DC Public Education
MASTER FACILITIES PLAN 2018

A Foundational Study

DME
OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

February 2019

FOREWORD

Dear Washingtonians:

The 2018 DC Public Education Master Facilities Plan (MFP) is a forward-thinking study that will provide my Administration, school leaders, stakeholders, and the community with the information essential to supporting current and future school facilities planning in Washington, DC. I am pleased that for the first time, this MFP offers analysis of not only our traditional DC Public Schools (DCPS) but our public charter schools as well.

This report includes extensive information detailing facility utilization, facility condition assessments, facility modernization efforts, population forecasts, school-specific enrollment projections, and aspirational school enrollment plans that will allow us to better understand the current landscape of these facilities, as well as our public education facilities needs over the next decade. The analysis within the MFP will help us address our schools which are in high demand, more efficiently prioritize and allocate capital funding, better utilize the DC Government's real estate assets, and make better use of available resources in our growing public education system. In addition, the recommendations provided will aid us as we continue closing opportunity and achievement gaps, and enable us to build more equity and excellence into our public and charter school systems.

Robust stakeholder engagement was an essential piece of the development of this MFP. Our team, led by the Office of the Deputy Mayor for Education (DME), met with parents, teachers, residents, and community leaders throughout Washington, DC. In addition, nine Districtwide community engagement meetings were held and over 500 public school parents were surveyed to understand their priorities. Feedback offered by the community has made this report all the more stronger.

Ensuring that our school facilities meet the needs of students and communities across all eight wards is chief among my priorities. By using this foundation, together we will address and overcome longstanding challenges and continue making improvements as we create a renewed vision for all of our public and charter schools. Let's keep pushing!

Muriel Bowser
Mayor

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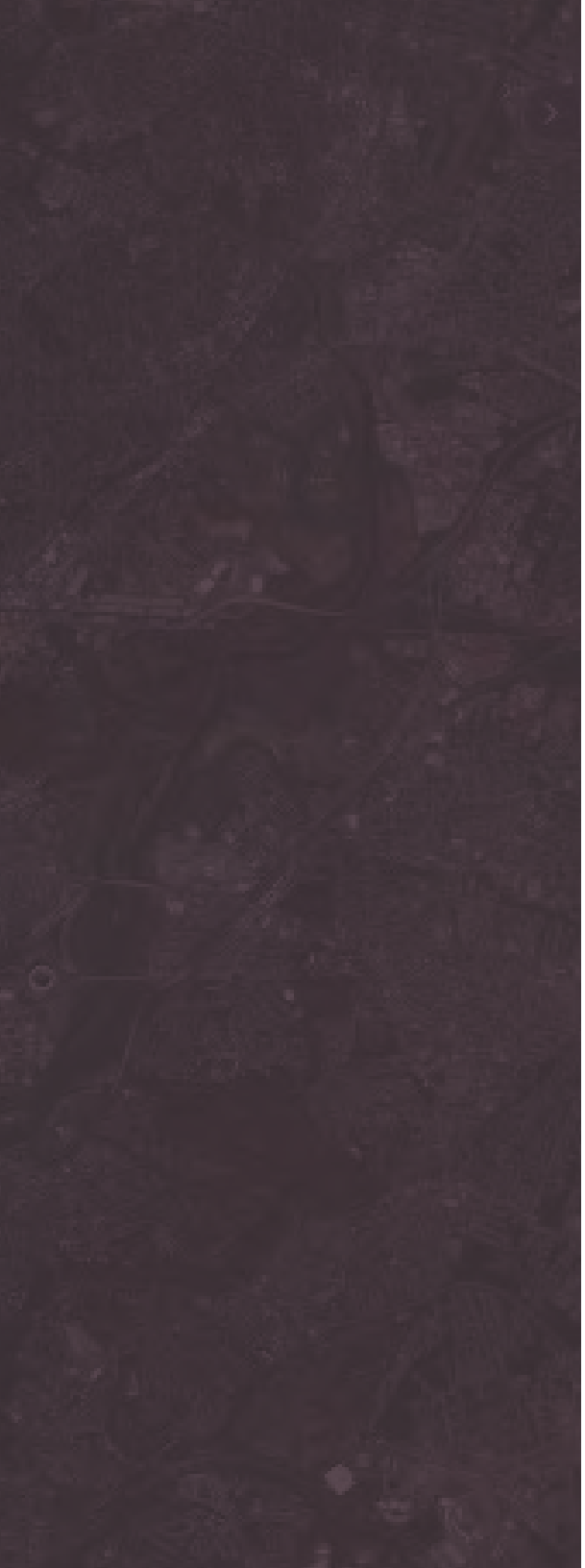
EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

The District of Columbia's Planning Actively for Comprehensive Education Facilities Amendment Act of 2016 (PACE) (D.C. Law 21-219; D.C. Official Code § 38-2803) requires the Office of the Deputy Mayor for Education (DME) to prepare ten-year master facility plans to anticipate and enable the development of adequate public school facilities. This 2018 Master Facilities Plan (MFP) analyzes the state of Washington, DC's current school facilities and specialized programs, forecasts future enrollment growth, analyzes the gap between enrollment and facility capacity now and in the future, and makes recommendations for efficient and equitable delivery of high-quality public school facilities over the next ten years. The information provided in this study represents a significant milestone. With it, District officials and school leaders can work with the community to make informed decisions and determine which recommendations should be implemented.

The District is committed to a core system of high-quality public neighborhood schools complemented by high-quality public schools of choice. This means that school-aged children in Washington, DC can attend the District of Columbia Public School (DCPS) school that they have a right to attend in their geographic school boundary, enroll at a DCPS school outside of their geographic school boundary, or enroll at a public charter school (PCS). While this creates opportunities for students, it also creates challenges for facility planning. This MFP, unlike previous iterations, includes data and analysis of facilities from all types of public schools, representing both DCPS and public charter schools.

Three overarching objectives have guided the MFP process:

1. Provide critical analysis and future estimations to address the needs of Washington, DC's public education facilities.
2. Outline key opportunities and challenges in current educational facilities planning processes in the District, and include recommendations for future educational facilities planning processes.
3. Develop a report, data visualizations, and publicly-available data sets for local education agencies (LEAs), District agencies, residents,

and other education stakeholders to use in their work to improve public education in Washington, DC.

This study includes the compilation and analysis of a wide range of information including facility locations, facility conditions, programmatic capacities, facility utilization, and gross square footage. The MFP also includes specialized program offerings, enrollment patterns, transportation accessibility, population forecasts, and enrollment projections. The most recent information included is from School Year (SY) 2017-18, and historical information is included when possible. The MFP analysis does not incorporate school quality, as the new public school rating system, the School Transparency and Reporting (STAR) framework, will be released after the completion of this report. It is recommended that the MFP study findings be complemented by the STAR framework when it becomes available.

Finally, this MFP incorporates feedback from parents, community residents, and school leaders on the MFP priorities, preliminary analysis, and recommendations. Over 600 people collectively participated in the public outreach process that consisted of a series of public workshops and in-person surveys conducted in April, August, and October of 2018. As related to the scope of this planning study, the main topics emphasized by local communities were:

+ Facility maintenance and school modernization
+ Enrollment growth
+ Transportation access
+ Specialized program access
+ Underutilized and overcrowded schools

Community participants stated that the MFP should address these issues across all wards, to serve all students, and to address the specific needs of DCPS and the public charter schools. There were also discussions on educational technology, school quality, and safety, three themes that extend beyond the scope of this study but are important factors to consider moving forward.

The following summarizes the main findings of the MFP.

Overview of the Supply of Public School Facilities

As of SY2017-18, there were 212 facilities housing 249 public schools that enrolled over 91,000 public school students. While there are public school facilities across Washington, DC, the greatest concentration of school facilities is in Wards 5 and 8 and the least is in Wards 2 and 3. Additionally, there are no public charter schools located in Ward 3. The number and location of school facilities have changed over time as schools have opened and closed.

As of SY2017-18, DCPS schools operate in 110 District-owned and managed buildings. The picture differs for public charter schools, which are responsible for securing their own facilities: 31 were leasing in District-owned buildings, 40 were leasing via private or commercial leases, another 22 owned their facilities through private acquisition, and nine owned a former DCPS building. The 71 privately owned or leased properties are not owned or managed by the District. (Schools in these facilities either own the facilities or enter into leases with private entities.) The District is not a party to these private leases. The District also maintains 13 public school buildings that DCPS uses for swing space for modernization purposes, for administrative purposes, or are currently vacant.

Facility Condition and Modernization

Washington, DC has been successful in modernizing a large share of the publicly owned school facility stock over the past fifteen years, particularly during the last ten years with the advent of Mayoral control in 2007. More than three-quarters of DCPS school facilities have been modernized or renovated since 2002; 71 of those investment projects have been undertaken since 2009. Twenty additional schools are slated for modernization between fiscal years 2019 and 2024, with a focus on the schools that have had either no previous or minimal modernization efforts.

With a view to keeping school facilities in good condition in the future, the District has adopted a rigorous and systematic facility condition assessment program. Facility Condition Assessments (FCAs) are evaluations of all structures, systems, and components of a facility. The condition of all District-owned school facilities (occupied by both DCPS and public charter schools) will be assessed over the period 2017 to 2020. During the MFP study period, 65 FCAs were completed for District-owned

facilities by a third-party civil engineering firm, with another 26 FCAs of District-owned buildings completed during this calendar year (completed outside the study period). In addition, the same third-party engineering firm completed FCAs for 49 public charter school facilities that are privately held. This is the first time that the District has obtained facility condition information for public charter schools in privately held buildings that were evaluated across the two sectors in a comparable way. Of the 114 school facilities evaluated during the study period, 79% received a "Good" or "Fair" facility condition rating. Sector-wise, 85% of the District-owned facilities were rated "Good" or "Fair" (consisting of both DCPS and public charter schools), while 71% of non-District owned charter school facilities were in one of those two categories. It is recommended that a robust facility cost study be undertaken and be made publically available to continue to promote quality facility conditions across the sectors. While there is still work to be done, the steps taken to date have moved Washington, DC closer to realizing the goal of offering quality school facilities to all public school students.

Specialized Programs

This MFP study examined the distribution of specialized programs in DCPS and public charter schools, as defined uniformly by both sectors and included in the My School DC school finder. More than 40% of all public school students were enrolled at a school that offered at least one of these specialized programs in SY2017-18, and just over one-third of all school facilities in Washington, DC offered at least one specialized program (76 out of 212 facilities). Of those, 64% were in DCPS facilities, 28% were in charter school facilities, and 8% were in co-located facilities (that is, facilities that house either two public charter schools or a DCPS school and a public charter school). Dual language/Language Immersion programs were the most prevalent, representing 21% of all programs offered, followed by Career Technical Education (13%), and International Baccalaureate (12%). Accessibility to special programs, measured by within a half-mile to the specialized school facilities or within a half-mile of areas with high levels of transit service, identified that some areas of the city had more transportation access to the programs than others. Public school students in Ward 1 had the most access to specialized programs and Ward 3 had the least. Looking at transit accessibility to individual specialized programs, students had the most access to STEM programs followed by International Baccalaureate and Montessori.

Based on the evaluation of specialized programs, facility underutilization, and sector growth plans, it is recommended to increase access to unique program offerings across Washington, DC in order to achieve the strategic goals by sector and promote improved utilization of underutilized facilities. The MFP advocates for cross-sector coordination in planning for unique program distribution across the city. This recommendation aligns with feedback from the community outreach process, where parents expressed the desire for increased access to specialized programs in their home ward.

Transportation

Due to the recent expansion of the Kids Ride Free (KRF) program to include free ridership on Metrorail (beyond the originally free bus access), transportation costs are less of a barrier for public school families than before. However, during the MFP community engagement sessions, parents consistently raised transportation and access to schools as a concern. This study evaluated proximity and frequency of service to public transit from the perspective of both the students' homes and school facilities. The conclusion was that, when proximity and level of service (number of Metro or bus stops per hour) were taken into account, the level of service across the District was uneven, with high service levels mostly concentrated in the central parts of the city. This makes it difficult for some students living in other areas of Washington, DC to travel by public transit to their school, whether it is their neighborhood school or school of choice. It is recommended that the District carry out a more in-depth transportation study in order to inform policies that will increase student access to schools.

Current and Future Enrollment

Overall, total public school enrollment has been on the rise since 2008, growing at a rate of 2.8% annually and reaching a total of 91,484 students in SY2017-18. The MFP study examined enrollment between SY2013-14 and SY2017-18 as a baseline for estimating future enrollment. During the five-year period, public elementary school students increased more than any other grade band (16%). High school students increased the least (6%).

As described earlier, Washington, DC students have the ability to choose where they attend public school — at their DCPS school-of-right or at a different DCPS or public charter school. As of SY2017-18, 26% were enrolled in their by-right DCPS school, 27% were enrolled in a DCPS school other than their by-right school, and 47% were enrolled in a public charter school. Between SY2013-14 and SY2017-18, DCPS schools in Wards 1, 3, and 4 had the highest in-boundary student enrollment growth over a five-year period, while in-boundary enrollment at DCPS schools in Wards 5, 7, and 8 decreased during this time period.

Understanding public charter enrollment trends is also critical. The share of students enrolled in public charter schools started at 36% of public school students in SY2008-09, reaching 47% in SY2017-18. If this trend were to continue in a straight line (or with a consistent annual increase), 62% of public school students would be enrolled in public charter schools in five years and would rise to 73% by SY2027-28. During the MFP community engagement process, residents shared their sentiment that Washington, DC should consider a position on optimal or minimum share of public school education that should be provided by traditional public schools, as well as the need to ensure quality education options for every student in every ward. The implications of continued public charter growth will help inform what recommendations the District decides to implement.

To assist in planning for facilities in the future, the study presents DCPS school-level enrollment projections based on historical enrollment patterns and population growth forecasts provided by the DC Office of Planning. The DCPS school-level projections are presented as estimated in-boundary and out-of-boundary enrollments. The sum of the DCPS school-level projections plus 47% of the future school-age population for public charter students results in the total public school enrollment reaching approximately 100,300 students in five years and approximately 112,700 students by SY2027-28. Calculating enrollment projections is always a challenging endeavor, and there is greater room for error in Washington, DC because of the school enrollment choice policies, the uncertain increases in future population, and the changing supply of schools and facilities. To rise to the challenge, it is critical for the District to build on the long-term projections included in this study and continue to update and revise them annually.

This study also takes into account the planned growth in programs and facilities of DCPS and public charter schools. For DCPS, the planned programmatic growth includes increased Pre-K programs at existing elementary schools and education campuses (which are converting to elementary-only facilities), an additional early childhood facility, one additional middle school, one former public charter school converted to a DCPS school, and two new high school programs. DCPS and city agencies are working to phase in these programmatic and facility options over the next ten years.

Additionally, 51 public charter LEAs reported their aspirational planned future growth, representing 81% of the total public charter school enrollment as of SY2017-18. This includes growing out grades in existing facilities, expanding enrollment in current or future facilities, and replicating existing schools. More than two-thirds of the submitted charter growth plans were within their enrollment ceilings (or the maximum enrollment allowed per the DC Public Charter School Board [PCSB]) as of SY2017-18. Public charter growth plans that include expanding enrollment or replicating schools are more aspirational in nature, as they rely on the public charter schools finding new facilities in an already tight real estate market and in some instances rely on the PCSB to increase their enrollment ceilings.

Taking growth plans into account, DCPS and public charter schools aspire to expand to 111,400 students in SY2022-23 and to 122,700 students in SY2027-28. The enrollment projections including programmatic growth for both years exceed the estimated future student-age population without even taking into account private school enrollment. This underlines the need for regular and consistent cross-LEA and cross-sector collaboration and planning as recently recommended by the Cross Sector Collaboration Task Force.

Underutilized and Overcrowded Schools Now and in the Future

Another critical aspect of facilities planning is understanding how full schools are now and how full they may be in the future. This study relies on stated programmatic capacities, determined by a standard methodology for DCPS, and individually by public charter LEAs. Programmatic capacities reflect the maximum number of students that can be housed in each school building given the school's facility and existing educational programs, class size, schedule, and staffing. The DCPS programmatic capacities include

portable capacities such as trailers, as they are used by DCPS to manage overcrowding. (A section of the report focuses exclusively on the schools using portables as of SY2017-18.) Schools having 80-95% utilization are considered to be in balance, and 32% of all public school facilities are in this category in SY2017-18. Approximately one-fifth of DCPS facilities experienced overcrowding (over 95% utilized), while just over one-quarter were underutilized at less than 65% capacity. There is variation across the grade bands and wards: elementary schools have the highest rates of utilization and middle schools have the lowest. There are also overcrowded DCPS and PCS schools in every ward: this is particularly true in Ward 3 for DCPS and Ward 5 for PCS. Alternatively, there are underutilized DCPS schools in every ward except for Ward 3 and underutilized PCS schools in every ward except for Ward 2. These variations suggest that steps should be taken to improve the balance between capacity and utilization. DCPS schools-of-right must accept students within their boundary, which creates different challenges than those experienced by city-wide schools (available in both sectors) and makes it more difficult to find the right balance. Several options are provided in Section 4 as ways to possibly address the issues of underutilization and overcrowding, such as re-using underutilized or vacant public facilities, developing publicly owned vacant parcels, growing facility assets through development projects, and co-locating different schools.

This study also identifies gaps between projected enrollment and programmatic capacity at the facility level in five and ten years. Looking at the total projected enrollment including growth plans from both sectors, enrollment growth including population increase and aspirational programmatic growth outstrips current facility capacity in Wards 4 and 7 in five years, as well as in Ward 1 in ten years. Wards 5 and 6 will stay within existing capacities by SY2027-28, and Ward 8 will be at its full capacity. Wards 2 and 3 will experience a greater deficit of space in five and ten years than they already experience. The supply-demand mismatch between total enrollment and total capacity at the ward level highlights the need for improved coordination among traditional schools and public charter schools in order to identify facility investments capable of generating high benefit-cost ratios.

Looking at DCPS specifically since they operate as the school-of-right system, DCPS elementary schools on average are estimated to be crowded at 110% utilization in SY2027-28, while DCPS middle schools are projected to have capacity (at 80% utilized), despite growth in that grade band. At the ward level, DCPS schools in Wards 2 and 3 are overcrowded now and continue to be in five and ten years, while DCPS schools in Ward 4 are projected to be overcrowded in five years (at 101%), and those in Wards 1 and 6 are projected to be overcrowded ten years from now (at 113%,and 102%, respectively). DCPS schools in Ward 5 are estimated to continue to have a surplus of space in ten years (at 68% utilization). Additionally, the report provides the utilization rates by DCPS high school feeder pattern in SY2017-18 and then estimated for five and ten years later. DCPS and the District will work proactively in the next five and ten years to address the projected underutilized and overcrowded schools.

Moving Forward

This study concludes with a suite of options that the District may employ to assist with meeting public school students' education facility needs. The MFP recommended options respond collectively to the analysis of the facility conditions and modernizations, transportation, specialized programs, enrollment growth, and facility utilization now and in the future, as well as the insights formulated from the community and stakeholder engagement processes. Grouped either as District-wide or LEA options, all are in service of creating better outcomes for students. The options fall into five broad categories:

1. Utilize the District's current educational space in the best ways possible
2. Retain the District's educational space for educational purposes
3. Grow the total portfolio of space for educational use
4. Review enrollment policies to manage utilization
5. Streamline planning processes, data collection, and knowledge sharing

Fundamental to the recommendations are their interdependence; they are meant to reinforce one another, in order to holistically address facility challenges and take advantage of opportunities. The extent to which they are taken forward should consider District-wide supply and demand as an overlay, in order to best assess the interrelationships of an integrated implementation strategy.

Equally important are the structural differences between the sectors. Differences relating to facility provision, management, and maintenance

create the context for variable interpretations of the MFP options by each sector. As the school-of-right system, DCPS must preserve flexibility across its supply of schools, address facility modernizations, and maintain adequate facility supply. Public charter schools must find and obtain affordable, educationally appropriate space, sometimes near the students they are trying to serve and other times in a more central, accessible location. As these responsibilities are unique and fundamental to each sector, they will interpret these options through their own lenses.

Collaboration among sectors and among schools is crucial to responding to the District's educational facility challenges and enhancing the quality of education to all public school students. Collection and dissemination of data and analysis, which are furthered by this MFP, can be the first step in improving cross-school collaboration. For instance, this was the first time the District undertook long-term school enrollment projections in a comprehensive manner in order to assist future planning and future modernizations. Data transparency and accountability around facility-oriented decisions is essential. Many community members shared their sentiment for transparency on how data are used to make planning decisions, of which the sharing of information across sectors and with the public is a critical component.

All of the options listed in this MFP require detailed implementation planning. MFP options should be further developed for feasibility, return on investment, and impact analysis. It is important to note that different combinations of these options will yield different outcomes. Not only does each option need to be weighed for feasibility, but it also must be examined as part of a larger, integrated strategy. This report recommends that the DME work with District agencies and school leaders, with substantial community input, to scope out each recommended option, document the resources required, and then set an implementation planning time horizon. This MFP is the critical first step in laying the groundwork for a more robust, cross-sector facility planning process.

CONTENTS

CHAPTER 01

01 BACKGROUND AND OBJECTIVES

1.1 CONTEXT FOR EDUCATION FACILITY PLANNING IN WASHINGTON, DC

The DC Public Education Master Facilities Plan 2018 (MFP) is a comprehensive and forward-looking document that provides the opportunity for strategic and sustainable public school facility planning and management. As a planning study, the MFP incorporates information about District of Columbia Public Schools (DCPS) and public charter schools to better understand the current landscape and future needs associated with public school facilities. With emphasis on the integration of District-wide data and analysis, it is intended to be a resource for policy makers, local education agencies, education support organizations, and the general public.

The preparation of this MFP in 2018 is timely for Washington, DC. Across the District, the overall population is growing, and public school enrollment is growing along with it, at a rate of 2.8% per year since the 2008-2009 school year (SY2008-09). In SY2017-18, the base year for the analysis in this MFP, there were approximately 700,000 District of Columbia residents and 91,484 public school students. Based on demographic projections, the growth trend is expected to continue over the medium to long term. The ability to plan for this growth and simultaneously improve public educational options directly informs the current and future facility needs.

The role of this MFP in the school facility planning process is to analyze the current state of public education facilities, forecast future public school enrollment growth, and anticipate challenges and opportunities over the next ten years. The MFP provides options for ways to address challenges and take advantage of opportunities that, taken holistically, can be used by District leaders to inform facilities planning and develop future policies. Based on this study, the District will prepare an implementation plan that will define actions to be carried out in the future, including at the individual facility level.

The current educational landscape provides sound foundational context and is the starting point for the MFP. It is important to understand Washington, DC's two public education sectors (DCPS and public charters), the recent extensive facility modernization and renovation effort, the trajectory of the facility modernization process, and the relationship between public schools and public transportation.

Fundamental to the MFP is the distinction between schools and facilities. The MFP will focus primarily on facilities as its unit of analysis, except where noted. A facility refers to the physical building in which a school is located. One facility may house multiple schools from different Local Education Agencies (LEAs) (referred to as a co-location); alternatively, one school may be located in multiple facilities. Education campuses are facilities with only one school that have multiple grade bands (examples of grade bands include elementary, middle, and high schools).

A factor that is generally considered important in education facility planning is school quality. The MFP study does not incorporate this as the new public school rating system, the School Transparency and Reporting (STAR) accountability framework, will be released after the completion of this report. It is recommended that the MFP study findings be complemented by the STAR framework when it becomes available.

Of the 212 public school facilities in Washington, DC in SY2017-18, 108 are DCPS school facilities and fall under one LEA. There are a total of 95 public charter school facilities operated by 66 LEAs. There are nine co-located school facilities, seven of which house only public charter schools.

A Strong System of By-Right Schools and Schools of Choice

Public education in Washington, DC is based on a core system of high-quality public "schools of right" in every neighborhood, complemented by high-quality public schools of choice. DCPS, the LEA that manages Washington, DC's neighborhood schools, constitutes one educational sector; the other sector includes all of the public charter schools (PCS). Introduced in 1996 and first opened in 1997, public charter schools are run by individual non-profit organizations under agreements approved by the DC PCSB. As of SY2017-18, there were a total of 67 LEAs (DCPS plus 66 public charter LEAs).

The majority of DCPS schools utilize the school of right system, meaning that students living within an enrollment zone or school boundary have the right to attend that school facility at any time throughout the school year. Conversely, public charter schools are not required to enroll students that live within a particular zone or boundary; public charter school enrollment policies do not have any geography or proximity component, other than the requirement that students live in Washington, DC. Instead, public charter schools are lottery-based, meaning students can only enroll in a school if they receive a match through the My School DC (MSDC) Lottery or a lottery run by an LEA (if it does not participate in the MSDC Lottery). Approximately half of public charter school students are enrolled in a charter school outside of their home ward.

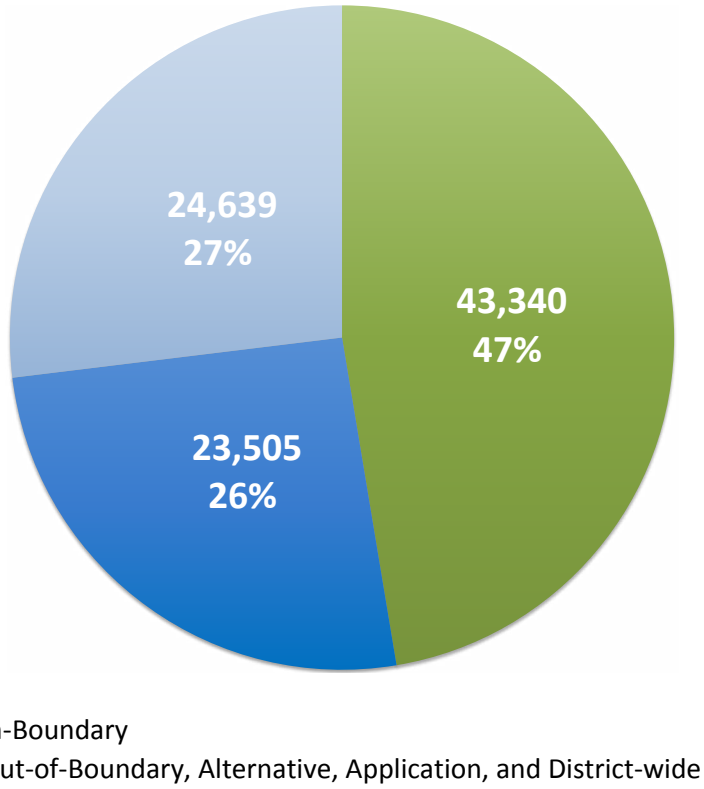


Figure 1.1 SY2017-18 Public School Enrollment Breakdown
Source: AECOM 2018

Figure 1.1 illustrates the vitality of the dual sector public education system. As of SY2017-18, approximately 53% of Washington, DC's students enrolled in DCPS; 47% were enrolled in public charter schools.

The District of Columbia offers students a variety of enrollment options: students can either attend their neighborhood DCPS school (i.e., in-boundary school of right) or enter the common lottery to attend an out-of-boundary DCPS school, a citywide DCPS school (that is not a school of right), a DCPS application high school (sometimes referred to as "selective schools"), a DCPS alternative school designed to help the most challenged students complete their education, or a public charter school. There are no "by-right" DCPS Pre-K3 and Pre-K4 programs. These programs require that students enter the lottery in order to enroll. In-boundary students receive preference in the lottery.

Recent District-Wide Facility Investment

Washington, DC has made great strides over the last decade in modernizing DCPS school facilities. The District has steadily ramped up investment in public schools and implemented an increasingly comprehensive and effective system for developing and managing public school facilities.

Since 1998, the District has invested $3.9 billion in capital investment in DCPS school facilities. Since 2002, the District has modernized and renovated 87 DCPS school buildings across all eight wards.

In line with the extensive investment in facility capital improvements, the District recently adopted a new, robust, systematic facility assessment program, with the intention of promoting comprehensive and effective management of the District's real assets, including schools. The District is currently in the middle of a three-year process (2017-2020) of assessing the condition of all school facilities under its ownership. After this initial three-year effort, the District will evaluate the physical condition of each of the District-owned school facilities every three years.

Transportation

The District of Columbia relies on its extensive bus and rail systems to ensure students can attend school. Students are eligible for free bus and rail passes through a collaboration between the District of Columbia government and the Washington Metropolitan Area Transit Authority. Previously, students could ride buses for free, and could ride Metrorail for a subsidized rate. Since 2015, the District has expanded the Kids Ride Free (KRF) program, so that students are now able to ride the rail systems for free as well. The program allows students to ride for free on Metrobus, the DC Circulator, and Metrorail within Washington, DC to get to school and school-related activities. To be eligible, students must be a resident of the District of Columbia between the ages of 5 and 21, and must be enrolled in an elementary or secondary public, private charter, or parochial school located within Washington, DC. Kids considered "Wards of DC," or those in the foster care system, are eligible for KRF as well.

Private bus transportation is provided for students with special needs. The Office of the State Superintendent of Education Division of Student Transportation (OSSE DOT) provides transportation for eligible special needs students in the District of Columbia to both public schools and non-public schools. OSSE oversees transportation equipment and maintenance, generates route maps, and supervises staff. OSSE requires that LEAs and schools that participate in student transportation submit a biannual Certification for Student Transportation.

1.2 MFP OBJECTIVES

The 2018 MFP has the distinction of being the first master facilities planning study to take into account both DCPS and public charter school facilities. While the MFP, consistent with the District law, does not recommend or outline specific capital improvement projects for public charter school facilities, it studies the entire public school system in a holistic manner, and includes a thorough review of growth plans submitted by both DCPS schools and by public charter LEAs. Public charter LEA growth plans outline public charter school expansion plans and facility needs, which are also taken into account by the MFP.

While earlier iterations of the MFP focused almost exclusively on DCPS buildings, and projected to a five-year planning horizon, the 2018 MFP considers the facility planning needs of all LEAs, and outlines options for aligning facility supply with anticipated districtwide enrollment growth. This MFP provides analysis and recommendation options for the District to use to develop specific facility strategies in concert with community feedback.

Three overarching objectives have guided the MFP process:

+ Provide critical analysis and future estimations to address the needs of Washington, DC's public education facilities.
+ Outline key opportunities and challenges in current educational facilities planning processes in the District, and include recommendations for future educational facilities planning processes.
+ Develop a report, data visualizations, and publicly-available data sets for LEAs, District agencies, residents, and other education stakeholders to use in their work to improve public education in Washington, DC.

It is important to note that this MFP will describe the current state of facilities as of SY2017-18, and outline what the future may hold, as well as provide recommendations to address. The District will then take those recommendations and formulate an integrated implementation plan.

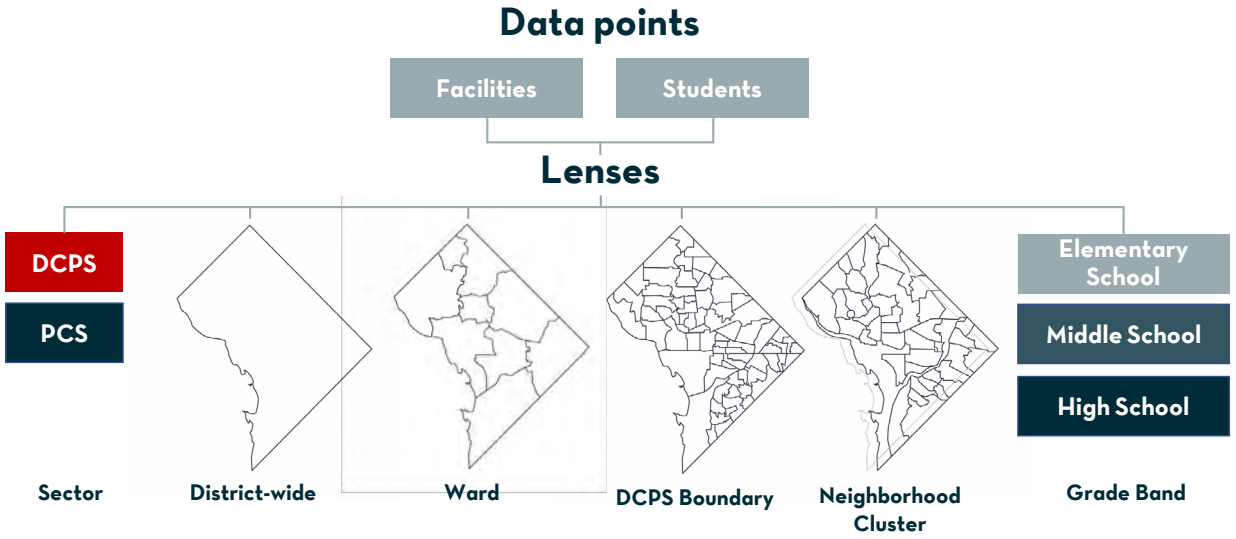


Figure 1.2 Key Data Points and Lenses of the MFP
Source: AECOM 2018

1.3 STUDY METHODOLOGY

The MFP uses population forecasts, enrollment projections, utilization analyses, LEA growth plans, and facility data to better understand the current landscape of Washington, DC's public school facilities (Pre-K through Adult schools provided by DC Public Schools and public charter schools), as well as public education facility needs ten years from now (see **Figure 1.2**). The MFP provides recommendations on District-wide and LEA-level options developed with the goal of optimizing the use of current educational space, retaining educational space for educational purposes, growing the total portfolio of space for educational use, and streamlining planning processes, data collection, and knowledge-sharing. The data points and "lenses" being applied as part of the MFP study are shown in **Figure 1.3**.

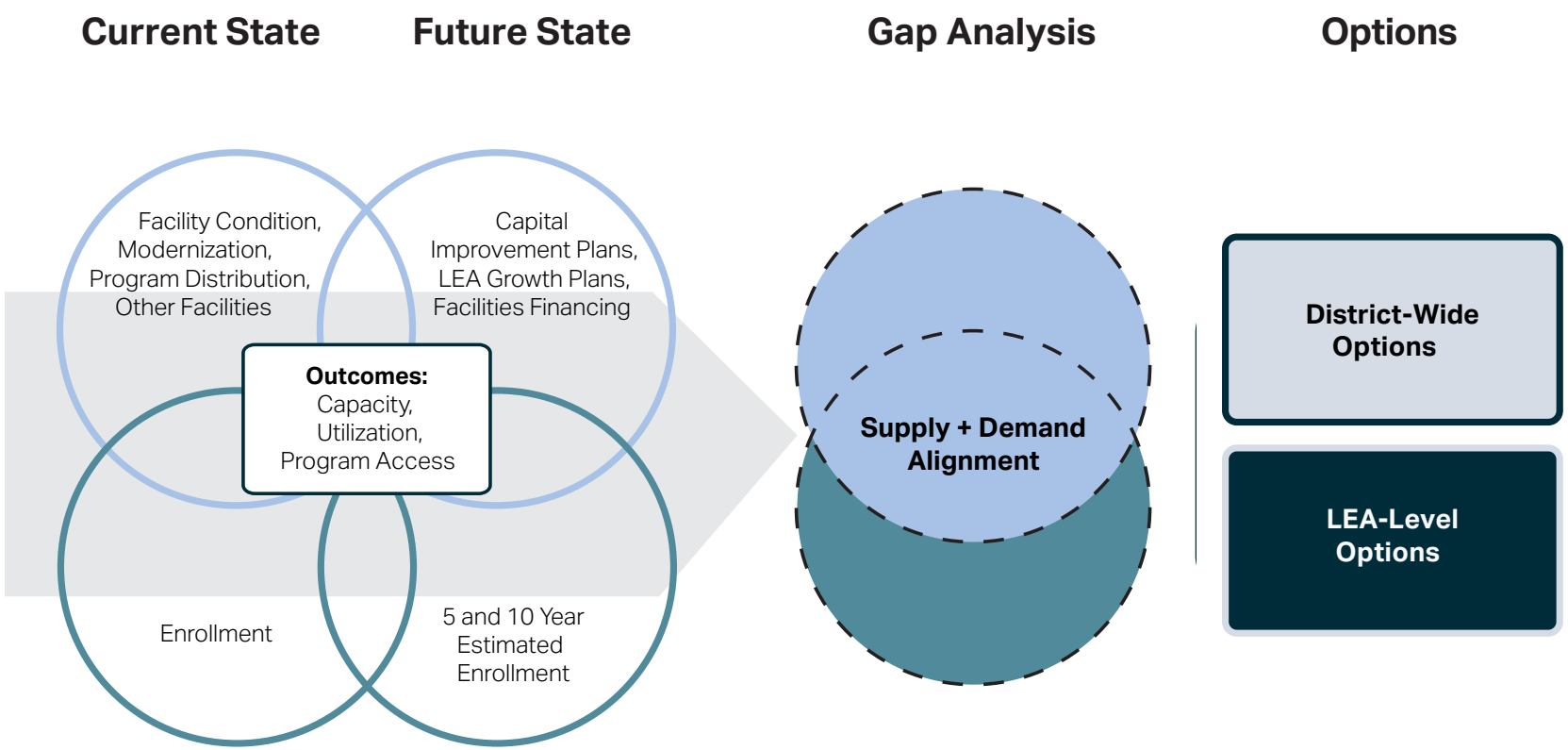


Figure 1.3 Study Methodology
Source: AECOM 2018

1.4 COMMUNITY ENGAGEMENT

Community engagement is fundamental to the MFP methodology. The community engagement strategy was structured around a series of public workshops across Washington, DC and in-person surveys. In April, August, and October, community organization members, school parents, DCPS employees, District of Columbia government employees, and public charter school employees participated in round-table and large group discussions. In-person surveys were conducted outside recreation centers, libraries, grocery stores, metro stations, apartment complexes, and schools. Over 600 people collectively participated in the public outreach process, as shown in **Figure 1.5**.

Three overaching themes emerged as a result of the feedback received during the community engagement process:

1. Washington, DC and its residents have not been provided with a clearly articulated vision for what it means to be a dual-sector public school system founded on strong neighborhood schools supported by choice. Public sentiment is that the critical next step is to engage the community in the creation of an educational vision from which all educational policy decisions, including facilities-based decisions, should flow. The desire is for holistic decision-making that addresses issues related to equity, quality, access, and facilities in an integrated fashion.

2. Data transparency and accountability around facilities-oriented decisions is essential. Public sentiment strongly advocates for transparency around how data is used to inform planning decisions, with the sharing of information across sectors and with the public as a critical component.

3. While planning decisions must be contextualized by a comprehensive District-wide educational vision, the District must also address the specific needs of the wards, school boundaries, and neighborhoods.

Key themes and takeaways that emerged from the community engagement process are as follows:

+ Understanding how DCPS and public charter schools are projecting enrollment growth and the factors that influence enrollment
+ Needing more options for specialized programs in all areas of Washington, DC
+ Finding creative solutions for underutilized and overcrowded schools
+ Understanding more about co-location and how it is done now for both sectors
+ Understanding the process for upcoming DCPS modernizations
+ Ensuring that there is transportation equity for all students to get to neighborhood schools and schools of choice
+ Emphasizing the importance of technology, facility maintenance, and safety across all wards

Figure 1.4 summarizes the feedback received during the community meetings held in April.

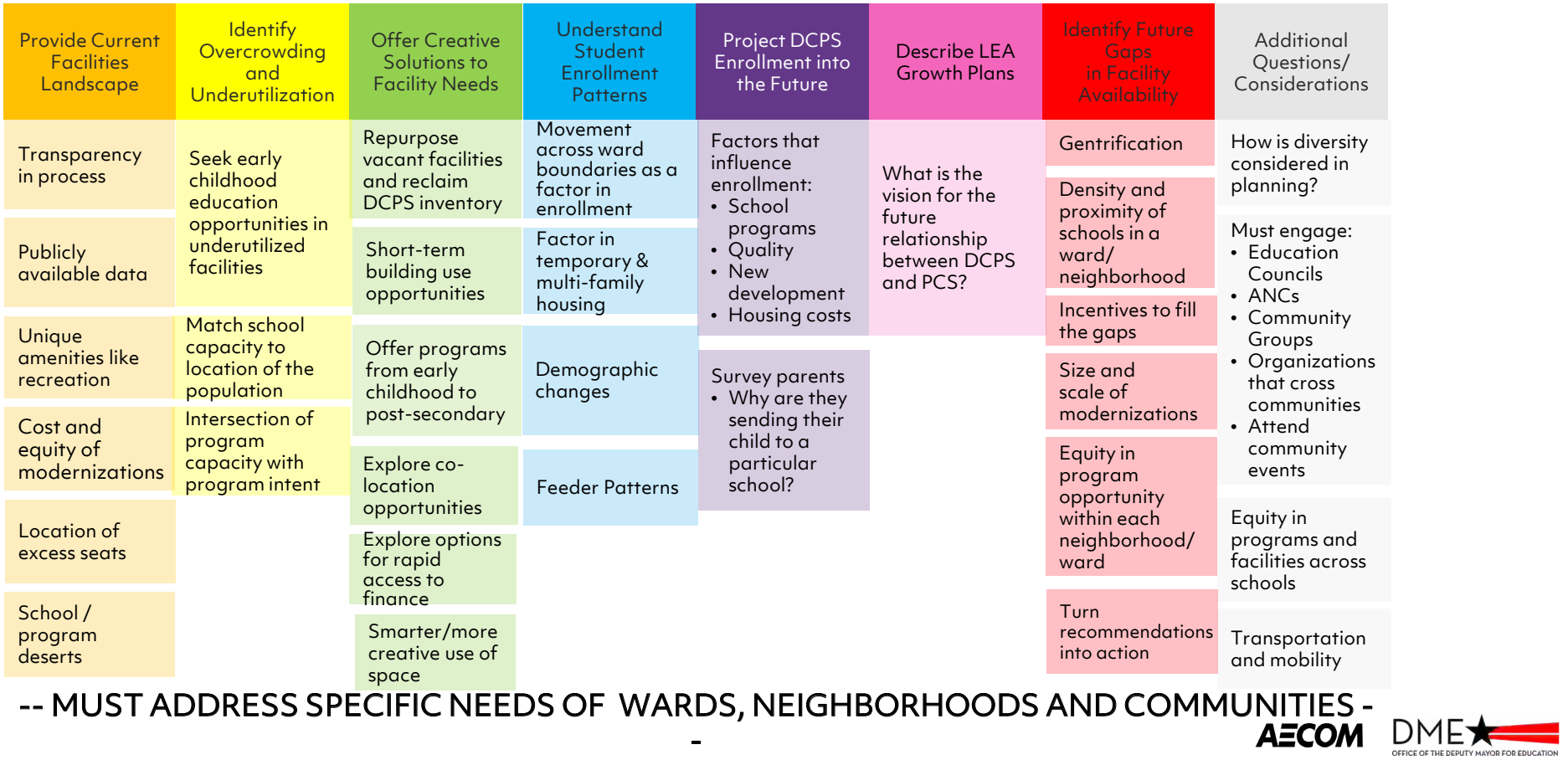


Figure 1.4 Participant Feedback from the April Meetings
Source: AECOM 2018

April Public Meetings: Participation Summary

Workshop Participants

April 10th	22
April 12th	12
April 14th	8

Who Participated?

- Community Organizations/Members (45%)
- School Parents (17%)
- DC Government Employees (17%)
- DCPS Employees (12%)
- PCS Employees (9%)

AECOM DME

August Community Engagement: Survey Summary

Survey to Collect Feedback on MFP Goals

# of Participants = 510

Survey period:
August 21 – September 11, 2018

In-person survey conducted outside recreation centers, libraries, grocery stores, metro stations, apartment complexes, and schools.

Who Participated?

- Parents of 1 public school child: 24% 2+ public school children: 76%
- Parents of DCPS students: 70% PCS students: 47%*
- All wards - proportional to where public school students live
- All PK-12 grade bands – similar to enrollment patterns

**Sum is greater than 100% due to multiple children per family.*

AECOM DME

August Public Meetings: Participation Summary

Workshop Participants

August 27th	31
August 29th	30
August 30th	20

Who Participated?

- School Parents (71%)
- Community Organizations/Members (15%)
- DCPS Employees (5%)
- PCS Employees (5%)
- DC Government Employees (4%)

AECOM DME

October Public Meetings: Participation Summary

Workshop Participants

October 9th	15
October 11th	6
October 13th	7

Who Participated?

- School Parents (43%)
- Community Organizations/Members (36%)
- DCPS Employees (11%)
- PCS Employees (10%)

AECOM DME

Figure 1.5 April, August, and October Meetings
Source: AECOM 2018

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CHAPTER 02

02 STATE OF DC PUBLIC SCHOOLS SY2017-18

2.1 SCHOOL FACILITY CONDITIONS AND TRENDS

This section describes and analyzes SY2017-18 conditions and trends related to school facilities in Washington, DC's public school system. Where data availability permits, the analysis covers both DCPS and public charter school facilities. The school facility topics include facility modernization, facility condition, specialized program distribution, health and safety, and other facility availability. Conclusions drawn from this analysis, found in Section 2.4, set the stage for enrollment projections, gap analysis, and development of options for improving the public school facilities.

2.1.1 Overview of Public School Facilities

In total there are 238 educational facilities in Washington, DC. This section reviews the 212 facilities that are currently used as schools.

The unit of analysis for Section 2.1 is school facilities rather than schools, while the units of analysis for Section 2.2 (School Enrollment and Demand) are facilities and schools. These two units differ, as some single school facilities house multiple schools, while some schools operate within multiple facilities. The District collects and manages supply-side information at the facility level, as it helps inform decisions about physical improvements such as renovations. **Table 2.1** compares the number of SY2017-18 school facilities with the number of schools by sector. While there were 212 educational facilities utilized as schools in SY2017-18, an additional 26 educational facilities in the District-owned facility inventory are discussed in the following section.

Table 2.1 Number of SY2017-18 Schools and School Facilities by Sector

SECTOR	NUMBER OF FACILITIES	NUMBER OF SCHOOLS
DCPS	108	112
PCS	95	119
Co-located	9	18
Total	**212**	**249**

Source: DME 2017, AECOM 2018;
Note: Youth Services and Inspiring Youth are not included in the analysis. Seven of the Co-located school facilities house two public charter LEAs, while two Co-located school facilities house a DCPS and public charter LEA

The 212 school facilities are distributed across Washington, DC's eight wards (see **Figure 2.1** and **Table 2.2**). School facilities are classified by sector as District of Columbia Public Schools (DCPS), Public Charter Schools (PCS), or Co-located schools. Co-located schools are facilities that house two or more schools from different LEAs; such facilities include either a combination of DCPS and PCS schools or two or more public charter schools. School facilities housing multiple schools with different grade bands are referred to as multi-schools. Multi-schools can be from the same LEA or different LEAs (co-location). Education campuses are facilities with one school that span several grade bands.

The 212 school facilities include elementary schools, middle schools, high schools, adult education centers, alternative schools, and special education facilities. The highest concentration of school facilities is found in Wards 5 and 8, with 38 school facilities each. The lowest concentration of school facilities is found in Wards 2 and 3, with ten school facilities each. The supply of school facilities in Washington, DC has been dynamic and reflects substantial DCPS facility closures, as well as public charter school facilities opening and closing over time. **Table 2.3** shows that between 2013 and 2017, Ward 1 had the greatest net loss of school facilities while Ward 5 had the greatest net increase (more details on school facilities by ward and sector can be found in Appendix A.1).

The ownership status of the 238 educational facilities in Washington, DC is shown in **Table 2.4**. Of these, 212 facilities are currently used as schools. The majority of SY2017-18 school facilities are District-owned (141 of 212, or 67%), with 78% of District-owned school

Table 2.2 Number of School Facilities by Ward, SY2017-18

WARD	NUMBER OF SCHOOL FACILITIES
Ward 1	22
Ward 2	10
Ward 3	10
Ward 4	32
Ward 5	38
Ward 6	32
Ward 7	30
Ward 8	38
Total	**212**

Source: DME 2017, AECOM 2018

Table 2.3 Change in Number of School Facilities by Ward, 2013-2017

WARD	2013	2014	2015	2016	2017	TOTAL CHANGE
Ward 1	28	27	25	23	22	-6
Ward 2	9	8	8	9	9	0
Ward 3	10	10	10	10	10	0
Ward 4	28	31	32	32	33	5
Ward 5	30	35	37	38	38	8
Ward 6	29	29	32	31	32	3
Ward 7	27	27	28	29	30	3
Ward 8	34	36	37	38	38	4
Total	**195**	**203**	**209**	**210**	**212**	**17**

Source: DME 2017, AECOM 2018
Note: These counts exclude Inspiring Youth and Youth Services

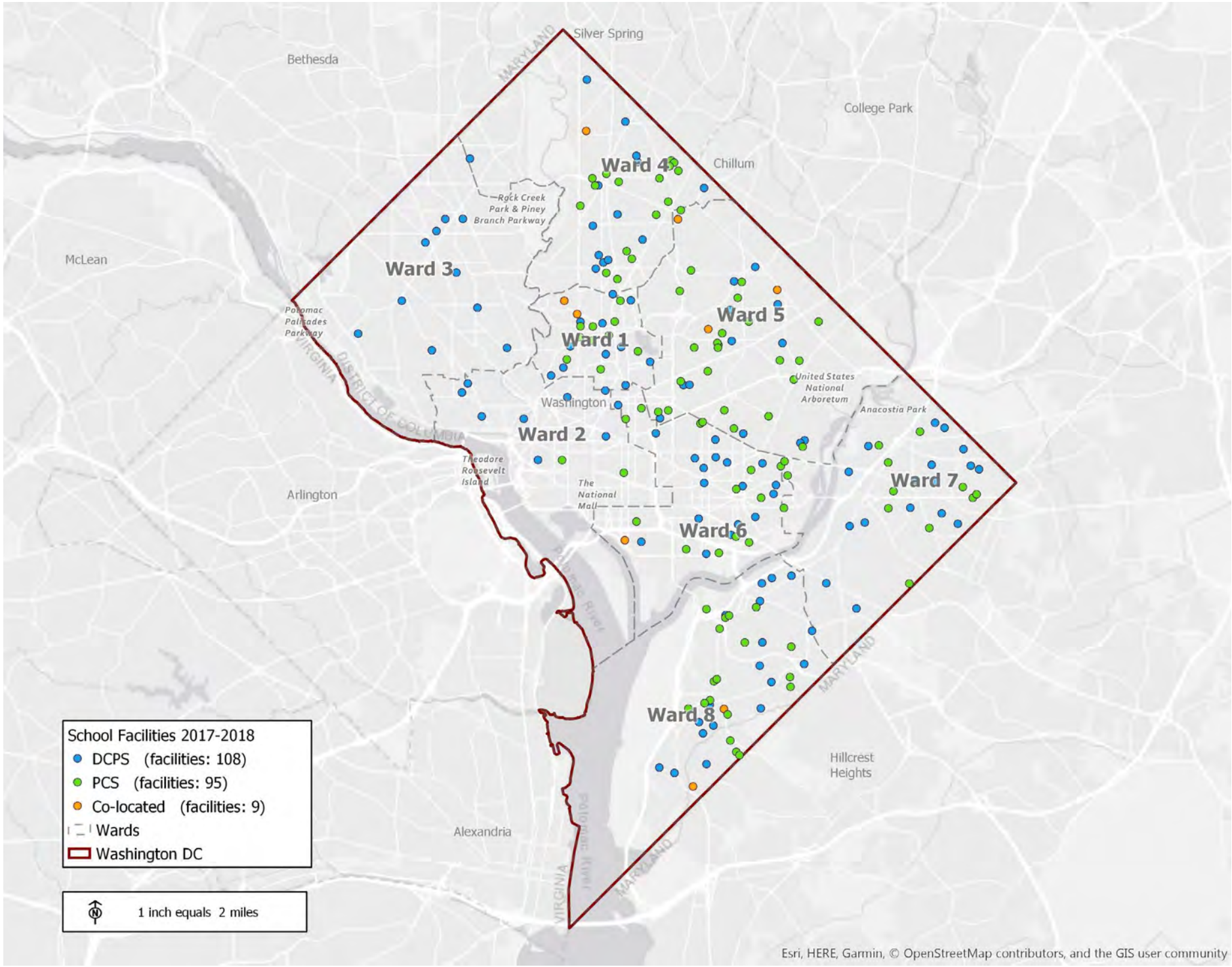


Figure 2.1 School Facilities by Sector
Source: DME 2017, AECOM 2018

facilities used by DCPS (110 of 141)[1] and 22% used by public charter schools (31 of 141). Of the 31 public charter schools in District-owned facilities, 25 are under long-term leases, four are under incubator leases, and two have leases pending. The remaining 71 school facilities are not District-owned and are utilized by public charter schools. Of these 71 facilities, 40 are commercially leased (56%), 22 are owned through private acquisition (31%), and nine are former DCPS facilities. In total, 40 former DCPS buildings are leased or owned by public charter schools.

In addition to the 212 facilities used as schools, there are 26 more District-owned facilities that are used for various reasons. Thirteen are used for educational purposes and the other 13 are used by other agencies. Of the 13 District-owned facilities used for educational purposes, there are five swing locations that are critical to the District's robust school facility modernization program. The remaining eight vacant and administrative facilities could be considered for potential future capacity or programmatic growth, as discussed in Sections 3 and 4 later in this report. **Figure 2.2** shows the ownership status of the 238 educational facilities in Washington, DC.

Table 2.4 Educational Facility Ownership Status, SY2017-18

OWNERSHIP STATUS	NUMBER
District-owned	**167**
DCPS School	110
PCS School	31
DCPS Swing, Admin, or Vacant	13
Used by Other Entity	13
Not District-owned	**71**
PCS School - Commercial Lease	40
PCS School - Own, Former DCPS Facility	9
PCS School - Own, Private Acquisition	22
Total	**238**

Source: DME 2017, AECOM 2018
Note: The two Co-located facilities that are District-owned and include DCPS schools are included with the 108 DCPS facilities.

2.1.2 Facility Modernization

At the turn of the 21st century, DCPS school facilities were suffering from decades of neglect. In 1998, the U.S. Army Corps of Engineers judged that 84% of facilities were "in poor physical condition."[2] Heating and ventilation systems failed to adequately regulate temperatures in many classrooms, roofs leaked, and windows needed replacing. The poor quality of the built environment was considered detrimental to the quality of public education in Washington, DC.[3]

The District of Columbia began the process of addressing this investment backlog in 2000 with the first MFP, which aimed "to modernize, not just renovate, Washington, DC's public schools."[4] The 2000 MFP envisioned $3.5 billion in financing on full-scale modernizations, to be carried out ten schools at a time over a 10- to 15-year period. Some modernizations were completed by 2003, but the financing stalled by the middle of the decade.

The advent of mayoral control by then-Mayor Adrian Fenty marked a major turning point in modernization efforts. The Public Education Reform Amendment Act of 2007[5] restructured DCPS, establishing it as a cabinet-level agency within the Mayor's office. The Office of Public Education Facility Modernization (OPEFM) was created as a separate executive branch entity to plan and coordinate the modernization work. OPEFM adopted a phased strategy for improvements. For elementary and middle schools, Phase 1 modernizations addressed immediate classroom improvements, such as furniture, air quality, lighting, and technology. Phase 2 included improvements to "support components" such as gymnasiums, cafeterias, and school grounds. Phase 3 addressed "system components:" mechanical, electrical, plumbing, and security. Larger schools, including high schools, were considered separately, and received "full modernizations," which were based on a more traditional renovation approach (or in some cases, demolition followed by reconstruction).

1 The two co-located facilities that are District-owned and include DCPS schools are included with the 108 DCPS facilities.

2 Parents United, "Separate and Unequal: The State of the District of Columbia Public Schools Fifty Years after Brown and Bolling," 2005, p. 21.

3 21st Century School Fund and Brookings Institution, "DC Public School and Public Charter School Capital Budgeting, Task 3 Report," 2005.

4 Ibid, p. 22.

5 L17-0009, effective June 12, 2007.

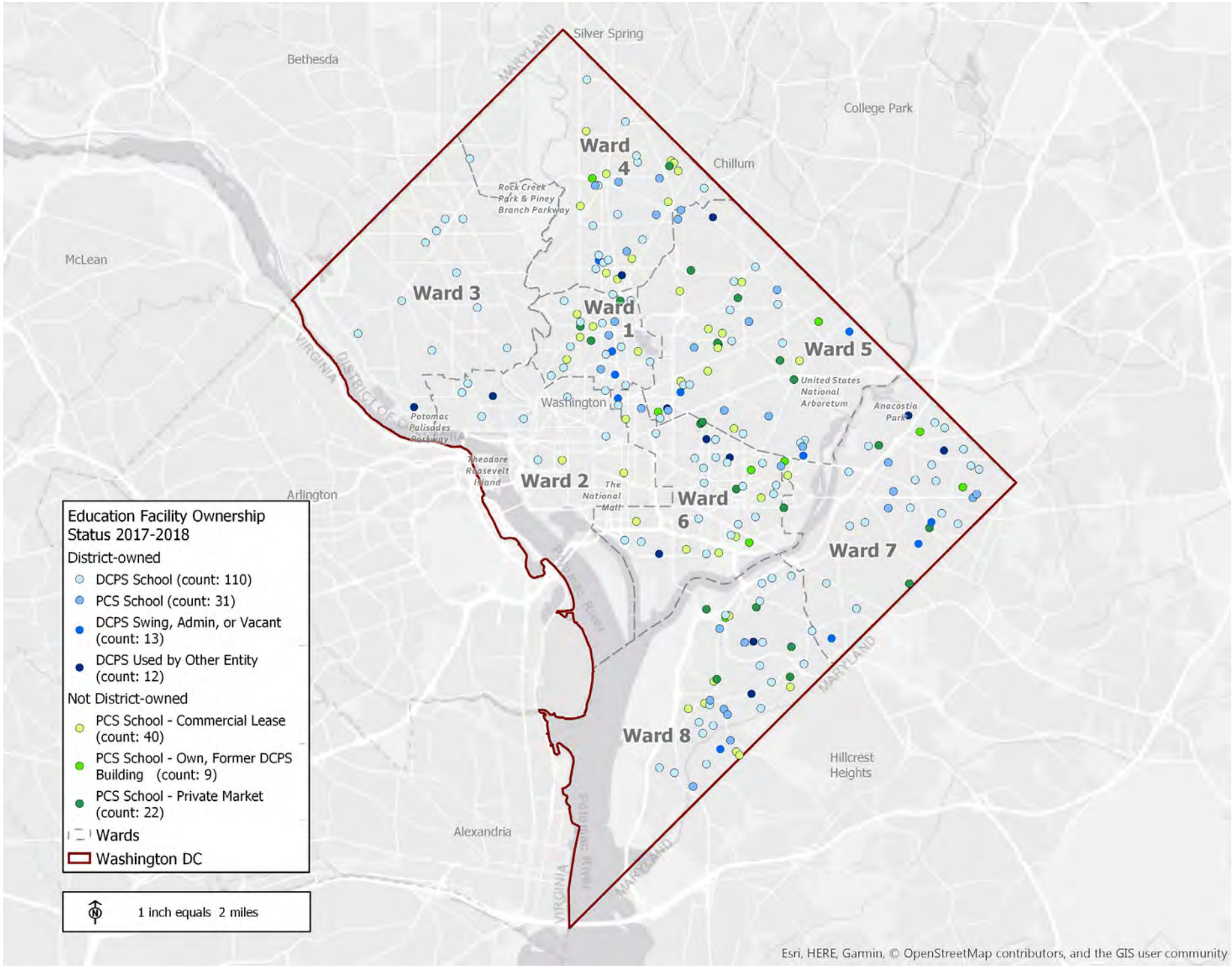


Figure 2.2 School Facilities by Ownership Status
Source: DME 2017, AECOM 2018

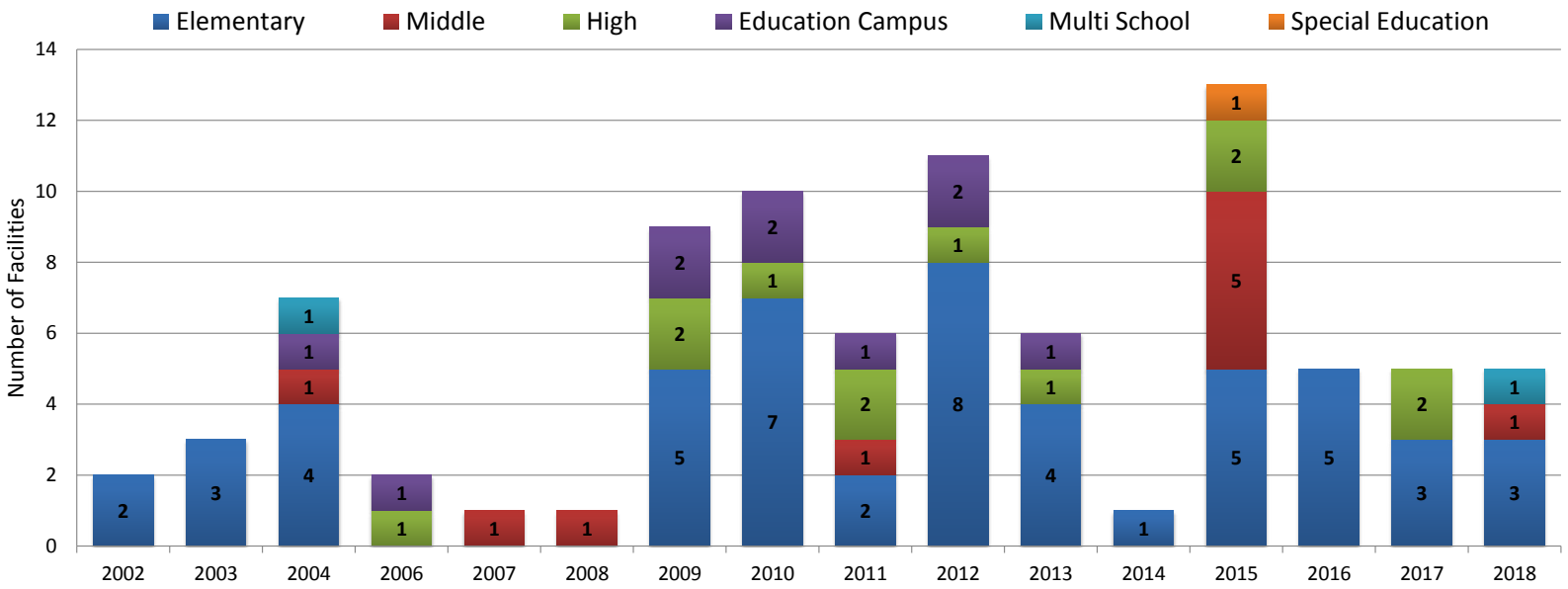


Figure 2.3 Count of DCPS Facility Modernization by Year and Grade Band
Source: DME 2017, AECOM 2018
Note: Two DCPS facilities are categorized as multi-schools, McKinley Middle School/High School and Bancroft Elementary School (co-located with Briya PCS)

OPEFM was later consolidated into the Department of General Services (DGS), which is responsible for maintenance of all District facilities, but the modernization approach remained the same throughout the 2010s, with facility modernization projects added annually to rolling six-year CIPs.

From 2002 to 2018, 79% of DCPS facilities (87 of 110)[6] were modernized or renovated. **Figure 2.3** demonstrates that most of these renovations and modernizations have occurred since 2009, with 82% (71 of 87) taking place in that span. An additional 20 school modernizations have been planned between fiscal years 2019 and 2024.

The highest number of total modernizations (both Phase I and full) have been carried out in Ward 8, followed by Wards 6 and 7, as shown in **Figure 2.4**. However, improvements were less evenly distributed when differentiating between types of modernizations. Ward 8 has received 16 facility modernizations, and 50% (8 of 16) of the modernizations were Phase 1 renovations. Ward 3 has received full modernizations for 90% of its school facilities (9 of 10). Facilities depicted on the map are also shown in **Table 2.5** (see Appendix A.2 and Appendix A.3 for additional information on school modernizations).

One limitation of the data presented here is that it does not include data on DGS and DCPS small capital improvement projects, which are used to maintain facilities in proper condition before and after modernizations as warranted by the facility's maintenance needs. Additionally, the data presented here does not reflect all facility improvement activity during this period. The District completes school modernizations on DCPS school facilities only; public charter schools program and implement their own improvement projects and are not included in this section.

[6] The two Co-located facilities that are District-owned and include DCPS schools are included with the 108 DCPS facilities.

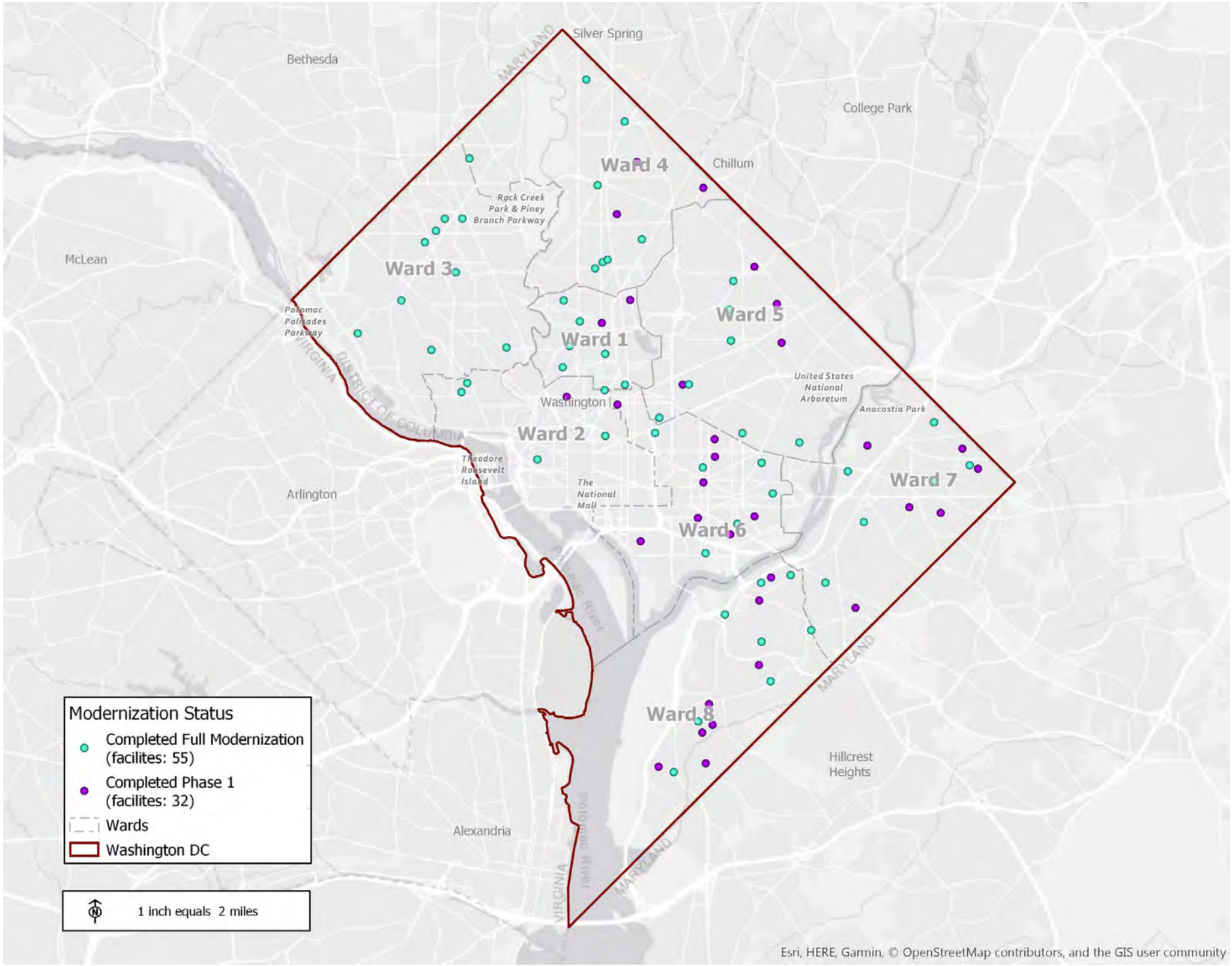


Figure 2.4 Status of Modernization of DCPS Facilities, 2002-2018
Source: DME 2017, AECOM 2018

Table 2.5 Modernization Status

COMPLETED FULL MODERNIZATION (55)				
Noyes EC	Thomson ES	Brookland MS	Janney ES	Marie Reed ES
Phelps Architecture Construction and Engineering HS	Eastern HS	Moten ES	Roosevelt HS; Roosevelt STAY	Watkins ES (Capitol Hill Cluster)
Savoy ES	Takoma EC	Turner ES	Deal MS	Duke Ellington School for the Arts
Sousa MS	Cleveland ES	Patterson ES	Van Ness ES	MacFarland MS Dual Language Program
Luke Moore Alternative HS	Wilson HS	Dunbar HS	Shepherd ES	Boone ES
Wheatley EC	Anacostia HS	Hearst ES	Stanton ES	Bancroft ES
H.D. Woodson HS	Cardozo EC	Mann ES	Key ES	Murch ES
H D Cooke ES	Randle Highlands ES	Ballou HS; Ballou STAY	Powell ES	Barnard ES
Walker-Jones EC	Oyster Adams Bilingual School (Oyster)	Stuart-Hobson MS (Capitol Hill Cluster)	Lafayette ES	Brightwood EC
School Without Walls SHS	River Terrace ES	Kelly Miller MS	Ron Brown College Preparatory High School	Columbia Heights EC (CHEC)
Stoddert ES	Miner ES	Hardy MS	Garrison ES	McKinley Technology HS

COMPLETED PHASE 1 (32)		
Burrville ES	Simon ES	Ludlow-Taylor ES
Whittier EC	Ketcham ES	Beers ES
King, M L ES	Amidon-Bowen ES	Plummer ES
Tyler ES	Burroughs EC	Kramer MS
Langley EC	LaSalle-Backus EC	Johnson John Hayden MS
Hart MS	Nalle ES	Payne ES
Seaton ES	Leckie ES	Langdon EC
Ross ES	Peabody ES (Capitol Hill Cluster)	Brent ES
Bunker Hill ES	Hendley ES	Bruce Monroe ES at Park View
Drew ES	J O Wilson ES	Thomas ES
Truesdell EC	Tubman ES	

2.1.3 Facility Conditions

The District of Columbia recently adopted a new, robust, systematic facility assessment program, with the intention of promoting comprehensive and effective management of the District's real assets, including schools. The District is currently in the middle of a three-year process (2017-2020) of assessing the condition of all school facilities under its ownership. After this initial three-year effort to establish the complete and up-to-date baseline of school facility condition, DGS will be responsible for evaluating the physical condition of each of the District-owned school facilities every three years.

This section reports on the results of 65 Facility Condition Assessments (FCAs) completed in SY2017-18 for District-owned school facilities[7,8]. The facilities covered by these FCAs accommodate DCPS schools, public charter schools leased from DGS, and co-located schools. Using the same engineering consultant, a third party has financed an additional 49 FCAs on non-District-owned school facilities occupied by public charter schools. In total, 114 FCAs have been prepared in SY2017-18. **Table 2.6** shows a breakdown of the 114 FCAs by sector (refer to Appendix A.4 and Appendix A.5 for details on FCAs for the 114 school facilities).

The FCAs calculate Facility Condition Index (FCI) scores for each facility. A relative indicator of condition, the FCI is calculated by dividing the cost of necessary maintenance, repairs, and/or replacement of deficient components or equipment, by the current replacement value of the entire facility. The FCIs in this report are based on a ten-year cost of necessary maintenance. As the cost of maintenance and repairs approaches the cost of replacement for a facility, the worse the condition of the asset and the higher the FCI value.[9] The respective FCI of DCPS and public charter school facilities in District-owned buildings are shown in **Figure 2.5** and **Figure 2.6**. Co-located facilities housing public charter schools are shown alongside PCS-only facilities in District-owned buildings.

Overall, the results of the SY2017-18 FCAs demonstrate that the District's assessed school facilities are generally in good condition. **Figure 2.7** breaks down FCI scores for school facilities District-wide; 90 of the 114 facilities assessed received a "Good" or "Fair" FCI score,

Table 2.6 School Facilities with FCA SY2017-18 by Sector

SECTOR	NUMBER OF FACILITIES
Co-located	4
DCPS	35
PCS	75
Grand Total	**114**

Source: DME 2017, AECOM 2017

[7] An FCA is an evaluation of the physical condition of a facility, focusing typically on building structure, materials and systems (ventilation, plumbing, etc.). With a 10-year horizon, the FCAs referred to in this section can be used by LEAs to plan repairs and capital investments to their school facilities.

[8] The District performed an additional 26 FCAs for district-owned facilities after the study period.

[9] Note that FCI scores are inverted: the higher the score, the worse the condition of the facility.

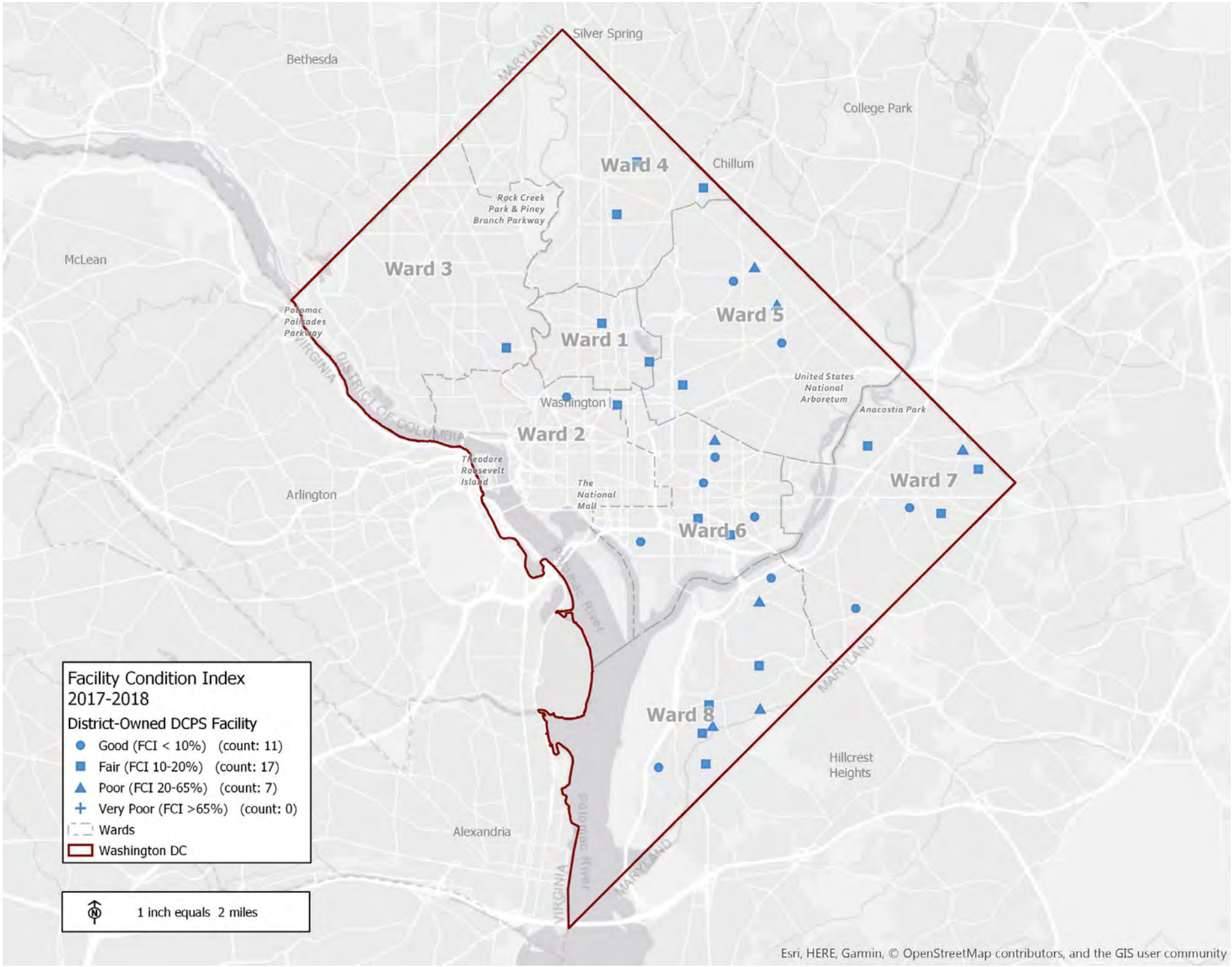


Figure 2.5 Facility Condition Index of District-Owned DCPS Facilities
Source: DME 2017, AECOM 2018

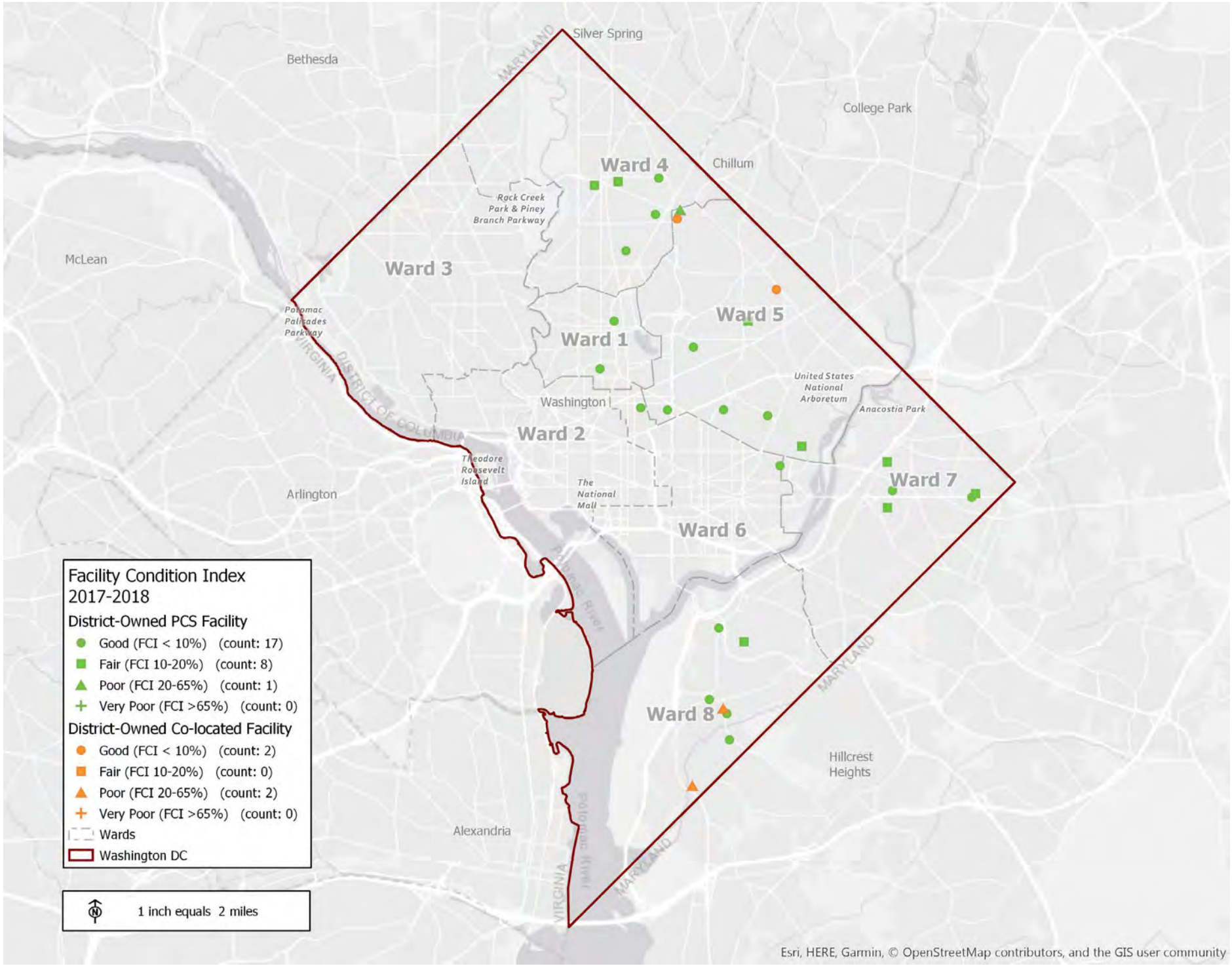


Figure 2.6 Facility Condition Index of District-Owned PCS Facilities
Source: DME 2017, AECOM 2018

meaning that their FCI scores were less than or equal to 10% (Good) or between 10% and 20% (Fair). Only 24 facilities received a Poor score (corresponding to an FCI of between 20% and 65%), while no facilities received a Very Poor score (FCI > 65%).

Of all the District-owned facilities (DCPS, public charter schools, and co-located schools), 85% (55 of 65) received a Good or Fair FCI score. Of the public charter schools in non-District-owned facilities, 71% received a Good or Fair FCI score.

For public charter schools in non-District-owned facilities, 29% received a Poor FCI score, while 12% of public charter schools in District-owned facilities scored Poor (see Appendix A.4 and Appendix A.5 for details on facility FCI scores).

Overall, the results of the SY2017-18 FCAs demonstrate that the District's school facilities are in good to fair condition.

Facility condition is clearly worse in non-District-owned facilities than in District-owned facilities. One factor contributing to this finding is the significant level of investment that the District has made since 2008 in its owned and maintained school facilities. Another possible factor is that the funding distributed to public charter schools for facilities (facilities allotment) has been insufficient to maintain charter school facilities to the same standard that DGS maintains the District-owned school buildings. Many public charter school representatives expressed this sentiment during the MFP study. Furthermore, many public charter schools lease their school facilities and do not have control over maintenance or investments. Section 4 recommends undertaking a facility cost study as a first step in considering how to promote equitable facility conditions across sectors. Section 4 also recommends more data transparency.

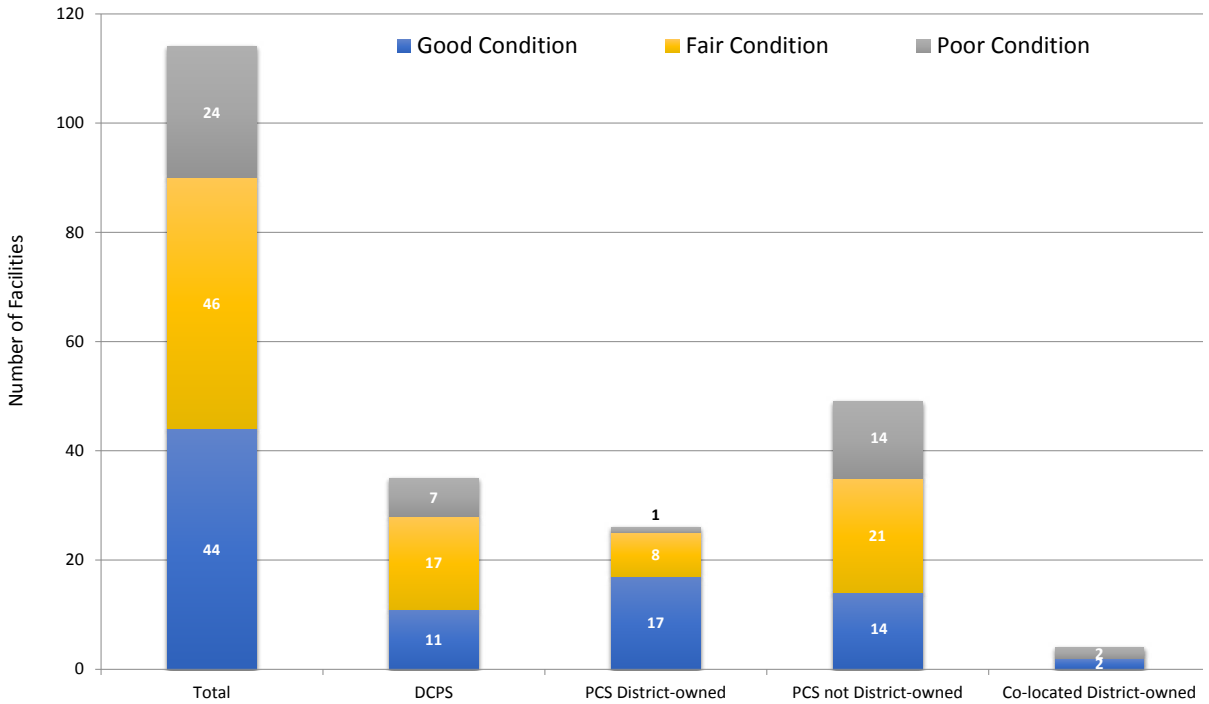


Figure 2.7 District-wide School Facility FCA, SY2017-18
Source: DME 2017, AECOM 2018

Table 2.7 shows the ten District-owned school facilities graded as Poor condition, their sectors, and their modernization status. Of the seven DCPS facilities, six have received Phase 1 renovations. Malcolm X Elementary School at Green has not received a Phase 1 renovation or a modernization; planning and design for its modernization will begin in Fiscal Year (FY) 2024, along with planning and design for modernizations of schools that received Phase 1 modernizations. Because the capital plans of public charter schools are not included in the CIP, this report can only indicate the conditions of these facilities but not if or when they are scheduled for modernization.

Table 2.7 Characteristics of Facilities with Poor FCIs

SCHOOL	WARD	SECTOR	FCI STATUS	10 YR FCI SCORE	GRADE BAND	MODERNIZATION STATUS
Ingenuity Prep PCS; National Collegiate Preparatory PCHS	Ward 8	Co-located	Poor	35.69%	Multi School	N/A - PCS
Ketcham ES	Ward 8	DCPS	Poor	34.90%	Elementary	Phase 1 Renovation
Malcolm X ES at Green	Ward 8	DCPS	Poor	29.71%	Elementary	In FY19-24 CIP
Burroughs EC	Ward 5	DCPS	Poor	28.01%	Elementary	Phase 1 Renovation
Somerset Preparatory Academy PCS; Community College Preparatory Academy PCS [Wheeler Road]	Ward 8	Co-located	Poor	26.89%	Multi School	N/A - PCS
Bunker Hill ES	Ward 5	DCPS	Poor	23.13%	Elementary	Phase 1 Renovation
Hart MS	Ward 8	DCPS	Poor	22.77%	Middle	Phase 1 Renovation
Burrville ES	Ward 7	DCPS	Poor	21.34%	Elementary	Phase 1 Renovation
DC Bilingual PCS	Ward 5	PCS	Poor	21.31%	Elementary	N/A - PCS
J O Wilson ES	Ward 6	DCPS	Poor	21.08%	Elementary	In FY19-24 CIP

2.1.4 Program Distribution

This section examines specialized academic program data provided by DCPS and public charter schools. Specialized programs are based on definitions provided by My School DC (MSDC) and are agreed upon by DCPS and the DC Public Charter School Board (DC PCSB) (see Appendix A.6). For this reason, this data used for this analysis may not include a complete listing of all specialized programming in schools.

The following specialty programs are analyzed by location, sector, and grade band: International Baccalaureate (IB); Dual Language and Language Immersion; Extended Year Program; Montessori; Science, Technology, Engineering, and Math (STEM); Arts Integration; Career Technical Education; and "Other." Other Specialized Programs include Application High Schools, Alternative Diploma Granting, and Campus Dual College Enrollment. In cases where schools are co-located, they are counted individually in terms of specialized programs.

Out of all the DCPS, PCS, and co-located facilities offering SY2017-18 specialized programs, 36% of facilities (76 of 212) offer at least one of the listed specialized programs; 64% of those facilities are DCPS (49 of 76), 28% are PCS (21 of 76), and 8% are co-located (6 of 76), as seen in **Figure 2.9**.

Across Washington, DC, Dual Language/Language Immersion is the most frequently offered specialized program and accounts for 19% of all programs, as seen in **Figure 2.8**. Other Specialized Programs accounts for 21% of the specialized programs offered in Washington, DC. The two programs with the fewest offerings are Montessori and STEM, each accounting for 7% of all programs.

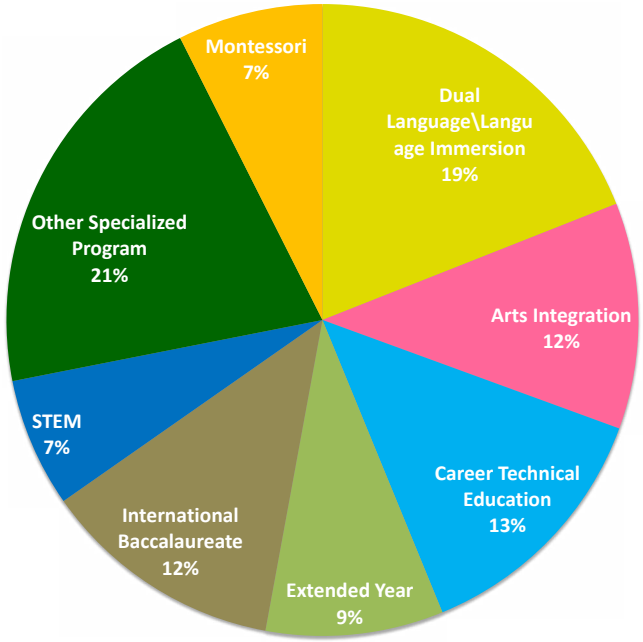


Figure 2.8 Breakdown of Specialized Programs District-wide, SY2017-18
Source: DME 2017, AECOM 2018

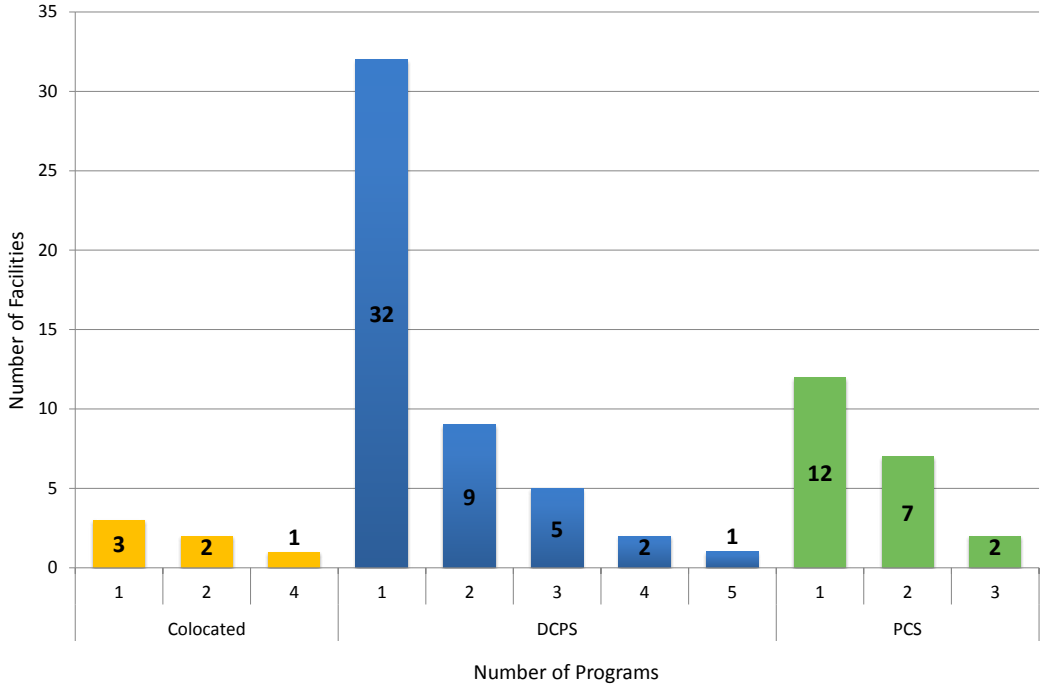


Figure 2.9 Number of Facilities by Number of Programs, SY2017-18
Source: DME 2017, AECOM 2018

As shown in **Figure 2.10**, schools in Ward 5 have the largest number of specialized programs, with 34 programs offered by various DCPS, PCS, and co-located facilities; Ward 8 ranks second with 22 programs. It should be noted that Wards 5 and 8 also have the most school facilities. **Figure 2.11** highlights the number of specialized programs offered within school facilities, across all wards. Schools in Wards 2 and 3 offer the fewest programs, with one specialized program per facility in Ward 3. It should be noted that Wards 2 and 3 also include the fewest number of school facilities across Washington, DC.

Figure 2.12 shows the locations and number of specialized programs: IB, Dual Language/Language Immersion, Extended Year, and Career Technical Education (see Appendix A.7 for list of schools by name). Ward 7 does not offer IB programs, and of the 14 school facilities that do offer IB, the largest concentration is in Ward 5, with four facilities. Schools in Wards 2 and 8 do not offer Dual Language/Language Immersion, and of the 22 school facilities offering Dual Language/Language Immersion, the highest concentration is found in Ward 4, with seven facilities. Extended Year programs are exclusively offered by DCPS, with nine of the 11 facilities being located in Wards 7 and 8. Like Extended Year programs, Career Technical programs are only offered in DCPS school facilities, with their highest concentration found within Ward 5.

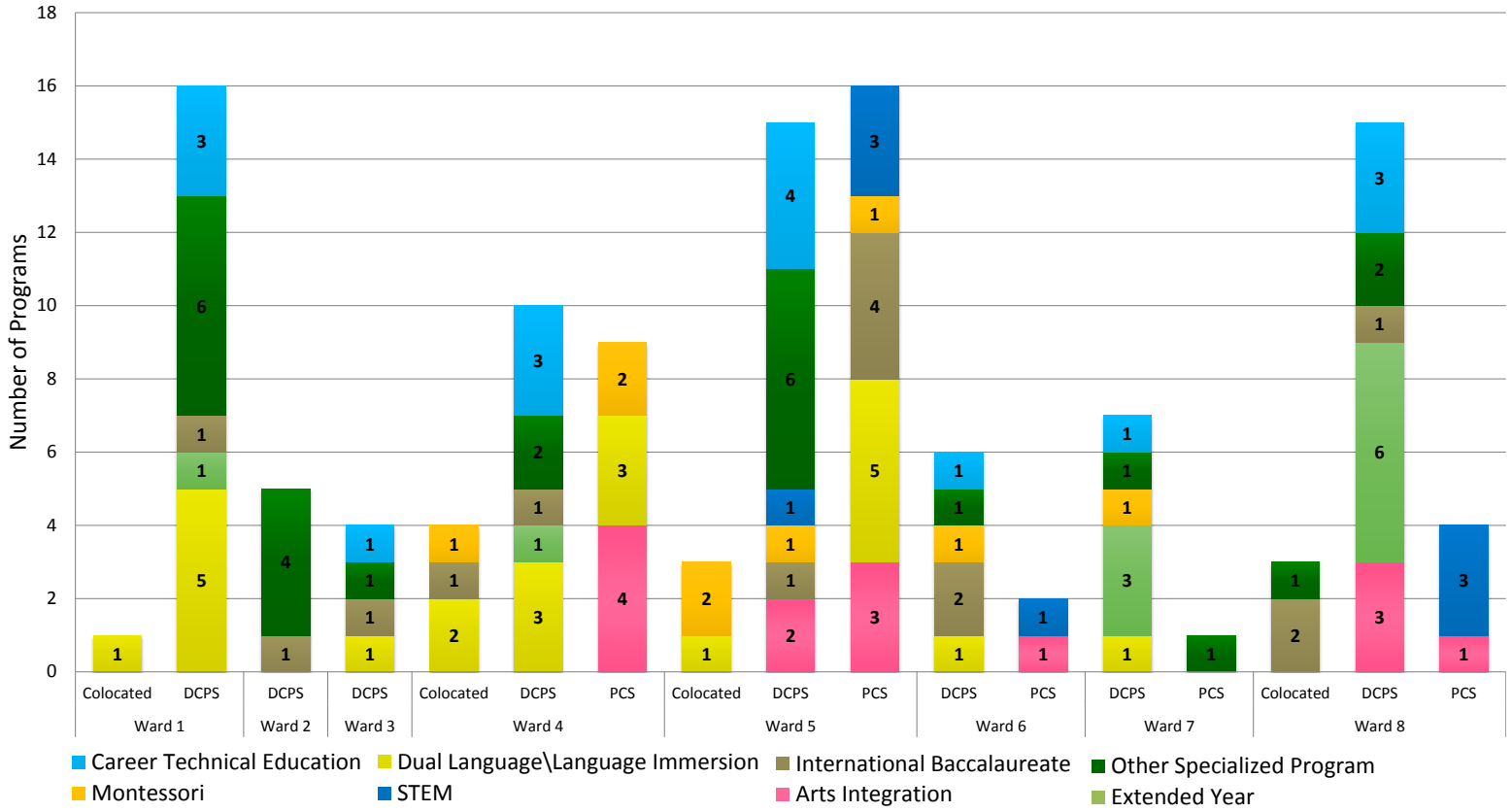


Figure 2.10 Specialized Programs Count by Sector and Ward
Source: DME 2017, AECOM 2018

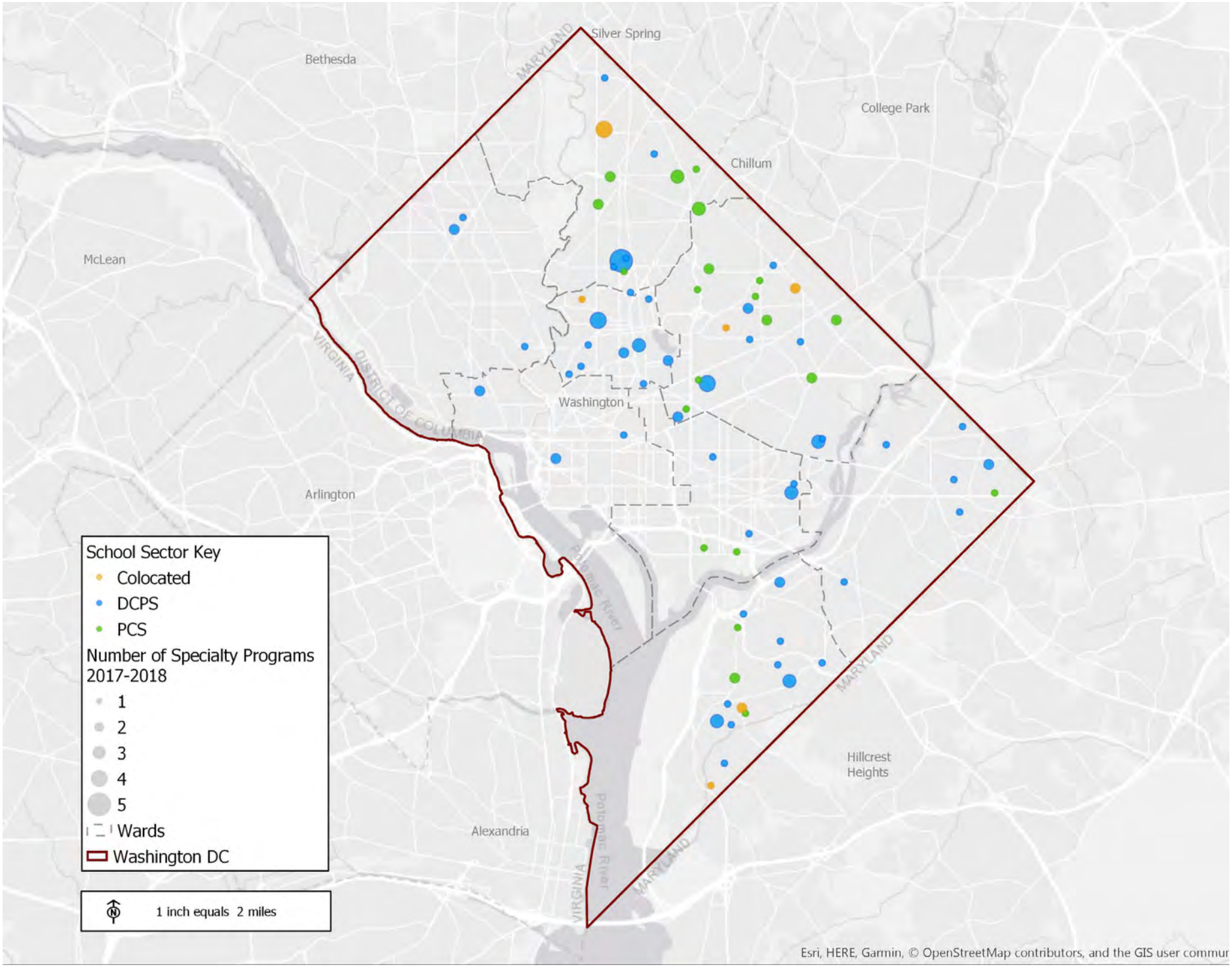


Figure 2.11 Number of Specialized Programs by Sector
Source: DME 2017, AECOM 2018

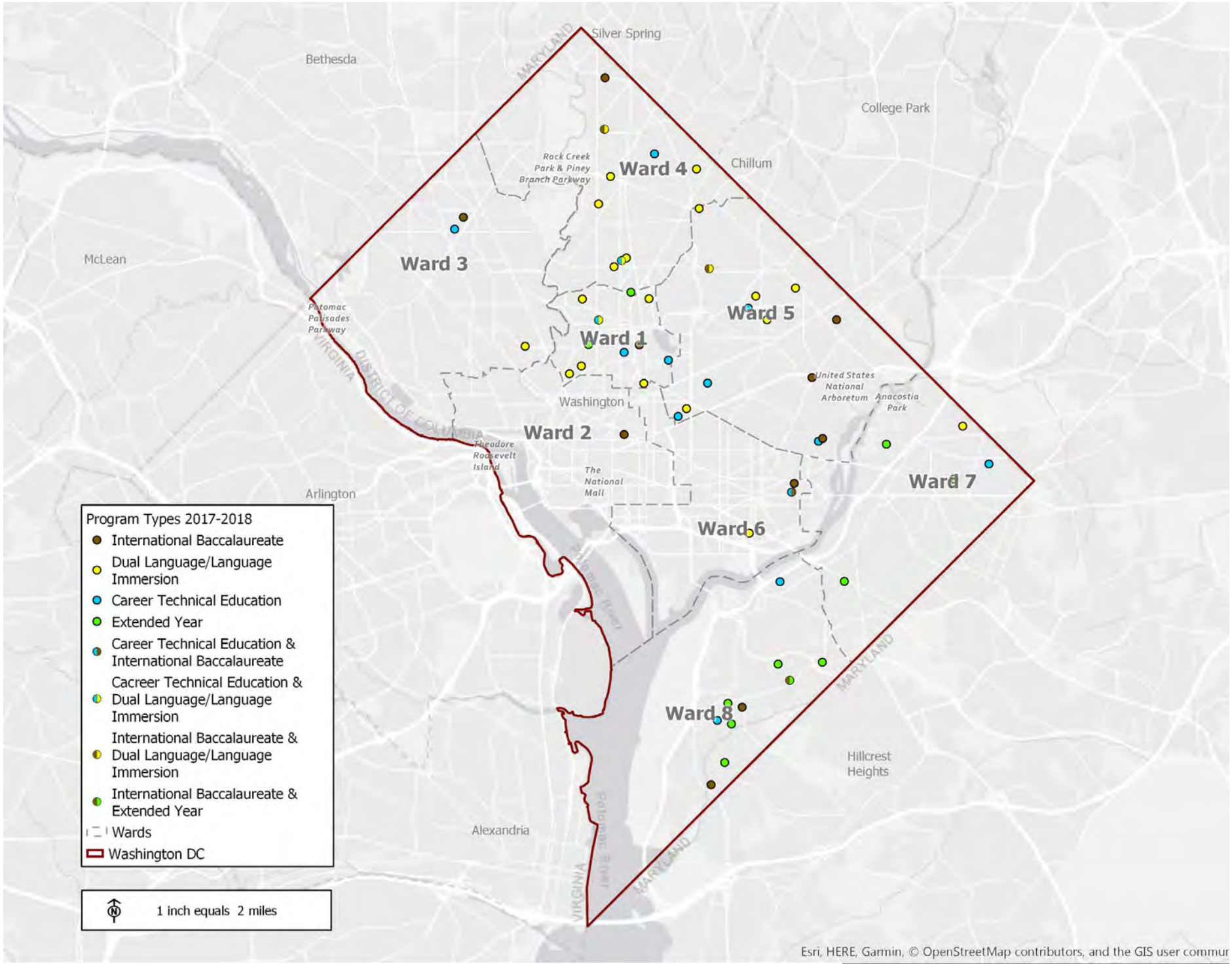


Figure 2.12 Program Types, SY2017–2018
Source: DME 2017, AECOM 2018

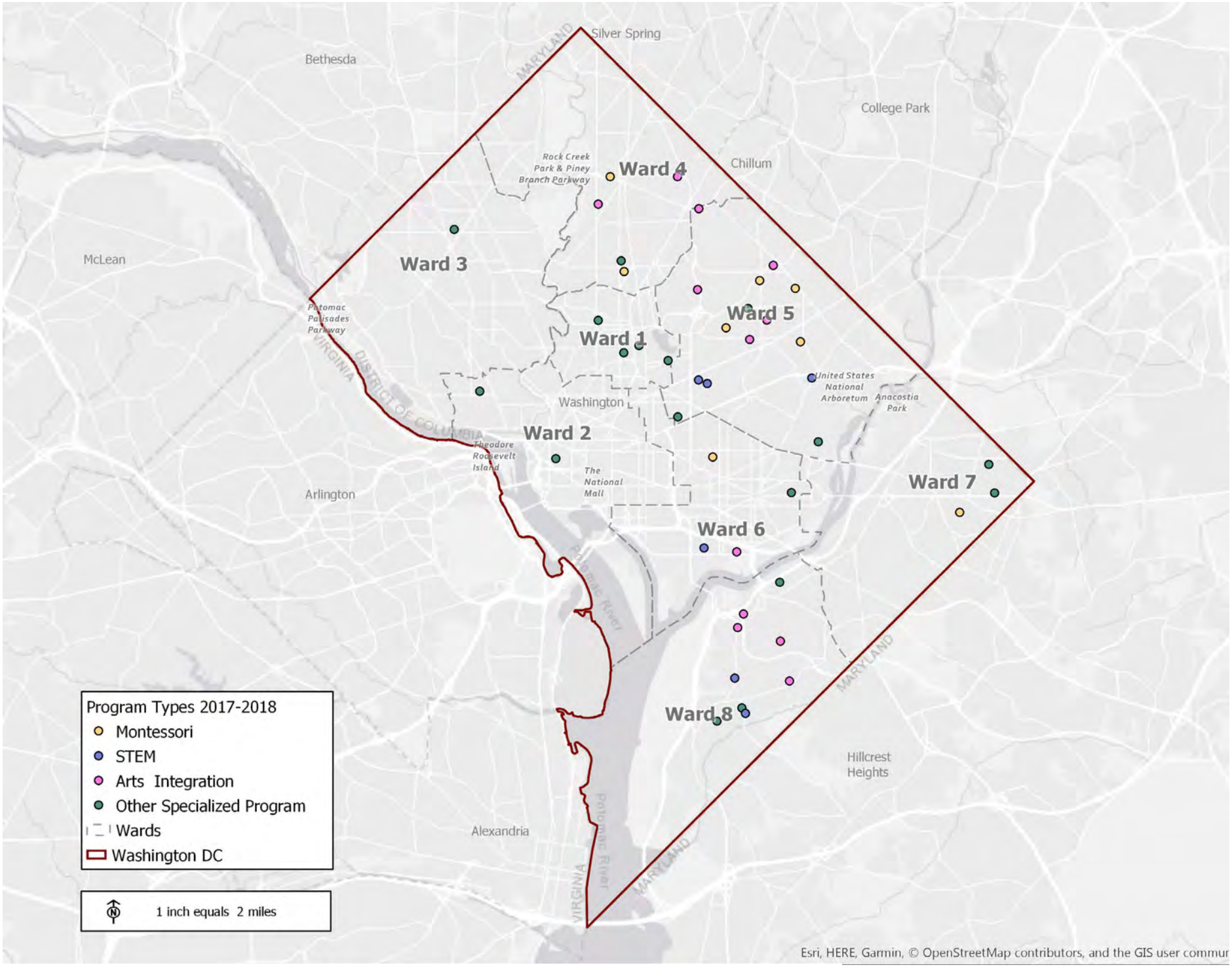


Figure 2.13 Program Types (continued), SY2017–2018
Source: DME 2017, AECOM 2018

Figure 2.13 shows the location and number of educational programs offered, including Montessori, STEM, Arts Integration, and Other Specialized Programs (see Appendix A.7 for list of schools by name). STEM and Montessori programs are the least represented among school facilities in Washington, DC, with only seven and nine facilities, respectively, offering those programs. Arts Integration and Career Technical Education programs are the next most prevalent within Washington, DC, with Career Technical being more evenly distributed than Arts Integration, which is mostly found within Wards 5 and 8 of Washington, DC (refer to Appendix A.7).

Across grade bands, 54% of specialized programs (41 of 76) are offered by elementary school facilities. **Figure 2.14** shows that 14 of the 40 programs offered in elementary schools are Dual Language/Language Immersion programs; at the same time, only nine public education facilities reported having Dual Language/Language Immersion beyond the elementary school level. Arts Integration and Extended Year are the second most widespread programs, with seven facilities offering the program in the elementary school level. Middle school facilities offer the fewest number of programs overall, and the programs that are offered are offered only by DCPS middle schools. Program distribution by grade band is compared to enrollment by grade in Chapter 3 as part of the analysis of school facility supply and demand.

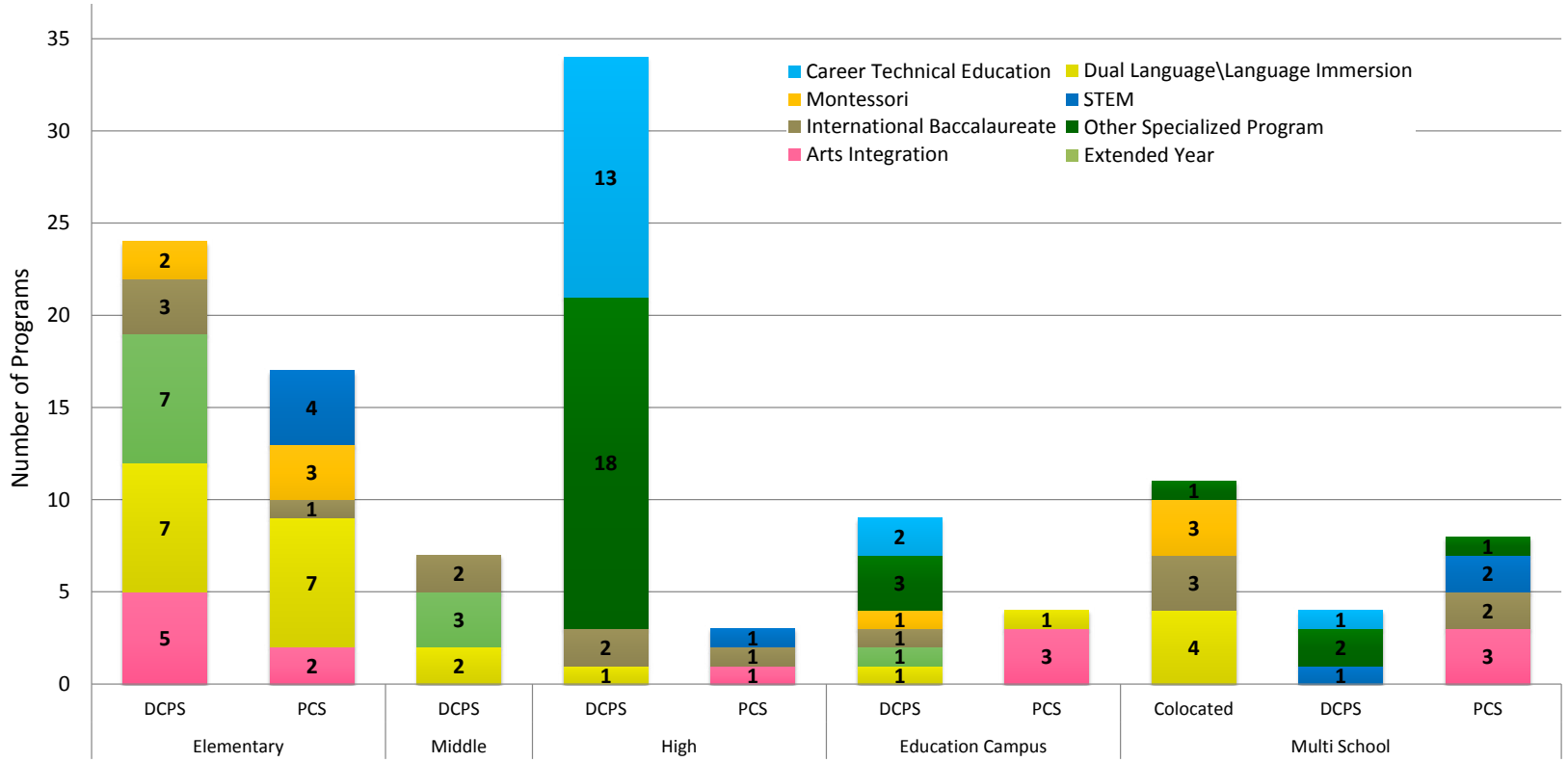


Figure 2.14 Specialized Program Count by Sector and Grade Band, SY2017-18
Source: DME 2017, AECOM 2018

2.1.5 Health and Safety

The District of Columbia has taken steps in recent years to address the most pressing issues related to health and safety in public schools. This section summarizes the efforts related to controlling lead in drinking water, monitoring and remediating asbestos, monitoring carbon monoxide, and enhancing readiness in case of emergencies.

Lead in Water

Lead in drinking water is toxic to humans, and is particularly harmful to youth and young children. The previously common use of lead service water lines and lead pipes in the United States continues to put young children and students at risk of exposure to lead in drinking water.

To reduce students' exposure to lead in drinking water, the District began a robust two-year effort in 2016 to install lead filters on all drinking water sources in all public school facilities. The District also has one of the most stringent lead filtration programs in the United States, with an actionable level of 5 parts per billion (ppb),[10] compared with the EPA-recommended actionable level of 15 ppb.

In 2017 the Childhood Lead Exposure Prevention Amendment Act of 2017 (DC Law 22-21) codified the District's efforts by requiring that all drinking water sources in all public schools be filtered for lead and each drinking water source be tested annually. The law also codifies the actionable level of lead at 5 ppb. Drinking water sources that have concentrations of lead in water above 5 ppb must be immediately removed from service and remediation steps must occur. The drinking water source cannot be returned to service until the concentration of lead in water is below 5 ppb.

Lead in water test results for both DCPS and public charter schools are publicly available online on DCPS and DC PCSB websites.

Asbestos Monitoring

The Asbestos Hazard Emergency Response Act (AHERA)[11] and its regulations require public and non-profit school districts (including charter schools) to inspect their school facilities for asbestos-containing material and to prepare asbestos management plans. The law requires an initial inspection as well as additional inspections every three years. The law also requires a yearly update to parents of any changes to the asbestos management plans as well as notification of the availability of the school's asbestos management plan upon request.[12]

For DCPS school facilities, DGS follows AHERA guidelines by conducting triennial inspections and biannual monitoring of schools and by maintaining an asbestos management plan for each school in the DCPS inventory. Asbestos

[10] US Government Accountability Office. (2018, July). Lead Testing of School Drinking Water Would Benefit from Improved Federal Guidance (GAO Publication No. 18-382). Washington, D.C.: U.S. Government Printing Office. Retrieved October 11, 2018 https://www.gao.gov/assets/700/692979.pdf.

[11] Retrieved October 24, 2018 https://www.gpo.gov/fdsys/pkg/USCODE-2009-title15/html/USCODE-2009-title15-chap53-subchapII.htm.

[12] Retrieved October 11, 2018 https://www.epa.gov/asbestos/asbestos-and-school-buildings.

management plans are available to the public upon request per AHERA.

Ninety-one DCPS facilities have been assessed with 6-month surveillance and 3-year re-inspections and, if necessary, remediated. All other school buildings are certified as asbestos-free per DGS's 2017 Healthy Public Building Assessment Act Report.[13]

The PCSB conducts an annual survey in which charter schools are asked if there are known asbestos hazards in its facilities. The PCSB has made asbestos hazards found in this survey available online.

CO Monitoring

DGS assesses facilities for carbon monoxide (CO) as part of its annual inspection of government facilities, including DCPS facilities, per the DC Healthy Public Buildings Assessment Act of 2016.[14]

The PCSB conducts an annual facilities survey in which charter schools are asked if their schools have CO monitors. The PCSB has made CO monitor concerns found in this survey available online.

Emergency Readiness

The District has developed the Safety Through Resiliency Assessment Planning (STRAP) Pilot Project to proactively address gaps in school-level emergency planning. The STRAP Pilot Project is led by the District of Columbia's Homeland Security Emergency Management Agency (HSEMA) in close collaboration with DCPS to conduct comprehensive assessments of the internal, external, and virtual components of District facilities.

The STRAP Pilot Project has two primary objectives:

1. Provide facilities with a better understanding of their site-specific vulnerabilities, enhancing safety and security efforts in the District of Columbia.

2. Provide a road map to District decision makers to cluster multiple and similar site vulnerabilities for improvement implementations.

This pilot project represents best-practices in identifying significant gaps in emergency planning before an incident occurs. It will be performed at 16 DCPS schools across all eight wards. After the completion of the pilot, HSEMA will explore extending assessments to all school facilities, both DCPS and charter.

[13] https://dgs.dc.gov/sites/default/files/dc/sites/dgs/publication/attachments/Healthy%20Building%20Act%20Report%202017%20Final%203.19.18.pdf.

[14] Healthy Public Buildings Assessment Act of 2016 (D.C. Law 21-237).

2.1.6 Transportation and Other District Facilities

Other District of Columbia Government facilities besides school facilities provide additional amenities that support the education and quality of life of public school children and families in Washington, DC, like public transportation, parks and recreation sites, and public libraries. The proximity of such amenities to schools make it more likely that students of nearby school facilities will use them, but there are other factors that also determine if and how students will use nearby amenities. The following analysis is spatial and does not take into account actual use patterns.

This section also investigates District-owned facilities that could potentially be converted to educational use in the future. Given the tight real estate market in Washington, DC, and the high proportion of public school development and operating costs to facility costs, the District could consider making underutilized real assets available for the purposes of aligning school capacity with future needs as necessary.

Public Transit Proximity and Level of Service

Proximity and level of service (LOS) of public transportation are important factors to consider when examining amenities that support school children and families. **Figure 2.15** shows the half-mile walking distance around public transit stops (Metrorail and bus stops) using the existing street network in Washington, DC. This basic proximity analysis helps to determine the overall coverage of the public transit system within Washington, DC. However, access to transit stops within half-mile walking distances does not guarantee a similar level of transit service; besides distance, the other important factor is the frequency of the service. People who live in places where the bus comes once an hour are not as well served by transit as people who live in areas where the bus comes every ten minutes. Additionally, the existence of a nearby bus or Metrorail line does not necessarily provide efficient transit to/from the home of students that may attend a given school facility.

94% of school facilities are within a half-mile walk from a public transit stop.

The public transit LOS is based on the frequency of transit trips available in the half-mile areas during a specific time window; in this case, Tuesday, from 6:00 to 9:00 a.m., which is selected as a representative time window for public school students. The frequency of transit trips is calculated in trips per hour, and is the number of times a bus or Metrorail picks up at a location over three hours. **Figure 2.16** identifies the level of public transit service within Washington, DC; well-served areas are represented in dark purple.

Wards 1 and 2 have the highest level of public transit service in Washington, DC.

Expanding upon the LOS analysis, **Figure 2.17** highlights the LOS for each school facility within Washington, DC. Much like the overall public transit LOS, the facility level of transit service is based on the number of transit trips available within a half-mile walk of each facility during the same Tuesday morning time window.[15] The size of each circle is proportional to the number of public transit trips available to each facility per hour between 6:00 to 9:00 a.m.

[15] All three figures utilize the Washington Metropolitan Area Transit Authority's (WMATA) trip planning data, which is stored in the General Transit Feed Specification (GTFS) data format.

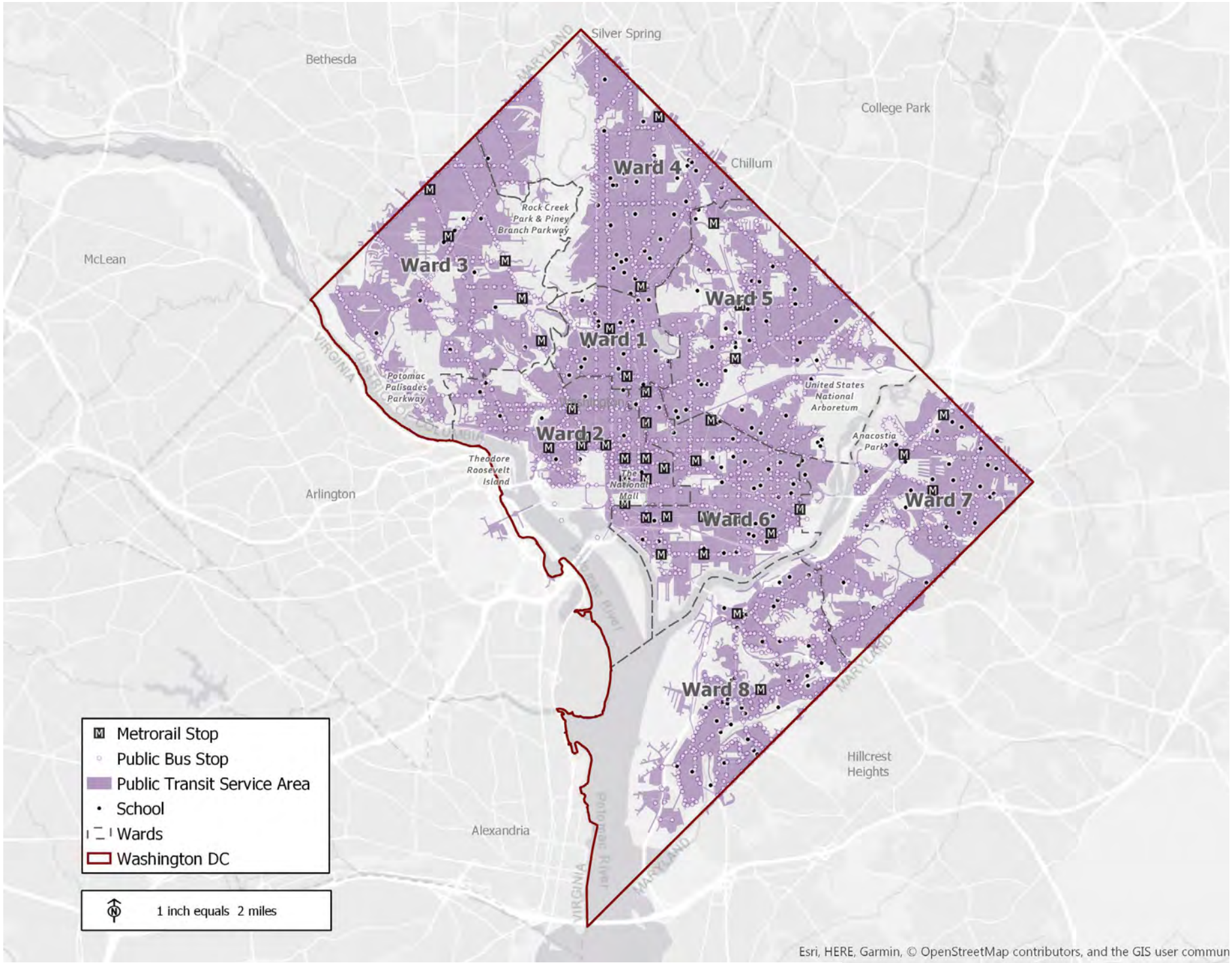


Figure 2.15 Public Transit Service Area
Source: DME 2017, WMATA 2018, AECOM 2018

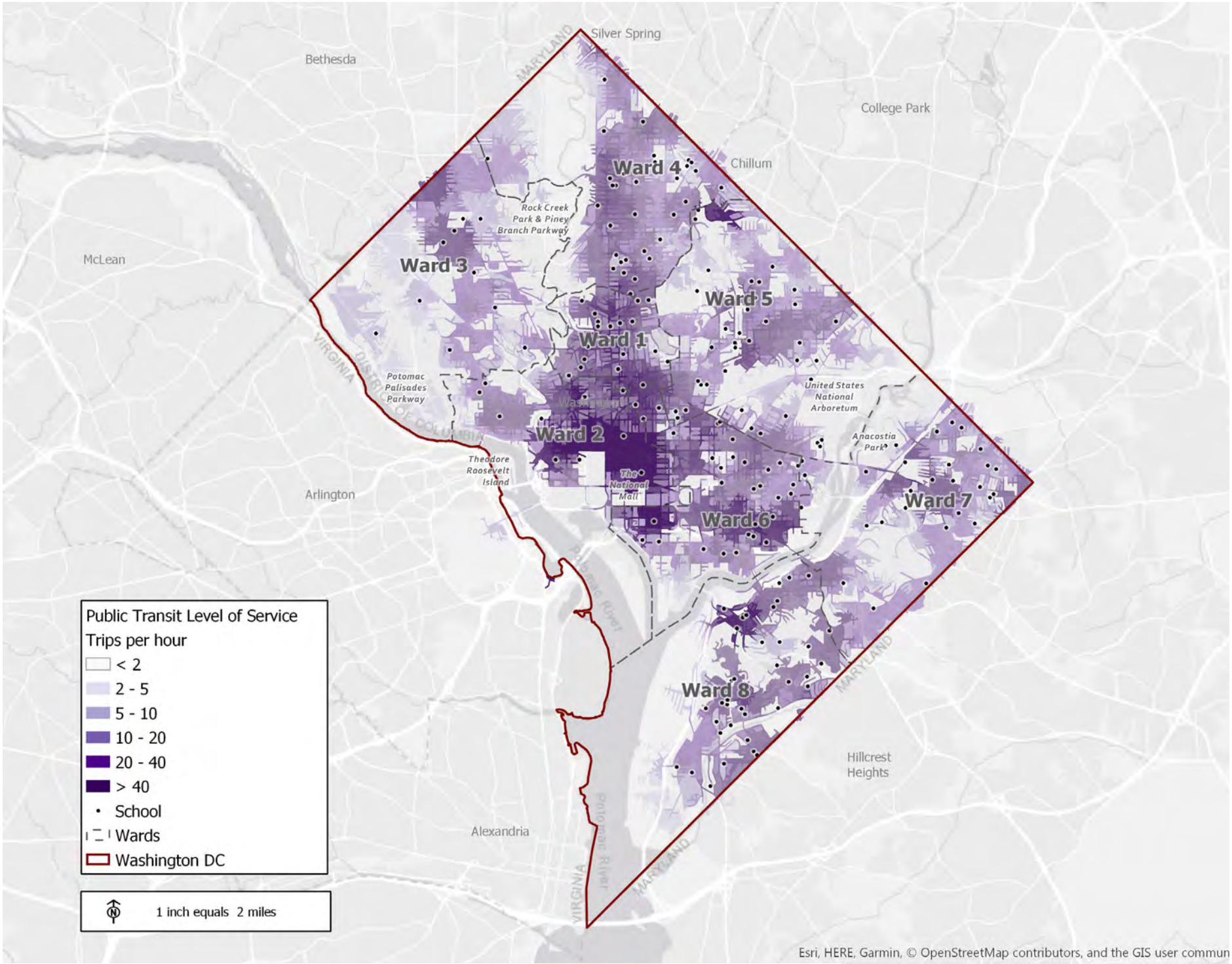


Figure 2.16 Transit Level of Service
Source: DME 2017, WMATA 2018, AECOM 2018

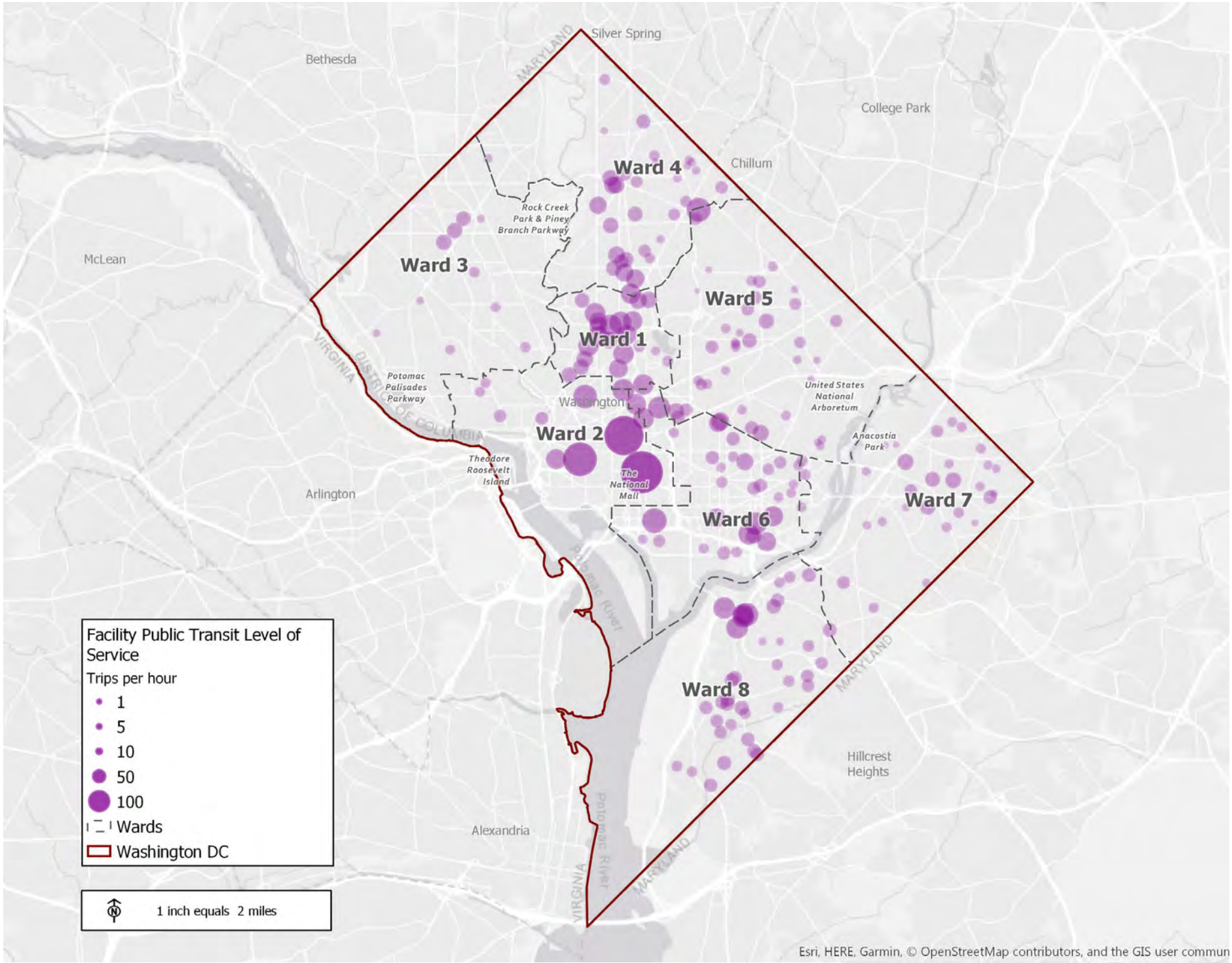


Figure 2.17 Transit Level of Service by Facilities
Source: DME 2017, WMATA 2018, AECOM 2018

On average, Ward 7 has the lowest level of transit service for school facilities; Wards 3 and 5 have the next lowest level of transit service, as seen in **Table 2.8**. School facilities within these wards are not well served by public transit, and students attending schools in these wards have reduced access to public transportation. Conversely, Ward 2 has the highest average trips per hour, and thus the highest level of transit service for school facilities.

Although this MFP did not investigate the correlation between level of public transit service and student enrollment at individual facilities, it is apparent that access to transit may influence student enrollment at individual facilities, especially at facilities with lower frequencies of transit trips available within a half-mile at the beginning of the school day. At the time of the writing of this report, there is a limited knowledge of what modes of transportation students are utilizing to travel to school.

The very uneven level of transit service across Washington, DC indicates that some students may have difficulty accessing their school of choice.

Table 2.8 School Facility Average Trips per Hour by Ward

WARD	AVERAGE TRIPS PER HOUR
Ward 1	70
Ward 2	102
Ward 3	31
Ward 4	42
Ward 5	31
Ward 6	54
Ward 7	28
Ward 8	47
Total Average	**46**

Source: DME 2017, WMATA 2018, AECOM 2018

Walkability to Supporting Facilities

Like transit facilities, parks, libraries, and recreation centers, also pay an important role in supporting students' educational and extracurricular activities. **Figure 2.18** shows the locations of libraries, recreation centers, and parks that are owned and managed by the District, and their relative location to school facilities. **Figure 2.19** shows a half-mile walking distance from each school facility and the number of recreation centers within each walking distance. The dark green areas indicate a high concentration of recreation sites within a half-mile walk from a school facility. Two-thirds (142 of 212) of school facilities are accessible to recreation centers within a half-mile walk.

Figure 2.20 shows the areas of District parks, measured in square feet, which are within the same half-mile walking distance from each school facility. Eleven school facilities are not accessible to parks within a half-mile walk distance. However, five of the eleven "no access to parks" facilities are within walking distance of either the National Mall or the National Arboretum.

Figure 2.21 shows the number of District libraries within a half-mile walk distance from each school. The majority of school facilities (136 of 212) do not have access to libraries within a half-mile walk. It should be noted that there are fewer library facilities compared to recreation and park sites, with no school facility having more than one library within its half-mile walk distance.

Based on the results of this analysis, it appears that recreation centers and parks are highly accessible to residents – including students – across the whole District.

Recreation centers and parks are highly accessible to residents – including students – across the whole District.

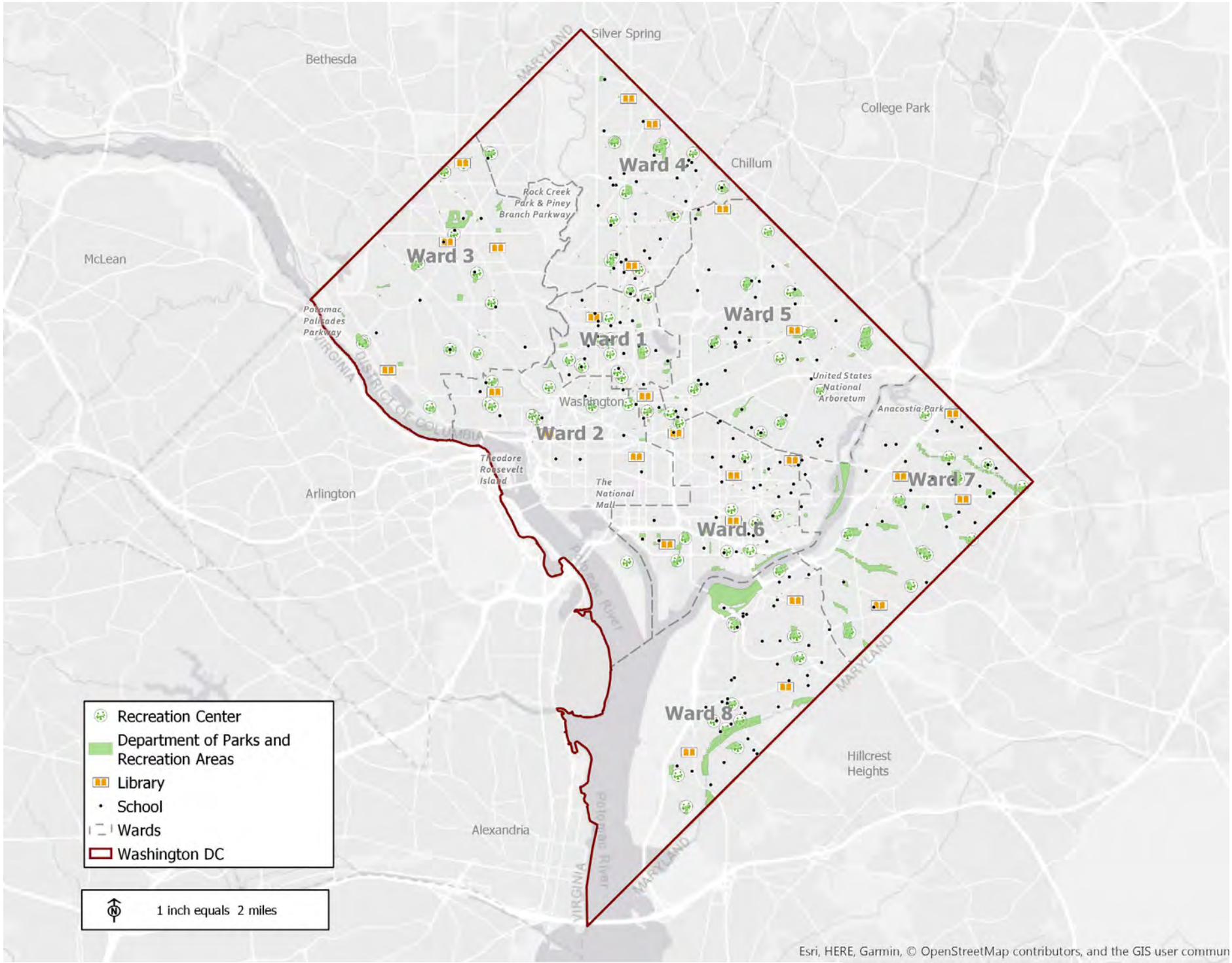


Figure 2.18 Public Recreation, Park and Library Locations
Source: DME 2017, DCPL 2017, DPR 2017, OCTO 2017, AECOM 2018

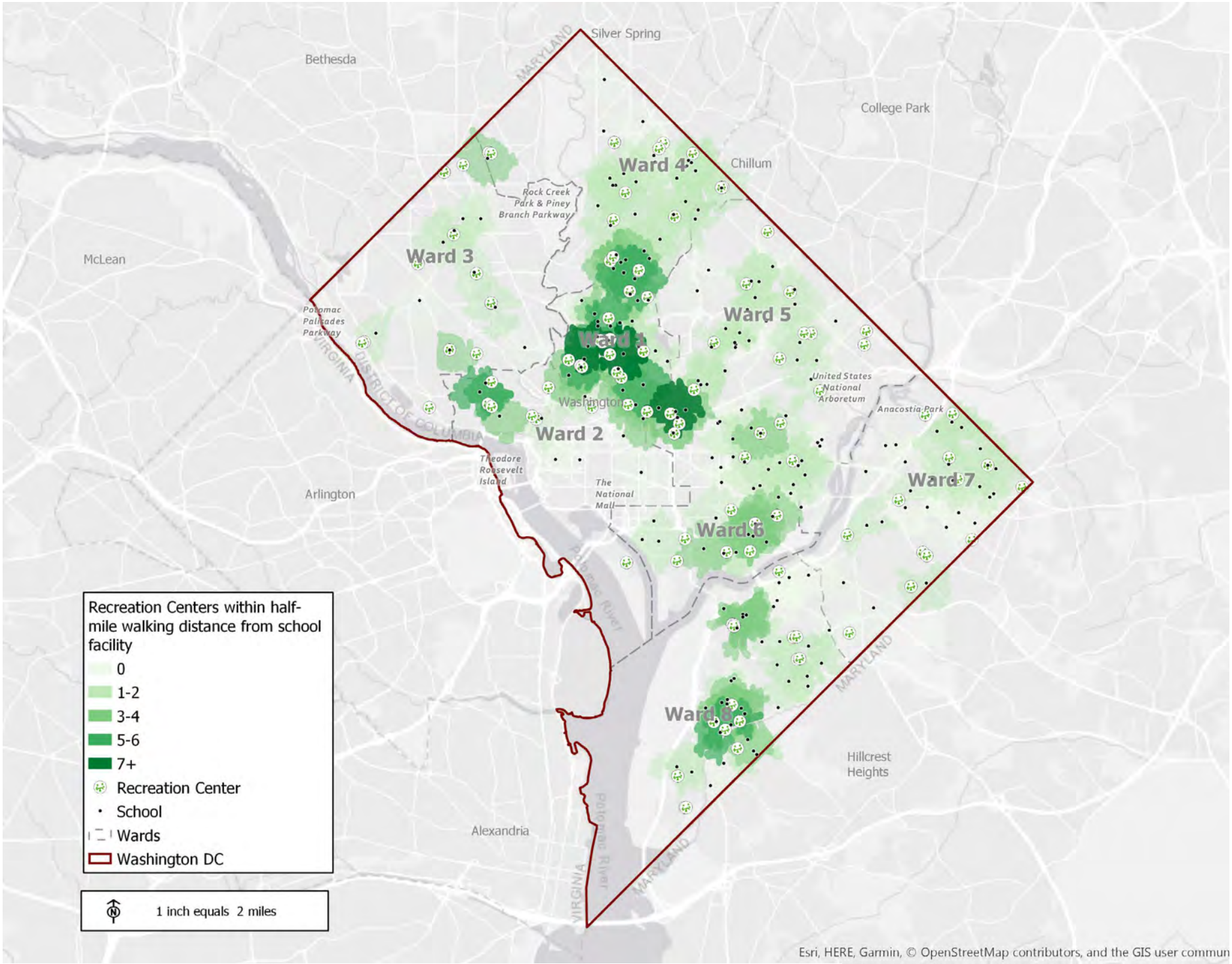


Figure 2.19 Walkability to Recreation Facilities
Source: DME 2017, CTO 2017, AECOM 2018

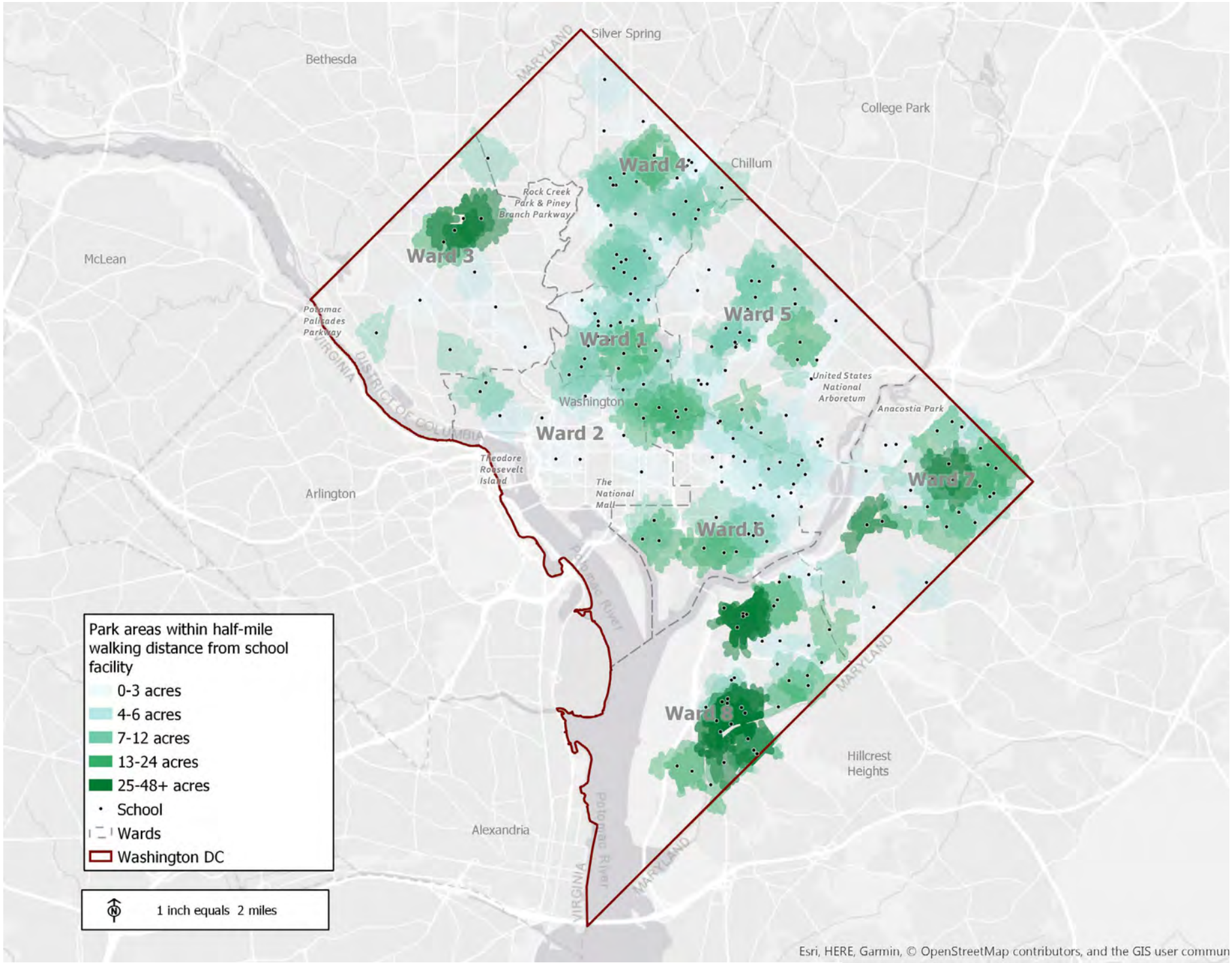


Figure 2.20 Walkability to Parks
Source: DME 2017, DPR 2017, AECOM 2018

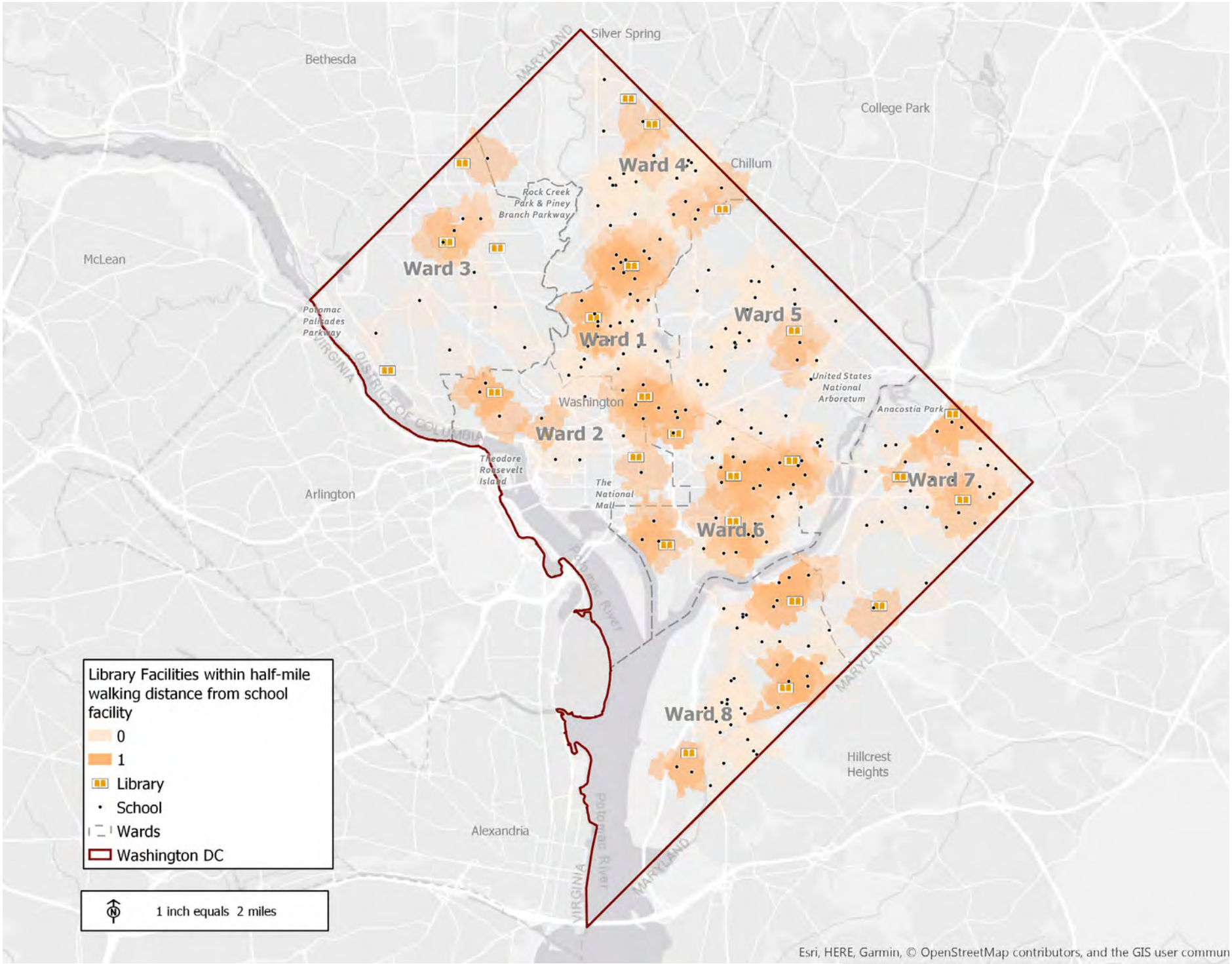


Figure 2.21 Walkability to Libraries
Source: DME 2017, DCPL 2017, AECOM 2018

Underutilized District-Owned Assets

Figure 2.22 shows the locations of District-owned educational facilities that are vacant. The six vacant school facilities are Thurgood Marshall, Old Miner, Fletcher-Johnson,[16]Old Randle Highlands, Spingarn, and Winston. Half of all vacant District-owned school facilities (3 of 6) are located in Ward 7. **Table 2.9** shows the size of each vacant school facility in square feet.

Figure 2.22 also shows the locations of nine economic development parcels and eight vacant District-owned parcels.[17] The size of each parcel symbol is proportional to the size of the parcel in square feet. The nine economic development parcels are part of four projects: Saint Elizabeths Hospital site, Hill East, the former Fletcher-Johnson school, and a District-owned site located at 1325 S Street NW. The eight vacant District-owned parcels are greater than half an acre (21,780 SF), the minimum desirable area to house potential school facilities. These vacant District-owned parcels are not distributed equally across Washington, DC. The majority of these parcels are found within Wards 8 (four parcels) and 5 (three parcels).

Table 2.10 lists the three agencies responsible for the eight vacant District-owned parcels, the number of vacant parcels for each agency, and the total square feet of the vacant parcels. DGS owns, operates, and/or manages six of the eight vacant parcels across Washington, DC. Vacant education facilities and District-owned vacant buildings represent opportunities for providing additional school facilities, or more amenities, as needed.

The majority of District-owned vacant parcels are located in Wards 8 and 5. The majority of vacant District-owned educational facilities are found within Ward 7.

[16] Fletcher-Johnson Elementary School will be turned over to DMPED for redevelopment in 2018.

[17] Information about these parcels was provided by DGS, the Deputy Mayor's Office for Planning and Economic Development (DMPED), and the Office of the Chief Technology Officer (OCTO), and was obtained through the Open Data DC web platform.

Table 2.9 Government-Owned Vacant School Facilities

VACANT SCHOOL FACILITY	TOTAL SIZE (SQUARE FEET)
Fletcher-Johnson	302,000
Marshall Elementary School	103,800
Old Miner	17,800
Old Randle Highlands	18,000
Spingarn Senior High	225,000
Winston Elementary	137,700
Total	**804,300**

Source: DME 2017; AECOM 2018

Table 2.10 Government-Owned Vacant Land

AGENCY	NUMBER OF VACANT PARCELS	TOTAL PARCEL SIZE (SQUARE FEET)
Department of General Services	6	243,858
Department of Parks and Recreation	1	47,408
Department of Housing and Community Development	1	34,934
Total	**8**	**326,200**

Source: DGS, DMPED, OCTO 2017; AECOM 2018

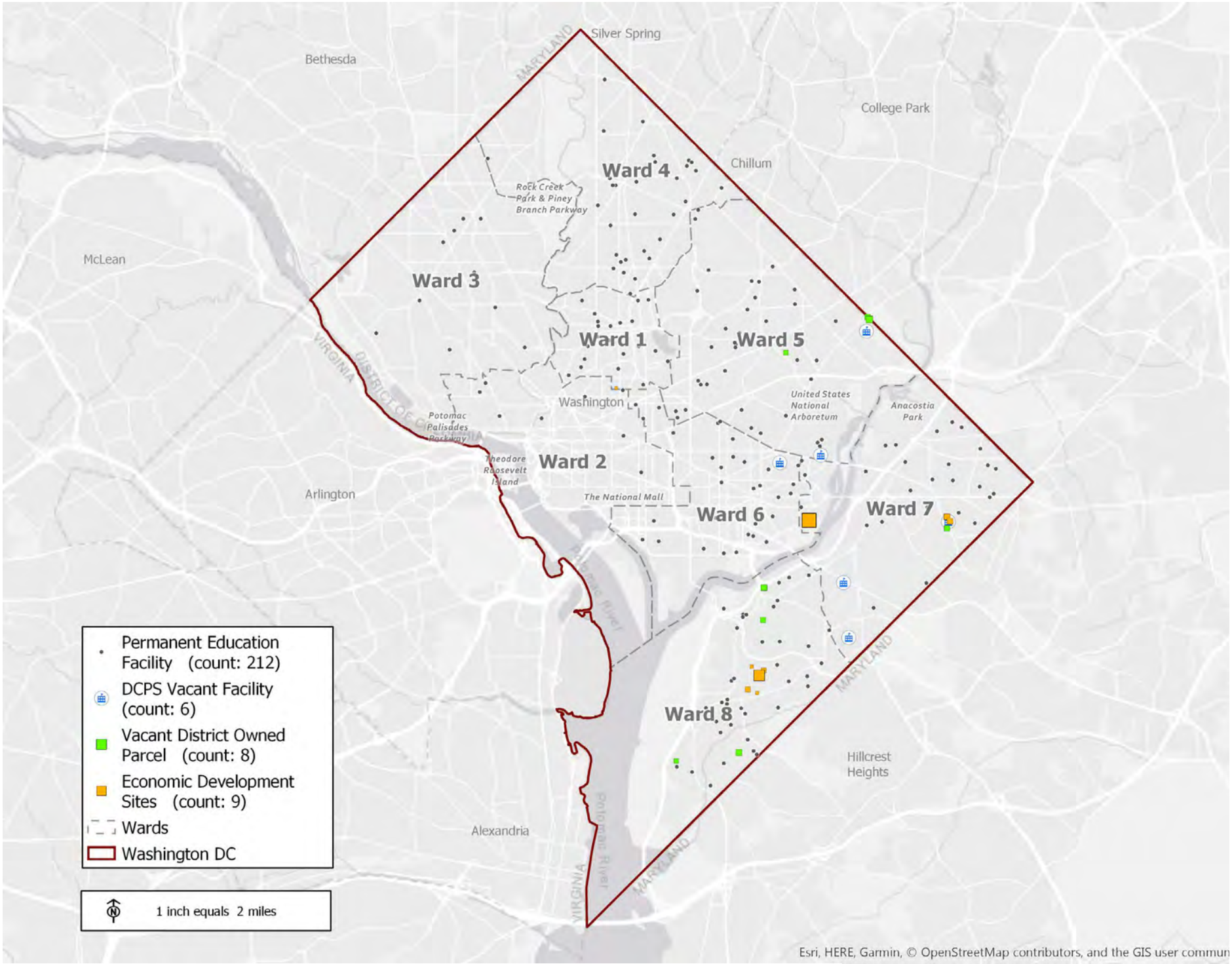


Figure 2.22 Vacant District Owned Facilities
Source: DME 2017, DGS/DMPED/OCTO 2018, AECOM 2018

2.2 SCHOOL ENROLLMENT

This section analyzes student enrollment from a historical perspective. After a discussion of trends over the past 10 years, DCPS enrollment since SY2013-14 is analyzed in greater detail by school boundary, ward, and grade band. A detailed analysis of SY2017-18, the base year for this MFP study, provides the foundation for the enrollment projections presented in Section 3. Finally, this section discusses enrollment in specialized programs and analyzes student access to those programs via public transit.

2.2.1 Historical Enrollment Trends

Since SY2008-09, public school enrollment in Washington, DC has been growing steadily, at an annual rate of approximately 2.8% per year (see **Figure 2.23**).

With the exception of SY2013-14, the share of students attending public charter schools has also steadily increased, while the share of students attending DCPS schools has steadily decreased. As of SY2017-18, the share of students attending DCPS schools was 53%; the share of students attending public charter schools was 47% (for additional details, please see Appendix A.8).

Table 2.11 shows that, between SY2013-14 and SY2017-18, the total increase in public school students was 10%. Elementary school students increased more than other grade bands (16%) during the time period. High school students increased the least (6%). Public charter schools captured increasing shares of students at all grade band levels.

Public charter schools increased their student capture mostly within the middle school grade band, where public charter schools captured 11% more students between SY2013-14 and SY2017-18. The smallest change in student capture by sector was at the Pre-K level, with a percent change of only 2.5% within the same time period.

Analysis of enrollment by ward is based on the ward where students live, not the ward in which they attend school. The most significant increase in DCPS students between SY2013-14 and SY2017-18 occurred in Ward 3, which saw a 24% increase in DCPS students over the five-year time period, as shown in **Table 2.12**. Ward 8 saw an 11% decrease in DCPS students during the same time period, but had the highest percentage increase in public charter school students — a 36% increase between SY2013-14 and SY2017-18. Conversely, public charter school students decreased by 13% in Ward 2 over the five-year period, but DCPS students in Ward 2 increased by 8%.

DCPS Enrollment Trends by School Boundary

Most, but not all, DCPS schools have a geographic boundary that identifies which kindergarten through 12th grade students have a guaranteed right to enroll in that school at any time throughout the school year. Pre-K students do not have a guaranteed right to attend their in-boundary DCPS school, because their grade is not compulsory; however, they are given a preference in the school lottery if they live within the DCPS school boundary. DCPS also operates citywide schools, application high schools, and alternative and adult schools where students do not have in-boundary rights to attend. Students outside of a school's by-right geographic boundaries are also eligible to attend by-right DCPS schools, but must apply through the common lottery system. Those students are referred to as out-of-boundary students.

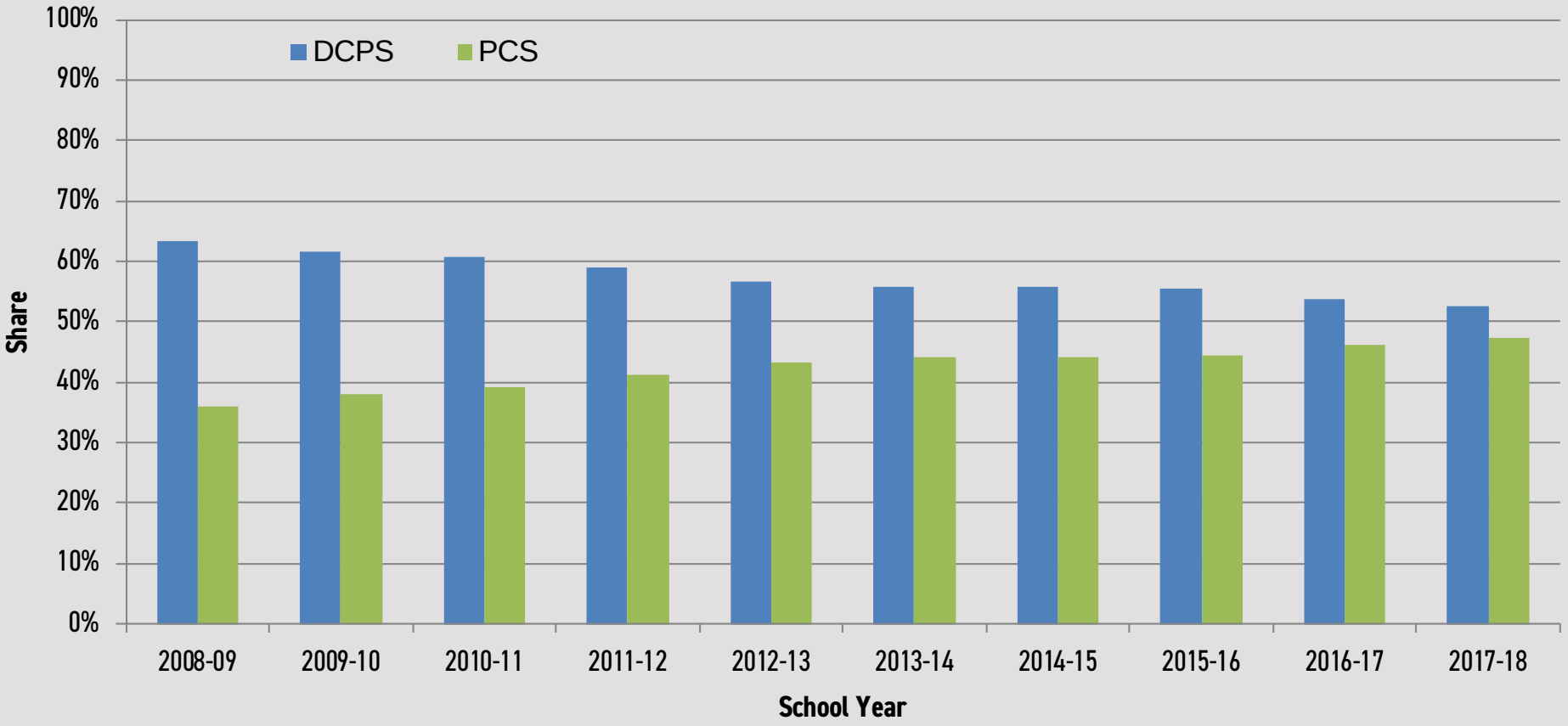


Figure 2.23 Historical Enrollment Share by Sector, SY2008–2009 through SY2017–2018
Source: DME; AECOM, 2018

Table 2.11 Public School Enrollment by Sector and Grade Band, SY2013-14 through SY2017-18

	ENROLLMENT SY2013-14			ENROLLMENT SY2017-18			% CHANGE 13/14 - 17/18		
	DCPS	PUBLIC CHARTER	TOTAL	DCPS	PUBLIC CHARTER	TOTAL	DCPS	PUBLIC CHARTER	TOTAL
Pre-K	5,565	6,290	11,855	5,797	6,913	12,710	4.2%	9.9%	7.2%
Elementary	21,313	13,500	34,813	23,552	16,862	40,414	10.5%	24.9%	16.1%
Middle	6,988	6,437	13,425	6,802	7,753	14,555	-2.7%	20.4%	8.4%
High	10,202	5,985	16,187	10,307	6,857	17,164	1.0%	14.6%	6.0%
Other*	2,325	4,353	6,678	1,686	4,955	6,641	-27.5%	13.8%	-0.6%
Total**	**46,393**	**36,565**	**82,958**	**48,144**	**43,340**	**91,484**	**3.8%**	**18.5%**	**10.3%**

	SECTOR SHARE, SY2013-14			SECTOR SHARE, SY2017-18			% CHANGE 13/14 - 17/18	
	DCPS	PUBLIC CHARTER	TOTAL	DCPS	PUBLIC CHARTER	TOTAL	DCPS	PUBLIC CHARTER
Pre-K	46.9%	53.1%	100.0%	45.6%	54.4%	100.0%	-2.8%	2.5%
Elementary	61.2%	38.8%	100.0%	58.3%	41.7%	100.0%	-4.8%	7.6%
Middle	52.1%	47.9%	100.0%	46.7%	53.3%	100.0%	-10.2%	11.1%
High	63.0%	37.0%	100.0%	60.1%	39.9%	100.0%	-4.7%	8.0%
Other*	34.8%	65.2%	100.0%	25.4%	74.6%	100.0%	-27.1%	14.5%
Total**	**55.9%**	**44.1%**	**100.0%**	**52.6%**	**47.4%**	**100.0%**	**-5.9%**	**7.5%**

Source: DME - Student Level Data; Office of the State Superintendent of Education; AECOM, 2018
** "Other" refers to students enrolled in adult alternative or special education programs*

Table 2.13 shows historical DCPS enrollment between SY2013-14 and SY2017-18. Across Washington, DC, Wards 3, 4, and 1 have the highest in-boundary student enrollment growth rates over the period. Wards 8, 7, and 5 were the bottom-ranking wards in terms of their enrollment growth rates, with a negative annual average rate from 2013 to 2017.

Ward 3 and Ward 8 both saw significant changes in in-boundary and out-of-boundary student enrollment over the five-year period. In-boundary enrollment increased in Ward 3 by 22%, and out-of-boundary enrollment increased by 48%, although overall increases in the number of out-of-boundary students were relatively small. In Ward 8, in-boundary enrollment decreased by 23% between SY2013-14 and SY2017-18, with only a small out-of-boundary enrollment increase of 2%.

Ward 3 saw a 24% increase in DCPS students over the five-year time period between SY2013-14 and SY2017-18, driven primarily by a 50% increase in out-of-boundary students.

Table 2.12 Historical Enrollment Share by Ward of Student Residence, SY2013-14 and SY2017-18

	SY2013-14		SY2017-18		% CHANGE	
	DCPS	PCS	DCPS	PCS	DCPS	PCS
Ward 1	54%	46%	57%	43%	12%	0%
Ward 2	64%	36%	69%	31%	9%	-16%
Ward 3	91%	9%	92%	8%	26%	14%
Ward 4	58%	42%	57%	43%	11%	13%
Ward 5	48%	52%	41%	59%	-3%	25%
Ward 6	63%	37%	60%	40%	4%	22%
Ward 7	52%	48%	45%	55%	-5%	24%
Ward 8	53%	47%	45%	55%	-6%	31%

Source: DME; AECOM, 2018
Note: Students who could not be geocoded were not included in this analysis.

Table 2.13 Historical DCPS Student Enrollment by Ward of Student Residence and by School Boundary, SY2013-14 and SY2017-18

	SY2013-14		SY2017-18		SY2013-14 TO SY2017-18 % CHANGE	
	IN BOUNDARY	OUT OF BOUNDARY	IN BOUNDARY	OUT OF BOUNDARY	IN BOUNDARY	OUT OF BOUNDARY
Ward 1	2,076	2,211	2,344	2,452	13%	11%
Ward 2	705	432	762	474	8%	10%
Ward 3	3,436	368	4,252	553	24%	50%
Ward 4	3,677	4,029	4,310	4,274	17%	6%
Ward 5	2,019	3,415	1,785	3,478	-12%	2%
Ward 6	2,553	2,480	2,883	2,342	13%	-6%
Ward 7	3,761	4,547	3,156	4,704	-16%	3%
Ward 8	5,016	5,105	4,013	5,522	-20%	8%

Source: DME; AECOM, 2018
Note: Students who could not be geocoded were not included in this analysis.

2.2.2 Analysis of SY2017-18 Enrollment

To gain a deeper understanding of enrollment patterns, this section examines the most current enrollment available, SY2017-18, and analyzes it at the facility level, as well as by grade band and sector.[18] The unit of analysis is the school facility; again, it is important to note that some facilities accommodate students of multiple schools.

Figure 2.24 shows facility enrollment by enrollment size categories and sector. Facility enrollment categories are small (fewer than 250 students), medium (250-499 students), large (500-750 students), and very large (>750 students). Of the 212 school facilities in the analysis, 107 fall within the medium enrollment category. The remaining 105 facilities fall into the small (46 school facilities), large (36 school facilities), and very large categories (23 school facilities). The very large school facilities are almost evenly split between DCPS and PCS. Public charter schools are more evenly distributed across the student enrollment categories than DCPS, which are concentrated in the medium-sized category.

School facility enrollment in SY2017-18 by school size and sector is shown in **Figure 2.25**, with the circle size proportional to the number of enrolled students within each facility. Wards 8 and 4 have the highest number of very large enrollment facilities; nearly half (11 of 23) of all very large school facilities are within Wards 8 and 4, which have six and five such facilities, respectively. Wards 3, 5, and 6 have two large facilities each. There are no public charter school facilities within Ward 3. Moreover, there are no very large DCPS enrollment facilities in Ward 7. Ward 2 has no facilities within the very large enrollment category, and also has the lowest total enrollment across Washington, DC.

Figure 2.26 shows enrollment by sector. With about 47,000 enrolled students in SY2017-18, DCPS facilities have the greatest number of students, followed closely by public charter school facilities with approximately 39,000 students and co-located facilities with about 5,000 students.

Before turning to enrollment by grade band, it is important to reiterate that school facilities housing multiple schools with different grade bands are referred to as multi-schools. Multi-schools can be from the same LEA or different LEAs (co-location). Education campuses are facilities with one school that spans several grade bands. Starting with enrollment by grade band, **Figure 2.27** shows that the largest share of students across all wards are enrolled in elementary schools, followed by multi-schools and education campuses. **Figure 2.28** further differentiates facility enrollment by ward and grade band based on SY2017-18 data. Four observations emerge from the split by grade band and ward: first, facility enrollment is greatest in Wards 4, 5, and 8; second, enrollment in elementary facilities comprises a large portion of total enrollment across all wards within Washington, DC; third, Ward 2 has the lowest total enrollment; and fourth, Ward 3 only offers elementary, middle, and high school facilities, whereas most of the other wards also host adult/alternative facilities, education campuses, multi-schools, and special education facilities. It also lacks PCS facilities, as seen in **Figure 2.25**.

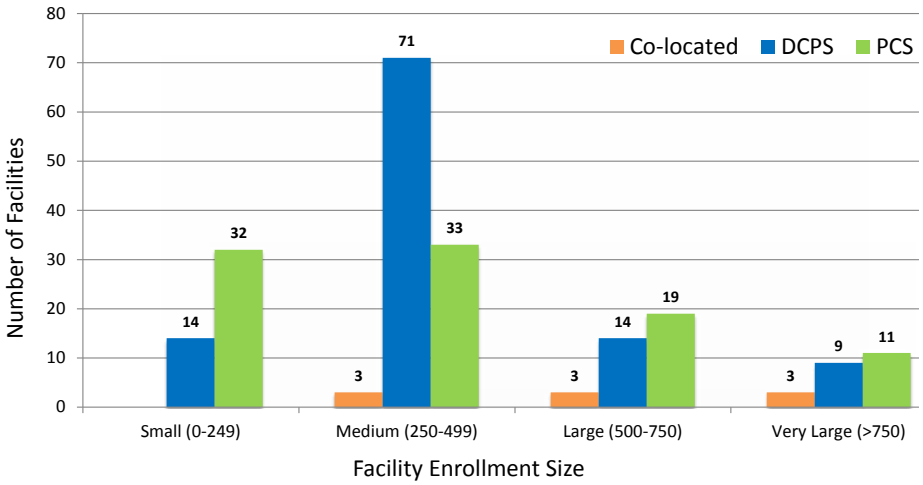


Figure 2.24 Enrollment by Sector and Enrollment Category SY2017–18
Source: DME 2017, AECOM 2018

[18] For this section of the report the total enrollment is 91,383 (of 91,484), as a result of Youth Services Center and Inspiring Youth facilities not being included in facility enrollment.

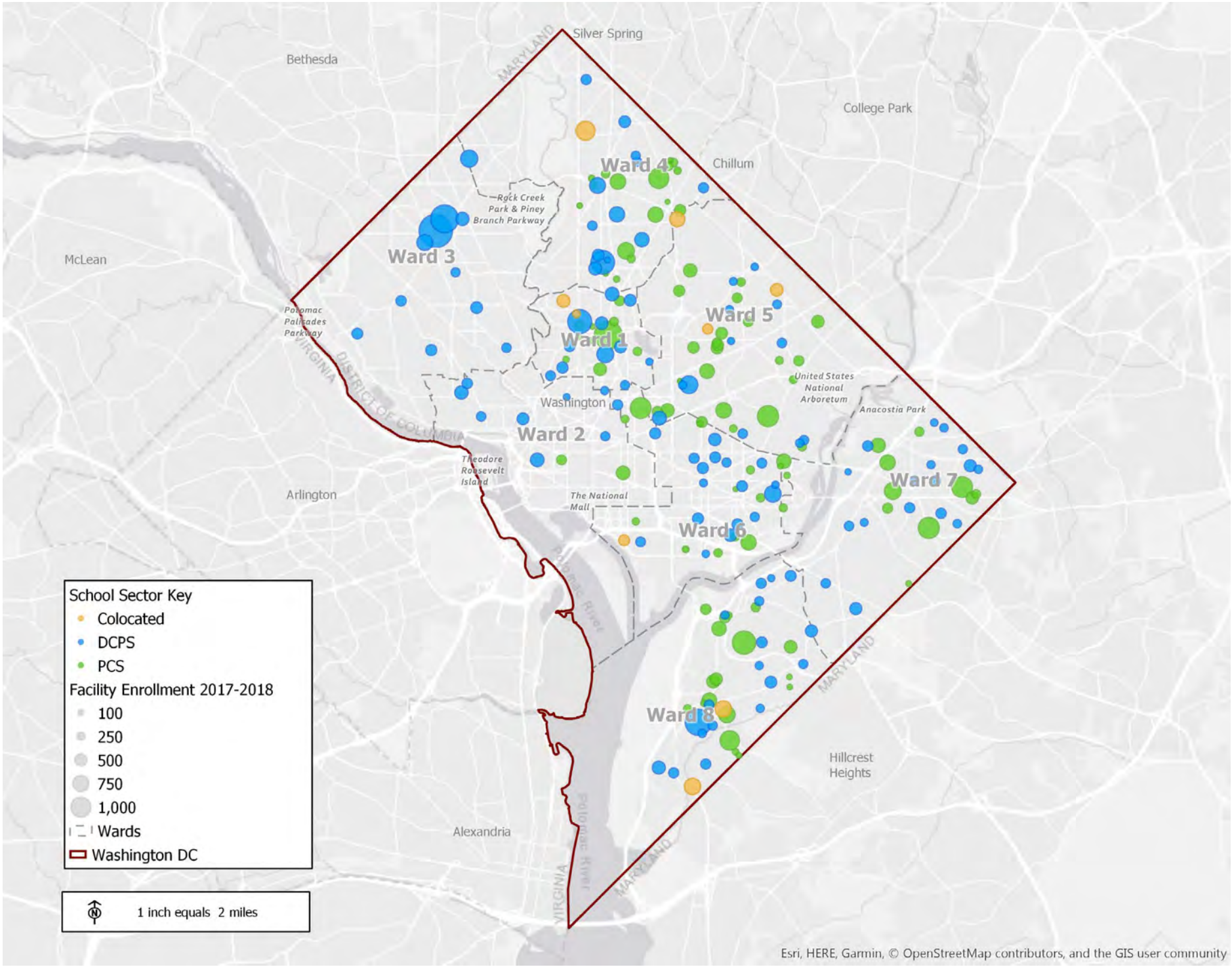


Figure 2.25 Enrollment SY2017–2018
Source: DME 2017, AECOM 2018

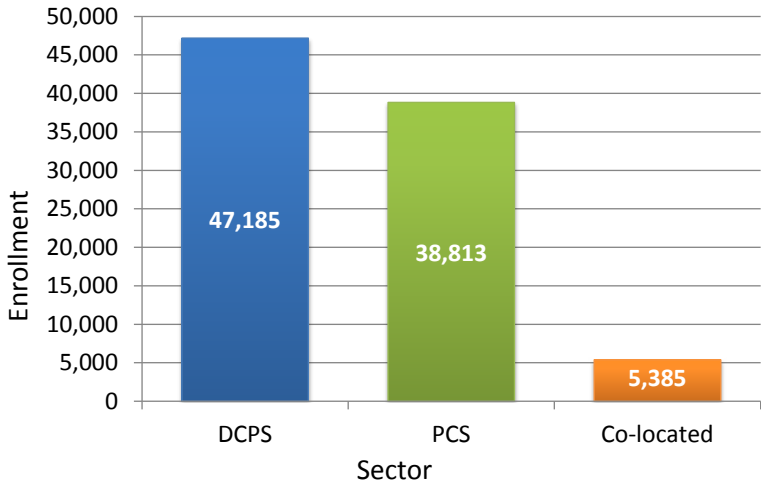


Figure 2.26 Enrollment by Sector SY2017–18

Source: DME 2017, AECOM 2018

Note: Total enrollment is 91,383 (of 91,484) as a result of Youth Services Center and Inspiring Youth facilities not being included in facility enrollment.

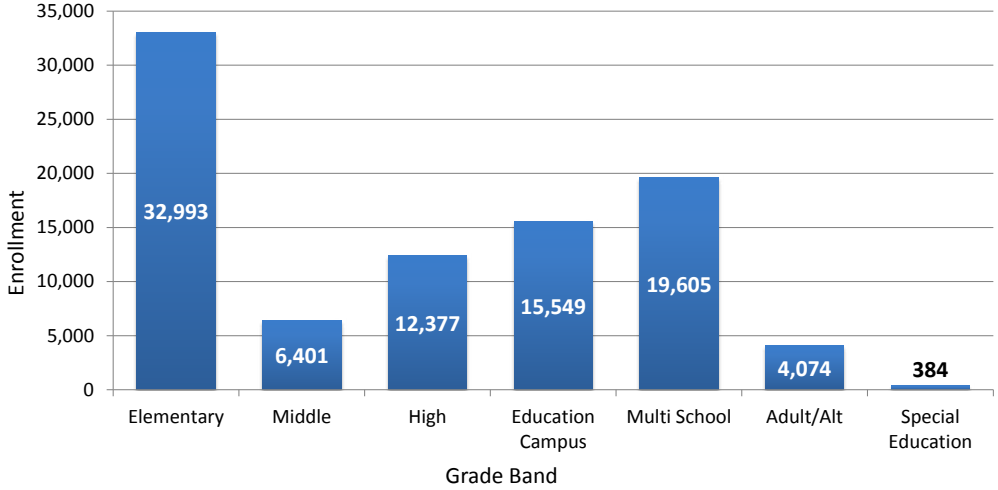


Figure 2.27 Total Enrollment by Grade Band SY2017–18

Source: DME 2017, AECOM 2018

Note: Total enrollment is 91,383 (of 91,484) as a result of Youth Services Center and Inspiring Youth facilities not being included in facility enrollment.

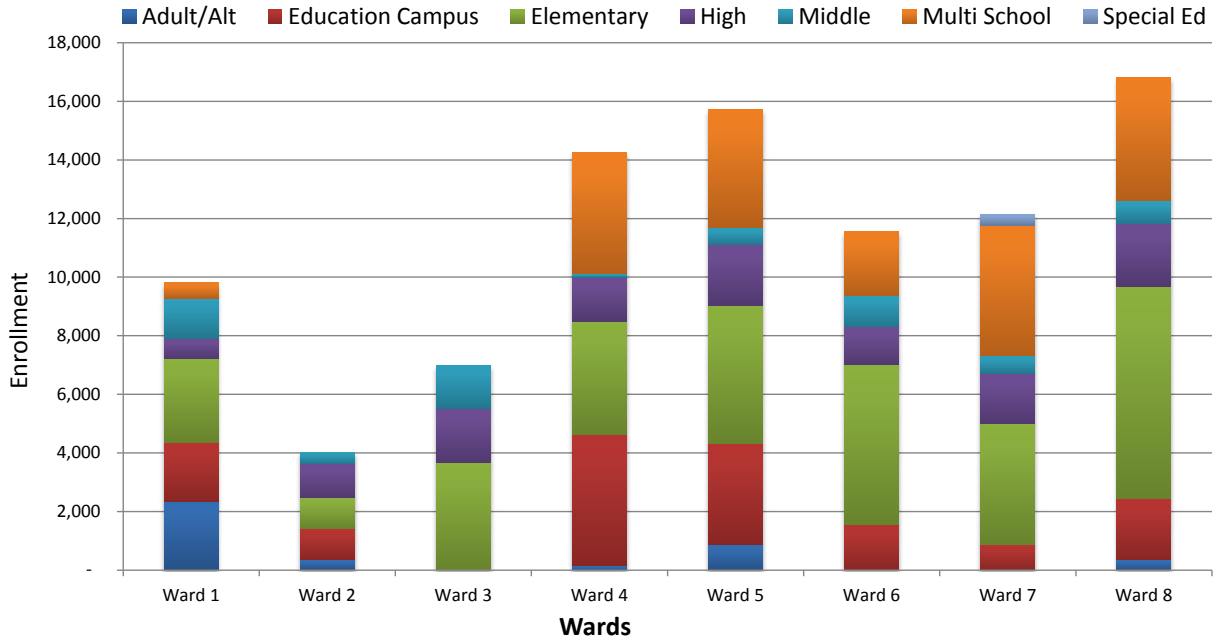


Figure 2.28 Enrollment by Ward and Grade Band SY2017–18

Source: DME 2017, AECOM 2018

Note: Two DCPS facilities are categorized as multi-schools, McKinley MS/HS and Bancroft ES (co-located with Briya PCS)

2.2.3 Program Enrollment and Access

Enrollment at School Facilities with Specialized Programs

Specialized programs are an important part of public school education in Washington, DC. They are a high priority for students and their parents, as evidenced by the feedback received on the MFP study at community meetings in 2018. This section examines enrollment at school facilities offering specialized programs by type of program and geography. It also includes a discussion of accessibility via public transit to facilities offering specialized programs.

Data on the type, number, and distribution of programs is presented in Section 2.1.4 above. **Table 2.14** presents enrollment at the facility offering specialized programs by type of program and year. In some instances, all students enrolled at the facility participate in the specialized program (e.g., application high school). For other programs, only some of the students may have elected to participate in the program (e.g., dual college enrollment) and at others, a program is implemented for only a particular segment of the population (e.g., dual language). For purposes of this report, the facility's enrollment is associated with each specialized program in order to identify opportunities for the students enrolled there.

More than 40% of all public school students were enrolled in specialized programs in SY2017-18. In the base year of the analysis (SY2017-18), the facilities offering the following programs with the highest enrollment (in descending order) were Career and Technical Education, Dual Language/ Language Immersion, and International Baccalaureate. The fluctuation in year-to-year enrollment is substantial and reflects changing priorities on the part of DCPS and public charter schools with respect to the focus of the program offering.

In terms of program enrollment by ward, Ward 5 had the highest enrollment at schools offering specialized programs for SY2017-18 (see **Table 2.15**). Although Ward 3 only added one new program between SY2016-17 and SY2017-18, it had the second-highest new enrollment between the two school years, adding an additional 2,248 students who had opportunities to participate in the four programs offered.

Based on SY2017-18 enrollment and past trends, it appears that there is increasing interest and enrollment in schools offering Career and Technical

Table 2.14 Program Enrollment (DCPS and public charter schools), SY2014-15 through SY2017-18

PROGRAM	SY2014-15	SY2015-16	SY2016-17	SY2017-18	% CHANGE SY2014-15 TO SY2015-16	% CHANGE SY2015-16 TO SY2016-17	% CHANGE SY2016-17 TO SY2017-18
Arts Integration	4,173	6,035	4,735	4,768	45%	-22%	1%
Career & Technical Education	11,541	13,986	9,237	10,052	21%	-34%	9%
Dual Language	7,341	7,971	9,237	9,722	9%	16%	5%
Extended Year	n/a	n/a	4,934	4,170	n/a	n/a	-15%
International Baccalaureate	6,602	8,131	6,917	7,166	23%	-15%	4%
Montessori	1,928	1,985	1,938	2,116	3%	-2%	9%
STEM	6,171	6,937	2,773	2,825	12%	-60%	2%
Other Specialized Programs	4,404	4,314	4,523	14,910	-2%	5%	230%

Source: DME; AECOM, 2018
Note: A school facility's enrollment was associated with each program in order to identify student opportunities to specialized programming

Education programs and Dual Language/Language Immersion programs; providing the space needed to house those programs will need to be taken into account when planning for future facility needs. The growth in enrollments at schools with in special programs in Wards 3 and 4 also has implications for the MFP, and planning for appropriate spaces/adequate facilities to serve the needs of these programs will need to be taken under consideration. Appendix A.9 through Appendix A.12 provide further details on program enrollment.

Specialized Program Access

This section evaluates student access to the school facilities offering specialized programs in SY2017-18 described in section 2.1.4. Following an assessment of programmatic access by ward, this section investigates access to individual programs.

Access is measured using two metrics: walk distance area and public transit LOS areas. Walk distance areas are defined as areas within a walking distance of a half-mile of facilities with specialized programs. Similar to walk distance areas, public transit LOS areas are defined as areas within a half-mile area of bus and Metro stops. However, the transit LOS areas also take into account the number of trips per hour for each transit service area.

For students, having access to a facility that offers a specialized program is defined as the student either living within a half-mile walking distance of the facility, or living within a high-transit LOS area (with more than ten trips per hour on average). A student without access is defined as living outside the half-mile distance from a facility with a specialized program, and living within a low level of transit service area (less than ten trips per hour). Distances are measured using "Manhattan distances," along public rights-of-way connecting between the school facility and the student, and not "as the crow flies" or a direct line from residence to facility.

Figure 2.29 shows clusters of students with access (in blue) to specialized programs and without access to specialized programs (in yellow) as identified by the measurements described previously. Darker colors correspond to higher densities of students. Students living in areas well served by transit generally have easy access to specialized programs. Much of Ward 3, and many pockets within Ward 2, have low concentrations of students with access to specialized program, either due to low transit access, few specialized programs, or both. Alternatively, areas of Wards1, 4, and 8 have relatively higher concentrations of students with access to specialized programs.

Table 2.15 Program Enrollment By Ward (DCPS and public charter schools), SY2014-15 through SY2017-18

PROGRAM	SY2014-15	SY2015-16	SY2016-17	SY2017-18	CHANGE SY2014-15 TO SY2015-16	CHANGE SY2015-16 TO SY2016-17	CHANGE SY2016-17 TO SY2017-18
Ward 1	9,704	11,993	8,448	9,147	2,289	-3,545	699
Ward 2	862	876	899	2,624	14	23	1,725
Ward 3	3,436	3,472	3,562	5,810	36	90	2,248
Ward 4	3,327	3,687	6,103	9,311	360	2,416	3,208
Ward 5	11,142	13,334	10,776	12,471	2,192	-2,558	1,695
Ward 6	4,424	4,576	3,156	3,834	152	-1,420	678
Ward 7	4,727	5,043	3,229	2,898	316	-1,814	-331
Ward 8	4,538	6,378	8,121	9,634	1,840	1,743	1,513

Source: DME; AECOM, 2018
Note: A school facility's enrollment was associated with each program in order to identify student opportunities to specialized programming

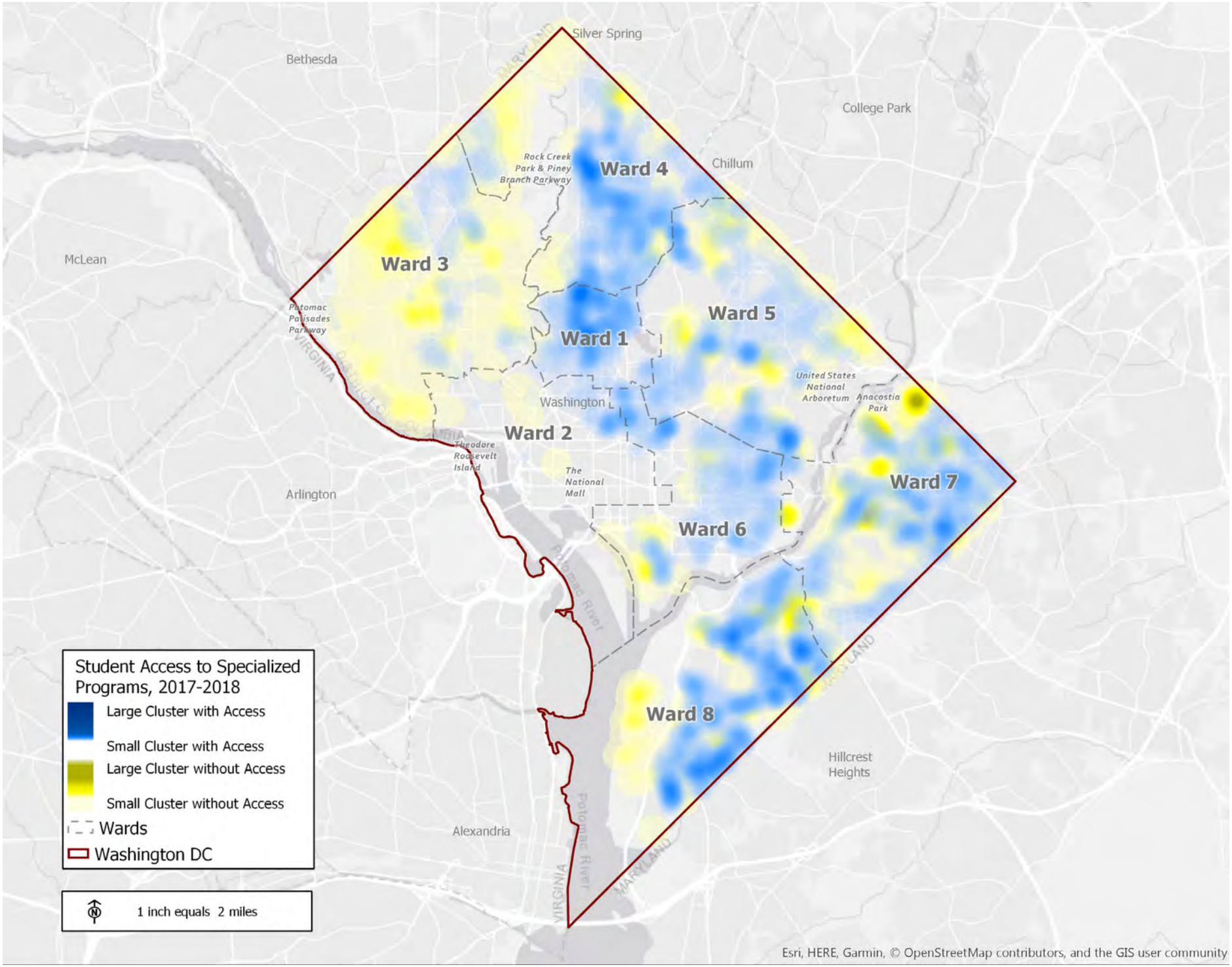


Figure 2.29 Student Access to Programs
Source: DME 2017, AECOM 2018

Figure 2.30 shows the overall percentages of the student population with and without access to programs. Among all 91,392 public school students,[19] 88% have access to one or more of the specialized programs either by a half-mile walking distance from their residence or public transit. An additional 31% of students living outside the half-mile walking distance have access to high-quality public transit within a half-mile distance from their residence. About 12% of all students do not have access to either type. The analysis does not take into account other factors contributing to access, such as car ownership rates and/or affordability of alternative means of transportation, such as taxis, to and from schools with educational programs.

Among public school students, 88% have access to one or more of the specialized programs, either by a half-mile walking distance from their residence or from public transit.

Figure 2.31 shows the percentages of students with and without access to specialized programs by ward. The majority of students (99%) within Wards 1 and 2 have access to specialized programs within a half-mile walking distance or through transit access, as do most students

[19] The student data used for this section of the report does not include 92 of the 91,484 public school students, as they were unable to be geocoded. The total number of public school student in this section of the report totals 91,392.

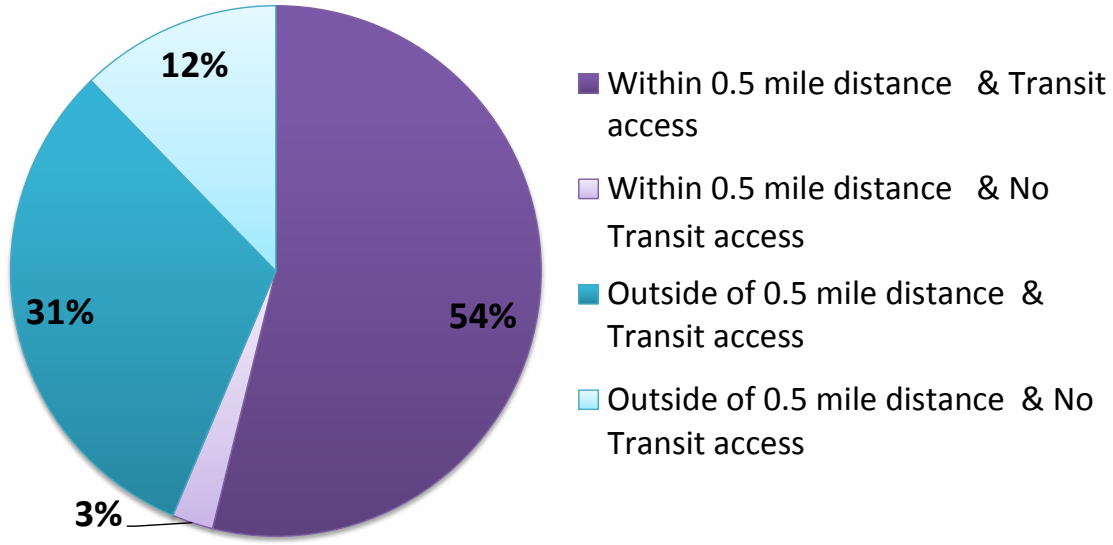


Figure 2.30 Share of Student Population with and without Access to Programs
Source: DME 2017, AECOM 2018

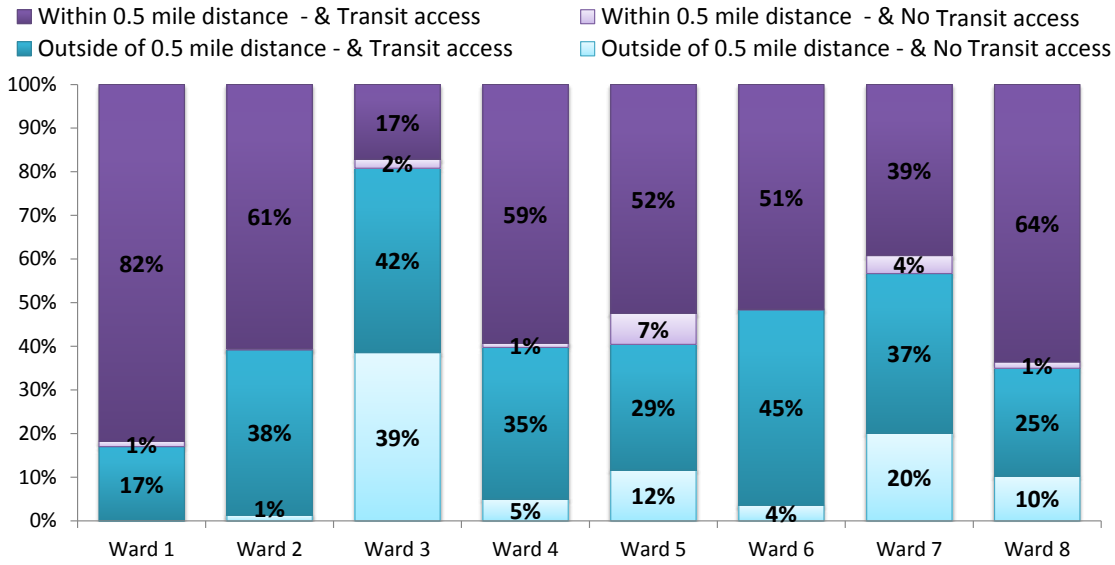


Figure 2.31 Breakdown of Student Access to Programs by Ward
Source: DME 2017, AECOM 2018

within Wards 4 and 6 (95% and 96%, respectively). Ward 3 has the smallest share of students with access to specialized programs, with 39% of students having neither type of access. Most wards score above 50% on the share of students within walking distance of a facility with a program. However, the shares of students not within walking distance but within areas of high level of transit service varies greatly from ward to ward. Perhaps surprisingly, Ward 5 has the third largest percentage of students living in areas without access to specialized programs (outside the half-mile walk distance and no access to transit), despite offering the highest number of specialized programs and having a high concentration of students.

Access to Specialized Elementary Programs

Older students are often more independent and rely on public transit and/or the Kids Ride Free program to get to school. However, for elementary school students, walking is an important factor when considering program accessibility. This section of the report restricts the definition of accessibility to elementary grade students within a half-mile walk of specialized elementary programs. **Figure 2.32** shows statistically significant clusters of elementary aged students within a half-mile walk of specialized elementary programs (in blue) and outside a half-mile walk (in yellow). Darker colors correspond to higher density of students. When considering elementary student accessibility across Washington, DC, approximately 42% of all elementary aged students are within a half-mile walk to a specialized program. The largest percentage of elementary students with access to elementary programs is found in Ward 1 at 64.5%. Additionally, 50% of all elementary aged students in Wards 4, 5, and 8 are within a half-mile walk to a specialized program. Despite having the most elementary facilities offering programs (13 facilities), Ward 5 only has the third highest elementary student accessibility in Washington, DC.

Over 95% of elementary students in Ward 3 do not have access to a specialized elementary program, but Ward 3 also has the fewest number of facilities offering specialized elementary programs (one facility) and the second smallest population of elementary aged students. Conversely, Ward 7 has the second largest population of elementary aged students (and four facilities offering elementary programs) but 73% are farther than a half-mile walk to a specialized elementary program.

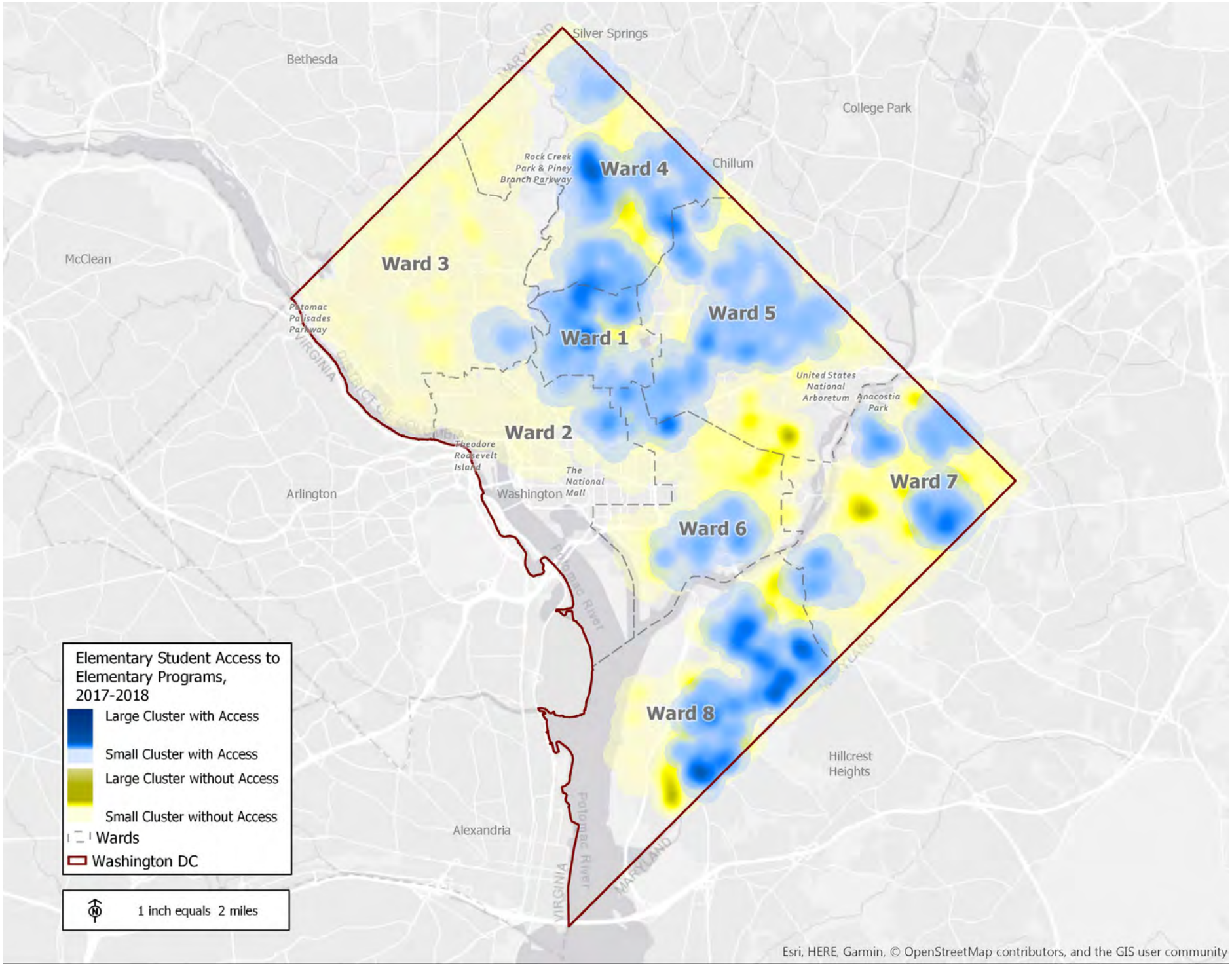


Figure 2.32 Elementary Student Access to Programs
Source: DME 2017, AECOM 2018

Access by Program Type

Figure 2.33 provides a detailed picture of the accessibility of individual SY2017-18 programs. Students without access are equally distributed across individual programs at around 15%. The majority of these students live in remote parts of Washington, DC that do not have access to frequently served transit stops. By comparing the accessibility of individual programs with accessibility for all programs, as depicted in **Figure 2.30**, it is clear the non-access rates of individual programs increase between 2 and 3%.

Across all individual programs, access within a half-mile distance ranges between 4% for STEM programs and 19% for Other Specialized Programs and Dual Language/Language Immersion programs. Most students can access specialized programs by public transit. In particular, when considering students outside a half-mile walk, STEM is the most accessible program via public transit in Washington, DC, followed by International Baccalaureate and Montessori.

STEM is the most accessible program via public transit, followed by International Baccalaureate and Montessori.

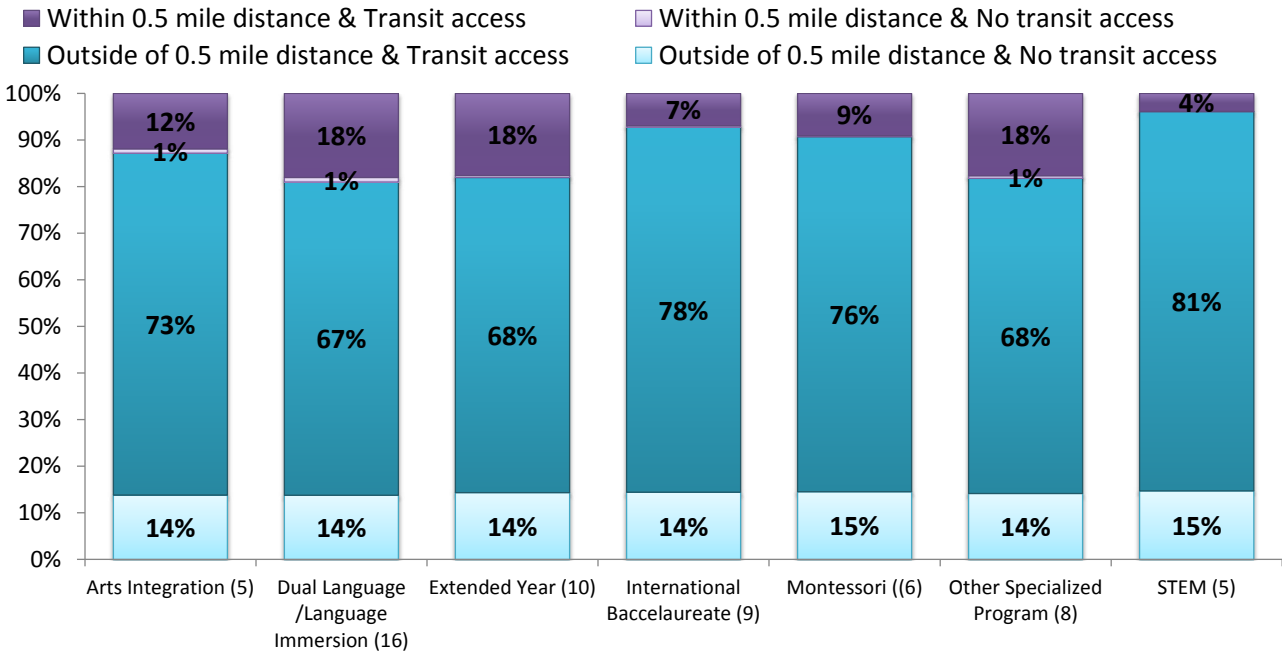


Figure 2.33 Access vs. Non-Access per Program Type
Source: DME 2017, AECOM 2018

2.2.4 My School DC Lottery Application Data

Lottery application data from My School DC was analyzed as a potential indicator of student demand to enroll in specific schools. The common lottery application is a single online application that students must use to apply to attend the following types of public schools: participating public charter schools, DCPS schools outside a student's geographic school boundary (including DCPS selective high schools), and DCPS Pre-K programs, even if the Pre-K program is within a student's geographic elementary boundary. Students can rank up to 12 schools on their application, and a random lottery determines the placement for new students at the participating schools. The lottery matches are based on spaces available at the participating school, how students ranked their school selections (from most to least preferred), lottery preferences such as sibling or geographic preference, and students' random lottery numbers.[20]

The number of students who enter the lottery to apply to specific out-of-boundary or other non-by-right schools is an indication of preference. However, the data provides an incomplete picture of school preference as kindergarten through 12th grade students that intend to enroll in their in-boundary DCPS school do not need to apply via the lottery. Also, students may choose to apply to schools via the lottery but not attend even if matched. Even with these caveats, understanding the trends may be helpful in understanding facility needs.

The following section shows where the most highly ranked schools are located. This does not represent where students live, but instead where they are most trying to receive an enrollment match in the lottery. **Figure 2.34** displays the number of schools ranked first by the ward of the school between SY2015-16 and SY2017-18. Ward 5 has the most schools ranked first in the lottery compared to other wards (approximately 4,220 in SY2017-18). This is not surprising since Ward 5 is home to a large number of public charter schools that rely on the common lottery for enrollment. The next highest category of schools ranked first was located in Ward 6 followed closely by Ward 4 (at 2,996 and 2,888, respectively).

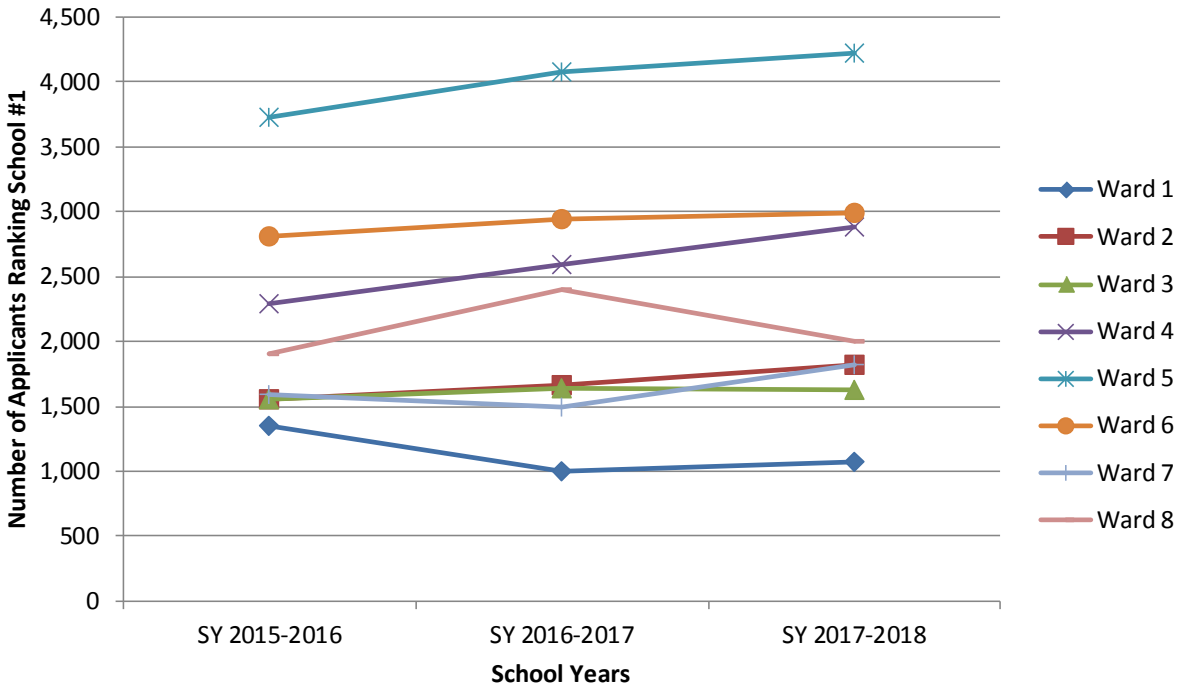


Figure 2.34 Number of Schools Ranked as #1 by Ward of the School, SY2015-16 through SY2017-18
Source: MySchoolDC.com, OSSE, 2018; DME, 2018; AECOM, 2018

[20] The DCPS selective high schools select students based on specific criteria separate from the matches described above.

Figure 2.35 shows the number of schools that were ranked first through third by the ward of the school between SY2015-16 and SY2017-18. These rankings were weighted to reflect the highest preferences of the applicants: #1 rankings received 1 point, #2 rankings received 0.6 points, and #3 rankings were assigned 0.3 points. The trend in this weighted lottery analysis is very similar to the former; Ward 5 schools continue to have the most top-choice applications, followed by Ward 6 and then by Ward 4.

This analysis is limited to the available lottery data applications, and a more in-depth analysis of demand for public school is recommended. Further analysis of the common lottery data, in conjunction with additional facility data, such as programmatic offerings, should be conducted in the future.

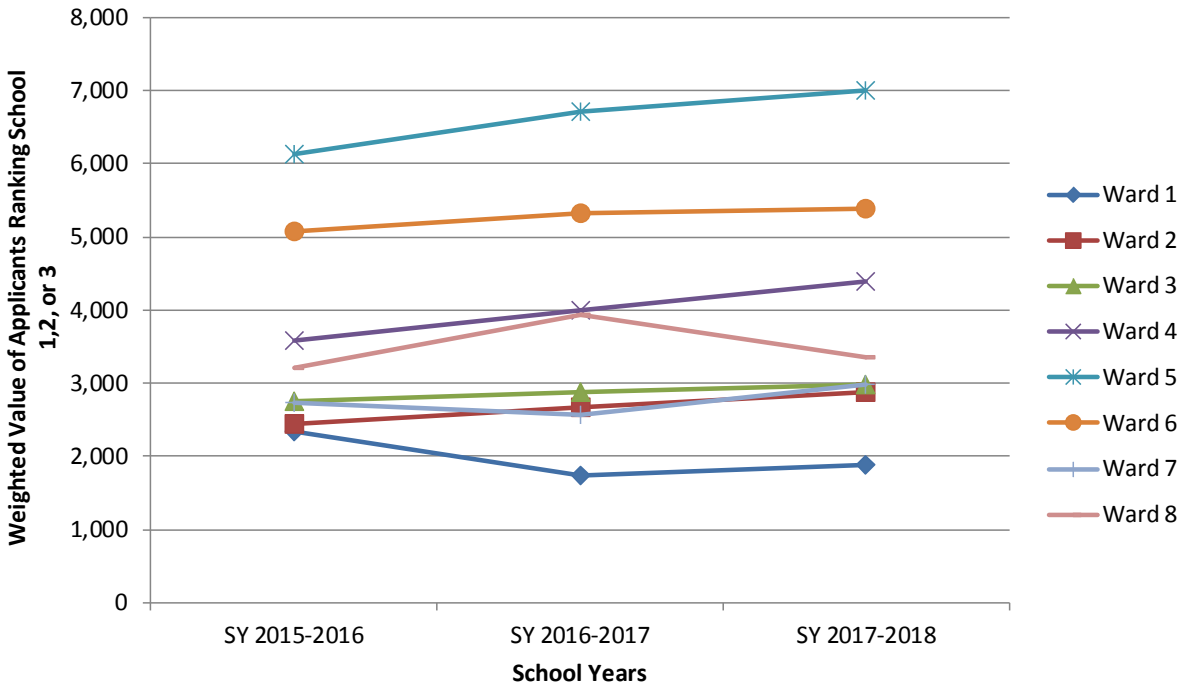


Figure 2.35 Number of Schools Ranked as #1-#3 by Ward of School, SY2015-16 and SY2017-18
Source: MySchoolDC.com, OSSE, 2018; DME, 2018; AECOM, 2018
Note: #1 rankings received 1 point, #2 rankings received 0.6 points, and #3 rankings received 0.3 points

2.3 SCHOOL FACILITY CAPACITY AND UTILIZATION

This section analyzes the interaction between student enrollment and facility capacity in Washington, DC's public schools.

2.3.1 Capacity and Utilization

Facility programmatic capacity is provided by DCPS and public charter LEAs and reflects the maximum number of students that can be housed in each school facility, given the school's existing educational programs, class size, and staffing. Programmatic capacities can be revised by the LEAs to reflect new class sizes or classroom configurations in existing facility space or reflect new facilities or new modernizations. Programmatic capacity includes portables because they are used by DCPS to manage overcrowding. Section 2.3.2 discusses those DCPS schools relying on portables.

Utilization is calculated as the number of enrolled students over the programmatic capacity of the school facility.[21] In general, optimal utilization of school facilities can be indicated as facilities within the 80-95% utilization range. Many school facilities are utilized at or near capacity, suggesting efficient accommodation of student demand. Public charter schools can control their enrollment, as they do not operate as schools of right, and a facility that is at or near capacity is desirable.

Figure 2.36 shows the distribution of school facilities by utilization category. **Figure 2.37** shows each school's geographic location and degree of utilization (the complete list of schools by degree of utilization is shown in Appendix A.13). Both figures show utilization of permanent and portable capacity (e.g., trailers). Washington, DC's public schools fall across the full spectrum of utilization, ranging from less than 50% utilization to greater than 110% utilization. Almost one-third (32%) of schools in Washington, DC are in the 80%-95% range, which indicates that demand and supply are in balance for those facilities. However, 68% of schools in Washington, DC are either less than 80% utilized or more than 95% utilized.

In terms of utilization by sector, **Figure 2.38** shows that a larger portion of DCPS school facilities are in the 80%-95% utilization range compared to public charter school facilities. However, there are more DCPS facilities in the 0-65% utilization range than public charter school facilities; 27% of DCPS facilities have low utilization, compared to 12% of public charter school facilities. A larger share of DCPS school facilities are more than 95% utilized compared to public charter schools; this is primarily because DCPS must accept all in-boundary students that want to attend the school. Wards 6 and 8 have the most facilities within the +95% utilization range (nine facilities each), followed by Wards 4

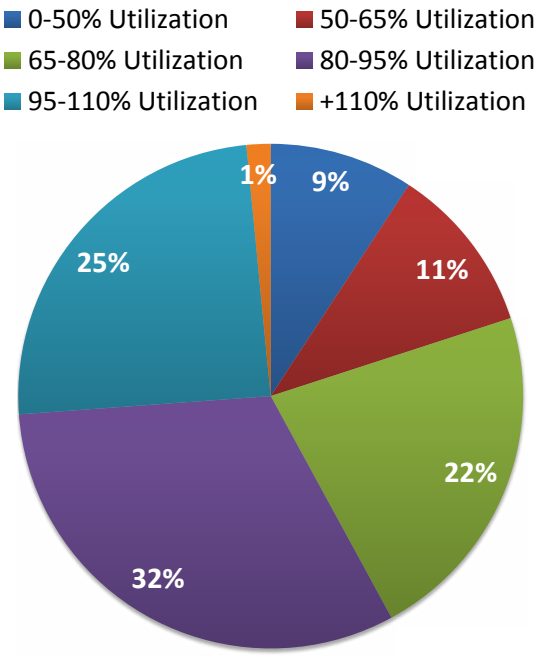


Figure 2.36 Public School Utilization Status, 2017–2018
Source: DME 2017, AECOM 2018

[21] Facility capacity and enrollment were excluded for schools that were identified as growing, as were schools swinging in SY2017-18 due to modernizations.

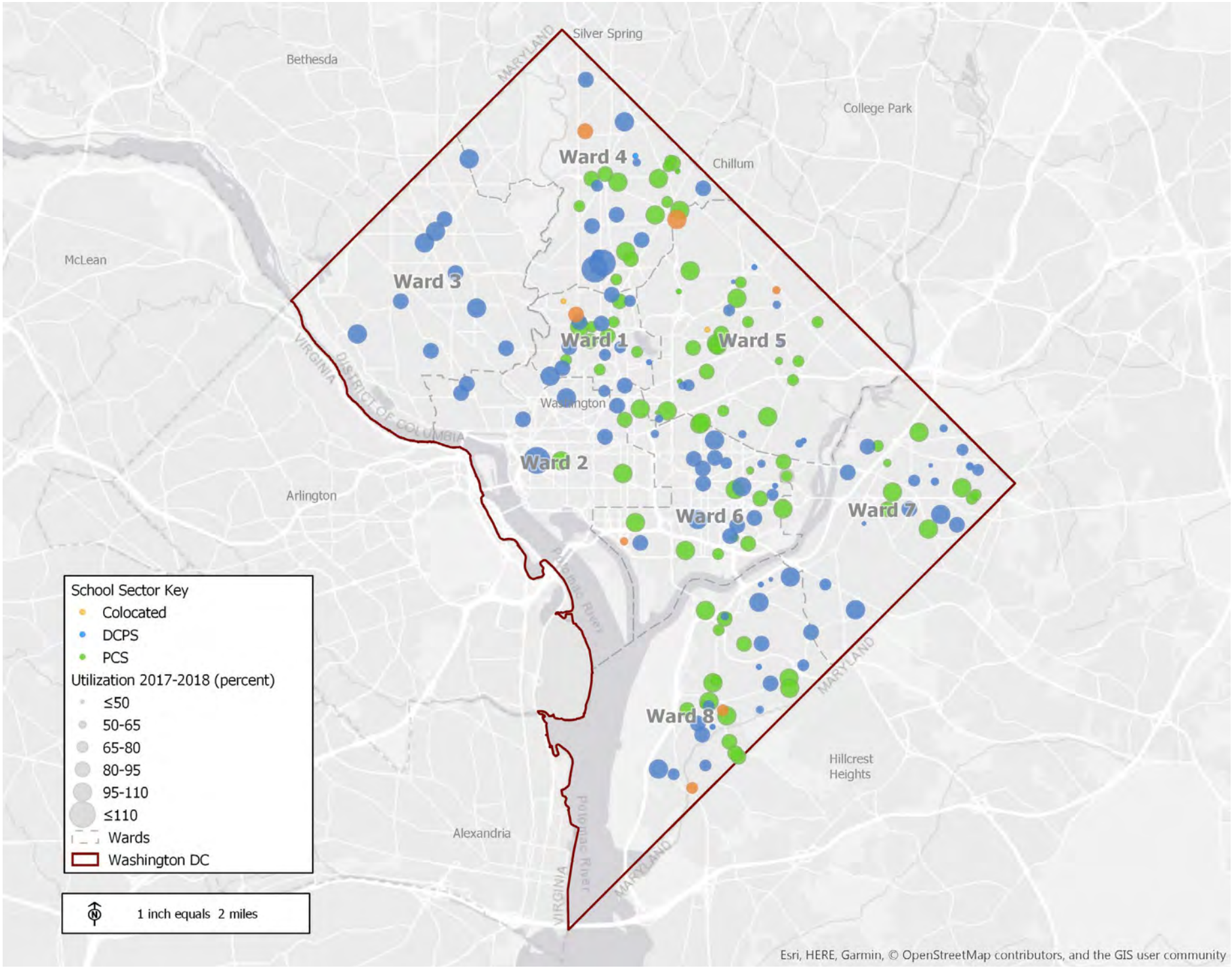


Figure 2.37 Utilization by Sector SY2017–2018
Source: DME 2017, AECOM 2018

and 5 (eight facilities each) and Ward 4 (six facilities). However, 40% of the facilities in Wards 2 and 3 are in the +95% utilization range, the highest proportion across Washington, DC, as seen in **Figure 2.39**, which shows average facility utilization by ward.

There are four public charter schools and 14 DCPS school facilities that are 0 to 50% utilized. In terms of the 18 facilities in the 0 to 50% utilization range and their grade band, six are middle schools and five are elementary schools; 61% of facilities in the 0-50% utilization range are elementary and middle schools. Three of six (50%) middle school facilities with 0 to 50% utilizations are in Ward 8, and three of five (60%) elementary school facilities with 0-50% utilizations are in Ward 5. **Figure 2.40** shows the 18 facilities in the 0-50% utilization range and the number within each grade band.

Over 61% of facilities in the 0-50% utilization range are elementary and middle schools.

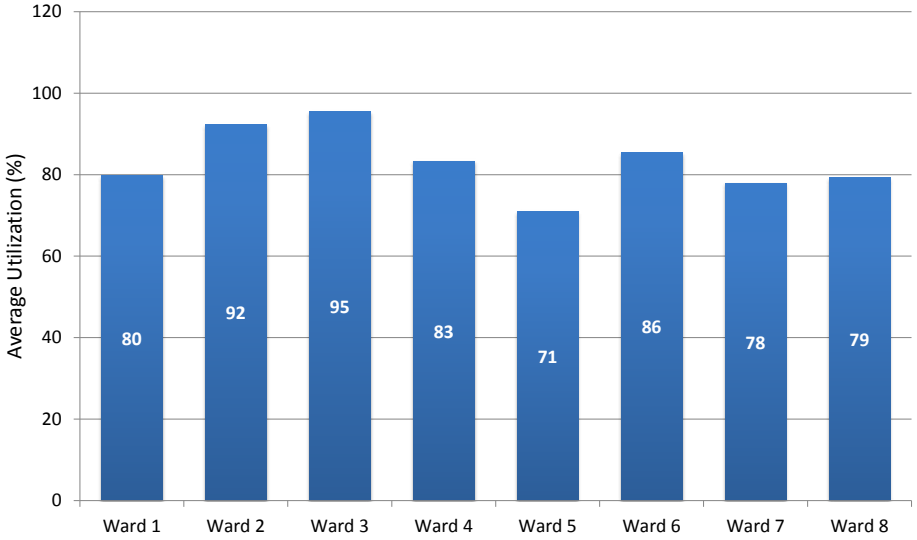


Figure 2.39 School Facility Utilization by Ward, SY2017–18
Source: DME 2017, AECOM 2018

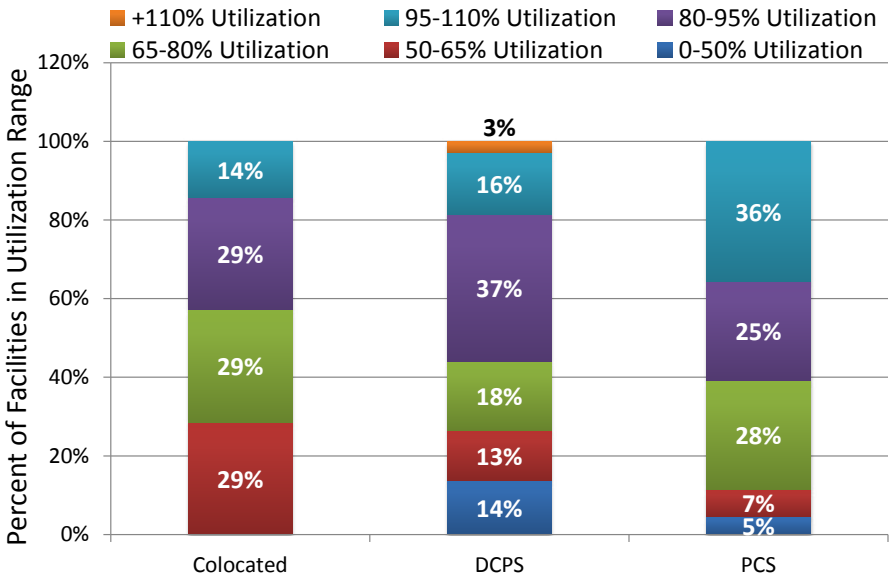


Figure 2.38 Utilization by Sector, SY2017–18
Source: DME 2017, AECOM 2018

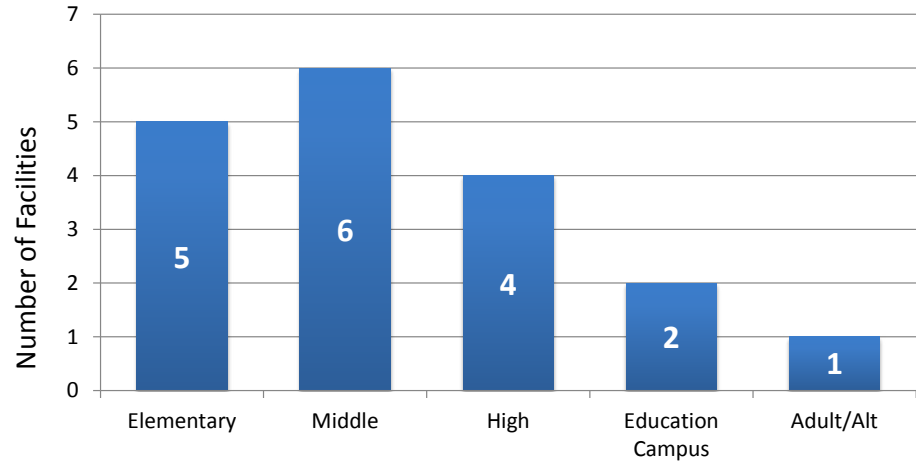


Figure 2.40 0-50% Utilization by Grade Band, SY2017-18
Source: DME 2017, AECOM 2018

2.3.2 Utilization Status and Portables

The section examines the utilization status of facilities with portables. This section does not include facilities that use portables to provide swing space; instead, the focus is on facilities that use portables as a way to increase capacity. The presence of portables at a school indicates that, at some point in time, portables were used to increase capacity in order to keep up with enrollment.

Figure 2.41 and **Table 2.16** show that five of the ten school facilities with portables have utilizations between 80 and 95%, and can be considered optimally utilized. By comparing the utilizations of these five facilities with their utilization without portables, it is apparent that portables are necessary in order for four of these facilities to reach an optimal utilization range of 80 to 95%. In other words, Wards 3 and 4 include school facilities in which portables are necessary to increase capacity to meet enrollment. The facility with the largest difference between utilization with and without portables is found in Ward 4.

Table 2.16 Utilization of School Facilities with Portables

SCHOOL	WARD	UTILIZATION STATUS INCLUDING PORTABLES	UTILIZATION STATUS WITHOUT PORTABLES
Barnard ES	4	85%	128%
Brightwood EC	4	69%	85%
Deal MS	3	94%	108%
Kelly Miller MS	7	54%	65%
Key ES	3	97%	109%
Leckie ES	8	96%	116%
Maury ES	6	105%	136%
Stoddert ES	3	90%	129%
Truesdell EC	4	90%	103%
Tubman ES	1	85%	92%

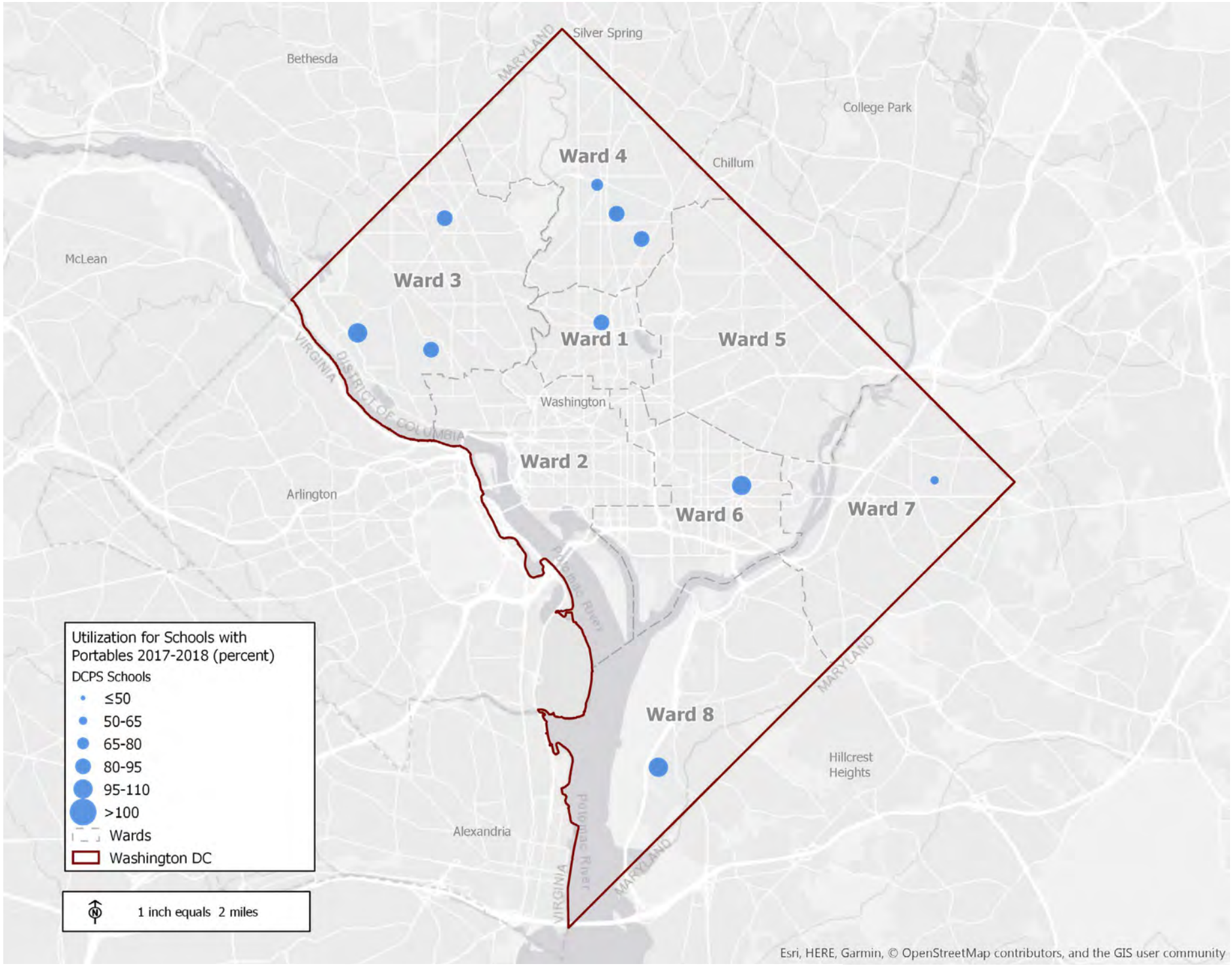


Figure 2.41 Utilization of School Facilities with Portables 2017–2018
Source: DME 2017, AECOM 2018

2.4 MAIN CONCLUSIONS OF THE BASE YEAR ASSESSMENT

This section presents the main findings of the facilities and enrollment analyses above with a view to highlighting the connections between different types of data and providing a better understanding of public school facility dynamics in Washington, DC.

On the demand side, the analysis shows that as enrollment in public education continues to grow in total size, Washington, DC public school students continue to exercise the right to choose their school. Almost half (47%) of Washington, DC's approximately 90,000 students have, through the lottery, enrolled in public charter schools. The share of students enrolled in public charter schools has increased steadily over the last ten years, rising from 36% in SY2008-09 to 47% in SY2017-18.

Of the students who are enrolled in DCPS schools, half of them have elected not to enroll in their local in-boundary school, choosing instead to travel — in many cases, over significant distances — to other DCPS schools located elsewhere in Washington, DC. Overall, approximately three-quarters of students have opted out of their local neighborhood DCPS school, though this varies by ward.

In addition to sector share, absolute enrollment in public charter schools has risen consistently since 2008. Total public charter school enrollment has increased by almost 30% since 2008. On the other hand, enrollment in DCPS schools has only increased by 10% over the same period, and has plateaued during the past three school years. In-boundary enrollment in DCPS schools has increased by an average of only 1.5% per year since 2013. However, DCPS has reversed decades of enrollment decline, and many DCPS elementary schools exhibit high recent enrollment growth rates.

Exercising the choice afforded to them, three-quarters of public school students have opted out of their traditional neighborhood school.

In response to previously substandard facility conditions, the District significantly increased its school modernization efforts after 2008. Overall coverage of modernization activity currently stands at 79% of total facilities, with 87 of 110 DCPS school facilities[22] having been modernized. Facility modernizations have been quite evenly distributed across Washington, DC's eight wards.

The District of Columbia has recently adopted a robust, systematic facility assessment program in order to promote comprehensive and effective management of the District's real assets, including schools. The District is currently in the middle of a three-year process (2017-2020) of assessing the condition of all District-owned school facilities. Under this three-year effort, FCAs have already been prepared for 65 facilities. In the future, the Department of General Services plans to evaluate the physical condition of each of the District's school facilities every three years.

In addition to the FCAs for District-owned facilities, an additional 49 FCAs were prepared in 2018 for public charter schools in non-District-owned facilities. Overall, the results of the SY2017-18 FCAs demonstrate that the District's school facilities are generally in a good state of repair. Of the 114 facilities with FCI scores, 90 received a "Good" or "Fair" FCI score. Twenty-four facilities received a "Poor" FCI score, and no facilities received a "Very Poor" FCI score.

In terms of capacity and utilization, the balance between enrolled students and facility capacity is fairly good in about half of all facilities, whether DCPS (55% of facilities are in the 65%-95% utilization range) or public charter school (53% of facilities are in that range). There, however, the similarity between the two sectors ends. The distribution of DCPS facilities by degree of utilization shows a group (nearly one-fifth of the total) that are highly utilized (>95%) and another cluster (just over one-quarter of the total) that are underutilized (<65%). This suggests that DCPS has room for improvement, in terms of striking a balance between supply and demand at the facility level. While achieving better supply/demand alignment will contribute directly to operational efficiency, facility interventions should

[22] The two Co-located facilities that are District-owned and include DCPS schools are included with the 108 DCPS facilities.

be formulated in the context of educational suitability and overarching educational quality, two important factors that are not covered in this MFP study.

With respect to specialized programs, just over one-third of all school facilities (76 of 212) offer at least one such program; about two-thirds of those 76 facilities are DCPS, while the remainder are PCS and co-located schools. Dual Language/Language Immersion is the most commonly offered specialized program District-wide, followed by Career Technical Education and International Baccalaureate. Even though Dual Language/ Language Immersion is the most offered, it is not the most accessible program. STEM is the most accessible program via public transit, followed by International Baccalaureate and Montessori.

The very uneven transit service quality across Washington, DC means that some students have difficulty accessing schools. However, the District has generally achieved an equitable geographic distribution of school facilities: schools are evenly distributed throughout the eight wards, modernizations have been carried out in all parts of the city, and programs are widely available throughout Washington, DC.

CHAPTER 03

03 FUTURE STATE OF DC PUBLIC SCHOOLS

3.1 CAPITAL IMPROVEMENTS PLANNING

The District of Columbia's Capital Improvements Plan (CIP) is a six-year plan for preparing, financing, acquiring and implementing permanent improvement projects for the District's fixed assets. This section summaries the current Capital Improvements Plan (FY2019-FY2024) which was signed into law by the Mayor (and the Office of the Chief Financial Officer) on July 10, 2018 and went into effect on October 1, 2018. Understanding the DCPS school facility investments that have already been programmed for the next five years is an important input to assessing facility needs during the second half of the MFP planning period.

The FY2019-FY2024 CIP calls for investment of $1.6 billion in 32 modernization projects involving DCPS elementary, middle, and high school facilities. Facility modernizations are structured in three-year cycles: design is carried out in Year 1, while construction is programmed for Year 2 and Year 3. Some of the projects in the FY2019-FY2024 CIP will be carried over from the FY2018-FY2023 CIP; others will be initiated and constructed during the FY2019-FY2024 CIP; and others still will be initiated with a planning and/or design phase and will carry over into future CIPs. Appendix A.14 presents the investment cost breakdown of this CIP by project, grade band, ward and year. **Figure 3.1** below shows the investment costs by year.

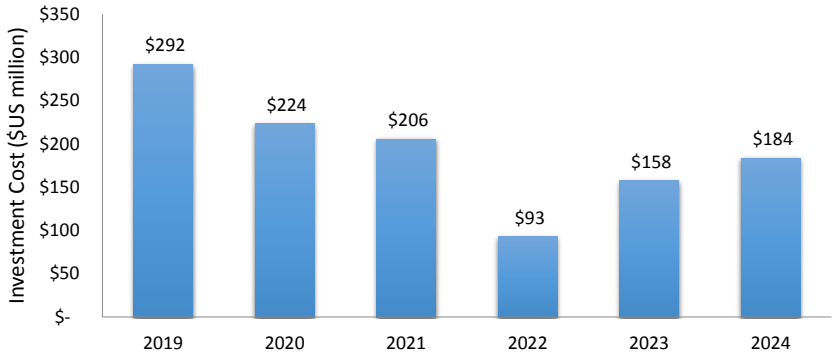


Figure 3.1 FY2019–FY2024 CIP Investment Costs by Year
Source: FY2019-FY2024 CIP

Figure 3.2 shows the investment by ward. Wards 1, 4, 6 and 7 will receive the largest share of funding under the FY2019-FY2024 CIP. As shown in **Figure 3.3**, about half of all investment will be in elementary schools, with the remainder divided fairly equally among middle schools, high schools and education campuses.

With the passage of the PACE Act of 2016,[1] the methodology for prioritizing modernizations was changed. The data-driven PACE methodology is based on clear selection criteria for inclusion and prioritization of facilities to be modernized. Four school facilities in the FY2019-FY2024 CIP were prioritized for modernization using the PACE methodology. The modernization prioritization that was developed utilizing the PACE methodology can be found in Appendix A.15.

The PACE Act also required the preparation of 10-year Master Facilities Plans to evaluate and respond to the school facility needs of LEAs in Washington, DC. (Previously, the MFP planning period was five years.) This Master Facilities Plan 2018 was prepared in satisfaction of the PACE Act requirement.

[1] Planning Actively for Education Facilities Amendment Act of 2016, District of Columbia Code 38-2803.

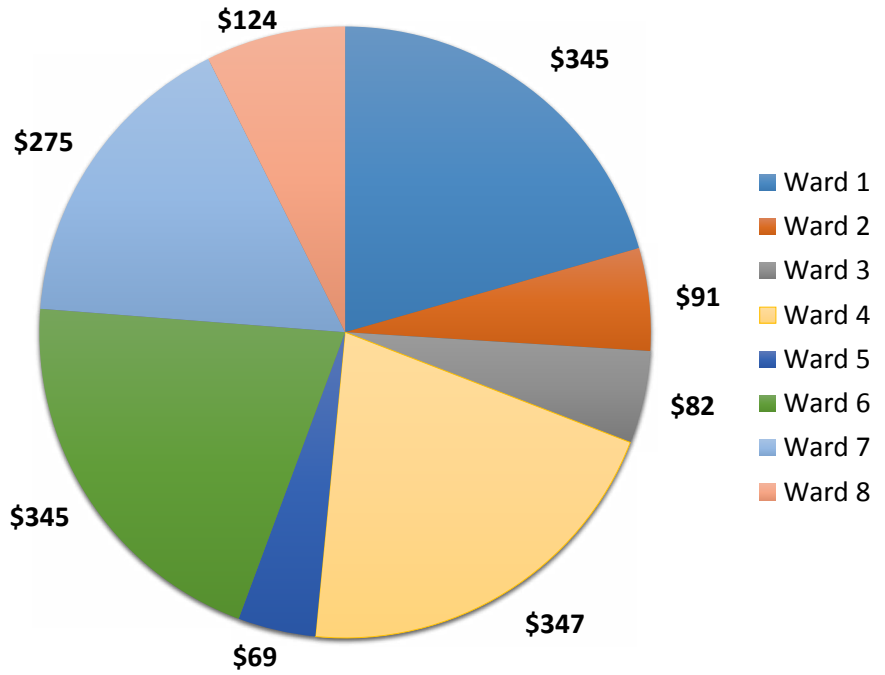


Figure 3.2 Investment by Ward under the FY2019-FY2024 CIP ($US million)
The figure includes a $10 million investment in an early childhood education center in Ward 2.
Total investment includes estimated total project costs for modernizations continuing construction past FY2019-FY2024 CIP.
Source: FY2019-FY2024 CIP, DCPS School Facility CIP FY2019-FY2024, AECOM, 2018

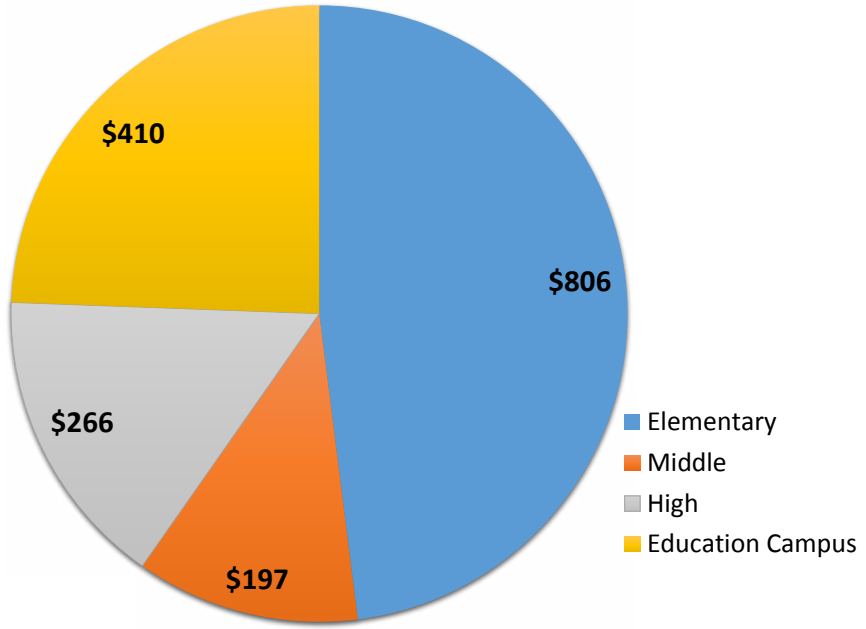


Figure 3.3 Investment by Grade Band under the FY2019-FY2024 CIP ($US million)
The figure includes a $10 million investment in an early childhood education center, under the 'Elementary' category.
Grade bands as of SY2017-18.
Total investment includes estimated total project costs for modernizations continuing construction past FY2019-FY2024 CIP.
Source: FY2019-FY2024 CIP, DCPS School Facility CIP FY2019-FY2024

Table 3.1 PACE Modernization Prioritization Criteria

CATEGORY	CATEGORY TOTAL	SUBCATEGORY	SUBCATEGORY WEIGHT
Facility Condition	55%	Date and type of last major construction through the preceding fiscal year	20%
		Expenditures for major construction projects for the preceding 10 fiscal years per square foot of the school facility	15%
		School facility condition score based on the most recent assessment completed by the Department of General Services	20%
Demand	20%	Average percentage of the school's enrollment growth over the past five school years based on audited enrollment	10%
		Average percent of facility's building utilization over the past five school years	10%
Community Need	10%	Number of in-boundary children who would be served by the facility's educational program divided by the facility's capacity	5%
		Projected percent change in the number of children who would be served by the facility's educational program in the neighborhood cluster over a prospective six-year time period	5%
Equity	15%	Total number of square feet in the school's feeder pattern that have had a major construction in the preceding 10 fiscal years divided by total square footage of the feeder pattern	5%
		Number of at-risk students enrolled in the school based on the current school year enrollment projection	10%

Source: District of Columbia Code 38-2803 - Planning Actively for Comprehensive Education Facilities Amendment Act of 2016.

3.2 EDUCATION FACILITY FINANCING

The methods for financing school facilities differ for DCPS and public charter schools. Both DCPS and PCS LEAs receive instructional funding through the Uniform per Student Funding Formula (UPSFF), which bases funding on enrollment. Capital funding for facilities is allocated differently by sector: DCPS schools are in District-owned buildings that are maintained by the District Department of General Services (DGS), while public charter school LEAs are responsible for securing and maintaining their own facilities using an annual per-student facilities allowance.

DCPS Facility Funding

DCPS schools occupy District-owned and controlled property, and do not pay rent, though they do pay for maintenance, such as custodian services and utilities. DGS centrally manages repairs and renovations to the District-owned DCPS schools, as well as to many other District assets. Funding for construction and renovation are budgeted for in the DCPS capital budget, which is reworked every year with the capital budget for the entire District. The amount submitted in the budget is guided by the Capital Improvements Plan (CIP), a six-year plan for capital construction, including DCPS school facilities, with specific projects listed along with their funding and construction schedule. (See Section 3.1 for more information about the CIP.) The CIP typically includes modernization and replacements, small capital projects, and system and component replacements. As with those of other District agencies, DCPS' capital budget is largely financed with borrowing through general obligation municipal bonds issued by District government.

Public Charter School Funding

Public charter schools are responsible for securing and maintaining their own buildings relying on their facility allowance provided through the annual UPSFF (described below). Public charter LEAs can lease or purchase buildings from a private entity; in addition, the District has made vacant school buildings available to charter schools for short-term or long-term leases. (Previously the District allowed public charters to purchase District buildings, but that now happens infrequently.) As of SY2017-18, public charter schools leased 31 District-owned buildings and owned nine former District school facilities.

Charter LEAs receive a per-pupil allowance for funding facilities, which can be used for school building acquisition, leasing, renovation, and expansion. This is part of the annual UPSFF process (DC code 38-1804.01). As of FY2019, public charter schools are provided $3,263 per student each year, and funding is provided to public charter schools in three annual payments, ending with reconciliation against audited student enrollment. DC code 38–2908 provides an annual 2.2% increase to the facility allowance until FY21. Public charter schools that do not use all of their facility allowance on facility expenses are allowed to use those funds for other purposes. In contrast, if a charter school has facility expenses that exceed the per-pupil allowance in a given year, it may need to use other sources — such as private funding or its instructional portion of the UPSFF operating funds — to meet these needs. In FY19, public charter schools are budgeted to receive approximately $149 million from the District in facility allowance.

According to the Fiscal Year 2017 DC Public Charter School Board Fiscal Analysis Report, the local facilities funding that public charter schools received in 2017 accounted for 15% of their total revenue per student, but occupancy expenses amounted to 16% of the total revenue. The report further notes that some charter schools spend as much as 30% of their revenue on occupancy expenses.[2] The evidence suggests that the facility allowance is not sufficient to cover costs. Collecting data of actual facility costs incurred by all public schools would help to address this issues.

Public charter schools may request an adjustment to the annual facility payment received, provided that the request is submitted no later than April 1st of the fiscal year preceding the payment, which then must be approved by the Mayor and the District of Columbia Council.[3]

In addition, public charter schools that lease a school facility subject to property tax under the District Code can receive a rebate of a portion of that tax equal to the public charter school's pro rata share of the lessor's tax on the property.

The Office of State Superintendent of Education (OSSE), a State Education Agency, oversees all federal education programs and grants in the District of

[2] District Public Charter School Board FY 2017 Financial Analysis Report; accessed via https://www.Districtpcsb.org/report/school-finances
[3] Title 38 Section 1804.01 Code of the District of Columbia; accessed via https://code.Districtcouncil.us/District/council/code/titles/38/chapters/18/subchapters/IV/

Columbia. It distributes federal funding to DCPS and public charter schools and also monitors schools for compliance with federal guidelines. In the case of DCPS, federal funds from OSSE are passed on to the central office, which then makes allocations to individual schools in accordance with federal guidelines.

OSSE also houses the Office of Public Charter School Financing and Support (OPCSFS) which receives federal charter-specific funding. This includes the Credit Enhancement for Charter School Facilities Program, which provides grants to public agencies to enable charter schools to attain financing through enhancing the school's credit. It does not provide for direct funding of school facility acquisition, construction or renovation, but rather provides leverage through guarantee of debt or leases, assisting in finding financing, or providing incubator spaces. It also receives State Charter School Facilities Incentive Grants, a federal program that provides grants on a declining matching basis to states with per-pupil facilities aid programs for charter schools. Under this grant, the maximum federal share of facilities funds decreases each year (from 90% in the first year to 20% in year five) and phases out entirely after five years. The District of Columbia is one of five eligible state education agencies because of its charter facilities funding structure. Aside from the facility allowance, the OPCSFS also administers the following grant and loan opportunities for charter schools:

+ **Scholarships for Opportunity and Results (SOAR) Act Grant:** the SOAR grant is a federal funding program unique to the District of Columbia and provides grants to low-income students to attend public school, but also provides facility financing to improve DCPS and charter school facilities through the Facilities Grant. In FY17, $4 million was made available in facilities grants, which could only be used by "high-quality DC public charter schools" to renovate leased former District public schools or facilities owned by charter schools.
+ **Credit Enhancement Revolving Fund:** According to OSSE, the fund "provides enhanced credit, lease guarantees, and access to financial assistance to eligible public charter schools for the acquisition, renovation, and/or construction of school facilities." The program offers guarantees or collateral to enable charter schools to obtain affordable financing for facility projects.
+ **Direct Loan Fund:** Initially funded in 2013, the program aims to "structure and provide loans to District of Columbia public charter schools for the purpose of construction, acquisition, renovation, and/or maintenance of public charter school facilities." The loans are for a maximum of $2 million per school, and are often used as gap financing with other loans.
+ **Charter School Programs (Title V, Part B) grants:** According to OSSE, the federal Title V, Part B program provides funding for charter school planning and implementation, the study of charter school outcomes, and to encourage States to fund charter school facilities at the same level as traditional public schools. From a facilities perspective, the funds from the three grant types that fall under this umbrella may only be used for identification of appropriate facilities, not for the actual design, construction, financing (such as debt service or loan acquisition), or operation of the facility. This is the only program available directly to schools.
+ **Charter School Incubator Facility Initiative (CSII):** This program is a non-profit entity formed by a charter school education nonprofit Building Hope in partnership with OSSE. It provides financing for the establishment of incubator facilities in lower-income areas, to encourage the formation of charter schools there. The charter schools may lease space for one to three-years at below-market rates.

3.3 ENROLLMENT PROJECTIONS

Knowing the number of students who must be served by the District's public school facilities is a critical step in understanding the District's current and future facility needs. As such, the MFP integrates five-year and ten-year enrollment projections in the analysis of the future state. Typically, the District prepared one-year projections for budgeting purposes, and so moving toward consistently evaluating the number and location of potential students five and ten years in the future advances the city's proactive facility planning.

The MFP considered three components to estimate future space needs: baseline enrollment projections based on population growth and capture rates of schools for DCPS and capture rates of the sector for public charter schools; DCPS growth plans; and public charter school growth plans, as provided by individual public charter school LEAs. This section explains and quantifies each of these components, which form the basis for the gap analysis in Section 3.4.

3.3.1 Base Projections of Student Age Population

Projections are by their nature uncertain; the future is difficult to predict, and the projections analysis turns to past trends to predict future enrollment. While making projections of any data can be challenging, doing so for enrollment at the District's schools has particular challenges, including estimating population growth, a changing supply of schools and facilities, and school choice, which means that students in Washington, DC do not need to enroll in their in-boundary school. The District's school system is built upon by right neighborhood schools supplemented with choice. As illustrated in the historical enrollment data presented in section 2, District students and their parents exercise their opportunity to choose their school. Approximately 47% of students enrolled in public charter schools in SY2017-28, 26% enrolled at an in-boundary DCPS school, and another 27% enrolled at an out-of-boundary or other citywide or selective DCPS school. As noted, the element of choice, however, complicates the already challenging task of projecting enrollment. In addition to the challenges of choice, population growth, and a changing supply of schools and facilities, making projections at a smaller level of analysis (the school facility) versus District-wide, reduces the level of accuracy.

This MFP includes 5-year and 10-year projections by school for DCPS schools, and overall projections by sector and by grade band (Pre-K 3&4, elementary, middle, and high). While both sectors of the Washington, DC public school system also serve alternative and adult populations, this analysis focuses on meeting the needs of the students required to go to school by law. Though Pre-K grades are not compulsory, early childhood education has also been a focus in establishing good educational outcomes for District students. Recognizing this, the District has universal Pre-K, and DCPS is working to expand Pre-K offerings. It is included in the analysis for several reasons: it can assist in understanding trends in Pre-K enrollment, thereby informing the process of sizing elementary schools and can allow the District to assess overall compulsory elementary school enrollment for future years. Enrollment in adult and alternative educational facilities is added to the by-grade totals based on historical enrollment in those programs.

Nationally, many public school systems use a cohort survival method for projecting student enrollments, which essentially takes existing enrollment and moves groups of students forward through the school and school system as they progress in grade levels. DCPS uses this methodology for projecting the next year's enrollment for budgeting purposes. This process also involves adding additional students from outside, as necessary, to represent new students. For example, to project Elementary School A's third grade enrollment in SY2017-18, the analyst would take the number of students in the school's second grade and, based on historic trends, estimate that approximately 80% continue to the next grade in the same school. Using these same historical trends, an analyst can then estimate the additional enrollment that a school will receive from students outside of the current enrollment (for example, 10% of the population). That amount is added to the students retained from the previous year for a total third grade enrollment.

Because the MFP takes a longer view of facilities planning, a different methodology has been developed to account for population growth by geography and the ability of students to choose where they go to school. The analysis is geographically based, using historical enrollment trends by school, as well as the number of expected children by grade in the future.

Enrollment projections for the MFP use several methods, depending on the sector and level of detail. The process included the steps below, which are described in further detail in the following paragraphs:

1. Projecting the universe of school-age students in the District for SY2022-23 and SY2027-28
2. Projecting the enrollment at individual DCPS schools
3. Estimating total future District enrollment by grade level
4. Estimating potential enrollment in the PCS sector, using SY2017-18 enrollment shares

The MFP study also considers what each sector has described as their growth plans, which are evaluated in conjunction with the enrollment projections and will be explained in the next two sections.

Projecting Future School-Age District Residents

Before projecting the number of students attending public charter schools and DCPS schools, it is necessary to estimate the universe of total potential students in the District. Student age population projections for the MFP are based on population projections by single age produced by the District Office of Planning (OP) for all 46 neighborhood clusters in the District for 2015, 2020, 2025, and 2030. The OP used the U.S. Census Population Estimates Program as a basis for its estimates, and used the cohort-component method to forecast future District population to 2030. They used 2015 population by age as the baseline, and projected it forward, based on assumptions about fertility, mortality, and migration. The OP projections also incorporate assumptions about planned housing development growth, using 2015 permit data. The OP population projections include both high and low population growth scenarios. The high-level growth scenario assumes that future growth will be similar to the rate of population growth in the District between 2010 and 2015. The high scenario also assumes that "improved public school performance and government initiatives like universal Pre-K will continue to attract and retain a greater percentage of families with children."[4] The differences between OP's low and high population projections for school-aged students are relatively small, with only a 225-child difference from the ages represented in the grade bands Pre-K 3 through high school. Therefore, the MFP uses the high scenario to develop the baseline enrollment projections and related gap analysis.

Because the years of the MFP (SY2022-23 and SY2027-28) do not match that of the OP population projections, the MFP extrapolates the OP data to estimate student age population in those years. The analysis estimates the SY2017-18 population by applying the annual growth rates used by OP for the 2020 projections to the 2015 population; the SY2017-18 population provides the base year for projections. Similarly, the SY2022-23 and SY2027-28 population estimates are developed by applying the growth rates used by OP between 2020 and 2025 to the 2020 population estimates. For example, to project the estimated number of elementary-age children in Neighborhood Cluster 1 in 2017, the analysis takes the average annual growth rate of that population between 2015 and 2020. In 2015, OP estimated that there were 478 elementary-aged children in Neighborhood Cluster 1. In 2020, OP projected that there would be 567 elementary-aged children, which translates to a population growth rate of 4% annually. To estimate the number of children in 2017, the analysis takes the estimated 478 children in 2015 and grows the population by 4% each year for two years, resulting in 514 children in the cluster in 2017. The same approach was then used to project that population to 2022. The OP 2020 to 2025 population projection annual growth rates for each cluster were then applied to the 2020 cluster population estimates for a period of two years, in order to estimate the number of children in 2022 in each cluster. Those same annual growth rates were then applied to the 2025 cluster population estimates for a two-year period, to generate an estimate of the number of elementary-age children in each cluster in 2027.

[4] District Office of Planning, "Single Age Population Forecast Methodology," 2015

For the enrollment projections, the population is sorted into grade band groups:

- **Pre-K 3&4** – Ages 3 and 4
- **Elementary School** – Ages 5–10
- **Middle School** – Ages 11–13
- **High School** – Ages 14–17

High schools often have students older than 17; however, because not all of the population 18 and over in the District are school students, using the population projections for those students would overly-inflate the numbers. Because the capture rates are developed using full enrollment (including those age 18 or over) and the population of ages 14 through 17, these students are accounted for in the capture rates developed to estimate future enrollment. **Figure 3.4** shows overall children by grade band. In 2017, there are an estimated 96,250 children ages 3 to 17 in Washington, DC. Of these children, 18% are ages 3 and 4, 43% are elementary school-aged, 17% are middle school-aged, and 22% are high school-aged (through age 17). This distribution changes slightly over the 5 and 10-year periods.

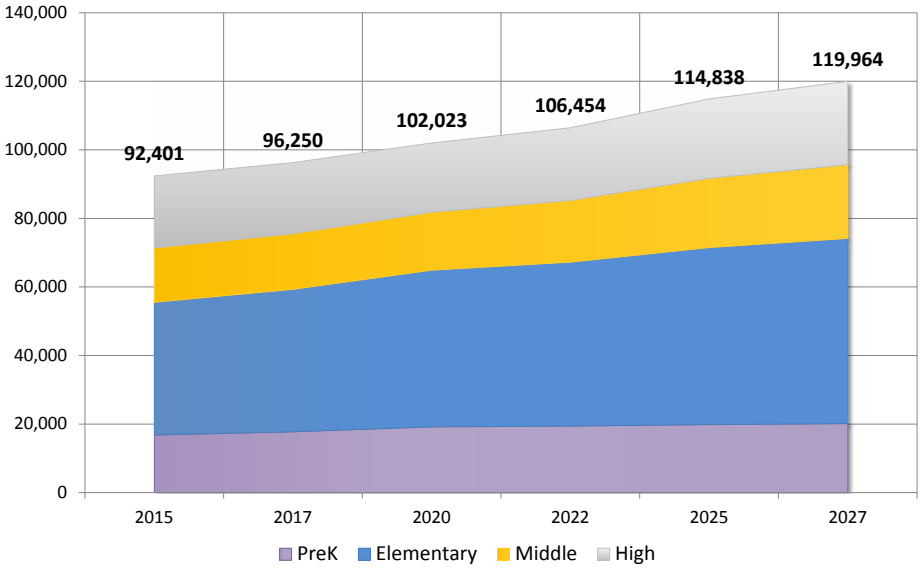


Figure 3.4 Estimated DC School Age Children by Grade Band
Source: OSSE Student Level Data and Audited Enrollment; DC OP Single Age Population
These estimates do not include potential students age 18 and above."

DCPS School-Level Enrollment Projections

The DCPS school-level enrollment projections use a neighborhood cluster-by-cluster analysis of student age population and historical enrollment. Because students are entitled to enroll at their school of right at any time during the year, the MFP analyzes enrollment at the school level for DCPS schools, to account for both in-boundary students and those who choose to attend through the lottery to assist in future facility planning.

The data components included in the school-level enrollment projections are student age populations (for SY2015-16, and extrapolated as described above for SY2017-18, SY2022-23, and SY2027-28) and anonymized public school student-level data, which provides the school in which the student was enrolled, the student's neighborhood cluster of residence, and whether the student was in-boundary for his or her school.

Using the DCPS student data for SY2015-16 and SY2017-18, enrollment is summarized by school by grade band into one of 92 categories based upon where its students reside: 46 in-boundary neighborhood clusters and 46 out-of-boundary neighborhood clusters.

School boundaries often fall into multiple neighborhood clusters, and so it is possible to have in-boundary students originating from several neighborhood clusters. Conversely, it is also possible to have some students from a neighborhood cluster who are in-boundary while others are out-of-boundary, but who attend the same school. For example, both Student A and Student B, who go to Elementary School A, live in Neighborhood Cluster 1. However, Student A lives outside of the boundary for Elementary School A. Therefore, Student A would be added to the "Out-of-Boundary Neighborhood Cluster 1" category, while Student B, who lives inside the boundary, would be added to the "In-Boundary Neighborhood Cluster 1" category. Their classmate, Student C, is from Neighborhood Cluster 2, and would be in the category "Out-of-Boundary Neighborhood Cluster 2." This process was done for every school.

Some of the students in the data are not mapped to a specific neighborhood cluster; as a result, in some cases there are schools with students living in an unspecified geography. In the analysis, these students are distributed into the 92 categories according to the overall distribution at the school of the students who are mapped to specific addresses.

Once each school has each member of its student body assigned to one of the 92 possible geographic categories, the number of students in each category is compared to the total student-age population in that neighborhood cluster, in order to determine the school's capture rates (see **Figure 3.5**). The capture rate represents the percentage of the total student-age population that attends each school from a specific category. Each school has 92 capture rates: one for each of the student categories described earlier. Capture rates are determined by dividing the student data for two years, SY2015-16 and SY2017-18, by the student age population projections for that year. In the case of SY2017-18, which falls between the years of OP's projections 2015 and 2020, the number is extrapolated at an average annual rate.

The capture rates for SY2022-23 are then adjusted according to how they have changed between SY2015-16 and SY2017-18. The school's estimated capture rate by neighborhood cluster for SY2017-18 is adjusted upward or downward at half the growth rate experienced between SY2015-16 and SY2017-18. The reduced rate of change is applied as a conservative measure to lessen the impact of dramatic swings and avoid any over or under-counting of students. This is repeated for each of the 92 geographic categories by school by grade band. In doing this calculation, capture rates are constrained to stay within 0 percent and 100 percent. To determine future enrollment (see **Figure 3.6**), the resulting capture rates are multiplied with the student age projections by neighborhood cluster to determine the estimated number of students per neighborhood cluster. The 92 results are added together to result in the total enrollment by in-boundary or out-of-boundary status, by grade band, which is intended to enhance DCPS's planning for potential by right enrollment at the school. The results are then added together to estimate enrollment at the school level. The estimated enrollment projections are also summarized by facility, to contribute to the gap analysis for DCPS. See **Table 3.2** for total DCPS enrollment by grade band and Appendix A.16 for school level enrollment.

Capture Rate Determination

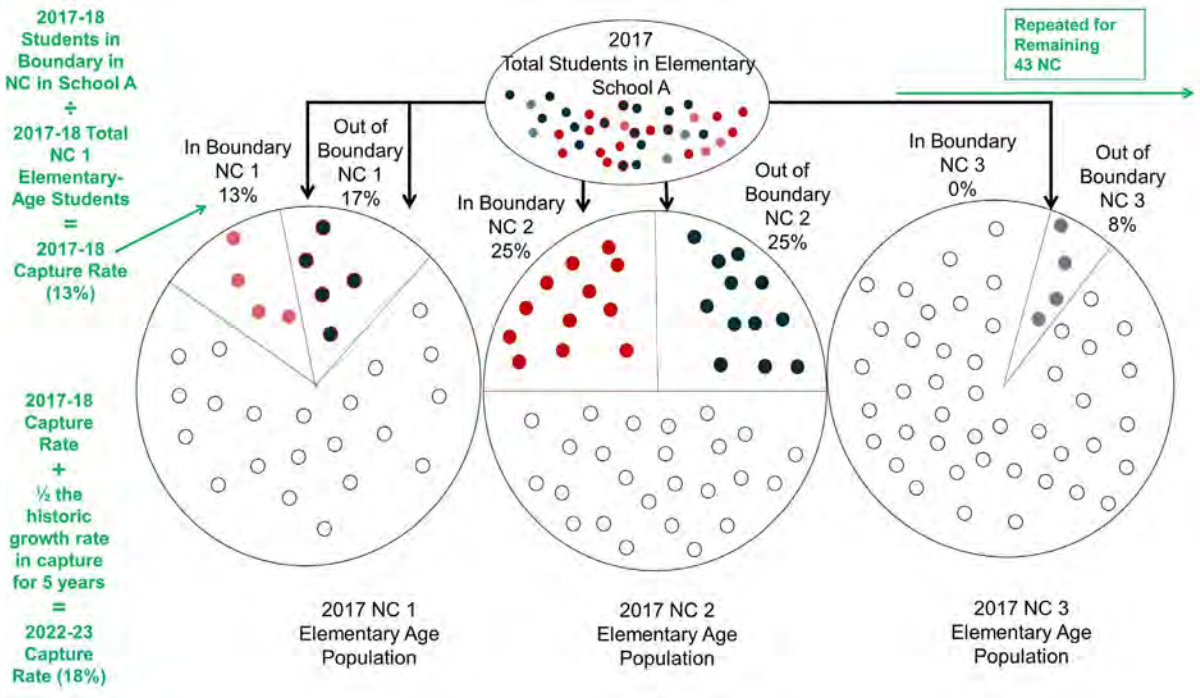


Figure 3.5 Illustration of 2017-2018 Capture Rate Determination
Source: AECOM, 2018

Using Capture Rates and Population to Estimate 2022-2023 Enrollment

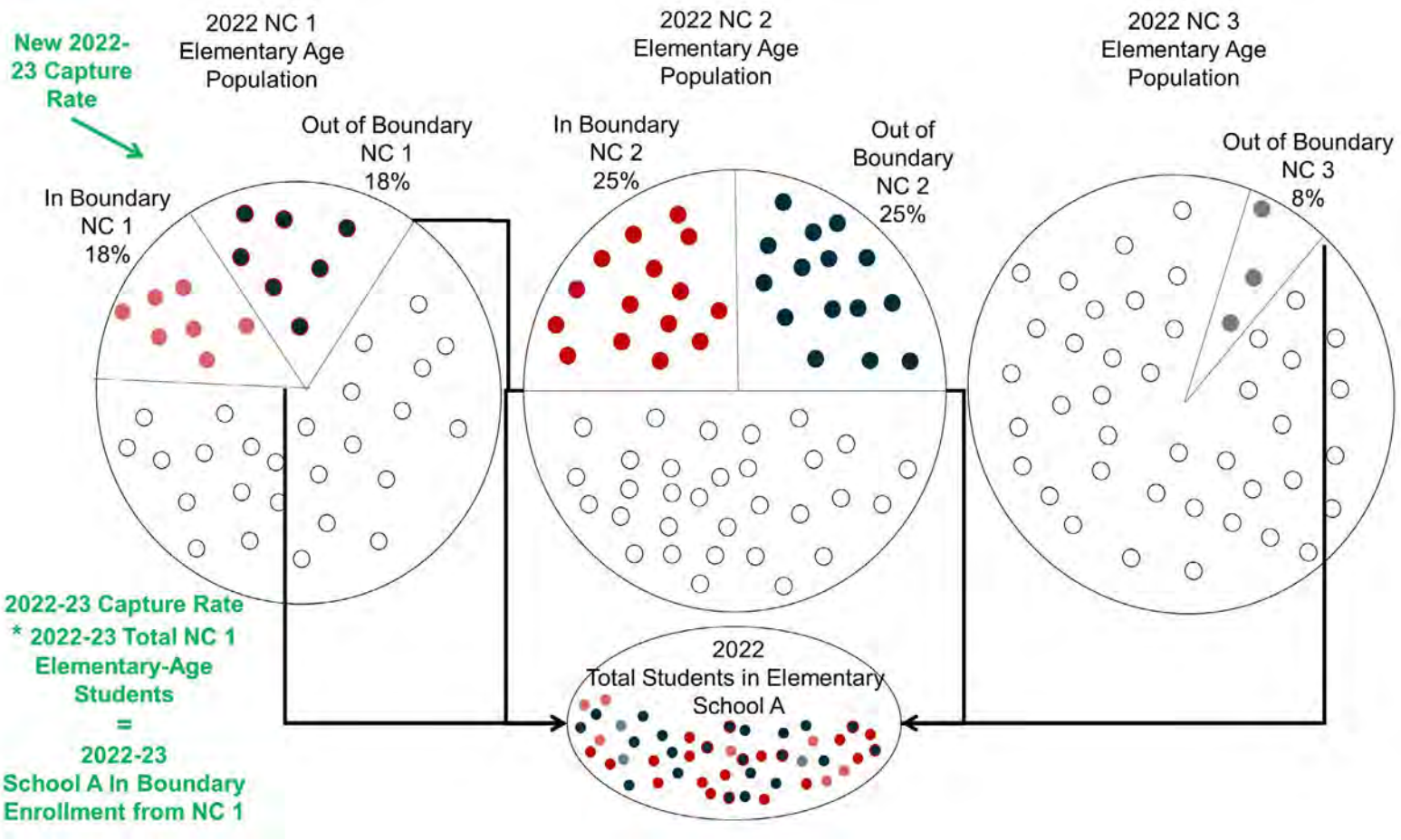


Figure 3.6 Illustration of DCPS School-Level Enrollment Projections
Source: AECOM, 2018

PCS Sector-Level Enrollment Projections

PCS enrollment by grade band is estimated for the entire sector based on historical enrollment shares. The enrollment projections are not provided on a school-by-school or LEA basis, because charter schools do not have the same by-right enrollment requirements as DCPS schools. The total student age population by grade band is calculated by the historic capture rate of students by the public school system, which is then calculated using the SY2017-18 share by sector. These are based on population changes and could include growth at individual existing LEAs or growth in new LEAs. The result is added to the DCPS school-level projections made above to result in the total projected public school enrollment. See **Table 3.2** for the total enrollment projections by year. While this analysis keeps the share of charter schools to DCPS schools at the SY2017-18 level (47%), it is acknowledged that this could shift. The implications of the changes in sector enrollment share is shown in Section 3.3.4.

Table 3.2 Enrollment by Grade Band and Sector, Audited SY2017-18, Projected SY2022-23, and Projected SY2027-2028

GRADE BAND	DCPS			PCS			ALL PUBLIC SCHOOL STUDENTS		
	2017-18	2022-23	2027-28	2017-18	2022-23	2027-28	2017-18	2022-23	2027-28
Pre-K	5,797	6,952	7,228	6,913	7,566	7,842	12,710	14,518	15,070
Elementary	23,552	26,527	29,941	16,862	19,413	21,929	40,414	45,940	51,870
Middle	6,802	6,771	8,097	7,753	8,570	10,250	14,555	15,341	18,347
High	10,307	10,669	11,902	6,857	7,033	8,053	17,164	17,702	19,955
Above Grade Bands	**46,458**	**50,919**	**57,168**	**38,385**	**42,582**	**48,074**	**84,843**	**93,501**	**105,242**
Other	1,686	1,263	1,263	4,955	5,497	6,206	6,641	6,760	7,469
Total	**48,144**	**52,182**	**58,431**	**43,340**	**48,079**	**54,280**	**91,484**	**100,261**	**112,711**

Source: OSSE Student Level Data and Audited Enrollment; DC OP Single Age Population Projections; DME; AECOM, 2018
Note: Pre-K includes ages 3-4; Elementary includes ages 5 to 10; Middle includes ages 11 to 13; High includes ages 14 to 17 plus a factor to account for students ages 18 and above. "Other" for DCPS schools includes adult and alternative programs and special education schools. Projected enrollment for PCS "Other" is to account for similar programs. This enrollment was calculated by taking the SY2017-18 proportion of PCS students that fall into adult, alternative, and special education programs and applying the share to the total projected enrollment for the Pre-K through High School Grade Bands.

Total Public School Enrollment Projections

Total public school enrollment is projected to increase from 91,484 in SY2017-18 to 100,261 in SY2022-23 and to 112,711 in SY2027-28. These include an estimate of students who do not fit into traditional grade bands, calculated as part of the projection, and based on historical enrollment shares. **Figure 3.7** shows the total enrollment and the sector split between DCPS and public charter school from the SY2017-18 through the SY2027-28 school years. Because the share of PCS students remains constant, the variation is a result of population growth and the individual school-level capture share at the neighborhood cluster level, causing fluctuation in the DCPS projection.

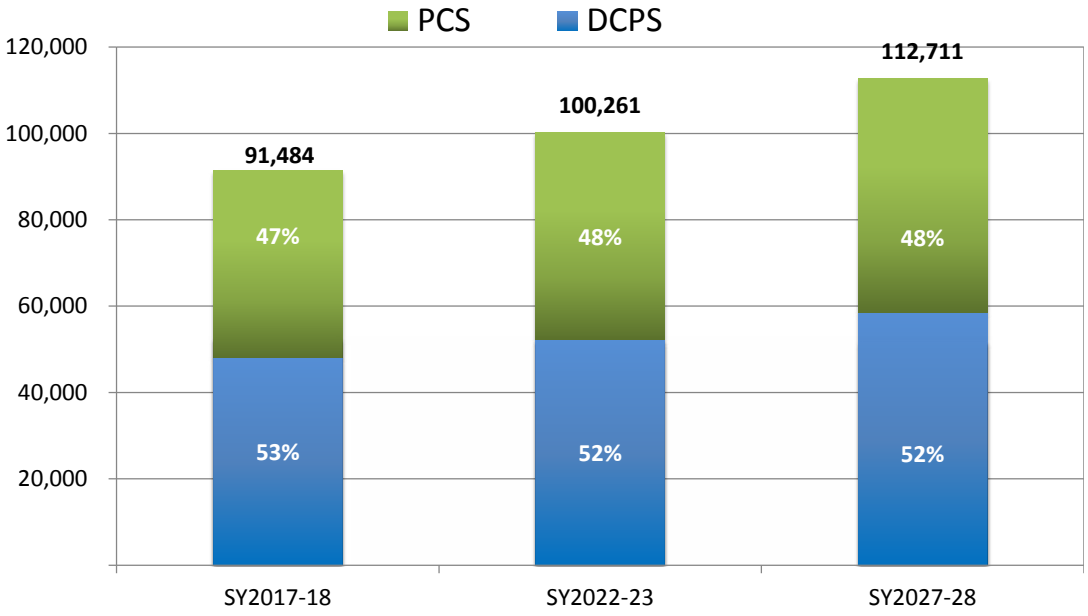


Figure 3.7 Total Enrollment and Sector Share, Audited SY2017-18 and Projected SY2022-23 and SY2027-28
Source: OSSE Student Level Data and Audited Enrollment; DC OP Single Age Population Projections; DME; AECOM, 2018

3.3.2 DCPS Growth Plans and Projections

As mentioned in 3.3.1, in addition to projecting DCPS projections at the school level, the MFP also considers DCPS's ongoing programmatic planning, including adding grades, adding schools, adding classroom space, and expanding comprehensive and special programs. Some of DCPS's ongoing changes in enrollment are captured in the school-level projections. However, some are not, if the programs or schools are not in place as of SY2017-18. So, these schools are inserted into the MFP using DCPS's planned enrollment and considered in the Gap Analysis in Section 4. By SY2022-23, DCPS plans for another potential 3,269 students and for 89 above that by SY2027-28. These are in addition to the enrollment projections presented in the previous section. Changes include one new Pre-K-only facility, added Pre-K programs and classrooms at existing elementary schools and education campuses (which are converting to elementary-only facilities), an additional middle school in the north part of Washington, DC, one current public charter school (Excel Academy) that is converting to a DCPS school, and one new high school (Bard High School).

Adding these to the enrollment projections presented in Section 3.3.1, DCPS enrollment could reach a total of 55,451 by SY2022-23 and 61,789 by SY2027-28, as shown in **Figure 3.8** and **Table 3.3**. Appendix A.16 shows SY2022-23 and SY2027-28 enrollment projections for DCPS schools, and Appendix A.17 shows the enrollment projections plus DCPS growth plans for the same years.

3.3.3 PCS Growth Plans and Projections

During the summer of 2018, the DC PCSB requested that public charter LEAs submit LEA growth plans that specified any plans that the LEAs have to expand enrollment or relocate their facilities over the next ten years. The objective of this request was to broaden the data available to the MFP on the future demand for school facilities in the District. Fifty-one of the 66 charter LEAs, representing 81% of total public charter school enrollment, submitted growth plans.

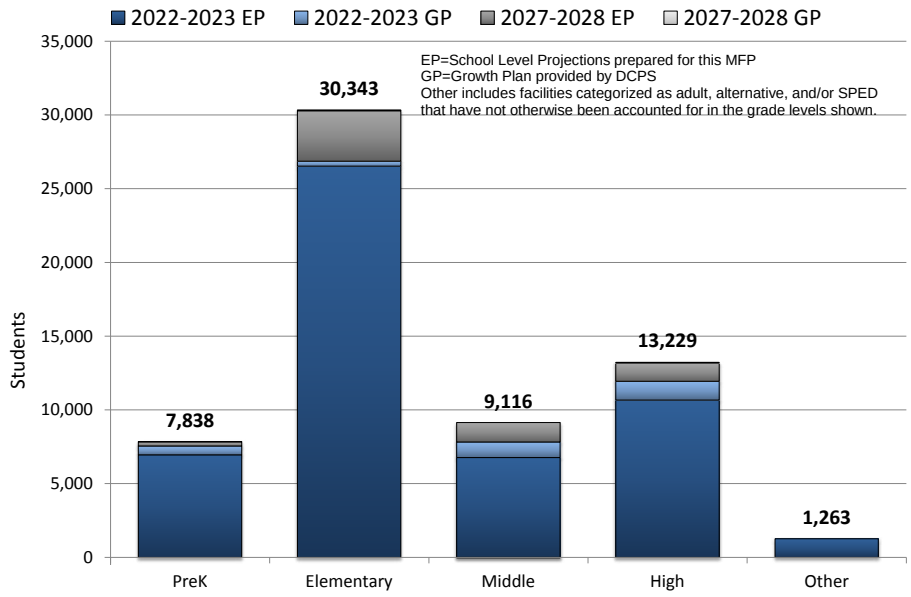


Figure 3.8 DCPS School-Level Enrollment Projections Plus Growth Plans through SY2027-28

Source: OSSE Student Level Data and Audited Enrollment; DC OP Single Age Population Projections; DCPS; DME; AECOM, 2018

Table 3.3 DCPS Projected Enrollment: School-Level Projections and Growth Plans

ENROLLMENT PROJECTIONS	2022-2023	2027-2028
Pre-K	6,952	7,228
Elementary	26,527	29,941
Middle	6,771	8,097
High	10,669	11,902
Other	1,263	1,263
Total	**52,182**	**58,431**
GROWTH PLAN		
Pre-K	605	610
Elementary	346	402
Middle	1,050	1,019
High	1,268	1,327
Other	0	0
Total	**3,269**	**3,358**
TOTAL		
Pre-K	7,557	7,838
Elementary	26,873	30,343
Middle	7,821	9,116
High	11,937	13,229
Other	1,263	1,263
Total	**55,451**	**61,789**

Note: Presented by student grade level. Other includes adult, alternative, and SPED-specific facilities.
Source: OSSE Student Level Data and Audited Enrollment; DC OP Single Age Population Projections; DCPS; DME; AECOM, 2018

The standardized growth plan template distributed by DC PCSB includes, for 5-year and 10-year future timeframes, data on grade range, enrollment, facility adequacy, relocation and expansion plans, reason for relocating, target ward and neighborhood cluster for any new facilities, and specialized programs. The results are by LEA, not by facility. The questionnaire is attached as Appendix A.19; the results of the growth plans are presented in Appendix A.18. The tables below summarize the salient results of the survey.

Based on the survey data, median enrollment for public charter schools will remain nearly constant between SY2022-23 and SY2027-28. This modest growth rate masks large differences among individual public charter school LEAs, as shown in the tables in Appendix A.18.

Just over half of the LEAs that submitted growth plans have future enrollment targets that are within their enrollment ceiling; the projections of the other LEAs that submitted growth plans exceed their current enrollment ceilings. In order to accomplish their anticipated growth, these LEAs would be required to request and be approved for an enrollment ceiling increase from the DC PCSB.

ANTICIPATED ENROLLMENT	MEDIAN	MEAN	MIN	MAX
SY2022-2023	350	391	44	1650
SY2027-2028	350	409	44	1750

In terms of expansion and relocation plans, 82% of LEAs reported that they have no plans to move one of their charter schools to a new facility over the next five years. (Over the next ten years, the figure is 81%.) Only 26% of the participating LEAs reported that their facility is inadequate for the current 5-year timeframe; half of these named “Insufficient space for growth” as the main problem. “Insufficient space for program needs” was also cited as a problem by only 5% of respondents over both the 5-year and 10-year timeframes. The critiques of facilities and reasons for moving are generally consistent across the two timeframes.

The growth plan surveys also asked LEAs if they had any plans to open future schools. Of the LEAs that responded, 29% anticipated opening a new school between SY2022-23 and SY2027-28. Those LEAs that plan on opening a future school anticipate expanding in all wards except Ward 3, with the majority of new schools (23%) listing Ward 8 as their preference to open a new location by SY2027-28.

Using the growth plans, plus a “PCS static enrollment” number that takes into account the SY2017-18 enrollment minus known closures and other changes, the total public charter school enrollment would be 55,949 in SY2022-23 and 60,918 in SY2027-28, as shown in **Figure 3.9**. It is important to note that these growth plans anticipate the plans of existing LEAs but do not take into account possible new PCS LEAs. Over the past five years, an average of two public charter schools have opened per year and one has closed resulting in approximately a net gain of 400 additional students. These also do not take into account any unanticipated growth in LEAs who did not submit growth plans; their enrollment was held constant unless

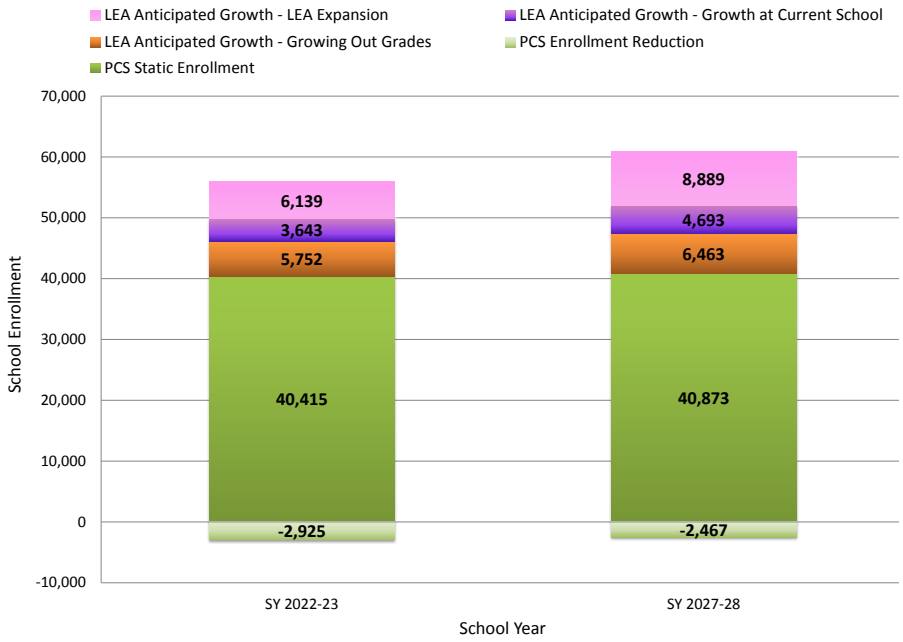


Figure 3.9 PCS Projected Enrollment Including Anticipated Growth

Source: DME 2017, AECOM 2018

PCS Enrollment Reduction includes public charter schools that closed at the end of SY2017-18 (Excel Academy PCS, Sustainable Futures PCS, and Washington Mathematics Science Technology PCHS) , fewer grades being offered at a school (e.g., SEED PCS MS and Cesar Chavez PCS for Public Policy - Parkside MS), and expected decreases in enrollment by the LEA.

Table 3.4 Reason Facility Is Inadequate (SY2022-23)

Facility Upgrades	1%
Insufficient space for growth	13%
Insufficient space for program needs	5%
Lease Expiring	2%
No plans to move	74%
Renovations necessary	4%
Total	**100%**

Note: Data only reflect those LEAs that submitted growth plans. Numbers may not add up to 100% due to rounding.

Table 3.5 Reason Facility Is Inadequate (SY2027-28)

Insufficient space for growth	11%
Insufficient space for program needs	5%
Lease Expiring	2%
No plans to move	79%
Renovations necessary	3%
Total	**100%**

Note: Data only reflect those LEAs that submitted growth plans. Numbers may not add up to 100% due to rounding.

Table 3.6 Primary Reason for Moving (SY2022-23)

...current lease is ending	4%
...current space is too expensive	1%
...insufficient space for planned growth	5%
...insufficient space for programmatic needs	4%
No plans to move	82%
Other	3%
Total	**100%**

Note: Data only reflect those LEAs that submitted growth plans. Numbers may not add up to 100% due to rounding.

Table 3.7 Primary Reason for Moving (SY2027-28)

...current lease is ending	4%
...current space is too expensive	1%
...insufficient space for planned growth	5%
...insufficient space for programmatic needs	5%
No plans to move	81%
Other	3%
Total	**100%**

Note: Data only reflect those LEAs that submitted growth plans. Numbers may not add up to 100% due to rounding.

Table 3.8 Move Plan (SY2022-23)

No Plans to Move	77%
Somewhat Likely	3%
Somewhat Unlikely	2%
Very Likely	10%
Very Unlikely	9%
Total	**100%**

Note: Data only reflect those LEAs that submitted growth plans. Numbers may not add up to 100% due to rounding.

Table 3.9 Move Plan (SY2027-28)

No Plans to Move	74%
Somewhat Likely	4%
Somewhat Unlikely	2%
Very Likely	11%
Very Unlikely	9%
Total	**100%**

Note: Data only reflect those LEAs that submitted growth plans. Numbers may not add up to 100% due to rounding.

the school was still growing to fill existing grades. However, having the participation of the LEAs who completed the survey is key to gaining greater understanding of how enrollment in the sector may change, possible implications on the DCPS sector, and how facility planning can respond.

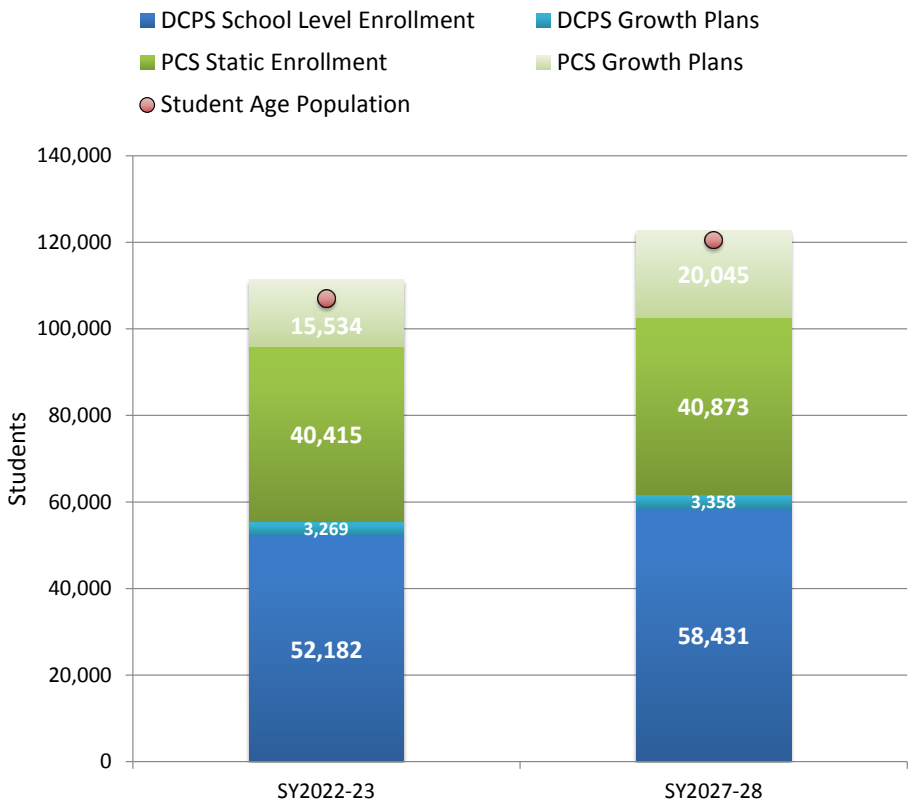


Figure 3.10 Enrollment Projections by Sector and by Source of Growth
Note: Projections and growth plans include adult students, while the student age population does not.
Source: OSSE Student Level Data and Audited Enrollment; DC OP Single Age Population Projections; DME; AECOM, 2018

3.3.4 Considerations in Planning for Future Enrollment

Taking the DCPS school-level projections and growth plans into account, as well as current public charter LEA growth plans in addition to their static enrollment to date, the total enrollment reaches 111,400 students in SY2022-23 and 122,707 students in SY2027-28. While recognizing that both DCPS and PCS have students aged 18 and over—in high schools, special education programs, and adult/alternative programs—using the student age population of 3 to 17 years of age as a benchmark, the totals exceed the projected student age population without taking private school enrollment into account, as shown in **Figure 3.10**.

As shown in the PCS growth plan section, the growth plans reflect a number of different enrollment growth drivers, some of which have more certainty (such as filling out grades they currently serve or growing at their current school facility), while others rely on additional factors that make them less certain (such as school expansion which would require either location of a new facility or an in situ facility expansion).

These numbers also do not consider the addition of new LEAs (one net new LEA has opened on average each year) or changes at LEAs that did not complete the growth plan survey with the exception of schools that are growing out grades, which have been estimated for this analysis.

The split between sectors is also an uncertainty. Since charter schools became an option for District public school students, the proportion of students choosing public charter schools has steadily increased; so, while baseline PCS enrollment projections (shown in Table 3.2) are based on the SY2017-18 share of students enrolling in public charter schools, this share could shift higher or lower, which in turn could impact DCPS enrollment. How this could potentially shift is shown in **Figure 3.11**: "Baseline" represents what has been used in the enrollment projections in Section 3.3.1; "Trend" shows the split using a straight line projection of how the shares have been changing since 2008, with public charter school consistently growing in share at approximately 1% per year; "Reduced

Trend" has public charter schools gaining share half as fast; and "Reversed Trend" shows somewhat of a trend reversal, with a greater share of students choosing to attend schools in DCPS versus PCS.

As there can be shifts in shares of students by sector, more District students could choose to attend public schools in both sectors rather than private schools—which has been a trend—and this could impact the overall share of students enrolling. Looking at the future enrollment components together illustrates the complexity of planning for the future facility needs and the need for coordination among sectors and schools. The likely growth scenario likely falls somewhere within the range of the population growth-based enrollment projections and the growth plans. The gap analysis in the next section examines how the projected enrollment from the three components described in this section aligns with the current and projected capacities at school facilities.

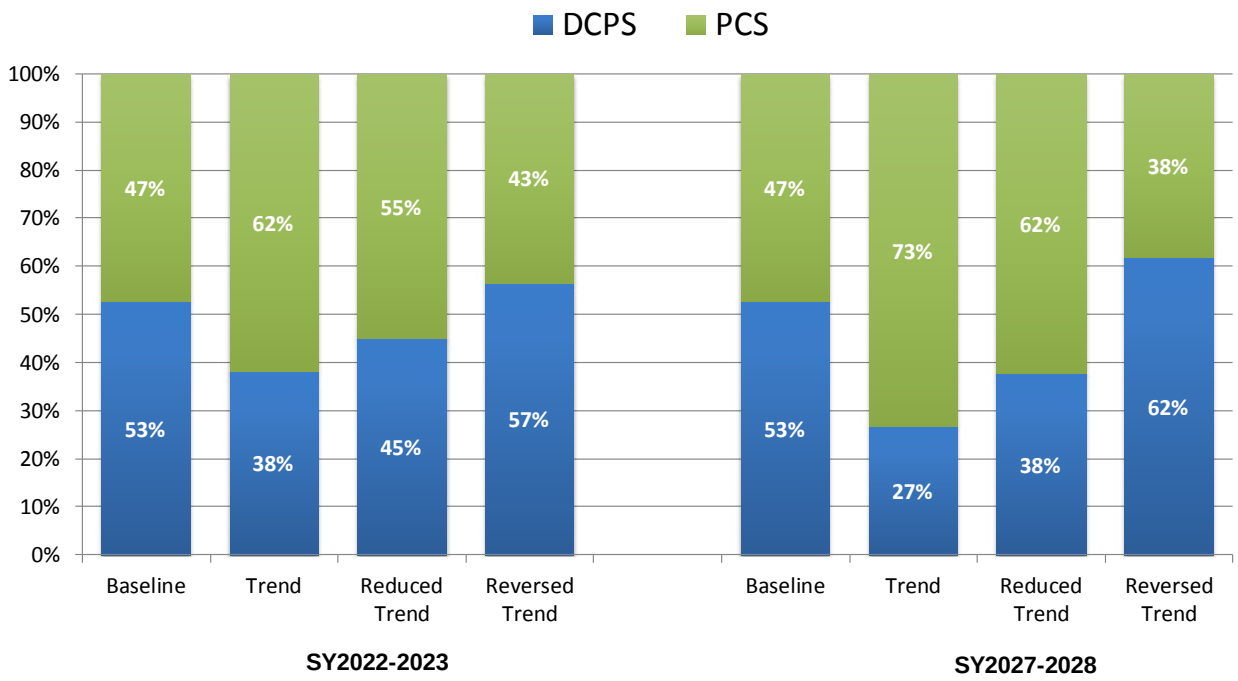


Figure 3.11 Illustrative Sector Split Scenarios, SY2022-23 and SY2027-28
Source: AECOM, 2018

3.4 GAP ANALYSIS

This section compares the enrollment projections to SY2017-18 programmatic capacity. For DCPS schools, the comparison is done at the facility level. For public charter schools, the comparison is done in aggregate.

The emphasis in this section is on trends by ward and by grade band rather than outcomes for individual facilities and schools. The first two subsections below present findings by sector; the third subsection discusses District-wide outcomes. Appendix A.20 and Appendix A.21 provide additional information at the individual DCPS and PCS facility level, while Appendix A.22 provides additional information at the PCS LEA level. This gap analysis utilizes enrollment projections and growth plans from the previous section for DCPS and PCS enrollments for SY2022-23 and SY2027-28.

3.4.1 Gap Analysis for DCPS Facilities

In the base year of the analysis (SY2017-18), DCPS had a surplus of about 13,900 seats. The surplus is projected to shrink to approximately 6,600 seats by SY2022-23 and 200 seats by SY2027-28. Essentially, this means that DCPS has enough seats in aggregate to absorb projected enrollment over the 10 year planning period, assuming the DCPS sector share remains constant.

This District-wide trend for DCPS facilities masks large disparities at the ward level. Ward 5 is anticipated to have a substantial surplus of seats throughout the 10-year planning period, while Wards 7 and 8 will still be operating within 80% and 85% of capacity, which is greater than the baseline year. Ward 6 is projected to exceed its current capacity of seats by SY2027-28. Ward 1 will be at equilibrium in SY2022-23 and will exceed the number of seats by SY2027-28. Ward 4 will just surpass its total capacity in SY2022-23 and will far exceed it by SY2027-28. Enrollment in Wards 2 and 3 outstrips capacity today, and the gap will continue to grow over the next ten years in the absence of DCPS facility expansion (see **Figure 3.12** and **Table 3.10**).

The analysis by grade band shows that DCPS elementary school facilities will have absorbed much of their current surplus of about 3,800 seats within the next five years, and then run up a deficit of approximately 2,700 seats by SY2027-28. On the other hand, middle school and high school facilities will continue to have a surplus of seats by SY2027-28. The gap for middle schools will shrink from about 4,000 (53% of base year capacity) during the base year to about 1,800 in SY2027-28. Similarly, the gap for high schools will shrink from about 3,800 (71% of base year capacity) during base year to about 1,500 students by the end of the planning period (see **Figure 3.13** and **Table 3.11**).

The analysis by feeder pattern depicts a varied capacity and utilization picture across different parts of Washington, DC. Appendix A.23 shows diagrams of high school feeder patterns for the base year (SY2017-18), 5-year and 10-year timeframes. The highly utilized, underutilized and well-aligned DCPS school facilities are color-coded. A number of the high school feeder patterns paint a picture of highly utilized or well-aligned (capacity with enrollment) elementary schools that feed into underutilized middle schools and high schools (Anacostia and Woodson, for example). Over the planning period, some of these middle and high schools achieve better alignment, while others are still underutilized in SY2027-28. The Wilson High School boundary exhibits overcrowding at all grade bands today and is anticipated to become more overcrowded on the 5-year and 10-year horizons. The Dunbar High School boundary, on the other hand, exhibits underutilized elementary, middle, and high schools throughout the 5-year and 10-year planning horizons. **Figure 3.14**, **Figure 3.15**, and **Figure 3.16** depict the utilizations for DCPS facilities in the SY2017-18, SY2022-23, and SY2027-28 timeframes, respectively, as well as the geographic high school boundaries in the District.

Figure 3.12 DCPS Ward Gap Analysis

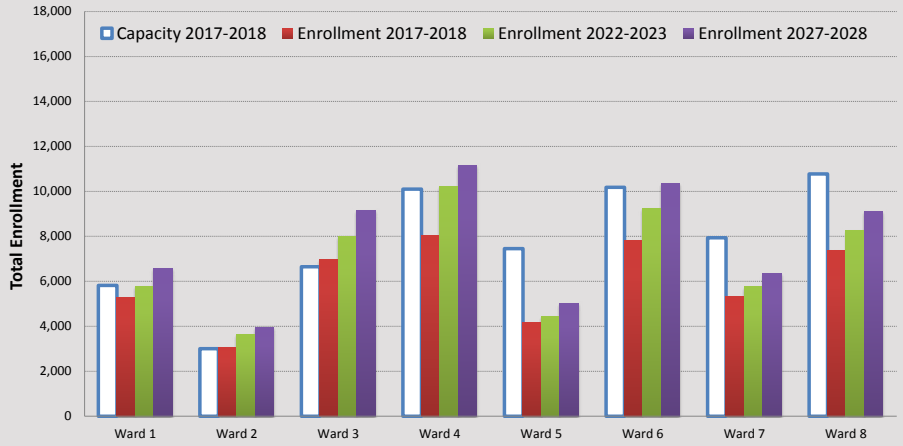


Table 3.10 DCPS Ward Gap Analysis

WARD	CAPACITY 2017-2018	ENROLLMENT 2017-2018	ENROLLMENT 2022-2023	ENROLLMENT 2027-2028
Ward 1	5,818	5,271	5,790	6,555
Ward 2	3,007	3,075	3,651	3,961
Ward 3	6,651	6,987	7,988	9,142
Ward 4	10,101	8,019	10,219	11,167
Ward 5	7,455	4,152	4,450	5,033
Ward 6	10,181	7,830	9,237	10,362
Ward 7	7,936	5,343	5,752	6,365
Ward 8	10,776	7,366	8,272	9,112
Total	**61,925**	**48,043**	**55,359**	**61,697**

Source: AECOM 2018, DME 2018
**Enrollments for Inspiring Youth and Youth Services Center have been excluded so totals will not match Table 3.2 or Table 3.3. See Appendix A.16 and A.17 for enrollment by school.*
***Enrollment numbers based on school-level projections and DCPS Growth Plans*

Figure 3.13 DCPS Grade Band Gap Analysis

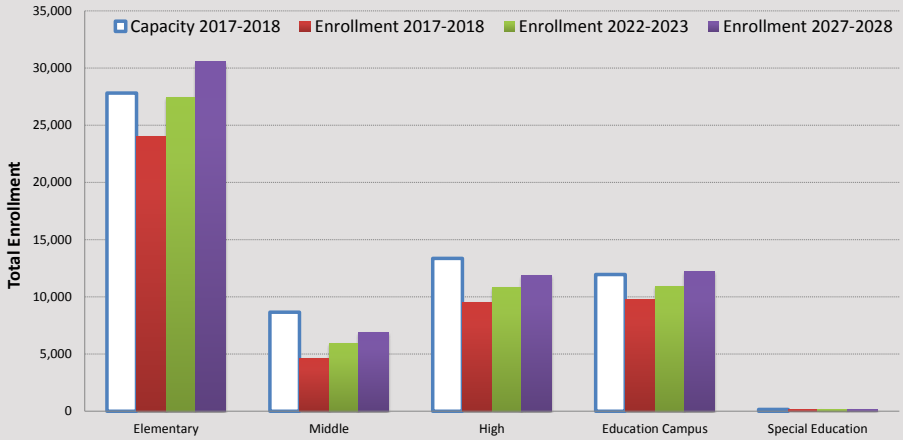


Table 3.11 DCPS Grade Band Gap Analysis

GRADE BAND	CAPACITY 2017-2018	ENROLLMENT 2017-2018	ENROLLMENT 2022-2023	ENROLLMENT 2027-2028
Elementary	27,807	24,018	27,467	30,549
Middle	8,653	4,610	5,960	6,892
High	13,354	9,536	10,864	11,861
Education Campus	11,951	9,742	10,908	12,235
Special Education	160	137	160	160
Total	**61,925**	**48,043**	**55,359**	**61,697**

Source: AECOM 2018, DME 2018
**Enrollments for Inspiring Youth and Youth Services Center have been excluded so totals will not match Table 3.2 or Table 3.3. See Appendix A.16 and A.17 for enrollment by school.*
***Enrollment numbers based on school-level projections and DCPS Growth Plans*
Note: Multi-schools are included in the Education Campus category

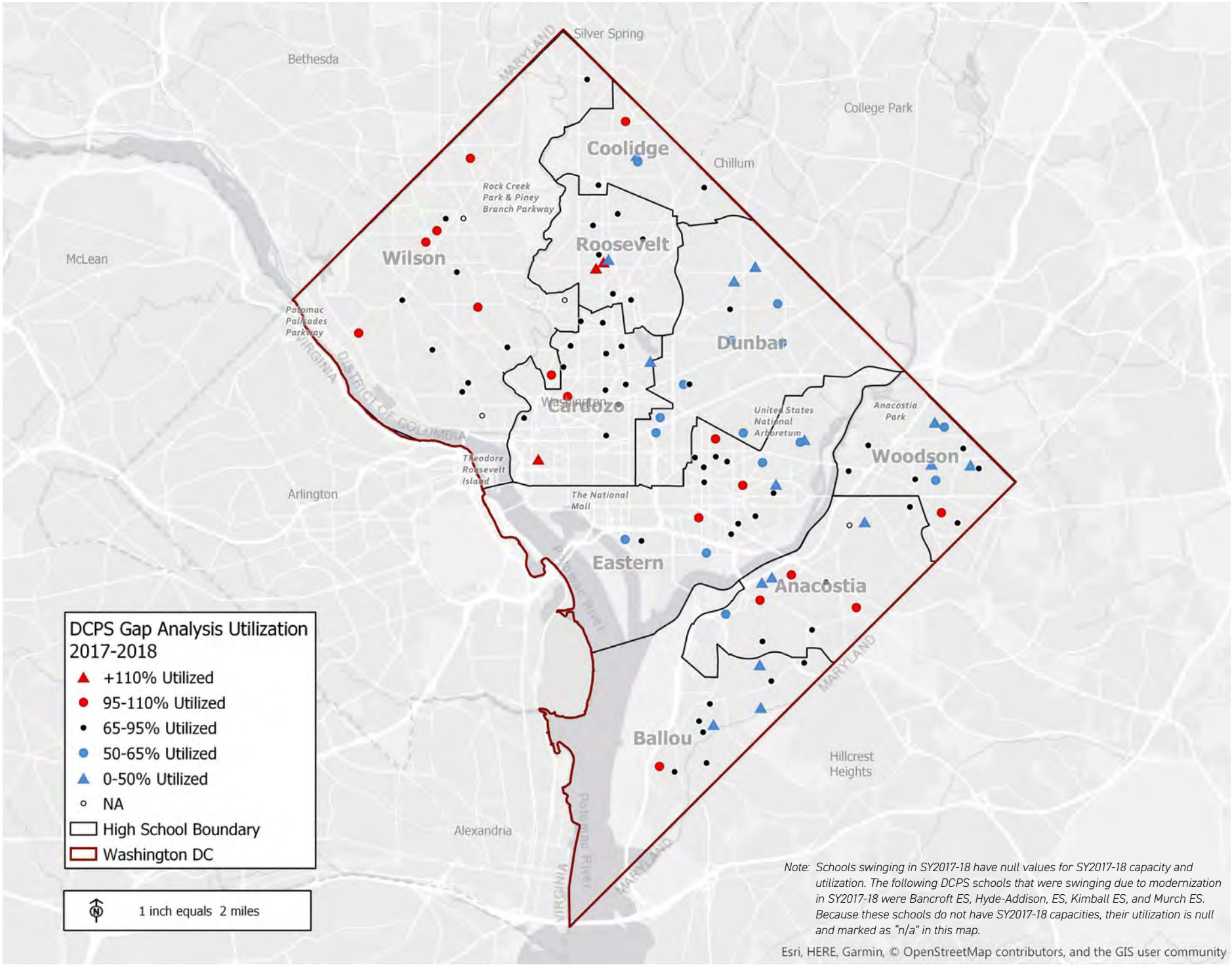


Figure 3.14 DCPS Geographic Gap Analysis 2017-2018

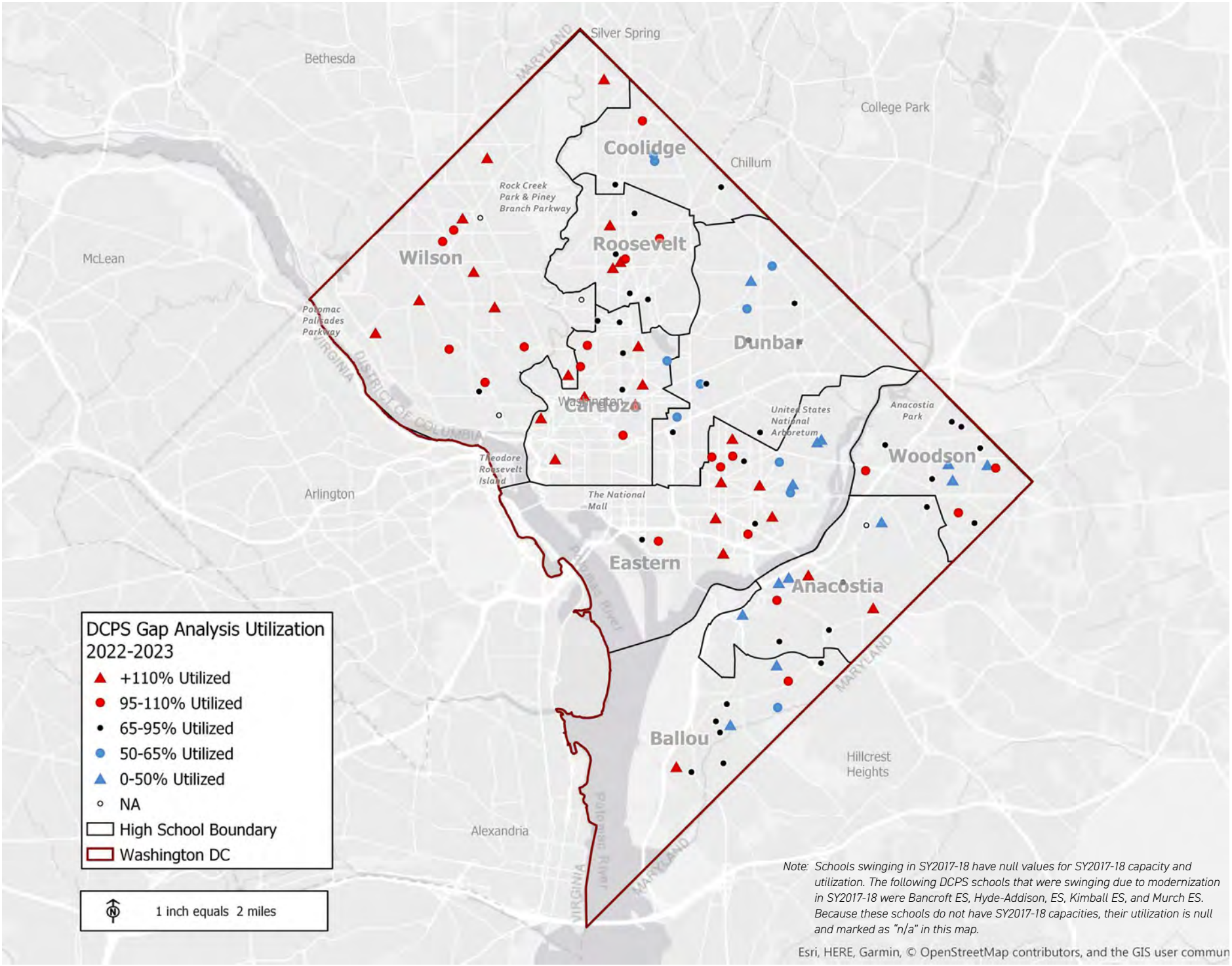


Figure 3.15 DCPS Geographic Gap Analysis 2022-2023

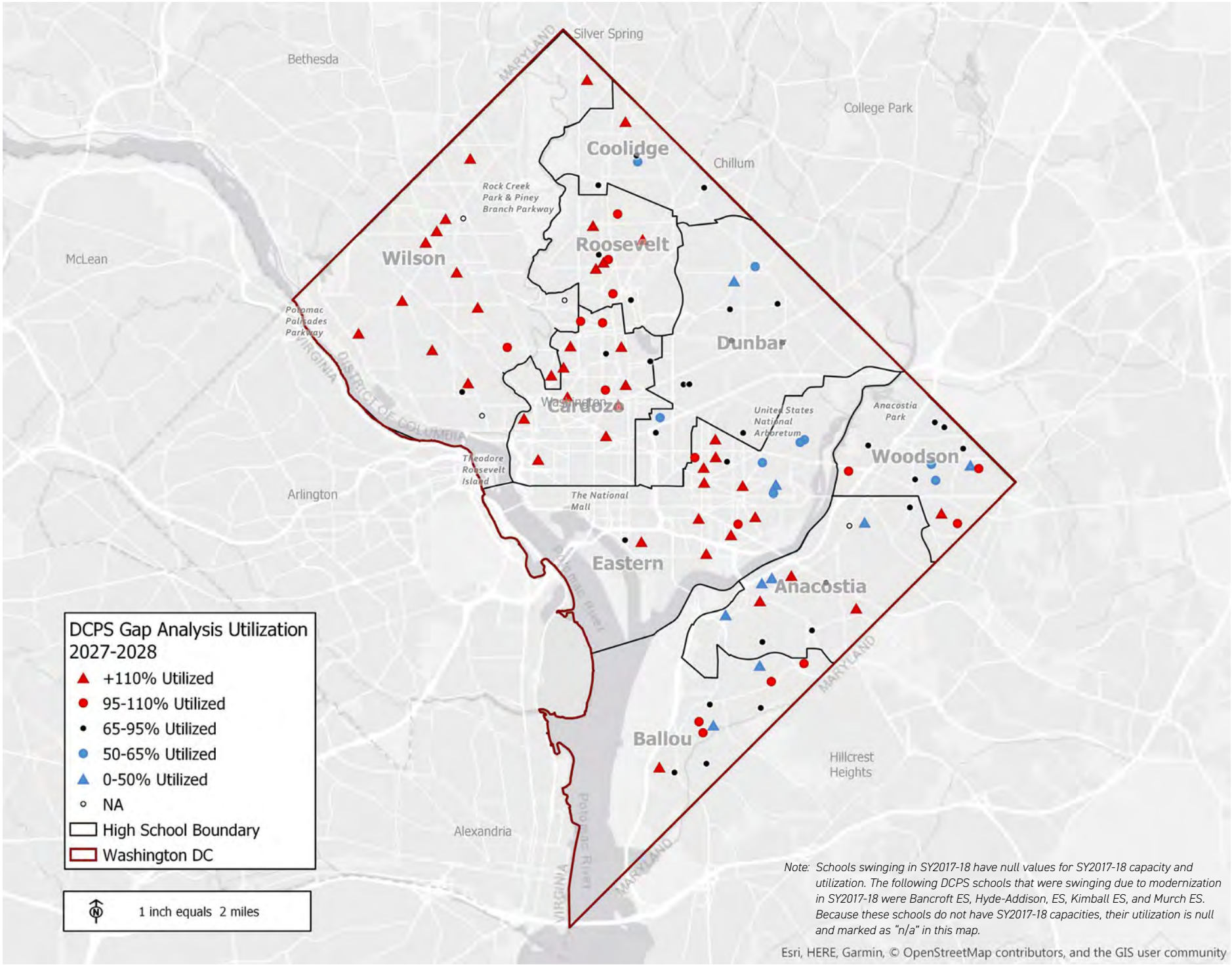


Figure 3.16 DCPS Geographic Gap Analysis 2027-2028

While the feeder pattern diagrams can be a valuable input to specific facility intervention strategies at the DCPS high school boundary level, the capacity and utilization data should first be interpreted in the context of the educational suitability of the surrounding public charter school facilities and the general quality of education at those schools. It was suggested during some of the community meetings that nearby public charter schools could also be taken into consideration in a high school boundary level analysis focused on identifying facility interventions that will not only help align capacity with enrollment but also contribute to better educational outcomes.

3.4.2 Gap Analysis for Public Charter Schools

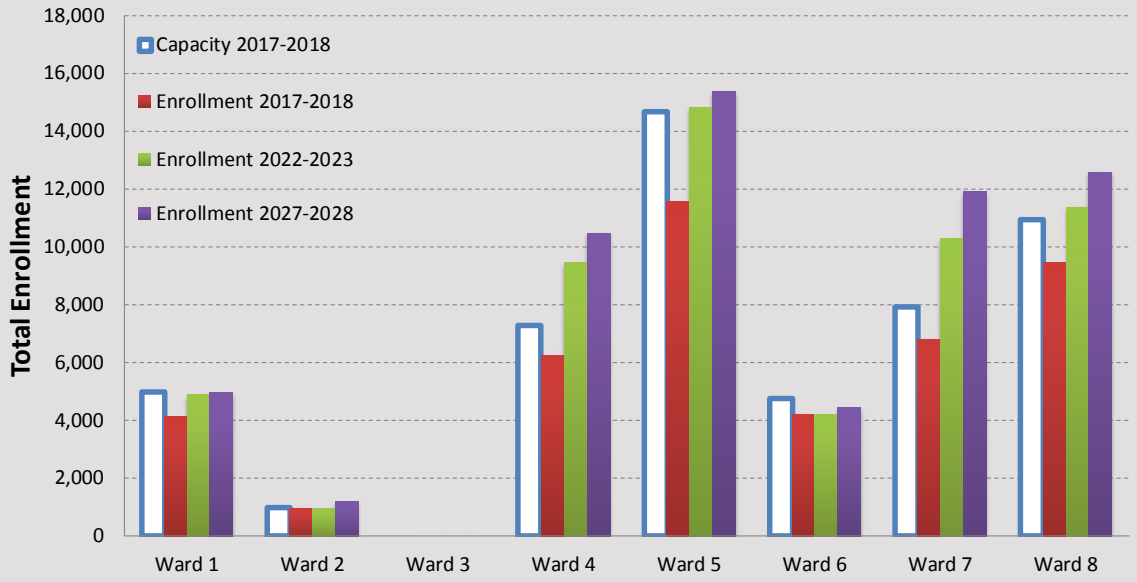
Analyzing the gap between enrollment and capacity for the public charter sector requires a different methodology, since public charter schools — unlike DCPS schools — are not required to act as schools of right. The enrollment projections for this sector are based on current enrollment plus the enrollment anticipated in the PCS growth plans. As described in Section 3.3, the growth plans are essentially aspirational, and some components of anticipated growth are more certain than others; the different levels of certainty can be used to nuance the gap analysis for the public charter sector.

The combined programmatic capacity of all public charter schools (51,499) exceeded enrollment in SY2017-18 by about 8,000 seats. Based on the aspirational enrollment growth reported in the public charter school LEA growth plans and discussed in Section 3.3, the surplus is anticipated to be absorbed and the existing public charter LEAs will need an additional 4,500 seats by SY2022-23 and almost 9,500 seats by SY2027-28. But of the projected growth of approximately 17,500 public charter school students over the planning period, about one-third (6,500 students) comes from schools that are still filling out grades (adding grades according to their approved development plans). This is the most certain part of the anticipated growth. The other growth components, including attracting more students to existing facilities and expanding to new facilities, are associated with a lower level of certainty. If only half of this most aspirational component (say 5,500 new students) were to be realized, then the deficit in SY2027-28 would drop to approximately 4,000 students. It is useful to think of the future gap as a range somewhere between 5,000 and 10,000 students.

The lack of certainty notwithstanding, this illustrative analysis is useful because it provides new information in a cross-sectoral perspective. It also allows policy makers, school leaders, and the public to understand this aspirational growth in comparison to DCPS projections and school-age population projections.

The breakdown by ward shows that existing public charter LEAs would like to expand in Wards 4, 5, 7 and 8, and this aspirational enrollment is expected to exceed existing capacity by the end of the planning period. In Wards 1 and 6, however, current facility capacity is sufficient for future enrollment growth, and capacity and enrollment are anticipated to be relatively well-aligned throughout the 10-year period (see **Figure 3.17** and **Table 3.12**). There are no public charter schools in Ward 3, and none of the submitted growth plans suggested that public charter schools intend to expand there.

Figure 3.17 PCS Gap Analysis by Ward



Source: AECOM 2018, DME 2018
There are no public charter schools currently in Ward 3

Table 3.12 PCS Gap Analysis by Ward

WARD	CAPACITY 2017-2018	ENROLLMENT 2017-2018	ENROLLMENT 2022-2023	ENROLLMENT 2027-2028
Ward 1	4,974	4,144	4,868	4,968
Ward 2	980	952	956	1,206
Ward 3	0	0	0	0
Ward 4	7,273	6,224	9,453	10,455
Ward 5	14,661	11,566	14,811	15,374
Ward 6	4,735	4,191	4,219	4,429
Ward 7	7,923	6,810	10,259	11,914
Ward 8	10,953	9,453	11,383	12,572
Total	**51,499**	**43,340**	**55,949**	**60,918**

Source: AECOM 2018, DME 2018
There are no public charter schools currently in Ward 3

3.4.3 District-Wide Gap Analysis

Combining the results of the DCPS and public charter school analysis allows for a sectorally integrated view of capacity and enrollment over the next ten years. As of SY2017-18, there was a surplus of about 22,000 seats across the DCPS and public charter schools compared to enrollment. Based on DCPS school-level enrollment projections and growth plans presented in Section 3.3 plus charter school enrollment projections using historic sector shares, the surplus of seats is anticipated to drop to approximately 10,000 seats over the next five years. Using the same calculation, in SY2027-28, a deficit of approximately 2,600 seats is expected. Again, this methodology assumes historically constant DCPS and PCS market shares.

A more nuanced view of total enrollment growth takes into account the different levels of certainty associated with different components of PCS Growth (see Section 3.3). This in turn allows for a more nuanced gap analysis. As discussed in the previous section, the greatest certainty is associated with the 5,800 students in SY2022-23 and 6,500 students by 2027-28 that will fill out new grades at selected public charter schools. If we withhold the other 9,800 students in SY2022-23 and 13,600 new students in SY2027-28 included in the PCS enrollment projections, then the surplus in seats across all public schools in SY2022-23 would be in the 11,900 range (down from 22,000 in the base year). Similarly, the deficit in SY2027-28 would become a surplus of about 4,400 seats. This suggests that facility capacity and student enrollment would be closer to equilibrium at the end of the planning period.

If the more aspirational growth plans for both sectors are taken into account, which assumes a more ambitious public charter sector market share, then the facility capacity surplus would be just slightly less than 2,100 seats in SY2022-23 and there would be a deficit of approximately 9,200 seats in SY2027-28. That said, a total estimated enrollment of about 122,700 public school students in Washington, DC ten years from now would exceed the projected total student-age population by approximately 2,700 students (without taking into account private school students, or public adult and alternative school students into account).

Enrollment in Wards 1, 4, and 7 will be increasing at a rate that will not be sustained by the capacity over the next ten years (see **Figure 3.18** and **Table 3.13**). By SY2022-23, the enrollment in Wards 4 and 7 will outstrip programmatic capacity. In ten years, enrollment in Wards 5, 6, and 8 will be well-aligned with programmatic capacity, but Ward 1 will experience a deficit of approximately 700 seats. Wards 2 and 3, already in excess of capacity during the base year, will experience a worsening deficit throughout the planning period as enrollment rises. The supply-demand mismatches at the ward level highlight the need for improved coordination among traditional schools and charter schools, especially at the level of the high school boundary, in order to identify facility investments capable of generating high benefit cost ratios.

Understanding whether Washington, DC will have a reasonable surplus or deficit depends on the methodology used. And the uncertainty presents a risk of not matching facilities to enrollment needs. One way to minimize this risk is to make more information available about enrollment projections and facility development plans by LEAs in both sectors; information sharing is one of the options proposed in Section 4. At the same time, it is likely that as the gap between capacity and enrollment narrows incrementally over the 10-year timeframe, LEAs active in the market will become aware of the shrinking number of additional students that could enroll in their school and therefore adjust their facility development plans to align better with market demand.

Figure 3.18 District-Wide Ward Gap Analysis

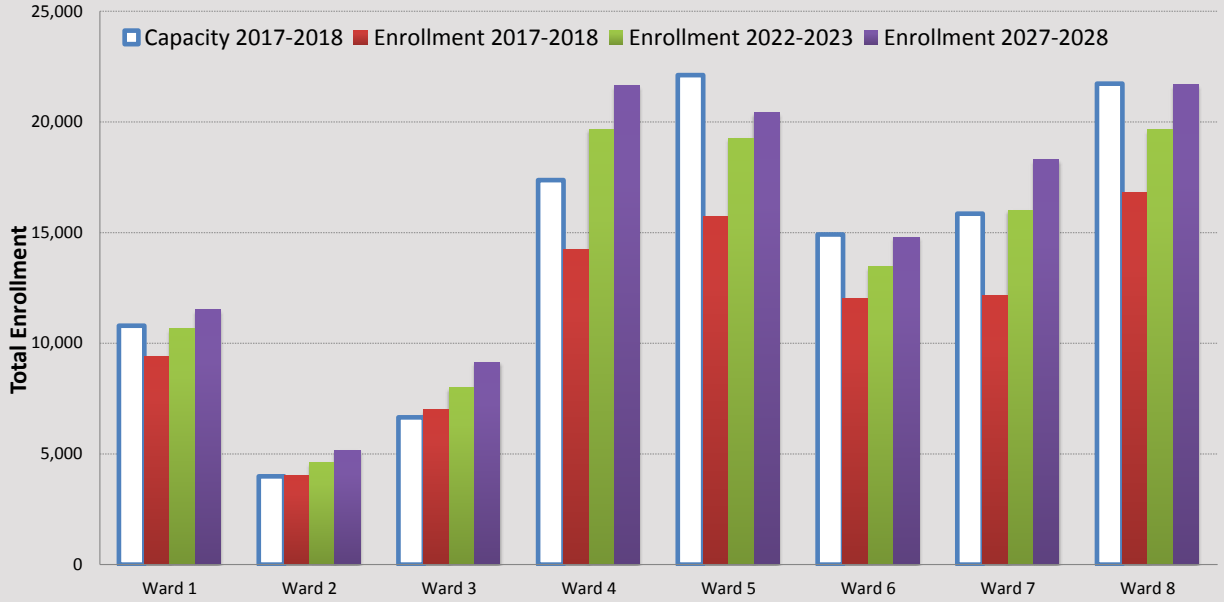


Table 3.13 District-Wide Ward Gap Analysis

WARD	CAPACITY 2017-2018	ENROLLMENT 2017-2018	ENROLLMENT 2022-2023	ENROLLMENT 2027-2028
Ward 1	10,792	9,415	10,658	11,523
Ward 2	3,987	4,027	4,607	5,167
Ward 3	6,651	6,987	7,988	9,142
Ward 4	17,374	14,243	19,672	21,622
Ward 5	22,116	15,718	19,261	20,407
Ward 6	14,916	12,021	13,456	14,791
Ward 7	15,859	12,153	16,011	18,279
Ward 8	21,729	16,819	19,655	21,684
Total	**113,424**	**91,383**	**111,308**	**122,615**

Source: AECOM 2018, DME 2018
**Inspiring Youth and Youth Services Center are not included in the enrollments.*

CHAPTER 04

04 OPTIONS FOR MASTER FACILITIES PLANNING

4.1 RECOMMENDATIONS AND OPTIONS

Taking into account the insight gained from stakeholder and community feedback, base-year analysis, enrollment projections, and gap analysis, this section presents options for effective and equitable development of school facilities in Washington, DC.

The following principles were used to formulate the MFP options:

1. Utilize current educational space in the best ways possible
2. Retain educational space for educational purposes
3. Grow the total portfolio of space for educational use
4. Review enrollment policies to manage utilization
5. Streamline planning processes, data collection and knowledge sharing

Interdependence is fundamental to the MFP options; they are meant to reinforce one another, in order to holistically address facility challenges and take advantage of opportunities. The extent to which they are taken forward should consider District-wide supply and demand as an overlay, in order to best assess the interrelationships of an integrated implementation strategy. Different combinations of these options will lead to different outcomes.

The structural differences between sectors are equally important. Differences relating to facility provision, management, and maintenance create the context for variable interpretations of the MFP options by each sector. As the school-of-right system, DCPS must preserve flexibility across its supply of schools, address facility modernizations, and maintain adequate facility supply. Public charter schools must find and obtain affordable, educationally appropriate space, close to the students they are trying to serve. As these responsibilities are unique and

DISTRICT-WIDE OPTIONS	LEA OPTIONS
Strategic Facilities Framework	Shift Grade Configurations
Co-locate Sectors	Co-locate Elementary Schools
Re-Use Public Facilities	Co-locate Grade Bands
Pool Public Agency Real Assets	Centrally Locate District-wide Education Facilities
Grow Asset Pool through Development Projects	Retain Educational Space for Educational Purpose
Evaluate Facility Allotment	Integrate Capacity Needs with CIP + PACE
Assess Supply + Demand Annually	Expand FCA Data Collection Initiative
Collect, Track and Share Data and Planning Information	Create an Even Distribution of Students
Geographically Distribute Program Offerings	Replace Portables with Permanent Space
Transportation Study to Improve Access	

fundamental to each sector, they will interpret these options through their own lenses.

All of the options listed here require detailed implementation planning. The MFP options should be further developed for feasibility, return on investment, and impact analysis. Not only does each recommendation need to be weighed for feasibility, but it also must be examined as part of a larger, integrated strategy. Next steps would include identifying the organizational entity leading the effort, scoping of each recommendation, documenting the resources required, and setting an implementation planning time horizon. During the development of an implementation plan, the DME will also engage students, school-based personnel, and parents; and will hold public meetings with community stakeholders including Advisory Neighborhood Commissions, local school advisory teams, school improvement teams, and ward-based and city-wide volunteer civic groups in order to gather stakeholder priorities and values. As each community is unique, DME will work with them individually to create specific communications and involvement plans as a part of the implementation plan process.

District-Wide Options

Strategic Facilities Framework

Create a District-wide strategic framework that includes key facility performance targets for all educational facilities.

Creating a unified strategic framework would identify and set key performance targets for all educational facilities. With the aim of making facility data accessible and transparent, a strategic framework would include target metrics for physical condition, capacity, and utilization for both sectors. By standardizing these performance goals and a corresponding data collection process, a unified strategic framework would incentivize data collection on an ongoing basis, create the context for benchmarking progress, and streamline future MFP processes. While these data points should be uniform across sectors, it is important to acknowledge that the methodology used to calculate data points will vary. As an example, the LEAs may calculate programmatic capacity differently; in order to provide clarity around this data, understanding the calculation methodology is essential for understanding performance relative to a strategic framework. Interactions with community members and other stakeholders during the preparation of this MFP study suggest that a Strategic Facilities Framework could be piloted. Taking this approach, DCPS, public charter LEAs, and community members would work together to identify key performance facility targets and the methodologies used to calculate them. With the goal to identify the key performance indicators and understand the similarities and differences in how the metrics are conceived, used, and calculated across sectors, this approach could be an effective way to strengthen relationships between the sectors and lay a foundation for District-wide adoption of a Strategic Facilities Framework.

Co-locate Schools Across Sectors

Optimize the use of our educational facilities by co-locating schools across sectors.

Co-locating sectors within existing educational facilities would help to balance supply and demand. By pooling assets and sharing resources, the use of existing educational facilities can be improved, and increased access to existing space can be equitable, bidirectional, and based on need. Operational and financial incentives, like the sharing of services, operating costs, and lease swaps, would need to be created in order to make resource sharing bidirectional. Other sector-specific incentives should be explored, like the reduction of maintenance payments from DCPS to DGS, sharing subsidies with public charter schools to maximize facility allotment, and multi-year lease guarantees for public charter schools. Taken together, all incentives should serve to make cross-sector co-location very accessible.

Re-Use Public Facilities

Leverage the use of public facilities for educational purposes.

To grow the total portfolio of space used for educational purposes, this strategy focuses on the re-use of underutilized or vacant public facilities through enhanced public agency collaboration. An inter-agency task force could be created to assess the District's real estate portfolio and take a targeted approach to any potential assets that could be repositioned for educational use. Vacant District-owned facilities are potential options to explore. Examples of vacant DCPS facilities include Thurgood Marshall ES, Old Miner ES, Fletcher-Johnson ES,[1] Old Randle Highlands ES, Spingarn HS, and Winston EC. It should be noted that vacant DCPS buildings are also

[1] Fletcher-Johnson Elementary School will be turned over to DMPED for redevelopment in 2018.

used as swing space, which are a necessity for modernization efforts and should be evenly-distributed geographically. Vacant DCPS buildings have been provided to public charter schools in the past, either as short-term or long -term leases, and should be considered again in the future. However, the expected enrollment in specific DCPS schools and programmatic growth also needs to be taken into consideration.

Pool Public Agency Real Assets

Investigate the development of vacant parcels for public mixed-use projects that incorporate educational uses.

Where the previous strategy focuses on the re-use of existing public capital assets, this strategy examines the viability of developing publicly owned vacant parcels for educational use. As of SY2017-18, there were eight half-acre-sized public agency-owned parcels where new mixed use or educational facilities, temporary or permanent, could be sited and constructed. Six of these parcels are owned by DGS, one by the Department of Parks and Recreation (DPR) and one by the Department Housing and Community Development (DHCD). It is recommended that DGS, DPR, and DHCD partner to determine the feasibility of developing or leasing these parcels for public benefit. Given the longer-term nature of establishing public partnerships around land use and capital construction, this strategy should be considered for the five-and ten-year planning horizons.

Grow Asset Pool for Educational Use through Development Projects

Proactively plan for Washington, DC's forecasted population growth by expanding access to educational facilities citywide.

According to the District of Columbia Office of Planning, Washington, DC's population is expected to grow by over 11,000 people per year for the next 20 years. Accommodating this growth will require proactive planning to increase the total portfolio of space for educational use. As the number of households steadily grows, incentives should be established for developers to include educational space in future mixed-use developments. Incentives can take various forms; for example, developer projects that commit educational space can receive floor area bonuses, and developers can also be given a prorated property tax exemption for the ratio of educational space to total development gross square footage. Additionally, the District can collect impact fees on new or proposed development projects to pay for the costs of providing services to new developments, including education.

In conjunction with the Zoning Commission, Office of Zoning and Office of Planning, it is recommended that more structural changes to Planned Unit Development zoning processes to encourage educational uses be explored. To respond to immediate needs and community feedback, large redevelopment projects currently in various stages of planning and development under the auspices of the Deputy Mayor for Planning and Economic Development should be examined for educational purposes. Sites where space should be immediately reserved include: Saint Elizabeths Hospital, Hill East, the former Fletcher-Johnson school, and a District-owned site located at 1325 S Street NW. Any future large development area should be added to this list.

Evaluate Facility Allotment

Assess facility allotment through the collection of operational cost data and the development of a total cost projection model.

Charter leadership feedback received during the MFP public outreach process strongly indicates that the current per pupil facility allotment is not adequate to cover schools' operating expenses. An evidence-based approach is recommended in order to evaluate the true cost of school operations and to determine how to provide sufficient funds. With the goal of regular data collection and financial transparency, this strategy recommends that facility operation costs be collected on an annual basis from public charter schools and DCPS. It is also recommended that a total-cost projection model that integrates data from both sectors be created. The creation of a comprehensive cost model will impart the knowledge necessary to appropriately plan, budget, and allocate sufficient facility funding. A data collection process can be undertaken to collect the following information: administration costs (payroll, purchasing, insurance, pension, and benefits) and capital costs (rent, debt service, and capital management costs).

Assess Supply + Demand Annually

Create a clear and transparent planning cycle to routinely assess alignment of supply and demand.

Given the educational context in Washington, DC, where new schools open regularly, and existing schools sometimes close, it is recommended that greater consideration be paid to the alignment of supply and demand on an annual basis. Due to the ripple effect caused by the opening of new facilities, a critical part of this strategy recognizes that new school approvals, school expansions, and relocations make this forecast imperfect. In alignment with the Cross-Sector Collaboration Task Force Recommendations, a coordinated annual District education planning cycle should be established that overlays current and five-year forecasted educational facility supply with demand, coupled with providing data regularly to policy makers, school leaders, and the community to assess. The goal is to enable citywide education leaders to make informed decisions on the pace of growth of educational facility supply in relation to enrollment projections.

Collect, Track and Share Facility Data and Planning Information

Create a database of facility data and planning information as part of a strategic facilities framework across both sectors.

This option would allow facility planning information and facility data to be made uniform, accessible, and public. With the goal of creating a unified set of data for all education leaders to use to make planning decisions, it is recommended that the following facility planning information be collected: schools' programmatic capacity needs and future plans to accommodate those needs, plans for opening new schools, plans for siting approved schools, and plans for closing schools. Recognizing that plans change, these forecasts should serve as a guide, not a binding set of constraints. In coordination with the creation of a strategic facilities framework, physical condition, capacity, utilization, and operating cost data should be collected on an ongoing basis. While the data points should be uniform across sectors, it is important to note that the methodology used to calculate data points be transparent and also included in the data collection process. For example, each sector may calculate programmatic capacity differently. In order for there to be clarity and consistency across both sectors, understanding those methodologies is essential. It is recommended that one organizational entity (DME) own the data collection process and that data from both sectors be stored in a centralized, accessible location.

Geographically Distribute Program Offerings

Unique program offerings should be geographically distributed and easily accessible.

This strategy recommends that unique programs be made available across all areas of Washington, DC and geographically distributed to promote equity and access across Washington, DC. The Current State of Educational Facilities (Chapter 2) provides an analysis of the unique program offerings across Washington, DC, by sector, and their locations by ward and by educational facility. For example, the analysis shows Dual Language/Language Immersion programs clustered in Wards 1, 4, and 5, and Montessori programs clustered in Wards 4 and 5. Feedback gathered at community meetings also clearly indicated that communities want programs all across the city. It is recommended that student demand data be further studied to understand programmatic interests.

Transportation Study to Improve Access

Undertake a detailed transportation study with the aim of improving access to schools District-wide.

While the MFP study examines transportation access and student mobility patterns at a high level, a deeper understanding of transportation equity and the relationship among transportation, student enrollment, choice, and program distribution is necessary. In Chapter 2 of this report, it is shown that, on average, Wards 7, 5 and 3 have the lowest levels of transit service for school facilities, and students attending schools in these wards have reduced access to public transportation. This analysis is consistent with community feedback received at every outreach meeting, in which concern for transportation equity was a consistent theme and area of public concern. Therefore, it is critical that a detailed transportation study be conducted to assess equity of access to in-boundary schools, out-of-boundary schools, and public charter schools. In order to make better-informed decisions about siting educational facilities near transit options, examining the correlations between access to schools, facility utilization, and program distribution; conducting a cost-benefit analysis of ways to improve access to schools; and identifying implementation options are all critical next steps.

LEA Options

Shift Grade Configurations

Shift grade configurations to optimize the use of existing space in DCPS schools.
As Washington, DC's population grows over time, the five and ten-year gap analyses show that certain schools will become increasingly highly utilized. As a strategy to relieve overcrowding both today and in the future, space can be leveraged in underutilized middle schools for highly utilized elementary schools. The gap analysis shows that there are several high school feeder patterns with highly utilized elementary schools feeding into underutilized middle schools. Potential grade configuration shifts should take into account this feeder pattern utilization analysis, as well as the balance of in-boundary and out-of-boundary seats of the schools in question.

Co-locate Elementary Schools

Co-locate elementary schools to optimize the use of existing space in DCPS schools.
In order to address overcrowding, both now and in the future, space can be shared between underutilized elementary schools and highly utilized elementary schools, with grades moving on an as-needed basis to use existing space. It is recommended that planning efforts be concentrated within high school boundaries to preserve the continuity of feeder patterns and the geographic proximity of potentially co-located elementary schools.

Co-locate Grade Bands

Co-locate grade bands to optimize the use of existing space in DCPS schools.
The gap analysis also shows that many of the high school boundary feeder patterns contain underutilized and very underutilized middle schools. To take advantage of underutilized space in middle schools, this strategy focuses on cross-grade band co-location to allow for elementary school grades to move on an as-needed basis. This is similar to the previous two options that focus on shifting grades to alleviate utilization pressure. As with the prior option focused on co-locating elementary schools, it is recommended that planning efforts concentrate within high school boundaries to preserve the continuity of feeder patterns and the geographic proximity of potentially co-located elementary grades with middle schools.

Retain Space for Expansion

Enable the retention of educational space for educational purposes.
The MFP recognizes that over time, schools may change their location. When schools move to new facilities and vacate their existing space, a need is created to reposition the formerly occupied space when appropriate. When a facility needs to be repositioned, this strategy advocates for the retention of educational space for educational purpose. It is important to maintain a comprehensive understanding of which schools are moving, opening, or potentially closing, in order to maintain enough quality space for educational uses. For instance, if public charter school currently leasing space in District-owned facilities elect to move, there would need to be a strategy in place to retain the vacated space for educational purposes.

Centrally Locate District-wide Education Facilities

Centrally located underutilized schools can become assets for citywide education.
In order to optimize the use of space, centrally located underutilized schools can become assets for citywide education. Centrally-located, easily accessible school facilities that offer quality, diverse programming could provide an incentive for more students in Washington, DC to choose public education. It is recommended that these schools be non-application schools in order to promote equity and access to diverse program offerings.

Integrate Capacity Needs with CIP + PACE

Integrate capacity needs for schools that are currently planned for modernization.
Where appropriate, integrate capacity needs for schools that are currently planned for modernization over the next ten years. Specifically, for the schools included in the FY2019-FY2024 CIP, and the schools identified for modernizations by PACE rankings (schools ranked numbers 1-20 will fall approximately within the ten-year timeframe of this MFP), investigate the need to incorporate plans for additional expansion or renovation. This would also include site planning information needs for temporary and flexible space.

Expand Facility Condition Assessment Data Collection Initiative

Incorporate site and facility capacity information into the existing FCA data collection effort.

The current DGS plan to collect Facility Condition Assessment data on every DCPS school on a rolling three-year basis presents an opportunity to expand the type and amounts of data being collected. With the goal of streamlining planning processes and expanding data collection and knowledge sharing, this strategy recommends the following facility-level data be incorporated into this effort: alignment with DC Public Schools Educational Specifications Prototype Programs; the feasibility for expansion on the site of the facility; the total gross square footage; and the total assignable square footage, work orders, warranties, and preventive maintenance plans.

Create an Even Distribution of Students

Using enrollment policies, create an even distribution of students that align with school capacities.

In order to better meet school capacities, enrollment policies can be implemented so that public school students are more evenly distributed across Washington, DC. Recognizing that enrollment policies must promote equity and access across Washington, DC, and align with the strategic goals of each sector, this strategy focuses on enrollment policies that, if implemented, can help to balance supply and demand:

+ Geographic DCPS School Boundaries: Revising DCPS school boundaries, specifically adjacent boundaries, so that they are nested geographically into elementary, middle, and high school feeder patterns, can redistribute students from very highly utilized schools into schools with existing capacity, and can provide flexibility for a more even distribution of students. Although outside of the purview of the MFP analysis, school boundary changes align with the DCPS strategic initiative to provide increased predictable pathway options for students. While the next comprehensive boundary review process is anticipated to occur in SY2022-23, it is advisable to accelerate that schedule to increase economic returns on existing school facility space.
+ Overly Utilized Schools and Out-of-Boundary Seats: This recommendation considers student assignment policy in relation to school overcrowding. The gap analysis shows that, not only are there schools of all grade bands that are highly utilized today, but that elementary schools will continue to become more highly utilized over time. These neighborhood schools can decrease the number of out-of-boundary seats they offer as a strategy to alleviate pressure. This recommendation would have to carefully consider the equity implications involved with reallocating out-of-boundary seats, while still ensuring that the minimum number of out-of-boundary seats are retained.

Replace Portables with Permanent Space

Program facility expansion at DCPS facilities that are currently using portables.

Many DCPS facilities utilize portables to accommodate students that do not fit into existing permanent space. This situation is particularly acute in Ward 3. Where other enrollment management projects are infeasible or inadvisable, LEAs can consider programming the development of additional space, through expansions of existing buildings or construction of new buildings on the same land parcel, in order to accommodate the student population currently housed in portables. This would improve equitable access to high-quality school facilities for DCPS students.

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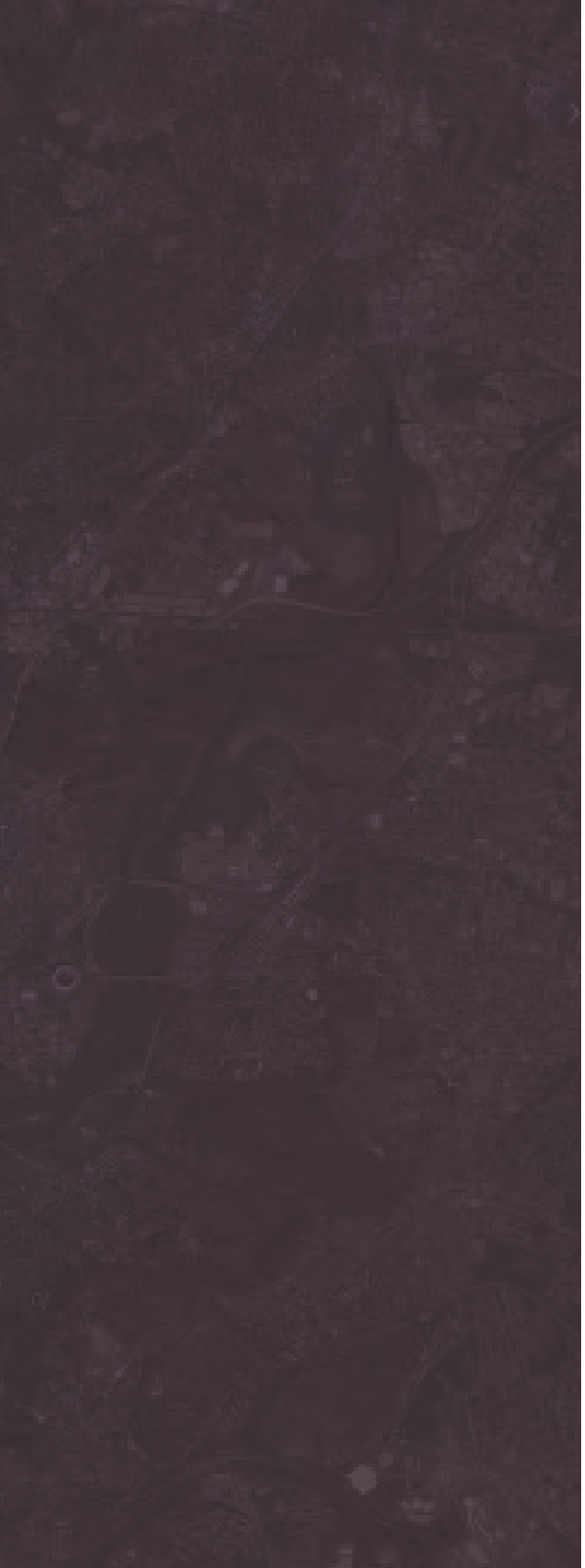
APPENDICES



Appendix A.1 Number of School Facilities by Ward & Sector, 2013 - 2017

	2013	2014	2015	2016	2017	CHANGE
Ward 1	**28**	**27**	**25**	**23**	**22**	**-6**
DCPS	10	12	12	11	11	1
PCS	16	13	11	11	10	-6
Co-located	2	2	2	1	1	-1
Ward 2	**9**	**8**	**8**	**9**	**9**	**0**
DCPS	8	7	7	7	7	-1
PCS	1	1	1	2	2	1
Ward 3	**10**	**10**	**10**	**10**	**10**	**0**
DCPS	10	10	10	10	10	0
Ward 4	**28**	**31**	**32**	**32**	**33**	**5**
DCPS	13	13	14	15	15	2
PCS	14	16	17	16	16	2
Co-located	1	2	1	1	2	1
Ward 5	**30**	**35**	**37**	**38**	**38**	**8**
DCPS	13	13	13	12	12	-1
PCS	17	20	22	23	23	6
Co-located		2	2	3	3	3
Ward 6	**29**	**29**	**32**	**31**	**32**	**3**
DCPS	16	17	18	17	18	2
PCS	12	11	12	12	13	1
Co-located	1	1	2	2	1	0
Ward 7	**27**	**27**	**28**	**29**	**30**	**3**
DCPS	15	15	16	17	17	2
PCS	12	12	12	12	13	1
Ward 8	**34**	**36**	**37**	**38**	**38**	**4**
DCPS	17	17	17	18	18	1
PCS	15	17	18	18	18	3
Co-located	2	2	2	2	2	0
Grand Total	**195**	**203**	**209**	**210**	**212**	**17**

Source: OSSE 2017, AECOM 2018
Note: Co-located schools are facilities that house two or more schools from different Local Education Agencies (LEAs)

Appendix A.2 Modernization by School, 2002–2008

2002	2003	2004	2006	2007	2008
Oyster Adams Bilingual School (Oyster)	Thomson ES	Noyes EC	Luke Moore Alternative HS	Sousa MS	Hardy MS
Key ES	Miner ES	Cleveland ES	Columbia Heights EC (CHEC)	—	—
—	Barnard ES	Randle Highlands ES	—	—	—
—	—	Patterson ES	—	—	—
—	—	Kelly Miller MS	—	—	—
—	—	Brightwood EC	—	—	—
—	—	McKinley Technology HS	—	—	—

Source: DME 2017, AECOM 2018
Note: DCPS schools are listed under the year that the modernization was completed

Appendix A.3 Schools Modernized After 2008

2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Brent ES	Burrville ES	H.D. Woodson HS	Amidon-Bowen ES	Beers ES	Plummer ES	Ballou HS; Ballou STAY	Lafayette ES	Duke Ellington School for the Arts	Bancroft ES
Burroughs EC	Drew ES	Hart MS	Anacostia HS	Cardozo EC		Brookland MS	Powell ES	Garrison ES	Boone ES
H D Cooke ES	Eastern HS	Langley EC	Bunker Hill ES	Dunbar HS		Deal MS	Shepherd ES	Marie Reed ES	Bruce Monroe ES at Park View
Phelps Architecture Construction and Engineering HS	J O Wilson ES	Seaton ES	Ketcham ES	Hendley ES		Hearst ES	Stanton ES	Ron Brown College Preparatory High School	MacFarland MS Dual Language Program
Savoy ES	King, M L ES	Takoma EC	LaSalle-Backus EC	Ludlow-Taylor ES		Janney ES	Van Ness ES	Watkins ES (Capitol Hill Cluster)	Murch ES
School Without Walls SHS	Stoddert ES	Wilson HS	Leckie ES	Peabody ES (Capitol Hill Cluster)		Johnson John Hayden MS			
Tubman ES	Thomas ES		Moten ES			Kramer MS			
Walker-Jones EC	Truesdell EC		Nalle ES			Langdon EC			
Wheatley EC	Tyler ES		Ross ES			Mann ES			
	Whittier EC		Simon ES			Payne ES			
			Turner ES			River Terrace ES			
						Roosevelt HS; Roosevelt STAY			
						Stuart-Hobson MS (Capitol Hill Cluster)			

Source: DME 2017, AECOM 2018

Appendix A.4 Facility Condition Index, Schools in District-Owned Facilities SY2017–18

GOOD (FCI ⩽10%)

SCHOOL NAME	WARD	MFP GRADE BAND	SY2017-18 FCI	5 YEAR FCI	10 YEAR FCI
KIPP DC PCS Connect Academy; KIPP DC PCS Spring Academy; KIPP DC PCS Northeast Academy	Ward 5	Multi-school	0.01%	0.01%	0.15%
Mundo Verde Bilingual PCS	Ward 5	Elementary	0.15%	0.15%	0.25%
Bridges PCS [Mamie D. Lee]; Briya PCS [Gallatin Street/Fort Totten]	Ward 5	Multi-school	0.08%	0.08%	0.29%
Achievement Preparatory PCS - Elementary; Achievement Preparatory PCS - Middle School	Ward 8	Multi-school	0.09%	0.09%	0.31%
"KIPP DC PCS College Prep Academy	Ward 5	High	0.05%	0.05%	0.39%
Brookland Middle School	Ward 5	Middle	0.06%	0.30%	0.42%
Inspired Teaching Demonstration PCS	Ward 5	Education Campus	0.13%	0.13%	0.56%
Peabody Elementary School (Capitol Hill Cluster)	Ward 6	Elementary	0.30%	0.47%	0.74%
Monument Academy PCS	Ward 6	Middle	0.20%	0.20%	0.80%
Ross Elementary School	Ward 2	Elementary	0.71%	0.99%	1.62%
Washington Latin PCS - Middle School; Washington Latin PCS - High School	Ward 4	Multi-school	0.28%	1.25%	1.98%
Kramer Middle School	Ward 8	Middle	0.95%	1.13%	2.02%
Beers Elementary School	Ward 7	Elementary	0.21%	1.07%	2.12%
Plummer Elementary School	Ward 7	Elementary	1.16%	3.00%	3.73%
Excel Academy PCS	Ward 8	Education Campus	0.25%	0.60%	4.68%
Ludlow-Taylor Elementary School	Ward 6	Elementary	1.85%	2.46%	5.11%
DC Prep PCS - Benning Elementary School ; DC Prep PCS - Benning Middle School	Ward 7	Multi-school	0.86%	1.03%	5.29%
Capital City PCS - Elementary School; Capital City PCS - Middle School; Capital City PCS - High School	Ward 4	Multi-school	0.24%	1.40%	5.93%
Langdon Elementary School	Ward 5	Elementary	0.80%	1.34%	6.01%
Perry Street Preparatory PCS; Latin American Montessori Bilingual PCS [South Dakota Avenue]	Ward 5	Multi-school	0.97%	1.76%	6.33%
Leckie Elementary School	Ward 8	Education Campus	0.75%	3.46%	6.46%
Amidon-Bowen Elementary School	Ward 6	Elementary	1.57%	4.88%	6.90%
Eagle Academy PCS - Congress Heights	Ward 8	Elementary	0.44%	0.61%	7.73%
Payne Elementary School	Ward 6	Elementary	0.44%	4.75%	7.90%
DC Scholars PCS	Ward 7	Education Campus	0.64%	1.43%	7.93%
KIPP DC PCS Grow Academy ; KIPP DC PCS Lead Academy; KIPP DC PCS WILL Academy	Ward 6	Multi-school	0.21%	0.63%	8.65%
E.L. Haynes PCS [Kansas Avenue] - Elementary School; E.L. Haynes PCS [Kansas Avenue] - High School	Ward 4	Multi-school	0.06%	0.50%	8.73%
Democracy Prep Congress Heights PCS	Ward 8	Education Campus	0.19%	0.37%	8.74%
Cesar Chavez PCS for Public Policy - Chavez Prep	Ward 1	Middle	1.51%	4.36%	9.89%
Meridian PCS [13th Street]	Ward 1	Elementary	5.07%	5.19%	9.99%

Source: DME 2017, AECOM 2018
Note: There are no schools in Very Poor Condition (FCI >65%)
Note: Charter schools in these facilities either lease these buildings directly from the District, or sublease from a leaseholder who has leased the building directly from the District.

Appendix A.4 Facility Condition Index, Schools in District-Owned Facilities SY2017–18 (cont.)

FAIR (FCI 10-20%)

SCHOOL NAME	WARD	MFP GRADE BAND	SY2017-18 FCI	5 YEAR FCI	10 YEAR FCI
LaSalle-Backus Education Campus	Ward 4	Education Campus	2.19%	6.47%	11.61%
KIPP DC PCS Discover Academy; KIPP DC PCS Heights Academy ; KIPP DC PCS AIM Academy	Ward 8	Multi-school	0.26%	1.99%	11.64%
Brent Elementary School	Ward 6	Elementary	0.35%	1.71%	11.77%
Truesdell Education Campus	Ward 4	Education Campus	0.48%	2.90%	12.07%
Hendley Elementary School	Ward 8	Elementary	2.96%	4.68%	12.18%
Tyler Elementary School	Ward 6	Elementary	4.88%	10.31%	12.40%
Langley Elementary School	Ward 5	Elementary	2.26%	2.71%	12.53%
Drew Elementary School	Ward 7	Elementary	3.03%	6.17%	12.80%
King, M L Elementary School	Ward 8	Elementary	0.45%	3.81%	12.90%
Two Rivers PCS - Young	Ward 5	Elementary	6.24%	7.55%	13.00%
Paul PCS - Middle School; Paul PCS - International High School	Ward 4	Multi-school	0.10%	1.63%	14.22%
Oyster Adams Bilingual School (Oyster)	Ward 3	Elementary	0.10%	9.98%	14.54%
Simon Elementary School	Ward 8	Elementary	0.40%	1.65%	14.90%
Seaton Elementary School	Ward 6	Elementary	2.16%	10.21%	15.16%
Washington Metropolitan High School; CHOICE Academy	Ward 1	High	4.28%	9.96%	15.32%
Thomas Elementary School	Ward 7	Elementary	8.57%	11.71%	15.40%
Mary McLeod Bethune PCS [Main]	Ward 5	Education Campus	1.30%	6.43%	16.39%
Friendship PCS - Collegiate Academy	Ward 7	High	1.08%	7.15%	16.54%
Johnson John Hayden Middle School	Ward 8	Middle	7.35%	11.35%	16.68%
Tubman Elementary School	Ward 1	Elementary	2.25%	15.18%	16.76%
Whittier Education Campus	Ward 4	Education Campus	1.69%	6.61%	17.70%
Friendship PCS - Online	Ward 4	Education Campus	0.66%	5.62%	17.92%
School for Educational Evolution and Development (SEED) PCS	Ward 7	Education Campus	0.05%	8.33%	18.29%
Nalle Elementary School	Ward 7	Elementary	5.75%	10.51%	19.02%
Maya Angelou PCS - High School; Maya Angelou PCS - Young Adult Learning Center	Ward 7	Multi-school	1.55%	15.19%	19.74%

Appendix A.4 Facility Condition Index, Schools in District-Owned Facilities SY2017–18 (cont.)

POOR (FCI 20-65%)

SCHOOL NAME	WARD	MFP GRADE BAND	SY2017-18 FCI	5 YEAR FCI	10 YEAR FCI
J O Wilson Elementary School	Ward 6	Elementary	4.61%	14.85%	21.08%
DC Bilingual PCS	Ward 5	Elementary	0.73%	8.75%	21.31%
Burrville Elementary School	Ward 7	Elementary	2.98%	15.83%	21.34%
Hart Middle School	Ward 8	Middle	1.61%	10.99%	22.77%
Bunker Hill Elementary School	Ward 5	Elementary	4.22%	10.66%	23.13%
Somerset Preparatory Academy PCS; Community College Preparatory Academy PCS [Wheeler Road]	Ward 8	Multi-school	0.36%	18.46%	26.89%
Burroughs Elementary School	Ward 5	Elementary	13.95%	19.74%	28.01%
Malcolm X Elementary School at Green	Ward 8	Elementary	8.68%	24.85%	29.71%
Ketcham Elementary School	Ward 8	Elementary	9.48%	18.41%	34.90%
Ingenuity Prep PCS; National Collegiate Preparatory PCHS	Ward 8	Multi-school	0.55%	30.20%	35.69%

Appendix A.5 Facility Condition Index, Schools in Non-District Owned Facilities SY2017-18

GOOD (FCI ≤10%)

SCHOOL ID	WARD	MFP GRADE BAND	SY2017-18 FCI	5 YEAR FCI	10 YEAR FCI
W	7	Elementary	0.07%	0.04%	0.12%
V	8	Elementary	0.01%	0.11%	0.20%
Z	8	High	0.04%	0.15%	0.37%
O	8	Elementary	0.01%	0.04%	0.42%
AT	6	Elementary	1.38%	0%	0.57%
AN	1	Adult/Alt	0.03%	1.78%	3.74%
AJ	5	Adult/Alt	0.12%	3.79%	3.87%
AP	6	Elementary	0.19%	1.04%	5.08%
AR	8	Elementary	2.29%	0.67%	6.75%
AK	8	Adult/Alt	0%	5.52%	6.82%
X	5	Elementary	0.19%	0%	7.46%
L	1	Education Campus	3.68%	5.31%	9.79%
AV	7	Elementary	0.08%	3.12%	9.82%
AO	1	Elementary	0.01%	4.63%	9.83%

POOR (FCI 20-65%)

SCHOOL ID	WARD	MFP GRADE BAND	SY2017-18 FCI	5 YEAR FCI	10 YEAR FCI
E	6	Education Campus	0.22%	10.49%	20.58%
S	7	Elementary	0.27%	12.42%	22.10%
Y	6	High	4.28%	7.33%	22.19%
AH	8	Adult/Alt	0.95%	13.42%	22.69%
I	5	Education Campus	0.01%	21.31%	24.13%
AQ	7	Elementary	1.47%	18.22%	24.40%
C	8	Education Campus	3.45%	16.38%	26.16%
B	6	Education Campus	2.26%	21.79%	26.65%
AS	8	Elementary	0.46%	4.74%	26.85%
D	4	Education Campus	1.16%	26.14%	27.35%
G	5	Education Campus	0.73%	7.88%	27.74%
AL	8	Adult/Alt	11.71%	7.06%	28.67%
F	5	Education Campus	3.66%	21.70%	33.93%
H	7	Education Campus	0.10%	21.70%	36.47%

FAIR (FCI 10-20%)

SCHOOL ID	WARD	MFP GRADE BAND	SY2017-18 FCI	5 YEAR FCI	10 YEAR FCI
R	5	Elementary	0.32%	8.28%	10.18%
AD	1	Middle	0.05%	5.01%	10.69%
AW	6	Elementary	0.16%	5.24%	11.82%
AE	8	Middle	8.73%	2.98%	11.90%
AB	7	Middle	0.03%	4.51%	12.02%
U	4	Elementary	0.39%	6.33%	12.23%
AU	4	Elementary	1.38%	7.27%	12.49%
AA	8	High	0%	6.68%	12.66%
T	8	Elementary	0.07%	6.59%	12.95%
K	7	Education Campus	0.74%	7.30%	13.11%
N	6	Education Campus	0%	8.65%	13.75%
Q	5	Elementary	0.67%	11.36%	13.85%
AC	5	Middle	0.05%	4.93%	14.35%
P	5	Elementary	0.14%	3.87%	15.17%
AI	1	Adult/Alt	0.73%	15.18%	15.22%
M	6	Education Campus	0%	11.43%	15.40%
J	5	Education Campus	0.36%	10.05%	16.38%
AF	1	Middle	0.46%	4.24%	17.73%
AM	7	Adult/Alt	0%	6.67%	17.90%
AG	5	Adult/Alt	0.56%	7.61%	17.96%
A	4	Education Campus	2.64%	11.07%	18.15%

Source: DME 2017, AECOM 2018
Note: There are no schools in Very Poor Condition (FCI >65%)
Note: These properties are not owned or managed by the District. Schools in these facilities either own the facilities or enter into leases with private entities. The District is not a party to these private leases.

NAME	DEFINITION
Arts Integration	Students study visual and/or performing arts as part of the school's mission and core academic curriculum, beyond dedicated arts periods.
Career and Technical Education	CTE programs complete a three or four- year course sequence (in addition to their core high school classes) that includes preparation for industry-recognized certification exams and participation in work-based learning experiences.
Dual College Enrollment	The school offers its students the opportunity to maintain their high school status while enrolling part-time or full-time at a participating colleges or universities. In addition to being able to take challenging college courses that are not offered at their home high school and to earn college credit that can be transferred to many postsecondary institutions.
Dual Language/Language Immersion	A program where at least half of the instruction is delivered in a language besides English.
Extended Year	The school's academic year exceeds the typical 180 school days, with students attending for at least 190 days.
International Baccalaureate (IB)	An internationally recognized diploma program that develops intercultural understanding and respect.
Montessori	A child-centered educational approach based on scientific observations of children.
STEM Focus	STEM integrates science, technology, engineering, and math so that each of these content areas is taught within other content areas and equally alongside literacy and composition. STEM is a part of the school's mission and core academic curriculum.
Single Gender Campus	School's enrollment targets a single gender.

Source: My School DC, DME 2017, AECOM 2018

Appendix A.7 Schools with One or More Programs, SY2017-18

SCHOOL NAME(S) PER FACILITY	NUMBER OF PROGRAMS PER FACILITY	PROGRAMS OFFERED	WARD	SECTOR	GRADE BANDS
Anacostia HS	2	Career & Technical Education, Dual College Enrollment	Ward 8	DCPS	High
Ballou HS; Ballou STAY	3	Career & Technical Education, Dual College Enrollment; Career & Technical Education	Ward 8	DCPS	High
Bancroft ES	1	Dual Language/Language Immersion	Ward 1	Co-located	Multi School
Benjamin Banneker HS	3	Application High School, Dual College Enrollment, International Baccalaureate	Ward 1	DCPS	High
Breakthrough Montessori PCS	1	Montessori	Ward 4	PCS	Elementary
Browne EC	1	International Baccalaureate	Ward 5	DCPS	Education Campus
Bruce Monroe ES at Park View	1	Dual Language/Language Immersion	Ward 1	DCPS	Elementary
Bunker Hill ES	1	Arts Integration	Ward 5	DCPS	Elementary
Capital City PCS-ES; Capital City PCS-MS; Capital City PCS- HS	3	Arts Integration; Arts Integration; Arts Integration	Ward 4	PCS	Multi School
Capitol Hill Montessori School at Logan	1	Montessori	Ward 6	DCPS	Education Campus
Cardozo EC	2	Career & Technical Education, Dual College Enrollment	Ward 1	DCPS	Education Campus
Cleveland ES	1	Dual Language/Language Immersion	Ward 1	DCPS	Elementary
Columbia Heights EC	4	Application High School, Career & Technical Education, Dual College Enrollment, Dual Language/Language Immersion	Ward 1	DCPS	Education Campus
Coolidge HS	1	Career & Technical Education	Ward 4	DCPS	High
Creative Minds International PCS	1	Arts Integration	Ward 5	PCS	Education Campus
DC Bilingual PCS	3	Arts Integration, Dual Language/Language Immersion, STEM	Ward 5	PCS	Elementary
Deal MS	1	International Baccalaureate	Ward 3	DCPS	Middle
District of Columbia International School [Walter Reed]; Latin American Montessori Bilingual [Walter Reed]	4	Dual Language/Language Immersion, International Baccalaureate; Dual Language/ Language Immersion, Montessori	Ward 4	Co-located	Multi School
Duke Ellington School for the Arts	2	Application High School, Dual College Enrollment	Ward 2	DCPS	High
Dunbar HS	2	Career & Technical Education, Dual College Enrollment	Ward 5	DCPS	High
Eagle Academy PCS - Capitol Riverfront	1	STEM	Ward 6	PCS	Elementary
Eagle Academy PCS - Congress Heights	1	STEM	Ward 8	PCS	Elementary
Eastern HS	3	Career & Technical Education, Dual College Enrollment, International Baccalaureate	Ward 6	DCPS	High

Source: DME 2017, AECOM 2018
Note: Application High Schools, Alternative Diploma Granting, and Campus Dual College Enrollment are grouped together into "Other Specialized Programs" for analysis in the report

Appendix A.7 Schools with One or More Programs, SY2017-18 (cont.)

SCHOOL NAME(S) PER FACILITY	NUMBER OF PROGRAMS PER FACILITY	PROGRAMS OFFERED	WARD	SECTOR	GRADE BANDS
Eliot Hine MS	1	International Baccalaureate	Ward 6	DCPS	Middle
Elsie Whitlow Stokes Community Freedom PCS	1	Dual Language/Language Immersion	Ward 5	PCS	Elementary
Excel Academy PCS	1	Arts Integration	Ward 8	PCS	Education Campus
Friendship PCS - Technology Preparatory MS; Friendship PCS - Technology Preparatory HS	2	STEM; STEM	Ward 8	PCS	Multi School
Friendship PCS - Woodridge ES; Friendship PCS - Woodridge MS	2	International Baccalaureate; International Baccalaureate	Ward 5	PCS	Multi School
Garfield ES	1	Extended Year	Ward 8	DCPS	Elementary
H D Cooke ES	1	Extended Year	Ward 1	DCPS	Elementary
H.D. Woodson HS	2	Career & Technical Education, Dual College Enrollment	Ward 7	DCPS	High
Harmony DC PCS - School of Excellence	1	STEM	Ward 5	PCS	Elementary
Hart MS	1	Extended Year	Ward 8	DCPS	Middle
Hendley ES	1	Extended Year	Ward 8	DCPS	Elementary
Houston ES	1	Dual Language/Language Immersion	Ward 7	DCPS	Elementary
National Collegiate Preparatory PCHS	1	International Baccalaureate	Ward 8	Co-located	Multi School
Johnson John Hayden MS	1	Extended Year	Ward 8	DCPS	Middle
Kelly Miller MS	1	Extended Year	Ward 7	DCPS	Middle
King, M L ES	1	Extended Year	Ward 8	DCPS	Elementary
Langdon ES	1	Montessori	Ward 5	DCPS	Elementary
Latin American Montessori Bilingual PCS [Missouri Avenue]	2	Dual Language/Language Immersion, Montessori	Ward 4	PCS	Elementary
Luke Moore Alternative HS	2	Alternative-Diploma Granting, Career & Technical Education	Ward 5	DCPS	High
MacFarland MS Dual Language Program	1	Dual Language/Language Immersion	Ward 4	DCPS	Middle
Marie Reed ES	1	Dual Language/Language Immersion	Ward 1	DCPS	Elementary
Mary McLeod Bethune PCS [16th Street]	2	Arts Integration, Dual Language/Language Immersion	Ward 4	PCS	Elementary
Mary McLeod Bethune PCS [Main]	2	Arts Integration, Dual Language/Language Immersion	Ward 5	PCS	Education Campus
Maya Angelou PCS - HS; Maya Angelou PCS-Young Adult Learning Center	1	Alternative-Diploma Granting	Ward 7	PCS	Multi School
McKinley MS; McKinley Technology HS	4	Application High School, Career & Technical Education, Dual College Enrollment, STEM	Ward 5	DCPS	Multi School
Moten ES	1	Arts Integration	Ward 8	DCPS	Elementary
Mundo Verde Bilingual PCS	1	Dual Language/Language Immersion	Ward 5	PCS	Elementary
Nalle ES	1	Montessori	Ward 7	DCPS	Elementary

Appendix A.7 Schools with One or More Programs, SY2017-18 (cont.)

SCHOOL NAME(S) PER FACILITY	NUMBER OF PROGRAMS PER FACILITY	PROGRAMS OFFERED	WARD	SECTOR	GRADE BANDS
Noyes EC	1	Arts Integration	Ward 5	DCPS	Elementary
Oyster Adams Bilingual School (Adams)	1	Dual Language/Language Immersion	Ward 1	DCPS	Middle
Oyster Adams Bilingual School (Oyster)	1	Dual Language/Language Immersion	Ward 3	DCPS	Elementary
Latin American Montessori Bilingual PCS [South Dakota Avenue]	2	Dual Language/Language Immersion, Montessori	Ward 5	Co-located	Multi School
Phelps Architecture Construction and Engineering HS	3	Application High School, Career & Technical Education, Dual College Enrollment	Ward 5	DCPS	High
Powell ES	1	Dual Language/Language Immersion	Ward 4	DCPS	Elementary
Randle Highlands ES	1	Extended Year	Ward 7	DCPS	Elementary
Raymond EC	1	Extended Year	Ward 4	DCPS	Education Campus
Richard Wright PCS for Journalism and Media Arts	1	Arts Integration	Ward 6	PCS	High
Roosevelt HS; Roosevelt STAY	5	Career & Technical Education, Dual College Enrollment, Dual Language/Language Immersion; Career & Technical Education, Dual College Enrollment	Ward 4	DCPS	High
Savoy ES	1	Arts Integration	Ward 8	DCPS	Elementary
School Without Walls SHS	2	Application High School, Dual College Enrollment	Ward 2	DCPS	High
Sela PCS	1	Dual Language/Language Immersion	Ward 4	PCS	Elementary
Shepherd ES	1	International Baccalaureate	Ward 4	DCPS	Elementary
Shining Stars Montessori Academy PCS [Randolph Street]	1	Montessori	Ward 5	PCS	Elementary
Somerset Preparatory Academy PCS	2	Dual College Enrollment, International Baccalaureate	Ward 8	Co-located	Multi School
Thomas ES	1	Extended Year	Ward 7	DCPS	Elementary
Thomson ES	1	International Baccalaureate	Ward 2	DCPS	Elementary
Turner ES	3	Arts Integration, Extended Year, International Baccalaureate	Ward 8	DCPS	Elementary
Tyler ES	1	Dual Language/Language Immersion	Ward 6	DCPS	Elementary
Lee Montessori PCS [St. Paul's College]	1	Montessori	Ward 5	Co-located	Multi School
Washington Mathematics Science Technology PCHS	2	International Baccalaureate, STEM	Ward 5	PCS	High
Washington Metropolitan HS; CHOICE Academy	2	Alternative-Diploma Granting, Career & Technical Education	Ward 1	DCPS	High
Washington Yu Ying PCS	2	Dual Language/Language Immersion, International Baccalaureate	Ward 5	PCS	Elementary
Wilson HS	2	Career & Technical Education, Dual College Enrollment	Ward 3	DCPS	High

Appendix A.8 Historic Enrollment Share by Sector Since SY2008-09

	DCPS		PCS		TOTAL
SCHOOL YEAR	# STUDENTS	SHARE	# STUDENTS	SHARE	
2008-09	45,190	63%	25,729	36%	70,919
2009-10	44,718	62%	27,660	38%	72,378
2010-11	45,630	61%	29,366	39%	74,996
2011-12	45,191	59%	31,562	41%	76,753
2012-13	45,557	57%	34,674	43%	80,231
2013-14	46,393	56%	36,565	44%	82,958
2014-15	47,548	56%	37,684	44%	85,232
2015-16	48,439	55%	38,905	45%	87,344
2016-17	48,555	54%	41,506	46%	90,061
2017-18	48,144*	53%	43,340	47%	91,484*

Source: DME 2017, AECOM 2018
**DCPS enrollment used for the 2018 MFP is 48,043, due to the exclusion of Inspiring Youth and Youth Services Center, making the total 91,383.*

Appendix A.9 Change in Program Enrollment, SY2014-15 to SY2017-18

PROGRAM	SY2014-15	SY2015-16	SY2016-17	SY2017-18	CHANGE SY2014-15 TO SY2015-16	CHANGE SY2015-16 TO SY2016-17	CHANGE SY2016-17 TO SY2017-18
Arts Integration	4,173	6,035	4,735	4,768	1,862	-1,300	33
Career & Technical Education	11,541	13,986	9,237	10,052	2,445	-4,749	815
Dual Language/ Language Immersion	7,341	7,971	9,237	8,764	630	1,266	-473
Extended Year			4,934	4,170	0	4,934	-764
International Baccalaureate	6,602	8,131	6,917	7,166	1,529	-1,214	249
Montessori	1,928	1,985	1,938	2,116	57	-47	178
STEM	6,171	6,937	2,773	2,825	766	-4,164	52
Other Specialized Programs*	4,404	4,314	4,523	14,910	-90	209	10,387
Total	**42,160**	**49,359**	**44,294**	**54,771**	**7,199**	**-5,065**	**10,477**

Source: DME 2017, AECOM 2018
Note: A school facility's enrollment was associated with each program in order to identify student opportunities to specialized programming

Appendix A.10 Programs Offered With Percent Change, SY2014-15 to SY2017-18

PROGRAM	SY2014-15	SY2015-16	SY2016-17	SY2017-18	% CHANGE SY2014-15 TO SY2015-16	% CHANGE SY2015-16 TO SY2016-17	% CHANGE SY2016-17 TO SY2017-18
Arts Integration	11	20	14	14	82%	-30%	0%
Career & Technical Education	18	23	13	16	28%	-43%	23%
Dual Language/ Language Immersion	20	21	24	23	5%	14%	-4%
Extended Year			12	11	n/a	n/a	-8%
International Baccalaureate	15	22	16	15	47%	-27%	-6%
Montessori	8	8	8	9	0%	0%	13%
STEM	16	21	8	8	31%	-62%	0%
Other Specialized Programs	10	10	11	25	0%	10%	127%
Total	**98**	**125**	**106**	**121**	**28%**	**-15%**	**14%**

Source: DME 2017, AECOM 2018

Appendix A.11 Programs Offered with Absolute Change, SY2014-15 to SY2017-18

PROGRAM	SY2014-15	SY2015-16	SY2016-17	SY2017-18	CHANGE SY2014-15 TO SY2015-16	CHANGE SY2015-16 TO SY2016-17	CHANGE SY2016-17 TO SY2017-18
Arts Integration	11	20	14	14	9	-6	0
Career & Technical Education	18	23	13	16	5	-10	3
Dual Language/ Language Immersion	20	21	24	23	1	3	-1
Extended Year			12	11	0	12	-1
International Baccalaureate	15	22	16	15	7	-6	-1
Montessori	8	8	8	9	0	0	1
STEM	16	21	8	8	5	-13	0
Other Specialized Programs	10	10	11	25	0	1	14
Total	**98**	**125**	**106**	**121**	**27**	**-19**	**15**

Source: DME 2017, AECOM 2018

Appendix A.12 Programs Offered by Ward, SY2014-15 to SY2017-18

WARD	SY2014-15	SY2015-16	SY2016-17	SY2017-18	CHANGE SY2014-15 TO SY2015-16	CHANGE SY2015-16 TO SY2016-17	CHANGE SY2016-17 TO SY2017-18
Ward 1	23	28	18	17	5	-10	-1
Ward 2	2	2	2	5	0	0	3
Ward 3	3	3	3	4	0	0	1
Ward 4	11	15	18	23	4	3	5
Ward 5	30	37	31	34	7	-6	3
Ward 6	9	12	7	8	3	-5	1
Ward 7	11	13	8	8	2	-5	0
Ward 8	9	15	19	22	6	4	3
Total	**98**	**125**	**106**	**121**	**27**	**-19**	**15**

Source: DME 2017, AECOM 2018

Appendix A.13 Utilization Status SY2017–18

0-50% UTILIZED	50-65% UTILIZED	65-80% UTILIZED	80-95% UTILIZED	95-110% UTILIZED	> 110% UTILIZED
Aiton ES	Academy of Hope Adult PCS [18th Place]	Benjamin Banneker HS	Achievement Preparatory PCS-Elementary; Achievement Preparatory PCS - Middle School	AppleTree Early Learning PCS - Lincoln Park	Powell ES
Anacostia HS	Academy of Hope Adult PCS [Southeast]	Brightwood EC	Amidon-Bowen ES	AppleTree Early Learning PCS - Southeast [Douglas Knoll]	Roosevelt HS, Roosevelt STAY
Brookland MS	Burroughs EC	Briya PCS [Georgia Avenue/ Petworth]	AppleTree Early Learning PCS - Columbia Heights	AppleTree Early Learning PCS - Southeast [Parklands]	School Without Walls SHS
Browne EC	Cesar Chavez PCS for Public Policy - Capitol Hill	Briya PCS [Ontario Road/Adams Morgan/Main]	AppleTree Early Learning PCS - Oklahoma Avenue	Basis DC PCS	—
Bunker Hill ES	Community College Preparatory Academy PCS [Main]	Bruce Monroe ES at Park View	Ballou HS; Ballou STAY	Beers ES	—
Coolidge HS	Dunbar HS	Burrville ES	Barnard ES	Boone ES	—
Eliot Hine MS	Friendship PCS - Collegiate Academy	Cardozo EC	C W Harris ES	Brent ES	—
Friendship PCS - Armstrong	Houston ES	Center City PCS - Trinidad	Capitol Hill Montessori School at Logan	Bridges PCS [Mamie D. Lee]	—
Friendship PCS - Online	Jefferson Middle School Academy; AppleTree Early Learning PCS - Southwest	Cesar Chavez PCS for Public Policy - Chavez Prep	Carlos Rosario International PCS [Harvard Street]	Capital City PCS-Elementary School; Capital City PCS-Middle School; Capital City PCS-High School	—
H.D. Woodson HS	Kelly Miller MS	Cesar Chavez PCS for Public Policy - Parkside MS ; Cesar Chavez PCS for Public Policy - Parkside HS	Carlos Rosario International PCS [Sonia Gutierrez]	Cedar Tree Academy PCS	—
Harmony DC PCS - School of Excellence	Kingsman Academy PCS	City Arts & Prep PCS	Center City PCS - Brightwood	DC Bilingual PCS	—
Hart MS	Langdon EC	DC Scholars PCS	Center City PCS - Capitol Hill	DC Prep PCS - Benning Elementary School; DC Prep PCS - Benning Middle School	—
Johnson John Hayden MS	Langley EC	Dorothy Height ES	Center City PCS - Congress Heights	DC Prep PCS - Edgewood Elementary School	—
Kramer MS	Miner ES	Drew ES	Center City PCS - Petworth	DC Prep PCS - Edgewood Middle School	—

Source: DCPS and DC PCSB
Note: Programmatic capacities provided by the LEAs and includes portables.

Appendix A.13 Utilization Status SY2017–18 (cont.)

0-50% UTILIZED	50-65% UTILIZED	65-80% UTILIZED	80-95% UTILIZED	95-110% UTILIZED	> 110% UTILIZED
Malcolm X ES at Green	Noyes EC	Eastern HS	Center City PCS - Shaw	Democracy Prep Congress Heights PCS	—
Sousa MS	Perry Street Preparatory PCS; Latin American Montessori Bilingual PCS [South Dakota Avenue]	Excel Academy PCS	Cleveland ES	E.L. Haynes PCS [Kansas Avenue] - Elementary School; E.L. Haynes PCS [Kansas Avenue] - High School	—
Sustainable Futures PCS	Phelps Architecture Construction and Engineering HS	Friendship PCS - Technology Preparatory Middle ; Friendship PCS - Technology Preparatory High	Columbia Heights EC (CHEC)	Eagle Academy PCS - Capitol Riverfront	—
Washington Metropolitan HS; CHOICE Academy	Savoy ES	Friendship PCS - Woodridge Elementary ; Friendship PCS - Woodridge Middle	Deal MS	Eagle Academy PCS - Congress Heights	—
—	Walker-Jones EC	Garfield ES	Duke Ellington School for the Arts	Eaton ES	—
—	Wheatley EC	Garrison ES	E.L. Haynes PCS [Georgia Avenue] - Middle School	Elsie Whitlow Stokes Community Freedom PCS	—
—	Whittier EC	Hendley ES	Early Childhood Academy PCS [Facility A]	Friendship PCS - Southeast Academy	—
—	—	Howard University Middle School of Mathematics and Science PCS	Early Childhood Academy PCS [Facility B]	Goodwill Excel Center PCS	—
—	—	Ideal Academy PCS	Friendship PCS - Blow Pierce Elementary ; Friendship PCS - Blow-Pierce Middle	IDEA PCS	—
—	—	Ingenuity Prep PCS; National Collegiate Preparatory PCHS	Friendship PCS - Chamberlain Elementary ; Friendship PCS - Chamberlain Middle	J O Wilson ES	—
—	—	King, M L ES	H D Cooke ES	Janney ES	—
—	—	KIPP DC PCS College Prep Academy	Hardy MS	Ketcham ES	—
—	—	Luke Moore Alternative HS	Hearst ES	Key ES	—
—	—	Mary McLeod Bethune PCS [16th Street]	Hope Community PCS - Lamond	KIPP DC PCS Arts & Technology Academy ; KIPP DC PCS Quest Academy; KIPP DC PCS Valor Academy	—

Appendix A.13 Utilization Status SY2017–18 (cont.)

0-50% UTILIZED	50-65% UTILIZED	65-80% UTILIZED	80-95% UTILIZED	95-110% UTILIZED	> 110% UTILIZED
–	–	Mary McLeod Bethune PCS [Main]	Hope Community PCS - Tolson	KIPP DC PCS Connect Academy; KIPP DC PCS Spring Academy; KIPP DC PCS Northeast Academy	–
–	–	Maya Angelou PCS - High School; Maya Angelou PCS - Young Adult Learning Center	Inspired Teaching Demonstration PCS	KIPP DC PCS Grow Academy; KIPP DC PCS Lead Academy; KIPP DC PCS WILL Academy	–
–	–	McKinley Middle School; McKinley Technology HS	KIPP DC PCS Discover Academy; KIPP DC PCS Heights Academy; KIPP DC PCS AIM Academy	KIPP DC PCS LEAP Academy ; KIPP DC PCS Promise Academy; KIPP DC PCS KEY Academy	–
–	–	Meridian PCS [13th Street]	LaSalle-Backus EC	Lafayette ES	–
–	–	Meridian PCS [14th Street]	Latin American Montessori Bilingual [Walter Reed]	Leckie ES	–
–	–	Patterson ES	Latin American Montessori Bilingual PCS [Missouri Avenue]	Maury ES	–
–	–	Randle Highlands ES	LAYC Career Academy PCS [16th Street]	Mundo Verde Bilingual PCS	–
–	–	Richard Wright PCS for Journalism and Media Arts	Ludlow-Taylor ES	Nalle ES	–
–	–	Roots PCS [Kennedy Street]	Mann ES	Oyster Adams Bilingual School (Adams)	–
–	–	Roots PCS [North Capitol Street]	Marie Reed ES	Paul PCS - Middle School ; Paul PCS - International High School	–
–	–	School Within School at Goding	Moten ES	Ross ES	–
–	–	Shining Stars Montessori Academy PCS [Randolph Street]	Oyster Adams Bilingual School (Oyster)	St. Coletta Special Education PCS	–
–	–	Smothers ES	Payne ES	Takoma EC	–
–	–	Somerset Preparatory Academy PCS; Community College Preparatory Academy PCS [Wheeler Road]	Peabody ES (Capitol Hill Cluster)	The Next Step/El Proximo Paso PCS	–
–	–	The Children's Guild DC PCS	Plummer ES	Two Rivers PCS - 4th Street [Elementary]	–

Appendix A.13 Utilization Status SY2017–18 (cont.)

0-50% UTILIZED	50-65% UTILIZED	65-80% UTILIZED	80-95% UTILIZED	95-110% UTILIZED	> 110% UTILIZED
–	–	Washington Mathematics Science Technology PCHS	Raymond EC	Two Rivers PCS - 4th Street [Middle]	–
–	–	–	River Terrace ES	Washington Global PCS	–
–	–	–	Seaton ES	Washington Latin PCS - Middle School; Washington Latin PCS - High School	–
–	–	–	SEED PCS of Washington, DC	Washington Yu Ying PCS	–
–	–	–	Shepherd ES	Wilson HS	–
–	–	–	Simon ES	–	–
–	–	–	Stanton ES	–	–
–	–	–	Stoddert ES	–	–
–	–	–	Stuart-Hobson MS (Capitol Hill Cluster)	–	–
–	–	–	SWW @ Francis Stevens EC	–	–
–	–	–	Thomas ES	–	–
–	–	–	Thomson ES	–	–
–	–	–	Thurgood Marshall Academy PCS	–	–
–	–	–	Truesdell EC	–	–
–	–	–	Tubman ES	–	–
–	–	–	Turner ES	–	–
–	–	–	Tyler ES	–	–
–	–	–	Watkins ES (Capitol Hill Cluster)	–	–
–	–	–	West EC	–	–

Appendix A.14 FY2019-FY2024 CIP Investment Costs by Project and Year ($US Million)

PROJECT	GRADE BAND	WARD	FY19	FY20	FY21	FY22	FY23	FY24	TOTAL COST
Adams ES Renovation/Modernization	Middle	Ward 1	-	-	-	-	-	$2.5	$67.6*
Aiton ES Renovation/Modernization	Elementary	Ward 7	-	-	-	$2.2	$26.9	$24.7	$53.8
Anne M. Goding ES	Elementary	Ward 6	-	$1.7	$21.8	$20.0	-	-	$43.5
Banneker HS Renovation/Modernization	High	Ward 1	$9.7	$41.3	$91.5	-	-	-	$142.5
Boone ES Renovation/Modernization	Elementary	Ward 8	$2.0	-	-	-	-	-	$2.0
Brent ES Expansion	Elementary	Ward 6	$10.0	-	-	-	-	-	$10.0
Browne EC Modernization	Education Campus	Ward 5	-	-	-	-	$2.8	$34.9	$69.0
Coolidge HS Renovation/Modernization	High	Ward 4	$74.8	-	-	-	-	-	$74.8
CW Harris ES Renovation/Modernization	Elementary	Ward 7	$23.7	$20.9	-	-	-	-	$44.6
Dorothy Height ES Modernization	Elementary	Ward 4	-	-	-	$2.6	$33.1	$30.4	$66.2
Eaton ES Renovation/Modernization	Elementary	Ward 3	$12.0	$20.0	-	-	-	-	$32.0
Eliot-Hine JHS Renovation/Modernization	Middle	Ward 6	$38.3	$41.1	-	-	-	-	$79.4
Francis/Stevens EC Renovation/Modernization	Education Campus	Ward 2	-	-	-	$3.0	$37.1	$34.1	$74.2
Garfield ES Renovation/Modernization	Elementary	Ward 8	-	-	-	$1.9	$24.3	$22.4	$48.6
Houston ES Renovation/Modernization	Elementary	Ward 7	$24.1	$21.1	-	-	-	-	$45.2
Hyde ES Renovation/Modernization	Elementary	Ward 2	$6.5	-	-	-	-	-	$6.5
Jefferson MS Modernization /Renovation	Middle	Ward 6	$49.5	-	-	-	-	-	$49.5
JO Wilson ES Renovation/Modernization	Elementary	Ward 6	-	-	-	-	-	$3.2	$84.0*
Key ES Expansion	Elementary	Ward 3	-	$5.0	$10.0	$10.0	-	-	$25.0

Appendix A.14 FY2019-FY2024 CIP Investment Costs by Project and Year ($US Million) (cont.)

PROJECT	GRADE BAND	WARD	FY19	FY20	FY21	FY22	FY23	FY24	TOTAL COST
Kimball ES Renovation/Modernization	Elementary	Ward 7	$4.0	-	-	-	-	-	$4.0
Logan ES Renovation/Modernization	Education Campus	Ward 6	$2.0	$35.8	$23.3	-	-	-	$61.1
Malcolm X @ Green ES Renovation/ Modernization	Elementary	Ward 8	-	-	-	-	-	$1.1	$73.8*
Maury ES Renovation/Modernization	Elementary	Ward 6	$18.0	-	-	-	-	-	$18.0
Raymond ES Renovation/Modernization	Education Campus	Ward 4	-	-	$2.5	$31.3	$28.8	-	$62.6
Smothers ES Renovation/Modernization	Elementary	Ward 7	-	$1.7	$21.6	$21.6	-	-	$44.9
Stoddert ES Expansion	Elementary	Ward 3	-	-	-	-	$5.0	$20.0	$25.0
Thomas Elementary	Elementary	Ward 7	-	-	-	-	-	$2.6	$82.7*
Thaddeus Stevens	Other**	Ward 2	$10.0	-	-	-	-	-	$10.0
Truesdell ES Modernization	Education Campus	Ward 4	-	-	-	-	-	$2.6	$66.0*
Tubman ES Modernization	Elementary	Ward 1	-	-	-	-	-	$3.2	$86.4*
Washington-Metro Renovation/Modernization	High	Ward 1	-	-	-	-	-	$1.8	$48.8*
West ES Renovation/Modernization	Education Campus	Ward 4	$7.5	$35.0	$35.0	-	-	-	$77.5
Total			**$292.3**	**$223.5**	**$205.6**	**$92.6**	**$158.0**	**$183.7**	**$1,679.3**

Source: FY2019-FY2024 CIP, DCPS School Facility CIP FY2019-FY2024
** Total cost includes estimated total project costs for modernizations continuing construction past FY2019-FY2024 CIP.*
***Early Childhood Education Center*
Note: Projects that begin in FY2023 and FY2024 will incur costs after the planning period. Total costs for these projects are estimated.

Appendix A.15 PACE Modernization Prioritization Rankings

PACE PRIORITIZATION RANK	FACILITY NAME	GRADE BAND	WARD	DATE OF LAST MAJOR CONSTRUCTION THROUGH THE PRECEDING FISCAL YEAR	EXPENDITURES FOR MAJOR CONSTRUCTION PROJECTS FOR THE PRECEDING 10 FISCAL YEARS PER SQUARE FEET OF THE SCHOOL FACILITY	SCHOOL FACILITY CONDITION SCORE BASED ON THE MOST RECENT ASSESSMENT COMPLETED BY DGS	AVERAGE PERCENTAGE OF THE SCHOOL'S ENROLLMENT GROWTH OVER THE PAST FIVE SCHOOL YEARS BASED ON AUDITED ENROLLMENT	AVERAGE PERCENTAGE OF FACILITY'S BUILDING UTILIZATION OVER THE PAST FIVE SCHOOL YEARS	NUMBER OF IN-BOUNDARY CHILDREN WHO WOULD BE SERVED BY THE FACILITY'S EDUCATIONAL PROGRAM DIVIDED BY THE FACILITY'S CAPACITY	PROJECTED PERCENT CHANGE IN THE NUMBER OF CHILDREN WHO WOULD BE SERVED BY THE FACILITY'S EDUCATIONAL PROGRAM IN THE NEIGHBORHOOD CLUSTER OVER A PROSPECTIVE 6 YEAR TIME PERIOD	TOTAL NUMBER OF SQUARE FEED IN THE SCHOOL'S FEEDER PATTERN THAT HAD A MAJOR CONSTRUCTION IN THE PRECEDING 10 FISCAL YEARS DIVIDED BY TOTAL SQUARE FOOTAGE OF THE FEEDER PATTERN	NUMBER OF AT-RISK STUDENTS ENROLLED IN THE SCHOOL BASED ON THE CURRENT SCHOOL YEAR ENROLLMENT PROJECTION
1	Thomas Elementary School	PK3-5	Ward 7	2010	$59.06	15.40%	12.85%	86.36%	259%	23.37%	82%	315
2	Tubman Elementary School	PK3-5	Ward 1	2009	$43.88	16.76%	2.16%	102.62%	175%	21.62%	82%	327
3	Truesdell Education Campus	PK3-8	Ward 4	2010	$56.55	12.07%	10.01%	99.39%	231%	20.70%	96%	466
4	J O Wilson Elementary School	PK3-5	Ward 6	2010	$47.70	21.08%	5.39%	96.65%	70%	22.99%	96%	248
5	Burrville Elementary School	PK3-5	Ward 7	2010	$33.33	21.34%	-2.38%	84.25%	182%	27.47%	82%	257
6	Tyler Elementary School	PK3-5	Ward 6	2010	$51.41	12.40%	5.24%	91.96%	52%	26.44%	72%	205
7	Ketcham Elementary School	PK3-5	Ward 8	2012	$90.19	34.90%	4.05%	95.49%	263%	17.33%	91%	268
8	Burroughs Elementary School	PK3-5	Ward 5	2009	$128.56	28.01%	5.97%	64.59%	120%	24.07%	97%	158
9	Whittier Education Campus	PK3-8	Ward 4	2010	$82.00	17.70%	-0.17%	67.69%	260%	20.80%	96%	217
10	King Elementary School	PK3-5	Ward 8	2010	$87.70	12.90%	2.71%	85.59%	201%	12.42%	96%	348
11	Drew Elementary School	PK3-5	Ward 7	2010	$78.20	12.80%	7.60%	64.55%	150%	19.34%	83%	216
12	Seaton Elementary School	PK3-5	Ward 6	2011	$64.53	15.16%	5.42%	87.64%	119%	16.57%	97%	189
13	Nalle Elementary School	PK3-5	Ward 7	2012	$176.12	19.02%	3.70%	97.17%	216%	16.53%	83%	317
14	Brent Elementary School	PK3-5	Ward 6	2009	$90.15	11.77%	3.10%	100.77%	90%	7.39%	73%	35
15	Amidon-Bowen Elementary School	PK3-5	Ward 6	2012	$78.10	6.90%	6.89%	87.58%	98%	20.66%	72%	253
16	Hart Middle School	6-8	Ward 8	2011	$87.66	22.77%	-7.48%	44.19%	147%	10.80%	83%	293
17	LaSalle-Backus Education Campus	PK3-8	Ward 4	2012	$115.60	11.61%	5.21%	88.25%	326%	16.90%	98%	214

Source: DCPS 2017, DGS 2017, DME 2017

Appendix A.15 PACE Modernization Prioritization Rankings (cont.)

PACE PRIORITIZATION RANK	FACILITY NAME	GRADE BAND	WARD	DATE OF LAST MAJOR CONSTRUCTION THROUGH THE PRECEDING FISCAL YEAR	EXPENDITURES FOR MAJOR CONSTRUCTION PROJECTS FOR THE PRECEDING 10 FISCAL YEARS PER SQUARE FEET OF THE SCHOOL FACILITY	SCHOOL FACILITY CONDITION SCORE BASED ON THE MOST RECENT ASSESSMENT COMPLETED BY DGS	AVERAGE PERCENTAGE OF THE SCHOOL'S ENROLLMENT GROWTH OVER THE PAST FIVE SCHOOL YEARS BASED ON AUDITED ENROLLMENT	AVERAGE PERCENTAGE OF FACILITY'S BUILDING UTILIZATION OVER THE PAST FIVE SCHOOL YEARS	NUMBER OF IN-BOUNDARY CHILDREN WHO WOULD BE SERVED BY THE FACILITY'S EDUCATIONAL PROGRAM DIVIDED BY THE FACILITY'S CAPACITY	PROJECTED PERCENT CHANGE IN THE NUMBER OF CHILDREN WHO WOULD BE SERVED BY THE FACILITY'S EDUCATIONAL PROGRAM IN THE NEIGHBORHOOD CLUSTER OVER A PROSPECTIVE 6 YEAR TIME PERIOD	TOTAL NUMBER OF SQUARE FEED IN THE SCHOOL'S FEEDER PATTERN THAT HAD A MAJOR CONSTRUCTION IN THE PRECEDING 10 FISCAL YEARS DIVIDED BY TOTAL SQUARE FOOTAGE OF THE FEEDER PATTERN	NUMBER OF AT-RISK STUDENTS ENROLLED IN THE SCHOOL BASED ON THE CURRENT SCHOOL YEAR ENROLLMENT PROJECTION
18	Bunker Hill Elementary School	PK3-5	Ward 5	2012	$92.44	23.13%	-1.64%	40.00%	225%	21.26%	96%	104
19	Simon Elementary School	PK3-5	Ward 8	2012	$143.61	14.90%	2.04%	89.23%	334%	11.59%	96%	204
20	Hendley Elementary School	PK3-5	Ward 8	2013	$240.27	12.18%	7.56%	92.89%	397%	10.04%	96%	405
21	Leckie Education Campus	PK3-8	Ward 8	2012	$126.37	6.46%	6.41%	95.43%	101%	17.52%	101%	250
22	Langley Elementary School	PK3-5	Ward 5	2011	$109.45	12.53%	2.03%	53.52%	165%	22.60%	100%	174
23	Bruce-Monroe Elementary School @ Park View	PK3-5	Ward 1	2012	$88.90	5.44%	0.64%	77.07%	129%	24.94%	82%	255
24	Plummer Elementary School	PK3-5	Ward 7	2014	$214.14	3.73%	14.35%	91.37%	187%	18.64%	70%	311
25	Beers Elementary School	PK3-5	Ward 7	2013	$179.02	2.12%	3.82%	98.28%	138%	31.95%	70%	269
26	Johnson Middle School	6-8	Ward 8	2015	$113.13	16.68%	0.37%	38.08%	106%	24.61%	77%	218
27	Ludlow-Taylor Elementary School	PK3-5	Ward 6	2013	$213.91	5.11%	7.79%	99.72%	93%	22.55%	99%	116
28	Ross Elementary School	PK3-5	Ward 2	2012	$122.93	1.62%	1.75%	95.45%	86%	14.47%	99%	7
29	Payne Elementary School	PK3-5	Ward 6	2015	$435.44	7.90%	5.02%	84.77%	129%	20.54%	63%	184
30	Peabody Elementary School (Capitol Hill Cluster)	PK3-K	Ward 6	2013	$198.60	0.74%	-0.25%	100.15%	125%	15.73%	98%	27
31	Langdon Elementary School	PK3-5	Ward 5	2015	$177.64	6.01%	1.12%	64.20%	236%	12.82%	93%	196
32	Kramer Middle School	6-8	Ward 8	2015	$256.62	2.02%	-4.87%	42.94%	210%	23.81%	95%	187

Source: DCPS 2017, DGS 2017, DME 2017

Appendix A.16 DCPS SY2017-18 Audited Enrollment, SY2022-23 and SY2027-28 Projected Enrollment by School by In-Boundary and Out-of-Boundary

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 IN-BOUNDARY	SY2017-18 OUT-OF-BOUNDARY	SY2017-18 TOTAL	SY2022-23 IN-BOUNDARY	SY2022-23 OUT-OF-BOUNDARY	SY2022-23 TOTAL	SY2027-28 IN-BOUNDARY	SY2027-28 OUT-OF-BOUNDARY	SY2027-28 TOTAL
Aiton ES	DCPS	DGS_0669.0	Elementary	Cluster 31	Ward 7	102	141	243	89	157	246	99	172	271
Amidon-Bowen ES	DCPS	DGS_0566.0	Elementary	Cluster 9	Ward 6	141	210	351	163	221	384	178	248	426
Anacostia HS	DCPS	DGS_0324.0	High	Cluster 34	Ward 8	283	96	379	115	41	156	132	47	179
Ballou HS	DCPS	DGS_0519.0	High	Cluster 39	Ward 8	636	244	880	562	295	857	632	338	970
Ballou STAY HS	DCPS	DGS_0519.0	Adult/Alternative	Cluster 39	Ward 8	0	495	495	0	495	495	0	495	495
Bancroft ES	DCPS	DGS_0343.0	Elementary	Cluster 2	Ward 1	354	190	544	404	214	618	448	238	686
Barnard ES	DCPS	DGS_0605.0	Elementary	Cluster 18	Ward 4	455	187	642	592	164	756	652	184	836
Beers ES	DCPS	DGS_0535.0	Elementary	Cluster 34	Ward 7	225	259	484	289	316	605	320	352	672
Benjamin Banneker HS	DCPS	Old Shaw JHS	High	Cluster 7	Ward 6	0	482	482	0	482	482	0	482	482
Boone ES	DCPS	DGS_0182.0	Elementary	Cluster 34	Ward 8	134	270	404	104	338	442	118	369	487
Brent ES	DCPS	DGS_0504.0	Elementary	Cluster 26	Ward 6	288	137	425	403	121	524	441	136	577
Brightwood EC	DCPS	DGS_0270.0	Education Campus	Cluster 18	Ward 4	568	169	737	548	131	679	601	145	746
Brookland MS	DCPS	DGS_0235.0	Middle	Cluster 20	Ward 5	133	105	238	65	104	169	78	125	203
Browne EC	DCPS	DGS_0422.0	Education Campus	Cluster 23	Ward 5	168	157	325	164	212	376	185	238	423
Bruce Monroe ES at Park View	DCPS	DGS_0533.0	Elementary	Cluster 2	Ward 1	215	258	473	230	287	517	255	317	572
Bunker Hill ES	DCPS	DGS_0301.0	Elementary	Cluster 20	Ward 5	132	68	200	182	110	292	199	121	320

Source: OSSE Student Level Data and Audited Enrollment, DC Office of Planning Single Age Populations, DME 2017, AECOM 2018

Note: The following schools do not have a school boundary, so the in-boundary enrollment is 0: Ballou STAY HS, Benjamin Banneker HS, Capitol Hill Montessori at Logan, CHOICE Academy, Dorothy Height ES, Ellington School of the Arts, Inspiring Youth, Luke C Moore Alternative HS, MacFarland MS (for SY17-18 only), McKinley Technology HS, Phelps Architecture, Construction, and Engineering HS, Ron Brown Preparatory HS, Roosevelt STAY HS, School within a School at Goding, School Without Walls HS, Washington Metropolitan HS, and Youth Services Center.

For SY17-18 enrollment, all non-geocoded students (or students whose address could not be associated with a specific geography) are included in the out of boundary counts.

For the purposes of the SY22-23 and SY27-28 enrollment projections, the SY15-16 and SY17-18 non-geocoded students were distributed into the 92 in and out of boundary neighborhood clusters (as described in Figure 3.5) in the same proportion as the geocoded in-boundary and out of boundary students (not shown). This was done to ensure the baseline data included all enrolled students in the capture rate.

Appendix A.16 DCPS SY2017-18 Audited Enrollment, SY2022-23 and SY2027-28 Projected Enrollment by School by In-Boundary and Out-of-Boundary (cont.)

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 IN-BOUNDARY	SY2017-18 OUT-OF-BOUNDARY	SY2017-18 TOTAL	SY2022-23 IN-BOUNDARY	SY2022-23 OUT-OF-BOUNDARY	SY2022-23 TOTAL	SY2027-28 IN-BOUNDARY	SY2027-28 OUT-OF-BOUNDARY	SY2027-28 TOTAL
Burroughs EC	DCPS	DGS_0356.0	Elementary	Cluster 22	Ward 5	112	170	282	98	223	321	109	246	355
Burrville ES	DCPS	DGS_0740.0	Elementary	Cluster 31	Ward 7	165	135	300	181	144	325	204	157	361
C W Harris ES	DCPS	DGS_0455.0	Elementary	Cluster 33	Ward 7	173	105	278	185	115	300	206	126	332
Capitol Hill Montessori School at Logan	DCPS	DGS_0457.0	Education Campus	Cluster 25	Ward 6	0	365	365	0	392	392	0	392	392
Cardozo EC	DCPS	DGS_0178.0	Education Campus	Cluster 2	Ward 1	308	480	788	332	525	857	385	605	990
CHOICE Academy @ Wash Met	DCPS	DGS_0789.0	Adult/Alternative	Cluster 3	Ward 1	0	1	1	0	1	1	0	1	1
Cleveland ES	DCPS	DGS_0357.0	Elementary	Cluster 3	Ward 1	88	229	317	155	238	393	173	264	437
Columbia Heights EC (CHEC)	DCPS	DGS_0472.0	Education Campus	Cluster 2	Ward 1	137	1,103	1,240	189	961	1,150	226	1,105	1,331
Coolidge HS	DCPS	DGS_0710.0	High	Cluster 17	Ward 4	170	140	310	143	105	248	162	121	283
Deal MS	DCPS	DGS_0529.0	Middle	Cluster 11	Ward 3	1,034	441	1,475	1,368	394	1,762	1,638	470	2,108
Dorothy Height ES	DCPS	DGS_0775.0	Elementary	Cluster 18	Ward 4	0	479	479	0	512	512	0	558	558
Drew ES	DCPS	DGS_0687.0	Elementary	Cluster 31	Ward 7	135	137	272	144	200	344	161	224	385
Duke Ellington School for the Arts	DCPS	DGS_0526.0	High	Cluster 4	Ward 2	0	566	566	0	566	566	0	566	566
Dunbar HS	DCPS	DGS_0272.0	High	Cluster 21	Ward 5	329	288	617	346	274	620	395	313	708
Eastern HS	DCPS	DGS_0181.0	High	Cluster 26	Ward 6	291	478	769	218	343	561	248	390	638
Eaton ES	DCPS	DGS_0507.0	Elementary	Cluster 15	Ward 3	291	185	476	398	124	522	447	140	587
Eliot Hine MS	DCPS	DGS_0359.0	Middle	Cluster 25	Ward 6	39	164	203	38	200	238	45	239	284
Garfield ES	DCPS	DGS_0421.0	Elementary	Cluster 36	Ward 8	200	101	301	219	109	328	244	119	363

Appendix A.16 DCPS SY2017-18 Audited Enrollment, SY2022-23 and SY2027-28 Projected Enrollment by School by In-Boundary and Out-of-Boundary (cont.)

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 IN-BOUNDARY	SY2017-18 OUT-OF-BOUNDARY	SY2017-18 TOTAL	SY2022-23 IN-BOUNDARY	SY2022-23 OUT-OF-BOUNDARY	SY2022-23 TOTAL	SY2027-28 IN-BOUNDARY	SY2027-28 OUT-OF-BOUNDARY	SY2027-28 TOTAL
Garrison ES	DCPS	DGS_0242.0	Elementary	Cluster 7	Ward 2	99	151	250	151	183	334	168	201	369
H D Cooke ES	DCPS	DGS_0430.0	Elementary	Cluster 1	Ward 1	222	182	404	319	142	461	355	153	508
H.D. Woodson HS	DCPS	DGS_0681.0	High	Cluster 31	Ward 7	357	131	488	203	106	309	232	122	354
Hardy MS	DCPS	DGS_0355.0	Middle	Cluster 4	Ward 2	104	288	392	159	312	471	190	376	566
Hart MS	DCPS	DGS_0698.0	Middle	Cluster 39	Ward 8	256	81	337	227	84	311	265	101	366
Hearst ES	DCPS	DGS_0550.0	Elementary	Cluster 15	Ward 3	183	129	312	308	71	379	343	79	422
Hendley ES	DCPS	DGS_0596.0	Elementary	Cluster 39	Ward 8	311	68	379	259	59	318	279	64	343
Houston ES	DCPS	DGS_0219.0	Elementary	Cluster 31	Ward 7	149	120	269	142	139	281	157	153	310
Hyde-Addison ES	DCPS	DGS_0485.0	Elementary	Cluster 4	Ward 2	78	242	320	100	266	366	109	297	406
Inspiring Youth	DCPS	DCPS_1BLD	Adult/Alternative	Cluster 25	Ward 6	0	40	40	0	40	40	0	40	40
J O Wilson ES	DCPS	DGS_0695.0	Elementary	Cluster 25	Ward 6	138	371	509	172	414	586	185	462	647
Janney ES	DCPS	DGS_0580.0	Elementary	Cluster 11	Ward 3	675	62	737	687	98	785	772	115	887
Jefferson Middle School Academy	DCPS	DGS_0739.0	Middle	Cluster 9	Ward 6	94	220	314	114	304	418	150	362	512
Johnson John Hayden MS	DCPS	DGS_0293.0	Middle	Cluster 38	Ward 8	146	109	255	155	83	238	186	99	285
Kelly Miller MS	DCPS	DGS_0462.0	Middle	Cluster 31	Ward 7	310	77	387	238	101	339	285	120	405
Ketcham ES	DCPS	DGS_0364.0	Elementary	Cluster 28	Ward 8	166	144	310	151	184	335	166	203	369
Key ES	DCPS	DGS_0653.0	Elementary	Cluster 13	Ward 3	355	62	417	437	81	518	489	91	580
Kimball ES	DCPS	DGS_0514.0	Elementary	Cluster 32	Ward 7	228	97	325	261	109	370	290	121	411
King, M L ES	DCPS	DGS_0481.0	Elementary	Cluster 39	Ward 8	159	187	346	147	177	324	159	193	352

Appendix A.16 DCPS SY2017-18 Audited Enrollment, SY2022-23 and SY2027-28 Projected Enrollment by School by In-Boundary and Out-of-Boundary (cont.)

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 IN-BOUNDARY	SY2017-18 OUT-OF-BOUNDARY	SY2017-18 TOTAL	SY2022-23 IN-BOUNDARY	SY2022-23 OUT-OF-BOUNDARY	SY2022-23 TOTAL	SY2027-28 IN-BOUNDARY	SY2027-28 OUT-OF-BOUNDARY	SY2027-28 TOTAL
Kramer MS	DCPS	DGS_0332.0	Middle	Cluster 34	Ward 8	128	66	194	76	74	150	91	87	178
Lafayette ES	DCPS	DGS_0690.0	Elementary	Cluster 10	Ward 4	705	111	816	871	168	1,039	973	194	1,167
Langdon EC	DCPS	DGS_0786.0	Elementary	Cluster 22	Ward 5	181	143	324	233	171	404	256	190	446
Langley EC	DCPS	DGS_0210.0	Elementary	Cluster 21	Ward 5	136	139	275	137	175	312	149	196	345
LaSalle-Backus EC	DCPS	DGS_0661.0	Education Campus	Cluster 19	Ward 4	192	171	363	118	173	291	129	192	321
Leckie ES	DCPS	DGS_0593.0	Education Campus	Cluster 44	Ward 8	194	364	558	119	554	673	128	615	743
Ludlow-Taylor ES	DCPS	DGS_0721.0	Elementary	Cluster 25	Ward 6	110	304	414	189	337	526	207	374	581
Luke Moore Alternative HS	DCPS	DGS_0205.0	High	Cluster 22	Ward 5	0	251	251	0	226	226	0	264	264
MacFarland MS	DCPS	DGS_0613.0	Middle	Cluster 18	Ward 4	0	132	132	106	158	264	127	190	317
Malcolm X ES at Green	DCPS	DGS_0313.0	Elementary	Cluster 38	Ward 8	106	150	256	109	200	309	121	222	343
Mann ES	DCPS	DGS_0616.0	Elementary	Cluster 13	Ward 3	334	66	400	420	76	496	470	85	555
Marie Reed ES	DCPS	DGS_0396.2	Elementary	Cluster 1	Ward 1	150	277	427	214	303	517	237	334	571
Maury ES	DCPS	DGS_0258.0	Elementary	Cluster 25	Ward 6	343	64	407	488	21	509	539	23	562
McKinley Middle School	DCPS	DGS_0283.0	Middle	Cluster 21	Ward 5	83	158	241	80	213	293	95	254	349
McKinley Technology HS	DCPS	DGS_0283.0	High	Cluster 21	Ward 5	0	620	620	0	608	608	0	693	693
Miner ES	DCPS	DGS_0696.0	Elementary	Cluster 25	Ward 6	188	157	345	196	115	311	213	126	339
Moten ES	DCPS	DGS_0323.0	Elementary	Cluster 37	Ward 8	243	158	401	178	226	404	197	251	448
Murch ES	DCPS	DGS_0638.0	Elementary	Cluster 12	Ward 3	443	130	573	517	142	659	579	160	739
Nalle ES	DCPS	DGS_0394.0	Elementary	Cluster 33	Ward 7	197	190	387	202	229	431	225	255	480

Appendix A.16 DCPS SY2017-18 Audited Enrollment, SY2022-23 and SY2027-28 Projected Enrollment by School by In-Boundary and Out-of-Boundary (cont.)

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 IN-BOUNDARY	SY2017-18 OUT-OF-BOUNDARY	SY2017-18 TOTAL	SY2022-23 IN-BOUNDARY	SY2022-23 OUT-OF-BOUNDARY	SY2022-23 TOTAL	SY2027-28 IN-BOUNDARY	SY2027-28 OUT-OF-BOUNDARY	SY2027-28 TOTAL
Noyes EC	DCPS	DGS_0444.0	Elementary	Cluster 22	Ward 5	138	57	195	159	84	243	177	93	270
Oyster Adams Bilingual School (Adams)	DCPS	DGS_0380.0	Middle	Cluster 1	Ward 1	152	195	347	211	214	425	246	251	497
Oyster Adams Bilingual School (Oyster)	DCPS	DGS_0446.0	Elementary	Cluster 15	Ward 3	175	155	330	192	168	360	216	185	401
Patterson ES	DCPS	DGS_0608.0	Elementary	Cluster 39	Ward 8	237	137	374	223	135	358	239	149	388
Payne ES	DCPS	DGS_0466.0	Elementary	Cluster 26	Ward 6	139	176	315	191	194	385	205	220	425
Peabody ES (Capitol Hill Cluster)	DCPS	DGS_0595.0	Elementary	Cluster 25	Ward 6	187	40	227	223	50	273	238	53	291
Phelps Architecture Construction and Engineering HS	DCPS	DGS_0725.0	High	Cluster 23	Ward 5	0	260	260	0	232	232	0	265	265
Plummer ES	DCPS	DGS_0202.0	Elementary	Cluster 33	Ward 7	213	162	375	227	142	369	250	158	408
Powell ES	DCPS	DGS_0287.0	Elementary	Cluster 18	Ward 4	283	265	548	356	286	642	395	318	713
Randle Highlands ES	DCPS	DGS_0803.0	Elementary	Cluster 34	Ward 7	143	182	325	120	214	334	134	236	370
Raymond EC	DCPS	DGS_0788.0	Education Campus	Cluster 18	Ward 4	314	275	589	216	318	534	242	350	592
River Terrace ES	DCPS	DGS_0184.0	SPED	Cluster 32	Ward 7	0	137	137	0	160	160	0	160	160
Ron Brown College Preparatory High School	DCPS	DGS_0637.0	High	Cluster 31	Ward 7	0	209	209	0	418	418	0	418	418
Roosevelt HS	DCPS	DGS_0610.0	High	Cluster 18	Ward 4	434	264	698	651	365	1,016	744	416	1,160
Roosevelt STAY HS	DCPS	DGS_0610.0	Adult/Alternative	Cluster 18	Ward 4	0	515	515	0	515	515	0	515	515
Ross ES	DCPS	DGS_0340.0	Elementary	Cluster 6	Ward 2	128	46	174	169	40	209	185	45	230
Savoy ES	DCPS	DGS_0419.0	Elementary	Cluster 37	Ward 8	183	84	267	92	80	172	102	88	190

Appendix A.16 DCPS SY2017-18 Audited Enrollment, SY2022-23 and SY2027-28 Projected Enrollment by School by In-Boundary and Out-of-Boundary (cont.)

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 IN-BOUNDARY	SY2017-18 OUT-OF-BOUNDARY	SY2017-18 TOTAL	SY2022-23 IN-BOUNDARY	SY2022-23 OUT-OF-BOUNDARY	SY2022-23 TOTAL	SY2027-28 IN-BOUNDARY	SY2027-28 OUT-OF-BOUNDARY	SY2027-28 TOTAL
School Within School at Goding	DCPS	DGS_0762.0	Elementary	Cluster 25	Ward 6	0	308	308	0	373	373	0	421	421
School Without Walls SHS	DCPS	DGS_0388.0	High	Cluster 5	Ward 2	0	592	592	0	592	592	0	592	592
Seaton ES	DCPS	DGS_0177.0	Elementary	Cluster 7	Ward 6	134	237	371	185	327	512	203	362	565
Shepherd ES	DCPS	DGS_0296.0	Elementary	Cluster 16	Ward 4	156	208	364	220	230	450	240	256	496
Simon ES	DCPS	DGS_0568.0	Elementary	Cluster 39	Ward 8	178	96	274	187	100	287	202	110	312
Smothers ES	DCPS	DGS_0612.0	Elementary	Cluster 30	Ward 7	137	115	252	139	117	256	152	127	279
Sousa MS	DCPS	DGS_0536.0	Middle	Cluster 32	Ward 7	155	73	228	128	95	223	154	113	267
Stanton ES	DCPS	DGS_0443.0	Elementary	Cluster 36	Ward 8	266	227	493	235	245	480	262	270	532
Stoddert ES	DCPS	DGS_0578.0	Elementary	Cluster 14	Ward 3	350	88	438	411	82	493	462	92	554
Stuart-Hobson MS (Capitol Hill Cluster)	DCPS	DGS_0576.0	Middle	Cluster 25	Ward 6	107	315	422	127	336	463	149	413	562
SWW @ Francis Stevens EC	DCPS	DGS_0420.0	Education Campus	Cluster 5	Ward 2	167	306	473	241	359	600	271	409	680
Takoma EC	DCPS	DGS_0723.0	Education Campus	Cluster 17	Ward 4	273	200	473	287	137	424	311	152	463
Thomas ES	DCPS	DGS_0719.0	Elementary	Cluster 30	Ward 7	273	111	384	231	148	379	254	165	419
Thomson ES	DCPS	DGS_0241.0	Elementary	Cluster 8	Ward 2	175	133	308	199	169	368	221	186	407
Truesdell EC	DCPS	DGS_0738.0	Education Campus	Cluster 18	Ward 4	409	289	698	389	262	651	434	289	723
Tubman ES	DCPS	DGS_0471.0	Elementary	Cluster 2	Ward 1	303	232	535	351	212	563	390	237	627
Turner ES	DCPS	DGS_0499.0	Elementary	Cluster 38	Ward 8	317	146	463	369	157	526	408	174	582
Tyler ES	DCPS	DGS_0726.0	Elementary	Cluster 26	Ward 6	116	409	525	123	465	588	135	520	655

Appendix A.16 DCPS SY2017-18 Audited Enrollment, SY2022-23 and SY2027-28 Projected Enrollment by School by In-Boundary and Out-of-Boundary (cont.)

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 IN-BOUNDARY	SY2017-18 OUT-OF-BOUNDARY	SY2017-18 TOTAL	SY2022-23 IN-BOUNDARY	SY2022-23 OUT-OF-BOUNDARY	SY2022-23 TOTAL	SY2027-28 IN-BOUNDARY	SY2027-28 OUT-OF-BOUNDARY	SY2027-28 TOTAL
Van Ness ES	DCPS	DGS_0770.0	Elementary	Cluster 27	Ward 6	147	68	215	346	125	471	514	139	653
Walker-Jones EC	DCPS	DGS_0195.0	Education Campus	Cluster 8	Ward 6	263	172	435	277	220	497	309	246	555
Washington Metropolitan HS	DCPS	DGS_0789.0	High	Cluster 3	Ward 1	0	195	195	0	288	288	0	335	335
Watkins ES (Capitol Hill Cluster)	DCPS	DGS_0586.0	Elementary	Cluster 26	Ward 6	140	288	428	156	250	406	173	284	457
West EC	DCPS	DGS_0179.0	Education Campus	Cluster 18	Ward 4	172	158	330	177	166	343	198	183	381
Wheatley EC	DCPS	DGS_0262.0	Education Campus	Cluster 23	Ward 5	187	137	324	128	206	334	141	231	372
Whittier EC	DCPS	DGS_0706.0	Education Campus	Cluster 17	Ward 4	206	119	325	150	111	261	161	130	291
Wilson HS	DCPS	DGS_0551.0	High	Cluster 11	Ward 3	1,079	750	1,829	1,355	659	2,014	1,558	751	2,309
Youth Services Center	DCPS	N/A	Adult/Alternative	Cluster 23	Ward 5	0	52	52	0	52	52	0	52	52

Appendix A.17 DCPS SY2017–18 Audited Enrollment, SY2022–23 and SY2027–28 Projected Enrollment by School and DCPS Growth Plan

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 TOTAL	SY2022-23 EP	SY2022-23 GP	SY2022-23 TOTAL	SY2027-28 EP	SY2027-28 GP	SY2027-28 TOTAL
Aiton ES	DCPS	DGS_0669.0	Elementary	Cluster 31	Ward 7	243	246	0	246	271	0	271
Amidon-Bowen ES	DCPS	DGS_0566.0	Elementary	Cluster 9	Ward 6	351	384	20	404	426	20	446
Anacostia HS	DCPS	DGS_0324.0	High	Cluster 34	Ward 8	379	156	0	156	179	0	179
Ballou HS	DCPS	DGS_0519.0	High	Cluster 39	Ward 8	880	857	0	857	970	0	970
Ballou STAY HS	DCPS	DGS_0519.0	Adult/ Alternative	Cluster 39	Ward 8	495	495	0	495	495	0	495
Bancroft ES	DCPS	DGS_0343.0	Elementary	Cluster 2	Ward 1	544	618	0	618	686	0	686
Bard HS	DCPS	TBD	High	TBD	Ward 7 or 8	n/a	0	500	500	0	500	500
Barnard ES	DCPS	DGS_0605.0	Elementary	Cluster 18	Ward 4	642	756	0	756	836	0	836
Beers ES	DCPS	DGS_0535.0	Elementary	Cluster 34	Ward 7	484	605	0	605	672	0	672
Benjamin Banneker HS	DCPS	Old Shaw JHS	High	Cluster 7	Ward 6	482	482	318	800	482	318	800
Boone ES	DCPS	DGS_0182.0	Elementary	Cluster 34	Ward 8	404	442	0	442	487	0	487
Brent ES	DCPS	DGS_0504.0	Elementary	Cluster 26	Ward 6	425	524	0	524	577	0	577
Brightwood EC	DCPS	DGS_0270.0	Education Campus	Cluster 18	Ward 4	737	679	20	699	746	25	771
Brookland MS	DCPS	DGS_0235.0	Middle	Cluster 20	Ward 5	238	169	0	169	203	0	203
Browne EC	DCPS	DGS_0422.0	Education Campus	Cluster 23	Ward 5	325	376	0	376	423	0	423
Bruce Monroe ES at Park View	DCPS	DGS_0533.0	Elementary	Cluster 2	Ward 1	473	517	0	517	572	0	572
Bunker Hill ES	DCPS	DGS_0301.0	Elementary	Cluster 20	Ward 5	200	292	0	292	320	0	320
Burroughs EC	DCPS	DGS_0356.0	Elementary	Cluster 22	Ward 5	282	321	0	321	355	0	355

Source: OSSE Student Level Data and Audited Enrollment, DC Office of Planning Single Age Populations, DME 2017, AECOM 2018
Note: EP = School Level Enrollment Projections; GP=Growth Plan

Appendix A.17 DCPS SY2017-18 Audited Enrollment, SY2022-23 and SY2027-28 Projected Enrollment by School and DCPS Growth Plan (cont.)

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 TOTAL	SY2022-23 EP	SY2022-23 GP	SY2022-23 TOTAL	SY2027-28 EP	SY2027-28 GP	SY2027-28 TOTAL
Burrville ES	DCPS	DGS_0740.0	Elementary	Cluster 31	Ward 7	300	325	0	325	361	0	361
C W Harris ES	DCPS	DGS_0455.0	Elementary	Cluster 33	Ward 7	278	300	0	300	332	0	332
Capitol Hill Montessori School at Logan	DCPS	DGS_0457.0	Education Campus	Cluster 25	Ward 6	365	392	0	392	392	0	392
Cardozo EC	DCPS	DGS_0178.0	Education Campus	Cluster 2	Ward 1	788	857	0	857	990	0	990
CHOICE Academy @ Wash Met	DCPS	DGS_0789.0	Adult/ Alternative	Cluster 3	Ward 1	1	1	0	1	1	0	1
Cleveland ES	DCPS	DGS_0357.0	Elementary	Cluster 3	Ward 1	317	393	0	393	437	0	437
Columbia Heights EC (CHEC)	DCPS	DGS_0472.0	Education Campus	Cluster 2	Ward 1	1,240	1,150	0	1,150	1,331	0	1,331
Coolidge HS	DCPS	DGS_0710.0	High	Cluster 17	Ward 4	310	248	387	635	283	446	729
Deal MS	DCPS	DGS_0529.0	Middle	Cluster 11	Ward 3	1,475	1,762	0	1,762	2,108	0	2,108
Dorothy Height ES	DCPS	DGS_0775.0	Elementary	Cluster 18	Ward 4	479	512	0	512	558	0	558
Drew ES	DCPS	DGS_0687.0	Elementary	Cluster 31	Ward 7	272	344	0	344	385	0	385
Duke Ellington School for the Arts	DCPS	DGS_0526.0	High	Cluster 4	Ward 2	566	566	0	566	566	0	566
Dunbar HS	DCPS	DGS_0272.0	High	Cluster 21	Ward 5	617	620	0	620	708	0	708
Eastern HS	DCPS	DGS_0181.0	High	Cluster 26	Ward 6	769	561	0	561	638	0	638
Eaton ES	DCPS	DGS_0507.0	Elementary	Cluster 15	Ward 3	476	522	0	522	587	0	587
Eliot Hine MS	DCPS	DGS_0359.0	Middle	Cluster 25	Ward 6	203	238	0	238	284	0	284
Excel Academy	DCPS	TBD	Education Campus	TBD	TBD	n/a	0	609	609	0	687	687
Garfield ES	DCPS	DGS_0421.0	Elementary	Cluster 36	Ward 8	301	328	0	328	363	0	363

Appendix A.17 DCPS SY2017-18 Audited Enrollment, SY2022-23 and SY2027-28 Projected Enrollment by School and DCPS Growth Plan (cont.)

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 TOTAL	SY2022-23 EP	SY2022-23 GP	SY2022-23 TOTAL	SY2027-28 EP	SY2027-28 GP	SY2027-28 TOTAL
Garrison ES	DCPS	DGS_0242.0	Elementary	Cluster 7	Ward 2	250	334	0	334	369	0	369
H D Cooke ES	DCPS	DGS_0430.0	Elementary	Cluster 1	Ward 1	404	461	0	461	508	0	508
H.D. Woodson HS	DCPS	DGS_0681.0	High	Cluster 31	Ward 7	488	309	0	309	354	0	354
Hardy MS	DCPS	DGS_0355.0	Middle	Cluster 4	Ward 2	392	471	0	471	566	0	566
Hart MS	DCPS	DGS_0698.0	Middle	Cluster 39	Ward 8	337	311	0	311	366	0	366
Hearst ES	DCPS	DGS_0550.0	Elementary	Cluster 15	Ward 3	312	379	0	379	422	0	422
Hendley ES	DCPS	DGS_0596.0	Elementary	Cluster 39	Ward 8	379	318	0	318	343	0	343
Houston ES	DCPS	DGS_0219.0	Elementary	Cluster 31	Ward 7	269	281	0	281	310	0	310
Hyde-Addison ES	DCPS	DGS_0485.0	Elementary	Cluster 4	Ward 2	320	366	0	366	406	0	406
Inspiring Youth	DCPS	DCPS_1BLD	Adult/ Alternative	Cluster 25	Ward 6	40	40	0	40	40	0	40
J O Wilson ES	DCPS	DGS_0695.0	Elementary	Cluster 25	Ward 6	509	586	0	586	647	0	647
Janney ES	DCPS	DGS_0580.0	Elementary	Cluster 11	Ward 3	737	785	0	785	887	0	887
Jefferson Middle School Academy	DCPS	DGS_0739.0	Middle	Cluster 9	Ward 6	314	418	0	418	512	0	512
Johnson John Hayden MS	DCPS	DGS_0293.0	Middle	Cluster 38	Ward 8	255	238	0	238	285	0	285
Kelly Miller MS	DCPS	DGS_0462.0	Middle	Cluster 31	Ward 7	387	339	0	339	405	0	405
Ketcham ES	DCPS	DGS_0364.0	Elementary	Cluster 28	Ward 8	310	335	0	335	369	0	369
Key ES	DCPS	DGS_0653.0	Elementary	Cluster 13	Ward 3	417	518	0	518	580	0	580
Kimball ES	DCPS	DGS_0514.0	Elementary	Cluster 32	Ward 7	325	370	0	370	411	0	411
King, M L ES	DCPS	DGS_0481.0	Elementary	Cluster 39	Ward 8	346	324	0	324	352	0	352

Appendix A.17 DCPS SY2017-18 Audited Enrollment, SY2022-23 and SY2027-28 Projected Enrollment by School and DCPS Growth Plan (cont.)

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 TOTAL	SY2022-23 EP	SY2022-23 GP	SY2022-23 TOTAL	SY2027-28 EP	SY2027-28 GP	SY2027-28 TOTAL
Kramer MS	DCPS	DGS_0332.0	Middle	Cluster 34	Ward 8	194	150	0	150	178	0	178
Lafayette ES	DCPS	DGS_0690.0	Elementary	Cluster 10	Ward 4	816	1,039	0	1,039	1,167	0	1,167
Langdon EC	DCPS	DGS_0786.0	Elementary	Cluster 22	Ward 5	324	404	0	404	446	0	446
Langley EC	DCPS	DGS_0210.0	Elementary	Cluster 21	Ward 5	275	312	0	312	345	0	345
LaSalle-Backus EC	DCPS	DGS_0661.0	Education Campus	Cluster 19	Ward 4	363	291	40	331	321	40	361
Leckie ES	DCPS	DGS_0593.0	Education Campus	Cluster 44	Ward 8	558	673	0	673	743	0	743
Ludlow-Taylor ES	DCPS	DGS_0721.0	Elementary	Cluster 25	Ward 6	414	526	0	526	581	0	581
Luke Moore Alternative HS	DCPS	DGS_0205.0	High	Cluster 22	Ward 5	251	226	0	226	264	0	264
MacFarland MS	DCPS	DGS_0613.0	Middle	Cluster 18	Ward 4	132	264	369	633	317	316	633
Malcolm X ES at Green	DCPS	DGS_0313.0	Elementary	Cluster 38	Ward 8	256	309	0	309	343	0	343
Mann ES	DCPS	DGS_0616.0	Elementary	Cluster 13	Ward 3	400	496	0	496	555	0	555
Marie Reed ES	DCPS	DGS_0396.2	Elementary	Cluster 1	Ward 1	427	517	0	517	571	0	571
Maury ES	DCPS	DGS_0258.0	Elementary	Cluster 25	Ward 6	407	509	0	509	562	0	562
McKinley Middle School	DCPS	DGS_0283.0	Middle	Cluster 21	Ward 5	241	293	0	293	349	0	349
McKinley Technology HS	DCPS	DGS_0283.0	High	Cluster 21	Ward 5	620	608	0	608	693	0	693
Miner ES	DCPS	DGS_0696.0	Elementary	Cluster 25	Ward 6	345	311	0	311	339	0	339
Moten ES	DCPS	DGS_0323.0	Elementary	Cluster 37	Ward 8	401	404	0	404	448	0	448
Murch ES	DCPS	DGS_0638.0	Elementary	Cluster 12	Ward 3	573	659	0	659	739	0	739
Nalle ES	DCPS	DGS_0394.0	Elementary	Cluster 33	Ward 7	387	431	0	431	480	0	480

Appendix A.17 DCPS SY2017-18 Audited Enrollment, SY2022-23 and SY2027-28 Projected Enrollment by School and DCPS Growth Plan (cont.)

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 TOTAL	SY2022-23 EP	SY2022-23 GP	SY2022-23 TOTAL	SY2027-28 EP	SY2027-28 GP	SY2027-28 TOTAL
New North Middle School	DCPS	TBD	Middle	Cluster 17	Ward 4	n/a	0	538	538	0	538	538
Noyes EC	DCPS	DGS_0444.0	Elementary	Cluster 22	Ward 5	195	243	20	263	270	20	290
Oyster Adams Bilingual School (Adams)	DCPS	DGS_0380.0	Middle	Cluster 1	Ward 1	347	425	0	425	497	0	497
Oyster Adams Bilingual School (Oyster)	DCPS	DGS_0446.0	Elementary	Cluster 15	Ward 3	330	360	0	360	401	0	401
Patterson ES	DCPS	DGS_0608.0	Elementary	Cluster 39	Ward 8	374	358	0	358	388	0	388
Payne ES	DCPS	DGS_0466.0	Elementary	Cluster 26	Ward 6	315	385	0	385	425	0	425
Peabody ES (Capitol Hill Cluster)	DCPS	DGS_0595.0	Elementary	Cluster 25	Ward 6	227	273	0	273	291	0	291
Phelps Architecture Construction and Engineering HS	DCPS	DGS_0725.0	High	Cluster 23	Ward 5	260	232	0	232	265	0	265
Plummer ES	DCPS	DGS_0202.0	Elementary	Cluster 33	Ward 7	375	369	0	369	408	0	408
Powell ES	DCPS	DGS_0287.0	Elementary	Cluster 18	Ward 4	548	642	0	642	713	0	713
Randle Highlands ES	DCPS	DGS_0803.0	Elementary	Cluster 34	Ward 7	325	334	0	334	370	0	370
Raymond EC	DCPS	DGS_0788.0	Education Campus	Cluster 18	Ward 4	589	534	40	574	592	40	632
River Terrace ES	DCPS	DGS_0184.0	SPED	Cluster 32	Ward 7	137	160	0	160	160	0	160
Ron Brown College Preparatory High School	DCPS	DGS_0637.0	High	Cluster 31	Ward 7	209	418	63	481	418	63	481
Roosevelt HS	DCPS	DGS_0610.0	High	Cluster 18	Ward 4	698	1,016	0	1,016	1,160	0	1,160
Roosevelt STAY HS	DCPS	DGS_0610.0	Adult/ Alternative	Cluster 18	Ward 4	515	515	0	515	515	0	515
Ross ES	DCPS	DGS_0340.0	Elementary	Cluster 6	Ward 2	174	209	0	209	230	0	230
Savoy ES	DCPS	DGS_0419.0	Elementary	Cluster 37	Ward 8	267	172	0	172	190	0	190

Appendix A.17 DCPS SY2017-18 Audited Enrollment, SY2022-23 and SY2027-28 Projected Enrollment by School and DCPS Growth Plan (cont.)

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 TOTAL	SY2022-23 EP	SY2022-23 GP	SY2022-23 TOTAL	SY2027-28 EP	SY2027-28 GP	SY2027-28 TOTAL
School Within School at Goding	DCPS	DGS_0762.0	Elementary	Cluster 25	Ward 6	308	373	0	373	421	0	421
School Without Walls SHS	DCPS	DGS_0388.0	High	Cluster 5	Ward 2	592	592	0	592	592	0	592
Seaton ES	DCPS	DGS_0177.0	Elementary	Cluster 7	Ward 6	371	512	0	512	565	0	565
Shepherd ES	DCPS	DGS_0296.0	Elementary	Cluster 16	Ward 4	364	450	0	450	496	0	496
Simon ES	DCPS	DGS_0568.0	Elementary	Cluster 39	Ward 8	274	287	0	287	312	0	312
Smothers ES	DCPS	DGS_0612.0	Elementary	Cluster 30	Ward 7	252	256	0	256	279	0	279
Sousa MS	DCPS	DGS_0536.0	Middle	Cluster 32	Ward 7	228	223	0	223	267	0	267
Stanton ES	DCPS	DGS_0443.0	Elementary	Cluster 36	Ward 8	493	480	0	480	532	0	532
Stoddert ES	DCPS	DGS_0578.0	Elementary	Cluster 14	Ward 3	438	493	0	493	554	0	554
Stuart-Hobson MS (Capitol Hill Cluster)	DCPS	DGS_0576.0	Middle	Cluster 25	Ward 6	422	463	0	463	562	0	562
SWW @ Francis Stevens EC	DCPS	DGS_0420.0	Education Campus	Cluster 5	Ward 2	473	600	0	600	680	0	680
Takoma EC	DCPS	DGS_0723.0	Education Campus	Cluster 17	Ward 4	473	424	40	464	463	40	503
Thaddeus Stevens	DCPS	TBD	Pre-K	Cluster 6	Ward 2	n/a	0	125	125	0	125	125
Thomas ES	DCPS	DGS_0719.0	Elementary	Cluster 30	Ward 7	384	379	0	379	419	0	419
Thomson ES	DCPS	DGS_0241.0	Elementary	Cluster 8	Ward 2	308	368	20	388	407	20	427
Truesdell EC	DCPS	DGS_0738.0	Education Campus	Cluster 18	Ward 4	698	651	40	691	723	40	763
Tubman ES	DCPS	DGS_0471.0	Elementary	Cluster 2	Ward 1	535	563	0	563	627	0	627
Turner ES	DCPS	DGS_0499.0	Elementary	Cluster 38	Ward 8	463	526	0	526	582	0	582

Appendix A.17 DCPS SY2017-18 Audited Enrollment, SY2022-23 and SY2027-28 Projected Enrollment by School and DCPS Growth Plan (cont.)

SCHOOL NAME	SECTOR	FACILITY CODE	FACILITY GRADE BAND	NEIGHBORHOOD CLUSTER	WARD	SY2017-18 TOTAL	SY2022-23 EP	SY2022-23 GP	SY2022-23 TOTAL	SY2027-28 EP	SY2027-28 GP	SY2027-28 TOTAL
Tyler ES	DCPS	DGS_0726.0	Elementary	Cluster 26	Ward 6	525	588	0	588	655	0	655
Van Ness ES	DCPS	DGS_0770.0	Elementary	Cluster 27	Ward 6	215	471	0	471	653	0	653
Walker-Jones EC	DCPS	DGS_0195.0	Education Campus	Cluster 8	Ward 6	435	497	0	497	555	0	555
Washington Metropolitan HS	DCPS	DGS_0789.0	High	Cluster 3	Ward 1	195	288	0	288	335	0	335
Watkins ES (Capitol Hill Cluster)	DCPS	DGS_0586.0	Elementary	Cluster 26	Ward 6	428	406	0	406	457	0	457
West EC	DCPS	DGS_0179.0	Education Campus	Cluster 18	Ward 4	330	343	80	423	381	80	461
Wheatley EC	DCPS	DGS_0262.0	Education Campus	Cluster 23	Ward 5	324	334	0	334	372	0	372
Whittier EC	DCPS	DGS_0706.0	Education Campus	Cluster 17	Ward 4	325	261	40	301	291	40	331
Wilson HS	DCPS	DGS_0551.0	High	Cluster 11	Ward 3	1,829	2,014	0	2,014	2,309	0	2,309
Youth Services Center	DCPS	N/A	Adult/ Alternative	Cluster 23	Ward 5	52	52	0	52	52	0	52

Appendix A.18 Public Charter School Growth Plans by School

SCHOOL NAME	GROWTH PLAN SUBMITTED	ENROLLMENT SY2017-18	ANTICIPATED ENROLLMENT SY2022-23	ANTICIPATED ENROLLMENT SY2027-28	PERCENT CHANGE (SY2017-18 TO SY2022-23)	PERCENT CHANGE (SY2022-23 TO SY2027-28)
Academy of Hope Adult PCS [18th Place]	Yes	234	400	525	71%	31%
Academy of Hope Adult PCS [Southeast]	Yes	152	N/A	N/A	--	--
Academy of Hope Adult PCS (relocation)	Yes	N/A	500	725	--	45%
Achievement Preparatory PCS-Elementary	No	486	486	486	0%	0%
Achievement Preparatory PCS-Middle School	No	476	476	476	0%	0%
AppleTree Early Learning PCS - Columbia Heights	Yes	162	160	160	-1%	0%
AppleTree Early Learning PCS - Lincoln Park	Yes	60	60	60	0%	0%
AppleTree Early Learning PCS - Oklahoma Avenue	Yes	142	160	160	13%	0%
AppleTree Early Learning PCS - Southeast [Douglas Knoll]	Yes	91	88	88	-3%	0%
AppleTree Early Learning PCS - Southeast [Parklands]	Yes	90	N/A	N/A	--	--
AppleTree Early Learning PCS - Southeast Parklands at THEARC (relocation)	Yes	N/A	85	85	--	0%
AppleTree Early Learning PCS - Southwest	Yes	108	N/A	N/A	--	--
AppleTree Early Learning PCS - Southwest (relocation)	Yes	N/A	105	105	--	0%
Basis DC PCS	No	596	596	596	0%	0%
Breakthrough Montessori PCS*	No	129	123	135	-5%	10%
Breakthrough Montessori PCS [Eastern Ave]*	No	N/A	208	270	--	30%
Bridges PCS [Mamie D. Lee]	Yes	399	440	440	10%	0%
Briya PCS [13th Street/Sharpe]	Yes	79	N/A	N/A	--	--
Briya PCS [1755 Newton Street NW] (relocation)	Yes	N/A	185	185	--	0%
Briya PCS [Gallatin Street/Fort Totten]	Yes	293	336	410	15%	22%
Briya PCS [Georgia Avenue/Petworth]	Yes	148	185	185	25%	0%

Source: DCPS 2017, DC PCSB 2017, DME 2017

*Note: *Enrollment for LEAs that did not submit a growth plan were kept constant for SY2022-23 and SY2027-28, unless one of their schools is still growing out to their full grade span. Enrollment for those schools (noted with an asterisk) was estimated using historical trends and uncertified SY2018-19 enrollment, as well as 100% retention or backfilling from one grade to the next.*

Note: Democracy Prep's growth plan indicated that they anticipated growing to 900 students by SY2022-23 and SY2027-28. However, at the time of analysis, Democracy Prep PCS was slated to close at the end of SY2018-19. Due to the uncertainty of their future status and whether another charter school operator would take over operations, their enrollment was set to zero for SY2022-23 and SY2027-28.

Appendix A.18 Public Charter School Growth Plans by School (cont.)

SCHOOL NAME	GROWTH PLAN SUBMITTED	ENROLLMENT SY2017-18	ANTICIPATED ENROLLMENT SY2022-23	ANTICIPATED ENROLLMENT SY2027-28	PERCENT CHANGE (SY2017-18 TO SY2022-23)	PERCENT CHANGE (SY2022-23 TO SY2027-28)
Briya PCS [Ontario Road/Adams Morgan/Main]	Yes	153	N/A	N/A	--	--
Briya PCS [Ontario Road/Adams Morgan/Main] (relocation)	Yes	N/A	167	167	--	0%
Capital City PCS-High School	Yes	335	335	335	0%	0%
Capital City PCS-Elementary School	Yes	324	324	324	0%	0%
Capital City PCS-Middle School	Yes	334	330	330	-1%	0%
Carlos Rosario International PCS [Harvard Street]	Yes	1,474	1,650	1,750	12%	6%
Carlos Rosario International PCS [Sonia Gutierrez]	Yes	647	550	650	-15%	18%
Cedar Tree Academy PCS	Yes	381	375	375	-2%	0%
Center City PCS - Brightwood	No	263	263	263	0%	0%
Center City PCS - Capitol Hill	No	260	260	260	0%	0%
Center City PCS - Congress Heights	No	256	256	256	0%	0%
Center City PCS - Petworth	No	252	252	252	0%	0%
Center City PCS - Shaw	No	236	236	236	0%	0%
Center City PCS - Trinidad	No	202	202	202	0%	0%
Cesar Chavez PCS for Public Policy - Capitol Hill	Yes	259	N/A	N/A	--	--
Cesar Chavez PCS for Public Policy - Capitol Hill (relocation)	Yes	N/A	300	300	--	0%
Cesar Chavez PCS for Public Policy - Chavez Prep	Yes	294	300	300	2%	0%
Cesar Chavez PCS for Public Policy - Parkside HS	Yes	367	400	400	9%	0%
Cesar Chavez PCS for Public Policy - Parkside MS	Yes	257	N/A	N/A	--	--
City Arts & Prep PCS	Yes	499	N/A	N/A	--	--
City Arts & Prep PCS (relocation)	Yes	N/A	520	520	--	0%
Community College Preparatory Academy PCS [Main]	Yes	195	N/A	N/A	--	--
Community College Preparatory Academy PCS [Wheeler Road]	Yes	405	N/A	N/A	--	--

Appendix A.18 Public Charter School Growth Plans by School (cont.)

SCHOOL NAME	GROWTH PLAN SUBMITTED	ENROLLMENT SY2017-18	ANTICIPATED ENROLLMENT SY2022-23	ANTICIPATED ENROLLMENT SY2027-28	PERCENT CHANGE (SY2017-18 TO SY2022-23)	PERCENT CHANGE (SY2022-23 TO SY2027-28)
Community College Prep - Ward 7 Campus (relocation/ consolidation)	Yes	N/A	850	850	--	0%
Community College Prep - Ward 8 Campus (new future school/facility)	Yes	N/A	725	725	--	0%
Creative Minds International PCS	Yes	441	600	660	36%	10%
DC Bilingual PCS	Yes	440	460	460	5%	0%
DC Prep PCS - Anacostia Elementary School [V Street]	Yes	304	453	453	49%	0%
DC Prep PCS - Anacostia Middle School (new future school/facility)	Yes	N/A	284	284	--	0%
DC Prep PCS - Benning Elementary School	Yes	453	453	453	0%	0%
DC Prep PCS- Benning Middle School	Yes	335	332	332	-1%	0%
DC Prep PCS - Edgewood Elementary School	Yes	451	453	453	0%	0%
DC Prep PCS - Edgewood Middle School	Yes	332	332	332	0%	0%
DC Prep PCS - New Elementary Campus (new future school/facility)	Yes	N/A	152	452	--	197%
DC Prep PCS - Additional New Elementary Campus (new future school/facility)	Yes	N/A	N/A	452	--	--
DC Prep PCS - New Middle School (new future school/ facility)	Yes	N/A	N/A	226	--	--
DC Scholars PCS	Yes	515	650	700	26%	8%
Democracy Prep Congress Heights PCS	Yes	645	N/A	N/A	--	--
Digital Pioneers Academy PCS	Yes	N/A	600	840	--	40%
Digital Pioneers Academy 2 (new future school/facility)	Yes	N/A	600	600	--	0%
Digital Pioneers Academy 3 (new future school/facility)	Yes	N/A	N/A	600	--	--
District of Columbia International School [Walter Reed]	Yes	804	1,500	1,700	87%	13%
District of Columbia International School 2 (new future school/facility)	Yes	N/A	1,200	1,200	--	0%
E.L. Haynes PCS [Georgia Avenue] - Middle School	No	353	353	353	0%	0%
E.L. Haynes PCS [Kansas Avenue] - Elementary School	No	348	348	348	0%	0%

Appendix A.18 Public Charter School Growth Plans by School (cont.)

SCHOOL NAME	GROWTH PLAN SUBMITTED	ENROLLMENT SY2017-18	ANTICIPATED ENROLLMENT SY2022-23	ANTICIPATED ENROLLMENT SY2027-28	PERCENT CHANGE (SY2017-18 TO SY2022-23)	PERCENT CHANGE (SY2022-23 TO SY2027-28)
E.L. Haynes PCS [Kansas Avenue] - High School	No	430	430	430	0%	0%
Eagle Academy PCS - Capitol Riverfront	Yes	165	N/A	N/A	--	--
Eagle Academy PCS - Fairlawn (relocation)	Yes	N/A	240	300	--	25%
Eagle Academy PCS - Congress Heights	Yes	770	970	970	26%	0%
Early Childhood Academy PCS [Facility A]	Yes	246	N/A	N/A	--	--
Early Childhood Academy PCS [Facility B]	Yes		N/A	N/A	--	--
Early Childhood Academy PCS (relocation/consolidation)	Yes	N/A	300	300	--	0%
Elsie Whitlow Stokes Community Freedom PCS	Yes	350	350	350	0%	0%
Elsie Whitlow Stokes Community Freedom PCS – East End	Yes	N/A	350	400	--	14%
Excel Academy PCS	No	642	N/A	N/A	--	--
Friendship PCS - Armstrong	Yes	395	526	526	33%	0%
Friendship PCS - Blow Pierce Elementary	Yes	387	410	410	6%	0%
Friendship PCS - Blow-Pierce Middle	Yes	242	255	255	5%	0%
Friendship PCS - Chamberlain Elementary	Yes	377	369	369	-2%	0%
Friendship PCS - Chamberlain Middle	Yes	323	331	331	2%	0%
Friendship PCS - Collegiate Academy	Yes	684	800	850	17%	6%
Friendship PCS - Online	Yes	180	380	480	111%	26%
Friendship PCS - Southeast Academy	Yes	559	438	574	-22%	31%
Friendship PCS - Southeast Academy Middle	Yes	N/A	301	301	--	0%
Friendship PCS - Technology Preparatory High	Yes	253	460	510	82%	11%
Friendship PCS - Technology Preparatory Middle	Yes	255	N/A	N/A	--	--
Friendship PCS - Woodridge Elementary	Yes	297	300	300	1%	0%
Friendship PCS - Woodridge Middle	Yes	218	250	250	15%	0%

Appendix A.18 Public Charter School Growth Plans by School (cont.)

SCHOOL NAME	GROWTH PLAN SUBMITTED	ENROLLMENT SY2017-18	ANTICIPATED ENROLLMENT SY2022-23	ANTICIPATED ENROLLMENT SY2027-28	PERCENT CHANGE (SY2017-18 TO SY2022-23)	PERCENT CHANGE (SY2022-23 TO SY2027-28)
Goodwill Excel Center PCS	Yes	356	360	360	1%	0%
Goodwill Excel Center PCS #2 (new future school/facility)	Yes	N/A	Unknown	Unknown	--	--
Goodwill Excel Center PCS #3 (new future school/facility)	Yes	N/A	N/A	Unknown	--	--
Goodwill Excel Center PCS #4 (new future school/facility)	Yes	N/A	N/A	Unknown	--	--
Harmony DC PCS - School of Excellence	Yes	94	N/A	N/A	--	--
Harmony DC PCS - School of Excellence (relocation)	Yes	N/A	192	480	--	150%
Hope Community PCS - Lamond	Yes	288	375	375	30%	0%
Hope Community PCS - Tolson	Yes	467	525	525	12%	0%
Howard University Middle School of Mathematics and Science PCS	Yes	278	N/A	N/A	--	--
Howard University Middle School of Mathematics and Science PCS (relocation)	Yes	N/A	300	300	--	0%
Howard University Public Charter High School (new future school/facility)	Yes	N/A	200	200	--	0%
IDEA PCS	No	305	305	305	0%	0%
Ideal Academy PCS	No	279	279	279	0%	0%
Ingenuity Prep PCS*	No	496	800	816	61%	2%
Inspired Teaching Demonstration PCS	Yes	446	520	520	17%	0%
Kingsman Academy PCS	Yes	249	320	320	29%	0%
KIPP DC PCS AIM Academy	Yes	378	374	374	-1%	0%
KIPP DC PCS Discover Academy	Yes	351	350	350	0%	0%
KIPP DC PCS Heights Academy	Yes	461	451	451	-2%	0%
KIPP DC PCS Arts & Technology Academy	Yes	347	345	345	-1%	0%
KIPP DC PCS Valor Academy	Yes	307	327	327	7%	0%
KIPP DC PCS Quest Academy	Yes	391	408	408	4%	0%
KIPP DC PCS College Prep Academy	Yes	713	900	900	26%	0%

Appendix A.18 Public Charter School Growth Plans by School (cont.)

SCHOOL NAME	GROWTH PLAN SUBMITTED	ENROLLMENT SY2017-18	ANTICIPATED ENROLLMENT SY2022-23	ANTICIPATED ENROLLMENT SY2027-28	PERCENT CHANGE (SY2017-18 TO SY2022-23)	PERCENT CHANGE (SY2022-23 TO SY2027-28)
KIPP DC PCS Connect Academy	Yes	325	324	324	0%	0%
KIPP DC PCS Northeast Academy	Yes	330	327	327	-1%	0%
KIPP DC PCS Spring Academy	Yes	410	408	408	0%	0%
KIPP DC PCS Grow Academy	Yes	321	324	324	1%	0%
KIPP DC PCS Lead Academy	Yes	405	408	408	1%	0%
KIPP DC PCS WILL Academy	Yes	320	327	327	2%	0%
KIPP DC PCS KEY Academy	Yes	338	327	327	-3%	0%
KIPP DC PCS LEAP Academy	Yes	198	197	197	-1%	0%
KIPP DC PCS Promise Academy	Yes	520	512	512	-2%	0%
KIPP DC PK3-8 Campus (Name TBD) (new future school/ facility)	Yes	N/A	N/A	Unknown	--	--
KIPP DC 2nd High School (Name TBD) (new future school/ facility)	Yes	N/A	500	900	--	80%
Latin American Montessori Bilingual [Walter Reed]	Yes	133	N/A	N/A	--	--
Latin American Montessori Bilingual PCS [Missouri Avenue]	Yes	154	N/A	N/A	--	--
Latin American Montessori Bilingual PCS [South Dakota Avenue]	Yes	175	N/A	N/A	--	--
Latin American Montessori Bilingual PCS (relocation/ consolidation)	Yes	N/A	462	462	--	0%
LAYC Career Academy PCS [16th Street]	Yes	136	200	200	47%	0%
Lee Montessori PCS [St. Paul's College]	Yes	177	289	289	63%	0%
Lee Montessori TBD (new future school/facility)	Yes	N/A	306	306	--	0%
Mary McLeod Bethune PCS [16th Street]	Yes	97	120	120	24%	0%
Mary McLeod Bethune PCS [Main]	Yes	360	320	380	-11%	19%
Maya Angelou PCS - High School	No	170	170	170	0%	0%
Maya Angelou PCS-Young Adult Learning Center	No	136	136	136	0%	0%

Appendix A.18 Public Charter School Growth Plans by School (cont.)

SCHOOL NAME	GROWTH PLAN SUBMITTED	ENROLLMENT SY2017-18	ANTICIPATED ENROLLMENT SY2022-23	ANTICIPATED ENROLLMENT SY2027-28	PERCENT CHANGE (SY2017-18 TO SY2022-23)	PERCENT CHANGE (SY2022-23 TO SY2027-28)
Meridian PCS [13th Street]	Yes	540	600	600	11%	0%
Meridian PCS [14th Street]	Yes	96	150	N/A	56%	--
Meridian PCS (relocation)	Yes	N/A	N/A	150	--	--
Monument Academy PCS	Yes	115	150	150	30%	0%
Monument Academy PCS (new future school/facility)	Yes	N/A	140	140	--	0%
Monument Academy PCS (new future school/facility)	Yes	N/A	N/A	210	--	--
Mundo Verde Bilingual PCS	Yes	578	600	600	4%	0%
Mundo Verde Bilingual PCS - Campus #2 (new future school/facility)	Yes	N/A	600	600	--	0%
National Collegiate Preparatory PCHS	No	276	276	276	0%	0%
Paul PCS - International High School	Yes	480	425	425	-11%	0%
Paul PCS - Middle School	Yes	228	325	325	43%	0%
Perry Street Preparatory PCS	No	351	351	351	0%	0%
Richard Wright PCS for Journalism and Media Arts	No	269	269	269	0%	0%
Rocketship DC PCS - Legacy Prep*	No	106	651	640	514%	-2%
Rocketship DC PCS - Rise Academy*	No	527	690	640	31%	-7%
Roots PCS [Kennedy Street]	Yes	56	76	76	36%	0%
Roots PCS [North Capitol Street]	Yes	62	44	44	-29%	0%
SEED PCS of Washington, DC	Yes	363	300	350	-17%	17%
Sela PCS	Yes	202	350	440	73%	26%
Shining Stars Montessori Academy PCS [Randolph Street]	No	272	272	272	0%	0%
Somerset Preparatory Academy PCS	Yes	375	620	620	65%	0%
St. Coletta Special Education PCS	Yes	247	250	250	1%	0%
Statesmen College Preparatory Academy for Boys PCS (new future school/facility)	Yes	N/A	425	425	--	0%

Appendix A.18 Public Charter School Growth Plans by School (cont.)

SCHOOL NAME	GROWTH PLAN SUBMITTED	ENROLLMENT SY2017-18	ANTICIPATED ENROLLMENT SY2022-23	ANTICIPATED ENROLLMENT SY2027-28	PERCENT CHANGE (SY2017-18 TO SY2022-23)	PERCENT CHANGE (SY2022-23 TO SY2027-28)
Statesmen College Preparatory Academy for Boys PCS #2 (new future school/facility)	Yes	N/A	250	250	--	0%
Statesmen College Preparatory Academy for Boys PCS #3 (new future school/facility)	Yes	N/A	N/A	250	--	--
Statesmen College Preparatory Academy for Boys PCS #4 (new future school/facility)	Yes	N/A	N/A	250	--	--
Sustainable Futures PCS	No	45	N/A	N/A	--	--
The Children's Guild DC PCS	Yes	375	850	850	127%	0%
The Children's Guild DC PCS #2 (new future school/ facility)	Yes	N/A	400	400	--	0%
The Family Place PCS (new future school/facility)	Yes	N/A	150	150	--	0%
The Next Step/El Proximo Paso PCS	Yes	418	420	420	0%	0%
Thurgood Marshall Academy PCS	No	383	383	383	0%	0%
Two Rivers PCS - 4th Street [Elementary]	Yes	401	380	380	-5%	0%
Two Rivers PCS - 4th Street [Middle]	Yes	127	N/A	N/A	--	--
Two Rivers PCS - Young (consolidation of Two Rivers PCS 4th Street [Middle])	Yes	284	680	680	139%	0%
Washington Global PCS	Yes	196	240	240	22%	0%
Washington Latin PCS - High School	Yes	331	350	350	6%	0%
Washington Latin PCS - Middle School	Yes	367	350	350	-5%	0%
Washington Latin PCS #2 (new future school/facility)	Yes	N/A	500	500	--	0%
Washington Leadership Academy PCS [St. Paul's College]	Yes	204	400	400	96%	0%
Washington Mathematics Science Technology PCHS	No	228	N/A	N/A	--	--
Washington Yu Ying PCS	Yes	579	368	512	-36%	39%
Washington Yu Ying PCS#2 (new future school/facility)	Yes	N/A	358	358	--	0%
YouthBuild PCS [16th Street]	Yes	116	200	200	72%	0%

QUESTIONS - PLANNED GROWTH FOR CURRENT SCHOOLS (SY2022-23 & SY2027-28)

1. School Code
2. School Name
3. Address
4. Anticipated Minimum Grade at this location (5 and 10 years)
5. Anticipated Maximum Grade at this location (5 and 10 years)
6. Anticipated Enrollment in 5/10 years at this location
7. Does this facility adequately support your needs for the next 5/10 years?
8. If you answered "No" in the previous question, please tell us why
9. Within the next 5/10 years, how likely are you to move facilities?
10. If you are likely to move within the next 5 years/10 years, what is your primary reason?
11. If you selected "Other" in the previous question, please specify
12. If you are considering moving (and if an appropriate facility were available), which DC ward is your first preference?
13. If you are considering moving (and if an appropriate facility were available), which DC ward is your second preference?
14. If you are considering moving (and if an appropriate facility were available), to which neighborhood cluster would you prefer to move?
15. Please list any additional programs you plan to offer 5/10 years from now
16. Additional comments on current schools/campuses

Source: DME 2017
Note: Questions 4 through 16 were asked twice, once for SY2022-2023 and once for SY2027-2028.

QUESTIONS - PLANNED GROWTH FOR NEW SCHOOLS (SY2022-23 & SY2027-28)

1. School Code
2. School Name
3. Address
4. Anticipated Opening Year
5. If an appropriate facility were available, in which DC ward is your first preference to open the new school?
6. If an appropriate facility were available, in which DC ward is your second preference to open the new school?
7. If an appropriate facility were available, in which neighborhood cluster are you considering opening the new school?
8. Anticipated Minimum Grade Offered in First Year at this location
9. Anticipated Maximum Grade Offered in First Year at this location
10. Anticipated Maximum Grade Offered at Full Enrollment at this location
11. Anticipated Enrollment in 5/10 years at this location
12. Do you have a facility and/or land secured?
13. Do you plan to lease or own the facility?
14. Additional comments on future schools/campuses

Note: Questions 4 through 14 were asked twice, once for SY2022-2023 and once for SY2027-2028.

Appendix A.20 DCPS Gap Analysis

FACILITY ID	SCHOOL NAME(S)	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	CAPACITY SY2022-23	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	CAPACITY SY2027-28	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
DGS_0669.0	Aiton ES	529	243	286	45.9	529	246	283	46.5	529	271	258	51.2
DGS_0566.0	Amidon-Bowen ES	400	351	49	87.8	400	404	-4	101.0	400	446	-46	111.5
DGS_0324.0	Anacostia HS	837	379	458	45.3	837	156	681	18.6	837	179	658	21.4
DGS_0519.0	Ballou HS; Ballou STAY	1,520	1,375	145	90.5	1,520	1,352	168	88.9	1,520	1,465	55	96.4
DGS_0343.0	Bancroft ES* (+)	N/A	544	--	--	550	618	--	--	550	686	--	--
TBD	Bard HS	N/A	N/A	N/A	N/A	--	500	--	--	--	500	--	--
DGS_0605.0	Barnard ES	753	642	111	85.3	753	756	-3	100.4	753	836	-83	111.0
DGS_0535.0	Beers ES	508	484	24	95.3	508	605	-97	119.1	508	672	-164	132.3
DGS_0737.0	Benjamin Banneker HS	654	482	172	73.7	800	800	-146	122.3	800	800	-146	122.3
DGS_0182.0	Boone ES (+)	392	404	-12	103.1	468	442	-50	112.8	468	487	-95	124.2
DGS_0504.0	Brent ES	408	425	-17	104.2	408	524	-116	128.4	408	577	-169	141.4
DGS_0270.0	Brightwood EC	1,069	737	332	68.9	1,069	699	370	65.4	1,069	771	298	72.1
DGS_0235.0	Brookland MS	534	238	296	44.6	534	169	365	31.6	534	203	331	38.0
DGS_0422.0	Browne EC	828	325	503	39.3	828	376	452	45.4	828	423	405	51.1
DGS_0533.0	Bruce Monroe ES at Park View	609	473	136	77.7	609	517	92	84.9	609	572	37	93.9
DGS_0301.0	Bunker Hill ES	577	200	377	34.7	577	292	285	50.6	577	320	257	55.5
DGS_0356.0	Burroughs EC	450	282	168	62.7	450	321	129	71.3	450	355	95	78.9
DGS_0740.0	Burrville ES	400	300	100	75.0	400	325	75	81.3	400	361	39	90.3

Source: DME 2017, AECOM 2018

**Schools swinging in SY2017-18 have null values for SY2017-18 capacity and utilization. The following DCPS that were swinging due to modernization in SY2017-18 were Bancroft ES, Hyde-Addison, ES, Kimball ES, and Murch ES.*
(+) SY2022-23 and SY2027-28 programmatic capacities reflect updated planned capacities for current or upcoming modernizations.
Note: The Gap Analysis does not include enrollment for Inspiring Youth and Youth Services Center.
Note: SY2017-18 Capacities minus SY2017-18, SY2022-23, and SY2027-28 enrollments are null for those facilities with no known SY2017-18 capacity.

Appendix A.20 DCPS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	CAPACITY SY2022-23	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	CAPACITY SY2027-28	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
DGS_0455.0	C W Harris ES (+)	339	278	61	82.0	418	300	39	88.5	418	332	7	97.9
DGS_0457.0	Capitol Hill Montessori School at Logan	392	365	27	93.1	392	392	0	100.0	392	392	0	100.0
DGS_0178.0	Cardozo EC	1,070	788	282	73.6	1,070	857	213	80.1	1,070	990	80	92.5
DGS_0357.0	Cleveland ES	346	317	29	91.6	346	393	-47	113.6	346	437	-91	126.3
DGS_0472.0	Columbia Heights EC (CHEC)	1,400	1,240	160	88.6	1,400	1,150	250	82.1	1,400	1,331	69	95.1
DGS_0710.0	Coolidge HS (+)	1,105	310	795	28.1	670	635	470	57.5	670	729	376	66.0
DGS_0529.0	Deal MS	1,570	1,475	95	93.9	1,570	1,762	-192	112.2	1,570	2,108	-538	134.3
DGS_0775.0	Dorothy Height ES	635	479	156	75.4	635	512	123	80.6	635	558	77	87.9
DGS_0687.0	Drew ES	362	272	90	75.1	362	344	18	95.0	362	385	-23	106.4
DGS_0526.0	Duke Ellington School for the Arts	600	566	34	94.3	600	566	34	94.3	600	566	34	94.3
DGS_0272.0	Dunbar HS	1,135	617	518	54.4	1,135	620	515	54.6	1,135	708	427	62.4
DGS_0181.0	Eastern HS	1,100	769	331	69.9	1,100	561	539	51.0	1,100	638	462	58.0
DGS_0507.0	Eaton ES	451	476	-25	105.5	451	522	-71	115.7	451	587	-136	130.2
DGS_0359.0	Eliot Hine MS (+)	717	203	514	28.3	480	238	479	33.2	480	284	433	39.6
TBD	Excel Academy	N/A	N/A	N/A	N/A	--	609	--	--	--	687	--	--
DGS_0421.0	Garfield ES	381	301	80	79.0	381	328	53	86.1	381	363	18	95.3
DGS_0242.0	Garrison ES	356	250	106	70.2	356	334	22	93.8	356	369	-13	103.7
DGS_0430.0	H D Cooke ES	441	404	37	91.6	441	461	-20	104.5	441	508	-67	115.2
DGS_0681.0	H.D. Woodson HS	1,000	488	512	48.8	1,000	309	691	30.9	1,000	354	646	35.4
DGS_0355.0	Hardy MS	485	392	93	80.8	485	471	14	97.1	485	566	-81	116.7

Appendix A.20 DCPS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	CAPACITY SY2022-23	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	CAPACITY SY2027-28	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
DGS_0698.0	Hart MS	1,105	337	768	30.5	1,105	311	794	28.1	1,105	366	739	33.1
DGS_0550.0	Hearst ES	344	312	32	90.7	344	379	-35	110.2	344	422	-78	122.7
DGS_0596.0	Hendley ES	479	379	100	79.1	479	318	161	66.4	479	343	136	71.6
DGS_0219.0	Houston ES (+)	419	269	150	64.2	400	281	138	67.1	400	310	109	74.0
DGS_0485.0	Hyde-Addison ES* (+)	N/A	320	--	--	400	366	--	--	400	406	--	--
DGS_0695.0	J O Wilson ES	513	509	4	99.2	513	586	-73	114.2	513	647	-134	126.1
DGS_0580.0	Janney ES	722	737	-15	102.1	722	785	-63	108.7	722	887	-165	122.9
DGS_0739.0	Jefferson Middle School Academy (+)	567	314	253	55.4	540	418	149	73.7	540	512	55	90.3
DGS_0293.0	Johnson John Hayden MS	744	255	489	34.3	744	238	506	32.0	744	285	459	38.3
DGS_0462.0	Kelly Miller MS	720	387	333	53.8	720	339	381	47.1	720	405	315	56.3
DGS_0364.0	Ketcham ES	325	310	15	95.4	325	335	-10	103.1	325	369	-44	113.5
DGS_0653.0	Key ES	432	417	15	96.5	432	518	-86	119.9	432	580	-148	134.3
DGS_0514.0	Kimball ES* (+)	N/A	325	--	--	450	370	--	--	450	411	--	--
DGS_0481.0	King, M L ES	444	346	98	77.9	444	324	120	73.0	444	352	92	79.3
DGS_0332.0	Kramer MS	600	194	406	32.3	600	150	450	25.0	600	178	422	29.7
DGS_0690.0	Lafayette ES	805	816	-11	101.4	805	1039	-234	129.1	805	1,167	-362	145.0
DGS_0786.0	Langdon EC	500	324	176	64.8	500	404	96	80.8	500	446	54	89.2
DGS_0210.0	Langley EC	530	275	255	51.9	530	312	218	58.9	530	345	185	65.1
DGS_0661.0	LaSalle-Backus EC	400	363	37	90.8	400	331	69	82.8	400	361	39	90.3
DGS_0593.0	Leckie ES	580	558	22	96.2	580	673	-93	116.0	580	743	-163	128.1

Appendix A.20 DCPS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	CAPACITY SY2022-23	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	CAPACITY SY2027-28	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
DGS_0721.0	Ludlow-Taylor ES	493	414	79	84.0	493	526	-33	106.7	493	581	-88	117.8
DGS_0205.0	Luke Moore Alternative HS	350	251	99	71.7	350	226	124	64.6	350	264	86	75.4
DGS_0613.0	MacFarland MS Dual Language Program	590	132	458	22.4	590	633	-43	107.3	590	633	-43	107.3
DGS_0313.0	Malcolm X ES at Green	520	256	264	49.2	520	309	211	59.4	520	343	177	66.0
DGS_0616.0	Mann ES	428	400	28	93.5	428	496	-68	115.9	428	555	-127	129.7
DGS_0396.2	Marie Reed ES	486	427	59	87.9	486	517	-31	106.4	486	571	-85	117.5
DGS_0258.0	Maury ES (+)	388	407	-19	104.9	539	509	-121	131.2	539	562	-174	144.8
DGS_0283.0	McKinley Middle School; McKinley Technology HS	1,160	861	299	74.2	1,160	901	259	77.7	1,160	1,042	118	89.8
DGS_0696.0	Miner ES	550	345	205	62.7	550	311	239	56.5	550	339	211	61.6
DGS_0323.0	Moten ES	480	401	79	83.5	480	404	76	84.2	480	448	32	93.3
DGS_0638.0	Murch ES* (+)	N/A	573	--	--	730	659	--	--	730	739	--	--
DGS_0394.0	Nalle ES	400	387	13	96.8	400	431	-31	107.8	400	480	-80	120.0
TBD	New North Middle School	N/A	N/A	N/A	N/A	550	538	--	--	550	538	--	--
DGS_0444.0	Noyes EC	379	195	184	51.5	379	263	116	69.4	379	290	89	76.5
DGS_0380.0	Oyster Adams Bilingual School (Adams)	348	347	1	99.7	348	425	-77	122.1	348	497	-149	142.8
DGS_0446.0	Oyster Adams Bilingual School (Oyster)	375	330	45	88.0	375	360	15	96.0	375	401	-26	106.9
DGS_0608.0	Patterson ES	498	374	124	75.1	498	358	140	71.9	498	388	110	77.9
DGS_0466.0	Payne ES	348	315	33	90.5	348	385	-37	110.6	348	425	-77	122.1
DGS_0595.0	Peabody ES (Capitol Hill Cluster)	240	227	13	94.6	240	273	-33	113.8	240	291	-51	121.3

Appendix A.20 DCPS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	CAPACITY SY2022-23	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	CAPACITY SY2027-28	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
DGS_0725.0	Phelps Architecture Construction and Engineering HS	512	260	252	50.8	512	232	280	45.3	512	265	247	51.8
DGS_0202.0	Plummer ES	448	375	73	83.7	448	369	79	82.4	448	408	40	91.1
DGS_0287.0	Powell ES	480	548	-68	114.2	480	642	-162	133.8	480	713	-233	148.5
DGS_0803.0	Randle Highlands ES	450	325	125	72.2	450	334	116	74.2	450	370	80	82.2
DGS_0788.0	Raymond EC	649	589	60	90.8	649	574	75	88.4	649	632	17	97.4
DGS_0184.0	River Terrace ES	160	137	23	85.6	160	160	0	100.0	160	160	0	100.0
DGS_0637.0	Ron Brown College Preparatory High School	600	209	391	34.8	600	481	119	80.2	600	481	119	80.2
DGS_0610.0	Roosevelt HS; Roosevelt STAY	1,092	1,213	-121	111.1	1,092	1,531	-439	140.2	1,092	1,675	-583	153.4
DGS_0340.0	Ross ES	176	174	2	98.9	176	209	-33	118.8	176	230	-54	130.7
DGS_0419.0	Savoy ES	430	267	163	62.1	430	172	258	40.0	430	190	240	44.2
DGS_0762.0	School Within School at Goding	444	308	136	69.4	444	373	71	84.0	444	421	23	94.8
DGS_0388.0	School Without Walls SHS	520	592	-72	113.8	520	592	-72	113.8	520	592	-72	113.8
DGS_0177.0	Seaton ES	446	371	75	83.2	446	512	-66	114.8	446	565	-119	126.7
DGS_0296.0	Shepherd ES	400	364	36	91.0	400	450	-50	112.5	400	496	-96	124.0
DGS_0568.0	Simon ES	325	274	51	84.3	325	287	38	88.3	325	312	13	96.0
DGS_0612.0	Smothers ES	337	252	85	74.8	337	256	81	76.0	337	279	58	82.8
DGS_0536.0	Sousa MS	790	228	562	28.9	790	223	567	28.2	790	267	523	33.8
DGS_0443.0	Stanton ES	586	493	93	84.1	586	480	106	81.9	586	532	54	90.8
DGS_0578.0	Stoddert ES	489	438	51	89.6	489	493	-4	100.8	489	554	-65	113.3

Appendix A.20 DCPS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	CAPACITY SY2022-23	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	CAPACITY SY2027-28	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
DGS_0576.0	Stuart-Hobson MS (Capitol Hill Cluster)	450	422	28	93.8	450	463	-13	102.9	450	562	-112	124.9
DGS_0420.0	SWW @ Francis Stevens EC	513	473	40	92.2	513	600	-87	117.0	513	680	-167	132.6
DGS_0723.0	Takoma EC	450	473	-23	105.1	450	464	-14	103.1	450	503	-53	111.8
TBD	Thaddeus Stevens	N/A	N/A	N/A	N/A	150	125	--	--	150	125	--	--
DGS_0719.0	Thomas ES	474	384	90	81.0	474	379	95	80.0	474	419	55	88.4
DGS_0241.0	Thomson ES	357	308	49	86.3	357	388	-31	108.7	357	427	-70	119.6
DGS_0738.0	Truesdell EC	775	698	77	90.1	775	691	84	89.2	775	763	12	98.5
DGS_0471.0	Tubman ES	629	535	94	85.1	629	563	66	89.5	629	627	2	99.7
DGS_0499.0	Turner ES	530	463	67	87.4	530	526	4	99.2	530	582	-52	109.8
DGS_0726.0	Tyler ES	564	525	39	93.1	564	588	-24	104.3	564	655	-91	116.1
DGS_0770.0	Van Ness ES	347	215	132	62.0	347	471	-124	135.7	347	653	-306	188.2
DGS_0195.0	Walker-Jones EC	700	435	265	62.1	700	497	203	71.0	700	555	145	79.3
DGS_0789.0	Washington Metropolitan HS; CHOICE Academy	489	196	293	40.1	489	289	200	59.1	489	336	153	68.7
DGS_0586.0	Watkins ES (Capitol Hill Cluster)	460	428	32	93.0	460	406	54	88.3	460	457	3	99.3
DGS_0179.0	West EC	378	330	48	87.3	378	423	-45	111.9	378	461	-83	122.0
DGS_0262.0	Wheatley EC	500	324	176	64.8	500	334	166	66.8	500	372	128	74.4
DGS_0706.0	Whittier EC	520	325	195	62.5	520	301	219	57.9	520	331	189	63.7
DGS_0551.0	Wilson HS	1,840	1,829	11	99.4	1,840	2,014	-174	109.5	1,840	2,309	-469	125.5
Total		**61,925**	**48,043**	**13,882**	**77.6**	**64,489**	**55,359**	**9,130**	**89.4**	**64,489**	**61,697**	**2,792**	**99.6**

Appendix A.20 DCPS Gap Analysis (cont.) (Assumptions)

DCPS GAP ANALYSIS ASSUMPTIONS
Schools swinging in SY2017-18 have null values for SY2017-18 capacity and utilization. The following DCPS that were swinging due to modernization in SY2017-18 were Bancroft ES, Hyde-Addison, ES, Kimball ES, and Murch ES.
School facilities that were identified as growing use SY2017-18 facility capacity and enrollment to calculate utilization, unlike Section 2.3 – School Facility Capacity and Utilization, which uses adjusted facility capacity and enrollment to calculate SY2017-18 utilization.
SY2022-23 and SY2027-28 programmatic capacities reflect updated planned capacities for current or upcoming modernizations.
Selective, Citywide, and Adult/Alternative Schools do not have school boundaries. SY2022-23 and SY2027-28 enrollment for Adult and Alternative programs were held at their SY2017-18 enrollment. Selective High Schools were held at their SY2017-18 enrollment if the school was at or near their programmatic capacity. River Terrace was held at their programmatic capacity; all other citywide schools with utilizations below 95% as of SY2017-18 were projected using the DCPS projection methodology described in Section 3.3.

Appendix A.21 PCS Gap Analysis

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
PCSB_129BLD	Academy of Hope Adult PCS [18th Place]	Yes	No	No	Ward 5	Ward 5	Ward 5	Adult/Alt	Adult/Alt	Adult/Alt	400	234	166	58.5	400	0	100.0	525	-125	131.3
PCSB_102BLD	Academy of Hope Adult PCS [Southeast]	Yes	No	--	Ward 8	N/A	N/A	Adult/Alt	N/A	N/A	260	152	108	58.5	N/A	N/A	N/A	N/A	N/A	N/A
TBD	Academy of Hope Adult PCS (relocation)	Yes	No	Yes	N/A	Ward 8	Ward 8	N/A	Adult/Alt	Adult/Alt	N/A	N/A	N/A	N/A	500	--	--	725	--	--
DGS_0761.0	Achievement Preparatory PCS-Elementary	No	No	No	Ward 8	Ward 8	Ward 8	Elementary	Elementary	Elementary	1,053	486	91	91.4	486	91	91.4	486	91	91.4
DGS_0761.0	Achievement Preparatory PCS-Middle School	No	No	No	Ward 8	Ward 8	Ward 8	Middle	Middle	Middle		476			476			476		
PCSB_3BLD	AppleTree Early Learning PCS - Columbia Heights	Yes	No	No	Ward 1	Ward 1	Ward 1	Elementary	Elementary	Elementary	176	162	14	92.0	160	16	90.9	160	16	90.9
PCSB_5BLD	AppleTree Early Learning PCS - Lincoln Park	Yes	No	No	Ward 6	Ward 6	Ward 6	Elementary	Elementary	Elementary	63	60	3	95.2	60	3	95.2	60	3	95.2
PCSB_6BLD	AppleTree Early Learning PCS - Oklahoma Avenue	Yes	No	No	Ward 7	Ward 4	Ward 4	Elementary	Elementary	Elementary	176	142	34	80.7	160	16	90.9	160	16	90.9
PCSB_4BLD	AppleTree Early Learning PCS - Southeast [Douglas Knoll]	Yes	No	No	Ward 8	Ward 8	Ward 8	Elementary	Elementary	Elementary	88	91	-3	103.4	88	0	100.0	88	0	100.0

Source: DME 2017, AECOM 2018

**Enrollment for LEAs that did not submit a growth plan were kept constant for SY2022-23 and SY2027-28, unless one of their schools is still growing out to their full grade span. Enrollment for those schools (noted with an asterisk) was estimated using historical trends and uncertified SY2018-19 enrollment, as well as 100% retention or backfilling from one grade to the next.*

Note: SY2017-18 Capacities minus SY2017-18, SY2022-23, and SY2027-28 enrollments are null for those facilities with no known SY2017-18.

Note: SY2017-18 Capacities minus SY2017-18, SY2022-23, and SY2027-28 enrollments do not include capacities for new future schools/facilities.

Note: Democracy Prep's growth plan indicated that they anticipated growing to 900 students by SY2022-23 and SY2027-28. However, at the time of analysis, Democracy Prep PCS was slated to close at the end of SY2018-19. Due to the uncertainty of their future status and whether another charter school operator would take over operations, their enrollment was set to zero for SY2022-23 and SY2027-28.

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
PCSB_7BLD	AppleTree Early Learning PCS - Southeast [Parklands]	Yes	No	--	Ward 8	N/A	N/A	Elementary	N/A	N/A	88	90	-2	102.3	N/A	N/A	N/A	N/A	N/A	N/A
PCSB_141BLD	AppleTree Early Learning PCS - Southeast Parklands at THEARC (relocation)	Yes	No	Yes	N/A	Ward 8	Ward 8	N/A	Elementary	Elementary	N/A	N/A	N/A	N/A	85	--	--	85	--	--
DGS_0739.0	AppleTree Early Learning PCS - Southwest	Yes	No	--	Ward 6	N/A	N/A	Elementary	N/A	N/A	110	108	2	98.2	N/A	N/A	N/A	N/A	N/A	N/A
TBD	AppleTree Early Learning PCS - Southwest (relocation)	Yes	No	Yes	N/A	Ward 6	Ward 6	N/A	Elementary	Elementary	N/A	N/A	N/A	N/A	105	--	--	105	--	--
PCSB_10BLD	Basis DC PCS	No	No	No	Ward 2	Ward 2	Ward 2	Education Campus	Education Campus	Education Campus	620	596	24	96.1	596	24	96.1	596	24	96.1
PCSB_125BLD	Breakthrough Montessori PCS*	No	No	No	Ward 4	Ward 4	Ward 4	Elementary	Elementary	Elementary	135	129	6	95.6	123	12	91.1	135	0	100.0
PCSB_136BLD	Breakthrough Montessori PCS [Eastern Ave]*	No	Yes	No	N/A	Ward 4	Ward 4	N/A	Elementary	Elementary	N/A	N/A	N/A	N/A	208	--	--	270	--	--
DGS_0191.0	Bridges PCS [Mamie D. Lee]	Yes	No	No	Ward 5	Ward 5	Ward 5	Elementary	Elementary	Elementary	333	399	-66	119.8	440	-107	132.1	440	-107	132.1
DGS_0606.0	Briya PCS [13th Street/Sharpe]	Yes	No	--	Ward 1	N/A	N/A	Adult/Alt	N/A	N/A	104	79	25	76.0	N/A	N/A	N/A	N/A	N/A	N/A
DGS_0343.0	Briya PCS [1755 Newton Street NW] (relocation)	Yes	No	Yes	N/A	Ward 1	Ward 1	N/A	Adult/Alt	Adult/Alt	N/A	N/A	N/A	N/A	185	--	--	185	--	--
DGS_0191.0	Briya PCS [Gallatin Street/Fort Totten]	Yes	No	No	Ward 5	Ward 5	Ward 5	Adult/Alt	Adult/Alt	Adult/Alt	384	293	91	76.3	336	48	87.5	410	-26	106.8
PCSB_43BLD	Briya PCS [Georgia Avenue/Petworth]	Yes	No	No	Ward 4	Ward 4	Ward 4	Adult/Alt	Adult/Alt	Adult/Alt	194	148	46	76.3	185	9	95.4	185	9	95.4

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
PCSB_41BLD	Briya PCS [Ontario Road/Adams Morgan/Main]	Yes	No	--	Ward 1	N/A	N/A	Adult/Alt	N/A	N/A	200	153	47	76.5	N/A	N/A	N/A	N/A	N/A	N/A
TBD	Briya PCS [Ontario Road/Adams Morgan/Main] (relocation)	Yes	No	Yes	N/A	Ward 4	Ward 4	N/A	Adult/Alt	Adult/Alt	N/A	N/A	N/A	N/A	167	--	--	167	--	--
DGS_0773.0	Capital City PCS-High School	Yes	No	No	Ward 4	Ward 4	Ward 4	High	High	High		335			335			335		
DGS_0773.0	Capital City PCS-Elementary School	Yes	No	No	Ward 4	Ward 4	Ward 4	Elementary	Elementary	Elementary	1,000	324	7	99.3	324	11	98.9	324	11	98.9
DGS_0773.0	Capital City PCS-Middle School	Yes	No	No	Ward 4	Ward 4	Ward 4	Middle	Middle	Middle		334			330			330		
PCSB_14BLD	Carlos Rosario International PCS [Harvard Street]	Yes	No	No	Ward 1	Ward 1	Ward 1	Adult/Alt	Adult/Alt	Adult/Alt	1,650	1,474	176	89.3	1,650	0	100.0	1,750	-100	106.1
PCSB_106BLD	Carlos Rosario International PCS [Sonia Gutierrez]	Yes	No	No	Ward 5	Ward 5	Ward 5	Adult/Alt	Adult/Alt	Adult/Alt	725	647	78	89.2	550	175	75.9	650	75	89.7
PCSB_57BLD	Cedar Tree Academy PCS	Yes	No	No	Ward 8	Ward 8	Ward 8	Elementary	Elementary	Elementary	400	381	19	95.3	375	25	93.8	375	25	93.8
PCSB_15BLD	Center City PCS - Brightwood	No	No	No	Ward 4	Ward 4	Ward 4	Education Campus	Education Campus	Education Campus	308	263	45	85.4	263	45	85.4	263	45	85.4
PCSB_16BLD	Center City PCS - Capitol Hill	No	No	No	Ward 6	Ward 6	Ward 6	Education Campus	Education Campus	Education Campus	280	260	20	92.9	260	20	92.9	260	20	92.9
PCSB_17BLD	Center City PCS - Congress Heights	No	No	No	Ward 8	Ward 8	Ward 8	Education Campus	Education Campus	Education Campus	280	256	24	91.4	256	24	91.4	256	24	91.4
PCSB_18BLD	Center City PCS - Petworth	No	No	No	Ward 4	Ward 4	Ward 4	Education Campus	Education Campus	Education Campus	280	252	28	90.0	252	28	90.0	252	28	90.0
PCSB_19BLD	Center City PCS - Shaw	No	No	No	Ward 6	Ward 6	Ward 6	Education Campus	Education Campus	Education Campus	280	236	44	84.3	236	44	84.3	236	44	84.3
PCSB_20BLD	Center City PCS - Trinidad	No	No	No	Ward 5	Ward 5	Ward 5	Education Campus	Education Campus	Education Campus	280	202	78	72.1	202	78	72.1	202	78	72.1

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
PCSB_21BLD	Cesar Chavez PCS for Public Policy - Capitol Hill	Yes	No	--	Ward 6	N/A	N/A	High	N/A	N/A	430	259	171	60.2	N/A	N/A	N/A	N/A	N/A	N/A
TBD	Cesar Chavez PCS for Public Policy - Capitol Hill (relocation)	Yes	No	Yes	N/A	Ward 6	Ward 6	N/A	High	High	N/A	N/A	N/A	N/A	300	--	--	300	--	--
DGS_0774.0	Cesar Chavez PCS for Public Policy - Chavez Prep	Yes	No	No	Ward 1	Ward 1	Ward 1	Middle	Middle	Middle	414	294	120	71.0	300	114	72.5	300	114	72.5
PCSB_23BLD	Cesar Chavez PCS for Public Policy - Parkside HS	Yes	No	No	Ward 7	Ward 7	Ward 7	High	High	High	825	367	201	75.6	400	425	48.5	400	425	48.5
PCSB_23BLD	Cesar Chavez PCS for Public Policy - Parkside MS	Yes	No	--	Ward 7	N/A	N/A	Middle	N/A	N/A		257			N/A	N/A	N/A	N/A	N/A	N/A
PCSB_96BLD	City Arts & Prep PCS	Yes	No	--	Ward 5	N/A	N/A	Education Campus	N/A	N/A	624	499	125	80.0	N/A	N/A	N/A	N/A	N/A	N/A
TBD	City Arts & Prep PCS (relocation)	Yes	No	Yes	N/A	Ward 5	Ward 5	N/A	Education Campus	Education Campus	N/A	N/A	N/A	N/A	520	--	--	520	--	--
PCSB_28BLD	Community College Preparatory Academy PCS [Main]	Yes	No	--	Ward 8	N/A	N/A	Adult/Alt	N/A	N/A	300	195	105	65.0	N/A	N/A	N/A	N/A	N/A	N/A
DGS_0508.0	Community College Preparatory Academy PCS [Wheeler Road]	Yes	No	--	Ward 8	N/A	N/A	Adult/Alt	N/A	N/A	450	405	45	90.0	N/A	N/A	N/A	N/A	N/A	N/A
TBD	Community College Prep - Ward 7 Campus (relocation/ consolidation)	Yes	No	Yes	N/A	Ward 7	Ward 7	N/A	Adult/Alt	Adult/Alt	N/A	N/A	N/A	N/A	850	--	--	850	--	--

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
TBD	Community College Prep - Ward 8 Campus (new future school/facility)	Yes	Yes	No	N/A	Ward 8	Ward 8	N/A	Adult/Alt	Adult/Alt	N/A	N/A	N/A	N/A	725	--	--	725	--	--
PCSB_114BLD	Creative Minds International PCS	Yes	No	No	Ward 5	Ward 5	Ward 5	Education Campus	Education Campus	Education Campus	639	441	198	69.0	600	39	93.9	660	-21	103.3
DGS_0776.0	DC Bilingual PCS	Yes	No	No	Ward 5	Ward 5	Ward 5	Elementary	Elementary	Elementary	450	440	10	97.8	460	-10	102.2	460	-10	102.2
PCSB_131BLD	DC Prep PCS - Anacostia Elementary School [V Street]	Yes	No	No	Ward 8	Ward 8	Ward 8	Elementary	Elementary	Elementary	302	304	-2	100.7	453	-151	150.0	453	-151	150.0
TBD	DC Prep PCS - Anacostia Middle School (new future school/facility)	Yes	No	No	N/A	Ward 8	Ward 8	N/A	Middle	Middle	N/A	N/A	N/A	N/A	284	--	--	284	--	--
DGS_0185.0	DC Prep PCS - Benning Elementary School	Yes	No	No	Ward 7	Ward 7	Ward 7	Elementary	Elementary	Elementary	784	453	-4	100.5	453	-1	100.1	453	-1	100.1
DGS_0185.0	DC Prep PCS- Benning Middle School	Yes	No	No	Ward 7	Ward 7	Ward 7	Middle	Middle	Middle		335			332			332		
PCSB_31BLD	DC Prep PCS - Edgewood Elementary School	Yes	No	No	Ward 5	Ward 5	Ward 5	Elementary	Elementary	Elementary	452	451	1	99.8	453	-1	100.2	453	-1	100.2
PCSB_33BLD	DC Prep PCS - Edgewood Middle School	Yes	No	No	Ward 5	Ward 5	Ward 5	Middle	Middle	Middle	332	332	0	100.0	332	0	100.0	332	0	100.0
TBD	DC Prep PCS - New Elementary Campus (new future school/ facility)	Yes	Yes	No	N/A	Ward 8	Ward 8	N/A	Elementary	Elementary	N/A	N/A	N/A	N/A	152	--	--	452	--	--

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
TBD	DC Prep PCS - Additional New Elementary Campus (new future school/ facility)	Yes	Yes	No	N/A	N/A	Ward 8	N/A	N/A	Elementary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	452	--	--
TBD	DC Prep PCS - New Middle School (new future school/ facility)	Yes	Yes	No	N/A	N/A	Ward 7	N/A	N/A	Middle	N/A	N/A	N/A	N/A	N/A	N/A	N/A	226	--	--
DGS_0187.0	DC Scholars PCS	Yes	No	No	Ward 7	Ward 7	Ward 7	Education Campus	Education Campus	Education Campus	700	515	185	73.6	650	50	92.9	700	0	100.0
DGS_0796.0	Democracy Prep Congress Heights PCS	Yes	No	--	Ward 8	N/A	N/A	Education Campus	N/A	N/A	625	645	-20	103.2	N/A	N/A	N/A	N/A	N/A	N/A
PCSB_137BLD	Digital Pioneers Academy PCS	Yes	No	No	N/A	Ward 7	Ward 7	N/A	Middle	Education Campus	N/A	N/A	N/A	N/A	600	--	--	840	--	--
TBD	Digital Pioneers Academy 2 (new future school/ facility)	Yes	Yes	No	N/A	Ward 8	Ward 8	N/A	Education Campus	Education Campus	N/A	N/A	N/A	N/A	600	--	--	600	--	--
TBD	Digital Pioneers Academy 3 (new future school/ facility)	Yes	Yes	No	N/A	N/A	Ward 7	N/A	N/A	Middle	N/A	N/A	N/A	N/A	N/A	N/A	N/A	600	--	--
PCSB_132BLD	District of Columbia International School [Walter Reed]	Yes	No	No	Ward 4	Ward 4	Ward 4	Education Campus	Education Campus	Education Campus	820	804	16	98.0	1500	-680	182.9	1700	-880	207.3

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
TBD	District of Columbia International School 2 (new future school/ facility)	Yes	Yes	No	N/A	Ward 5	Ward 5	N/A	Middle	Education Campus	N/A	N/A	N/A	N/A	1200	--	--	1200	--	--
PCSB_35BLD	E.L. Haynes PCS [Georgia Avenue] - Middle School	No	No	No	Ward 1	Ward 1	Ward 1	Middle	Middle	Middle	395	353	42	89.4	353	42	89.4	353	42	89.4
DGS_0625.0	E.L. Haynes PCS [Kansas Avenue] - Elementary School	No	No	No	Ward 4	Ward 4	Ward 4	Elementary	Elementary	Elementary	795	348	17	97.9	348	17	97.9	348	17	97.9
DGS_0625.0	E.L. Haynes PCS [Kansas Avenue] - High School	No	No	No	Ward 4	Ward 4	Ward 4	High	High	High		430			430			430		
PCSB_37BLD	Eagle Academy PCS - Capitol Riverfront	Yes	No	--	Ward 6	N/A	N/A	Elementary	N/A	N/A	164	165	-1	100.6	N/A	N/A	N/A	N/A	N/A	N/A
TBD	Eagle Academy PCS - Fairlawn (relocation)	Yes	No	Yes	N/A	Ward 8	Ward 8	N/A	Elementary	Elementary	N/A	N/A	N/A	N/A	240	--	--	300	--	--
DGS_0517.0	Eagle Academy PCS - Congress Heights	Yes	No	No	Ward 8	Ward 8	Ward 8	Elementary	Elementary	Elementary	770	770	0	100.0	970	-200	126.0	970	-200	126.0
PCSB_39BLD	Early Childhood Academy PCS [Facility A]	Yes	No	--	Ward 8	N/A	N/A	Elementary	N/A	N/A	280	246	34	87.9	N/A	N/A	N/A	N/A	N/A	N/A
PCSB_40BLD	Early Childhood Academy PCS [Facility B]	Yes	No	--	Ward 8	N/A	N/A	Elementary	N/A	N/A					N/A	N/A	N/A	N/A	N/A	N/A
TBD	Early Childhood Academy PCS (relocation/ consolidation)	Yes	No	Yes	N/A	Ward 8	Ward 8	N/A	Elementary	Elementary	N/A	N/A	N/A	N/A	300	--	--	300	--	--

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
PCSB_44BLD	Elsie Whitlow Stokes Community Freedom PCS	Yes	No	No	Ward 5	Ward 5	Ward 5	Elementary	Elementary	Elementary	350	350	0	100.0	350	0	100.0	350	0	100.0
TBD	Elsie Whitlow Stokes Community Freedom PCS – East End	Yes	No	No	N/A	Ward 7	Ward 7	N/A	Elementary	Elementary	N/A	N/A	N/A	N/A	350	--	--	400	--	--
DGS_0782.0	Excel Academy PCS	No	No	No	Ward 8	N/A	N/A	Education Campus	N/A	N/A	867	642	225	74.0	N/A	N/A	N/A	N/A	N/A	N/A
DGS_0793.0	Friendship PCS - Armstrong	Yes	No	No	Ward 5	Ward 5	Ward 5	Elementary	Elementary	Elementary	900	395	505	43.9	526	374	58.4	526	374	58.4
DGS_0795.0	Friendship PCS - Blow Pierce Elementary	Yes	No	No	Ward 7	Ward 7	Ward 7	Elementary	Elementary	Elementary	675	387	46	93.2	410	10	98.5	410	10	98.5
DGS_0795.0	Friendship PCS - Blow-Pierce Middle	Yes	No	No	Ward 7	Ward 7	Ward 7	Middle	Middle	Middle		242			255			255		
PCSB_48BLD	Friendship PCS - Chamberlain Elementary	Yes	No	No	Ward 6	Ward 6	Ward 6	Elementary	Elementary	Elementary	760	377	60	92.1	369	60	92.1	369	60	92.1
PCSB_48BLD	Friendship PCS - Chamberlain Middle	Yes	No	No	Ward 6	Ward 6	Ward 6	Middle	Middle	Middle		323			331			331		
DGS_0781.0	Friendship PCS - Collegiate Academy	Yes	No	No	Ward 7	Ward 7	Ward 7	High	High	High	1200	684	516	57.0	800	400	66.7	850	350	70.8
DGS_0804.0	Friendship PCS - Online	Yes	No	No	Ward 4	Ward 4	Ward 4	Education Campus	Education Campus	Education Campus	640	180	460	28.1	380	260	59.4	480	160	75.0
PCSB_50BLD	Friendship PCS - Southeast Academy	Yes	No	No	Ward 8	Ward 8	Ward 8	Elementary	Elementary	Elementary	560	559	1	99.8	438	122	78.2	574	-14	102.5
TBD	Friendship PCS - Southeast Academy Middle	Yes	No	No	N/A	Ward 8	Ward 8	N/A	Middle	Middle	N/A	N/A	N/A	N/A	301	--	--	301	--	--

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
PCSB_51BLD	Friendship PCS - Technology Preparatory High	Yes	No	No	Ward 8	Ward 8	Ward 8	High	High	High	670	253	162	75.8	460	210	68.7	510	160	76.1
PCSB_51BLD	Friendship PCS - Technology Preparatory Middle	Yes	No	No	Ward 8	N/A	N/A	Middle	N/A	N/A		255			N/A	N/A	N/A	N/A	N/A	N/A
DGS_0900.0	Friendship PCS - Woodridge Elementary	Yes	No	No	Ward 5	Ward 5	Ward 5	Elementary	Elementary	Elementary	665	297	150	77.4	300	115	82.7	300	115	82.7
DGS_0900.0	Friendship PCS - Woodridge Middle	Yes	No	No	Ward 5	Ward 5	Ward 5	Middle	Middle	Middle		218			250			250		
PCSB_126BLD	Goodwill Excel Center PCS	Yes	No	No	Ward 2	Ward 2	Ward 2	Adult/Alt	Adult/Alt	Adult/Alt	360	356	4	98.9	360	0	100.0	360	0	100.0
TBD	Goodwill Excel Center PCS #2 (new future school/facility)	Yes	Yes	No	N/A	Unknown	Unknown	N/A	Adult/Alt	Adult/Alt	N/A	N/A	N/A	N/A	Unknown	--	--	Unknown	--	--
TBD	Goodwill Excel Center PCS #3 (new future school/facility)	Yes	Yes	No	N/A	N/A	Unknown	N/A	N/A	Adult/Alt	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Unknown	--	--
TBD	Goodwill Excel Center PCS #4 (new future school/facility)	Yes	Yes	No	N/A	N/A	Unknown	N/A	N/A	Adult/Alt	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Unknown	--	--
PCSB_107BLD	Harmony DC PCS - School of Excellence	Yes	No	--	Ward 5	N/A	N/A	Elementary	N/A	N/A	216	94	122	43.5	N/A	N/A	N/A	N/A	N/A	N/A
TBD	Harmony DC PCS - School of Excellence (relocation)	Yes	No	Yes	N/A	Ward 4	Ward 4	N/A	Elementary	Education Campus	N/A	N/A	N/A	N/A	192	--	--	480	--	--
PCSB_53BLD	Hope Community PCS - Lamond	Yes	No	No	Ward 4	Ward 4	Ward 4	Elementary	Elementary	Elementary	350	288	62	82.3	375	-25	107.1	375	-25	107.1
PCSB_54BLD	Hope Community PCS - Tolson	Yes	No	No	Ward 5	Ward 5	Ward 5	Education Campus	Education Campus	Education Campus	560	467	93	83.4	525	35	93.8	525	35	93.8

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
PCSB_59BLD	Howard University Middle School of Mathematics and Science PCS	Yes	No	--	Ward 1	N/A	N/A	Middle	N/A	N/A	360	278	82	77.2	N/A	N/A	N/A	N/A	N/A	N/A
TBD	Howard University Middle School of Mathematics and Science PCS (relocation)	Yes	No	Yes	N/A	Ward 1	Ward 1	N/A	Middle	Middle	N/A	N/A	N/A	N/A	300	--	--	300	--	--
TBD	Howard University Public Charter High School (new future school/ facility)	Yes	Yes	No	N/A	Ward 1	Ward 1	N/A	High	High	N/A	N/A	N/A	N/A	200	--	--	200	--	--
DGS_0799.0	IDEA PCS	No	No	No	Ward 7	Ward 7	Ward 7	High	High	High	320	305	15	95.3	305	15	95.3	305	15	95.3
PCSB_60BLD	Ideal Academy PCS	No	No	No	Ward 4	Ward 4	Ward 4	Education Campus	Education Campus	Education Campus	425	279	146	65.6	279	146	65.6	279	146	65.6
DGS_0628.0	Ingenuity Prep PCS*	No	No	No	Ward 8	Ward 8	Ward 8	Elementary	Education Campus	Education Campus	480	496	-16	103.3	800	-320	166.7	816	-336	170.0
DGS_0768.0	Inspired Teaching Demonstration PCS	Yes	No	No	Ward 5	Ward 5	Ward 5	Education Campus	Education Campus	Education Campus	520	446	74	85.8	520	0	100.0	520	0	100.0
DGS_0801.0	Kingsman Academy PCS	Yes	No	No	Ward 6	Ward 6	Ward 6	Education Campus	Education Campus	Education Campus	400	249	151	62.3	320	80	80.0	320	80	80.0
DGS_0431.0	KIPP DC PCS AIM Academy	Yes	No	No	Ward 8	Ward 8	Ward 8	Middle	Middle	Middle	1,300	378	110	91.5	374	125	90.4	374	125	90.4
DGS_0431.0	KIPP DC PCS Discover Academy	Yes	No	No	Ward 8	Ward 8	Ward 8	Elementary	Elementary	Elementary		351			350			350		
DGS_0431.0	KIPP DC PCS Heights Academy	Yes	No	No	Ward 8	Ward 8	Ward 8	Elementary	Elementary	Elementary		461			451			451		

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
DGS_0791.0	KIPP DC PCS Arts & Technology Academy	Yes	No	No	Ward 7	Ward 7	Ward 7	Elementary	Elementary	Elementary		347			345			345		
DGS_0791.0	KIPP DC PCS Valor Academy	Yes	No	No	Ward 7	Ward 7	Ward 7	Middle	Middle	Middle	1,000	307	-45	104.5	327	-80	108.0	327	-80	108.0
DGS_0791.0	KIPP DC PCS Quest Academy	Yes	No	No	Ward 7	Ward 7	Ward 7	Elementary	Elementary	Elementary		391			408			408		
DGS_0299.0	KIPP DC PCS College Prep Academy	Yes	No	No	Ward 5	Ward 5	Ward 5	High	High	High	1,000	713	287	71.3	900	100	90.0	900	100	90.0
DGS_0291.0	KIPP DC PCS Connect Academy	Yes	No	No	Ward 5	Ward 5	Ward 5	Elementary	Elementary	Elementary		325			324			324		
DGS_0291.0	KIPP DC PCS Northeast Academy	Yes	No	No	Ward 5	Ward 5	Ward 5	Middle	Middle	Middle	1,100	330	35	96.8	327	41	96.3	327	41	96.3
DGS_0291.0	KIPP DC PCS Spring Academy	Yes	No	No	Ward 5	Ward 5	Ward 5	Elementary	Elementary	Elementary		410			408			408		
DGS_0778.0	KIPP DC PCS Grow Academy	Yes	No	No	Ward 6	Ward 6	Ward 6	Elementary	Elementary	Elementary		321			324			324		
DGS_0778.0	KIPP DC PCS Lead Academy	Yes	No	No	Ward 6	Ward 6	Ward 6	Elementary	Elementary	Elementary	1,050	405	4	99.6	408	-9	100.9	408	-9	100.9
DGS_0778.0	KIPP DC PCS WILL Academy	Yes	No	No	Ward 6	Ward 6	Ward 6	Middle	Middle	Middle		320			327			327		
PCSB_68BLD	KIPP DC PCS KEY Academy	Yes	No	No	Ward 7	Ward 7	Ward 7	Middle	Middle	Middle		338			327			327		
PCSB_68BLD	KIPP DC PCS LEAP Academy	Yes	No	No	Ward 7	Ward 7	Ward 7	Elementary	Elementary	Elementary	982	198	-74	107.5	197	-54	105.5	197	-54	105.5
PCSB_68BLD	KIPP DC PCS Promise Academy	Yes	No	No	Ward 7	Ward 7	Ward 7	Elementary	Elementary	Elementary		520			512			512		
TBD	KIPP DC PK3-8 Campus (Name TBD) (new future school/facility)	Yes	Yes	No	N/A	N/A	Unknown	N/A	N/A	Education Campus	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Unknown	--	--

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
TBD	KIPP DC 2nd High School (Name TBD) (new future school/facility)	Yes	Yes	No	N/A	Ward 7	Ward 7	N/A	High	High	N/A	N/A	N/A	N/A	500	--	--	900	--	--
PCSB_132BLD	Latin American Montessori Bilingual [Walter Reed]	Yes	No	--	Ward 4	N/A	N/A	Elementary	N/A	N/A	152	133	19	87.5	N/A	N/A	N/A	N/A	N/A	N/A
DGS_0800.0	Latin American Montessori Bilingual PCS [Missouri Avenue]	Yes	No	--	Ward 4	N/A	N/A	Elementary	N/A	N/A	175	154	21	88.0	N/A	N/A	N/A	N/A	N/A	N/A
DGS_0780.0	Latin American Montessori Bilingual PCS [South Dakota Avenue]	Yes	No	--	Ward 5	N/A	N/A	Elementary	N/A	N/A	200	175	25	87.5	N/A	N/A	N/A	N/A	N/A	N/A
TBD	Latin American Montessori Bilingual PCS (relocation/ consolidation)	Yes	No	Yes	N/A	Ward 4	Ward 4	N/A	Elementary	Elementary	N/A	N/A	N/A	N/A	462	--	--	462	--	--
PCSB_124BLD	LAYC Career Academy PCS [16th Street]	Yes	No	No	Ward 1	Ward 1	Ward 1	Adult/Alt	Adult/Alt	Adult/Alt	190	136	54	71.6	200	-10	105.3	200	-10	105.3
PCSB_128BLD	Lee Montessori PCS [St. Paul's College]	Yes	No	No	Ward 5	Ward 5	Ward 5	Elementary	Education Campus	Education Campus	178	177	1	99.4	289	-111	162.4	289	-111	162.4
TBD	Lee Montessori TBD (new future school/facility)	Yes	Yes	No	N/A	Ward 7	Ward 7	N/A	Elementary	Education Campus	N/A	N/A	N/A	N/A	306	--	--	306	--	--
PCSB_113BLD	Mary McLeod Bethune PCS [16th Street]	Yes	No	No	Ward 4	Ward 4	Ward 4	Elementary	Elementary	Elementary	134	97	37	72.4	120	14	89.6	120	14	89.6
DGS_0300.0	Mary McLeod Bethune PCS [Main]	Yes	No	No	Ward 5	Ward 5	Ward 5	Education Campus	Education Campus	Education Campus	500	360	140	72.0	320	180	64.0	380	120	76.0

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
DGS_0686.0	Maya Angelou PCS - High School	No	No	No	Ward 7	Ward 7	Ward 7	High	High	High	450	170	144	68.0	170	144	68.0	170	144	68.0
DGS_0686.0	Maya Angelou PCS-Young Adult Learning Center	No	No	No	Ward 7	Ward 7	Ward 7	Adult/Alt	Adult/Alt	Adult/Alt		136			136			136		
DGS_0273.0	Meridian PCS [13th Street]	Yes	No	No	Ward 1	Ward 1	Ward 1	Elementary	Elementary	Elementary	700	540	160	77.1	600	100	85.7	600	100	85.7
PCSB_112BLD	Meridian PCS [14th Street]	Yes	No	--	Ward 1	Ward 1	N/A	Middle	Middle	N/A	125	96	29	76.8	150	-25	120.0	N/A	N/A	N/A
TBD	Meridian PCS (relocation)	Yes	No	Yes	N/A	N/A	Ward 1	N/A	N/A	Middle	N/A	N/A	N/A	N/A	N/A	N/A	N/A	150	--	--
DGS_0648.0	Monument Academy PCS	Yes	No	No	Ward 6	Ward 6	Ward 6	Middle	Middle	Middle	120	115	5	95.8	150	-30	125.0	150	-30	125.0
TBD	Monument Academy PCS (new future school/ facility)	Yes	Yes	No	N/A	Ward 6	Ward 6	N/A	High	High	N/A	N/A	N/A	N/A	140	--	--	140	--	--
TBD	Monument Academy PCS (new future school/ facility)	Yes	Yes	No	N/A	N/A	Ward 6	N/A	N/A	Elementary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	210	--	--
DGS_0454.0	Mundo Verde Bilingual PCS	Yes	No	No	Ward 5	Ward 5	Ward 5	Elementary	Elementary	Elementary	568	578	-10	101.8	600	-32	105.6	600	-32	105.6
TBD	Mundo Verde Bilingual PCS - Campus #2 (new future school/ facility)	Yes	Yes	No	N/A	Ward 4	Ward 4	N/A	Elementary	Elementary	N/A	N/A	N/A	N/A	600	--	--	600	--	--
DGS_0628.0	National Collegiate Preparatory PCHS	No	No	No	Ward 8	Ward 8	Ward 8	High	High	High	375	276	99	73.6	276	99	73.6	276	99	73.6
DGS_0779.0	Paul PCS - International High School	Yes	No	No	Ward 4	Ward 4	Ward 4	High	High	High	700	480	-8	101.1	425	-50	107.1	425	-50	107.1
DGS_0779.0	Paul PCS - Middle School	Yes	No	No	Ward 4	Ward 4	Ward 4	Middle	Middle	Middle		228			325			325		

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
DGS_0780.0	Perry Street Preparatory PCS	No	No	No	Ward 5	Ward 5	Ward 5	Education Campus	Education Campus	Education Campus	650	351	299	54.0	351	299	54.0	351	299	54.0
PCSB_82BLD	Richard Wright PCS for Journalism and Media Arts	No	No	No	Ward 6	Ward 6	Ward 6	High	High	High	398	269	129	67.6	269	129	67.6	269	129	67.6
PCSB_135BLD	Rocketship DC PCS - Legacy Prep*	No	No	No	Ward 7	Ward 7	Ward 7	Elementary	Elementary	Elementary	140	106	34	75.7	651	-511	465.0	640	-500	457.1
PCSB_127BLD	Rocketship DC PCS - Rise Academy*	No	No	No	Ward 8	Ward 8	Ward 8	Elementary	Elementary	Elementary	760	527	233	69.3	690	70	90.8	640	120	84.2
PCSB_83BLD	Roots PCS [Kennedy Street]	Yes	No	No	Ward 4	Ward 4	Ward 4	Elementary	Elementary	Elementary	80	56	24	70.0	76	4	95.0	76	4	95.0
PCSB_116BLD	Roots PCS [North Capitol Street]	Yes	No	No	Ward 4	Ward 4	Ward 4	Elementary	Elementary	Elementary	90	62	28	68.9	44	46	48.9	44	46	48.9
DGS_0802.0	SEED PCS of Washington, DC	Yes	No	No	Ward 7	Ward 7	Ward 7	Education Campus	High	High	421	363	58	86.2	300	121	71.3	350	71	83.1
PCSB_85BLD	Sela PCS	Yes	No	No	Ward 4	Ward 4	Ward 4	Elementary	Elementary	Elementary	310	202	108	65.2	350	-40	112.9	440	-130	141.9
PCSB_130BLD	Shining Stars Montessori Academy PCS [Randolph Street]	No	No	No	Ward 5	Ward 5	Ward 5	Elementary	Elementary	Elementary	410	272	138	66.3	272	138	66.3	272	138	66.3
DGS_0508.0	Somerset Preparatory Academy PCS	Yes	No	No	Ward 8	Ward 8	Ward 8	Education Campus	Education Campus	Education Campus	625	375	250	60.0	620	5	99.2	620	5	99.2
PCSB_88BLD	St. Coletta Special Education PCS	Yes	No	No	Ward 7	Ward 7	Ward 7	Special Ed	Special Ed	Special Ed	250	247	3	98.8	250	0	100.0	250	0	100.0
TBD	Statesmen College Preparatory Academy for Boys PCS (new future school/facility)	Yes	No	No	N/A	Ward 7	Ward 7	N/A	Middle	Middle	N/A	N/A	N/A	N/A	425	--	--	425	--	--
TBD	Statesmen College Preparatory Academy for Boys PCS #2 (new future school/ facility)	Yes	Yes	No	N/A	Ward 8	Ward 8	N/A	Middle	Middle	N/A	N/A	N/A	N/A	250	--	--	250	--	--

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
TBD	Statesmen College Preparatory Academy for Boys PCS #3 (new future school/ facility)	Yes	Yes	No	N/A	N/A	Ward 4	N/A	N/A	Middle	N/A	N/A	N/A	N/A	N/A	N/A	N/A	250	--	--
TBD	Statesmen College Preparatory Academy for Boys PCS #4 (new future school/ facility)	Yes	Yes	No	N/A	N/A	Ward 2	N/A	N/A	Middle	N/A	N/A	N/A	N/A	N/A	N/A	N/A	250	--	--
PCSB_115BLD	Sustainable Futures PCS	No	No	No	Ward 1	N/A	N/A	Adult/Alt	N/A	N/A	125	45	80	36.0	N/A	N/A	N/A	N/A	N/A	N/A
PCSB_108BLD	The Children's Guild DC PCS	Yes	No	No	Ward 5	Ward 5	Ward 5	Education Campus	Education Campus	Education Campus	550	375	175	68.2	850	-300	154.5	850	-300	154.5
TBD	The Children's Guild DC PCS #2 (new future school/facility)	Yes	Yes	No	N/A	Ward 5	Ward 5	N/A	High	High	N/A	N/A	N/A	N/A	400	--	--	400	--	--
TBD	The Family Place PCS (new future school/facility)	Yes	No	No	N/A	Ward 1	Ward 1	N/A	Adult/Alt	Adult/Alt	N/A	N/A	N/A	N/A	150	--	--	150	--	--
PCSB_72BLD	The Next Step/El Proximo Paso PCS	Yes	No	No	Ward 1	Ward 1	Ward 1	Adult/Alt	Adult/Alt	Adult/Alt	420	418	2	99.5	420	0	100.0	420	0	100.0
DGS_0805.0	Thurgood Marshall Academy PCS	No	No	No	Ward 8	Ward 8	Ward 8	High	High	High	420	383	37	91.2	383	37	91.2	383	37	91.2
PCSB_91BLD	Two Rivers PCS - 4th Street [Elementary]	Yes	No	No	Ward 6	Ward 6	Ward 6	Elementary	Elementary	Elementary	380	401	-21	105.5	380	0	100.0	380	0	100.0
PCSB_104BLD	Two Rivers PCS - 4th Street [Middle]	Yes	No	--	Ward 6	N/A	N/A	Middle	N/A	N/A	120	127	-7	105.8	N/A	N/A	N/A	N/A	N/A	N/A
DGS_0783.0	Two Rivers PCS - Young (consolidation of Two Rivers PCS 4th Street [Middle])	Yes	No	No	Ward 5	Ward 5	Ward 5	Elementary	Education Campus	Education Campus	280	284	-4	101.4	680	-400	242.9	680	-400	242.9

Appendix A.21 PCS Gap Analysis (cont.)

FACILITY ID	SCHOOL NAME(S)	GROWTH PLAN SUBMITTED	LEA EXPANSION	SCHOOL/FACILITY RELOCATION	WARD SY2017-18	WARD SY2022-23	WARD SY2027-28	GRADE BAND SY2017-18	GRADE BAND SY2022-23	GRADE BAND SY2027-28	CAPACITY SY2017-18	ENROLLMENT SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	UTILIZATION SY2017-18	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	UTILIZATION SY2022-23	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	UTILIZATION SY2027-28
PCSB_109BLD	Washington Global PCS	Yes	No	No	Ward 6	Ward 6	Ward 6	Middle	Middle	Middle	180	196	-16	108.9	240	-60	133.3	240	-60	133.3
DGS_0143.1	Washington Latin PCS - High School	Yes	No	No	Ward 4	Ward 4	Ward 4	High	High	High	685	331	-13	101.9	350	-15	102.2	350	-15	102.2
DGS_0143.1	Washington Latin PCS - Middle School	Yes	No	No	Ward 4	Ward 4	Ward 4	Middle	Middle	Middle		367			350			350		
TBD	Washington Latin PCS #2 (new future school/ facility)	Yes	Yes	No	N/A	Ward 4	Ward 4	N/A	Education Campus	Education Campus	N/A	N/A	N/A	N/A	500	--	--	500	--	--
PCSB_128BLD	Washington Leadership Academy PCS [St. Paul's College]	Yes	No	No	Ward 5	Ward 5	Ward 5	High	High	High	450	204	246	45.3	400	50	88.9	400	50	88.9
PCSB_94BLD	Washington Mathematics Science Technology PCHS	No	No	No	Ward 5	N/A	N/A	High	N/A	N/A	350	228	122	65.1	N/A	N/A	N/A	N/A	N/A	N/A
PCSB_95BLD	Washington Yu Ying PCS	Yes	No	No	Ward 5	Ward 5	Ward 5	Elementary	Elementary	Elementary	595	579	16	97.3	368	227	61.8	512	83	86.1
TBD	Washington Yu Ying PCS#2 (new future school/ facility)	Yes	Yes	No	N/A	Ward 5	Ward 5	N/A	Elementary	Elementary	N/A	N/A	N/A	N/A	358	--	--	358	--	--
PCSB_124BLD	YouthBuild PCS [16th Street]	Yes	No	No	Ward 1	Ward 1	Ward 1	Adult/Alt	Adult/Alt	Adult/Alt	115	116	-1	100.9	200	-85	173.9	200	-85	173.9
Total											**51,499**	**43,340**	**8,159**	**84.2**	**55,949**	**-4,450**	**108.6**	**60,918**	**-9,419**	**118.3**

Appendix A.21 PCS Gap Analysis (cont.) (Assumptions)

PCS GAP ANALYSIS AND GROWTH PLAN ASSUMPTIONS The DME received the LEA-specific growth plans from the DC PCSB and worked with AECOM to compile them into one comprehensive data file. In order to do that, the following assumptions were made:
For PCS schools that did not submit an LEA Growth Plan, the SY2017-18 enrollment was used for the 5 and 10 year enrollment projections.
Enrollment for those schools that did not submit a growth plan but that are growing out their grades, were estimated using historical trends and uncertified SY2018-19 enrollment, as well as 100% retention or backfilling from one grade to the next. Anticipated Enrollment for Statesmen College Preparatory Academy for Boys PCS was estimated from their Charter Agreement.
SY2022-23 and SY2027-28 enrollment was set to zero for schools that closed at the end of SY2017-18 (Excel Academy PCS, Sustainable Futures PCS, and Washington Mathematics Science Technology PCHS), and schools that had grade bands close (Cesar Chavez PCS for Public Policy - Parkside MS, Friendship PCS - Technology Preparatory Middle, SEED PCS MS)
Some PCS surveys indicated they were moving within 5 years and did not indicate 1) where nor 2) enrollment projection. These were left as null values for 5 and 10 year projections.
In cases of missing or ambiguous information, the DME contacted LEAs to clarify submissions. In addition, if portions of the SY2027-28 growth plans were not filled out, enrollment was held constant from SY2022-23. If a LEA indicated that their lease was ending in a facility or if the LEA answered that they were "Very Likely to Move" or "Likely to Move", the DME assumed the school would relocate during the indicated time frame.

Appendix A.22 PCS Gap Analysis — LEA

LEA CODE	LEA NAME	SUBMITTED GROWTH PLAN	ENROLLMENT CEILING SY2017-18	ENROLLMENT SY2017-18	LEA CAPACITY SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	AVERAGE UTILIZATION SY2017-18	ENROLLMENT CEILING SY2022-23	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	ENROLLMENT CEILING SY2027-28	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	GROWING, SY2017-18 TO SY2022-23	GROWING, SY2017-18 TO SY2027-2028
178	Academy of Hope Adult PCS	Yes	850	386	660	274	58.5	1,000	900	-240	1,000	1,250	-590	Yes	Yes
155	Achievement Preparatory Academy PCS	No	1,040	962	1,053	91	91.4	1,040	962	91	1,040	962	91	No	No
103	AppleTree Early Learning Center PCS	Yes	833	653	701	48	93.2	833	658	43	833	658	43	Yes	Yes
168	Basis DC PCS	No	711	596	620	24	96.1	711	596	24	711	596	24	No	No
189	Breakthrough Montessori PCS*	No	135	129	135	6	95.6	360	331	-196	405	405	-270	Yes	Yes
107	Bridges PCS	Yes	464	399	333	-66	119.8	464	440	-107	464	440	-107	Yes	Yes
119	Briya PCS	Yes	707	673	882	209	76.3	902	873	9	902	947	-65	Yes	Yes
108	Capital City PCS	Yes	1,000	993	1,000	7	99.3	1,000	989	11	1,000	989	11	No	No
162	Carlos Rosario International PCS	Yes	2,100	2,121	2,375	254	89.3	2,200	2,200	175	2,200	2,400	-25	Yes	Yes
123	Cedar Tree Academy PCS	Yes	600	381	400	19	95.3	600	375	25	600	375	25	No	No
156	Center City PCS	No	1,556	1,469	1,708	239	86.0	1,556	1,469	239	1,556	1,469	239	No	No
109	Cesar Chavez PCS for Public Policy	Yes	1,620	1,177	1,669	492	70.5	1,320	1,000	669	1,320	1,000	669	No	No
153	City Arts & Prep PCS	Yes	905	499	624	125	80.0	905	520	104	905	520	104	Yes	Yes
176	Community College Preparatory Academy PCS	Yes	600	600	300	-300	200.0	600	1,575	-1,275	600	1,575	-1,275	Yes	Yes
169	Creative Minds International PCS	Yes	460	441	639	198	69.0	600	600	39	660	660	-21	Yes	Yes

Source: DME 2017, AECOM 2018

** Enrollment for LEAs that did not submit a growth plan were kept constant for SY2022-23 and SY2027-28, unless one of their schools is still growing out to their full grade span. Enrollment for those schools (noted with an asterisk) was estimated using historical trends and uncertified SY2018-19 enrollment, as well as 100% retention or backfilling from one grade to the next.*

Note: SY2017-18 Capacities minus SY2017-18, SY2022-23, and SY2027-28 enrollments are null for those facilities with no known SY2017-18.

Note: SY2017-18 Capacities minus SY2017-18, SY2022-23, and SY2027-28 enrollments do not include capacities for new future schools/facilities.

Note: Democracy Prep's growth plan indicated that they anticipated growing to 900 students by SY2022-23 and SY2027-28. However, at the time of analysis, Democracy Prep PCS was slated to close at the end of SY2018-19. Due to the uncertainty of their future status and whether another charter school operator would take over operations, their enrollment was set to zero for SY2022-23 and SY2027-28.

Appendix A.22 PCS Gap Analysis — LEA (cont.)

LEA CODE	LEA NAME	SUBMITTED GROWTH PLAN	ENROLLMENT CEILING SY2017-18	ENROLLMENT SY2017-18	LEA CAPACITY SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	AVERAGE UTILIZATION SY2017-18	ENROLLMENT CEILING SY2022-23	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	ENROLLMENT CEILING SY2027-28	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	GROWING, SY2017-18 TO SY2022-23	GROWING, SY2017-18 TO SY2027-2028
114	DC Bilingual PCS	Yes	435	440	450	10	97.8	500	460	-10	500	460	-10	Yes	Yes
115	DC Prep PCS	Yes	1,940	1,875	1,870	-5	100.3	2,806	2,459	-589	2,912	3,437	-1,567	Yes	Yes
170	DC Scholars PCS	Yes	556	515	700	185	73.6	556	650	50	556	700	0	Yes	Yes
179	Democracy Prep Congress Heights PCS	Yes	1,025	645	625	-20	103.2	1,025	0	625	1,025	0	625	No	No
317	Digital Pioneers Academy PCS	Yes	N/A	N/A	N/A	--	--	360	1,200	--	360	2,040	--	Yes	Yes
181	District of Columbia International School	Yes	886	804	972	168	82.7	1,213	2,700	-1,728	2,156	2,900	-1,928	Yes	Yes
116	E.L. Haynes PCS	No	1,200	1,131	1,190	59	95.0	1,200	1,131	59	1,200	1,131	59	No	No
117	Eagle Academy PCS	Yes	920	935	934	-1	100.1	920	1,210	-276	920	1,270	-336	Yes	Yes
118	Early Childhood Academy PCS	Yes	300	246	280	34	87.9	300	300	-20	300	300	-20	Yes	Yes
144	Elsie Whitlow Stokes Community Freedom PCS	Yes	350	350	350	0	100.0	698	700	-350	750	750	-400	Yes	Yes
158	Excel Academy PCS	No	975	642	867	225	74.0	--	0	--	--	0	--	No	No
120	Friendship PCS	Yes	5,340	4,170	6,070	1,900	68.7	5,115	4,820	1,250	5,115	5,156	914	Yes	Yes
190	Goodwill Excel Center PCS	Yes	350	356	360	4	98.9	360	360	0	360	360	0	Yes	Yes
180	Harmony DC PCS - School of Excellence	Yes	408	94	216	122	43.5	624	192	24	624	480	-264	Yes	Yes
121	Hope Community PCS	Yes	1,080	755	910	155	83.0	1,080	900	10	1,080	900	10	Yes	Yes
124	Howard University Middle School of Mathematics and Science PCS	Yes	500	278	360	82	77.2	500	500	-140	500	500	-140	Yes	Yes
126	IDEA PCS	No	600	305	320	15	95.3	600	305	15	600	305	15	No	No
127	Ideal Academy PCS	No	396	279	425	146	65.6	396	279	146	396	279	146	No	No
173	Ingenuity Prep PCS*	No	491	496	480	-16	103.3	816	800	-320	816	816	-336	Yes	Yes

Appendix A.22 PCS Gap Analysis — LEA (cont.)

LEA CODE	LEA NAME	SUBMITTED GROWTH PLAN	ENROLLMENT CEILING SY2017-18	ENROLLMENT SY2017-18	LEA CAPACITY SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	AVERAGE UTILIZATION SY2017-18	ENROLLMENT CEILING SY2022-23	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	ENROLLMENT CEILING SY2027-28	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	GROWING, SY2017-18 TO SY2022-23	GROWING, SY2017-18 TO SY2027-2028
165	Inspired Teaching Demonstration PCS	Yes	448	446	520	74	85.8	520	520	0	520	520	0	Yes	Yes
186	Kingsman Academy PCS	Yes	320	249	400	151	62.3	320	320	80	320	320	80	Yes	Yes
129	KIPP DC PCS	Yes	6,277	6,115	6,432	317	95.1	7,159	6,809	-377	7,484	7,209	-777	Yes	Yes
130	Latin American Montessori Bilingual PCS	Yes	483	462	175	-287	264.0	602	462	-287	602	462	-287	No	No
172	LAYC Career Academy PCS	Yes	200	136	190	54	71.6	200	200	-10	200	200	-10	Yes	Yes
177	Lee Montessori PCS	Yes	178	177	178	1	99.4	297	595	-417	297	595	-417	Yes	Yes
132	Mary McLeod Bethune PCS	Yes	500	457	634	177	72.1	500	440	194	500	500	134	No	Yes
133	Maya Angelou PCS	No	550	306	450	144	68.0	550	306	144	550	306	144	No	No
135	Meridian PCS	Yes	855	636	825	189	77.1	855	750	75	855	750	75	Yes	Yes
184	Monument Academy PCS	Yes	129	115	120	5	95.8	172	290	-170	172	500	-380	Yes	Yes
171	Mundo Verde Bilingual PCS	Yes	635	578	568	-10	101.8	1,049	1,200	-632	1,235	1,200	-632	Yes	Yes
163	National Collegiate Preparatory PCHS	No	500	276	375	99	73.6	500	276	99	500	276	99	No	No
138	Paul PCS	Yes	875	708	700	-8	101.1	875	750	-50	875	750	-50	Yes	Yes
125	Perry Street Preparatory PCS	No	700	351	850	499	41.3	700	351	499	700	351	499	No	No
167	Richard Wright PCS for Journalism and Media Arts	No	500	269	398	129	67.6	500	269	129	500	269	129	No	No
191	Rocketship DC PCS*	No	1,300	633	900	267	70.3	4,550	1,341	-441	5,200	1,280	-380	Yes	Yes
140	Roots PCS	Yes	120	118	170	52	69.4	120	120	50	120	120	50	Yes	Yes
142	SEED PCS of Washington, DC	Yes	500	363	421	58	86.2	250	300	121	250	350	71	No	No
174	Sela PCS	Yes	372	202	310	108	65.2	372	350	-40	372	440	-130	Yes	Yes

Appendix A.22 PCS Gap Analysis — LEA (cont.)

LEA CODE	LEA NAME	SUBMITTED GROWTH PLAN	ENROLLMENT CEILING SY2017-18	ENROLLMENT SY2017-18	LEA CAPACITY SY2017-18	SY2017-18 CAPACITY MINUS ENROLLMENT SY2017-18	AVERAGE UTILIZATION SY2017-18	ENROLLMENT CEILING SY2022-23	ENROLLMENT SY2022-23	SY2017-18 CAPACITY MINUS ENROLLMENT SY2022-23	ENROLLMENT CEILING SY2027-28	ENROLLMENT SY2027-28	SY2017-18 CAPACITY MINUS ENROLLMENT SY2027-28	GROWING, SY2017-18 TO SY2022-23	GROWING, SY2017-18 TO SY2027-2028
166	Shining Stars Montessori Academy PCS	No	275	272	410	138	66.3	350	272	138	350	272	138	No	No
175	Somerset Preparatory Academy PCS	Yes	840	375	1,075	700	34.9	840	620	455	840	620	455	Yes	Yes
143	St. Coletta Special Education PCS	Yes	250	247	250	3	98.8	250	250	0	250	250	0	Yes	Yes
314	Statesmen College Preparatory Academy for Boys PCS	Yes	N/A	N/A	N/A	--	--	425	675	--	425	1,175	--	Yes	Yes
215	Sustainable Futures PCS	No	65	45	125	80	36.0	266	0	--	266	0	--	No	No
188	The Children's Guild DC PCS	Yes	650	375	550	175	68.2	850	1,250	-700	850	1,250	-700	Yes	Yes
303	The Family Place PCS	Yes	N/A	N/A	N/A	--	--	175	150	--	175	150	--	Yes	Yes
145	The Next Step PCS	Yes	500	418	420	2	99.5	500	420	0	500	420	0	Yes	Yes
146	Thurgood Marshall Academy PCS	No	560	383	420	37	91.2	950	383	37	950	383	37	No	No
149	Two Rivers PCS	Yes	1,146	812	780	-32	104.1	1,296	1,060	-280	1,296	1,060	-280	Yes	Yes
185	Washington Global PCS	Yes	220	196	180	-16	108.9	240	240	-60	240	240	-60	Yes	Yes
151	Washington Latin PCS	Yes	784	698	685	-13	101.9	784	1,200	-515	784	1,200	-515	Yes	Yes
192	Washington Leadership Academy PCS	Yes	210	204	450	246	45.3	0	400	50	0	400	50	Yes	Yes
152	Washington Mathematics Science Technology PCHS	No	420	228	350	122	65.1	--	0	--	--	0	--	No	No
160	Washington Yu Ying PCS	Yes	630	579	595	16	97.3	630	726	-131	630	870	-275	Yes	Yes
131	YouthBuild PCS	Yes	115	116	115	-1	100.9	122	200	-85	122	200	-85	Yes	Yes
	Total		**53,440**	**43,340**	**51,499**	**8,159**	**84.2**	**60,929**	**55,949**	**-4,450**	**63,296**	**60,918**	**-9,419**		

Appendix A.22 PCS Gap Analysis — LEA (cont.) (Assumptions)

PCS GAP ANALYSIS AND GROWTH PLAN ASSUMPTIONS
The DME received the LEA-specific growth plans from the DC PCSB and worked with AECOM to compile them into one comprehensive data file. In order to do that, the following assumptions were made:
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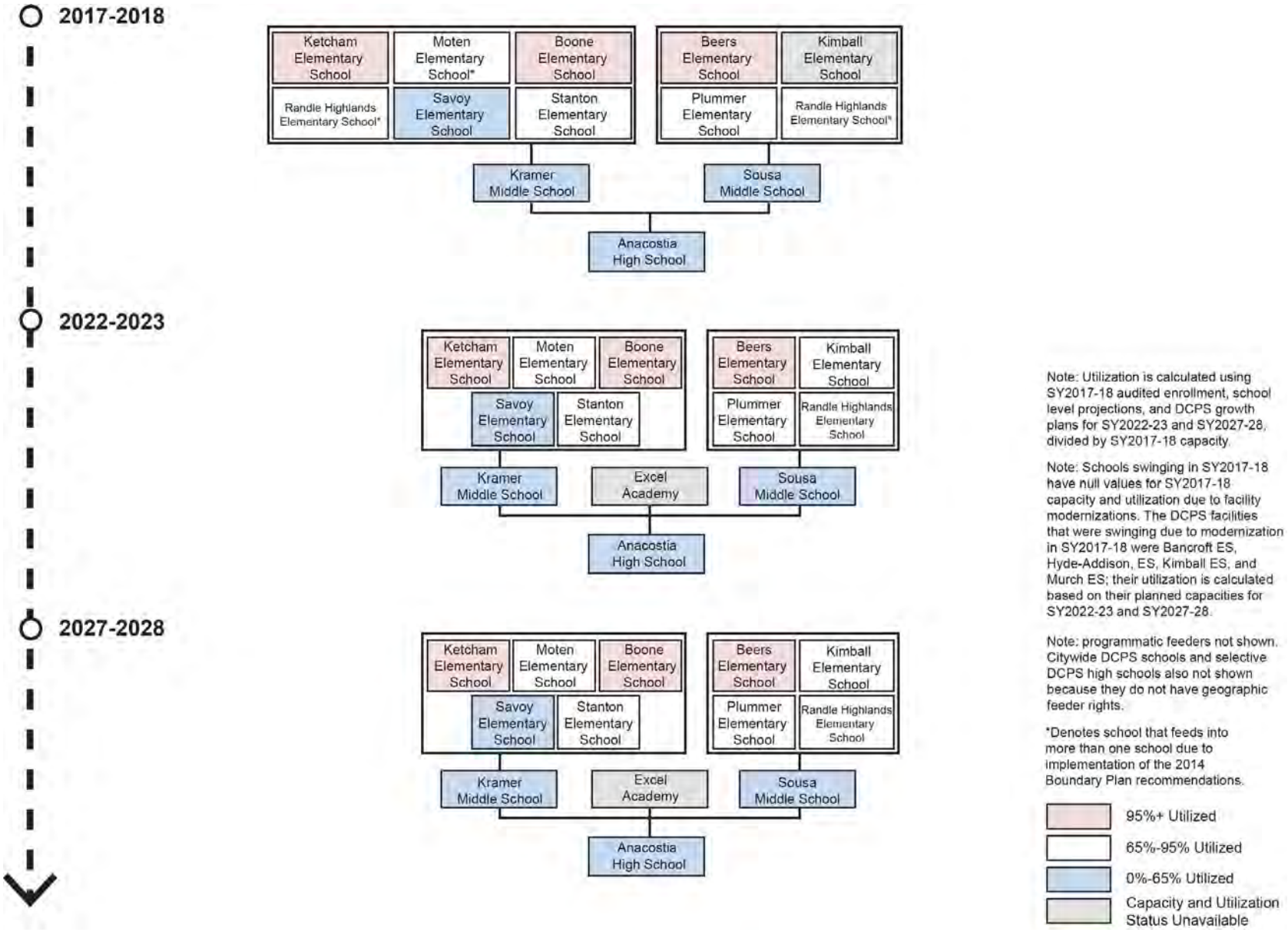
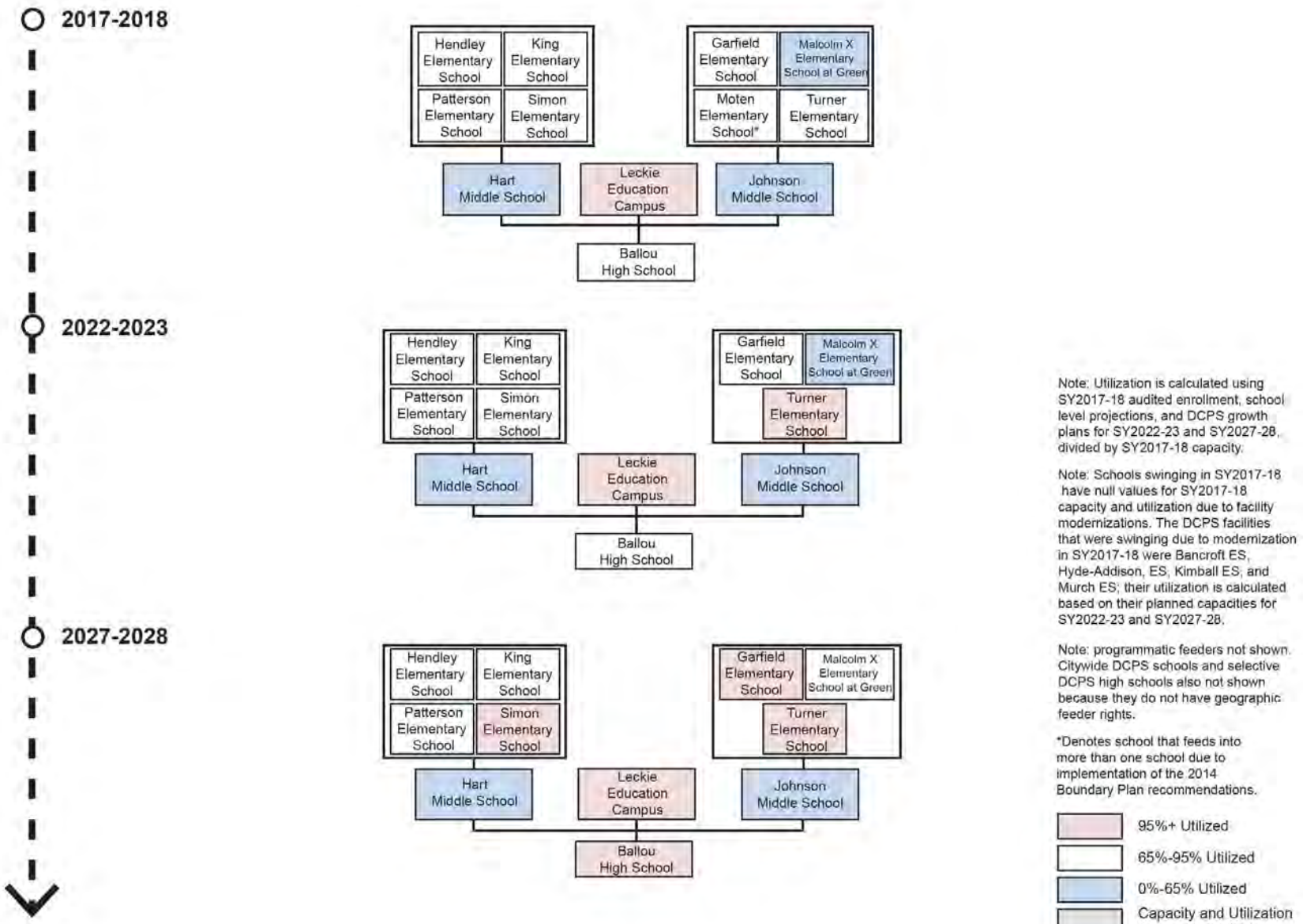
SY2022-23 and SY2027-28 enrollment was set to zero for schools that closed at the end of SY2017-18 (Excel Academy PCS, Sustainable Futures PCS, and Washington Mathematics Science Technology PCHS), and schools that had grade bands close (Cesar Chavez PCS for Public Policy - Parkside MS, Friendship PCS - Technology Preparatory Middle, SEED PCS MS)
Some PCS surveys indicated they were moving within 5 years and did not indicate 1) where nor 2) enrollment projection. These were left as null values for 5 and 10 year projections.
In cases of missing or ambiguous information, the DME contacted LEAs to clarify submissions. In addition, if portions of the SY2027-28 growth plans were not filled out, enrollment was held constant from SY2022-23. If a LEA indicated that their lease was ending in a facility or if the LEA answered that they were "Very Likely to Move" or "Likely to Move", the DME assumed the school would relocate during the indicated time frame.

Appendix A.23 DCPS High School Geographic Feeder Patterns by Utilization Status, SY2017-18, SY2022-23 and SY2027-28

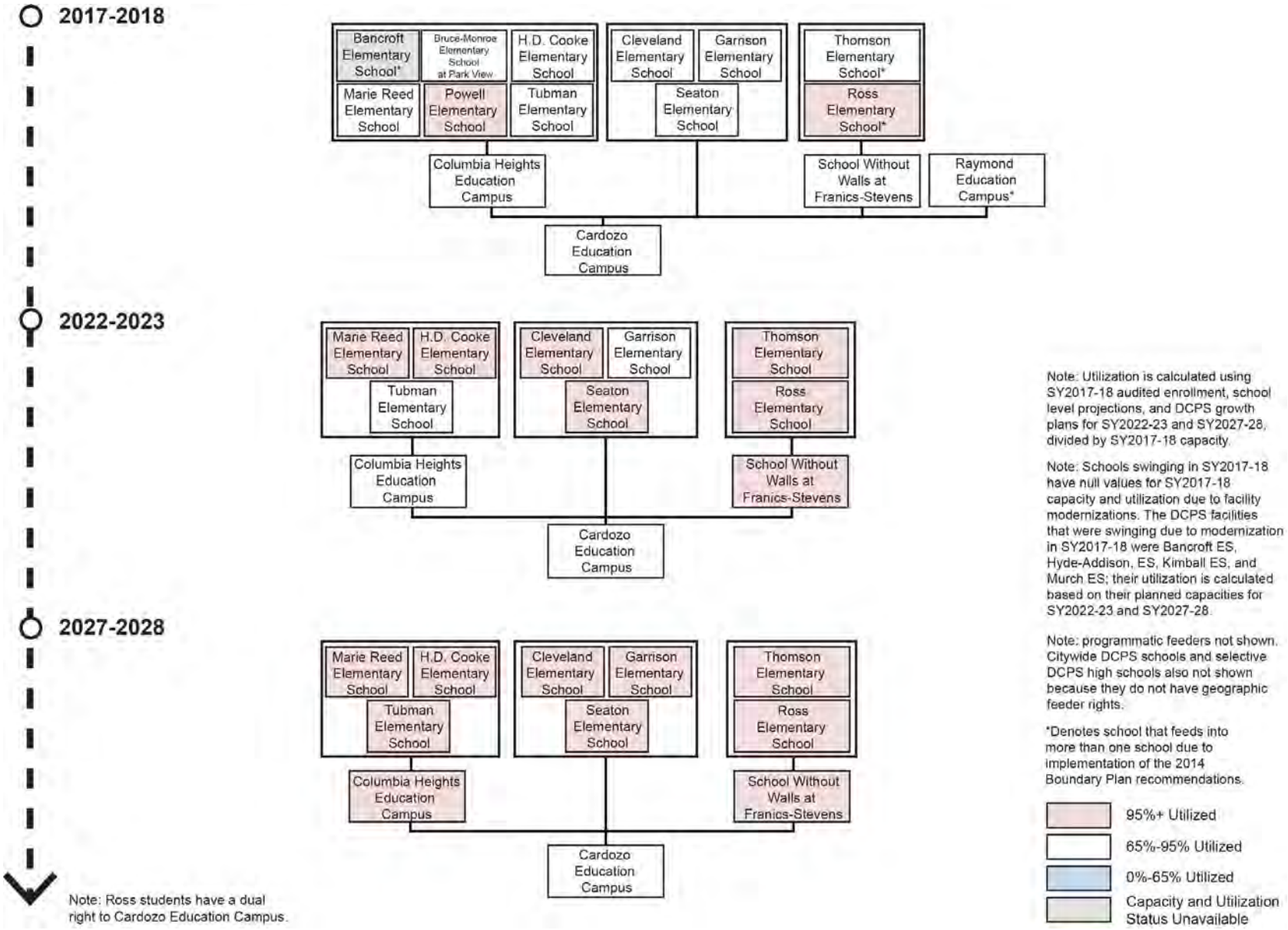


Source: DME 2017, AECOM 2018

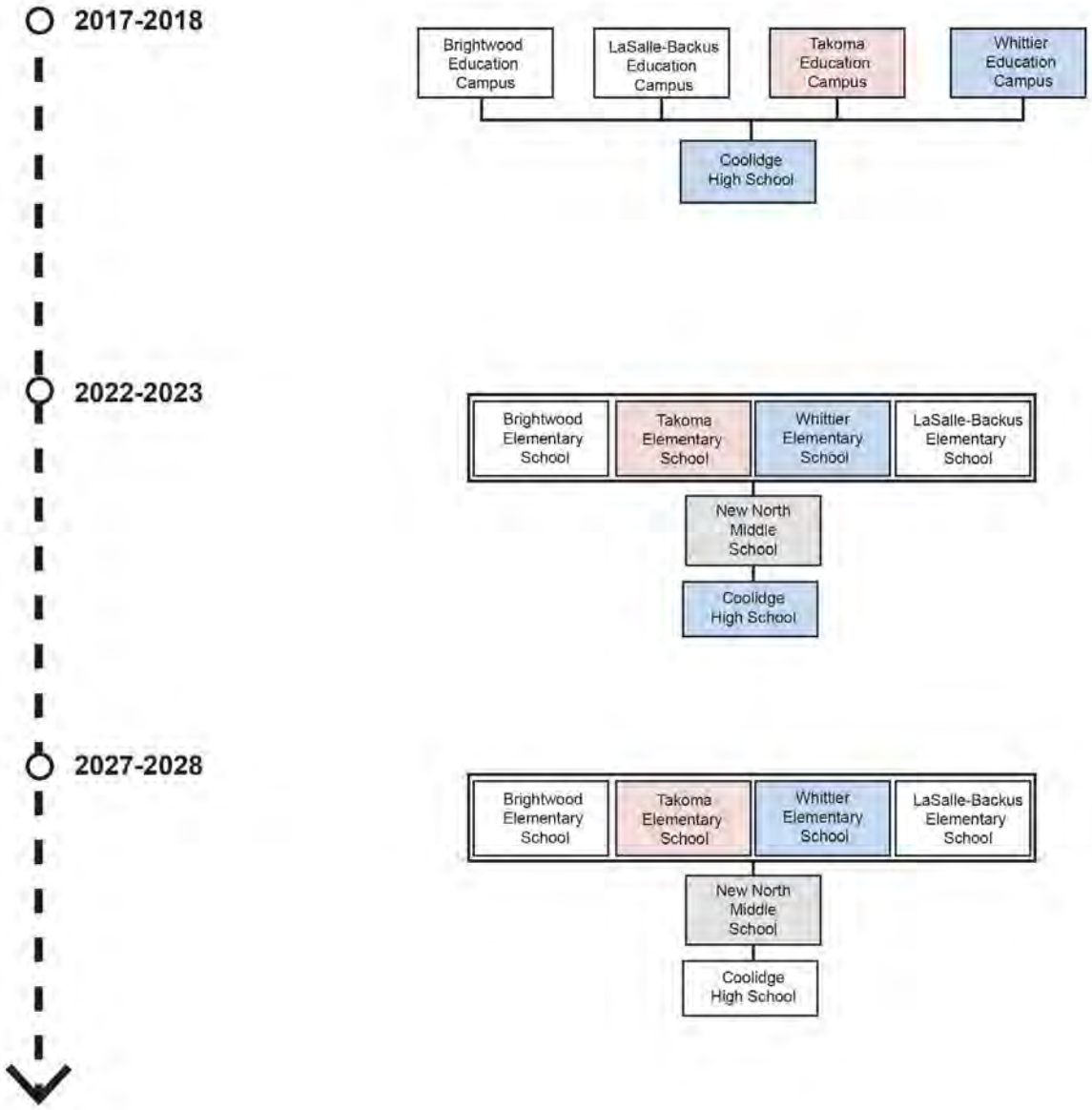
Appendix A.23 DCPS High School Geographic Feeder Patterns by Utilization Status, SY2017-18, SY2022-23 and SY2027-28 (cont.)



Appendix A.23 DCPS High School Geographic Feeder Patterns by Utilization Status, SY2017-18, SY2022-23 and SY2027-28 (cont.)



Appendix A.23 DCPS High School Geographic Feeder Patterns by Utilization Status, SY2017-18, SY2022-23 and SY2027-28 (cont.)



Note: Utilization is calculated using SY2017-18 audited enrollment, school level projections, and DCPS growth plans for SY2022-23 and SY2027-28, divided by SY2017-18 capacity.

Note: Schools swinging in SY2017-18 have null values for SY2017-18 capacity and utilization due to facility modernizations. The DCPS facilities that were swinging due to modernization in SY2017-18 were Bancroft ES, Hyde-Addison, ES, Kimball ES, and Murch ES; their utilization is calculated based on their planned capacities for SY2022-23 and SY2027-28.

Note: programmatic feeders not shown. Citywide DCPS schools and selective DCPS high schools also not shown because they do not have geographic feeder rights.

*Denotes school that feeds into more than one school due to implementation of the 2014 Boundary Plan recommendations.

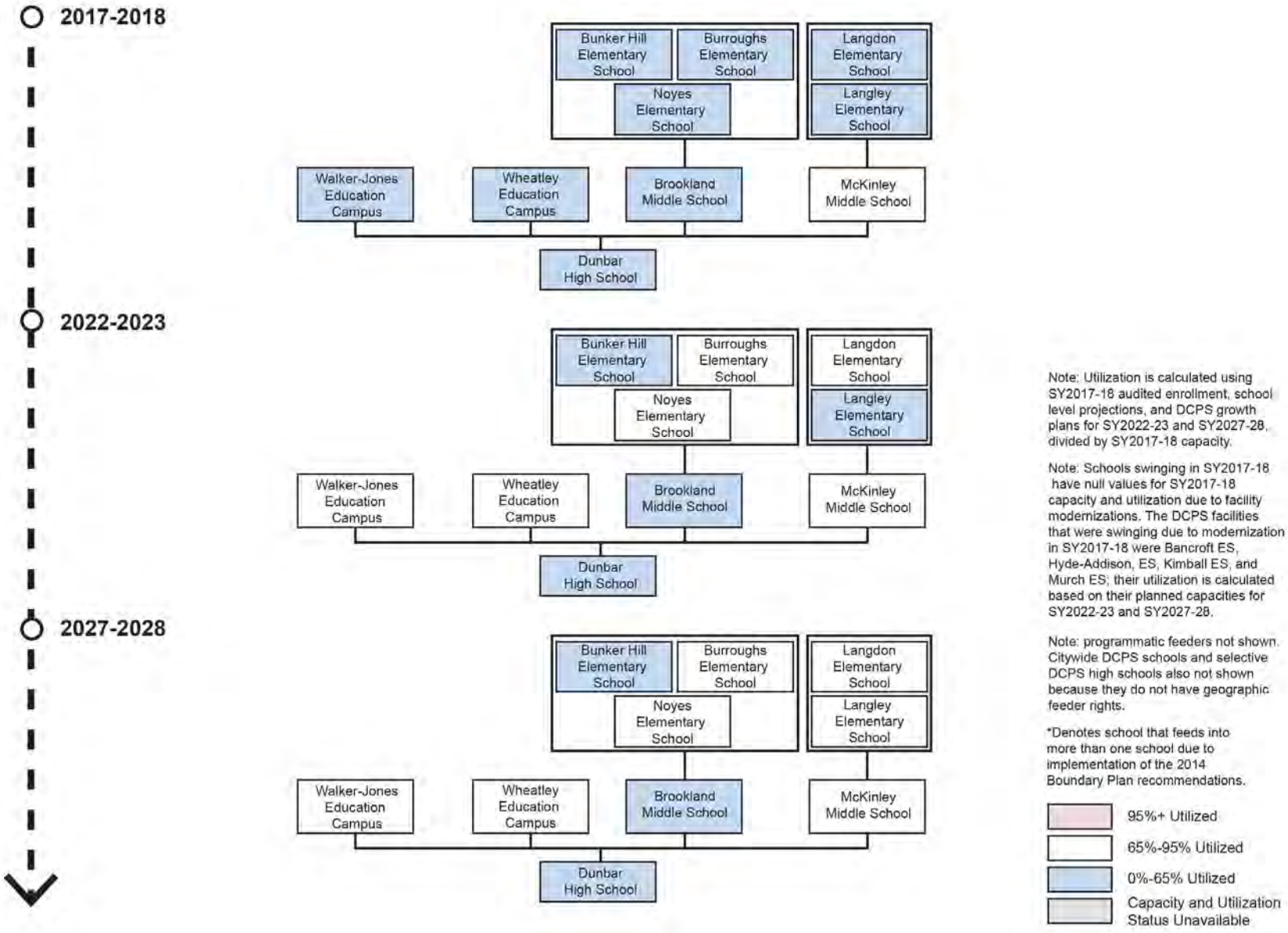
95%+ Utilized

65%-95% Utilized

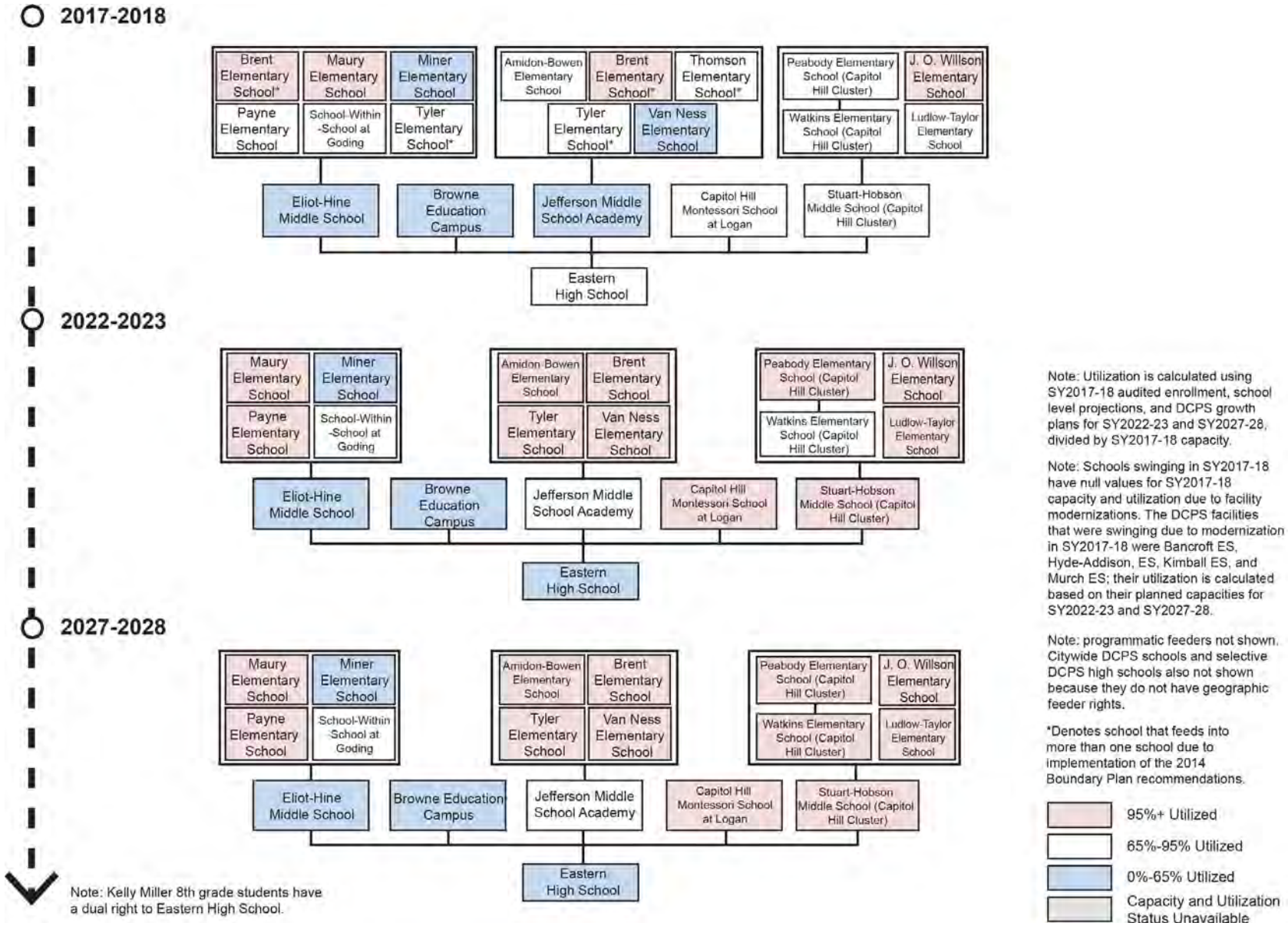
0%-65% Utilized

Capacity and Utilization Status Unavailable

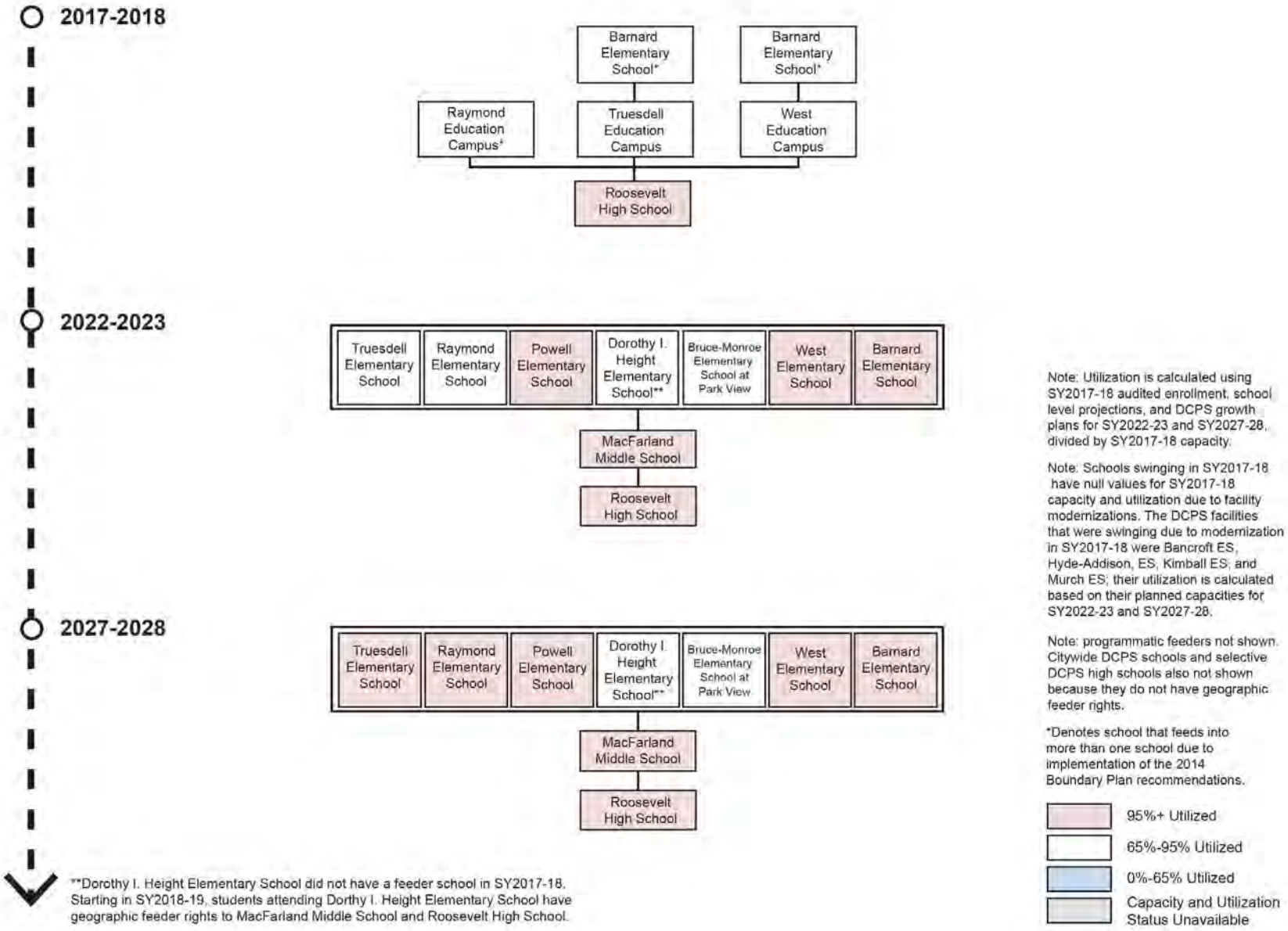
Appendix A.23 DCPS High School Geographic Feeder Patterns by Utilization Status, SY2017-18, SY2022-23 and SY2027-28 (cont.)



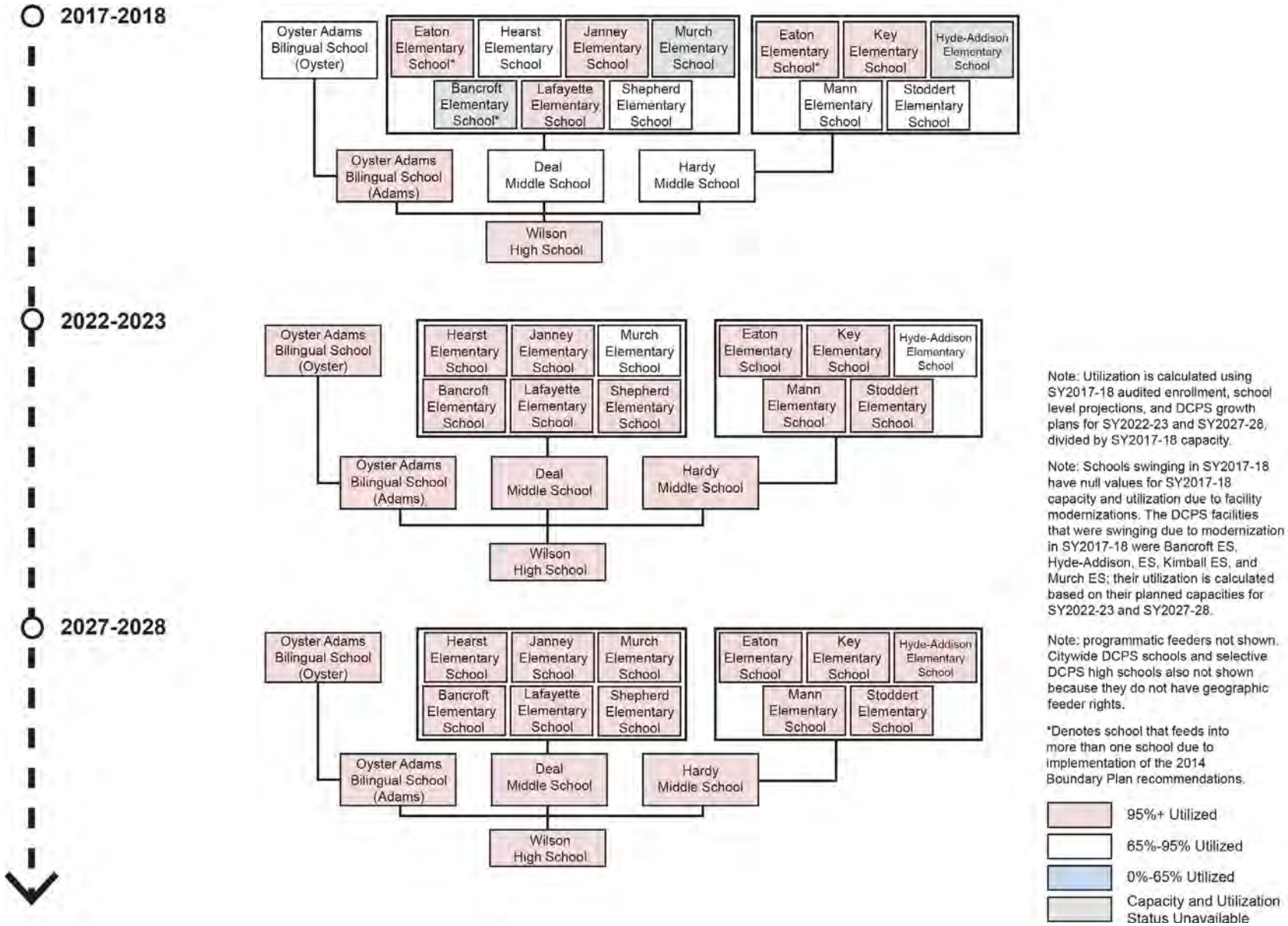
Appendix A.23 DCPS High School Geographic Feeder Patterns by Utilization Status, SY2017-18, SY2022-23 and SY2027-28 (cont.)



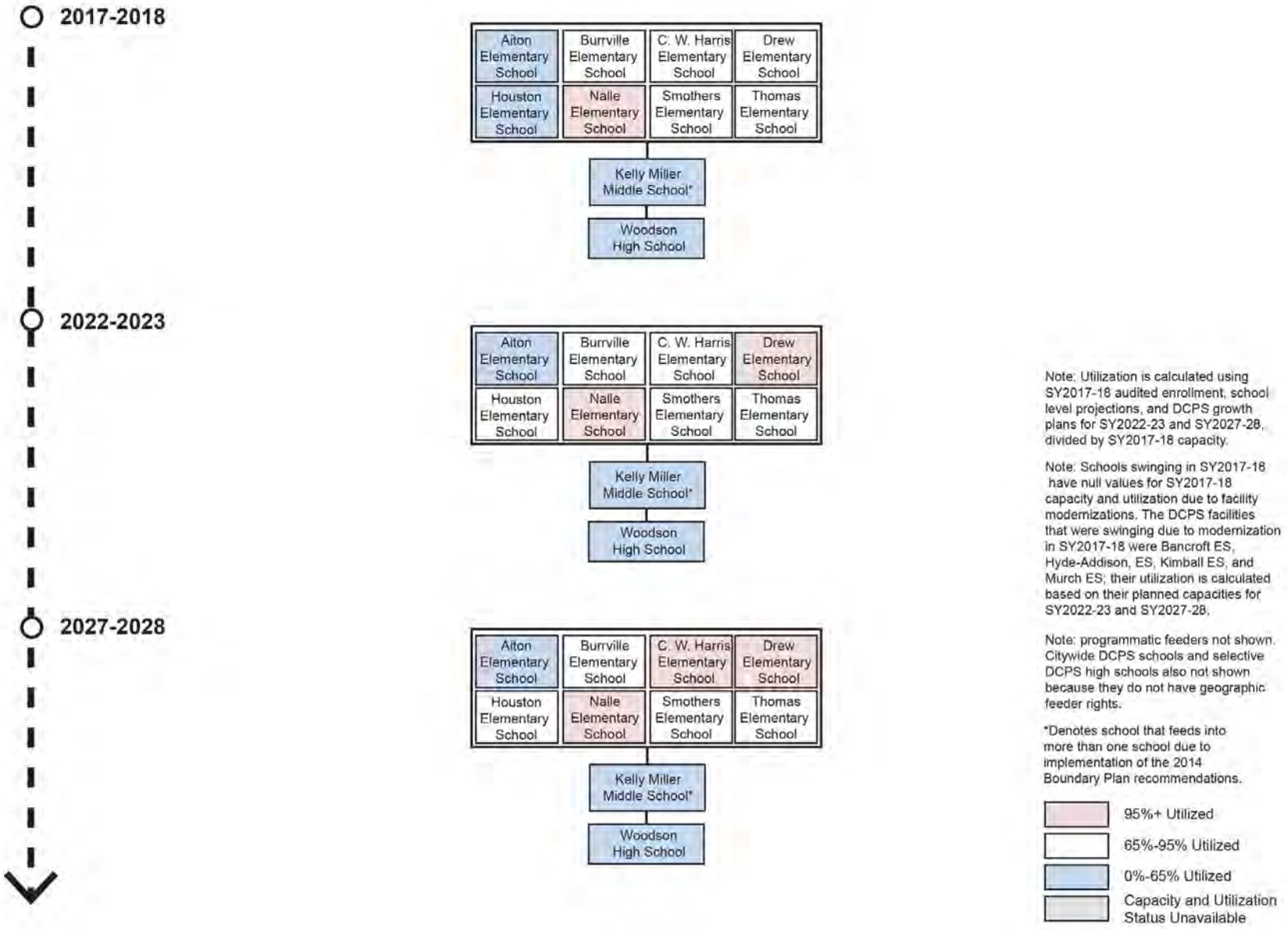
Appendix A.23 DCPS High School Geographic Feeder Patterns by Utilization Status, SY2017-18, SY2022-23 and SY2027-28 (cont.)



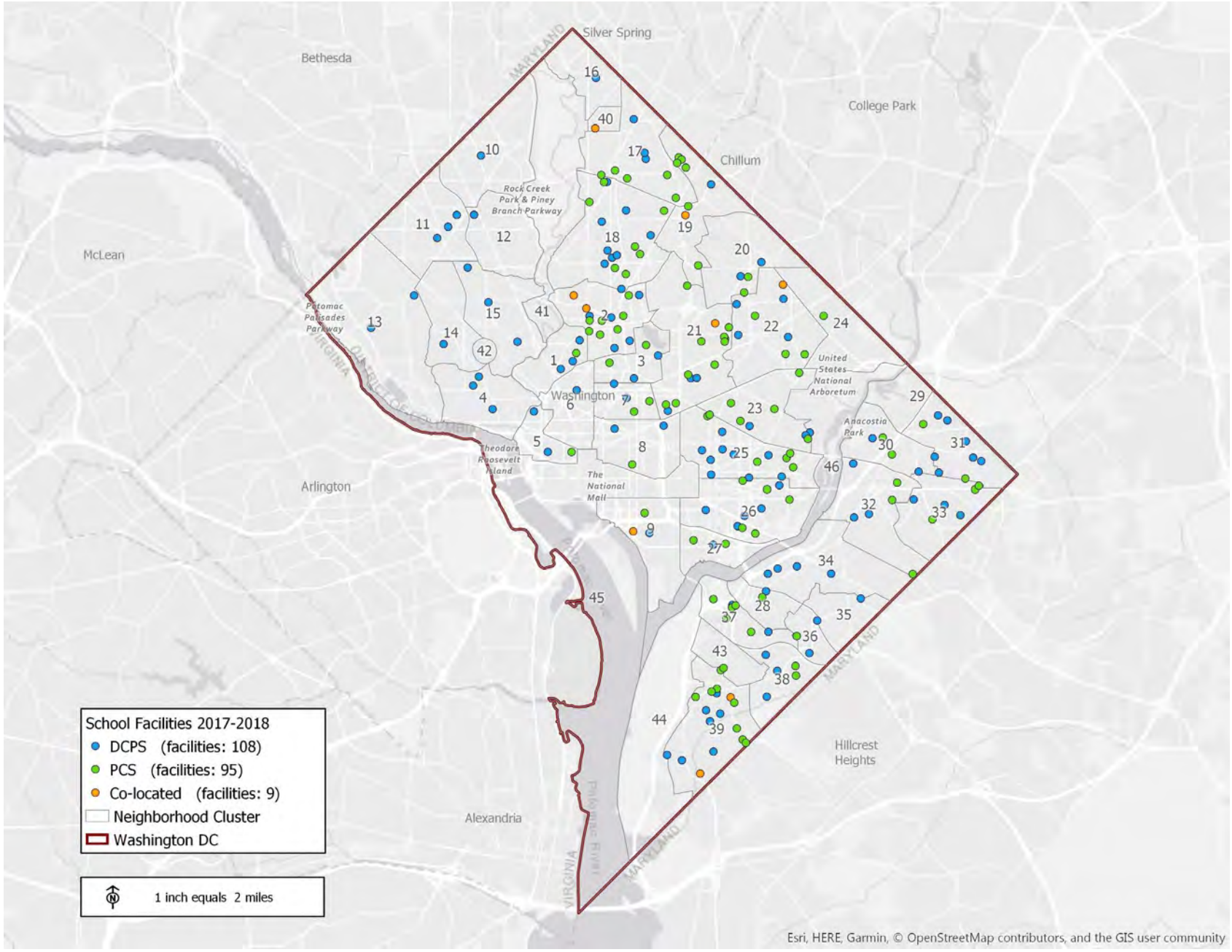
Appendix A.23 DCPS High School Geographic Feeder Patterns by Utilization Status, SY2017-18, SY2022-23 and SY2027-28 (cont.)



Appendix A.23 DCPS High School Geographic Feeder Patterns by Utilization Status, SY2017-18, SY2022-23 and SY2027-28 (cont.)



Appendix A.24 School Facilities by Neighborhood Cluster, SY2017-18



Source: DME 2017, AECOM 2018

Appendix A.25 Gross Square Feet by Facility SY2017-18

SCHOOL NAME	GROSS SQUARE FEET
Academy of Hope Adult PCS [18th Place]	28,076
Academy of Hope Adult PCS [Southeast]	27,080
Achievement Preparatory PCS-Elementary; Achievement Preparatory PCS-Middle School	119,214
Aiton ES	72,698
Amidon-Bowen ES	76,734
Anacostia HS	207,000
AppleTree Early Learning PCS - Columbia Heights	12,204
AppleTree Early Learning PCS - Lincoln Park	8,975
AppleTree Early Learning PCS - Oklahoma Avenue	15,866
AppleTree Early Learning PCS - Southeast [Douglas Knoll]	9,677
AppleTree Early Learning PCS - Southeast [Parklands]	7,484
Ballou HS; Ballou STAY	356,000
Bancroft ES	136,560
Barnard ES	72,500
Basis DC PCS	44,179
Beers ES	82,748
Benjamin Banneker HS	153,583
Boone ES	77,740
Breakthrough Montessori PCS	10,776
Brent ES	49,645
Bridges PCS [Mamie D. Lee]; Briya PCS [Gallatin Street/Fort Totten]	82,485
Brightwood EC	86,120
Briya PCS [13th Street/Sharpe]	2,430
Briya PCS [Georgia Avenue/Petworth]	26,940
Briya PCS [Ontario Road/Adams Morgan/Main]	15,210
Brookland MS	109,152
Browne EC	305,996
Bruce Monroe ES at Park View	82,200
Bunker Hill ES	71,752
Burroughs EC	64,088
Burrville ES	89,214
C W Harris ES	56,023
Capital City PCS-Elementary School; Capital City PCS-Middle School; Capital City PCS- High School	176,900
Capitol Hill Montessori School at Logan	51,269
Cardozo EC	394,000
Carlos Rosario International PCS [Harvard Street]	84,000
Carlos Rosario International PCS [Sonia Gutierrez]	48,000
Cedar Tree Academy PCS	31,000
Center City PCS - Brightwood	37,010
Center City PCS - Capitol Hill	40,037
Center City PCS - Congress Heights	27,000
Center City PCS - Petworth	30,825
Center City PCS - Shaw	29,240
Center City PCS - Trinidad	23,313
Cesar Chavez PCS for Public Policy - Capitol Hill	40,000
Cesar Chavez PCS for Public Policy - Chavez Prep	47,788
Cesar Chavez PCS for Public Policy - Parkside MS ; Cesar Chavez PCS for Public Policy - Parkside HS	66,880
City Arts & Prep PCS	27,441
Cleveland ES	53,000
Columbia Heights EC (CHEC)	325,248
Community College Preparatory Academy PCS [Main]	11,000
Coolidge HS	341,246
Creative Minds International PCS	50,000
DC Bilingual PCS	53,680
DC Prep PCS - Anacostia Elementary School [V Street]	46,792
DC Prep PCS - Benning Elementary School ; DC Prep. PCS- Benning Middle School	108,875
DC Prep PCS - Edgewood Elementary School	50,050
DC Prep PCS - Edgewood Middle School	39,746
DC Scholars PCS	73,090
Deal MS	185,000
Democracy Prep Congress Heights PCS	50,998
District of Columbia International School [Walter Reed]; Latin American Montessori Bilingual [Walter Reed]	170,813
Dorothy Height ES	50,998
Drew ES	62,807
Duke Ellington School for the Arts	279,524
Dunbar HS	276,536
E.L. Haynes PCS [Georgia Avenue] - Middle School	45,484

Appendix A.25 Gross Square Feet by Facility SY2017-18 (cont.)

SCHOOL NAME	GROSS SQUARE FEET
E.L. Haynes PCS [Kansas Avenue] - Elementary School; E.L. Haynes PCS [Kansas Avenue] - High School	97,915
Eagle Academy PCS - Capitol Riverfront	8,500
Eagle Academy PCS - Congress Heights	88,329
Early Childhood Academy PCS [Facility A]	15,602
Early Childhood Academy PCS [Facility B]	4,012
Eastern HS	288,800
Eaton ES	58,856
Eliot Hine MS	155,100
Elsie Whitlow Stokes Community Freedom PCS	32,341
Excel Academy PCS	86,800
Friendship PCS - Armstrong	100,000
Friendship PCS - Blow Pierce Elementary; Friendship PCS - Blow-Pierce Middle	52,944
Friendship PCS - Chamberlain Elementary; Friendship PCS - Chamberlain Middle	80,680
Friendship PCS - Collegiate Academy	156,000
Friendship PCS - Online	20,819
Friendship PCS - Southeast Academy	58,539
Friendship PCS - Technology Preparatory Middle; Friendship PCS - Technology Preparatory High	59,125
Friendship PCS - Woodridge Elementary; Friendship PCS - Woodridge Middle	37,000
Garfield ES	78,704
Garrison ES	60,200
Goodwill Excel Center PCS	21,530
H D Cooke ES	85,696
H.D. Woodson HS	235,000
Hardy MS	107,200
Harmony DC PCS - School of Excellence	20,000
Hart MS	149,164
Hearst ES	62,309
Hendley ES	66,329
Hope Community PCS - Lamond	41,000
Hope Community PCS - Tolson	34,962
Houston ES	54,586
Howard University Middle School of Mathematics and Science PCS	20,968
Hyde-Addison ES	66,045
IDEA PCS	99,381
Ideal Academy PCS	35,090
Ingenuity Prep PCS; National Collegiate Preparatory PCHS	348,700
Inspired Teaching Demonstration PCS	71,109
J O Wilson ES	97,825
Janney ES	96,083
Jefferson Middle School Academy; AppleTree Early Learning PCS - Southwest	126,945
Johnson John Hayden MS	170,451
Kelly Miller MS	115,000
Ketcham ES	92,343
Key ES	50,000
Kimball ES	83,400
King, M L ES	61,737
Kingsman Academy PCS	61,113
KIPP DC PCS Arts & Technology Academy; KIPP DC PCS Quest Academy; KIPP DC PCS Valor Academy	103,987
KIPP DC PCS College Prep Academy	126,828
KIPP DC PCS Connect Academy ; KIPP DC PCS Spring Academy; KIPP DC PCS Northeast Academy	105,007
KIPP DC PCS Discover Academy; KIPP DC PCS Heights Academy; KIPP DC PCS AIM Academy	144,519
KIPP DC PCS Grow Academy; KIPP DC PCS Lead Academy; KIPP DC PCS WILL Academy	99,328
KIPP DC PCS LEAP Academy; KIPP DC PCS Promise Academy; KIPP DC PCS KEY Academy	84,681
Kramer MS	131,865
Lafayette ES	125,000
Langdon EC	117,308
Langley EC	93,680
LaSalle-Backus EC	55,011
Latin American Montessori Bilingual PCS [Missouri Avenue]	16,468
LAYC Career Academy PCS [16th Street]; YouthBuild PCS [16th Street]	59,000
Leckie ES	64,697
Ludlow-Taylor ES	58,639
Luke Moore Alternative HS	65,751
MacFarland MS Dual Language Program	110,000

Appendix A.25 Gross Square Feet by Facility SY2017-18 (cont.)

SCHOOL NAME	GROSS SQUARE FEET
Malcolm X ES at Green	63,780
Mann ES	60,969
Marie Reed ES	153,584
Mary McLeod Bethune PCS [16th Street]	12,245
Mary McLeod Bethune PCS [Main]	55,347
Maury ES	46,800
Maya Angelou PCS - High School; Maya Angelou PCS-Young Adult Learning Center	125,800
McKinley Middle School; McKinley Technology HS	282,200
Meridian PCS [13th Street]	51,650
Meridian PCS [14th Street]	25,000
Meyer ES	62,200
Miner ES	76,900
Monument Academy PCS	63,239
Moten ES	110,000
Mundo Verde Bilingual PCS	52,025
Murch ES	114,078
Nalle ES	65,418
Noyes EC	51,500
Oyster Adams Bilingual School (Adams)	70,997
Oyster Adams Bilingual School (Oyster)	61,865
Patterson ES	78,300
Paul PCS - Middle School; Paul PCS - International High School	186,061
Payne ES	61,493
Peabody ES (Capitol Hill Cluster)	35,391
Perry Street Preparatory PCS; Latin American Montessori Bilingual PCS [South Dakota Avenue]	194,300
Phelps Architecture Construction and Engineering HS	180,000
Plummer ES	66,032
Powell ES	76,848
Randle Highlands ES	75,500
Raymond EC	96,396
Richard Wright PCS for Journalism and Media Arts	28,000
River Terrace ES	77,700
Rocketship DC PCS - Legacy Prep	53,429
Rocketship DC PCS - Rise Academy	58,598
Ron Brown College Preparatory High School	181,541
Roosevelt HS; Roosevelt STAY	327,870
Roots PCS [Kennedy Street]	9,000
Roots PCS [North Capitol Street]	9,700
Ross ES	20,270
Savoy ES	99,975
School Within School at Goding	87,794
School Without Walls SHS	68,000
Seaton ES	66,624
SEED PCS of Washington, DC	76,365
Sela PCS	18,646
Shepherd ES	64,511
Shining Stars Montessori Academy PCS [Randolph Street]	33,000
Simon ES	59,891
Smothers ES	59,661
Somerset Preparatory Academy PCS; Community College Preparatory Academy PCS [Wheeler Road]	112,000
Sousa MS	132,000
St. Coletta Special Education PCS	99,540
Stanton ES	83,703
Stoddert ES	65,229
Stuart-Hobson MS (Capitol Hill Cluster)	99,325
Sustainable Futures PCS	2,577
SWW @ Francis Stevens EC	123,491
Takoma EC	117,050
The Children's Guild DC PCS	60,000
The Next Step/El Proximo Paso PCS; The Next Step PCS- Adult	31,352
Thomas ES	74,826
Thomson ES	40,950
Thurgood Marshall Academy PCS	84,625
Truesdell EC	78,964
Tubman ES	83,462
Turner ES	94,500
Two Rivers PCS - 4th Street [Elementary]	33,076
Two Rivers PCS - 4th Street [Middle]	17,929
Two Rivers PCS - Young	86,530

Appendix A.25 Gross Square Feet by Facility SY2017-18 (cont.)

SCHOOL NAME	GROSS SQUARE FEET
Tyler ES	72,954
Van Ness ES	58,413
Walker-Jones EC	104,200
Washington Global PCS	13,178
Washington Latin PCS - Middle School; Washington Latin PCS - High School	115,983
Washington Leadership Academy PCS [St. Paul's College]; Lee Montessori PCS [St. Paul's College]	69,346
Washington Mathematics Science Technology PCHS	49,116
Washington Metropolitan HS; CHOICE Academy	75,074
Washington Yu Ying PCS	44,670
Watkins ES (Capitol Hill Cluster)	86,000
West EC	120,125
Wheatley EC	87,200
Whittier EC	63,516
Wilson HS	376,448
Total	**18,479,785**

Note: Bancroft ES and Briya PCS, Hyde-Addison ES, and Kimball ES were temporarily swinging due to modernization in SY2017-18. Listed GSF is for their permanent facility.

DME
OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

February 2019