

2023 DC Advisory Committee on Student Assignment

January 10, 2024
Meeting 10



Agenda

- Welcome
- Engagement and analysis updates
- Systems discussion
- Next steps



Project resources

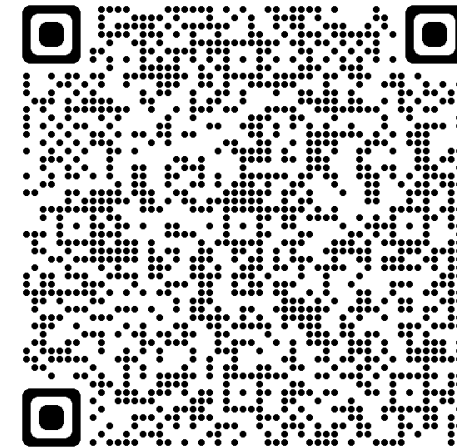
Materials

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

<https://dme.dc.gov/boundaries2023>

General feedback

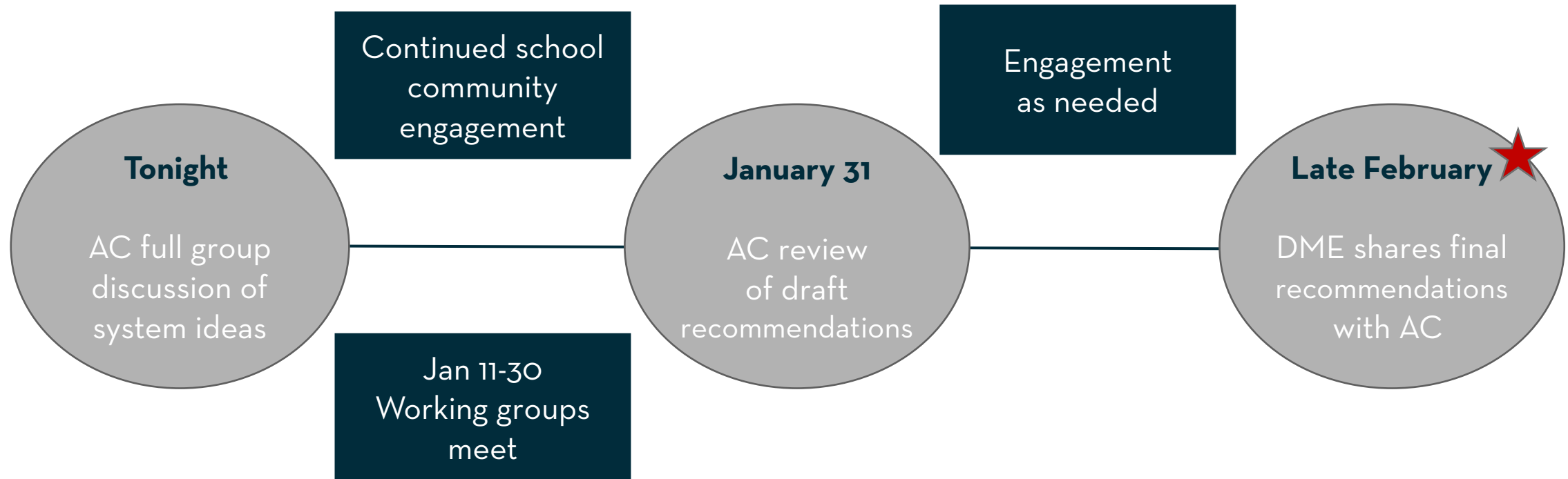
Community members encouraged to provide feedback or submit ideas [here](#) or by scanning the QR code below (form is also available in Spanish and Amharic).



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.

Roadmap to Recommendations



★ New Meeting

Goals of this meeting

- Update on community engagement via school meetings and Boundary Explorer tool
- Update on next analytic steps
- Discuss systems-level ideas to date based on analysis and community feedback
- Continue working towards final recommendations



Engagement and analysis updates

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Recap - community engagement

To date, just over 1,150 participants ranging from 5 to 235 per meeting

January engagements so far: PAVE, SBOE, Ward 3 Ed Net, Miner PTO meeting (being rescheduled)

18 school-specific meetings between Nov and Dec

- LSAT meetings, PTO meetings, Chat 'n Chews, or DME-hosted meetings

January plan

Scheduling with

- CHEC and ES feeders
- Oyster-Adams EC
- Miner ES
- Public charter LEAs
- Public charter families

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

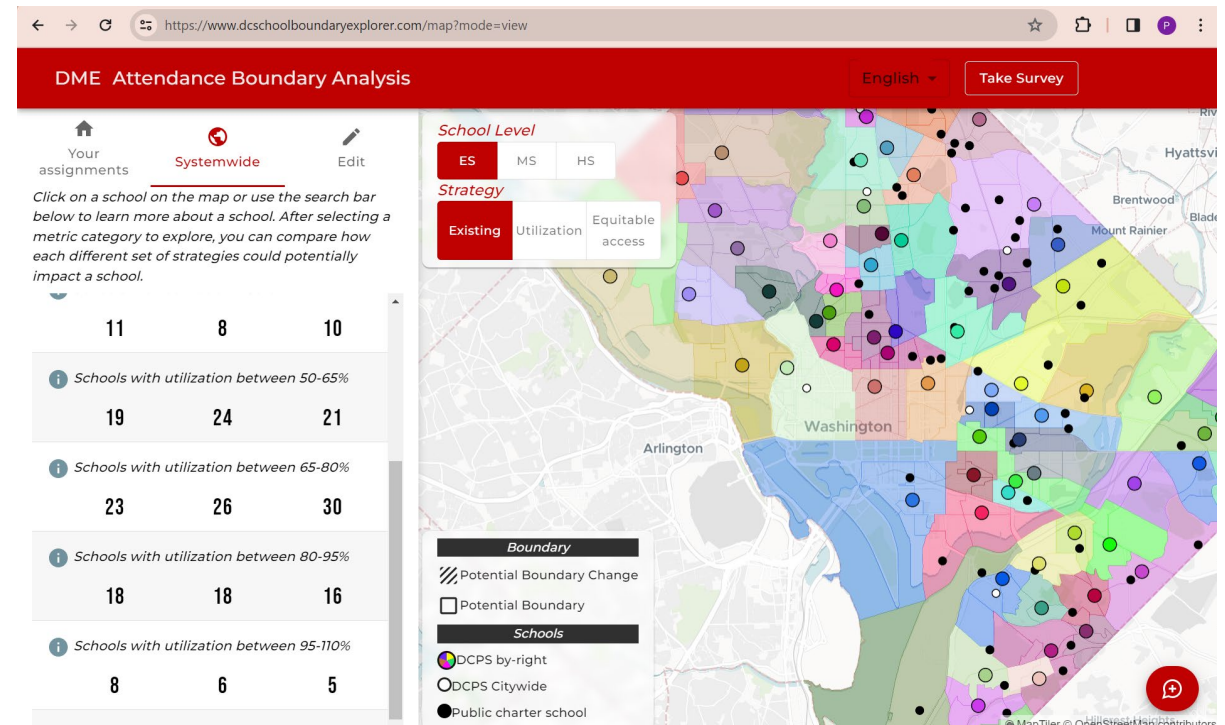
Analysis still in progress

- Euclid boundary and elementary school feeders
- Overcrowding at Bancroft ES, Oyster ES and potential future overcrowding at Janney ES
- Maury/Miner ideas: boundary analysis and at-risk set asides
- Future housing hot spots: Amidon-Bowen/Van Ness, Walker Jones
- Grade configurations: Wheatley EC and Walker Jones EC
- Systems-level recommendations

Boundary Explorer updates

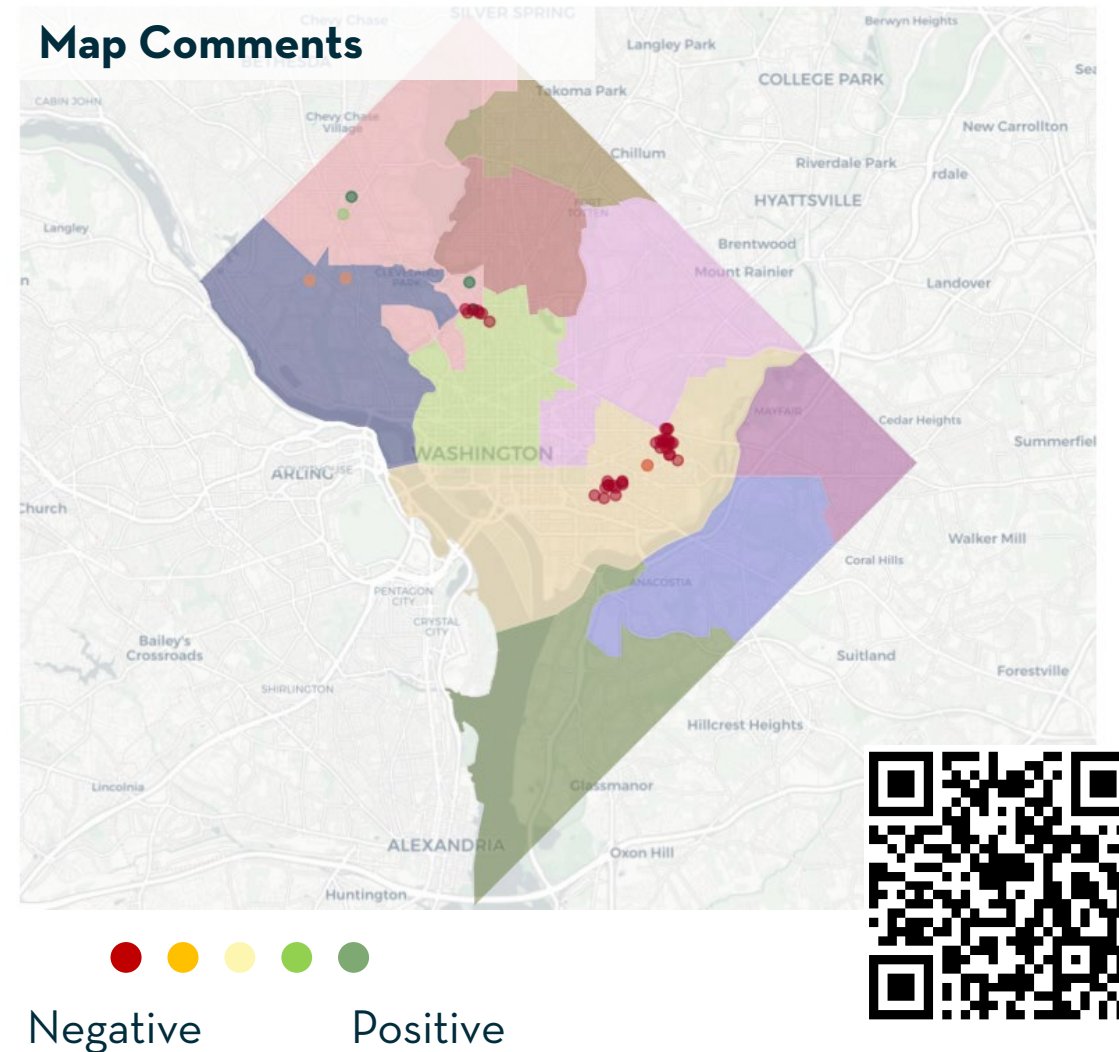
Updates to the boundary explorer tool include:

- Boundary editor added
- [Methodology documentation](#)
- Linking to the DCPS special education feeder patterns
- [Direct link to the survey](#)
- Square footage for each school is being added to the public [supporting datasheet](#)



Boundary Explorer feedback to date

- **9,200 school views** by 710 unique users; **730 address searches** by 380 users. Overall there were **840 unique users** of the webtool.
- 46 boundary specific comments on the map; 42 survey responses
- The top two challenges that resonated most with survey respondents were:
 - Some students feeling unsafe getting to and from school.
 - Socioeconomically and racially segregated schools.



Systems discussion

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Systems ideas discussion

- For each priority challenge, we will **walk through the ideas for consideration** as a full group.
- Via Mentimeter:
 - **Ask any clarifying questions.** What doesn't make sense?
 - **Share what you like and support** about the ideas.
 - **Share your concerns**/what you don't support.
- **Discuss** feedback as a full group.

Please refer to
your systems
handout.

Priority Challenge: Inequitable availability to robust programming and rigorous curriculum (e.g., dual language, CTE, STEM, IB, and arts) in all communities across the city

Idea 1: Ensure rigorous and varied programmatic offerings are equally available across the District, with a particular focus on schools east of the river.

Idea 2: Expand opportunities for secondary students by LEA participation in dual enrollment; virtual course programming (including cross-school and cross-LEA offerings); Advanced Technical Center, including transportation; and CTE opportunities for students to attend at other schools.

Share your feedback via Mentimeter

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

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

Share your feedback via Mentimeter

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

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

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

Share your feedback via Mentimeter

Priority Challenge: System-related enrollment instability

Idea 6: The DME should begin working with DCPS and DC PCSB no later than August of 2024 to co-create an aligned planning process led by the DME with shared standards for opening, closing, moving, and expansion of schools and campuses in both sectors, including a coordinated timeline, a transparent rationale for the proposal with common criteria and required data, and a meaningful opportunity for public input. This aligned planning process does not change decision rights on the part of DCPS or PCSB but elevates the expectation of public transparency for increased accountability.

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

Idea 8: Establish clear processes and criteria for DME to conduct detailed studies of zoned DCPS schools in intermediary years between the comprehensive Boundary and Student Assignment decennial studies.

[Share your feedback via Mentimeter](#)

Priority Challenge: Socioeconomically and racially segregated schools

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

Idea 9a: The DME and OSSE should explore including participation in DC Health Care Alliance as an additional qualifying criterion for at-risk identification – both for funding purposes and for at-risk set-asides.

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

Idea 11: Consider pairing boundary schools (where two nearby schools would combine into one, such that lower grades are in one building and upper grades are in another) when this approach has the potential to solve multiple challenges, including socioeconomic integration and utilization.

Share your feedback via Mentimeter

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

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

Share your feedback via Mentimeter

Next steps

Advisory Committee Timeline

Working groups - soon after AC #10

- Discuss outstanding questions, review additional analysis and feedback

AC Meeting 11 - January 31

- Finalize recommendations

AC Wrap Up meeting - late February

Final report release - March 2024



Encourage feedback
via the Boundary
Explorer and survey

<https://www.dcschoolboundaryexplorer.com/map>