

May 3, 2017

# Ward 3/Wilson Feeder Pattern Education Network





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# **Welcome and Introduction**

# Agenda

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- DCPS Approach
- Wilson Feeder Pattern Enrollment Review: DCPS
- Wilson Feeder Pattern Enrollment Review: W3 Ed Net
- Ideas to ease crowding
- Question & Answer and Next Steps

# DCPS Approach

- Tonight's purpose
- Engagement approach
  - Community Working Group
  - Broader public meetings
  - Ongoing updates & input
- Timeline

May – October	October – November	November – December
<ul style="list-style-type: none"><li>• Community Working Group (CWG)</li><li>• Open public comment</li></ul>	<ul style="list-style-type: none"><li>• Wider community meetings to gather input on CWG outcomes</li></ul>	<ul style="list-style-type: none"><li>• Finalize short and long-term recommendations, communicate to stakeholders</li><li>• Ensure solutions align with FY19 budget and Master Facilities Plan</li></ul>



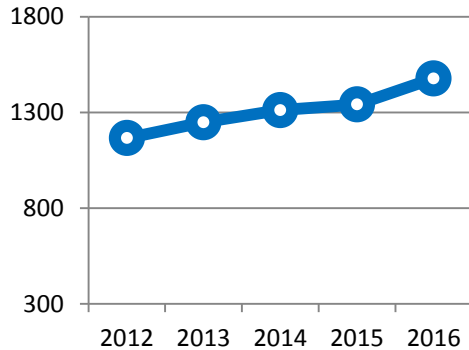
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# **Wilson Feeder Pattern Enrollment**

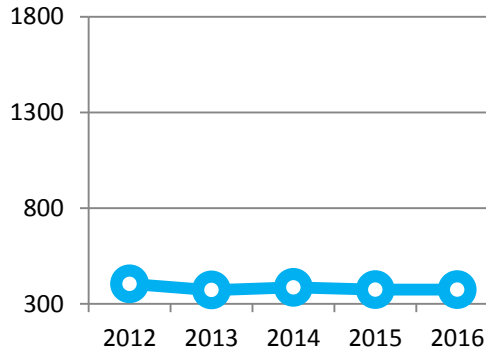
# Enrollment in the Wilson Feeder Pattern

Deal MS enrollment has grown by 27% over five years, driving concerns of a coming enrollment spike in Wilson High School's 9<sup>th</sup> grade in the fall of 2019.

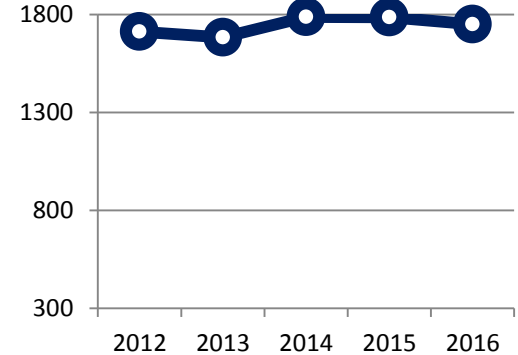
**Deal MS**



**Hardy MS**



**Wilson HS**

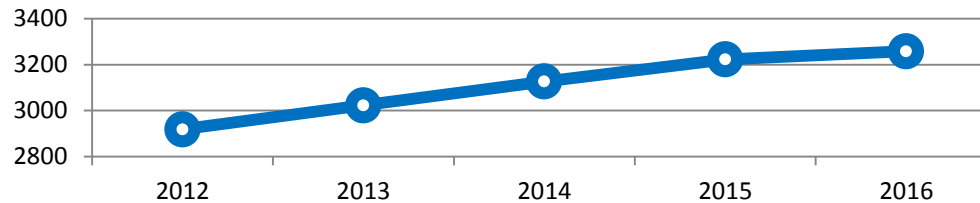


School Name	SY12-13 Audited	SY13-14 Audited	SY14-15 Audited	SY15-16 Audited	SY16-17 Audited	1 Yr % Growth	5 Yr % Growth
Deal MS	1,165	1,248	1,312	1,341	1,477	+10%	+27%
Hardy MS	404	371	386	374	374	0%	-7%
Wilson HS	1,713	1,683	1,788	1,786	1,750	-2%	+2%

# Enrollment in the Wilson Feeder Pattern

Double-digit growth across Deal MS's feeder pattern provide potential for continued growth into 6<sup>th</sup> grade.

## Deal MS's Feeder Growth



School Name*	SY12-13 Audited	SY13-14 Audited	SY14-15 Audited	SY15-16 Audited	SY16-17 Audited	1 Yr % Growth	5 Yr % Growth
Bancroft ES	473	490	508	521	530	2%	12%
Janney ES	599	627	693	731	722	-1%	21%
Lafayette ES	689	689	697	700	761	9%	10%
Murch ES‡	572	626	620	625	572	-8%	0%
Shepherd ES	314	304	318	330	361	9%	15%
Hearst ES	272	287	291	316	312	-1%	15%
<b>Total</b>	<b>2,919</b>	<b>3,023</b>	<b>3,127</b>	<b>3,223</b>	<b>3,258</b>	<b>1%</b>	<b>12%</b>

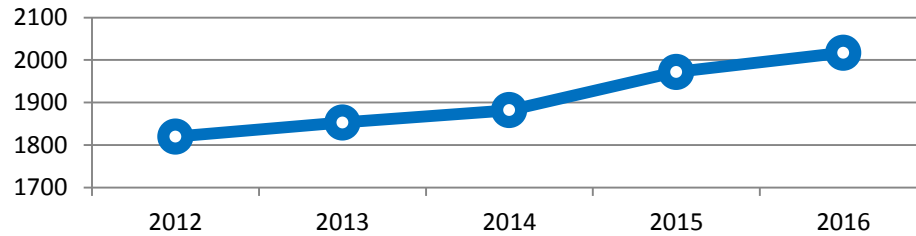
\*Eaton ES will move to Hardy MS's feeder pattern in SY17-18.

‡Murch ES's one-year enrollment loss driven by modernization.

# Enrollment in the Wilson Feeder Pattern

Lower-elementary growth among Hardy MS's feeders provide promise for larger entering 6<sup>th</sup> grade class in a few years time, adding to Wilson HS's growth after Deal's spike enroll.

### Hardy MS's Feeder Growth



School Name	SY12-13 Audited	SY13-14 Audited	SY14-15 Audited	SY15-16 Audited	SY16-17 Audited	1 Yr % Growth	5 Yr % Growth
Eaton ES*	459	470	475	478	477	0%	4%
Hyde-Addison ES	332	334	305	316	329	4%	-1%
Key ES	375	381	382	386	397	3%	6%
Mann ES	286	287	302	360	379	5%	33%
Stoddert ES	368	381	418	432	435	1%	18%
<b>Total</b>	<b>1,820</b>	<b>1,853</b>	<b>1,882</b>	<b>1,972</b>	<b>2,017</b>	<b>2%</b>	<b>11%</b>

\*Eaton ES will move to Hardy MS's feeder pattern in SY17-18.

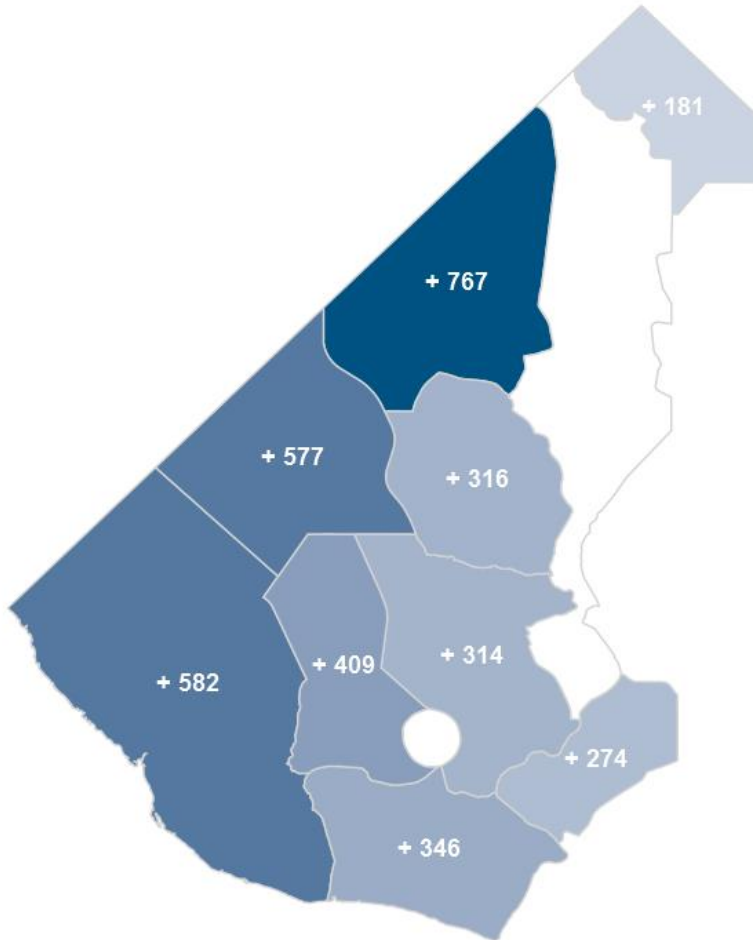


# Facility Utilization in the Wilson Feeder Pattern

School Name	SY2016-17 Enrollment	SY2015-16 Permanent Capacity	SY2015-16 Portable Capacity	Total Capacity (Permanent + Portable)	% Total Capacity Enrolled
Bancroft ES*	530	563		563	94%
Deal MS	1476	1370	+200	1570	94%
Eaton ES*	477	386		386	124%
Hardy MS	374	485		485	77%
Hearst ES	312	330		330	95%
Hyde-Addison ES*	329	330		330	100%
Janney ES	722	700		700	103%
Key ES	397	364	+44	408	97%
Lafayette ES	761	805		805	95%
Mann ES	379	370		370	102%
Murch ES*	572	774*	+286	774*	74%
Oyster-Adams Bilingual (Adams)	323	358		358	90%
Oyster-Adams Bilingual (Oyster)	335	350		350	96%
Shepherd ES	360	400		400	90%
Stoddert ES	435	320	+154	474	92%
Wilson HS	1749	1700		1700	103%

\* Funded for modernizations in Capital Budget. Murch planned post-construction capacity is 720 and Hyde-Addison is 400.

## Forecasted 3-18 Year Old Growth in the Wilson Feeder Pattern\*



Office of Planning's Low Population forecasts continued growth for Ward 3, particularly in Lafayette ES's boundary.

OP Forecast	2015	2020	2025	10 Yr Growth	10 Yr % Growth
Low	17,558	19,179	21,324	+3,766	+21%
High	17,558	19,229	21,397	+3,839	+22%

*\*Not pictured: Bancroft's neighborhood cluster, which extends significantly into Columbia Heights.*

## Key Takeaways

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- Most schools in the Wilson Feeder Pattern have experienced growth in the last 5 years and overutilization is already an issue in many; based on population forecasts, we expect this to either maintain or grow over the long-term.
- Office of Planning forecasts suggest continued growth, especially in Lafayette and Deal's larger boundaries.
- Wilson HS has the potential for two growth spurts. First, when Deal MS's largest 6<sup>th</sup> grade class enrolls in the fall of 2019, and again in the early 2020's when Hardy's population grows.
- We need to work with the community to establish solutions to address growth plans, both short- and long-term.

# Capacity and Enrollment Projections

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WARD 3 – WILSON FEEDER EDUCATION NETWORK

MAY 3, 2017

# Are Schools Overcrowded? Yes.

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- DCPS data show that almost every school in the Wilson feeder pattern is at or exceeds capacity.
- These data understate the issue: include converted non-instructional space and portables.
- Projections are for the problem to get even **\*worse\***. Growth rates in students by 2025 from 10% at high school to 30% at elementary.
- Track record of under-projecting enrollment at certain schools, like Deal and Wilson.

# Wilson Feeder Schools Utilization Rates

Name	SY16-17 Audited Enrollment	Programmatic Capacity <sup>1</sup>	SY16-17 Utilization <sup>2</sup>
Bancroft ES	530	563	94%
Eaton ES	477	386	124%
Hearst ES	312	330	95%
Hyde-Addison	329	330	100%
Janney ES	722	700	103%
Key ES	397	408	97%
Lafayette ES	761	736	95%
Mann ES	379	370	103%
Murch ES	572	774	74%*
Oyster (PK-3 <sup>rd</sup> )	335	350	96%
Shepherd ES	360	400	90%
Stoddert ES	435	474	92%
<b>ES Total</b>	<b>5609</b>	<b>5821</b>	<b>96%</b>
Deal MS	1,476	1570	94%
Hardy MS	374	485	77%
Adams (4-8 <sup>th</sup> )	323	358	90%
<b>MS Total</b>	<b>2,173</b>	<b>2,413</b>	<b>90%</b>
Wilson HS	1,749	1700	103%

Source: [SY16-17 OSSE Audited Enrollment](#); [DME Fact Sheets SY15-16](#)

\*Murch Elementary School's capacity numbers are for the modernized building, to be completed summer 2017.

<sup>1</sup> DCPS programmatic capacity reflects the maximum number of students that can be housed at the school building given the schools' existing educational programs, class size, and staffing. DCPS program capacities were developed by DGS, using consistent DCPS Educational Specification guidelines across all schools. <sup>2</sup> Utilization rates are total public school enrollment (all grades located in the building) divided by building capacity.

# Data understate overcapacity

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- DCPS data show that almost every school in the Wilson feeder pattern is at or exceeds capacity.
- These data understate the issue at some schools:
  - Includes portables.
  - Includes converted “non-instructional” space.

Name	SY16-17 Audited Enrollment	Programmatic Capacity from 2013 <sup>1</sup>	SY16-17 Utilization <sup>2</sup>
Key ES	397	320	124%
Stoddert ES	435	320	136%
Wilson HS	1,749	1600	109%

- Implies that some schools are substantially **over** their capacity.

# Growth from 2015 to 2025 in Neighborhood Clusters Associated with Wilson Feeder Pattern

	Elementary	Middle	High
	Age 4-10 Ward 3 and Adjacent	Age 11-13 Ward 3 and Adjacent	Age 14-17 Ward 3 and Adjacent
<b>2015*</b>	16,932	5,574	7,156
<b>2025**</b>	22,027	7,104	7,884
<b>Growth (# students)</b>	+5,095	+1,530	+728
<b>Adjustment for Private</b>	+2445 to +3138	+423 to +623	+247 to +358
<b>Growth (%)</b>	+30%	+27%	+10%

\* Source: [2015 numbers from the US Census 2015 Population Estimates](#)

\*\*Source: [2025 numbers from the DC Office of Planning High Forecasts released April 2017](#)



# Takeaways and Caveats

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- Bottom line: Projections are for the problem to get even **worse**.
- Fit between clusters and feeder pattern fuzzy, but similar percent growth if limit clusters to only Ward 3.
- Numbers are very large over decade.
  - Growth in number of elementary students is many additional schools. Cannot just be accommodated by limited expansion at existing schools.
- But, numbers include all children (attending private, DCPS, charter)
- Percentage growth assumes that percentage of school-age children attending DCPS remains constant.
  - Over 50 percent of school-aged children attend private school.
  - If larger fraction of children are drawn into DCPS, growth would be higher.
- Need detailed analysis by school to get sense of where extra capacity is required.

# Enrollment Projection Errors

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- Compared enrollment projections in budget to audited enrollment from SY10-11 to SY16-17 (7 years)
- Median enrollment error across schools and years seems small, but can be large in any given year and can be notable given school size.
- Consistent enrollment errors for Deal, and to lesser extent Wilson can be substantial.

	Over(+)/Under(-) Prediction							
	SY16-17	SY15-16	SY14-15	SY13-14	SY12-13	SY11-12	SY10-11	Mean
<b>Wilson</b>	34	87	-85	96	-63	-97	-28	-8
<b>Deal</b>	-96	-9	-2	37	-41	-69	-31	-30

- Even small prediction errors cumulated over time imply a meaningful loss of school budgets (comparable to size of avg. budget increase for year)



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# Question & Answer



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# **Approaches to Address Overcrowding**

# DCPS Values Guiding Approaches

- **Student-centered** focus
- **Social-emotional** learning
- **Equitable** opportunities for all schools
- **Collaboration** leads to success
- Act with **integrity** and **honesty**
- Create strong **school culture**
- Prioritize **community relationships** and direct engagement



## Existing and Planned Measures

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- Dual-language program openings at MacFarland and Roosevelt give alternate feeder rights to Bancroft and Oyster-Adams
- Eaton ES will feed exclusively to Hardy MS in SY17-18 (16-17 5<sup>th</sup> grade class is the last class with dual feeder rights to Deal MS and Hardy MS)
- A portion of the Stoddert boundary will shift to Hyde-Addison after Hyde-Addison's renovation is complete and the school returns to their building
- Grandfathered geographic portions of Deal's boundary east of Rock Creek Park retain MS enrollment rights to Deal through SY2022-2023. After SY2022-23, these areas will have geographic rights to MacFarland MS exclusively.\*

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\*Pertains to geographic areas in parts of Powell ES and West EC boundaries. More details here: <https://dme.dc.gov/node/1018112>

# Ideas to Ease Crowding

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- Mix of ideas from
  - W3EdNet February Meeting
  - Input from other community meetings and groups
- Starting point for Community Working Group meetings (not solving today)
- No ideas 'off the table', but want to get a sense of:
  - 'more possible' vs. 'less possible'
  - 'more desirable vs. 'less desirable'
- Approaches tend to fall into three categories
  - Adding space
  - Limiting enrollment
  - Re-directing enrollment

# Add Space

Approach	Description	Effect on Crowding	Short/Long Term?
Modify facilities to add space	<ul style="list-style-type: none"> <li>• Build on to schools where possible with additions or portables</li> <li>• Significant capital budget commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate effect on ES crowding</li> <li>• ES additions could increase crowding in MS and HS</li> </ul>	<ul style="list-style-type: none"> <li>• Short and long term</li> </ul>
Partnerships or contracts to use additional space	<ul style="list-style-type: none"> <li>• Rent or buy nearby space in lieu of adding more portables (Commercial space, partnerships with UDC/American)</li> </ul>	<ul style="list-style-type: none"> <li>• Significant effect, grade levels affected depend on which schools targeted</li> </ul>	<ul style="list-style-type: none"> <li>• Short and long term</li> </ul>
Open a new school or early childhood center	<ul style="list-style-type: none"> <li>• Open a new site for ECE for Wilson feeder pattern schools</li> <li>• Open a new ES, carving out boundary space from crowded schools</li> </ul>	<ul style="list-style-type: none"> <li>• Significant effect on ES crowding</li> <li>• Does not address MS and HS, could even increase pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Medium to long term</li> </ul>
Make more use of existing space	<ul style="list-style-type: none"> <li>• Use of Duke Ellington, expanded use of Fillmore</li> <li>• More creative use of existing schools (overlapping schedules within the day, year-round use)</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate effect</li> <li>• Grade levels affected depend on schools targeted</li> </ul>	<ul style="list-style-type: none"> <li>• Short term</li> </ul>



# Limit Enrollment

Approach	Description	Effect on Crowding	Short/Long Term?
Limit out of boundary enrollment in feeder pattern (especially ES)	<ul style="list-style-type: none"> <li>Limit schools' ability to offer OOB seats in MSDC lottery. Currently ~1k OOB students in ES</li> </ul>	<ul style="list-style-type: none"> <li>Moderate effect at all levels.</li> <li>Mostly tailored to ES's that take OOB students – many are already trending toward more in boundary</li> </ul>	<ul style="list-style-type: none"> <li>Medium to long term</li> </ul>
Reduce pre-k in non-Title 1 ES	<ul style="list-style-type: none"> <li>Reduce or eliminate sections of pre-k in overcrowded schools</li> </ul>	<ul style="list-style-type: none"> <li>Moderate effect on ES</li> <li>Little impact on MS/HS unless families stay with alternative pre-k options after K</li> </ul>	<ul style="list-style-type: none"> <li>Short to medium term</li> </ul>
Remove feeder rights for OOB students*	<ul style="list-style-type: none"> <li>End feeder rights for OOB students to continue in Wilson HS pattern</li> </ul>	<ul style="list-style-type: none"> <li>Significant effect on MS and HS</li> <li>Little direct ES impact</li> </ul>	<ul style="list-style-type: none"> <li>Short and long term</li> </ul>

\*Approach is explicitly not preferred by DCPS, but is included here because it has been part of the discussion to this point

# Re-direct enrollment

Approach	Description	Effect on Crowding	Short/Long Term?
Combine Deal and Hardy boundaries	<ul style="list-style-type: none"> <li>Merge boundaries of Deal and Hardy – all students living in either boundary have a guarantee to one of the two schools.</li> <li>Work with MSDC lottery to match students with one school, accounting for building capacity and possibly controlling for consistent demographics across schools. (Common strategy in Denver PS)</li> </ul>	<ul style="list-style-type: none"> <li>Moderate effect on MS, Deal impacted only as Hardy capacity allows</li> <li>Little to no ES/HS impact</li> </ul>	<ul style="list-style-type: none"> <li>Short and long term</li> </ul>
Grant dual feeder rights for MS and HS	<ul style="list-style-type: none"> <li>Grant dual rights to other MS and HS's that are less crowded – Hardy, new MS at Coolidge, etc.</li> <li>Oyster-Adams and Bancroft already have dual rights to MacFarland/CHEC and Roosevelt</li> </ul>	<ul style="list-style-type: none"> <li>Likely small effect at ES/MS/HS levels</li> </ul>	<ul style="list-style-type: none"> <li>Long term</li> </ul>
Invest in MS/HS options outside Wilson and Deal to make them more attractive	<ul style="list-style-type: none"> <li>Invest more in Hardy programming to encourage more local enrollment</li> <li>Invest in schools east of the park – potential magnet programs at Roosevelt/Coolidge, MacFarland/North MS</li> </ul>	<ul style="list-style-type: none"> <li>Moderate impact</li> </ul>	<ul style="list-style-type: none"> <li>Long term</li> </ul>
Move schools out of the Wilson feeder pattern*	<ul style="list-style-type: none"> <li>Move ES's to other middle and high school feeder patterns</li> </ul>	<ul style="list-style-type: none"> <li>Significant impact at MS/HS levels</li> <li>No ES impact</li> </ul>	<ul style="list-style-type: none"> <li>Short and long term</li> </ul>

\*Approach is explicitly not preferred by DCPS, but is included here because it has been part of the discussion to this point



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# Question & Answer

## Next Steps

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- Community Working Group begins meeting in May 2017
- Notes and updates will be posted on the School Planning Blog at: <https://dcpsplanning.wordpress.com/>
- Community Survey Opens mid-May; will be sent out via school listserv and Planning Blog. Will be open through summer.