



DC Public Education Landscape

August 3, 2021

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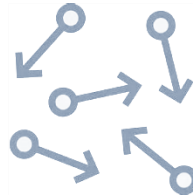
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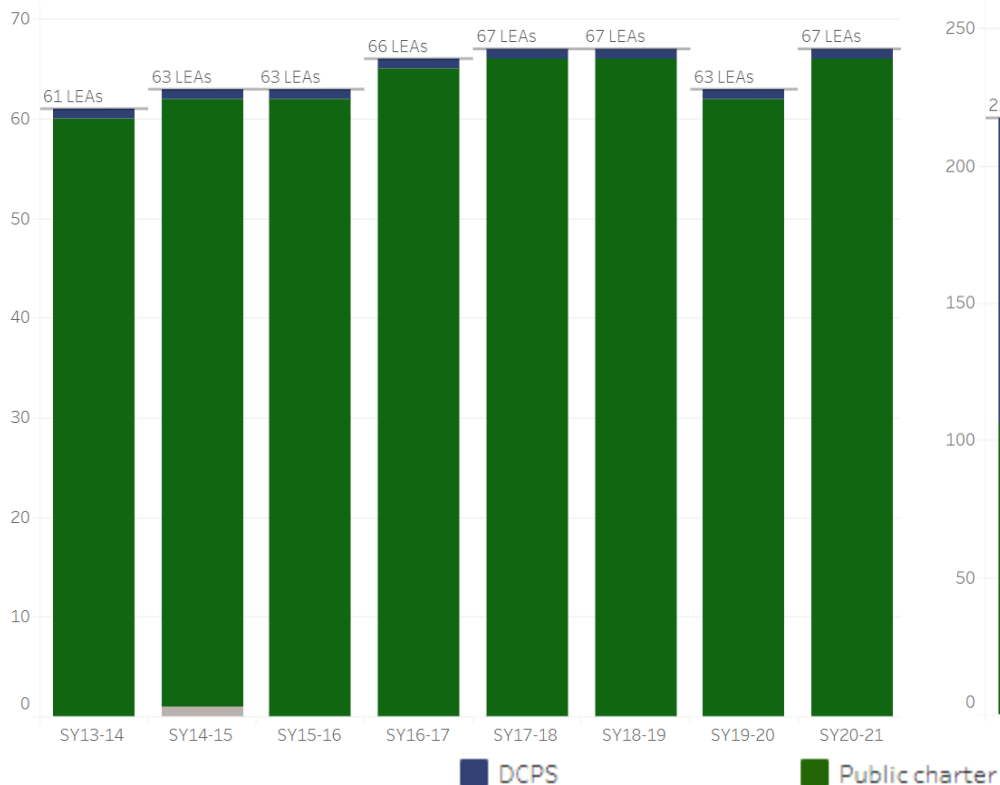


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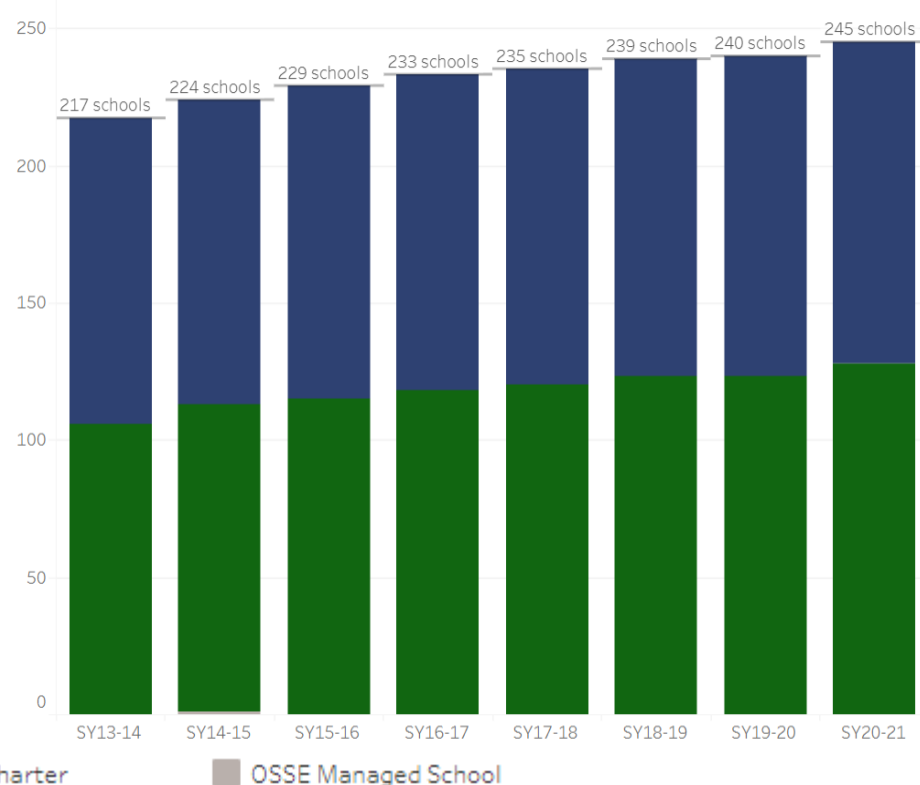
Number of LEAs and Schools ★

In SY20-21, there were 67 Local Education Agencies (LEA) that had schools offering elementary, middle, and high school as well as schools specifically designated for adult, alternative, and special education students. LEAs are typically thought of as school districts. DCPS is one LEA and the public charter sector had 66 LEAs. Each LEA can offer one or more schools. As of SY20-21, there are 245 public schools across Washington, DC.

Number of Local Education Agencies, SY13-14 to SY20-21



Number of Schools, SY13-14 to SY20-21



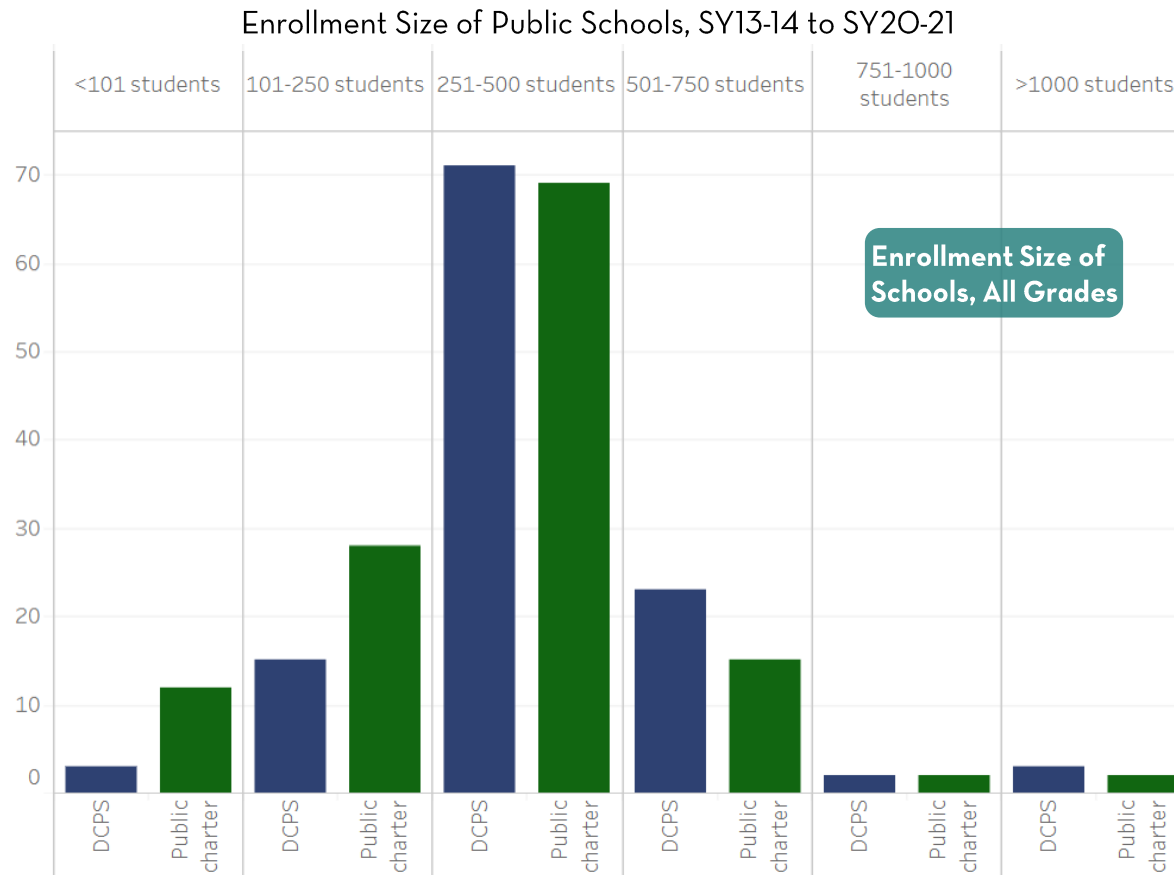
Source: OSSE Audited Enrollment, SY13-14 to SY18-19



Chapter 2. Public Schools

Size of Enrollment of Public Schools

Most public schools in Washington, DC are in the range of 251-500 students (140 schools). 15 schools enroll less than 100 students and 5 schools enroll more than 1,000 students. At the grade band level, most schools with elementary and middle school grades have enrollments in the 251-500 student range. However, high schools trend a little larger, particularly for DCPS schools.



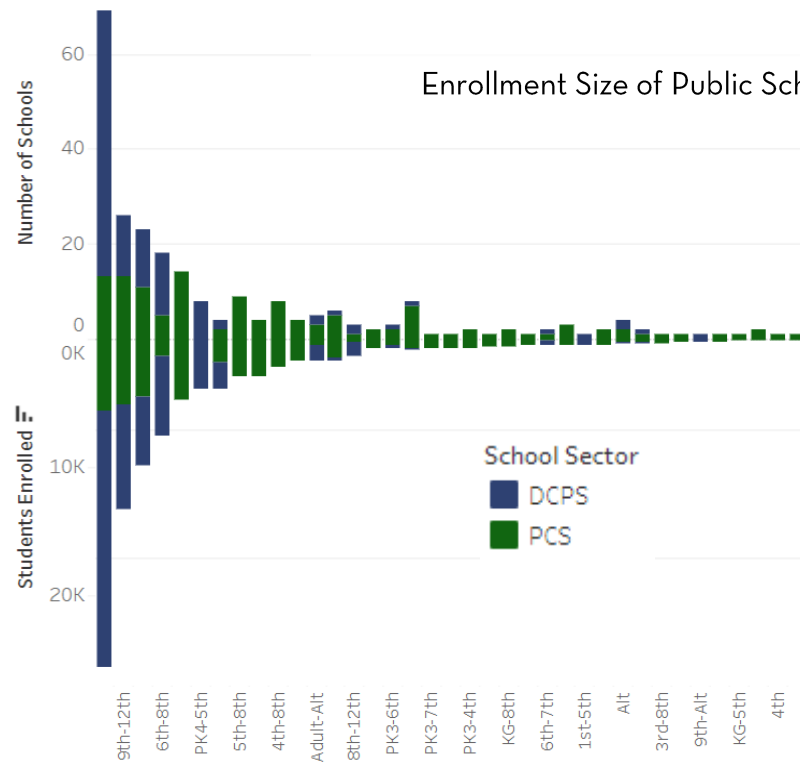
Source: OSSE Audited Enrollment, SY13-14 to SY20-21



Chapter 2. Public Schools

Grade Configurations of Public Schools

School grade configurations are not standardized in Washington, DC. In SY20-21, there were 37 different school grade configurations across all DCPS and public charter schools. DCPS typically offers elementary schools with either PK3 to 5th or PK4 to 5th, middle schools with 6th to 8th, high schools with 9th to 12th, or education campuses with 6th to 12th grades (middle and high combined). Public charter schools offer a wider variety of grade configurations. In some cases, this variety reflects that the public charter school has not reached its maximum intended grade. Public charter schools often add a grade each year in order to reach their full grade span, as described in their charter authorized by DC PCSB.



Source: OSSE Audited Enrollment, SY13-14 to SY20-21

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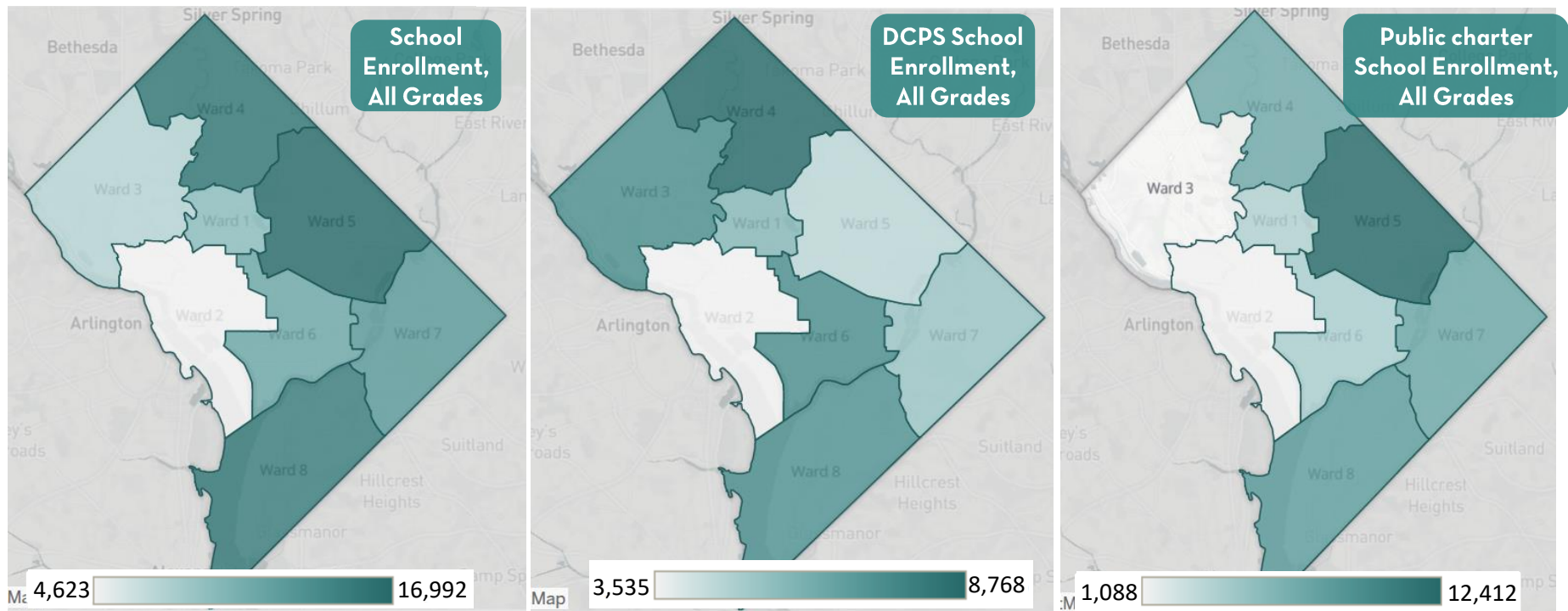


Chapter 2. Public Schools

Enrollment of Public Schools by Ward

Total enrollment in public schools is greatest in Ward 5, followed by enrollment in Wards 4 and 8. By sector, enrollment in DCPS schools is greatest in Ward 4 then followed by almost the same number of students attending DCPS schools in Wards 3, 6, and 8. Enrollment in public charter schools is greatest in Wards 5 and 8. There are no public charter schools in Ward 3. Ward 2 has the lowest public school enrollment, in total as well as for each sector.

Public School Enrollment by Ward, SY20-21



Source: OSSE Audited Enrollment, SY13-14 to SY20-21

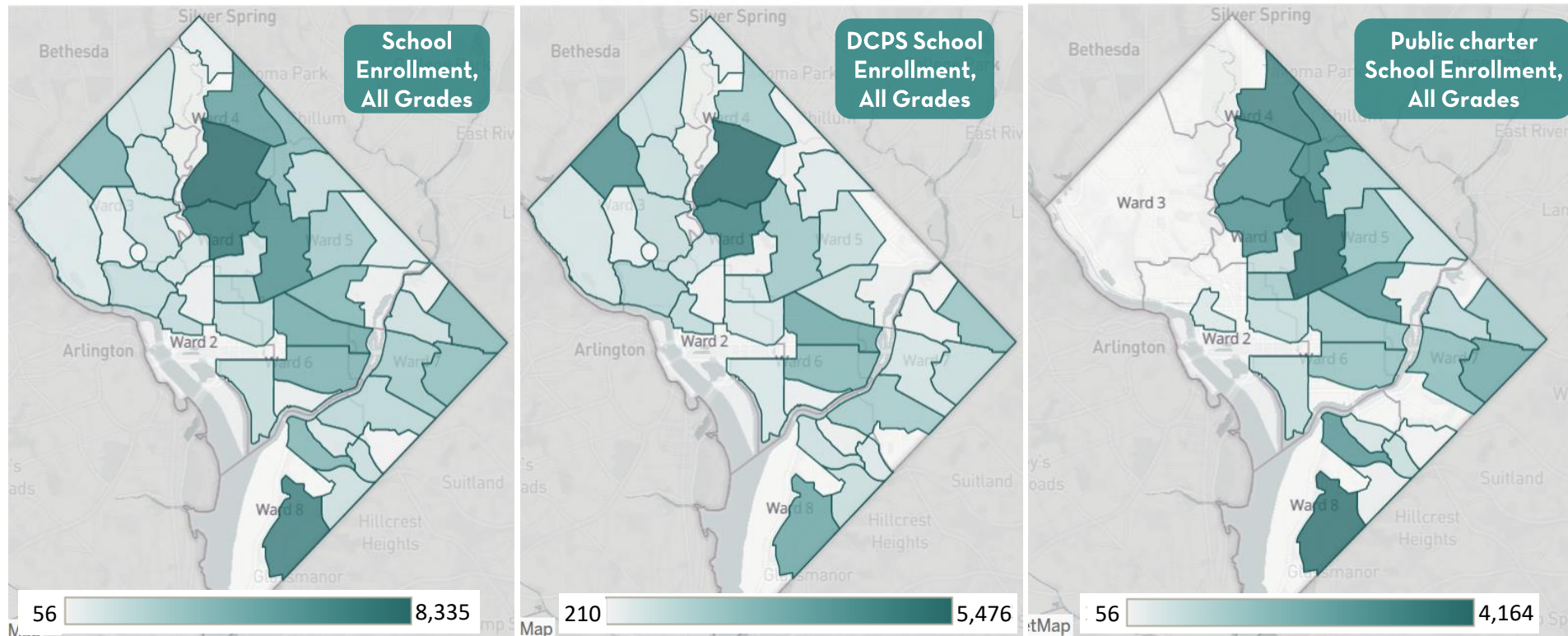


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Enrollment of Public Schools by Neighborhood Cluster

Public schools in Crestwood and Petworth (Cluster 18), Columbia Heights and Mt Pleasant (Cluster 2), and Congress Heights (Cluster 39) have the greatest enrollments. DCPS schools have large enrollments in the clusters listed above, as well as in Friendship Heights and Tenleytown (Cluster 11). Public charter school enrollment is the greatest in Edgewood and Bloomingdale (Cluster 21) and Congress Heights (Cluster 39) followed by Takoma and Brightwood (Cluster 17) and Lamont Riggs, Fort Totten (Cluster 19). Enrollment by grade is similar to overall trends.

Public School Enrollment by Neighborhood Cluster, SY20-21



Source: OSSE Audited Enrollment, SY13-14 to SY20-21



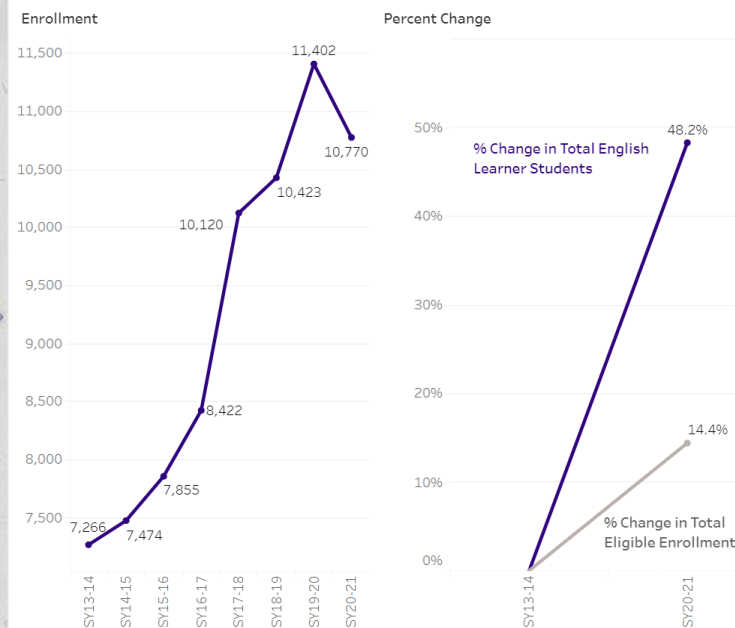
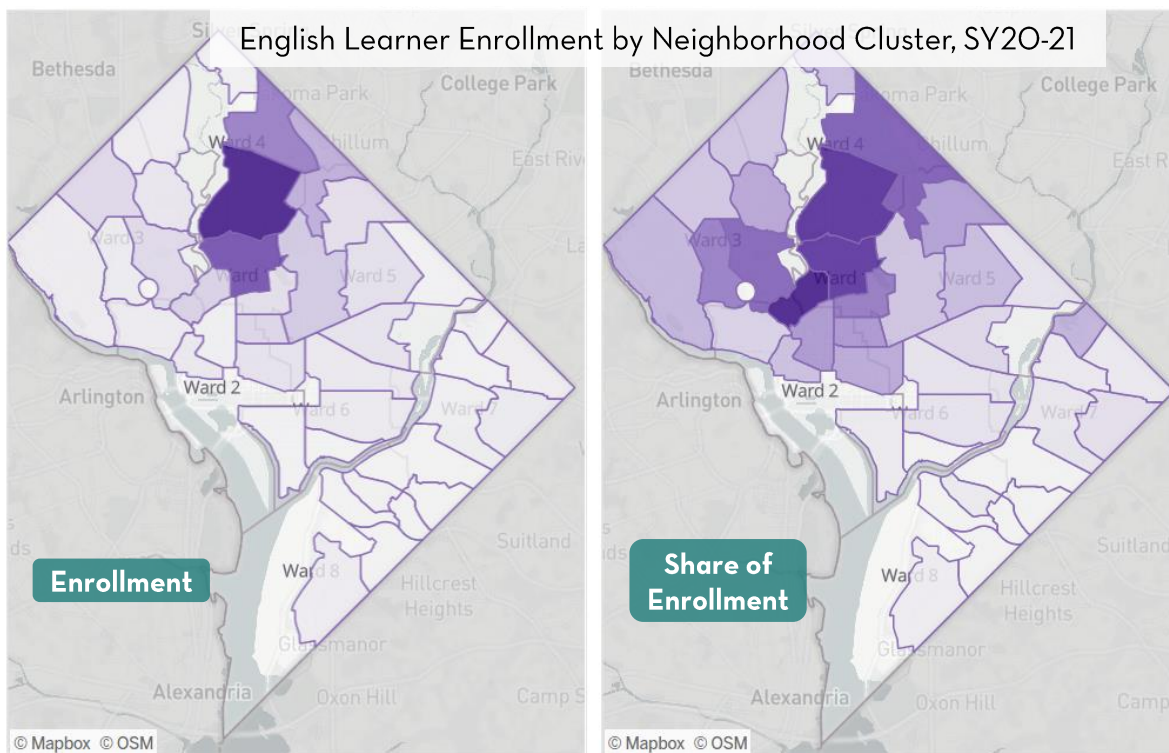
Chapter 2. Public Schools

School Enrollment by Special Populations – English Learners

Public schools in Crestwood and Petworth (Cluster 18) enroll the most English learner students in number. Public schools in Cluster 1 (Adams Morgan) also enrolls the most English learner students as a percent of the total enrollment for that cluster.

Since SY13-14, approximately 3,500 additional students have been identified as English learners. This is a 48% increase compared to the 14% growth in total enrollment of students under the age of 22. While there are more English learner students in SY20-21 compared to SY13-14, the number of English learner students peaked in SY19-20 at 11,400 students. Between SY19-20 and SY20-21, there were approximately 630 fewer English learner students identified, compared to a drop in 330 eligible students. The noticeable increase in SY17-18 was due to a national revision to the assessment test.

English Learner Enrollment by Neighborhood Cluster, SY20-21



* Only students between the ages of 3 and 21 can qualify for English learners designation per federal requirements.

Source: OSSE Audited Enrollment, SY13-14 to SY20-21

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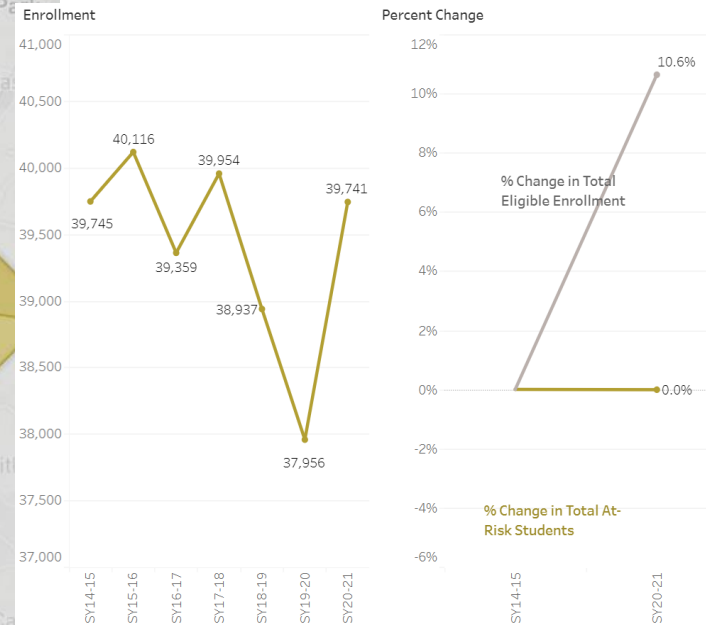
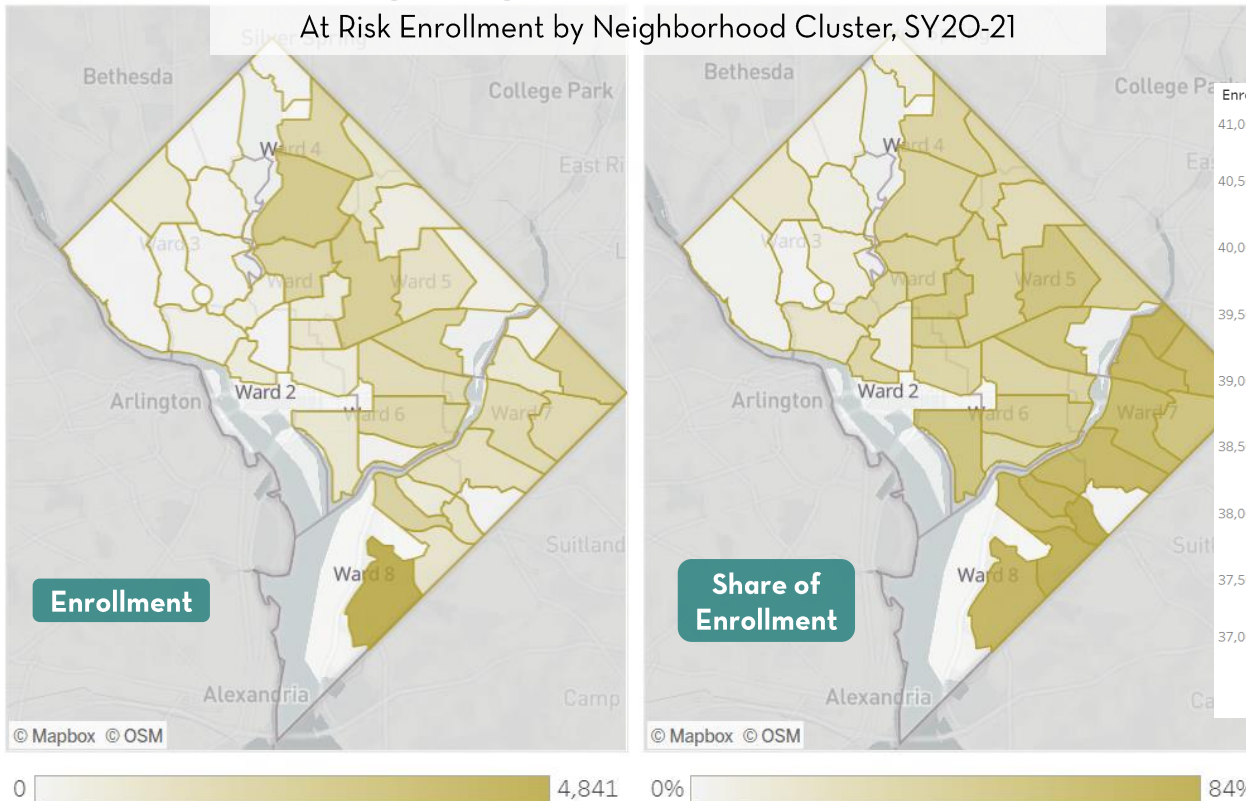
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School Enrollment by Special Populations – At Risk

Schools in Congress Heights (Cluster 39) and Crestwood and Petworth (Cluster 18) enroll the most students identified as at-risk of academic failure (typically referred to as "at risk"). As a percent of total enrollment within each neighborhood cluster, clusters in Wards 7 and 8 have the highest proportions of at-risk students.

Since SY14-15 (the first year for at-risk designation), the number of at-risk students has fluctuated year to year. As of SY20-21, the number of at risk students was almost the same as SY14-15 making the percent change flat or 0%, compared to an increase of 10% in PK3 through 12th grade enrollment.

At Risk Enrollment by Neighborhood Cluster, SY20-21



Note: The total enrollment excludes adult and alternative school students as they do not qualify for the at risk status.

Source: OSSE Audited Enrollment, SY13-14 to SY20-21



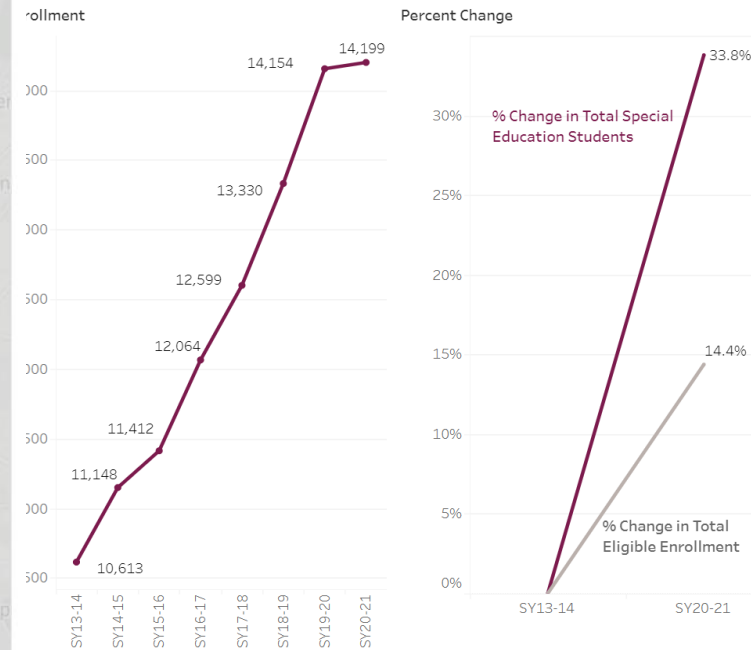
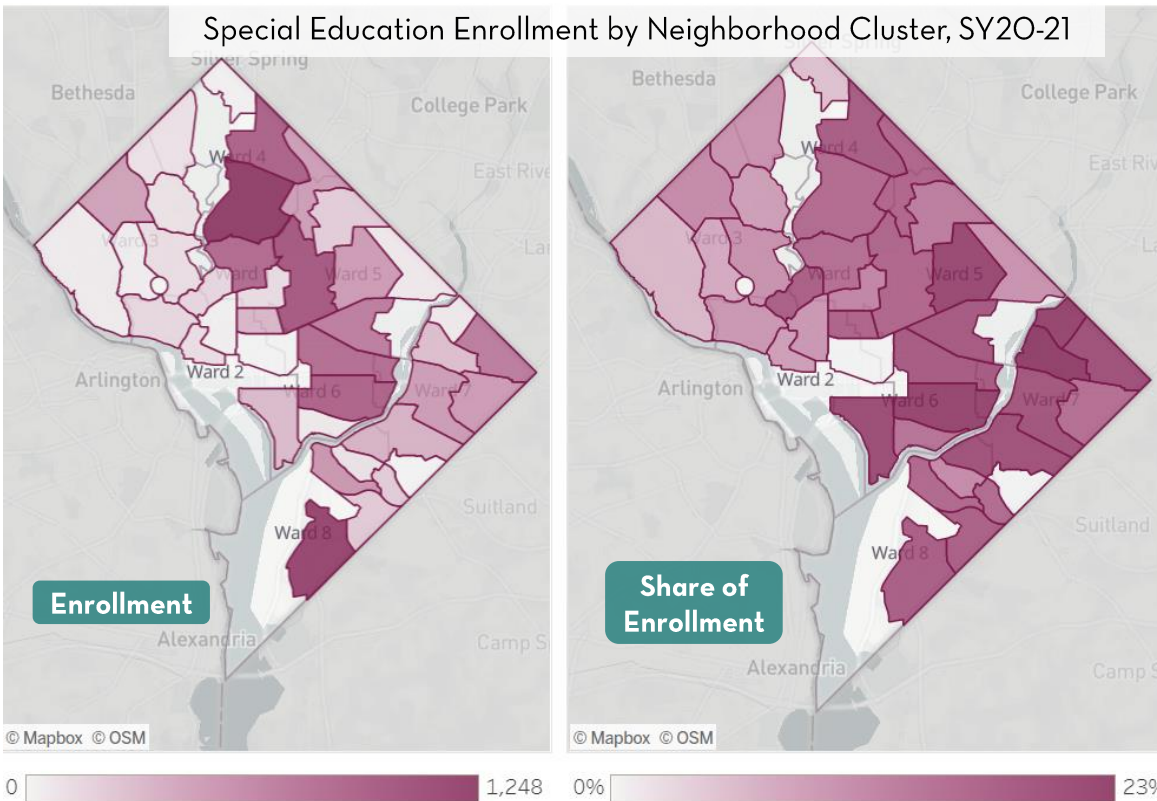
Chapter 2. Public Schools

School Enrollment by Special Populations – Special Education

Public schools in Crestwood and Petworth (Cluster 18) and Congress Heights (Cluster 39) enroll the most special education students. However, public schools in Mayfair, Hillbrook, Mahanig Heights (Cluster 30); Capitol Hill (Cluster 26); and Eastland Gardens, Kenilworth (Cluster 29) enroll more special education students as a percent of their total enrollment.

Since SY13-14, 34% more students have been identified as special education students, outpacing the percent change in total enrollment of students under the age of 22 over the same period (14%).

Special Education Enrollment by Neighborhood Cluster, SY20-21



Note: Only students between the ages of 3 and 21 can qualify for special education per federal requirements.

Source: OSSE Audited Enrollment, SY13-14 to SY20-21



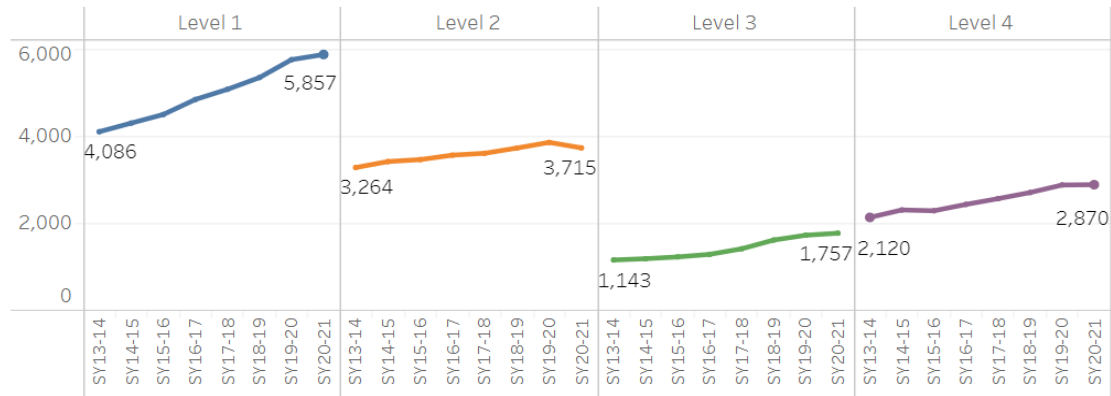
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Special Education by Level of Need

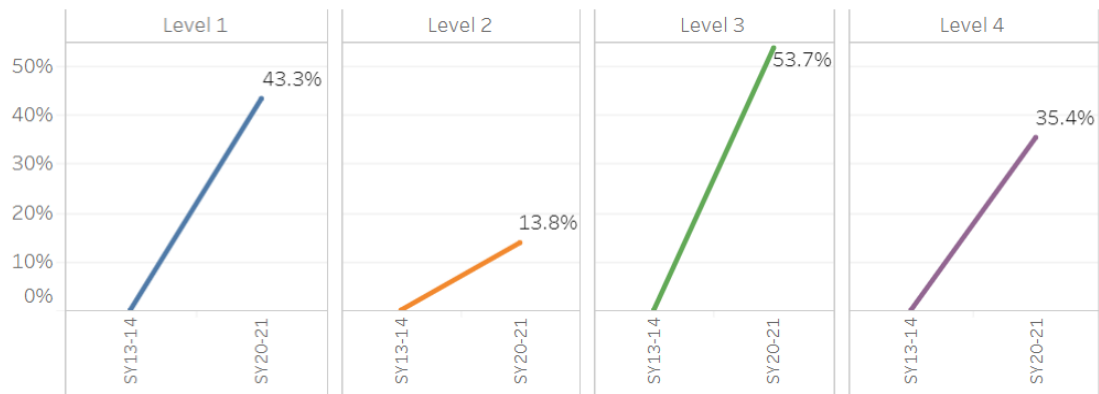
While all special education levels have increased since SY13-14, the overall increase has been driven by additional Level 1 and Level 3 students, at 43.3% and 53.7%, respectively. Level 4 students have grown by 35.4% since SY13-14.

Change in Public School Special Education Enrollment by Level of Need, SY13-14 to SY18-19

Enrollment



Percent Change



Source: OSSE Audited Enrollment, SY13-14 to SY20-21

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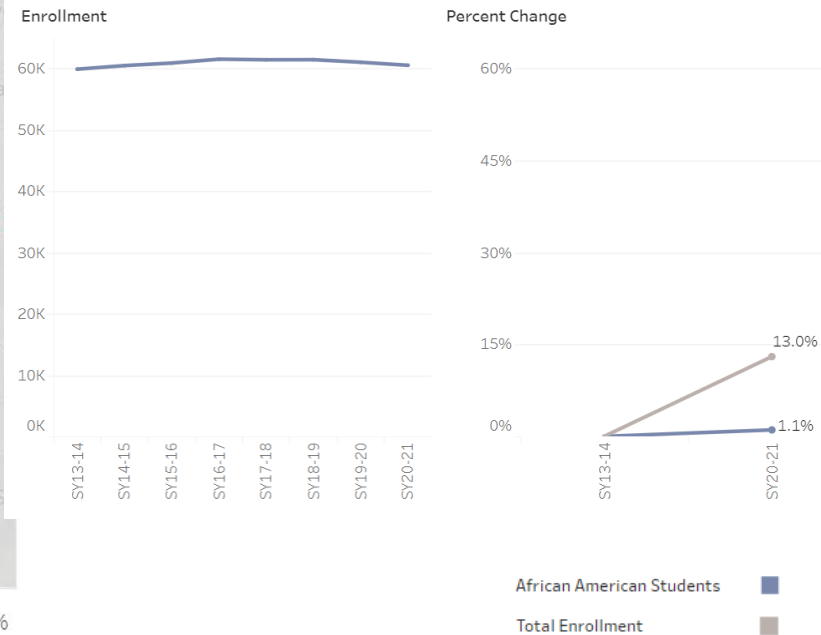
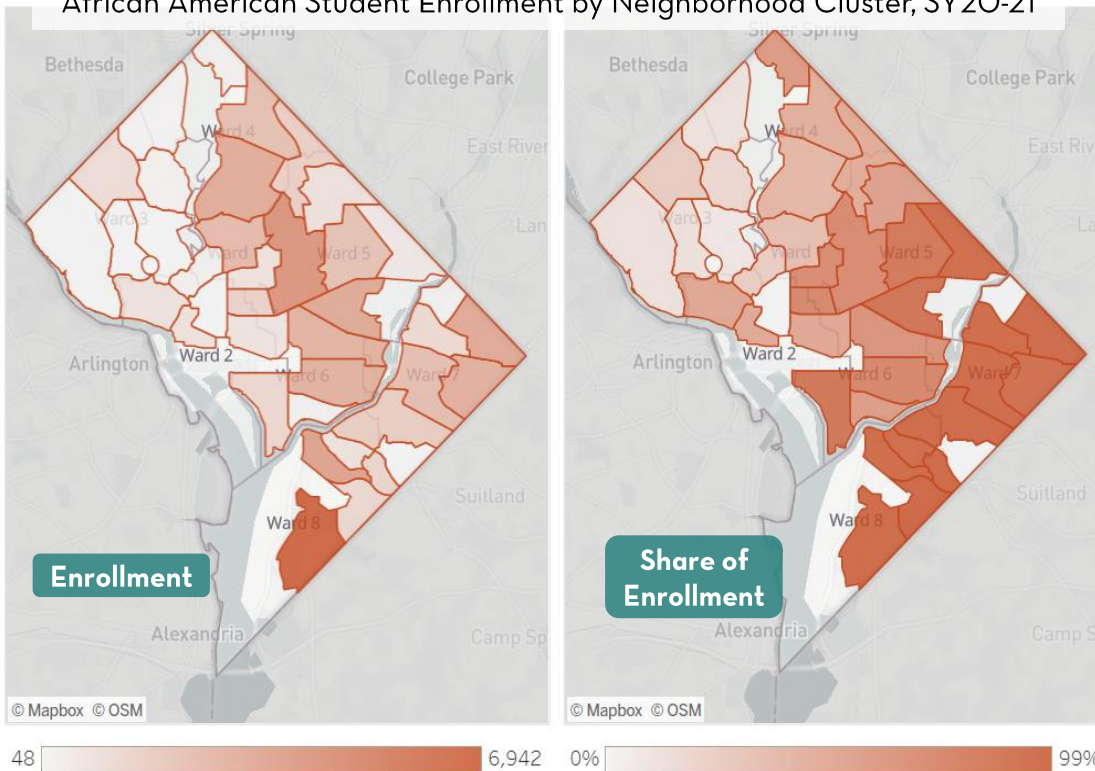
Chapter 2. Public Schools

School Enrollment by Race and Ethnicity – African American Students

Public schools in Congress Heights (Cluster 39) enroll the most African American students. As a percent of total public school enrollment, neighborhood clusters in Wards 7 and 8 have the highest share of African American students.

Total public school enrollment has increased by 14% since SY13-14. The number of African-American students has remained relatively flat since SY13-14.

African American Student Enrollment by Neighborhood Cluster, SY20-21



Source: OSSE Audited Enrollment, SY13-14 to SY18-19

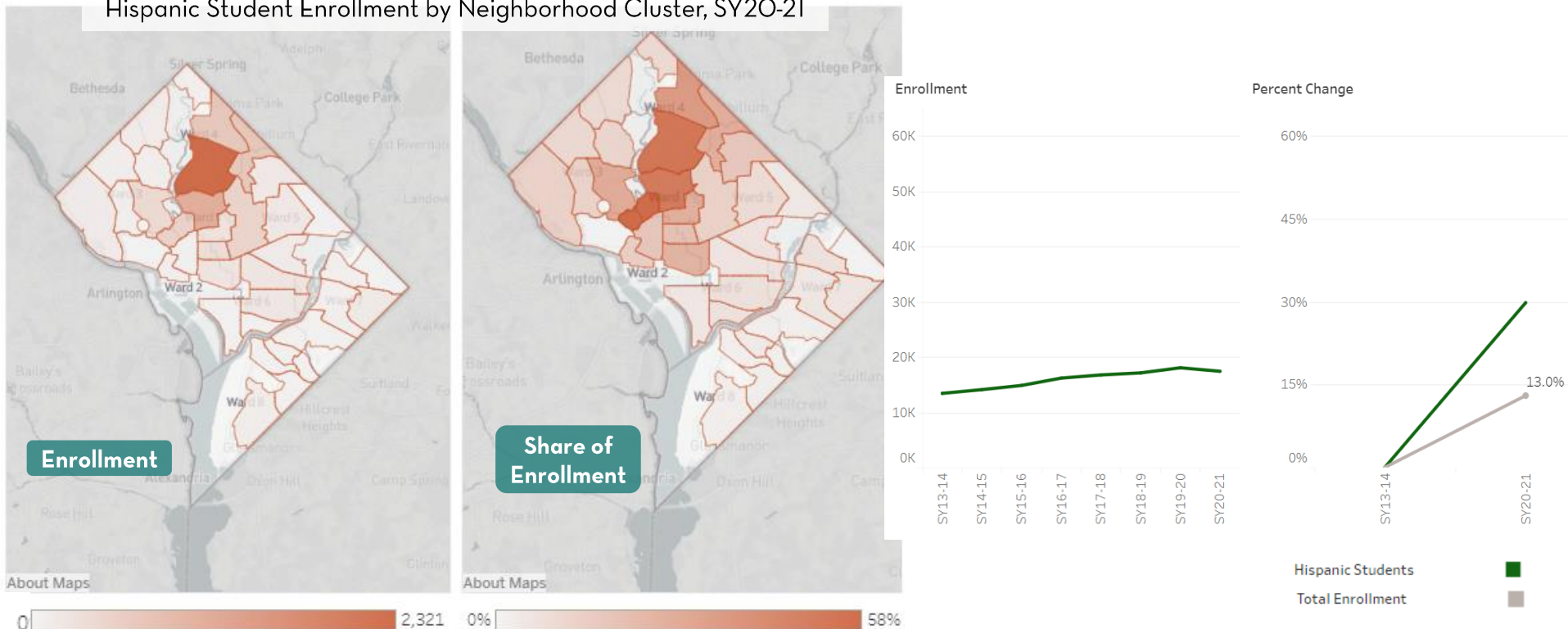


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School Enrollment by Race and Ethnicity – Hispanic Students

Public schools in Brightwood Park and Petworth (Cluster 18) and Columbia Heights (Cluster 2) enroll the most Hispanic students. Schools in Brightwood Park and Petworth (Cluster 18), Kalorama Heights and Adams Morgan (Cluster 1), and Columbia Heights (Cluster 2) enroll the most Hispanic students as a percent of total public school enrollment. These neighborhoods are also where the most English Learner students live. The number of Hispanic students has increased in number, increasing at a faster rate compared to total public school enrollment, at 29.8%.

Hispanic Student Enrollment by Neighborhood Cluster, SY20-21



Source: OSSE Audited Enrollment, SY13-14 to SY20-21



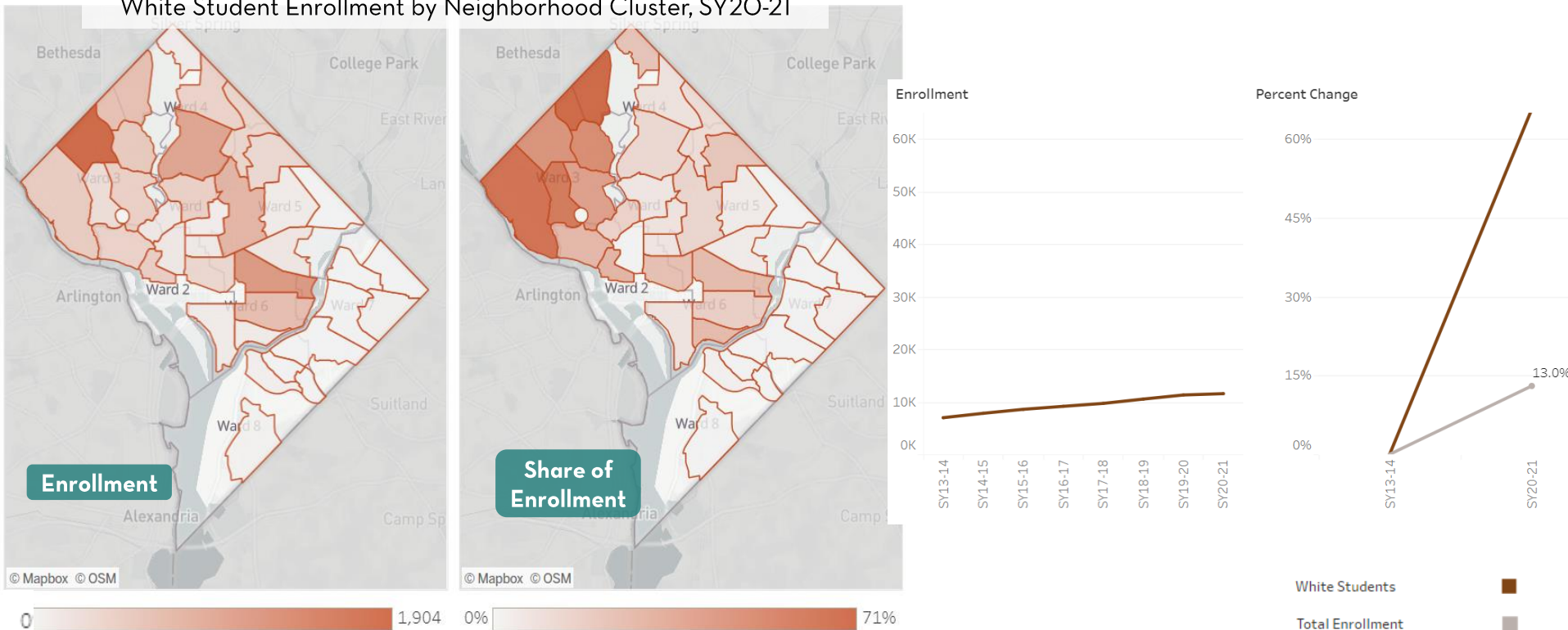
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School Enrollment by Race and Ethnicity – White Students

Public schools in Friendship Heights (Cluster 11) and other neighborhood clusters in Ward 3 enroll the most white students. As a percent of total public school enrollment, neighborhood clusters in Ward 3 enroll the most white students.

The number of white students has increased in number, increasing at a faster rate compared to total public school enrollment, at 65.7%.

White Student Enrollment by Neighborhood Cluster, SY20-21



Source: OSSE Audited Enrollment, SY13-14 to SY20-21

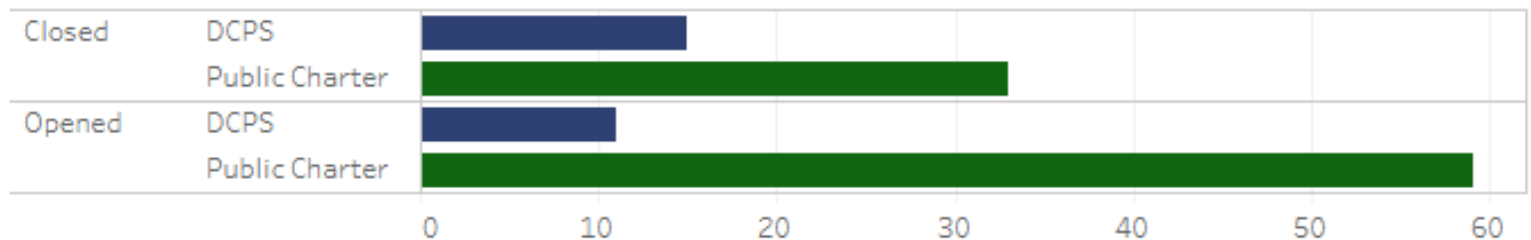


Chapter 2. Public Schools

School Opening and Closing Trends

Between SY12-13 and SY20-21, 59 public charter schools opened and 33 public charter schools closed. Conversely, 15 DCPS schools have closed over the time period and 11 DCPS open since SY12-13. Wards 5, 7, and 8 experienced the greatest number of openings and closings since SY12-13.

Cummulative # of Openings and Closings by Sector, SY2013-SY2021



Source: Office of the Deputy Mayor for Education

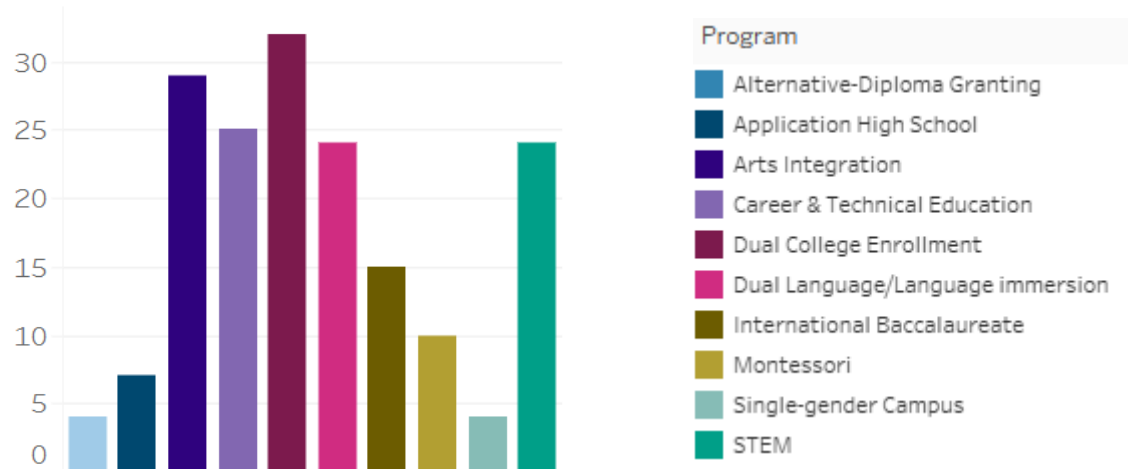


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Specialized Programs Offered by Public Schools

Relying on the common lottery (My School DC) program definitions, schools offering Dual College Enrollment followed by schools offering Arts Integration were the two most frequently offered specialized programs in SY20-21. Career & Technical Education programs, Dual Language programs, and STEM programs were the next most frequently offered programs in SY20-21.

Number of Programs Offered in: SY20-21



Note: See the [Sources, Methodology, and Specialized Program Definitions](#) for more detail about the programs.

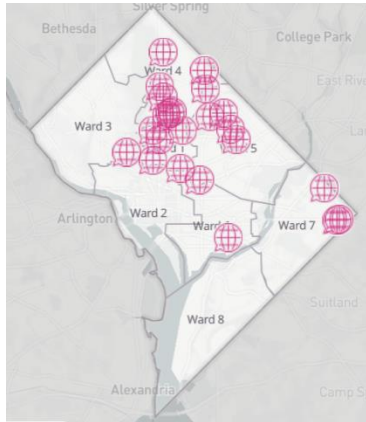
Sources: DCPS, DC PCSB, My School DC



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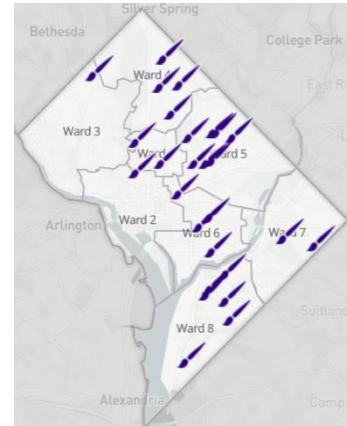
Where Specialized Programs are Offered by Public Schools

The following maps show where some of the most frequently offered specialized programs were located in SY20-21. See the interactive dashboard for more information.



Dual Language/Language immersion

24 schools offered a dual language or immersion program in SY20-21. Most programs were clustered in the center of the city in Wards 1, 4, and 5. Programs were evenly split between DCPS and public charter schools (11 DCPS and 13 public charter.)

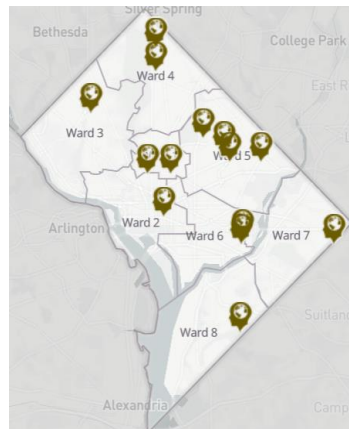


Arts Integration

29 schools offered an arts integration program in SY20-21. These programs were offered in all Wards.

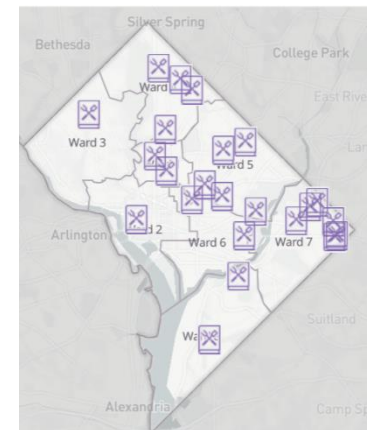
International Baccalaureate

15 schools offered an International Baccalaureate (IB) program in SY20-21. Every ward offered an IB program.



Career & Technical Education

25 schools offered a career & technical education program (CTE) in SY20-21. Every ward offered a CTE program.



Sources: DCPS, DC PCSB, My School DC



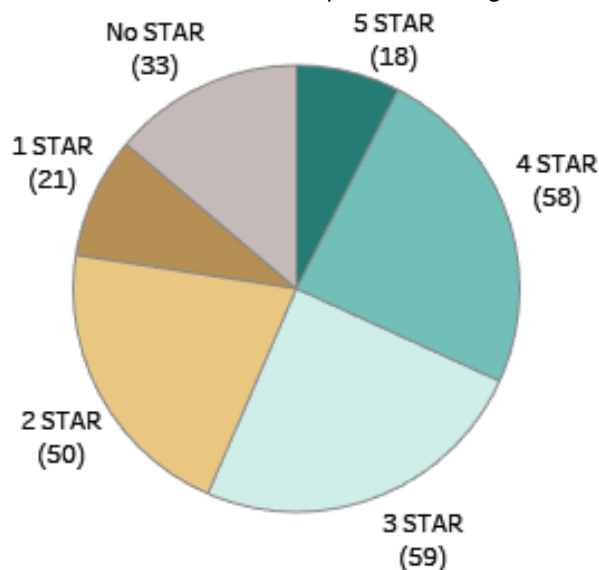
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Number of Public Schools by STAR Rating ★

The state-level accountability system, the School Transparency and Reporting (STAR) Framework, is designed to provide schools with multiple pathways to demonstrate their performance and success. Depending on the specific grade configuration of a school, the STAR framework includes a list of metrics representing academic performance, academic growth, school environment, English language proficiency, graduation rates (for high schools and alternative schools), and educational progress (for alternative schools). Each school is provided an overall star rating, with one star being the lowest and five the highest. Due to the coronavirus (COVID-19) pandemic, the most recent STAR data are from SY18-19; STAR ratings were paused for SY19-20 and SY20-21.

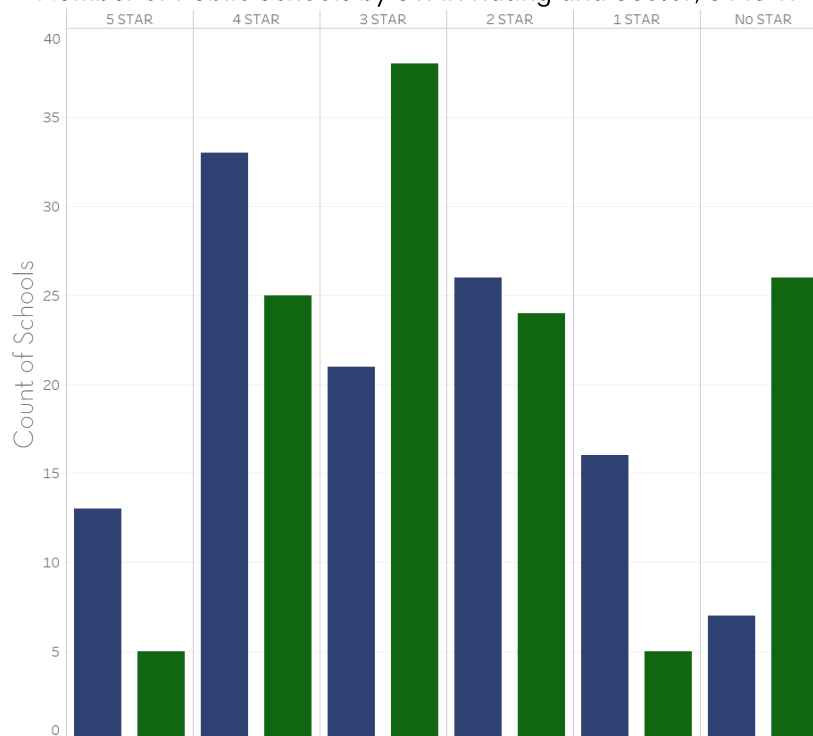
In SY2018-19, 18 public schools (DCPS and PCS) had the highest rating (5 STARS), 58 schools were rated 4 STAR, 59 were 3 STAR, 50 were 2 STAR, and 21 were rated 1 STAR. 33 schools had no STAR rating because they were either a new school, had a particular grade configuration that is not rated, or their enrollment was too small.

Number of Public Schools by STAR Rating, SY18-19



Note: See Sources and Methodology for more information about how STAR ratings are calculated.
Source: OSSE 2018 and 2019 DC School Report Card and STAR Framework

Number of Public Schools by STAR Rating and Sector, SY18-19



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2-19



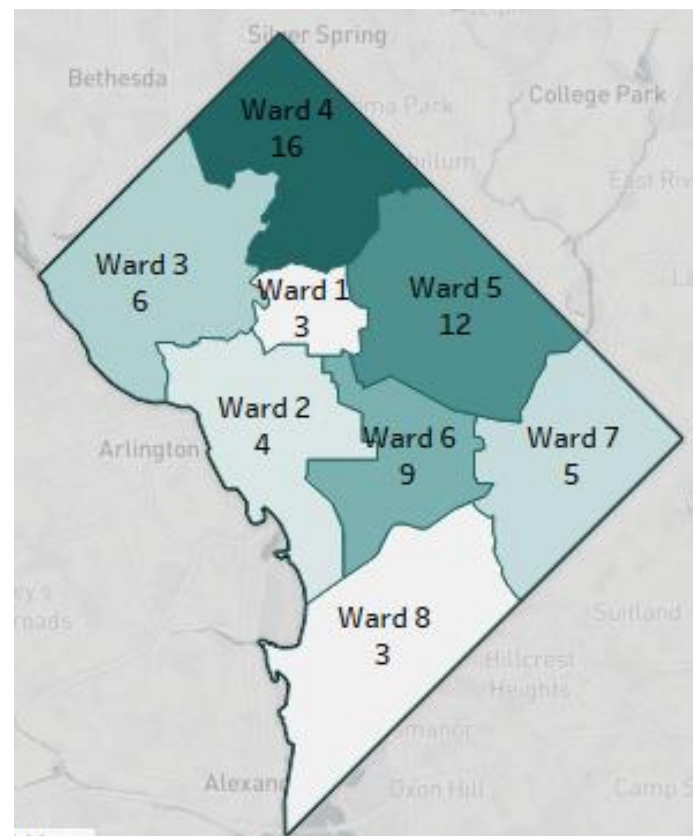
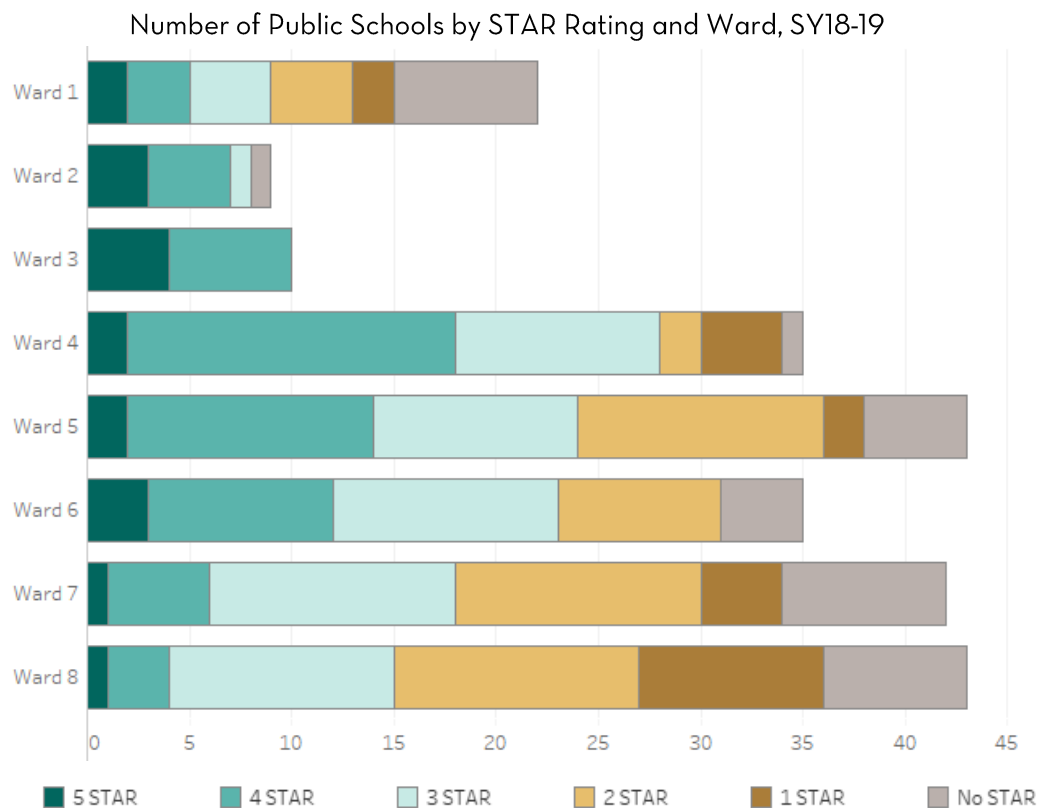
Chapter 2. Public Schools

Number of Public Schools by STAR Rating and Ward



The interactive dashboard displays the number of schools located in each ward by STAR category. In SY2018-19, Wards 4, 5, and 6 had the greatest number of 4 and 5 STAR schools compared to the other wards at 18 schools, 14 schools, and 12 schools, respectively. Wards 5, 7, and 8 had the greatest number of 1 and 2 STAR schools at 14, 16, and 21 schools, respectively. The map below displays the number of 4 STAR schools per ward. Due to the coronavirus (COVID-19) pandemic, the most recent STAR data are from SY18-19; STAR ratings were paused for SY19-20 and SY20-21.

Number of 4 STAR Rated Public Schools by Ward, SY18-19



Note: See Sources and Methodology for more information about how STAR ratings are calculated.
Source: OSSE 2018 and 2019 DC School Report Card and STAR Framework

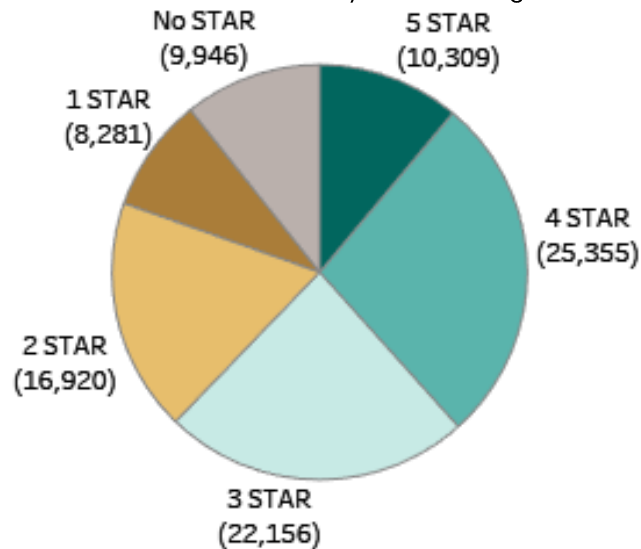


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Public School Enrollment by STAR Rating ★

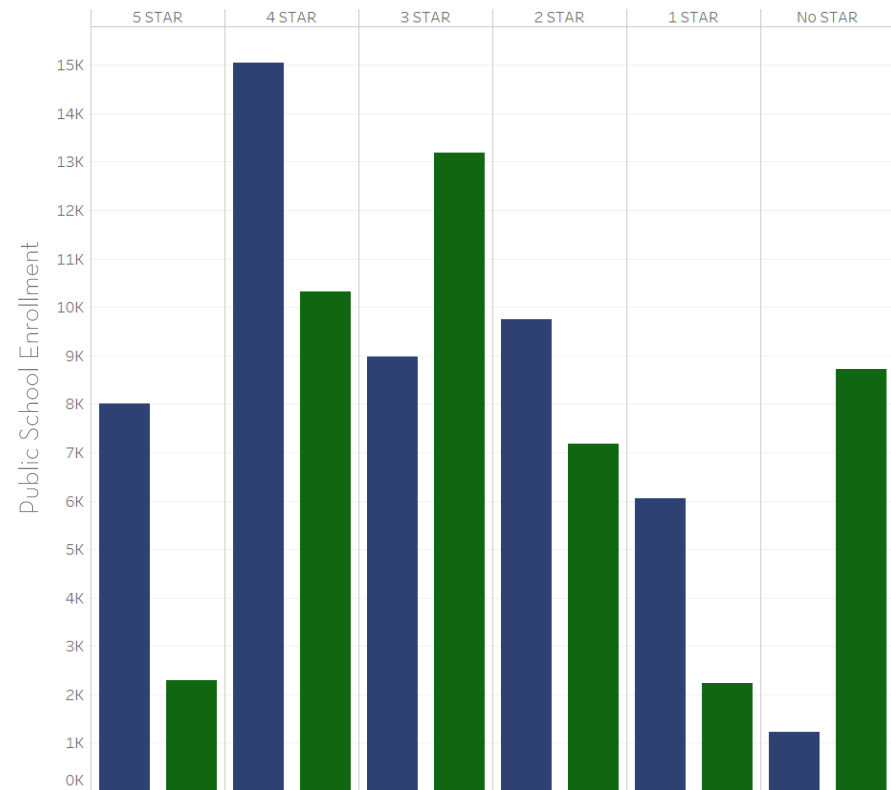
The following describes how many students are enrolled at schools that were rated 1 through 5 STARs, plus those schools that were not rated at all. In SY2018-19, 10,309 public school students (DCPS and PCS) were enrolled at the highest rated schools (5 STARs), 25,355 students at 4 STAR rated schools, 22,156 students at 3 STAR schools, 16,920 students at 2 STAR schools, and 8,281 students at 1 STAR schools. Nearly 10,000 students were enrolled at school that did not have a STAR rating because they were either a new school, had a particular grade configuration that is not rated, or their enrollment was too small. Due to the coronavirus (COVID-19) pandemic, the most recent STAR data are from SY18-19; STAR ratings were paused for SY19-20 and SY20-21.

Public School Enrollment by STAR Rating, SY18-19



Note: See Sources and Methodology for more information about how STAR ratings are calculated.
Source: OSSE 2018 and 2019 DC School Report Card and STAR Framework and OSSE Audited Enrollment, SY17-18 and SY18-19

Public School Enrollment by STAR Rating and Sector, SY18-19



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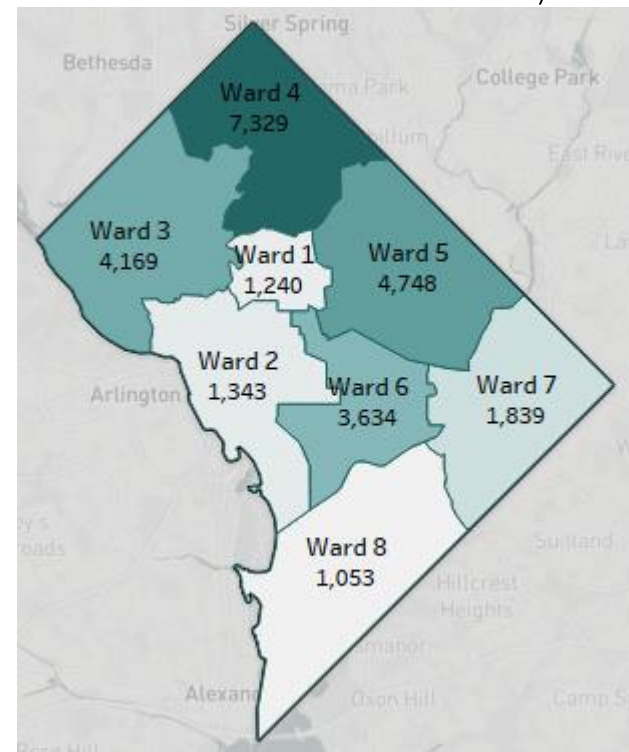
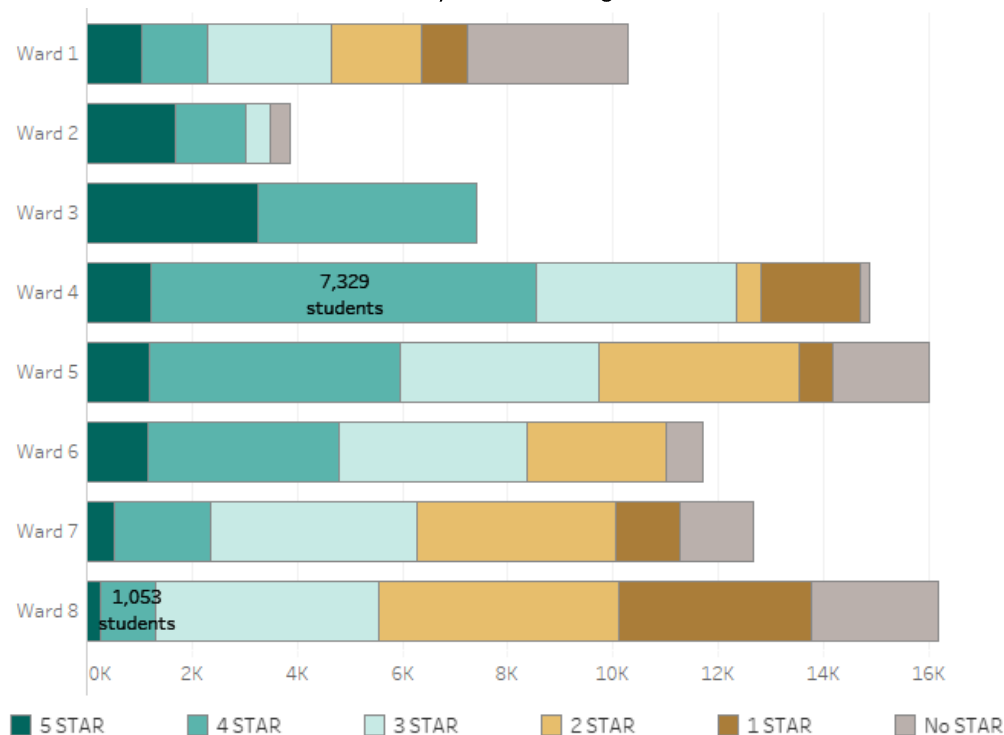
Public School Enrollment by STAR Rating and Ward ★

The interactive dashboard displays the number of students enrolled by each STAR category at the ward level. For instance, the map below shows the total public school enrollment at 4 STAR schools (DCPS and PCS) by ward. Ward 4 has the greatest 4 STAR school enrollment at 7,329 students. Ward 8 has the smallest enrollment in 4 STAR schools at 1,053 students. See the interactive dashboards to identify the specific schools in each ward and their associated enrollments, as well as filter specifically by sector (DCPS or public charter schools).

Due to the coronavirus (COVID-19) pandemic, the most recent STAR data are from SY18-19; STAR ratings were paused for SY19-20 and SY20-21.

Public School Enrollment at 4 STAR Rated Schools by Ward, SY18-19

Public School Enrollment by STAR Rating and Ward, SY18-19



Note: See Sources and Methodology for more information about how STAR ratings are calculated.

Source: OSSE 2018 DC School Report Card and STAR Framework and OSSE Audited Enrollment, SY17-18 and SY18-19



The following specialized program definitions are from My School DC or and have been agreed upon by District of Columbia Public Schools and the DC Public Charter School Board. They include the following:

- **Alternative Diploma Granting:** high schools that grant high school diplomas for disengaged youth who may have previously dropped out, have adjudication issues, or have had difficulties in traditional school settings.
- **Application** (DCPS only - sometimes referred to as "selective"): high schools that admit students based on specific criteria or eligibility requirements; only DCPS is able to operate an application school.
- **Arts Integration:** students study visual and/or performing arts as part of the school's mission and core academic curriculum, beyond dedicated arts periods.
- **Career and Technical Education (CTE):** CTE programs complete a three or four-year course sequence (in addition to their core high school classes) that includes preparation for industry-recognized certification exams and participation in work-based learning experiences.
- **Dual College Enrollment:** the school offers its students the opportunity to maintain their high school status while enrolling part-time or full-time at a participating colleges or universities. In addition to being able to take challenging college courses that are not offered at their home high school and to earn college credit that can be transferred to many postsecondary institutions.

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The following specialized program definitions are from My School DC or and have been agreed upon by District of Columbia Public Schools and the DC Public Charter School Board. They include the following:

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- **Dual Language/Language Immersion:** students learn a second language beyond dedicated language periods, with the second language often serving as the medium of instruction in core academic subjects.
- **International Baccalaureate (IB):** school is authorized by the International Baccalaureate Organization to offer the IB Primary Years (ages 3-12), Middle Years (ages 11-16), or Diploma Program(s) (ages 16-19), or is an active candidate for such authorization. IB schools develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Students who successfully complete the IB Diploma Program are awarded an internationally recognized IB Diploma in conjunction with their local school diploma.
- **Montessori:** school uses a Montessori instructional approach to learning; students are grouped into mixed-age classrooms with substantial choice and independence in their learning activities.
- **Single-gender Campus:** School's enrollment targets a single gender.
- **STEM:** integrates science, technology, engineering, and math so that each of these content areas is taught within other content areas and equally alongside literacy and composition. STEM is a part of the school's mission and core academic curriculum.



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Sources and Methodology

Sources and Methodology:

Schools: Schools are identified using OSSE's School and LEA Information Management Systems (SLIMS). Schools can be located across multiple facilities. In these cases, the main facility was used for all geographic analysis.

School addresses were verified with District of Columbia Public Schools and the DC Public Charter School Board. School addresses were geocoded by the Office of the Chief Technology Officer with all District-appropriate neighborhood geographies included.

School Enrollment: OSSE Audited Enrollment, SY2013-14 through SY2018-19. The following audited enrollment business rules were applied to the audited enrollment files for SY17-18 and SY18-19: 1) The universe of DCPS students include audited UPSFF residents + Non-resident tuition paying + Residency unverified and 2) The universe of public charter students include audited UPSFF residents. The first year for at-risk designation was in SY2014-15.

School programs were collected from District of Columbia Public Schools, the DC Public Charter School Board, and My School DC

English Learner students: Only students between the ages of 3 and 21 can qualify for a English Lerner designation per federal requirements.

Special education students: Only students between the ages of 3 and 21 can qualify for a special education designation per federal requirements.

At risk for academic failure students: Alternative and adult students do not qualify for the at risk status so are excluded from the at risk analysis.

continued



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Sources and Methodology

Sources and Methodology, continued:

OSSE School Transparency and Reporting (STAR) Framework:

- The STAR Framework provides an overall school performance rating from 1 to a 5 stars based on an overall school performance score (1 STAR being the lowest and five the highest). STAR calculates an overall school performance rating using measures of academic achievement, student growth, school environment, English language proficiency, and graduation rates for student groups in the school. The STAR Framework first measures a school's performance for all students for each of the applicable metrics and then measures performance for students with disabilities, students who are at-risk, English learners, and each racial/ethnic group in the school with more than ten students. Schools that serve exclusively adults, exclusively students in grades PK3 thru grade 2, schools that are new, and schools that serve small numbers of students (below the threshold for student data privacy protections) do not receive STAR ratings. In 2018, 203 out of 235 schools in DC earned a STAR rating. In 2019, 206 out of 239 schools in DC earned a STAR rating. See OSSE's 2018 and 2019 [Framework Briefs and Technical Guides](#) for more information. Due to the coronavirus (COVID-19) pandemic, the most recent STAR data are from SY18-19; STAR ratings were paused for SY19-20 and SY20-21.
- Enrollment is aggregated at the grade band level (PK3-5, 6-8, 9-12, Adult, Alternative, and SPED) for each school. However, not every grade band and its associated enrollment has its own Framework Score and Framework Rating. For example: if a school's enrollment spans grades 5th-12th, the school would have enrollment for three grade bands, Elementary, Middle, and High. However, the school would only be rated under two frameworks under the STAR Rating system: Middle and High. In these cases, the other grade band and its enrollment is assigned the Framework, including the Framework Rating and Score, under which those students were rated. In the case of the example, the 5th grade students were rated under the Middle Framework, but their enrollment will be included in the elementary count when the dashboard is filtered by grade band for Elementary (PK3-5).