

DC Public Education Boundary and Student Assignment Study

Maury ES Meeting

November 2023



Agenda

Overview of the Boundary Study

Review Maury ES and Miner ES challenge

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 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

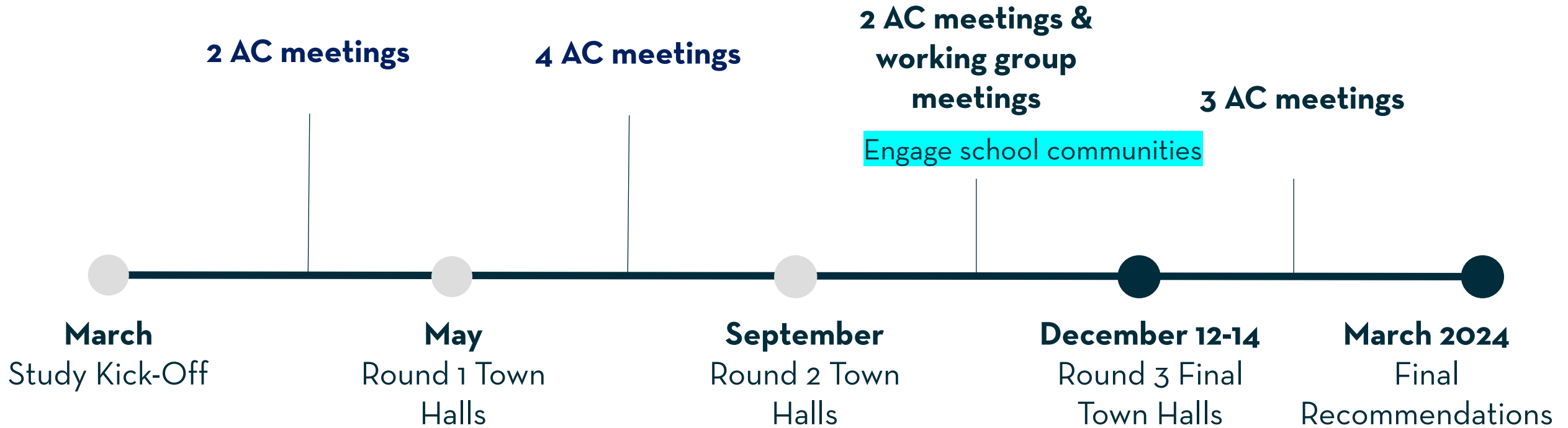
Guiding principles

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

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

Roadmap



Where we are in the process

Generating and testing ideas

Hearing from you about those ideas

Continuing to develop ideas and then presenting at the December town hall meetings for further feedback

Priority challenge

Socioeconomically and racially segregated schools

Related challenge

Unbalanced enrollments among DCPS boundary schools

Potential policy levers: Addressing socio-economic segregation

Boundary and feeder changes

- Adjust boundaries
- Paired schools



Desired Impacts

- Better integrated neighborhood schools (target opportunities to better integrate adjacent schools)
- Expand attendance zones to cut across residential segregation

Multiple Rights

- Choice sets



- Better integration among sets of nearby schools

Lottery preferences

- Weighted lottery or set-asides for at-risk students



- Better integrated schools, based on choice/lottery

Metrics and Accountability

- Integration benchmarks and/or audits



- Create accountability for improving integration
- Establish clear goals for the District
- Precedent: 10% Target in Stamford, CT, backed by state law

Other

- Community leadership



- Involve impacted communities centrally in planning and prioritization for neighborhood schools
- Precedent: Strengthening Neighborhoods Committee (Denver, CO)

Socioeconomic indicator

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

Definition

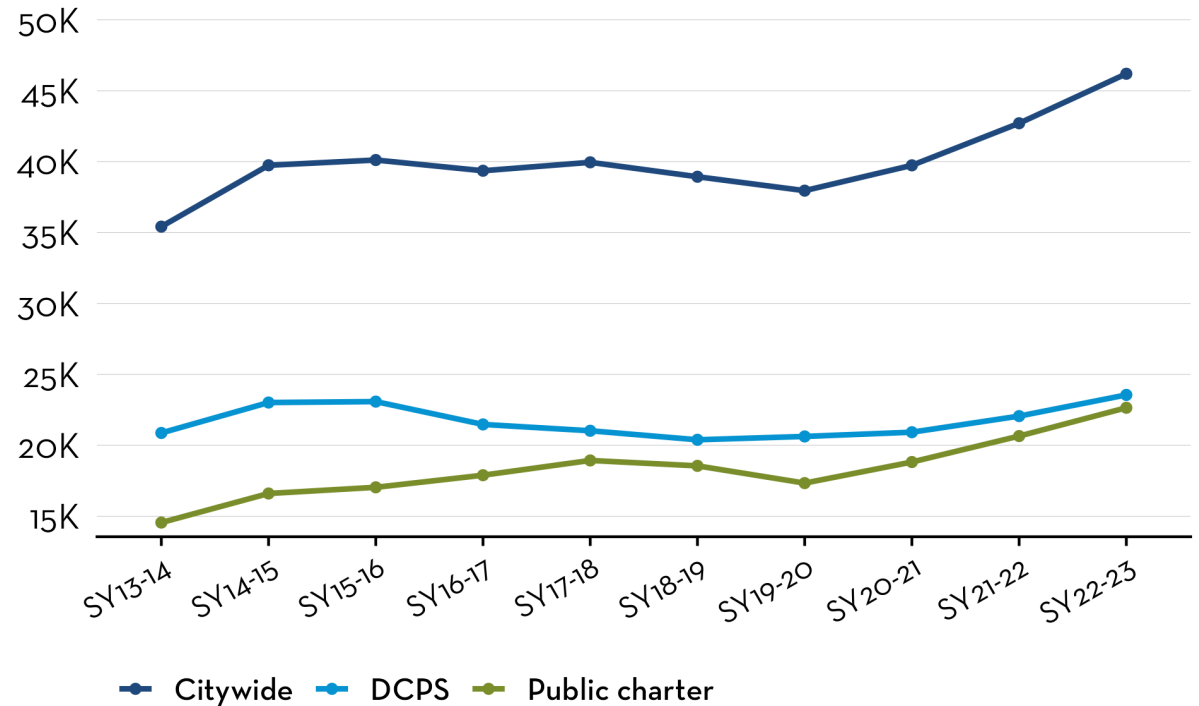
A DCPS or a public charter school student who is identified as one or more of the following:

- 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.

Half of our public school students qualify for the “at risk” funding

In SY22-23, 52% of **PK-12 grade** public school students were identified as "at risk of academic failure."

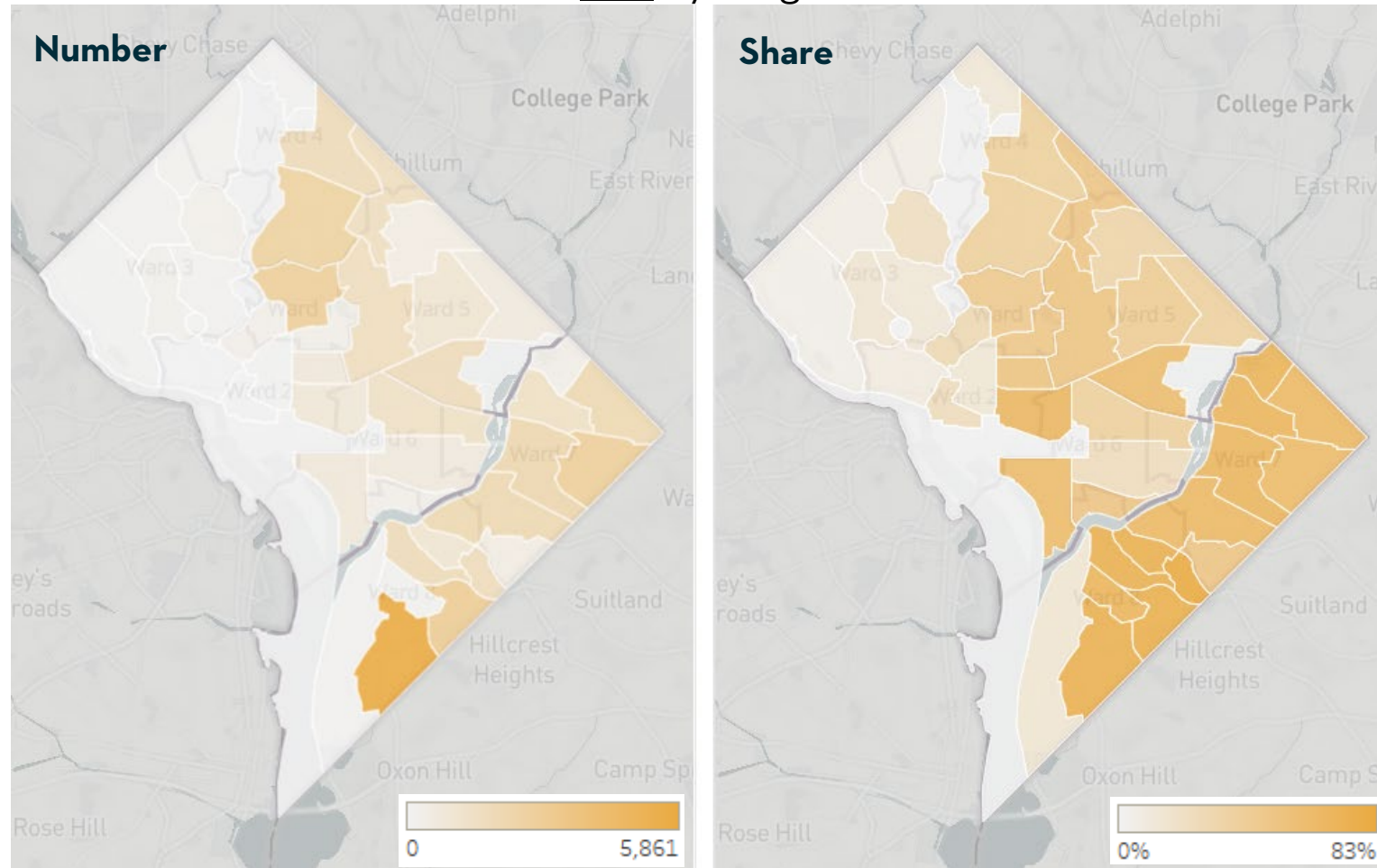
Students at risk of academic failure over time



Source: OSSE Audited Enrollment, SY13-14 to SY22-23

At Risk students' residential patterns mirror DC's housing segregation

Where At Risk Students Live by Neighborhood Cluster, SY22-23



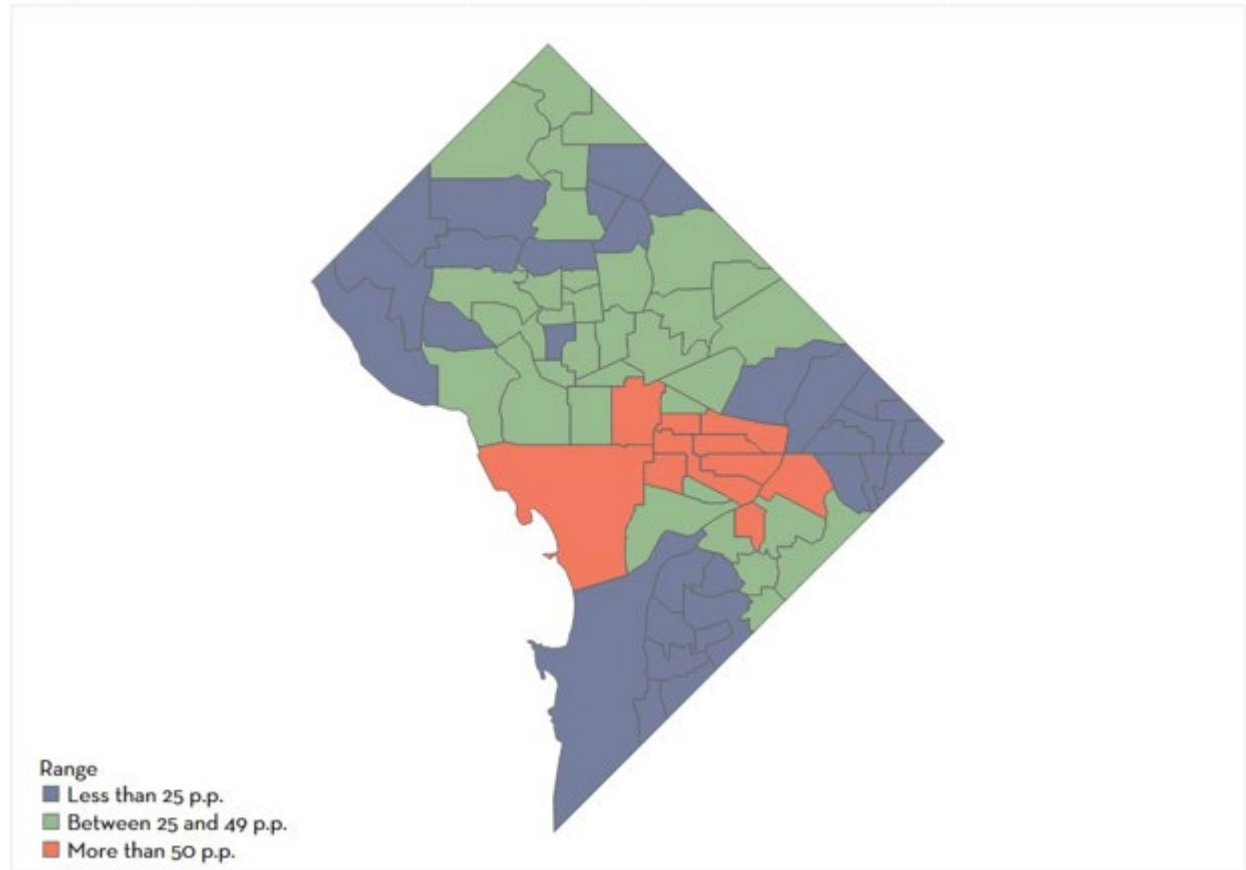
See [EdScape](#) for interactive viz!

Boundary adjacent ES schools with large differences in the percent of enrolled at risk students

There are 44 pairs of adjacent elementary school boundaries with >25 percentage point difference between the percent of enrolled “at risk” students.

- At 37 pairs, the difference is between 25 to 49 percentage points (shown in green).
- At 7 pairs, the difference is 50 percentage points or larger (shown in red).

Difference between percent of students who are at-risk between neighboring DCPS boundary elementary schools, school year 2022-23



Boundary adjacent elementary schools with more than 50 percentage point difference in percent of at risk students

School A	School A, percent at risk	School B	School B, percent at risk	Difference in percent at risk (Absolute value)
Ludlow-Taylor ES	17%	Walker-Jones Education Campus	86%	70 p.p.
Kimball ES	88%	Peabody/Watkins Elementary School (Capitol Hill Cluster)	28%	61 p.p.
Lawrence E. Boone ES	87%	Peabody/Watkins Elementary School (Capitol Hill Cluster)	28%	59 p.p.
Walker-Jones EC	86%	Peabody/Watkins Elementary School (Capitol Hill Cluster)	28%	59 p.p.
Amidon-Bowen ES	62%	Brent Elementary School	6%	56 p.p.
Kimball ES	88%	Payne Elementary School	34%	54 p.p.
Maury ES	12%	Miner Elementary School	64%	52 p.p.

Nearby elementary schools with more than 50 percentage point difference in percent of at risk students

School A	School B	Paired schools without geographic or major street barriers
Ludlow-Taylor Elementary School	Walker-Jones Education Campus	No
Kimball Elementary School	Peabody/Watkins Elementary School (Capitol Hill Cluster)	No
Lawrence E. Boone Elementary School	Peabody/Watkins Elementary School (Capitol Hill Cluster)	No
Walker-Jones Education Campus	Peabody/Watkins Elementary School (Capitol Hill Cluster)	No
Amidon-Bowen Elementary School	Brent Elementary School	No
Kimball Elementary School	Payne Elementary School	No
Maury Elementary School	Miner Elementary School	Yes

Potential solution: paired school

Description:

Blend separate boundaries into one boundary.

Reassign one campus to early grades (e.g., Miner ES) and other campus (e.g., Maury ES) to later grades – like Peabody and Watkins.

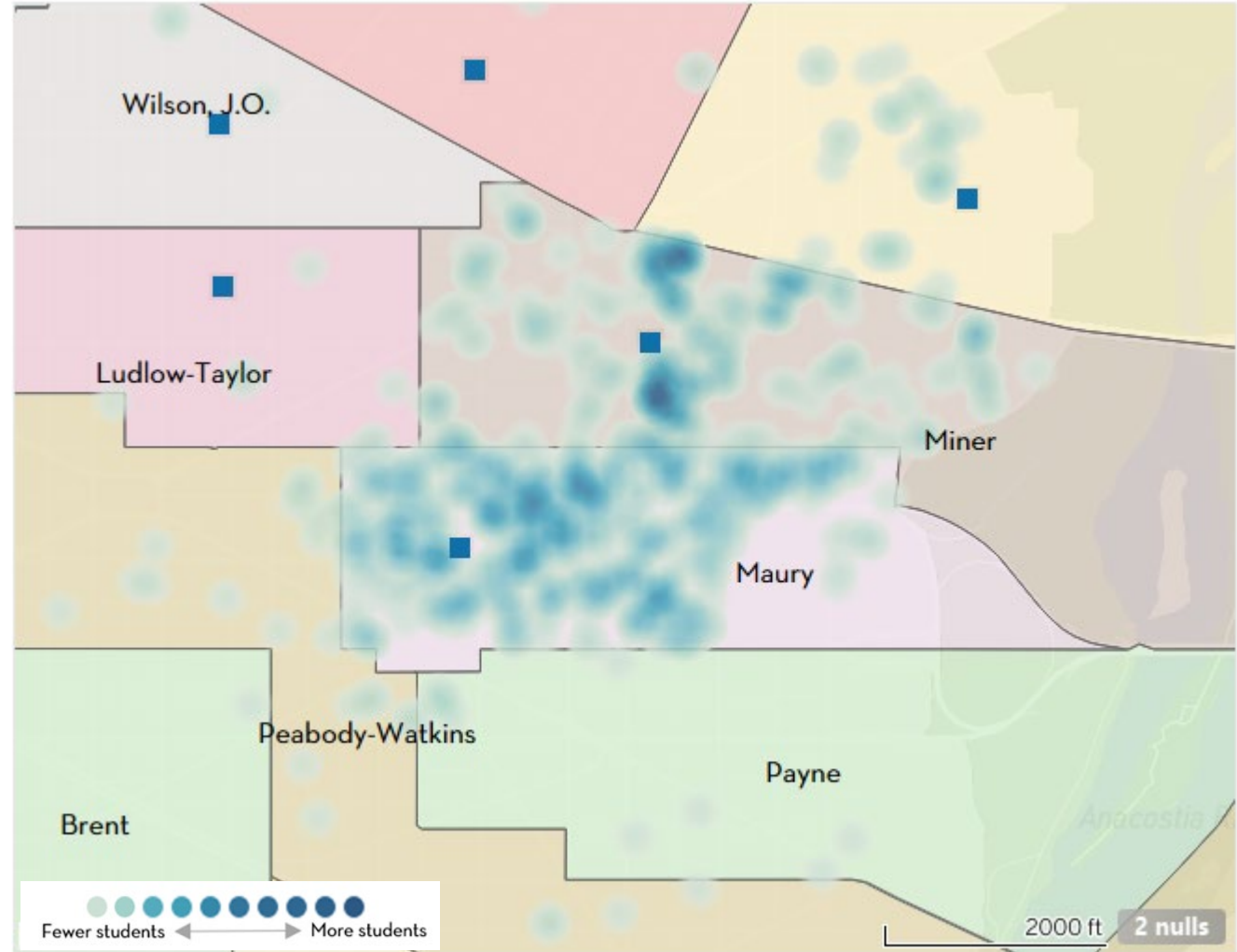
Rationale:

- Supports a more even distribution of at risk students.
- Can better manage any future overcrowding at Maury ES and manage in boundary PK seats.

Concerns:

- Drop off and pick up logistics for families with students in both campuses.
- Have heard concerns with safety near Benning Road.
- Questions around organizing staffing and leadership.

Maury ES and Miner ES enrollment, SY22-23



Maury ES and Miner ES boundary facts

		DCPS Boundary	
		Maury ES	Miner ES
SY22-23	Number PK-5th public school students living in boundary	693	861
	% living in boundary attending boundary school	64%	26%
	% PK-5th students living in boundary who are...		
	Black	25%	73%
	Latino	9%	5%
	White	55%	19%
	Other	11%	4%
	% PK-5th students living in boundary identified as at risk of academic failure	15%	60%
	% PK-5th students living boundary identified as special education students	9%	15%
	Number of other schools attended by PK-5th students living in boundary	67	114

Maury ES and Miner ES school facts

		Maury ES	Miner ES
Total enrollment	SY19-20	457	372
	SY22-23	527	368
In boundary enrollment	SY19-20	397 (87%)	218 (59%)
	SY22-23	443 (84%)	228 (62%)
% of at risk students enrolled	SY19-20	7%	58%
	SY22-23	12%	64%
% of students enrolled who are...			
Black	SY19-20	22%	78%
	SY22-23	21%	80%
Latino	SY19-20	8%	4%
	SY22-23	9%	3%
White	SY19-20	61%	15%
	SY22-23	58%	13%
Other	SY19-20	10%	3%
	SY22-23	12%	3%
Capacity (Utilization)	SY22-23	613 (86%)	594 (62%)

Feedback and discussion

Challenge

Nearby Maury ES and Miner ES have large differences in socio-economic enrollment

Potential solution

Paired school to support more even distribution of at risk enrollment at both schools.

Systems-focused potential solution

At risk set asides in lottery process.

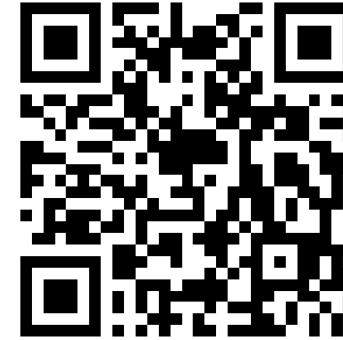
Reactions?

Thoughts?

Other ideas we should consider?

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 Final Town Hall 3** – additional feedback and modeling
 - December 12-14
 - December 12 in person at Anacostia High School
 - December 13 virtual at 6:00 p.m.
 - December 14 virtual at 12 p.m.
- **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

Appendix: 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: 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: Implementation timeframe

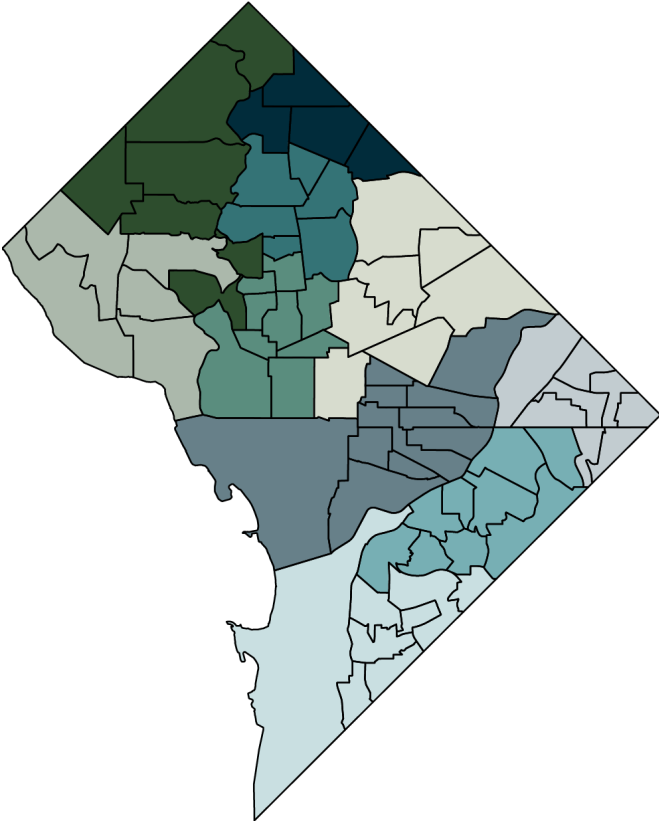
Implementation timeframe

- Earliest would be SY25-26
- Enrolled students can continue to attend their school
- Brief period of feeder phase-in and sibling enrollment

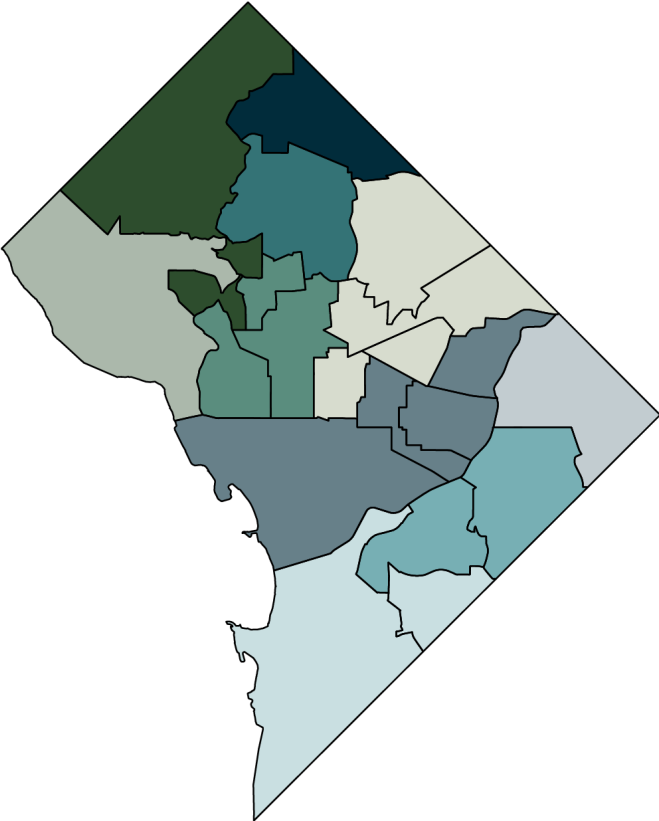
Appendix: DCPS boundaries SY2023-24

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

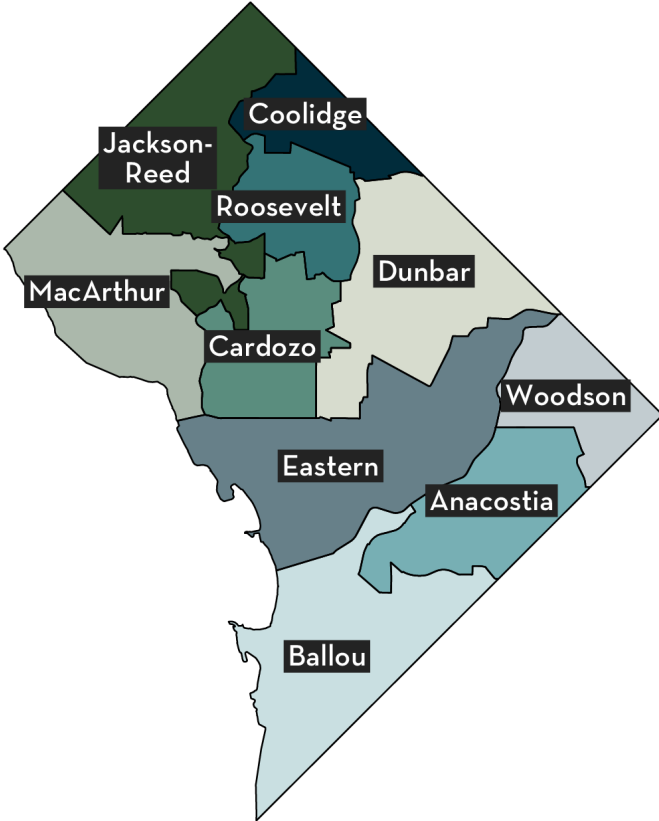
Elementary School



Middle School



High School

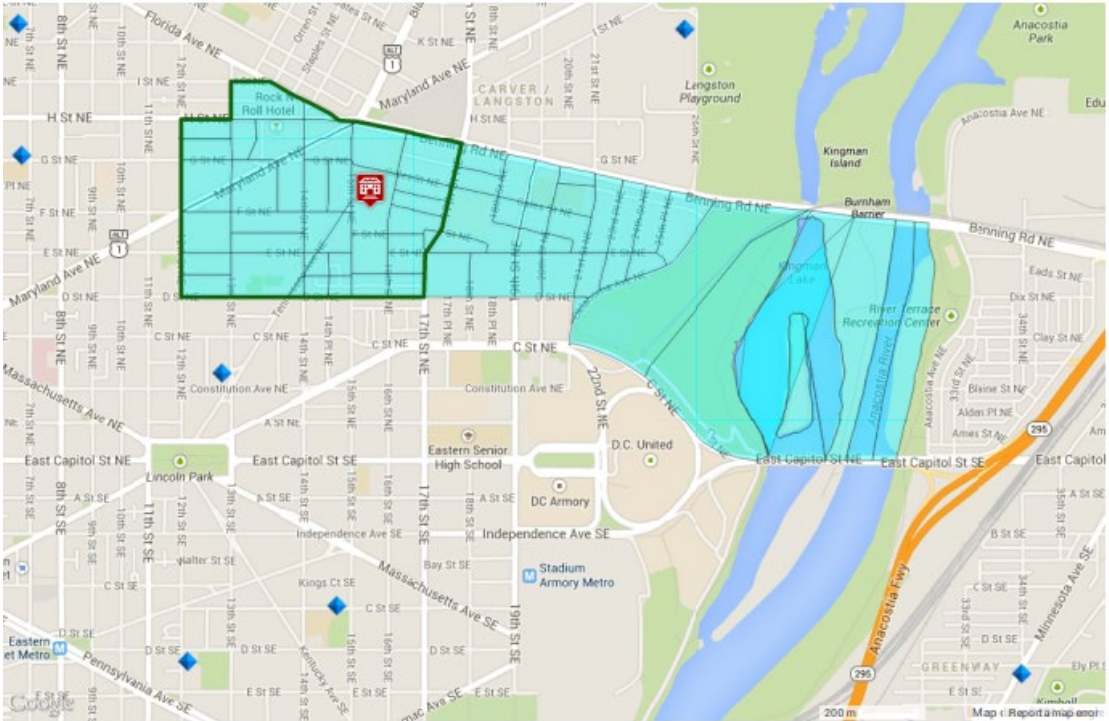






Appendix: Miner ES boundary revision 2014

Miner Elementary School Boundary and Feeder Pathway 601 15th St. NE

Approved August 2014

Miner Elementary School is the public school of right for all school-age children living within the attendance zone. Families can also apply out-of-boundary to DCPS schools or public charter schools through a lottery process. **No changes will go into effect before the 2015-16 school year.**




 Target School

 Current Attendance Boundary

 New Attendance Zone

 DCPS Elementary or PK-8 Schools

SY 2013-14
Enrollment: 426
In-Boundary: 33%
Bldg Capacity: 550
Bldg Utilization: 77%

Miner’s attendance zone extended east to absorb much of the former Gibbs ES boundary to improve walkability for families.

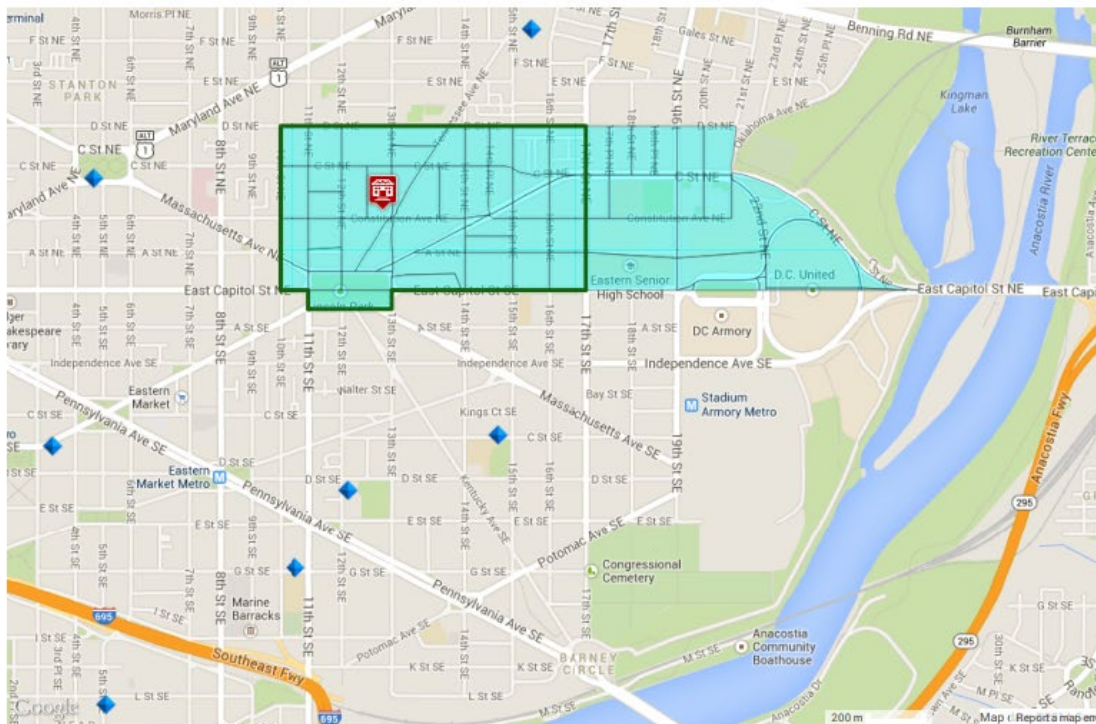
Find [here](#).





Appendix: Maury boundary revisions 2014

Maury Elementary School Boundary and Feeder Pathway 1250 Constitution Ave. NE

Approved August 2014

Maury Elementary School is the public school of right for all school-age children living within the attendance zone. Families can also apply out-of-boundary to DCPS schools or public charter schools through a lottery process. **No changes will go into effect before the 2015-16 school year.**



-  Target School
-  Current Attendance Boundary
-  New Attendance Zone
-  DCPS Elementary or PK-8 Schools

SY 2013-14
Enrollment: 339
In-Boundary: 56%
Bldg Capacity: 325
Bldg Utilization: 104%

Maury's attendance zone absorbed some of the former Gibbs attendance zone in an effort to improve walkability for families.

[Find here](#)