

February 2019

Wilson High School Feeder Pattern  
Community Working Group

# Summary Report

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# Summary Report

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## Introduction

In response to multiple issues of overcapacity at schools within Wilson High School's feeder pattern, in May 2017 at the direction of the Chancellor, D.C. Public Schools (DCPS) convened a group of parents, school leaders, and community members from these schools to begin to discuss how best to address these issues. The purpose of this group is to help DCPS identify potential solutions to address the overutilization of the schools within the feeder pattern. This group is referred to as the Wilson High School Feeder Pattern Community Working Group (CWG) and has met eight times since May 2017.

## Purpose

This summary document reviews the process, analysis, and engagement completed by DCPS and the Wilson High School Feeder Pattern Community Working Group (CWG). The intent of this document is to reflect the perspectives of the parents, community members, and school leaders who participated in this group within the parameters of the process, as provided by DCPS and listed in the section below. Throughout the process, DCPS staff developed meeting agendas, facilitated meetings, and led the drafting of this report. This report will be shared with DCPS leadership, the Office of the Deputy Mayor for Education (DME), and the public to help inform school and facility planning.

## Planning Principles and Goals

The work of the CWG was framed for the group by DCPS and its core values.

- Students First: We recognize students as whole children and put their needs first in everything we do.
- Equity: We work proactively to eliminate opportunity gaps by interrupting institutional bias and investing in effective strategies to ensure every student succeeds.
- Excellence: We work with integrity and hold ourselves accountable for exemplary outcomes, service, and interactions.
- Teamwork: We recognize that our greatest asset is our collective vision and ability to work collaboratively and authentically.
- Courage: We have the audacity to learn from our successes and failures, to try new things, and to lead the nation as a proof point of PK-12 success.
- Joy: We enjoy our collective work and will enthusiastically celebrate our success and each other.

With those values in mind, the group focused on options that could address overcapacity, with an attempt to promote equity, as defined above, and avoid adverse citywide impact. Although challenging, the group also attempted to differentiate between short- and long-term solutions.

DCPS also provided the CWG with a number of parameters:

- The rights of Out-of-Boundary students to enroll in the geographic destination school (feeder pattern) for their current school are part of a district-wide policy across DCPS; changes to this policy were not considered to be within the scope of the CWG process.
- DCPS did not allow the group to consider new boundaries, feeder pattern changes, or adjustments to the lottery mechanism as part of this process, but instead has stated that it will

include those aspects as part of the next scheduled comprehensive boundary review process in 2022.

Additionally, the group emphasized throughout the process the importance of maintaining and supporting diversity within the feeder pattern and rejected any option that would significantly reduce out-of-boundary access to schools within the feeder pattern. Many participants noted that schools in the feeder pattern have already experienced a decrease in diversity as out-of-boundary enrollment has decreased due to space constraints and stress the importance of maintaining access in the future.

## Key Definitions

- Permanent capacity is defined as the amount of space available for usage within a school facility.
- Total capacity is defined as the permanent capacity of a school facility plus any portable units the school has access to.

Note: The capacity figures utilized in this report were those available to the public at the time of the Community Working Group meetings; see page 12 for more information on methodology used. Throughout the process, there was much discussion and disagreement about enrollment projections, capacity calculations for most schools (including the use of those numbers for schools with newly-completed or on-going renovations), and the presented forecasts for 2020 and 2025. In some instances, the group agreed to disagree with DCPS on the figures reported, insofar as the group believes such numbers to understate current and projected utilization.

## What We Know

- Without changing current access to these schools, additional capacity is needed within the feeder pattern.
- Total utilization ranged from 82% - 123% within the feeder pattern in SY17-18. This is based on using total capacity numbers, which include both permanent buildings and portable units.
- Eight schools currently (as of SY17-18) have enrollment that exceeds their permanent capacity, with utilization rates ranging from 101% - 137%. Four additional schools are above 90% utilization of permanent capacity, including one school at 99%.
- Using SY18-19 audited enrollment, ten schools in the feeder pattern are at or above 100% utilization of total capacity.<sup>1</sup>
- Five out of 15 schools enroll 80% or higher from their boundary.
- Almost all schools have increased enrollment over the last five years, with overall double-digit growth across elementary schools and 18% growth at Deal MS.
- All 15 schools in Wilson High School's feeder pattern are projected to grow in enrollment through 2025.
- All schools are expected to exceed their 17-18 permanent capacity by 2025 in the "high-end" forecast scenarios developed by DCPS and DME for the CWG process.

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<sup>1</sup> Source: *SY18-19 Audited Enrollment*. This data was not available for review during the CWG process; most data used throughout the report is dated for SY17-18 or earlier, as this was the data reviewed by the group. However, SY18-19 data is referenced here to reflect that additional schools have exceeded total capacity based on SY18-19 enrollment.

- In the 2025 “high-end” forecast scenarios, the average projected utilization across the feeder pattern was 128%.
- Currently, most schools have been modernized or have a modernization in progress. Few are in the current Capital Improvement Plan for future work.
- Many buildings are already built to their maximum footprint and do not have space to expand on-site.
- The two schools (Murch and Hyde-Addison) that did not grow over the last five years were in a temporary swing space in SY17-18, which can lead to an enrollment decrease. Data for SY18-19 indicates that both have increased enrollment from SY17-18 to SY18-19. These two schools also have among the lowest utilization rates (Murch at 86% and Hyde-Addison at 82%) but have just completed (Murch) or are in the process of undergoing (Hyde-Addison) full modernizations. Increases in enrollment in SY18-19 or in later years are not reflected in the SY17-18 utilization figures and would significantly increase the utilization rates for the feeder pattern.
- The feasibility of available solutions varies across schools and grade levels – accounting for variables such as physical capacity for expansion, enrollment forecasts and levels of in-boundary and out-of-boundary participation, and more. No single intervention resolves all issues comprehensively across the feeder pattern.

Additionally, group members emphasized the importance of highlighting the nuances of overcapacity, including that programmatic capacity figures may not reflect constraints on spaces not factored into capacity calculations (such common or outdoor spaces) or around the operational challenges of running and maintaining a very large school. Participants also stressed the impacts of overcapacity on the student and staff experience, particularly with large class sizes and concerns with student safety.

## Working Group Conclusions

Overall, the options and data analysis discussed provided a good opportunity for all participants to work through potential implications, opportunities, and challenges. While it was clear that one strategy alone would not address the current or future overcapacity challenges facing schools in the Wilson High School feeder pattern, the group advocated for DCPS to pursue several options. The option that the group felt would most effectively and equitably address overcrowding long-term was additional capacity and square footage in the feeder pattern, as is detailed below.

### **Additional Capacity/Square Footage**

The working group agreed that DCPS should pursue opportunities to add capacity to the feeder pattern. This was the group’s sentiment while recognizing the challenges associated with leasing or building new facilities. Additional capacity could be gained by:

- Leasing/purchasing existing space or land from government, non-profit, or private entities for school use or new construction, in order to open new DCPS school(s) or campuses;
- Expanding existing school footprints through additions or by maximizing capacity during modernizations; or
- Utilizing the Old Hardy School. Although a consensus of parents in the group felt strongly about this option, DCPS did not engage substantially on this option and did not to commit to pursuing this option further.

Understanding that additional capacity and square footage is a long-term solution, the group also recommends the following options:

### **Partnerships/Co-location**

While the group did not explore this in detail, there was support for further exploration of identifying opportunities to build partnerships with organizations or institutions to allow for students to attend other schools or programs away from their home campus. This could include college partnerships, internships for high schoolers, co-locations, or other cross-agency and cross-industry opportunities. The group also advocated for solutions that could make use of the space at Duke Ellington High School.

### **School Improvement Efforts**

There was support from the group and among survey respondents that investing in the long-term strategy to improve DCPS school options outside of the Wilson High School feeder pattern would help alleviate the growing demand. The group felt strongly that any conversation about schools outside of those represented solely by this group should be driven by the needs and desires of those school communities. As such, no specific strategies discussed in detail, though the group did discuss the possibility of additional middle or high school magnet options as well as more language immersion options.

### **Developer Capital Support**

Several participants referenced policies requiring developers to provide capital support to school districts through usage fees or other financial structures to offset the costs of development of schools. This funding could be used to support needed construction, for example, in areas with overcapacity schools. Such policies are not within the decision-making scope of DCPS and therefore were not discussed in depth, though many members expressed strong interest in this approach.

### **Short-Term Solutions**

The group advocated strongly for DCPS to pursue additional short-term solutions for schools with acute capacity issues, knowing that many long-term solutions may require a long implementation timeline. With most schools over capacity currently and likely to see further enrollment increases in the short term, short term changes may be required. As such, the group explored several options. While not discussed in depth among the full group, the following are a few additional options brought up by members of the group for possible further exploration.

- **Alternate Scheduling Approaches:** Participants suggested that some schools could consider making more use of the school building during an extended part of the day (with classes earlier or later in the day). This may alleviate capacity issues by more widely distributing student schedules and is most applicable in a high school setting. Extended day schedules can present significant operational challenges for schools and students; implementing significant changes in school schedules may require shifts in teacher contracts.
- **Short-Term Expansion Capacity:** The group encouraged DCPS to pursue temporary facility expansions where possible, both for classrooms and expanded common space, though with the caveat that this should not substitute for long-term solutions. Included among short-term expansions are continued use of portables (Deal and Key received additional portables in summer 2018), including exploring the use of two-story portables where possible. DCPS noted that it typically does not utilize two-story portables, as they require significant costs

to purchase, install, and maintain. In addition, the group encouraged DCPS to consider short-term reconfigurations on site space to allow for temporary space additions.

- **Provide Flexibility from Policy Measures to Overcapacity Schools:** The group encouraged DCPS not to apply policies that would penalize overcapacity schools (such as applying resource allocation reductions) if they do not meet their annual enrollment projection. Additionally, the group highlighted the incongruent nature of requiring overcapacity schools to make waitlist offers in order to meet their projection if they enroll under their projection and suggested these policies should not be applied. This could allow schools to right-size enrollment over time. Participants flagged that there are likely other policy related solutions that DCPS could explore relating to projections, enrollment, and budgeting.

## Next Steps

The Wilson High School Feeder Pattern Community Working Group looks forward to sharing this report with District leadership for consideration, in particular with DCPS Chancellor and the Deputy Mayor for Education, as well as members of the broader Wilson High School feeder pattern community. The group recognizes that, while they have represented their perspectives and those of their communities to the best of their ability, they do not represent all community stakeholders and that others may have additional feedback, ideas, or perspectives to contribute. The hope is that this report will help inform future school planning efforts, including the implementation of the Master Facilities Plan, the Capital Budget, and Comprehensive Student Assignment and School Boundary Review processes.

### **Master Facilities Plan**

The Office of the Deputy Mayor for Education recently released an update of the city's Master Facilities Plan (MFP). The MFP reviews population forecasts, enrollment projections, utilization analyses, and facility data to better understand the current landscape of the District's public school facilities, as well as the public education facilities needs over the next decade. The group hopes that this document will be considered as the MFP is utilized for future planning, particularly as it relates to issues of overcapacity in the Wilson feeder pattern.

### **2022 Comprehensive Student Assignment and School Boundary Review**

DCPS is scheduled to conduct a citywide comprehensive review of its student assignment policies and school boundaries in 2022. During this process, DCPS will review enrollment, capacity, population data, student access policies, and other information to identify potential changes to policies and boundaries.

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# Background and Context

Fifteen schools, all located in NW DC, make up the Wilson High School feeder pattern: 11 elementary schools, 1 education campus, two stand-alone middle schools, and one high school. The feeder pattern and ward in which they are each located is reflected in the chart below.

**Wilson HS Feeder Pattern Schools (Figure 1)<sup>2</sup>**

Wilson High School Feeder Pattern		
Bancroft ES (PK3-5) – Ward 1 (also has Dual Language programmatic feeder right into MacFarland MS and CHEC MS)	Deal MS (6-8) Ward 3	Wilson HS (9-12) Ward 3
Hearst ES (PK4-5) – Ward 3		
Janney ES (PK4-5) – Ward 3		
Lafayette ES (PK4-5) – Ward 4		
Murch ES (PK4-5) – Ward 3		
Shepherd ES (PK3-5) – Ward 4		
Eaton ES (PK4-5) – Ward 3	Hardy MS (6-8) Ward 2	
Hyde Addison ES (PK3-5) – Ward 2		
Key ES (PK4-5) – Ward 3		
Mann ES (PK4-5) – Ward 3		
Stoddert ES (PK4-5) – Ward 3		
Oyster-Adams EC (PK4-8) – Ward 1 and 3 (also has Dual Language programmatic feeder right into Roosevelt HS Dual Language program)		

## Student Assignment Policies and School Boundaries

All the schools within the Wilson High School feeder pattern are neighborhood schools with assigned geographic boundaries (see Figure 2 in the appendix for map). A few key student assignment policies impact the way in which students access schools, including both students who live within the assigned geographic boundaries (“in-boundary” students) and those who do not reside within the boundaries (“out-of-boundary” students). These policies are foundational to many of the options explored and discussed and are thus included here as relevant background information.

### In-Boundary Enrollment

Every student who lives in Washington, DC has at least one assigned in-boundary school for K-12. An in-boundary school is one that a student has the right to attend based on where the student lives. Students in K-12 have the right to enroll in their in-boundary school at any time and do not need to apply through the lottery. All students entering PK programs at any school must apply through the lottery and are not guaranteed a seat but are given priority over students who live outside the boundary.

### Out-of-Boundary Enrollment and Feeder Rights

All students must apply through the lottery to attend a school outside of their boundary or feeder pattern. Once enrolled, out-of-boundary students maintain the right to remain enrolled in their out-of-boundary school and its feeder pattern. Students do not need to re-apply each year to maintain

<sup>2</sup> Source: DCPS School Feeder Patterns (<https://dcps.dc.gov/publication/sy18-19-school-feeder-patterns>)

enrollment in their current school or to proceed on to the next school in their school's designated feeder pattern.

### **Scheduled Boundary and Feeder Pattern Changes**

In 2014, the Deputy Mayor for Education (DME) led a process to update the DCPS school boundaries, feeder patterns, and student assignment policies. Most boundary changes were implemented fully in SY15-16, with one change implemented this current school year and one remaining to be implemented, as follows:

- Hyde-Addison's boundary will grow to encompass the Burleith neighborhood currently within Stoddert's boundary upon the completion of the Hyde-Addison renovation in SY19-20. Starting in SY19-20, new students from this portion of the boundary will have rights to enroll at Hyde-Addison. New students with siblings who will still be enrolled at Stoddert at the time of the new student's entry will maintain grandfathered rights to Stoddert. Students already enrolled at Stoddert from the re-assigned section of the former boundary will maintain the right to remain at the school.
- Eaton ES previously fed both Hardy MS and Deal MS. For the SY18-19 school year, Eaton ES students only had a right to Hardy MS. Eaton students with siblings who will still be enrolled at Deal at the time of the new student's entry will maintain grandfathered rights to Deal.

## **Community Working Group: Composition, Objectives, and Timeline**

### **Composition**

To engage on the issues and potential solutions for overcapacity within the Wilson High School feeder pattern, DCPS convened a group of stakeholders representing the Wilson High School feeder pattern community, including:

- One parent and one school leader (or staff) representative from each school within the feeder pattern;
- One representative from the Ward 3/Wilson High School Feeder Pattern Education Network;
- One representative from the office of Ward 3 Councilmember Cheh; and
- Ward 3 State Board of Education Representative.

Parent representatives were identified by school leaders with an emphasis on including both in-boundary and out-of-boundary parents. Staff from the DCPS Strategic School Planning and Enrollment and the Community Engagement divisions led the community working group.

### **Objectives**

The overall purpose of the group was to identify a range of potential options to help address overcapacity in the Wilson High School feeder pattern. Members of the Community Working Group supported three primary guiding objectives:

- To represent their communities;
- To weigh in on school planning options; and
- To serve as an advisory, not a decision-making, body.

### **Early Engagement**

To ensure that DCPS and the Community Working Group had broad feedback and perspectives from school communities to inform the conversations, DCPS released a public survey to gather wider feedback on issues of overutilization and potential solutions. The survey, available in both English and

Spanish, was open to all members of the public and distributed through school communications and community listservs. The survey was open from May-September 2017. Most respondents were Ward 3 parents with students attending a school in the Wilson High School feeder pattern.

Respondents were asked to rate the values that they believe should drive the process for identifying overcapacity solutions. The following values were highly ranked among survey participants:

- A high-quality education
- Attending schools near where I live
- Equity and diversity
- Ample space for enrichment, services, storage, etc.

As an initial input, respondents were also asked to respond to a list of options to indicate which they felt were worth consideration by DCPS. The following options were highly ranked among survey participants:

- Increase investment in schools outside of the Wilson High School feeder pattern
- Open a new school or early childhood center
- Modify existing facilities to add space
- Limit out-of-boundary enrollment
- Create partnerships to contract or rent additional space

Please see Figures 3A-3D in the Appendix for additional survey results.

## Current Enrollment, Capacity, and Utilization

The chart below reflects existing program capacity on-site for all schools within the Wilson High School feeder pattern. This report reflects SY17-18 capacity figures since these were the numbers reviewed by the Community Working Group. (Note: DCPS has since reassessed capacities numbers and definitions across all schools.)

Note: DCPS is currently working on a new methodology to address schools, such as Deal and Wilson, where additional capacity has been created through the removal or transformation of existing spaces required in the Education Specifications, such as pull out spaces, resource rooms, offices, etc. Currently, the removal of these spaces is not accounted for in the capacity calculations, resulting in rising capacity numbers for schools.

### Capacity Calculation Formula

The formula for calculating capacity looks primarily at spaces programmed for classroom instruction rather than overall building square footage. DCPS calculates a total capacity for the building based on the number of classrooms and their use. Rooms used for administrative spaces, specials, resource rooms and common spaces, for example, do not count toward a schools' total capacity.

Many participants expressed concerns throughout the process about the capacity numbers reported by DCPS, including that in many cases capacity numbers have increased over time despite no increase in square footage, including at Key, Deal, and Wilson specifically. Such increases can be the result of re-aligning methods to calculate capacity or if DCPS reprograms various spaces as classroom space. As noted above, the updated methodology DCPS is developing will attempt to take into account space reprogramming in considering each school's capacity. The capacity figures utilized in this report were

those available to the public at the time of the Community Working Group meetings, though the 2013 capacity figures published in the DC Public Education 2013 Master Facilities Plan are also included for reference to show that in several schools, capacity numbers have changed despite no major modernization work occurring. This illustrates the examples cited by the group of instances where reprogramming space may increase capacity without an increase in square footage. The DC Public Education Master Facilities Plan 2018 (released in November 2018) had not yet been published at the time of this working group.

### School Utilization Rates

In SY17-18, eight schools in the Wilson High School feeder pattern enrolled more students than available permanent capacity, with another four schools within 10% of the maximum permanent capacity, including one at 99%.<sup>3</sup> Only three schools (Key, Stoddert, and Deal) have portable capacity available on site, all of which is currently being utilized; Key ES and Deal MS gained additional portable capacity prior to SY18-19. Most of the schools in the Wilson feeder pattern are located in Ward 3. Ward 3 has the highest utilization rate compared to other Wards in the city, followed by Ward 2 and Ward 6.

### SY17-18 Utilization by School (Figure 5)<sup>4</sup>

School Name	SY17-18 Audited Enrollment	SY17-18 Capacity			SY17-18 Utilization (Permanent Capacity)	SY17-18 Utilization (Total Capacity)	2013 MFP Capacity **	
		Permanent	Portable	Total				
Deal MS	1,475	1,370	120	1,490	108%	99%	--	
Deal Feeder Schools	Bancroft ES	544	550	550	99%	99%	--	
	Hearst ES	312	330	330	95%	95%	--	
	Janney ES	737	700	700	105%	105%	--	
	Lafayette ES	816	805	805	101%	101%	--	
	Murch ES	625*	730	730	86%	86%	--	
	Shepherd ES	364	400	400	91%	91%	--	
Hardy MS	392	485		485	81%	81%	650***	
Hardy Feeder Schools	Eaton ES	476	386	386	123%	123%	415	
	Hyde-Addison	329*	400	400	82%	82%	--	
	Key ES	417	364	44	407	115%	102%	320
	Mann ES	400	370	370	108%	108%	--	
	Stoddert ES	438	320	132	452	137%	97%	320
Oyster-Adams EC	677	708		708	96%	96%	674	
Wilson HS	1,829	1,700		1,700	108%	108%	1,600	

\*Calculations for Murch and Hyde-Addison ES use audited enrollment figures from the last year the school occupied their permanent building and planned capacity figures for the modernized buildings.

\*\*Data not shown for schools that have received significant modernization, including a phase modernization or addition, since the 2013 MFP.

\*\*\* The Hardy MS building also includes the Filmore Arts Center.

<sup>3</sup> The DC Public Education Master Facilities Plan 2018 had not yet been published at the time of this working group. However, participants noted that the report defines overutilization at 95% utilization or higher. Using this definition, 11/15 schools in the feeder pattern were overutilized compared to total capacity in SY17-18.

<sup>4</sup> Sources: DCPS SY17-18 Audited Enrollment (<https://dcps.dc.gov/node/1018342>) and 2016 Master Facilities Plan Annual Supplement, Appendix A: DCPS SY2016-17 Enrollment Data (<https://dme.dc.gov/publication/2016-master-facilities-plan-supplement>), and 2013 Master Facilities Plan (<https://dme.dc.gov/publication/dc-public-education-2013-master-facilities-plan>)

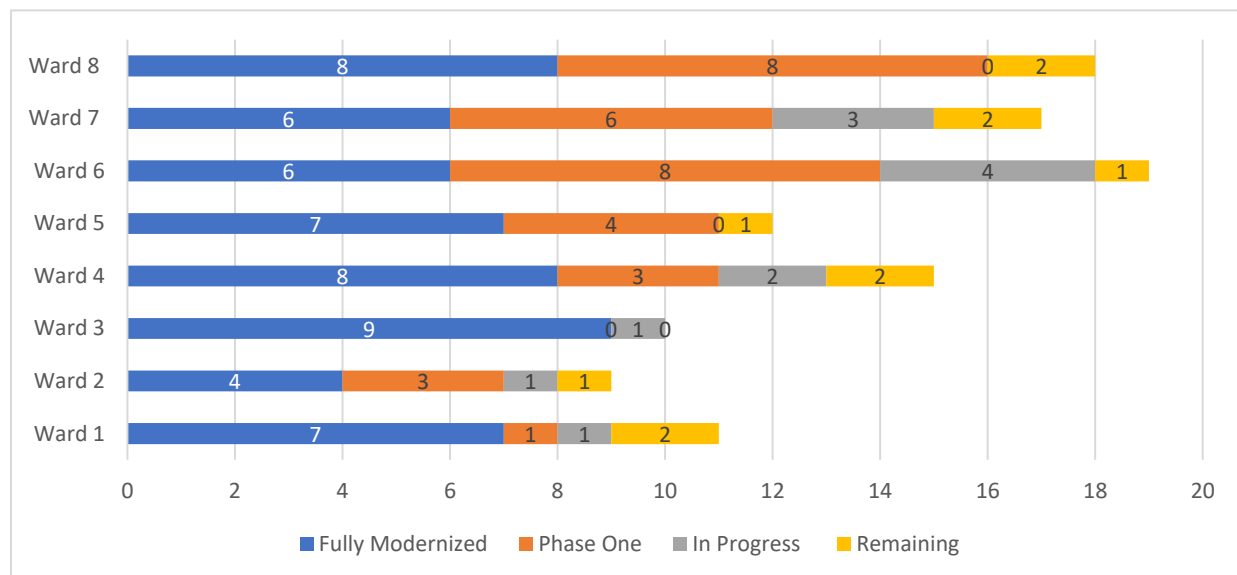
## Capital Investments

By the beginning of SY18-19, 13 out of 16 (81%) buildings in the Wilson High School feeder pattern had received a full or phased modernization. Of those without completed modernizations, most are planned or in progress.

- Full Modernization Planned or In Progress: Eaton is in the Capital Improvement Plan (CIP) for construction in FY20 and FY21. Hyde-Addison (W2) is under construction for completion by SY19-20.
- Not Yet Modernized: The Adams campus (W1) of Oyster-Adams EC has not received modernization.
- Key ES and Stoddert ES have received a full modernization and are in the current FY19-24 Capital Improvement Plan for further expansion.

### SY18-19 Modernization Status by Ward (Figure 6)<sup>5</sup>

DCPS shared the data below on the status of modernization projects by Ward to provide context on the citywide modernization program. Many participants, while supportive of DCPS continuing to pursue modernizations across the city, emphasized the importance of prioritizing projects to address acute capacity issues and expressed concern that this information could be misleading and does not represent the overcapacity challenges faced by schools. Additionally, while this chart reflects the modernization status of schools organized by the Ward in which the school is located, most schools across the city, including those in Ward 3, have boundaries that cross into other Wards and/or serve students who live in Wards outside of where the school is located.



## Historical Enrollment Growth

Over the five-year period from SY12-13 to SY17-18, enrollment has increased in all but two schools in the Wilson High School feeder pattern. The two groups of elementary schools feeding Deal and Hardy MS have both grown 11% over five years; of these, 6/11 schools have seen growth over 10%. Similarly,

<sup>5</sup> Source: DCPS Buildings by Modernization Type, <https://mayor.dc.gov/publication/dcps-buildings-modernization-type>, updated to reflect 2018 project updates.

the three schools feeding Wilson High School have all seen growth, most significantly an enrollment increase of 18% at Deal MS. Growth at the elementary and middle school levels leads to greater secondary enrollment over time as the pipeline of students feeding into Deal, Hardy, and Wilson increases.

### Deal Feeder Elementary Schools (Figure 7A)<sup>6</sup>

School Name	SY13-14 Audited	SY14-15 Audited	SY15-16 Audited	SY16-17 Audited	SY17-18 Audited	1 Yr. % Growth	5 Yr. % Growth
Bancroft ES	490	508	521	530*	544*	3%	11%
Janney ES	627	693	731	722	737	2%	18%
Lafayette ES	689	697	700	761	816	7%	18%
Murch ES	626	620	625	572*	573*	0%	-8%
Shepherd ES	304	318	330	361	364	1%	20%
Hearst ES	287	291	316	312	312	0%	9%
<b>Total</b>	<b>3,023</b>	<b>3,127</b>	<b>3,223</b>	<b>3,258</b>	<b>3,346</b>	<b>3%*</b>	<b>11%*</b>

\*Bancroft and Murch located in a temporary swing space in SY16-17 and SY17-18, which can lead to an enrollment loss. Removing Murch and Bancroft enrollment from the total, enrollment in the Deal feeder pattern increased 16% in five years and 3% in one year.

### Hardy Feeder Elementary Schools (Figure 7B)

School Name	SY13-14 Audited	SY14-15 Audited	SY15-16 Audited	SY16-17 Audited	SY17-18 Audited	1 Yr. % Growth	5 Yr. % Growth
Eaton ES	470	475	478	477	476	0%	+1%
Hyde-Addison ES	334	305	316	329	320*	-3%	-4%
Key ES	381	383	386	397	417	+5%	+9%
Mann ES	287	302	360	379	400	+6%	+39%
Stoddert ES	381	418	432	435	438	+1%	+15%
<b>Total</b>	<b>1,853</b>	<b>1,883</b>	<b>1,972</b>	<b>2,017</b>	<b>2,051</b>	<b>2%</b>	<b>11%</b>

\*Hyde-Addison located in a temporary swing space in SY17-18 and SY18-19, which can lead to an enrollment loss.

### Wilson High School Feeder Schools (Figure 7C)

School Name	SY13-14 Audited	SY14-15 Audited	SY15-16 Audited	SY16-17 Audited	SY17-18 Audited	1 Yr. % Growth	5 Yr. % Growth
Oyster-Adams EC	661	650	663	674	677	0%	2%
Deal MS	1,248	1,312	1,341	1,477	1,475	0%	18%
Hardy MS	371	386	374	374	392	5%	6%
Wilson HS	1,696	1,788	1,791	1,750	1,829	5%	9%
<b>Total</b>	<b>3,986</b>	<b>4,136</b>	<b>4,169</b>	<b>4,275</b>	<b>4,373</b>	<b>2%</b>	<b>10%</b>

<sup>6</sup> Source for Figures 7A-C: SY13-14, SY14-15, SY15-16, SY16-17, and SY17-18 DCPS Audited Enrollment Files (<https://dcps.dc.gov/node/1018342>)

## Current In-Boundary and Out-of-Boundary Enrollment

Most schools in the Wilson High School feeder pattern enroll over half of their student body from within their boundary, with only four schools (Hardy MS, Hyde-Addison ES, Oyster-Adams EC, and Shepherd ES) enrolling most of their students from outside of their boundary. Five elementary schools – Janney, Key, Lafayette, Mann, and Stoddert – enroll 80% or more of their students from within the boundary. On average, DCPS neighborhood schools enroll 46% of out-of-boundary and 54% in-boundary students. Most schools in the feeder pattern are above this average. Given the high participation rates, participants noted that creative short- and long-term solutions may be needed to ensure continued out-of-boundary access to the feeder pattern. Of all students enrolled in a DCPS school, 56% attend their neighborhood school across grades K-12.

The 2014 Student Assignment and DCPS School Boundary Review process included among its final recommendations guidance for neighborhood schools (schools with boundaries) to maintain a minimum out-of-boundary enrollment percentage of 10% at the elementary level, 15% at middle school, and 25% at high school to ensure a level of access to schools or programs outside of a student’s assigned zone. Most schools in the Wilson High School feeder pattern meet or exceed these minimums currently.

### SY17-18 In-Boundary Enrollment by School (Figure 8)<sup>7</sup>

School Name	SY2017-18 Audited Enrollment	In-Boundary Enrollment	Percent In-Boundary	Percent Out-of-Boundary
Bancroft ES	544	354	65%	35%
Deal MS	1475	1034	70%	30%
Eaton ES	476	291	61%	39%
Hardy MS	392	104	27%	73%
Hearst ES	312	183	59%	41%
Hyde-Addison ES	320	78	24%	76%
Janney ES	737	675	92%	8%
Key ES	417	355	85%	15%
Lafayette ES	816	705	86%	14%
Mann ES	400	334	84%	17%
Murch ES	573	443	77%	23%
Oyster-Adams EC	677	327	48%	52%
Shepherd ES	364	156	43%	57%
Stoddert ES	438	350	80%	20%
Woodrow Wilson HS	1829	1079	59%	41%

## School Demographics (See Appendix, Figures 9A-C)

Schools in the Wilson High School feeder pattern enroll a diverse student body with students from every Ward, with the largest groups coming from Wards 1, 3, and 4 (which reflects the location of the schools), and no racial/ethnic group comprising a majority of student enrollment. The largest group of students in

<sup>7</sup> Source: SY17-18 DCPS Audited Enrollment File (<https://dcps.dc.gov/node/1018342>) and SY17-18 School Profiles (<https://dcps.dc.gov/publication/school-profile-scorecard>)



the Wilson High School feeder pattern identifies as White (46%), with the next largest groups identifying as Black/African-American (22%) or Hispanic/Latino (20%). Most African-American students enrolled in the Wilson High School feeder pattern are out-of-boundary. A plurality of out-of-boundary students live in Ward 4.

Just over 10% of students enrolled in the Wilson High School feeder pattern meet one or more of the special populations<sup>8</sup> criteria. At the school level, Bancroft ES (38%), Wilson HS (34%), and Hardy MS (24%) enroll the highest percentage of students in special populations. Ten of the remaining twelve schools enroll 10% or fewer students identified as being in this population. District-wide, 43% of DCPS students enrolled are classified as being in this population.

## Forecasted Enrollment Change

To estimate the potential future enrollment pressures for these schools in both the short- and long-term, DCPS worked with the Office of the Deputy Mayor for Education (DME) to develop forecast ranges that estimate 2020 and 2025 enrollment. These forecast ranges were used to inform the planning exercises and discussions during this process. These numbers were not used to develop annual school enrollment projections or budgets. The forecasts depict growth for all schools within the Wilson High School feeder pattern and signal increased overcapacity issues will be further exacerbated in future years (see Figure 10 in Appendix for figures and methodology). Many participants felt that the forecasts developed through the CWG process may be overly conservative and do not adequately reflect potential growth from development and public school and feeder participation growth. Specifically, many participants raised concerns with forecast ranges for 2020 and 2025 that were lower than a school's current audited or projected enrollment for the next year. Ultimately there was not one set of forecasts created within the CWG process that achieved consensus from the group. These enrollment projections were created prior to the development of the Master Facilities Plan and the DC Auditor's Enrollment Study and therefore do not reflect the findings of these or other recent reports.

## Defining the Need

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### What We Know

- Total utilization ranged from 82% - 123% within the feeder pattern in SY17-18. This is based on using total capacity numbers, which include both permanent buildings and portable units.
- Eight schools currently (as of SY17-18) have enrollment that exceeds their permanent capacity, with utilization rates ranging from 101% - 137%. Four additional schools are above 90% utilization of permanent capacity, including one school at 99%.
- Using SY18-19 audited enrollment, ten schools in the feeder pattern are at or above 100% utilization of total capacity.
- Five out of 15 schools enroll 80% or higher from their boundary.
- Almost all schools have increased enrollment over the last five years, with overall double-digit growth across elementary schools and 18% growth at Deal MS.

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<sup>8</sup> Special populations include students who are homeless, in the District's foster care system, who qualify for the Temporary Assistance for Needy Families (TANF) program or the Supplemental Nutrition Assistance Program (SNAP), and/or is a high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled.

- All 15 schools in Wilson High School’s feeder pattern are projected to grow in enrollment through 2025.
- All schools are expected to exceed their 17-18 permanent capacity by 2025 in the “high-end” forecast scenarios developed by DCPS and DME for the CWG process.
- In the 2025 “high-end” forecast scenarios, the average projected utilization across the feeder pattern was 128%.
- Currently, most schools have been modernized or have a modernization in progress. Few are in the current Capital Improvement Plan for future work.
- Many buildings are already built to their maximum footprint and do not have space to expand on-site.
- The two schools (Murch and Hyde-Addison) that did not grow over the last five years were in a temporary swing space in SY17-18, which can lead to an enrollment decrease. Initial data for SY18-19 indicates that both have increased enrollment from SY17-18 to SY18-19.

### Short- and Long-Term Challenges

The pressures of overcapacity are not experienced at the same scale and timeline across the feeder pattern.

Several schools have projected enrollment that is expected to be greater than the permanent capacity on-site. DCPS has worked with these schools to implement a range of accommodations that include both program and space configuration changes, although those measures are not seen by the CWG as likely to sustain those schools, even in the short term. Three of these schools are currently slated for facility modernization or expansion.

**Figure 11A: Utilization Review: Schools Exceeding Permanent Capacity**

School	SY17-18 Percentage In-Boundary	SY17-18 Utilization (Permanent Capacity)	Program/Space Accommodations
Eaton ES	61%	123%	Currently scheduled for modernization to be completed by SY21-22
Janney ES	92%	105%	Reduced PK seats
Key ES	85%	115%	<ul style="list-style-type: none"> <li>— Arts and Music classes are off-site</li> <li>— Added 4 portable classrooms in Summer 2018</li> <li>— Currently scheduled to get an addition to be completed by SY22-23</li> </ul>
Lafayette ES	86%	101%	Converted 2 flexible spaces to classrooms in Summer 2018 after modernization was completed
Mann ES	84%	108%	An addition was completed in August 2015
Stoddert ES	80%	137%	<ul style="list-style-type: none"> <li>— Added portable classrooms</li> <li>— Currently scheduled to get an addition to be</li> </ul>

School	SY17-18 Percentage In-Boundary	SY17-18 Utilization (Permanent Capacity)	Program/Space Accommodations
			completed by SY25-26
Deal MS	70%	108%	Converted existing rooms and offices into classrooms in 2018 through internal modifications; added 5 portable classrooms and one administrative space in Summer 2018.
Wilson HS	59%	108%	Additional classrooms created in 2016 through internal modifications; maximized space through flexible staff assignments and student scheduling

The remaining 7 schools are currently able to accommodate their student body within their permanent space, but DCPS anticipates most will exceed permanent capacity in the next 5-8 years. Of these, Bancroft ES and Murch ES have completed modernizations for SY18-19, and Hyde-Addison ES is under construction. Modernization makes enrollment difficult to predict in the first years after the completion of the building; however, based on enrollment trends after modernization at Lafayette and Janney, an increase in enrollment over the next few years is likely at these schools.

**Figure 11B: Utilization Review: Schools within Permanent Capacity in SY17-18**

School	SY17-18 Percentage In-Boundary	SY17-18 Utilization (Permanent Capacity)	Program/Space Notes
Bancroft ES	65%	99%	Modernization completed prior to SY18-19; Co-located with Briya PCS partner (space not included in utilization calculation)
Hearst ES	59%	95%	An addition was completed in 2015
Hyde-Addison*	24%	82%	Modernization to be completed for SY19-20
Murch ES	77%	86%	Modernization completed prior to SY18-19
Shepherd ES	43%	91%	Phased modernization in 2016; ongoing capital project in collaboration with DPR to complete cafeteria, gym, and kitchen.
Hardy MS	27%	81%	Co-located with Fillmore Arts school (capacity not included in utilization calculation)
Oyster-Adams EC	48%	96%	Planning for the Adams campus modernization currently slated to begin in SY23-24.

\*Utilization figures for Hyde-Addison reflect planned capacity for in-progress modernization project.

### Potential Impact of Stoddert’s Boundary Change:

Annually, there are between 40-50 students enrolled at Stoddert who reside in the portion of the boundary that will be transitioned to Hyde-Addison.

These current students will maintain the right to remain at Stoddert or to transition to their new in-boundary school (Hyde-Addison). Stoddert enrolls <10 new students annually from this area; new enrollees would only have the right to enroll in Stoddert if they have a sibling at the school who will continue to be enrolled at Stoddert. This boundary change may result in a number of students shifting from Stoddert to Hyde-Addison over time. The impact will need to be monitored over several years.

## Identifying Solutions

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The CWG spent most of its time identifying and exploring potential options to address both the short- and long-term overcapacity issues within the Wilson High School feeder pattern. The universe of potential options primarily falls within three categories: Program, Capital, and Policy. For each category, several potential options were discussed and considered. In order to determine the benefit, impact, and feasibility of each option, the group used the following key questions to evaluate each.

- At which schools does this address overcapacity and to what extent?
- Is this a short- or long-term solution?
- Are there significant implementation challenges?
- Does this trigger any equity issues?<sup>9</sup>

### Program

- Defined as options that adjust how schools serve students, including types of schools and programs available to students. Examples include:
  - Early Childhood Education Centers
  - Grade configurations
  - Co-locations

### Capital

- Defined as options that require capital investment. Examples include:
  - Acquiring new space, including leasing public or private space
  - Expansions
  - Modernizations

### Policy

- Defined as options that use student assignment policies as levers to adjust how students are able to access schools and programs. Examples include:
  - Out-of-boundary policies
  - Adjusting enrollment projection and budgeting policies for over-capacity schools
  - Feeder patterns
  - Boundaries

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<sup>9</sup> The DCPS Strategic Plan includes the following strategic priority around equity, which is also included as a core DCPS value: “Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias: focus on equity across all DCPS; offer programming that supports students of color; prioritize budgeting and resources for students who need them most.”

The next several pages of the report lay out, for each of the three categories described above, the specific options discussed; highlights the relevant data points considered; and summarizes the benefits and challenges identified by the CWG.

## Options Not Explored or Considered

DCPS elected not to pursue the two options below, or permutations thereof, and did not engage the group in exploring these topics.

### **Out-of-Boundary (OOB) Feeder Rights**

- The group did not consider removing rights of Out-of-Boundary students to enroll in the geographic destination school (feeder pattern) for their current school.
  - Currently, for example, a student who enrolls out-of-boundary in Janney has rights to enroll in Deal for middle school and Wilson for high school.
  - These rights are part of district-wide policy across DCPS; changes to this policy were not considered by the group and are not being pursued by DCPS.

### **New Boundary and Feeder Changes**

- The Office of the Deputy Mayor for Education led a citywide review of boundaries, feeder patterns, and assignment policies in 2014. One recommendation stemming from this review was for DCPS to conduct another update to boundaries and feeders in 2022 and then every 10 years thereafter.
- DCPS did not consider new boundary and feeder changes as part of this process, but instead will include as part of the next scheduled comprehensive boundary review process in 2022.

## Program Options

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### **Open a Stand-Alone Early Childhood Center (ECE)**

Early Childhood Centers are typically stand-alone or self-contained programs focusing specifically on our youngest learners. Sometimes referred to as PK centers, these centers offer predominantly PK programming, but sometimes can include Kindergarten. DCPS does not currently have ECE centers within its portfolio. Opening an ECE Center could alleviate space pressures at existing elementary schools by re-locating classrooms in an effort to create more space for current students. Participants emphasized that any early childhood expansion would worsen secondary overcapacity if additional students were added to lower grades that would then feed into Deal, Hardy, and Wilson, if not combined with other approaches to alleviate pressure at the secondary level.

### **Key Data Analysis (See Figure 12 in Appendix)**

- All elementary-level schools in the Wilson feeder pattern offer pre-kindergarten.
- Currently, pre-K programming occupies 38 classrooms (700 PK seats) within the Wilson High School feeder pattern, with most elementary schools in the feeder pattern having between 2 and 3 pre-K classrooms each.
- Bancroft, Hyde-Addison, and Shepherd Elementary Schools are the only schools in the Wilson High School feeder pattern offering PK3 classes; most offer only PK4 programs. These PK3 programs follow the same lottery policies as other pre-K classes.

- Three elementary schools - Bancroft, Shepherd, and Lafayette - have more than 3 total pre-K classrooms.
- All elementary schools within the Wilson High School feeder pattern have high unmet pre-K demand from both in-boundary and out-of-boundary families.
- Some elementary schools have reduced the number of pre-K classrooms because of capacity constraints in K-5.

### **Option Considerations**

With some caveats, there was interest among this group about the potential option of opening an ECE center to help address unmet demand. Members also acknowledged that opening an ECE center would do little to alleviate overutilization issues at the elementary schools. Considerations related to this option include:

#### **Impact on Capacity:**

- An ECE center that relocates classrooms from existing schools could allow elementary schools to devote classrooms to other grades or specials to accommodate current and/or projected growth or might create room in certain schools for a 1-6<sup>th</sup> grade model, alleviating some overcrowding at Deal MS
- An ECE option that does not re-locate or remove existing classrooms does not alleviate crowding at elementary schools and would exacerbate pressures by bringing additional students into the feeder pattern if not also combined with larger grade re-configurations or other solutions.
- With one ECE center serving multiple schools or neighborhoods, we could help address unmet demand and create more capacity across multiple schools.
- Without existing facility space available, an in-Ward ECE center would require a significant capital investment and a multi-year implementation timeline for new construction. Participants noted that an ECE center could be an appropriate use for Old Hardy or other leased space if available.
- However, participants noted that some neighborhoods might have private ECE centers with capacity. Participants encouraged exploration of public private partnerships in centers that have capacity and are located within the community.
- An out-of-Ward ECE center would likely draw smaller numbers of Wilson High School feeder pattern families, resulting in a minimal impact on the overcapacity issues or increased demand.
- If not paired with other solutions addressing secondary pressures, this strategy does not provide any relief in secondary grades (MS and HS). If implemented poorly, could exacerbate the issue.

#### **Other Considerations:**

- ECE programs are seen as playing an important role in helping prepare students for Kindergarten.
- Maintaining the number of PK seats available supports the District's goal to provide access to high-quality early childhood programming.
- Bancroft is the only Title 1 school within the Wilson High School feeder pattern<sup>10</sup>. Title 1 schools serve a designated percentage of low-income students; PK programs within Title 1 schools receive additional services and supports through the Head Start program.

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<sup>10</sup> Schools are identified as Title I if at least 40% of families meet certain income requirements, including a household income below the poverty line, participation in TANF or SNAP programs, or experience with homelessness or foster care.

- Concerns were raised regarding whether DCPS should heavily invest in adding or maintaining PK seats across a majority of non-Title 1 schools. DCPS' efforts to expand PK are currently focused on Title 1 schools.
- Concerns were also raised on the fairness of removing PK programs in these schools, while all other schools offer at least some PK programming. This could be alleviated by locating the centers nearby the schools the children will transition to and developing partnerships between the two.
- While there was support for opening an ECE center, members felt that it needed to be within the feeder pattern boundaries.
- While not within DCPS' scope, participants also recommended expanded use of the OSSE program to support pre-kindergarten access with private providers in non-DCPS spaces.

## Shift Grade Configurations at Hardy MS and Feeder Elementary Schools

Schools in the Wilson High School feeder pattern follow most standard DCPS grade configurations of PK-5 or PK-8, 6-8, and 9-12. Hardy Middle School currently co-locates with the Fillmore Arts Program, which provides arts education to Key, Ross, and Stoddert ES. Changing the grade configuration for Hardy MS to serve 5<sup>th</sup> – 8<sup>th</sup> grade could help alleviate overcapacity issues at the feeder elementary schools by moving their 5<sup>th</sup> grades to Hardy MS.

### Key Data Analysis (See Figure 13 in Appendix)

DCPS modeled the potential enrollment and capacity impact on Hardy MS if it expanded to take on 5<sup>th</sup> grade from all its feeder elementary schools. The model requires Hardy to recoup the space from The Fillmore Arts program, therefore requiring the impacted elementary schools to absorb arts back into their buildings or find an alternative location. The model developed (see Figure 13) indicated that this option would provide some relief to elementary schools through 2022 but would not be significant enough to make a lasting impact, as the model showed capacity issues resurfacing again after 2022.

### Option Considerations

There was concern that the challenges presented by this option outweighed the benefits and ability to reduce the overcapacity issues. While most group members strongly urged DCPS not to pursue this option, they noted the following considerations:

#### Impact on capacity:

- Provides only limited relief for elementary feeder schools that are more acutely impacted by overcapacity issues – Key and Stoddert ES
- Exceeds Hardy capacity long-term
- However, could provide some short-term relief for feeder elementary schools

#### Other Considerations:

- Requires Fillmore Arts to vacate their current space at Hardy MS and raises operational and space concerns with accommodating Arts and Music at Key, Ross, and Stoddert Elementary Schools
- This shift could be implemented on a short timeline and would not have significant fiscal impact

## Merge Deal and Hardy Middle Schools into a Two Campus School

There are currently two 6<sup>th</sup>-8<sup>th</sup> grade stand-alone middle schools in the Wilson High School feeder pattern: Deal and Hardy. Hardy Middle School currently has excess space, most of which is currently utilized by the Fillmore Arts program. By merging both schools to create a two-campus middle school, overcapacity issues could be alleviated at Deal MS. The grades could be split across both campuses – one serving 6<sup>th</sup> grade and the other serving 7<sup>th</sup> and 8<sup>th</sup> or one serving 6<sup>th</sup> and 7<sup>th</sup> and the other serving 8<sup>th</sup>.

### Key Data Analysis (See Figure 10 in Appendix and reference Figure 5 on Page 7)

- Combined, Deal and Hardy MS have permanent capacity for 1,855 students: 485 at Hardy and 1,370 at Deal. This increases to approximately 2,240 students when Deal's portable classrooms and the space within the Hardy building currently dedicated to the Fillmore Arts program are included.
- In SY18-19, the combined projection for Deal and Hardy MS is 1,994 students, which is greater than the available permanent capacity but within total potential capacity.
- Through 2025, the combined enrollment forecasts range up to 2800 students in the high-end scenarios, potentially exceeding total available capacity long-term.

### Option Considerations

Most participants did not see this as a viable medium- or long-term option to reduce overcapacity issues, with consensus among the group that the option was too limited in long-term impact to outweigh any potential benefits. Many considerations were noted:

#### Impact on capacity:

- Long-term forecasts suggest the enrollment may exceed capacity of both facilities within a few years; therefore, providing only short-term relief for the overcapacity issues at Deal MS.

#### Other considerations:

- Requiring Fillmore to vacate their current space at Hardy MS raises operational and space concerns with accommodating Arts and Music at Key, Ross, and Stoddert Elementary Schools.
- This option could be implemented on a short timeline and would not have significant fiscal impact.
- While not a tested model within DCPS, it could provide opportunity to focus middle grades practices for specific age groups.
- Would assume long-term use of temporary structures at Deal MS, affecting outdoor space and sports programming.

## Create Choice Sets Among Elementary Schools

The elementary schools with high out-of-boundary enrollment are near or adjacent to elementary schools with the most acute overcapacity issues. Through creating a choice set, where a family is guaranteed a seat at a school within the choice set, but not a particular school, enrollment would be redistributed across schools. While such a redistribution could theoretically help alleviate overcapacity at the elementary schools if those schools had not already reached capacity, participants raised concerns about the limited benefits relative to the losses in proximity and predictability for families. Additionally, they are not seen as an option for alleviating the overcrowding at the middle and high



school levels. Choice sets were proposed during the 2014 DME process and ultimately not moved forward due to lack of community support. The group agreed there continued to be no support for this option.

## Explore Co-location and Partnership Opportunities for Wilson HS

To help address the overcapacity issues at Wilson High School, the group explored ideas to leverage existing or potential new partnerships to create opportunities for students to leave campus. Partnership opportunities included working with UDC or other university partners for off-campus college programming options. While the universe of partnership opportunities was not fully explored nor were discussions pursued with UDC by this group, the conversation reflected the idea of leveraging off-campus opportunities to alleviate overcapacity issues at Wilson HS. The group also discussed the idea of utilizing capacity at Duke Ellington High School, which is located within the Wilson HS boundary and has substantial available space during parts of the school day. DCPS did not commit to exploring co-location or space usage agreements at the time. The co-location and partnership ideas discussed would not impact the overall enrollment at the participating school but would relieve pressure by creating opportunities for more coursework to be taken off-site.

### Key Data Analysis (See Figure 10 in Appendix)

The group reviewed current enrollment and enrollment forecasts to assess the level of impact needed for a partnership to significantly reduce overcapacity issues. Additionally, the group discussed qualitative feedback on the scheduling and staffing impacts of a partnership or co-location.

### Option Considerations

While it was not clear that this option provided a viable short- or mid-term relief to overcapacity issues at Wilson HS, there was interest for the concepts explored, though members raised concerns that significant engagement with the Wilson community would be needed. To reasonably address overcapacity issues at Wilson HS, a partnership option would require large numbers of students to travel to alternate locations. This option raised significant operational concerns. Considerations noted included:

#### Impact on Capacity:

- As noted above, to reasonably address overcapacity issues at Wilson HS, a partnership option would need to be large in scale, with large numbers of students in programming at alternate locations.
- Space relief provided by expanded partnerships with local universities would depend on demand and capacity of these programs.

#### Other Considerations:

- Participants were most supportive of partnership models that did not impact the location of core comprehensive programming at Wilson HS.
- Exploring strategic partnerships could provide programmatic value, such as enriched arts or college access programming. However, participants expressed strong support for existing arts programs at Wilson HS and emphasized that significant community engagement would be needed to explore any options that would re-locate existing programs.
- Participants suggested one option could be expanding upon existing partnerships between DCPS, Wilson HS, and UDC.

- Accommodating large groups of students travelling off-site would require significant logistical and scheduling considerations.
- While the group acknowledged the opportunity to leverage the District’s Kids Ride Free program, DCPS expressed potential concern if dedicated transportation for options could not be provided where needed and noted that providing transportation to students would require operational budget investment.
- School culture concerns were raised in response to the number of students who travel off-campus.

## Capital Options

### Expand On-Site Capacity

The option to add space to existing school buildings was discussed to ensure that DCPS is maximizing available site space. The scope of this option could include building an addition or making temporary space (trailers) into permanent space, taking into account that a number of the Wilson feeder pattern schools are already quite large and that there is a point at which more classroom space is insufficient to address the other educational and operational needs of a large community of students.

#### Key Data Analysis

The chart below reviews the current feasibility of expanding on-site at each school. The column “on-site expansion capacity” indicates the number of additional seats that could potentially be added to the overall total capacity. This analysis focuses on classroom capacity and may not address other elements of building space.

- Expansions could support long-term growth forecast in 3 schools (Bancroft, Hyde-Addison, and Hardy). At Eaton, capacity will be added through the modernization that may resolve capacity issues long-term if paired with reductions in out-of-boundary enrollment over time.
- Four schools would require further study (Hearst, Key, Mann, and Stoddert).
- Four schools have already maximized local capacity and cannot expand further (Janney, Murch, Oyster-Adams, and Shepherd).
- Three schools (Deal, Lafayette, and Wilson) have only limited space to expand on-site with either permanent or portable capacity, but long-term enrollment forecasts predict that these schools will likely exceed maximized capacity.

#### On-Site Expansion Potential by School (Figure 14)

School	On-Site Expansion Capacity	Solves Capacity Issues Short Term	Solves Capacity Issues Long Term	Trade-Offs
<b>Bancroft</b>	+120 max (internal modifications after mod)	Yes	Yes	Partner Space
<b>Eaton</b>	Yes; Modernization designed to 490 capacity.	Yes	Maybe – requires OOB reduction.	N/A – Design in Progress

School	On-Site Expansion Capacity	Solves Capacity Issues Short Term	Solves Capacity Issues Long Term	Trade-Offs
<b>Hearst</b>	Yes - Needs study	Needs study	Would require study to determine expansion scope	Needs study, capacity need low in short-term
<b>Hyde-Addison</b>	Modernization to max capacity at 400	Yes	Yes	N/A – Expansion in progress
<b>Janney</b>	No - At site capacity	No	No	Not feasible
<b>Key</b>	Yes – in FY19-24 CIP	Needs study	Needs study to determine scope of expansion	Likely replaces current portables, needs study
<b>Lafayette</b>	+65-75 max (only through internal modifications)	High forecast scenario exceeds max on site	No	Internal program space
<b>Mann</b>	Needs study	Needs study	Needs study to determine scope of expansion	Potential field, parking
<b>Murch</b>	Modernization to max capacity at 730	Yes	Max forecast may exceed capacity	Not feasible
<b>Oyster-Adams</b>	No - At site capacity	N/A	Max forecast may exceed capacity	Not feasible
<b>Stoddert</b>	Yes – in FY19-24 CIP	Yes	Needs study to determine scope of expansion	Likely replaces current portables, potentially impacts parking
<b>Shepherd</b>	No – at capacity	N/A – Growth within current capacity	N/A – Growth within current capacity	Not feasible
<b>Deal</b>	Yes -- extremely limited expansion space on site due to federal land limitations	Yes (Portables)	No	Impacts remaining blacktop / surface area adjacent to existing trailers
<b>Hardy</b>	Yes – Fillmore space (~160-175 seats)	Yes	Yes	Fillmore Arts – ES issue
<b>Wilson</b>	Yes – limited expansion space on site	No	No	Parking

Note: At the time in which the group discussed this information, DCPS did not consider expansion at Wilson HS feasible. Since that discussion, DCPS has completed an internal, initial evaluation of limited potential for expansion on the site. Also, it is possible the tradeoffs could be mitigated by additional capital funding.

### **Option Considerations**

The feedback on these options varies by school community, depending upon the trade-offs and feasibility of each. In most cases, school communities are supportive of added capacity, especially in cases where the expansion will add permanent space or replace existing temporary capacity. Considerations to these options include:

#### **Impact on Capacity:**

- In at least four sites with acute overcapacity issues, permanently increasing on-site capacity is not feasible.
- In some cases, temporary trailers would be replaced with permanent space.
- This analysis focuses primarily on classroom space and does not address potential need for other facility capacity, such as in hallways, cafeteria and gym space, and other common or support spaces.

#### **Other Considerations:**

- Expanding on-site capacity does not require changes to the in-boundary and feeder rights or access families have to schools.
- Expanding on-site capacity does not rely on decreasing out-of-boundary access.
- Some expansions might require significant trade-offs in financing decisions, parking, program, or recreational space.
- DCPS noted that expansions are not currently in the capital budget beyond planned modernization/expansion at Eaton, Key, and Stoddert.
- DCPS raised the potential for citywide equity concerns over added facility investments to schools that have already been modernized, and the group acknowledged these concerns.
- Many participants raised significant concerns about the expansion of already large school communities, including Deal and Wilson, given the strains this can plan on both usage and functionality of non-instructional spaces, as well as operations and instructional needs.
- Many participants highlighted concerns that additions in classroom capacity alone do not resolve or may exacerbate constraints on other spaces and functions within the building, such as space for full-school meetings, scheduling lunch times, and ensuring smooth and safe student transitions.
- Reallocating building spaces that are currently used to support community and parent engagement could undermine longstanding partnerships and affect school culture.

## **Identify New Space for School Use**

The CWG and members of the broader Wilson High School feeder pattern community have advocated for adding a new elementary, middle, and/or high school to the Wilson High School feeder pattern. This could include new construction, utilizing available or underutilized space, or leasing or purchasing public/private space.

### **Key Data Analysis**

DCPS does not have currently available facilities within Ward 3, so any added capacity beyond existing school modernizations or expansions in the short term would require construction or acquisition of

property. While the group didn't explore options in detail at the elementary, middle, or high school level, they noted the following considerations:

- A new elementary school would help relieve, but not solve, overcapacity issues at the primary level. Given the extent of capacity needed and the distribution of need across the feeder pattern, the group emphasized that multiple new spaces would be needed at the elementary level, if not combined with other solutions.
- A new middle school would solve the long-term overcapacity issues at Deal.
- A new high school would solve the long-term overcapacity issues at Wilson.
- Costs could be limited by using publicly-owned space where available.
- There are vacant office buildings within the boundaries for lease
- Additionally, the group urged DCPS to consider making available capacity at facilities within boundary, including Old Hardy and Ellington. Both buildings are currently in use for school programming; however, the group strongly pushed DCPS to consider leveraging these spaces to address capacity issues within the Wilson Feeder Pattern.

### **Option Considerations**

There was strong consensus among the group that further exploration of this option was necessary given that no other option comprehensively addressed the overcapacity issues. The group also acknowledged the impact this option would have, if done at the elementary level only. Any challenges identified were driven by operational or fiscal impact. Considerations to this option include:

#### **Impact on Capacity:**

- Significant capacity would be added to the feeder pattern, providing for long-term growth.
- Depending on the siting of a new space, this option could address issues across multiple schools and grade levels.
- Adding a new elementary school will add to the overcapacity issues at the middle and secondary level if enrollment increases and is not offset by adding middle and secondary capacity.

#### **Other Considerations:**

- Substantial added space could allow for out-of-boundary enrollment to remain a presence across the schools.
- Adding new middle schools and high schools could open up additional out of boundary slots, thus creating more opportunities across the city via the lottery and supporting goal of diversity within the feeder pattern
- DCPS noted that acquiring additional space – whether through lease or new construction - implies significant fiscal impact. Leases would require ongoing operational budget.
- The group identified a few specific properties being leased or sold; however, many of these properties were already being leased by other entities or were very expensive.
- Significant investments in new space need to take into account the areas of the city where current spaces have yet to be modernized as well as the number of DCPS students impacted.
- The addition of a new school with a boundary would require changes to families' rights to schools, unless the new school were a citywide or selective application high school.

## Maximize Capacity in Future Modernizations

For schools that are not yet fully modernized, the design and construction process could be used to maximize square footage on-site. This option only impacts Eaton and the Adams campus of Oyster-Adams EC, which have not been modernized.

### Key Data Analysis (See Figures 5 and 6 on Pages 7-8)

- Most schools in the Wilson High School feeder pattern have received a full modernization.
- Eaton’s modernization is fully funded and is currently in the planning phase.
- For SY18-19, both Murch and Bancroft moved into their modernized buildings. Murch was built to a capacity of 730 students, about 100 greater than its enrollment prior to moving to its swing space. Bancroft ES was built to a capacity of 550 students, approximately even with their SY17-18 enrollment. Currently, Bancroft partners with Briya Public Charter School to provide wrap-around services to the Bancroft school community, including providing infant/toddler and parent programs. Briya space has a capacity of approximately 120 (six classrooms) beyond the capacity calculated for Bancroft.
- Hyde-Addison ES is under construction and will be built to a capacity of 400 students, about 80 students greater than their SY17-18 enrollment. Hyde-Addison’s modernization is scheduled to be completed for SY19-20.

### Option Considerations

While feasibility and trade-offs varied by school community, participants were largely supportive of pursuing maximized capacities where possible. However, participants noted that there are few opportunities to leverage this within the Wilson High School feeder pattern and those that are available don’t fully address the overcapacity issues at either elementary or secondary schools. The following considerations were noted:

#### Impact on Capacity:

- It accommodates existing enrollment and provides capacity for neighborhood growth at Hyde-Addison and Eaton.
- Deal and Wilson have already received full modernizations and have limited space on-site for added permanent capacity; added enrollment in lower grades will exacerbate secondary issues.
- If additional capacity at Murch, Bancroft, and Hyde-Addison is used to increase enrollment, capacity concerns will be exacerbated at the secondary level.

#### Other Considerations:

- Maximizing capacity during future modernization takes advantage of existing capital planning.
- This does not require changes to access rights for families.
- Deal and Wilson are already very large schools and adding to their enrollment could exacerbate concerns with school size.
- Maximizing facility capacity may require trade-offs, such as parking, play space, or other site elements and/or additional capital investment.

# Policy Options

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## Provide Flexibility to Overcapacity Schools in Meeting Enrollment Projections

The group strongly encouraged DCPS not to penalize overcapacity schools if they do not meet their annual enrollment projection. The group suggested that overcapacity schools should not be required to make waitlist offers in order to meet their projection or have resources removed mid-year if they enroll under their projection. This could allow schools to right-size enrollment over time. Participants noted that schools experience competing priorities to admit additional students when enrollment falls below budget projections while also experiencing pressure to mitigate overcapacity in the long-term.

Participants flagged that there are likely other policy related solutions that DCPS could explore relating to projections and budgeting, such as greater budget autonomy to re-purpose positions in a way that could alleviate overcapacity.

## Reduce Lottery Seat Offerings

The majority of racial and ethnic diversity in the Wilson feeder pattern comes from out-of-boundary enrollment; reducing lottery seats would decrease diversity in the feeder pattern. As noted in the introduction to the document, the group advocated strongly against pursuing any options that would result in significantly lower out-of-boundary enrollment within the Wilson feeder pattern, given the impact this would have on school diversity. The group did review the data around in-boundary and out-of-boundary enrollment rates and lottery seat offerings, but ultimately both the group and DCPS declined to pursue options to widely reduce lottery seat allocations for out-of-boundary students given concerns with equity and the impact on school diversity.

Information and considerations discussed by the group are provided below for additional context.

### Key Data Analysis (See Figures 15 and 9A-C in Appendix)

Across DCPS, schools with boundaries must provide seats for all in-boundary K-12 students but also may offer seats to out-of-boundary students through the annual My School DC Lottery. To determine the number of seats offered, DCPS works with each school on an annual cycle to review and finalize seat allocations for each school, program, and grade. Students who are enrolled through the lottery have the right to continue in the feeder pattern.

- Out-of-boundary enrollment contributes significantly to the diversity within the feeder pattern. Reducing out-of-boundary lottery offerings would decrease racial/ethnic diversity within Wilson feeder pattern schools.
- Few schools in the Wilson feeder pattern offer significant numbers of seats annually in the lottery currently beyond pre-kindergarten.

### Considerations

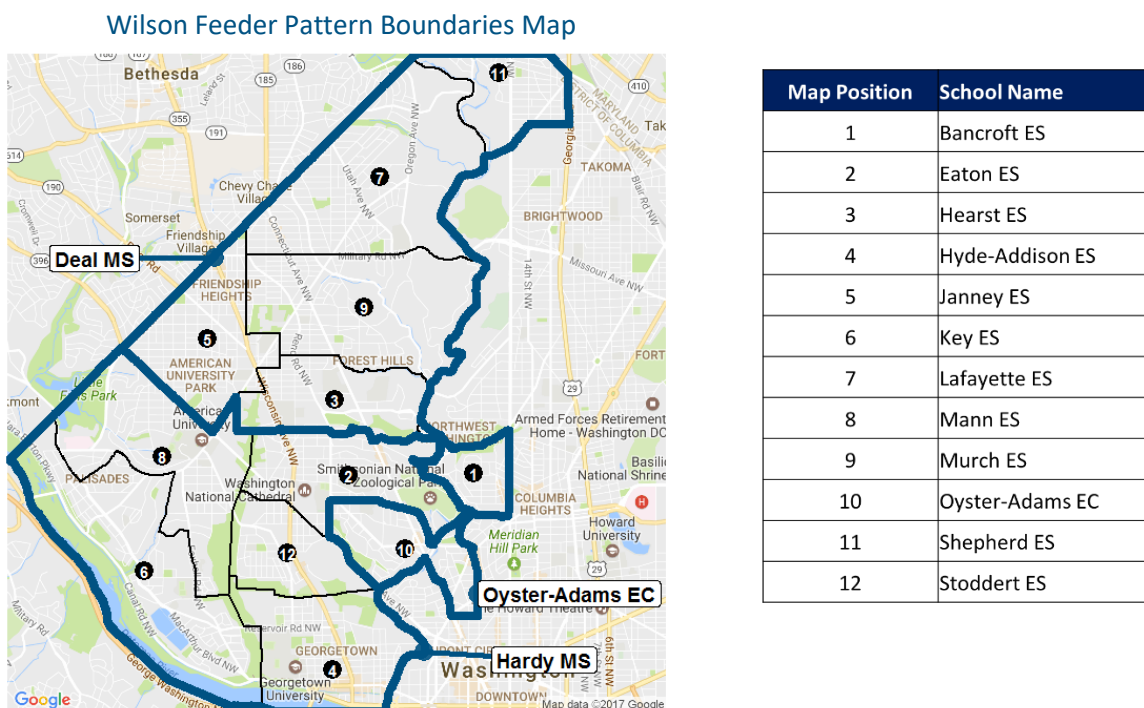
The group strongly urged DCPS not to pursue policies to widely restrict seat offerings. The Community Working Group emphasized the value of diversity in the feeder pattern and expressed significant equity concerns with policies to limit access to quality school options for students from other areas of the city. The following considerations were noted:

- A reduction in out-of-boundary access would significantly impact the racial and ethnic diversity of schools in the Wilson High School feeder pattern.

- A few elementary schools have very low out-of-boundary populations. Less than 10 percent of Janney ES' enrollment are currently out-of-boundary students, and only slightly more than 10 percent of Key's and Lafayette's students are.
- While reductions could alleviate pressure at a few individual schools long-term, participants emphasized that impacts would be limited overall as most schools are already at capacity and offer few out-of-boundary seats.
- Deal and Wilson have not offered seats in the out-of-boundary lottery over the last several years; reductions would have to occur in the feeder schools for out-of-boundary reductions to impact enrollment at the secondary level.

## Data

**Figure 2: Wilson High School Feeder Pattern Map<sup>11</sup>**



**Figure 3A, B: Community Survey Responses by School and Respondent Type<sup>12</sup>**

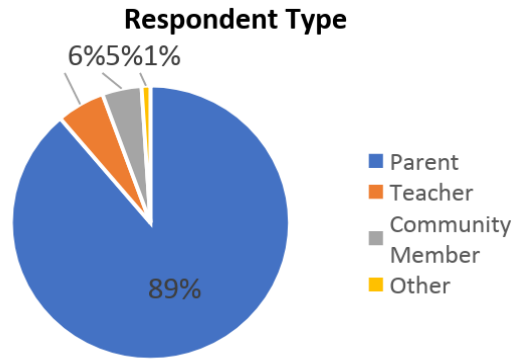
<sup>11</sup> Source Figure 2: [http://opendata.dc.gov/datasets?q=Attendance+Zones&sort\\_by=relevance](http://opendata.dc.gov/datasets?q=Attendance+Zones&sort_by=relevance)

<sup>12</sup> Source 3A-D: Wilson Feeder Pattern Overcrowding Survey Results, September 2017.

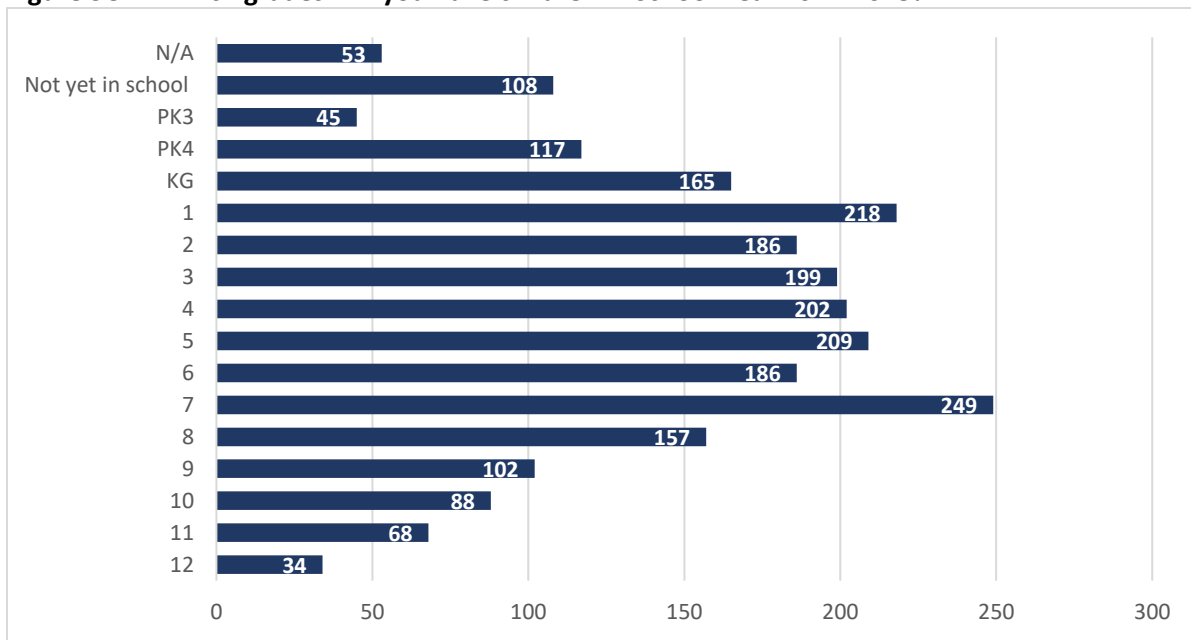


**School Communities:**

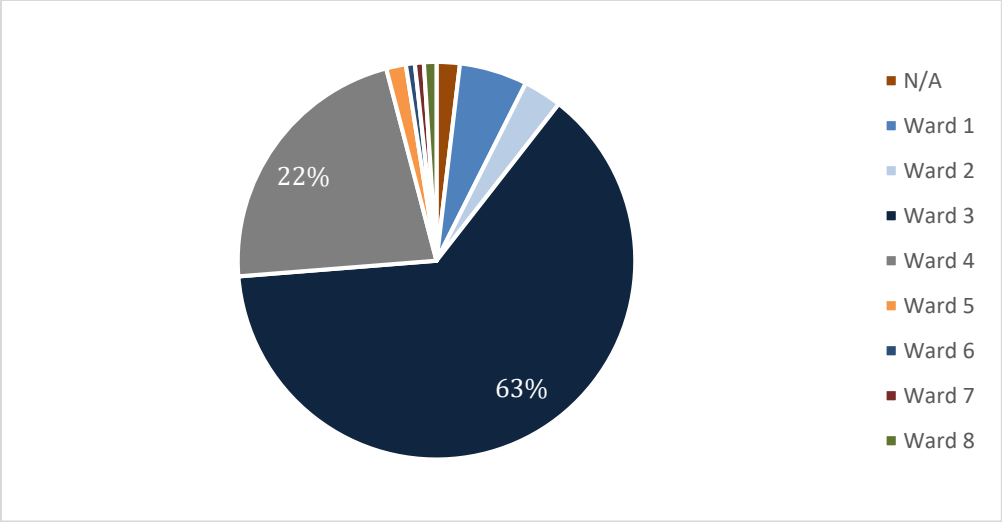
Deal, 686  
 Wilson, 476  
 Janney, 348  
 Lafayette, 251  
 Murch, 182  
 Other Wilson Feeder Pattern schools: 395  
 Outside of the Wilson Feeder Pattern: 48 (20 schools)



**Figure 3C, D: Community Survey Responses by Grade and Ward of Residence<sup>11</sup>**  
**Figure 3C: In which grades will you have children in School Year 2017-2018?**



**Figure 3D: Where in DC do you live?**



**Figure 2.5A**  
**2025 Forecasted Utilization<sup>13</sup>**

School Name		SY17-18 Total Capacity	SY18-19 Audited Enrollment	SY18-19 Utilization	2025 Forecast Range	SY17-18 Total Capacity	2025 Utilization Range
Deal MS		1,490	1,507	101%	1570/2,253	1,490	105%/151%
Deal Feeder Schools	Bancroft ES*	550	567	103%	543/637	550	99%/116%
	Hearst ES	330	331	100%	344/464	330	104%/140%
	Janney ES	700	739	106%	715/938	700	102%/134%
	Lafayette ES	805	887	110%	866/884	805	108%/110%
	Murch ES*	730	601	82%	650/990	730	89%/136%
	Shepherd ES	400	379	95%	311/420	400	78%/105%
Hardy MS		485	451	93%	529/519	485	109%/107%
Hardy	Eaton ES	386	474	123%	506/698	386	131%/180%

<sup>13</sup> Sources: DCPS SY18-19 Audited Enrollment (<https://dcps.dc.gov/node/1018342>) and 2016 Master Facilities Plan Annual Supplement, Appendix A: DCPS SY2016-17 Enrollment Data (<https://dme.dc.gov/publication/2016-master-facilities-plan-supplement>)

Feeder Schools	Hyde-Addison *	400	352	88%	393/407	400	98%/101%
	Key ES	407	399	98%	478/494	407	117%/121%
	Mann ES	370	397	107%	430/567	370	116%/153%
	Stoddert ES	452	463	102%	403/600	452	89%/133%
Oyster-Adams EC		708	706	100%	695/800	708	98%/112%
Wilson HS		1,700	1,796	106%	1,727/2,070	1,700	101%/121%

**Figure 9A: Wilson High School Feeder Pattern SY17-18 Demographics (All Students)<sup>14</sup>**

Wilson Feeder Pattern Overall Student Profile					
Home Ward	Students by Ward	Black/African- American	Hispanic/Latino	White	At-Risk
1	1,266	204	639	321	312
2	322	37	81	150	37
3	4,562	325	614	2,926	213
4	2,342	840	412	912	258
5	439	283	102	29	94
6	208	86	37	49	33
7	231	195	29	n<10	69
8	356	189	67	66	71
Un.	44	15	n<10	17	10
<b>Total</b>	<b>9,770</b>	<b>2,174</b>	<b>1,989</b>	<b>4,473</b>	<b>1,097</b>

**Figure 9B: Wilson High School Feeder Pattern SY17-18 Demographics (Out-of-Boundary Students)**

Wilson Feeder Pattern Demographics: Out-of-Boundary Students					
Home Ward	Students by Ward	Black/African- American	Hispanic/Latino	White	At-Risk
1	511	131	235	99	123
2	167	33	53	54	27
3	310	28	59	169	n<10
4	1,036	562	287	132	188
5	439	283	102	29	94
6	208	86	37	49	33
7	232	195	29	n<10	69
8	356	189	67	66	71
<b>Total</b>	<b>3,258</b>	<b>1,507</b>	<b>869</b>	<b>601</b>	<b>613</b>

**Figure 9C: DCPS Student Demographics by Home Ward**

DCPS Student Demographics by Home Ward										
Home Ward	Students by Ward		Black/African-American		Hispanic/Latino		White		At-Risk	
1	4,796	10%	1,421	5%	2,628	27%	520	7%	1,924	9%
2	1,236	3%	227	1%	441	4%	353	5%	290	1%
3	4,805	10%	347	1%	657	7%	3,057	43%	236	1%
4	8,584	18%	3,298	11%	3,795	39%	1,148	16%	2,894	14%

<sup>14</sup> Sources, Figures 9A-C: SY17-18 DCPS Audited Enrollment (<https://dcps.dc.gov/node/1018342>) and SY17-18 School Profiles (<https://dcps.dc.gov/publication/school-profile-scorecard>)

5	5,263	11%	3,903	14%	1,091	11%	159	2%	2,502	12%
6	5,225	11%	2,805	10%	441	4%	1,592	22%	1,738	8%
7	7,860	16%	7,327	25%	407	4%	57	1%	4,702	22%
8	9,535	20%	8,975	31%	288	3%	127	2%	6,324	30%
Un.	840	2%	603	2%	107	1%	99	1%	415	2%
<b>Total</b>	<b>48,144</b>	<b>-</b>	<b>28,906</b>	<b>-</b>	<b>9,855</b>	<b>-</b>	<b>7,112</b>	<b>-</b>	<b>21,025</b>	<b>-</b>

**Figure 10: Forecasted Enrollment Ranges**

School Name		2020 Forecast Range	2025 Forecast Range
Deal MS		1,570/1,884	1,570/2,253
Deal Feeder Schools	Bancroft ES	543/581	543/637
	Hearst ES	334/416	344/464
	Janney ES	722/843	715/938
	Lafayette ES	847/792	866/884
	Murch ES	599/885	650/990
	Shepherd ES	370/381	311/420
Hardy MS		465/434	529/519
Hardy Feeder Schools	Eaton ES	483/626	506/698
	Hyde-Addison	365/370	393/407
	Key ES	441/443	478/494
	Mann ES	439/510	430/567
	Stoddert ES	394/540	403/600
Oyster-Adams EC		675/704	695/800
Wilson HS		1,832/1,806	1,727/2,070

Note: These forecast ranges were developed by DCPS and DME and used to inform the planning exercises and discussions during this process. These numbers were not used to develop annual school enrollment projections or budgets. These forecasts were developed using OSSE Audited Enrollment data and Office of Planning population forecasts (<https://planning.dc.gov/publication/dc-forecasts>)

**Figure 12: SY17-18 Early Childhood Classrooms, Seats, and Waitlists by School<sup>15</sup>**

School and Classroom Type	Number of Classrooms	Max Seats	Waitlisted IB at 4/1/18
<b>Bancroft ES</b>	<b>7</b>	<b>118</b>	<b>79</b>
ELS	1	10	N/A
PK3	3	48	47
PK4	3	60	32
<b>Eaton ES</b>	<b>2</b>	<b>36</b>	<b>17</b>
PK4	2	36	17

<sup>15</sup> Source: DCPS SY17-18 Early Childhood Education configurations and My School DC Lottery Seats and Waitlist Offer Data (<https://www.myschooldc.org/resources/data>)

School and Classroom Type	Number of Classrooms	Max Seats	Waitlisted IB at 4/1/18
<b>Hearst ES</b>	<b>3</b>	<b>46</b>	<b>5</b>
Autism	1	6	N/A
PK4	2	40	5
<b>Hyde-Addison ES</b>	<b>3</b>	<b>56</b>	<b>0</b>
PK3	1	16	0
PK4	2	40	0
<b>Janney ES</b>	<b>3</b>	<b>60</b>	<b>46</b>
PK4	3	60	46
<b>Key ES</b>	<b>2</b>	<b>40</b>	<b>13</b>
PK4	2	40	13
<b>Lafayette ES</b>	<b>5</b>	<b>100</b>	<b>21</b>
PK4	5	100	21
<b>Mann ES</b>	<b>2</b>	<b>40</b>	<b>32</b>
PK4	2	40	32
<b>Murch ES</b>	<b>3</b>	<b>60</b>	<b>14</b>
PK4	3	60	14
<b>Oyster-Adams Bilingual</b>	<b>3</b>	<b>50</b>	<b>22*</b>
ELS	1	10	N/A
PK4	2	40	22
<b>Shepherd ES</b>	<b>4</b>	<b>72</b>	<b>20</b>
PK3	2	32	15
PK4	2	40	5
<b>Stoddert ES</b>	<b>1</b>	<b>20</b>	<b>32</b>
PK4	1	20	32
<b>Grand Total</b>	<b>39</b>	<b>718</b>	<b>301</b>

\*Dual Language Waitlists are divided into Spanish- and English-dominant pools in ECE; these results are combined above: Oyster Adams: All 22 IB families waitlisted for PK4 were in the English-dominant pool as of 4/1/17. Bancroft: 28 waitlisted IB families for PK4 English-dominant; 4 Spanish-dominant. In PK3, 35 waitlisted IB families are English-dominant; 12 Spanish-dominant.

**Figure 13: Moderate Projection for Hardy 5<sup>th</sup>-8<sup>th</sup> Grade Re-Configuration**

Grade	2018 Proj.	2019 Proj.	2020 Proj.	2021 Proj.	2022 Proj.	2023 Proj.	2024 Proj.	2025 Proj.
5	-	146	154	148	180	184	185	195
6	130	130	150	159	152	185	190	191
7	130	130	135	153	162	156	189	194
8	148	138	141	143	163	173	166	202
Total	408	544	580	603	658	699	730	781
Est. Max Capacity	670	670	670	670	670	670	670	670
% of Capacity	61%	81%	87%	90%	98%	104%	109%	117%
% of Capacity at 100% 5 <sup>th</sup> Capture	61%	105%	135%	161%	195%	199%	199%	206%

*Assumptions:*

1. Elementary Campuses enroll students from 4th to 5th grade at the same rate they would enroll from 5th to 6th grade.
2. 5th grade would begin in 2019-2020.
3. Retention from 5th to 6th grade would match the average DCPS Education Campus 5th to 6th grade internal retention rate +3%.
4. Hardy will continue to enroll a set number of Lottery and new in-boundary students at around 20 per year into 5th grade.
5. Retention trends in upper grades will remain similar to historical retention trends, even with growing class sizes.
6. Hardy is able to access Fillmore Arts space.

**Figure 15: Lottery Seats and Waitlist Offers Extended in Grades K - 12<sup>16</sup>**

School	SY16-17 Lottery Seats Opened (April 2016)	Waitlist Offers Extended (by October 2016)	SY17-18 Lottery Seats Opened (April 2017)	Waitlist Offers Extended (by October 2017)	SY18-19 Lottery Seats Opened (April 2018)	Waitlist Offers Extended (by October 2018)
Bancroft ES	0	0	0	1	0	0
Deal MS	0	5	0	26	0	2
Eaton ES	16	37	16	60	15	8
Hardy MS	45	141	75	122	26	114
Hearst ES	0	0	0	23	0	16
Hyde-Addison ES	10	59	15	259	5	219
Janney ES	0	8	0	31	0	12
Key ES	17	22	15	14	0	47
Lafayette ES	0	25	0	9	0	19
Mann ES	16	6	13	2	6	94
Murch ES	0	4	0	29	0	1
Oyster-Adams EC	17	9	0	28	0	35
Shepherd ES	40	36	26	40	33	24
Wilson HS	0	0	0	0	0	0

<sup>16</sup> Source: My School DC Lottery Seats and Waitlist Offer Data (<https://www.myschooldc.org/resources/data>)

## Wilson Feeder Pattern Community Working Group Member List

School or Group Name	Principal/Staff Member Name	Parent Representative
Bancroft ES	Arthur Mola	Cassandra Martinez / Libbie Buchele
Hyde-Addison ES	Elizabeth Namba	Leah Anderson
Key ES	David Landeryou	Bill Slover
Stoddert ES	Don Bryant	Juli Smith
Hardy MS	Lucas Cooke	Abi Paulsen
Hearst ES	Jen Thomas	Tulin Ozdeger
Oyster-Adams EC	Mayra Canizales	Laura Reilly / Emily Mechner
Wilson HS	Kimberly Martin	Karin Perkins
Eaton ES	Dale E. Mann	Adam Entenberg
Janney ES	Alysia Lutz	Karen Harris
Murch ES	Chris Cebrzynski	Beth Colleye
Lafayette	Carrie Broquard	Alison Barnes / Ben Fitzpatrick
Mann	Elizabeth Whisnant	Stephanie Segal
Shepherd	Jade Brawley	Gwen Washington
Deal	Diedre Neal	Karissa Kovner
Office of Ward 3 Councilmember Cheh	Michael Porcello	
State Board of Education, Ward 3 Representative	Ruth Wattenberg	
Ward 3/Wilson Feeder Pattern Education Network	Brian Doyle	