

# Anacostia, Ballou, and Woodson | What clarifying questions do you have?

Why are students that live in Ward 7 & 8 are only offered to attend these 3 schools?



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What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?



# Cardozo/CHEC/Euclid | What clarifying questions do you have?

What other elementary schools are or have been under consideration for the Euclid MS boundary? Ross & Thomson? Bruce Monroe? Why were they excluded from tonight's conversation?

What kind of programming or other commitments at Euclid would interest families in attending the school? The families at the three existing feeders are really excited about the school

Is it possible to have an in-person meeting at a Ward 1 ES to discuss the feeder pattern that leads to CARDOZO/CHEC/EUCLID?



# What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

We heard openness to feeder rights for Stevens ELC at the W2EC meeting this week

I support the notion of ensuring the strongest-possible feeder setup for Euclid Middle, whether that includes a dual-language track or not.

In-person meeting engagements to give access to families that may not have access to a device, internet, or transportation access to meetings.



# Citywide | What clarifying questions do you have?

I haven't seen any solutions for special needs students. I don't understand what "geographically clustered" means?

no clarifying questions

How and when can the master facilities plan and boundary study feed into each other? Seems like strategic planning needs these need to be holistic

How are community members in under-performing and under-utilized schools being engaged to share ideas?

How would you increase programmatic investments? I.e., you'd increase UPSFF in order for schools to have more resources to offer these programs?

If a school is overutilized in 2022 and the OOB students at the school is about 15-20%, isn't continuing the at-risk OOB kids perpetuating the over crowding?

We've heard that the Master Facilities Plan is wrapping up soon (Jan?) -- is there still ample time for the Boundary study team to supply the MFP feedback that could shape decisions?

How are you getting utilization stats for Deal MS? Are you counting trailers as permanent space. The school is packed. What was planned outside recess/ playspace is gone, teachers in closets, etc



# Citywide | What clarifying questions do you have?

To get schools more funding for facilities and teaching staff (low student/teacher ratios are super important), could DCPS consider reducing the # of standardized tests? They are expensive!

none

It seems many of the people against the proposal generally assume quality of education will go down without considering the nuanced effect on miner's desirability and much greater local engagement.



# What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

How can a ten year boundary/feeder process be sync with a goal of consistency?

Why try to shrink/break successful schools (Bancroft) rather than emulate/grow it?

Would schools be required to be part of a feeder pattern? Or are you saying you'd make it possible for schools to set that up?

What is an example of "shared standards" for opening schools?

need to add montessori options for the programming,

need to add languages beyond Spanish as part of the dual language expansion (DC is an international city, limiting the option to just Spanish doesn't make sense)

need to really go into details on how the charter and public will move together because these issues of under utilization will continue otherwise

We need a clear process for how schools or the neighborhood community could request a change to become a dual language school. How do schools become dual language? We need more dual language schools



# What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

I like the approach of multi-purpose school investments and offerings. By taking a service-oriented approach, the school can become a hub for the community and the schools can become safer.

I think there's not enough attention on the discrepancy of the size of Lafayette ES vs other schools (and Deal and JR). Many resources are done per school vs per capita, the students aren't known well

focus on building continuity of programming within wards

I appreciate the attention to boundaries, but the JR high school (and Deal) are chronically missing key teachers, eg right now Physics teacher. Often math, science. Last year no AP Env. Sci tchr

concern for EOTR schools that there may be improved decision making on opening charter schools while DCPS still doesn't make the improvements needed for residents to send their kids to neighborhood

there needs to be specific work (outside of the controversial proposals) done EOTR to align the charter and public schools and get to real remedies that will make DCPS schools attractive to parents

Appreciate these sessions. Breakout rooms great idea. As a resident of trinidad who isn't even affected by the miner maury proposal i hope this makes greater headway for the sake of city at large.

As necessary put more emphasis on nuanced impact of miner maury in that combination likely to vastly increase local participation in miner and the result will almost certainly be a better school.



# Coolidge & Roosevelt | What clarifying questions do you have?

Given the rapid increases in enrollment is lightly decreasing out of bound enrollment really sustainable long term?



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**What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?**

What about more STEM offerings?

Really appreciate the contributions of other community members.



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# Dunbar & Eastern | What clarifying questions do you have?

Was moving underutilized schools towards demographic "tipping points" to encourage parents with other options to send their kids to currently underutilized schools?

Was an at-risk set aside modeled for Maury-Miner? Would DME consider a choice set rather than the cluster if there is community support? Both options would be less disruptive than dismantling 2 school

Please can you specify the recommended start date for the Maury and Minor cluster?

Why is an adjustment to Brent's boundary being considered at all when the planned modernization solves for the stated "over utilization"?

Has diversity (racial, socioeconomic) data been modeled for so drastically reducing Brent's boundary (and out of boundary seats)? We draw so much rich diversity from OOB (e.g. JBAB)?

Does the boundary explorer take into account the out of bounds lottery students currently attending with regard to demographics etc?

What will happen to title 1 under the paired school scenario? Are you thinking of transportation assistance for at risk students with long commutes?

What is the criteria you have used to select the long term impact of the miner Maury pairing? What feedback and coordination have you pursued with community members? Big change; needs way more study.



# Dunbar & Eastern | What clarifying questions do you have?

Is the demographic data for in boundaries the current student population or is it all children in the boundary?

How likely is the Miner Maury merger to happen and why did you have engagement the Maury community so much earlier than the Miner community?

Please offer more options beside the Cluster for Maury and Miner.

I'd like to understand more specifics of the Maury-Miner timeline. And I'm curious why at-risk set-asides is not a viable option.

Please provide more info on if Maury was to pursue at risk set aside. Considering it appears targets at other schools are 30% at risk, Maury currently has 12% at risk and 84% in boundary participation

Concerned that shrinking Brent created a very homogenous community with little at risk population-isn't this what we are trying to avoid? The modernization would easily fix space issues

Can you share modeling of the change in at-risk % for Maury and Miner without the paired school change -- only with at-risk set asides?

What additional analysis will DME do to assess long-term impact of the Maury-Miner cluster, including considering the outcome of the Peabody-Watkins cluster creation during the last boundary re-draw?



# Dunbar & Eastern | What clarifying questions do you have?

Is there any planned engagement directly with teachers and staff at Maury and Miner regarding the proposed merger?

Have you forecasted the impact that a Maury-Miner cluster would have on performance at each school, including any projected attrition by families who prefer to enroll in a K-5 school?

Since the three changes to Brent have been deemed as "too much" or detrimental, how will the decision be made as to which change(s) will be chosen?

Asked question in large group Q&A about utilization data for ECs. Can you answer that one (basically is there more granular data for elementary and middle school grades at them)?

100 percent opposed to miner Maury pairing. DCPS has not done enough study or engagement on this. It's a big change and you need to prove the long term success of this recommendation.

Thank you so much for all this work and data. For Maury/miner, did you consider other potential impacts other than at-risk adjustment goal? appears to be a very drastic recommendation for that goal.

Why aren't you looking to address multiple inequalities in the capital hill area through more equitable boundary realignment.

Can you explain how reducing by-right access to a high performing school like Brent is consistent with DCPS's diversity and equitable access goals? Presumably many parents lottery back to Brent.



# Dunbar & Eastern | What clarifying questions do you have?

Can we get more information on the renovation of the Old Miner building? My understanding is the Old Miner building will be for PK3/4, and a birth to 3 years center will be created in existing Miner.

My understanding is that the Peabody / Watkins model is not considered a success re: retaining in-bound families / increasing outcomes for at risk students...how does it make sense to replicate it?

Can someone from DME speak to the results of Peabody/Watkins combo? A lot of Maury parents seem to be under the impression that model failed, but I have only heard good things from current PW parents

What is projected at-risk % of Maury/Miner cluster? Has it been modeled by grade? Data seems to suggest it would be 50%+ at-risk in 5th; I worry retention problems will affect Eliot Hine's trajectory

What are the implications of making Brent's boundary smaller & how would this impact the school's resources and programming? Would the proposed-smaller school cut funding and staff vital to success?

I appreciate you looking at ways to create more equitable ways to educate the Miner kids. They really need community involvement

Is the modeling going to allow for the Maury/Miner cluster to be switched off to evaluate only an at-risk set aside for Maury, rather than the baked in cluster.

Thank you! Please listen to the clear Brent community feedback. Keep boundaries for Brent as is, and address utilization issues, if any, through modernization.



# Dunbar & Eastern | What clarifying questions do you have?

I would like them to explore at risk set asides. This cluster seems too disruptive with no data to support



# What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

Was re-patterning Tyler and Brent elementary towards Stuart-Hobson middle considered. No parents with a choice will send their kids to Jefferson middle

Were boundary changes beyond a straight vertical line considered, such as Including low income housing around Miner in Maury?

How is the Maury-miner cluster considered in the Master Facilities Plan?

Parent at Miner. Personally in support of Maury Miner merger if needs of at risk students are met, but don't want to speak on behalf of those who have not been engaged yet

I'd like to see at-risk set asides at Maury instead of a merger with Miner. I'm concerned about safety, school quality, and the long-term implementation and school utilization.

The Brent community feels strongly that modernization solves our near-capacity status without cutting boundaries, making us into a tiny, homogenous place. We want to welcome more rather than fewer!

We would love to make Brent bigger and more diverse-not smaller

In terms of distance to P/W, have parents raised issue? is it just a data "issue?"



# What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

What is the anticipated and hoped at-risk percentage for Maury-Miner? Was PW cluster considered in modeling, including attrition of IB in the upper grades? This could negatively impact IB buyin at EH.

Brent does not view our facility as over crowded, rather it lacks sufficient public space (Vs. classroom space) and desperately needs modernization

For miner, how many students are inbounds, enrolled and at risk? This would help inform that a cluster model would end up having intended impact. With over 72 percent of miner out of boundary

Did DME model a paired school scenario with SWS and Miner? Miner is equidistant to Maury and SWS, and there are no geographic boundaries between them. If so, what were the results? If not, why not?

With over 72 percent of students currently enrolled in Miner being out of boundary, without knowing who is in bounds, how do we know the cluster will achieve intended results

Crossing 8th and 11th for the NE portion of current Brent boundary would be signif. more dangerous than crossing Penn Ave; opposed to change for safety and distance impacts to Brent

What does adding the at risk set aside do for Maury if you do not combine schools but implement a better set aside

no



# What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

What does choice set mean?

100% opposed to miner Maury pairing. I do not have any confidence that you have done enough research/community engagement. Significant safety issues at Miner.

Miner needs support. They have had multiple principal changes in the last 15 years. This has greatly impacted Miner, and they need stable leadership focused on raising student achievement.

How was commute time assessed for proposed M-M cluster considering dual drop-off?

Does the model assume that rezoned families would attend their new by-right school?

What is the feedback from teachers re: the proposal for Maury / Miner? How will this change impact teacher retention?

What plans do you have to equipped both Maury and Miner to better serve at-risk students? Are there intentions for programmatic investment, additional teachers, etc?

It does feel like both Brent and P/W would be negatively impacted by their suggested changes & would not contribute to a long term shifting of the center of gravity to watkins



# What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

100 percent opposed to minor Maury pairing. It is too much too soon. You can't just have a longer implementation period. This needs more study to show that this will be successful in the long term.

A longer implementation period is not enough. The whole proposal needs more study and more engagement.

Note: Brent community letter has almost 400 signatures in opposition to the change

These conversations are very sensitive. I do not think it is optimal for the DME to say that only persons supporting their policy proposal are supportive of the "value of integration".

Opposed to Brent boundary change. Agree it is a solution in search of a problem. It would undermine DCPS' s stated goals, including equitable access, predictability, and walkability.

Why not more set asides for at risk students rather than pairing?

Please stop calling the Brent boundary change minor, it would cut 1/3 of the geographic area off, including the area that has a number multifamily units.

Cluster poses significant logistical issues for families with more than one child. Some that are able may opt out by lottery or to private. How have factors like this been modeled?



# What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

Why did a process called the "boundary and student assignment study" not look at a mass redrawing of boundaries across the Capitol Hill area to address foundational inequalities in boundary lines?

A vertical boundary line in Miner/Maury won't change things either. It will make the disparity even worse. Bottom line this needs more study.

Choice sets results in neighborhoods fractured into different schools. Would undermine community of schools.

I remember years ago there was an effort to introduce language immersion at Miner. Have new programs been considered to attract MC and UMC families?

It feels like Brent's change is, at least in part, to "solve" another school's challenge (that the P/W community doesn't universally see as a problem), which feels short sighted and unfair to Brent.

Yes! This needs more study to analyze long term impact of the miner Maury pairing. What about all the other drivers of school success not included in the boundary study? Like safety etc.?

Logistical issues of cluster also impede parental participation at school (particularly if more than one kid), which is one of Maury's strengths. Think this would break something that is working.

This team has been incredibly thoughtful on the technical modeling work, and as one of many Maury parents who wants to work toward more equitable access to high quality schools, I am grateful.



# What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

Yes! How have other clusters met their goals? Have those clusters been successful?

A "couple" blocks is about an hour added to my commute every day with my two kids at two campuses. It would take away from the time I have available to e.g. volunteer at school.

Can we confirm that the distance between Peabody and Watkins is the main driver of "poorer" outcomes of the cluster? There are other possible drivers and should not be used to explain away concerns

Wait, what does that mean that Miner's at-risk percentage would be 43%?

Most parents I have spoken with are opposed to the cluster idea. Please offer some other options to improve equity.

Wait?! With the pairing Miner's at risk percentage will only go down to 46%. The pairing is a drastic change for a small change.

I think some analysis and evidence of at-risk students outcomes in socio-economically diverse schools in DCPS would be very valuable to enter into this conversation.

please don't overindex on feedback in boundary tool. ppl are exhausted, overextended, don't have time to learn the tool, feel they've spoken (brent's case). it is the holidays - ppl are too busy!



# What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

I think the cluster is bad idea, it is to much way to fast. You completely change two schools overnight with no data to support that the idea would succeed.

I appreciate the goals of the boundary study, but do not believe the communities (parents, schools) have been sufficiently engaged for the big changes being proposed for the Maury / Miner cluster.

The comment on community being sufficiently engaged once the findings come live, perhaps then the issue is the timeline itself is insufficient to engage (March deadline specifically)



# Jackson-Reed & MacArthur | What clarifying questions do you have?

From what I understand Deal and Jackson-Reed already generally don't offer any out of boundary seats, and if they do they give at-risk kids preference. So then those "changes" wouldn't do much?

If all the boundary changes aren't in the models, how will you solicit feedback on additional boundary changes that come into consideration?

Where schools are at full utilization, how would an at risk set aside work?

Do you have evidence that this proposal has been successfully implemented in other school districts?

Can you explain more about Adams utilization?

Mentioned the prek grades as reserved for title 1 schools . Can you elaborate on that comment

Can the socioeconomic include racial diversity too? A lot of these schools could benefit from more racial diversity and social economic

Thank you for modeling the Bancroft with the annex solution. Would that also increase the prek 3 and 4 spots?



# Jackson-Reed & MacArthur | What clarifying questions do you have?

How were the demographic, utilization, and distance-to-school projections in both utilization and equitable access scenarios calculated?

I was not in Anacostia last night but I want to echo the concerns about splitting up the tight knit Mt Pleasant community and creating an unsafe walking route from Mt Pleasant to Cooke.

How can we ensure the Bancroft community involves the MFP team appropriately and at the right time? Who is the contact person? How long will the study run for us to engage?

Additional comment opposed to the proposed boundary change to Bancroft ES and in favor of the a PreK annex.

What is the proposed boundary for the Bancroft boundary shift. I'm looking at the online tool and it shows something different from what was said at a prior town hall. What is the line? Has it moved?



# What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

We are strongly in favor of the Bancroft annex solution

These schools are racially segregated too. Would suggest more seats to add more racial and socioeconomic diversity.

The mount pleasant community is strongly opposed to breaking up the community by excluding Irving and Hobart from the elementary school, and the path to Cooke is along very busy streets

Prek reserved for title 1 comment. Can you elaborate

expand beyond socioeconomic to racial diversity too

Would changing the Bancroft boundary cause over utilization at HD Cooke?

It's critical to keep the neighborhood of Bancroft/Deal/Jackson-Reed together and to build on, not break up, a successful school and community

My understanding from the slides is that the current plans retain Deal as an option for the Bancroft zone and we support that outcome.



# What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

Pt 1: If Bancroft students were re-routed to Oyster-Adams, would they enter middle school in 6th grade, even though the Adams' campus is for 4th-8th grade?

Pt 2: Instead of needing to find an annex, perhaps Bancroft would consider eliminating 5th grade if the students could matriculate into Adams?

Also strongly support the Bancroft annex solution

Can you clarify the dual language program goals/plan for this feeder program? Also, My child may need special education support. Is this kind of support thought through in the study with each feeder ?

Jackson-Reed boundaries should change.

Can a standalone bilingual ECE facility in/near Ward 1 solve both the overcapacity issue at Bancroft and also the priority to provide more PK spots in title 1 schools (eg Bruce Monroe, Powell, Marie R

I doubt people in Jackson-reed will voluntarily go to MacArthur. It feels like this group is never forced to changes the city faces.

HD Cooke is not an easy school for MtP families to commute to. It is across a 4 lane thoroughfare that raises safety concerns, and families have to get around a cliff extending the commute. .



# What feedback do you have on the ideas presented in this group? Any ideas or solutions that are missing?

The original boundary for Jackson-reed felt a bit segregated and racial driven. The feeder patterns should change to make more sense

The annex solution for Bancroft is the only one that achieves "optimal" utilization and is a long term solution. A boundary change will solve problem for a short time given the small number affected

Why is the boundary change for Bancroft under consideration if the Equitable Access plan with no boundary change seems to address utilization more effectively?

If bancroft feeds into deal and Jackson-reed I don't think the change should matter. These students are feeding into a non bilingual school. They shouldn't travel to Jackson read

Current At risk population at Bancroft is undercounted - undocumented students are not counted under new definition