

2018-19

# STATE OF D.C. SCHOOLS

## ABOUT THE REPORT

*State of D.C. Schools* aggregates data points from a wide variety of sources, to give parents, caregivers, policymakers, and stakeholders access to a broad array of information in a single, easy-to-understand report.

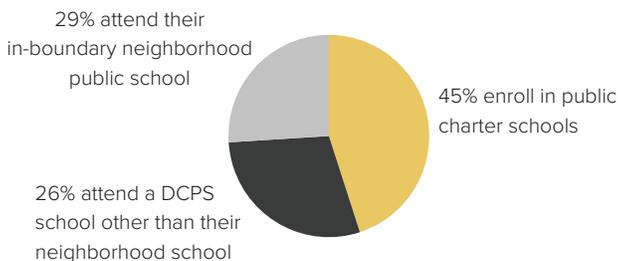
## WHAT MAKES D.C. SCHOOLS UNIQUE?

These key attributes make D.C.'s traditional public and public charter schools unique:

**MAYORAL CONTROL**, which was established over public schools in 2007

**HIGH PER-PUPIL FUNDING**, foundation level set at \$10,980 in 2020

**A HIGH DEGREE OF SCHOOL CHOICE**, with 71% of pre-kindergarten through grade 12 students attending a school other than their in-boundary school.



## AT-RISK STUDENTS, ENGLISH LEARNERS, AND STUDENTS WITH DISABILITIES



The share of **at-risk students** at DCPS and public charter schools is down, while the share of English learners and students with disabilities has increased since 2014-15.



**English learners** have better than average attendance patterns.



Among at-risk students, **chronic absenteeism** persists: 44% of at-risk students missed at least 10% of school in the last year.



From 2014-15 to 2018-19, graduation rates for **students with disabilities** increased by 7%.

## D.C. SCHOOLS HAVE MADE PROGRESS

There are several reasons to be optimistic about D.C.'s public schools' ability to meet student needs:

### PARENTS INCREASINGLY CHOOSE D.C.'S PUBLIC SCHOOLS

Between school year 2014-15 and 2018-19, enrollment in pre-kindergarten through grade 12 increased by 2% per year, faster than the school-age population.

### STUDENT PERFORMANCE IS ON THE RISE

Performance on the PARCC assessment has been on the rise since 2014-15: by 12 percentage points in English Language Arts and 9 percentage points in Math.

### D.C. HAS OUTPACED OTHER CITIES IN IMPROVING PERFORMANCE

From 2003-2019, D.C.'s rank on the national assessment has moved from last or almost last to middle-of-the-pack or better among participating cities.





## WARDS 7 & 8: STUDENTS & SCHOOLS



Ward 8 offers the **greatest number of schools**, and has the **highest number of students** living in the Ward.



Neighborhoods in Wards 7 and 8 have the **highest numbers of at-risk students**. Over the past five years, the **number of at-risk students in both of these wards has increased**, while the number of at-risk students elsewhere in the city has largely decreased.



In the common lottery, **students living in Wards 7 and 8 have higher match rates than the average student**: 73 percent and 77 percent, respectively.

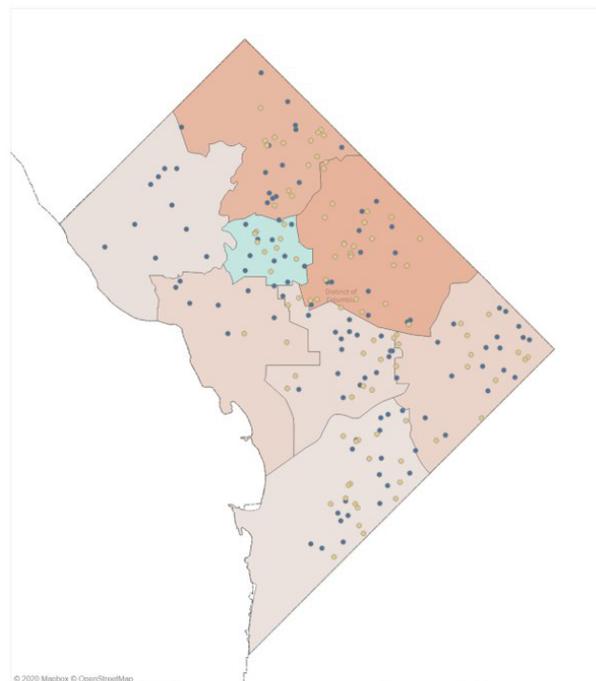


The schools with the highest overall rating of 4 or 5 on the D.C. School Report Card are not equally distributed across the city. **Wards 7 and 8 have lower shares of these high-performing schools** than other wards.



**High school students living in Wards 7 and 8 generally have the longest commutes**: they live a median of 3.3 miles away from their school.

## SCHOOL LOCATIONS 2018-2019 AND PRE-KINDERGARTEN TO GRADE 12 ENROLLMENT CHANGE 2014-15 TO 2018-19



© 2019 Mapbox © OpenStreetMap  
Source: Office of the State Superintendent of Education (OSSE). 2019. "2018 DC School Report Card and STAR Framework Data". Available at [dcschoolreportcard.org](https://dcschoolreportcard.org).  
Change in enrollment at schools  
-1,229 2,485  
School type  
■ Charter  
■ DCPS  
D.C. Policy Center | [dcpolicycenter.org](https://dcpolicycenter.org)

## WHILE D.C.'S SCHOOLS HAVE MADE SIGNIFICANT PROGRESS, IMPORTANT GAPS REMAIN

- /// **Racial and ethnic diversity remains low across the city.** In nearly half of DCPS and public charter schools, at least 90% of the student body is Black. While white students make up 12% of enrollment, 13 schools have a majority-white student body.
- /// **Graduation rates** have fallen back toward 2014-15 levels, after a peak in 2016-17.
- /// In 2017-18, **56% of all high school graduates continued to postsecondary education** within six months of graduation.
- /// **Many students miss many days of school**: 29% of students missed 10 percent or more of the school year.
- /// **Suspensions remain higher** among at-risk students, students with disabilities, and Black students. At-risk and Black students are also nine times likelier than their white peers to be suspended.
- /// **Achievement gaps persist** of at least 48 percentage points between the highest-scoring group (white students) and other groups on the PARCC state assessment.

**CHALLENGES  
AHEAD**

