

2022-23

State of D.C. Schools

Challenges to pandemic recovery in a new normal



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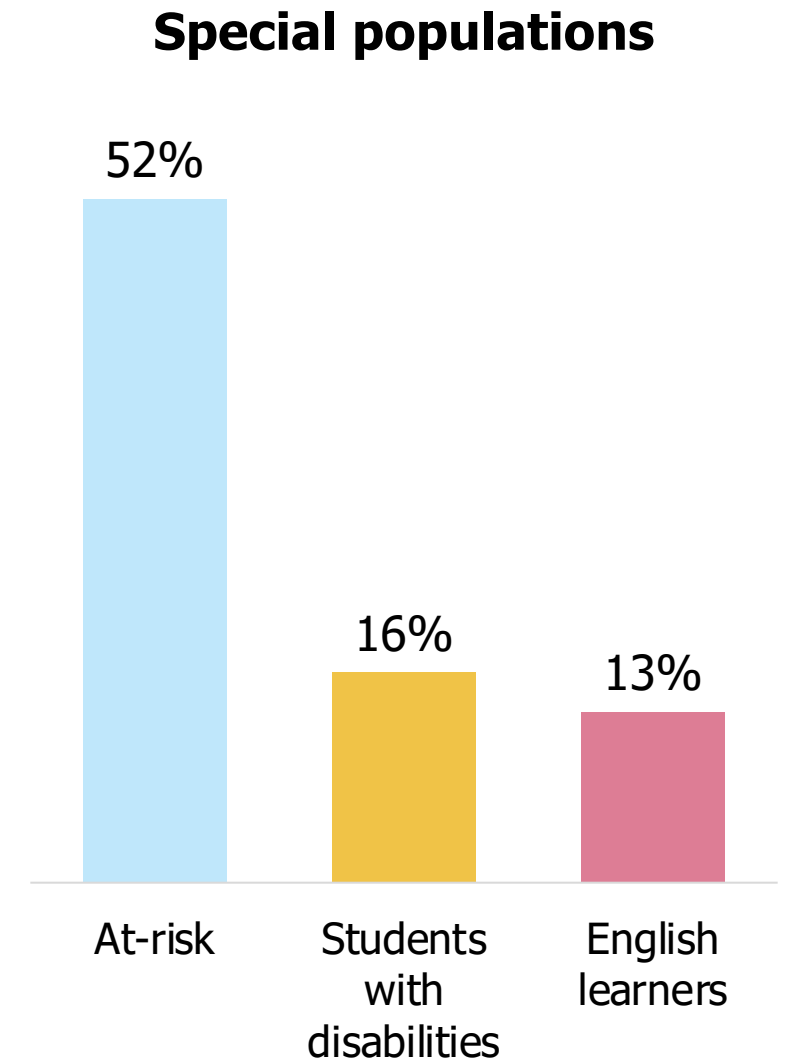
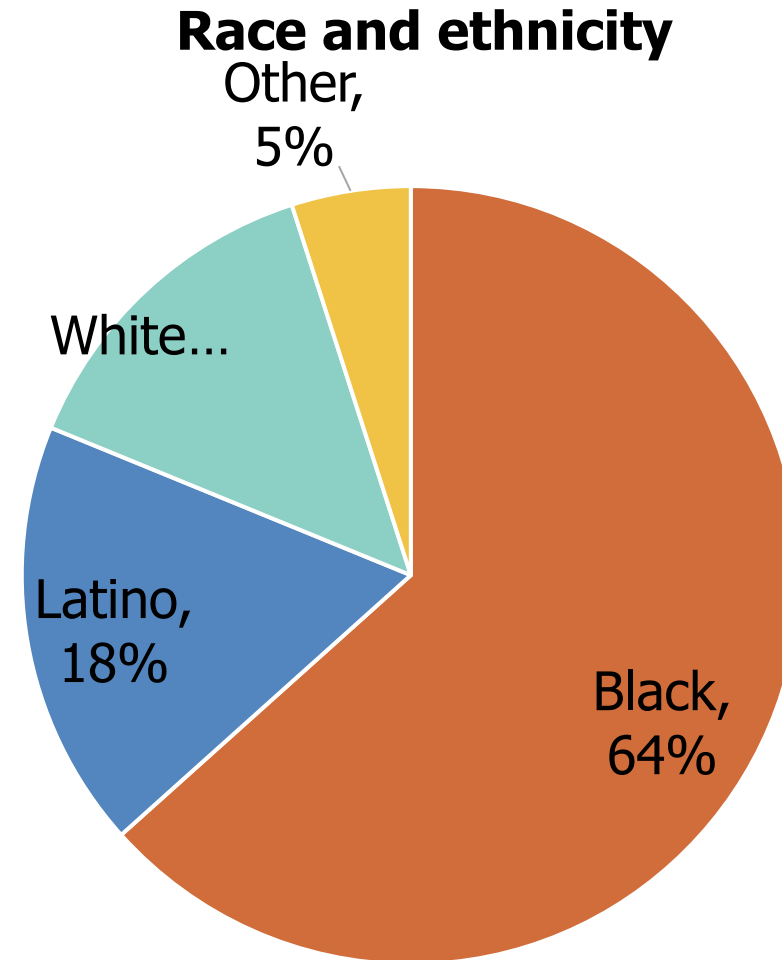


Student demographics

The share of students designated as at-risk rose to 52%, by 3 percentage points.

Most students were students of color:

- 64% of students were Black.
- 18% of students were Latino.
- 14% of students were white.
- 5% of students were other races or ethnicities.



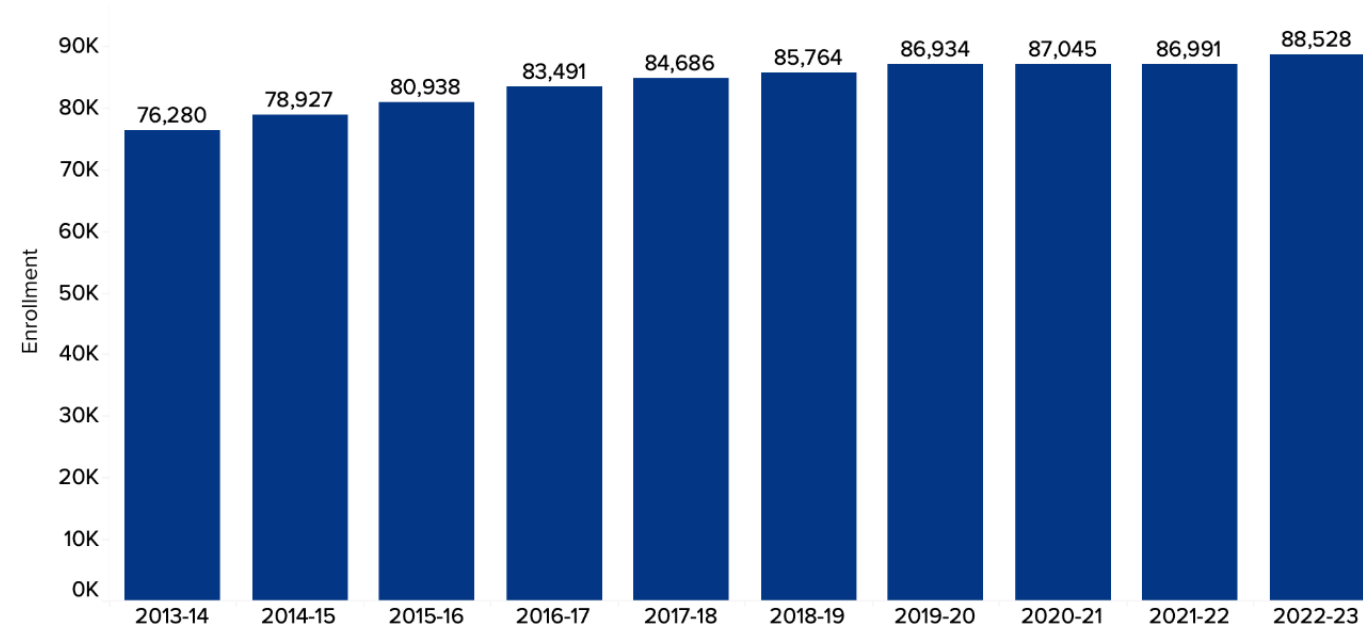
D.C.'s enrollment grew for the first time since the pandemic.

In school year 2022-23, 88,528 pre-kindergarten through grade 12 students enrolled in D.C.'s public schools, an increase of 2%.

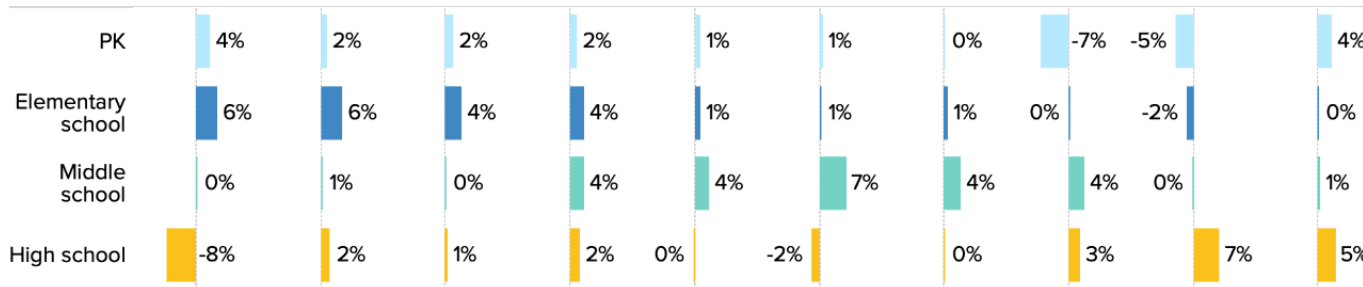
High school enrollment increased the most, at 5%.

PK and elementary enrollment is still lower than pre-pandemic, with implications for smaller future cohorts.

Figure 1. Enrollment in D.C's public schools over time in pre-kindergarten through grade 12



Change from previous year, by grade band



Source: Office of the State Superintendent of Education (OSSE). Enrollment Audit Information for FY2007-FY2023. Retrieved from <https://osse.dc.gov/enrollment>



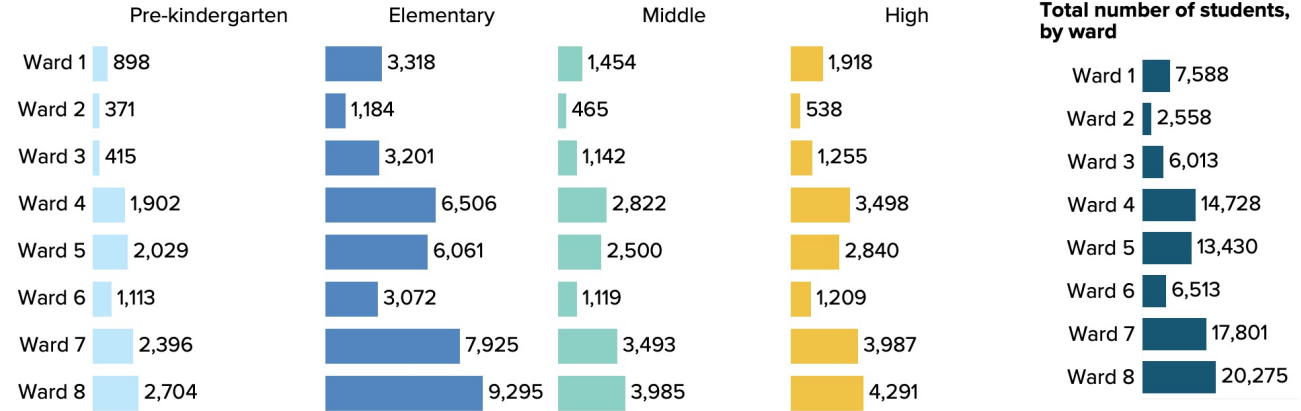
42% of D.C. public schools students live in Wards 7 & 8, but this is not where enrollment is increasing the most.

Wards 1, 2, 3, and 5 saw enrollment grow by at least 4%.

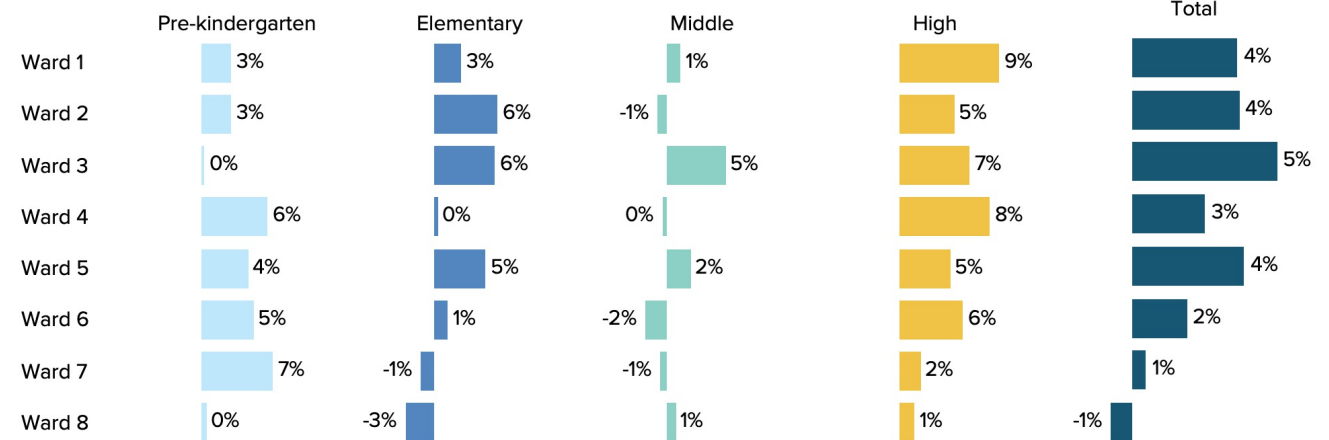
Elementary school enrollment increased the fastest in Wards 2, 3, and 5.

As a bright spot, in Ward 7, pre-kindergarten enrollment grew by 7%, the largest enrollment increase for PK.

Figure 2. Enrollment by ward of student and grade band, school year 2022-23



Enrollment change between school years 2021-22 and 2022-23



Source: Office of the Deputy Mayor for Education. 2023. EdScape: Where public school students live. Retrieved from <https://edscape.dc.gov>

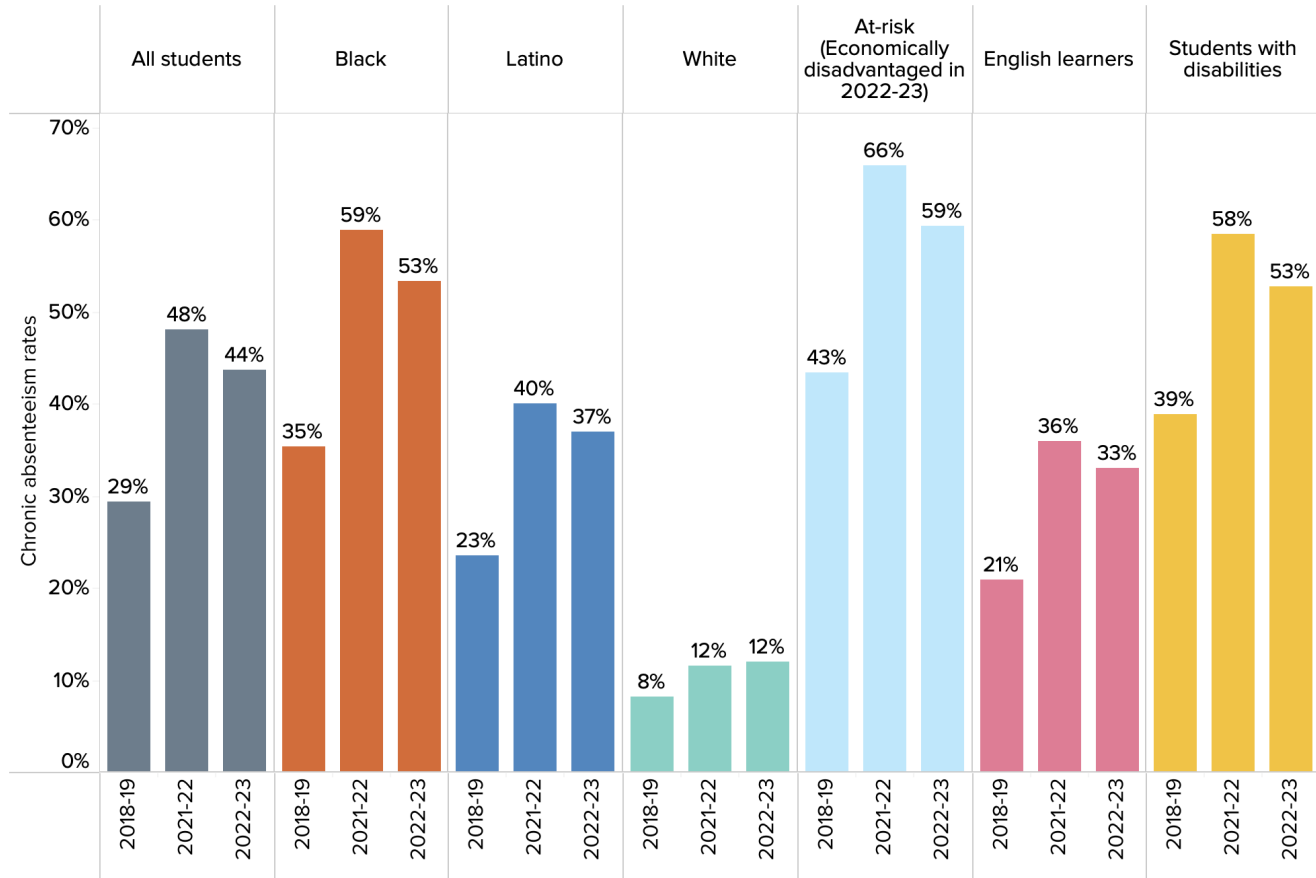


44% of students were chronically absent, a 4 p.p. decrease but higher than pre-pandemic.

Listening session participants mentioned new attendance trends around mental health, illness, shorter days, less necessity to attend in person, and less accountability.

Schools mentioned successful strategies including making school fun and joyful, engaging families, and addressing needs and barriers.

Figure 17. Chronic absenteeism rates by student group, 2018-19, 2021-22, and 2022-23 school years



Source: Office of the State Superintendent of Education (OSSE). 2023. *DC school report card data*. Retrieved from <https://osse.dc.gov/dcschoolreportcard>

Note: As of school year 2022-23, D.C. reports outcomes for students who are economically disadvantaged instead of at-risk. The economically disadvantaged designation includes all the same categories as at-risk except for overage in high school.



What are stakeholders saying about attendance?

Sample quotes from listening sessions

“Poverty is the biggest barrier to kids coming to school. The majority of our students are in crisis mode. It’s really hard to teach when the vast majority of your students can’t have their basic needs met.”– **Teacher**

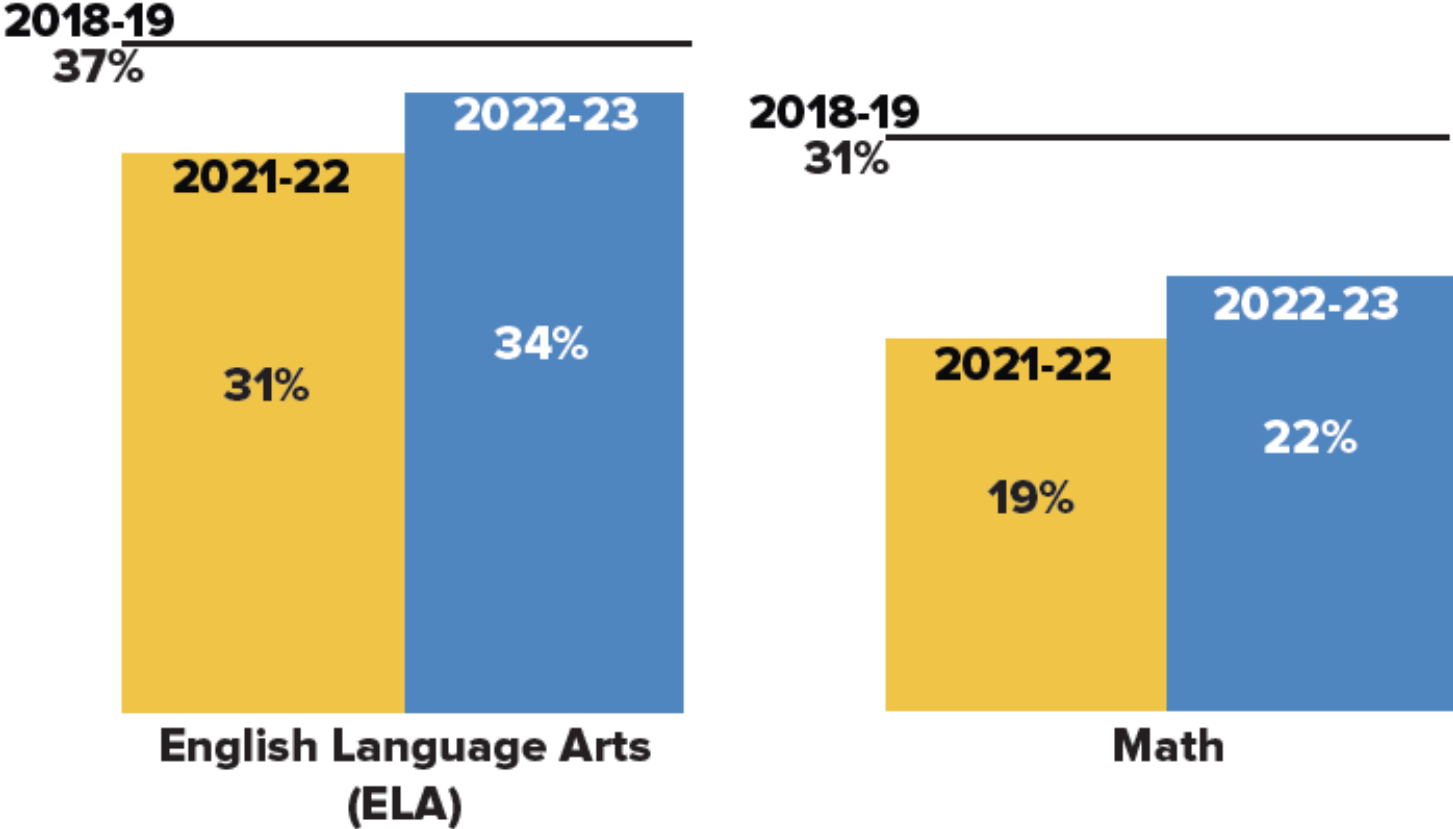
“In 8th grade, I never skipped. I was very social. I loved going to school, but then the pandemic hit and I was alone every day. I became very isolated and not as outgoing as I was and don’t want to be in school.” – **High school student**

“WMATA isn’t good at getting kids to school on time. Sometimes we have to wait 10 minutes to transfer or 20 min for a train. This is especially hard if you have siblings you need to take to school. My school makes it ok to be 20 min late but it’s not a DCPS policy.” – **High school student**

Statewide assessments improved in ELA and math by 3 percentage points, but are below pre-pandemic.

The share of students meeting or exceeding expectations was 34% in ELA and 22% in math.

Percent of D.C. students meeting or exceeding expectations on the statewide assessment

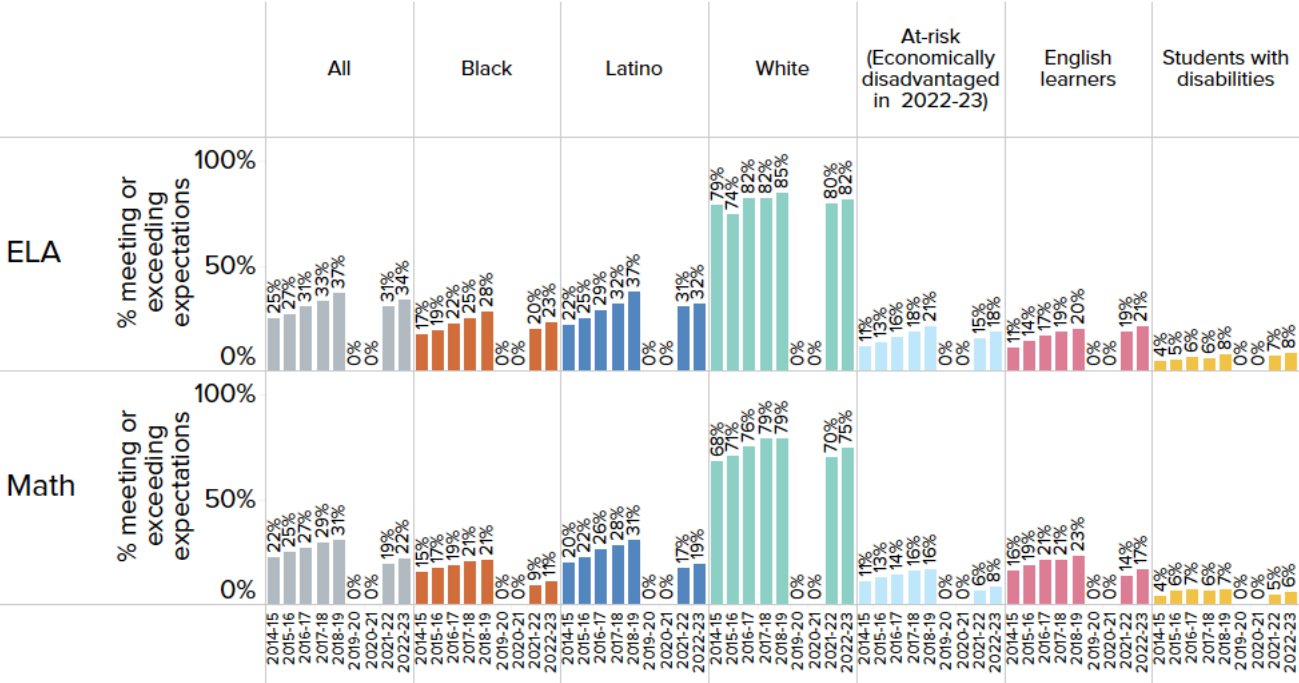


Learning outcomes in math took a steeper dive across subgroups, with fewer than 1 in 5 students meeting or exceeding expectations in almost all subgroups.

Among economically disadvantaged students, 18% met or exceeded expectations in ELA and 8% met or exceeded expectations in math.

Outcomes for students with disabilities are the lowest across multiple years.

Figure 7. Share of D.C.'s public school students meeting or exceeding expectations in ELA and math, over time



Source: Office of the State Superintendent of Education (OSSE). District of Columbia Statewide Assessment Results from 2014-15, 2015-16, 2016-17, 2018-19, 2021-22, and 2022-23. Retrieved from <https://osse.dc.gov/page/data-and-reports-0>

Note: As of school year 2022-23, D.C. reports outcomes for students who are economically disadvantaged instead of at-risk. The economically disadvantaged designation includes all the same categories as at-risk except for average in high school.

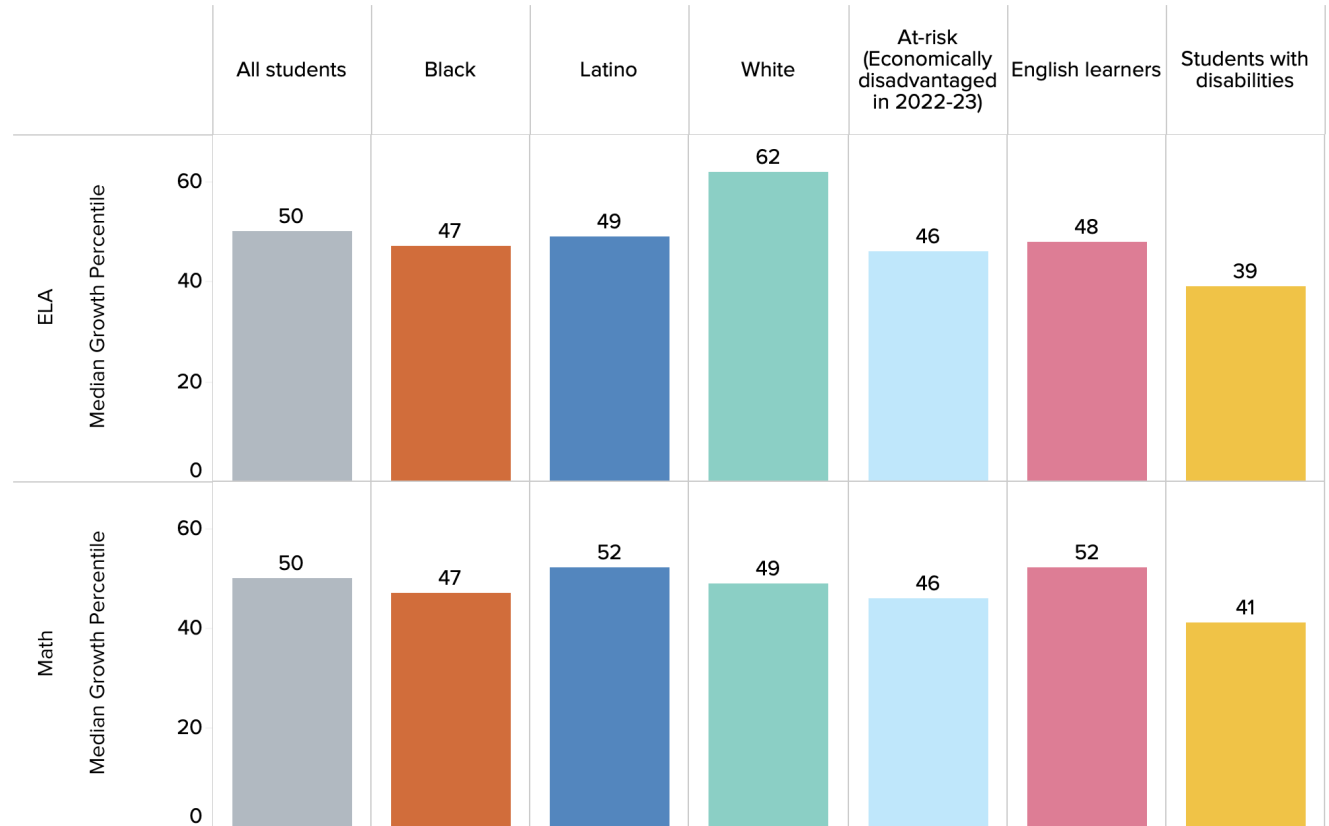


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Academic growth is calculated by Median Growth Percentile (MGP), half of students performing above the MGP and half performing below the MGP.

Latino students and English learners have the highest MGP in math.

Figure 8. Share of D.C.'s public school students' median growth percentile in ELA and math, school year 2022-23



Source: Office of the State Superintendent of Education (OSSE). *District of Columbia Statewide Assessment Results from 2022-23*. Retrieved from <https://osse.dc.gov/page/dc-school-report-card-resource-library>

Note: As of school year 2022-23, D.C. reports outcomes for students who are economically disadvantaged instead of at-risk. The economically disadvantaged designation includes all the same categories as at-risk except for overage in high school.

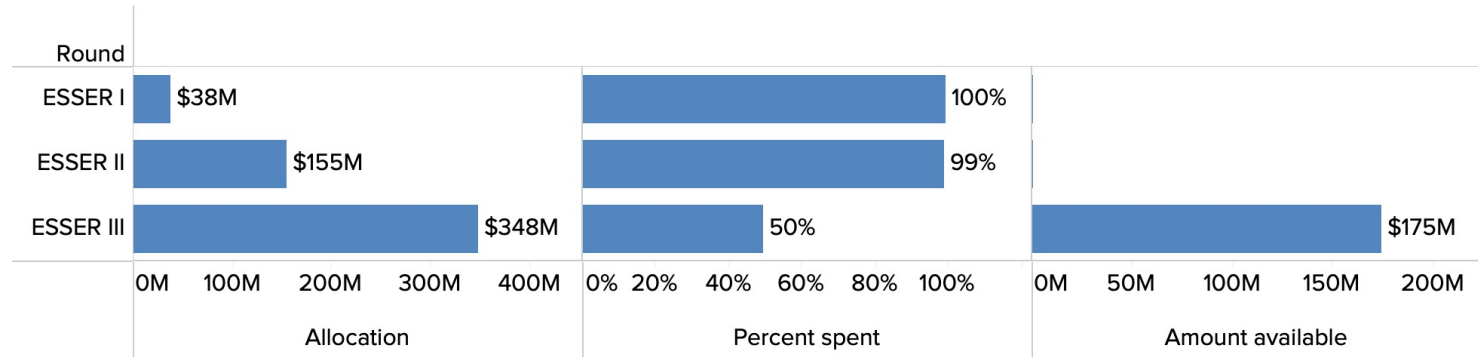


Most of ESSER funding (64%) for pandemic recovery has been spent on accelerated learning.

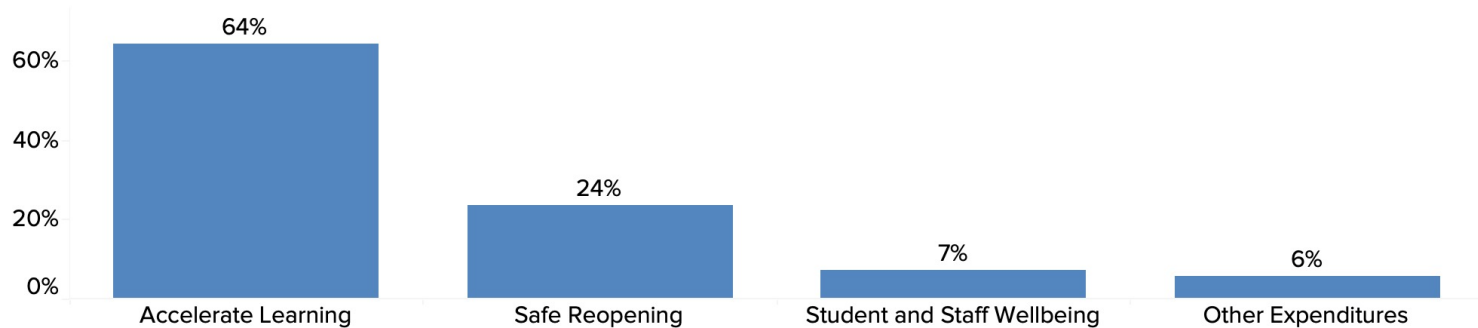
Schools have spent 67% of funds, with \$175 million in ESSER funds available as of February 2024 reporting.

Figure 13. Share and distribution of ESSER funding spent in D.C., as of February 1, 2024

Share of ESSER funding spent



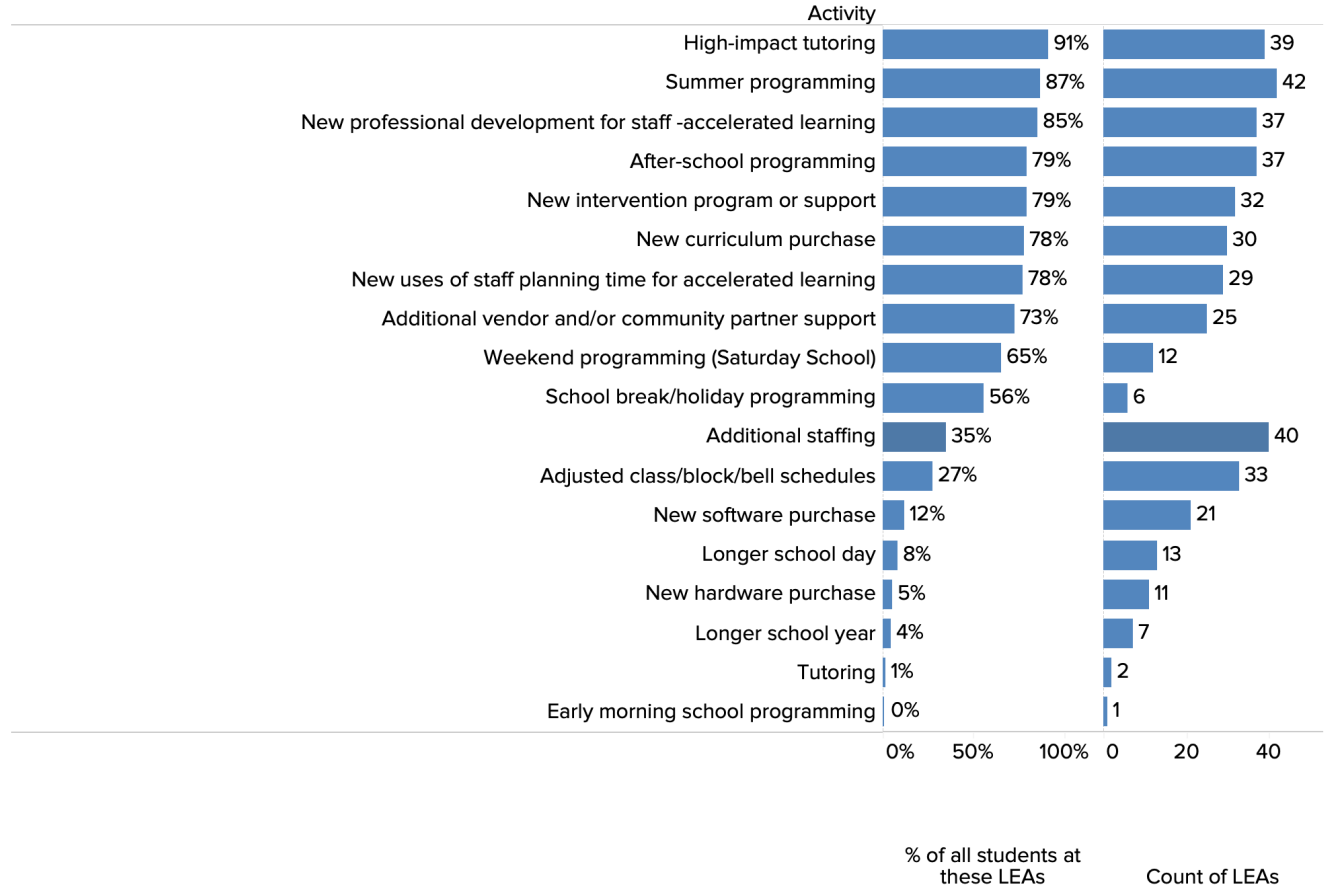
Distribution of ESSER spending



Source: Office of the State Superintendent of Education (OSSE). 2024. *LEA ESSER Dashboard, February 13, 2024*. Retrieved from <https://osse.dc.gov/page/lea-esser-dashboard>

High-impact tutoring, summer programming, and new professional development were the top 3 strategies for learning acceleration.

Figure 14. Accelerated learning strategies LEAs reported plans to use, school year 2022-23



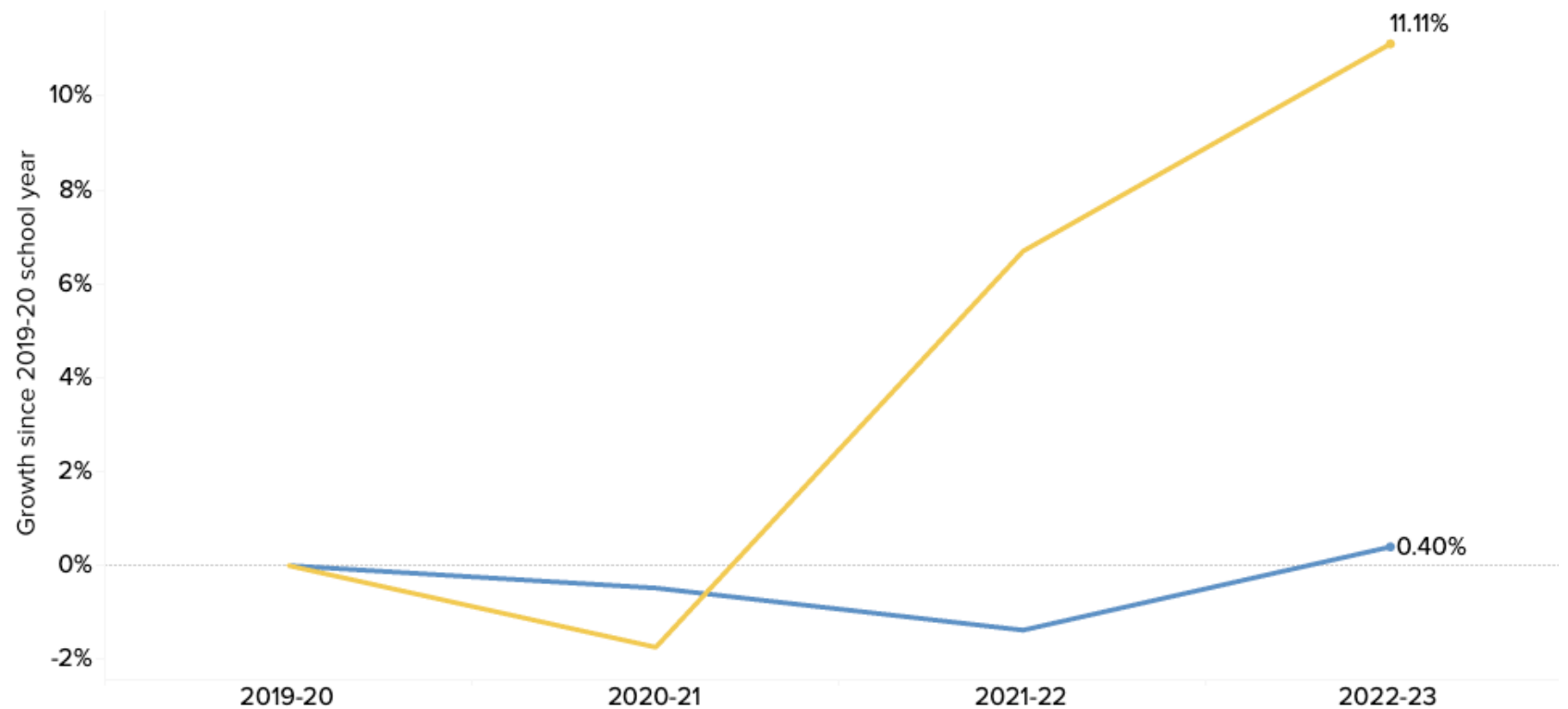
Source: Office of the State Superintendent of Education (OSSE). 2023. *LEA Continuous Education Plans*. OSSE. Retrieved from <https://osse.dc.gov/page/2022-23-lea-continuous-education-plans>



Full-Time Equivalents (FTEs, or staff) have increased faster than enrollment.

The end of federal ESSER funding for pandemic recovery in education will mean lower budgets for schools.

Figure 21. FTEs and enrollment at LEAs receiving ESSER funding in D.C. as percent of pre-pandemic



Source: OSSE enrollment audits and LEA quarterly ESSER reporting data requested from OSSE.

Note: FTEs refer to full-time equivalent positions.

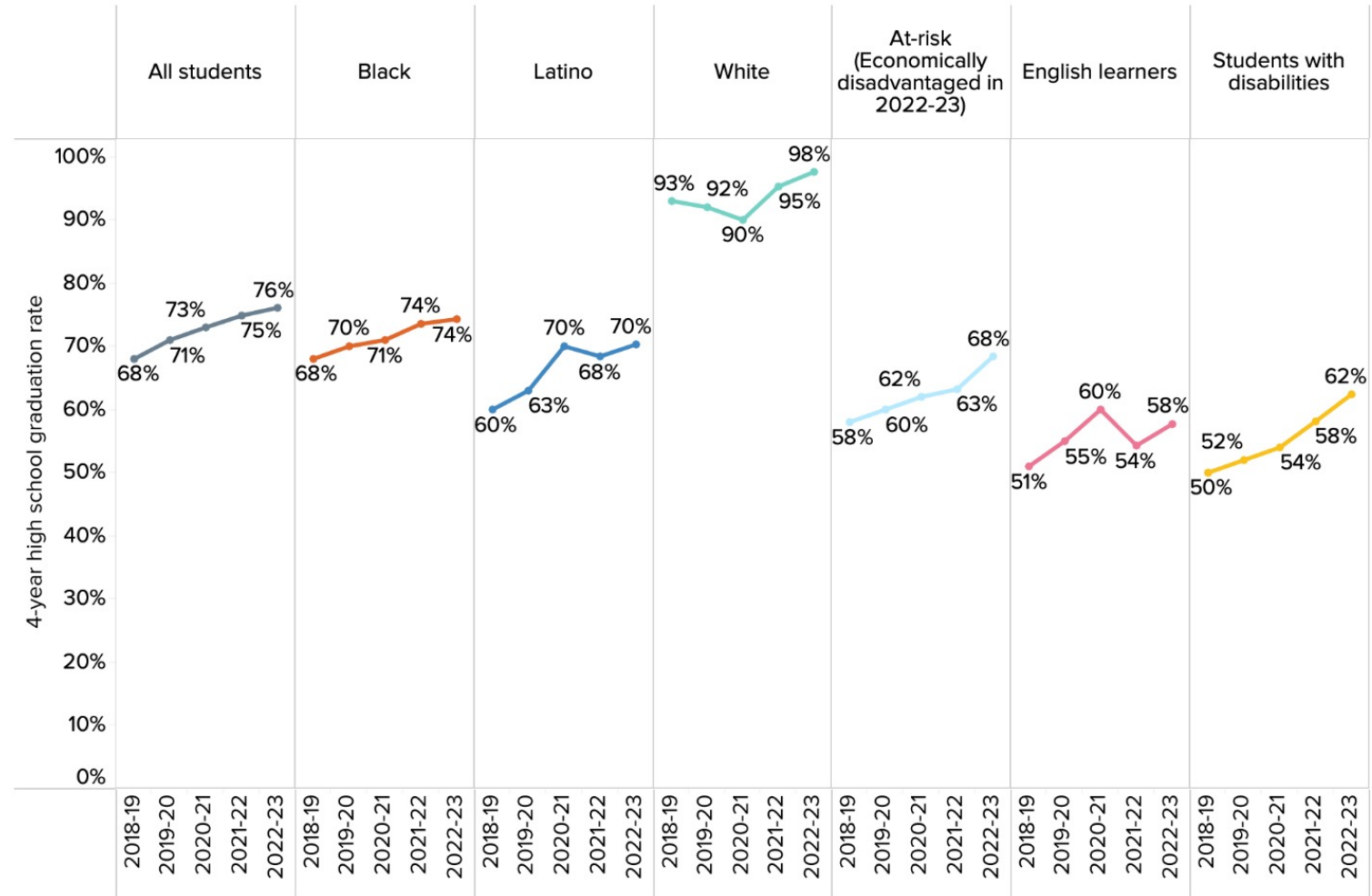


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Graduation rates in school year 2022-23 increased to 76%, 8 percentage points higher than pre-pandemic.

However, learning outcomes for high school students show no improvement in ELA or math: 34% of students met or exceeded expectations in ELA and 11% did so in math.

Figure 9. Four-year high school graduation rates in D.C., by student group over time



Source: Office of the State Superintendent of Education (OSSE). 2023. *DC School Report Card Data*. Retrieved from <https://osse.dc.gov/page/dc-school-report-card-resource-library>

Note: As of school year 2022-23, D.C. reports outcomes for students who are economically disadvantaged instead of at-risk. The economically disadvantaged designation includes all the same categories as at-risk except for overage in high school.

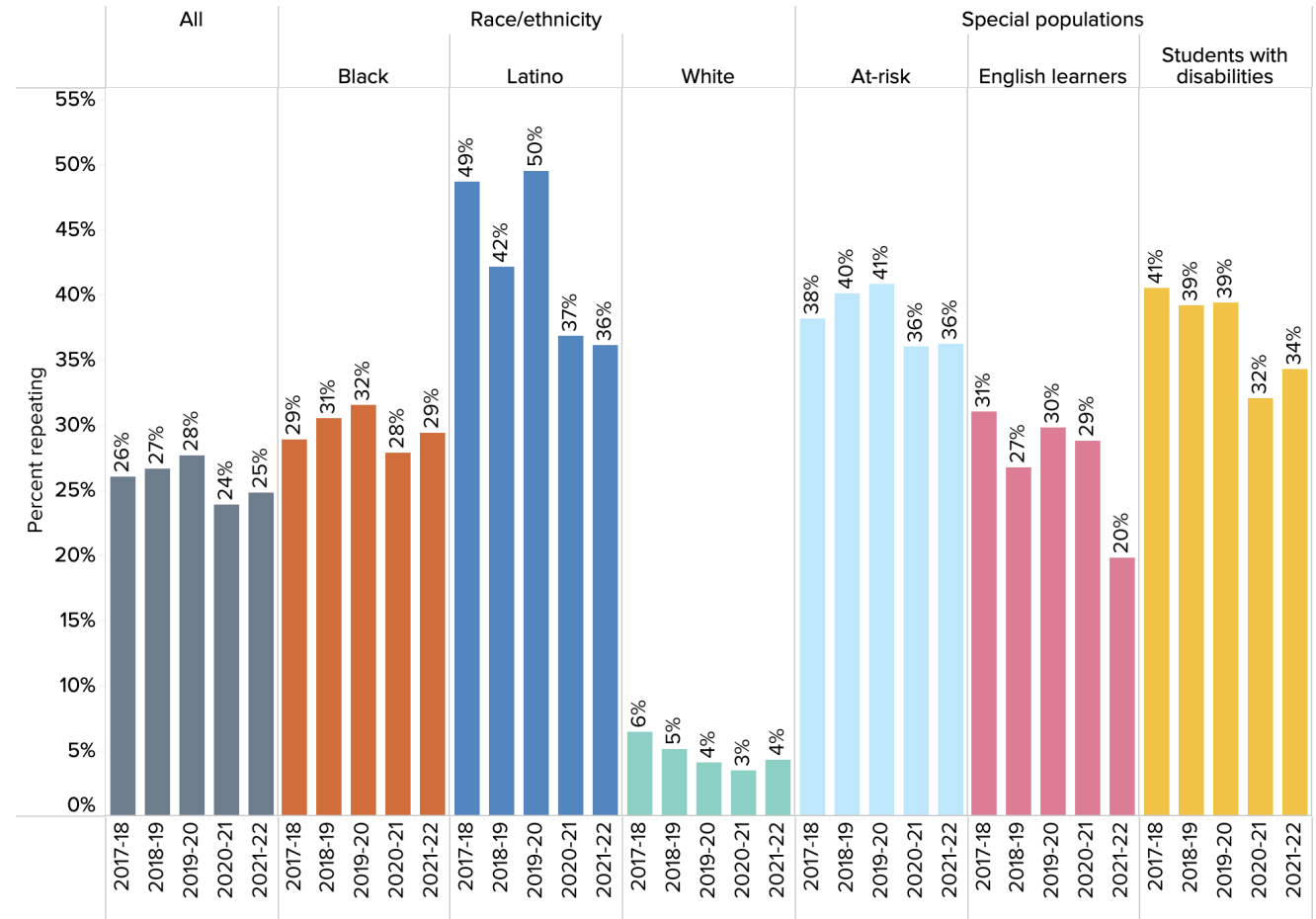


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The number of 9th graders repeating has fallen as school year 2020-21.

Latino students and English learners have had the largest declines in repetition.

Figure 10. Percent of D.C.'s 9th graders repeating over time



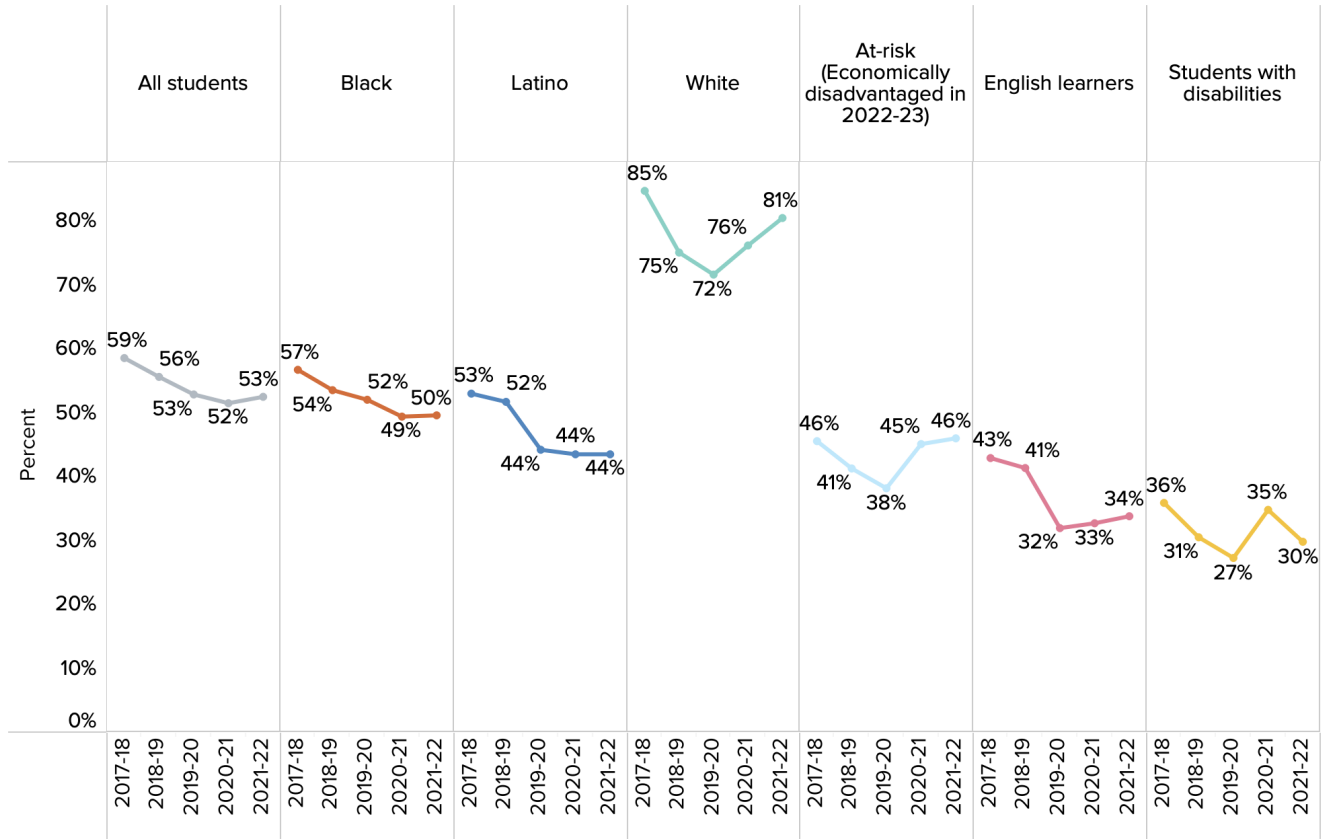
Source: D.C. Policy Center analysis of 9th grade repetition summaries requested from the Office of the State Superintendent of Education (OSSE).



55.7% of students enrolled in postsecondary six months after graduation, a 3-percentage point decrease from pre-pandemic.

Students with disabilities have the lowest number of students enrolling in postsecondary at 20%

Figure 11. Share of alumni enrolled in postsecondary six months after graduation by student group in D.C., over time



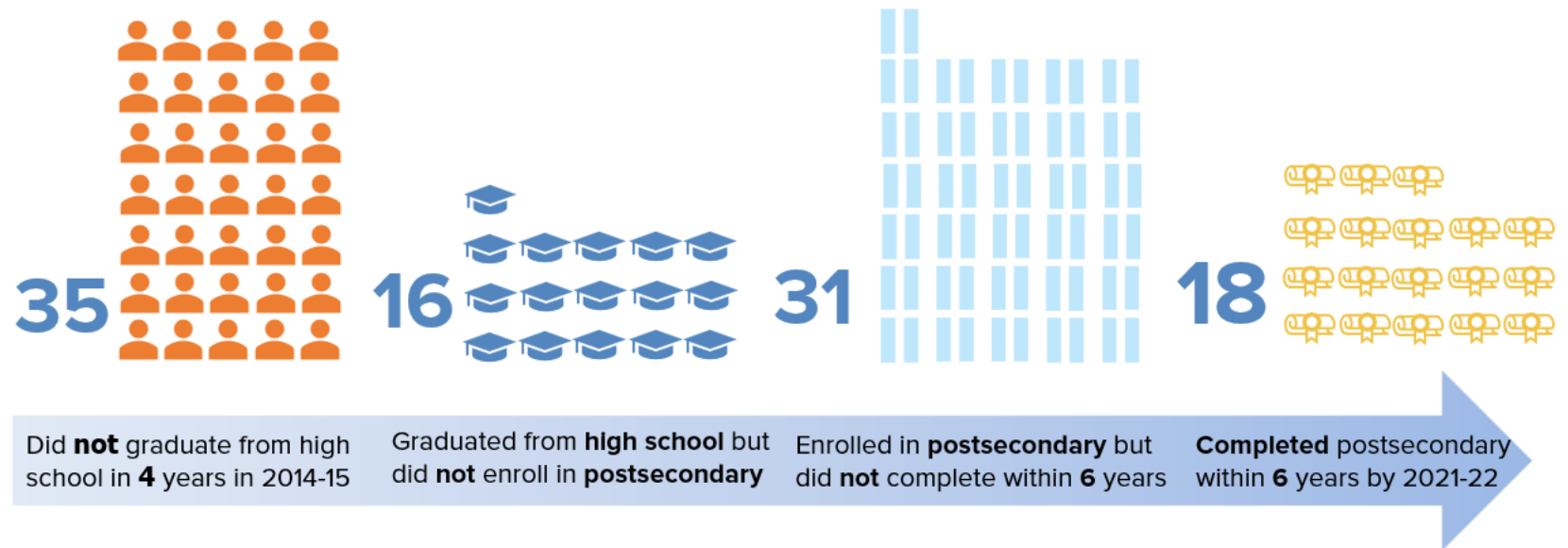
Source: Office of the State Superintendent of Education (OSSE). 2023. *DC School Report Card Data*. Retrieved from <https://osse.dc.gov/page/dc-school-report-card-resource-library>
Note: As of school year 2022-23, D.C. reports outcomes for students who are economically disadvantaged instead of at-risk. The economically disadvantaged designation includes all the same categories as at-risk except for overage in high school.



Cohort data from OSSE for the 9th grade class of 2011-12 show that 18 out of every 100 students completed a postsecondary degree within 6 years.

31 start postsecondary but did not complete.

Out of every **100** students in D.C.'s 2011-12 ninth grade cohort...



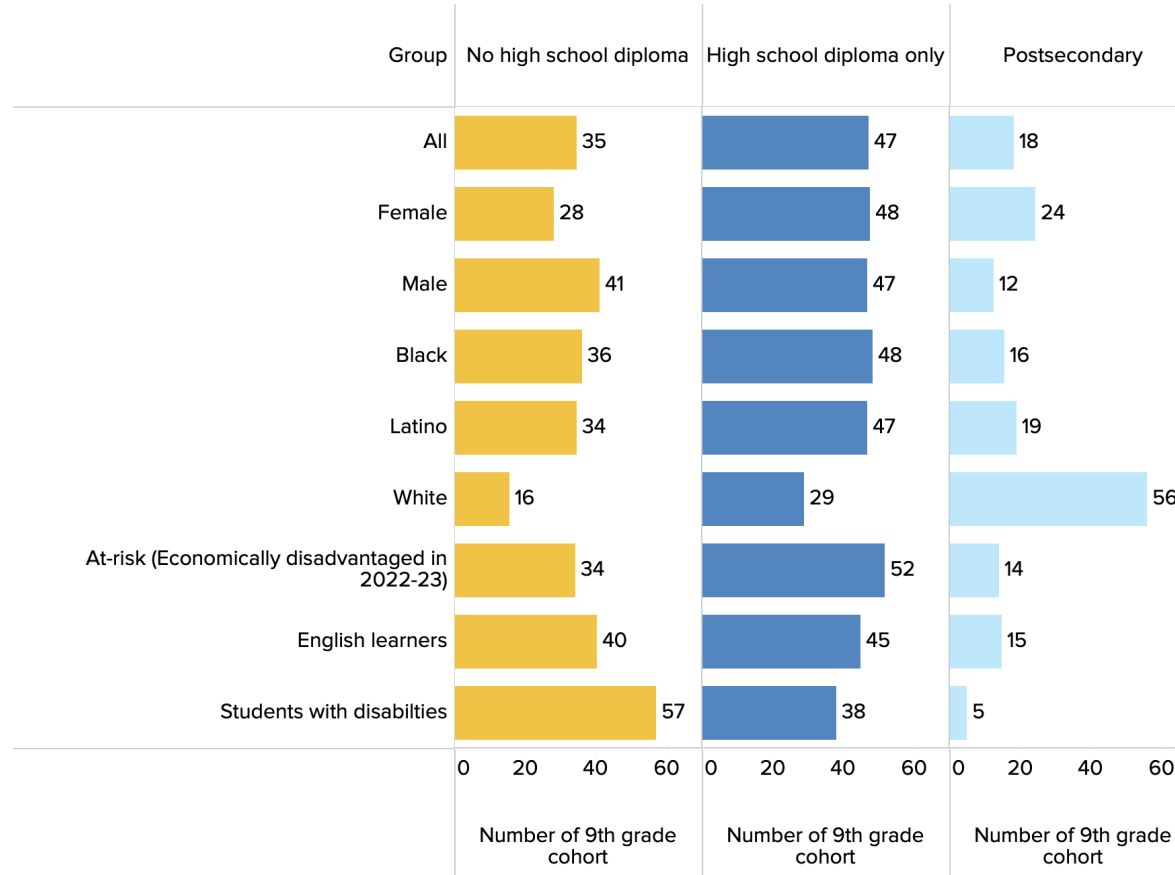
Source: Office of the State Superintendent of Education (OSSE). 2023. "High school & college milestones: A cohort-based illustration of DC's trends." Retrieved from: <https://osse.dc.gov/publication/dc-trends-2011-12-cohort-high-school-and-college-milestones>



Female and white students had the highest postsecondary completion, with 24 and 56 out of 100 students completing.

Students who are economically disadvantaged have the largest number of students who end their education with a high school diploma (52 out of every 100).

Figure 12. Postsecondary completion rates by student group for D.C.'s 9th grade cohort of 2011-12 (6-year college completion by 2021-22)



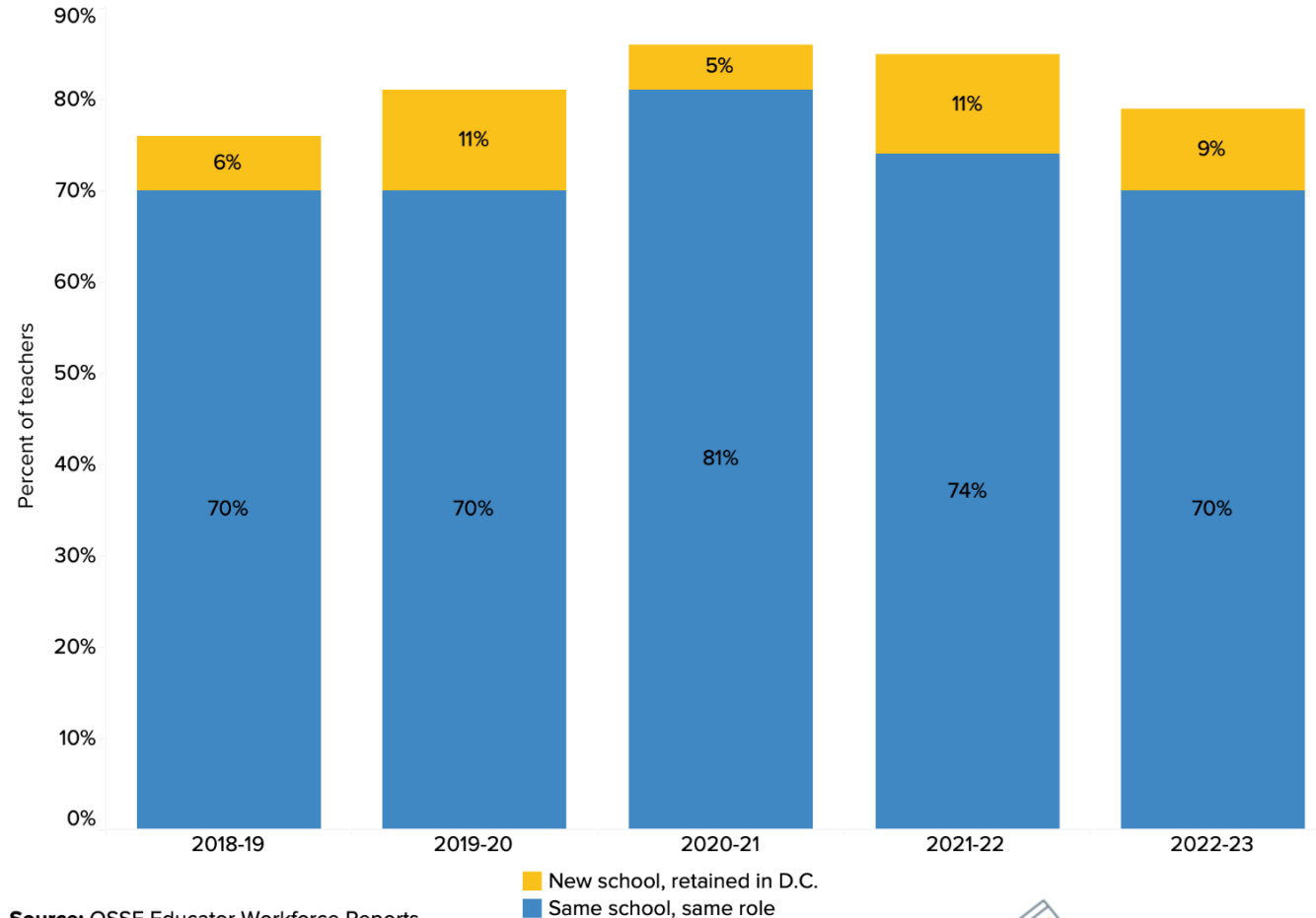
Source: OSSE high school graduation cohort data for 2014-15 graduates and postsecondary completion by subgroup requested from OSSE.

Educator retention returned to pre-pandemic levels, with 70% of teachers remained in their same role at the same school in 2022-23.

The number of PK to grade 12 teachers rose by 7%.

3% of teaching positions were vacant in the fall of 2022, down from 6% in 2021.

Figure 19. Teacher retention in D.C.'s public schools over time



Source: OSSE Educator Workforce Reports.
Retrieved from <https://osse.dc.gov/page/dc-educator-workforce-data>



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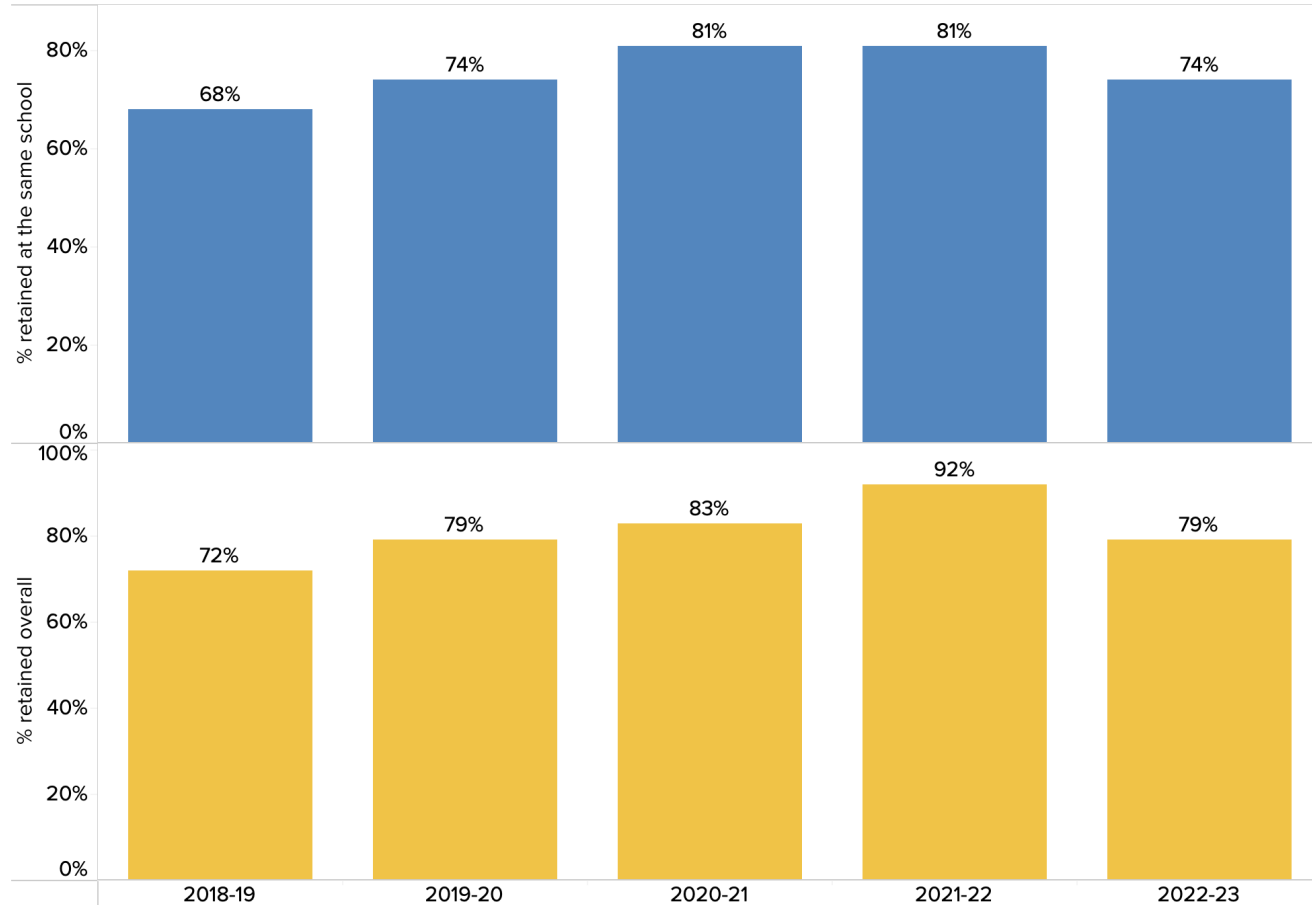
74% of principals were retained at their school in school year 2022-23

An additional 5% stayed in their role but at a different school in D.C.

Principal retention levels are the same as pre-pandemic levels (2019-20).

Teachers revealed in listening sessions that clear, visionary, and flexible leadership contributed to them staying at their school.

Figure 20. Principal retention rates in D.C.'s public schools, by school year



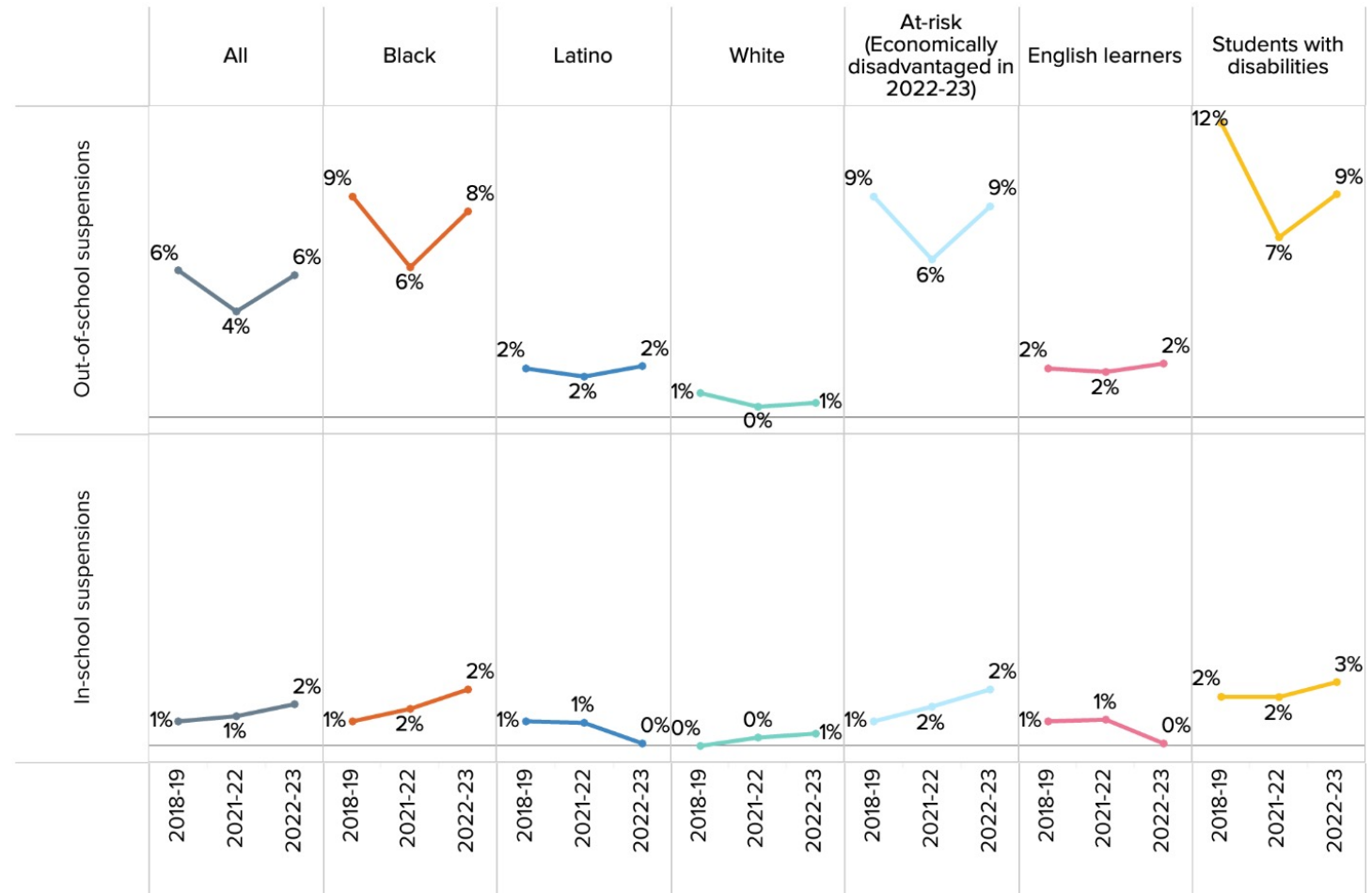
Source: Office of the State Superintendent of Education (OSSE). 2023. *District of Columbia Educator Retention for 2018-19, 2019-20, 2021-22, and 2022-23*. Retrieved from <https://osse.dc.gov/page/dc-educator-workforce-data>

Out-of-school suspension rates returned to pre-pandemic levels of 6%.

Suspension rates are higher for economically disadvantaged students, students with disabilities, and Black students.

During listening sessions, students spoke about safety as important both inside and outside of the classroom.

Figure 18. School discipline by student group in D.C.



Source: Office of the State Superintendent of Education (OSSE). 2023. *2022-23 DC School Report Card - Discipline*. Retrieved from <https://osse.dc.gov/page/dc-school-report-card-resource-library>

Note: As of school year 2022-23, D.C. reports outcomes for students who are economically disadvantaged instead of at-risk. The economically disadvantaged designation includes all the same categories as at-risk except for overage in high school.



How is community safety impacting students?

In school year 2022-23, the number of homicides decreased by 5%, but the level is still higher than pre-pandemic by 158 homicides.

Homicides were disproportionately concentrated in Wards 7 & 8 (64%) – meaning students living in these wards are more likely to be directly or indirectly by trauma related to violence.

"It's just hard, there's a lot going on we're not addressing with our students in this city. They face a lot of violence and they need support. We lost a student on a Sunday and he was going to reenroll in school on Monday to get back on track. The school never mentioned it. No support for students who lost their friend. We try to get them in the building, but then what? We need to give them the tools to be successful inside and outside the building." - **Teacher**

"There needs to be more police, more safe passage. My kids couldn't even take the MAP test, but they just got robbed coming to school so I exempted them. As a teacher, I can only do so much. We can't be fully responsible for these kids, people outside the school should be responsible, they are the future." - **Teacher**

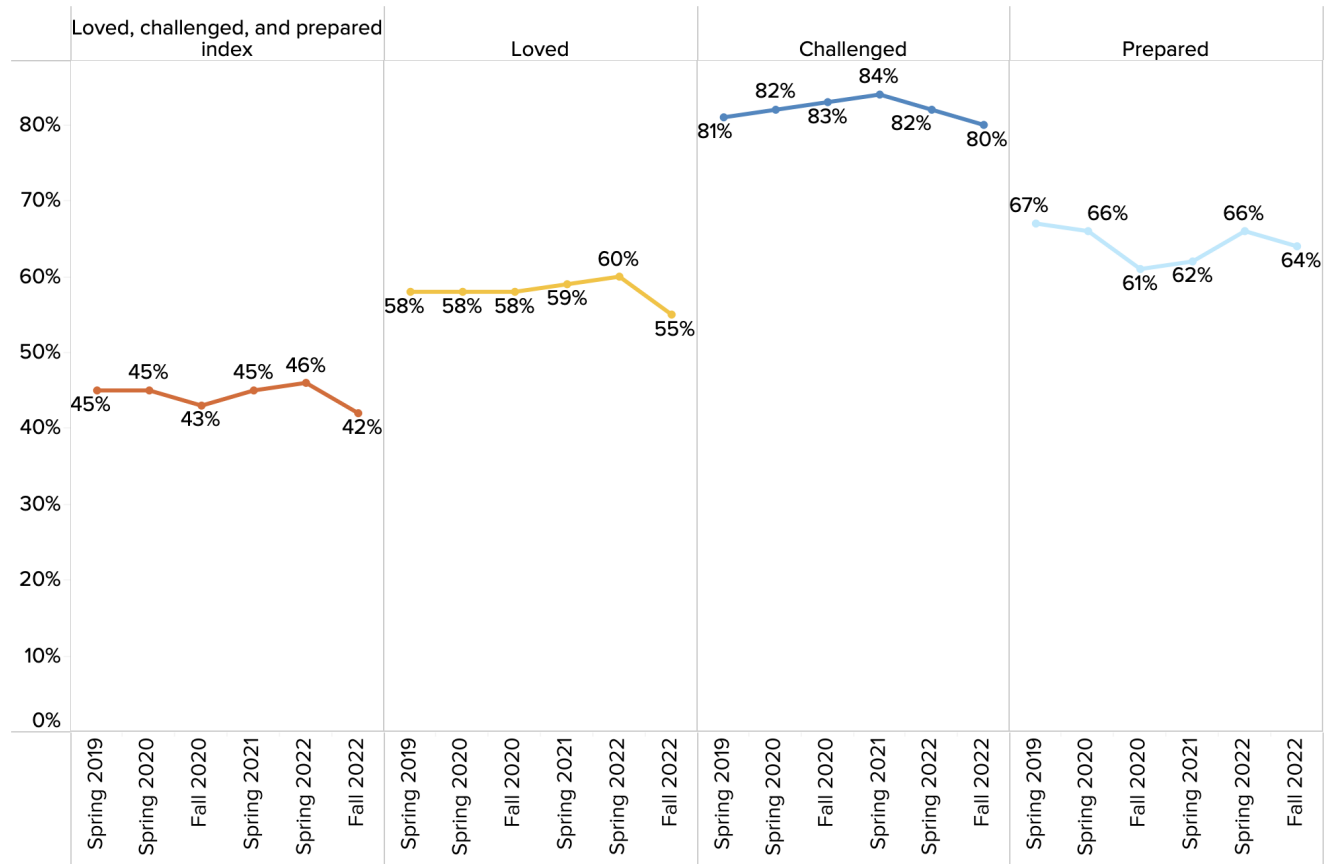
In listening sessions, student safety was mentioned as a major area of concern when students are commuting to and from school as well as safety in the building.

DCPS' Panorama survey shows little progress since the fall of 2020.

The overall index decreased 3 percentage points from spring of 2019 to fall 2022.

All measures (loved, challenged, and prepared) remained below pre-pandemic levels.

Figure 15. DCPS students' perceptions on feeling loved, challenged, and prepared



Source: DCPS Panorama survey results. Retrieved from <https://secure.panoramaed.com/dcps/understand>

Note: The "loved, challenged, and prepared" index numbers are lower than the individual love, challenged, and prepared numbers because they reflect the share of students that report positive perceptions in all three areas.



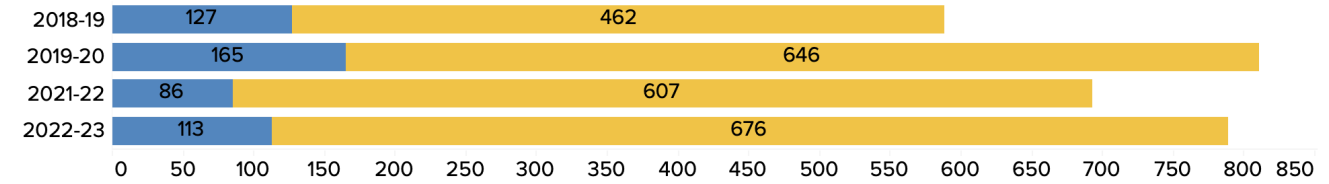
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The number of *full-time* mental health professionals has increased since school year 2018-19 (214 additional staff).

7% of ESSER funds went towards student and staff wellbeing.

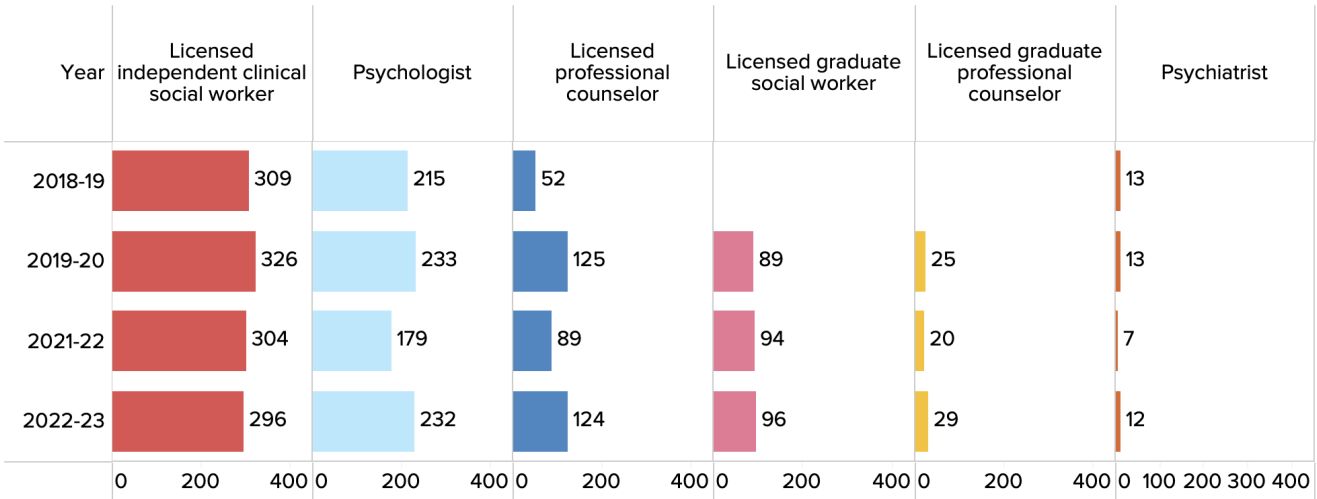
In listening sessions, students mentioned academic workload as a source of stress and needing more counselors in the building. Parents mentioned being more aware of their children's wellbeing.

Figure 16. Number of mental health professionals in D.C.'s public schools, by school year



Status
■ Full-Time
■ Part-Time

Mental health professionals in D.C.'s public schools, by type and school year



Source: Office of the State Superintendent of Education (OSSE). Healthy Schools Act School Health Profiles for school years 2018-19, 2019-20, 2021-22, and 2022-23. Retrieved from <https://osse.dc.gov/service/healthy-schools-act-school-health-profiles>

Note: These numbers include both full-time and part-time staff working at schools. The School Health Profiles collection was canceled during the school year 2020-21 due to the COVID-19 pandemic.



Look ahead

Moving forward, it will be important to focus on:

- Getting attendance right
- Improving academic outcomes, especially in math
- Focus on high school students
- Communicate early and clearly on budget shifts
- Evaluate what is working to move the needle on recovery



Thank you!

For more information, please contact:

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