

DC Public Education Boundary and Student Assignment Study

Brent ES Meeting

November 2023



Agenda

Overview of the Boundary Study

Review Brent challenge

Share potential solutions

Discussion and feedback

Next steps

Office of the Deputy Mayor for Education

Develops and advances the Mayor's vision for educational and workforce excellence in Washington, DC.

Work to create a city where:

- all children, youth and adults thrive;
- every child knows joy, feels safe, and is ready to learn;
- every student attends a high-quality school; and
- every youth and adult has opportunities for strong continuing education and family-sustaining jobs.

What is the 2023 Boundary and Student Assignment Study?

A set of recommendations based on analytic findings and community feedback about how families and students can access public schools.

Types of recommendations:

- Updated DCPS school boundaries
- Revised school feeder patterns
- Suggested programmatic opportunities
- Added enrollment lottery preferences

Legislated per the [Attendance Zone Boundaries Amendment Act of 2022](#)



Read more about the four guiding principles of the Boundary Study: [English](#) [Spanish](#)

Goals of the study

Clear Rights

Students have clear assignments to schools of right based on DCPS attendance zones and feeder pathways

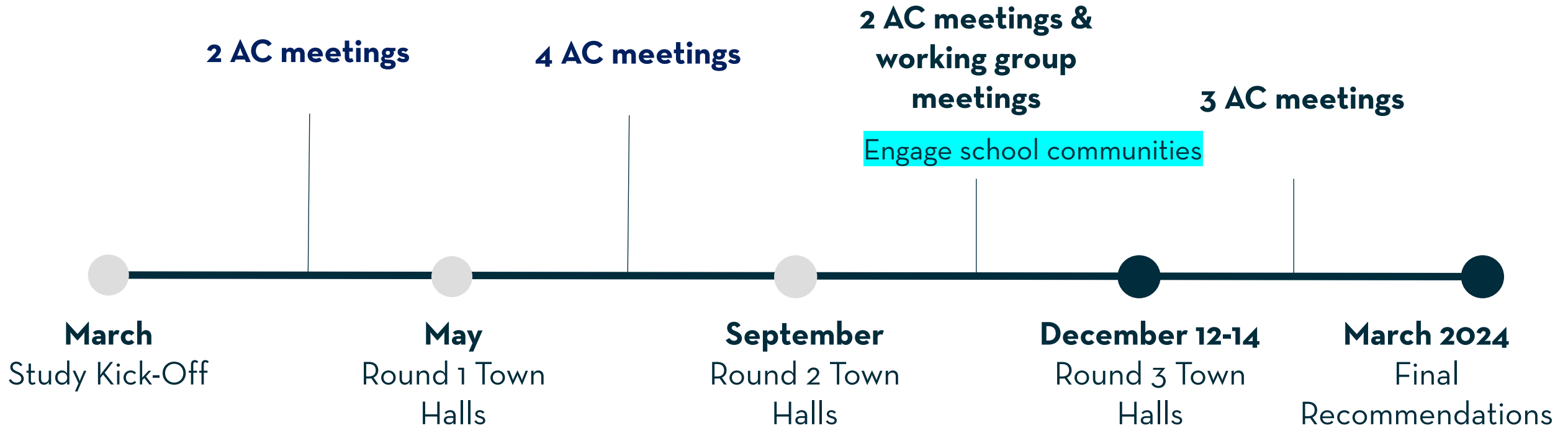
Adequate Capacity

There is adequate capacity in the geographically zoned DCPS facilities at each grade level (pre-kindergarten, elementary, middle, and high), including feeder pathways, taking current and future population and enrollment trends into account

Equitable Access

There is equitable access among District students to high-quality public schools

Roadmap



Where we are in the process

Generating and testing ideas

Hearing from you about those ideas

Continuing to develop ideas and then presenting at the December town hall meetings for further feedback

Brent ES Challenge

Historic overcrowding and a constrained physical site

Brent ES has experienced historic overcrowding and sits on a relatively “constrained” site.

Brent ES Challenge - in detail

Challenge: Overutilization
creating a crowded school

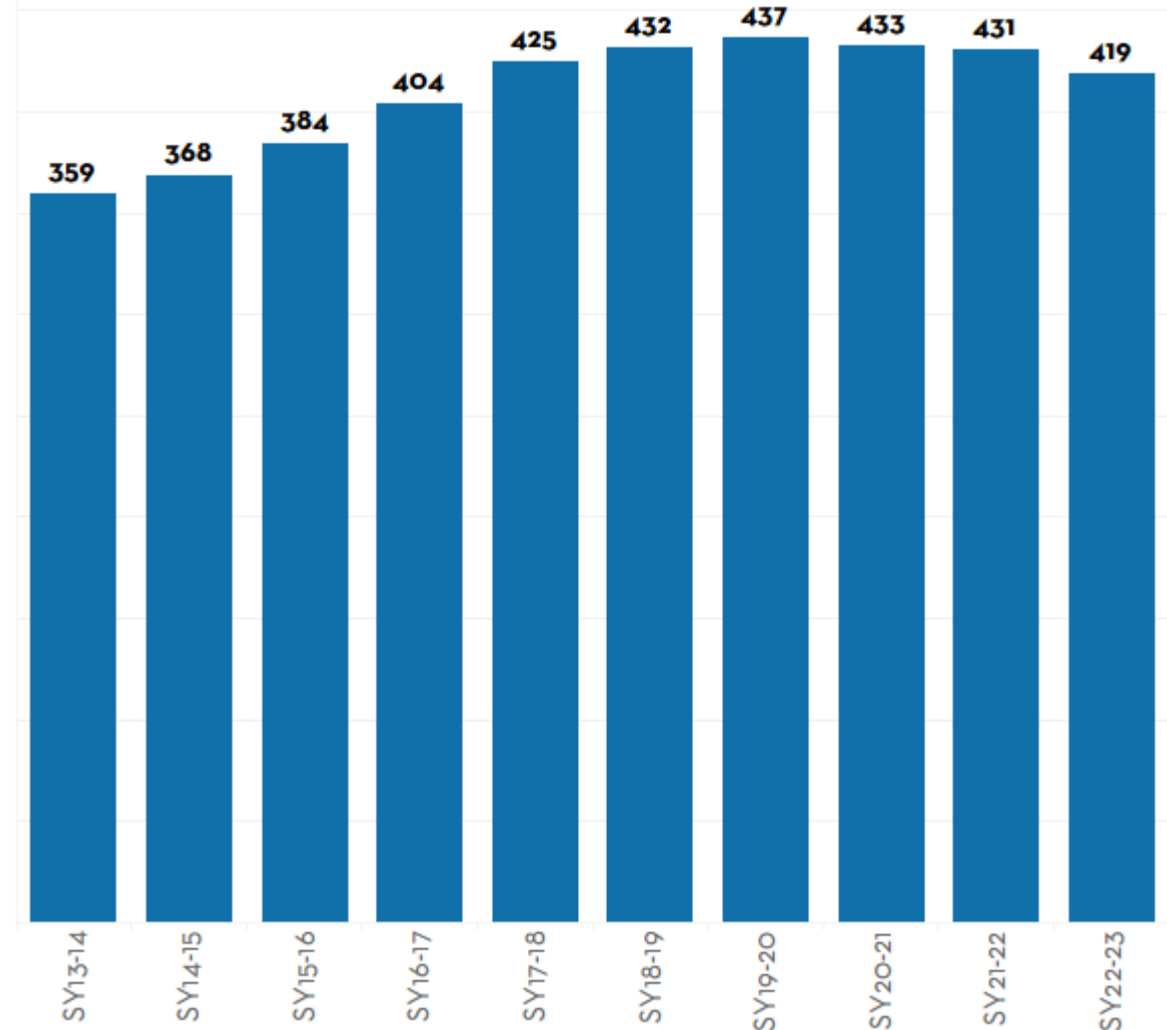
Enrollment up since 2013: From **359** students in **SY13-14** to **419** students in **SY22-23**. Preliminary SY23-24 has held steady.

Utilization: latest programmatic capacity for Brent ES is 420 students. Utilization has been **at or above 100%** utilization for the past few years.

Boundary participation: 75% of PK-5th grade public school students living in the Brent ES boundary enrolled at Brent ES, SY22-23.

In boundary enrollment: 68% of Brent ES students live in the boundary, SY22-23.

Brent ES enrollment (PK-5) over time



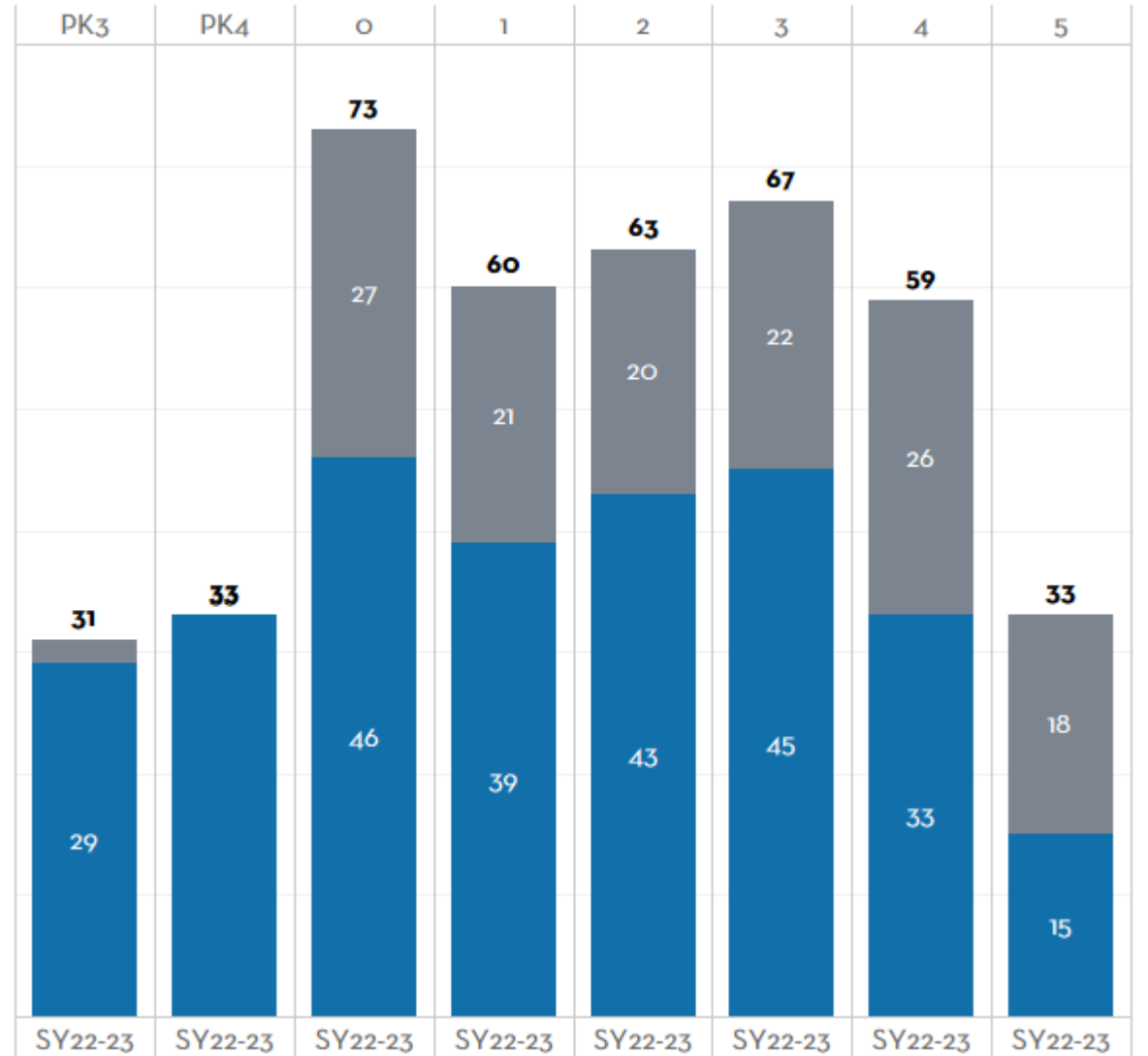
Brent ES enrollment

PK3 and PK4: PK3 and PK4 consists of mostly in boundary students. Some in boundary students are waitlisted at the time of the lottery and some still on waitlist by October.

Compulsory grades: Grades K-3 have greater numbers of in boundary students compared to PK. In addition, about one-third of these grades are out of boundary students.

5th grade early attrition: 5th grade has been approximately half of the rising class due to early leaving to other schools.

Brent ES enrollment (PK-5) over time



■ In boundary enrollment ■ Out of boundary enrollment

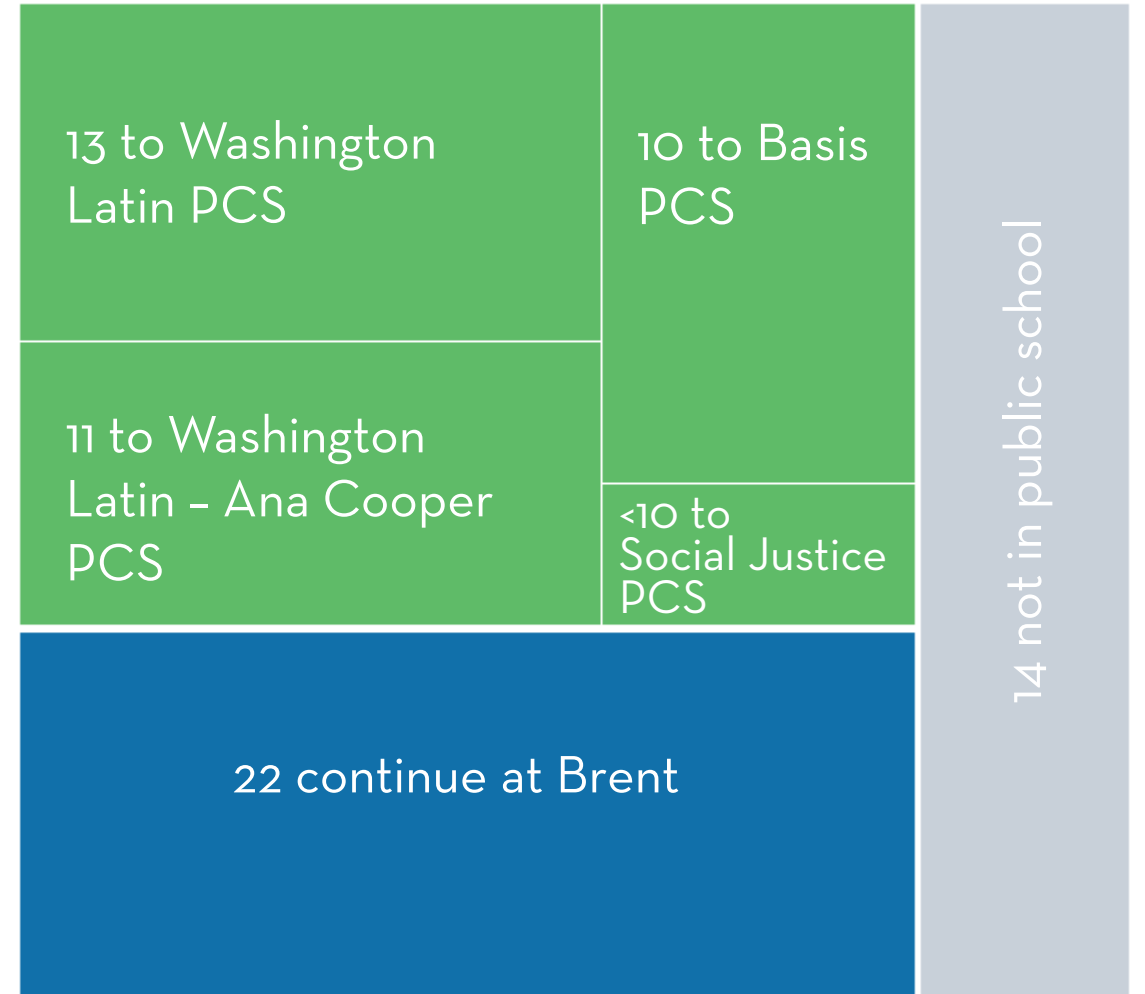
Brent ES rising 5th grade enrollment

Where Do Students from Brent Elementary School Go to School the Following Year?

Sending grade

Out of approximately 70 4th graders in SY21-22:

- 22 of the 4th graders at Brent ES continued at Brent ES at 5th grade in SY22-23
- 14 of the 4th graders at Brent ES left the public system for 5th grade
- Remainder enrolled at a few public charter schools (mostly Washington Latin and Basis).



Advisory Committee grappling with potential solution to standardize middle school grade offerings

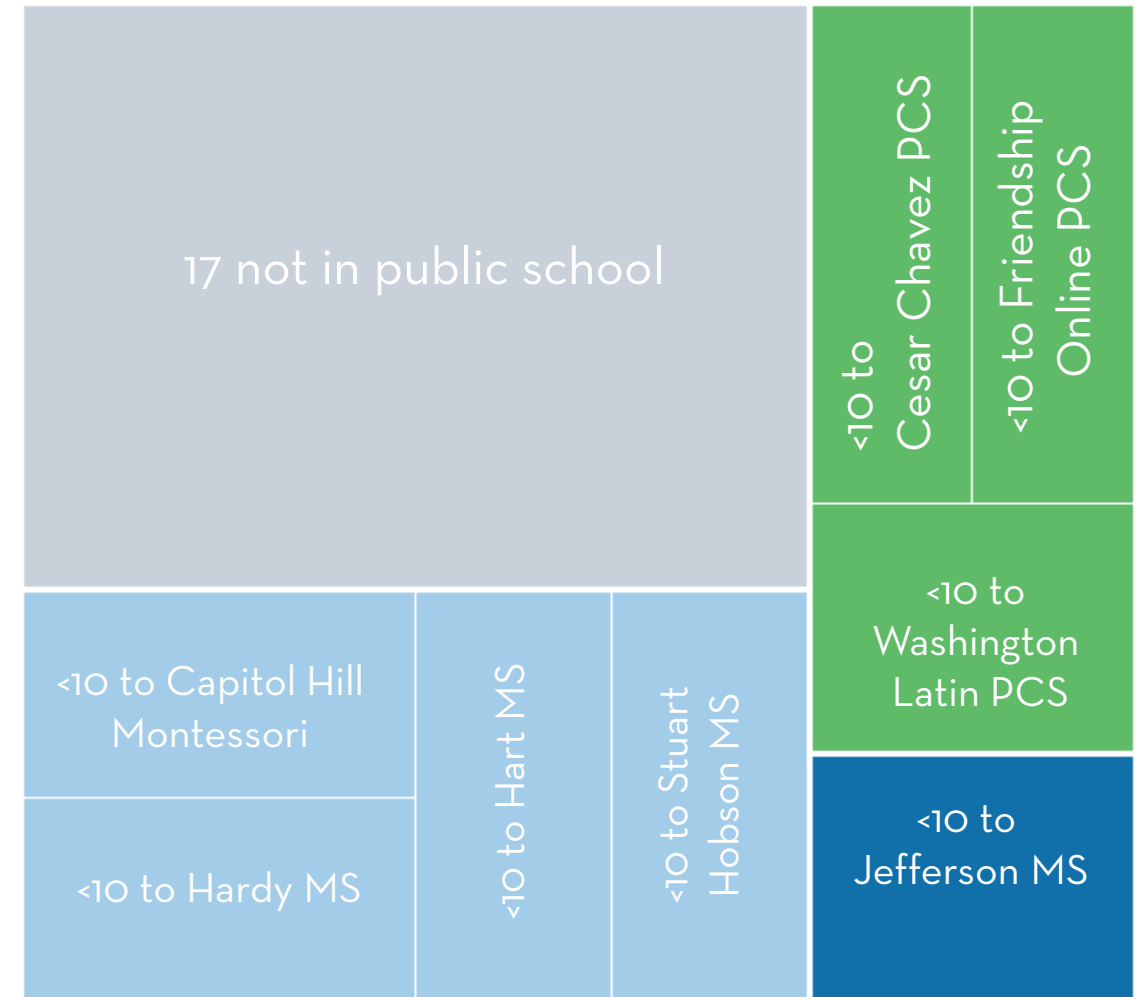
Brent ES rising 6th grade enrollment

Where Do Students from Brent Elementary School Go to School the Following Year?

Sending grade

Out of approximately 34 5th graders in SY21-22:

- 17 of the 5th graders at Brent ES left the public system at 6th grade
- <10 students continued onto their geographic feeder at Jefferson MS
- Remainder enrolled at nearby DCPS or charter middle schools or ones further away



Separate challenge at Peabody/Watkins ES

Extended boundary results in further distance to Peabody for those families in SE corner

Peabody's location in the "sash-shaped" boundary results in some PK-K students having to bypass closer DCPS schools.

Potential solution: boundary reduction

Description:

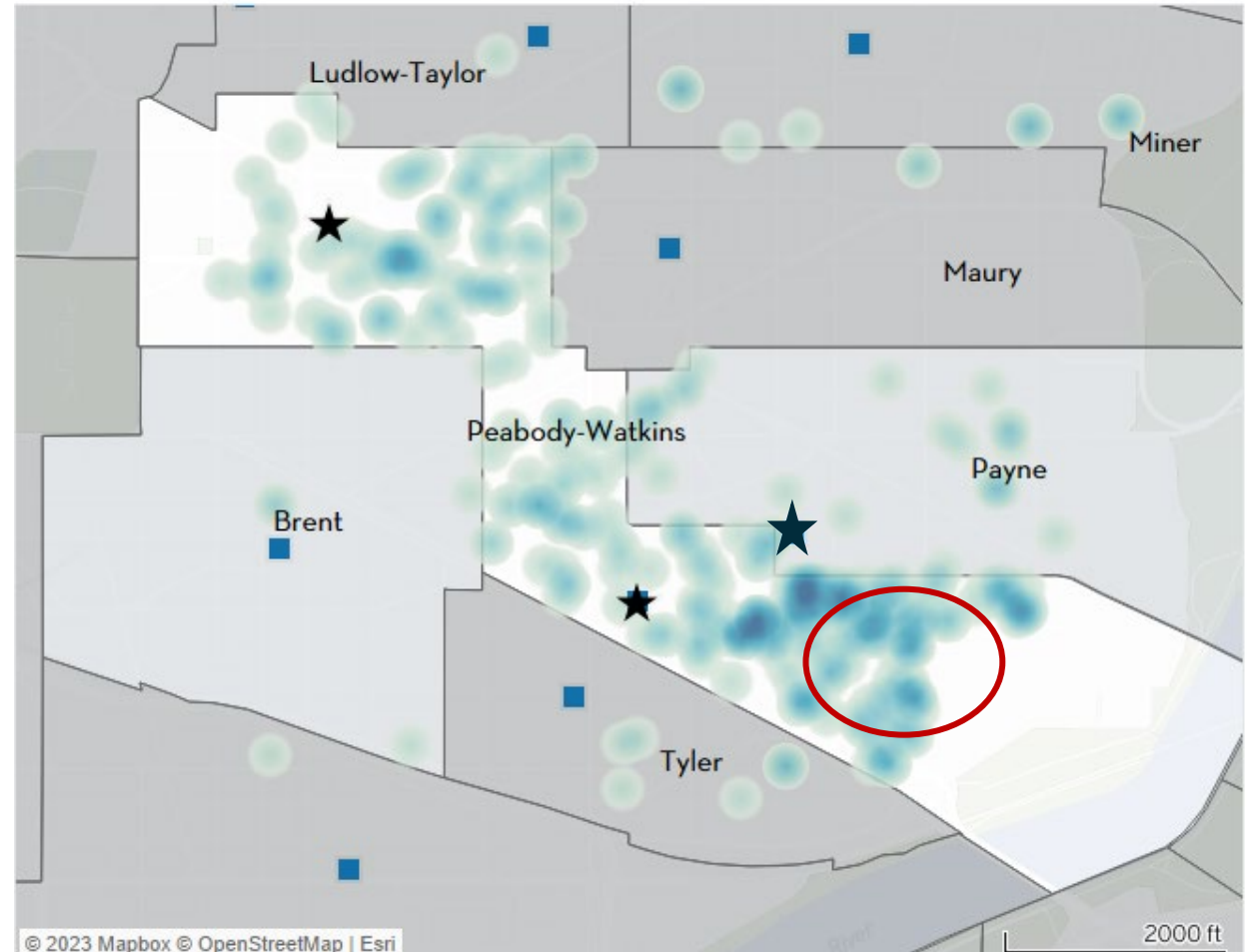
Potentially reassign SE section of the existing Peabody/Watkins boundary to Payne ES to solve for proximity.

Rationale:

Allows families closer proximity to PK-K than Peabody.

Nearby families applied with proximity preference in lottery to Payne ES - some PK3 got a seat; others did not get off waitlist.

Peabody and Watkins (PK-5) enrollment, SY22-23



Brent ES potential solution: boundary reduction

Description:

Reassign northern section of the existing Brent ES to Peabody/Watkins boundary.

Changes the MS feeder pattern from Jefferson MS to Stuart-Hobson MS.

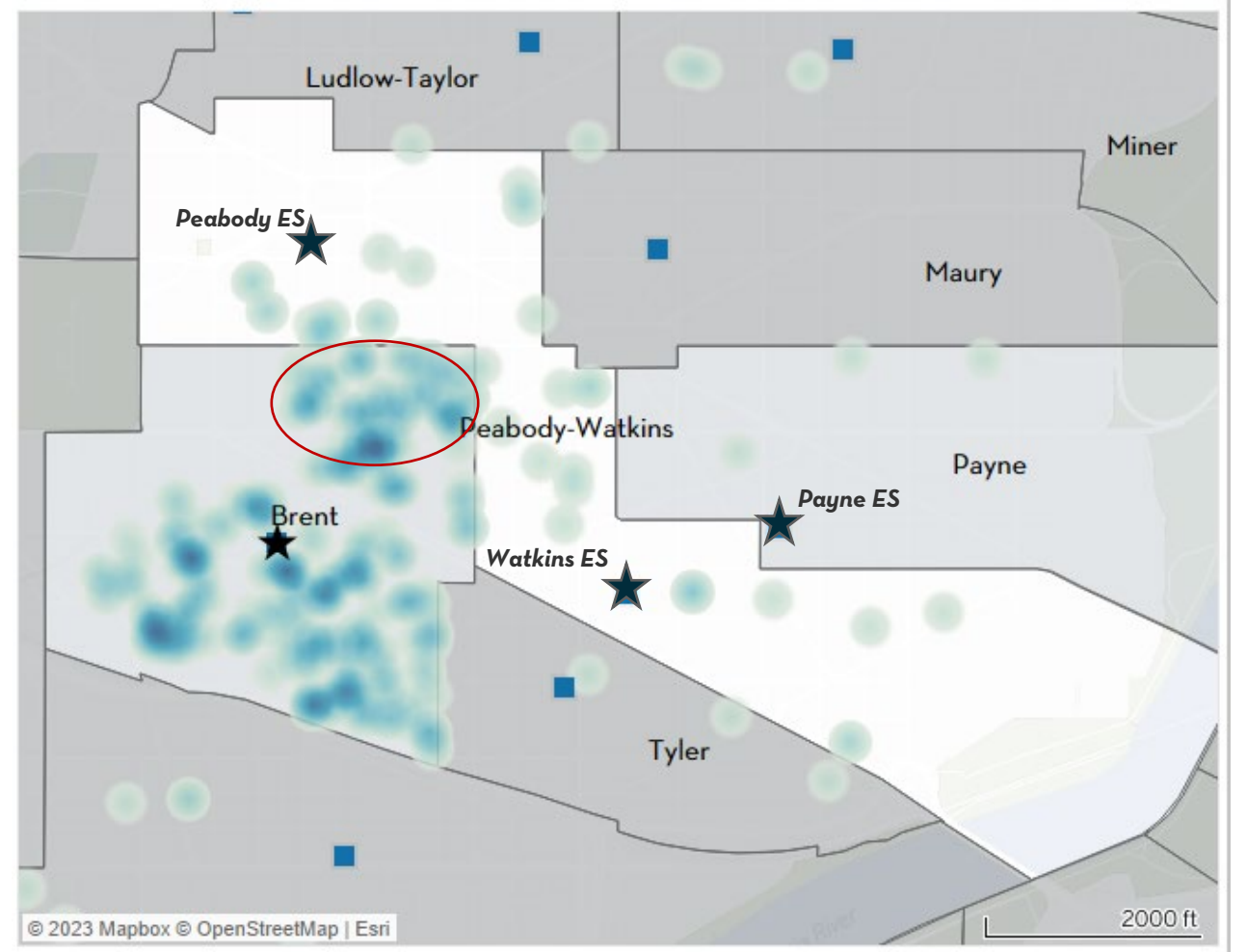
Rationale:

- Potentially manages overcrowding at Brent ES.
- Restores the number of students removed in Peabody/Watkins SE corner with this area.

Concerns:

- Removes in boundary families who have historically enrolled at Brent ES.
- Continued out of boundary seat offerings particularly with lottery proximity preference doesn't solve overutilization.

Brent (PK-5) enrollment, SY22-23



Brent ES potential solution: upcoming modernization

Description:

Brent ES is slated for a modernization on the following timetable:

- Design FY24 and FY25
- Construction FY26 and FY27
- Modernized and reopened by summer 2027 or SY27-28

At this early stage, the guiding EdSpecs or building specifications are estimated to serve 500+ students. The feasibility study and SIT process will determine the actual capacity and specifications.

Typical trade offs on a constrained site



Larger the building



Potentially less space for outdoor learning, playgrounds, and parking.

Feedback and discussion on challenge

Reduce NE portion of the Brent boundary

Rely on modernization for a larger facility, which depends on feasibility and design process and trade offs of amenities

Potential solution to standardize when middle schools start

Reactions?

Thoughts?

Other ideas we should consider?

Next steps

- **Share feedback** from this meeting with the Advisory Committee for consideration moving forward
- **Advisory Committee Meetings** – continued discussions
 - December 5
 - December 20
 - January 10
 - January 31
- **Boundary Town Hall 3** – additional feedback and modeling
 - Week of December 11
 - 1 lunchtime (virtual)
 - 1 evening (virtual)
 - 1 in person
- **Final recommendations** – March 2024



Visit the Boundary Explorer:
www.dcschoolboundaryexplorer.com

**Complete the feedback form on the
DME website:**
tinyurl.com/DMEBoundarySurvey

Boundary study resources: <https://dme.dc.gov/boundaries2023>

Questions, please email DME.planning@dc.gov

Appendix: Advisory Committee

Members

26 committee members +
chairperson DM Kihn

Ward-designated
members

Citywide members

Agency representatives

Timeline

- Meets monthly
- Final recommendations in
March 2024

[Scan to learn more about the
Advisory Committee and members](#)



Meetings are live streamed and recorded [here](#)

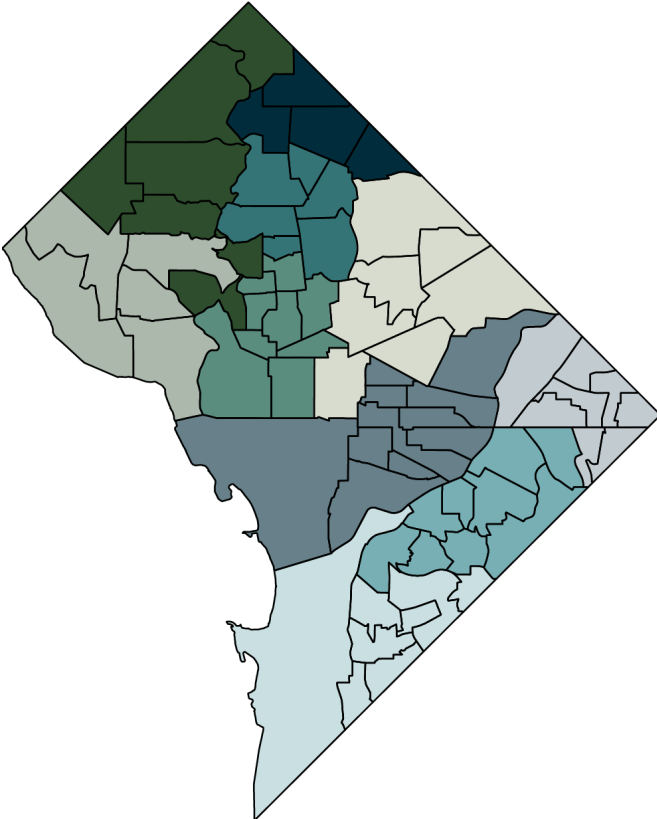
Appendix: Advisory Committee Priority challenges

- Unbalanced enrollments among DCPS boundary schools
- Inequitable availability of robust programming and rigorous curriculum in all communities across the city
- Inequitable availability and access to special education programming near families, especially in Wards 7 and 8
- Mismatched access to early childhood seats in Title 1 schools
- Some students and families feel unsafe traveling to and from school
- System-related enrollment instability
- Socioeconomically and racially segregated schools

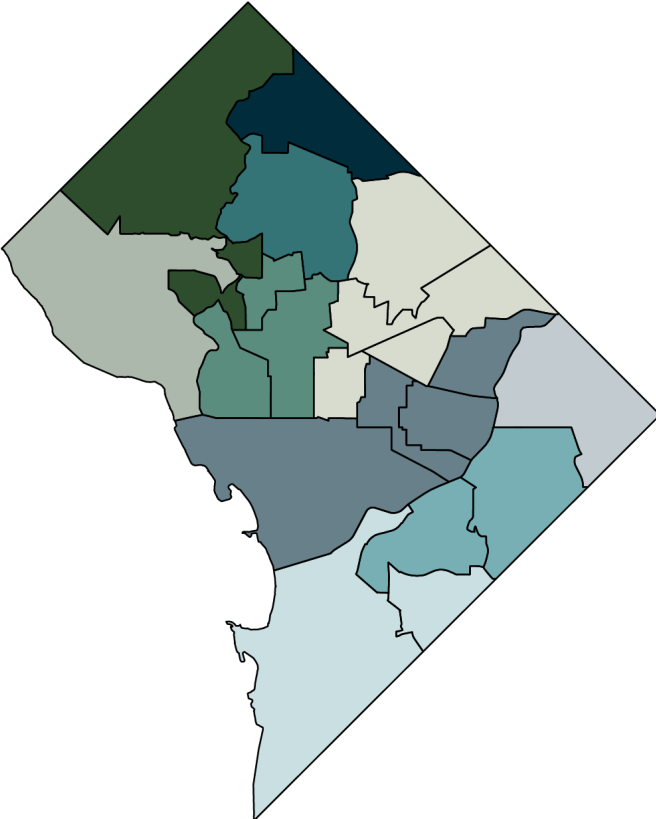
Appendix: DCPS boundaries SY2023-24

Since the 2014 recommendations, geographic boundaries feed from ES to MS to HS.

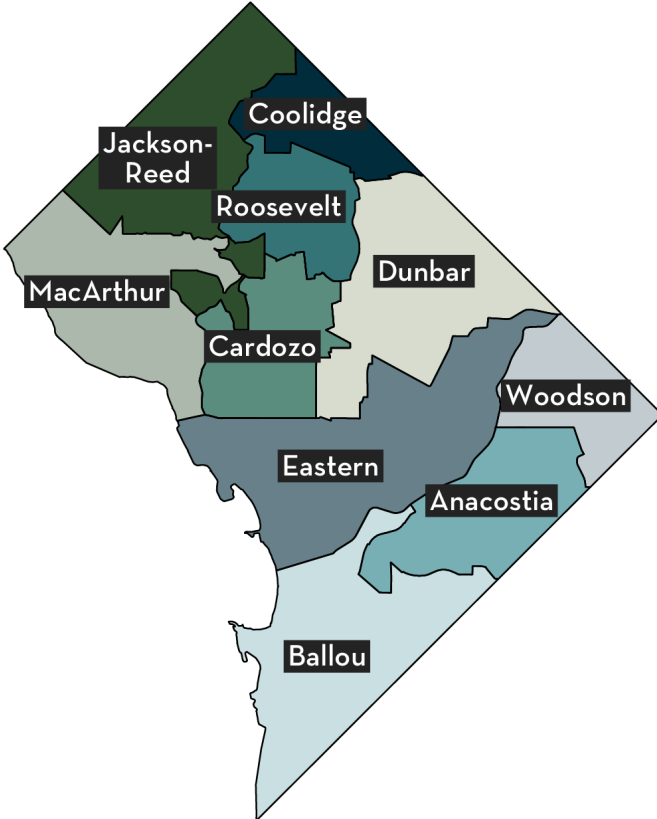
Elementary School



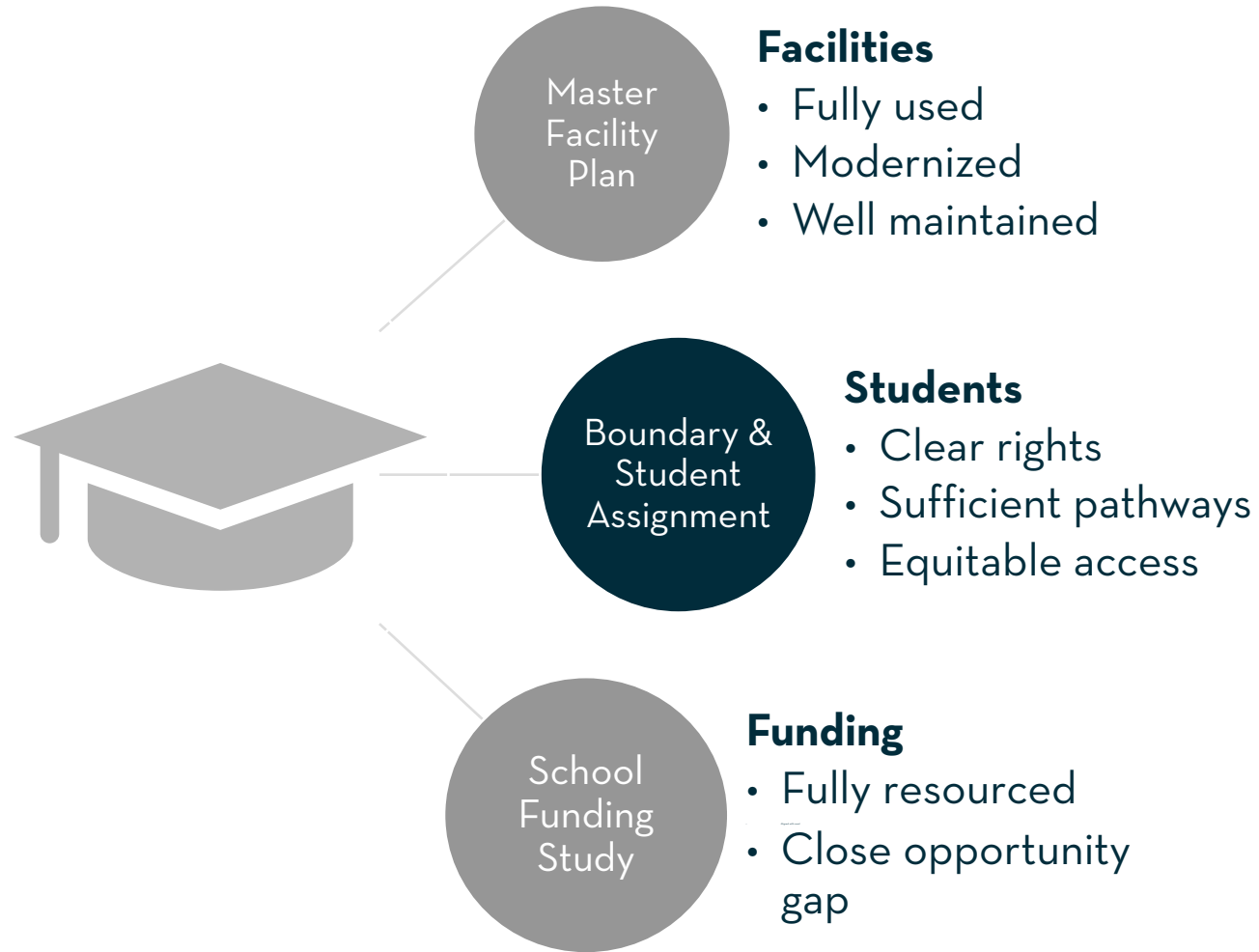
Middle School



High School



Appendix: Major DME projects for 2023



Appendix: Guiding principles

The following guiding principles were drafted by the Advisory Committee with significant community input.

- A strong system of by-right neighborhood schools
- Equitable access to high quality schools
- Predictable and continuous access to schools
- Racially and socio-economically diverse schools



Focused on addressing
7 priority challenges

Read more about the guiding principles. [English](#) [Spanish](#)

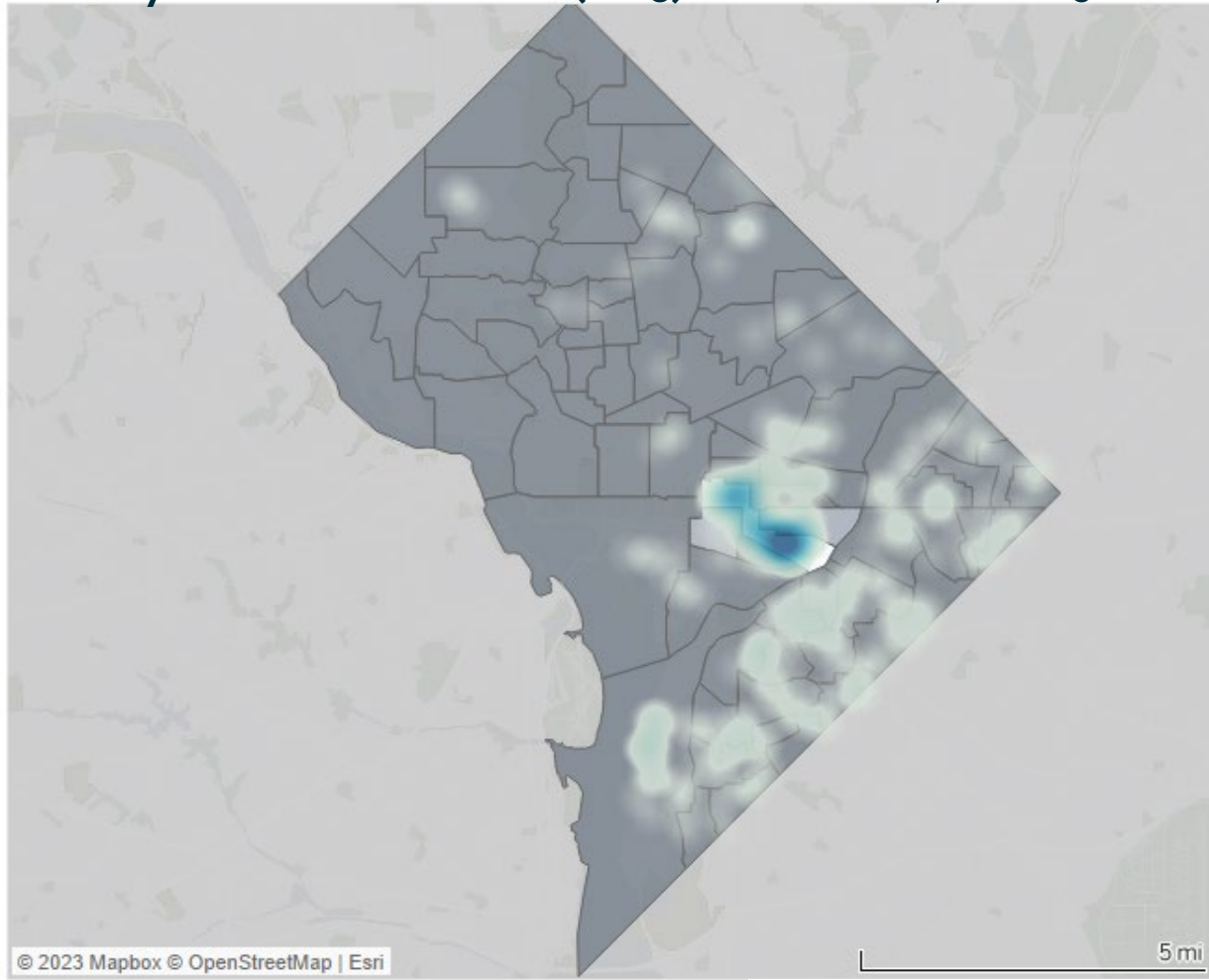
Appendix: Implementation timeframe

Implementation timeframe

- Earliest would be SY25-26
- Enrolled students can continue to attend their school
- Brief period of feeder phase-in and sibling enrollment

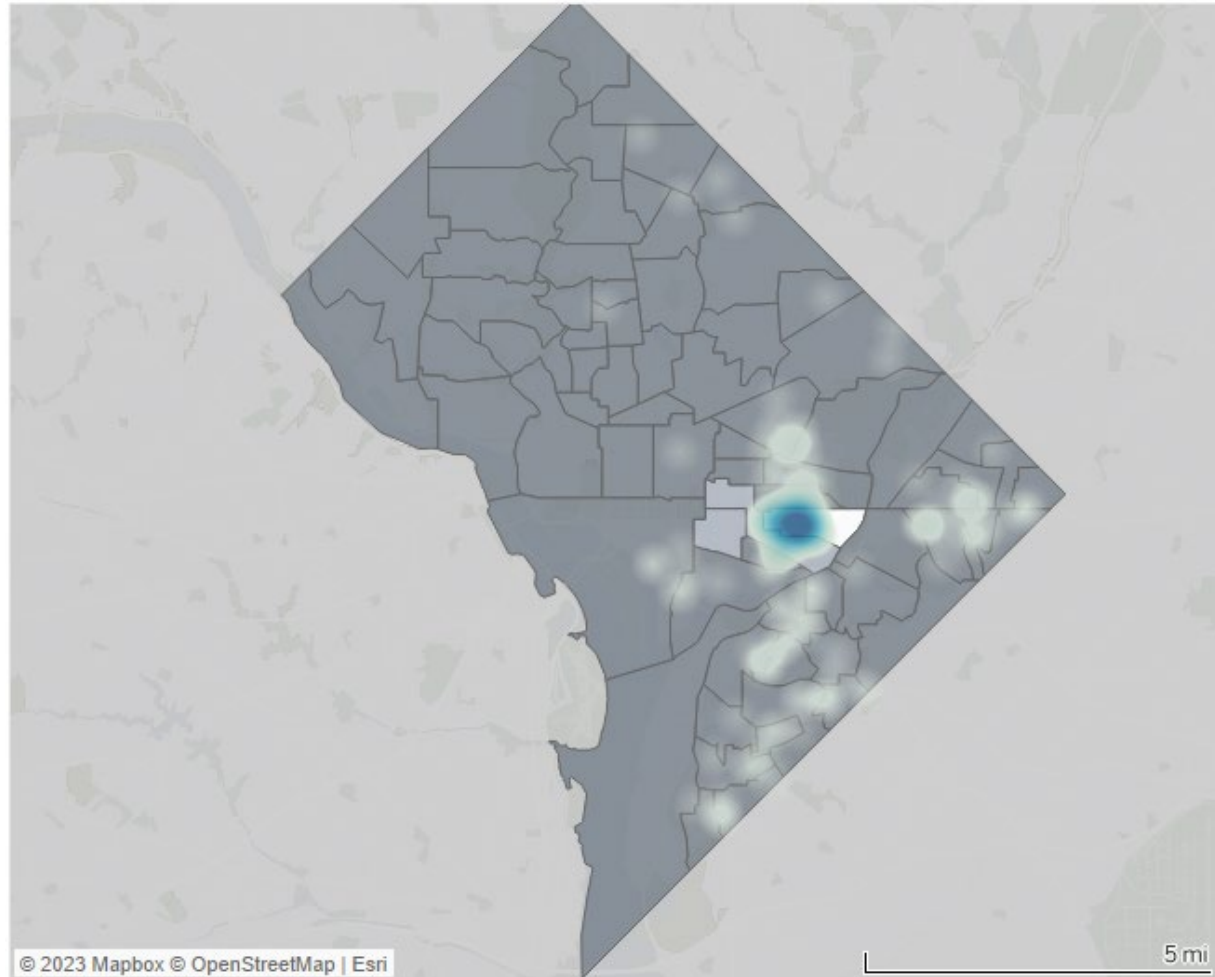
Appendix: Peabody-Watkins ES Enrollment (Full view)

Peabody and Watkins students (PK-5) all enrollment, SY22-23



Appendix: Payne ES Enrollment (Full view)

Payne ES students (PK-5) all enrollment, SY22-23



Appendix: Brent ES Enrollment (Full view)

Brent ES students (PK-5) all enrollment, SY22-23

