

DC Public Education Boundary and Student Assignment Study

Miner ES PTO Meeting

February 6, 2024



Agenda

Overview of the Boundary Study

Review Miner ES and Maury 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 to occur every 10 years



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.

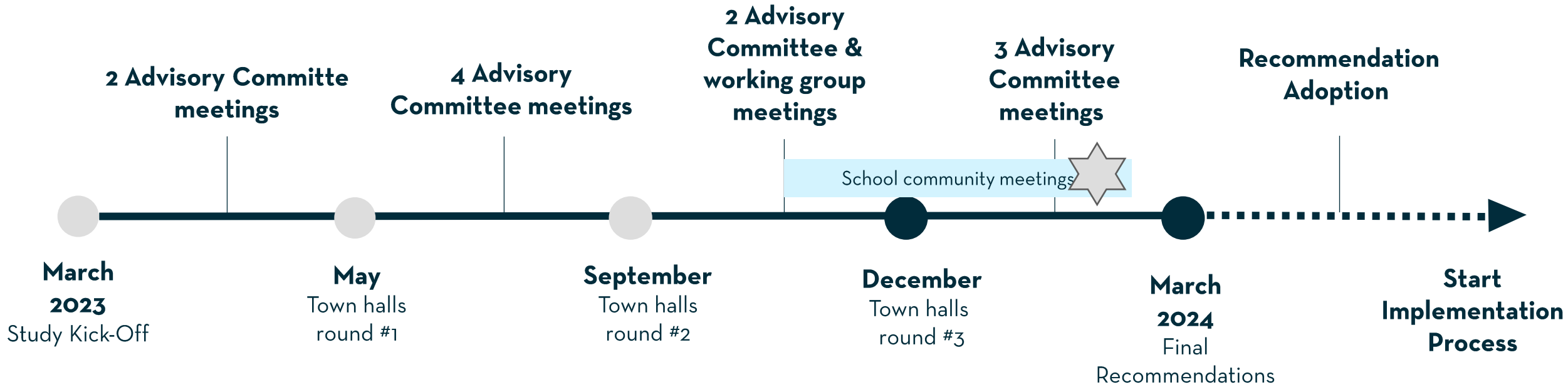
- A strong system of by-right neighborhood schools
- Equitable access to high quality schools
- Predictable and continuous access to schools
- Racially and socio-economically diverse schools

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

Priority challenges

- Unbalanced enrollments among DCPS boundary schools
- Inequitable availability to robust programming and rigorous curriculum
- Socioeconomically and racially segregated schools
- System-related enrollment instability
- Inequitable availability and access to special education programming
- Some students and families feel unsafe traveling to and from school
- Mismatched access to early childhood seats in Title 1 schools

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 **sibling enrollment grandfathering**
- Brief period of **feeder phase-in**

Paired School Strategy

- **Longer timeframe** for implementation needed beyond SY25-26
- If recommended and accepted, **deep school engagement** and development of school culture
- **Implementation details** to be determined **in coordination with school communities**

Priority challenges for Miner and Maury ES

Socioeconomically segregated schools

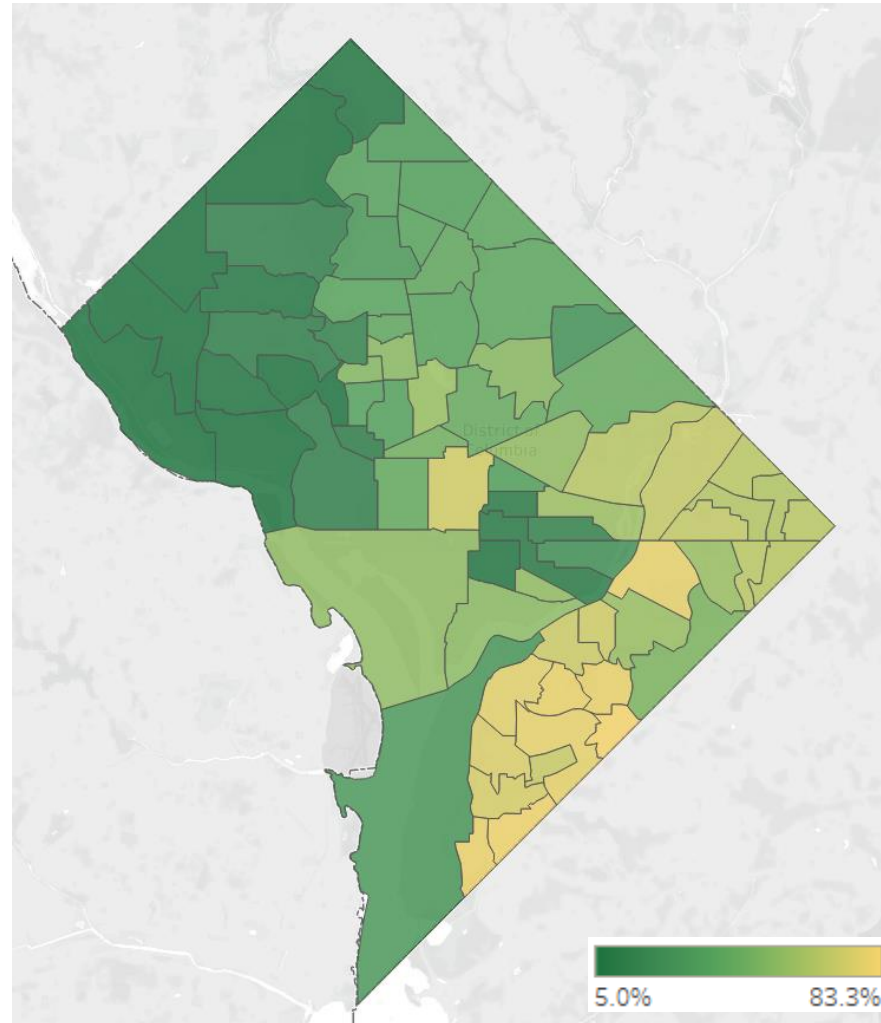
Unbalanced enrollments among DCPS boundary schools

Housing segregation

% At Risk Public School Population by
DCPS Elementary Boundary, SY22-23

The darker the
green the lower the
at risk share

The more **yellow** the
higher the at risk
share

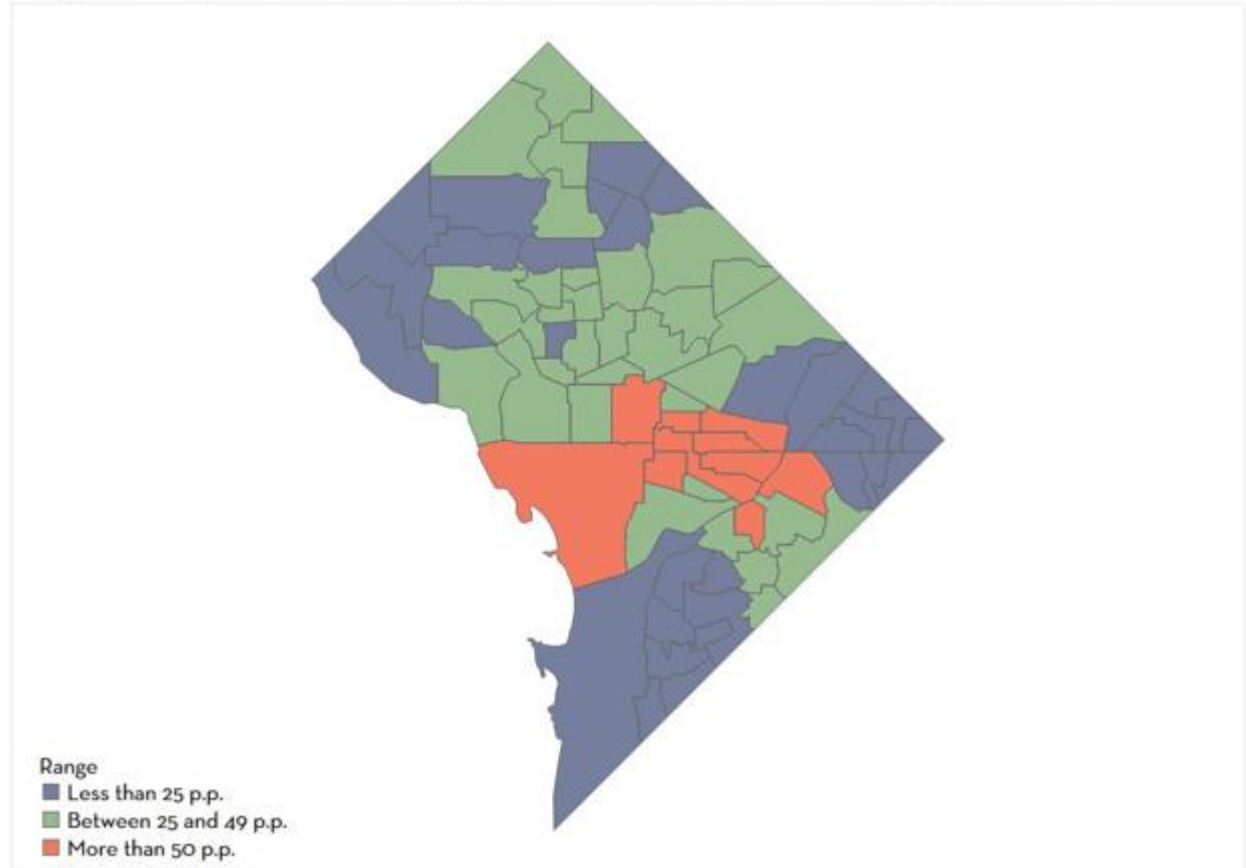


Boundary adjacent ES schools with large differences in the percent of enrolled at risk students

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



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 |

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 | SY22-23 | 21% | 80% |
| | Latino | SY22-23 | 9% | 3% |
| | White | SY22-23 | 58% | 13% |
| | Other | SY22-23 | 12% | 3% |
| Capacity and utilization | | SY22-23 | 613 / 86% | 594 / 62% |
| Capacity with new modernization | | SY24-25 | . | 643 |

Public school students living in the boundary facts

| | | DCPS Boundary | |
|--|--|---------------|----------|
| | | Maury ES | Miner ES |
| SY22-23 | # 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 | |

Walking distance from boundary addresses

The table below displays a summary of walking distance in miles of addresses in the Maury and Miner boundaries which contained any public school students from SY13-14 to SY22-23.

| | | Walking distance (in miles)... | | | |
|-------------------------------|---------------|--------------------------------|---------|---------|---------|
| Addresses in boundary for ... | walking to... | Shortest | Mean | Median | Longest |
| Maury | | 0.04 mi | 0.33 mi | 0.29 mi | 0.78 mi |
| Maury | Miner | 0.25 mi | 0.54 mi | 0.54 mi | 0.87 mi |
| Miner | | 0.07 mi | 0.43 mi | 0.39 mi | 0.96 mi |
| Miner | Maury | 0.23 mi | 0.67 mi | 0.64 mi | 1.22 mi |

Potential ideas

Pairing adjacent high difference schools

- Combine Miner ES and Maury ES boundaries into one boundary
- Students attend both campuses over the course of elementary school, like Peabody and Watkins

Boundary revisions

- Explore revising part of the Miner or Maury boundary to better balance the socioeconomic of families living in both boundaries.
- Families living in the adjusted sections would have a different right to their school than before
- No students would be unenrolled if their boundary rights change

At risk set aside for Maury

- Any school with <30% at risk enrollment prioritizes at risk students for the available out of boundary seats in the My School DC lottery.
- Would not exceed historic out of boundary seats offered so this strategy does not worsen utilization.

Paired school - modeling results

At Risk %

- Miner ES from 64% to 43%
- Maury ES from 12% to 40%

Median distance for in boundary students

- Miner ES from 0.5 mi to 0.7 mi
- Maury ES from 0.4 mi to 0.7 mi

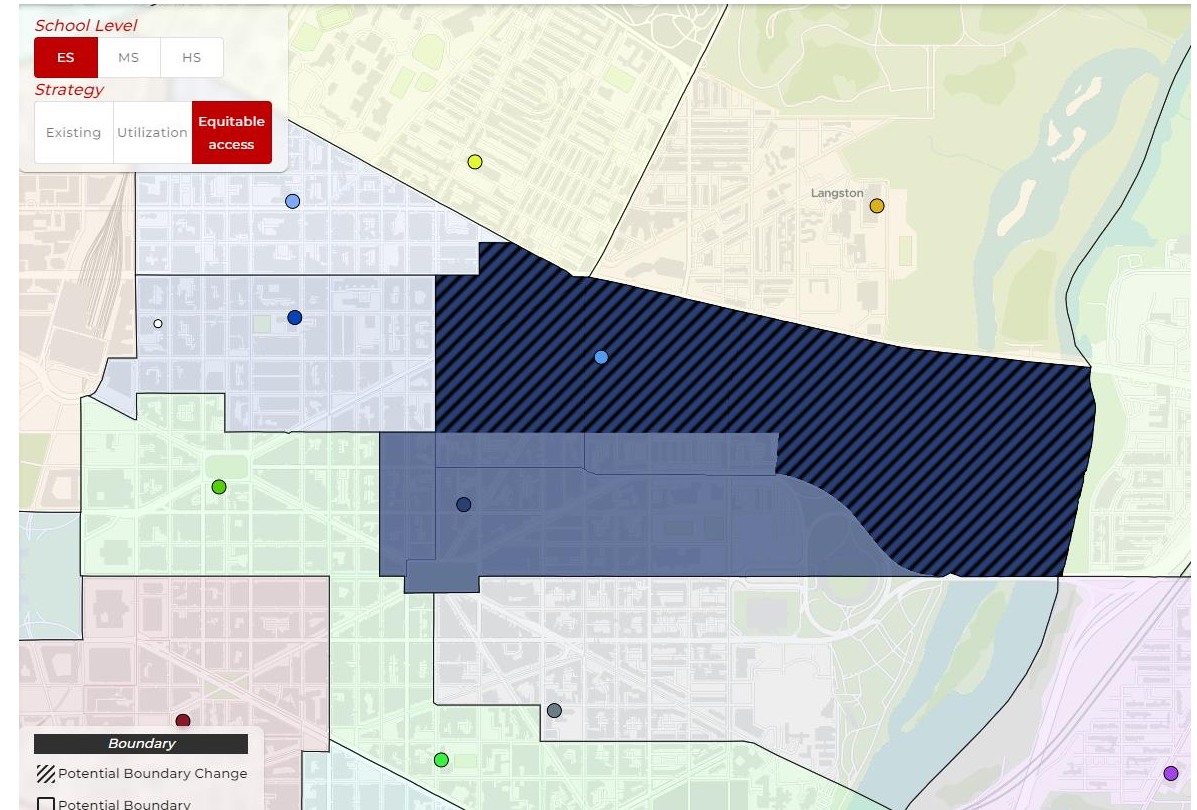
Enrollment

- Miner ES goes from 368 to 393
- Maury ES goes from 527 to 507

Utilization (weighted average of two schools' capture rates)

- Miner ES utilization stays constant in low category, 62% to 61% (takes addition into account)
- Maury ES drops slightly in optimal range (from 86% to 83%)

Modeled potential change from Boundary Explorer



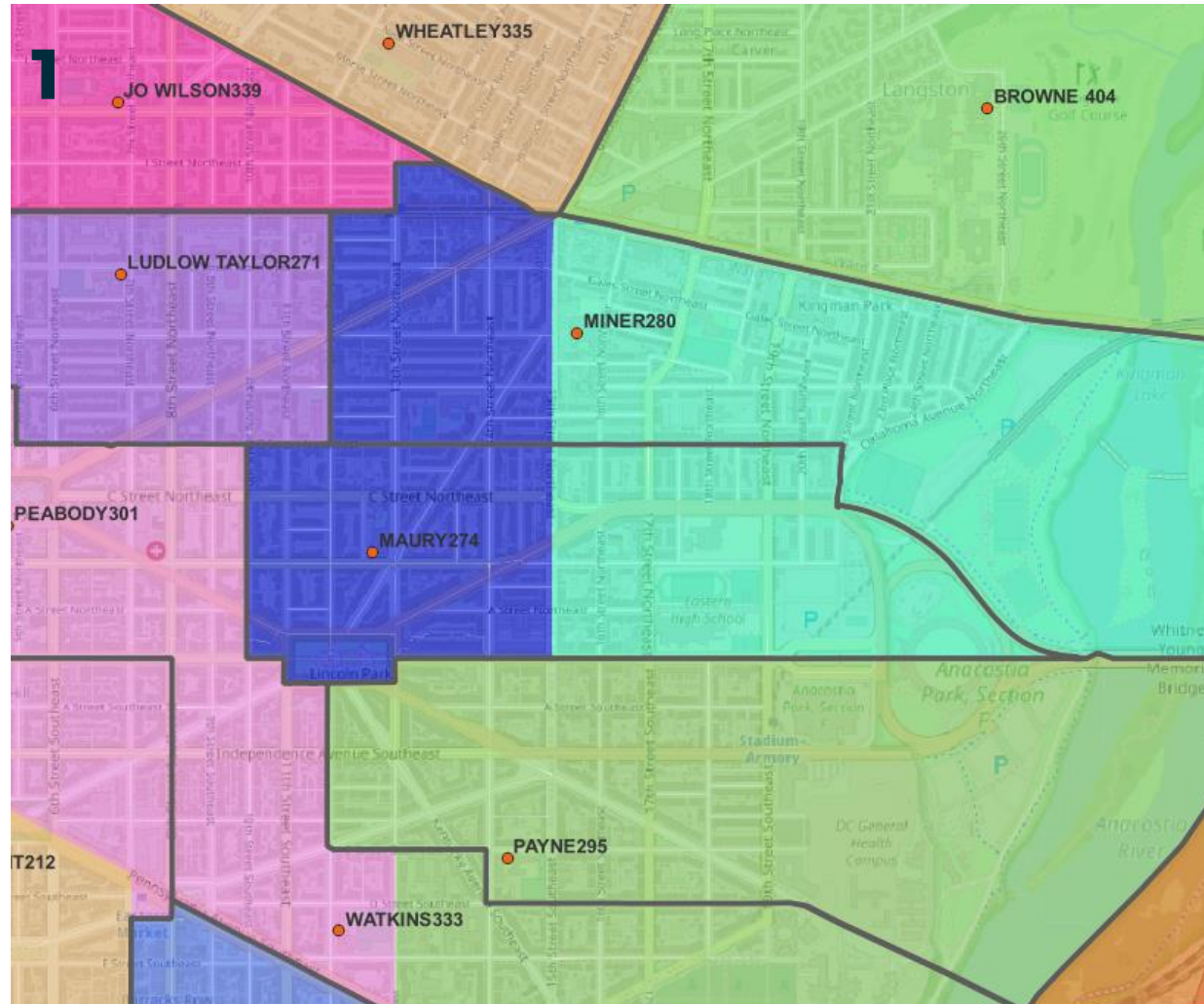
In boundary tool: Miner ES grades PK-1 and Maury ES 2-5

Boundary Option 1

Some improvement in utilization for Miner

No significant change in socioeconomic segregation

Due to housing patterns, the eastern side of the boundaries have greater shares of at risk students



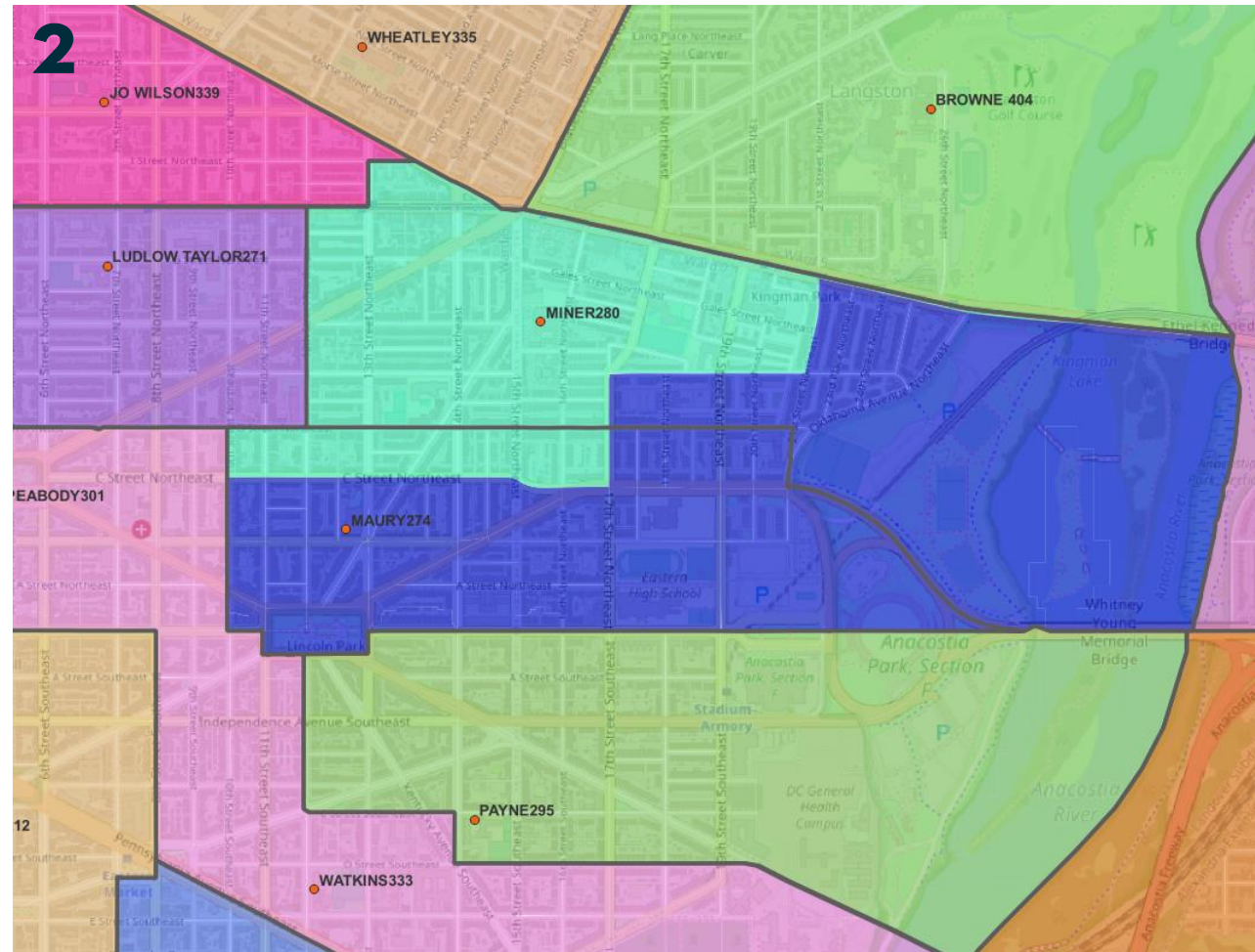
Boundary Option 2

Improvement for at-risk segregation

- Maury ES - 12% to 23%
- Miner ES - 64% to 60%

Increase in distance travelled especially for in boundary at-risk students

- +0.54 miles to Maury - traveling much further (+138%)
- -0.02 miles to Miner

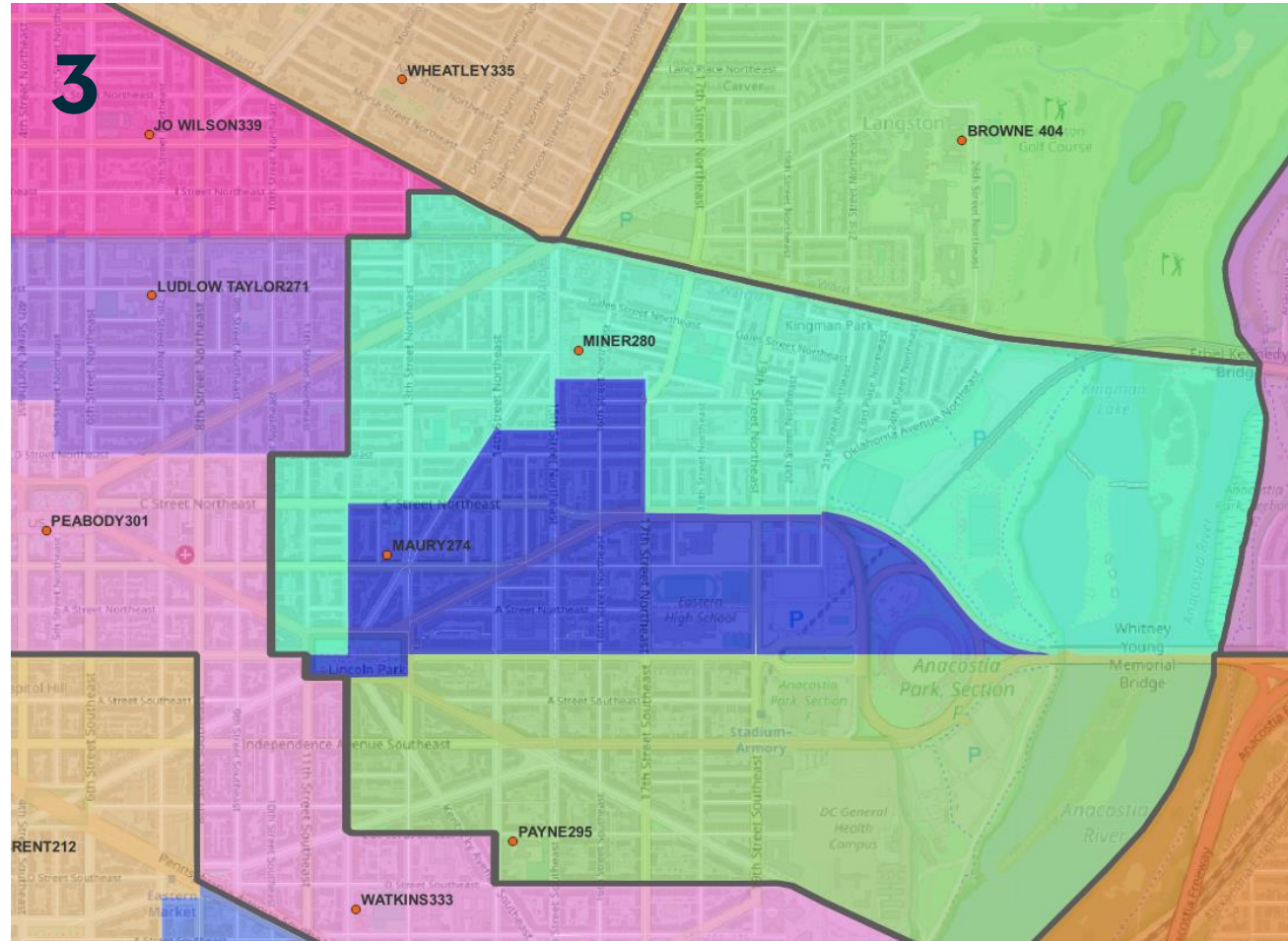


Boundary Option 3

Improvement for at-risk segregation, with less increase in distance for at-risk students but still does
+.26 miles to Maury - traveling further (+67%)
+.05 miles to Miner

Gerrymandered boundary that takes away access for nearby students

- Miner students from across the street
- Section west of Maury

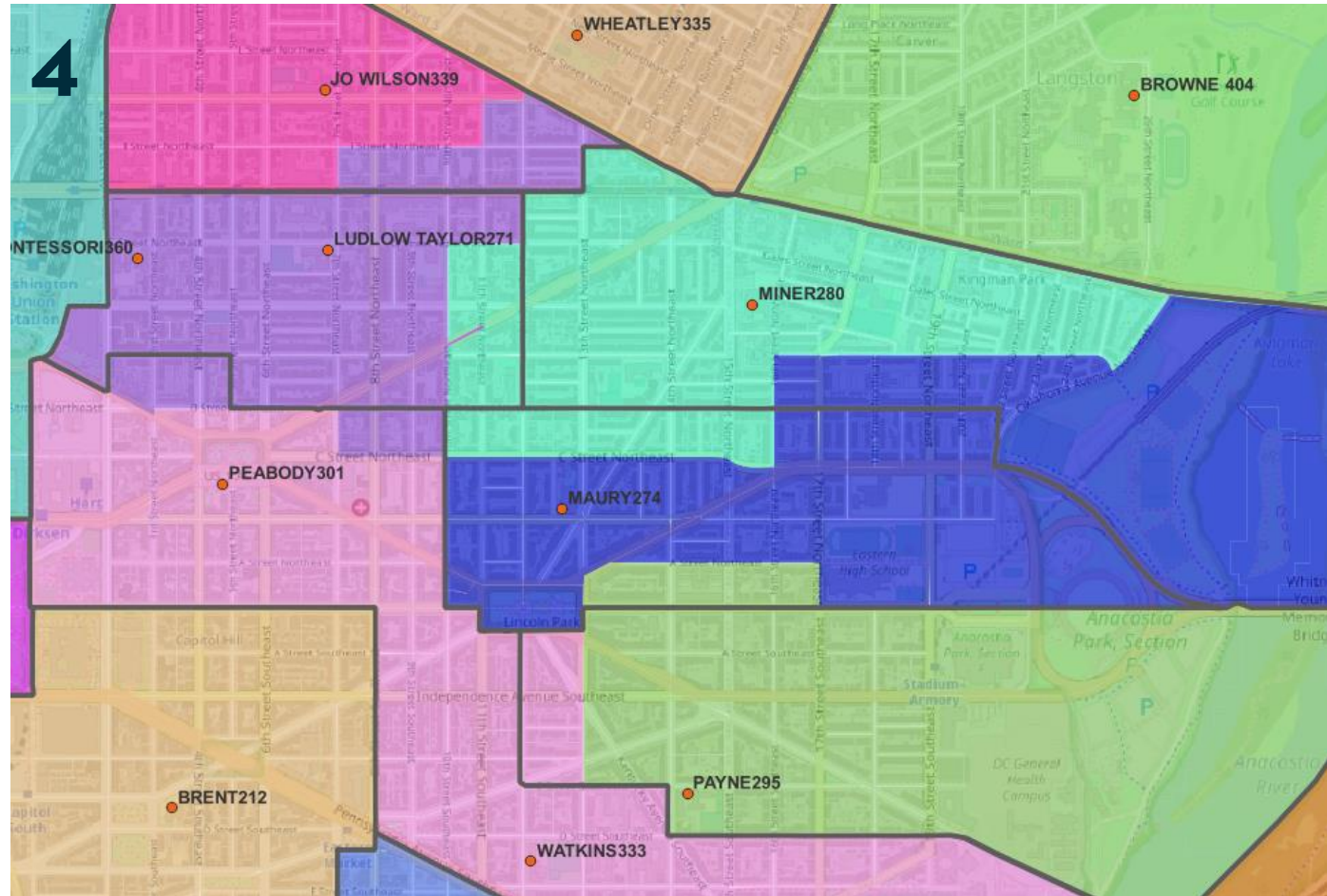


Boundary Option 4

Improves socioeconomic segregation between multiple schools

Difficult to balance utilizations among these schools given difference capture rates

Several schools' estimated utilizations negatively impacted by boundary changes



At risk set asides - modeling results

- At risk % estimated to increase from 12% to 25%
- Almost all of the seats being filled by new at risk students in seats K-5 and not PK3/PK4

Feedback so far

Paired school

- Mixed feedback on pairing schools – some support and others opposed
- All have questions about implementation and the impacts on budget and Title 1, leadership, staffing, school culture
- Concerns with logistical challenges: dual drop offs for siblings, traveling further or longer, impacts on pedestrian safety
- Not enough feedback yet from all families, particularly high poverty families

Boundary revisions

- Due to housing patterns, boundary redraws result in further distance for at risk families
- This distance would be an issue for families in paired schools as well

At risk set asides

- Estimated to reduce the discrepancy between Maury and Miner from 52 percentage points to 39 percentage points

Draft recommendations to date

Citywide policy

DCPS should consider “pairing” adjacent elementary schools with extreme differences in at risk enrollment when doing so would both **support socioeconomic integration** and **manage enrollment, capacity, and/or utilization** as a citywide policy.

Before implementation, DCPS should engage deeply with both existing school communities over an extended time frame to build culture and address the various operational details.

Draft recommendations to date

Specific to Maury-Miner

Launch a **Maury-Miner Community Working Group** consisting of a diverse body of PTO, LSAT, and community members no earlier than x date to help facilitate whether it is feasible to implement this policy at these two schools and, if so, determine the logistics to do so.

This timeline takes into account **stable school leadership** at both schools.

Engagement would involve the full school and all families, particularly higher poverty families whose feedback has not yet been fully heard.

Feedback and Reactions?

Next Steps

- **Advisory Committee Meetings**
 - February 6 – working to finalize the recommendations
 - Final wrap up meeting end of February
- **Scheduled School Meetings**
 - Final meetings in early to mid February
- **Final recommendations submitted to the Mayor – March 2024**



Explore ideas in the map, click to comment, fill out survey, and adjust boundaries

Visit the Boundary Explorer:
www.dcschoolboundaryexplorer.com

Complete the feedback form on the
DME website

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

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: 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.