

DC Public Education Boundary and Student Assignment Study

Military Road ELC Meeting

November 2023



Agenda

Overview of the Boundary Study

Review Military Road ELC's 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

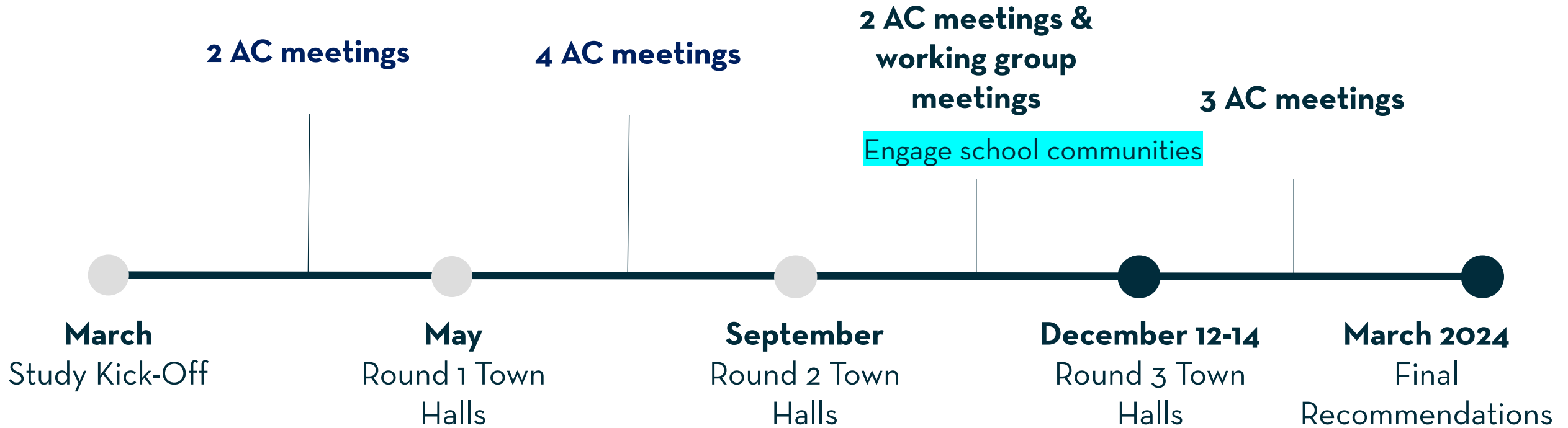
Adequate Capacity

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

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

Military Road ELC Challenge and Potential Solution

Lacking school feeder pattern

Military Road 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 Military Road ELC.

The same challenge exists for Thaddeus Stevens ELC - it also serves just PK3 and PK4 without a designated next elementary school feeder pattern.

Potential solution

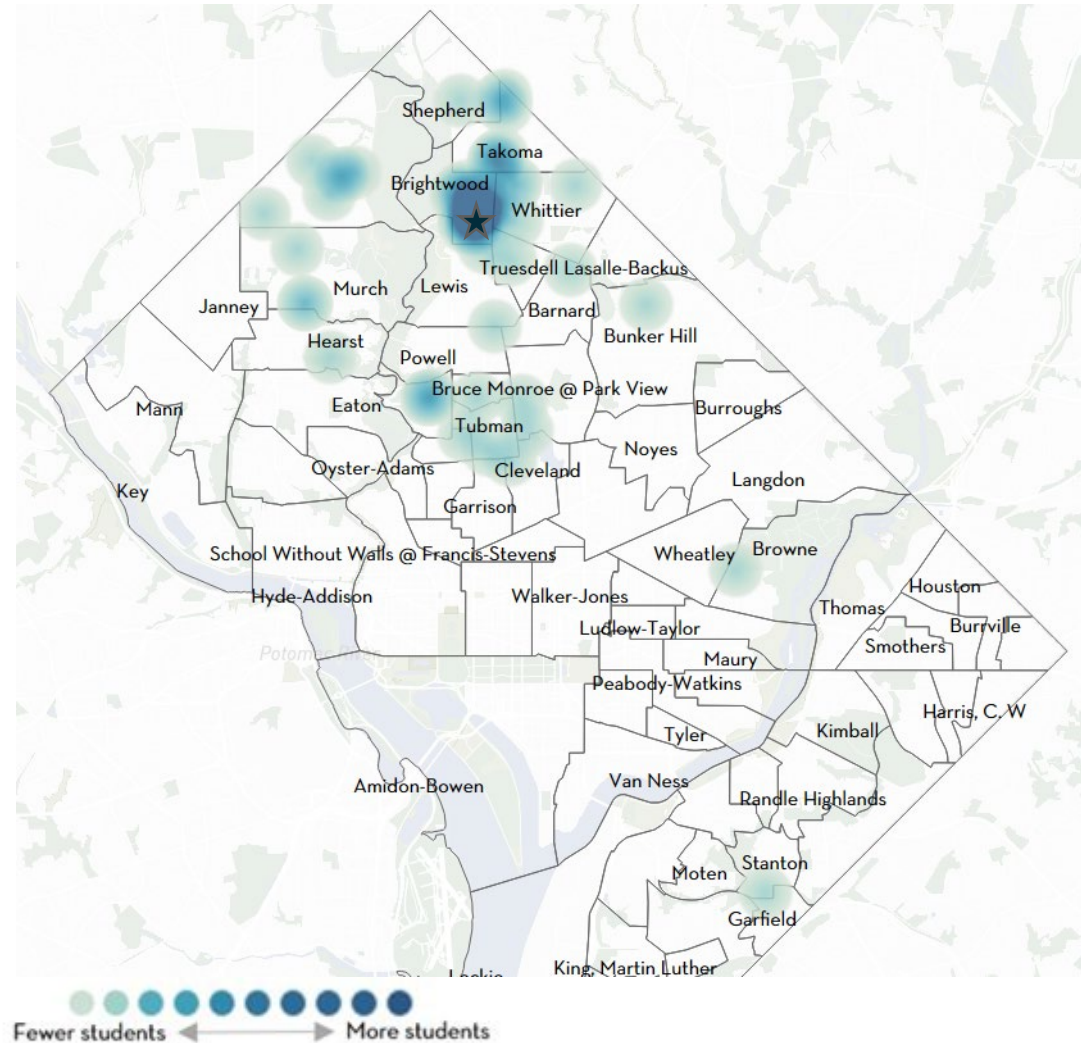
A designated elementary feeder pattern could benefit families enrolling at Military Road ELC (and Thaddeus Stevens ELC) and help boost the ELC enrollments.

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

Areas where Military Road ELC students live

Map of where Military Road students live by DCPS ES Boundaries, SY22-23

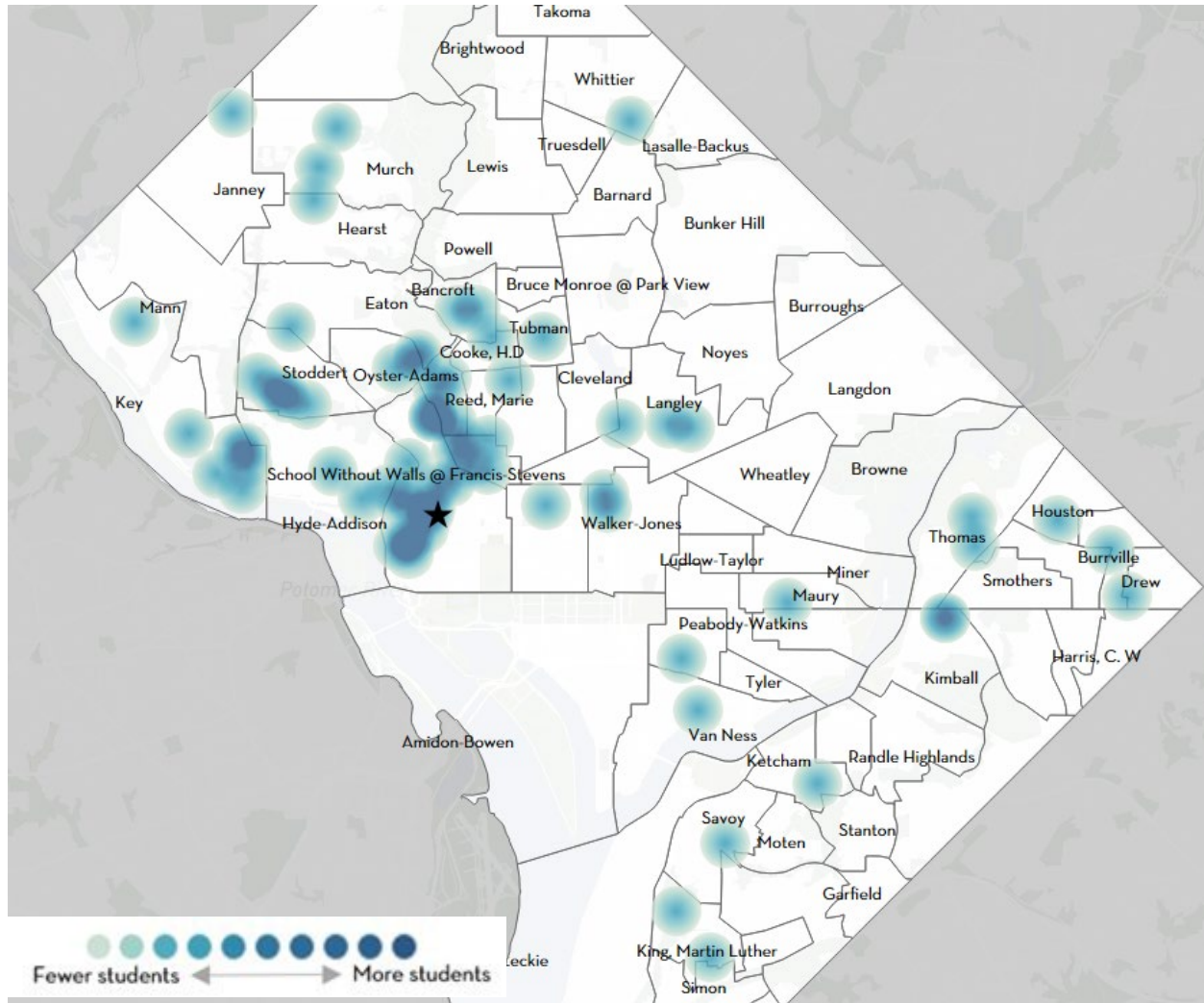
Students enrolled at Military Road ELC live in the following DCPS boundaries around the ELC location as well as primarily in Wards 1 and 3.



Areas where Thaddeus Stevens ELC students live

Students enrolled at Thaddeus Stevens ELC live in the following DCPS boundaries around the ELC location as well as further away across the city.

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



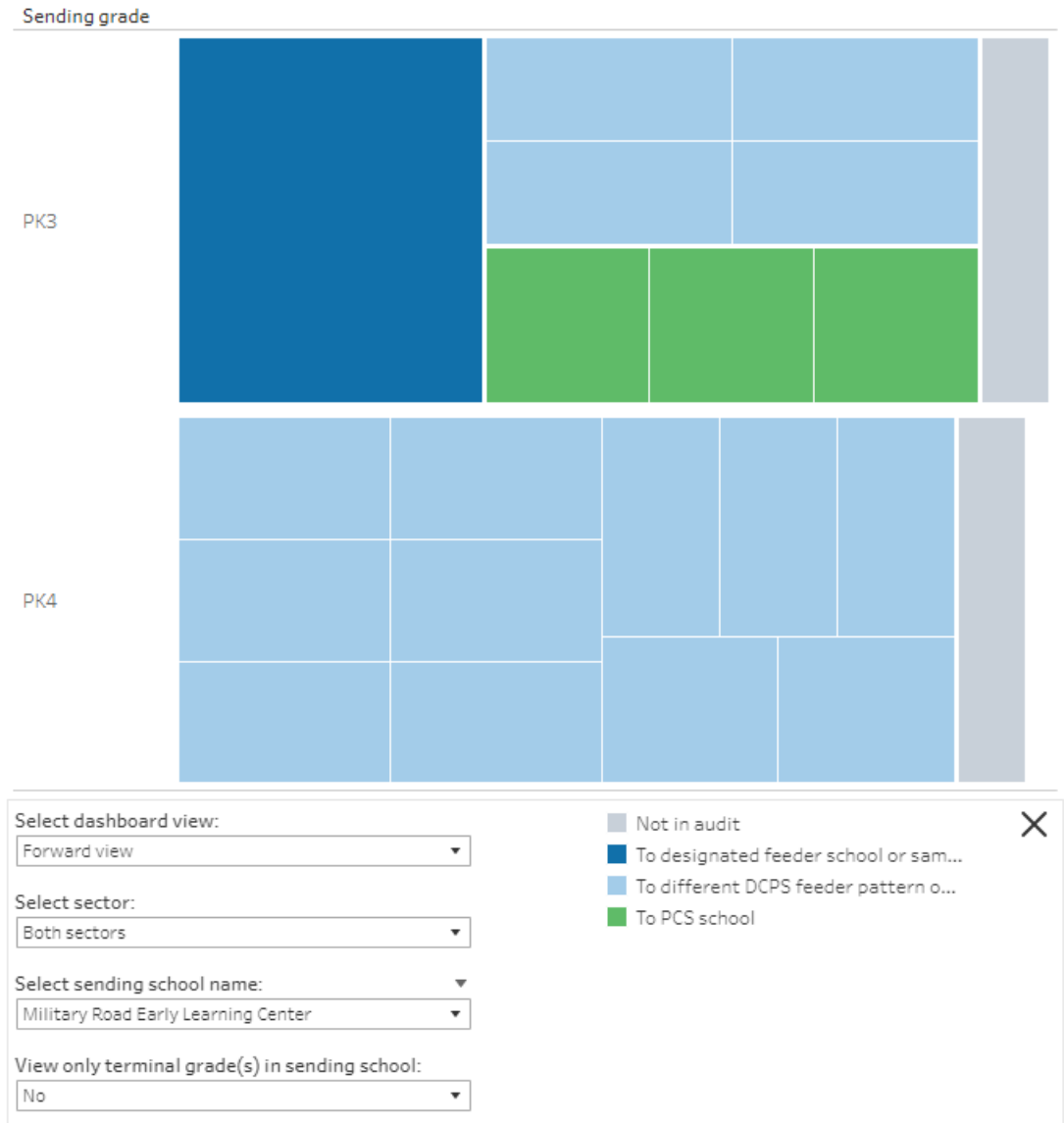
Where Military Road ELC students enroll after PK4

Rising kindergarten students (former PK4 students) enroll at 11 different DCPS schools the next year.

Of the rising PK4 students from Military Road (former PK3 students), more than half of the them enroll at other DCPS schools or public charter schools. 13 remained at Military Road ELC in PK4.

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

Where Do Students from Military Road Early Learning Center Go to School the Following Year?



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

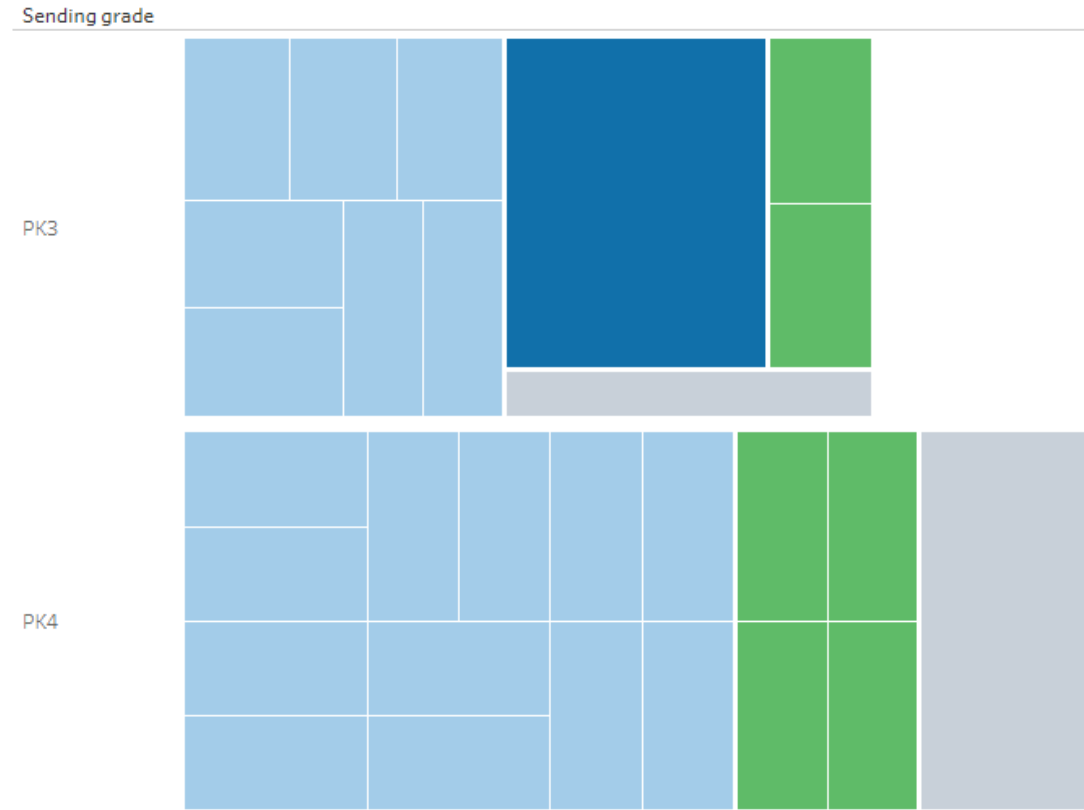
Where Thaddeus Stevens ELC students enroll after PK4

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

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!](#)

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



Select dashboard view:

Select sector:

Select sending school name:

View only terminal grade(s) in sending school:

- Not in audit
- To designated feeder school or sam...
- To different DCPS feeder pattern o...
- To PCS school

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

Feedback and discussion on challenge and potential solutions

Identify potential elementary school feeders for Military Road ELC and Thaddeus Stevens ELC

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 Town Hall 3** – additional feedback and modeling
 - Week of December 11
 - December 12 at 6 p.m. (in person)
 - December 13 at 6 p.m. (virtual)
 - December 14 at 12 p.m. (virtual)
- **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: 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: 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](#)

Appendix: Implementation timeframe

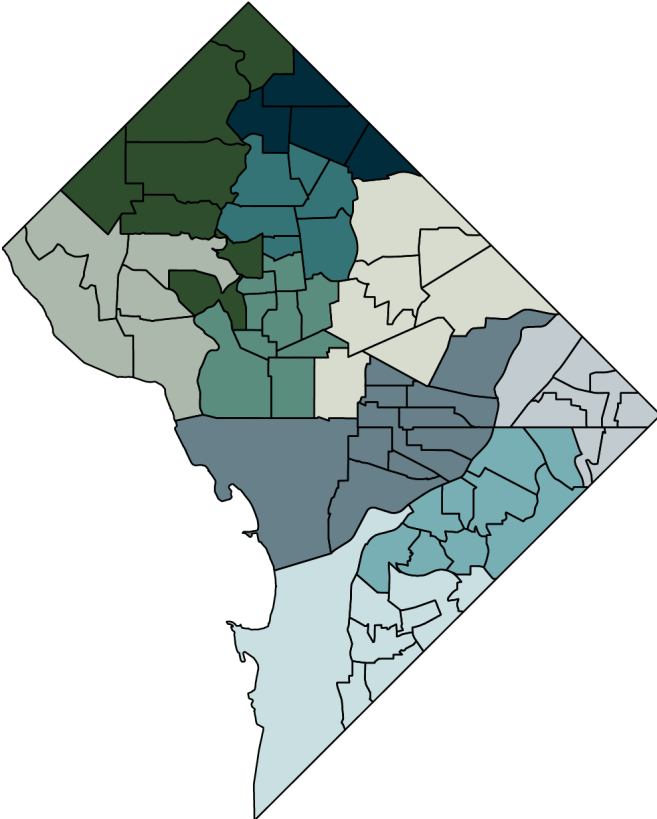
Implementation timeframe

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

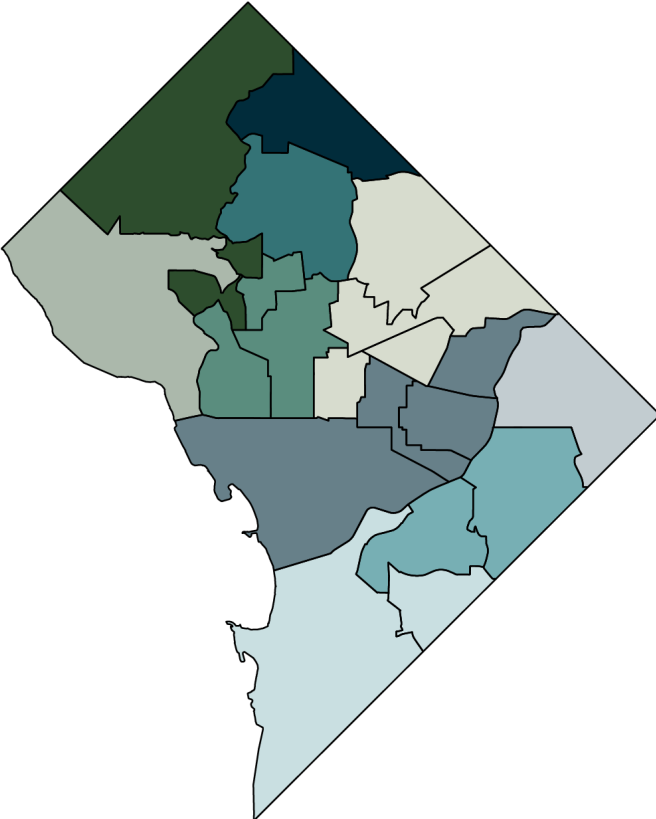
Appendix: DCPS boundaries SY2023-24

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

Elementary School



Middle School



High School

