

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)
Unbalanced enrollments <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">○ <i>Funding supports for high need, lowest enrollment schools</i>• <i>Supporting transportation efforts</i><ul style="list-style-type: none">○ <i>WMATA Better Bus Network</i>
Inequitable access to specialized programming: dual language, CTE, and special education across the city <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">○ <i>OSSE’s strategic plan and related efforts</i>• <i>Supporting transportation efforts</i><ul style="list-style-type: none">○ <i>Transportation for ATC students</i>○ <i>DC School Connect</i>
Inequitable access to consistent, rigorous academics and schools with high state accountability scores	<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