

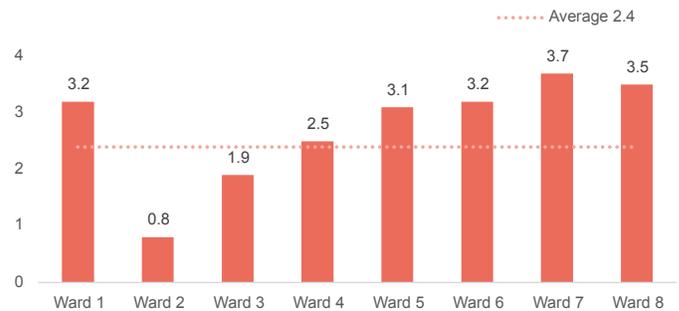


### Early care and education subsidies only reach roughly half of families who need it.

- There are 2.4 infants and toddlers living in DC for each licensed early learning slot (11,257). In communities with the highest child poverty (wards 1, 7, and 8) child care supply trails potential demand, while in areas with much lower child poverty (wards 2 and 3) supply is much closer to matching potential demand.
- 5,173 infants and toddlers received child care subsidies. But DC needs almost 5,000 more seats to have one for every infant and toddler predicted to be eligible for a child care subsidy by 2023, and would need more than 15,000 more seats to have one for every infant and toddler predicted to be in the District.

#### DC Potential Demand for Each Licensed ECE Learning Slot

Number of infants and toddlers residing in a ward for every licensed child care slot available (2014-2018).

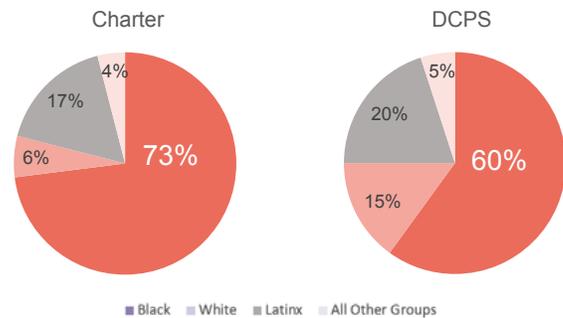


### DC public schools enrollment is rising again.

- The 94,412 students enrolled in the 2019-20 school year are split almost evenly between charter schools (46%) and DC Public Schools (54%). While both public school sectors' enrollment grew over the past five years, charters (+15%) grew faster than traditional public schools (+7%).
- Almost three quarters of charter school students (73%) and two-thirds of DCPS students (60%) are Black, 17% and 20% are Latinx, and only 6% and 15% are white.
- While public pre-K enrollment increased in all sectors from 2013 to 2018, charters (+18%) and community-based organizations (+67%) grew much faster than public schools (+4%).

#### DC Public School Enrollment by Race

Percent of students enrolled in SY 2018-19 by sector.

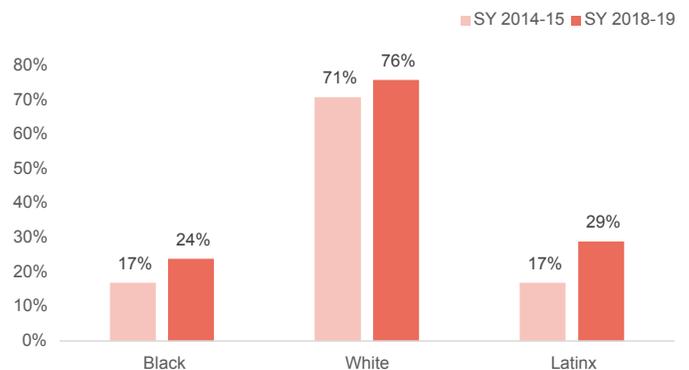


### DC has improved its educational outcomes over the past few years but still has massive gaps.

- DC is getting more students to proficiency in Language Arts and Math than a few years ago, but is still not doing so for most of its Black and Latinx students. White students are achieving third grade proficiency at a rate of 2 to 3 times their Black and Latinx peers.
- Other groups also continue to be underserved. In math the District gets just 9% of students with disabilities, 10% of children in foster care, 16% of children and youth experiencing homelessness, and 23% of English learners to proficiency on PARCC/MSAA assessments.
- These racial gaps continue as students progress. Only 19% of Black and 41% of Latinx students who took at least one AP or IB exam during high school passed at least one of those tests, while 83% of white students did.

#### DC Third Grade Language Arts Proficiency

Percentage of third grade students moving to proficiency in Language Arts on PARCC and MSAA assessments.



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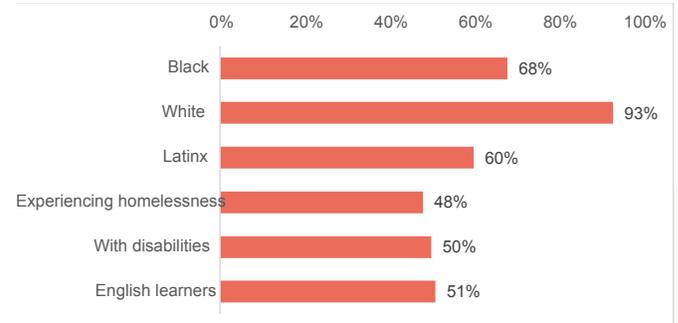


## DC has improved overall graduation rates, yet the gaps are widening for many groups.

- While 93% of white DC students graduate high school in four years, only 68% of Black students and 60% of Latinx students do the same.
- Even for students who graduate, disparities persist in terms of who enrolls in a postsecondary program. While 83% of white graduates from the class of 2017 did so, the same was true for only 57% of Black graduates and 53% of Latinx graduates.
- Not all graduates have had the chance to take college preparatory coursework. While almost all (95%) of white seniors took an AP or IB exam at some point during high school, the same was true for only about half (54%) of Black seniors and three-quarters (73%) of Latinx seniors.

### DC High School Graduation Rates

Percent of the 9th grade class that graduates within four years (SY 2018-19).

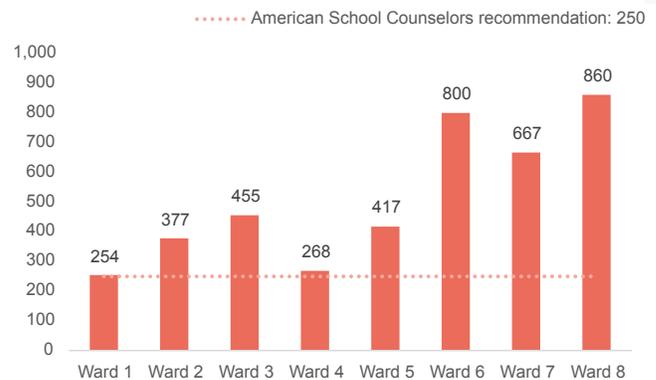


## DC continues to invest more in school policing than in school counselors.

- When it comes to school counselors, who can be instrumental in students' thinking about postsecondary education, the ratio is over 400 students per DCPS counselor after subtracting vacant positions (data isn't available for charters).
- The highest ratio is found in ward 8, where 10 school counselors are responsible for almost 8,600 DCPS students, and none of those counselors are in elementary schools.
- There are almost 3 times as many police officers and security guards as school counselors in DCPS schools. Students in ward 5 are policed over twice as heavily as students in ward 3, with heavy police presence in wards 7 and 8 as well.
- Disparities exist in school discipline by educators as well. While Black students make up 66% of the student population, they receive 82% of in-school suspensions, 90% of out-of-school suspensions, and 95% of expulsions.

### DCPS Student to Counselor Ratio by Ward

Number of students per school counselor (after subtracting vacant positions) in DCPS schools (SY 2018-19).

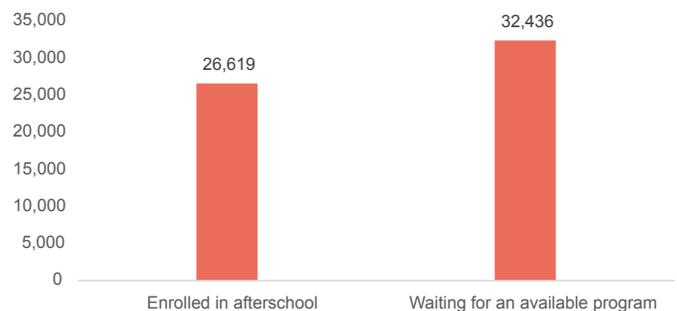


## The needs for out-of-school time programs far exceeded the availability, even before the pandemic.

- According to the Afterschool Alliance, for every DC student in afterschool programs, one more would participate if a program were available.
- 24% of children in low-income households don't participate in any organized afterschool or weekend activity, compared to just 2% of children in higher income households.

### Unmet Demand for Afterschool in the District of Columbia

Number of DC students enrolled in 21st Century Community Learning afterschool (May 2020).



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## EDUCATION

### EARLY CARE & EDUCATION

|  | TRENDS   |        |        | RACE  |       |        |
|--|----------|--------|--------|-------|-------|--------|
|  | PREVIOUS | RECENT | STATUS | BLACK | WHITE | LATINX |
| <b>CHILD CARE SUBSIDY - INFANTS &amp; TODDLERS</b><br><i>Number of children in the child care subsidy program.</i>                   | 5,255    | 5,173  | (2%)   | -     | -     | -      |
| <b>LICENSED CHILD CARE SUPPLY</b><br><i>Percent of licensed child care providers not participating in the subsidy program, 2019.</i> | -        | 58%    | -      | -     | -     | -      |

### PUBLIC SCHOOL ENROLLMENT

|   |        |        |     |     |     |     |
|---|--------|--------|-----|-----|-----|-----|
| <b>TOTAL DC</b><br><i>Audited public school enrollment, October 2019 (previous October 2014). Percent of students by race based on SY 2019-20 school report cards.</i>                | 85,403 | 94,412 | 11% | 66% | 11% | 19% |
| <b>DCPS</b><br><i>Audited DCPS enrollment, October 2019 (previous October 2014). Percent of students by race based on SY 2019-20 school report cards.</i>                             | 47,548 | 50,927 | 7%  | 60% | 15% | 20% |
| <b>CHARTER SCHOOLS</b><br><i>Audited public charter school enrollment, October 2019 (previous October 2014). Percent of students by race based on SY 2019-20 school report cards.</i> | 37,684 | 43,485 | 15% | 73% | 6%  | 17% |
| <b>PRE-K TOTAL DC</b><br><i>Children enrolled in public pre-K, FY 2018 (previous FY 2013).</i>  | 11,919 | 13,505 | 13% | 67% | 16% | 12% |
| <b>PRE-K DCPS</b><br><i>Children enrolled in public pre-K in DCPS, FY 2018 (previous FY 2013).</i>  | 5,583  | 5,797  | 4%  | 54% | 21% | 19% |
| <b>PRE-K CHARTER SCHOOLS</b><br><i>Children enrolled in public pre-K in charter schools, FY2018 (previous FY 2013).</i>   | 5,863  | 6,920  | 18% | 77% | 10% | 8%  |
| <b>PRE-K ENHANCEMENT &amp; EXPANSION PROGRAM</b><br><i>Children enrolled in public pre-K at community-based organizations, FY 2018 (previous FY 2013).</i>                            | 473    | 788    | 67% | 61% | 35% | -   |

### EDUCATIONAL OUTCOMES

|   |     |     |   |     |     |     |
|---|-----|-----|---|-----|-----|-----|
| <b>3RD GRADE PROFICIENCY - LANGUAGE ARTS</b><br><i>Percent of 3rd grade students scoring proficient or above on the PARCC or MSAA assessment, SY 2018-19 (previous 2014-15).</i>                                  | 25% | 33% | ● | 24% | 76% | 29% |
| <b>3RD GRADE PROFICIENCY - MATH</b><br><i>Percent of 3rd grade students scoring proficient or above on the PARCC or MSAA assessment, SY 2018-19 (previous 2014-15).</i>   | 30% | 42% | ● | 32% | 84% | 42% |
| <b>OVERALL PROFICIENCY - LANGUAGE ARTS</b><br><i>Percent of students enrolled in grades 3-8 or a required course in grade 9-12 who passed the PARCC or MSAA exam, SY 2018-19 (previous 2014-15).</i>              | 25% | 37% | ● | 28% | 85% | 37% |
| <b>OVERALL PROFICIENCY - MATH</b><br><i>Percent of students enrolled in grades 3-8 or a required course in grade 9-12 who passed the PARCC or MSAA exam, SY 2018-19 (previous 2014-15).</i>                       | 22% | 31% | ● | 21% | 79% | 31% |
| <b>PASSING AB/IB EXAMS</b><br><i>Percent of students who took at least one AP and IB exam who passed at least one of those tests, SY 2018-19.</i>   | -   | 38% | - | 19% | 83% | 41% |
| <b>HIGH SCHOOL GRADUATION RATES</b><br><i>Percent of the 9th grade class that graduates within 4 years, SY 2018-19 (previous 2014-15).</i>  | 65% | 68% | ● | 68% | 93% | 60% |
| <b>POST-SECONDARY ENROLLMENT RATES</b><br><i>Percent of high school graduates from the class of 2017 who enrolled in a post-secondary degree-granting institution within 12 months of graduation, SY 2018-19.</i> | -   | 58% | - | 57% | 83% | 53% |

#### LEGEND

Improving (●) Neutral Impact (●) Getting Worse (●) Change (%) Data Not Available (-).  
 Unless otherwise noted, is based on the most recently available data which for most measures is the 2014-2018 5-year average (previous data 2009-2013).  
 Individuals who are Black and Latinx may be counted in both groups.

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## EDUCATION

### SCHOOL ENVIRONMENT

|   | TRENDS   |        |        | RACE  |              |        |
|---|----------|--------|--------|-------|--------------|--------|
|   | PREVIOUS | RECENT | STATUS | BLACK | WHITE        | LATINX |
| <b>TEACHERS</b><br><i>Percent of DC public school teachers by race, SY 2018-2019.</i>   | -        | -      | -      | 56%   | 31%          | 7%     |
| <b>TAKING AB/IB EXAMS</b><br><i>Percent of seniors who had taken at least one AP or IB exam at some point during high school, SY 2018-19.</i>   | -        | 62%    | -      | 54%   | 95%          | 73%    |
| <b>IN-SCHOOL SUSPENSIONS</b><br><i>Number of DCPS students receiving an in-school suspension, and percent of students who received a suspension by race, SY 2018-19 (previous 2015-16).</i>   | 883      | 971    | ●      | 82%   | 3%           | 13%    |
| <b>OUT-OF-SCHOOL SUSPENSIONS</b><br><i>Number of DCPS students receiving an out-of-school suspension, and percent of students who received a suspension by race, SY 2018-19 (previous 2015-16).</i>   | 7,324    | 6,073  | ●      | 90%   | NOT REPORTED | 7%     |
| <b>EXPULSIONS</b><br><i>Number of DCPS students being expelled, and percent of students expelled by race, SY 2018-19 (previous 2015-16).</i>  | 99       | 82     | ●      | 95%   | NOT REPORTED | 4%     |
| <b>ARRESTS IN SCHOOL</b><br><i>Number of DCPS student arrests, and percent of student arrests by race, for any activity conducted on DCPS school grounds, during off-campus DCPS school activities, or due to a referral by any DCPS school official, SY 2018-19.</i> | -        | 326    | -      | 92%   | 0%           | 8%     |

#### LEGEND

Improving (●) Neutral Impact (●) Getting Worse (●) Change (%) Data Not Available (-).

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Individuals who are Black and Latinx may be counted in both groups.

# REFERENCES

## Education

- Data on the number of licensed infant/toddler care slots and on subsidy enrollment comes from OSSE’s Performance Oversight Responses for FY2019, attachment Q16, available at <https://osse.dc.gov/page/fy19-performance-oversight-questions>. Infant/toddler population estimates pull from ACS table B09001.
- The statement that “DC’s early care and education sector only reaches roughly half of families who would benefit from the child care subsidy program” is based on an analysis of the information in [https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/DC%20Proposal%20Final.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/DC%20Proposal%20Final.pdf). It assumes that a similar percentage of infants and toddlers as 0-4 year olds will be eligible for a subsidy as exists in the population, so multiplies the provided estimate for the number of children 0-4 eligible for a subsidy by the fraction of 0-4 year olds who are under three years of age.
- 2019-20 public school enrollment numbers are from Office of the State Superintendent of Education (OSSE) Enrollment Audit Data available at <https://osse.dc.gov/enrollment>.
- FY18 pre-K enrollment numbers are from <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20Annual%20Pre-K%20Report%202018.pdf>.
- Student demographics including enrollment by ward used to calculate staffing ratios at the ward level, AP/IB participation, AP/IB success, graduation rates, and post-secondary enrollment pull from DC School Report Card data available from <https://dcschoolreportcard.org>.
  - » The data points on school-based arrests also use DC School Report Card data, but only DCPS data were included in the report for this measure because there appear to be some issues with the school-based arrest data. When looking at the LEA level, the vast majority of arrests seem to occur in DCPS, with only a handful at 3 charters and none at most charters. While this is possible, it seems improbable, suggesting a data issue. In addition, when looking at the school level data, the numbers differ from the totals in the LEA and DC-wide data (while the LEA tab suggests that 3 charter LEAs have 4 arrests each, the school tab lists each of those three as only having 2 arrests each).
- Teacher demographic data are from <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Educator%20Workforce%20Report%2010.2019.pdf>
- Information on school counselors pulls from the Q49 attachment to DCPS Performance Oversight Response starting on page 279 of [https://dccouncil.us/wp-content/uploads/2020/02/dcps\\_Part1.pdf](https://dccouncil.us/wp-content/uploads/2020/02/dcps_Part1.pdf).
- Counts of security personnel per school are from [https://mpdc.dc.gov/sites/default/files/dc/sites/mpdc/publication/attachments/MPD%20School%20Safety%20Annual%20Report\\_School%20Year%202019-2020%20Final.pdf](https://mpdc.dc.gov/sites/default/files/dc/sites/mpdc/publication/attachments/MPD%20School%20Safety%20Annual%20Report_School%20Year%202019-2020%20Final.pdf).
- School discipline data pull from OSSE’s State of Discipline 2018-19 School Year report available at [https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/Discipline%20Report%20OSSE%202018-19%20School%20Year.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Discipline%20Report%20OSSE%202018-19%20School%20Year.pdf).
- PARCC/MSAA results pull from <https://osse.dc.gov/parcc>
- The data point on children who participated in an organized afterschool or weekend activity in the prior year uses National Survey of Child Health data (as above).



We're shaping fair and equitable public policy for all of DC's children and youth to grow up safe, resilient, powerful, and heard.

The DC Kids Count 2020 Data Book is a signature publication of DC Action.

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