

# 2023 DC Advisory Committee on Student Assignment

May 3, 2023

Meeting #2



# Welcome



# Purpose of Meeting #2

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1. Discuss 2023 guiding principles and prepare for town halls
2. Grapple with biggest challenges the Advisory Committee will solve

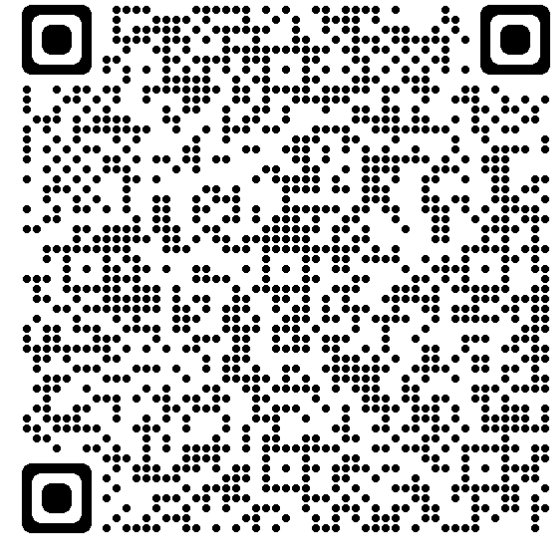
# Agenda

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- Welcome
- 3/30 committee meeting recap
- Review and discussion of guiding principles
- Identify challenges
  - Data review
  - Table discussion
- Upcoming engagement opportunities
- Next steps

# Project Resources

- Boundary and Student Assignment Website for presentations, notes, and materials: <https://dme.dc.gov/boundaries2023>
- Community members can submit feedback, thoughts and questions [here](#) or by scanning the QR code to the right.



# Rules of the Road

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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 okay 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.

# Wrapping Up Introductions

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Finishing sharing “our why”:

- Who are you?
- Why are you willing to give your time?
- What are you hoping to accomplish?
- What does success look like to you?

# Advisory Committee Success Metrics

## Key Themes from the March 30th Advisory Committee Meeting

- Recommendations that “feel bold,” “actually grounded in equity,” “improves educational outcomes,” and “logically comes from values and basic principles”
- Collaborative plan that is informed by a variety of perspectives across the community
- Transparent process that engages “a diverse group of residents” across all eight wards and is “not performative”
- Provides all families options and opportunities without having to travel from their communities to achieve
- Logical and “fully fleshed out” feeder patterns “with citywide options” but not necessarily “unlimited choice”
- Cross-sector buy-in
- “Difficult conversations that are led with care”
- Progress and build on the 2013/14 plan



# 2023 Guiding Principles



# Guiding Principles Timeline



## May 3 - Advisory Committee

- Conversation tonight
- Online worksheet form to determine priorities



## Town Hall Meetings

- May 16 & 17 Virtual Meetings
- Online forms and feedback

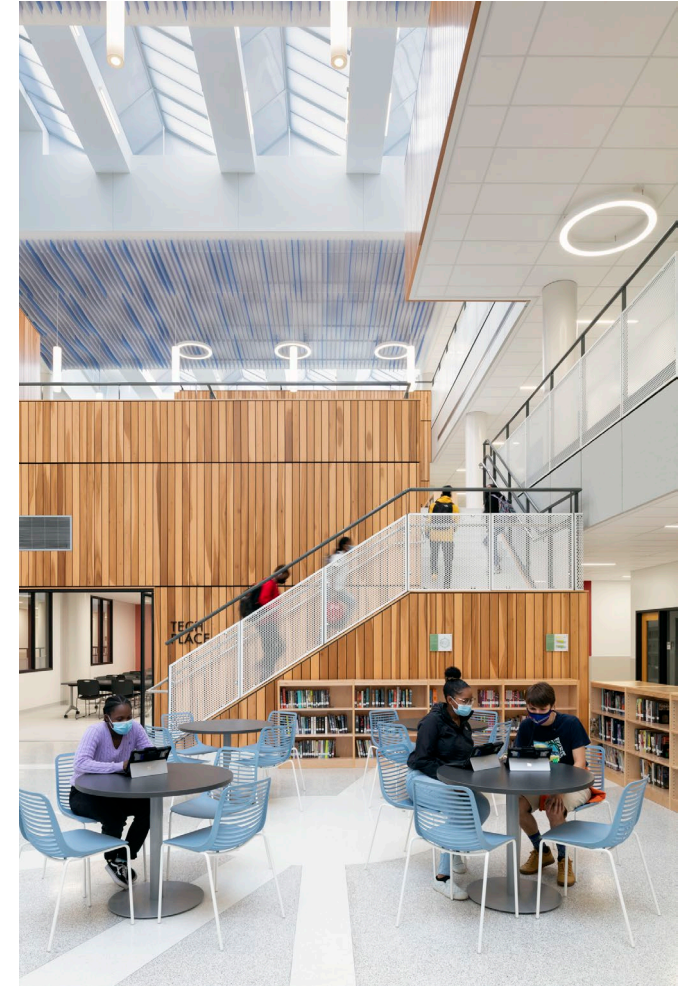


## May 30 - Advisory Committee

Based on input from the Advisory Committee and the community, the team will present draft 2023 Guiding Principles for final deliberation.

# Review of Final 2014 Guiding Principles

- **Equitable access to high quality schools:** We believe families have the right to a good education independent of economic or geographic circumstances.
- **Parental choice:** We believe families should have the ability to access public schools outside of designated school assigned by residence.
- **Predictability:** We believe it is important to provide a path of right to families beyond elementary school.
- **Neighborhood schools:** We believe it is important to support the connections between communities and their Schools.



# Potential 2023 Guiding Principles

Principles will guide the recommendations of the 2023 Advisory Committee on Student Assignment and Boundaries.

Guiding Principle (A to Z)	Elementary	Middle	High
Equitable access*			
“Fuller” schools			
Neighborhood schools*			
Predictability*			
Proximity			
Racial and ethnic diversity			
Socioeconomic diversity			
System of choice*			
Other			

**Rank**  
**1:** highest priority  
to  
**8:** lowest priority

\* Indicates final principle from 2014

# Group Discussion

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After reviewing the 2014 and potential 2023 principles, let's discuss:

- Which of those principles still resonate today?
- What is missing?
- Are there any principles that don't fit today?
- What tensions exist between the principles?



# Prioritizing Challenges



# Goals

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## Clear Rights

Students have clear assignments to schools of right based on DCPS attendance zones and feeder pathways

## Adequate Capacity

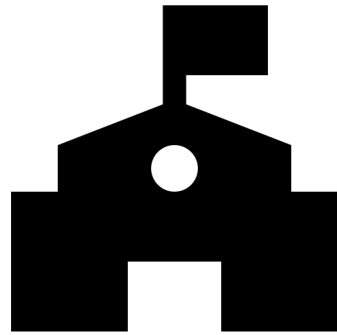
There is adequate capacity in the geographically zoned DCPS facilities at each grade level (pre-kindergarten, elementary, middle, and high), including feeder pathways, taking current and future population and enrollment trends into account

## Equitable Access

There is equitable access among District students to high-quality public schools

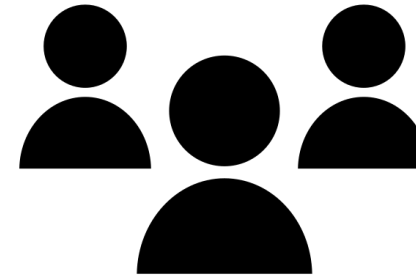
# Schools at a Glance

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There are **251 schools** overall in SY22-23.

99 are boundary schools.  
152 are citywide schools  
(135 charter and 17 DCPS  
citywide).



Enrollment increased by **2,682** pupils in SY22-23 - the largest one-year increase since SY16-17.



# Small Schools

There are 155 “small” schools (school/grade level combinations)

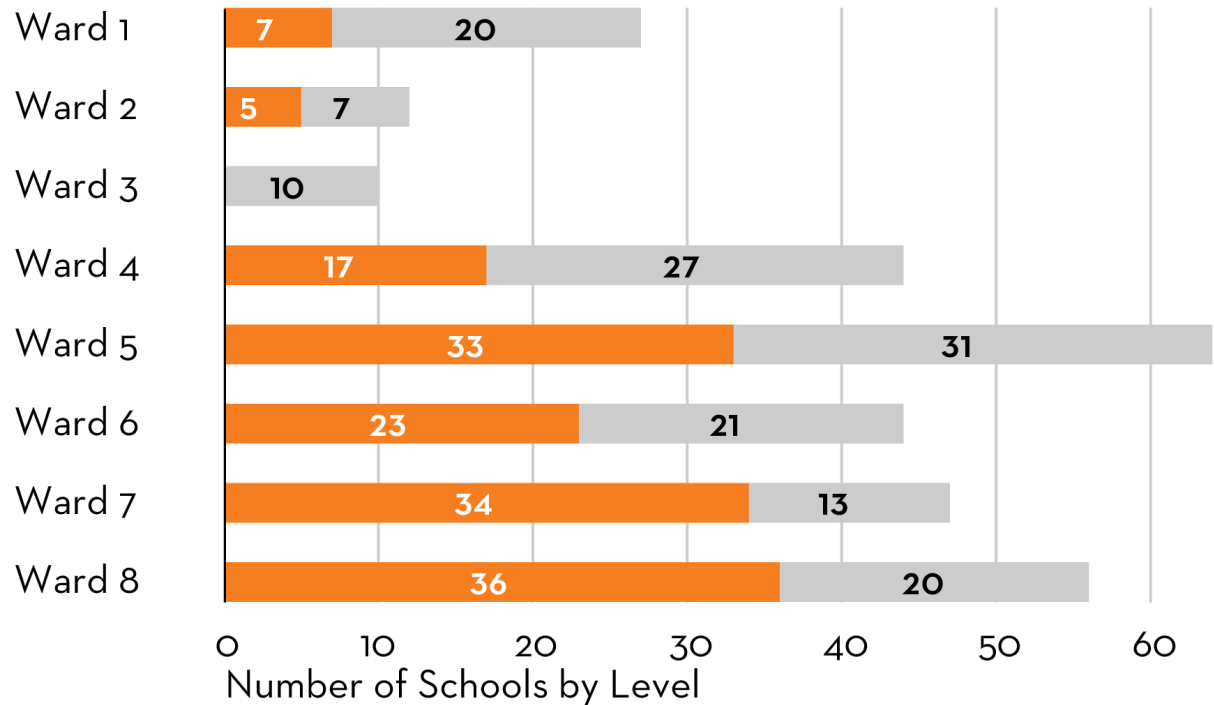
Smaller schools are more costly to operate and make it more difficult to offer programmatic diversity

Wards 5, 7, and 8 have the greatest share and total number of small schools

**Number of Small Schools by Level & by Ward**

School size

Small school: <300 for ES, <400 for MS, <500 for HS, <300 for other types of schools



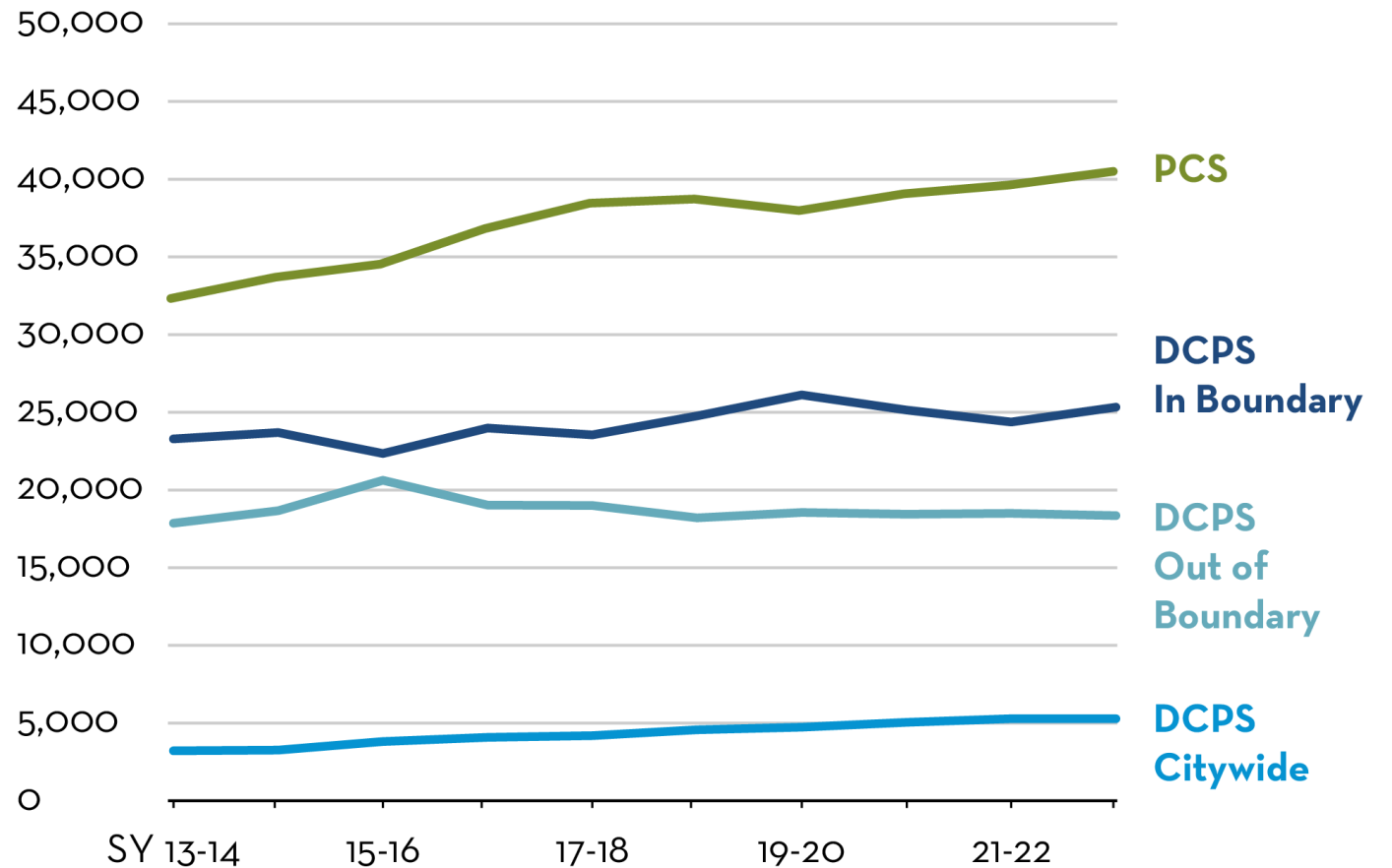
# Enrollment Trends by School Type

The proportion of students attending their **in-boundary DCPS school is 28%**, which has hovered between 27%-30% over the past few years.

DCPS citywide share has increased from 4% to 6% since SY13-14

Public charter share is 45%, which has increased over the past decade.

Enrollment by Boundary Participation and Sector (PK-12)

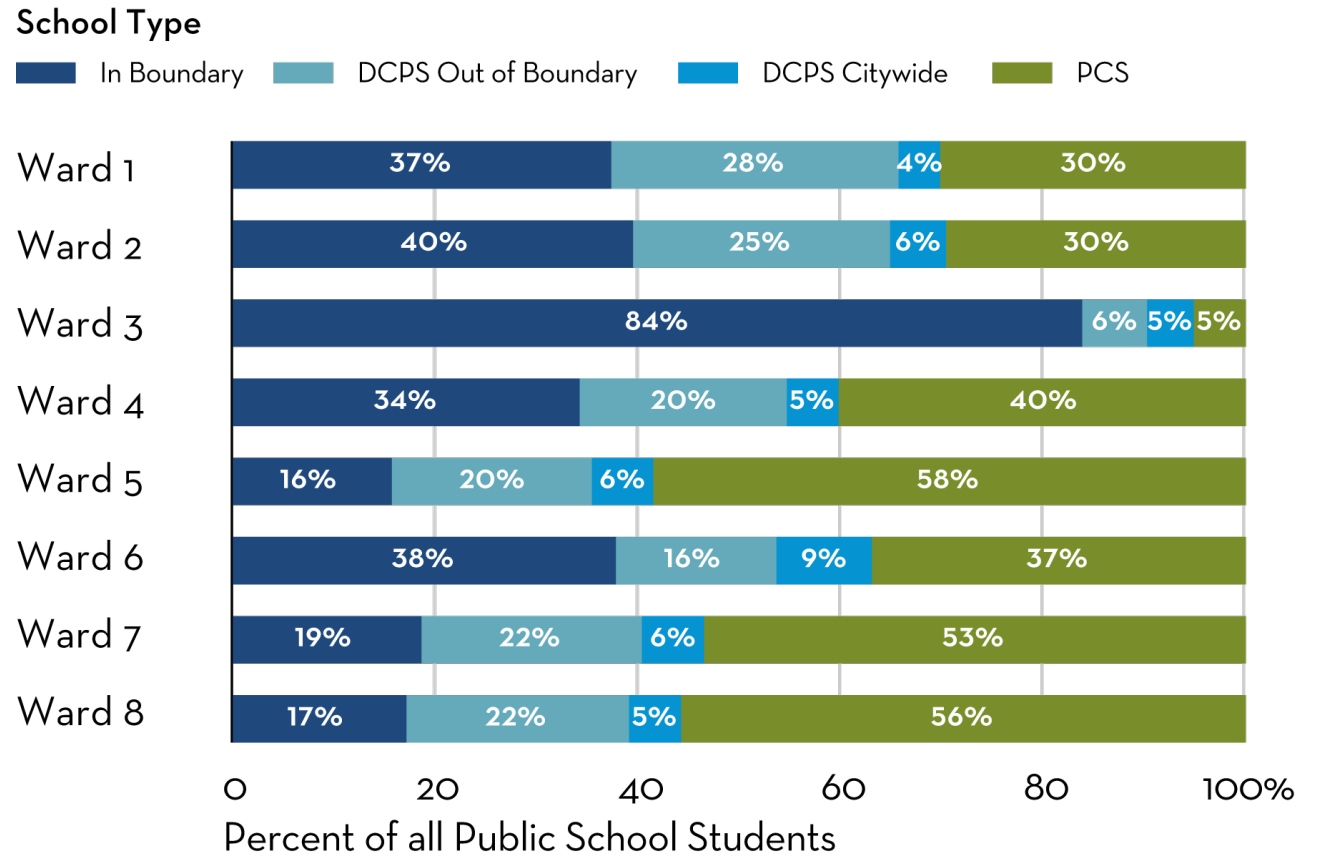


# Enrollment Type by Student Ward

A higher proportion of students who live in **Ward 3** attend their **boundary school** than those in any other ward.

**Ward 5** has the highest proportion of students who attend a **public charter school**.

Participation Type by Ward (PK-12), SY22/23



# Goal 1: Clear Rights

- Middle schoolers with multiple geographic rights
- Feeder patterns

## Key Terms

**Geographic rights:** students living in a DCPS school boundary have a right to enroll at that school for grades K-12 and in boundary preference for PK3/PK4.

**Feeder patterns:** students attending DCPS schools have the right to attend the next grade level school based on completion of the terminal grade of a student's current school.

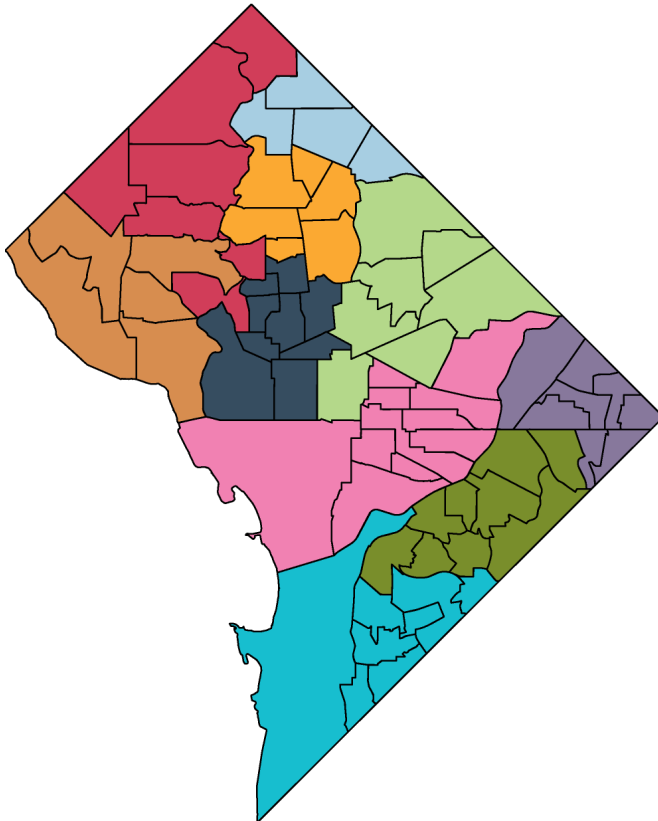
ES > MS or MS > HS or EC > HS

- **Geographic** feeder patterns are grouped by school boundary and proximity.
- **Programmatic** feeder patterns are organized by a specialized program of study (e.g., dual language).

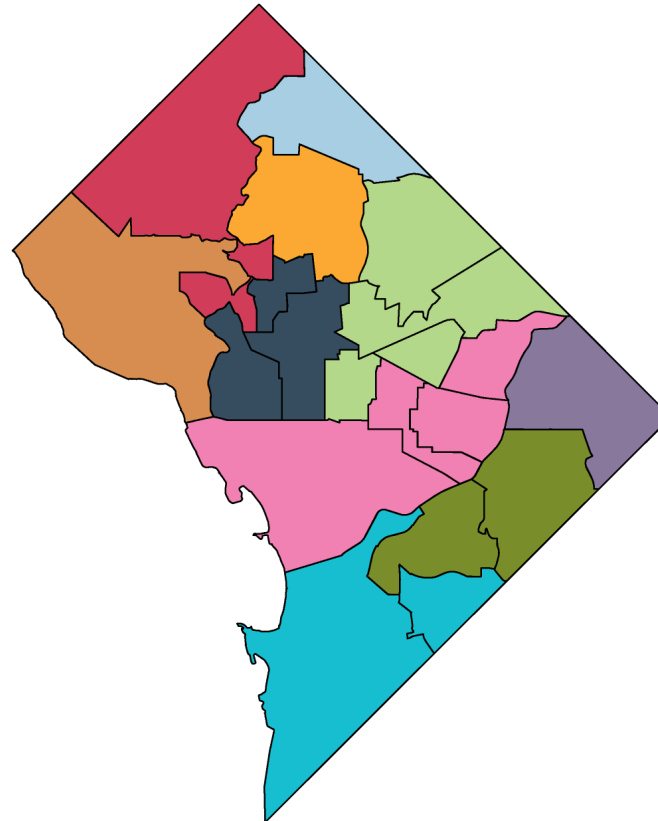
# DCPS Boundaries SY23-24

Since the implementation of the 2014 recommendations, geographic boundaries are cleanly nested from ES to MS to HS.

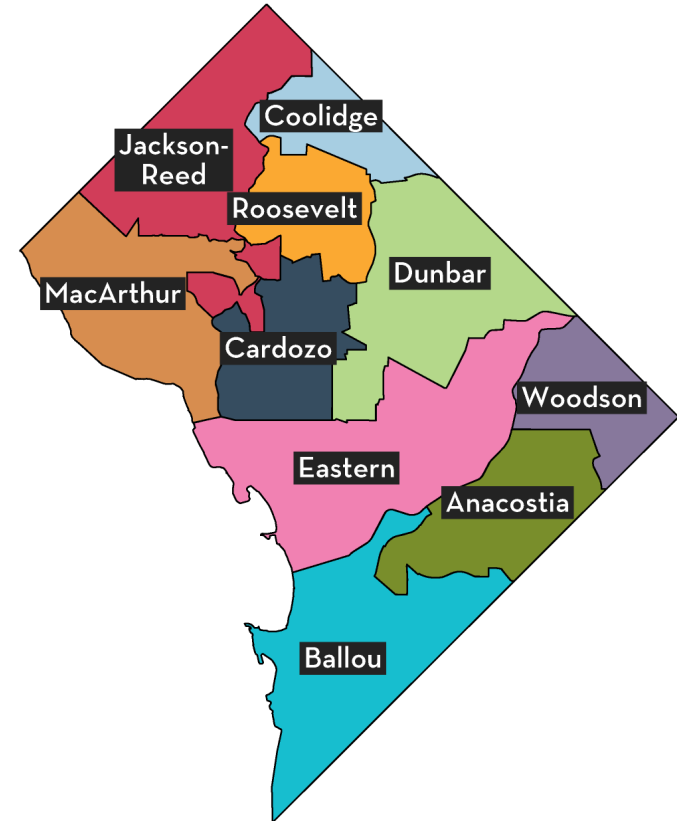
**Elementary School**



**Middle School**



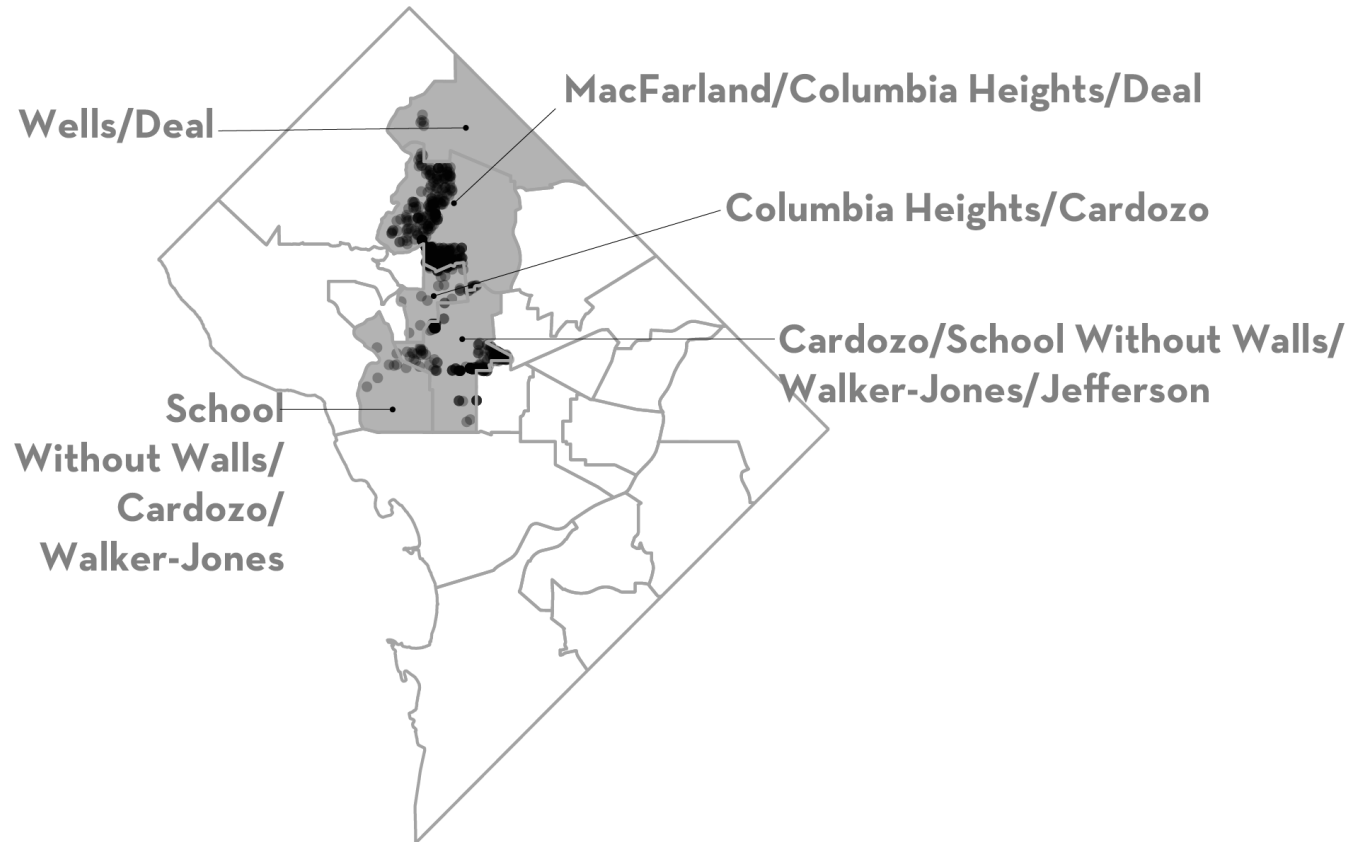
**High School**



# Multiple Geographic Rights

- There are only **766** students who have multiple as-of-right schools as of SY22-23.
- Since 2014, the share of students with multiple as-of-right schools decreased by about 70% (from ~2,600 students).

## MS Boundaries Where Some Students Have Multiple Geographic As-of-Right Schools



See [Middle School Multiple Rights Edsight](#)

# Goal 2: Adequate Capacity

- Building utilization (enrollment divided by programmatic capacity)

## Note



**The data presented is preliminary and provided to illustrate key themes.**

Programmatic capacities will be updated this summer during the development of the 2023 Master Facilities Plan. Perkins Eastman will be walking buildings to identify program and room use starting this week.

**Join the MFP town hall meetings on May 9 or 10 to learn more!**

# Utilization Trends by School Type

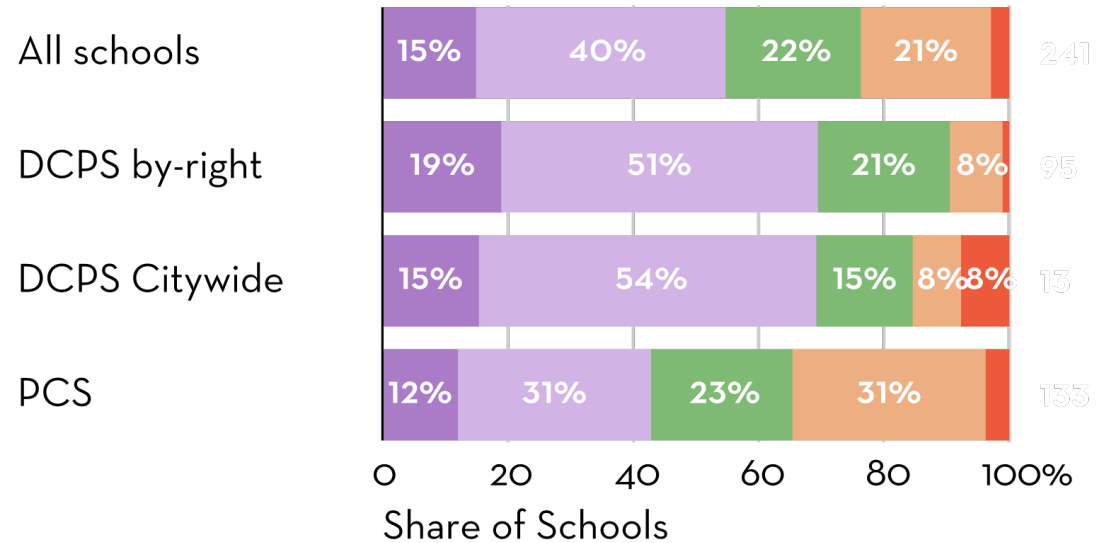
About **22% of schools** today are appropriately utilized (80-95%) and **half of all schools** are under-utilized (<80%).

**Note:** School utilizations are based on current capacities. These utilizations are draft until the new capacities are determined as part of the Master Facility Plan.

## SY22-23 Utilization, Total Capacity

**! Note:** Figures based on current pre-MFP school capacities.

Utilization ■ 0-50% ■ 50-80% ■ 80-95% ■ 95-120% ■ >120%+





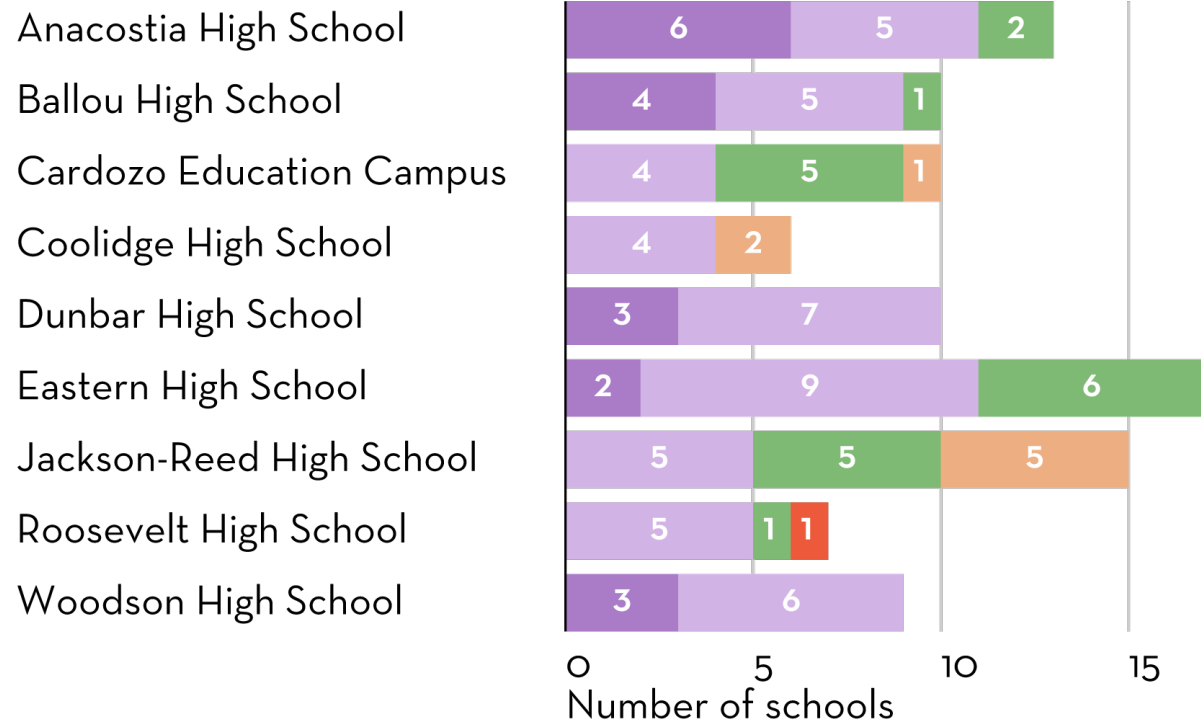
# Utilization Trends for DCPS Feeder Patterns

- Anacostia, Ballou, Woodson, and Dunbar feeder patterns have the greatest share of highly underutilized schools
- Jackson-Reed and Coolidge feeder patterns have the greatest share of overutilized schools

## DCPS Boundary Schools SY22-23 Utilization, Total Capacity

**! Note:** Figures based on current pre-MFP school capacities.

Utilization ■ 0-50% ■ 50-80% ■ 80-95% ■ 95-120% ■ >120%+



# Goal 3: Equitable Access

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- Distances to school

# Distance to School

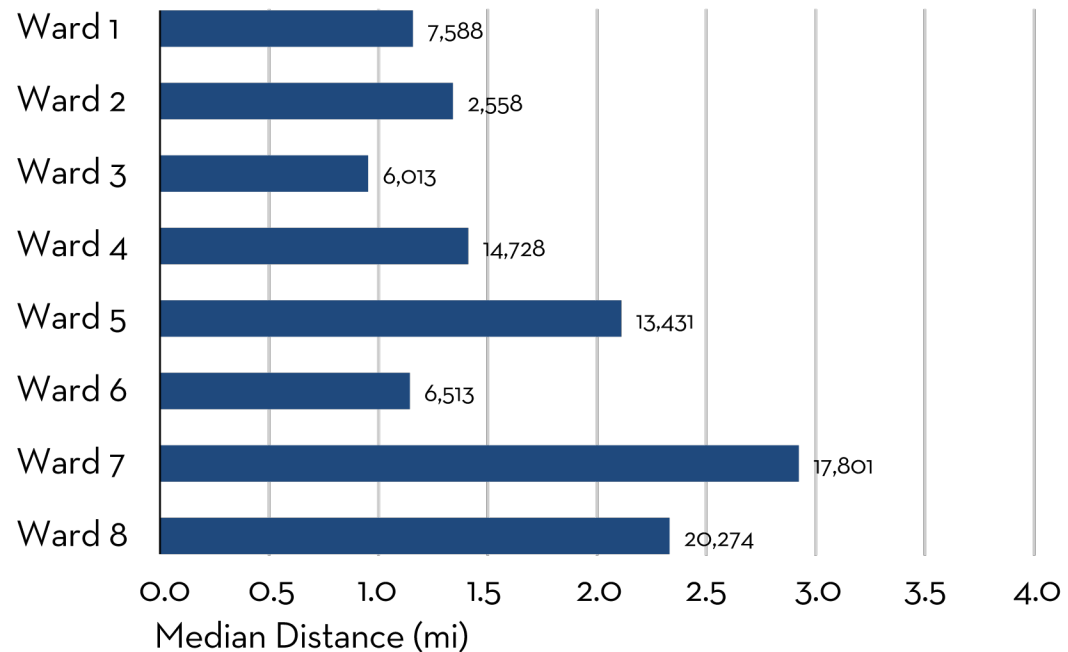
Students travel progressively greater distances as they matriculate through school levels. In SY22-23, the median distance to school is:

- Early childhood students: **0.7 mi**
- ES students: **0.77 mi**
- MS students: **1.6 mi**
- HS students: **3.0 mi**

Median Distance to School by Ward, SY22-23

Enrollment type

■ All PK-12 pupils



# Table Discussions Feedback Exercise

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- 3 facilitated and timed table discussion rotations:
  1. What resonated with you in the goals and data overview?
  2. What are some challenges and opportunities identified?
  3. What other additional data or information might we need?
- Report outs from table discussions:
  - Each group will identify a spokesperson to share key takeaways
- Full group discussion

# Upcoming Spring Town Hall Series

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- Virtual townhall meetings will be hosted on **May 16 and 17**.
  - Content covered will be the same at both meetings.
- The goals of the meetings are to:
  - Review the scope and goals of the project.
  - Discuss guiding principles
  - Provide high-level data review and hear from public about current challenges
  - Review the project schedule and preview upcoming engagement opportunities.
- Advisory Committee members are encouraged to help spread the word and join at least one of the meetings.



# Charge for the Next Meeting

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## May 30 meeting goals

- Finalize 2023 Guiding Principles
- Prioritize challenges
- Introduce potential strategies

## Homework

- Spread the word about the town hall meetings
- Optional DME "office hours" to discuss data appendix May 11, 12-1pm
- Fill out guiding principles prioritization survey by May 22
- Attend May 16 or May 17 town hall
- Next Advisory Committee Date: May 30

# APPENDIX

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# Enrollment by Race/Ethnicity

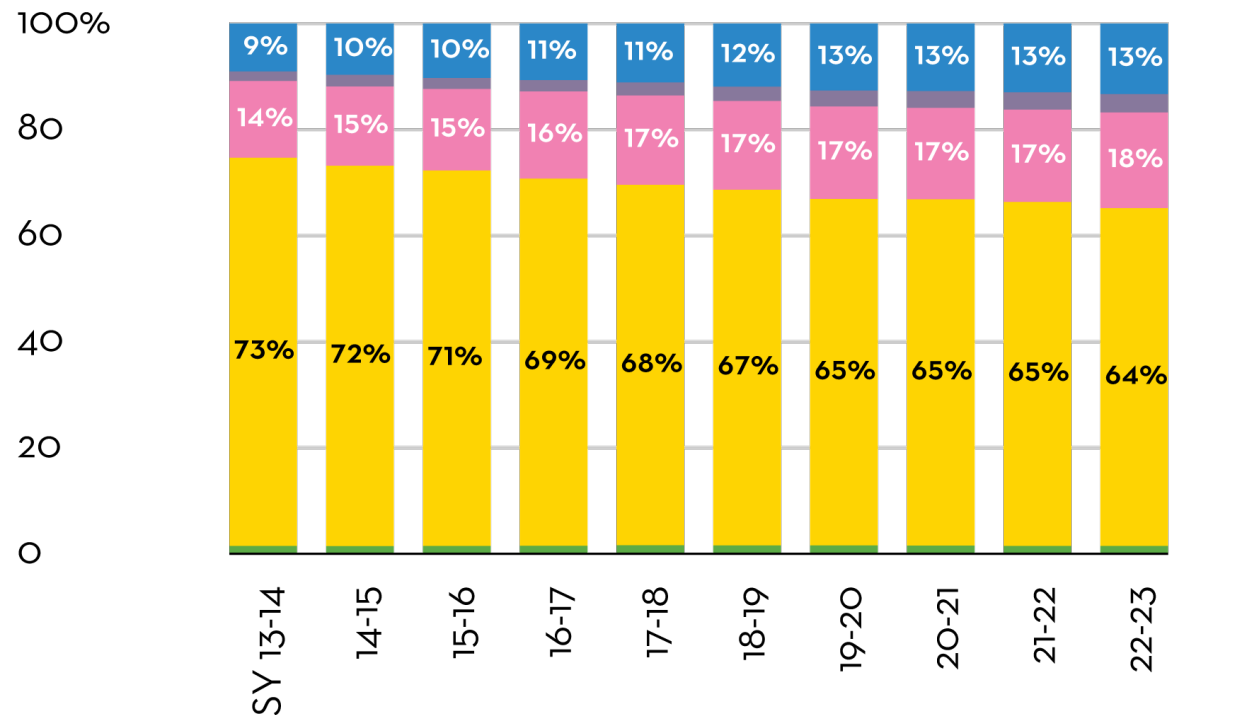
Black or African-American students represent a significant majority of students in DC's public schools.

The share of students that are Black or African-American has decreased since SY13-14, from **73% to 64%** of pupils.

Enrollment by Race/Ethnicity, PK-12 Pupils

Race/Ethnicity

Asian Black or African-American Hispanic or Latino/a  
American Indian, Native Hawaiian, Native Alaskan, Two or More Races, or Other White

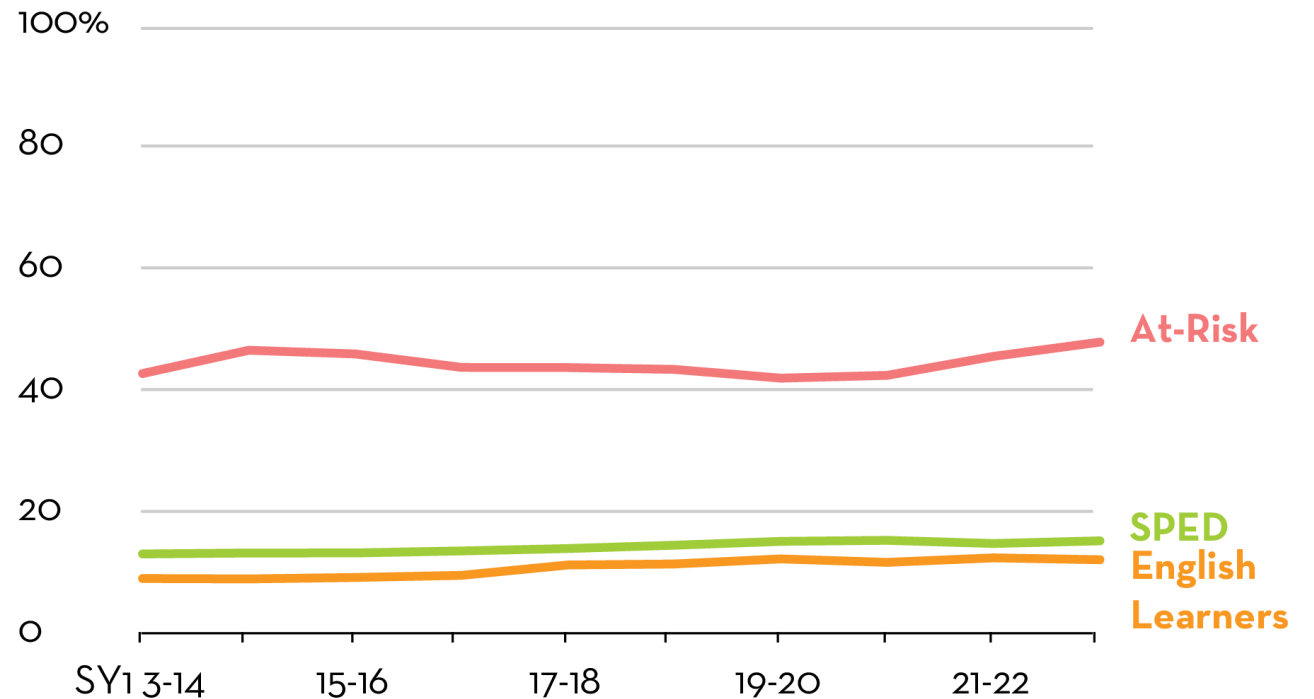




# Special Population Student Concentrations

The share of students designated at-risk reversed its downward trend in SY19-20, increasing each year since.

Percent of Students Identified as At-Risk, English Learners, or in SPED Programs



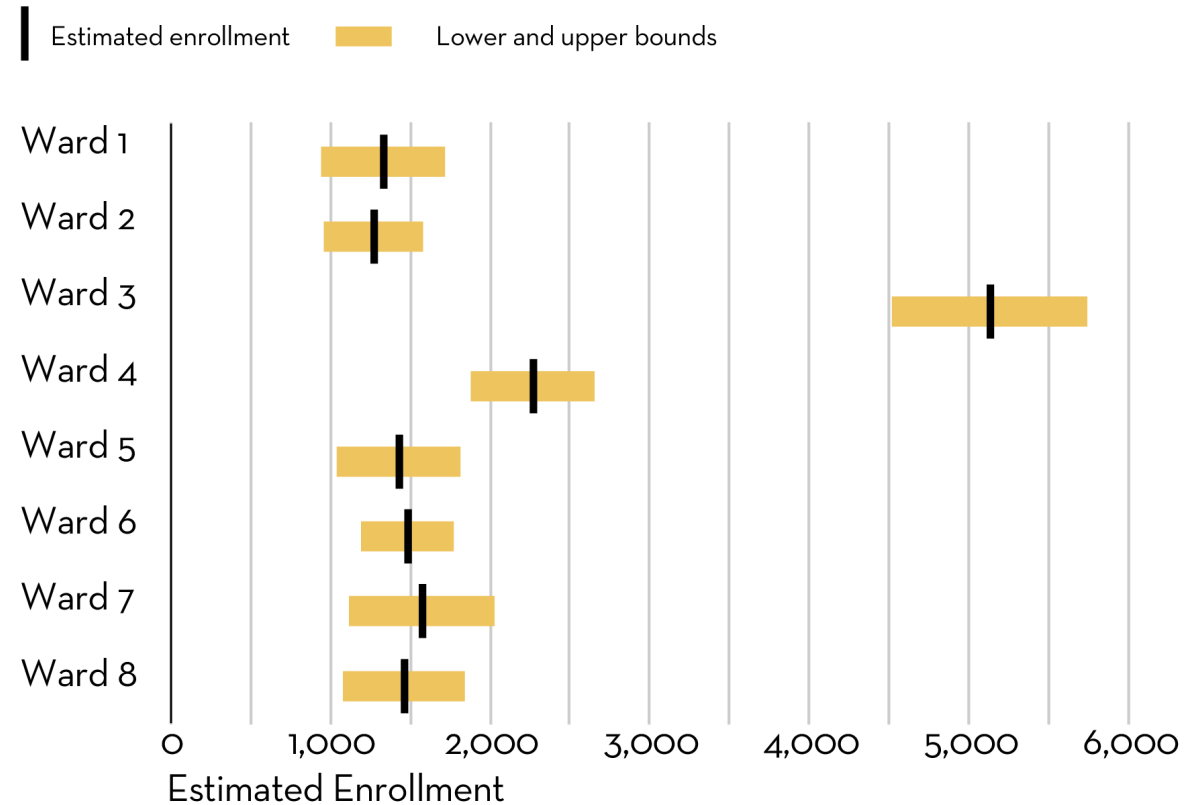
# Estimated Private School Enrollment

Approximately 14% of school-age children attend private school.

- Wards 2 and 3 the highest at 54% and 47%.
- Wards 7 and 8 the lowest at 10% and 7%.

See more at [EdScape Private School Enrollment page](#)

## Estimated Private School Enrollment Nursery School through 12th Grade by Ward

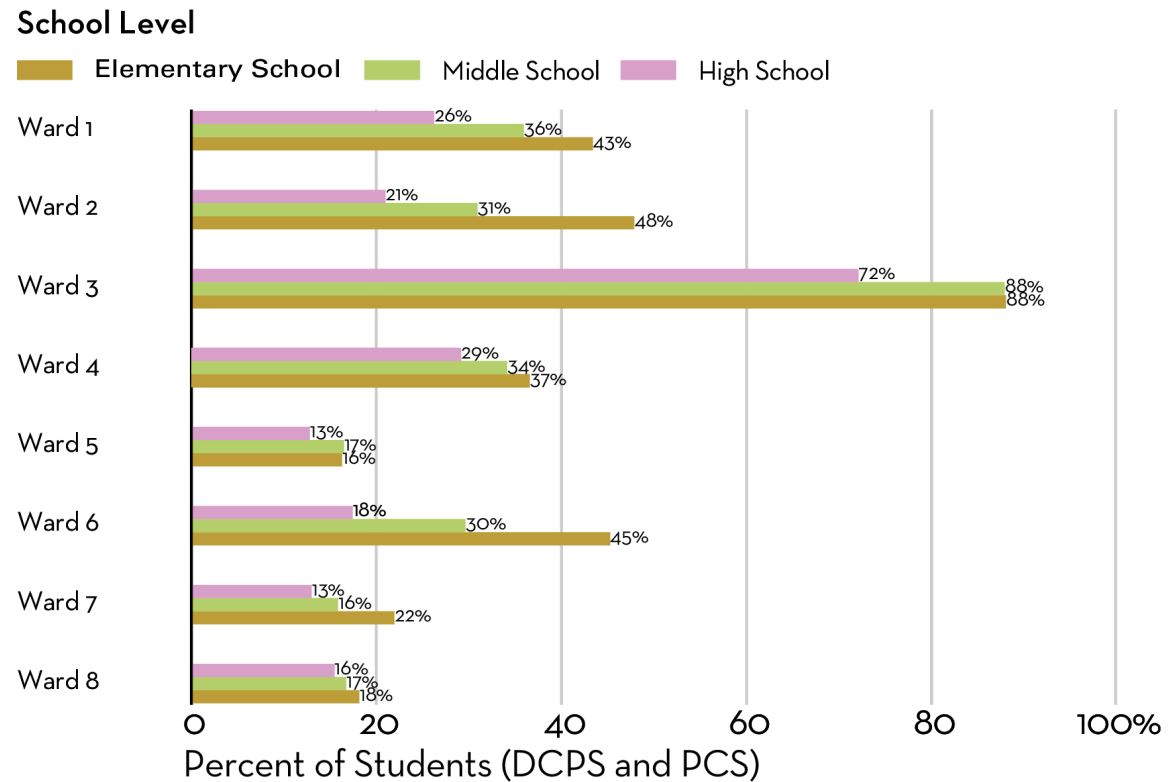


Source: American Community Survey, 5 Year Estimates (2017-2021)

# In Boundary Enrollment by Ward and Level

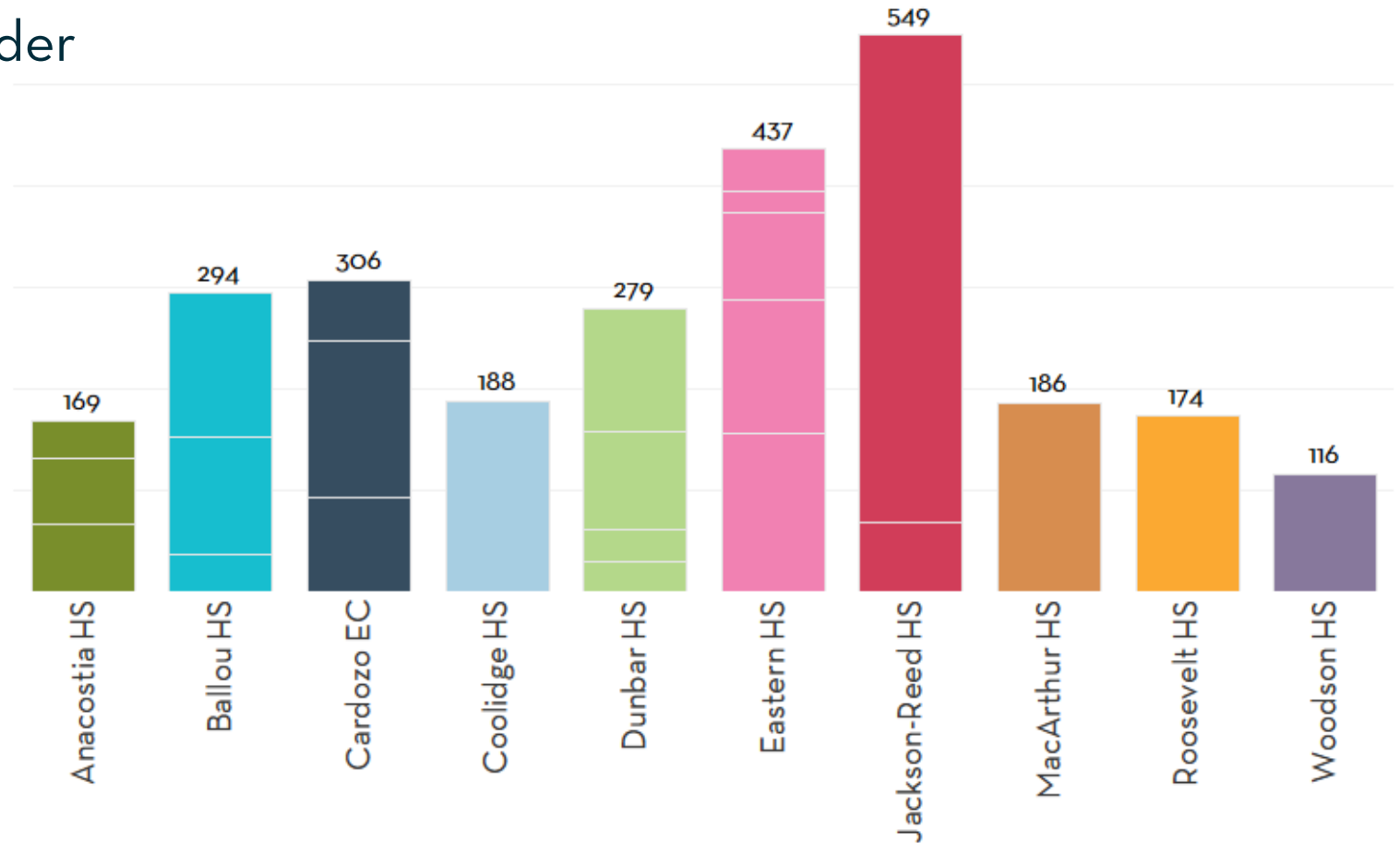
- Citywide in boundary enrollment is **highest in elementary school**. "Non in boundary enrollment" (out of boundary + citywide enrollment) is highest for high school grades.
- The proportion of students at all grade levels who attend their in boundary school is significantly higher than the citywide level in Ward 3.

**Percent of Students Attending an In Boundary DCPS School by Grade Level and Ward (PK-12), SY22/23**



# DCPS Geographic Feeder Patterns

# students in geographic feeder  
8th grade classes, SY22-23

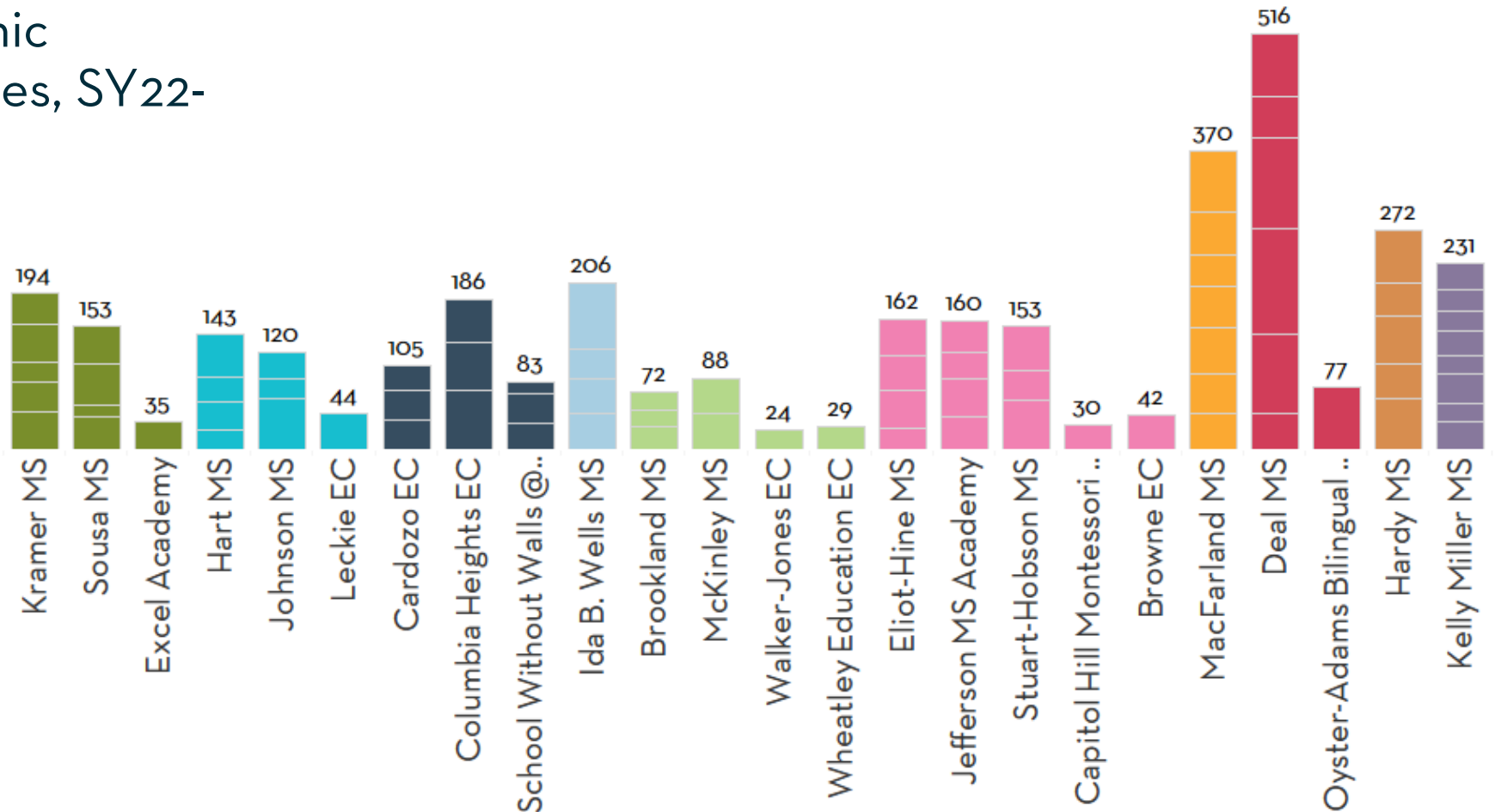


For more feeder information, visit  
the new Student Enrollment  
Pathways page on EdScape:

<https://edscape.dc.gov/page/student-enrollment-pathways>

# DCPS Geographic Feeder Patterns

# students in geographic feeder 5th grade classes, SY22-23



For more feeder information, visit the new Student Enrollment Pathways page on EdScape.

# Utilization Trends Over Time

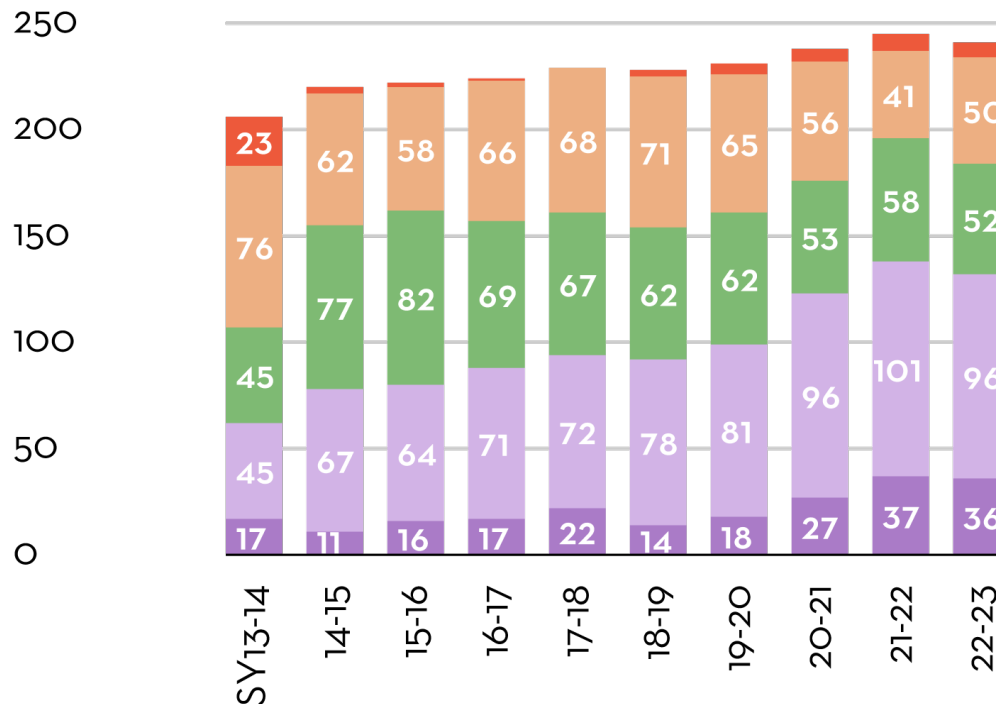
- The number of under-utilized and highly under-utilized schools has grown significantly in the last decade.
- SY22-23 saw a small decrease in the number of under-utilized schools:
  - From **37 to 36 schools** under 50% utilization
  - From **101 to 96 schools** between 50% and 80% utilized

## Utilization, Total Capacity

⚠ **Note:** Figures based on current pre-MFP school capacities.

Utilization 0-50% 50-80% 80-95% 95-120% >120%+

Total schools



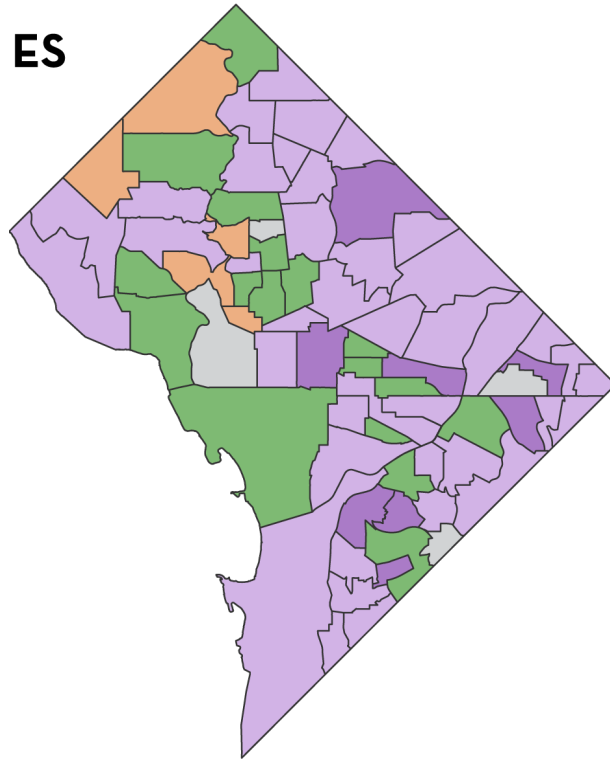
# Boundary School Utilization, SY22-23

## SY22-23 Utilization, Total Capacity

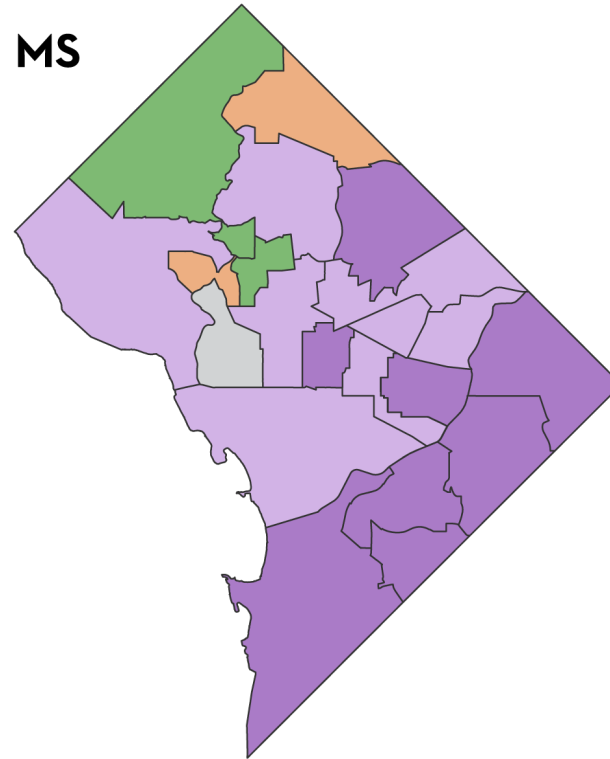
Utilization    ■ 0-50%    ■ 50-80%    ■ 80-95%    ■ 95-120%    ■ >120%+    ■ Schools undergoing modernization

**⚠ Note:**  
Figures based on  
current pre-MFP  
school  
capacities.

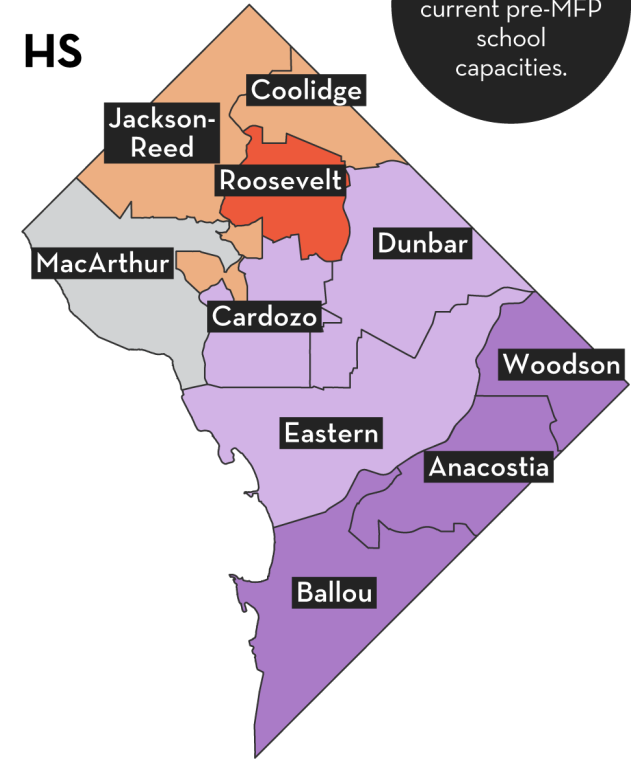
ES



MS



HS



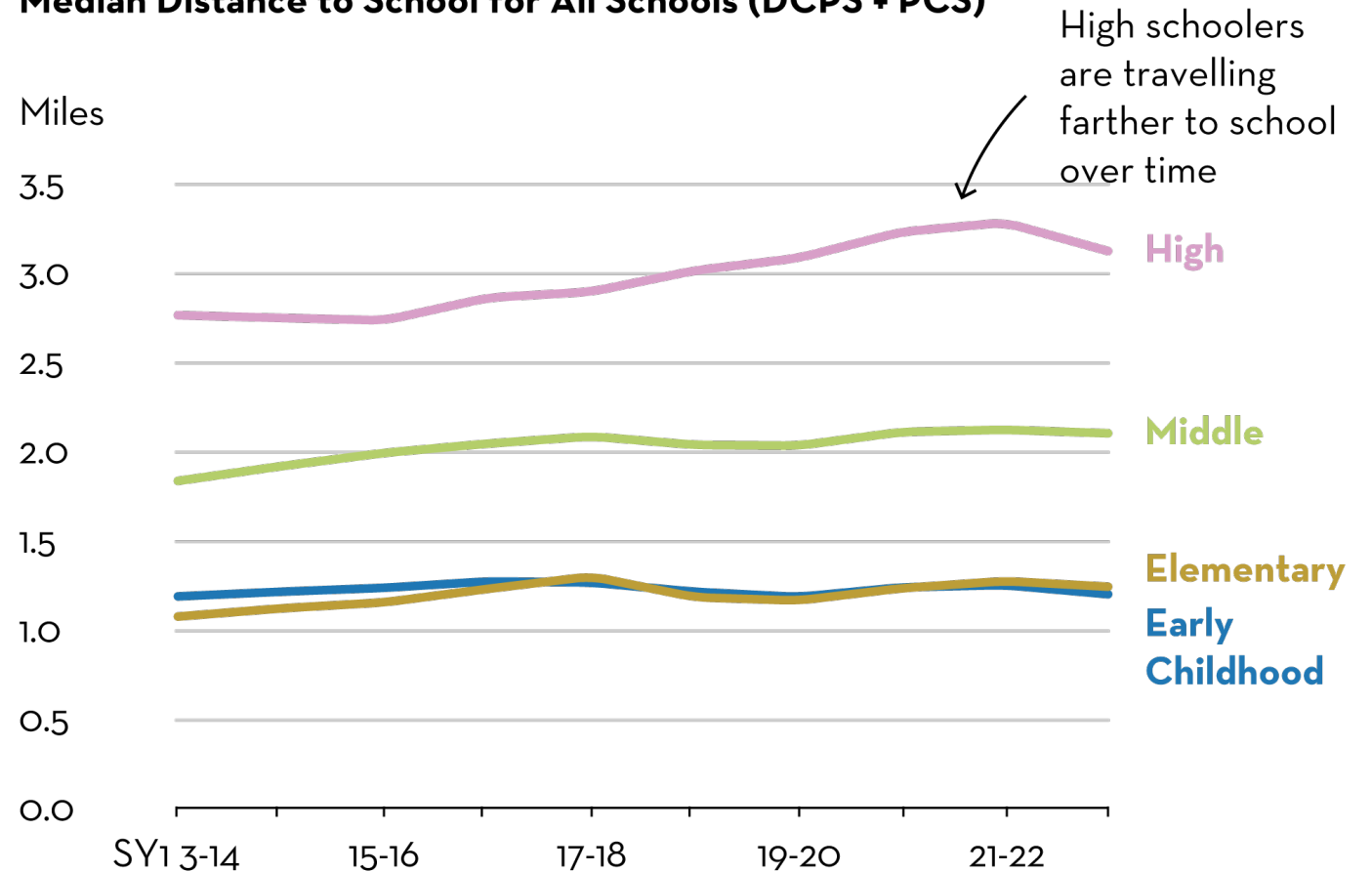
# Distance to School

Students travel progressively greater distances as they matriculate through school levels. In SY 22-23, the median distance to school is:

- Early childhood students: **0.7 mi**
- ES students: **0.77 mi**
- MS students: **1.6 mi**
- HS students: **3.0 mi**

HS students have been travelling longer distances over time.

Median Distance to School for All Schools (DCPS + PCS)





# Total Distance Traveled by Student Ward

**Students attending non-boundary schools travel significantly farther** than their in-boundary peers.

Due to the high number of students attending non-boundary schools in Wards 7 and 8, and the relatively longer distances to their non-boundary schools, these students travel more miles each day than all other non-boundary students combined.

Total Daily Distance Traveled, PK-12 Pupils Attending Non-Boundary School

Enrollment type

PK-12 pupils attending non-boundary school

