



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Strategic School Planning Advisory Board:

Meeting 2
November 15, 2018



Meeting Goals

- ❖ Review SY18-19 Reported Enrollment Preliminary Results
- ❖ Review and discuss planning decision components, including recent decisions on Banneker HS program move and Early College expansions

Agenda

- ESSA/STAR Rating and Budget Development Update (Joint Session for All Boards)
- SY18-19 Enrollment Update
- School Planning Considerations and Process

DCPS Portfolio Vision Grounds Planning Decisions

DCPS' vision for our portfolio of schools is a cohesive system of excellent neighborhood schools, complemented by high-quality citywide options.

DCPS' portfolio vision is guided by a set of core planning principles that we want to be true for all families and students:

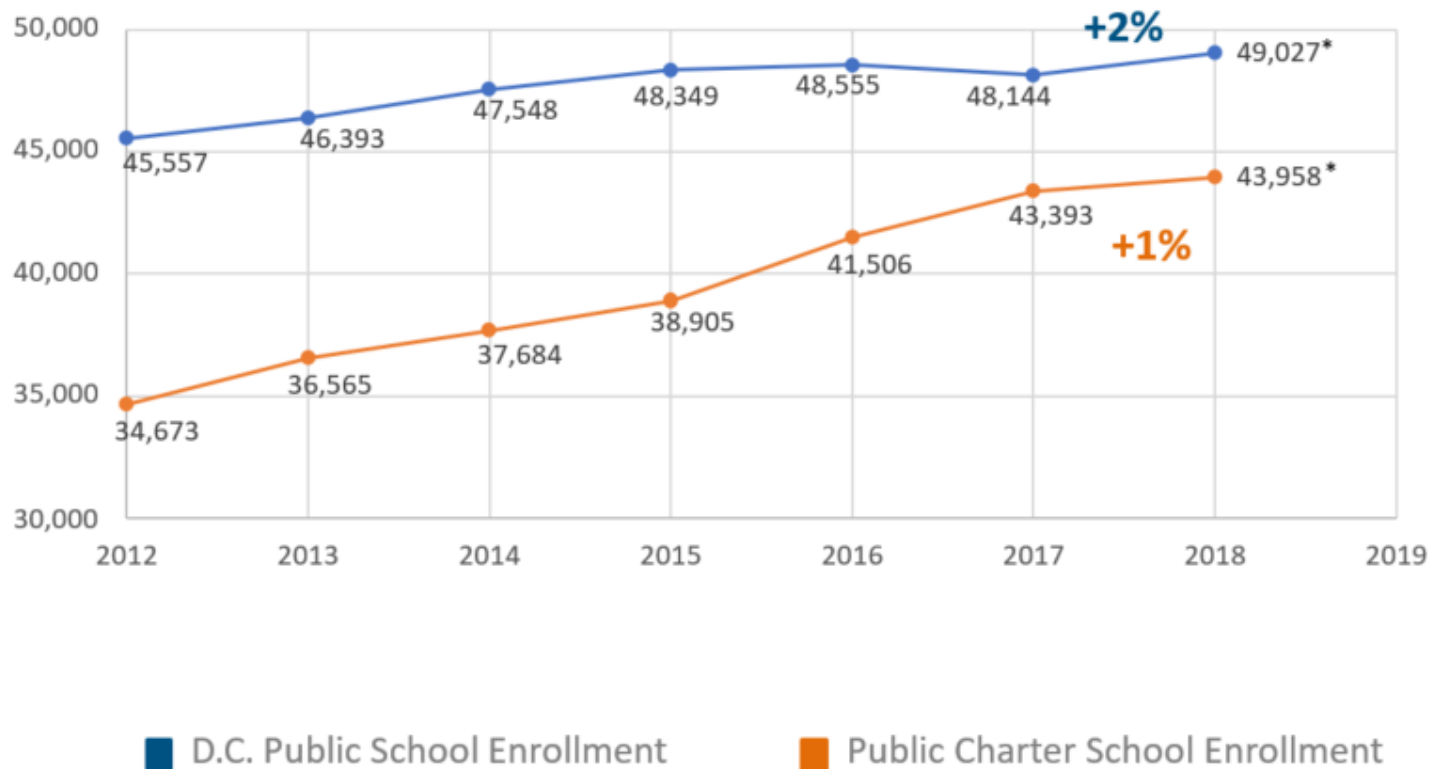
- ❖ **Equity of Access**: We believe families should have the ability to access quality and specialized programs outside of their designated in-boundary school.
- ❖ **Vertical Alignment**: We believe it is important to offer families a coherent and predictable K-12 school pathway.
- ❖ **Quality**: We believe families have the right to a high-quality education independent of economic or geographic circumstances.
- ❖ **Diversity**: We believe in order to accelerate growth and improvement, we must develop new programs, as well as expand successful models.

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DCPS Annual Enrollment Review SY18-19

DCPS Reported Enrollment Reaches 49,000

DCPS enrollment increased by 883 students or 2% since 2017. DCPS maintains 53% market share in school year 2018-2019.



Enrollment Update – October 5th 2018

Grade	2017-18	2018-19
	Audited	Reported
PK3	2,374	2,494
PK4	3,423	3,453
K	4,201	4,150
1	4,092	4,229
2	3,939	4,017
3	3,854	3,955
4	3,878	3,826
5	3,586	3,622
6	2,306	2,768
7	2,362	2,433
8	2,134	2,406
9	2,957	2,975
10	2,548	2,405
11	2,380	2,307
12	2,372	2,202
Other*	1,738	1,785
Total	48,144	49,027

The District grew by 883 students in 2018-19, enrolling over 49,000 (unaudited) students.

The District's (pre-audited) reenrollment increased one percentage point among reported students to 85% in 2018.

Growth in 2018-2019 was largely driven by:

- Excel Academy
- Larger Entering 6th Grade Class
- Stable 9th Grade Class Size
- New Early Childhood Classrooms

6th Grade Enrollment Reaches Highest Count Since 2008

Heightened feeder participation and stronger reenrollment led to an additional 498 students in 5th and 6th, while 9th grade's steady enrollment helped offset loss in 10-12th.

Audited Enrollment

October official count	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Other*	Total
2018 Reported	2,494	3,453	4,150	4,229	4,017	3,955	3,826	3,622	2,768	2,433	2,406	2,975	2,405	2,307	2,202	1,785	49,027
2017	2,374	3,423	4,201	4,092	3,939	3,854	3,878	3,586	2,306	2,362	2,134	2,957	2,548	2,380	2,372	1,738	48,144
2016	2,362	3,467	4,224	4,181	3,995	4,041	3,951	3,259	2,310	2,145	2,324	3,287	2,585	2,446	2,229	1,749	48,555
2015	2,310	3,522	4,208	4,163	4,107	4,078	3,590	3,097	2,070	2,274	2,311	3,767	2,558	2,316	2,130	1,938	48,439
2014	2,276	3,339	4,108	4,141	4,098	3,618	3,341	2,781	2,233	2,304	2,509	3,855	2,438	2,249	2,046	2,212	47,548
2013	2,197	3,368	4,182	4,113	3,688	3,460	3,059	2,846	2,242	2,364	2,412	3,959	2,558	2,363	1,935	1,647	46,393

Year-over-Year Grade Level Growth

Grade Size Change	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Other*	Total
Change 17 to 18	+120	+30	-51	+137	+78	+101	-52	+36	+462	+71	+272	+18	-143	-73	-170	+47	+883
Change 16 to 17	+12	-44	-23	-89	-56	-187	-73	+327	-4	+217	-190	-330	-37	-66	+143	-11	-411
Change 15 to 16	+52	-55	+16	+18	-112	-37	+361	+162	+240	-129	+13	-480	+27	+130	+99	-189	+116
Change 14 to 15	+34	+183	+100	+22	+9	+460	+249	+316	-163	-30	-198	-88	+120	+67	+84	-274	+891
Change 13 to 14	+79	-29	-74	+28	+410	+158	+282	-65	-9	-60	+97	-104	-120	-114	+111	+565	+1,155

Year-over-Year Cohort % Cumulative Gain (without Excel)

Enrollment Trends by Cohort	PK3 to PK4	PK4 to K	K to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	Total Change	Change K-12	Change PS/PK
2017 to 2018	43%	20%	0%	-3%	-1%	-2%	-8%	-24%	4%	1%	39%	-19%	-9%	-7%	0.9%	0.7%	0.0%
2016 to 2017	45%	21%	-3%	-6%	-3%	-4%	-9%	-29%	2%	-1%	28%	-22%	-8%	-3%	-0.8%	-0.7%	-0.4%
2015 to 2016	50%	20%	-1%	-4%	-2%	-3%	-9%	-25%	4%	2%	42%	-31%	-4%	-4%	0.2%	0.8%	-0.1%
2014 to 2015	55%	26%	1%	-1%	0%	-1%	-7%	-26%	2%	0%	50%	-34%	-5%	-5%	1.9%	2.4%	3.9%
2013 to 2014	52%	22%	-1%	0%	-2%	-3%	-9%	-22%	3%	6%	60%	-38%	-12%	-13%	2.5%	1.4%	0.9%

* "Other" includes evening, ungraded, IEP, Alternative (including Opportunity Academies) and certificate designations.

Key Growth And Decline Areas

Larger Entering 6th Grade Class

DCPS reenrolled ~400 additional students from the rising 5th grade class over the prior school year. Strong enrollment in MacFarland's newly opened comprehensive 6th grade and increased feeder participation among select Middle Schools led the reenrollment.

Stable 9th Grade Enrollment

Strong recruitment from Columbia Heights' selective 9th and growth at Eastern HS balanced out smaller entering classes at Ballou HS and H.D. Woodson HS, halting expected 9th grade loss for the first time in five years.

New Early Childhood Classrooms

In addition to Excel ES, five new early-childhood rooms led to growth particularly in pre-kindergarten- three, which enrolled 120 additional students over the prior year.

Slight Decline In Kindergarten Enrollment

Kindergarten enrolled under ~4,200 students for the first time in three years, with ten schools' Kindergarten class sizes dropping by 10 or more students since 2017.

Smaller 10th to 12th grades

DCPS tends to enroll fewer students year-over-year as cohorts rise at our High Schools.

Elementary Grade Band

Historically DCPS tends to see the majority of its growth among Elementary grade bands each year. Small losses at Elementary and Education campuses this year, kept these grades steady.

High School Feeder Capture Rate Declined By 3% Since 2017

Feeder Pattern	2018 HS Feeder Students Captured	2017 HS Feeder Students Captured
Anacostia High School	25/143 (17%)	26/151 (17%)
Ballou High School	61/216 (28%)	96/231 (42%)
Coolidge High School	15/146 (10%)	19/186 (10%)
Dunbar High School	40/219 (18%)	50/236 (21%)
Eastern High School	76/460 (17%)	79/506 (16%)
H.D. Woodson High School	26/136 (13%)	38/168 (23%)
Roosevelt High School	23/118 (19%)	35/131 (27%)
Wilson High School	368/642 (57%)	413/672 (61%)
D.C. Public Schools HS	633/2,080 (30%)	756/2,281 (33%)

Note: This only includes standalone high schools and their geographic feeders.

Middle School Feeder Capture Rate Increased By 3% Since 2017

Feeder Pattern	2018 MS Feeder Students Captured	2017 MS Feeder Students Captured
Brookland Middle School	42/63 (67%)	30/76 (39%)
Deal Middle School	369/467 (79%)	336/439 (77%)
Eliot-Hine Middle School	54/120 (45%)	35/106 (33%)
Hardy Middle School	114/240 (48%)	66/236 (28%)
Hart Middle School	78/211 (37%)	83/198 (42%)
Jefferson Middle School	81/201 (40%)	40/148 (27%)
Johnson Middle School	52/136 (38%)	52/113 (46%)
Kelly Miller Middle School	138/290 (48%)	87/248 (35%)
Kramer Middle School	43/251 (17%)	36/214 (17%)
MacFarland Middle School	147/407(36%)	-
McKinley Middle School	36/90 (40%)	30/59 (51%)
Sousa Middle School	43/172 (25%)	44/191 (23%)
Stuart-Hobson Middle School	139/181 (77%)	118/160 (74%)
Total D.C. Public Schools MS	1,336/2,829 (47%)	957/2,188 (44%)

Note: This only includes standalone middle schools and their geographic feeders.

Other Feeder Capture Rates

School Name	6 th grade Capture	9 th Grade Capture
Cardozo EC	12/97 (12%)	Re-enrollment 38/55 (69%)
		Geographic Feeders Less than 10 of 135
CHEC MS (6-8)	66/159 (42%)	N/A
School Without Walls @ Francis – Stevens	Re-enrollment 37/44 (84%)	N/A
	Geographic Feeders 16/44 (36%)	

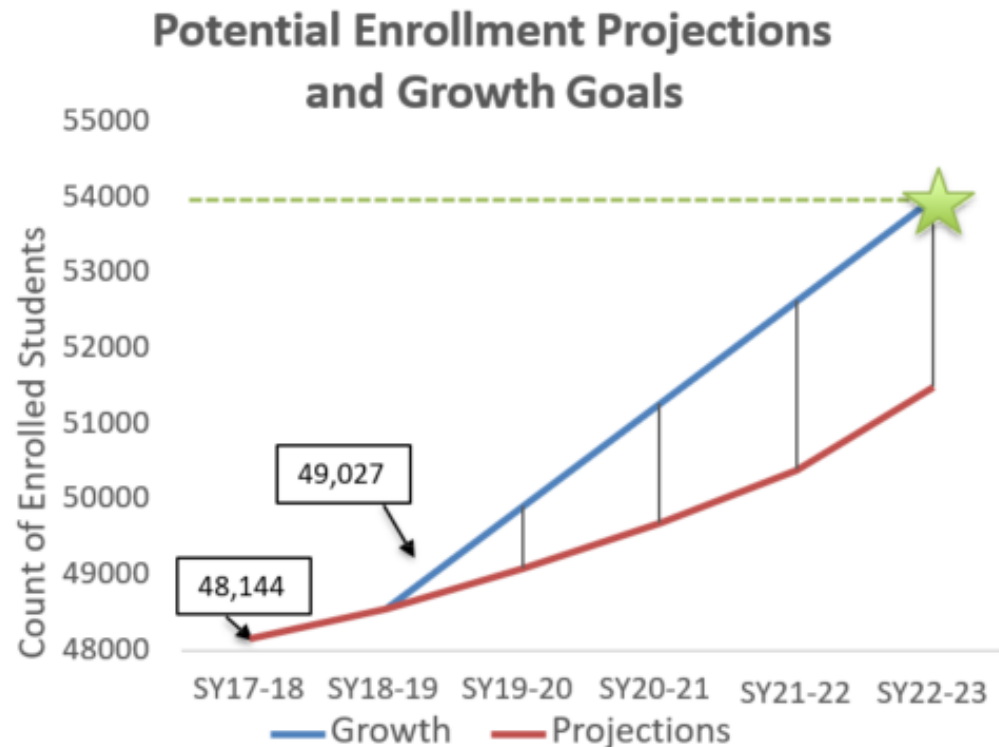
**Columbia Heights and Cardozo Education Campuses do not serve 5th grades from which they can reenroll.*

How To Read This Table:

- Cardozo captured 69% of its 8th grade students at the school for 9th grade.
- Cardozo captured 3% of its feeder students within their 9th grade.

54,000 DCPS Students By 2022

- Increased by +883 in SY18-19.
- We must increase 1,244+ students annually to reach our goal in 4 years.
- We won't reach our goal relying only on the projection process.
- We will continue to track toward a growth goal that incentivizes schools to go beyond their projection.





Background and Context

Citywide Population Is Growing

Elementary aged students (5-10 year olds) are expected to see the most growth in the District, followed by Middle School aged students (11-13 year olds) by 2025.

Age Range	2025	Growth Since 2015	% 10Y Growth
5-10 year olds	51,616	+12,920	+33%
11-13 year olds	20,200	+4,334	+27%
14-17 year olds	23,152	+2,122	+11%

Source: DC Office of Planning Forecasts

Students Living in Wards 5, 7, and 8 Submit the Most Applications To DCPS Selective High Schools

On average 8th grade students from Wards 5, 7, and 8 submit two or more applications to DCPS Selective High Schools.

Home Ward	Unique 8 th Grade Applicants*		All Applications from 8 th Grade Students
	Applicant's Home Ward	% of Total	Applications by Ward
1	225	9%	367
2	55	2%	92
3	166	7%	195
4	399	16%	692
5	395	16%	804
6	269	11%	451
7	441	18%	897
8	427	17%	878
Un	109	4%	121
Total	2,486		4,497

How to Read This Table

- There were 427 8th grade students who live in Ward 7 and applied to at least one selective school.
- These students made up 17% of all applicants.
- These 427 students submitted a total of 878 applications – meaning many applied to more than one selective high school

Of all the students that applied to a selective school, 35% enrolled in a selective school, 19% went to another DCPS school, and 46% do not enroll in DCPS at all

Home Ward	Enrolled in Selective High School	Enrolled in a non-selective DCPS High School	Did not Attend DCPS	Total
1	81 (38%)	40 (19%)	94 (43%)	215
2	24 (45%)	4 (8%)	25 (47%)	53
3	47 (29%)	57 (34%)	62 (37%)	166
4	138 (36%)	74 (19%)	174 (45%)	386
5	137 (36%)	80 (21%)	167 (43%)	384
6	86 (33%)	50 (19%)	123 (48%)	259
7	159 (37%)	67 (16%)	206 (47%)	432
8	139 (33%)	76 (18%)	203 (49%)	418
Total	811 (35%)	448 (19%)	1,054 (46%)	2,313*

**The total number of students in this chart reflect students with an identifiable address in DC, and excludes student's who still require geocoding following address cleaning.*

Selective Schools Common in Other Urban Districts

Selective high schools and programs related to Arts, Early College, College Prep/AP and STEM-related focus areas are common. DCPS enrolls a higher percentage of its entire district enrollment into selective high schools than very large districts such as New York and Chicago but lower than similar size cities/districts such as Boston and Pittsburgh.

District	Creative, Visual and Performing Arts	Early College	Technology, Math, Engineering, Science	College Prep/AP	Montessori	International Studies	% of Total District Enrollment
DCPS	1	1	2	2			7%
Montgomery Co.*	2		4	7		1	N/A
Baltimore	2	4	4	1			3%
Boston	1	1	1				13%
Chicago**	3		1	11			6%
Charlotte	1	5	2		1	1	11%
Denver	2	1			1	1	4%
New York	1		6	2			2%
Pittsburgh	1		1	2		1	22%

*These numbers represent numbers of selective programs not schools. MCPS offers its selective application programs within their comprehensive high schools. These selective programs vary by who is eligible to apply: county-wide, region/ward-wide, in-boundary and within feeder patterns.

**In addition to 15 standalone schools with an admissions process, CPS also operates over 100 programs within schools that use selective criteria in some way (for example, open admissions for in-boundary students, selective for OOB)



Early College @ Coolidge HS and Bard DC

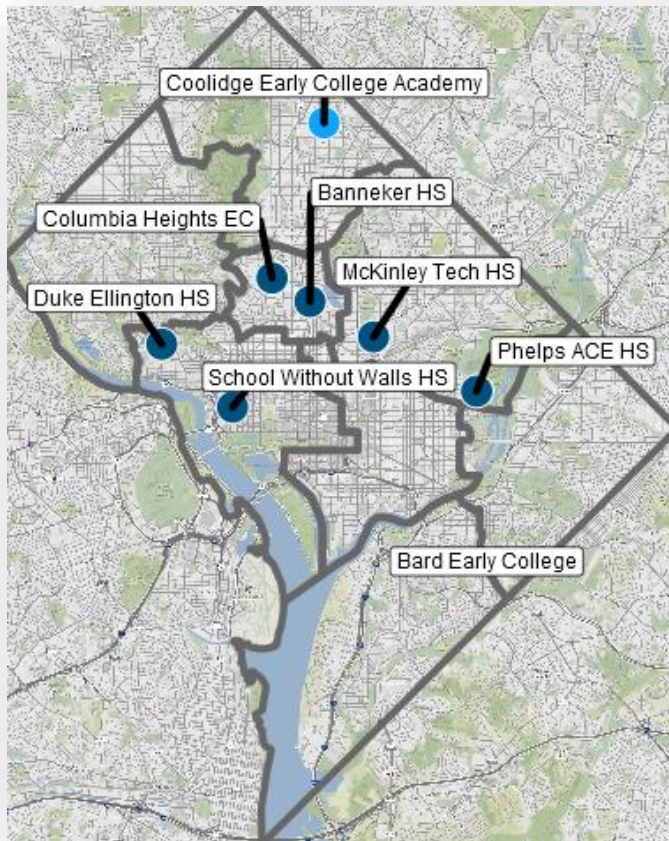
DCPS Expanding from 6 to 8 Selective Programs in SY19-20

Families may gain access to a school based on: boundary and feeder rights; random lottery; a student placement process or services determination; or a competitive selection process.

Neighborhood (98 Schools)	Citywide, No Boundary (5 Schools)	Placement / Services- Based (8 Schools)	Selective (6 Schools)
<ul style="list-style-type: none">• By-right option for families living in boundary• Out-of-boundary enrollment determined by random lottery• All are in a feeder pattern• 98 Schools: All schools with boundaries, including comprehensive HS (Wilson, Eastern, Ballou, etc.)	<ul style="list-style-type: none">• All students access through random lottery• May be in a feeder pattern• 5 Schools: Ron Brown HS, Dorothy Height ES, Excel Academy, Capitol Hill Montessori @Logan, School-Within-School @Goding ES	<ul style="list-style-type: none">• Access determined by student need or specific placement criteria only• Not available on My School DC lottery• None are in a feeder pattern• 8 Schools: All 4 Opportunity Academies, River Terrace, CHOICE @WashMET, IYP, YSC	<ul style="list-style-type: none">• All students must submit an application and meet selective criteria• Each process and selective criteria determined individually by schools• None are in a feeder pattern• 6 Schools: Banneker, CHEC, Ellington, McKinley Tech, Phelps ACE, School Without Walls

Selective High Schools are West of the River in Wards 1, 2, and 5. Expansion Will Add Early College Options in Ward 4 and Ward 7 or 8

Selective schools have been a part of DCPS since 1971 when School Without Walls opened. DCPS has not opened a new selective school since Phelps in 2008. DCPS is in planning stages to open two new selective programs in SY19-20 (1 in W4, 1 in W7 or W8).



Legend: ● Current ● New

Benjamin Banneker	Ward 1, Shaw/Howard University Station (Green/Yellow)
Bard DC Early College	Ward 7 or 8, SY19-20 opening
Columbia Heights	Ward 1, near the Columbia Heights Station (Green/Yellow)
Coolidge Early College Academy	Ward 4, near the Takoma Station (Red). Planned SY19-20 opening
Duke Ellington	Ward 2, off the D3 and D6 bus routes.
McKinley Tech	Ward 5, near NoMa-Gallaudet U New York Ave Station (Red)
Phelps ACE	Ward 5, off the X1 and X3 bus routes.
School Without Walls	Ward 2, off the 30N and 30S bus routes, DC circulator, or near Foggy Bottom, Farragut West, and Farragut North stations (Orange/Blue and Red)

DCPS Early College Options

What is Early College?

- Early colleges allow high school students to earn a high school diploma and at least one year of college credit (typically 30-60 credits) by taking a mixture of high school and college classes

Where does Early College currently exist?

- Our current Early College is at School Without Walls in partnership with George Washington University (GW/SWW Associatee of Arts Program) which enrolls up to 30 student (15 juniors + 15 seniors) each year
- GW/SWW AA students graduate with an SWW diploma and an Associate of Arts (AA) from GW (60 credits). They are some of the district's highest achievers.
- Few of the current Early College participants live East of the River. 100% of these students attended Hardy MS or Stuart-Hobson MS prior to entering School Without Walls HS.

College/University	High School Partners	# Students Enrolled SY17	# Credits Accrued SY17	Passage Rate SY17
GW Early College	School Without Walls	30	720	95%+

New Selective Program Overview: Early College Academy at Coolidge HS

■ Overview:

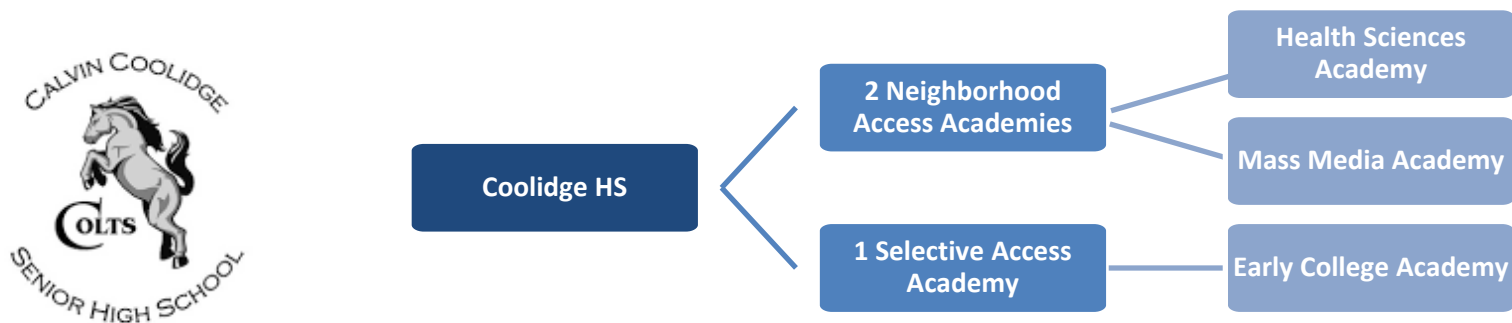
- The Early College Academy at Coolidge will be a selective, citywide program operating within Coolidge. In-boundary and feeder students maintain the right to enroll at Coolidge HS in either the Health Sciences or Mass Media Academies, or may apply to the Early College Academy.
- In the Early College Academy, students will have an advanced traditional high school experience, taking HS courses in 9th and 10th grades and college courses in 11th and 12th. Students will apply for university partner schools in the spring of their sophomore year.

■ Location: Coolidge HS (Ward 4)

■ Timing: Open with a 9th grade cohorts in SY19-20

■ Teacher Model: All teachers in the Early College Academy at Coolidge are DCPS WTU teachers.

■ Leadership Model: One principal will oversee the three Academies at Coolidge HS. Each Academy will have a Program Director who reports to the principal.



New Selective Program Overview: Bard High School Early College DC

Bard Model Highlights

- Bard High School Early Colleges (BHSECs) are partnerships between public school districts and Bard College.
- BHSEC students earn 60 transferable college credits in the form of a Bard College Associate in Arts (A.A.) degree concurrently with a high school diploma.
- Existing BHSECs are located in Manhattan, NY (est. 2001); Queens, NY (est. 2008); Newark, NJ (est. 2011); Cleveland, OH (est. 2014); and Baltimore, MD (est. 2015).

■ Overview:

- The Bard High School Early College DC (Bard DC) would be a 4-year, standalone early college application high school operated jointly between Bard College & DCPS.
- The program would allow students to earn 60 college credits from Bard - at no cost to the student - concurrently with a diploma.
- Students would take HS courses in 9th and 10th grades and college courses in 11th and 12th, graduating with an AA and DCPS Diploma

■ Proposed Location: TBD Site in Ward 7 or 8

■ Proposed Number of Students: 100-125/Cohort (400-500/SY when capacity)

■ Timing: Open with 9th and 11th grade cohorts in SY19-20

■ Teacher Model: BHSEC professors have advanced graduate degrees and college teaching experience in their fields; DCPS teachers who meet these requirements may apply. BHSEC faculty are hired through a national search process managed by Bard and approved by the District. Faculty obtain certification to teach high school students. BHSEC faculty whose salaries come from the District can join WTU.

■ Leadership Model: Dean of Studies & Dean of Students (both have Ph.Ds.)

Banneker HS / Shaw
MS

Banneker HS Relocating to Shaw Site

Data Highlights

- Banneker has grown the most of all selective schools, increasing their enrollment by 12% in 5 years.
- Demand for Banneker is high and growing. In SY18-19, the school received over 750 applications for 9th and 10th grades.
- Over the past three years, applications to Banneker have increased 23% (+140 applications).

- **Overview:** Moving the Banneker HS program into Shaw's building allows DCPS to -
 - Provide high-quality programming to more students
 - Meet increasing demand for rigorous academic high school experiences
 - Expand a successful high school model, led by an experienced school leader
 - Leverage the centrally located Shaw site to serve students from across the city
 - Build a high school facility that meets 21st Century design standards
- **Enrollment Size:** The move will allow Banneker to grow to serve 800 students.
- **Timing:** The new Banneker campus is scheduled to open for school year 2021-22.

Enrollment Trends of Cardozo Elementary School Feeders

With the exception of Cleveland ES, enrollments at the elementary feeder schools have increased over the past three years, as have in-boundary enrollments.

	Ward	SY16-17 Enrollment	SY16-17 In Boundary %	SY17-18 Enrollment	SY17-18 In Boundary %	SY18-19 Enrollment	SY18-19 In Boundary %
Cleveland	Ward 1	321	31.5%	317	27.8%	304	(to come)
Garrison	Ward 2	253	36.8%	250	39.6%	276	(to come)
Ross*	Ward 2	171	65.5%	174	73.6%	190	(to come)
Seaton	Ward 6	341	33.4%	371	36.1%	390	(to come)
Thomson*	Ward 2	314	55.1%	308	56.8%	331	(to come)

Note: In-boundary enrollment is the number of enrolled in-boundary students divided by total enrollment. This is often used as a measure of demand.

*Cardozo EC feeders include Cleveland, Garrison, Ross, and Seaton. Thomson ES currently has dual feeder rights to SWW @ Francis-Stevens and Jefferson and Ross ES has dual feeder rights to SWW @ Francis-Stevens. The Thomson rights will be reverted to the new stand-alone middle school if it is opened.

Selective High School Enrollment at Banneker Up 12% Since 2013

Within 6 years, Banneker has experienced the largest amount of enrollment growth, while other selective schools have either declined slightly or remained steady in enrollment.

School Name	SY13-14	SY18-19	Δ 5 Yr.	% 5 Yr Growth
Banneker HS	430	482	+52	12%
Ellington HS	541	544	+3	0%
CHEC	946	953	+7	1%
McKinley Tech HS	674	633	-41	-6%
Phelps HS	319	265	-54	-17%
School Without Walls HS (SWW)	585	592	7	1%

Population : 9th-12th Grade

Source Year: SY18-19; non-unique applications submitted pre-deadline.

Most Selective High Schools Enroll More DCPS Students than PCS

McKinley Tech and Columbia Heights enrolled over half of their 9th grade classes from DCPS Middle Schools. Banneker and Phelps enroll the largest percentage of students that came from public charter schools.

Selective HS	SY17-18 % of 9 th Grade from a DCPS School	SY17-18 % of 9 th Grade from a PCS School	SY17-18 % of 9 th Grade from Other
Benjamin Banneker	47%	48%	5%
Columbia Heights	59%	25%	16%
Duke Ellington	46%	33%	21%
McKinley Tech	58%	37%	5%
Phelps ACE	53%	41%	6%
School Without Walls	44%	35%	21%
Total	52%	35%	13%

Population : 9th Grade

Source Year: SY17-18 DME Re-Enrollment Analysis

On Average, DCPS Middle Schools Capture 24% of 6th-8th Grade Students Living in Boundary

Deal MS has the highest boundary participation rate (79%), followed by Hardy MS (39%).

School Name	Boundary Participation Rate, SY17-18	In Boundary Enrollment, SY17-18
Brookland MS	17%	56%
Columbia Heights EC	17%	49%
Deal MS	79%	70%
Eliot-Hine MS	10%	19%
Hardy MS	39%	27%
Hart MS	18%	76%
Jefferson MS	23%	30%
Johnson MS	18%	57%
Kelly Miller MS	16%	80%
Kramer MS	10%	66%
McKinley MS	15%	34%
Sousa MS	17%	68%
Stuart-Hobson MS	37%	25%
Average	24%	51%

Population : 6th Grade

Source Year: SY17-18 Audit, SY17-18 DME

On Average DCPS Education Campuses Capture 25% of Students Living in Boundary

Oyster-Adams has the highest boundary participation rate at 78%, followed by School Without Walls at Francis-Stevens at 42%.

DCPS Education Campuses	Boundary Participation Rate, SY17-18	In Boundary Enrollment, SY17-18
Brightwood Education Campus	33%	77%
Browne Education Campus	17%	52%
LaSalle-Backus Education Campus	15%	53%
Leckie Education Campus	33%	35%
Oyster - Adams Bilingual School	78%	48%
Raymond Education Campus	23%	53%
School Without Walls @ Francis - Stevens	42%	35%
Takoma Education Campus	33%	58%
Truesdell Education Campus	28%	59%
Walker-Jones Education Campus	27%	60%
West Education Campus	19%	52%
Wheatley Education Campus	17%	58%
Whittier Education Campus	15%	63%
Average	25%	55%
Cardozo Education Campus (6-8 th) (9-12 th)	(12%) (20%)	(24%) (43%)

Population : Total School Enrollment

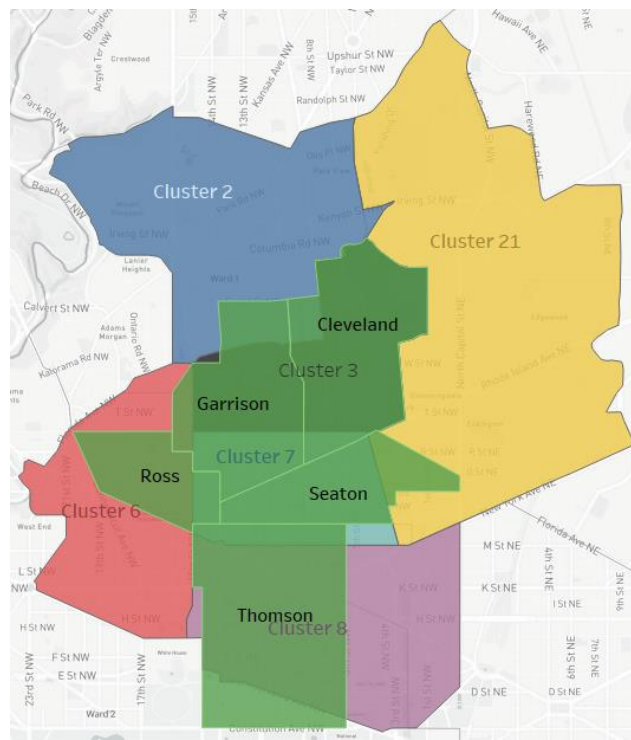
Source Year: SY17-18 Audit, SY17-18 DME

Population In Stand Alone MS Boundary Is Relatively Low


The number of MS-aged public school students living in Ward 2 neighborhoods is relatively low compared to other parts of the city. A central MS will need to rely on attracting students from other parts of the city.

# children ages 11-13	Estimated 2020	Estimated 2025
Total Cluster 3 and 7	415	503
Total Cluster 6 and 8*	306	365
Estimate in New MS Boundary	540 average, possibly as high as 570	650 average, possibly as high as 680

*Clusters 3 and 7 are almost completely within the area of the 5 feeder school boundaries; Clusters 6 and 8 are about half within the boundaries (only one half of these cluster forecasts are considered in the high range estimates); Clusters 2 and 21 are only partially overlapping the boundaries and are not included (forecasts not shown)



Source: DC Office of Planning Forecasts



Planning Process Discussion

Overview of Planning Decisions

Long-Term (5-10 Year)

- Master Facilities Planning
- Citywide Student Assignment Reviews
- DCPS Strategic Planning
- Solving School-specific challenges
- School/Program Openings, Expansions, Replications

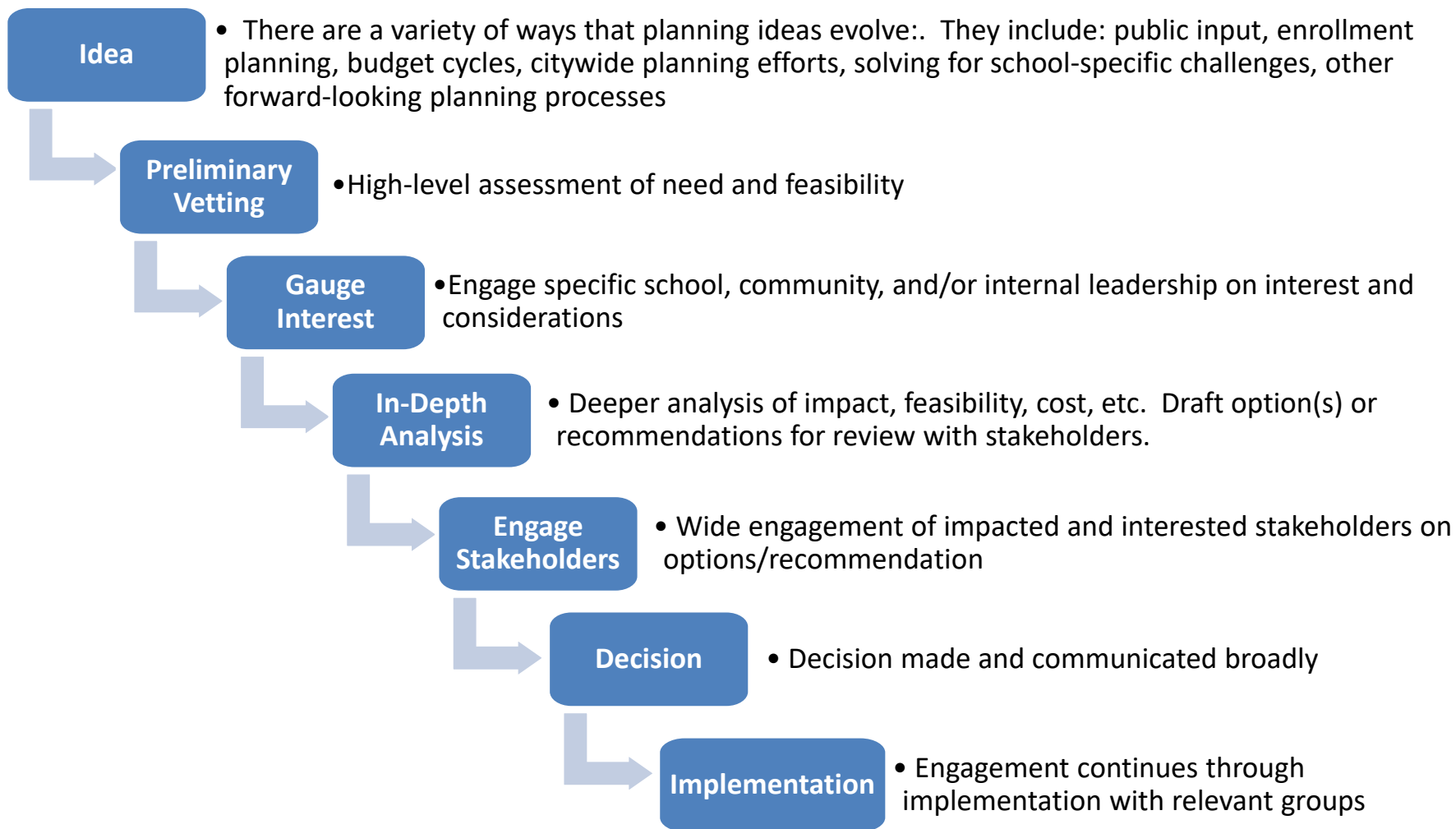
Mid-Term (2-5 Years)

- Solving School-specific challenges
- Modernizations
- School-level facility changes
- School/Program Openings, Expansions, Replications
- Local Boundary and Feeder Adjustments
- Grade reconfigurations

Annual (1 Year)

- Annual enrollment projections
- School budget planning
- Solving school-specific challenges
- School-Level PK expansions
- Lottery seat offerings
- Short-term facility work

For Feedback: Planning Decision-Making Processes



Planning Considerations

Data Review

- Enrollment and Demand Trends
- Population Forecasts
- Performance and Outcomes data
- Facilities Inventory, Condition, and Utilization

Community Engagement

- Local school community
- Citywide leaders and stakeholders

Alignment to DCPS Strategy and Values

- Capital Commitment
- Portfolio Vision and Planning Principles

Sample Qualitative and Quantitative Inputs

Neighborhood/City Data

- Community & Environmental Context
- Enrollment, Demand, and Population Trends
- Surrounding Schools Context (DCPS & Charter)

School Data

- Historical Achievement Data
- Attendance
- Student Satisfaction
- Discipline
- Facility Considerations

School Context

- Leadership History
- School Focus or Programmatic Offerings
- School Improvement History
- Feeder Pattern

Community

- Feedback from community and school-based meetings
- Online surveys and correspondence
- Student focus groups

Strategy Considerations

- Portfolio Vision & Programmatic Goals
- Implementation Timeline
- Fit for grade span and student population
- Access or neighborhood/boundary fit
- Interdependencies of strategies, neighborhoods, feeder patterns

Resources

- DCPS and School-Level Capacity
- Engagement Timelines
- Budget and Supports Required

Discussion

- While different planning decisions require different timelines, a successful process should surface ideas proactively, allowing for adequate time for engagement and decision-making. What models of a successful planning process have you experienced that DCPS should consider? What elements from the processes outlined in previous slides reflect this process? What will be challenging?
- The ideal planning process is transparent and predictable for stakeholders. How can we ensure that the process outlined in previous slides achieves this?

Next Steps

- Please complete the meeting survey; this includes the questions from the online survey we circulated this week
- Meeting notes and materials will be posted at: [DCPS School Planning Blog](#)
- Next Meeting: Thursday, January 17
- Please email us with any feedback or questions!
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