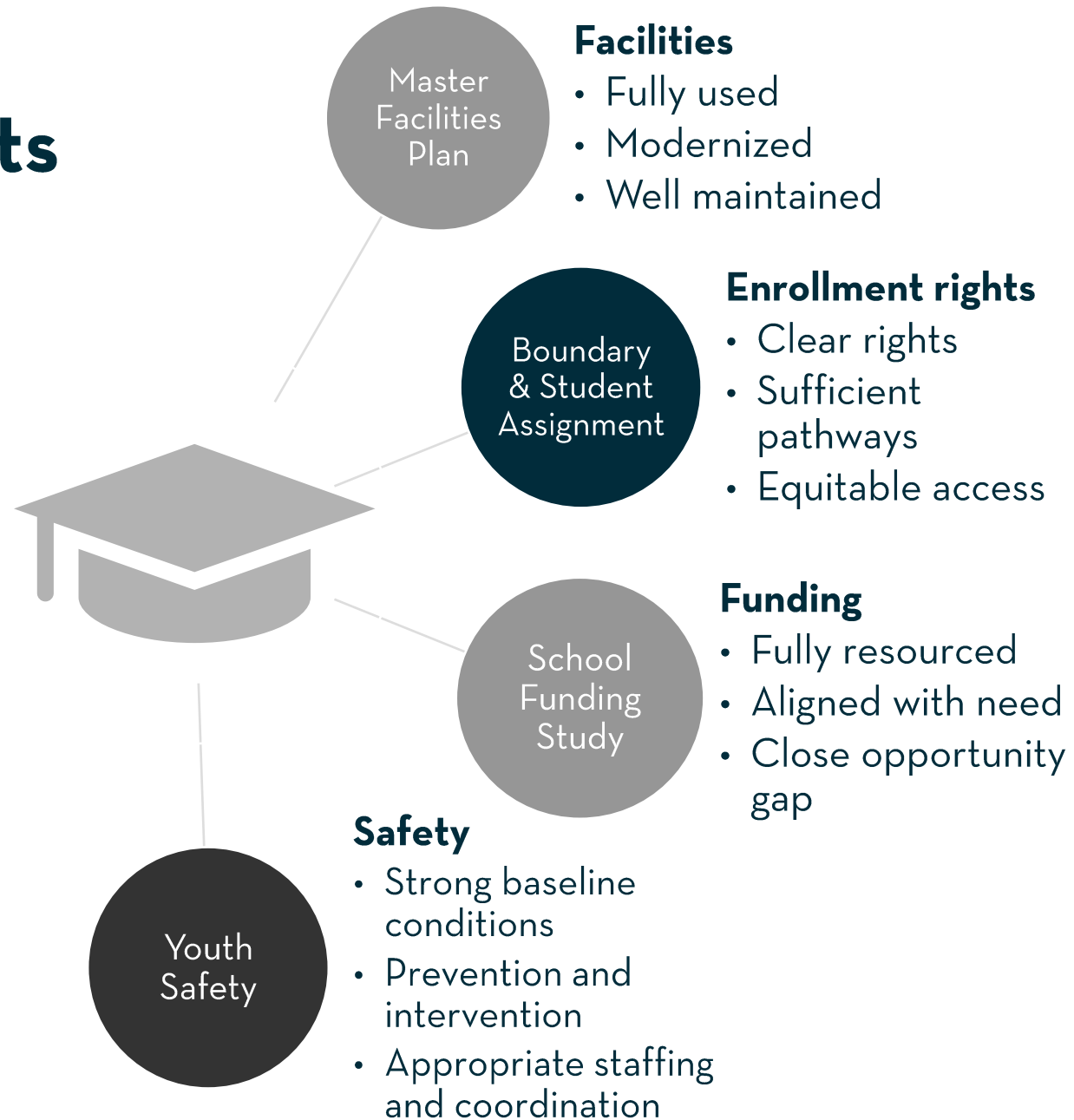


DC Public Education Boundary and Student Assignment Study

Family Organizing Committee
Rocketship DC
January 18 & 25, 2024



Major DME projects for 2023



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 and done every 10 years

Goals

- Clear rights
- Adequate capacity
- Equitable access

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 – find past recordings [here](#)

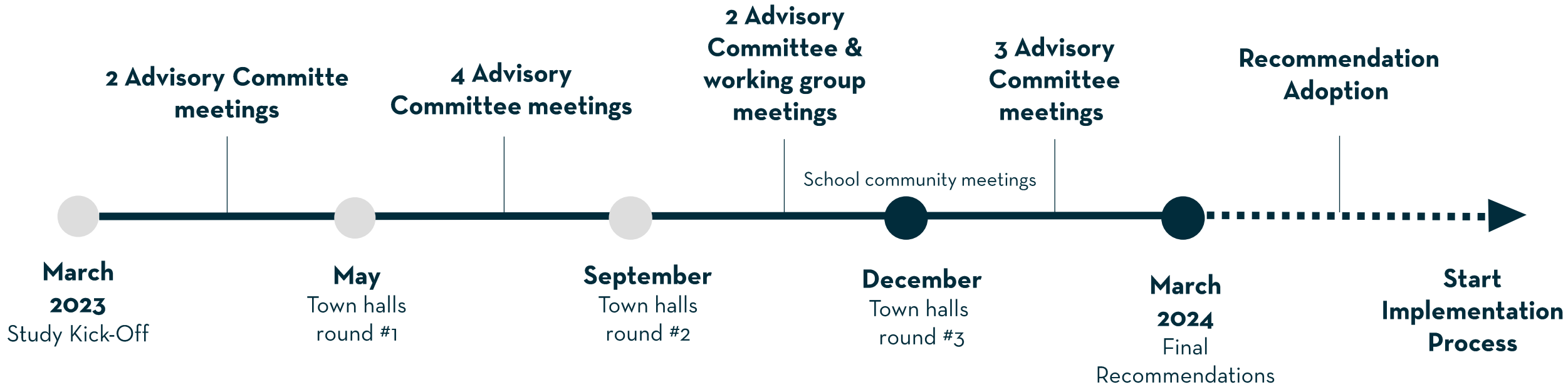
Priority challenges

- 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

Guiding principles

- A strong system of by-right neighborhood schools
- Predictable and continuous access to schools
- Equitable access to high quality schools
- Racially and socio-economically diverse 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 **feeder phase-in** and **sibling enrollment grandfathering**

Citywide and Other Policies

- **Longer timeframe** for implementation
- Once recommendation is accepted, **more school engagement** to come
- **Implementation details** to be determined **in coordination with schools**
- **Phasing in** is expected

Types of Boundary Study recommendations being considered

Geographic Designation Examples	Programmatic Feeder Designation Examples	Programmatic Investment Examples	Equitable Access Examples
<ul style="list-style-type: none">• Adjust select boundaries• Identify clear ES feeders and boundary for Euclid MS• Phase out dual middle school rights	<ul style="list-style-type: none">• Establish dual language feeder middle schools closer to dual language elementary schools• Improve transparency of self-contained special education feeder pathways for families	<ul style="list-style-type: none">• Recommend rigorous additional programming for DCPS schools in Wards 7 and 8• Expand opportunities for shared secondary programming	<ul style="list-style-type: none">• Recommend schools with <30% at risk enrollment implement at risk set asides in lottery• Explore pairing schools to address extreme differences in neighboring at risk enrollment

For more information about potential recommendations, see the [December Town Hall materials](#)

Citywide policy ideas discussion

- For each priority challenge, we will **walk through the ideas for consideration.**
- For discussion
 - **Ask any clarifying questions.** What doesn't make sense?
 - **Share what you like and support** about the ideas.
 - **Share your concerns/**what you don't support.

Priority Challenge: Inequitable availability to robust programming and rigorous curriculum in all communities across the city

- Idea 1: Ensure **rigorous** and **varied** programmatic offerings, particularly in Wards 7 and 8.
- Ideas to explore International Baccalaureate, AP, dual language programming
 - Explore having dual language ES in Ward 7 (DCPS and PCS) feed to one DCPS dual language middle school
- Idea 2: Expand opportunities for **shared programming** for secondary students so they do not need to switch schools
- Dual enrollment
 - Virtual course programming (including cross-school and cross-LEA offerings)
 - Advanced Technical Center, including transportation
 - CTE opportunities.

Priority Challenge: Unbalanced enrollments among DCPS boundary schools lead to overutilization in some schools and underutilization in other schools

Idea 3: Identify programmatic **shared space opportunities** that will benefit students and families being served at that school.

- Examples: higher ed partners (UCD), health clinic, job training programming, child care
- School co-locations where beneficial to both schools
- Requires engagement with school community and school leadership buy in

Priority Challenge: Inequitable availability and access to special education programming nearby

Idea 4: Increase **informational outreach** efforts regarding DCPS's stand-alone special education classroom **feeder patterns**.

- Found here! <https://dcpsspecial.ed.wixsite.com/home/self-contained-feeder-patterns>

Idea 5: Increase informational outreach to the charter sector on the **existing SPED preference**/designated seats option for charter schools in the My School DC lottery, and ensure families are well-informed.

Priority Challenge: System-related enrollment instability

Idea 6: DME co-creates an **aligned planning process** between DCPS and DC PCSB for shared standards for **opening, closing, moving, and expansion of schools** and campuses in both sectors.

- Does not change decision rights on the part of DCPS or PCSB but elevates the expectation of public transparency for increased accountability.

Idea 7: Establish **common middle and high school entry grades** for new public charter schools; sustain DCPS standardized middle school configurations.

Idea 8: Establish clear processes and criteria for **DCPS** to conduct detailed studies of **zoned DCPS** schools more frequently than the comprehensive Boundary and Student Assignment decennial studies.

Priority Challenge: Socioeconomically and racially segregated schools

Idea 9: Recommend DCPS and PCS schools with **less than 30%** share of at-risk students to offer **at-risk set asides** (designated seats) in common lottery.

- Explore including participation in DC Health Care Alliance for undocumented students as an additional qualifying criterion for at-risk identification.

Idea 10: Guarantee **before** and **after-care** at all schools.

Idea 11: Consider **pairing boundary schools** to **solve socioeconomic integration** and low utilization at one school.

- Two nearby schools would combine into one, such that lower grades are in one building and upper grades are in another

Priority Challenge: Some students and families feel unsafe traveling to and from school

- Idea 12: Support and assess effectiveness of **existing transportation efforts** that seek to improve sense of safety among students and families including DC School Connect and the Safe Passage program.
- Idea 13: Create a **communication system** for DCPS and charter schools in close proximity so that especially around safety there is a clear way to communicate quickly and what is happening at one school is known to those in the vicinity where safety incidents are concerned especially.
- Idea 14: Ensure awareness of the DME's School Safety Enhancement Committee and associated report to be released in early 2024.
- Idea 15: Investigate **citywide dedicated school transportation** for **all ES students** - or some other targeted approach.

Boundary Explorer Tool and Survey

https://www.dcschoolboundaryexplorer.com/map?mode=view

DME Attendance Boundary Analysis

English **Take Survey**

Your assignments **Systemwide** Edit

Click on a school on the map or use the search bar below to learn more about a school. After selecting a metric category to explore, you can compare how each different set of strategies could potentially impact a school.

	11	8	10
i Schools with utilization between 50-65%	19	24	21
i Schools with utilization between 65-80%	23	26	30
i Schools with utilization between 80-95%	18	18	16
i Schools with utilization between 95-110%	8	6	5

School Level

ES MS HS

Strategy

Existing Utilization Equitable access

Boundary

- Potential Boundary Change
- Potential Boundary

Schools

- DCPS by-right
- DCPS Citywide
- Public charter school



Next steps

Analytic follow up and continued community engagement

AC Meeting 11 – February 6th

- Finalize recommendations

AC Wrap up – late February tbd

Final report release – March 2024



Boundary Explorer:
[dcschoolboundaryexplorer.com/map](https://www.dcschoolboundaryexplorer.com/map)

Direct link to survey:
<https://www.dcschoolboundaryexplorer.com/map?mode=view&survey=open>