

# DC Public Education Boundary and Student Assignment Study

## Ida B. Wells MS Principal Chit Chat

December 2023



# Agenda

Overview of the Boundary Study and MFP

Review challenges of the Ida B. Wells feeder pattern

Share potential ideas

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 Boundary 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

# 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](#)

# 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](#)

# Types of potential ideas explored

## Policies

- Assignment structures
  - Boundary changes
  - New boundaries
  - Feeder changes
  - Grade configuration changes
  - Streamlining of dual rights
- Lottery and choice
  - Out of boundary seats offered
  - At-risk set-asides

## Programs

- Changes to programming within schools
- Expansion of shared program opportunities for secondary students (CTE, virtual)

## Cross agency coordination

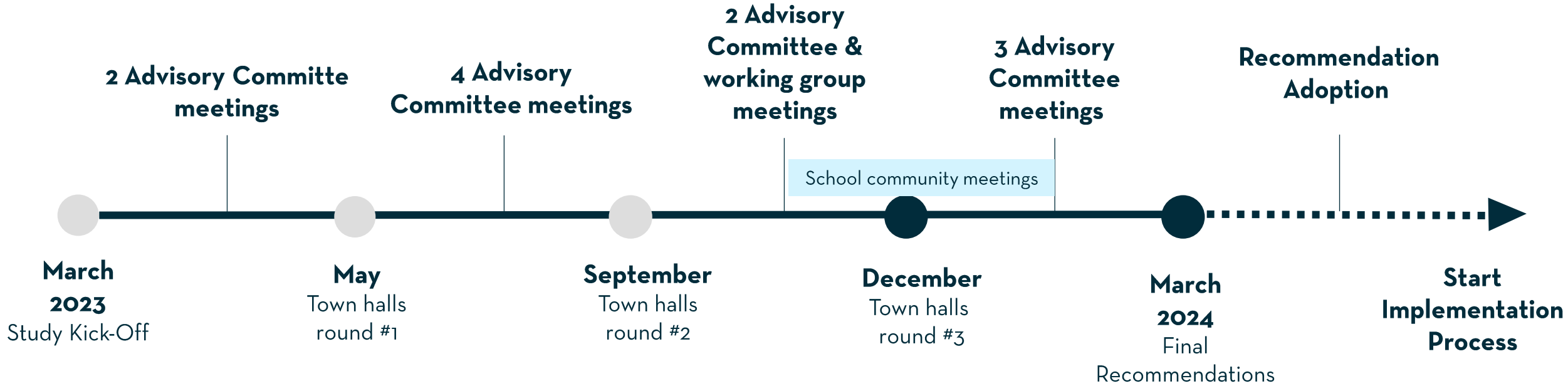
- DCPS and DC PCSB coordinated school planning
- Support efforts to increase safety
- Support access to specialized classrooms for special education services

## Capital

- Facility modernization
- Reimagine shared space in underutilized facilities
- Additional capacity



# Roadmap



# Where we are in the Boundary Study process

Generating and testing ideas

Hearing from community about those ideas at school meetings

Incorporating feedback into discussions with Advisory Committee at upcoming December and January meetings (ideas will be refined/removed)

# Goals of the Master Facilities Plan

1

Ensure school facilities are efficiently utilized.

2

Ensure every student is enrolled in a modern state of the art facility.

3

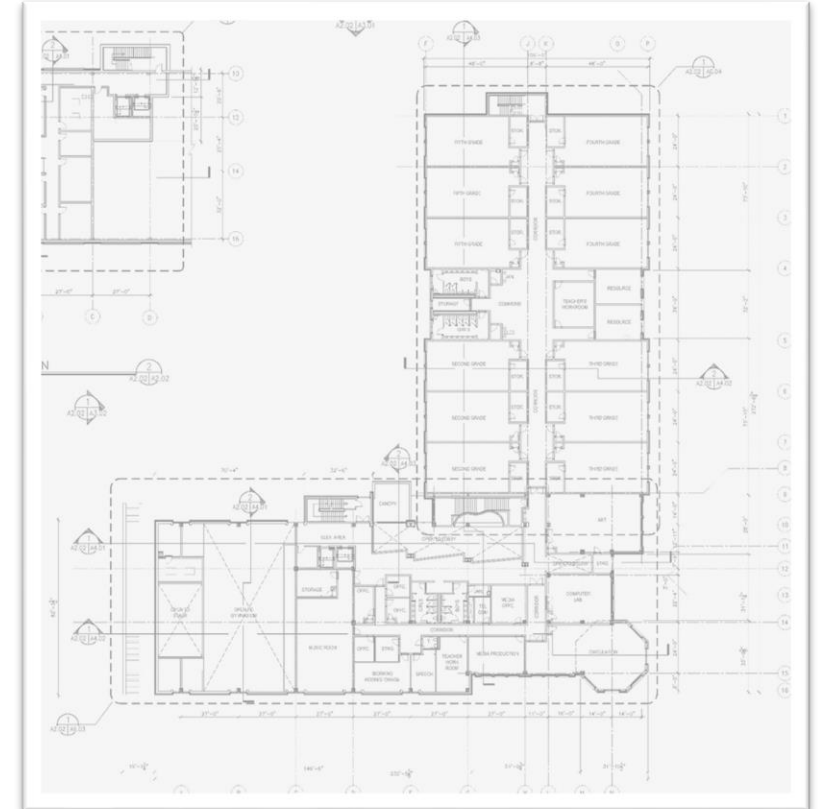
Ensure every student's daily experience is in a well-maintained facility.

# MFP Town Hall: Programmatic capacity development

## Process

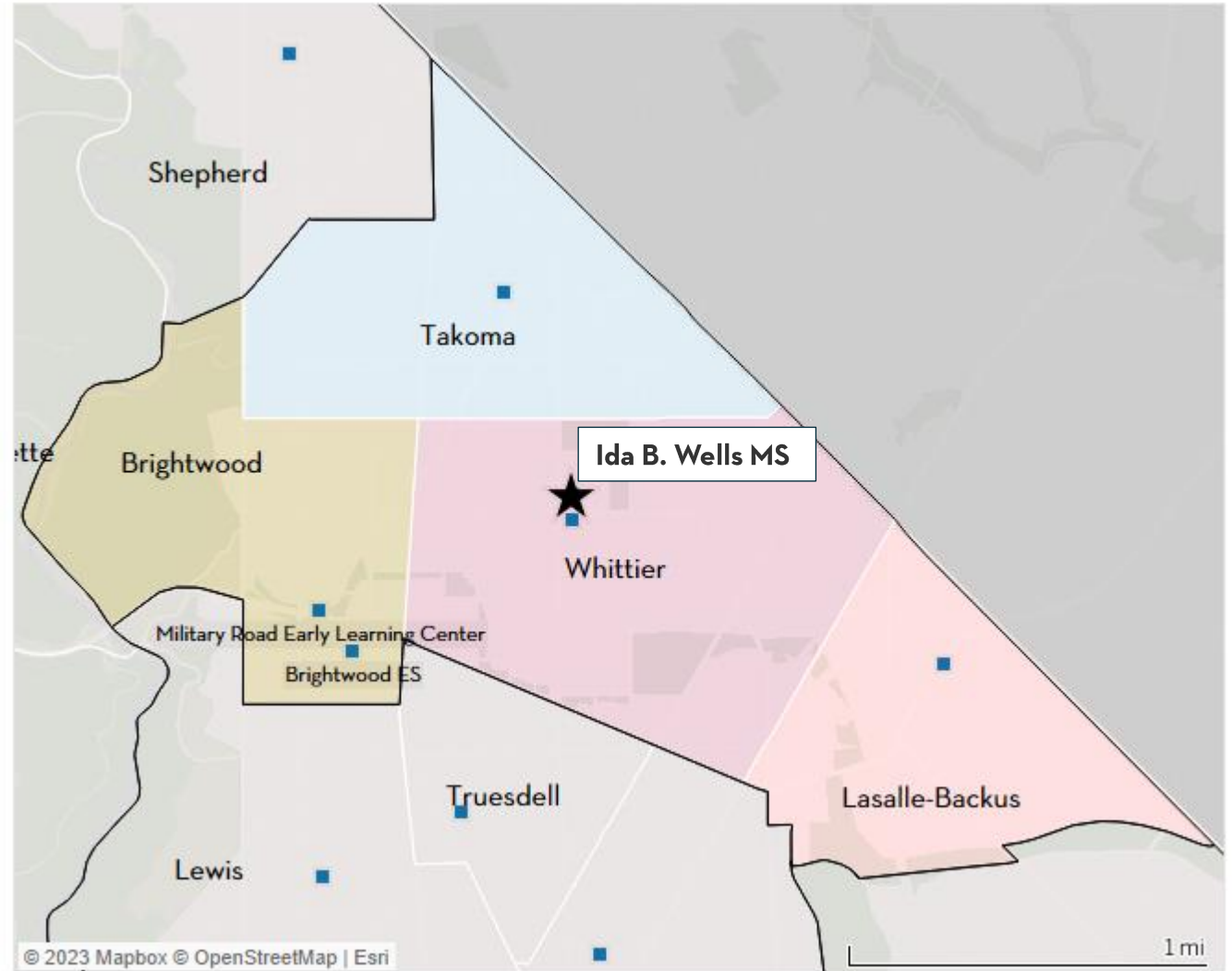
1. Site visits and floor plan reviews  
109 DCPS school walks, May and June
2. Identification and categorization of spaces
3. Applying “student loads” per space

School Floor Plan



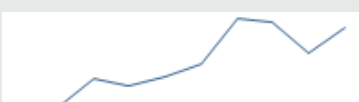



# Ida B. Wells MS challenges

- Overutilization
- Increasing enrollment particularly from students with rights



# Ida B. Wells MS feeder elementary school enrollments

	Enrollment	Enrollment trend, SY13-14 to SY22-23	In boundary enrollment #	In boundary enrollment %	5th grade enrollment
Brightwood Elementary School	591		445	75%	81
LaSalle-Backus Elementary School	255		145	57%	38
Takoma Elementary School	417		285	68%	41
Whittier Elementary School	380		230	61%	46

Data as of SY22-23

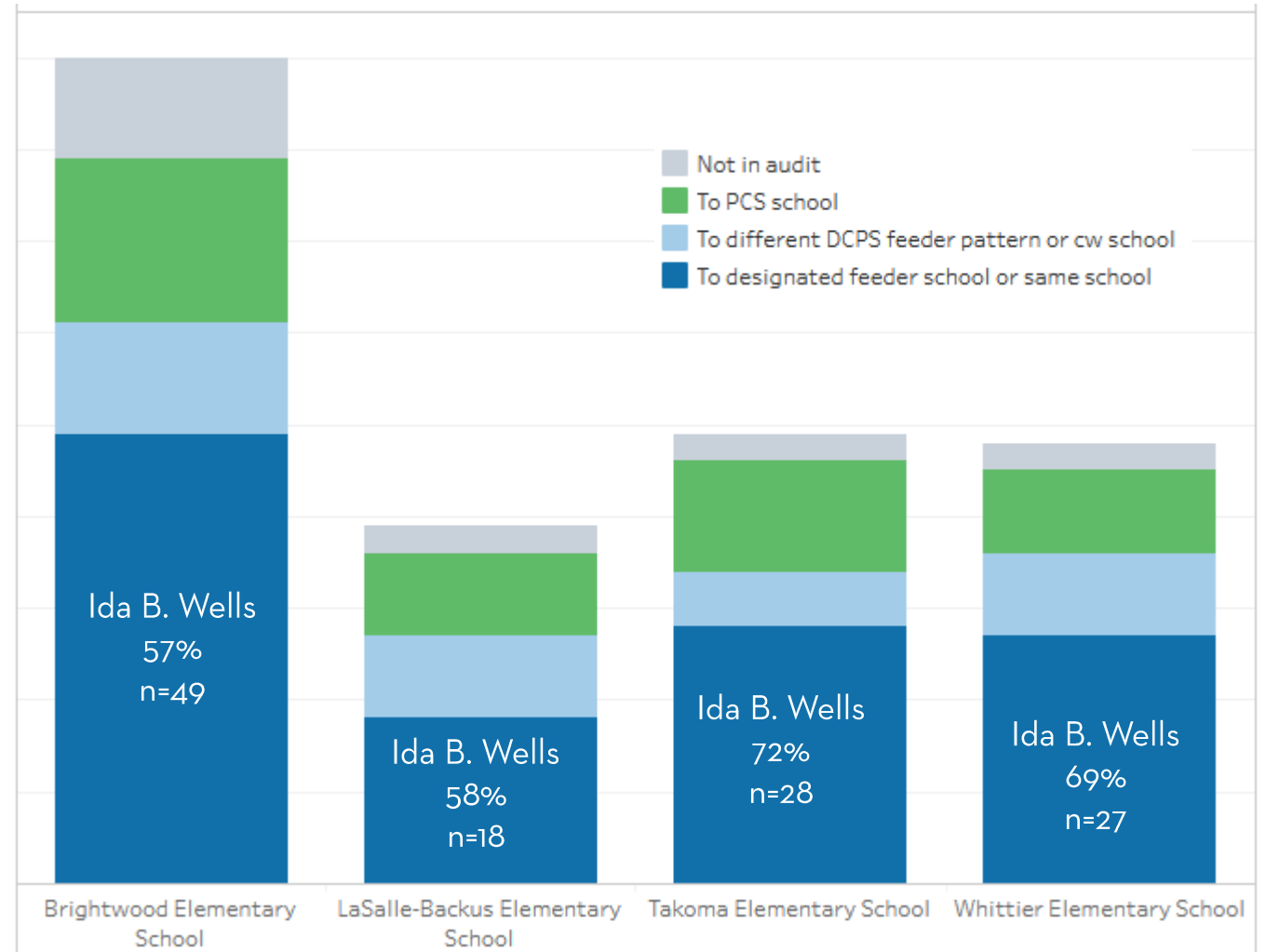
# Where ES feeder 5th grade students enroll next year

Ida B. Wells MS has a strong feeder capture rate at 6<sup>th</sup> grade.

High percentages of students graduating from Takoma ES and Whittier enroll at Wells MS the next year.

Brightwood ES sends the largest number of students.


See [EdScape](#) for more details!



Data between SY21-22 and SY22-23

# Ida B. Wells MS Enrollment

Ida B. Wells MS's enrollment was the highest in SY22-23 (539 students) and has remained static in SY23-24 reported enrollment

	Enrollment	Enrollment trend, SY19-20 to SY22-23	In boundary enrollment #	In boundary enrollment %	6th grade enrollment
Ida B. Wells Middle School	539		365	68%	169

Data as of SY22-23



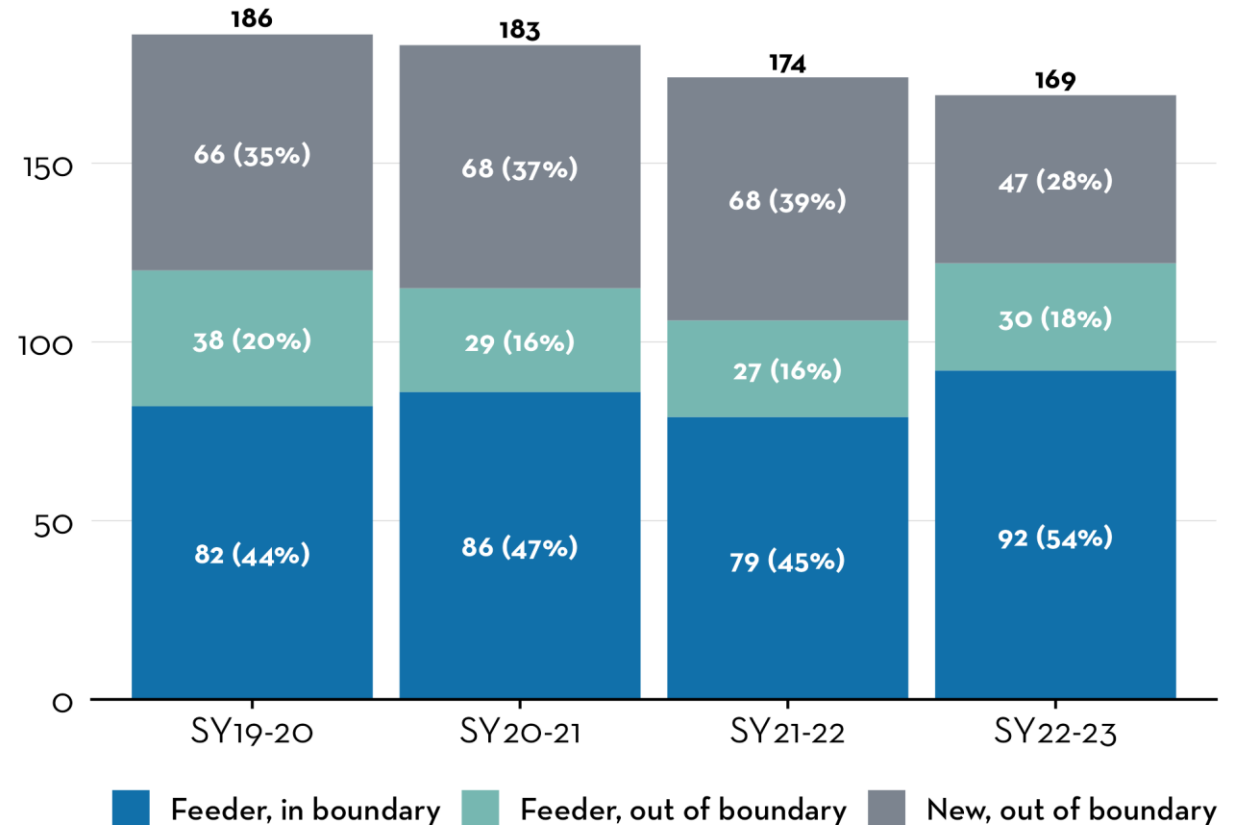
# Ida B. Wells MS enrollment by feeder and new lottery seats

Students with a right to enroll at Wells increased from 106 students to 122 students in SY22-23.

Feeder in boundary + Feeder out of boundary = 72% of all 6th graders

Students accessing brand new out of boundary seats through the My School DC lottery declined from 68 students in SY21-22 to 47 in SY22-23.

Wells 6th grade enrollment over time, by feeder and In boundary



# Challenge: High utilization at Ida B. Wells

Based on latest programmatic capacities for the Master Facilities Plan, Wells and Coolidge's combined programmatic capacity is **1,261 seats in total**.

- 452 for the middle grades at Ida B. Wells (6-8)
- 809 for the high school grades at Coolidge HS (9-12)

Middle school utilization is in the **very high category**

- SY23-24 reported enrollment of 540 / 452 capacity = **119% Wells building utilization**

High school utilization is in the **very high category**

- SY23-24 reported enrollment of 1093 / 809 capacity = **135% Coolidge building utilization**

# Ideas to solve: >95% utilization



## OUT OF BOUNDARY SEAT REDUCTION

Reduce number of out of boundary seats offered in the lottery to manage enrollment.

➤ See **detailed impacts** in the **Boundary Explorer tool**

### FYIs

Ida B Wells MS and Coolidge HS share a facility.

Coolidge HS's new cafeteria renovation starts this fiscal year. The 2023 Master Facilities Plan will consider whether these schools could be candidates for future facility modifications.

Boundary adjustments were tested and rejected due to the negative impacts on the Coolidge feeder pattern broadly.

## QUICK FACTS

### Schools

### What Happens

### Target Outcomes (more in *Boundary Explorer tool*)

Ida B Wells MS

Reduce out of boundary seat offerings

Utilization is reduced from the very high category to the high category.

Coolidge HS

Reduce out of boundary seat offerings

Utilization is reduced from the very high category to the optimal category.

# Reactions and Discussion

## **Challenge:**

Ida B Wells has high utilization and rising shares of entering 6th grade students with rights to attend.

## **Potential solutions:**

Reduce out of boundary seats offered in the lottery

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**Reactions? Thoughts?**

**Tradeoffs?**

**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 20
  - January 10
  - January 31
- **Final recommendations** – March 2024



**Visit the Boundary Explorer:**

[www.dcschoolboundaryexplorer.com](http://www.dcschoolboundaryexplorer.com)

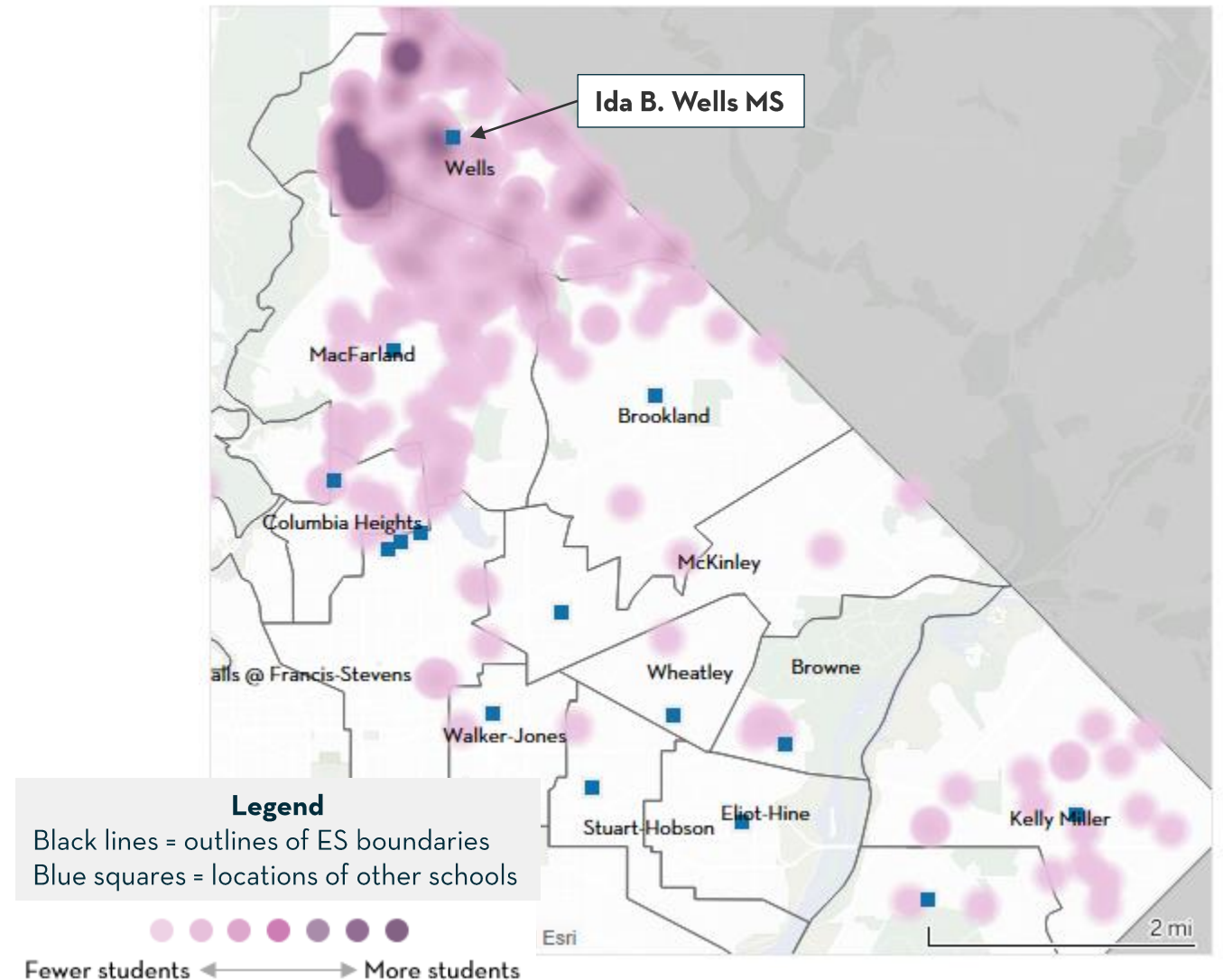
**Complete the feedback form on the  
DME website:**

[tinyurl.com/DMEBoundarySurvey](http://tinyurl.com/DMEBoundarySurvey)

*Boundary study resources: <https://dme.dc.gov/boundaries2023>  
Questions, please email [DME.planning@dc.gov](mailto:DME.planning@dc.gov)*

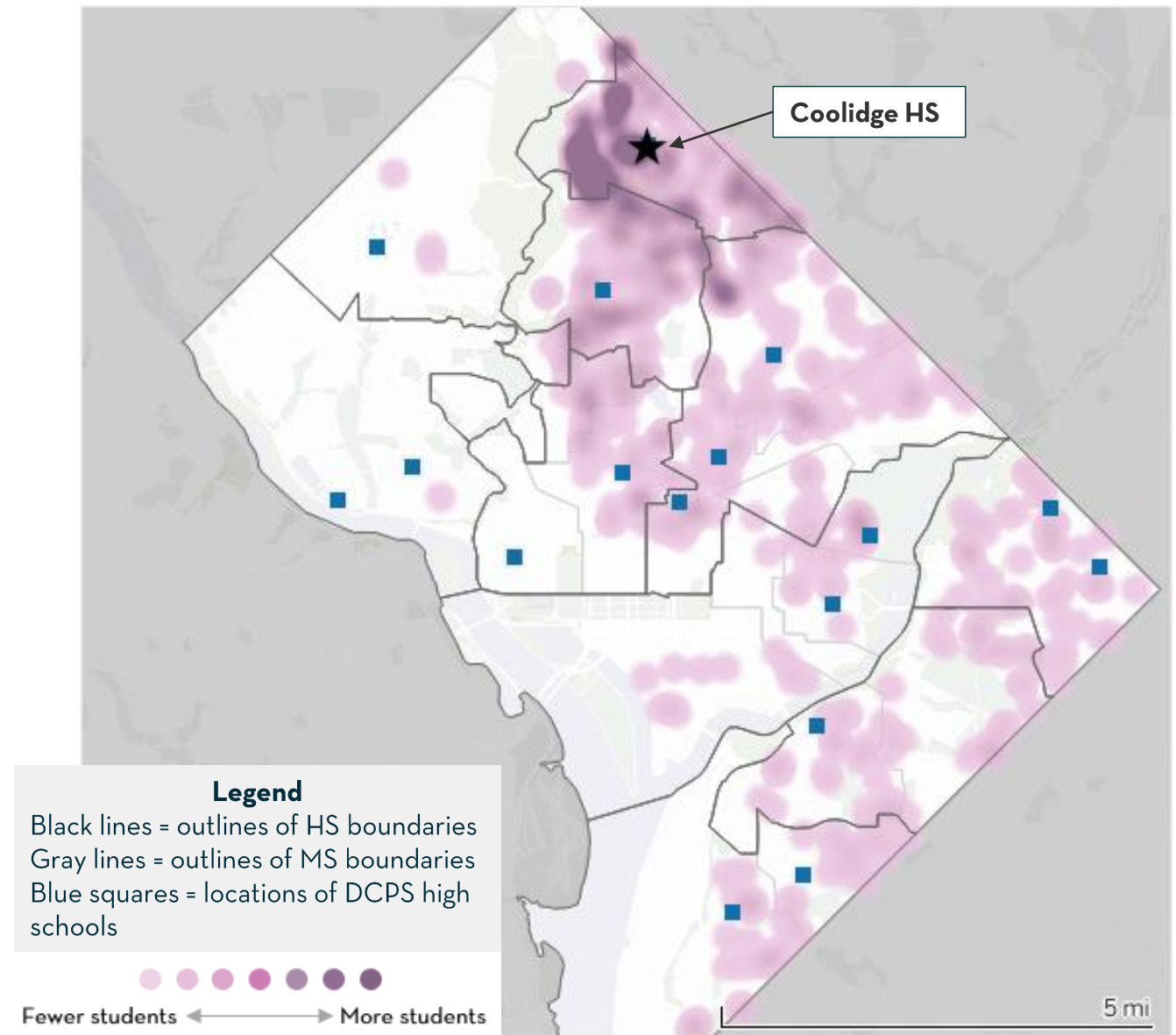
# Appendix: Where Ida B. Wells MS Students Live

This map shows the densities of where Ida B. Wells MS students live as of SY22-23 by DCPS middle school boundary.



# Appendix: Where Coolidge HS Students Live

This map shows the density of where Coolidge HS students live as of SY22-23.



# Appendix: Ida B. Wells Middle School choices

# Living in the boundary	Boundary Participation Rate	# other schools attended	Top 5 other schools attended	Median distance traveled for OOB students (miles)
1334	27%	59	District of Columbia International School Capital City PCS - Middle School Deal Middle School Paul PCS - Middle School MacFarland Middle School	1.9

Citywide median OOB 6-8 distance = 2.5 miles



# Appendix: MFP Utilization

$$\text{School Utilization} = \frac{\text{School Enrollment}}{\text{School Programmatic Capacity}}$$

# Appendix MFP Town Hall: Programmatic capacity development – Identified space use

<b>Grade level</b>	<b>Specialized</b>	<b>Supports</b>
<ul style="list-style-type: none"><li>• PK-3</li></ul>	<ul style="list-style-type: none"><li>• Specialized Classroom</li></ul>	<ul style="list-style-type: none"><li>• Offices</li></ul>
<ul style="list-style-type: none"><li>• PK-4</li></ul>	<ul style="list-style-type: none"><li>• Career Technology</li></ul>	<ul style="list-style-type: none"><li>• Gym or</li></ul>
<ul style="list-style-type: none"><li>• Kindergarten</li></ul>	<ul style="list-style-type: none"><li>• Alternative Programs</li></ul>	<ul style="list-style-type: none"><li>• Multi-Purpose Room</li></ul>
<ul style="list-style-type: none"><li>• Grade 1-5</li></ul>	<ul style="list-style-type: none"><li>• Computer Lab</li></ul>	<ul style="list-style-type: none"><li>• Library/Media Center</li></ul>
<ul style="list-style-type: none"><li>• Grade 6-12</li></ul>	<ul style="list-style-type: none"><li>• Music or Art Room</li></ul>	<ul style="list-style-type: none"><li>• Resource Room</li></ul>
		<ul style="list-style-type: none"><li>• Other</li></ul>

# Appendix MFP Town Hall: Programmatic capacity development - Loading Standards

Space Type	Students Per Room
PK-3	16
PK-4	20
K-1	22
Grade 2-5	23
Special Education	10
Grade 6-12	25
Specialized Classroom	25
Career Technology	18*
Alternative Programs	25
Gym or Multi-Purpose Room	25
Computer Lab	25
Music or Art Room	25

\*assumed average, number of students may vary based on the CTE program

# Appendix MFP Town Hall: Programmatic capacity development - Calculation

Programmatic capacity = count of rooms x loading standards

## Secondary School

Room Type	Grade 6-12	Self contained SPED	Specialized Room	Alt Program	Music & Art Room	CTE	Computer Lab	Gym	Resource Rooms	Total
# of Rooms	29	6	14	-	3	5	-	1	25	<b>83</b>
Student Loading	25	10	25	25	25	18	25	25	-	
Capacity	725	60	350	-	75	90	-	25	-	<b>1,325 total</b> <b>1,126 adjusted*</b>

*\*15% adjustment made for secondary schools to account for planning periods and secondary programming  
Planned capital projects included in room count*

# Appendix MFP Town Hall: Programmatic capacity development - adjustments

- Planning periods
- Program offerings
- % of general purpose to special purpose classrooms
- Office space availability
- Specials rooms in elementary schools