

Focus areas and key challenges identified by the Advisory Committee, project team, and via community engagement.

Focus area & select indicators	Root causes and “whys”	Potential solutions (illustrative, not exhaustive)
<p>Unbalanced enrollments</p> <ul style="list-style-type: none"> • <=50% utilization in 19 DCPS secondary (middle and high) schools. 12 are in W7 and W8 (pre2023 MFP capacities) • >=95% utilization in 15 DCPS schools. 10 are in W3 and W4 (pre2023 MFP capacities) 	<ul style="list-style-type: none"> • Geographic size of boundaries relative to in-boundary enrollment • Differences in perceived and actual school quality • Differences in facility quality • Differences in perceived and actual neighborhood and school safety • Size of feeder patterns (some have too few schools due to geographic constraints, some feeder patterns historically have too many schools feeding) • Missing feeder patterns for citywide schools • Outsized out of boundary enrollments • More schools and school openings in W5, W7 and W8 than other parts of the city • Expansion of capacity at high-demand schools • Multiple rights to DCPS schools in some areas • Duplication of programming 	<ul style="list-style-type: none"> • Assignment structures <ul style="list-style-type: none"> ◦ Boundary changes ◦ Feeder changes ◦ Choice sets • Lottery and choice <ul style="list-style-type: none"> ◦ OOB seats offered ◦ Lottery preferences • Programs <ul style="list-style-type: none"> ◦ Changes to programming within schools ◦ Expansion of shared program opportunities for secondary students ◦ Identifying programmatic colocation opportunities (schools, community programs and services) • <i>MFP options</i> <ul style="list-style-type: none"> ◦ Facility: expand capacity by modernizing ◦ Operations: lessen capacity pressure – offsite specialized programming, centralize high demand programs for use by multiple schools, pause planned physical capacity increases • <i>Adequacy study options</i> <ul style="list-style-type: none"> ◦ Funding supports for high need, lowest enrollment schools • <i>Supporting transportation efforts</i> <ul style="list-style-type: none"> ◦ WMATA Better Bus Network
<p>Inequitable access to specialized programming: dual language, CTE, and special education across the city</p> <ul style="list-style-type: none"> • Majority of dual language programs located in W1 and W4 • Students previously assigned to special education classrooms far from home 	<ul style="list-style-type: none"> • Historically targeted dual language programs where English learners live • Special education classrooms not previously aligned within feeder patterns • Limited physical space in some schools 	<ul style="list-style-type: none"> • Assignment structures <ul style="list-style-type: none"> ◦ Choice sets ◦ Programmatic feeder changes • Lottery and choice <ul style="list-style-type: none"> ◦ OOB seats offered ◦ Lottery preferences • Programs <ul style="list-style-type: none"> ◦ Changes to programming within schools ◦ Expansion of shared program opportunities for secondary students • <i>Improving special education delivery and student outcomes</i> <ul style="list-style-type: none"> ◦ OSSE's strategic plan and related efforts • <i>Supporting transportation efforts</i> <ul style="list-style-type: none"> ◦ Transportation for ATC students ◦ DC School Connect
<p>Inequitable access to consistent, rigorous academics and schools with high state accountability scores</p>	<ul style="list-style-type: none"> • School resources (e.g., teacher quality, consistency of curriculum) 	<ul style="list-style-type: none"> • Assignment structures <ul style="list-style-type: none"> ◦ Boundary changes ◦ Feeder changes

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<ul style="list-style-type: none"> Black students travel a median distance of over 4 miles to get to a school with a high accountability framework score, compared to white students who travel a median distance of less than 1 mile. 	<ul style="list-style-type: none"> Community resources (fund raising, time and ability to advocate and navigate systems, etc.) 	<ul style="list-style-type: none"> Choice sets Programmatic feeder changes Lottery and choice <ul style="list-style-type: none"> OOB seats offered Lottery preferences Programs <ul style="list-style-type: none"> Changes to programming within schools Expansion of shared program opportunities for secondary students <i>LEA improvement efforts</i> <ul style="list-style-type: none"> <i>DCPS XQ</i> <i>OSSE supports for schools with the lowest accountability ratings (lowest 5%), Comprehensive Support and Improvement schools</i> <i>Teacher compensation increases</i>
<p>Mismatched access to early childhood seats</p> <ul style="list-style-type: none"> 19 Title 1 schools with a total of 260 IB children on PK3 and PK4 waitlists 11 non-Title 1 schools with a total of 276 children on PK waitlists ES in Jackson-Reed feeder pattern do not offer PK3 classrooms 	<ul style="list-style-type: none"> Early childhood prioritized at Title 1 schools to support K readiness Limited physical space at some non Title 1 schools For dual-language programs, managing Spanish and non-Spanish dominant enrollments 	<ul style="list-style-type: none"> Assignment structures <ul style="list-style-type: none"> Boundary changes to accommodate more IB non compulsory students Choice sets <i>MFP options</i> <ul style="list-style-type: none"> <i>Facility: add or expand capacity by modernizing</i> <i>Facility: identify potential stand alone early childhood spaces to feed to ES</i>
<p>Safety to and from school, within school</p> <ul style="list-style-type: none"> 16.7% of middle school students and 8.4% of high school students reported not going to school because they felt unsafe at school or to and from school (2021 Youth Risk Behavior Survey). 	<ul style="list-style-type: none"> Historical racial segregation policies and disinvestment resulting in neighborhoods with concentrated poverty and few neighborhood amenities Disproportionately few high-paying job opportunities 	<ul style="list-style-type: none"> <i>Supporting transportation efforts</i> <ul style="list-style-type: none"> <i>DC School Connect</i> <i>Supporting Safe Passage program</i> <i>Supporting juvenile justice work at related agencies</i>
<p>System-related enrollment instability</p> <ul style="list-style-type: none"> Year to year mobility: <ul style="list-style-type: none"> 2165 (11%) DCPS K to 4th grade students in SY21-22 moved school in SY22-23. 1156 (6%) moved to another DCPS school, 1009 (5%) moved to a Public Charter school. Mid-year mobility: <ul style="list-style-type: none"> By May 2022, 73 by-right schools (74%) had more student entries than exits after the audit. 	<ul style="list-style-type: none"> Lack of coordinated school planning LEA-specific discretion in determining grade configurations By-right enrollment responsibilities (in boundary students are able to enroll at any point in the school year) versus citywide schools (enrollment based on seats offered through lottery and waitlist) Sector-specific school opening criteria 	<ul style="list-style-type: none"> Consistent school configurations <ul style="list-style-type: none"> Recommend common middle and high school entry grades <i>Cross Sector Collaboration Task Force 2018 report on Opening, Closing, and Siting Schools</i> <ul style="list-style-type: none"> <i>Shared comprehensive data to inform planning decisions</i> <i>Coordinated planning cycle with DCPS and DC PCSB</i>

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<ul style="list-style-type: none"> ○ 11 DCPS citywide schools (69%) had more exits than entries. ○ 118 public charters (95%) had more exits than entries. 	<ul style="list-style-type: none"> ● Funding system disincentivize citywide schools from retaining students throughout school year 	
<p>Economically and racially/ethnically segregated schools*</p> <ul style="list-style-type: none"> ● Dissimilarity index – 76% of Black or white students would need to move schools to match the citywide population (65% Black, 13% white). ● 89 schools with concentrated poverty (70%+ students designated as at-risk in SY22-23) <ul style="list-style-type: none"> ○ 40 DCPS ○ 49 public charter ● 66 schools with <40% students designated as at-risk <p>*This challenge refers to systemic segregation by race/ethnicity and is not intended to imply that individual majority-Black schools are a challenge.</p>	<ul style="list-style-type: none"> ● Housing segregation ● Housing affordability ● Individual racial and socioeconomic biases ● Differences in perceived and actual neighborhood and school safety ● School reputations 	<ul style="list-style-type: none"> ● Assignment structures <ul style="list-style-type: none"> ○ Boundary changes ○ Feeder changes ○ Choice sets ● Lottery and choice <ul style="list-style-type: none"> ○ OOB seats offered ○ Lottery preferences ● Programs <ul style="list-style-type: none"> ○ Changes to programming within schools ○ Expansion of early childhood programs ○ Expansion of shared program opportunities for secondary students

Blue italics = outside scope of Boundary and Student Assignment Study

Green italics = related to Master Facility Plan or Adequacy Study