

**Agenda**  
**ANC 6A Community Outreach Committee (COC)**  
**Monday, February 26, 2024 at 6:00 pm EDT**  
**In-Person Meeting at Miner Elementary School, 601 15th Street NE**

- 6:00 pm Call to Order
- 6:01 pm Welcome, Introductions, Agenda (Paul Spires, Chair, COC)
- 6:05 pm Jenn Comey, Director of Planning and Analysis, Office of the Deputy Mayor for Education, Paired School Model Implementation Questions  
(see [Presentation](#) from Miner February 6, 2024 PTO meeting and Advisory Committee [Presentation](#), page 40 for specific recommendation)
- 6:15 pm Small Group Activity: Implementation Considerations for Maury-Miner Paired School Model - Marc Friend, 7D06 and Amber Gove, 6A04\*
- 6:40 pm Small Group Report Out
- 7:00 pm Summary and Next Steps, (Paul Spires, Chair, COC)
- 7:05 pm Grant Application, H Street Youth Art Project
- 7:15 pm Committee Questions
- 7:20 pm Community Input/Questions
- 7:25 pm Vote
- 7:30 pm Adjourn

\*The Advisory Neighborhood Commissions of 7D and 6A include Miner Elementary School (601 15th Street NE in 7D06) and Maury Elementary School (1250 Constitution Avenue in 6A04). Miner ES boundaries include Single Member Districts (SMDs) 6A02, 6A05, 6A06, 7D05, 7D06 and 7D07, while Maury's include 6A04, 6A05, 6A07 and 7D08. Until the 2022 redistricting, which moved the Ward 6/7 boundary from 19th to 15th Street NE, much of the Miner and Maury boundary areas were represented by ANC 6A, which held its meetings at Miner ES. The purpose of this activity is to gather input from the 6A and 7D communities on implementation considerations regarding the DME proposal to pair Maury and Miner Elementary Schools, including from residents who are not currently part of either school community. The report from this meeting will be developed by the ANC 6A Community Outreach Committee and submitted for consideration to the team preparing the DME's Boundary and Student Assignment Study Report.

For additional information please see:

<https://www.hillrag.com/2024/01/26/potential-pairing-of-miner-and-maury-elementaries-remains-on-table>

This meeting is open to the public and all are invited and welcome.

For more information about the COC and the grant application process, please contact  
Paul Spires at [Spires4DC@gmail.com](mailto:Spires4DC@gmail.com)

The next regular meeting of the Community Outreach Committee is March 25, 2024

This meeting is open to the public and all are invited and welcome.

For more information about the COC and the grant application process, please contact  
Paul Spires at [Spires4DC@gmail.com](mailto:Spires4DC@gmail.com)

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# DC Public Education Boundary and Student Assignment Study

## Miner ES PTO Meeting

February 6, 2024



## Agenda

Overview of the Boundary Study

Review Miner ES and Maury ES challenge

Share potential solutions

Discussion and feedback

Next steps

# Office of the Deputy Mayor for Education

Develops and advances the Mayor's vision for educational and workforce excellence in Washington, DC.

Work to create a city where:

- all children, youth and adults thrive;
- every child knows joy, feels safe, and is ready to learn;
- every student attends a high-quality school; and
- every youth and adult has opportunities for strong continuing education and family-sustaining jobs.

## What is the 2023 Boundary and Student Assignment Study?

A set of recommendations based on analytic findings and community feedback about how families and students can access public schools.

Types of recommendations:

- Updated DCPS school boundaries
- Revised school feeder patterns
- Suggested programmatic opportunities
- Added enrollment lottery preferences

Legislated per the Attendance Zone Boundaries Amendment Act of 2022 to occur every 10 years



# Goals of the study

## 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

# Guiding principles

The following guiding principles were drafted by the Advisory Committee with significant community input.

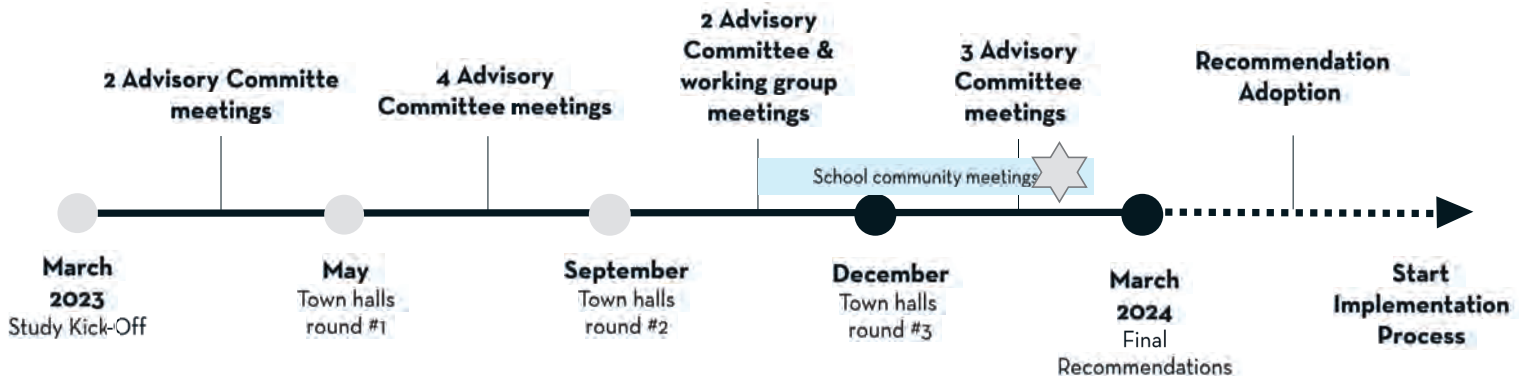
- A strong system of by-right neighborhood schools
- Equitable access to high quality schools
- Predictable and continuous access to schools
- Racially and socio-economically diverse schools

Read more about the guiding principles. [English](#) [Spanish](#)

# Priority challenges

- Unbalanced enrollments among DCPS boundary schools
- Inequitable availability to robust programming and rigorous curriculum
- Socioeconomically and racially segregated schools
- System-related enrollment instability
- Inequitable availability and access to special education programming
- Some students and families feel unsafe traveling to and from school
- Mismatched access to early childhood seats in Title 1 schools

# Roadmap





# Implementation timeframe

## Boundary and Feeder Revisions

- Earliest would be **SY25-26**
- Enrolled students can **continue to attend their school** through the last grade offered
- Brief period of **sibling enrollment grandfathering**
- Brief period of **feeder phase-in**

## Paired School Strategy

- **Longer timeframe** for implementation needed beyond SY25-26
- If recommended and accepted, **deep school engagement** and development of school culture
- **Implementation details** to be determined **in coordination with school communities**

# Priority challenges for Miner and Maury ES

Socioeconomically segregated schools

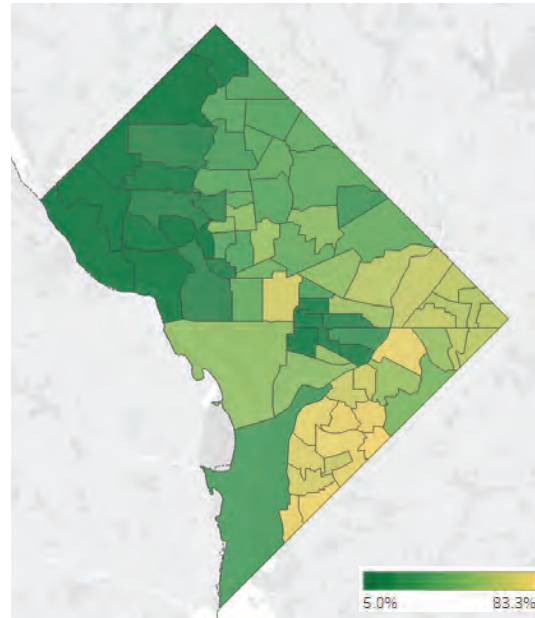
Unbalanced enrollments among DCPS boundary schools

# Housing segregation

% At Risk Public School Population by DCPS Elementary Boundary, SY22-23

The darker the **green** the lower the at risk share

The more **yellow** the higher the at risk share

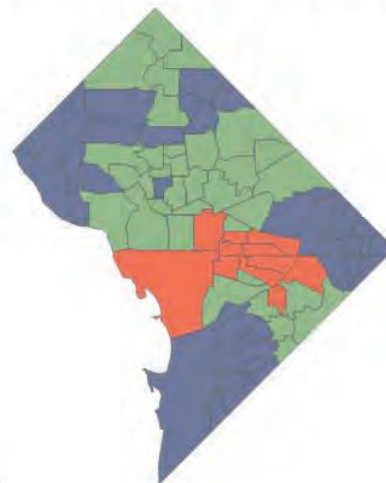


# Boundary adjacent ES schools with large differences in the percent of enrolled at risk students

There are 44 pairs of adjacent elementary school boundaries with >25 percentage point difference between the percent of enrolled “at risk” students.

- At 37 pairs, the difference is between 25 to 49 percentage points (shown in **green**).
- At 7 pairs, the difference is 50 percentage points or larger (shown in **red**).

Difference between percent of students who are at-risk between neighboring DCPS boundary elementary schools, school year 2022-23



Range  
■ Less than 25 p.p.  
■ Between 25 and 49 p.p.  
■ More than 50 p.p.

# Nearby elementary schools with more than 50 percentage point difference in percent of at risk students

School A	School B	Paired schools without geographic or major street barriers
Ludlow-Taylor Elementary School	Walker-Jones Education Campus	No
Kimball Elementary School	Peabody/Watkins Elementary School (Capitol Hill Cluster)	No
Lawrence E. Boone Elementary School	Peabody/Watkins Elementary School (Capitol Hill Cluster)	No
Walker-Jones Education Campus	Peabody/Watkins Elementary School (Capitol Hill Cluster)	No
Amidon-Bowen Elementary School	Brent Elementary School	No
Kimball Elementary School	Payne Elementary School	No
Maury Elementary School	Miner Elementary School	<b>Yes</b>

13

## Maury ES and Miner ES school facts

		Maury ES	Miner ES
Total enrollment	SY19-20	457	372
	SY22-23	527	368
In boundary enrollment	SY19-20	397 (87%)	218 (59%)
	SY22-23	443 (84%)	228 (62%)
% of at risk students enrolled	SY19-20	7%	58%
	SY22-23	12%	64%
% of students enrolled who are...			
	Black SY22-23	21%	80%
	Latino SY22-23	9%	3%
	White SY22-23	58%	13%
	Other SY22-23	12%	3%
Capacity and utilization	SY22-23	613 / 86%	594 / 62%
Capacity with new modernization	SY24-25	.	643

# Public school students living in the boundary facts

		DCPS Boundary		
		Maury ES	Miner ES	
SY22-23	# PK-5th public school students living in boundary	693	861	
	% living in boundary attending boundary school	64%	26%	
	% PK-5th students living in boundary who are...			
		Black	25%	73%
		Latino	9%	5%
		White	55%	19%
		Other	11%	4%
		% PK-5th students living in boundary identified as at risk of academic failure	15%	60%
	% PK-5th students living boundary identified as special education students	9%	15%	
	Number of other schools attended by PK-5th students living in boundary	67	114	

## Walking distance from boundary addresses

The table below displays a summary of walking distance in miles of addresses in the Maury and Miner boundaries which contained any public school students from SY13-14 to SY22-23.

Addresses in boundary for ...		Walking distance (in miles)...			
		Shortest	Mean	Median	Longest
Maury	Maury	0.04 mi	0.33 mi	0.29 mi	0.78 mi
Maury	Miner	0.25 mi	0.54 mi	0.54 mi	0.87 mi
Miner	Miner	0.07 mi	0.43 mi	0.39 mi	0.96 mi
Miner	Maury	0.23 mi	0.67 mi	0.64 mi	1.22 mi

# Potential ideas

## Pairing adjacent high difference schools

- Combine Miner ES and Maury ES boundaries into one boundary
- Students attend both campuses over the course of elementary school, like Peabody and Watkins

## Boundary revisions

- Explore revising part of the Miner or Maury boundary to better balance the socioeconomic of families living in both boundaries.
- Families living in the adjusted sections would have a different right to their school than before
- No students would be unenrolled if their boundary rights change

## At risk set aside for Maury

- Any school with <30% at risk enrollment prioritizes at risk students for the available out of boundary seats in the My School DC lottery.
- Would not exceed historic out of boundary seats offered so this strategy does not worsen utilization.

# Paired school – modeling results

## At Risk %

- Miner ES from 64% to 43%
- Maury ES from 12% to 40%

## Median distance for in boundary students

- Miner ES from 0.5 mi to 0.7 mi
- Maury ES from 0.4 mi to 0.7 mi

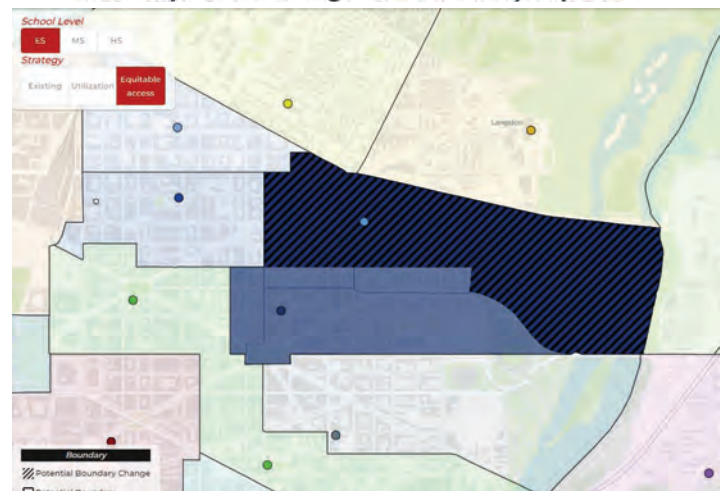
## Enrollment

- Miner ES goes from 368 to 393
- Maury ES goes from 527 to 507

## Utilization (weighted average of two schools' capture rates)

- Miner ES utilization stays constant in low category, 62% to 61% (takes addition into account)
- Maury ES drops slightly in optimal range (from 86% to 83%)

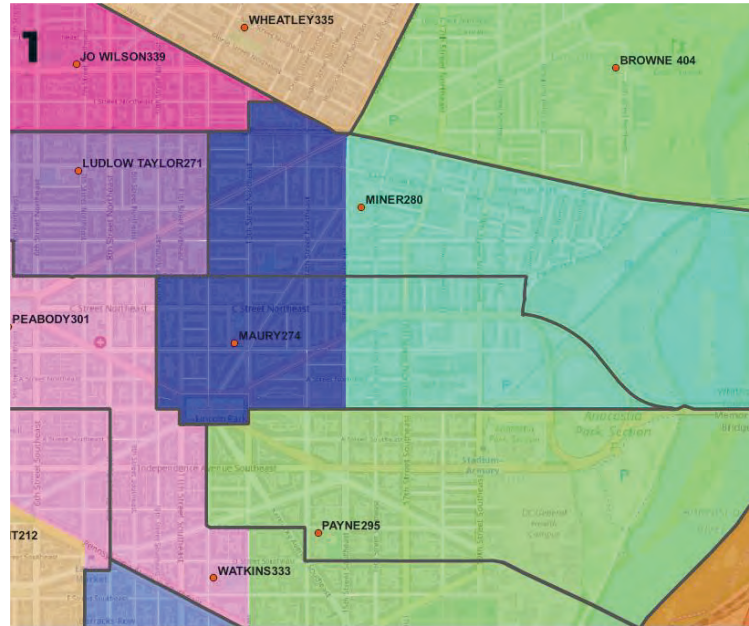
## Modeled potential change from Boundary Explorer



In boundary tool: Miner ES grades PK-1 and Maury ES 2-5

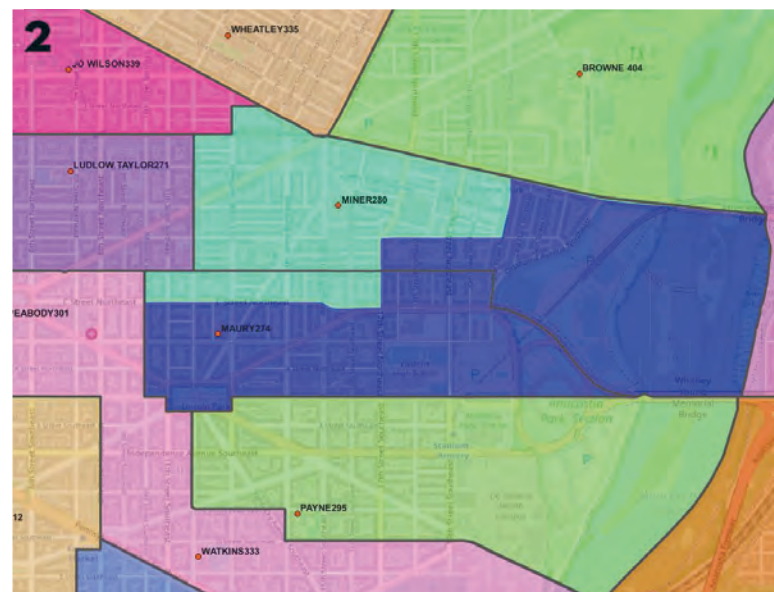
# Boundary Option 1

- Some improvement in utilization for Miner
- No significant change in socioeconomic segregation
- Due to housing patterns, the eastern side of the boundaries have greater shares of at risk students



# Boundary Option 2

- Improvement for at-risk segregation
  - Maury ES - 12% to 23%
  - Miner ES - 54% to 60%
- Increase in distance travelled especially for in boundary at-risk students
  - +0.54 miles to Maury - traveling much further (+138%)
  - 0.02 miles to Miner

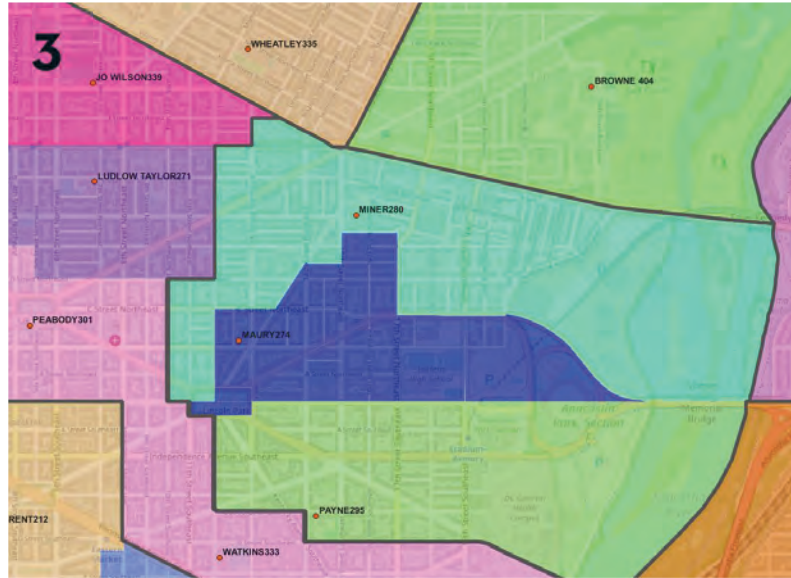


# Boundary Option 3

Improvement for at-risk segregation, with less increase in distance for at-risk students but still does  
 +.26 miles to Maury – traveling further (+67%)  
 +.05 miles to Miner

Gerrymandered boundary that takes away access for nearby students

- Miner students from across the street
- Section west of Maury

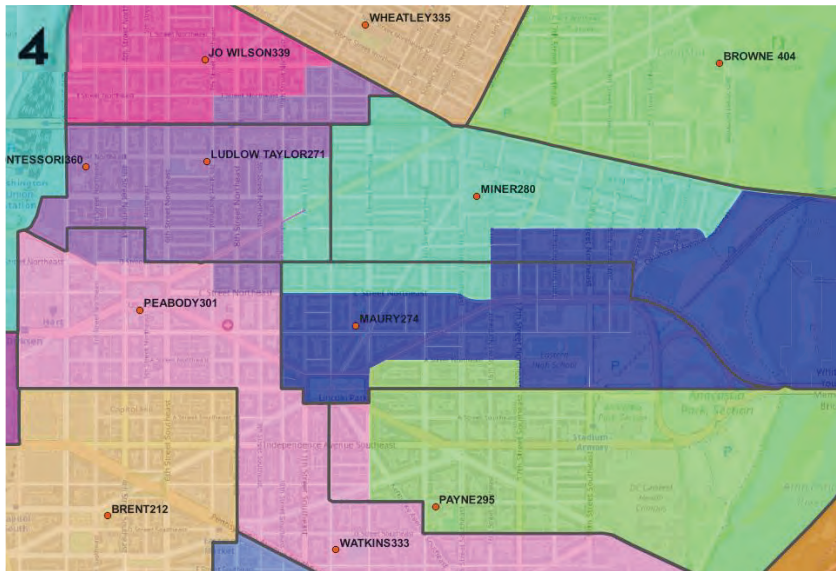


# Boundary Option 4

Improves socioeconomic segregation between multiple schools

Difficult to balance utilizations among these schools given difference capture rates

Several schools' estimated utilizations negatively impacted by boundary changes



## At risk set asides – modeling results

- At risk % estimated to increase from 12% to 25%
- Almost all of the seats being filled by new at risk students in seats K-5 and not PK3/PK4

## Feedback so far

### Paired school

- Mixed feedback on pairing schools – some support and others opposed
- All have questions about implementation and the impacts on budget and Title 1, leadership, staffing, school culture
- Concerns with logistical challenges: dual drop offs for siblings, traveling further or longer, impacts on pedestrian safety
- Not enough feedback yet from all families, particularly high poverty families

### Boundary revisions

- Due to housing patterns, boundary redraws result in further distance for at risk families
- This distance would be an issue for families in paired schools as well

### At risk set asides

- Estimated to reduce the discrepancy between Maury and Miner from 52 percentage points to 39 percentage points



## Draft recommendations to date

### Citywide policy

DCPS should consider “pairing” adjacent elementary schools with extreme differences in at risk enrollment when doing so would both **support socioeconomic integration** and **manage enrollment, capacity, and/or utilization** as a citywide policy.

Before implementation, DCPS should engage deeply with both existing school communities over an extended time frame to build culture and address the various operational details.

## Draft recommendations to date

### Specific to Maury-Miner

Launch a **Maury-Miner Community Working Group** consisting of a diverse body of PTO, LSAT, and community members no earlier than x date to help facilitate whether it is feasible to implement this policy at these two schools and, if so, determine the logistics to do so.

This timeline takes into account **stable school leadership** at both schools.

Engagement would involve the full school and all families, particularly higher poverty families whose feedback has not yet been fully heard.

Feedback and Reactions?

## Next Steps

- **Advisory Committee Meetings**
  - February 6 - working to finalize the recommendations
  - Final wrap up meeting end of February
- **Scheduled School Meetings**
  - Final meetings in early to mid February
- **Final recommendations submitted to the Mayor - March 2024**



Explore ideas in the map, click to comment, fill out survey, and adjust boundaries

Visit the Boundary Explorer:  
[www.dcschoolboundaryexplorer.com](http://www.dcschoolboundaryexplorer.com)

Complete the feedback form on the DME website

Boundary study resources: <https://dme.dc.gov/boundaries2023>

## Appendix: Advisory Committee

### Members

26 committee members +  
chairperson DM Kihn

Ward-designated  
members

Citywide members

Agency representatives

### Timeline

- Meets monthly
- Final recommendations in March 2024

Scan to learn more about the  
Advisory Committee and members



Meetings are live streamed and recorded [here](#)

## Appendix: Socioeconomic indicator

**“At-risk of academic failure”** = additional funding in the District’s funding formula, the Uniform per Student Funding Formula (UPSFF).

### Definition

A DCPS or a public charter school student who is identified as one or more of the following:

- Homeless;
- In the District’s foster care system;
- Qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or
- A high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled.

# 2023 DC Advisory Committee on Student Assignment

February 6, 2024  
Meeting 11



## Agenda

- Welcome
- Feedback and analysis
- Recommendation review
- Next steps



# Project resources

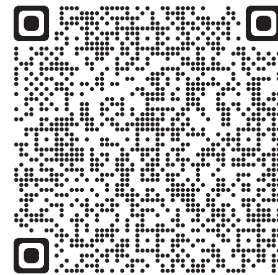
## Materials

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

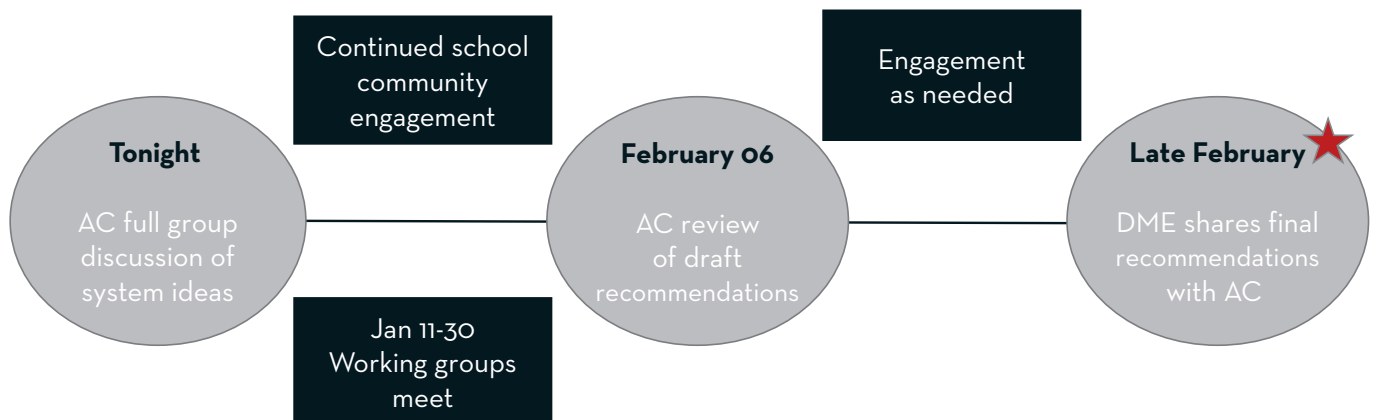
1. Be curious.
2. Assume good intentions.
3. Feel comfortable speaking in “rough draft” – we are all learners.
4. Be concise so that others have time to speak.
5. Attack the problem, not the person. Use “I” statements.
6. It’s ok to disagree respectfully and openly, without being disagreeable.
7. Make 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

- Update on community engagement via school meetings since last meeting
- Update on survey results
- Ensure AC understands each recommendation and is comfortable with where we land



# Roadmap to Recommendations



★ New Meeting

# Feedback and analysis

- Welcome
- **Feedback and analysis**
- Recommendation review
- Next steps



## Recap - community engagement

To date, over 1,450 participants ranging from 3 to 235 per meeting

Engagements since meeting 10: Rocketship PCS, Oyster-Adams EC, Tubman ES, H.D. Cooke ES, PAVE, Special Education Lunch & Learn

24 school-specific meetings between Nov and February 6

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

Upcoming engagement:

- Oyster-Adams EC
- Eaton ES
- Maury ES
- ANC meetings
- Van Ness ES/Amidon-Bowen ES

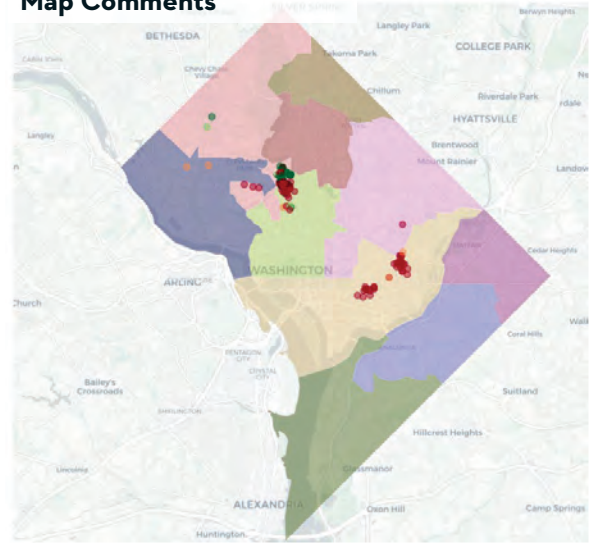
School meeting details posted here: <https://dme.dc.gov/schoolmeetings2023>

# Boundary explorer feedback to date

Since December, there have been:

- 16,000 school views and 1,400 address searches, by 1,700 unique users
- 129 survey responses, 158 map comments
- The top challenges that resonated with survey respondents were:
  - Some students feel unsafe getting to and from school.
  - Socioeconomically and racially segregated schools.
  - Perceived limited quality schools and programming options in Wards 7 and 8 resulting in far travel distances for families.
  - Far or nonexistent dual language feeders for DCPS and public charter schools, particularly in Wards 6, 7, and 8.

Map Comments



● Negative      ● Positive

## Analysis updates

Additional analyses were conducted to learn more about potential boundary and other assignment policy changes at key schools:

- Bancroft boundary
- Oyster Adams boundary
- Janney boundary
- Miner/Maury boundary at risk set-aside
- Van Ness / Amidon Bowen boundary
- Housing pipeline



# Recommendations

- Welcome
- Feedback and analysis
- **Recommendation review**
- Next steps



# Recommendations

- We will walk through each recommendation based on AC survey feedback:
  - In progress
  - Mostly consensus
  - More discussion needed
  - New ideas
- When using Mentimeter:
  - Ask any clarifying questions on specific recommendations.
  - Share what you like and support about the ideas.
  - Share your concerns/what you don't support.
  - Please include your initials.
- **Discuss** feedback as a full group.

Please refer to  
your draft  
recommendations  
handout.

# Recommendations - categories for discussion

## In progress

Oyster-Adams EC, Bancroft ES, Euclid MS

## Mostly consensus

19 recommendations

## More discussion needed

Rec 17: Parity in rigorous programming  
Rec 20: At risk set asides

Rec 22: DCPS interim studies  
Rec 23: Aligned planning across sectors

## New ideas

New middle school in the Parkside, Kenilworth, Mayfair neighborhood to feed to H.D. Woodson

Review PACE Act for equity

Transfer preference to SWW @ FS for current Cardozo feeders until Euclid opens

## In progress

## Recommendation 1

Adopt the **updated and revised attendance zones** recommended by the Advisory Committee.

They adhere to:

The existing policy that every child has a right to attend a designated DCPS elementary school, DCPS middle school, and DCPS high school based on their place of residence.

See draft recommendations 1.1. to 1.3 on next slides.

## Recommendation 1.2 - Status update

### Bancroft ES and H.D. Cooke ES boundaries

*This draft recommendation is a placeholder to solve for Bancroft overcrowding as further analysis and engagement is ongoing.*

- Expand the H.D. Cooke ES attendance zone into the Bancroft ES attendance zone.*
- The Bancroft ES and Mt. Pleasant communities universally advocated for a separate annex to house the early childhood grades to create more space in the Bancroft ES building (see the 2023 Master Facilities Plan).*

Share your feedback via Mentimeter

## Recommendation 2 - Status update

**Oyster-Adams EC.** *The recommendation is currently being assessed and no concrete recommendation is yet ready. The working group will continue to deliberate and the DME will further engage with the school communit(ies). The following lists the potential options under consideration for awareness purposes:*

- *Expand into the Eaton ES attendance zone into the former Oyster-Adams ES attendance zone to help balance utilization.*
- *Move third grade from the Oyster building to the Adams building.*
- *Implement shifts in enrollment policy (e.g., reduce out of boundary enrollment).*
- *Monitor enrollment trends for further overcrowding.*

Share your feedback via Mentimeter

## Recommendation 5 - Status update

### Establish a Euclid MS boundary

*This recommendation is pending ongoing feedback from elementary schools to be considered by the Advisory Committee.*

DCPS shall establish a **middle school boundary** for Euclid MS, expected to open in SY2028-29, based on its elementary school geographic feeders.

- Cardozo EC's middle school grades (6th to 8th) will relocate to Euclid MS and Cardozo EC will revert back to a high school.

DCPS should determine the **programming** at Euclid MS no later than spring 2026 after deep engagement with schools and families in conjunction with planning efforts to support equitable access to dual language programming across the city (see Rec. 9).

See draft recommendations 5.1. to 5.3 on next slides.

Share your feedback via Mentimeter

## Recommendations 5.1 to 5.3 - Status update

5.1: DCPS shall establish a boundary for the temporarily named "Euclid MS" that includes current elementary school feeders to Cardozo Education Campus middle grades: **Cleveland ES, Garrison ES, and Seaton ES.**

5.2: Students residing in the **Marie Reed ES, H.D. Cooke ES, and Tubman ES** school boundaries, which currently are zoned for a whole school dual-language middle school (Columbia Heights EC), shall have a **"sister school" right to attend Euclid MS** as their non-dual language alternative. This replaces the sister school rights these students currently have to the middle grades (grades 6th to 8th) at Cardozo EC.

5.3: Students enrolled in the **Marie Reed ES, H.D. Cooke ES, and Tubman ES** schools shall have a **programmatic right to attend Euclid MS** as a non-dual language middle school feeder alternative, regardless of whether a student lives in the Columbia Heights EC middle grades attendance zone.

Share your feedback via Mentimeter

## Geographic boundary ideas removed from consideration

Based on updated information including enrollment projections from the 2023 MFP and additional modeling analyses using Mann ES's revised programmatic capacity (decreased by 1 classroom), the acknowledged uncertainty of student yield from the housing pipeline, and community feedback, the technical team and working group recommend that the **Janney/Mann boundary adjustment be removed** from immediate boundary adjustment consideration.

- Janney ES's utilization may prompt a **student assignment review before 2032** (see Recommendation 22).
- Enrollment and student assignment policies should be prioritized when determining how to manage overcrowding.

# Mostly consensus

## Recommendation 1

Adopt the **updated and revised attendance zones** recommended by the Advisory Committee.

They adhere to:

The existing policy that every child has a right to attend a designated DCPS elementary school, DCPS middle school, and DCPS high school based on their place of residence.

See draft recommendations 1.1. to 1.3 on next slides.

## Recommendation 1.1

### Amidon-Bowen ES and Van Ness ES

**Expand** the **Amidon-Bowen ES** attendance zone into the **former Van Ness** attendance zone in anticipation of the future residential development anticipated at Buzzard Point before 2032.

This will help manage expected overcrowding at Van Ness ES.

Share your feedback via Mentimeter

## Recommendation 1.3

### Malcolm X @ Greene ES and Turner ES boundaries

**Expand** the **Malcolm X ES attendance zone** into the former Turner ES attendance zone to include new families in the new housing development on and near the Saint Elizabeth's campus.

This will help balance the number of students living within each attendance zone.

DCPS, DDOT, and WMATA should also continue to explore ways to **support safe and accessible bus transit near Malcolm X ES.**

Share your feedback via Mentimeter

## Recommendation 3

### Limit lottery seats offered to reduce overcrowding

DCPS shall limit the number of seats provided via the My School DC lottery to reduce overcrowding at DCPS boundary schools.

- Coolidge HS, Hearst ES, Key ES, and Ida B. Wells MS

Managing *dual language programming* often requires lottery seats for native Spanish-speakers if there are insufficient numbers now living in those neighborhoods. DCPS should review annually to ensure those lottery seats are necessary, particularly any offered to non-Spanish speakers.

- Bancroft ES and Oyster-Adams EC

Share your feedback via Mentimeter

## Recommendation 4

### School planning should manage enrollment before increasing the size of the facility

DCPS should consider using **enrollment policies** like boundary revisions and reduced lottery seats to **manage overcrowding** before considering capital-funded construction.

- Reiterated in Recommendation 22.2 and in the 2023 Master Facilities Plan.

Recommendation 4.1: DCPS shall **continue with the facility modernizations and expansions underway** (either currently in the design process or under demolition/construction) to address schools facing overcrowding.

- Barnard ES, Brent ES, Deal MS, and Stoddert ES

Share your feedback via Mentimeter



## Recommendation 6

### Single geographic feeders for Ross ES and Thomson ES

DCPS shall establish Ross ES and Thomson ES as elementary geographic feeders to **School Without Walls @ Francis-Stevens EC** and remove previous geographic or programmatic rights to Cardozo EC and Jefferson MS Academy.

The School Without Walls @ Francis-Stevens EC middle school boundary will include the elementary boundaries of Ross ES and Thomson ES.

[Share your feedback via Mentimeter](#)

## Recommendation 7

### River Terrace community

DCPS should explore options for the River Terrace community by 2027 so the children living there **zoned for Thomas ES** are adequately served.

The River Terrace community's **distance and travel time** to Thomas ES **continues to be a concern** for families who engaged in the Boundary and Student Assignment process.

[Share your feedback via Mentimeter](#)

## Recommendation 8

### Establishing just one middle school geographic right

DCPS shall, effective SY2025-26, **sunset** the 2015 Boundary and Student Assignment **tweak** that extended the phase-in policy for families assigned to a new middle school until 2022

- Removes dual MS rights for neighborhoods like Crestwood to just MacFarland MS; no longer Deal MS and MacFarland MS
- Sunsets the establishment of dual rights for 8th graders at Kelly Miller to have the right to attend Eastern HS (by feeder right) or Woodson HS (by geographic right). Kelly Miller will have just Woodson HS.

Share your feedback via Mentimeter

## Recommendation 9

### DCPS dual language programming plan

DCPS shall develop a **public plan** for ensuring access to dual language programs across the city started no later than 2027.

DCPS should assess where dual language programming is **limited or not being offered** (e.g., Ward 7 and Ward 8).

To help simplify complicated feeder pathways and provide vertical alignment of academic programming and student cohorts, the plan should include steps to ensure every dual language DCPS elementary school has **just one dual language DCPS middle school in relative proximity** as designated by the Chancellor.

The plan should also ensure that elementary schools **without dual language** instruction do not geographically feed to whole school dual language middle schools.

Share your feedback via Mentimeter

## Recommendation 10

### Cross sector LEA dual language feeder patterns

**DCPS and public charter dual language** elementary schools should **explore feeding to** one nearby **dual language DCPS middle school**, particularly where dual language middle school options are limited (Wards 6, 7, and 8).

- The middle school could be an existing DCPS program or a new dual language program in an existing DCPS middle school.

Implementation would happen **collaboratively** across DCPS and the public charter LEAs

**Extensive community engagement** at all schools would have to be conducted.

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## Recommendation 11

### Equitable stand-alone DCPS special education classrooms

DCPS shall ensure that there are **equitable** stand-alone special education classrooms across **all DCPS feeder patterns** in the city.

Recommendation 11.1: DCPS shall conduct an **information campaign** to inform families about their existing stand-alone classroom organized by feeder patterns that are geographically clustered. This outreach to families should be targeted and strategic. DCPS should solicit input from families to ensure that the resources presented are **family friendly** and **family facing**.

Recommendation 11.2: DCPS shall ensure families can easily find and understand their DCPS self-contained feeder pathways as designed by the DCPS Division of Specialized Instruction in **DCPS's In-boundary School Finder** and through **My School DC** as well as other information about the programs across the DCPS schools.

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## Recommendations 12 – 14

**Special Education informational outreach.** The DC **Special Education Hub** should support informational outreach efforts to families with public school students to support equitable, inclusive, and appropriate special education programming at public schools.

**Family engagement.** OSSE shall continue to convene the **State Advisory Panel on Special Education (SAPSE)** consisting of family members, District agencies, and stakeholder groups that **advise OSSE on the unmet needs** of students with disabilities. SAPSE is designed to deliver recommendations to OSSE, as the State Education Agency, to coordinate implementation with other DC agencies.

**Special Education designated lottery seats.** DC PCSB should increase awareness among the public charter LEAs about the **existing special education designated seats option** in the My School DC lottery as one tool to match families to specific services.

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## Recommendation 15

### Feeder patterns for DCPS early learning centers

DCPS shall explore assigning the two DCPS early learning centers with feeder elementary schools in order to support families' continuity of programming.

Recommendation 15.1: DCPS shall explore assigning **Thaddeus Stevens ELC** to feed to **School without Walls @ Francis-Stevens EC** starting in kindergarten.

Recommendation 15.2: DCPS shall explore assigning **Military Rd ELC** to feed to Brightwood ES starting in kindergarten when **Brightwood ES's** facility expands during a future potential modernization.

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## Recommendation 16

### Citywide communication strategy and plan for DCPS programs

DCPS shall develop a citywide communication strategy and plan to ensure all **families** are **aware** of the **programming currently offered** in each of the feeder patterns and wards that was developed in close collaboration with DCPS school communities.

DCPS should also continue to promote their **high school redesign efforts** so all families are aware.

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## Recommendation 18

### Shared programming for secondary students

DCPS, OSSE, and public charter LEAs should communicate the availability of **existing opportunities** for secondary students in **dual enrollment, virtual course programming, the Advanced Technical Center, and CTE**.

Based on demand, DCPS, OSSE and public charter LEAs should **expand opportunities** for secondary students to take part in these programs.

This would **not replace a strong baseline of offerings** at specific schools on site but instead ensure students have access to a full complement of offerings, some of which may not be available at every school.

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## Recommendation 19

### Shared space opportunities

DCPS shall identify **shared space opportunities** that will benefit students and families being served at the school.

- Examples: higher education partners, health clinics, job training programs, arts programming, childcare, or teacher housing.

Specific **school co-locations** could be identified that are beneficial to both parties (e.g., specialized programs that could share resources).

Regardless of type, both parties would need to see as **beneficial**, the existing school **leadership approves**, and **extensive engagement** with the school community is conducted.

See draft recommendation 19.1. on next slide.

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## Recommendation 19.1

### Understanding reasons for under enrolled schools

DCPS as part of its school planning efforts should **explore the reasons why families** living in the boundaries of underutilized schools are choosing to enroll at others in order to better understand the root causes of the problem and how to address them.

Families during the Boundary Study process and reported via the School Funding survey shared that the **most important factors in choosing schools** were:

- positive academic reputation,
- highly qualified teachers,
- positive school culture and values,
- safety and security, and
- effective parent-teacher communication.

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## Recommendation 21

### Pairing schools with extreme differences in at risk enrollment

DCPS should consider “pairing” adjacent elementary schools with extreme differences in at risk enrollment when doing so would both **support socioeconomic integration** and **manage enrollment, capacity, and/or utilization**.

- The Advisory Committee notes, supported by research, that **socioeconomic integration benefits all students**.

Before implementation, DCPS should **engage deeply** with both existing school communities over an extended time frame to **build culture** and **address the various operational details**.

See draft recommendations 21.1 to 21.2 on next slides.

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## Recommendation 21.1

### Explore feasibility of pairing Maury ES and Miner ES

Two schools that have a 52-percentage point difference in at risk enrollment three blocks of one another.

- Could provide additional PK classrooms for Maury and improve the utilization at Miner ES.

Community feedback has been mixed - **families universally want implementation information**

- Staffing, leadership, funding and Title 1 status, and extracurricular offerings.

Launch a **Maury-Miner Community Working Group** consisting of a diverse body of PTO, LSAT, and community members **no earlier than 2027** to help facilitate whether it is **feasible** to implement this policy at these two schools and, if so, **determine the logistics** to do so.

This timeline takes into account **stable school leadership** at both schools.

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## Recommendation 21.2

### Apply at risk set aside at Maury ES in short term

Irrespective of the community working group being convened, DCPS shall implement the **30% at risk set aside at Maury ES** (as indicated in Recommendation 19) to help support **socioeconomic integration** at the school.

DCPS should consider the impact of the at risk set aside at Maury ES as well as the enrollment, utilization, and at risk percentage at Miner ES before convening the Maury-Miner Community Working Group.

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## More discussion needed



## Recommendation 17

### Rigorous programming for all DCPS feeder pathways

DCPS shall ensure that there is **parity** in **rigorous programming** within each DCPS high school feeder pathway.

Some Advisory Committee members believe that additional programming in elementary, middle, and high schools, particularly in the Anacostia, Ballou, and H.D. Woodson feeder patterns, could **encourage families to enroll closer to home**.

- Dual language, International Baccalaureate, additional advanced placement classes, and open-enrollment gifted and talented programming (which DCPS does not currently offer anywhere).

Any additional programming would be led by DCPS **in consultation with school leadership and communities** (similar to their earlier efforts) and has a longer implementation timeline.

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## Recommendation 20

DCPS and public charter schools with **less than 30% share of at-risk students** should **set aside existing lottery seats** for students meeting the **at-risk criteria**.

The intent of this recommendation is for those schools not meeting the 30% threshold to designate seats until they do so in order to become **more socioeconomically integrated**.

- This recommendation would not change the current in boundary rights for compulsory grade students (grades K to 12) nor add any additional lottery seats.

For noncompulsory grades (PK3 and PK4) at DCPS boundary schools, the designated equitable access seats applies primarily to **in boundary at risk students**.

These seats would be held until at least July 1, so that families that missed the lottery deadline still have a chance to take advantage of this priority.

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# Considerations for Recommendation 20

## Concerns

1. May contribute to lower enrollment at neighborhood schools
2. May encourage more families to travel from Wards 7 and 8
3. Disadvantages those who do not qualify for the at risk criteria but face economic challenges
4. Low at risk enrollment schools will not have the Title 1 budgets to support the new at risk students
5. DCPS will rely on this policy rather than strengthen neighborhood schools
6. Addresses only those schools with low shares of at risk and not high shares of at risk students
7. How was the 30% threshold selected?

## Support

1. Builds on the 2014 Boundary Study recommendation to create the at risk preference
2. Prioritizes a subset of lottery seats already being offered
3. For DCPS seats, targeted mostly to in-boundary at risk families, as most elementary lottery seats are offered at PK
4. Supports lower information families getting access at PK because they often miss the lottery deadline (see Van Ness principal testimonial at DCPC release event)
5. Supports families already exercising choice – they decide what school is best for their families
6. Benefits at risk families across the city. Wards 7 and 8 have a disproportionate number of students qualifying for at-risk status (over 26,000 across the two wards); over 17,000 students living in Wards 1 through 6 also qualify.
7. Local UPSFF funding is targeted to at risk students.

## Recommendation 22

### Regular assessment of DCPS boundary schools

DCPS shall establish clear processes and criteria to conduct **detailed studies of zoned DCPS schools in intermediary years** between the comprehensive Boundary and Student Assignment decennial studies.

Meeting these criteria may **prompt an interim boundary review or other action** (e.g., grade configuration change, paired school, educational intervention, or candidate for capital expansion) as part of the DCPS's annual monitoring of school capacity and utilization.

This process will also better prepare school communities for any upcoming revisions during the decennial Boundary Study processes.

See draft recommendations 22.1 to 22.2 on next slides.

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## Recommendation 22.1 and 22.2

DCPS's **criteria for conducting a detailed interim** study shall include inputs such as multiple consecutive years of high or low utilization, high in-boundary enrollment percentage, expected delivery of new housing units, regularly re-assessed school enrollment projections, and the openings or closings of nearby public schools.

- **Janney ES**'s utilization is approaching overutilization and nearby future housing development being built to meet OP Small Area Plan goals may prompt a student assignment review before 2032.
- Some families in the **Kenilworth neighborhood** request that the former Kenilworth ES being used as "swing space" to temporarily house Ward 7 schools during modernizations be reopened.

Similar to Recommendation 4 and the recommendation in the 2023 Master Facilities Plan, DCPS shall **consider enrollment and student assignment policies** when determining how to manage overcrowding. **Not just increasing the facility's size.**

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## Recommendation 23

### DCPS and DC PCSB aligned planning process

DME works with DCPS and DC PCSB to create an **aligned planning process** for opening new schools and campuses and expanding or moving existing schools in both sectors

Aligned to the **vision** of a core system of **high quality DCPS public schools of right** complemented by a set of **high quality public charter** and **DCPS citywide school options.**

This process shall include a coordinated planning timeline requiring common data; a transparent public rationale for the proposal with shared criteria; and an opportunity for public input.

See draft recommendations 23.1 to 23.3 on next slides.

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## Recommendation 23.1

Recommendation 23.1: This includes a **public impact assessment** conducted by the DME (or other agreed upon entity besides DCPS or the DC PCSB) that considers the proposal's impact on nearby schools and the broader system (across both sectors).

- Estimating whether demand based on quality and programming, enrollment impacts, financial impacts, transportation impacts, and a racial equity impact statement.

Recommendation 23.2: This coordinated planning process would support a forum for additional related systems solutions, e.g., **cross-LEA and cross-sector feeder patterns** and a process for **charter schools to become DCPS schools** (akin to the existing process for DCPS schools to convert to charter).

Recommendation 23.3 DC PCSB should establish **common middle and high school entry grades** for **new** public charter schools. This would **not** apply to schools with ES to MS feeders within their LEA.

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## New ideas

1. New middle school in the Parkside, Kenilworth, Mayfair neighborhood to feed to H.D. Woodson
  - Add to Rec 22.1 about DCPS interim planning to assess
2. Review PACE Act for equity
  - Already a MFP recommendation
3. Provide a transfer preference to SWW @ FS for current Cardozo feeders until Euclid opens

# Next steps

## Buttoning up final recommendations

Will schedule recommendation-specific working group calls to iron out last details

DME team will share revised recommendations based on tonight's feedback as well as final analysis and working group efforts

## AC Wrap Up meeting - late February

## Final report release - March 2024



Encourage feedback via the Boundary Explorer and survey - open through February 15

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