

DC Public Education Boundary and Student Assignment Study

Peabody, Watkins, and Stuart-Hobson Meeting

November 2023



Agenda

Overview of the Boundary Study

Review Peabody/Watkins 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

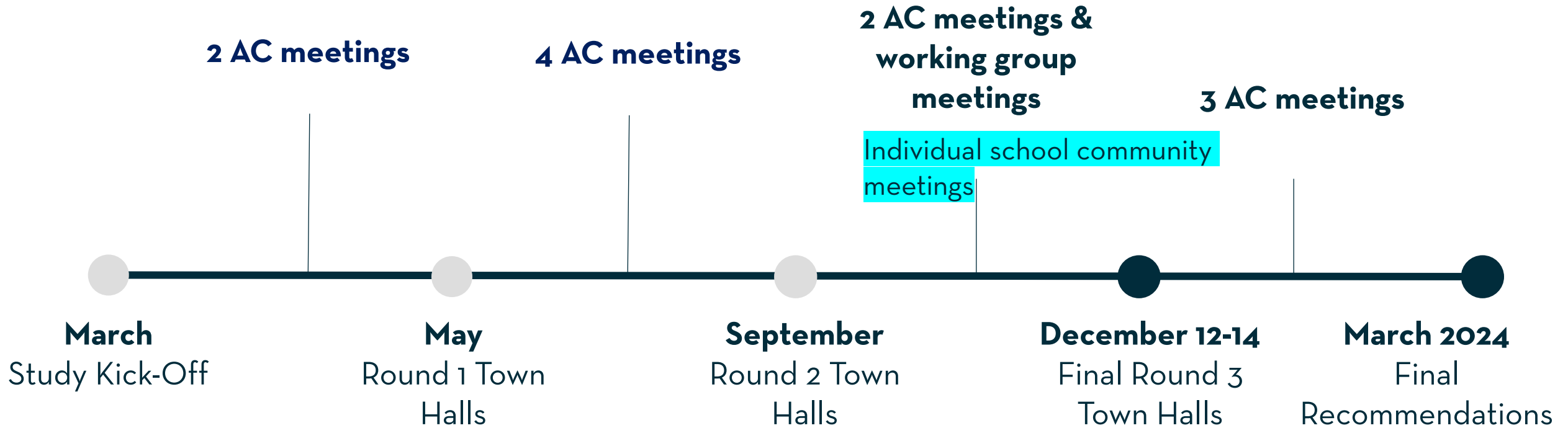
Adequate Capacity

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 to present at the December town hall meetings

Peabody/Watkins ES challenge

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

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

Peabody ES challenge - in detail

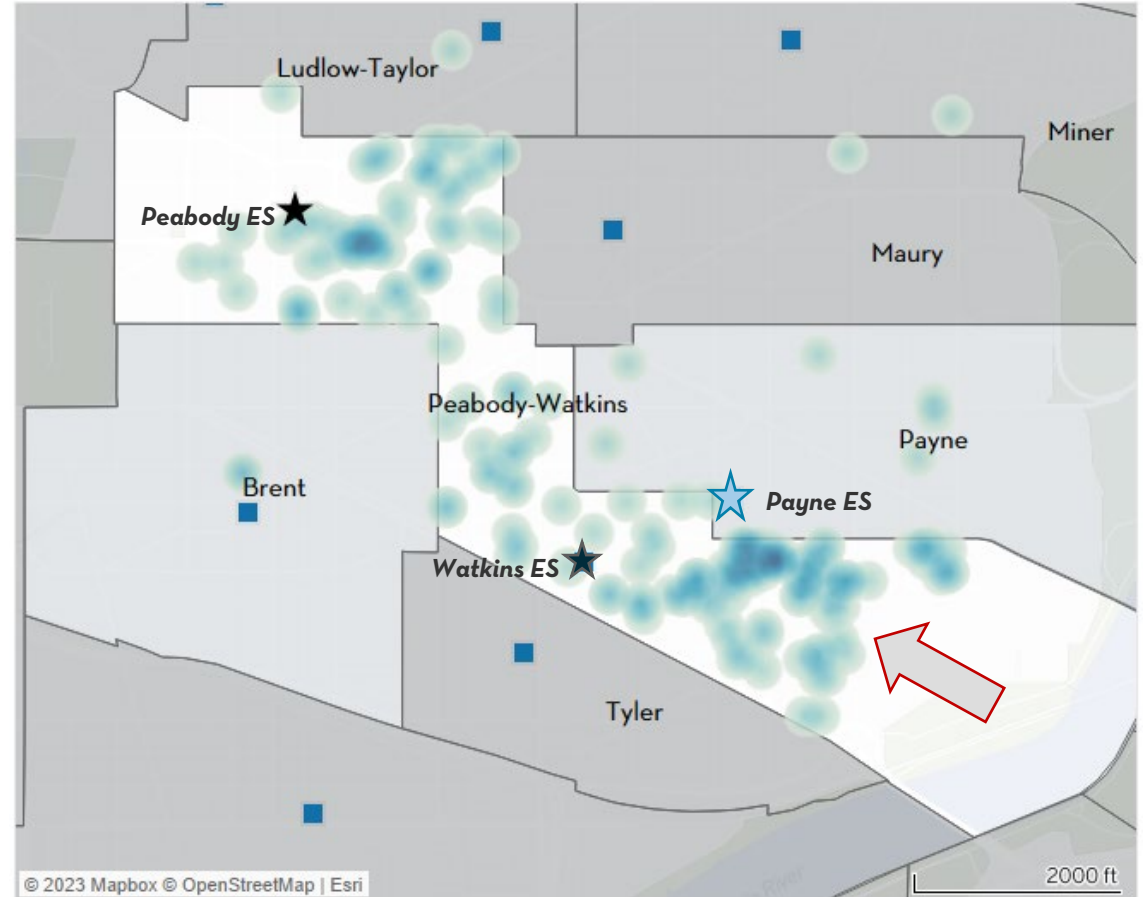
Challenge: PK-K students in SE corner traveling relatively far to Peabody and bypassing Payne ES

Southeast section

- Distance to Peabody - 1.3 miles
- Distance to Watkins ES - 0.4 miles
- Distance to Payne ES - 0.3 miles

Using 15th and E St SE

Peabody (PK-K) enrollment, SY22-23



★ Peabody ES
★ Watkins ES

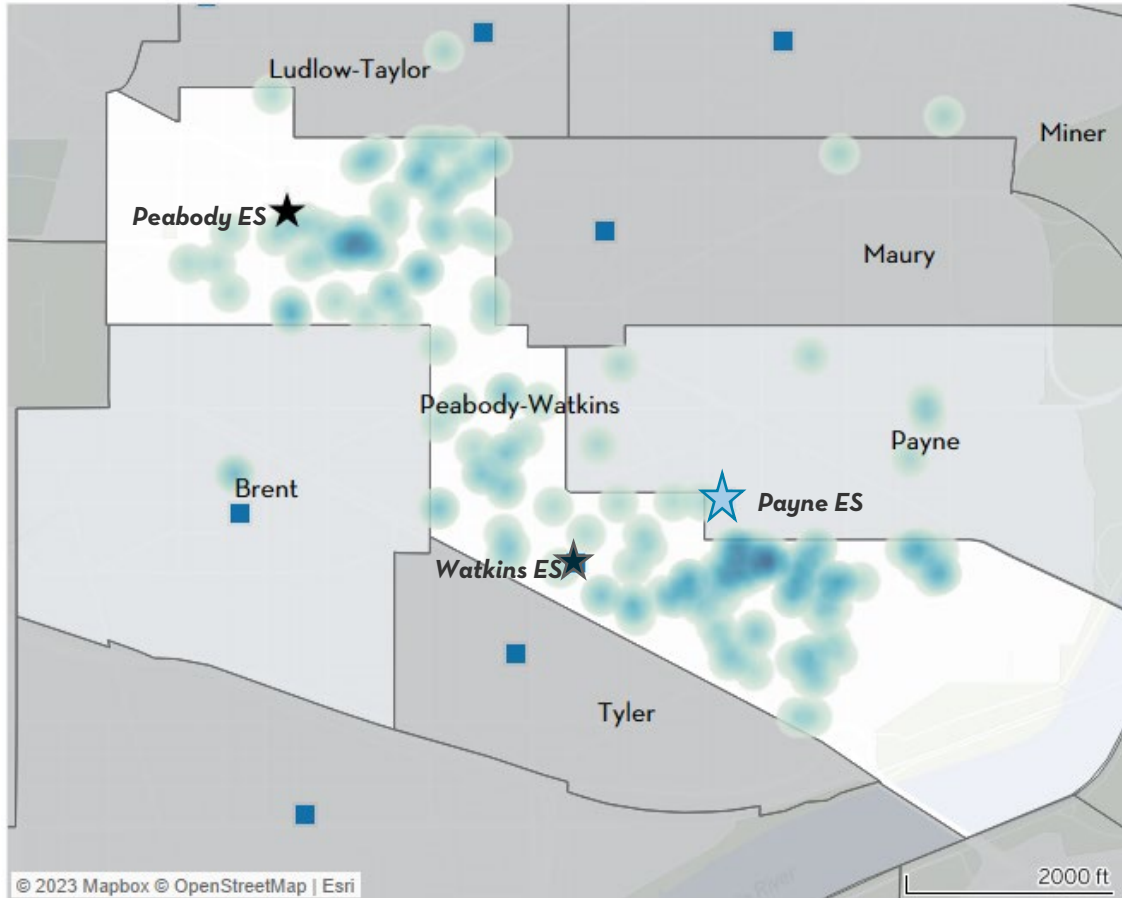
★ Payne ES

PK-K Peabody ES students

Fewer students ← → More students

Peabody and Payne ES enrollment

Peabody (PK-K) enrollment, SY22-23



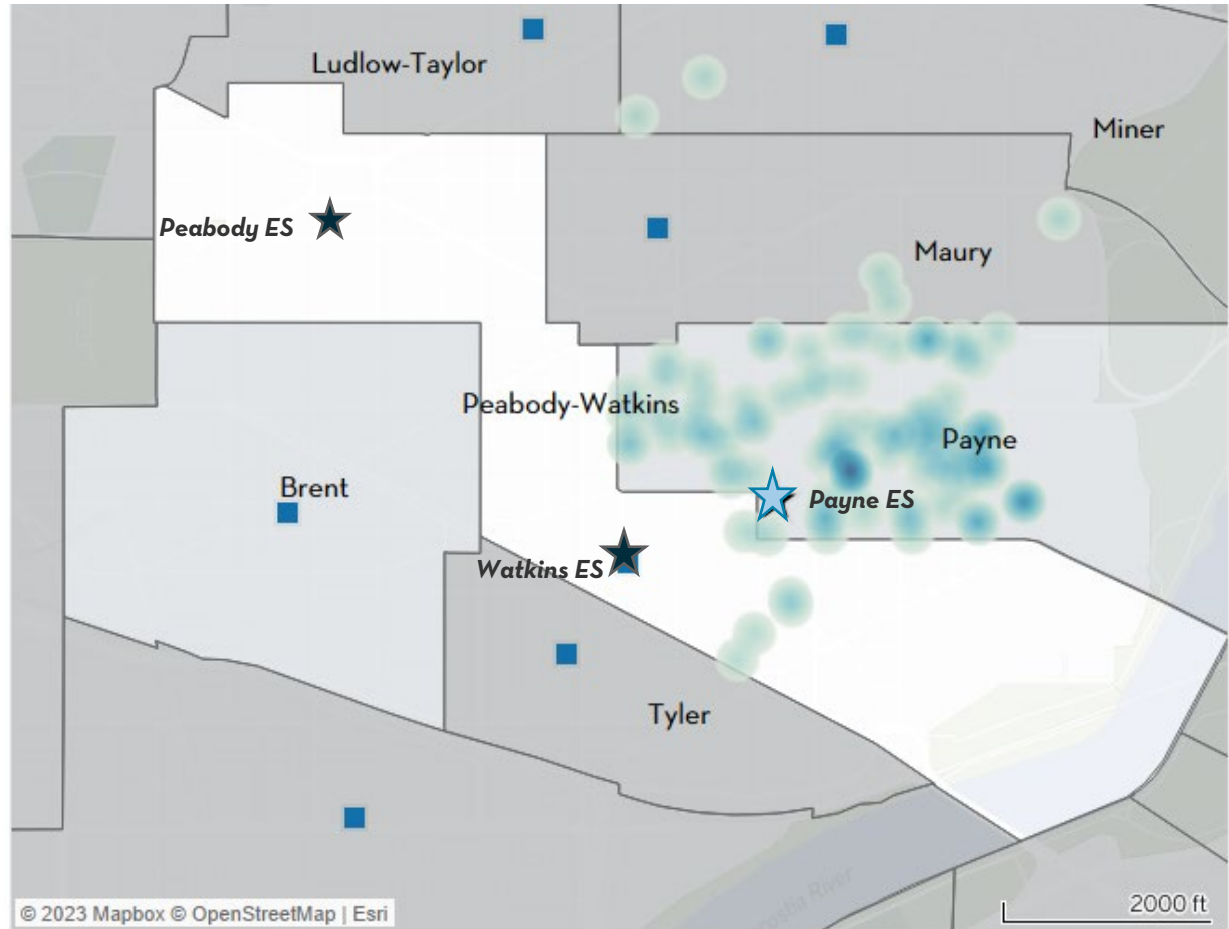
★ Peabody ES
★ Watkins ES

★ Payne ES

PK-K Peabody ES students

Fewer students ← → More students

Payne (PK-K) enrollment, SY22-23



★ Peabody ES
★ Watkins ES

★ Payne ES

PK-K Payne ES students

Fewer students ← → More students

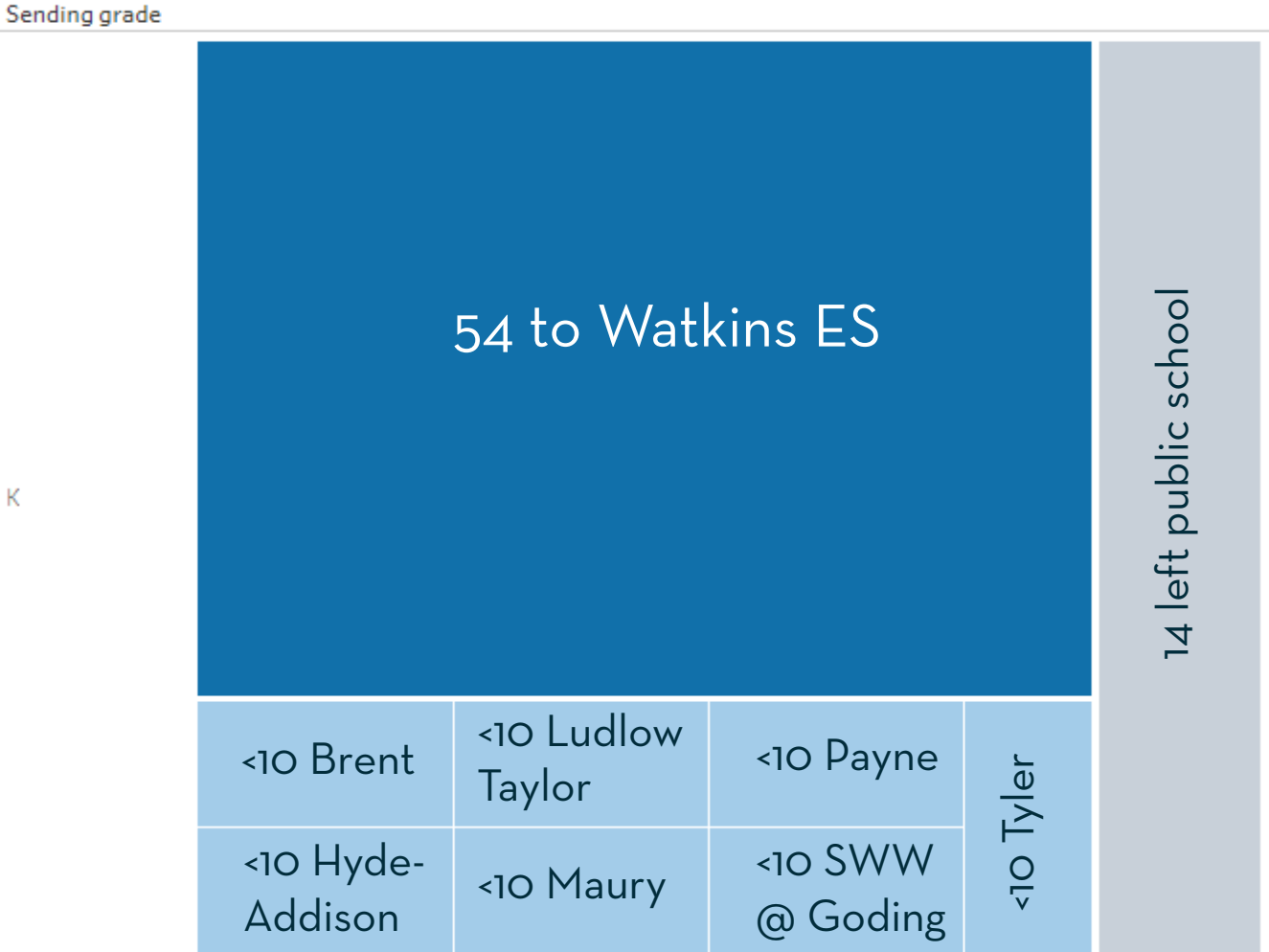
Peabody Enrollment After K to 1st Grade

54 or 70% of former Peabody kindergarten students continued to Watkins in 1st grade (SY21-22 to SY22-23).

14 or 18% of Peabody kindergarten students left the public system the next year (did not continue to a DCPS or public charter school).

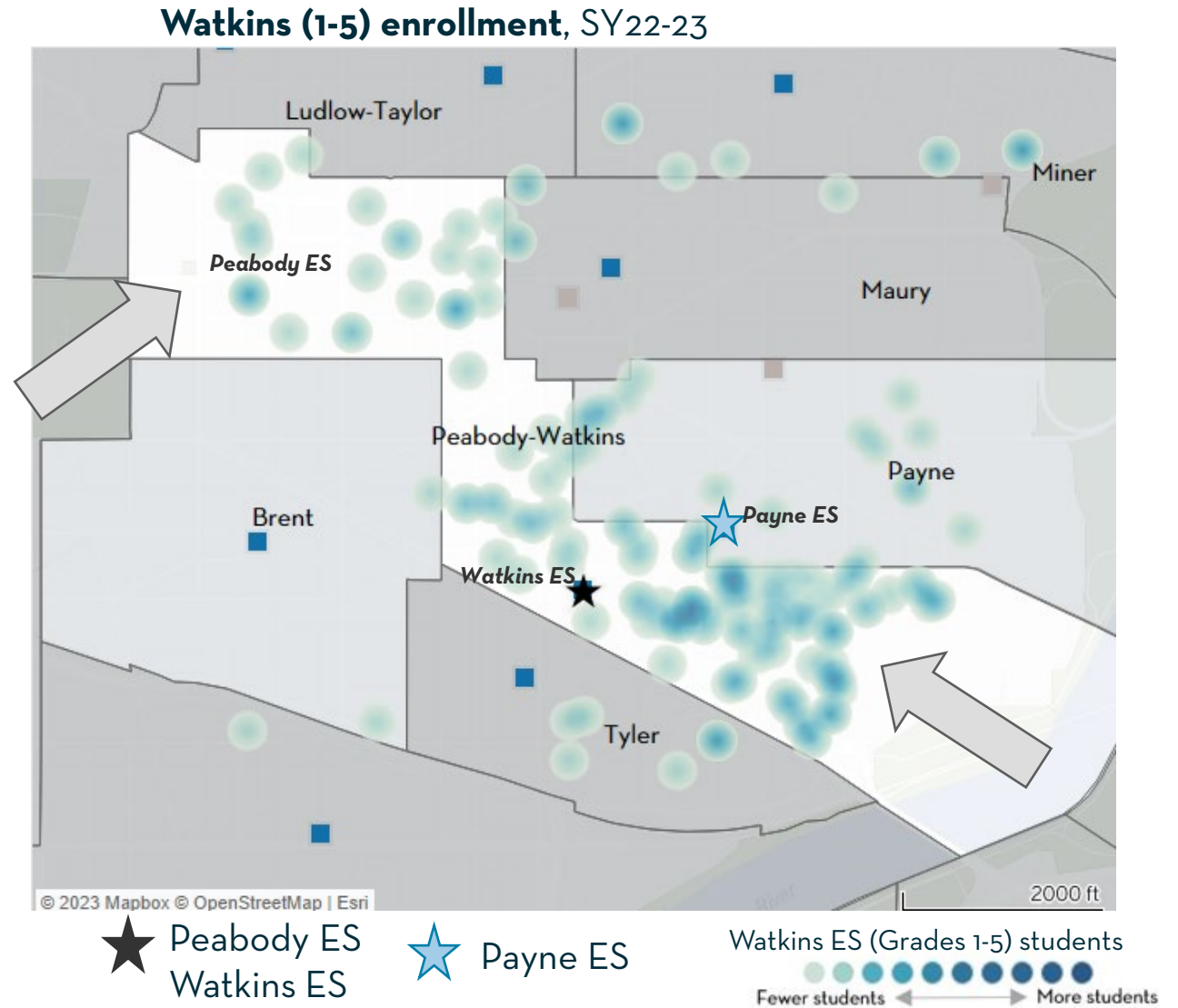
The remainder enrolled mostly in nearby DCPS schools.

Where Do Students from Peabody Elementary School (Capitol Hill Cluster) Go to School the Following Year?



Watkins ES enrollment

Comparatively more students enroll at Watkins from SE section of the boundary compared to NE section near Peabody.



Potential solution: boundary reduction

Description:

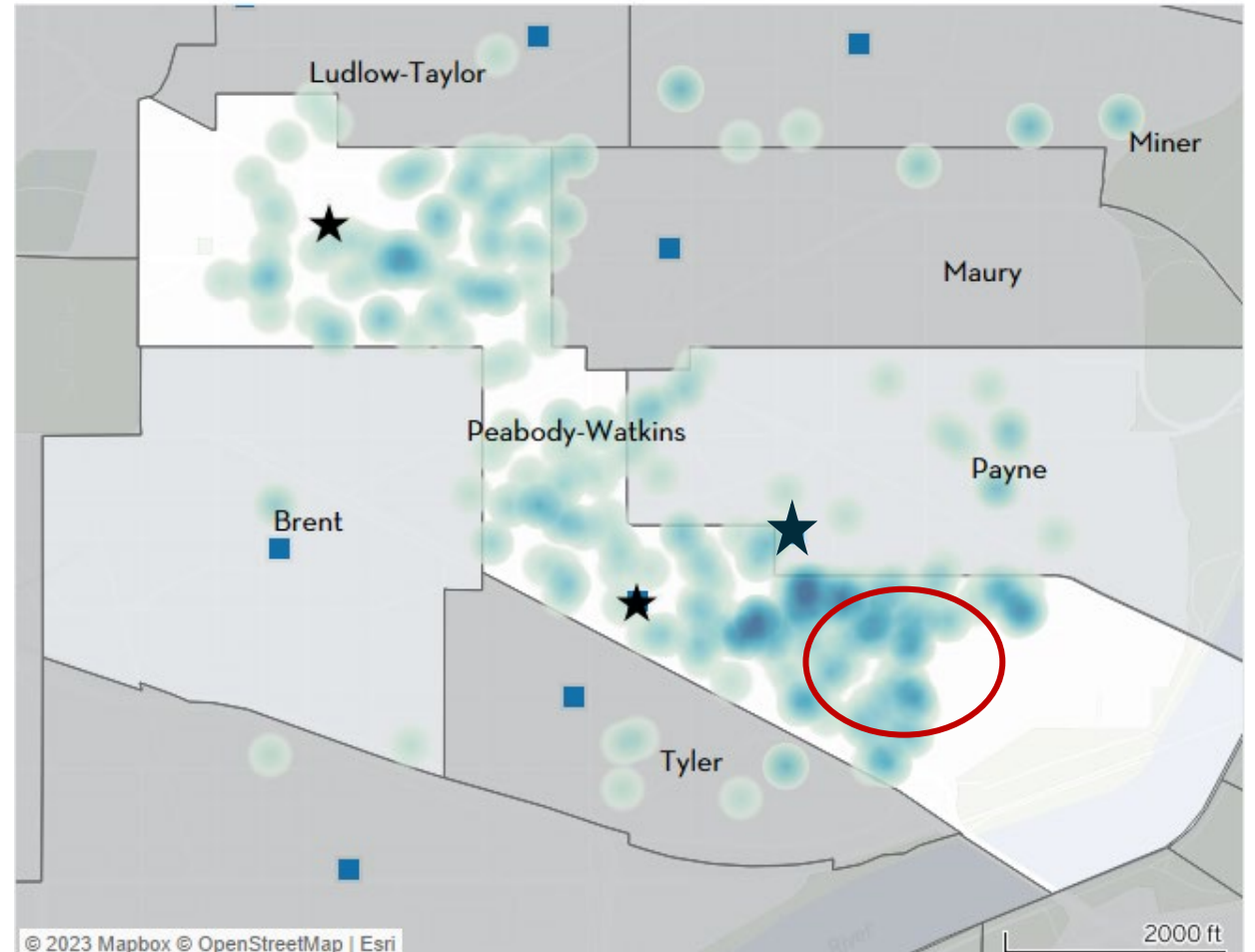
Potentially reassign SE section of the existing Peabody/Watkins boundary to Payne ES to solve for proximity.

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



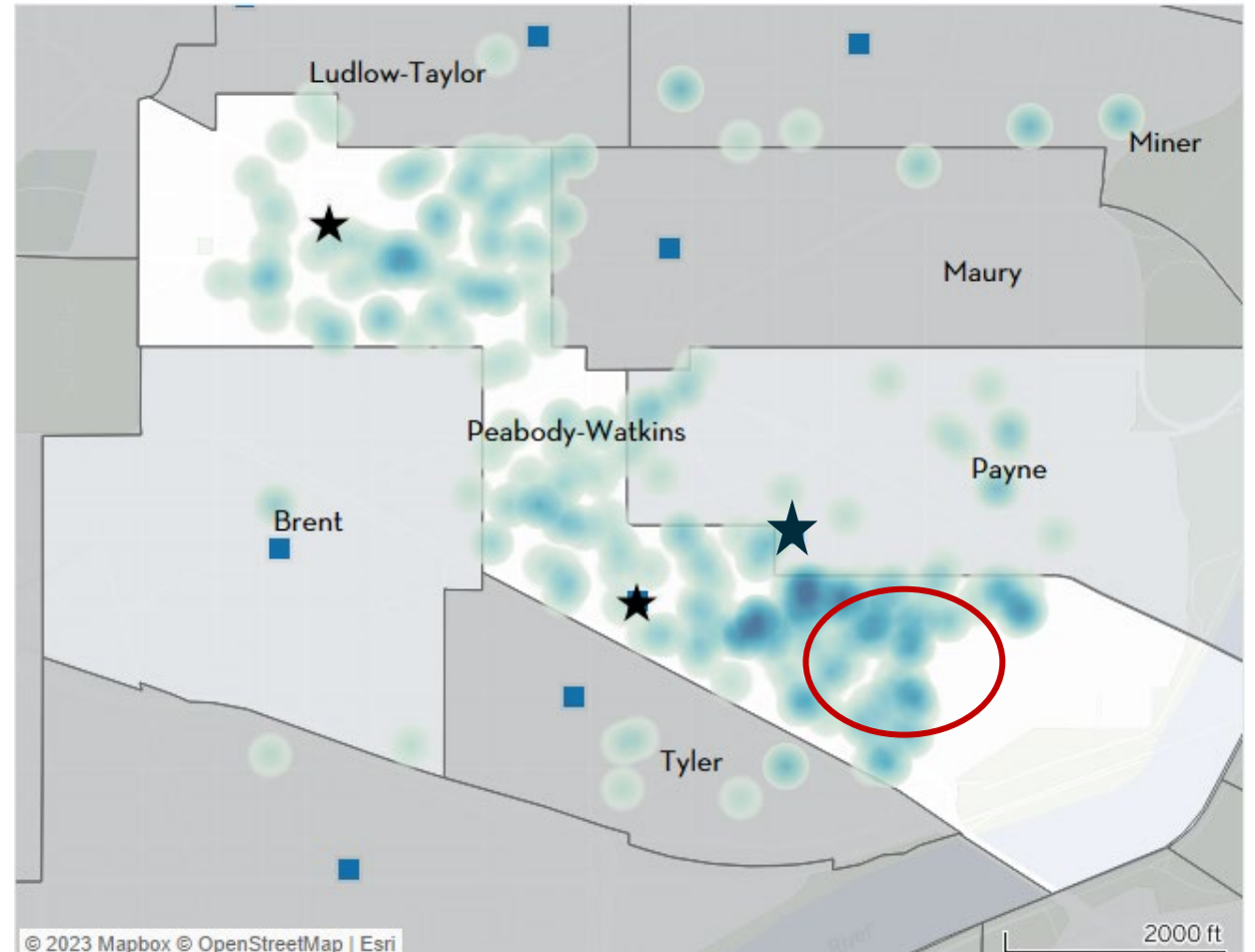
Potential solution: boundary reduction

Concerns

- Removes in boundary families who have historically continued to Watkins.
- Changes the MS feeder pattern from Stuart-Hobson MS to Eliot-Hine MS.
- Payne ES must be able to absorb additional families without causing overcrowding.

Must be paired elsewhere with a boundary expansion for Peabody/Watkins to be sustainable.

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



Potential solution: boundary expansion

One idea is to expand the Peabody/Watkins boundary in the NE corner.

First opportunity to discuss and receive feedback from the Brent community is on 11/15.

Brent ES is slated for modernization

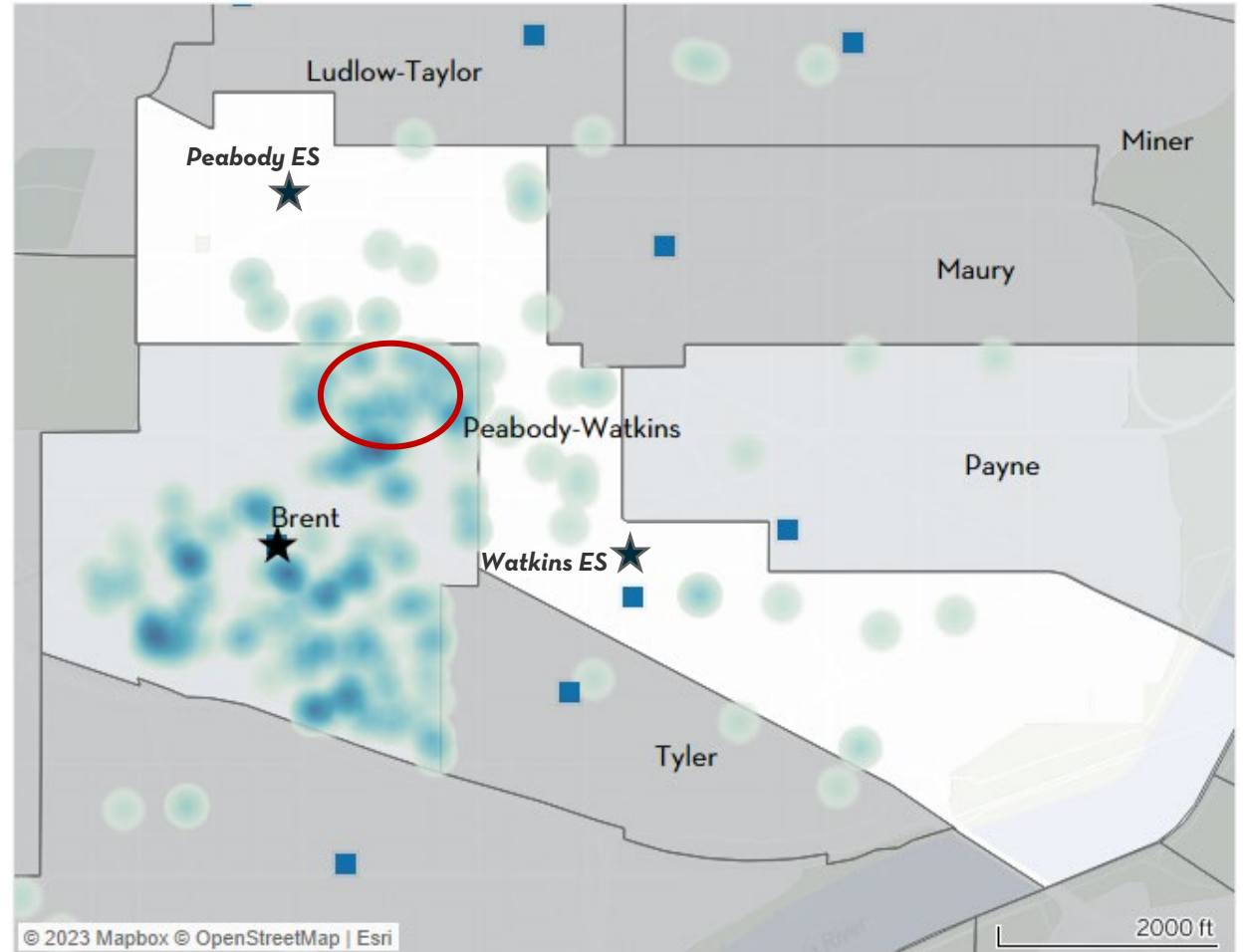
Design phase FY24 and FY25

Construction phases FY26 and FY27

Modernized and reopened by summer 2027

Size to be determined - currently assessed at 500+ although feasibility and SIT process to come

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



★ Peabody ES
★ Watkins ES
★ Brent ES

■ Other DCPS school

Fewer students ← → More students

Feedback and discussion

Challenge:

Relatively far proximity to Peabody for families in SE section with Payne ES nearby

Potential solution:

Reassign SE section from Peabody/Watkins to Payne ES and identify other area to expand

Reactions?

Thoughts?

What other ideas should we 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
 - December 12-14
 - 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: 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](#)

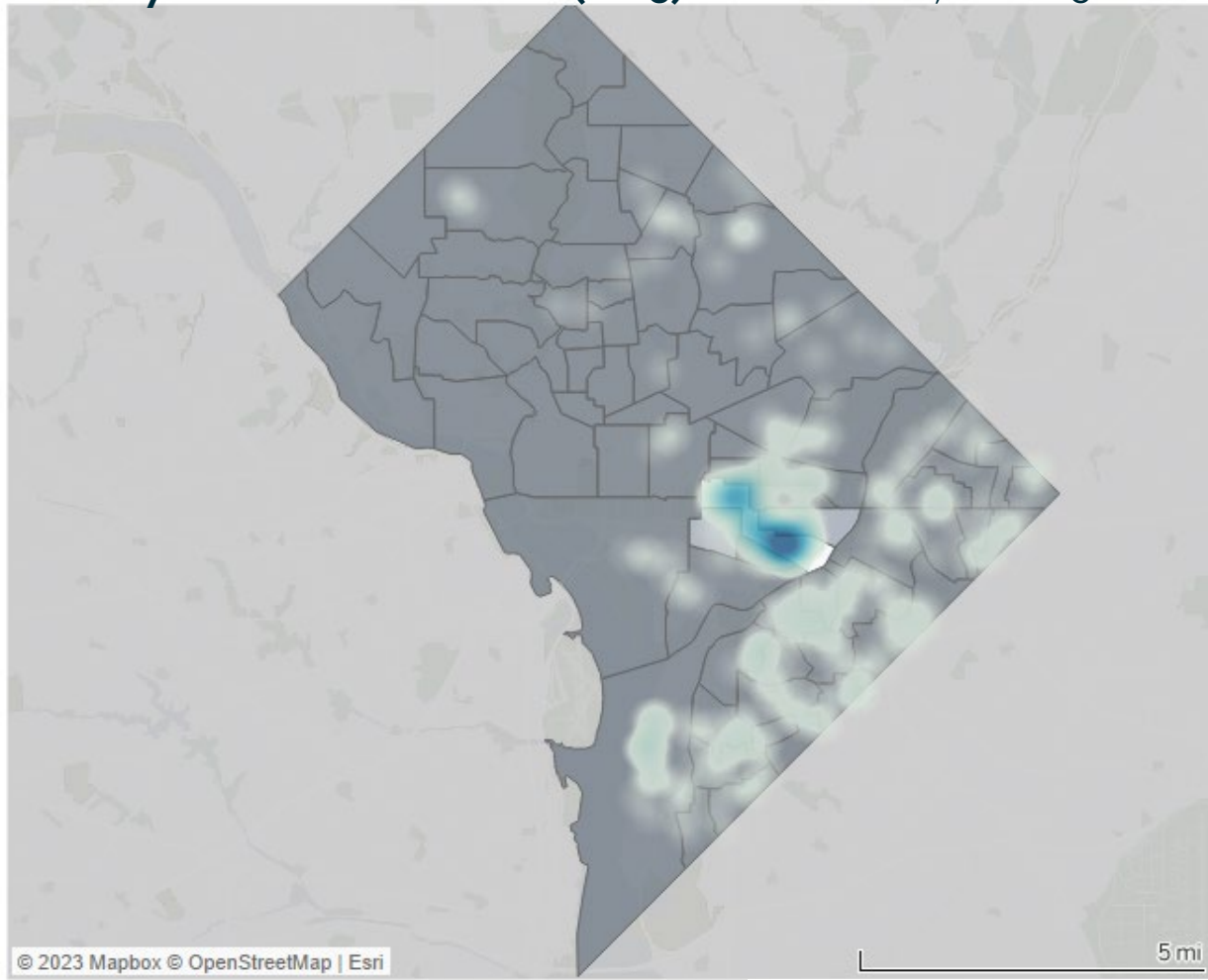
Appendix: Implementation timeframe

Implementation timeframe

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

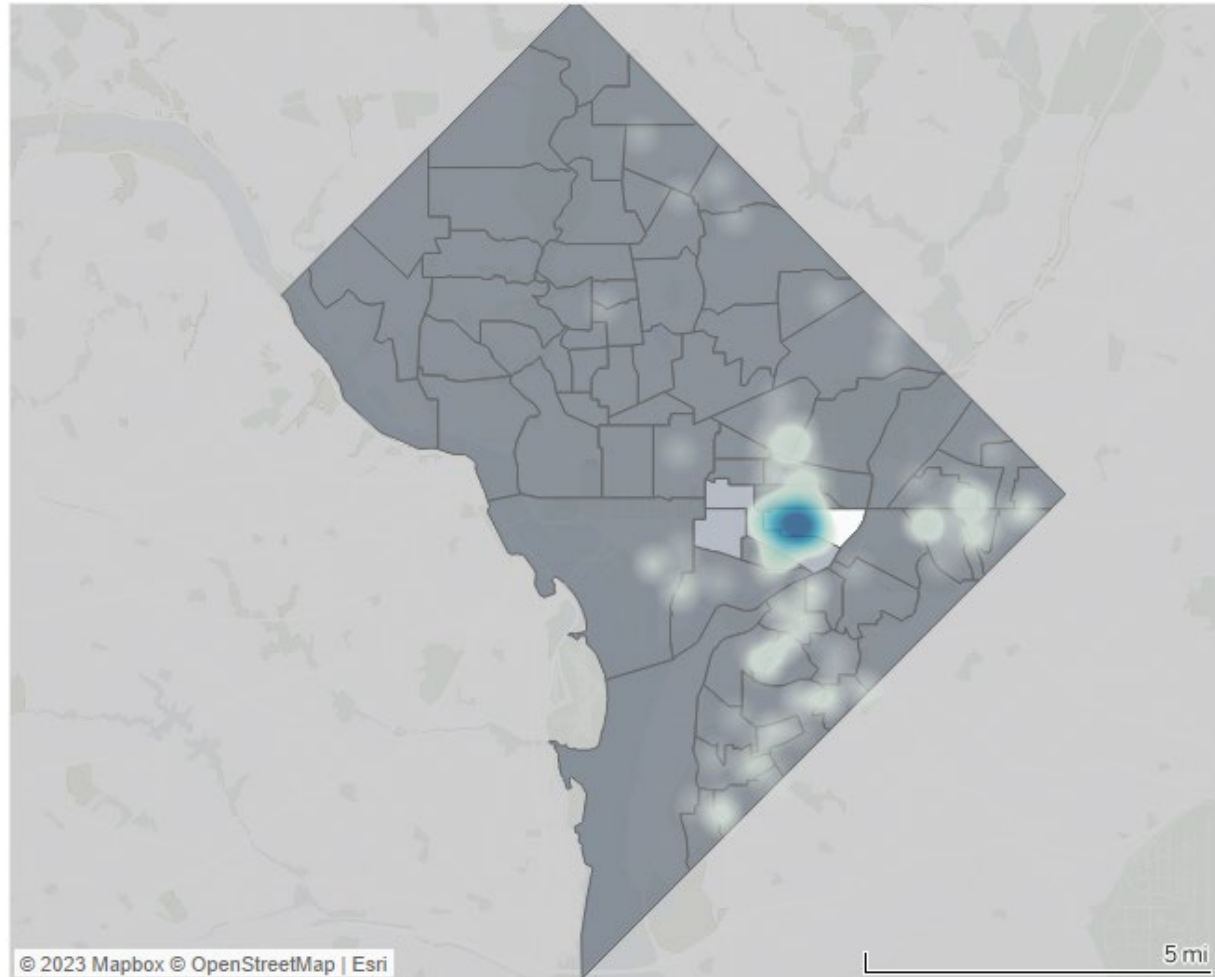
Appendix: Peabody-Watkins ES Enrollment (Full view)

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



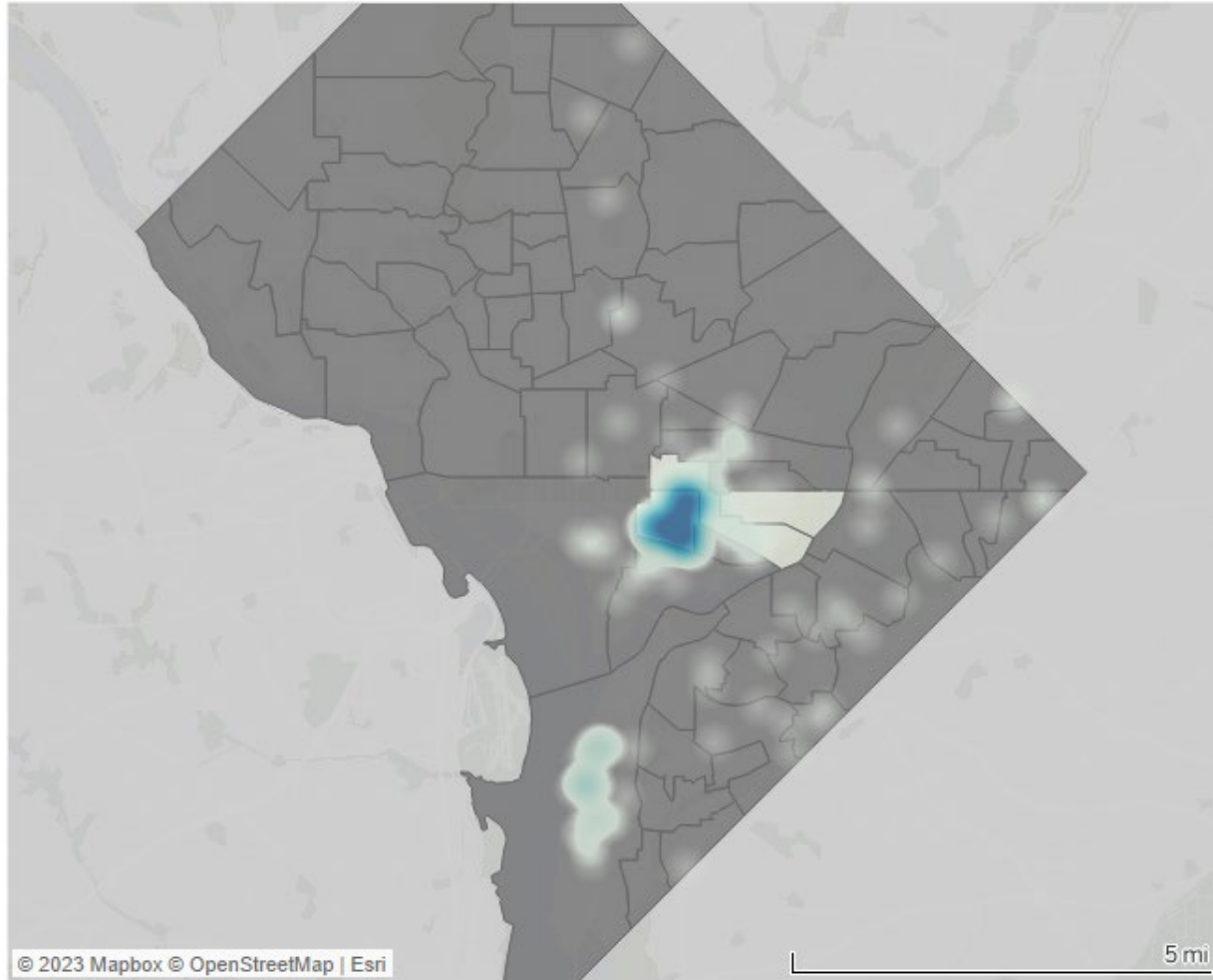
Appendix: Payne ES Enrollment (Full view)

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



Appendix: Brent ES Enrollment (Full view)

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



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