Enrollment Outlook

Prepared for the DC Public Charter School Board (DC PCSB)

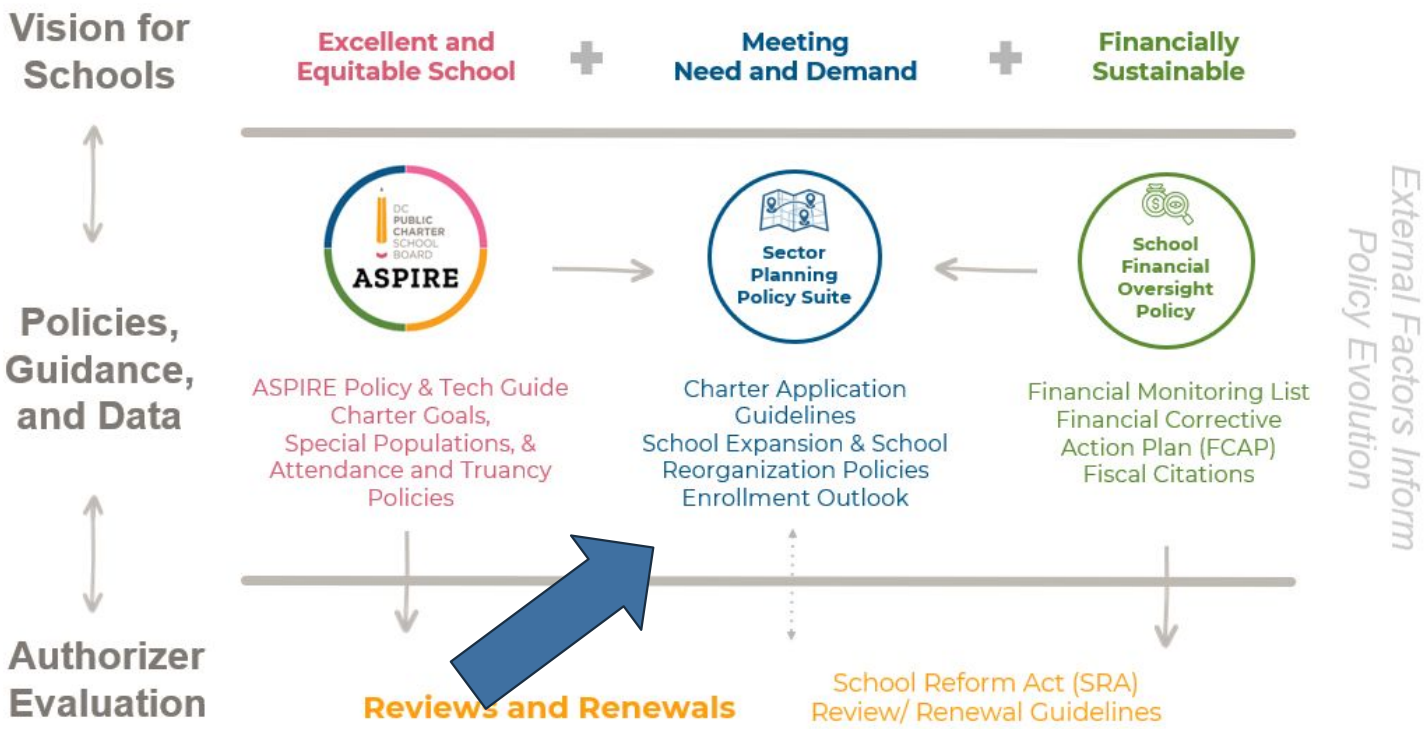
June 15, 2026

D.C. POLICY CENTER
Education Policy Initiative

Background

The **Enrollment Outlook** is part of DC PCSB's Sector Planning Suite, which is intended to inform the extent to which new, expanding, or reorganizing schools meet need and demand.

The Sector Planning Suite also includes the Charter Application Guidelines and School Expansion & School Reorganization Policies.



Use

The **Enrollment Outlook** will be referenced in the Charter Application Guidelines for those seeking to open new charter schools, the School Expansion Policy for existing charter schools, and the School Reorganization Policy for charter schools that are seeking to merge or acquire another school.

This document presents an overview of data and trends to be referenced in these policies and application guidelines.

Vehicle	Purpose
Charter Application Guidelines	*Establishes how to evaluate new charter applicants*
School Expansion Policy	*Governs how to evaluate expansions*
School Reorganization Policy	*Creates pathways for mergers, acquisitions*

Metrics

The Enrollment Outlook presents 3 metrics that measure the extent to which an applicant is likely to meet their enrollment targets.

Metric 1 looks at the total number of new seats likely to be needed. Metric 2 looks at likely demand for a particular school's approach. Metric 3 looks at the demand for a school's proposed location.

Considered together and complemented by other context, these trends can inform decision-making around new charter applicants, expansion requests, and reorganizations.

Guiding question: Will the applicant be able to meet their enrollment targets?	
Metric 1.	Are new seats needed by grade band or learners served in the future?
Metric 2.	Is there excess demand for this school's approach?
Metric 3.	Is the proposed geographic area in demand?

School type

The **Enrollment Outlook** applies these metrics to three school types: PK-12, Adult, and Alternative Accountability Framework (AAF), to accommodate differences in student populations.

Note: DC PCSB currently has six schools that meet the standard for AAF. AAF schools must serve a student population that is 60% comprised of students with the risk factors described here. More information is found here.

School type	Grade bands or groups presented
PK-12	Pre-kindergarten, elementary, middle, and high
Adult	Unemployed residents, immigrant residents, and residents without a high school diploma
Alternative Accountability Framework (AAF)	Risk factors for AAF schools: • Special education students, levels 3 and 4 • Overage and under-credited • Pregnant or parenting • Homeless • Juvenile justice • Expulsion rate • Child abuse • Adult incarceration • Hospitalized during to a psychiatric condition

Enrollment Outlook Metrics

Metric 1

Are new seats needed by grade band or learners served in the future?

Metric 1. Are seats needed by grade band or learners served in the future?

This metric takes stock of enrollment projections and trends to assess the extent to which new seats are likely to be needed by grade band or learners served in the future.

- **For PK-12,** the indicator compares actual enrollment in school year 2025-26 to the Office of the Deputy Mayor for Education's (DME) enrollment projections for school year 2030-31, and accounts for growth in public charter school enrollment ceilings adjusted for the percent that are currently filled. Applicants can consider the extent to which their school can be absorbed into the new seats that are expected to be needed over the next five years.
- **For Adult**, the indicator presents trends in OSSE's audited enrollment for adult public charter schools over the past three years to show whether adult learners are likely to have increased demand.
- **For AAF**, the indicator presents trends in OSSE's audited enrollment for AAF schools over the past three years to show whether AAF students are likely to have increased demand.

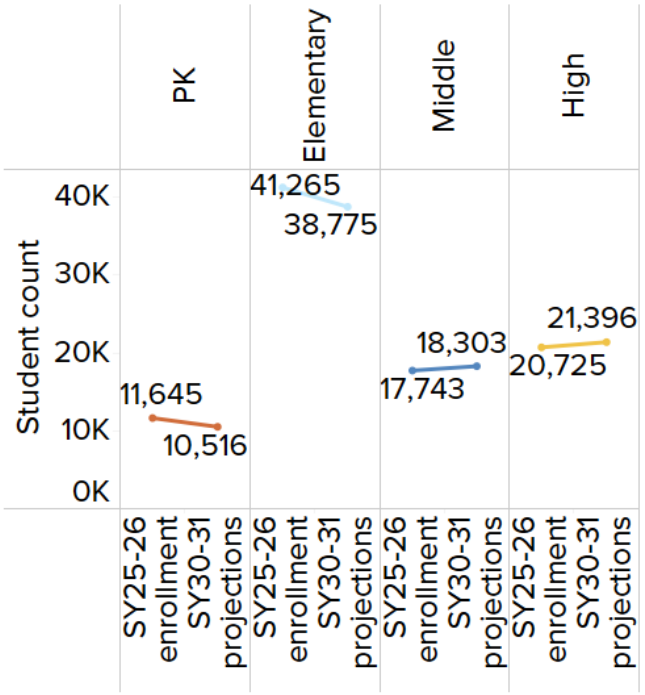
Metric 1, PK-12

This metric presents citywide enrollment projections for students attending both DCPS and public charter schools as prepared by the DME. These projections are then adjusted for planned growth in public charter schools based on enrollment ceilings and the percent of seats that are currently filled.

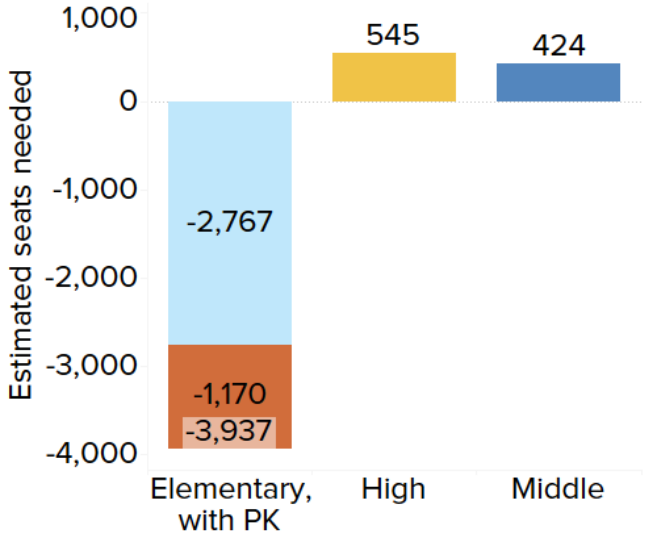
From school year 2025-26 to school year 2030-31, the number of students needing new seats in both DCPS and public charter schools is expected to:

- *Decrease* by 3,937 in elementary (PK3-grade 5)
- *Increase* by 424 in middle (grades 6-8); and
- *Increase* by 545 in high (grades 9-12).

PK-12 5-year enrollment projections by grade band



Projected change in enrollment, accounting for PCS enrollment ceiling growth



Grade band
- PK
- Elementary
- Middle
- High

Source: DME enrollment projections and OSSE enrollment audits.

Metric 1. Are seats needed by grade band or learners served in the future?

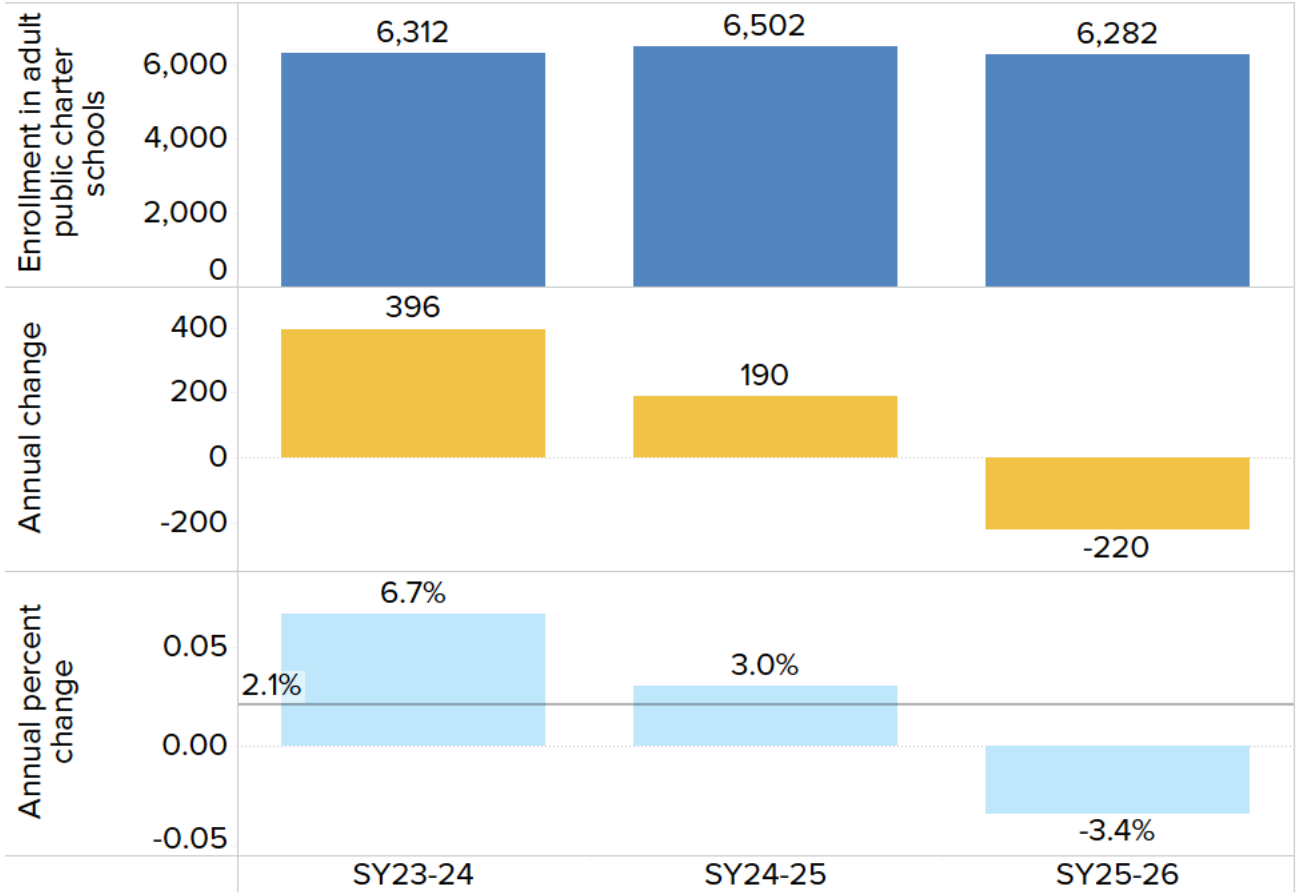
Metric 1, Adult

This indicator presents trends in OSSE's audited enrollment for adult public charter schools over the past three years to show whether adult learners are likely to have increased demand.

Enrollment has *increased* by 122 learners annually (2.1%) over the past three years, despite a decrease in the most recent year.

On average, enrollment trends suggest adult learners are likely to have more demand for seats in future years.

Enrollment trends in adult public charter schools



Source: Audited enrollment, OSSE's UPSFF counts.

Metric 1. Are seats needed by grade band or learners served in the future?

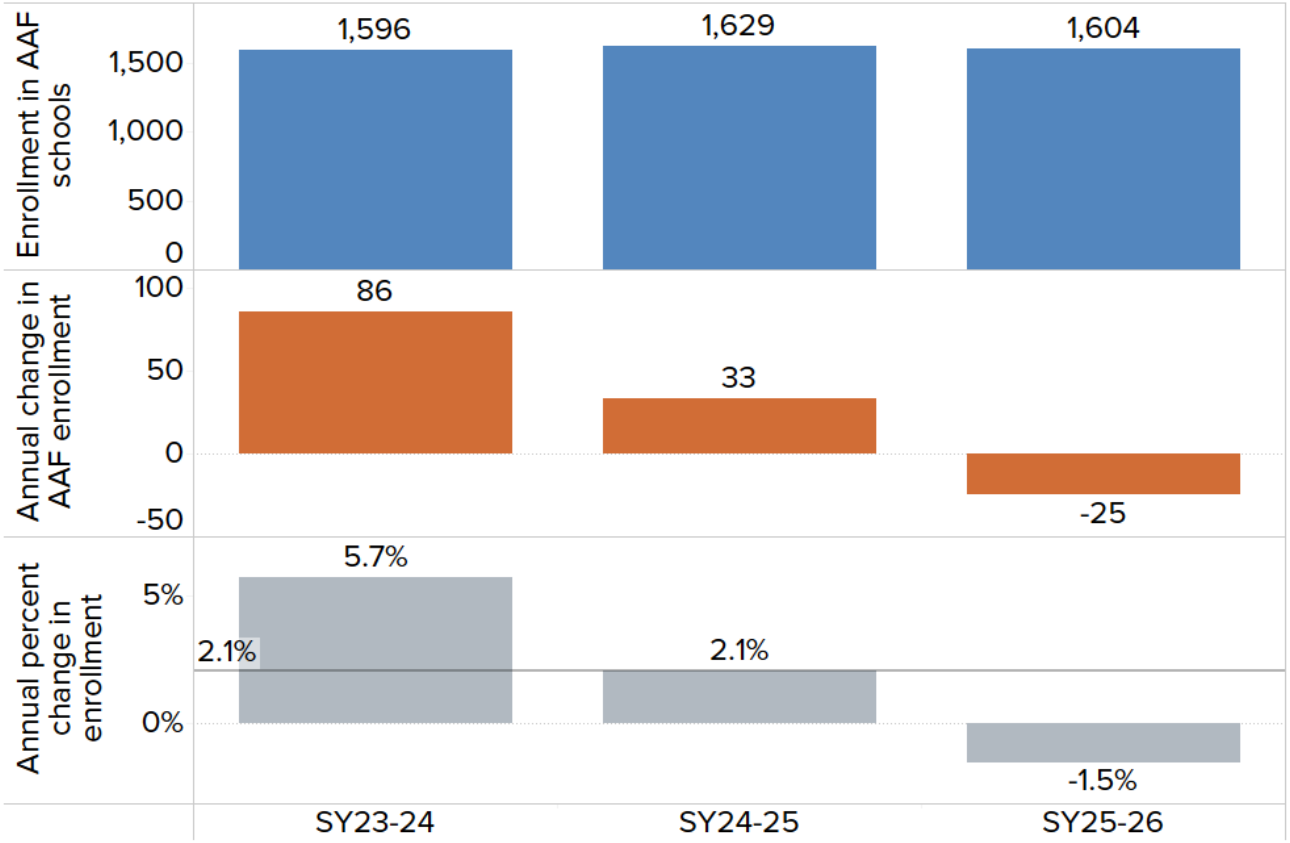
Metric 1, AAF

This indicator presents trends in OSSE's audited enrollment for AAF schools over the past three years to show whether AAF students are likely to have increased demand.

Enrollment has *increased* by 31 students annually (2.1%) over the past three years, despite a decline in the most recent year.

On average, enrollment trends suggest AAF students are likely to have more demand for seats in future years.

Enrollment trends in Alternative Accountability Framework (AAF) schools



Source: Audited enrollment, OSSE's UPSFF counts.

Metric 1. Are seats needed by grade band or learners served in the future?

Metric 2

Is there excess demand for this school's approach?

Metric 2. Is there excess demand for this school's approach?

Based on the school approach or target student populations, this metric takes stock of waitlists, reenrollment for economically disadvantaged students, and population trends to assess the extent to which there is likely to be demand for the school's approach within the existing population.

PK-12 applicants intending to serve a general population can use the waitlist to enrollment in an entry grade ratio; PK-12 applicants who intend to serve a higher share of economically disadvantaged students can use reenrollment for this group to evaluate demand for the approach.

- **For PK-12, the default indicator for schools intending to serve a general population** presents the ratio of the waitlist to enrollment in an entry grade. If an applicant intends to offer a common specialized program, the applicant can use the ratio for schools offering it. If not, the applicant can select three schools currently offering a similar approach and use their average ratio. Existing schools can use their own data. This ratio will be compared to the top quartile (based on the 75th percentile) ratio for all schools in the same grade band, using the past three years of data.
- **For PK-12 applicants intending to serve a student population with a majority of economically disadvantaged students,** an alternative indicator presents reenrollment for economically disadvantaged students. If an applicant intends to offer a common specialized program, the applicant can use the rate for schools offering it. If not, the applicant can select three schools currently offering a similar approach and use their average rate. Existing schools can use their own data. This rate will be compared to the top quartile (based on the 75th percentile) rate for all schools in the same grade band, using the past three years of data.
- **For Adult**, the indicator presents trends in unemployment, immigration, and high school graduation over the past three years, given that adult schools tend to target related populations, to show whether adult learners are likely to have increased demand.
- **For AAF**, the indicator presents trends in each of the risk factors for AAF schools over the past three years to show whether AAF students are likely to have increased demand, given that these schools must serve a student population that is 60 percent comprised of students with these risk factors.

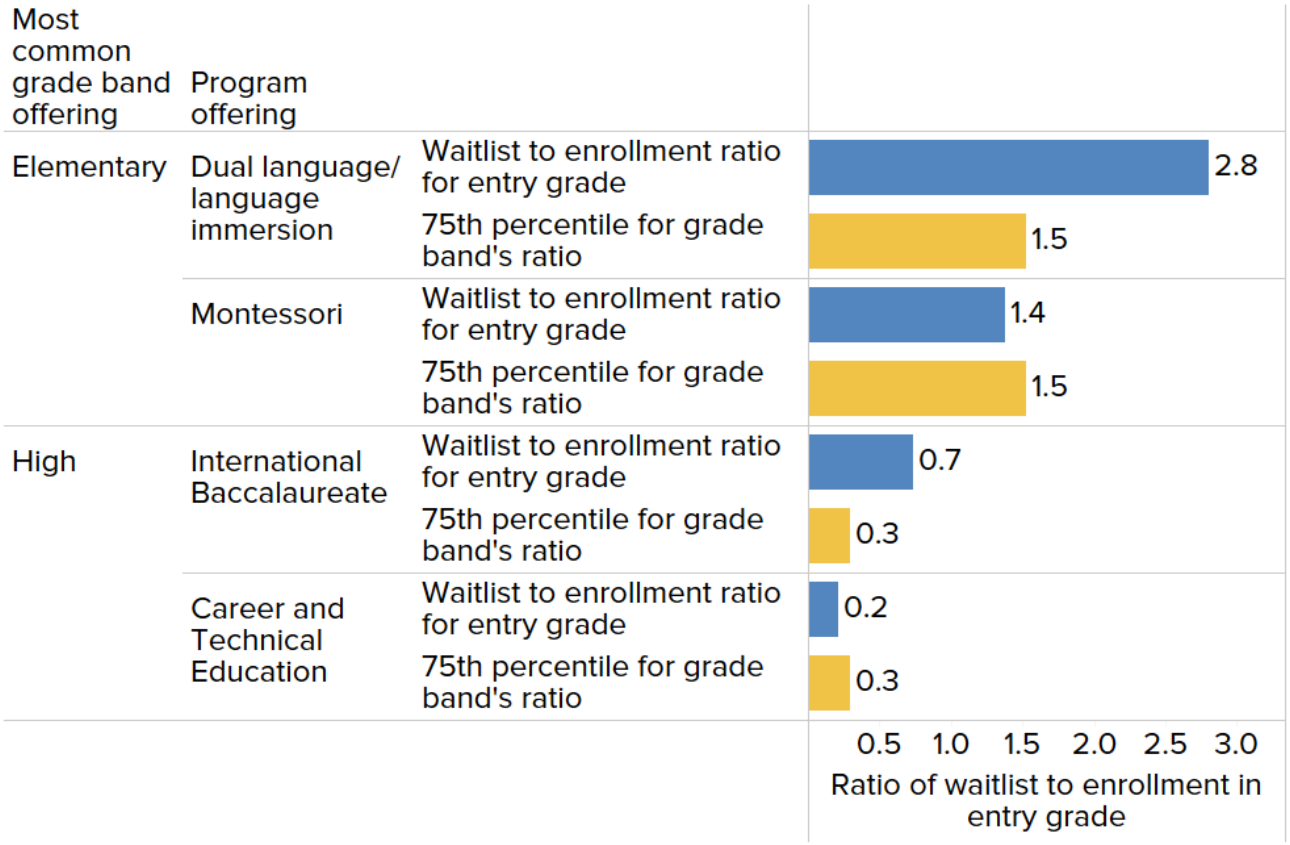
Metric 2, PK-12
General student population

For applicants seeking to serve a general student population, the waitlist to enrollment ratio for entry grade provides a sense of how many additional families are seeking a space at the school. For example, a ratio of 1 means that the school could potentially fill another full grade.

For applicants offering a standard specialized program, comparing the ratio of waitlist to enrollment in the entry grade to the top quartile for relevant grade band shows relatively higher demand for Dual language/language immersion, International Baccalaureate (IB), with Montessori and Career and Technical Education (CTE) close to the top quartile.

For new applicants offering other approaches, please choose three similar schools here. For existing schools, please compare your waitlist to enrollment in entry grade to the relevant grade band here.

Ratio of waitlist to enrollment in entry grade for common specialized programs, 3-year average



Source: My School DC's Seats and Waitlist Offer Data and the Office of the State Superintendent of Education (OSSE) enrollment audits.

Metric 2. Is there excess demand for this school's approach?

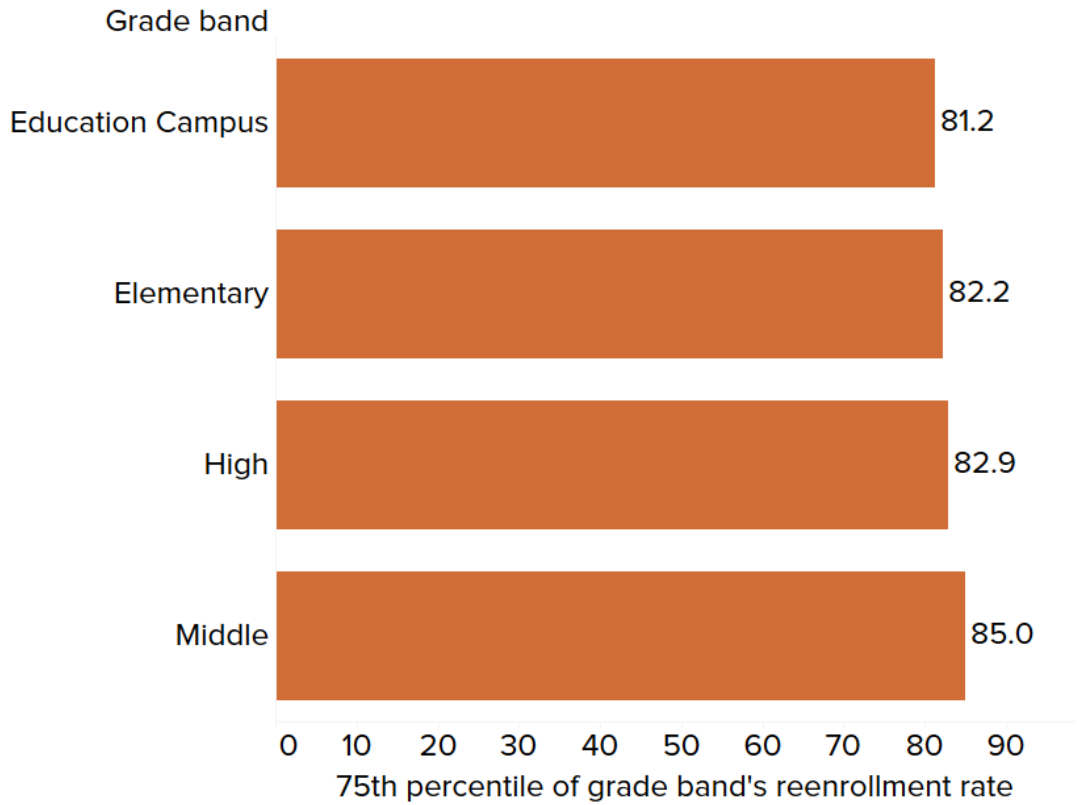
Metric 2, PK-12

Alternative: Serving a majority of economically disadvantaged students

For applicants seeking to serve a population with a majority of economically disadvantaged students, reenrollment for economically disadvantaged students provides a sense of the extent to which families are satisfied with the school's approach. It can be more relevant than waitlists, as students who are designated as at-risk tend to not apply by the lottery deadline and therefore are not represented as much in waitlist numbers. This metric looks specifically at economically disadvantaged students, who tend to have lower reenrollment than the overall student population.

For new applicants offering other approaches, please choose three similar schools here. For existing schools, please compared your reenrollment for economically disadvantaged students to the 75th percentile in the relevant grade band here.

Reenrollment for economically disadvantaged students by grade band, 3-year average of top quartile



Source: Office of the State Superintendent of Education school report card data.

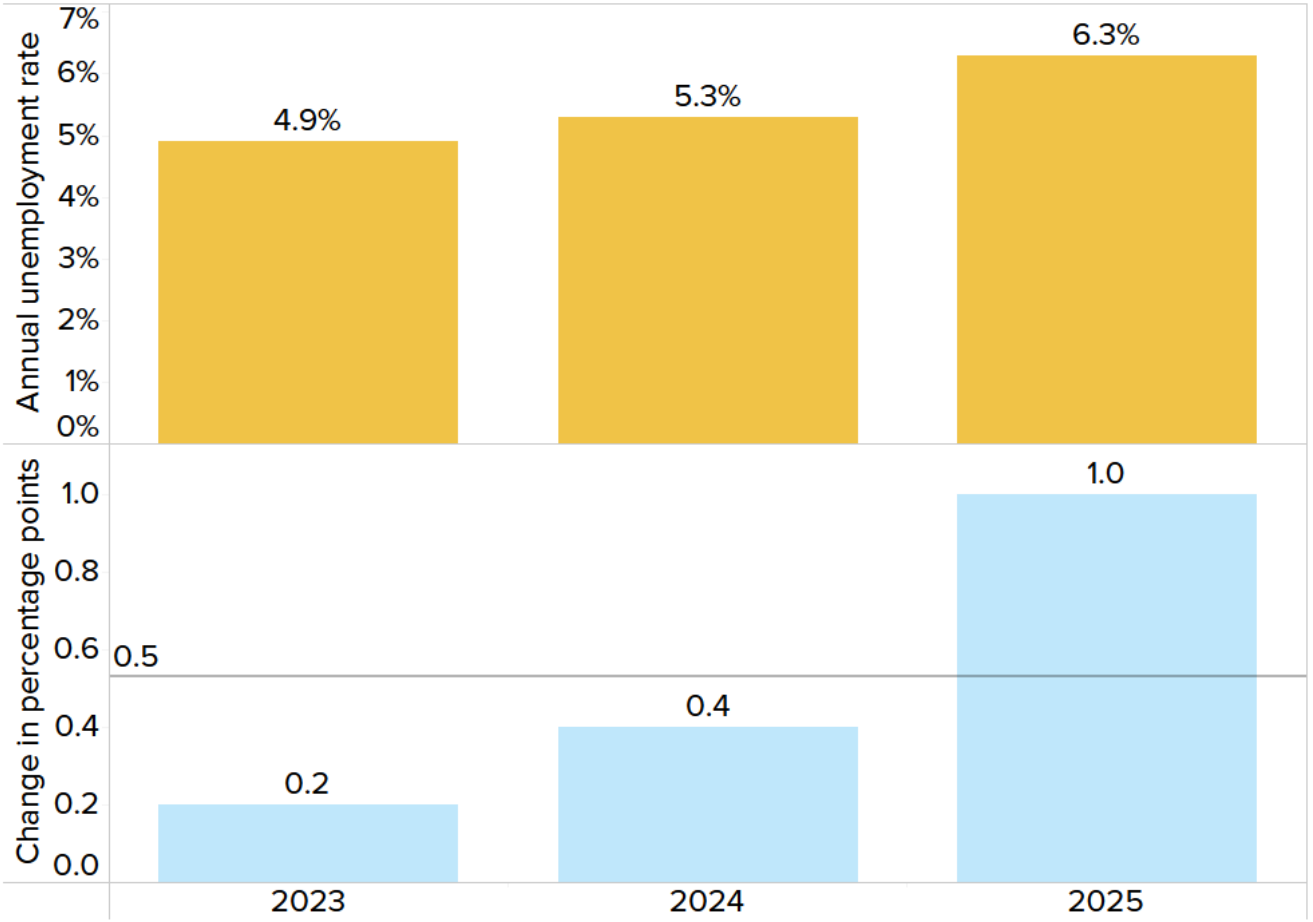
Metric 2. Is there excess demand for this school's approach?

Metric 2, Adult
Unemployed residents

Many adult public charter schools seek to improve employment outcomes for learners. This indicator presents unemployment rates over the past three years to show whether this group is likely to have increased demand.

The unemployment rate has *increased* by 0.5 percentage points annually. Demand from this group is likely to increase.

Unemployment rate in D.C.



Source: U.S. Bureau of Labor Statistics, retrieved from FRED.

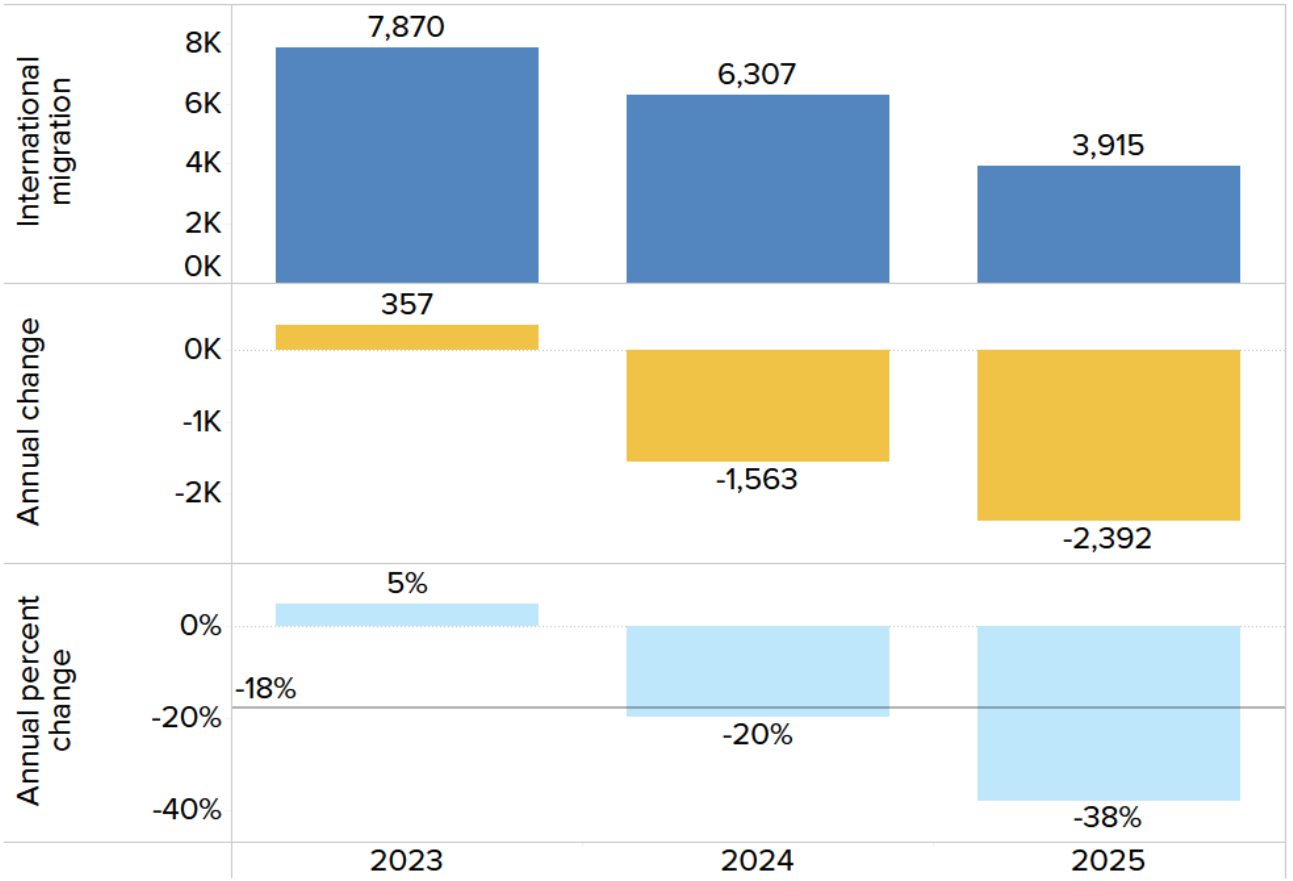
Metric 2. Is there excess demand for this school's approach?

Metric 2, Adult
International migration

Some adult public charter schools serve populations who are learning English. This indicator presents international migration over the past three years to show whether this group is likely to have increased demand.

International immigration has *decreased* by 1,199 annually (-18%). Demand from this group is likely to decrease.

International migration to D.C.



Source: U.S. Census Bureau Population Estimates.

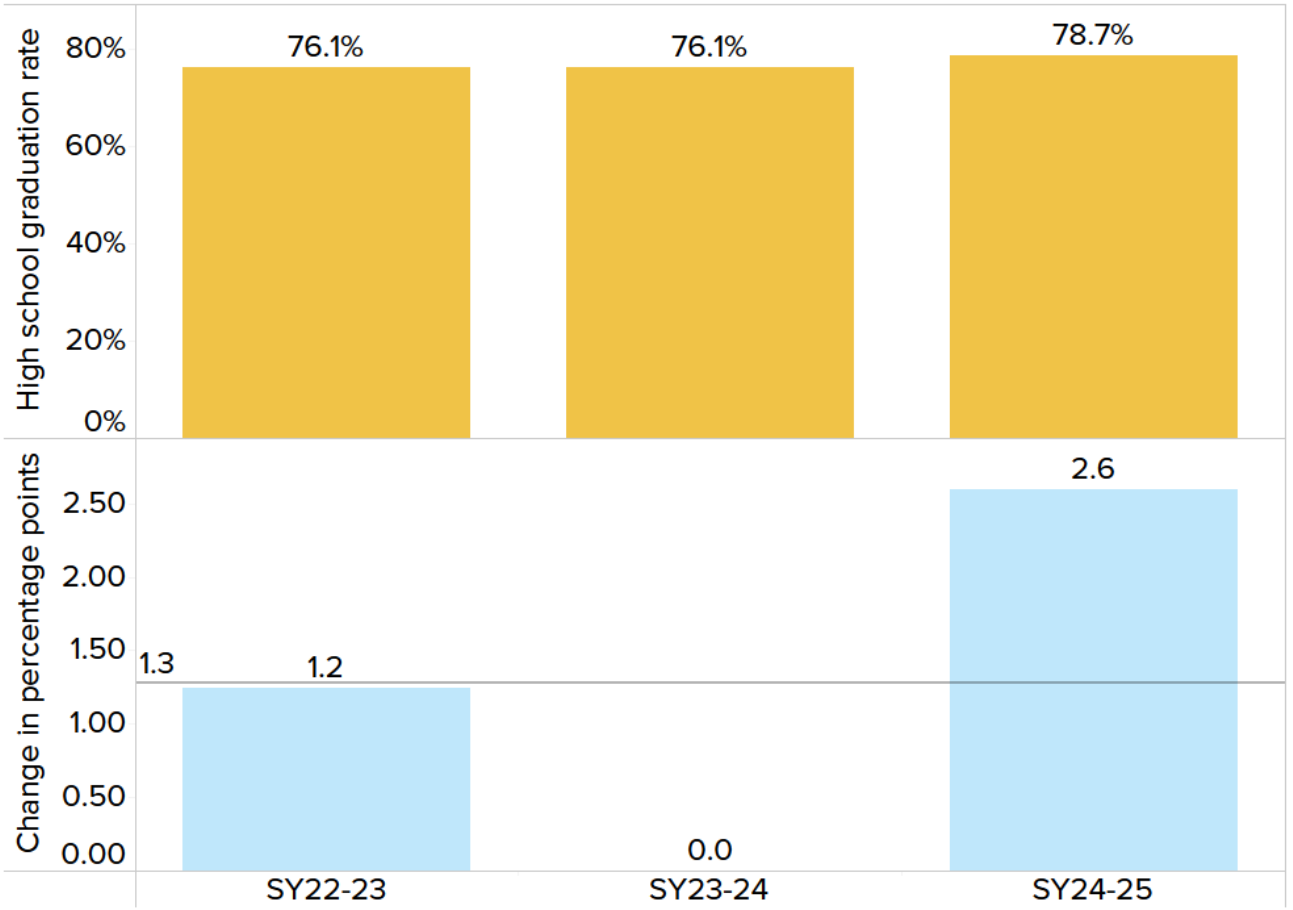
Metric 2. Is there excess demand for this school's approach?

Metric 2, Adult
Residents without a high school diploma

Some adult public charter schools serve populations who are seeking a GED. This indicator presents high school graduation rates over the past three years to show whether this group is likely to have increased demand (if high school graduation increases, there will be fewer residents newly needing a GED).

High school graduation has *increased* by 1.3 percentage points annually. Demand from the group without a high school diploma is likely to decrease.

4-year high school graduation rates in D.C.



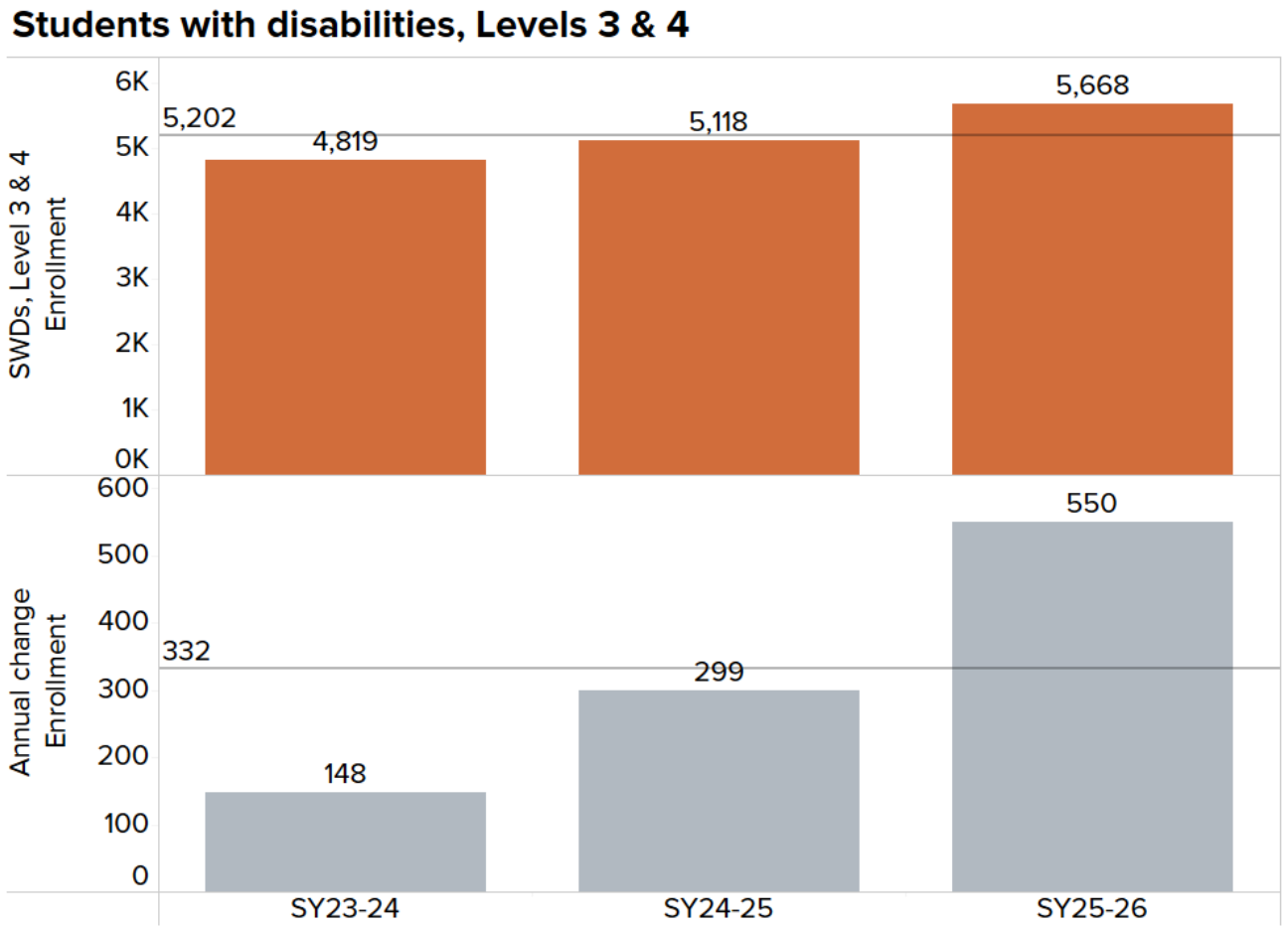
Source: OSSE school report card data.

Metric 2. Is there excess demand for this school's approach?

Metric 2, AAF
Students with disabilities

AAF schools must serve a student population that is 60 percent comprised of students with nine risk factors, including students with disabilities.

Students with disabilities, Levels 3 & 4, have *increased* by 332 students annually. Demand from this group is likely to increase.



Source: Audited enrollment, OSSE's UPSFF counts.

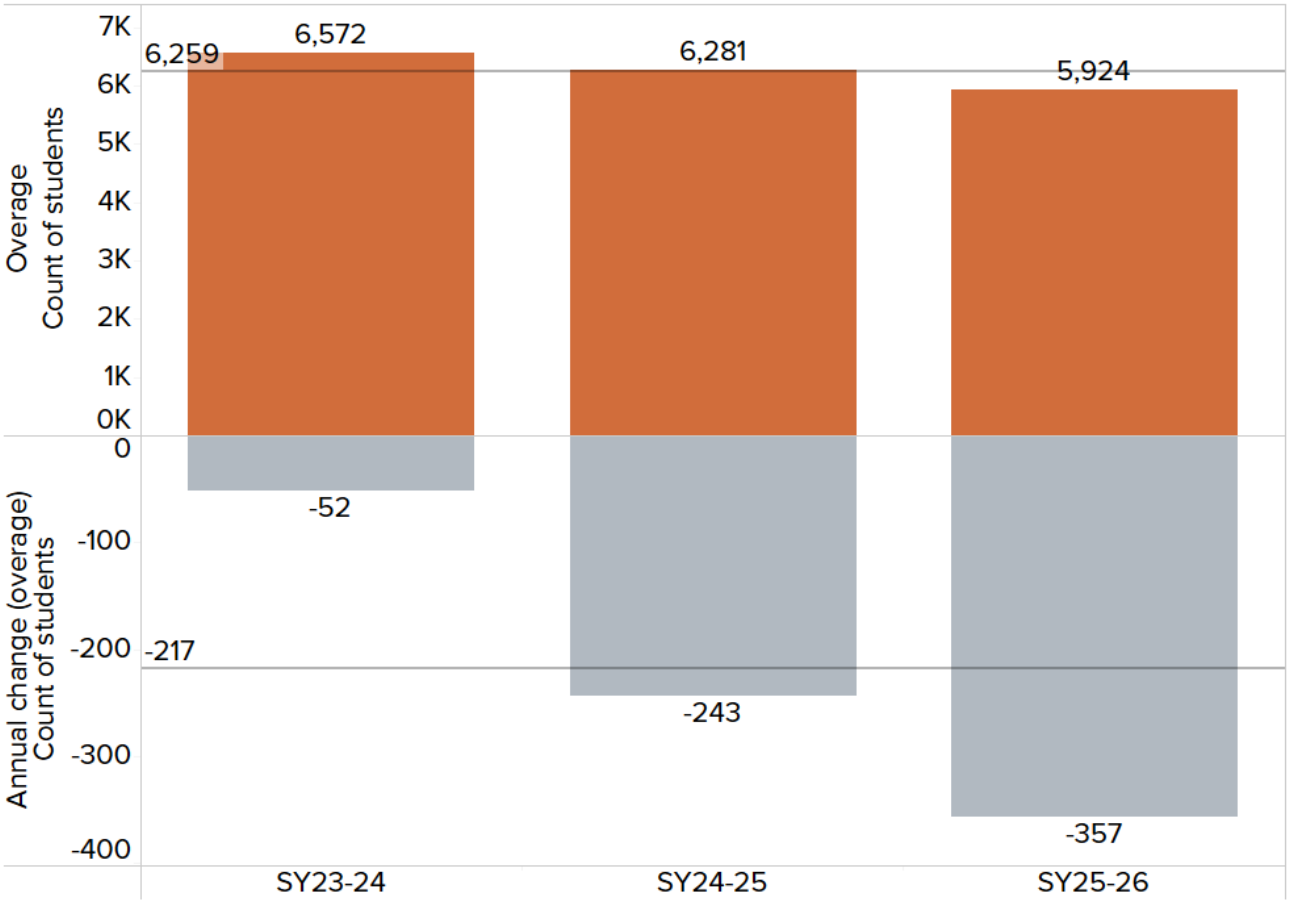
Metric 2. Is there excess demand for this school's approach?

Metric 2, AAF
Overage students

AAF schools must serve a student population that is 60 percent comprised of students with nine risk factors, including overage students.

There has been an average *decrease* of 217 overage students per year. Demand from this group is likely to decrease.

Overage students in D.C.'s high schools



Source: D.C. Council Performance Oversight documents.

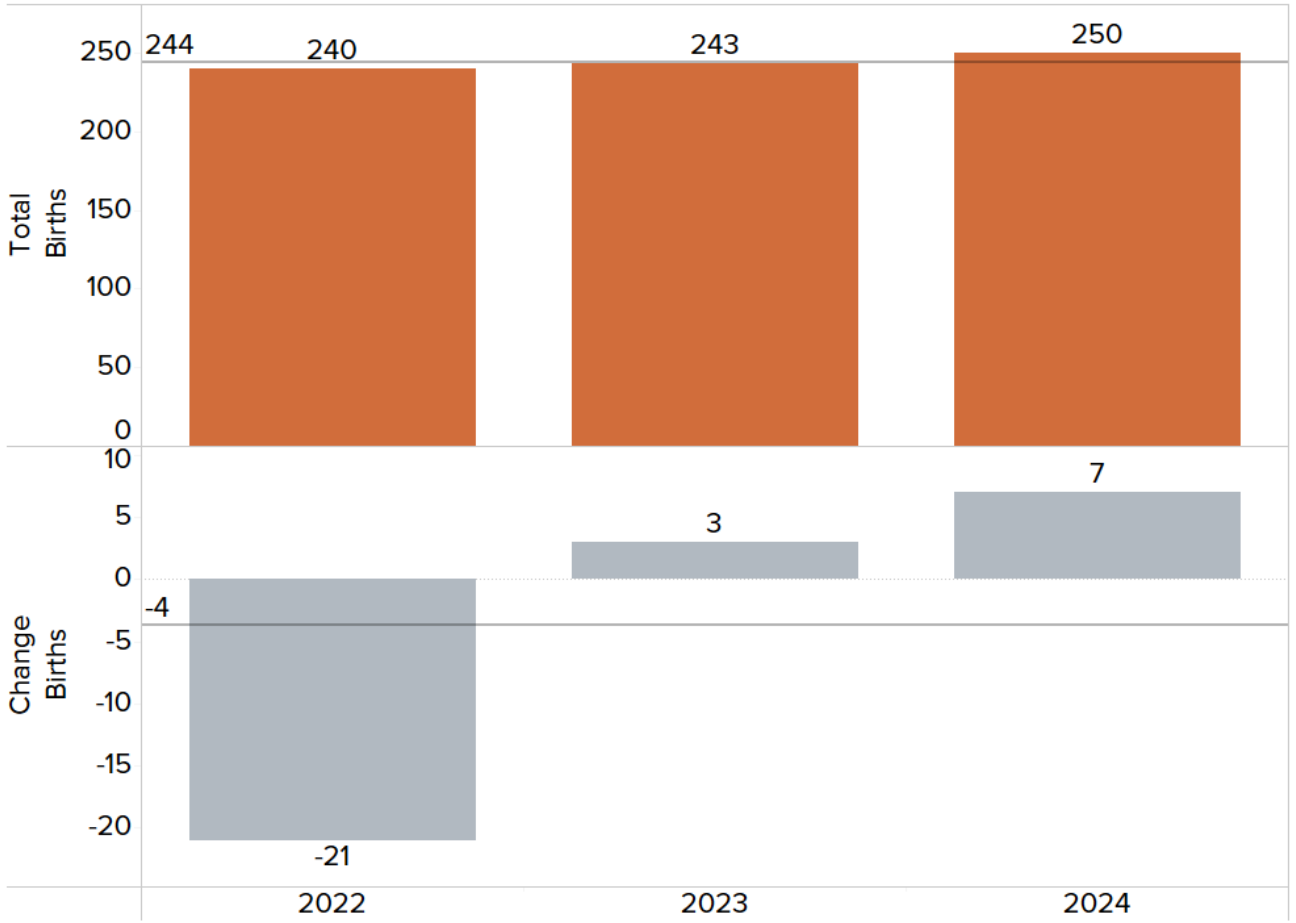
Metric 2. Is there excess demand for this school's approach?

Metric 2, AAF
Pregnant or parenting

AAF schools must serve a student population that is 60 percent comprised of students with nine risk factors, including pregnant or parenting students.

Teenage births have been stable over the past three years (change of -4 annually). Demand from this group is likely to stay the same.

Teenage births (ages 15-19) in D.C.



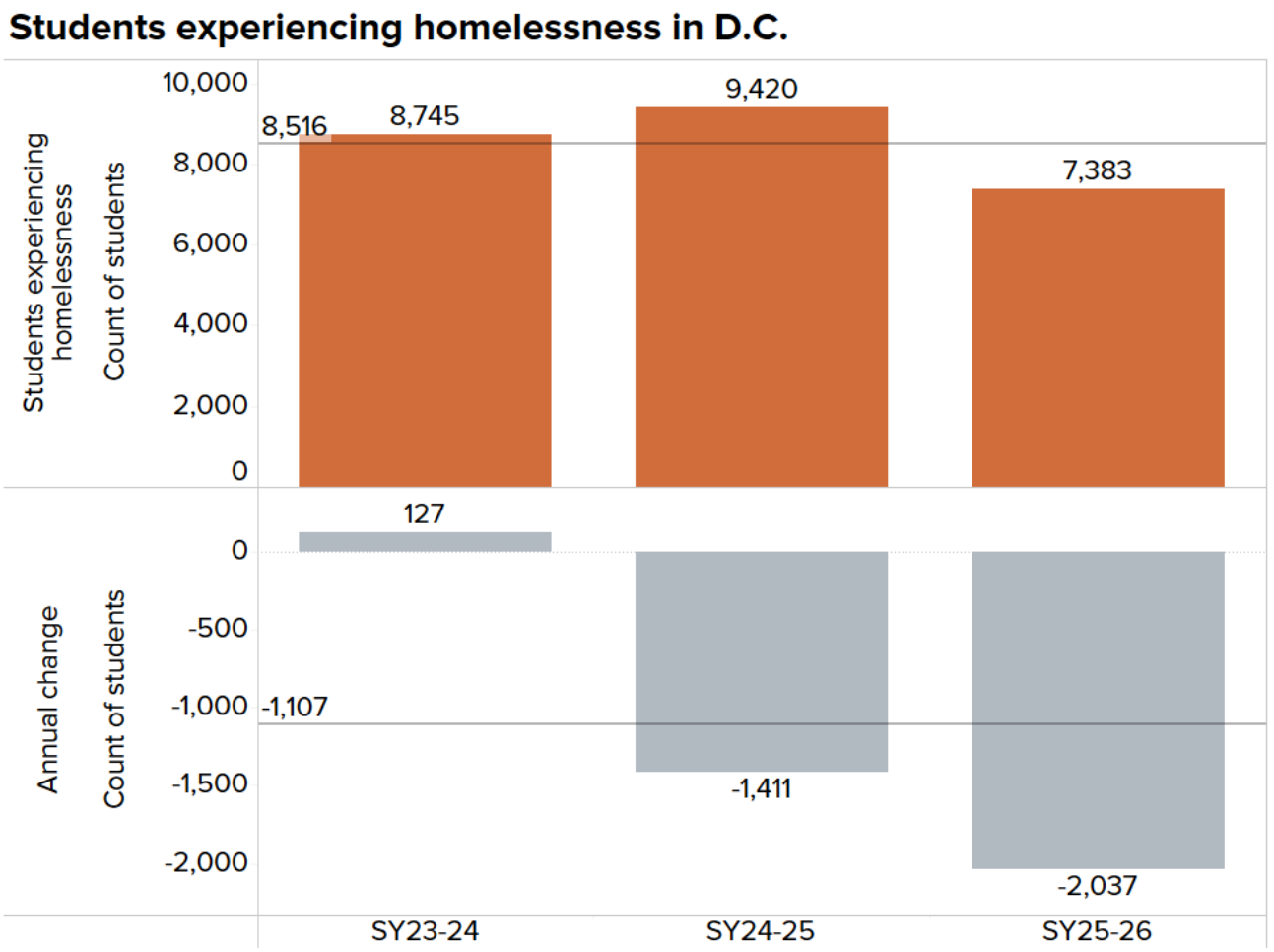
Source: CDC Wonder Database.

Metric 2. Is there excess demand for this school's approach?

Metric 2, AAF
Students experiencing homelessness

AAF schools must serve a student population that is 60 percent comprised of students with nine risk factors, including students experiencing homelessness.

The number of students experiencing homelessness has *decreased* by 1,107 annually. Demand from this group is likely to decrease.



Source: D.C. Council Performance Oversight documents.

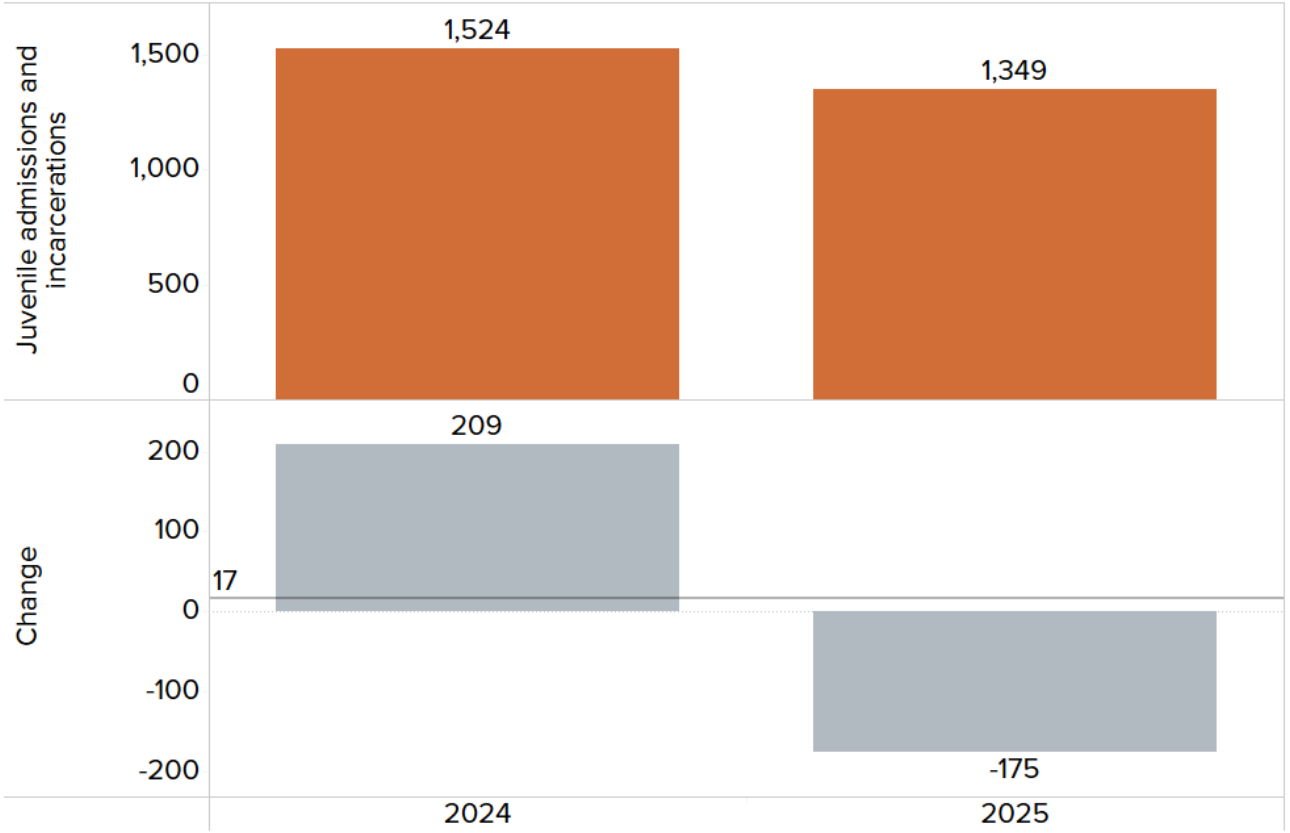
Metric 2. Is there excess demand for this school's approach?

Metric 2, AAF
Juvenile justice

AAF schools must serve a student population that is 60 percent comprised of students with nine risk factors, including students involved in the juvenile justice system.

Juvenile admissions and incarcerations have increased by 17 annually (data are only available for two years of change). Demand from this group is likely to stay the same.

Juvenile admissions and incarcerations in D.C.



Source: Criminal Justice Coordinating Council, Detention and Incarceration data.

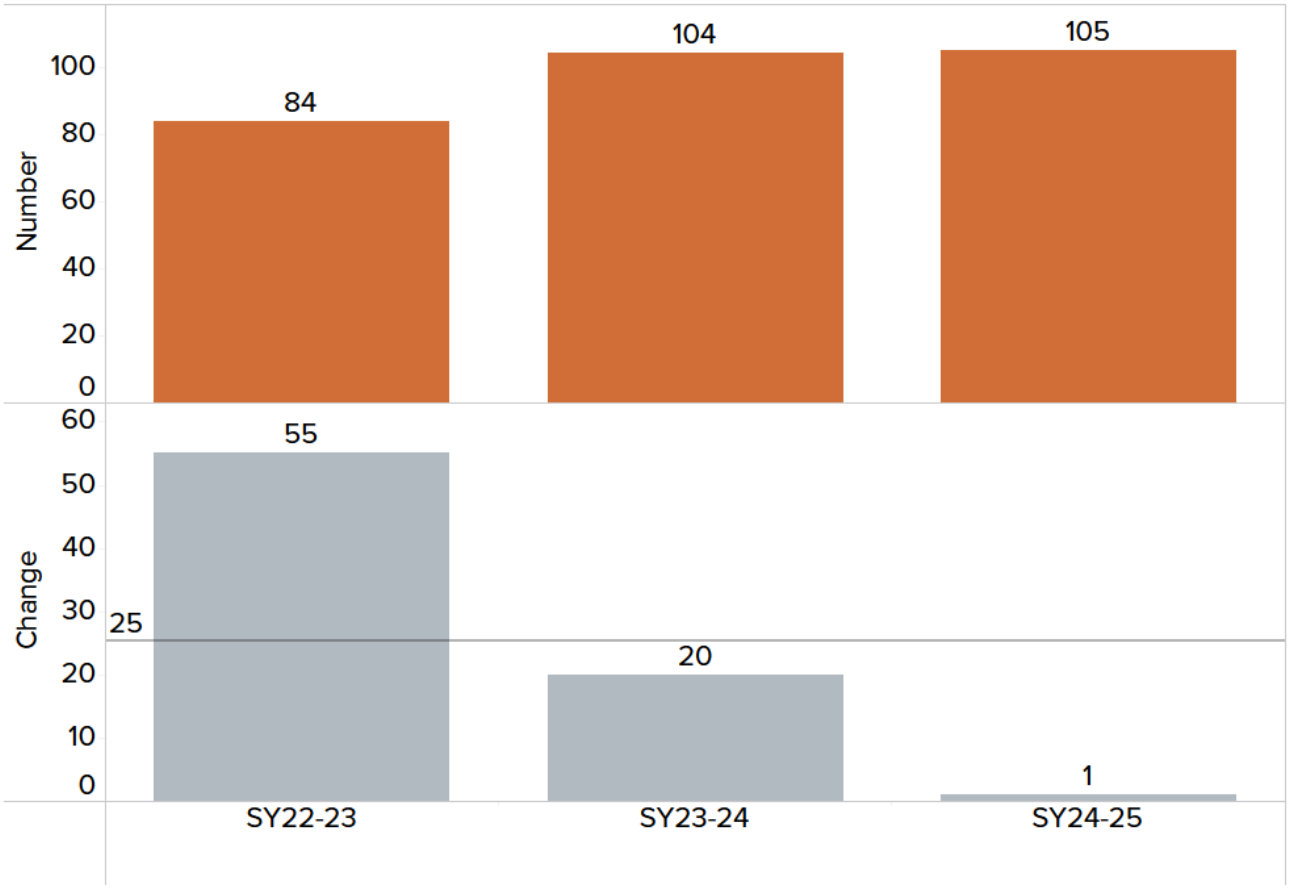
Metric 2. Is there excess demand for this school's approach?

Metric 2, AAF
Expelled students

AAF schools must serve a student population that is 60 percent comprised of students with nine risk factors, including students who have been expelled.

Expulsions have increased, especially in the year close to return to in-person school after the pandemic. Demand from this group is likely to increase.

Expulsions for students in D.C.



Souce: DC School Report Card data.

Metric 2. Is there excess demand for this school's approach?

Metric 2, AAF
Students affected by child abuse

AAF schools must serve a student population that is 60 percent comprised of students with nine risk factors, including students who have been affected by child abuse.

Foster care placements have been *decreasing* by 30 annually. Demand from this group is likely to decrease.

Students involved in the foster care system in D.C.



Source: D.C. Council Performance Oversight documents.

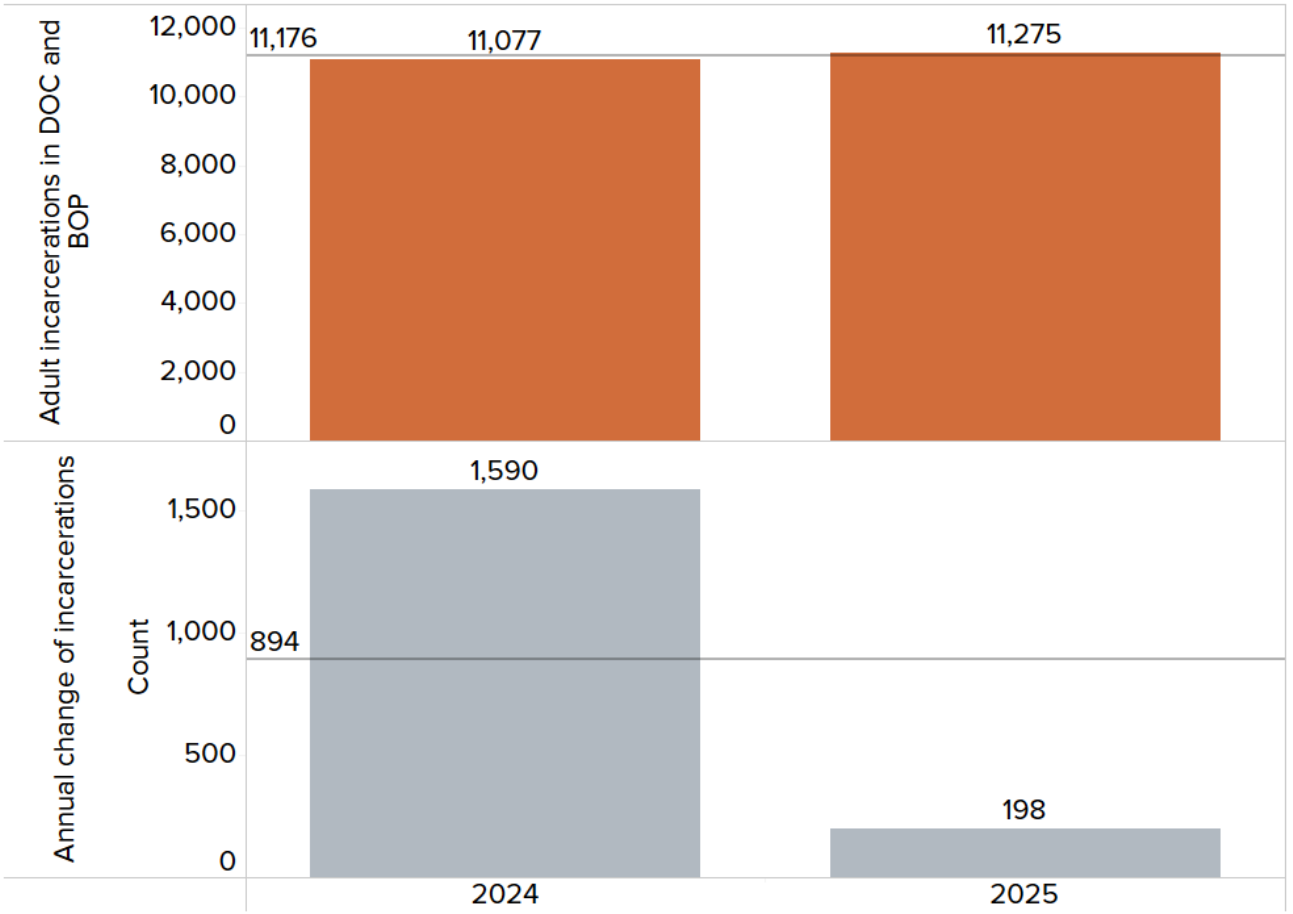
Metric 2. Is there excess demand for this school's approach?

Metric 2, AAF
Adult incarceration

AAF schools must serve a student population that is 60 percent comprised of students with nine risk factors, including students who are related to incarcerated adults.

Adult incarcerations have been *increasing* by 894 annually (data are only available for two years of change). Demand from this group is likely to increase.

Adult incarceration in DOC and BOP



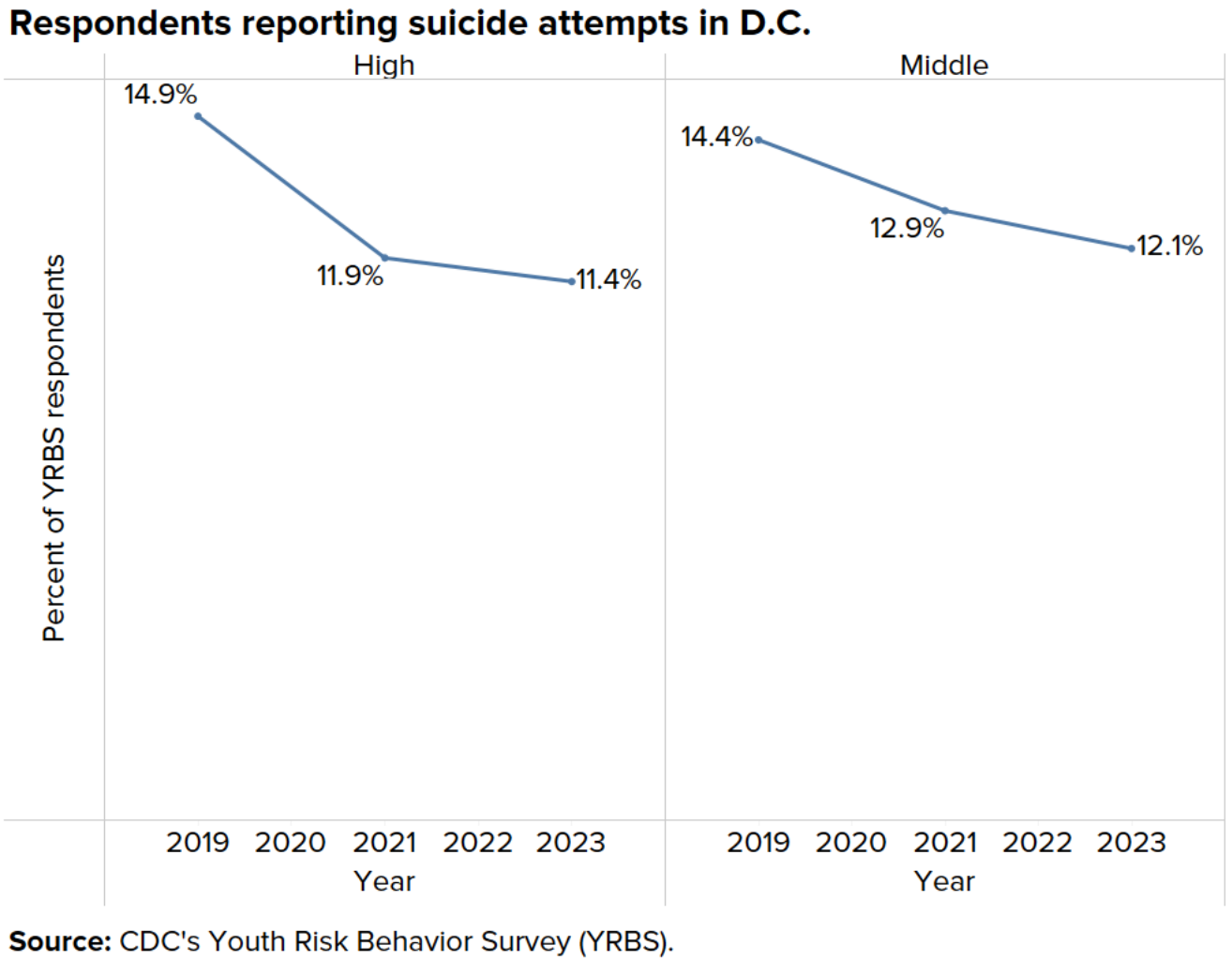
Source: Criminal Justice Coordinating Council, Detention and Incarceration data.

Metric 2. Is there excess demand for this school's approach?

Metric 2, AAF
Hospitalized due to a psychiatric condition

AAF schools must serve a student population that is 60% comprised of students with 9 risk factors, including students who have been hospitalized due to a psychiatric condition.

Suicide attempts *decreased* for middle and high school students in recent years. Demand from this group is likely to decrease.



Source: CDC's Youth Risk Behavior Survey (YRBS).

Metric 2. Is there excess demand for this school's approach?

Metric 3

Is the proposed geographic area in demand?

Metric 3. Is the proposed geographic area in demand?

This metric takes stock of whether there is likely to be demand for the school's proposed location, based on the distribution of students and schools as well as commuting patterns.

- **For PK-12, Adult, and AAF schools seeking to pull from the neighborhood, the default indicator** presents the ratio of public school student residents (or adult learners, at-risk students, or students with disabilities as relevant) to schools in the same neighborhood cluster by grade band or level to evaluate the density of the potential student or learner pool living nearby.
- **For PK-12. Adult and AAF schools seeking to pull from the neighborhood, an alternative indicator** presents the number of students or learners by grade band or level living in a neighborhood cluster. This is especially relevant for neighborhood clusters without a middle or high school for PK-12 or Adult school, as they do not have ratios of students or learners to schools.
- **For PK-12 schools only seeking to pull from across the city,** a second indicator presents the number of students commuting into a ward by grade band to evaluate how likely it is that students will travel from other parts of the city. For Adult and AAF schools, data on commuting patterns are not available. These schools that intend to pull from a citywide population will have an opportunity to speak to this in the application process.

These indicators all identify areas in the top quartile (75th percentile) using data for the past three years.

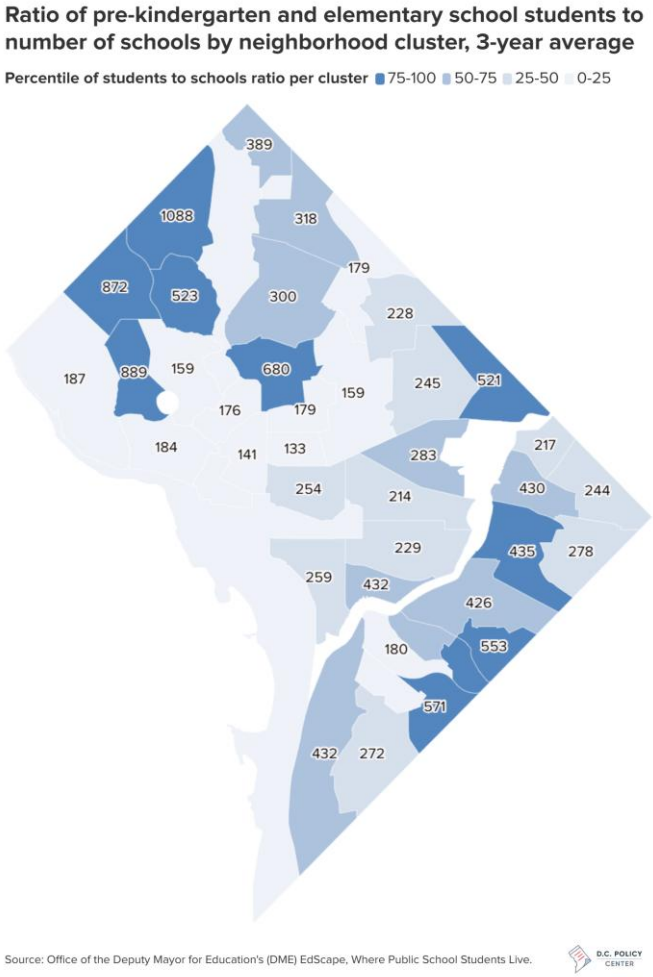
Metric 3, PK-12
Pre-kindergarten and elementary

Student to school ratios: For schools that want to pull from the neighborhood

For schools seeking to pull from the neighborhood, this indicator presents the ratio of pre-kindergarten and elementary school student residents and number of schools in a neighborhood cluster to evaluate the density of the potential student pool nearby.

Look up the neighborhood cluster of your intended location here and navigate to "Boundaries" to find your neighborhood cluster.

The neighborhood clusters in the top quartile are listed here.



Neighborhood clusters with the highest student to school ratio	
Number	Name
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View
Cluster 10	Hawthorne, Barnaby Woods, Chevy Chase
Cluster 11	Friendship Heights, American University Park, Tenleytown
Cluster 12	North Cleveland Park, Forest Hills, Van Ness
Cluster 14	Cathedral Heights, McLean Gardens, Glover Park
Cluster 24	Woodridge, Fort Lincoln, Gateway
Cluster 32	River Terrace, Benning, Greenway, Dupont Park
Cluster 35	Fairfax Village, Naylor Gardens, Hillcrest, Summit Park
Cluster 36	Woodland/Fort Stanton, Garfield Heights, Knox Hill
Cluster 38	Douglas, Shipley Terrace

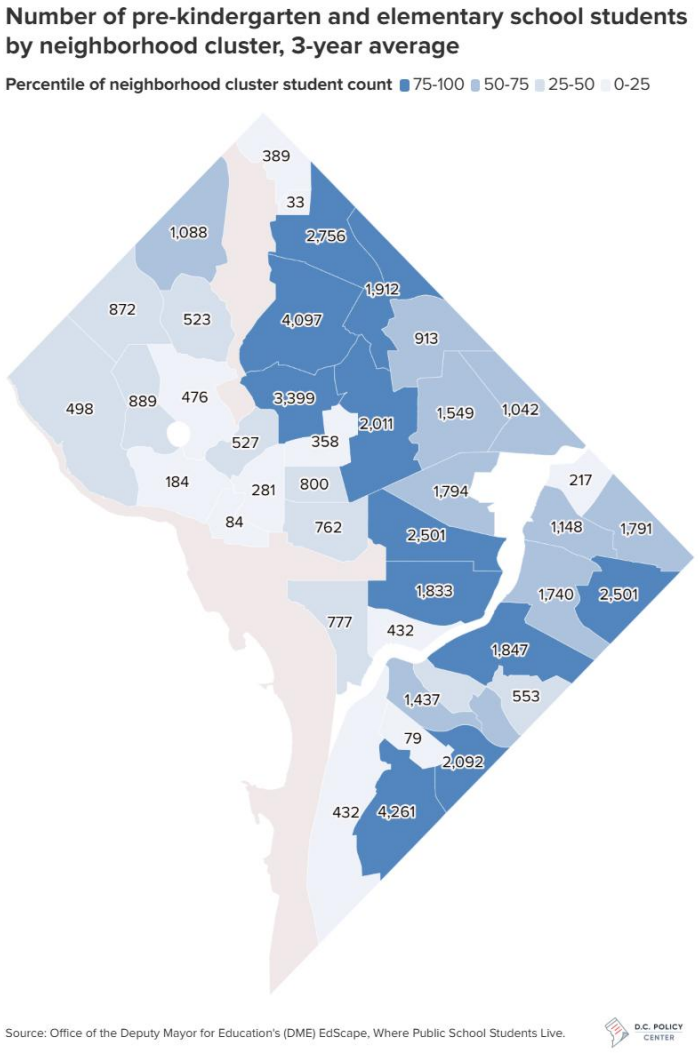
Metric 3, PK-12

Pre-kindergarten and elementary

Alternative of student counts: For schools that want to pull from the neighborhood

For schools seeking to pull from the neighborhood, this indicator presents the number of pre-kindergarten and elementary school students in a neighborhood cluster to evaluate the density of the potential student pool nearby regardless of schools.

Look up the neighborhood cluster of your intended location here and navigate to "Boundaries". Any neighborhood cluster with more than 1,823 students is in the top quartile.



Neighborhood clusters with the most elementary school students	
Number	Name
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View
Cluster 17	Takoma, Brightwood, Manor Park
Cluster 18	Brightwood Park, Crestwood, Petworth
Cluster 19	Lamont Riggs, Queens Chapel, Fort Totten, Pleasant Hill
Cluster 21	Edgewood, Bloomingdale, Truxton Circle, Eckington
Cluster 25	Union Station, Stanton Park, Kingman Park
Cluster 26	Capitol Hill, Lincoln Park
Cluster 33	Capitol View, Marshall Heights, Benning Heights
Cluster 34	Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park, Fort Dupont
Cluster 38	Douglas, Shipley Terrace
Cluster 39	Congress Heights, Bellevue, Washington Highlands

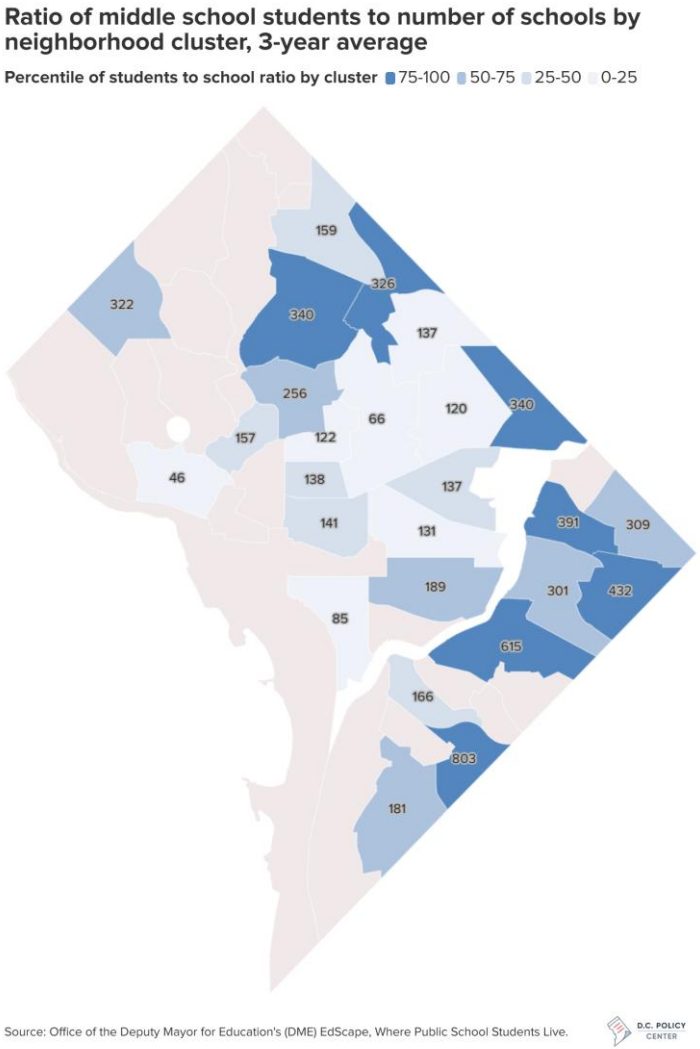
Metric 3, PK-12
Middle

Student to school ratios: For schools that want to pull from the neighborhood

For schools seeking to pull from the neighborhood, this indicator presents the ratio of middle school student residents and number of schools in a neighborhood cluster to evaluate the density of the potential student pool nearby.

Look up the neighborhood cluster of your intended location here and navigate to “Boundaries”.

The neighborhood clusters in the top quartile are listed here.



Neighborhood clusters with the most middle school students	
Number	Name
Cluster 18	Brightwood Park, Crestwood, Petworth
Cluster 19	Lamont Riggs, Queens Chapel, Fort Totten, Pleasant Hill
Cluster 24	Woodridge, Fort Lincoln, Gateway
Cluster 30	Mayfair, Hillbrook, Mahaning Heights
Cluster 33	Capitol View, Marshall Heights, Benning Heights
Cluster 34	Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park, Fort Dupont
Cluster 38	Douglas, Shipley Terrace

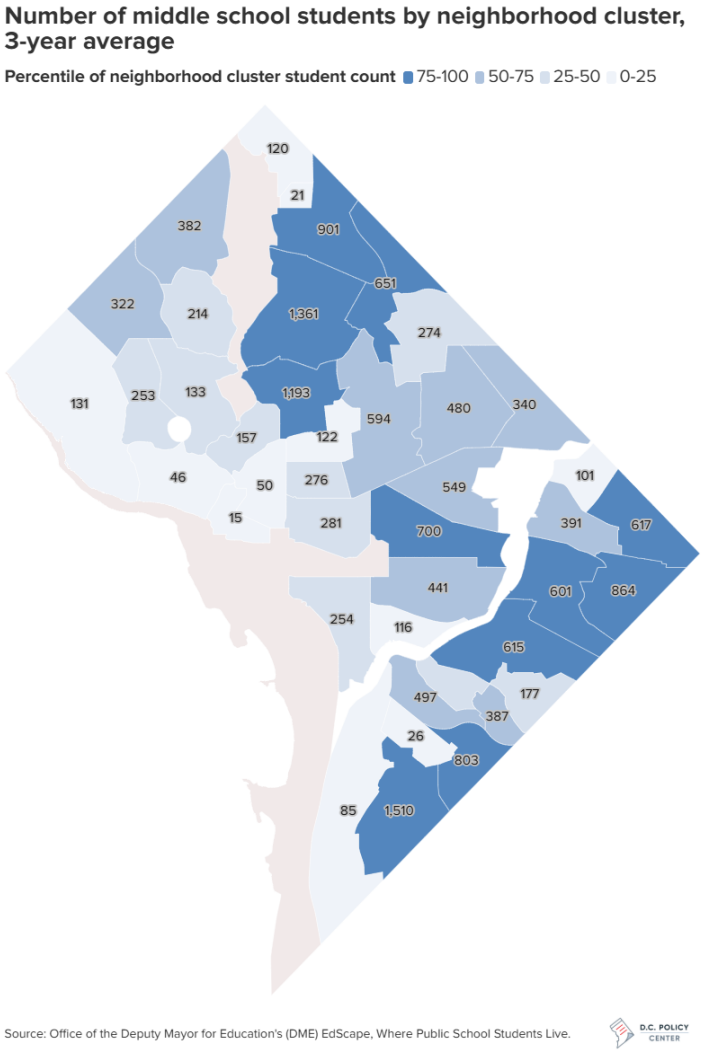
Metric 3. Is the proposed geographic area in demand?

Metric 3, PK-12
Middle

Alternative of student counts: For schools that want to pull from the neighborhood

For schools seeking to pull from the neighborhood, this indicator presents the number of middle school students in a neighborhood cluster to evaluate the density of the potential student pool nearby. It is a helpful alternative for neighborhood clusters that do not have any middle schools.

Look up the neighborhood cluster of your intended location here and navigate to "Boundaries". Any neighborhood cluster with more than 600 students is in the top quartile.



Neighborhood clusters with the most middle school students	
Number	Name
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View
Cluster 17	Takoma, Brightwood, Manor Park
Cluster 18	Brightwood Park, Crestwood, Petworth
Cluster 19	Lamont Riggs, Queens Chapel, Fort Totten, Pleasant Hill
Cluster 25	Union Station, Stanton Park, Kingman Park
Cluster 31	Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights
Cluster 32	River Terrace, Benning, Greenway, Dupont Park
Cluster 33	Capitol View, Marshall Heights, Benning Heights
Cluster 34	Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park, Fort Dupont
Cluster 38	Douglas, Shipley Terrace
Cluster 39	Congress Heights, Bellevue, Washington Highlands

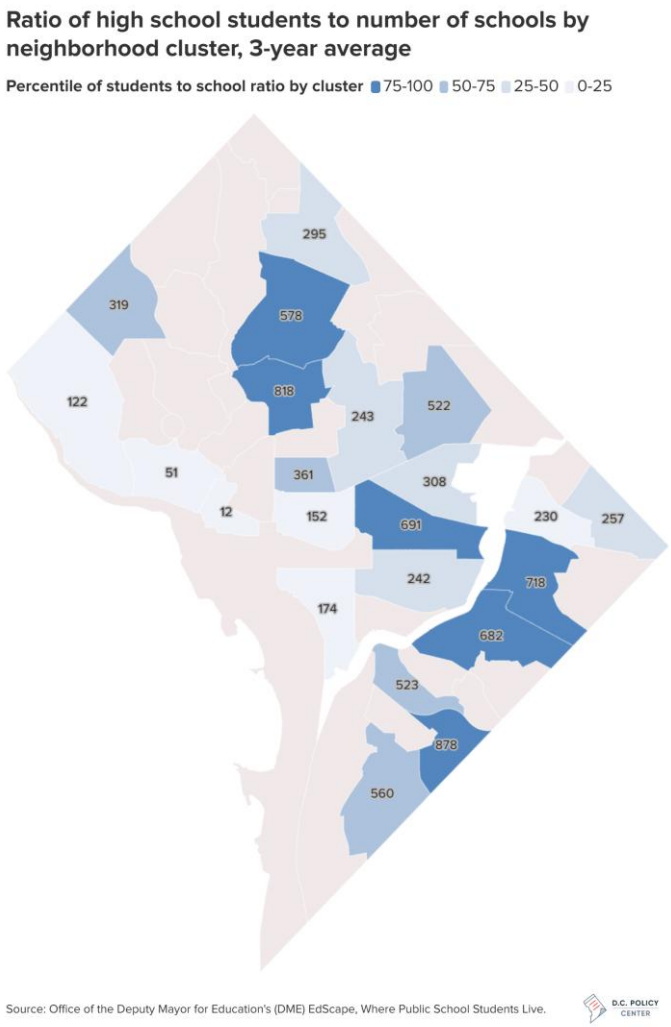
Metric 3, PK-12
High

Student to school ratios: For schools that want to pull from the neighborhood, High

For schools seeking to pull from the neighborhood, this indicator presents the ratio of high school students in a neighborhood cluster to evaluate the density of the potential student pool nearby.

Look up the neighborhood cluster of your intended location here and navigate to “Boundaries”.

The neighborhood clusters in the top quartile are listed here.



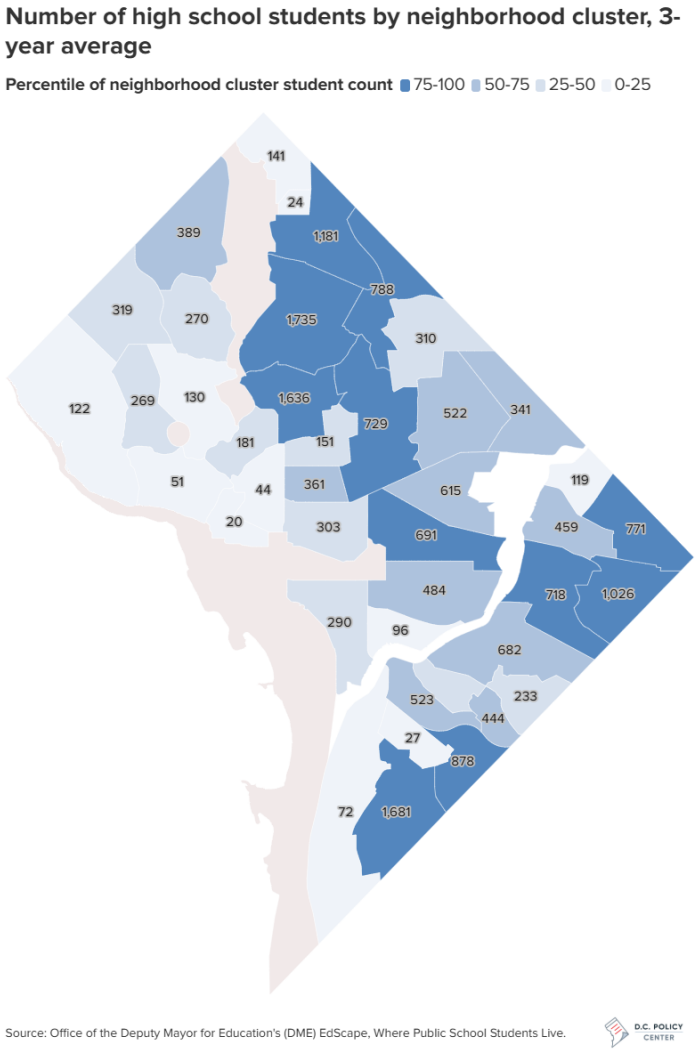
Neighborhood clusters with the most high school students	
Number	Name
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View
Cluster 18	Brightwood Park, Crestwood, Petworth
Cluster 25	Union Station, Stanton Park, Kingman Park
Cluster 32	River Terrace, Benning, Greenway, Dupont Park
Cluster 34	Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park, Fort Dupont
Cluster 38	Douglas, Shipley Terrace

Metric 3, PK-12
High

Alternative of student counts: For schools that want to pull from the neighborhood

For schools seeking to pull from the neighborhood, this indicator presents the number of high school students in a neighborhood cluster to evaluate the density of the potential student pool nearby. It is a helpful alternative for neighborhood clusters that do not have any high schools.

Look up the neighborhood cluster of your intended location here and navigate to "Boundaries". Any neighborhood cluster with more than 689 students is in the top quartile.



Neighborhood clusters with the most high school students	
Number	Name
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View
Cluster 17	Takoma, Brightwood, Manor Park
Cluster 18	Brightwood Park, Crestwood, Petworth
Cluster 19	Lamont Riggs, Queens Chapel, Fort Totten, Pleasant Hill
Cluster 21	Edgewood, Bloomingdale, Truxton Circle, Eckington
Cluster 25	Union Station, Stanton Park, Kingman Park
Cluster 31	Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights
Cluster 32	River Terrace, Benning, Greenway, Dupont Park
Cluster 33	Capitol View, Marshall Heights, Benning Heights
Cluster 38	Douglas, Shipley Terrace
Cluster 39	Congress Heights, Bellevue, Washington Highlands

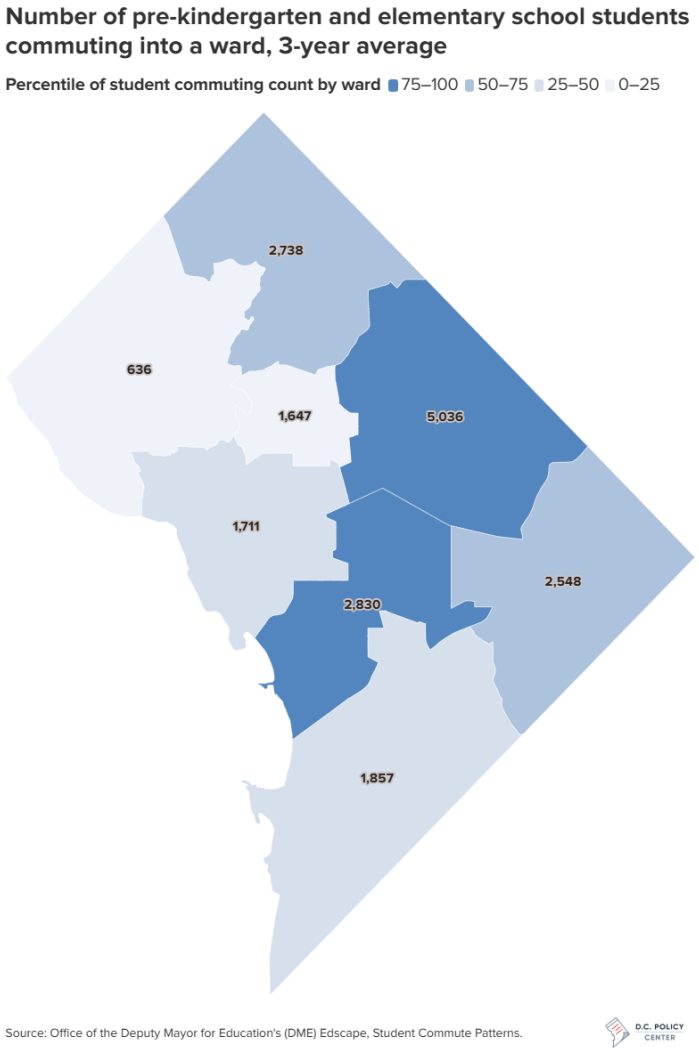
Metric 3. Is the proposed geographic area in demand?

Metric 3, PK-12

For schools that intend to serve a citywide population, Pre-kindergarten and elementary

For schools seeking to pull from across the city, this indicator compares the number of students commuting into a ward by grade band to evaluate how likely it is that students will travel from other parts of the city.

Look up the Ward of your intended location here and navigate to "Boundaries". Any Ward with more than 2,761 incoming elementary students commuters is in the top quartile.



School Ward	Elementary schools in Ward	Ratio of incoming commuters to schools
Ward 1	11	150
Ward 2	11	156
Ward 3	8	80
Ward 4	28	98
Ward 5	38	133
Ward 6	18	157
Ward 7	32	80
Ward 8	36	52

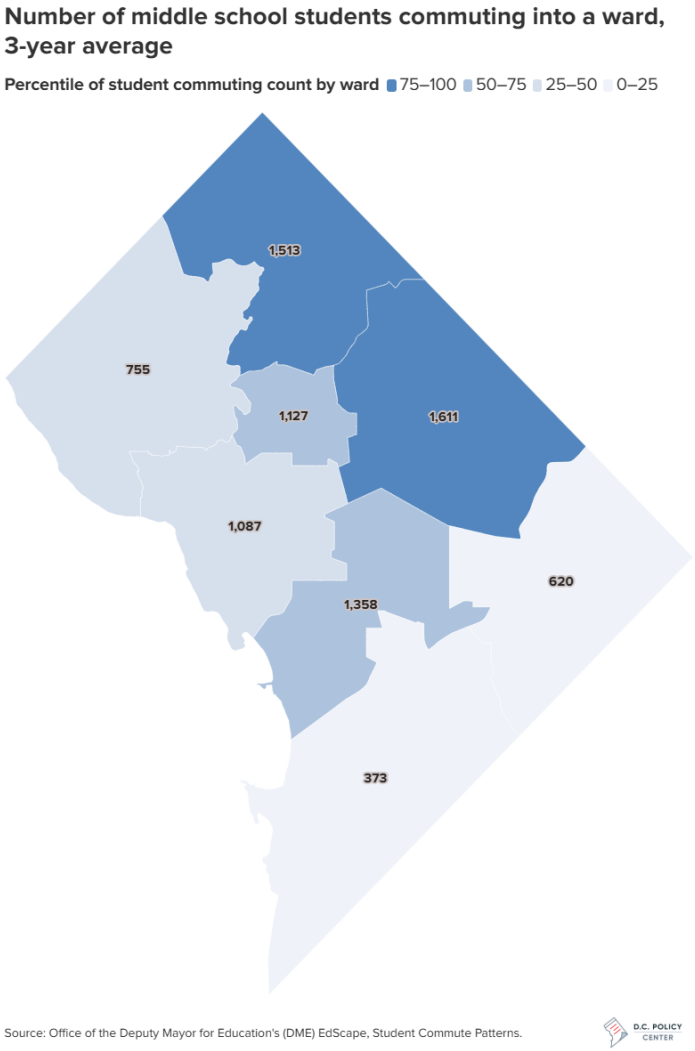
Metric 3. Is the proposed geographic area in demand?

Metric 3, PK-12

For schools that intend to serve a citywide population, Middle

For schools seeking to pull from across the city, this indicator compares the number of students commuting into a ward by grade band to evaluate how likely it is that students will travel from other parts of the city.

Look up the Ward of your intended location here and navigate to “Boundaries”. Any Ward with more than 1,396 incoming middle school students commuters in the top quartile.



School Ward	Middle schools in Ward	Ratio of incoming commuters to schools
Ward 1	6	188
Ward 2	4	272
Ward 3	1	755
Ward 4	10	151
Ward 5	21	77
Ward 6	8	170
Ward 7	11	56
Ward 8	13	29

Metric 3, PK-12

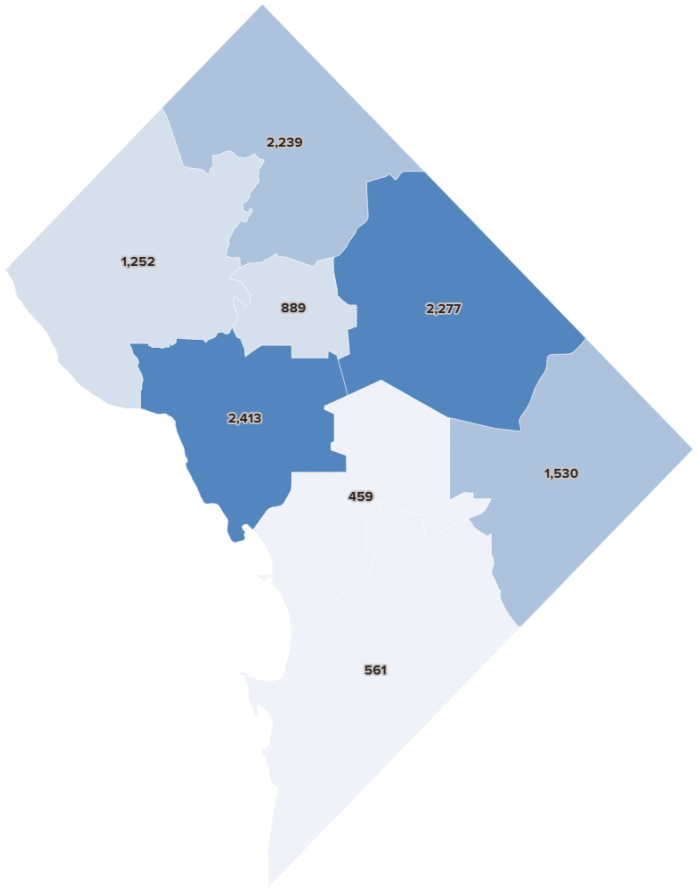
For schools that intend to serve a citywide population, High

For schools seeking to pull from across the city, this indicator compares the number of students commuting into a ward by grade band to evaluate how likely it is that students will travel from other parts of the city.

Look up the Ward of your intended location here and navigate to “Boundaries”. Any Ward with more than 2,249 incoming high school student commuters is in the top quartile.

Number of high school students commuting into a ward, 3-year average

Percentile of student commuting count into a ward 75–100 50–75 25–50 0–25



Source: Office of the Deputy Mayor for Education's (DME) EdScape, Student Commute Patterns.

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School Ward	High schools in Ward	Ratio of incoming commuters to schools
Ward 1	2	445
Ward 2	6	402
Ward 3	1	1252
Ward 4	7	320
Ward 5	6	380
Ward 6	4	115
Ward 7	7	219
Ward 8	6	94

Metric 3. Is the proposed geographic area in demand?

Metric 3, Adult

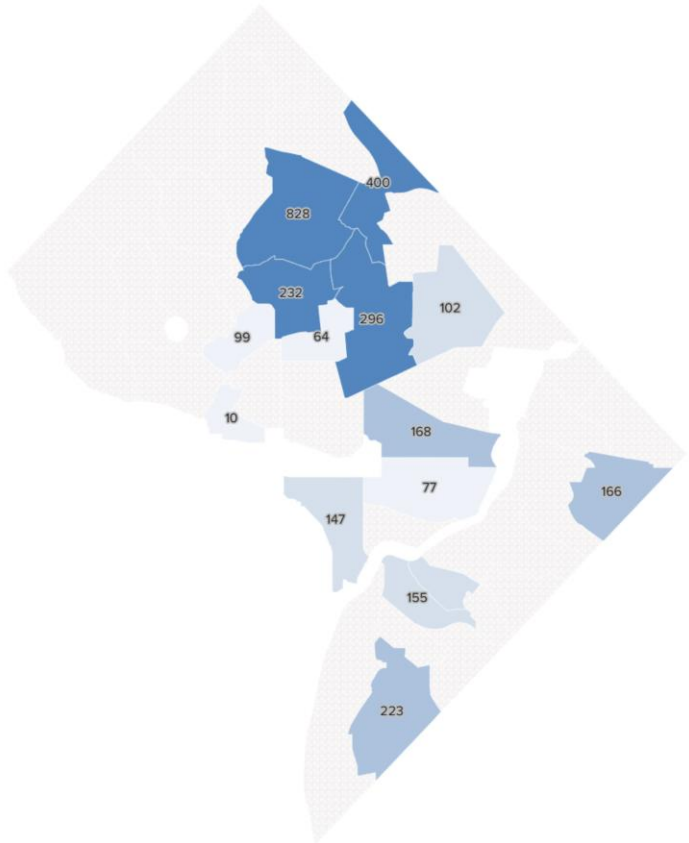
Learner to school ratios: For schools that want to pull from the neighborhood

For adult schools seeking to pull from the neighborhood, this indicator presents the ratio of adult learners in a neighborhood cluster to evaluate the density of the potential learner pool nearby.

Look up the neighborhood cluster of your intended location here and navigate to “Boundaries”.

Ratio of number of adult learners and number of schools by neighborhood cluster, 3-year average

Percentile of adults learners and schools by cluster 75-100 50-75 25-50 0-25



Source: Office of the Deputy Mayor for Education's (DME) EdScape, Where Public School Students Live. • Note: These counts are approximate as they include a small number of students attending 2 specialized schools for students with disabilities (an estimated 5% of the counts represented here).

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Neighborhood clusters with the most adult learners	
Number	Name
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View
Cluster 18	Brightwood Park, Crestwood, Petworth
Cluster 19	Lamont Riggs, Queens Chapel, Fort Totten, Pleasant Hill
Cluster 21	Edgewood, Bloomingdale, Truxton Circle, Eckington

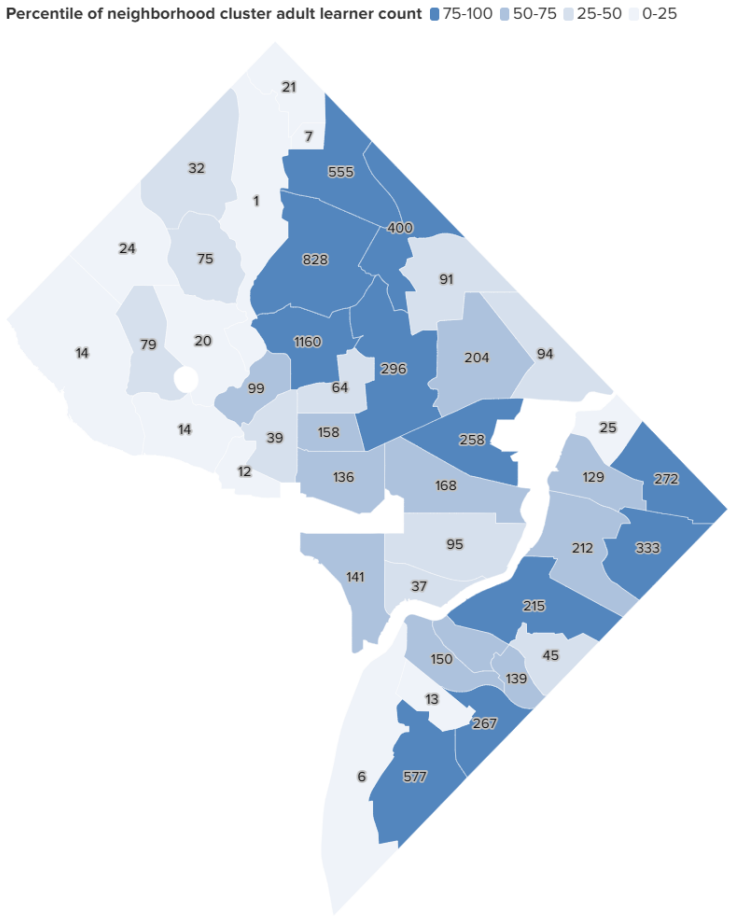
Metric 3. Is the proposed geographic area in demand?

Metric 3, Adult
Alternative of adult learner counts

For adult schools seeking to pull from the neighborhood, especially for clusters without an existing adult school, this indicator presents the number of adult learners in a neighborhood cluster to evaluate the density of the potential adult learner pool nearby.

Look up the neighborhood cluster of your intended location here and navigate to "Boundaries". Any neighborhood cluster with more than 214 learners is in the top quartile.

Approximate number of adult learners by neighborhood cluster, 3-year average



Source: Office of the Deputy Mayor for Education's (DME) EdScape, Where Public School Students Live. • Note: These counts are approximate as they include a small number of students attending 2 specialized schools for students with disabilities (an estimated 5% of the counts represented here).

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Neighborhood clusters with the most adult learners	
Number	Name
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View
Cluster 17	Takoma, Brightwood, Manor Park
Cluster 18	Brightwood Park, Crestwood, Petworth
Cluster 19	Lamont Riggs, Queens Chapel, Fort Totten, Pleasant Hill
Cluster 21	Edgewood, Bloomingdale, Truxton Circle, Eckington
Cluster 23	Ivy City, Arboretum, Trinidad, Carver Langston
Cluster 31	Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights
Cluster 33	Capitol View, Marshall Heights, Benning Heights
Cluster 34	Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park, Fort Dupont
Cluster 38	Douglas, Shipley Terrace
Cluster 39	Congress Heights, Bellevue, Washington Highlands

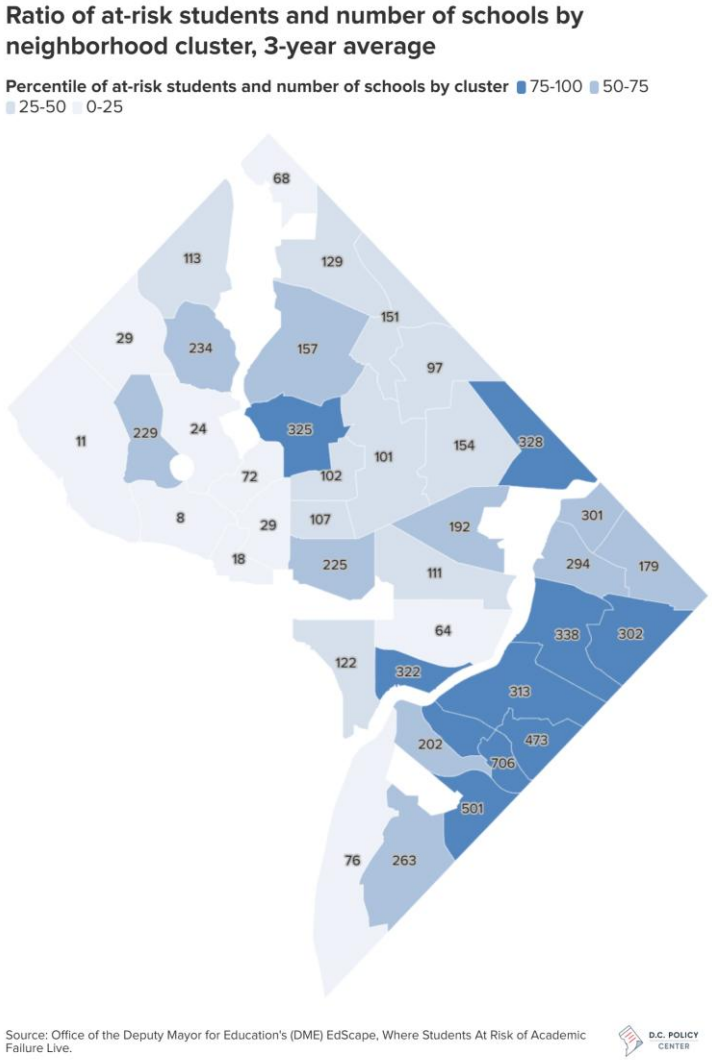
Metric 3. Is the proposed geographic area in demand?

Metric 3, AAF

Ratio of students who are designated as at-risk to schools

For AAF schools seeking to pull from the neighborhood, this indicator presents the ratio of students who are designated as at-risk in a neighborhood cluster to all schools evaluate the density of the potential student pool nearby. This is intended as a proxy for some of the other risk factors for the students served by AAF schools.

Look up the neighborhood cluster of your intended location here and navigate to "Boundaries".



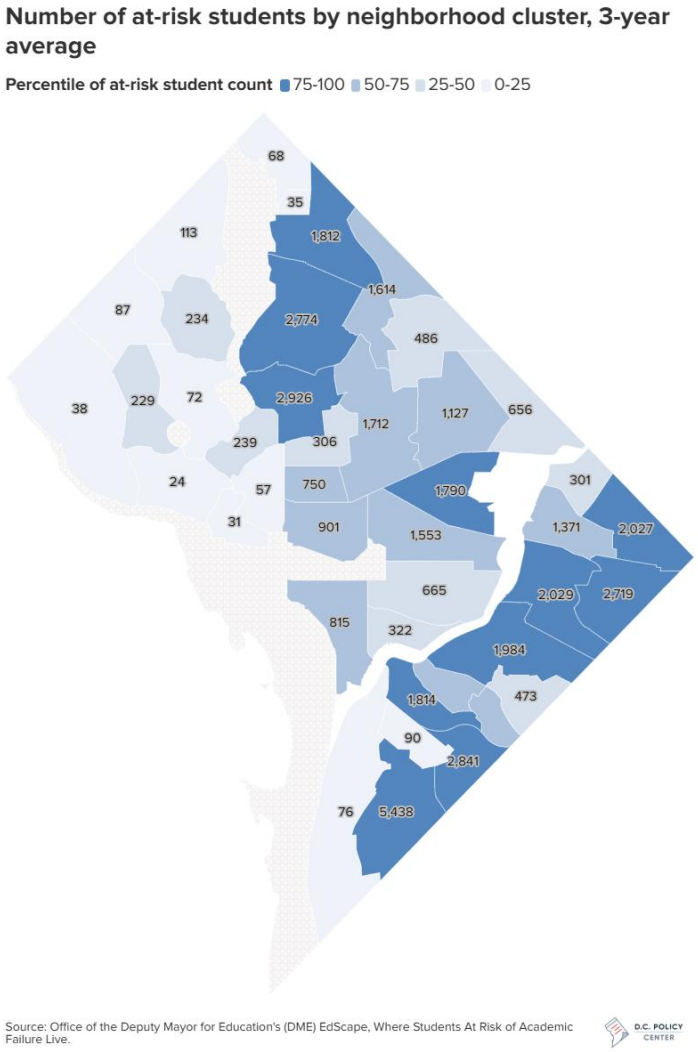
Neighborhood clusters with the highest ratios of at-risk students to schools	
Number	Name
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View
Cluster 24	Woodridge, Fort Lincoln, Gateway
Cluster 27	Near Southeast, Navy Yard
Cluster 28	Historic Anacostia
Cluster 32	River Terrace, Benning, Greenway, Dupont Park
Cluster 33	Capitol View, Marshall Heights, Benning Heights
Cluster 34	Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park, Fort Dupont
Cluster 35	Fairfax Village, Naylor Gardens, Hillcrest, Summit Park
Cluster 36	Woodland/Fort Stanton, Garfield Heights, Knox Hill
Cluster 38	Douglas, Shipley Terrace

Metric 3, AAF

Alternative: Counts of students who are designated as at-risk

For AAF schools seeking to pull from the neighborhood, this indicator presents the number of students who are designated as at-risk in a neighborhood cluster to evaluate the density of the potential student pool nearby. This is intended as a proxy for some of the other risk factors for the students served by AAF schools.

Look up the neighborhood cluster of your intended location here and navigate to "Boundaries". Any neighborhood cluster with more than 1,751 students who are designated as at-risk is in the top quartile.



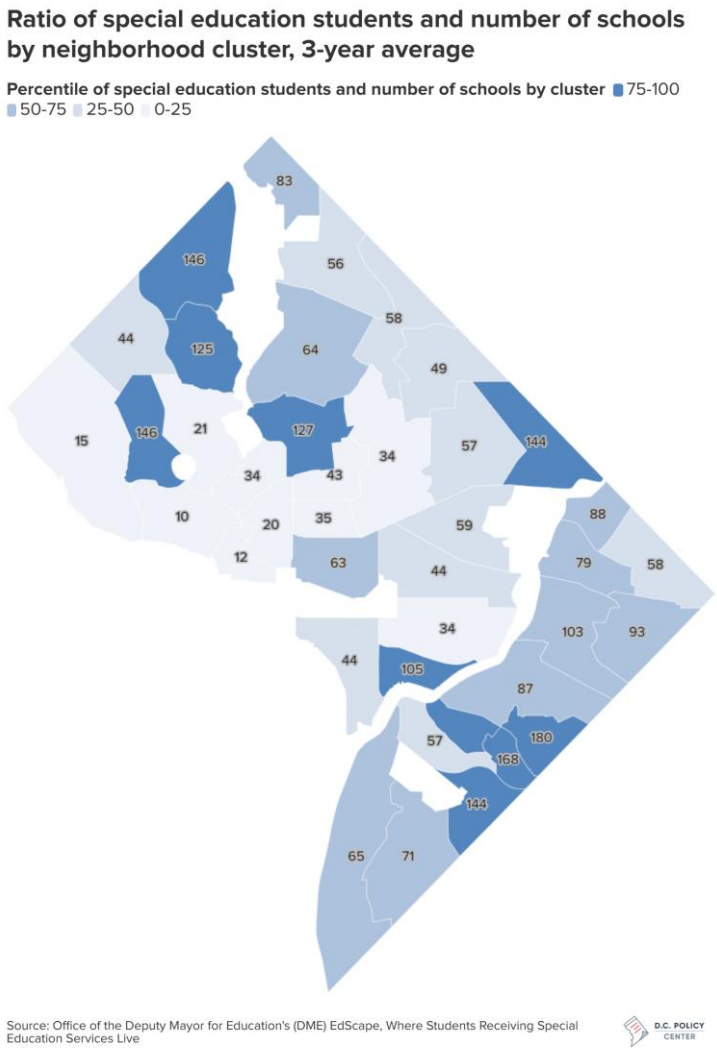
Neighborhood clusters with the most students who are designated as at-risk	
Number	Name
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View
Cluster 17	Takoma, Brightwood, Manor Park
Cluster 18	Brightwood Park, Crestwood, Petworth
Cluster 23	Ivy City, Arboretum, Trinidad, Carver Langston
Cluster 31	Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights
Cluster 32	River Terrace, Benning, Greenway, Dupont Park
Cluster 33	Capitol View, Marshall Heights, Benning Heights
Cluster 34	Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park, Fort Dupont
Cluster 37	Sheridan, Barry Farm, Buena Vista
Cluster 38	Douglas, Shipley Terrace
Cluster 39	Congress Heights, Bellevue, Washington Highlands

Metric 3, AAF

Ratio of students with special education needs to schools

For AAF schools seeking to pull from the neighborhood, this indicator presents the ratio of special education students to schools in a neighborhood cluster to evaluate the density of the potential student pool nearby. This is intended as a proxy for some of Special Education, Levels 3 & 4 risk factor that AAF schools target.

Look up the neighborhood cluster of your intended location here and navigate to "Boundaries".



Neighborhood clusters with the highest ratios of special education students to schools	
Number	Name
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View
Cluster 10	Hawthorne, Barnaby Woods, Chevy Chase
Cluster 12	North Cleveland Park, Forest Hills, Van Ness
Cluster 14	Cathedral Heights, McLean Gardens, Glover Park
Cluster 24	Woodridge, Fort Lincoln, Gateway
Cluster 27	Near Southeast, Navy Yard
Cluster 28	Historic Anacostia
Cluster 35	Fairfax Village, Naylor Gardens, Hillcrest, Summit Park
Cluster 36	Woodland/Fort Stanton, Garfield Heights, Knox Hill
Cluster 38	Douglas, Shipley Terrace

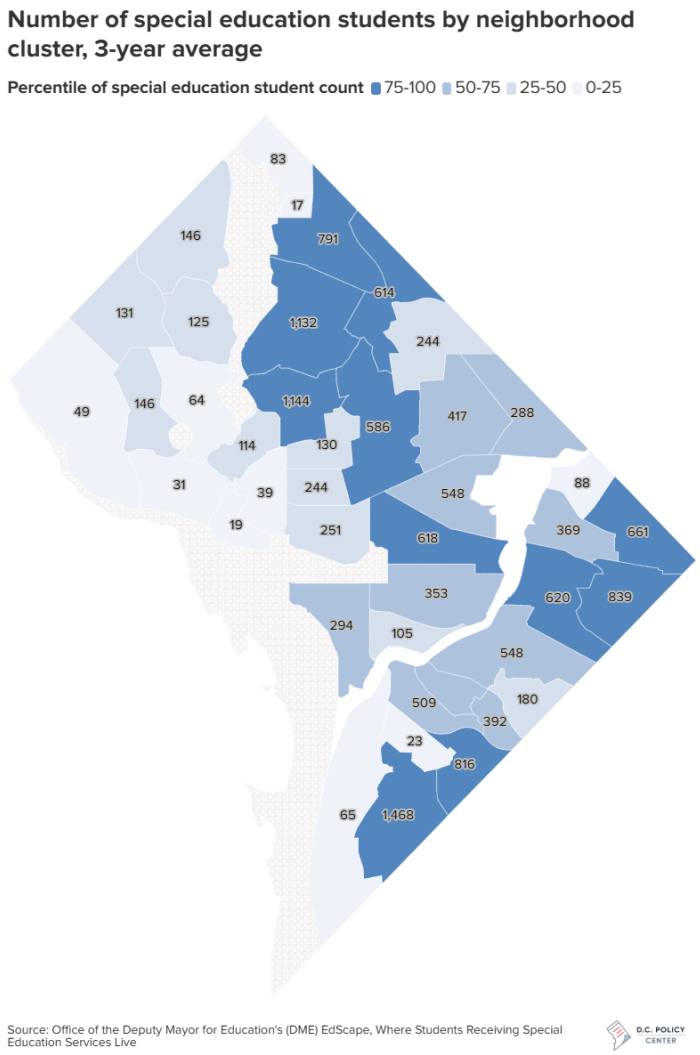
Metric 3. Is the proposed geographic area in demand?

Metric 3, AAF

Alternative: Counts of students with special education needs

For AAF schools seeking to pull from the neighborhood, this indicator presents the number of special education students in a neighborhood cluster to evaluate the density of the potential student pool nearby. This is intended as a proxy for some of Special Education, Levels 3 & 4 risk factor that AAF schools target.

Look up the neighborhood cluster of your intended location here and navigate to "Boundaries". Any neighborhood cluster with more than 567 students with disabilities is in the top quartile.



Neighborhood clusters with the most special education students	
Number	Name
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View
Cluster 17	Takoma, Brightwood, Manor Park
Cluster 18	Brightwood Park, Crestwood, Petworth
Cluster 19	Lamont Riggs, Queens Chapel, Fort Totten, Pleasant Hill
Cluster 21	Edgewood, Bloomingdale, Truxton Circle, Eckington
Cluster 25	Union Station, Stanton Park, Kingman Park
Cluster 31	Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights
Cluster 32	River Terrace, Benning, Greenway, Dupont Park
Cluster 33	Capitol View, Marshall Heights, Benning Heights
Cluster 38	Douglas, Shipley Terrace
Cluster 39	Congress Heights, Bellevue, Washington Highlands

Metric 3. Is the proposed geographic area in demand?

This Enrollment Outlook was prepared by the D.C. Policy Center for the DC Public Charter School Board.

The mission of the D.C. Policy Center is to arm decision makers with fact-based, unbiased, and reliable research and analyses to help create a vibrant local economy that can maximize opportunities for residents, workers, and businesses in the District of Columbia. Through objective and rigorous research and collaboration, the D.C. Policy Center develops and tests policy ideas, disseminates its findings, actively promotes policy solutions, and engages in constructive dialogue and debate.

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Education Policy Initiative