2023 DC Advisory Committee on Student Assignment

December 5, 2023

Meeting 8

DME

OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

Agenda

- Welcome
- Recap – AC meeting & school engagement
- Systems potential ideas discussion
- Scenarios
- Next steps

Project resources

Materials

Boundary study website for presentations, meeting recordings, FAQs, general feedback form and other project materials:

https://dme.dc.gov/boundaries2023

General feedback

Community members encouraged to provide feedback or submit ideas here or by scanning the QR code below (form is also available in Spanish and Amharic).

Rules of the road

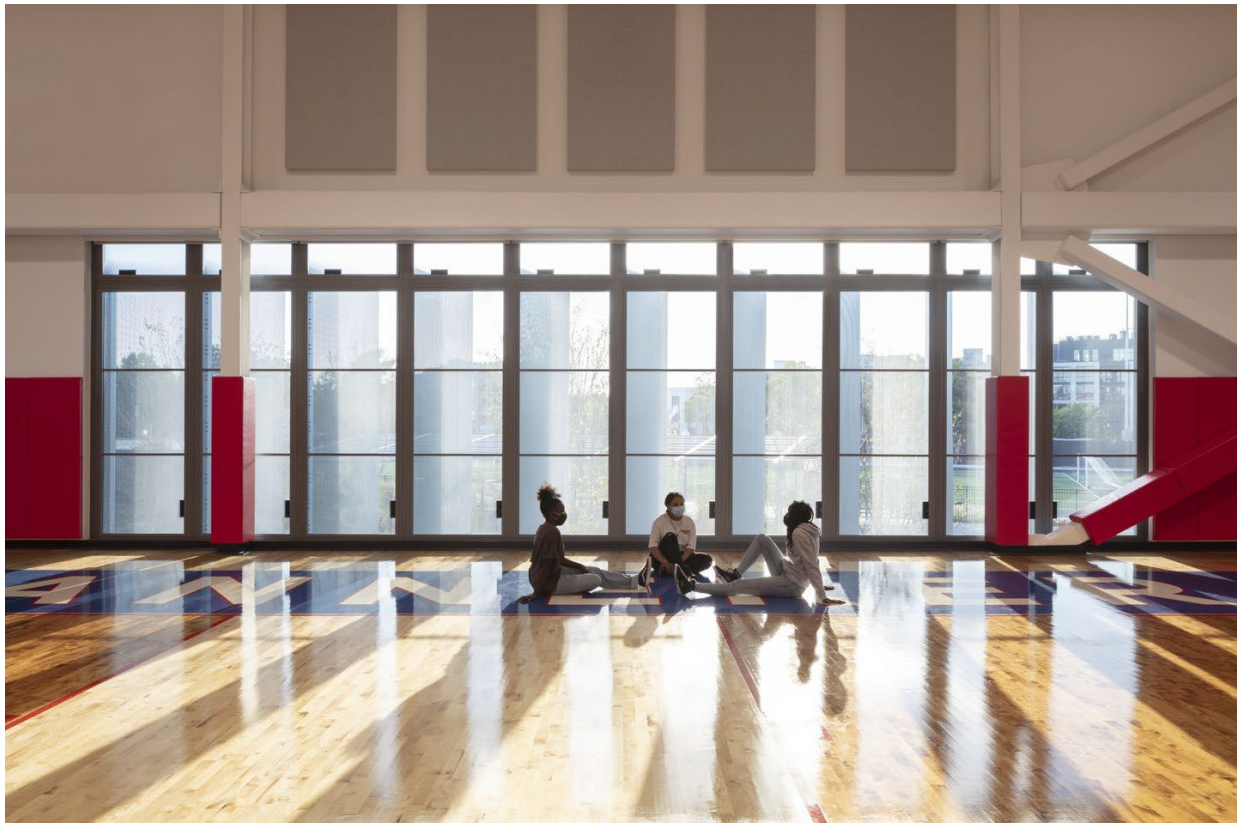
1. Be curious.
2. Assume good intentions.
3. Feel comfortable speaking in “rough draft” – we are all learners.
4. Be concise so that others have time to speak.
5. Attack the problem, not the person. Use “I” statements.
6. It’s ok to disagree respectfully and openly, without being disagreeable.
7. Make it a brave space – fearlessly share ideas, ask questions, and contribute unconditionally.
8. Be prepared to sit in discomfort.
9. Work to get all voices in the discussion.

Goals of this meeting

- Provide updates on school engagement
- Understand and discuss potential systems group ideas
- Share and understand scenarios and indicators that will be introduced in the town halls
- Introduce and use version 2 of webtool for town halls and to collect detailed feedback thereafter

Recap

- Welcome
- Recap – AC meeting & school engagement
- Systems potential ideas discussion
- Scenarios and web tool
- Next steps



Recap – School engagement

Past engagement

- Bancroft ES (Nov 7 & 8)
- Peabody ES and Watkins ES and Stuart Hobson MS (Nov 14)
- Brent ES (Nov 15)
- Turner ES (Nov 20)
- Malcolm X @ Green ES (Nov 21)
- Military Road and Stevens ELC (Nov 27)
- Maury ES (Nov 28)
- Ward 6 meeting hosted by CM Allen and State Board Rep Best (Dec 4)

Upcoming engagement

- Sousa MS and ES feeders (Dec 6)
- Payne ES (Dec 7)
- Mann ES (Dec 11)
- Marie Reed (Dec 13)
- Eaton ES (Dec 13)
- Wheatley EC (Dec 14)
- Ida B. Wells MS (Dec 18)
- Francis-Stevens EC (Dec 19)

Scheduling in progress
CHEC, H.D. Cooke ES, Janney ES, Miner ES, Oyster-Adams EC, Tubman ES, Tyler/Chisholm ES, Walker-Jones EC

School meeting details posted here: https://dme.dc.gov/schoolmeetings2023

Systems share out

- Welcome
- Recap – AC meeting & school engagement
- Systems potential ideas discussion
- Scenarios and web tool
- Next steps

Systems group share out

Deep dive on 3 potential ideas

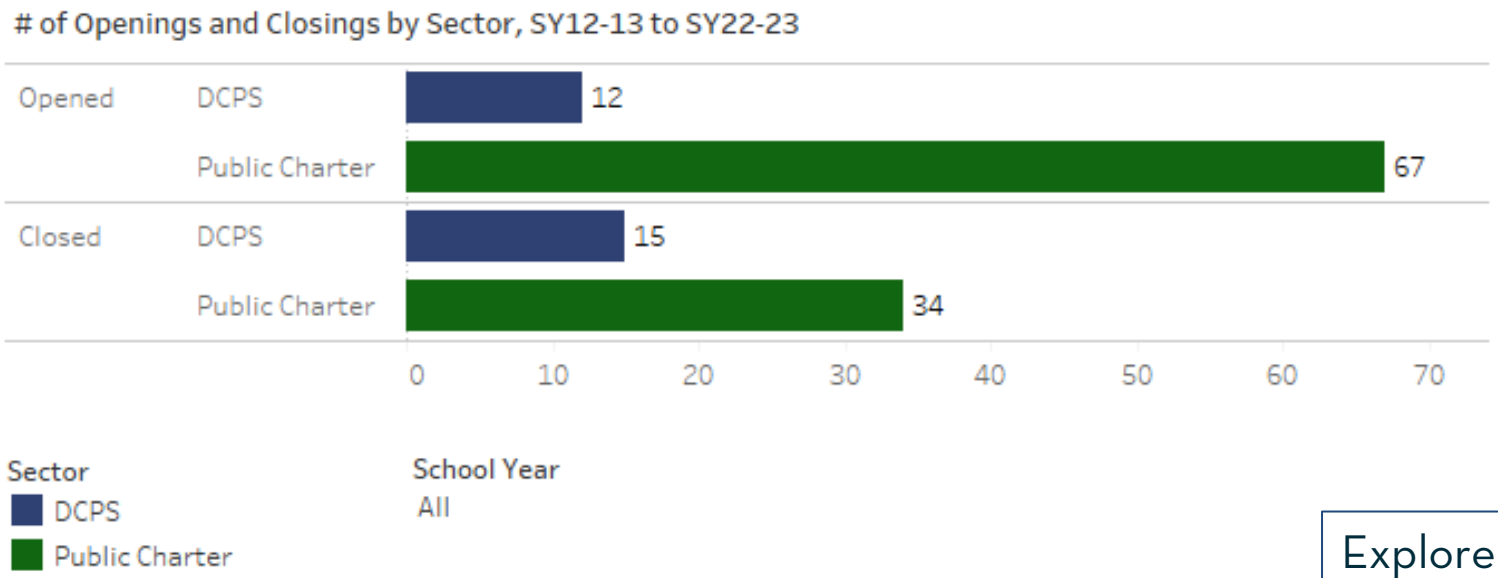
- Recommend to DCPS and DC PCSB: Establish shared processes for coordinating school planning (opening, moving, and expansion) across sectors
- Recommend to DCPS and DC PCSB: Standardize entry grades for stand-alone citywide schools.
- Recommend to DCPS and public charter schools with <30% students identified as at-risk: Designate set aside equitable access seats in the common lottery

See handout for full list of systems group potential solutions

Establish shared processes for aligned school planning

Priority Challenge	Specific challenges	Potential system-level solution description
System-related enrollment instability	Lack of shared planning across sectors leads to mismatches between capacity and need in various parts of Washington, DC and non-optimal use of public resources.	DCPS and DC PCSB create shared standards for opening new schools and campuses in both sectors including: • A coordinated planning timeline requiring common data, • A transparent rationale for the proposal with shared criteria, • An impact assessment that considers nearby schools and the broader system (across both sectors), and • An opportunity for public input. Supports a forum for additional related systems solutions: • Cross-LEA feeder patterns • Process for charter schools to become DCPS schools (akin to the existing process for DCPS schools to convert to charter) • Pause on opening new citywide schools This is not a proposal to change decision rights on the part of DCPS or DC PCSB.

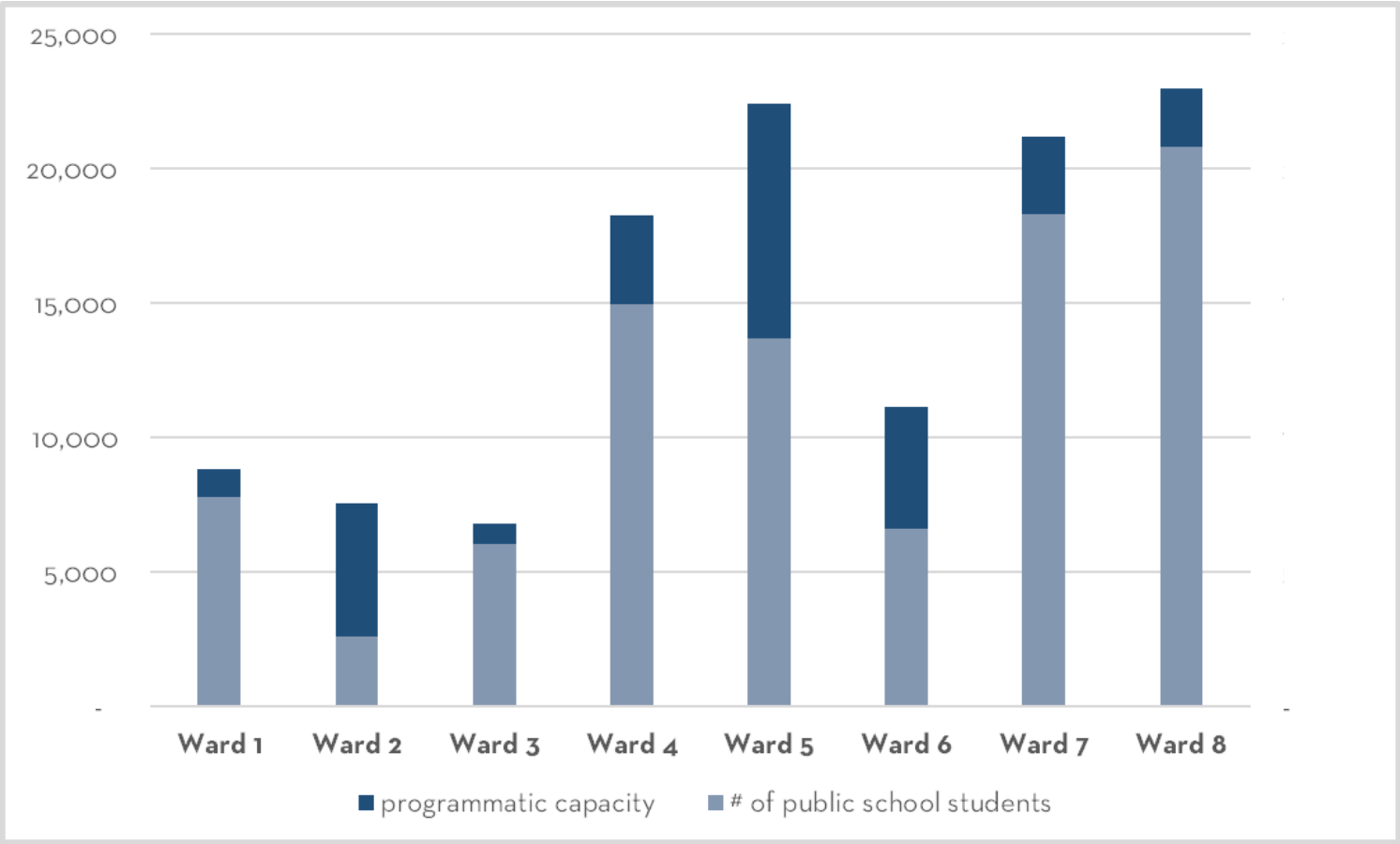
Shared processes: openings and closings over time



Explore on EdScape:
https://edscape.dc.gov/page/schools-opening-and-closing-trends

Shared processes: programmatic capacity where students live

PK-12 Grade Students Ward of Residence and Public School Facility Capacity, SY22-23



Excess space in Ward 5 is mostly in PCS schools

Excess space in Wards 7 and 8 is mostly in DCPS schools

Standardize entry grades for stand-alone citywide schools

Priority Challenge	Specific challenges	Potential system-level solution description
System-related enrollment instability	Non-standardized charter MS grades adversely impact some DCPS and public charter ES at 5th grade May increase inequities by disproportionately shutting out lower-information families from access May negatively impact students remaining in schools with smaller 5th grade classes.	DC PCSB establishes common middle and high school entry grades for new public charter schools. Incentivize existing public charter schools to align middle school grade configurations within a District-wide standard. Neither would apply to schools with ES to MS feeders within their LEA.

Enrollment at schools starting at 5th grade

~300 rising fifth graders enrolled at five "stand-alone" schools with 5th grade as their entry grade from other public schools in SY22-23.

Compared to the citywide average of 52% for 5th graders:

- **7%** of students exiting from DCPS elementary schools were designated at-risk.
- **25%** of students exiting from other PCS schools were designated at-risk.

Schools in both sectors were impacted

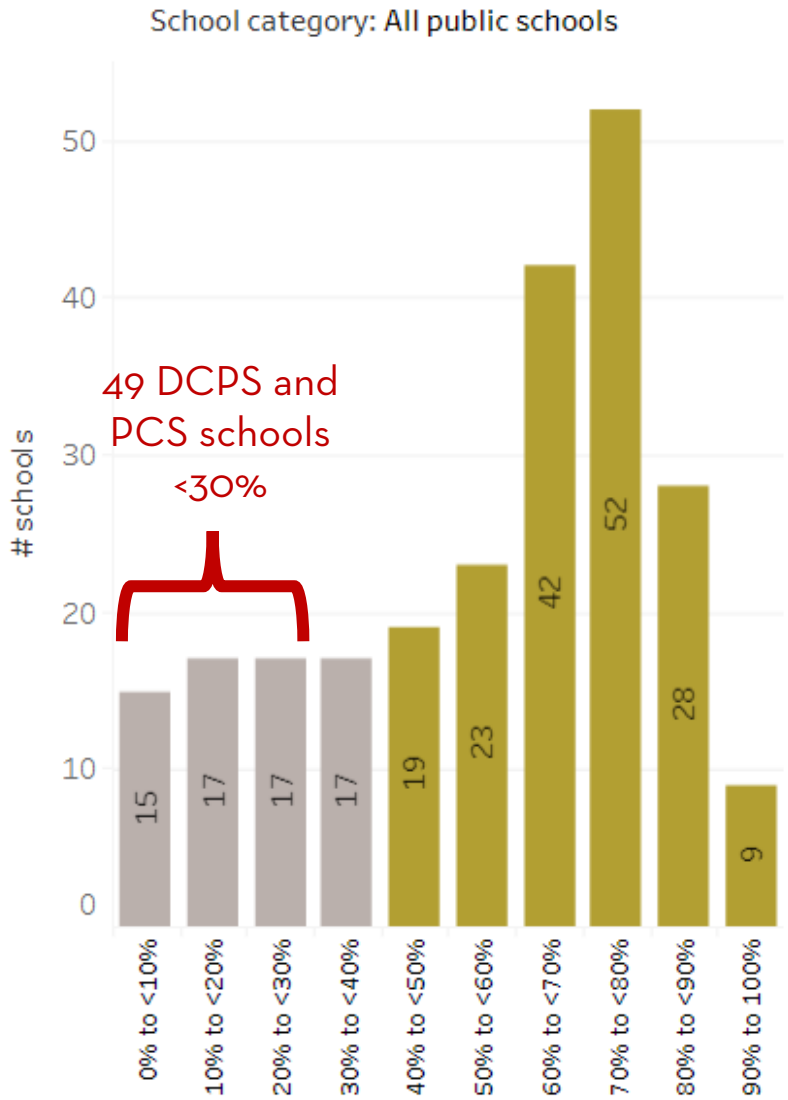
- 41 DCPS and 30 PCS where at least one student exited before the terminal grade.

See handout for more detailed information.

Recommend schools with <30% at risk students designate (set aside) equitable access seats in the common lottery

Priority Challenge	Specific challenges	Potential system-level solution description
Socio-economically and racially segregated schools	Disparate concentrated poverty levels in schools East of the River and West of the Park	DCPS and public charter schools would implement Equitable Access designated seats (set-asides). *Designated seats* in the lottery are distinct from lottery *preferences*. Process could include: • Designated seats (set-asides) would be available at every grade. • For a school's entry-grade, the set-aside would apply up until that grade hits 30%. • For other grades, all open seats would qualify for set-aside up until the school hits 30% overall. • For DCPS PK, the set-aside would apply only to in boundary students (to avoid space pressure in by-right grades).

Recommend schools with <30% at risk students offer at-risk set asides in common lottery



See Scenario 3 for estimated impact where policy lever implemented

Scenarios

- Scenarios at a Glance
- Scenario 1
- Scenario 2
- Scenario 3
- Web tool

Scenarios at a Glance

Scenarios at a Glance

Scenario 1

Strengthen system of by-right neighborhood schools; balance enrollment and utilization among by-right neighborhood schools and feeders.

Scenario 2

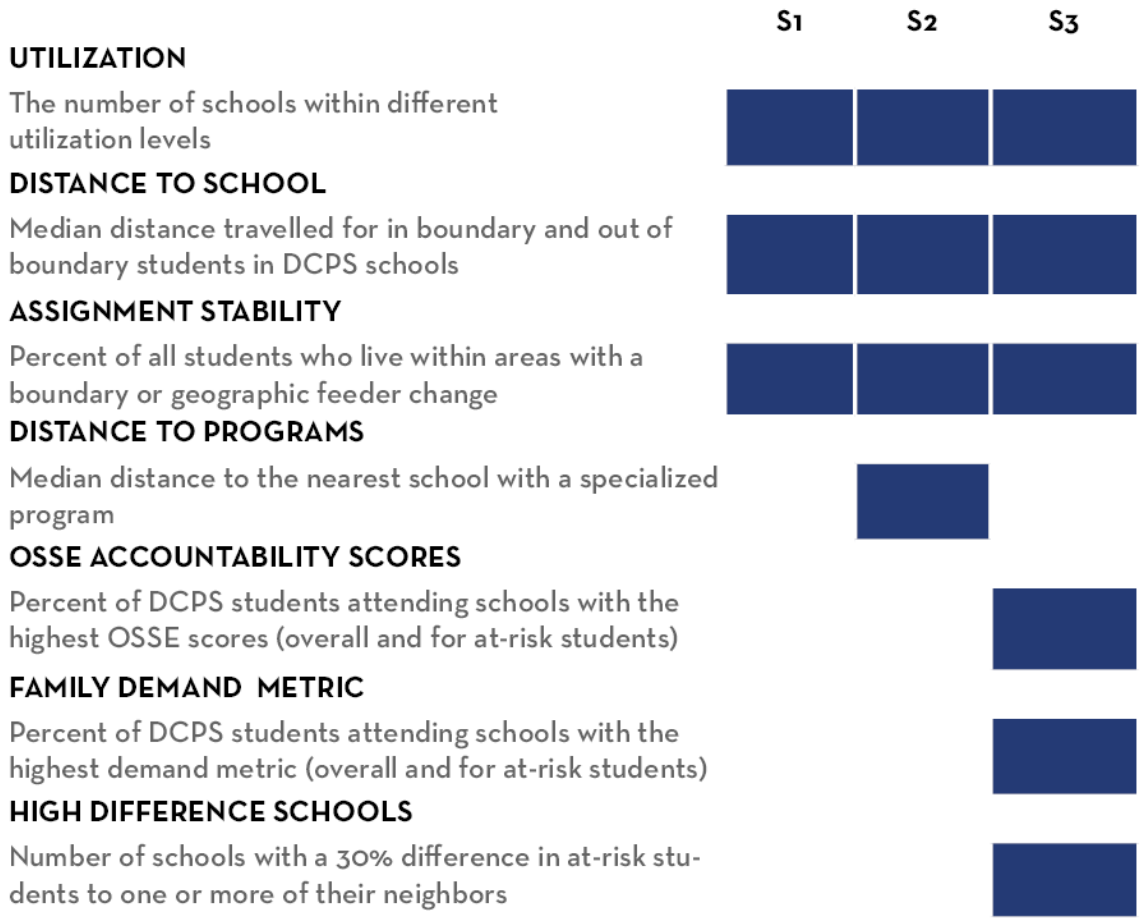
Enhance programmatic options; ensure equitable programmatic options and predictable programmatic pathways.

Scenario 3

Expand opportunities to attend quality schools and programs for those historically discriminated against and marginalized.

Scenarios Indicators

- Scenario results are summarized through these seven types of indicators
- Indicators are highlighted to indicate where they are especially relevant to a particular scenario



Core Assumptions

- All dual geographic rights were removed
- Capture rates for new schools:
  - **MacArthur HS.** IB capture rate assumes students will attend MacArthur at same rate they attended Jackson Reed. OOB capture rate is based onSY23/24 preliminary out of boundary enrollment for MacArthur
  - **Euclid MS** capture rates are the average of capture rates for adjacent DCPS middle schools
- Capture rates for new programs:
  - The opening of a new program is not modeled to have an impact on capture rates as there was not a clear trend in historical data on new programs

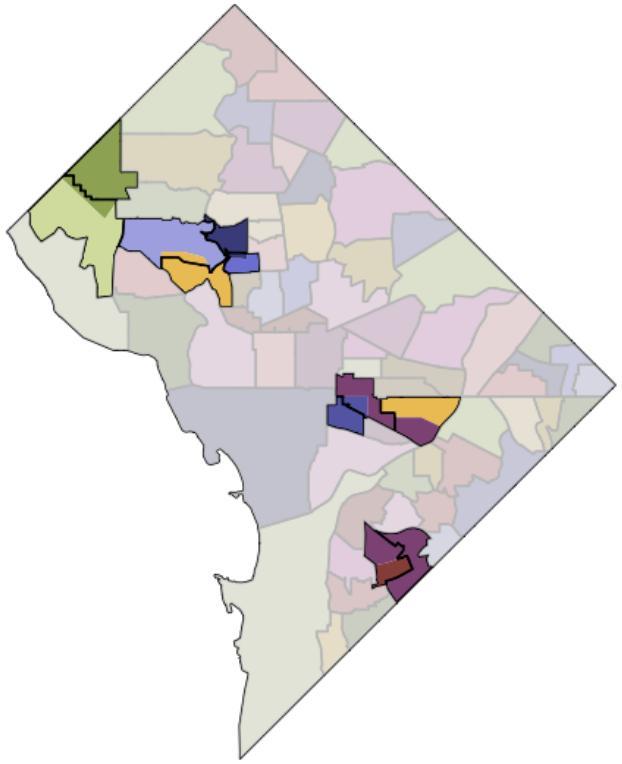
Scenario 1

Policies Included

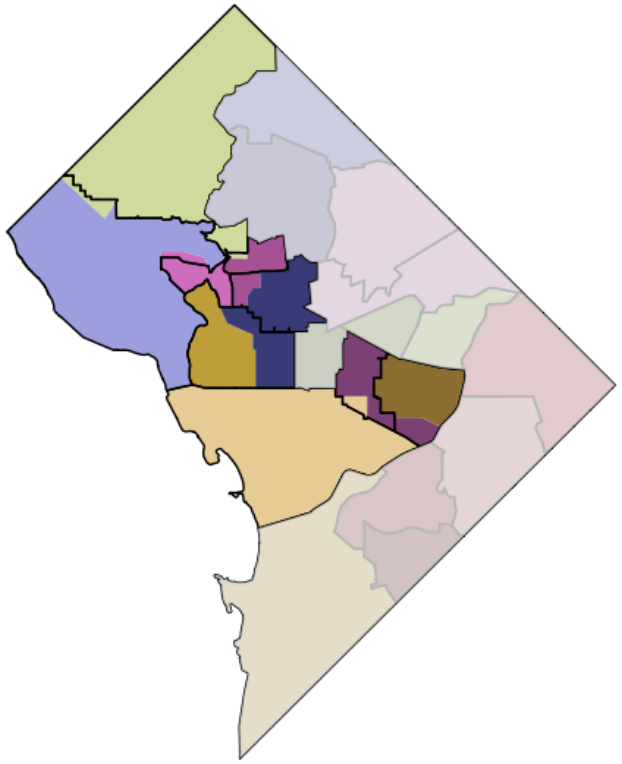
- Partial re-purposing/co-location at under-utilized schools
- Boundary changes to solve for utilization
- Creation of feeders for early learning centers
- Reduce OOB seats offered at over-utilized schools

Scenario 1: boundary changes

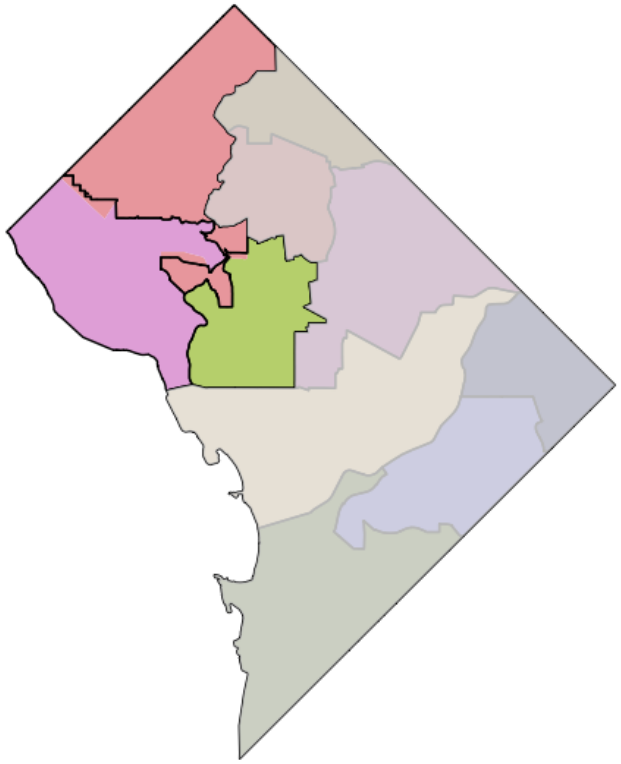
Elementary Schools



Middle Schools



High Schools



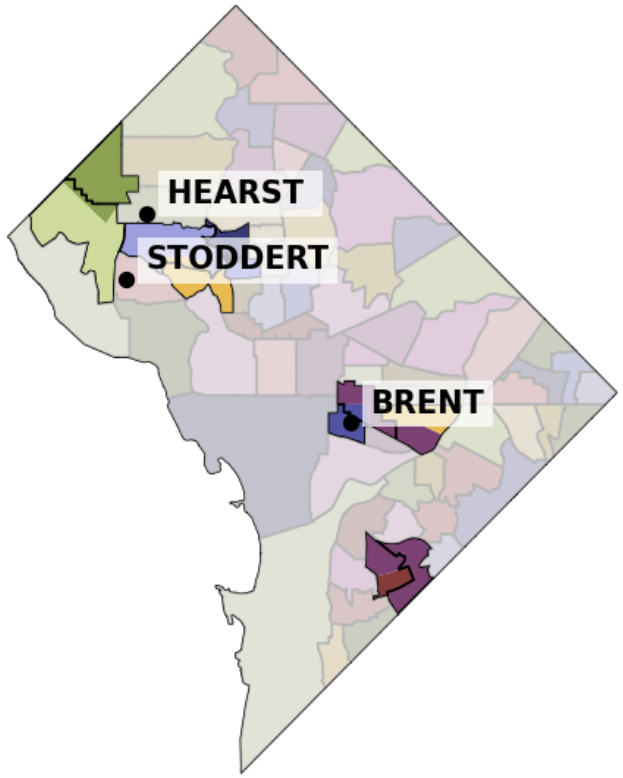
Scenario 1 boundaries

Existing boundaries

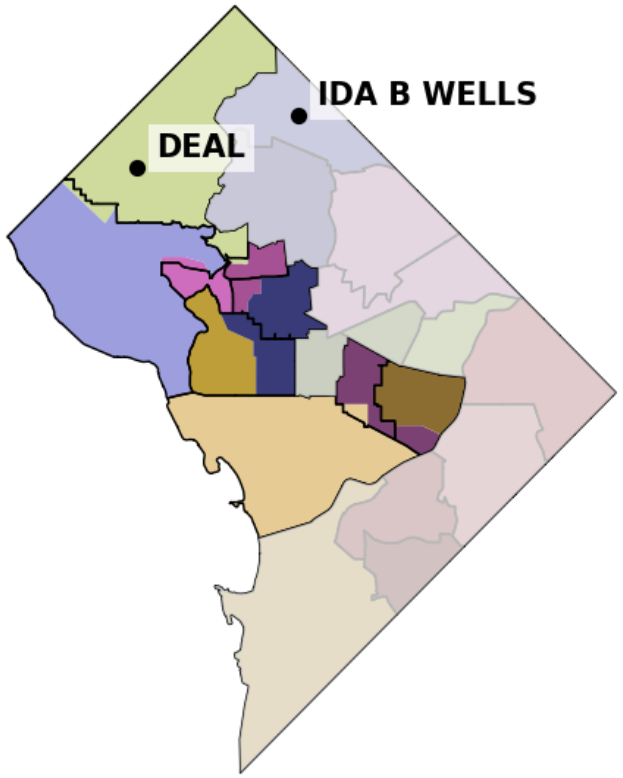
No change

Scenario 1: OOB seats reduced

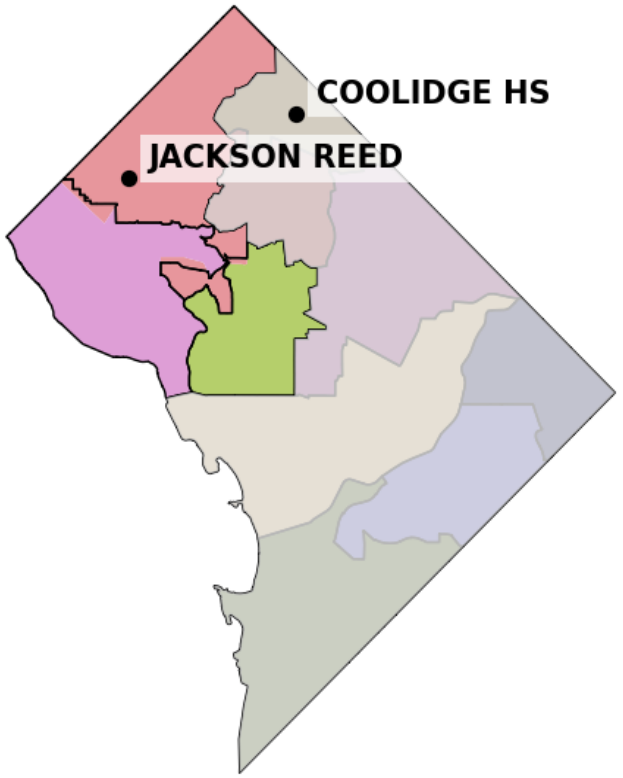
Elementary Schools



Middle Schools



High Schools



Scenario 1 boundaries

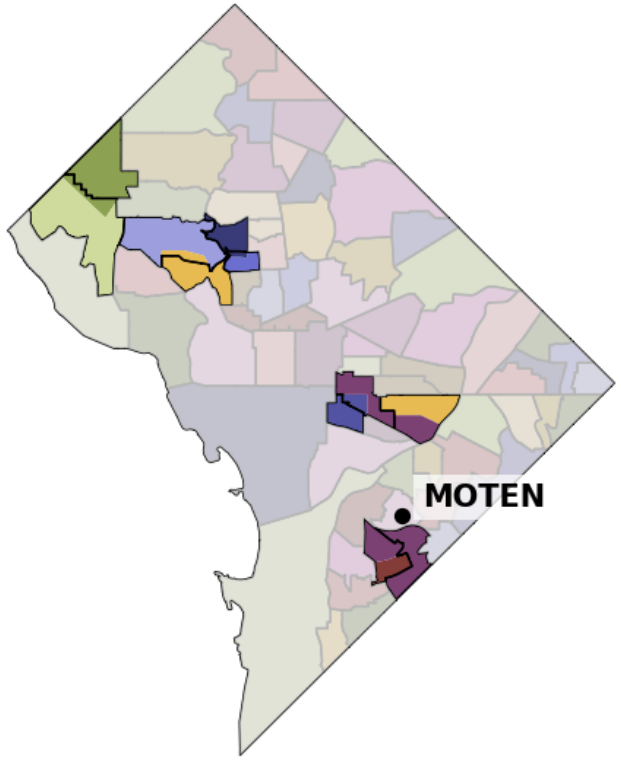
Existing boundaries

No change

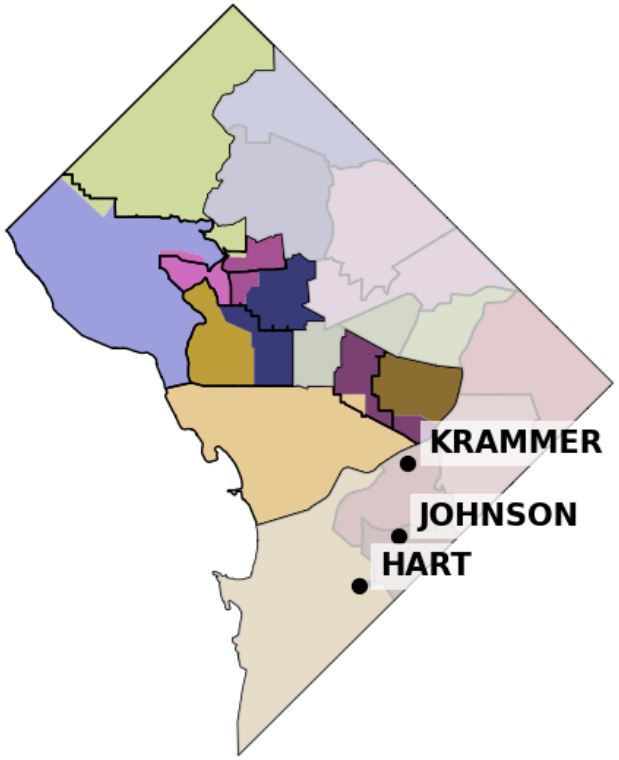
- Schools with reduction in out of boundary seats
  (DCPS boundary schools without dual language that are >100% utilized)

Scenario 1: partial repurpose/colocation

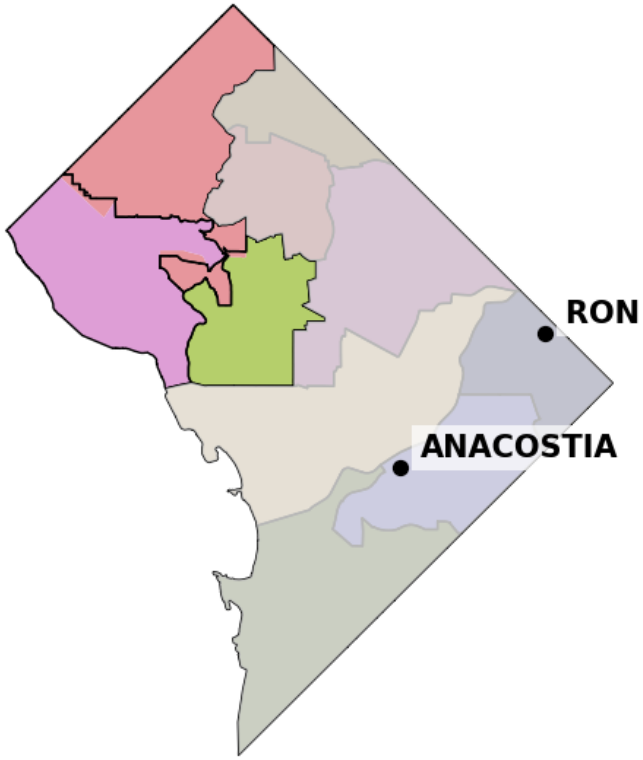
Elementary Schools



Middle Schools



High Schools



Scenario 1 boundaries

Existing boundaries

No change

Schools considered for partially repurposed facilities/colocations

Scenario 1

	BASELINE	S1
UTILIZATION		*
0-50%	19	11
50-65%	28	37
65-80%	31	37
80-95% (optimal)	22	21
95-110%	10	9
110%+	9	5
DISTANCE TO SCHOOL		
Median distance to school OOB	2.05	2.04
Median distance to school IB	0.51	0.52
ASSIGNMENT STABILITY		
Percent of all students who live within areas with a boundary or geographic feeder change	n/a	5.3%
DISTANCE TO PROGRAMS		
Mean distance to nearest IB (mi)	1.48	-
Mean distance to nearest dual language (mi)	1.86	-
Mean distance to nearest CTE (mi)	1.05	-

fewer highly overutilized and highly underutilized schools

minimal changes to boundary or feeder rights

all scenarios reflect moving Cardozo MS grades to new Euclid MS

*S1 utilizations reflect all candidates for partial repurposings

Scenario 1

	BASELINE	S1
OSSE ACCOUNTABILITY SCORES		
Percent of DCPS students attending DCPS schools with top quartile OSSE scores	83.1%	83.3%
Percent of at-risk DCPS students attending DCPS schools with OSSE subgroup scores in top quartile for at-risk students	67.7%	68.7%
FAMILY DEMAND METRIC		
Percent of at-risk DCPS students attending DCPS schools with highest demand metric	7.9%	8.4%
Percent of DCPS students attending DCPS schools with highest demand metric	25.8%	24.5%
HIGH DIFFERENCE SCHOOLS		
30% difference in proportion of at-risk students to one or more of their neighbors		
ES	34	32
MS	14	9

minimal change for OSSE or family demand metrics

fewer high difference schools

Scenario 2

Scenario 2

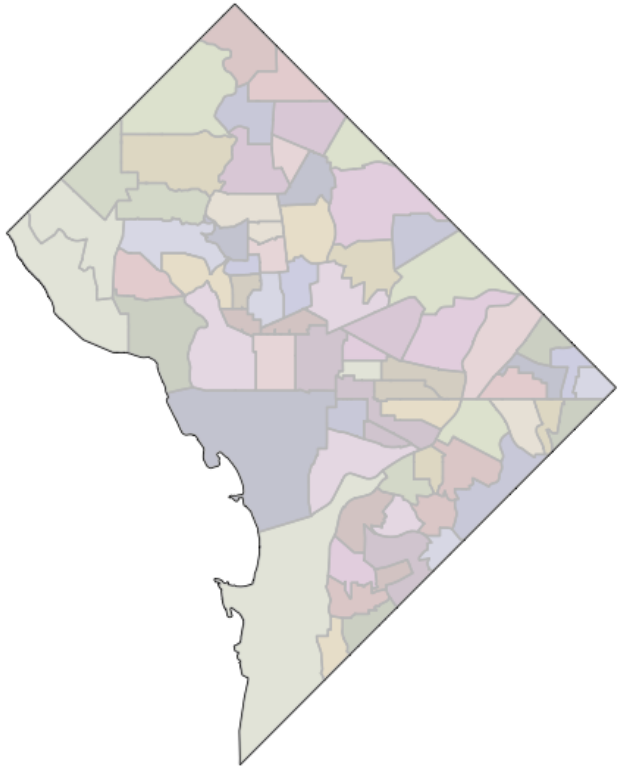
Specific programs to be determined through future engagement with school communities.

Policies Included

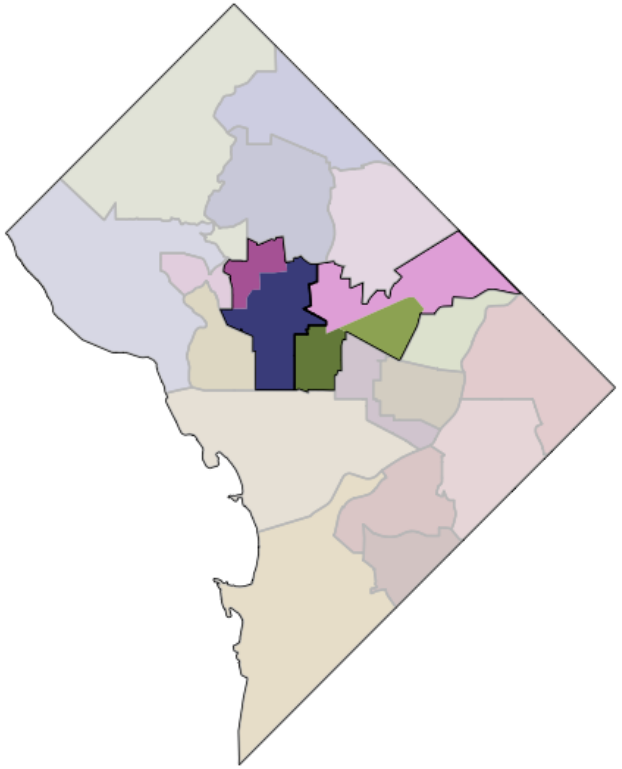
- Add new programs (dual language, IB, CTE)
- Boundary for Euclid MS focused on dual language pathways
- Not modeled: updated programmatic feeder pathways & single programmatic feeder right

Scenario 2: boundary changes

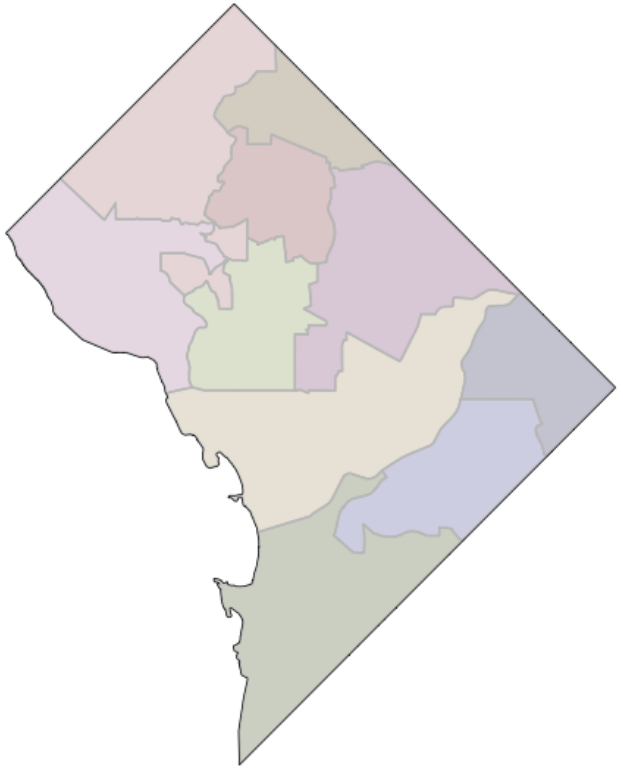
Elementary Schools



Middle Schools



High Schools



Scenario 2 boundaries

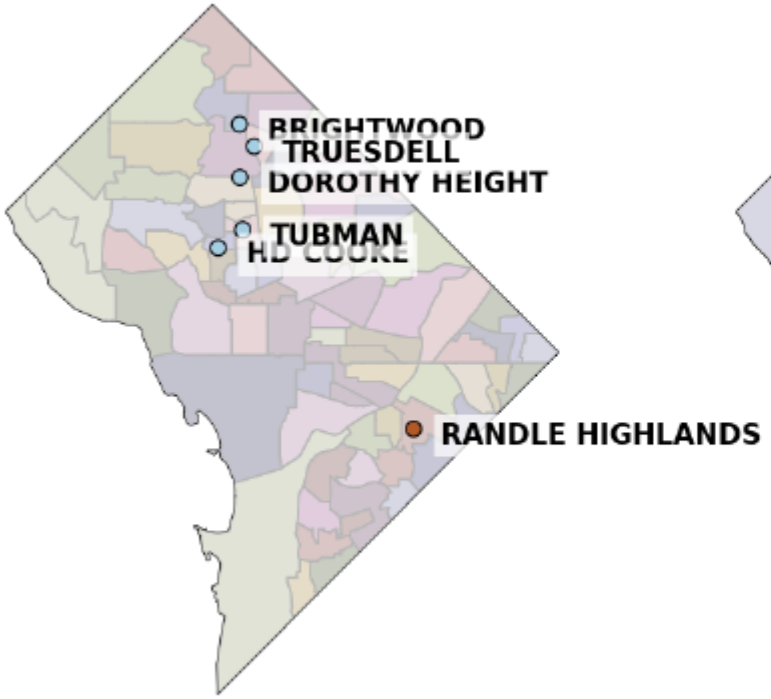
Existing boundaries

No change

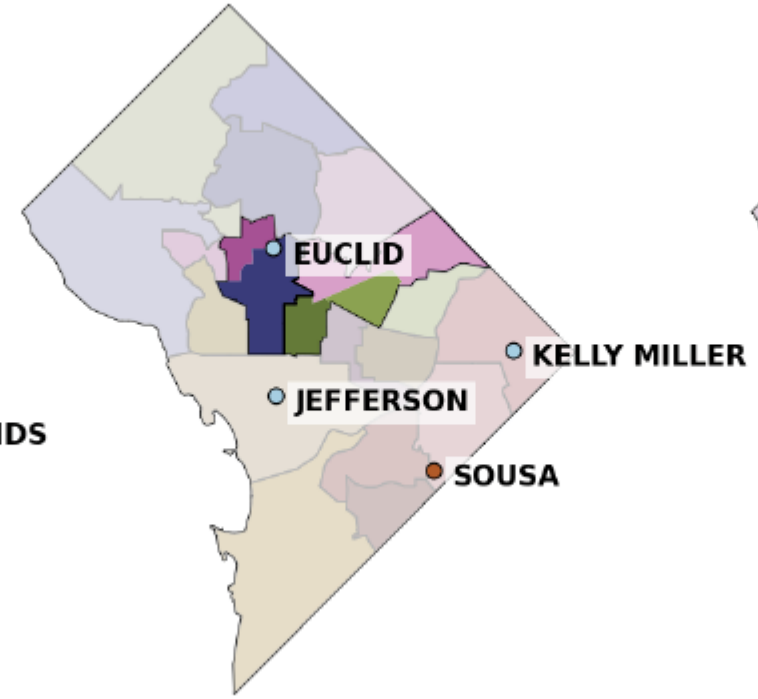
Scenario 2: new programs

Specific programs to be determined through future engagement with school communities.

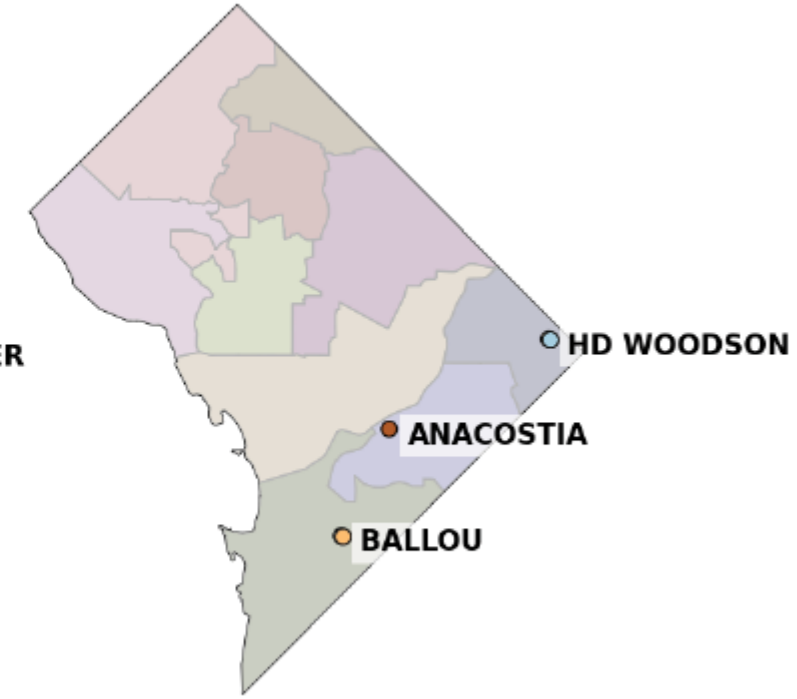
Elementary Schools



Middle Schools



High Schools



- Scenario 2 boundaries
- Existing boundaries
- No change
- Dual Language
- International Baccalaureate
- CTE: Health Sciences

Scenario 2

	BASELINE	S1	S2
UTILIZATION		*	**
0-50%	19	11	17
50-65%	28	37	30
65-80%	31	37	37
80-95% (optimal)	22	21	23
95-110%	10	9	6
110%+	9	5	6
DISTANCE TO SCHOOL			
Median distance to school OOB	2.05	2.04	2.04
Median distance to school IB	0.51	0.52	0.50
ASSIGNMENT STABILITY			
Percent of all students who live within areas with a boundary or geographic feeder change	n/a	5.3%	10.4%
DISTANCE TO PROGRAMS			
Mean distance to nearest IB (mi)	1.48	-	1.32
Mean distance to nearest dual language (mi)	1.86	-	1.68
Mean distance to nearest CTE (mi)	1.05	-	1.05

more underutilized schools

more schools in optimal utilization range

more areas with feeder or boundary changes

all scenarios reflect moving Cardozo MS grades to new Euclid MS

*S1 utilizations reflect all candidates for partial repurposings

Specific programs to be determined through future engagement with school communities.

Scenario 2

Specific programs to be determined through future engagement with school communities.

	BASELINE	S1	S2
OSSE ACCOUNTABILITY SCORES			
Percent of DCPS students attending DCPS schools with top quartile OSSE scores	83.1%	83.3%	84.3%
Percent of at-risk DCPS students attending DCPS schools with OSSE subgroup scores in top quartile for at-risk students	67.7%	68.7%	68.4%
FAMILY DEMAND METRIC			
Percent of at-risk DCPS students attending DCPS schools with highest demand metric	7.9%	8.4%	8.6%
Percent of DCPS students attending DCPS schools with highest demand metric	25.8%	24.5%	24.8%
HIGH DIFFERENCE SCHOOLS			
30% difference in proportion of at-risk students to one or more of their neighbors			
ES	34	32	27
MS	14	9	10

minimal change for OSSE or family demand metrics

fewer high difference schools

Scenario 2

- In scenario 2 there are large decreases in the distance to the nearest school offering a dual language or International Baccalaureate program especially in Wards 4, 6, 7 & 8

WARD	BASELINE		SCENARIO 2		CHANGE	
	IB MEAN DISTANCE (MI)	DL MEAN DISTANCE (MI)	IB MEAN DISTANCE (MI)	DL MEAN DISTANCE (MI)	IB CHANGE (MI)	DL CHANGE (MI)
Ward 1	1.7	0.52	1.7	0.4	0	-0.12
Ward 2	0.92	0.9	0.92	0.89	0	0
Ward 3	1.68	2.32	1.68	2.25	0	-0.07
Ward 4	1.27	0.94	1.27	0.71	0	-0.23
Ward 5	1.13	1.15	1.13	1.15	0	0
Ward 6	1.63	1.15	1.52	0.92	-0.1	-0.24
Ward 7	1.66	1.3	1.13	1.2	-0.53	- 0.1
Ward 8	1.6	4.26	1.36	3.86	-0.24	- 0.4

More students live closer to schools offering dual language and International Baccalaureate programs

Specific programs to be determined through future engagement with school communities.

Scenario 3

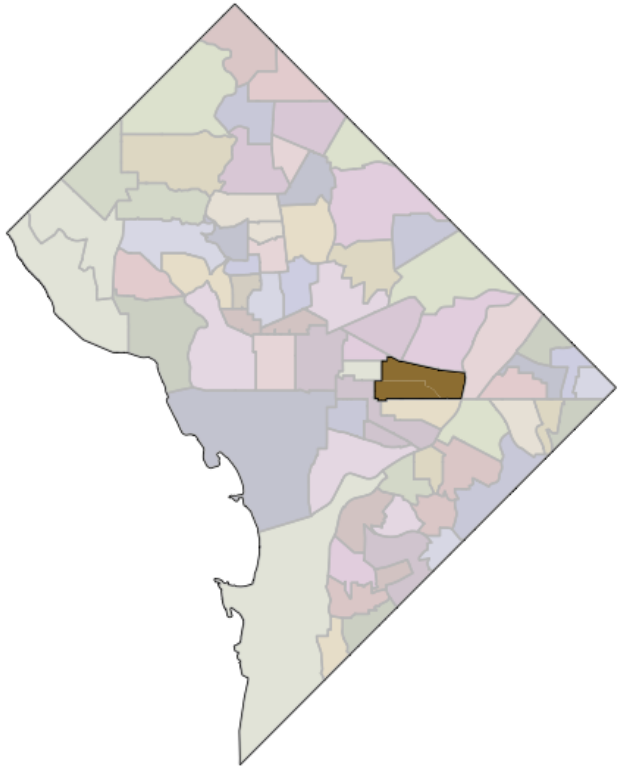
Scenario 3

Policies Included

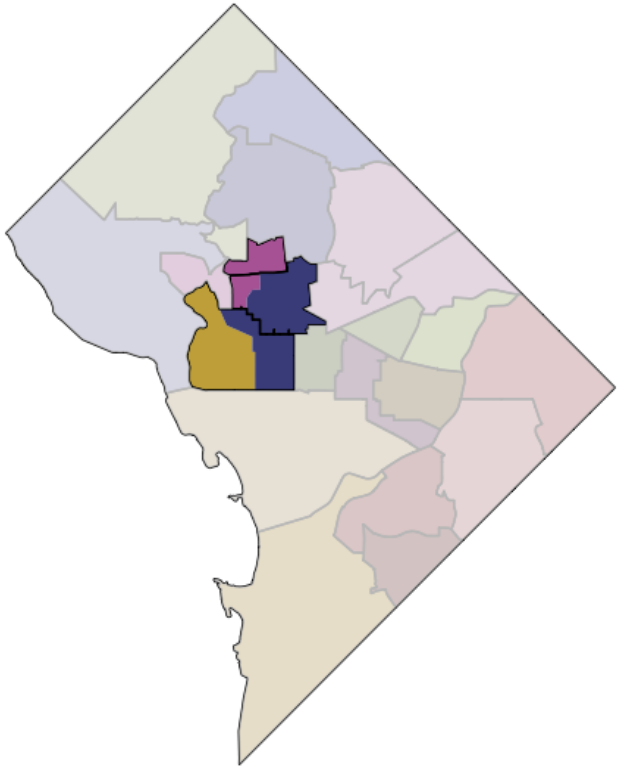
- At-risk set aside (aka "designated seats") for lottery seats at schools with at-risk populations below 30% (at all DCPS and charter schools)
- Paired school (Miner and Maury ES) to solve for socio-economic dissimilarity
- + changes made across all scenarios:
  - Boundary for Euclid MS
  - Single geographic rights

Scenario 3: boundary changes

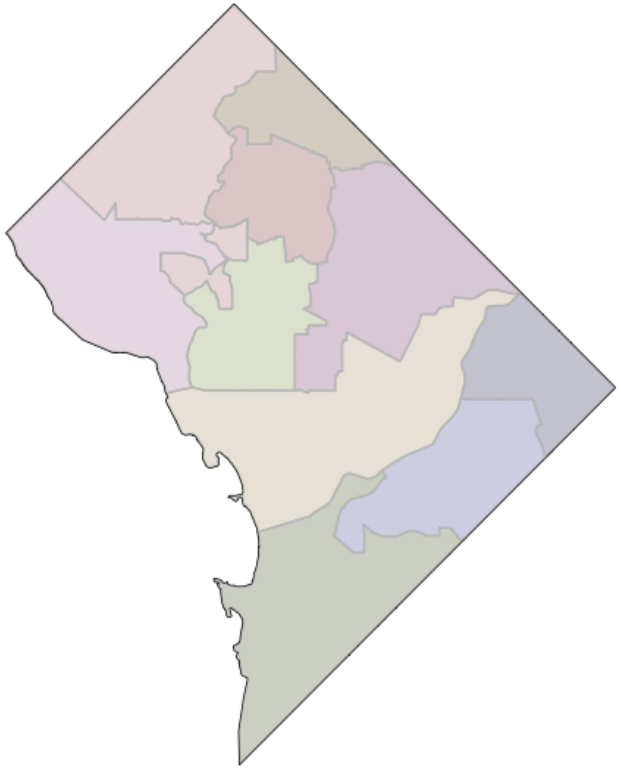
Elementary Schools



Middle Schools



High Schools



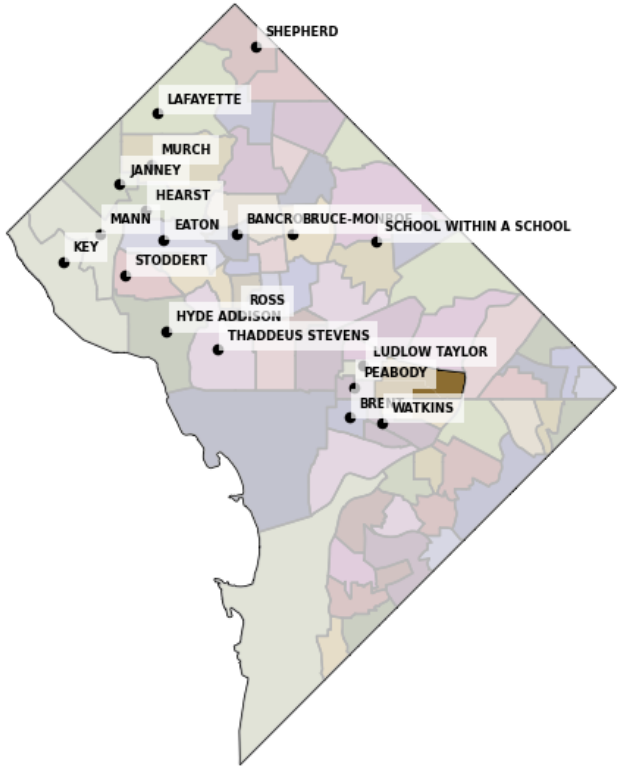
Scenario 3 boundaries

Existing boundaries

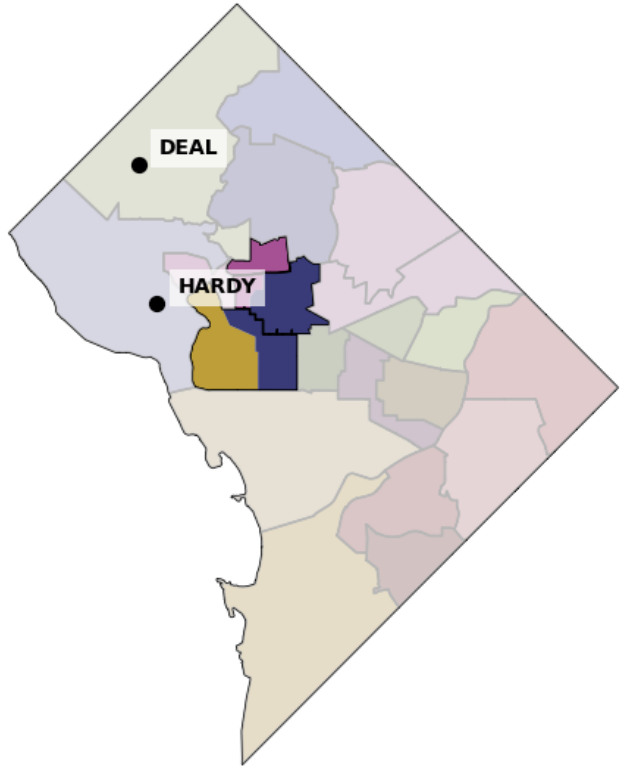
No change

Scenario 3: schools with at-risk set aside

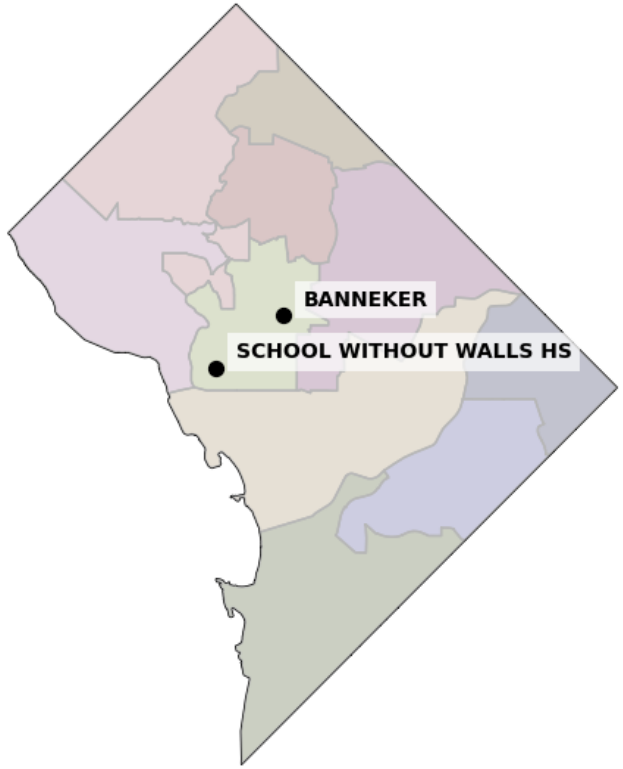
Elementary Schools



Middle Schools



High Schools



Scenario 3 boundaries

Existing boundaries

No change

DCPS schools with at-risk set aside (schools with <30% at-risk students)

Scenario 3

	BASELINE	S1	S2	S3
UTILIZATION		*	**	
0-50%	19	11	17	18
50-65%	28	37	30	32
65-80%	31	37	37	39
80-95% (optimal)	22	21	23	19
95-110%	10	9	6	5
110%+	9	5	6	7
DISTANCE TO SCHOOL				
Median distance to school OOB	2.05	2.04	2.04	2.46
Median distance to school IB	0.51	0.52	0.50	0.52
ASSIGNMENT STABILITY				
Percent of all students who live within areas with a boundary or geographic feeder change	n/a	5.3%	10.4%	6.8%
DISTANCE TO PROGRAMS				
Mean distance to nearest IB (mi)	1.48	-	1.32	-
Mean distance to nearest dual language (mi)	1.86	-	1.68	-
Mean distance to nearest CTE (mi)	1.05	-	1.05	-

fewer schools in optimal utilization range

minimal changes to boundary or feeder rights

all scenarios reflect moving Cardozo MS grades to new Euclid MS

*S1 utilizations reflect all candidates for partial repurposings

Scenario 3

	BASELINE	S1	S2	S3
OSSE ACCOUNTABILITY SCORES				
Percent of DCPS students attending DCPS schools with top quartile OSSE scores	83.1%	83.3%	84.3%	82.9%
Percent of at-risk DCPS students attending DCPS schools with OSSE subgroup scores in top quartile for at-risk students	67.7%	68.7%	68.4%	69.3%
FAMILY DEMAND METRIC				
Percent of at-risk DCPS students attending DCPS schools with highest demand metric	7.9%	8.4%	8.6%	12.8%
Percent of DCPS students attending DCPS schools with highest demand metric	25.8%	24.5%	24.8%	24.3%
HIGH DIFFERENCE SCHOOLS				
30% difference in proportion of at-risk students to one or more of their neighbors				
ES	34	32	27	17
MS	14	9	10	11

more at-risk students in schools with high OSSE scores for this group

more at-risk students in high demand schools

fewer high difference schools

Scenario 3

- At-risk set aside impacts the median distance travelled for out of boundary students

	MEDIAN DISTANCE TRAVELLED FOR OUT OF BOUNDARY STUDENTS BY STUDENT WARD				CHANGE IN DISTANCE TRAVELLED		
	BASELINE	S1	S2	S3	S1	S2	S3
Ward 1	1.1	-	1.2	1.2	-	0.1	0.1
Ward 2	1.6	1.5	1.5	1.6	-	-0.1	-
Ward 3	2.0	-	-	2.1	-	-	0.1
Ward 4	2.4	2.3	2.3	2.3	-	-0.1	-0.1
Ward 5	3.3	-	-	3.5	-	-	0.2
Ward 6	1.4	1.3	1.3	1.8	-	-	0.4
Ward 7	4.0	-	3.9	4.1	-	-	0.1
Ward 8	3.7	3.7	3.6	4.0	-	-0.1	0.3

- indicates no change

The largest increases in distance travelled for out of boundary students are among students who live in Ward 5, 6, & 8

Scenario 3: lottery set-aside assumptions

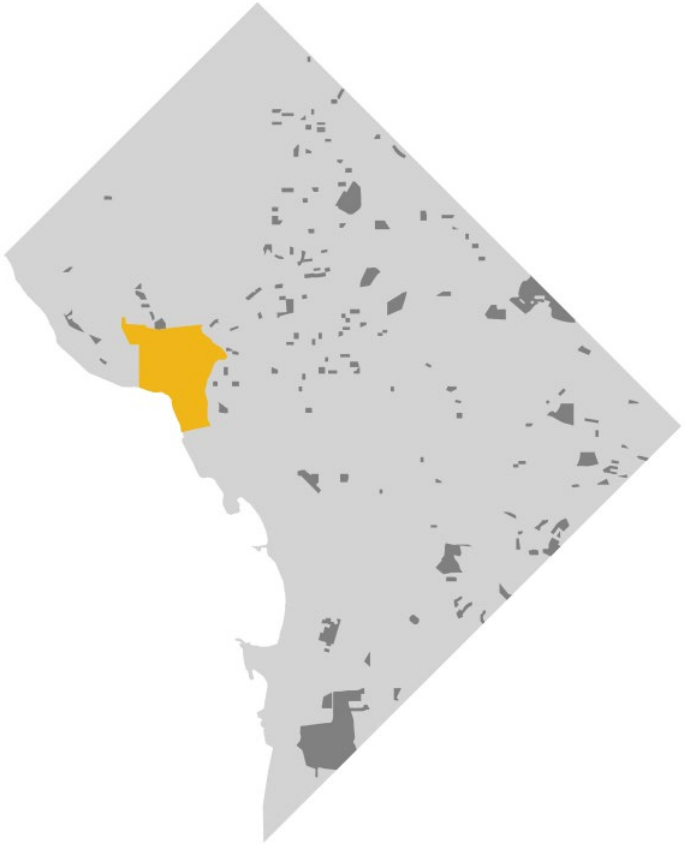
- At-risk set-aside for lottery seats applied at all schools with less than 30% at-risk students.
- Modeled set-aside was applied to all grades within identified schools.
- For each school a new at-risk out of boundary capture rate was calculated to reach the number of at-risk students needed for the school to become 30% at-risk (up to the school's current total number of out of boundary seats).
- Out of boundary students were drawn from the areas where the school's current (SY22-23) OOB students live.
- Modeling was applied with the same method and assumptions for all schools, including selective high schools

Scenario 3

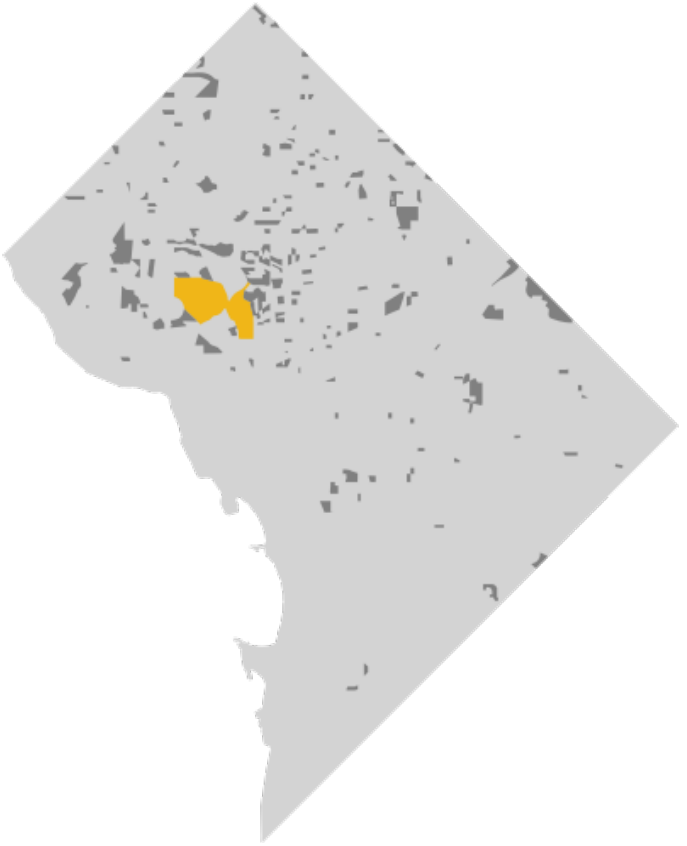
- At-risk students were first selected from within the school's out of boundary catchment area.
- If not enough at-risk students lived within these areas to meet the set aside then a wider search radius was applied for the remaining students in the set aside.

Examples:

Hyde Addison



Oyster Adams

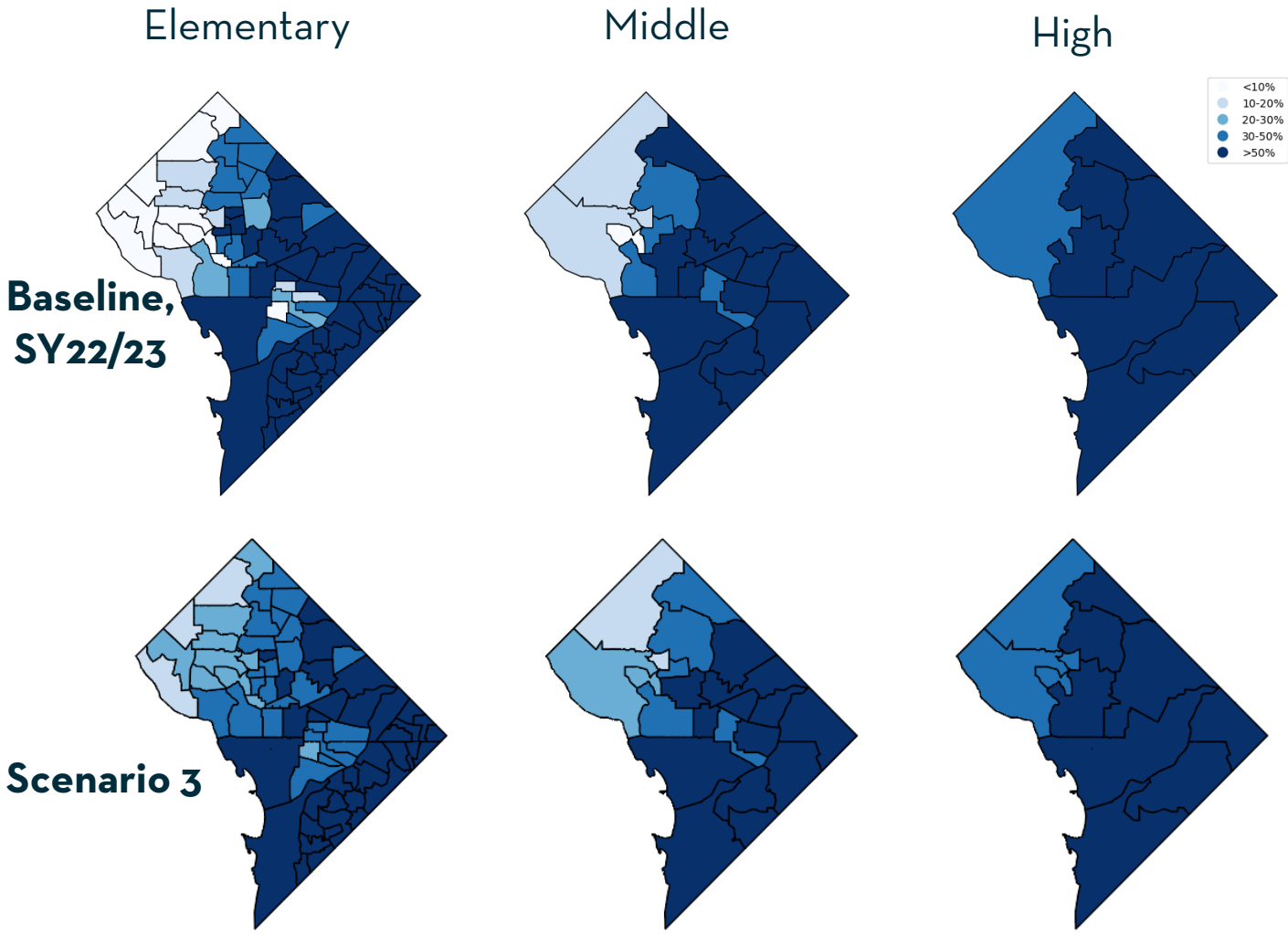


School zone

OOB catchment area

Scenario 3

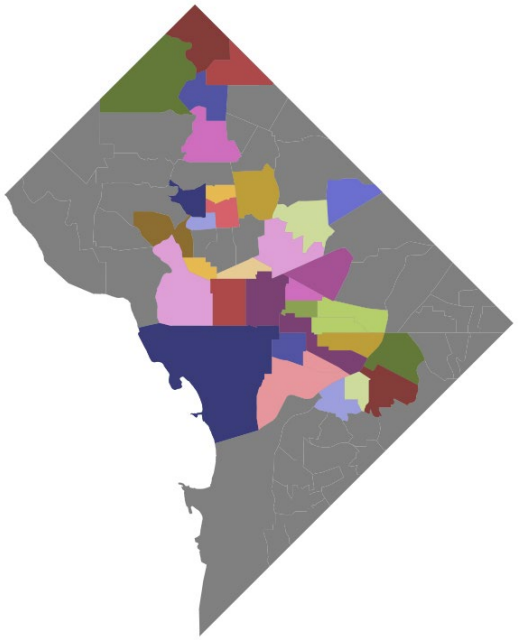
- The at-risk population increased to **30% or more at 11 out of 27** DCPS schools where the set aside policy was applied.
- **20 out of 27** schools would have an at-risk population of **20% or more** with their current number of out of boundary seats.



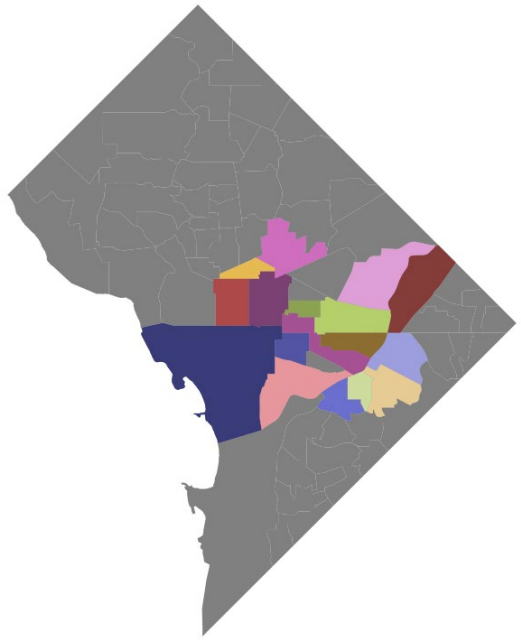
Scenario 3

- In school year 2022-23 there were 34 DCPS boundary elementary schools that had greater than a 30% difference in their at-risk population compared with one or more of their neighbors.
- The modeled results of the at-risk set aside show that this number would be reduced to 17 schools with this policy.

Baseline, SY22/23



Scenario 3

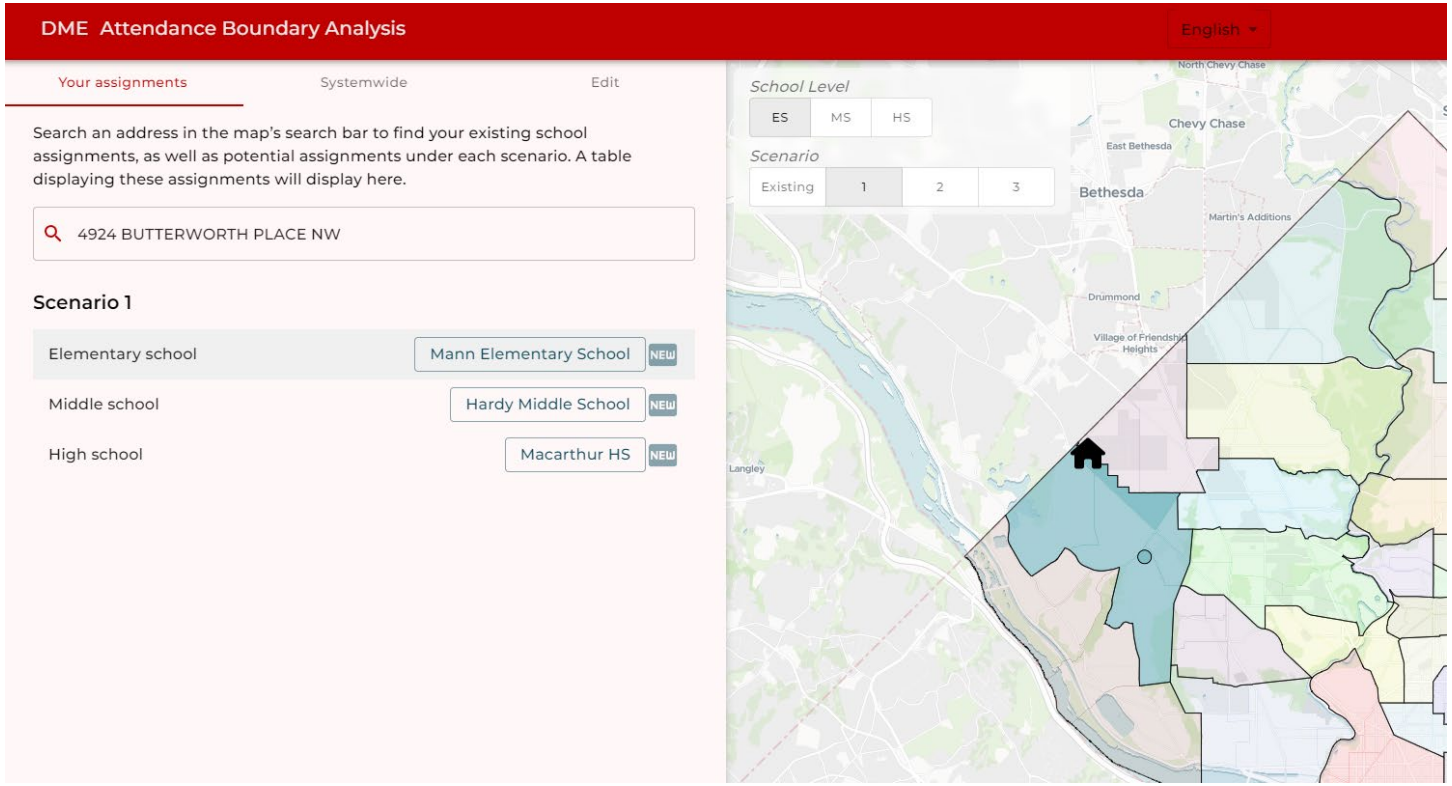


Web tool

Web tool

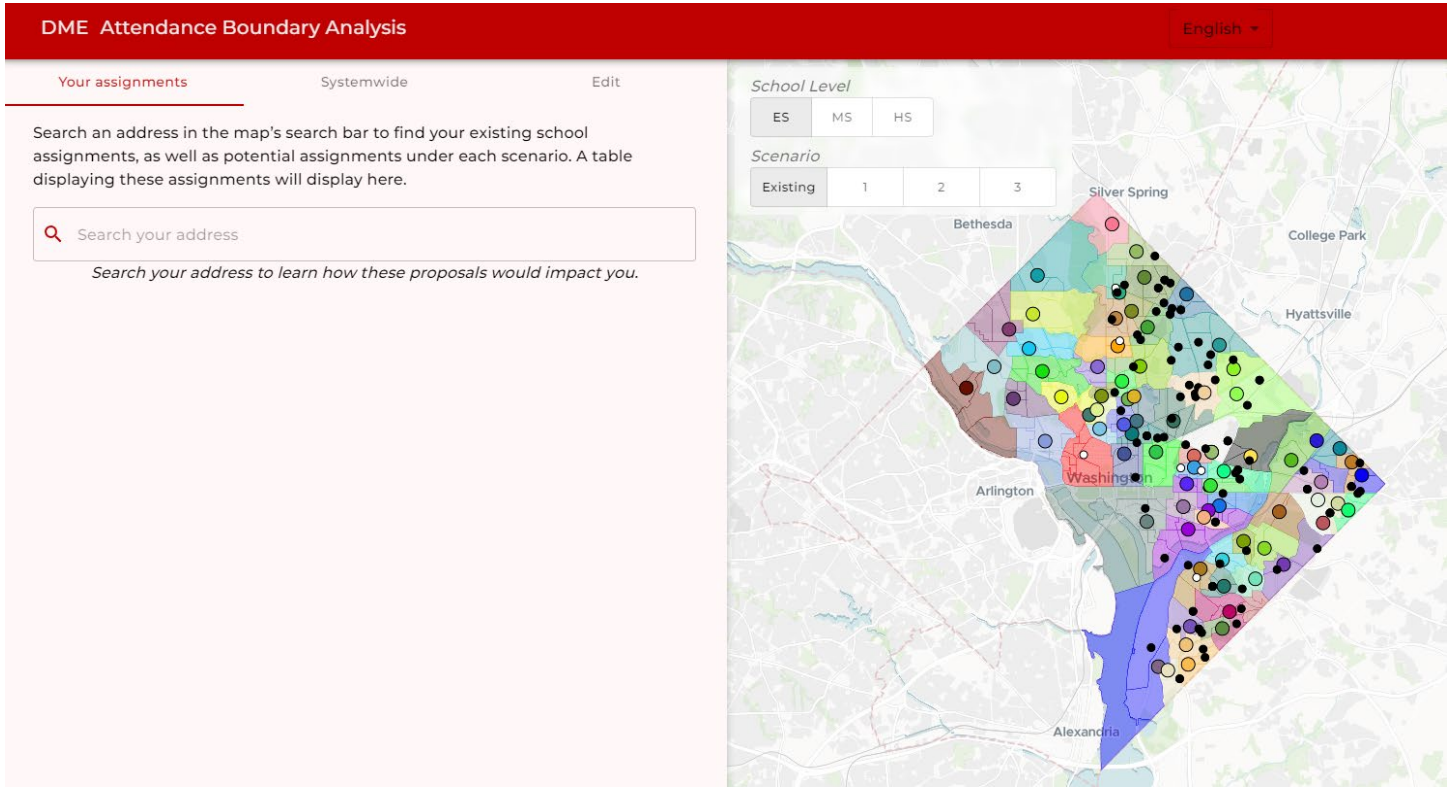
Key Functions:

- Look up home address to understand potential impacts
- Explore systemwide and school-level impacts of the three scenarios
- Create/change boundaries with the boundary editor
- Provide feedback through a comment feature and survey



Web tool

- Objectives:
  - Learn about the potential changes that may result from this Study
  - Understand potential impacts based on home address
  - Understand potential systemwide impacts and trade-offs between the three scenarios



Working group breakouts

- Explore the **web tool** to learn about the estimated impacts of each scenario and specific schools
- Start to discuss the **pros and cons** of each scenario and on specific schools
  - To be continued during the next December 20 advisory committee meeting
- Learn how to use the **feedback and survey functions**

Next steps

- Welcome
- Recap – AC meeting & school engagement
- Systems potential ideas discussion
- Scenarios and web tool
- Next steps

Town hall 3 goals

- Equip participants to understand the three scenarios, including the pros, cons, and trade-offs between them
- Receive substantial feedback on potential solutions to date based on modeling and other feedback – school specific
- Receive feedback on systems policies - unmodeled potential solutions to date
- Ensure participants understand how to use the interactive boundary explorer tool, and why to use it
- Map out the next steps for the process and what the public can expect

Town hall format

- Welcome (for in-person town hall, there will be a gallery walk)
- Presentation on potential student assignment policies and boundary and feeder scenarios (main room/all attendees)
- Divide into 6 breakout groups to discuss policies and scenarios:
  - System policies
  - Feeder patterns:
    - Anacostia HS, Ballou HS, Woodson HS
    - Coolidge HS, Dunbar HS
    - Eastern HS
    - Jackson-Reed HS, MacArthur HS, Roosevelt HS
    - Cardozo EC, Euclid MS (opening SY28/29)
- Note takers report out from breakout groups (main room/all attendees)

Next steps

Final Round of Town Halls

- December 12 at 6 p.m. - in person at Anacostia HS
- December 13 at 6 p.m. - virtual
- December 14 virtual at 12 p.m. - virtual

Scan here to register for the town hall.

Advisory Committee Timeline

AC Meeting 9 – December 20

- Review community feedback from town halls and online web tool
- Start working towards final recommendations

AC Meeting 10 – January 10

- Continue working towards final recommendations taking additional community feedback into account

AC Meeting 11 – January 31

- Finalize recommendations

Final report release – March 2024

Project resources

Materials

Boundary study website for presentations, meeting recordings, FAQs, general feedback form and other project materials:

https://dme.dc.gov/boundaries2023

General feedback

Community members encouraged to provide feedback or submit ideas here or by scanning the QR code below (form is also available in Spanish and Amharic).