



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

May 16, 2017

Wilson Feeder Pattern Community Working Group

Meeting #1



Welcome

Agenda

- Introductions
- Group Norms, Goals, and Scope of Work
- Break
- Wilson Feeder Pattern Enrollment and Capacity Data and Discussion
- Community Survey Feedback
- Close-out and Next Steps

Introductions

Questions:

- What is your name?
- With which school are you affiliated and how (age/grade of kid(s), role in school, etc.)
- What was your first role with DCPS? Parent, teacher, student, advocate?

Housekeeping

- Restroom location
- Phones on silent
- Tight Facilitation
- Pens and note-taking space available in your packet

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

Community Working Group Overview

Members
represent their
communities

Not a decision-
making body,
but advisory

Weigh in on
school planning
options

Committees for
specific focus
areas

Norming and Expectation Setting

What expectations do you have for each other?

- Generosity of spirit/Respectful tone
- Assume best intentions
- Be mindful of your air time
- Disagree but commit to what we have arrived upon
- Begin/end on time
- Stay engaged
- Others?

Here are some things you can expect from us:

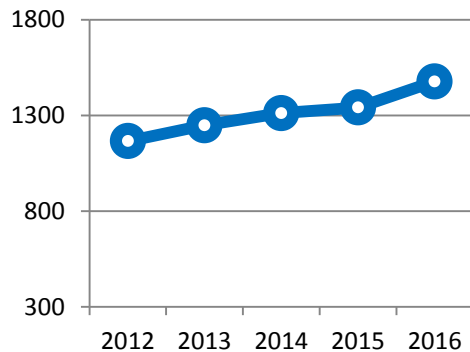
- Publicly posted meeting minutes
- Agenda in advance of meetings
- Tight facilitation so we get to all agenda items
- Share regular updates with DCPS senior leadership
- Open and transparent communication

Wilson Feeder Pattern Enrollment

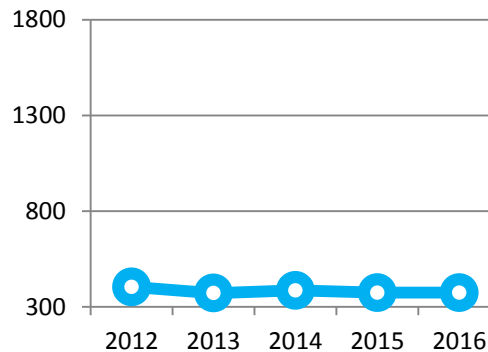
Enrollment in the Wilson Feeder Pattern

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

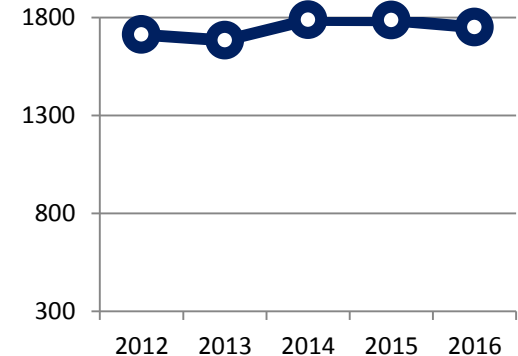
Deal MS



Hardy MS



Wilson HS

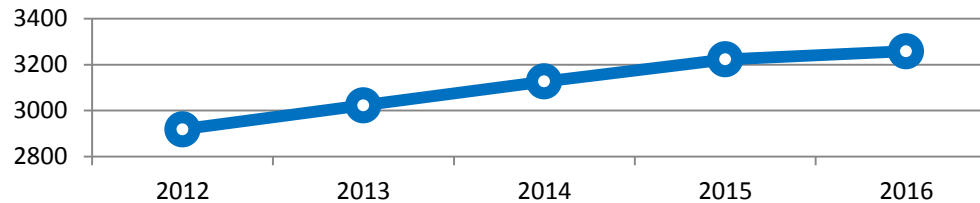


School Name	SY12-13 Audited	SY13-14 Audited	SY14-15 Audited	SY15-16 Audited	SY16-17 Audited	1 Yr % Growth	5 Yr % Growth
Deal MS	1,165	1,248	1,312	1,341	1,477	+10%	+27%
Hardy MS	404	371	386	374	374	0%	-7%
Wilson HS	1,713	1,683	1,788	1,786	1,750	-2%	+2%

Enrollment in the Wilson Feeder Pattern

Double-digit growth across Deal MS's feeder pattern provide potential for continued growth into 6th 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%
Total	2,919	3,023	3,127	3,223	3,258	1%	12%

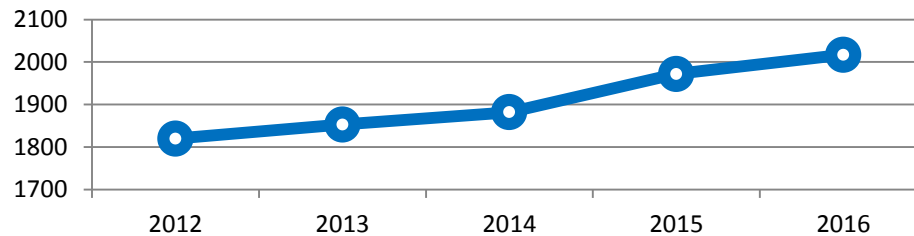
*Eaton ES will move to Hardy MS's feeder pattern in SY17-18.

‡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 6th 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%
Total	1,820	1,853	1,882	1,972	2,017	2%	11%

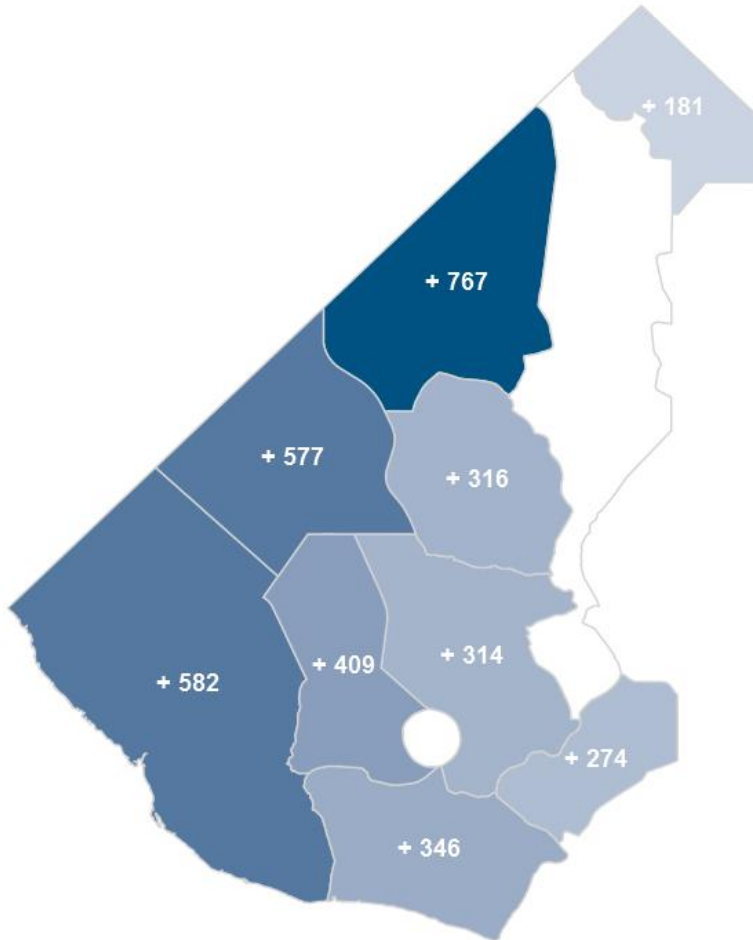
*Eaton ES will move to Hardy MS's feeder pattern in SY17-18.

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	488*	+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	1750	1700		1700	103%

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

- 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 6th 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.

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

These measures originated from the DME's 2014 Boundaries and Feeders process and are in process of implementation by DCPS.

- Dual-language program openings at MacFarland and Roosevelt give alternate feeder rights to Bancroft and Oyster-Adams (implementation started SY16-17)
- Eaton ES will feed exclusively to Hardy MS in SY17-18 (16-17 5th 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.*

*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

- Mix of ideas from
 - W3EdNet February and May Meetings
 - Input from other community meetings and groups
- Starting point for Community Working Group meetings (not solving today)
- 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"> Build on to schools where possible with additions or portables Significant capital budget commitment 	<ul style="list-style-type: none"> Moderate effect on ES crowding ES additions could increase crowding in MS and HS 	<ul style="list-style-type: none"> Short and long term
Partnerships or contracts to use additional space	<ul style="list-style-type: none"> Rent or buy nearby space in lieu of adding more portables (Commercial space, partnerships with UDC/American) 	<ul style="list-style-type: none"> Significant effect, grade levels affected depend on which schools targeted 	<ul style="list-style-type: none"> Short and long term
Open a new school or early childhood center	<ul style="list-style-type: none"> Open a new site for ECE for Wilson feeder pattern schools Open a new ES, carving out boundary space from crowded schools 	<ul style="list-style-type: none"> Significant effect on ES crowding Does not address MS and HS, could even increase pressure 	<ul style="list-style-type: none"> Medium to long term
Make more use of existing space	<ul style="list-style-type: none"> Use of Duke Ellington, expanded use of Fillmore More creative use of existing schools (overlapping schedules within the day, year-round use, half-day PK) 	<ul style="list-style-type: none"> Moderate effect Grade levels affected depend on schools targeted 	<ul style="list-style-type: none"> Short term

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

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

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

Ideas we have heard, but are not pursuing

Approach	Description	Effect on Crowding	Short/Long Term?
Remove feeder rights for OOB students	<ul style="list-style-type: none"> End feeder rights for OOB students to continue in Wilson HS pattern 	<ul style="list-style-type: none"> Significant effect on MS and HS Little direct ES impact 	<ul style="list-style-type: none"> Short and long term
Move schools out of the Wilson feeder pattern	<ul style="list-style-type: none"> Move ES's to other middle and high school feeder patterns 	<ul style="list-style-type: none"> Significant impact at MS/HS levels No ES impact 	<ul style="list-style-type: none"> Short and long term
Widely re-draw boundaries	<ul style="list-style-type: none"> Redraw boundaries significantly to minimize boundary connected to Wilson HS and its feeders. Note: Next major boundaries and feeders process scheduled for 2022 	<ul style="list-style-type: none"> Significant impact throughout over long term Grandfathering would likely mitigate impact in short term 	<ul style="list-style-type: none"> Short and long term

Based on feedback from DCPS leadership and school and wider community stakeholders, we will not be pursuing these proposed solutions. We are focusing on ideas that preserve and promote equity, excellence, and diversity in schools.

Small Group Discussion

Questions:

- How does crowding impact your school community?
- Which of the proposed solutions appeal to you the most and why?
- Which of the proposed solutions are most concerning to you and why?

Community Survey Feedback

Goal of Survey: Ongoing means of collecting input from stakeholders who aren't able to participate in the CWG.

Questions:

- What is important to ask the community about this topic?
- What questions should we definitely keep? What should we get rid of?
- What's missing?
- Any other suggested edits?

Next Steps

- Next Community Working Group meeting: June 20th, 6-8pm, location TBD
 - Proposed meeting schedule of 3rd Tuesday of each month
 - Locations will vary based on availability, we will try to use schools or locations in the Wilson Feeder Pattern area
 - We will not meet in August due to School Opening

- Notes and updates will be posted on the School Planning Blog at:
<https://dcpsplanning.wordpress.com/>

- Community Survey: We will incorporate edits from this group and send out to CWG members, post on Planning Blog, and share with schools to distribute in newsletters/listserv. Will be open through summer.

- Post-Meeting Survey:
 - General Meeting Feedback
 - Committee feedback and preferences