

## Anacostia, Ballou, and Woodson (12/14) | What clarifying questions do you have?

Can you share more on the impact will this have on charter schools within this area?

There a lot of chargers in Ward 7 & 8. Any consideration for combining or sharing spaces among them or is this strictly an idea for DCPS schools?



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

Also, recent OSSE score report card has some popular charters with lower scores than the DCPs ones proposed to share spaces. Are scores taken into account or simply utilization numbers?



# Cardozo/CHEC/Euclid (12/14) | What clarifying questions do you have?

How many students are at Stevens early education campus? How many are expected to feed into Francis Stevens?

Support for dual language programming?



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

Addressing absenteeism and quality of schools as part of utilization discussion instead of euphemism

Dual language special ed seats at more schools to improve distance traveled and relieve crowding at Bancroft

Modernization and facilities should grow successful schools rather than punish them for being attractive



1





# Citywide (12/14) | What clarifying questions do you have?

What is the status of discussions about standardizing entry years for middle schools?

Looking to understand recommendations impacting charter school students and parents

Why did you consider a boundary change at Brent when the planned modernization solves the over utilization issue identified? Is there another challenge that you are trying to address with Brent?

1) What steps are being taken to allow PCS LEAs to collaborate through MySchoolDC to create feeder patterns?

Why are schools in the east underutilized? What quantitative/qualitative research has been done to answer this qstn, and what recs have the families in those areas made to increase utilization?

Why are we considering opening more schools— rather than funneling that funding into neighborhood schools investments? I.e., moratorium on school openings in wards with significant underenrollment

is there a plan for more dual-language options and IB options post-elementary school? it seems like there is not much choice and very hard to get a spot unless you strategically lottery in earlier

School without Walls is shown to be overcapacity. But that is a CHOICE. So what is being done to right-size 100% choice schools that are over capacity?

# Citywide (12/14) | What clarifying questions do you have?

Would this new boundary proposal impact the adult charter schools as well?

1



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

How does changing the boundary lines and feeder patterns help get towards the third goal that there is equitable access among district students to high-quality public schools?

Allow a MS and HS to collaborate with ESs (both PS and PCS) around dual-language programs

The proposal to solve underutilization of certain schools by creating shared spaces does a serious disservice to the communities that they are supposed to serve. If families are choosing to send their

Is the "shared space" language used to preempt community schools models? Why not simply identify those schools as be good community school candidates, unless we plan on opening more schools there?

Standardizing middle school entry grades would reduce access to quality education for students across the district, particularly for those going to charters from weak elementaries.

Lots missing: no accounting of who chooses the # of of bounds slots at schools of right; no understanding of schools of choice being overcrowded (i.e., this is due to lottery slots offered).

Mt P community is actively pursuing annex options for pre-k. The subtext of DME's response "unlikely to get to very concrete" options means that this solution won't be put fwd to MFP. Correct?

Still waiting for my other comments/questions to appear.



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

How are we supposed to have good use of school resources when DC charters have a growth ceiling of infinity and our student population isn't growing alongside that?

How have you considered data on student performance data when considering changes to MS grade entry points? Do students at MS with earlier than 6th grade entry points have better or worse outcomes?

Why didn't the mayor consider that Banneker was about half full back in the 2018 MFP before approving a new bldg for TWICE its student population? NO surprise that it's underutilized now.

For the last 20 YEARS schools east of the anacostia have been underutilized, but that has NOT stopped charter incursions majorly. Why would they stop now?

There are MANY more kids in bounds underutilized schools EOTR than for so-called overutilized schools, which are mainly west of Rock creek park--forcing less affluent to commute.

Commenter is saying that choice is variable--but if parents perceive they have NO choice but to leave, how is that a choice?



# Coolidge & Roosevelt (12/14) | What clarifying questions do you have?

For Military Road ECE is there a plan to expand into its own elementary school in lieu of opting for a feeder pattern to another elementary school to better balance utilization needs?

Are feeder rights also under consideration for Stevens or is this unique to Military Rd?



2



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

Parent interested in transportation concerns between LaSalle and Wells. Encourage thinking about investment and cross-agency collaboration to address acute transportation issues.





# Dunbar & Eastern (12/14) | What clarifying questions do you have?

I do not at all understand how the projected at-risk percentage was calculated. Please explain. How could it be higher at the Pre-K school, which is the most affluent cohort at both Miner and Maury?

Can data/findings re: past cluster formation and implementation be shared with the community?

The paired school model for Maury/Miner seems like the best option to ensure equitable access, especially with the success of Peabody Watkins. What is the likelihood of this actually moving forward?

Miner is a Title 1 school that guarantees students a pk3 and pk4 slot. How will this be implemented if a cluster model comes into play with Maury/Miner?

For Title 1 funding, were expected at-risk numbers modeled for Maury-Miner cluster by grade? Watkins is Title 1 and Peabody is not. Maury and Miner both have higher at-risk populations in upper grade

I am concerned that we are being asked to support a recommendation to merge Miner and Maury ES without a detailed implementation plan (including facilities changes, whether teachers can stay, etc.).

Thank you for clarifying implementation of larger school changes may be incorporated with an extended timeline. However, can you confirm that the recommendation will be made in the spring of 2024?

Re: Maury / Miner - Are there studies showing that merely mixing together a lower SES population with a higher SES population (without other interventions) results in gains for the lower SES students?



# Dunbar & Eastern (12/14) | What clarifying questions do you have?

Minor/Maury - is there still potential for a new boundary or is the only consideration for paired schools?

What is the thinking behind moving Brent in-bounds kids who are just a couple of blocks away to move them significantly farther away and out of their community?

A more surgical re-drawing of the Maury-Miner boundaries has not been attempted to address inequity. Is there a plan to try re-drawing the boundaries before the paired school idea is proposed?

Families have raised implementation concerns about a Maury/Miner pairing. If the implementation challenges result in the idea being ruled out, what are the backup ideas that can address the issue?

Will the target of 30% at risk also be set for schools in NW?

*Why* was Maury not included in initial modeling using the 30% at risk set-aside?

What other boundary changes have been explored for Maury / Miner?

Ideally Brent boundaries do not change, we fully modernize, and welcome OOB as much as we can. Diversity is our goal.



# Dunbar & Eastern (12/14) | What clarifying questions do you have?

Seems like the Brent Modernization + reserving out of boundary seats for at-risk students would solve most issues without reducing the boundary?

Why is DME considering a Maury/Miner cluster when the Peabody/Watkins cluster has such poor engagement from in-boundary families? It seems we have an example of this model not working on the Hill.

Maury-Miner plan is very disruptive, impacting all students and reconstituting both schools. Every effort should be made to redraw boundaries, keeping the schools intact, before adopting this plan.

I would like that other commenter to explain how Peabody/Watkins has been a "success." There is huge attrition moving from Peabody to Watkins.

What is the % of children who attend out of boundary for both Miner and Maury?

Given that neither Maury nor Miner is closing the achievement gap (and it appears to be getting worse at Maury) why is combining the two schools a solution?

What effort is being made to engage the current in-bounds Miner community, especially families with at-risk student on these issues? I fear the voices/feedback isn't representative of all groups

I missed the presentation earlier, is the 30% at risk target only for schools in Ward 6 or is it being implemented across the city (NW?)



# Dunbar & Eastern (12/14) | What clarifying questions do you have?

Wondering about the reasoning behind a boundary change at Brent when the planned modernization solves the over utilization issue identified? Is there another challenge DME is trying to address?

How did you take into account the low percentage of IB students at Miner and the higher percentage of OOB at risk students at Miner?

Rising pk3 parent in Maury- There are so many unknowns here still. What is the plan for community engagement & participation in the next phases of design?

What about an L shape or step or some other creative shape? Narrow the east-west Maury band and hockey stick up at the eastern end

How will the cluster plan improve academic outcomes for low SES students? High SES students? Medium SES students?

When modeling for utilization, do you consider the fact that families would still prioritize getting into their former boundary through the lottery?

Isn't there essentially a choice set now with Miner being the Early Action Pre-K option on the Hill?

A choice set would be equally disruptive. Please focus on the boundaries. The Miner Pre-k idea is also very interesting to me and I could understand considering that.



## Dunbar & Eastern (12/14) | What clarifying questions do you have?

How is your model being validated? Looking from the outside, it seems likely Miner would lose title 1 funding.

The Miner/Maury merger doesn't feel like "just an idea." It feels like the study team has already decided to recommend it because it hasn't shown any other options for addressing the SES issues.

Re cluster model for Miner/Maury —is there a concentrated effort to engage further with at-risk families/caregivers beyond these town halls?



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

Does modeling the demographics take into account that Maury families that currently aren't able to get pre-K spots and go elsewhere (e.g., AppleTree) would get pre-K spots?

Has the committee considered adding programming to Miner that would attract MC and UMC families, like Spanish immersion? That would address another priority as well (language immersion in Ward 7).

How is the cluster projected to improve academic outcomes for low SES students? For high SES students? For medium SES students?

I think the Brent boundary change doesn't take the practical reality of modernization and basic geographic proximity into account.

Re: Maury / Miner - What is the implementation timeline?

You have said at various meetings that we are at the stage of assessing whether cluster idea is viable. How is viability determined? Does family support (or lack of support) matter?

Why is 30% the threshold for at-risk set-aside? Almost 50% of the students in DCPS are at-risk.

How did the modeling account for the in-bound participation of existing Maury population? Did it assume a decrease in IB participation in lines with the current Hill cluster numbers?



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

What evidence can be shared on how/whether school pairing will lead to fewer at-risk students overall rather than only a redistribution?

Watkins' at-risk proportion is double Peabody's in part due to cluster logistics. You've minimized them, but they are serious esp for families with more than one child. How are those being weighed?

Has the committee modeled changes/increases in driving for cluster? More cars on the road at pick up and drop off would be a real problem in this area.

Have special programming, such as dual-language been explored for under-utilized schools?

Did the DME consider a scenario that increases the at-risk set aside at Maury w/ a shrinking of the Maury boundary to accommodate this?

A lot of negative feedback seems to be coming from Maury community, which is the one that has less diversity and at risk students. What is being done to get feedback from the at risk families?

Families are slammed w/ work and holidays, won't have time to broadly learn and use tool. Please please don't count on JUST that for feedback.

I am concerned with the lack of details and consideration provided around the Maury / Miner cluster. Given this lack of planning and detail, I do not support it.



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

I oppose the Miner/Maury cluster proposal because I'm being asked to support it with the assurance that they will work the details out later. I am concerned the study team doesn't hear this point.

Miner was not included in any school meetings prior to these town halls. A joint Maury/Miner town hall was not scheduled by DME and as far as I can tell that is not even on the table.

Why have at risk set asides not been modeled yet for Maury?

At-risk set asides seems to be consistent with goals and maintain value for integration and high achievement. Cluster proposal seems to put one ahead of the other.

Why would your projections assume Maury's capture rate would stay where it is? It will almost certainly go down.

If the Maury/Miner cluster is recommended, and the 72% of families in boundary to Miner now end up enrolling who previously enrolled elsewhere, does the opposite intended effect occur?

Has DME analyzed data for the inbounds Miner population (not considering current enrollment)?

How much money and time to retrofit Maury and Miner?



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

Shouldn't these questions around time, money and policies be addressed prior to proposing a cluster?

The racial and socioeconomic differences in Maury/Miner are so stark, considering they are only a few blocks away from each other. This division needs to be fixed.

The cluster model fundamentally restructures the school and makes it harder to form community and to foster parent engagement. It will break down a lot of what is good and working at Maury.

I strongly support the Brent modernization and NOT shrinking the boundary - I'd like a Brent that serves more students, including the JBAB community and more seats for equity access preference.

A choice set would fracture neighborhoods and deprive families of predictability.

Why are you waiting to do significant school engagement until after the decision is already made? This seems hugely backwards.

Community support seems critical to success of proposed cluster. Will recommendation be made without understanding if it exists or not?

The DC system is one of neighborhood schools. A choice set strikes me as a total distraction from actually doing something to fix schools that are underserving their students.



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

Have you talked to teachers at either school to see how many would leave in the event there is a cluster model?

How are you measuring viability of the cluster plan? A lot of people are very strongly against it.

Is Peabody / Watkins viewed as a success? From the data I've seen their test scores have declined over the past 10 years and IB participation is declining. Is this the expectation for Maury / Miner?

What's missing from the Miner-Maury pair proposal is feedback from Miner. Who says they want to be paired with Maury?

One of the best things about Maury is the sense of community that exists; sending half the kids on every street to a different school will make it so much harder to create that community.

Did DME consider focusing resources at Miner to help this school and include a SWS or dual-language program?

As a parent of a 2 and 4 year old I do not support the cluster model and do not intend to have my child participate in the experiment.

I think the cluster risks reversing the progress Eliot Hine has made. 5th grade would be over 50% at-risk and many families with resources will leave before then and not come back.



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

Wouldn't focusing on stable leadership and reducing teacher turnover do more for achieving the goals of equitable access and integration? At the moment, many of the higher SES families go to charters

Concerned about safety crossing 8th and 11th en route to Watkins for those in proposed Brent boundary change area - the "pedestrian carpool" and traffic lights crossing Penn to Brent feels MUCH safer

Miner has something like 44% chronic truancy. How will making the logistics of getting to school harder help these families?

What evidence can be shared on how/whether school pairing will lead to fewer at-risk students overall rather than just a redistribution?

What about moving PK3-4 to Miner to make room for more set asides at Maury?

x

DC has not provided the Peabody/Watkins cluster with the support it needs to succeed (i.e., a shuttle). We do not trust that DC will adequately support any new cluster.

This presentation makes it sound like a Maury/Minor pairing is decided. Is that accurate?



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

I fully support the paired elementary school model. I think that the negative feeling around more cars on the road/ two drop offs and more are privileged and elitist

When you talk about studies showing that diversity benefits schools, are those studies about racial or economic diversity? Maury is very racially diverse, and its economic diversity is not negligible

What is the data on how many families at Miner and Maury are high SES vs. medium SES vs. low SES? We are treating SES diversity like it is only at-risk that matters.

Peabody has becoming significantly less diverse over the last 10 years. Wouldn't that indicate that Maury and Miner may become less diverse over the next 10 years? How is that being modeled?

Fully support moving prek3-4 to Miner and adding more at-risk set asides to Maury. Great idea for a potential solution.

Re PreK at Miner only, I really think the current Miner facility plan needs to be reviewed more closely. Again, Miner currently has 9 pre-k classes, and those classes will be in the new bldg next yr

Categorically opposed to cluster model. Normal neighborhood school makes a ton more sense for my family, which has kids who would be split in a cluster, and I value the way I am able to (1/?)

Participate in their classes now, which would be much harder if not impossible with them on different campuses. I also love things like whole school morning meeting where they can look up to (2/?)



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

Upper grades. Cluster is a fundamentally different form of schooling and I am against it regardless of the details. (3/3)

Maury/ miner: Concerns about the size of the elementary school. Transitions for children. Logistics. Unintended consequences to both schools. Lack of support (teachers, parents). Meet goals long term?

I do not feel like we are being listened to. The DME seems determined to force a cluster down everyone's throats.

I support moving PreK3 and 4 to Miner and adding more at-risk set asides to Maury. There are many potential, less disruptive solutions besides pairing that have not been explored.



# Jackson-Reed & MacArthur (12/14) | What clarifying questions do you have?

can you discuss transportation impacts at each level of schooling for he boundary changes?

Can you please recap changes being considered that were shared in the 1st half of the call?

if my daughter gets into the jackson reed lottery- can my child transfer to macarthur?

How is parental preference or convenience considered in evaluating feeder patterns? As a new resident in this area, I understand that parents used to have options if they lived on a boundary border.

Just trying to figure out how to take pressure off JR without losing diversity

We just heard that now the Bancroft Annex will not make it into the MFP. Please work to make this happen.

Re the map tool's 2 options of utilization or equitable access, is it most likely that our school pattern would be affected in these two options, or are there other likely options?

What are the ideas for these schools that are on the table but couldn't be modeled (and therefore couldn't be included in either of these scenarios)?



# Jackson-Reed & MacArthur (12/14) | What clarifying questions do you have?

Considering that utilization and equitable access lead to significantly different outcomes, it's crucial to discern which of the two is the primary focus. Which one holds the emphasis?

Would you also consider PK annex for Oyster given the space limitations there? Why is that only an option for Bancroft?

I fully support the at risk set aside policy. Have you considered the needs and required funding required to support future students? Maybe ease into it to not change the school overnight wrt needs

Based on the modeling slides that were shown, is splitting Mt Pleasant in half (for Bancroft) now off the table?

Can you confirm the potential boundary changes that are being considered for OA. I am not understanding what I am seeing in the boundary explorer for ES and MS boundary.

If a Bancroft ECE Annex is part of the Equitable Access Scenario, which is the only one to get Bancroft to Optimal enrollment, are you going to ensure that the annex is included in the MFP?

When displaying utilization rates can you differentiate utilization as modernized vs. utilization with portable classrooms? Schools are more than just class seats.

Tool results: Utilization Strategies for Bancroft (boundary cut) does not get the school into the acceptable capacity range. Reality is Bancroft will be at 830 next year, worse than you think.



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

Unclear on what the actual capacity issues are as our school is currently pulling from a waitlist to reach our capacity goals. Also concerned that there don't seem to be budget adjustments to match

you really haven't gotten to the heart of learning disabilities. this affects choices of where to go- the parent will send their child to the school to at least get a slew of opportunities- ie debate

how is creating overcrowding at one ES an answer to 'less than optimal' utilization at another ES?

most kids in ward 3- go to private schools- they will not go to deal or hardy..

Don't see anything about our special needs students fit into any of these patters. How do these changes impact speical needs students and programing?

numerous families live where they could afford to buy a house- but use in bound ward addresses so their child can go to schools all the way across the city...how do you account for that?

The map layering makes it super hard to tell what blocks specifically are impacted.

For ES students from the Janney boundary going to Mann, you have to cross Mass Ave, Ward Circle, Nebraska, and New Mexico during the height of rush hour an while competing with AU students - ?



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

you estimate is that Janney will move down to 87% utilization and Mann will move up to 95% utilization so how does this plan make sense? Isn't this actually to relieve the 130% utilization at JR?

if my daughter gets into hardy lottery- can she go to both macarthur or jackson reed hs? if she goes to deal- again, can she go to either school? how does the feeder work for those schools in ward 3

Thank you for your thoughtful approach balancing important issues. Please also use community cohesion in your assessments. Breaking up strong DC communities feels against the interest of the city.

Are you concerned about over correction? It seems that MacArthur opening alone and also reducing OOB seats at JR alone would address capacity at JR so why continue to remove from JR (I'm not impacted)

Please do not divide the Bancroft community by changing the boundary. It won't even bring enrollment to an optimal level!

would like to know how the Bancroft Annex ECE idea can be included in the MFP on time.

Are you considering previous boundary changes? If the Bancroft boundary changes, that will be the second change in ten years for Hobart St. That is not predictable or reliable or stable for families

Is Bancroft leaving the Deal/JR feeder pattern still on the table? it doesn't show on the boundary map tool as an option anymore but I heard it was still an option



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

Should ease into the 30% at risk set aside so as not to shock the individual school and teachers with new levels of needs. Love the idea though.

more MS and HS options for IB and dual-language to continue from elementary school. those seem so hard to get into and impossible to have enough space. you lose the great elem language skills

Bancroft does not want the neighborhood split in half, please find a way to keep Mt Pleasant families all at Bancroft

Proposed boundary change for South Bancroft asks students to cross a four-lane road of Columbia Road. This means 4th and 5th graders could no longer walk to school, as they do now.

Will students enrolled pre-changes be grandfathered into their current schools?

are you still having an option for Bancroft to go to Adams - JR? that would be the most preferable and it's frustrating if that was mentioned but not actually possible

the problem will always lie with the super indendant. the mayor didn't sign a decodig dyslexia bill. the dc council passed it. the COW got rid of the education committee and all of its experts

It intrigues me how we are provided with tools to analyze data, yet when we engage in discussions, the responses to questions often rely more on emotions and personal opinions. Be more data-focused.



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

you have principals and teachers who are not trained in learning difficulties, dcps got rid of 3rd party asst- lab and kingsbury and took on diagnosing without training. many teachers quit...

you all clearly seem to not allow parents from all wards to come together and figure out what are their needs. white people want to live in anacostia- but all the schools are terrible there.

you are forcing white people to stay in white areas and black people to move all around the city. after NY state- dcps spends 2nd most in the country.- 1 district. get rid of parrc.