

DC Public Education Boundary and Student Assignment Study

Turner ES Meeting

November 2023



Agenda

Overview of the Boundary Study

Review Malcolm X ES @ Green's challenge and how this impacts Turner ES

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

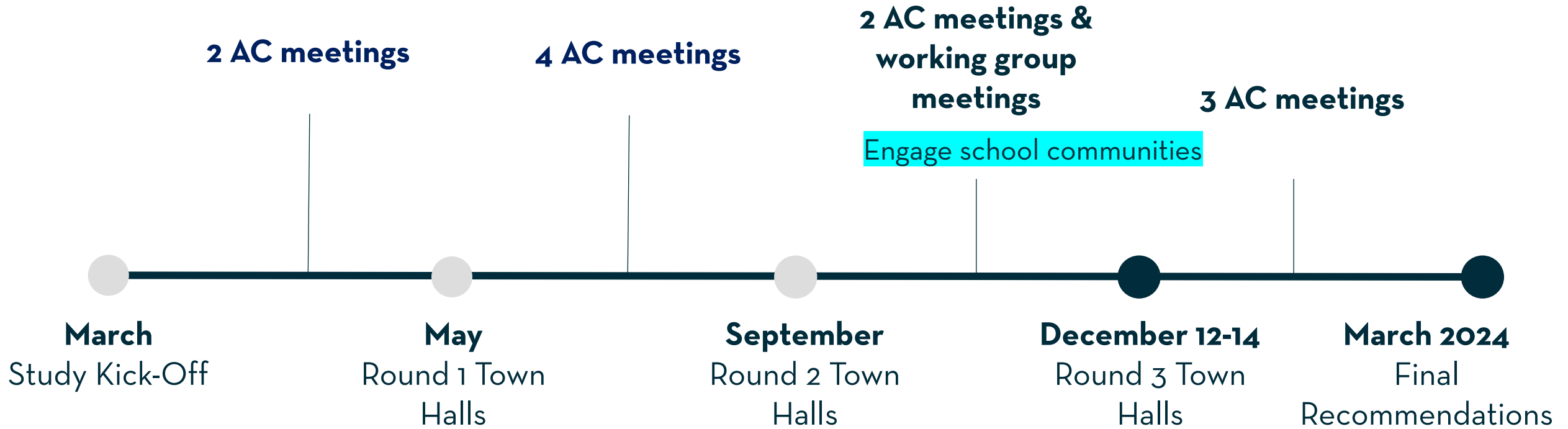
Adequate Capacity

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

Malcolm X ES Challenge

Physically small elementary school boundary

Malcolm X ES @ Green ES's boundary is small in comparison to other DCPS elementary schools limiting the number of students who have rights to enroll at Malcolm X.

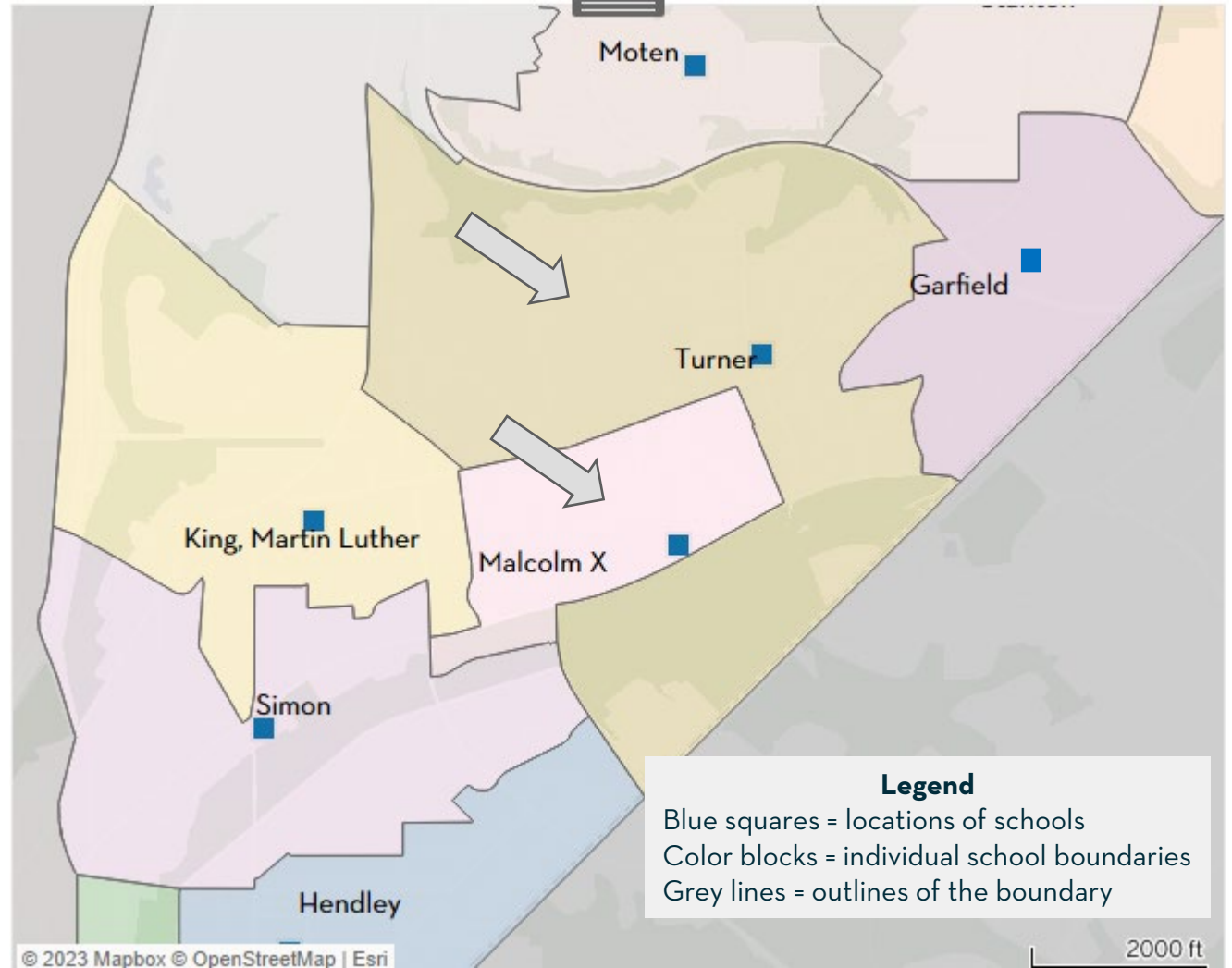
Malcolm X ES @ Green Challenge

Challenge: Small physical boundary

Malcolm X ES @ Green's boundary is smaller than the surrounding DCPS elementary schools.

Turner ES has one of the largest boundaries in the area that includes Oxon Run and the development in and around St. Elizabeths East West campuses.

DCPS Elementary Schools and Boundaries in Ward 8

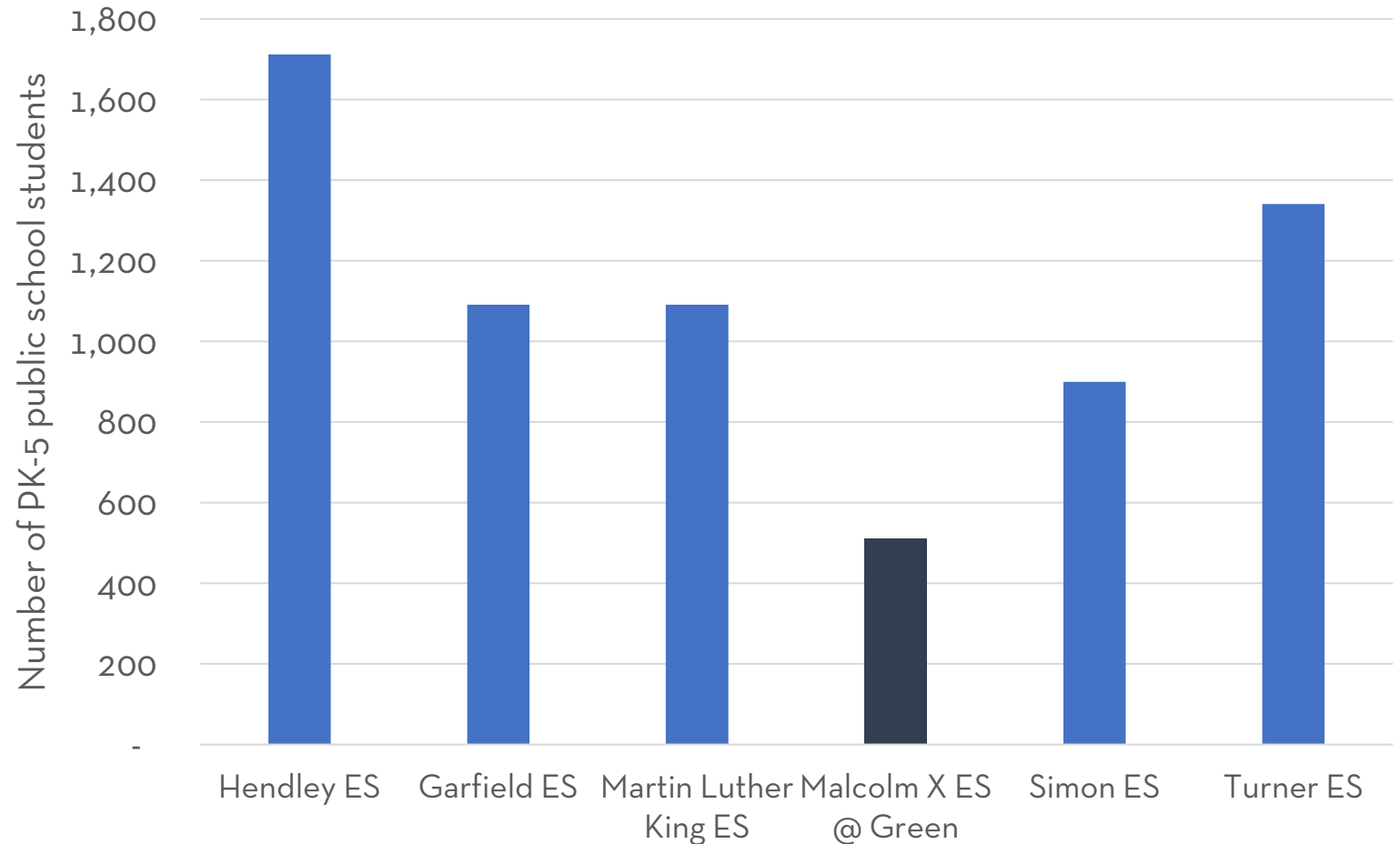


Few Public School Students Living in the Boundary

Malcolm X ES @ Green has half the number of elementary public school students living in its boundary compared to other nearby DCPS elementary schools.

- **Malcolm X @ Green** has ~500 public school elementary students
- **Turner ES** that has ~1,300 public school elementary students.

of Public School PK-5th Graders Living in Each Boundary, SY22-23



Potential New Housing Units in 5 to 10 Years

Potential projects slated to be built in 5 to 10 years

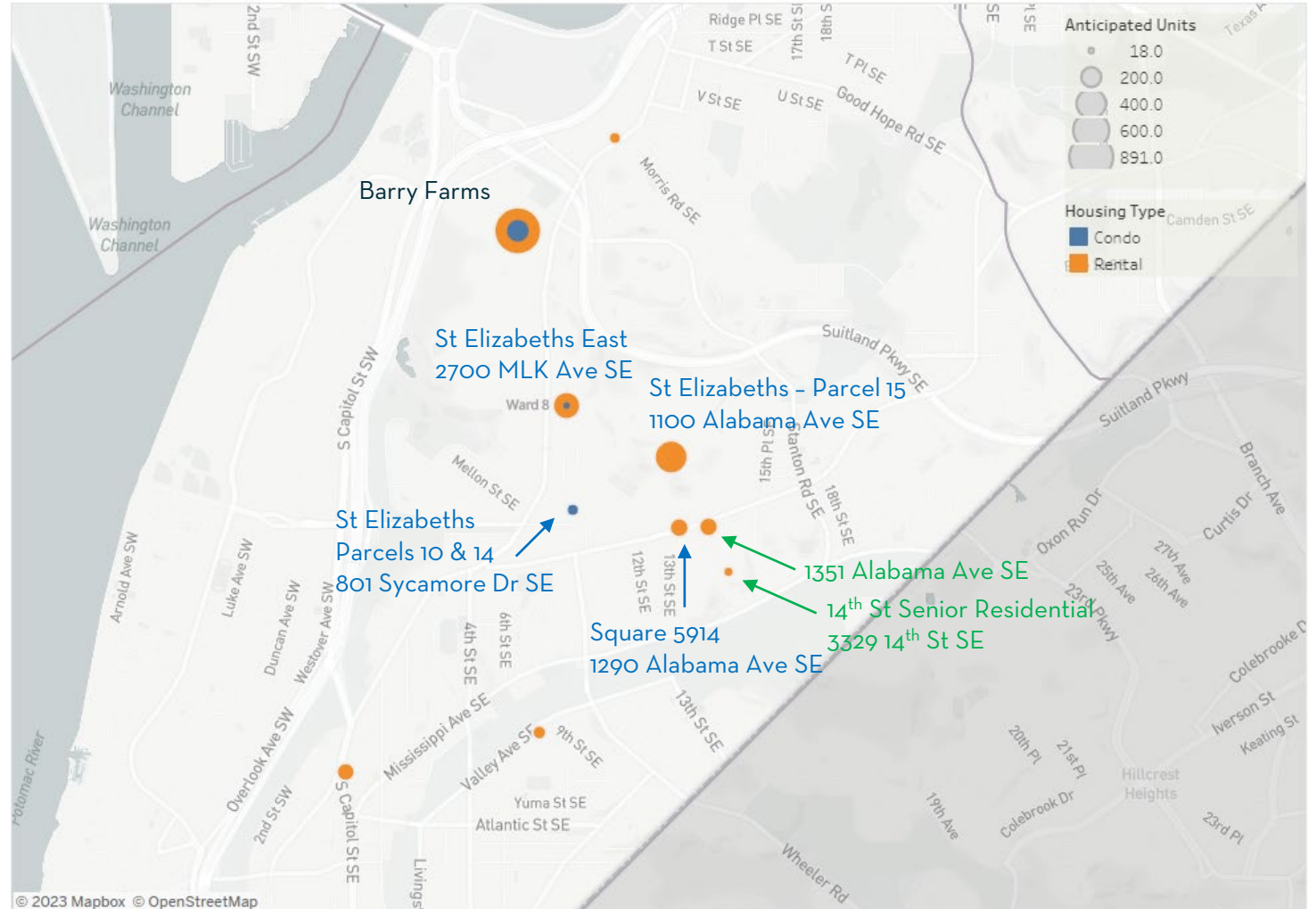
Current Turner Boundary

- 4 new projects with potentially as many as 600 more housing units within St. Elizabeths campus

Current Malcolm X Boundary

- 2 new projects with potentially as many as 140 more housing units

New Housing Units Potentially Coming



Potential solution to Expand Malcolm X's Small Boundary

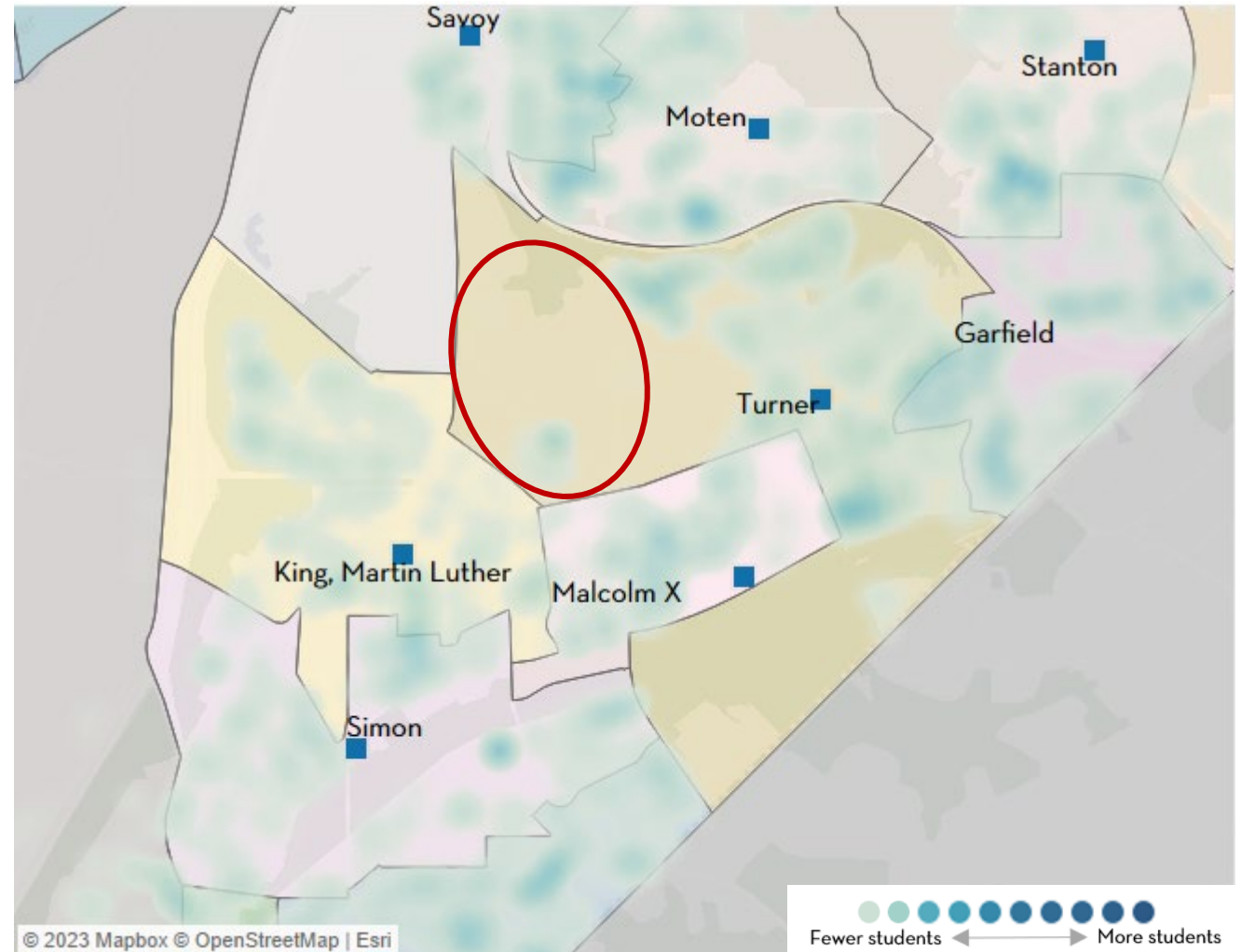
Potential Solution: Expand Malcolm X's ES boundary into the **St. Elizabeths campus area.**

Expanding into the St. Elizabeths campus area could help increase the number of public school students living in the Malcolm X ES boundary.

Turner ES's boundary will be decreased but it does not impact any students currently enrolled.

Turner ES already has a healthy enrollment and utilization and does not require this new housing.

Heat Map Where Public School Students Live, SY22-23



Feedback and discussion on challenge and potential solutions

Expand Malcolm X ES @ Green's boundary into the St. Elizabeths campus area.

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

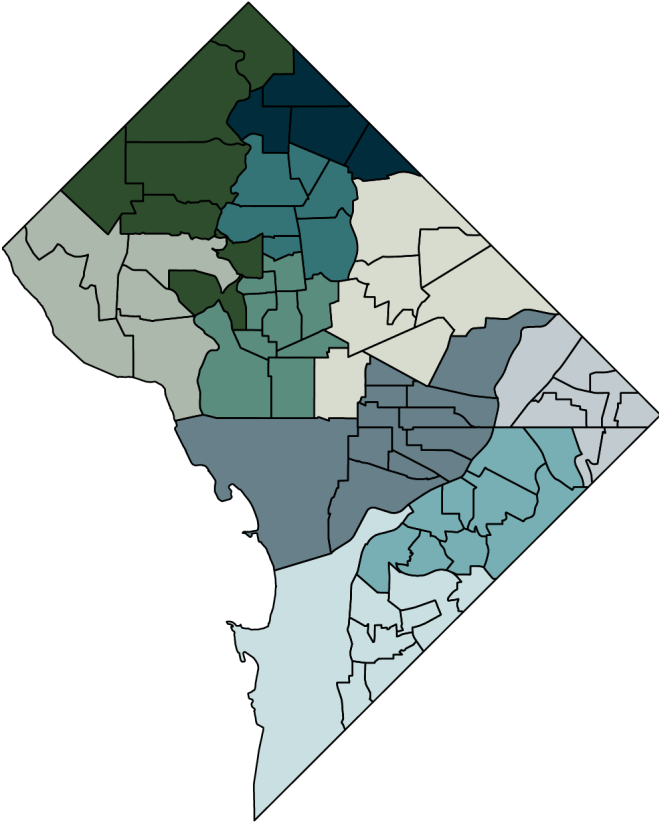
Implementation timeframe

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

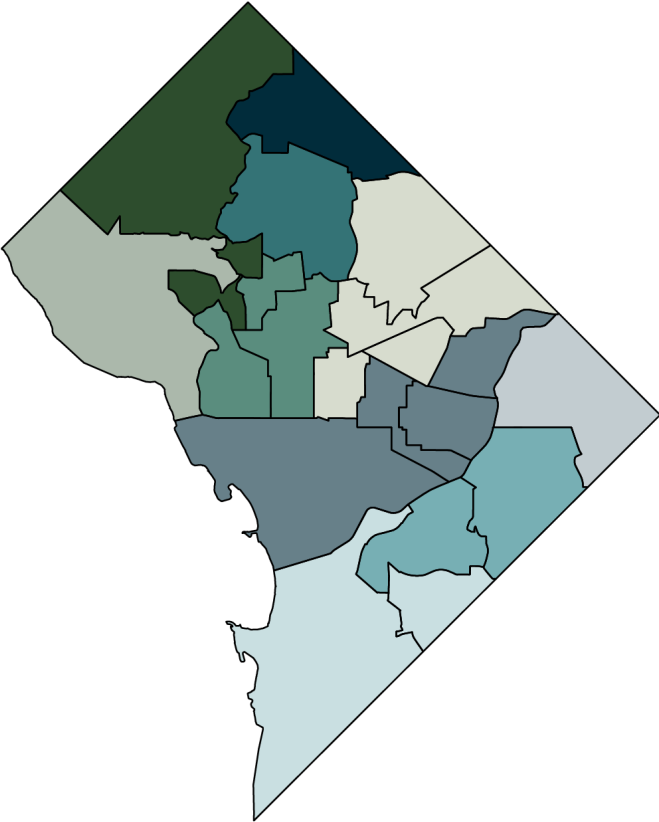
Appendix: DCPS boundaries SY2023-24

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

Elementary School



Middle School



High School

