

2023 DC Advisory Committee on Student Assignment

March 6, 2024

Meeting 12 Wrap Up



Agenda

- Welcome
- Final recommendations review
- Preview final boundary tool
- Path forward
- Reflections
- “After” group photo



Rules of the road

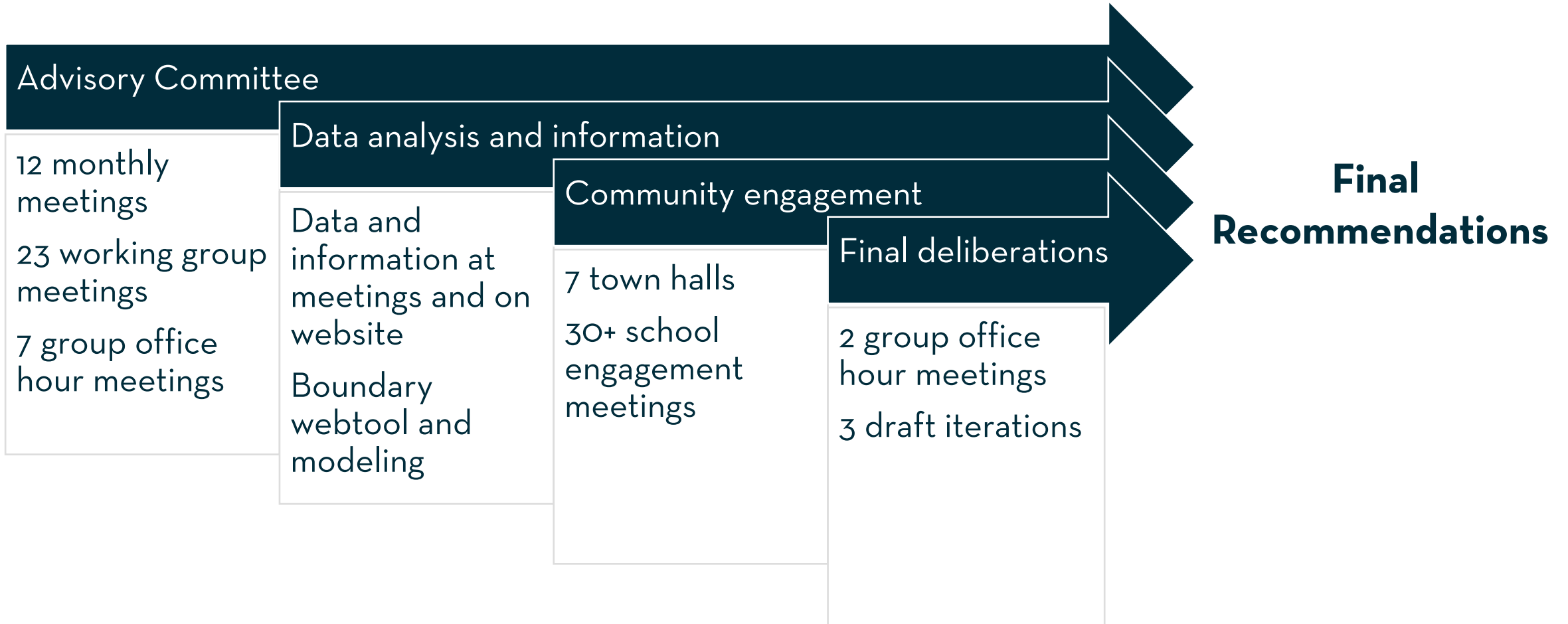
1. Be curious.
2. Assume good intentions.
3. Feel comfortable speaking in “rough draft” – we are all learners.
4. Be concise so that others have time to speak.
5. Attack the problem, not the person. Use “I” statements.
6. It’s ok to disagree respectfully and openly, without being disagreeable.
7. Make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

- Provide status updates on recommendations that were placeholders last meeting
- Ensure AC understands and is comfortable with where we landed with recommendations
- Celebrate work and progress of this Advisory Committee



Process to recommendations



Draft description of AC process to recommendations

- The final recommendations are the result of the **collaboration, passion, and dedication** of these Committee members.
- Members brought a depth of diverse ideas and perspectives and proudly **represented their communities** while recognizing that they had to **consider the city as a whole**.
- While members sometimes had differing viewpoints, they respected the diversity in perspective and allowed for **robust dialogue** that **propelled the process** forward by having well informed, intentional, and in-depth discussions.
- These recommendations **reflect some compromises** while keeping the guiding principles front and center.
- The Advisory Committee collectively stands behind the **integrity of the thorough discussions** that shaped the process and final recommendations.
- The Advisory Committee **submits these recommendations to the Mayor**, who will then review and direct District agencies to implement the approved recommendations on a designated timeline.

See
DME
handout

Revised *in meeting* draft description of AC process to recommendations

The final recommendations that follow are the result of the extensive discussions, passion, and dedication of these Committee members. Throughout the process, members brought a depth of diverse ideas and perspectives and proudly represented their communities while recognizing that they had to consider the city as a whole. The committee confronted difficult challenges assessing DC's complex education system including, but not limited to, wide ranges in capacity, enrollment, diversity and historical inequity. While Advisory Committee members sometimes had differing viewpoints, they respected the diversity in perspective and allowed for robust dialogue that propelled the process forward by having well informed, intentional, and in-depth discussions centered on the guiding principles. While considerable progress was made through discussion, analysis and compromise, the work of the Committee and the resulting recommendations are a key part of the on-going journey of creating an equitable system of schools in every community, a journey that must be met with earnestness, urgency and commitment. The efficacy of our recommendations and any associated implementation will be apparent if the next Committee, set to commence in another 10 years, has to wrestle with the same disparities that strongly correlate with place, race and socioeconomic status. In the interim, the Advisory Committee submits these recommendations to the Mayor, who will then review and direct District agencies to implement the approved recommendations on a designated timeline.

Final recommendations review

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Final recommendations

Updates since last AC meeting, February 6

Refer to your final recommendations handout for the full set.

Geographic

- Amidon-Bowen/Van Ness
- Bancroft
- MS at 800 Euclid St. NW
- Maury/Miner
- Oyster-Adams EC

Citywide

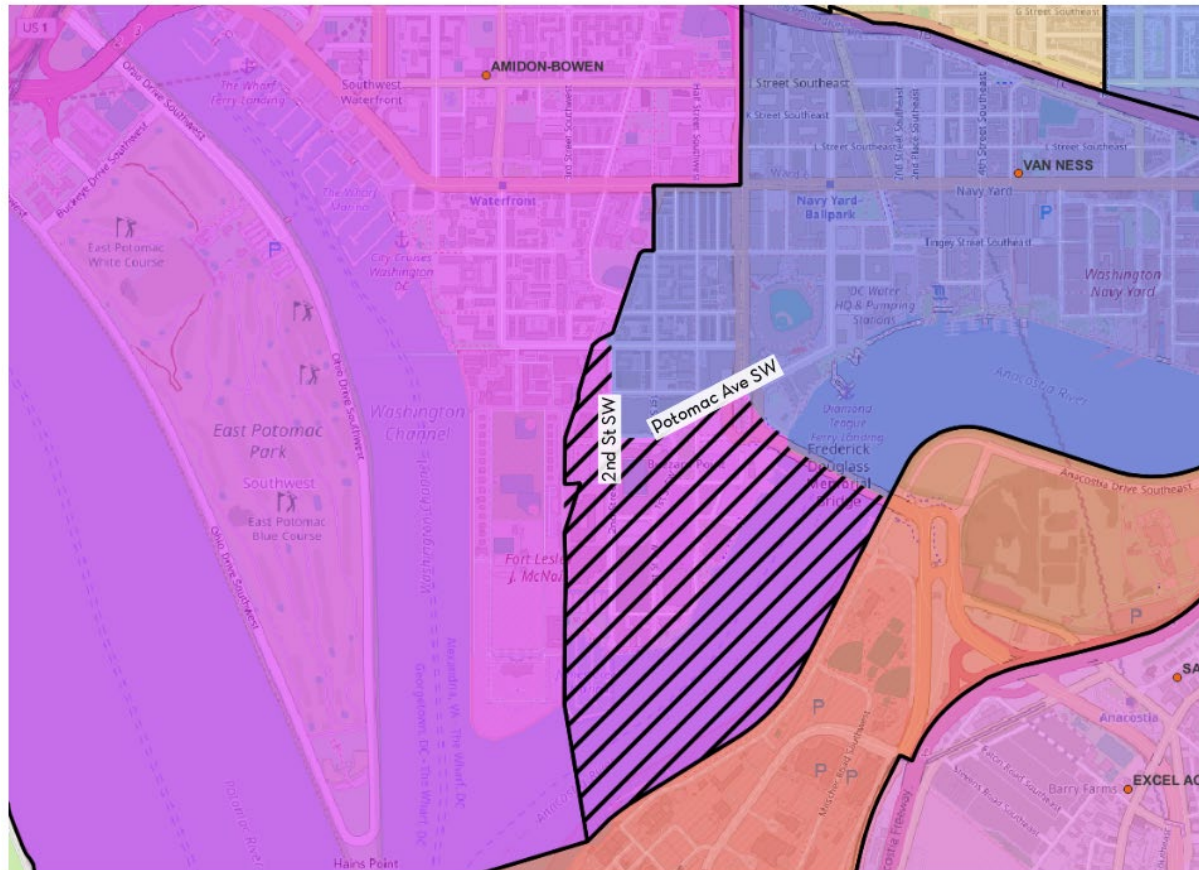
- At risk set aside
- Shared planning

Phasing in

- Phasing in
- Determining the sunseting 2014 phase ins

Final recommendation: Amidon-Bowen and Van Ness boundaries

Expand the Amidon-Bowen ES attendance zone into the former Van Ness attendance zone in the Buzzard Point area in anticipation of the future new residential development in the next five years. This will help manage future overcrowding at Van Ness ES.



Rec 1.1

- Existing boundaries
- New boundaries
- Boundary change

Final recommendation: Bancroft ES

Rec 2
& 2.1

To address Bancroft's immediate overcrowding challenges:

- **Expand facility capacity** by SY25-26 through either the addition of demountable classrooms onsite that will remove access to the soccer field or identify leasing opportunities for the discrete number of needed classrooms in the neighborhood.
- **Consider reducing or eliminating PreK3 classrooms** no earlier than SY26-27, if necessary.

Options rejected

- Rejected expanding H.D. Cooke ES or Tubman ES attendance zones because it did not reduce enough students and would potentially remove the boundary rights for native Spanish speakers.
- Rejected reducing out of boundary seats as there are few out of boundary seats offered.

Potential future solution recommended for exploration

- Community universally advocated for a separate purchased annex building to house PK3, PK4, and K.
- Requires significant financial investment. The city should consider this possibility with all other citywide capital investments it may make in future years.

Final recommendation: MS at 800 Euclid St NW

Rec 5 &
5.1-5.4

Establish a boundary for Cardozo EC middle grades moving to 800 Euclid NW in SY28-29 and ensure non-dual language ES students have rights to non-dual language middle schools.

1. Establish MS geographic boundary

- Establish an attendance zone based on the three existing elementary school feeders to Cardozo EC middle grades: Cleveland ES, Garrison ES, Seaton ES.

2. Provide geographic rights to a MS with an English-only program option

- Transfer the existing “sister school” right for students in the Marie Reed ES, H.D. Cooke ES, and Tubman ES school boundaries to 800 Euclid St NW. Currently, these students have a geographic right to a DL middle school, CHEC and a “sister school” right to Cardozo EC.

3. Provide feeder rights for a MS with an English-only program option

- Create a programmatic right for out-of-boundary students enrolled at Marie Reed ES, H.D. Cooke ES, and Tubman ES who want a feeder middle school with an English-only program option to attend 800 Euclid St NW.

4. Ensure these geographic and sister rights are listed on DCPS boundary and feeder pattern documents and other communications about feeder rights.

Final recommendation: MS at 800 Euclid St NW, cont'd

DCPS will be including the three boundary schools as well as the school communities with "sister school" rights in **upcoming engagement regarding programming at the new MS at 800 Euclid St NW.**

During Boundary Study engagement:

Marie Reed ES community shared the following concerns:

- Advocated to feed to Oyster-Adams EC, as it is nearby
- Marie Reed ES's English and Spanish-language strand students will continue to feed to different schools (Spanish-language program to CHEC or MacFarland and English-language program to CHEC or 800 Euclid)

Some Cardozo EC feeder schools (e.g., Garrison ES) are advocating for a transfer preference to SWW @ Francis-Stevens until the new MS at 800 Euclid St NW opens in SY28-29.

Final recommendation: Maury-Miner ES

Rec 21.1

Only revision to the recommendation since Feb 6 is to clarify that the **earliest the feasibility of exploring pairing** the schools would be **SY2026-27** (instead of 2027). This timeline takes into account two school years of consistent leadership at both schools.

Received feedback from some community members that **boundary revisions are preferred** to pairing the school and could be considered for future explorations, particularly Boundary Option 2 in the Maury and Miner community meeting materials.

No revisions to Recommendation 21.2: Irrespective of the community working group being convened, DCPS shall implement the at risk set aside at Maury ES (as indicated in Recommendation 20) 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.

Final Recommendation: Oyster-Adams EC

Rec 22.1

DCPS to **monitor utilization** as new housing comes online in the Oyster-Adams boundary, as school feedback was that the school is managing using small classroom spaces and it is not so crowded that it needs immediate relief.

Should overcrowding become problematic, DCPS should consider the following **enrollment policies before any capital solutions** are considered:

- Prioritize shifts in enrollment policy (e.g., reducing non-native Spanish speaker out of boundary seats) and
- Moving third grade from the Oyster building to the Adams building.

Options rejected

Rejected expanding Eaton ES attendance zone into Oyster-Adams because it would remove most of the students in the Oyster area of the boundary.

Rejected expanding Marie Reed ES or H.D. Cooke attendance zones into Oyster-Adams because it would remove many of the native Spanish-speaking students in the Oyster-Adam's boundary.

Final Recommendation: At Risk Set Asides

Based on significant feedback from the Feb 6 draft of Recommendation 20, the following final adjustments have been made:

- DCPS and public charter schools with **less than the citywide average of at-risk students** should **set aside existing lottery seats** for students meeting the **at-risk criteria**.
- For DCPS pre-kindergarten (PK) seats at neighborhood schools, the designated seats would only apply to in boundary (IB) students - to avoid creating capacity challenges in by-right grades.
- For K-12 seats in DCPS boundary schools and for all citywide DCPS and charter seats, the policy would extend to all grades.
- The **number and percentage of seats designated** for at-risk students would be **determined by the LEA**.
- In alignment with the current practice policy for designated seats, these seats would be held past the lottery date (no shorter than June 1), so that families that missed the lottery deadline still have a chance to take advantage of this priority.
- The recommendation does not call for offering more lottery seats than schools were planning, so it would not contribute to overcrowding at the existing schools, and it would not change the current in boundary rights for compulsory grade students (grades K to 12).

Final Recommendation: Shared planning

Rec 23 & 23.1

Based on significant feedback from the Feb 6 draft of Recommendation 23, the following final adjustments have been made:

- DME shall work with DCPS and DC PCSB to create an **aligned and transparent planning process** for **opening new schools and campuses** and **identifying grade configurations** in both sectors that considers the full ecosystem of Washington, DC's public schools and supports 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, to be identified by December 31, 2024, shall include a coordinated planning timeline requiring **common data and assessment** (at a minimum but not limited to enrollment trends, specialized programming, population information, and transportation access); a **transparent public rationale** for the proposal with **shared criteria** related to the **potential impact on the surrounding community and the broader system** (at a minimum but not limited to students' access to quality schools including unique and relevant models, managing enrollment pressures or to meet enrollment goals); and an **opportunity for public feedback**, including feedback on the draft processes developed.
- This aligned planning process will not change existing legal authority on the part of DCPS or DC PCSB but elevates the **expectation of public transparency** for increased accountability.

Rec 23.1: This coordinated planning process would support a forum for additional related systems solutions, e.g., cross-LEA and cross-sector feeder patterns particularly for dual language feeder patterns and a process for charter schools to become DCPS schools (akin to the existing process for DCPS schools to convert to charter).

Phasing in and phasing out

During the spring and summer 2024, DCPS will identify the implementation phase in policies for any boundary and feeder pattern revisions (expected to be similar to 2014) and post that publicly and follow DC Municipal Regulations (DCMR).

During the spring and summer of 2024, DCPS and My School DC will also determine whether any “phasing out” needs to occur from the 2014 Boundary process.

- In particular, this impacts the families living in boundary “change areas” from the 2014 revisions.
- Families with siblings of students who were enrolled in-boundary at a school that was rezoned to another school can maintain their previous in-boundary rights if a sibling is attending the school at the time of their entry to that school. There is no expiration for the 2014 implementation.
- DCPS and My School DC will review the implications of extending the sibling phase ins past 10 years while implementing sibling phase ins for new change areas.

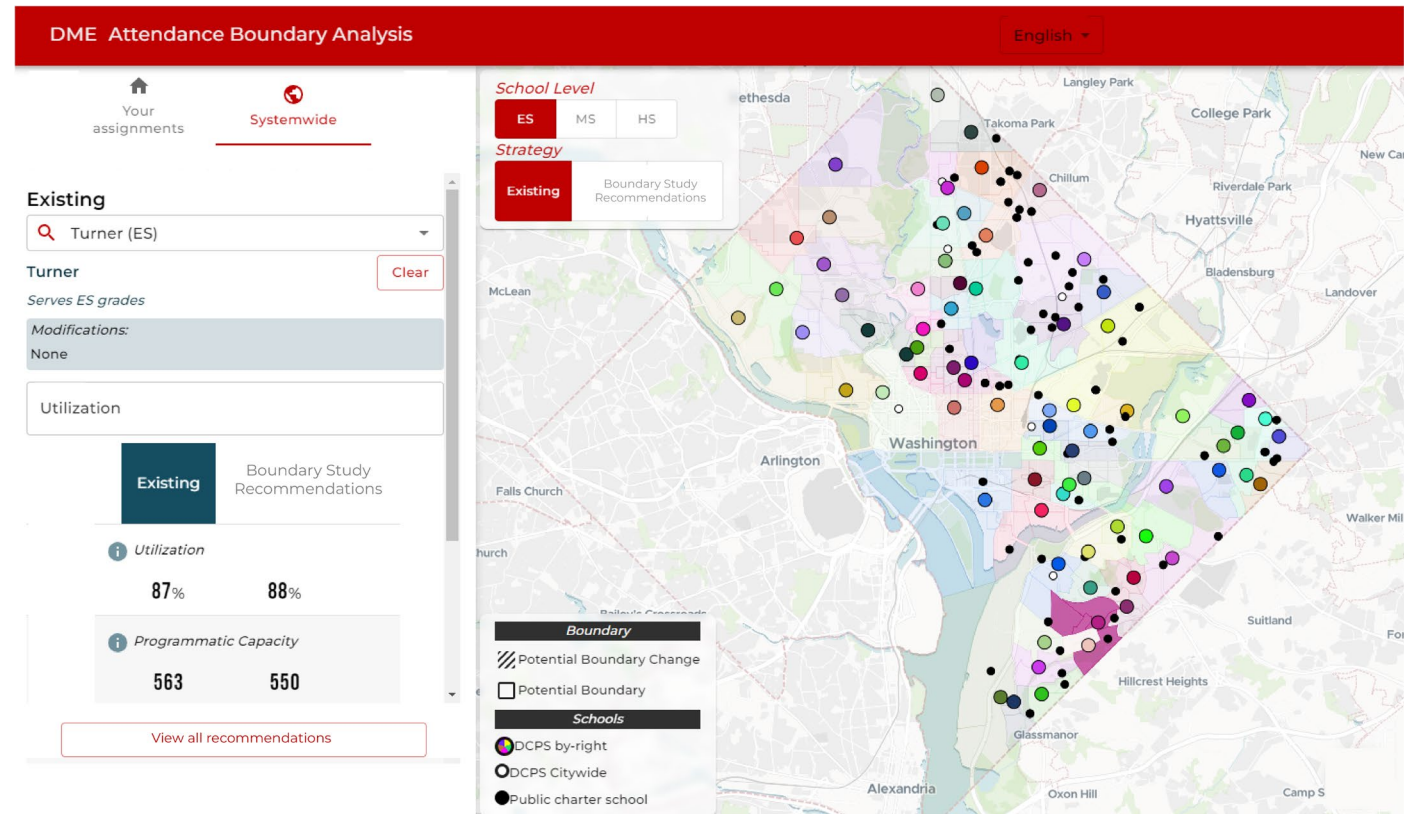
Preview final boundary tool

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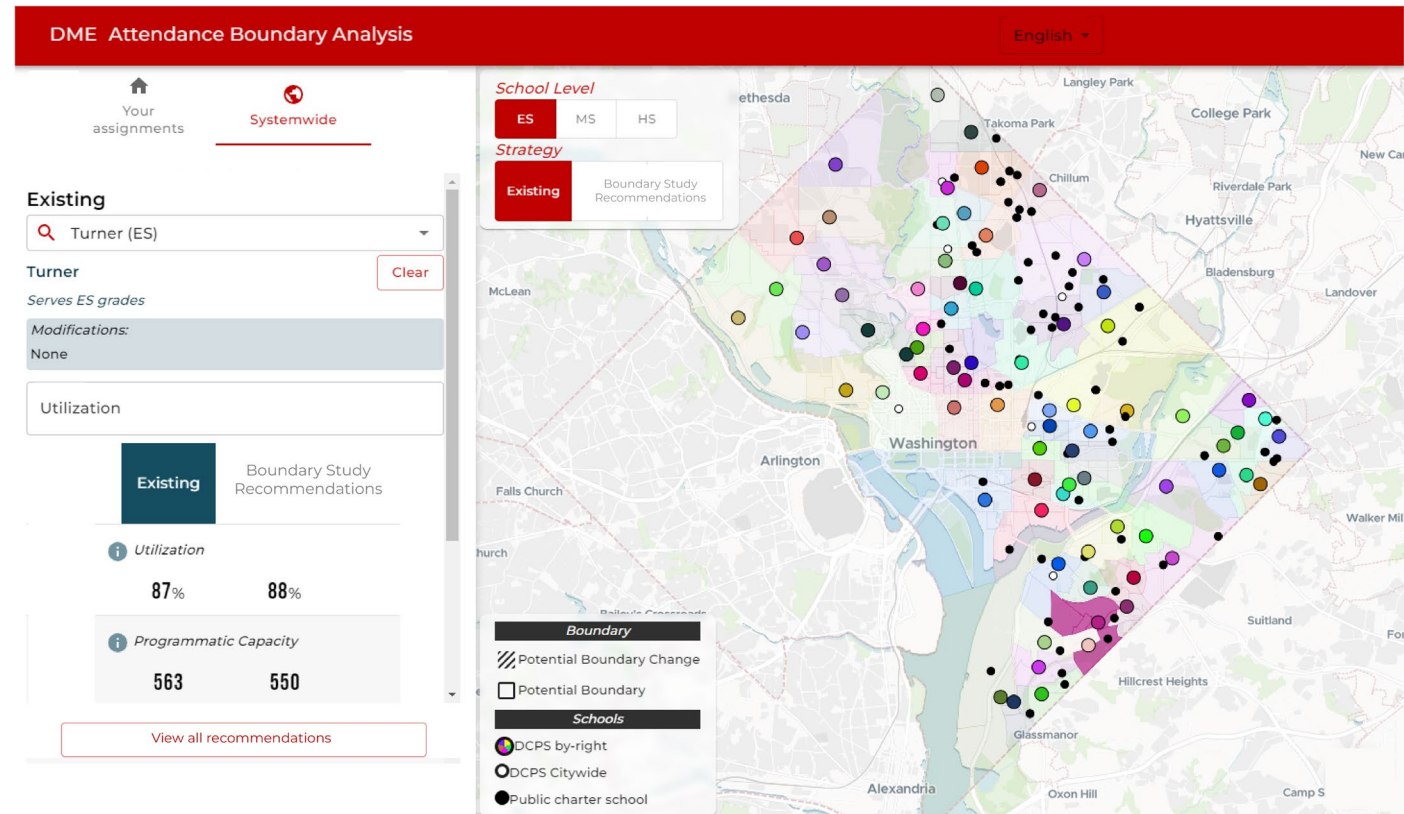
Final boundary tool

- Final boundary tool will be published at the same time as final report is released
- Tool will allow users to view key information about recommended boundary changes and will link to final recommendations



Final boundary tool

- Tool will include:
 - Final 3 boundary recommendation changes
 - Amidon-Bowen/Van Ness, Malcolm X/Turner, and MS at 800 Euclid St NW
 - School capacity information, and statistics on estimated utilization for each DCPS school
 - Address lookup feature for school assignments that will indicate if an address formerly had dual middle school rights that will be ended



Path forward

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- Lessons learned
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Path forward

Final community engagements

- Bancroft ES – March 12
- Amidon-Bowen ES – March 21, 26
- Van Ness ES – March tbd

Final recommendations

- Transmittal to Mayor and public release, end of March 2024
- Final Boundary tool release
- Landscape analysis posted online

Implementation Plan

- DCPS to develop implementation plan and timeline for relevant recs
- DME, DCPS, and DC PCSB to start process for shared planning

Reflections

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Reflections and lessons learned

- Glows and grows

“After” group photo

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THANK YOU!!!