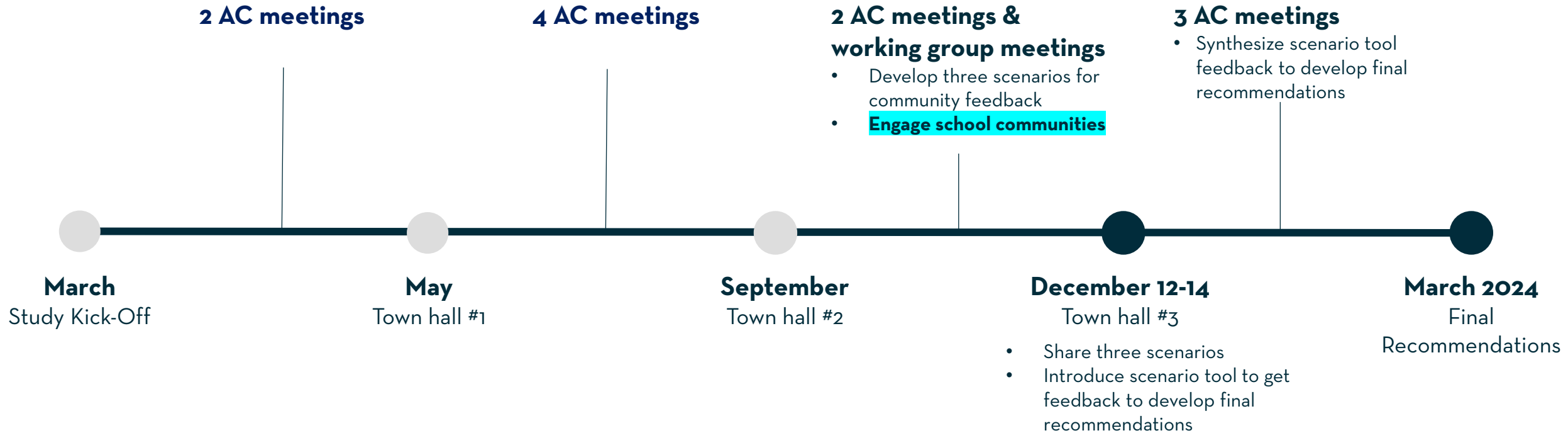
Adequate Capacity

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



Where we are in the process

Still generating ideas

We want to hear from you about the benefits, tradeoffs, and new ideas

Will continue developing recommendations and present those at the December town halls

Bancroft ES Challenges

Overutilization

Overcrowding while maintaining a dual language programming model

Multiple programmatic feeder rights to dual language programs

Programmatic rights to two dual language middle schools, Columbia Heights Education Campus (CHEC) and MacFarland MS

Opportunity

Balance Bancroft feeders with others nearby

Plan for balanced feeder patterns and program offerings

Potential Deal MS or Jackson-Reed HS Overutilization Challenges

Policy levers to help solve

Deal MS Addition that moves portable classroom seats into building

Jackson-Reed HS Opened MacArthur HS in SY23-24 (~800 seats)

Technical team conducting analysis whether Deal MS and Jackson-Reed HS will still experience overcrowding

Next steps - more analysis to come

Bancroft ES Challenges

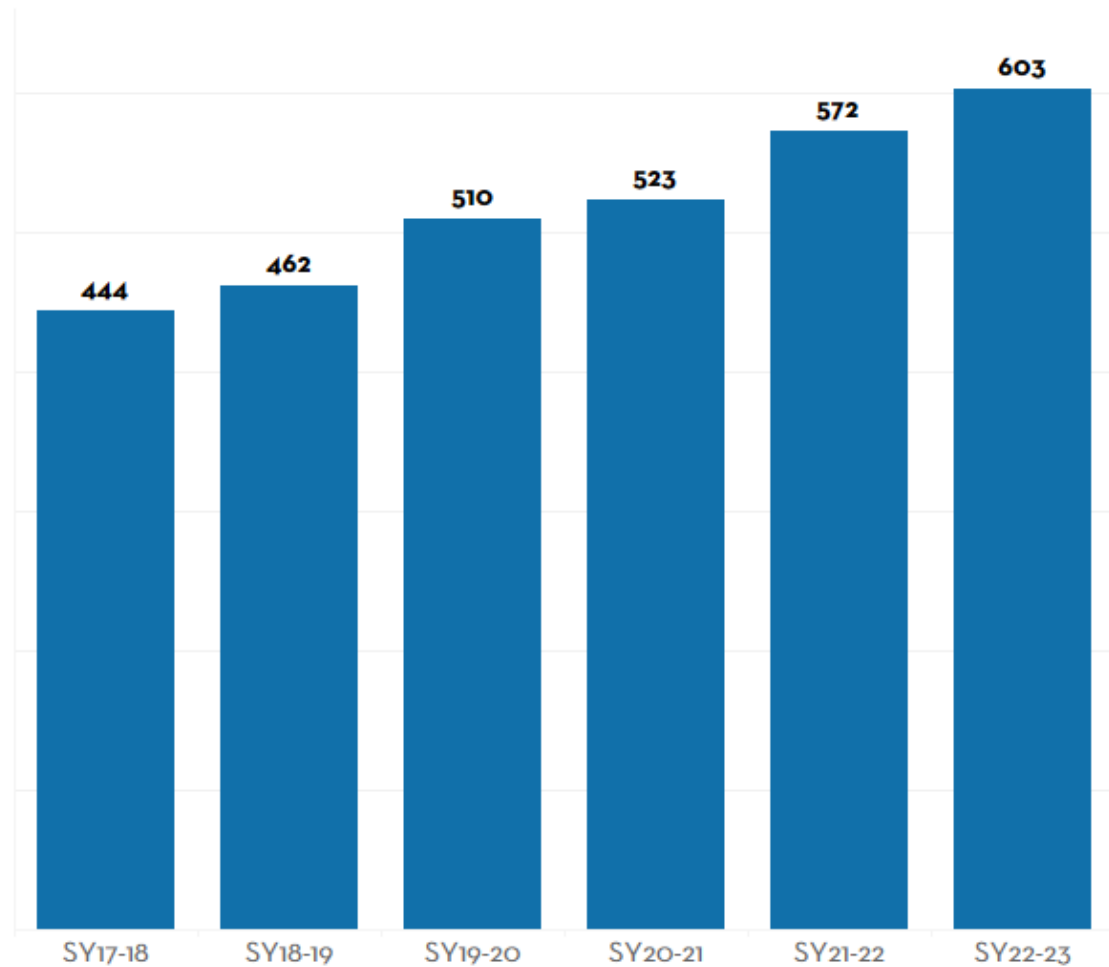
Challenge: Overutilization
creating a crowded school

Enrollment up 50%: From **490** students in **SY13-14** to **715** students in **SY22-23**. In-boundary enrollment has driven this increase.

High utilization: 101% in SY22-23 and even higher this year with preliminary enrollment.

Dual language model: maintains a school population with a balance of Spanish-dominant and English-dominant students requiring some out of boundary enrollment.

In boundary enrollment trends (grades K to 5)



Bancroft ES: Potential solutions to address overutilization

Challenge:
Overutilization or
overcrowding



Potential solutions:

Reduce size of boundary

Reduce PK3 and/or PK4 seats

Relocate PK3 and/or PK4

The Bancroft site is constrained to build out any further

Bancroft Elementary School potential solution: boundary reduction

Description:

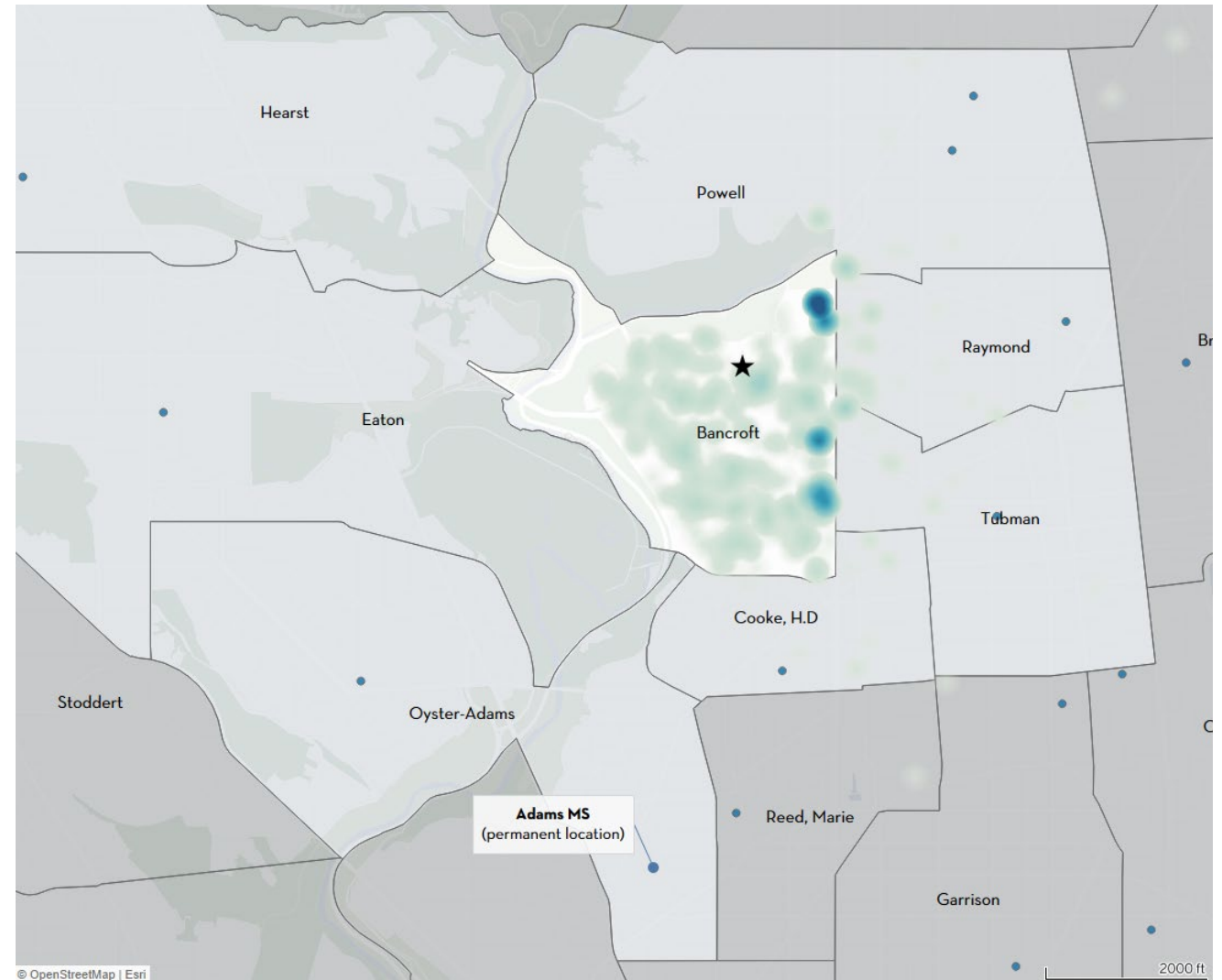
Reassign parts of the existing Bancroft boundary to nearby school(s).

Rationale:

A smaller boundary would decrease future utilization and provide more flexibility to offer PK programming while maintaining the Spanish- and English-language balance.

Concerns:

- Divides the neighborhood
- Reassigned families could lose option for ES dual language programming depending on reassignment



★ Bancroft ES

● Other DCPS school

Fewer students ← → More students

Bancroft Elementary School potential solution: reduce PK programming

Description:

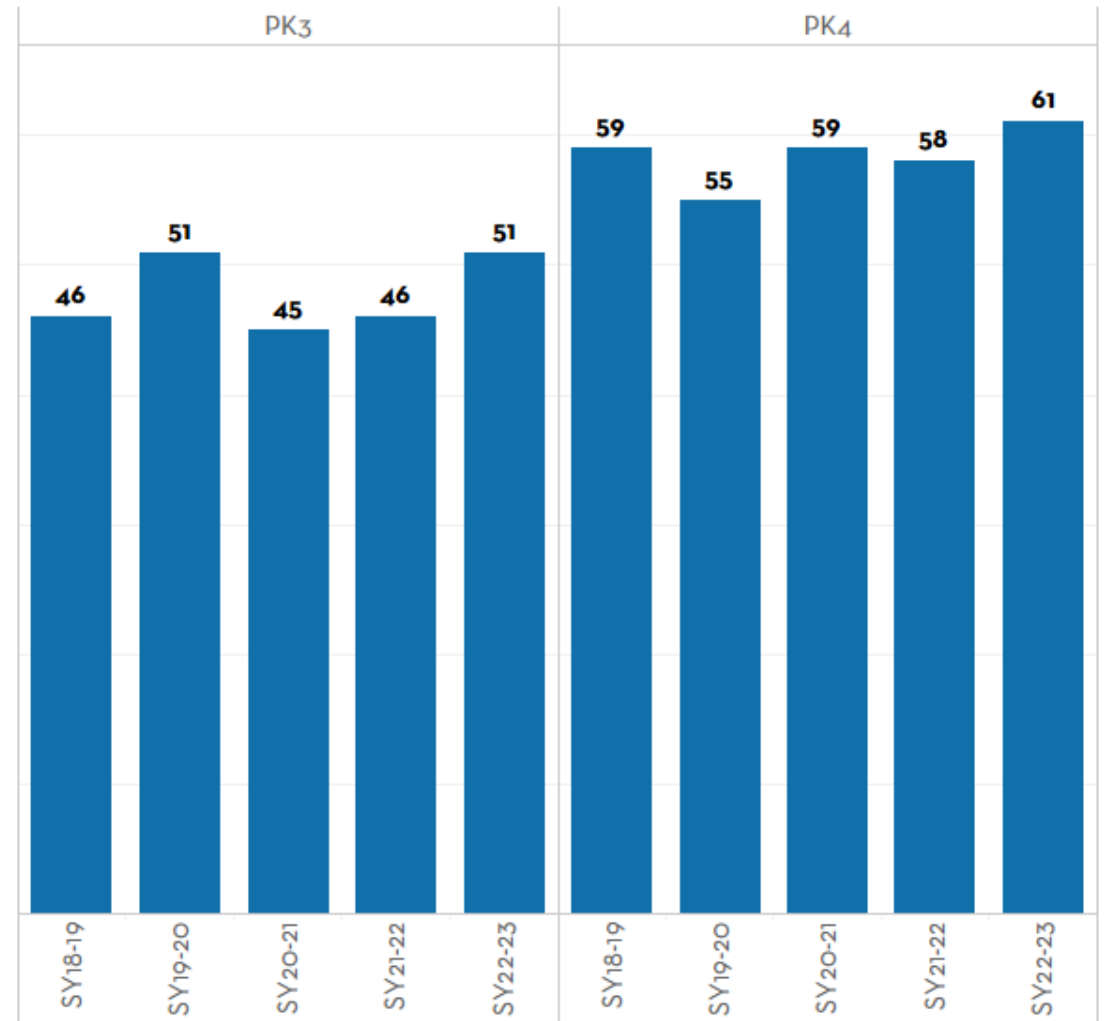
Remove PK3 and/or reduce PK4 programming to increase capacity for compulsory grades (K-5).

Rationale:

Reducing PK could provide additional space for overcrowded grades reducing utilization.

Concerns:

- PK is critical to support dual language program
- PK seats help support Spanish- and English-language split
- Might not fully solve utilization
- May require facility retrofits



Bancroft Elementary School Potential solution: relocate PK to new location

Description:

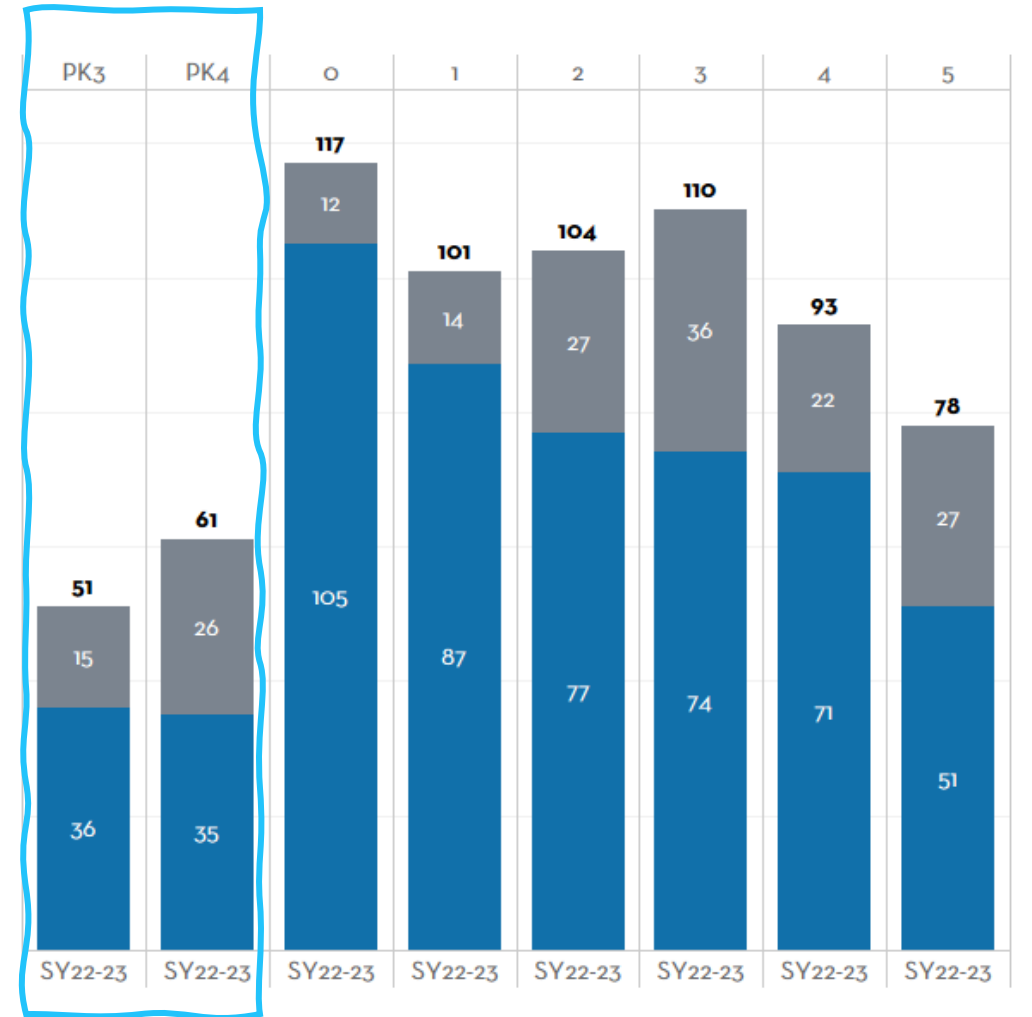
Relocate PK3 and PK4 classes to a new location

Rationale:

Moving PK3 and PK4 grades to a separate facility could provide enough space in the existing school reducing utilization while supporting PK programming and maintaining language split.

Concerns:

- No current budget for the purchase and renovation of a building
- No nearby District-owned buildings

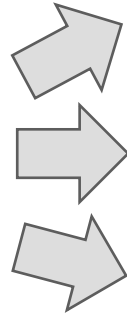


■ In boundary students ■ Out of boundary students

Feedback on potential solutions for overutilization

Overutilization solution poll:

Rank each of the three potential solutions from most preferred to least preferred



Reduce size of boundary

Reduce PK3 and/or PK4 seats

Relocate PK to new location



What other solutions should we consider?

Feedback on potential solutions for overutilization

Discussion

For each of the three potential solutions presented:

- Share in the Q and A why you think this is/is not a good solution
 - Share in the Q and A what the trade offs are
-
- **Reduce** size of boundary (5 min)
 - **Reduce** PK3 and/or PK4 seats (5 min)
 - **Relocate** PK to new location (5 min)
 - **Other ideas** or suggestions (5 min)

Raise your hand to unmute and share your thoughts

Feedback on potential solutions for overutilization: Reduce size of boundary

Discussion

For the potential solution: **Reduce size of boundary**

- Share in the Q and A why you think this is a good solution
- Share in the Q and A why you think it is not a good solution
- Share in the Q and A what the trade offs are

Raise your
hand to
unmute and
share your
thoughts

Feedback on potential solutions for overutilization: Reduce PK3 and/or PK4 seats

Discussion

For the potential solution: **Reduce PK3 and/or PK4 seats**

- Share in the Q and A why you think this is a good solution
- Share in the Q and A why you think it is not a good solution
- Share in the Q and A what the trade offs are

Raise your
hand to
unmute and
share your
thoughts

Feedback on potential solutions for overutilization: Relocate PK to new location

Discussion

For the potential solution: **Relocate PK to new location**

- Share in the Q and A why you think this is a good solution
- Share in the Q and A why you think it is not a good solution
- Share in the Q and A what the trade offs are

Raise your
hand to
unmute and
share your
thoughts

Feedback on potential solutions for overutilization: Other ideas or suggestions

Discussion

For **other ideas or suggestions**

- Share in the Q and A other ideas and why you think they are preferable

Raise your
hand to
unmute and
share your
thoughts

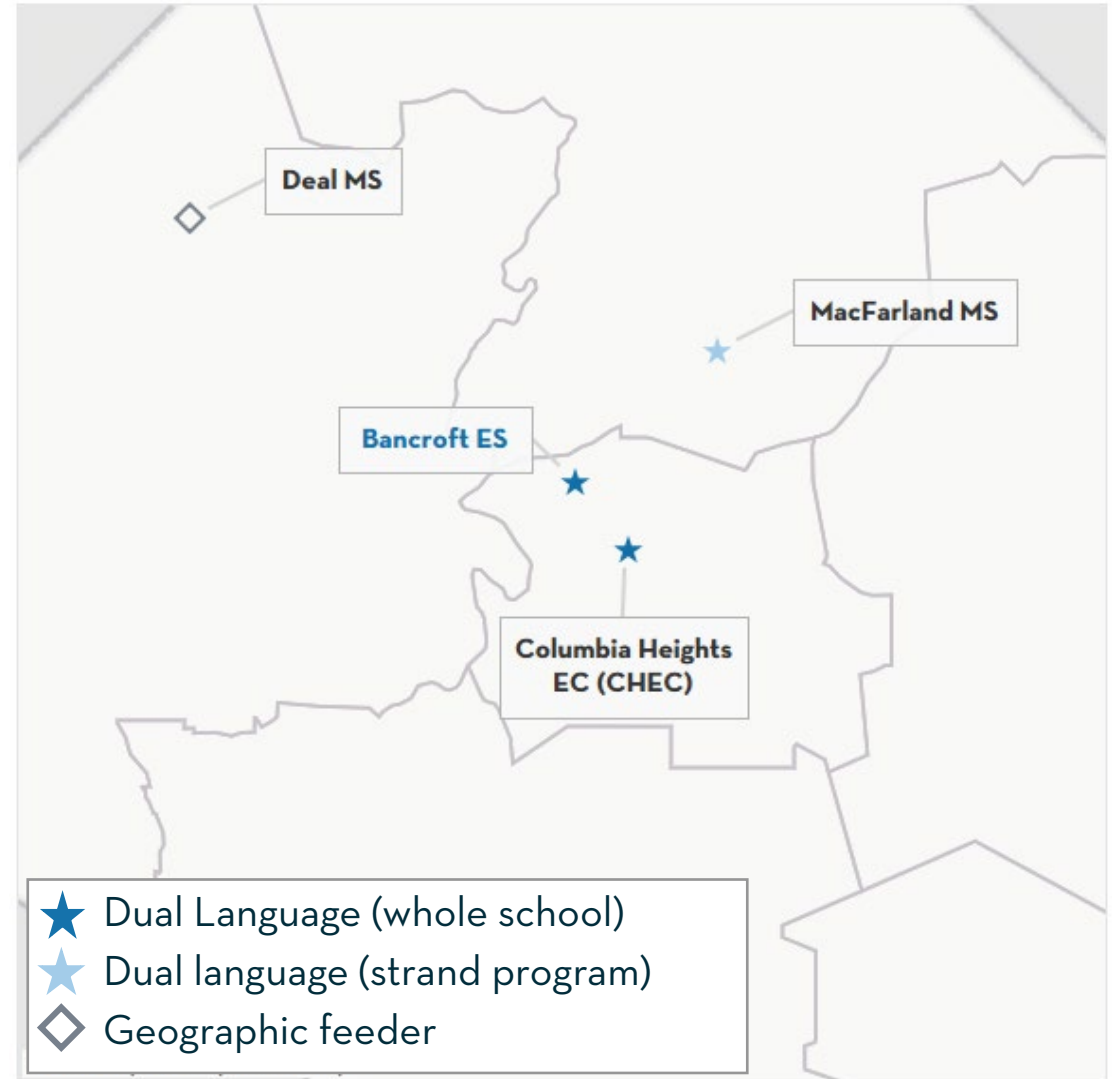
Bancroft ES Challenges

Challenge: Like the 2014 Boundary Study that ensured families have one clear geographic feeder right, this study is working to ensure **one clear programmatic feeder right** for dual language programming.

Bancroft ES currently has two dual language programmatic school feeders to CHEC EC (Cardozo EC feeder pattern) and MacFarland MS (Roosevelt HS feeder pattern).

Feeder participation: In SY22-23, **28%** of Bancroft ES students continued to **CHEC EC** in 6th grade and **none or 0%** of Bancroft ES 5th grade students continued to **MacFarland MS** in 6th grade.

CHEC EC is ~ 0.5 mile walk from Bancroft ES.
MacFarland MS is ~ 1.4 mile walk from Bancroft ES.



Bancroft Elementary School: Potential solution to multiple programmatic feeders

Challenge:
**Multiple
programmatic
feeders**



Potential solutions:

Streamline programmatic feeder to CHEC EC or MacFarland MS/Roosevelt HS

Bancroft ES: streamline programmatic feeder pathways

Description:

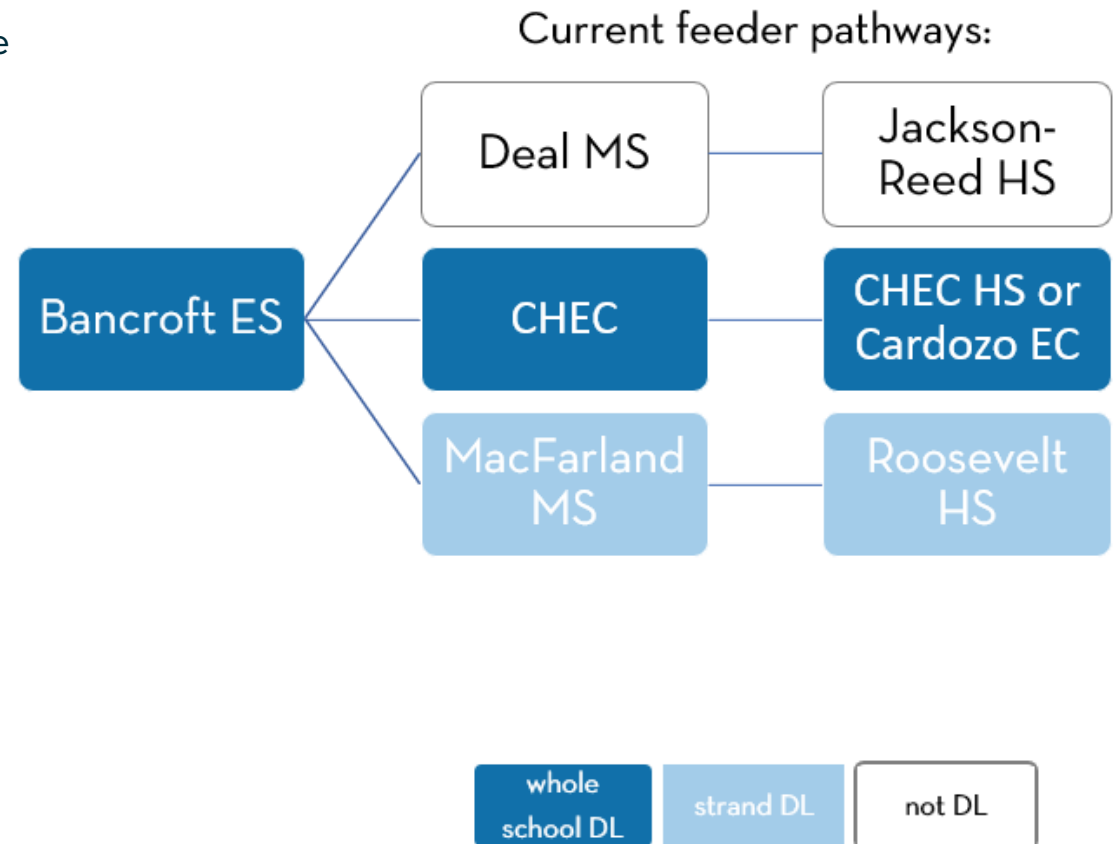
Streamline to a single programmatic feeder right, e.g., CHEC (whole school DL) or MacFarland MS (strand DL)

Rationale:

Provides families with **clearer school assignments**, potential increased **cohesion** among student cohorts, and **strengthens programmatic** dual language feeder **pathways**.

Concerns:

Removes rights to either CHEC or MacFarland MS.



Feedback on potential solutions for multiple programmatic feeder rights

Discussion

- Share your thoughts about having one dual language feeder to either CHEC EC or MacFarland MS.

What other solutions should we consider?

Raise your hand to unmute and share your thoughts

Opportunity: Plan for balanced feeder patterns and program offerings

Opportunity:
Euclid MS opening
SY28-29 as
potentially other
nearby **dual**
language
programming



Potential solutions:

Balance the dual language feeder pathways in the nearby area.

Opportunity: balance Bancroft ES feeder pathways in relation to others

Description:

Align the geographic and programmatic dual language feeders to the same school (for instance, CHEC MS, Euclid MS opening in SY28-29, or Oyster-Adams at 6th grade).

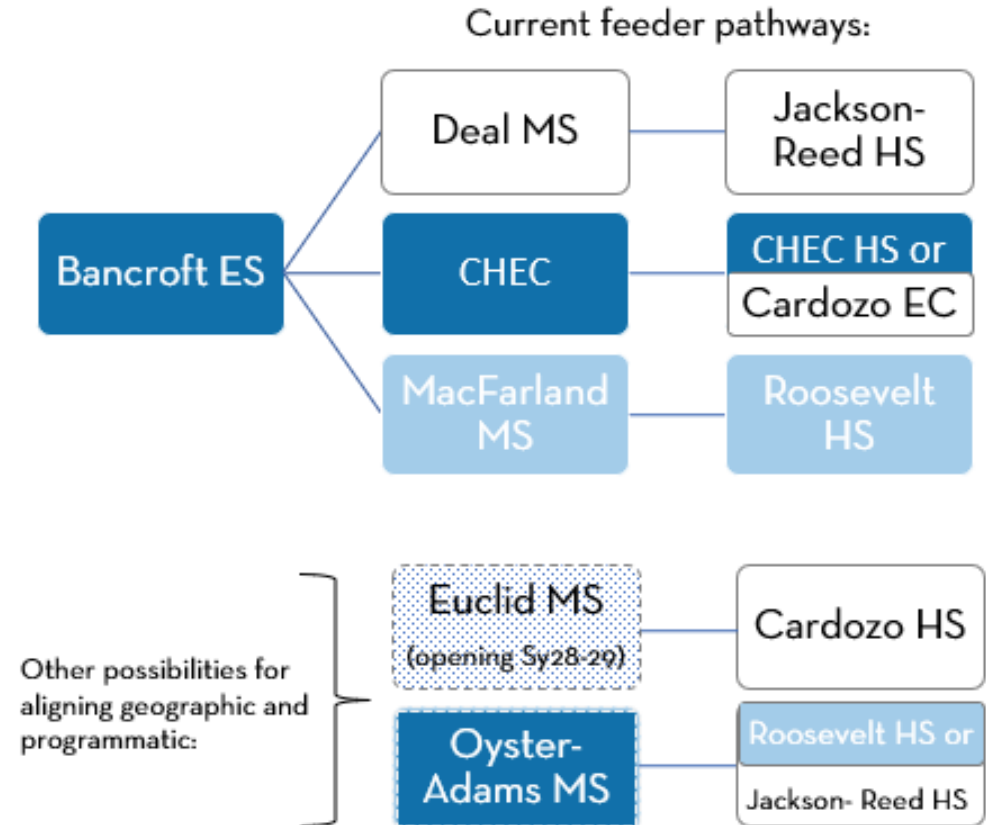
Rationale:

DCPS is exploring expanding dual language options across the city.

Provides families with a **clear school assignment**, potential increased **cohesion** among student cohorts, **strengthens programmatic** dual language feeder **pathways**, and **invests** in nearby neighborhood schools.

Concerns:

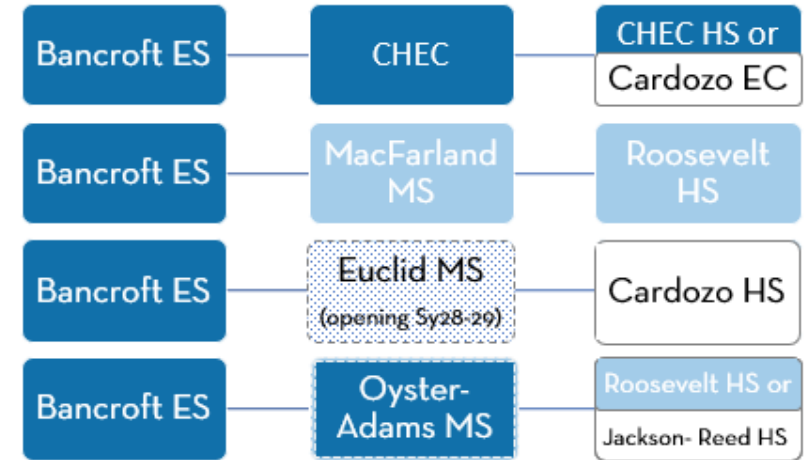
- Aligning programmatic and geographic feeders would remove the popular geographic feeder pathway to Deal MS.
- CHEC MS and Euclid MS aligned feeder options could reduce diversity in the Jackson-Reed feeder pattern.
- Aligning feeder rights to a middle school with a whole school DL model would still require a “sister” non-DL right.



Feedback on potential solutions for balancing Bancroft's feeder pathways in relations to others

Discussion

- Share your thoughts about aligning Bancroft ES's feeders to be the same middle school



What other solutions should we consider?

Raise your hand to unmute and share your thoughts

Next steps

- **Share feedback** from this meeting with the Advisory Committee for consideration moving forward
- **Advisory Committee Meetings** – continued discussions
 - December 5
 - December 20
 - January 10
 - January 31
- **Boundary Town Hall 3** – additional feedback and modeling
 - Week of December 11
 - 1 lunchtime (virtual)
 - 1 evening (virtual)
 - 1 in person
- **Final recommendations** – March 2024



Visit the Boundary Explorer:
www.dcschoolboundaryexplorer.com

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

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

Questions, please email DME.planning@dc.gov

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](#)

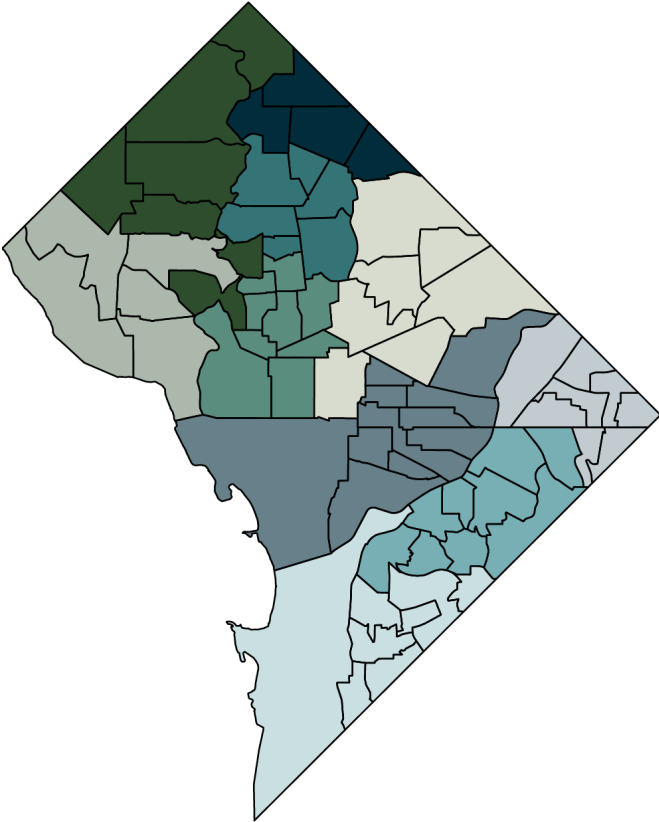
Appendix: Advisory Committee Priority challenges

- 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

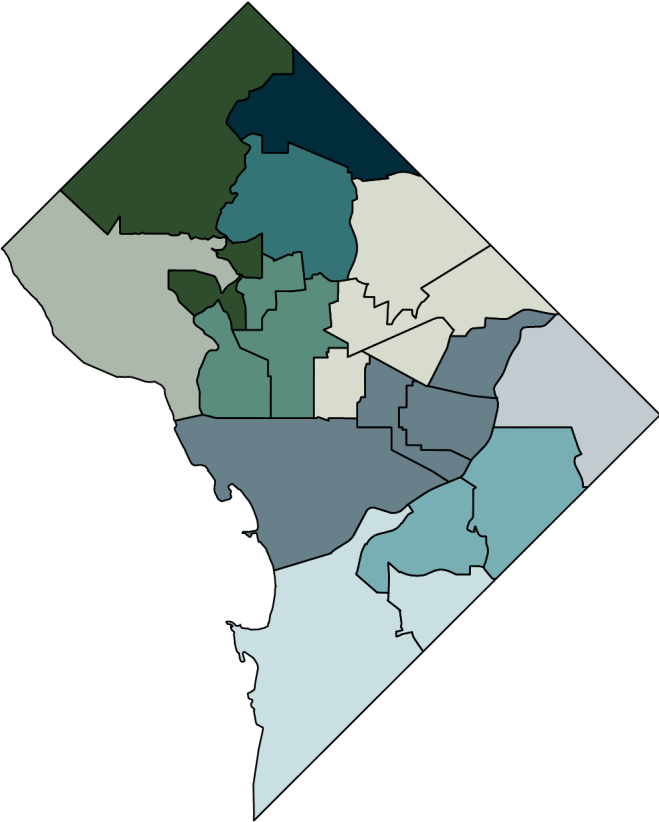
Appendix: DCPS boundaries SY2023-24

Since the 2014 recommendations, geographic boundaries feed from ES to MS to HS.

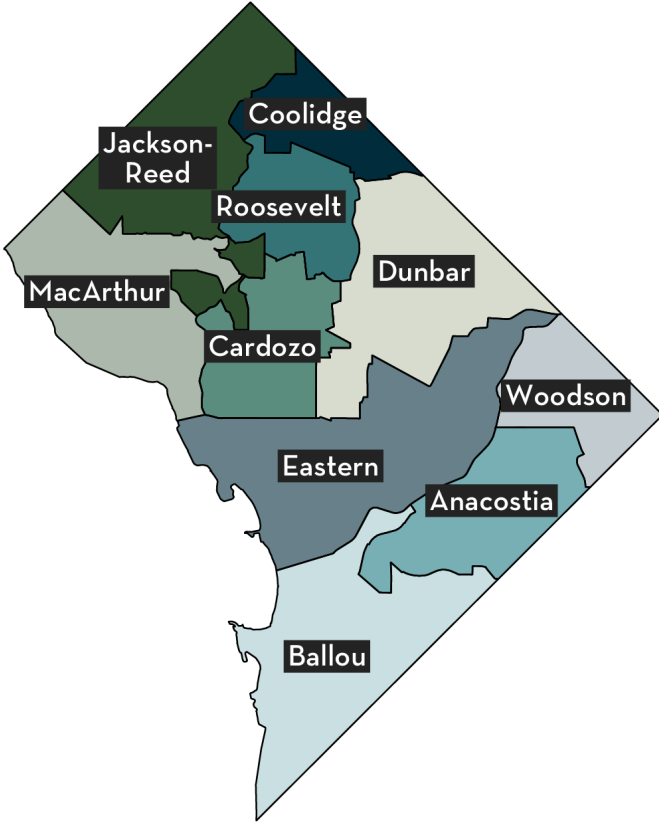
Elementary School



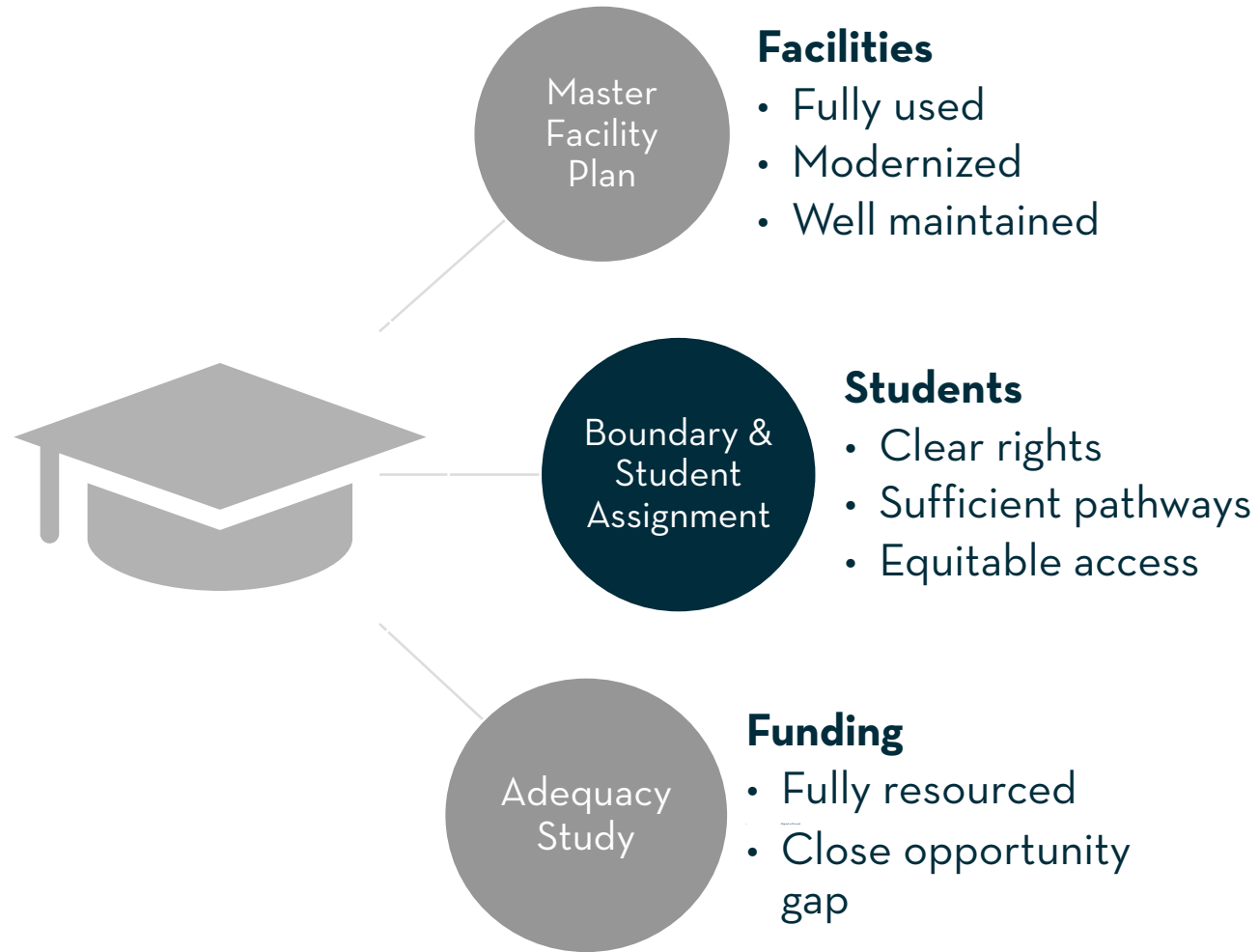
Middle School



High School



Appendix: Major DME projects for 2023



Appendix: Guiding principles

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

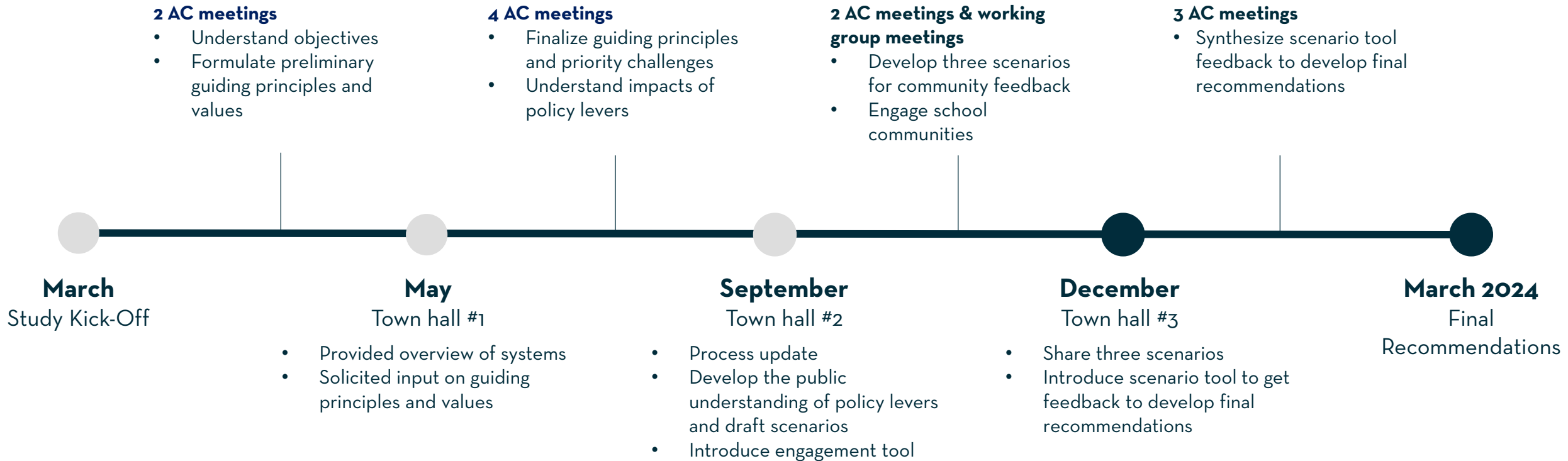
- A strong system of by-right neighborhood schools
- Equitable access to high quality schools
- Predictable and continuous access to schools
- Racially and socio-economically diverse schools



Focused on addressing
7 priority challenges

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

Roadmap



Appendix: DCPS Programmatic Rights (SY24-25)

Programmatic Feeder Patterns

Students enrolled in the schools/programs below have the right to continue in their specialized program of study according to the programmatic feeder patterns shown below. Students enrolled in specialized programs also have rights to their geographic feeder school(s) outlined above.

Dual Language Programmatic Feeder Pattern

Elementary Grades	Middle Grades	High Schools
Bancroft ES (PK3-5)	MacFarland MS or Columbia Heights Education Campus (CHEC) 6th-8th	Roosevelt HS Dual Language (9-12)
Bruce Monroe ES (PK3-5)		
Cleveland ES DL Program (PK3-5)		
Houston ES (PK3-5)		
Marie Reed ES DL Program (PK3-5)		
Powell ES (PK3-5)		
Tyler ES DL Program (PK3-5)		
Oyster-Adams EC (PK4-8)		
<p>Note: All DCPS DL 8th grade students have a right to enroll in the Roosevelt HS DL Program in 9th grade. Columbia Heights Education Campus (CHEC) also offers a DL program in grades 9-12. CHEC high school is a selective school. All students must apply for admission through the lottery, except for current CHEC 8th grade students. Students who complete the 8th grade at CHEC have the right to enroll in CHEC for 9th grade without a MSDC lottery application.</p>		

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

STEM Programmatic Feeder Pattern

Middle Grades	High Schools
McKinley MS (6-8)	H.D. Woodson HS (9-12)
<p>Note: All students who complete 8th grade at McKinley MS have a right to enroll at H.D. Woodson in 9th grade. McKinley Technology HS also offers a STEM program in grades 9-12. McKinley Technology HS is a selective school. All students must apply for admission through the lottery.</p>	

Montessori Programmatic Feeder Pattern

Elementary Grades	Middle Grades
Langdon ES Montessori (PK3-5)	Capitol Hill Montessori @ Logan (6-8)
Nalle ES Montessori (PK3-5)	