

# PAVE Coffee Chat

Preview of State of D.C. Schools, 2021-22 and findings from Role of school boundaries in D.C.  
February 23, 2023



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## THANK YOU!

State of D.C. Schools features findings from PAVE's Back-to-School Survey from Fall 2021.

- Tutoring
- Mental and social-emotional supports
- COVID-19 policies
- Community safety

Our State of D.C. Schools release on March 15 will feature opening remarks from PAVE parent leader, Tara Brown!

Ice breaker: How are you feeling today?

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## Agenda for today's coffee chat

- State of D.C. Schools, 2021-22
  - Main findings and overview of PAVE parent priorities and interests (10 minutes)
  - Report overview discussion (15 minutes)
- Role of school boundaries in the District of Columbia
  - Report overview (10 minutes)
  - Discussion (15 minutes)
- Q&A (10 minutes)

## State of D.C. Schools: Main findings

School year 2021-22 represented a huge shift toward recovery. But COVID-19 still impacted day-to-day operations.

**100%:** All students attended school in-person aside from those with medical exemptions.

**317:** The average number of COVID-19 cases per day in D.C. and a spike of up to 2,000 cases in the winter

**\$540 million:** Amount of federal Elementary and Secondary School Relief (ESSER) funds schools received for help with pandemic-related challenges.

**74%:** The teacher retention rate which is lower than the past, but it was harder to hire new teachers with a fall vacancy rate of 6%, 3 times higher than the fall of 2018.

## State of D.C. Schools: Main findings

Students were still recovering socio-emotionally and figuring out how to reengage with school.

**48%:** The percentage of students who missed 10 percent or more of the school year

- Quarantines, mental health issues, community violence, and other factors impacted attendance.

**36%:** The percentage of D.C.'s high schoolers who reported feeling sad or hopeless. Up from 33% in school year 2019-20

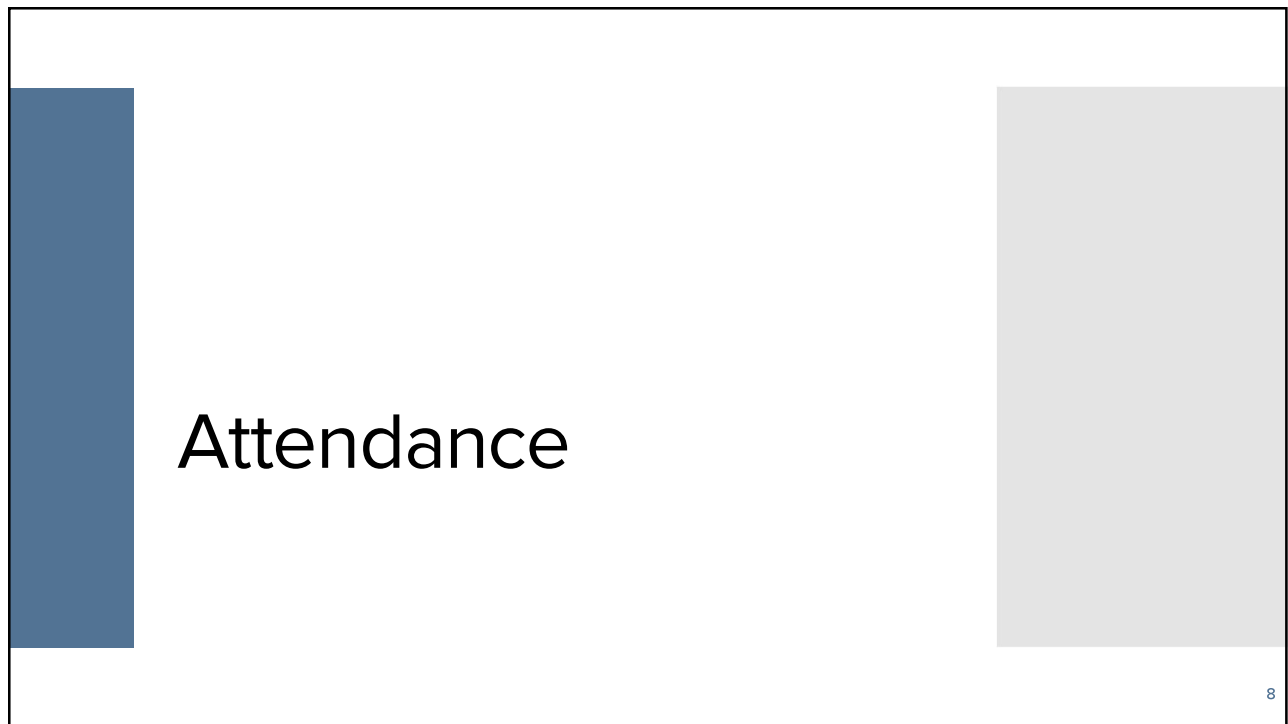
## State of D.C. Schools: Main findings

Outcomes show that recovery is not yet complete.

**31% and 19%:** The percentage of students who met or exceeded expectations declined from 37% to 31% in English Language Arts (ELA) and from 31% to 19% in math.

**8:** Out of every 100 ninth graders, 8 will complete postsecondary education within 6 years of graduating high school.

**75%:** The high school graduation rate which increased from previous school years while postsecondary enrollment and completion declined



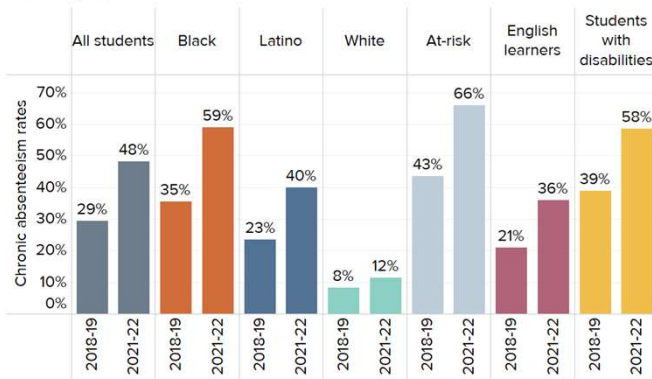


Students were figuring out how to reengage with school.

Chronic absenteeism was much higher in school year 2021-22 at 48%, up from 29% pre-pandemic.

Quarantines, mental health issues, community violence, and other factors impacted attendance.

Chronic absenteeism rates by student group, 2018-19 and 2021-22 school years



Source: Office of the State Superintendent of Education (OSSE), 2022. School Report Card Data. Retrieved from <https://osse.dc.gov/dcschoolreportcard>

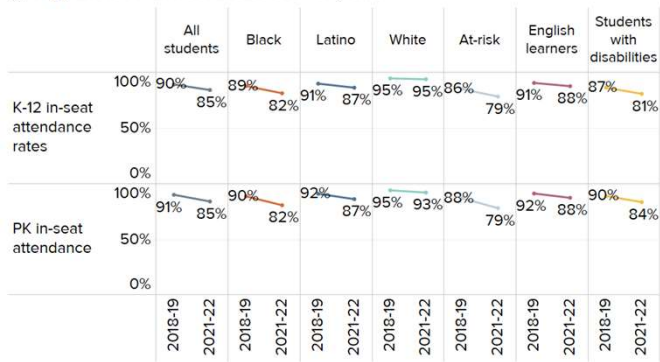
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In addition, attendance was lower.

In-seat attendance rates for K-12 students declined to 85%, down from 90% in school year 2018-19.

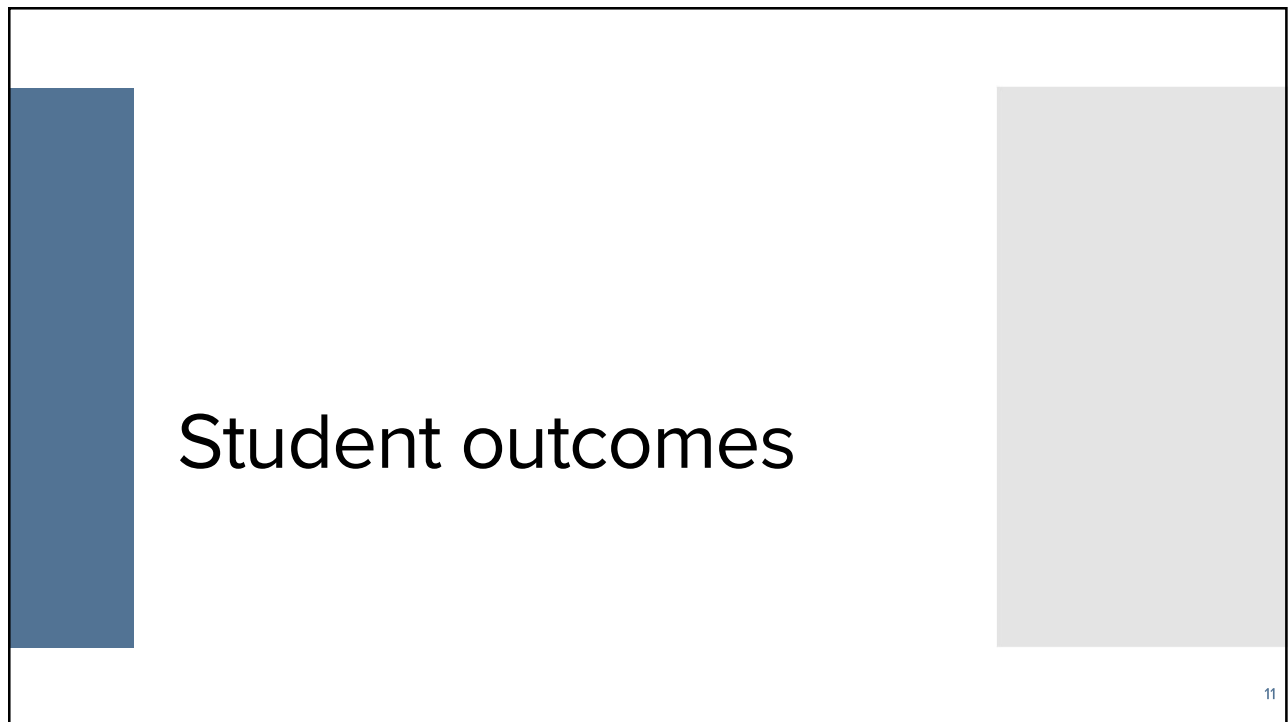
Pre-kindergarten students' in-seat attendance had a similar pattern, even though this is not a compulsory age for school.

In-seat attendance rate for K-12 and pre-kindergarten by student group, 2018-19 and 2021-22 school years



Source: Office of the State Superintendent of Education (OSSE). 2022. School Report Card Data. Retrieved from <https://osse.dc.gov/dcschoolreportcard>

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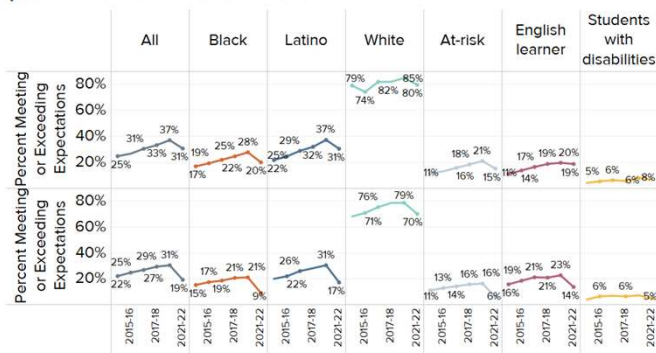


## Academic outcomes show that recovery is needed.

On PARCC, the share of students who met or exceeded expectations declined from 37% to 31% in English Language Arts (ELA) and from 31% to 19% in math.

For students with disabilities, 8% met or exceeded expectations in ELA (up from 6%) and 5% did so in math (down from 6%).

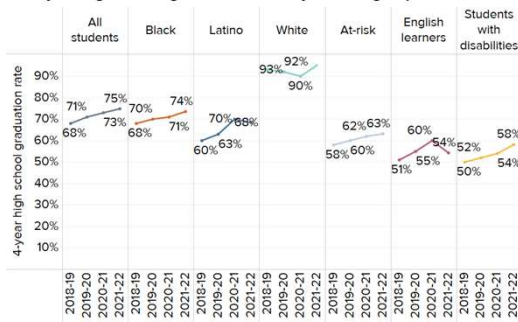
Percent meeting or exceeding expectations in ELA and math for D.C.'s public school students over time



Source: Office of the State Superintendent of Education (OSSE). District of Columbia Statewide Assessment Results for 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, and 2021-22. Retrieved from <https://osse.dc.gov/page/data-and-reports-0>

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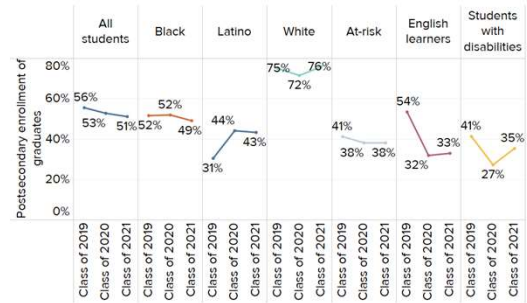
Four-year high school graduation rates by student group over time



Source: Office of the State Superintendent of Education (OSSE). 2022. School Report Card Data. Retrieved from <https://osse.dc.gov/dcschoolreportcard>

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Percent of alumni enrolled in postsecondary six months after graduation by student group, over time



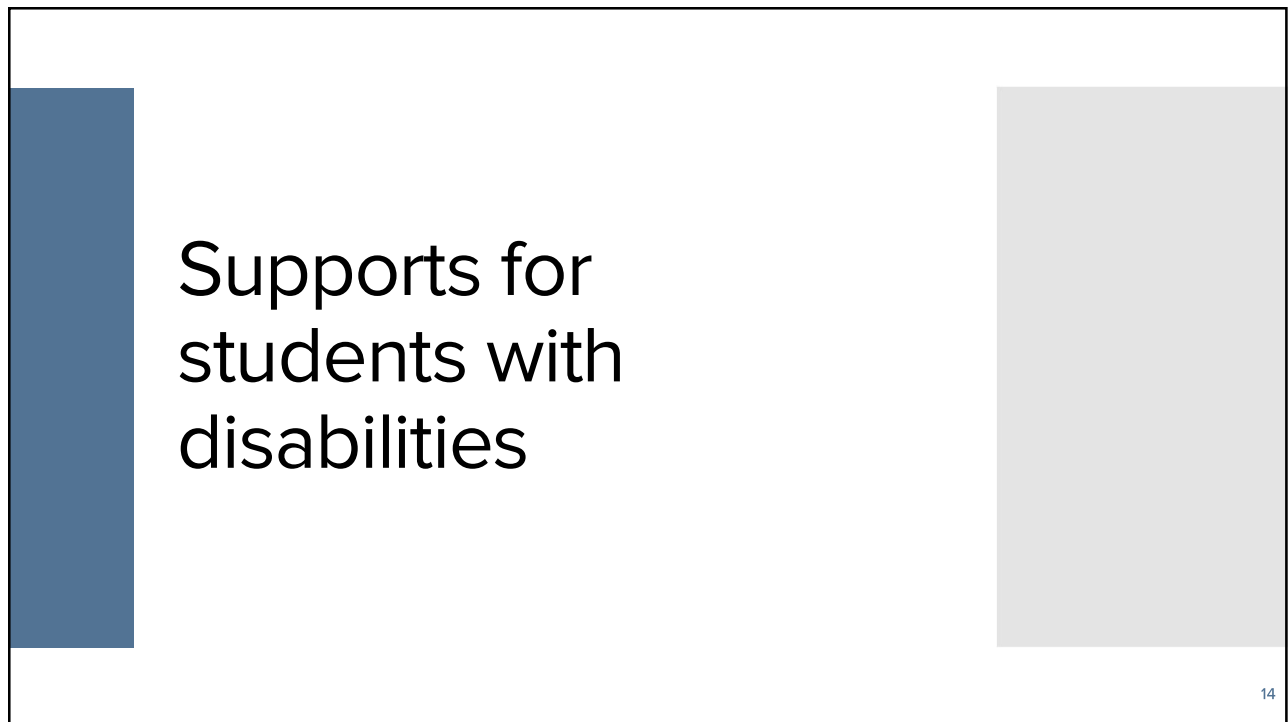
Source: Office of the State Superintendent of Education (OSSE). 2022. School Report Card Data. Retrieved from <https://osse.dc.gov/dcschoolreportcard>

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## Outcomes for alumni are mixed.

High school graduation rates rose to 75%, up 2 percentage points.

However, postsecondary enrollment decreased to 51%, down 2 percentage points.



Supports for students with disabilities

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## Supports of students with disabilities

- Return to in-person introduced new initiatives and resources
  - Assessments upon return to in-person
  - Increased virtual options for conferences and parent trainings
  - Office of the Ombudsman hired a dedicated Special Education Assistant Ombudsman and launched the DC Special Education Hub

## Receiving services remained a concern

- Support services were a frequent concern for parents:
- One in five calls to the Office of the Student Advocate and the Office of the Ombudsman of Public Education were related to special education concerns
  - Calls were commonly made by parents of students who already had an IEP or 504 plan in place
- The top concern related to special education was inadequate service delivery, such as not receiving the number of service hours written into IEPs.
- Staffing shortages may have been a factor—7 percent of special education teaching positions were vacant as of October 2021.





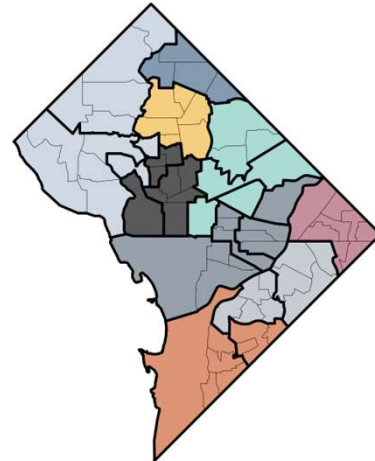
## State of D.C. Schools' discussion

- Poll: Compared to last year, school year 2021-22, how are you feeling about the education and services that your child/children are receiving?
  - Better than last year
  - About the same as last year
  - Worse than last year
- What more information would you like to know about supports and services for students with disabilities?

## Role of School Boundaries

### Context for report

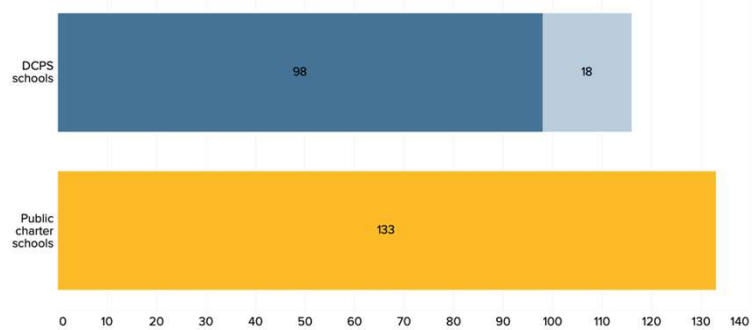
- D.C. is considering student assignment policies and school boundaries in 2023 as an update of the 2014 revisions
- Report provides background information in 3 areas:
  1. Who attends their by-right school
  2. Where schools are representative of D.C. student demographics
  3. The extent to which buildings are full
- Report focuses on D.C.'s 98 by-right schools in 3 grade bands and 9 feeder patterns, as defined by high schools that students ultimately attend



## Less than half of D.C.'s public schools are by-right schools.

Out of 249 public schools in D.C., 98 are by-right schools, which are DCPS schools that students have a guarantee to attend based on their home address.

Number of DCPS and public charter schools in D.C., school year 2021-22



Source: D.C. Policy Center analysis of Office of the Deputy Mayor for Education (DME). 2022. SY2021-22 Public School Enrollments per DCPS Boundary. Retrieved from <https://dme.dc.gov/page/download-data>

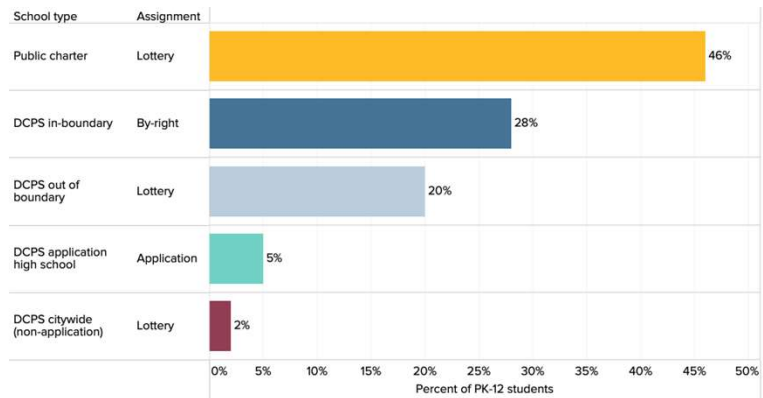
School type  
DCPS citywide  
DCPS in-boundary (by right)  
PCS

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## Most students in D.C. do not attend their by-right school.

Instead of attending their by-right school, 72% of students in D.C. apply through a common lottery to attend a DCPS school as an out-of-boundary student, a citywide DCPS school, or a public charter school.

Enrollment of pre-kindergarten through grade 12 students in D.C.'s public schools by sector, school year 2021-22



Source: Office of the Deputy Mayor for Education, 2022. Edscape: Trends in Enrollment by Sector. Retrieved from <https://edscape.dc.gov>

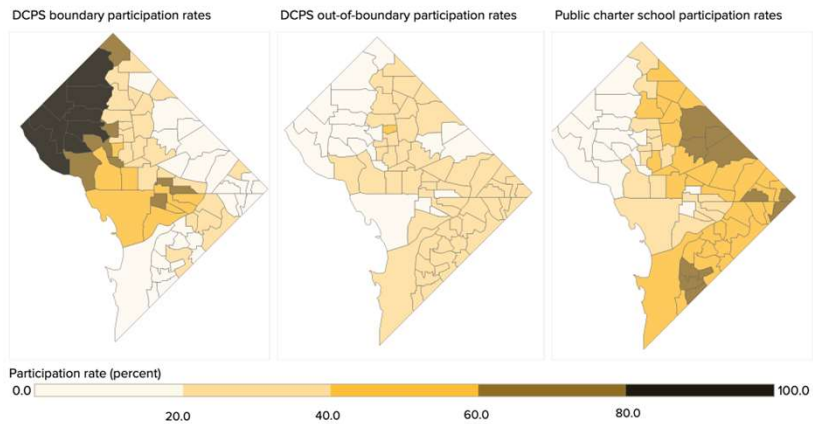
Note: Fewer than 100 student addresses could not be geocoded.

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## Boundary participation varies greatly across the city.

The Jackson-Reed feeder pattern has a boundary participation rate of 79%, almost 3 times the city average, while 4 feeder patterns have boundary participation rates under 20%.

Types of public elementary schools that D.C. students attended, school year 2021-22



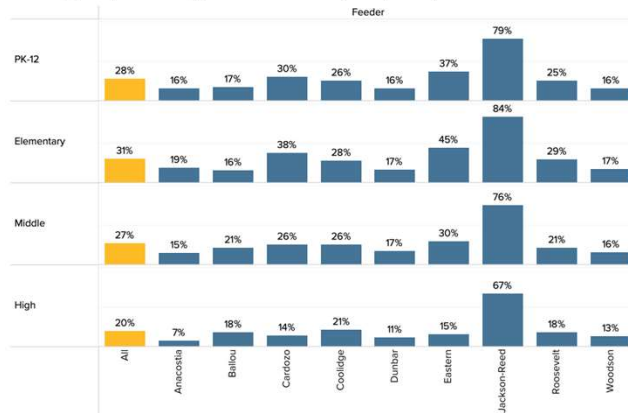
Source: D.C. Policy Center analysis of the Office of the Deputy Mayor for Education (DME)'s 2021-22 Public School Enrollments per DCPS Boundary. Retrieved from <https://dme.dc.gov/page/download-data>

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## Boundary participation rates are higher for younger students.

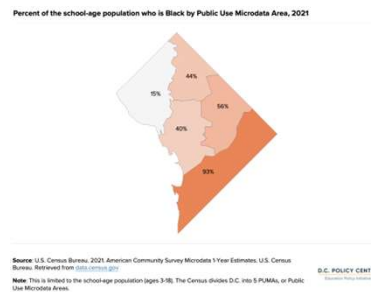
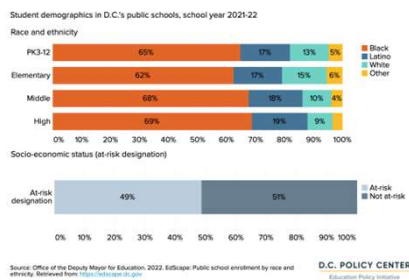
Elementary grades have the highest rates at 31 percent and high schools have the lowest at 20 percent.

Boundary participation rate by grade band and feeder pattern, school year 2021-22



Source: D.C. Policy Center analysis of the Office of the Deputy Mayor for Education (DME)'s 2021-22 Public School Enrollments per DCPS Boundary. Retrieved from <https://dme.dc.gov/page/download-data>

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## Representation context: Student demographics in D.C.

The majority of D.C.'s students are students of color, and about half are designated as at-risk.

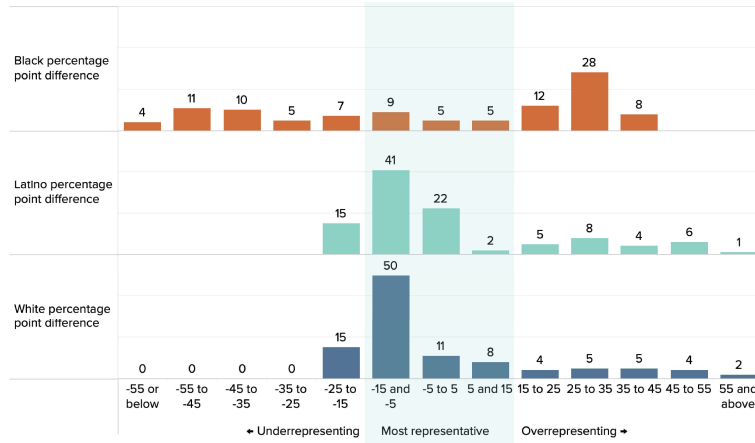
These student groups are not distributed evenly across the city.

## By-right schools in general are not racially and ethnically representative of most students across the city.

At 53 out of 104\* by-right schools, the percentage of Black students is at least five percentage points higher than the city average for the grade band, in part because of neighborhood demographics.

\*This counts education campuses separately for each grade band served.

**Percentage point difference in the share of each student group at D.C.'s by-right schools and the city average, 2021-22, by race and ethnicity**



**Source:** D.C. Policy Center analysis of Office of the State Superintendent of Education (OSSE)'s audited enrollment data for school year 2021-22.

**Notes:** A percentage point difference closer to zero indicates better race or ethnicity representation. Labels indicate the number of schools in each range. Schools that are most representative of D.C. fall within the shaded area.

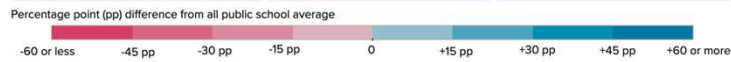
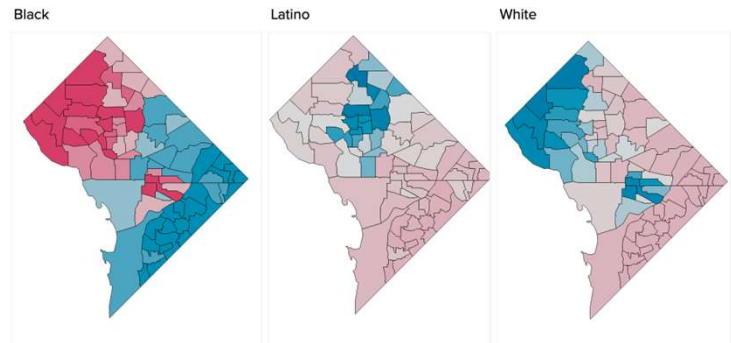
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Jackson-Reed feeder pattern has both the highest boundary participation and the greatest imbalance of students by race and ethnicity.

Black students are under-represented and white students are over-represented by at least 30 percentage points.

**Racial and ethnic representation at DCPS by-right elementary schools, school year 2021-22**



Source: D.C. Policy Center analysis of Office of the State Superintendent of Education (OSSE)'s audited enrollment data for school year 2021-22.

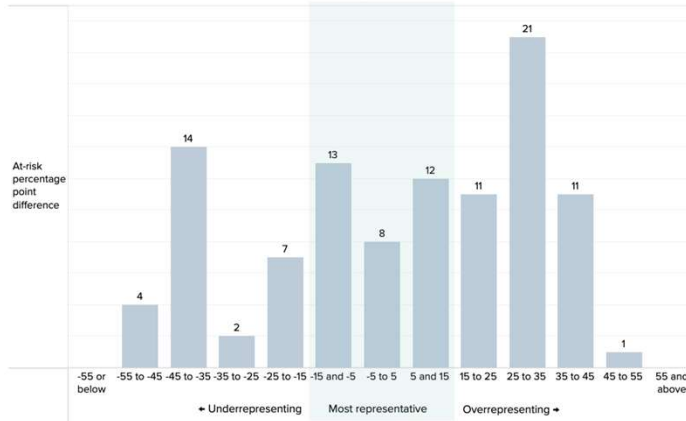
Note: These maps show the difference between the percentage of each student group at a school from citywide. Larger negative numbers (indicated in darker pink) indicate lower representation, larger positive numbers (indicated in darker blue) indicate over representation, and zero (indicated in gray) indicate equal representation to the city.

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By-right schools in D.C. are more representative socioeconomically than racially and ethnically.

1 out of every 3 schools within 15 percentage points of the city average for at-risk students compared to 1 out of every 5 schools within 15 percentage points of the city average for Black students.

Representation of student groups at D.C.'s schools of right compared to city average, 2021-22



Source: D.C. Policy Center analysis of Office of the State Superintendent of Education (OSSE)'s audited enrollment data for school year 2021-22.

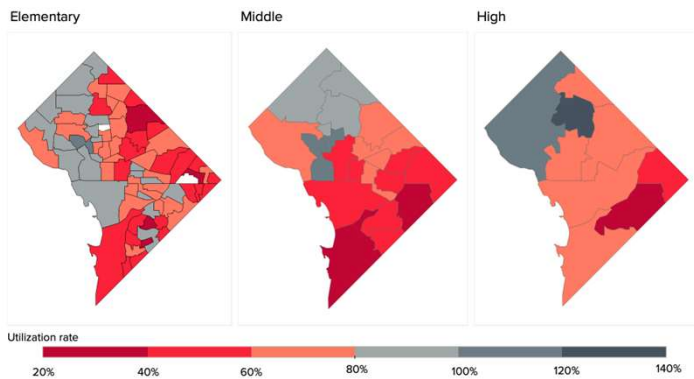
Note: A percentage point difference closer to zero indicates better representation for at-risk students. Labels indicate the number of schools in each range. Schools that are most representative of D.C. fall within the shaded area.

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Facility utilization rates vary, with some pockets of high utilization where boundary participation may be low.

9 facilities are flagged as over-utilized and 16 facilities are flagged as under-utilized.

Facility utilization rates for DCPS boundary schools, school year 2021-22



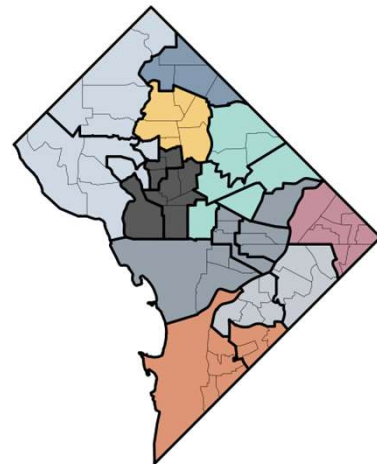
Source: Office of the Deputy Mayor for Education (DME). 2022. *EdScope Chapter 3: Facilities*. DME. Retrieved from <https://edscope.dc.gov/>

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Note: Utilization is enrollment divided by programmatic capacity and indicates how full a facility is.

## Conclusions

- Because only 28% of students attend their by-right school, shifting the geographic boundary may not make a huge difference for enrollment for many by-right schools.
- In some areas of the city, boundary redrawing could make more of difference where boundary participation is highest, representation is low, and facility utilization is too high or too low.
- In other areas, student assignment policies that are not related to residence could shift enrollment.



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## School boundaries discussion

- What do you think should be a priority during the boundary redrawing and student assignment process?
  - Access
  - Student representation
  - Overcrowding
  - Another issue – share in the chat!
- What role do you see for parent engagement during the process?

**Thank you!**

For more information, please contact Chelsea Coffin  
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