

DC Public Education Boundary and Student Assignment Study

Payne ES

December 2023



Agenda

Overview of the Boundary Study

Review identified Payne ES 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

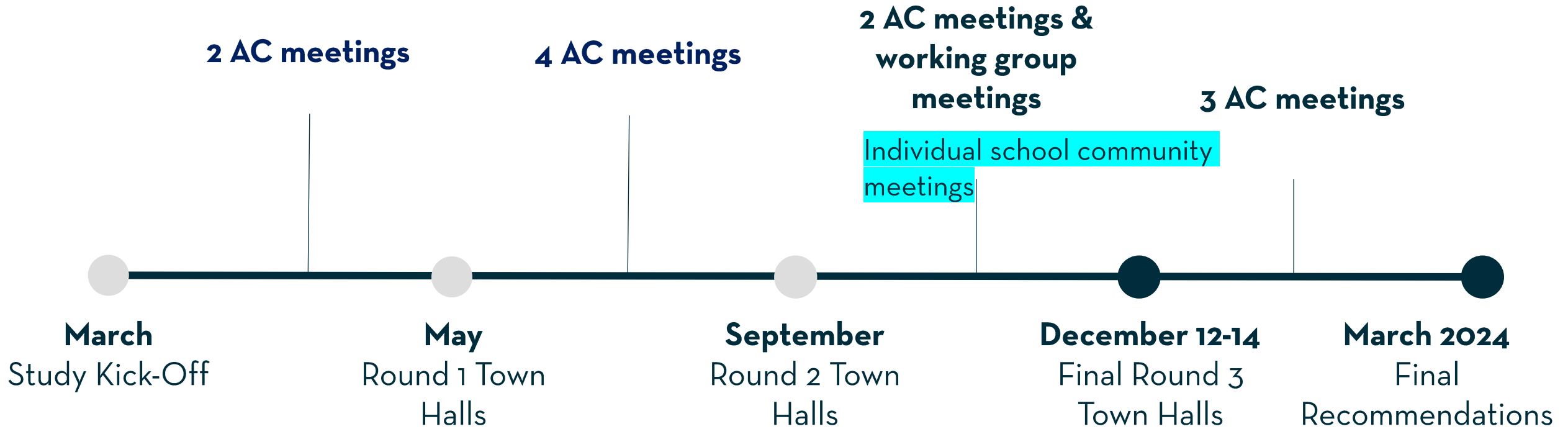
Adequate Capacity

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

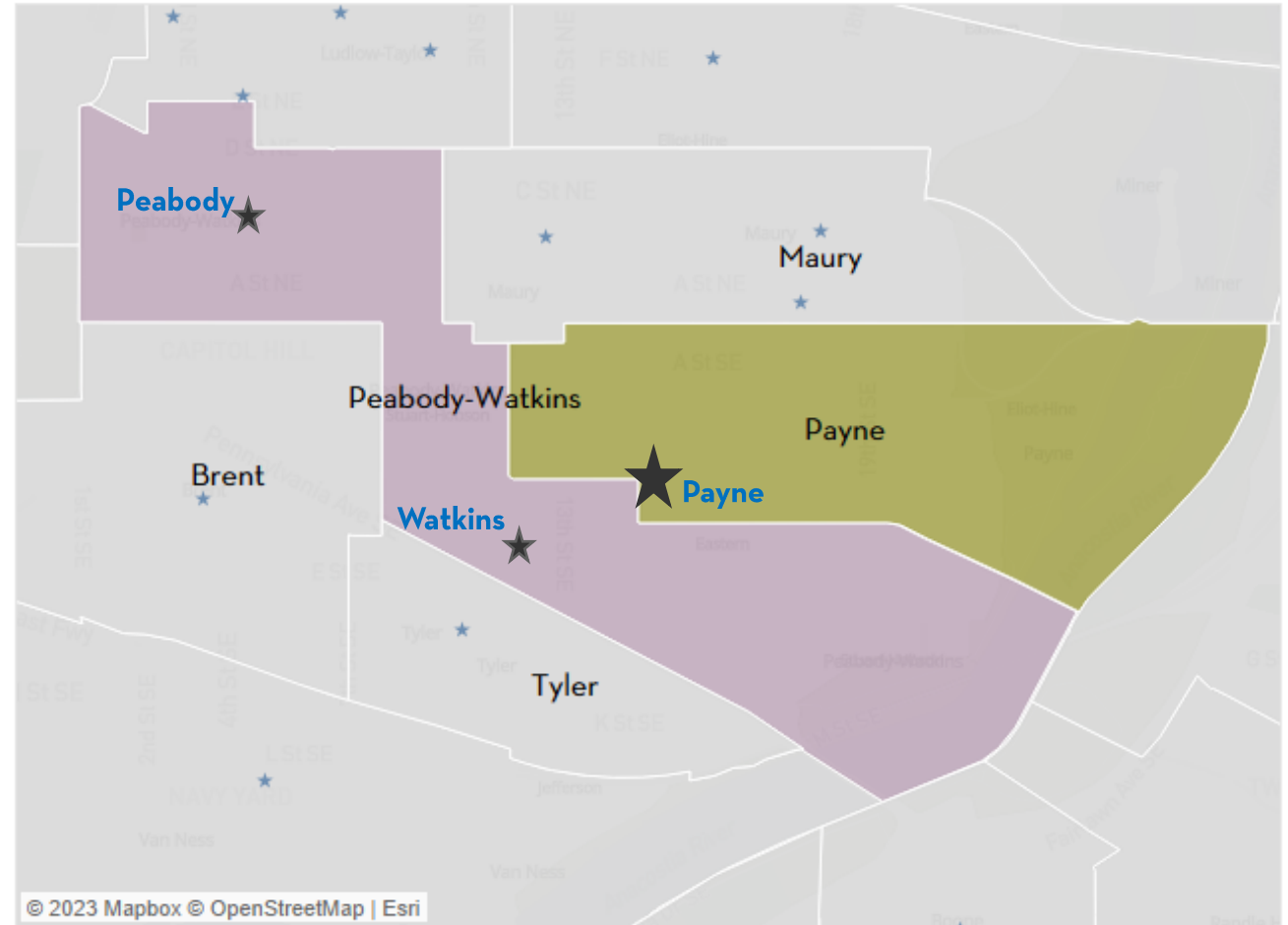
Generating and testing ideas

Hearing from you about those ideas

Continuing to develop ideas to present at the December town hall meetings

Payne ES challenge

Families living in boundary for Peabody/Watkins east of 14th Street must lottery into their nearer DCPS school (Payne ES) for PK-K.



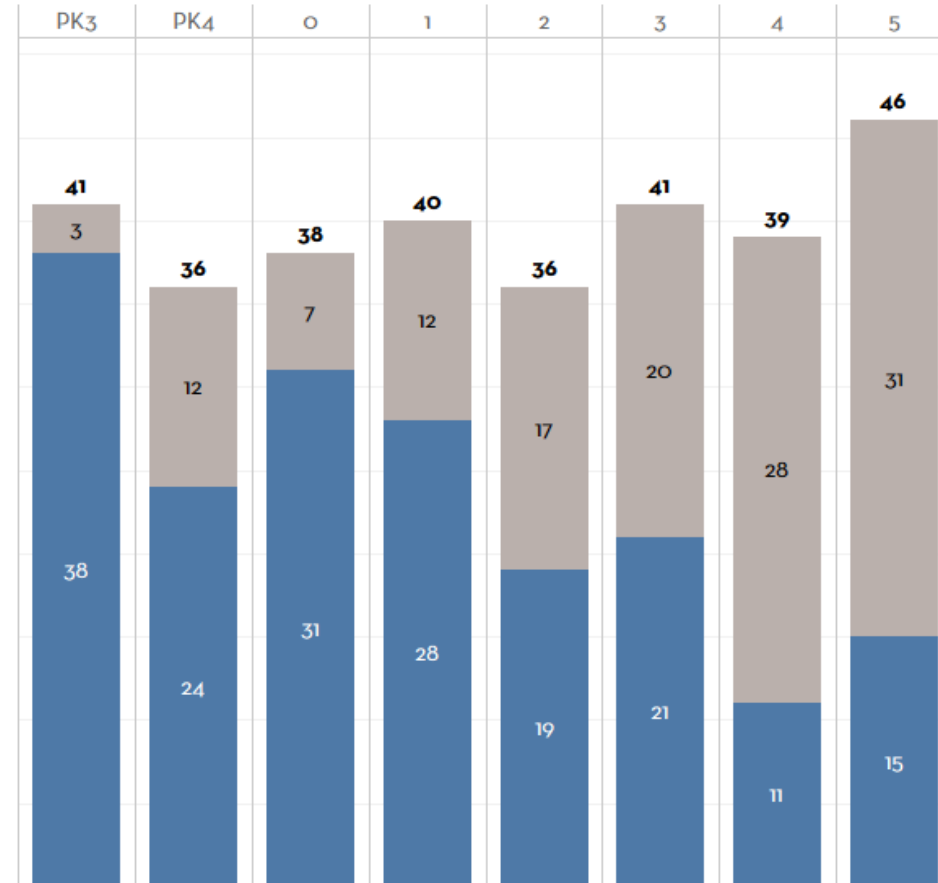
Payne ES Facts

	SY19-20	SY22-23
Total enrollment	321	317
In boundary enrollment (%)	45%	59%
Utilization (%)	na	72%
Boundary participation (%)	37%	43%

Payne ES In Boundary by Grade Level

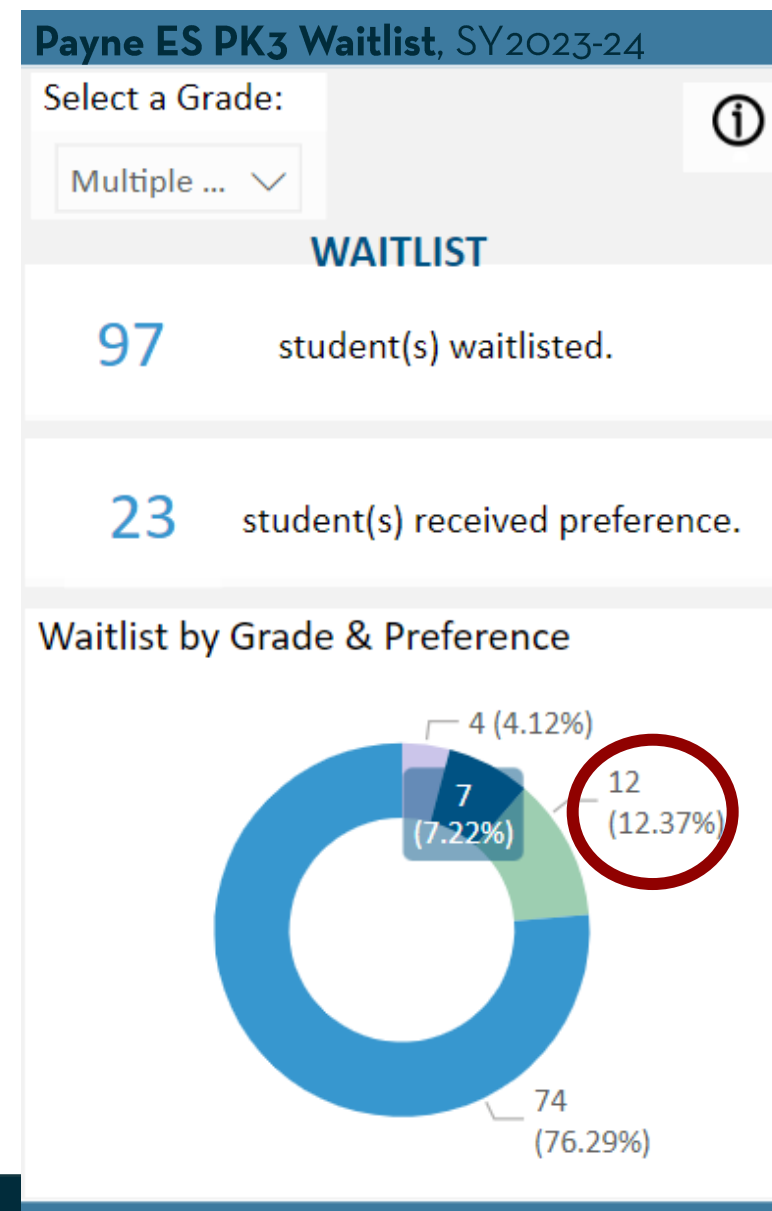
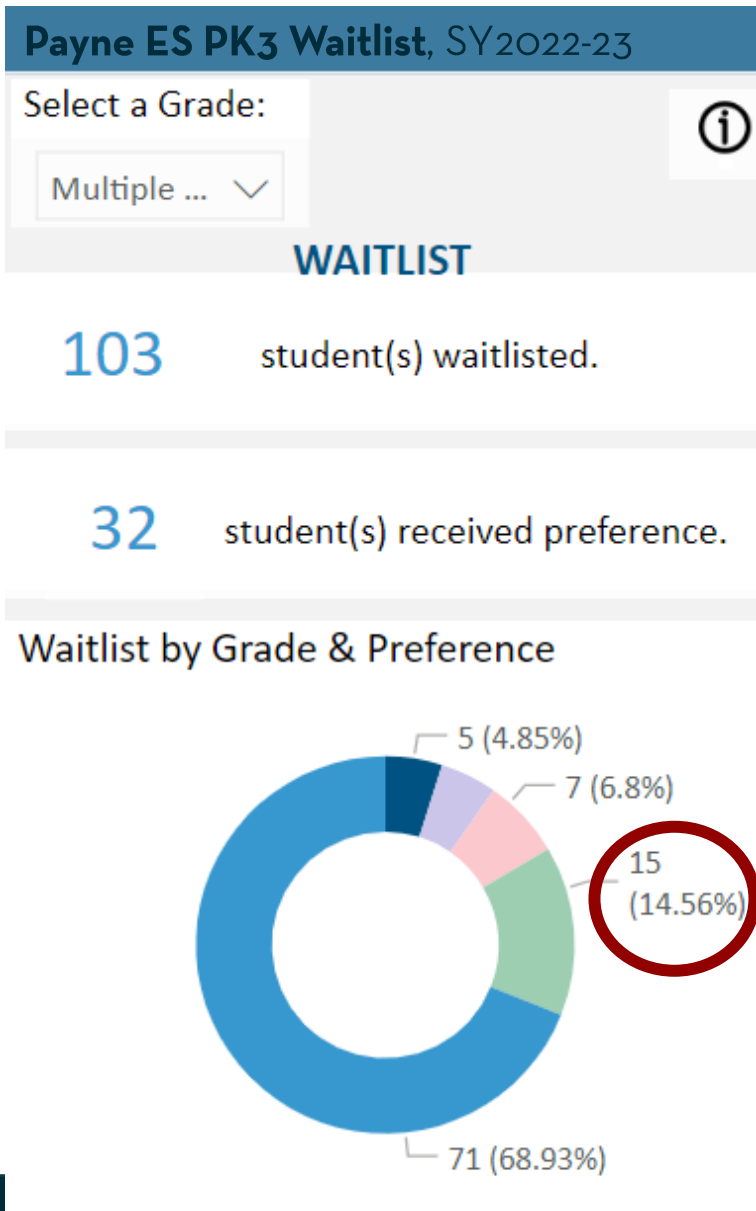
In boundary percentages are highest in PK3.

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



Out of boundary
 In boundary

Payne Waitlisted PK3 Seats

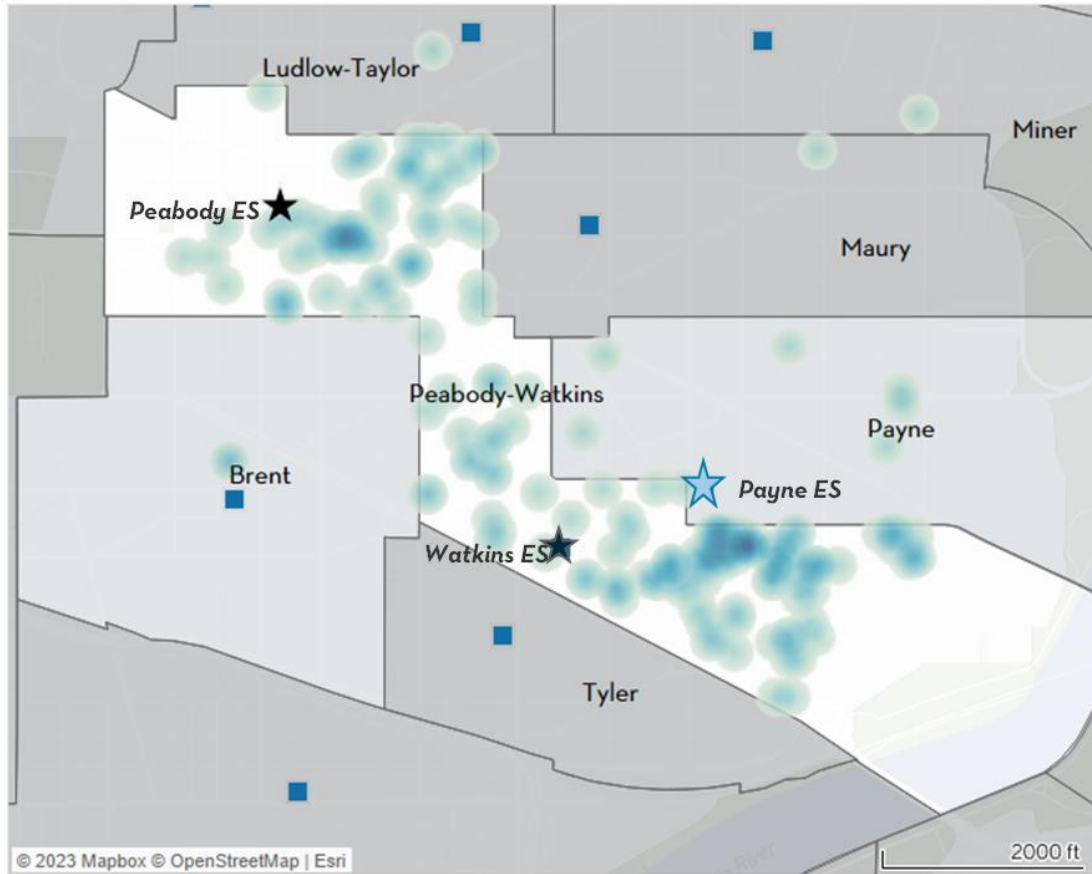


No waitlisted proximity preference students for PK4

DCPS
Lottery
Results

Peabody and Payne ES enrollment

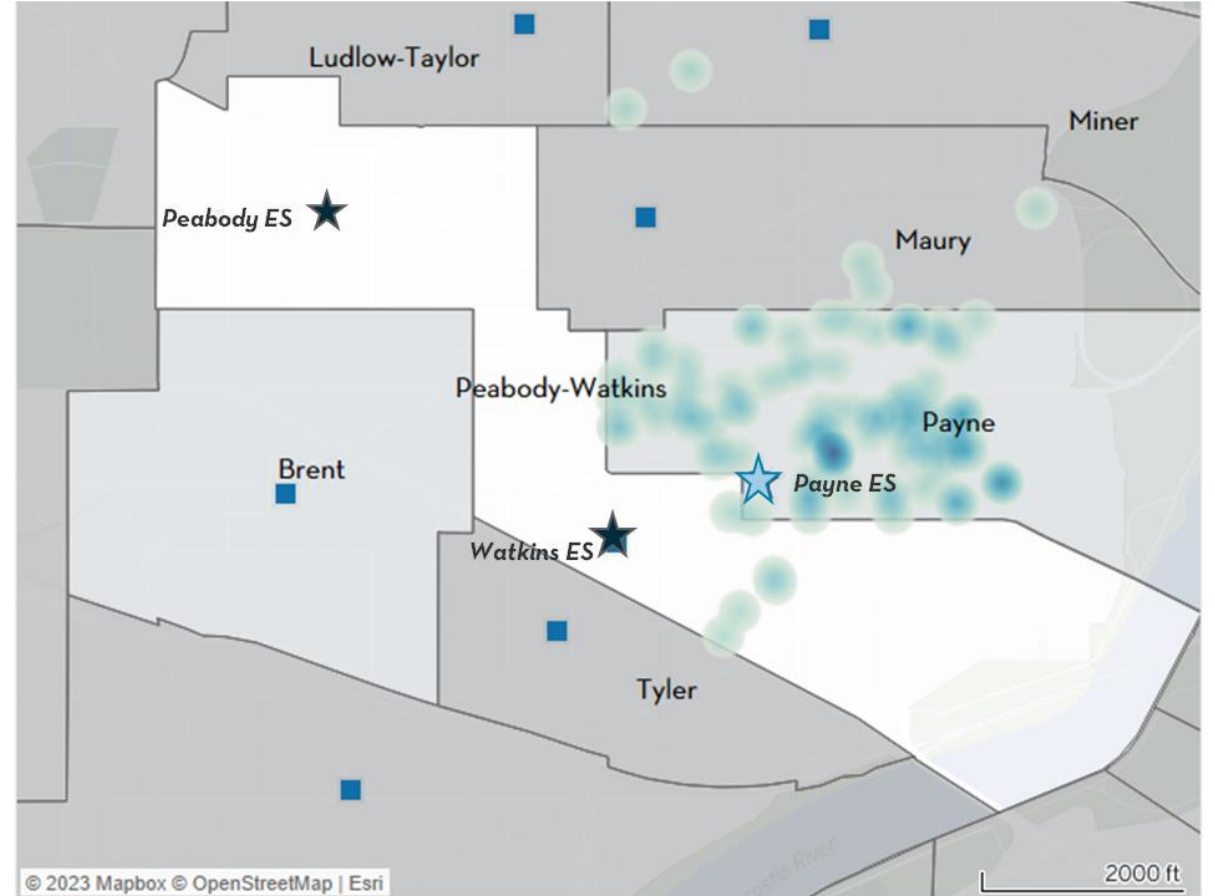
Peabody (PK-K) enrollment, SY22-23



★ Peabody ES
 ★ Watkins ES
 ★ Payne ES



Payne (PK-K) enrollment, SY22-23



★ Peabody ES
 ★ Watkins ES
 ★ Payne ES



Potential solution: boundary expansion/reduction

Description:

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

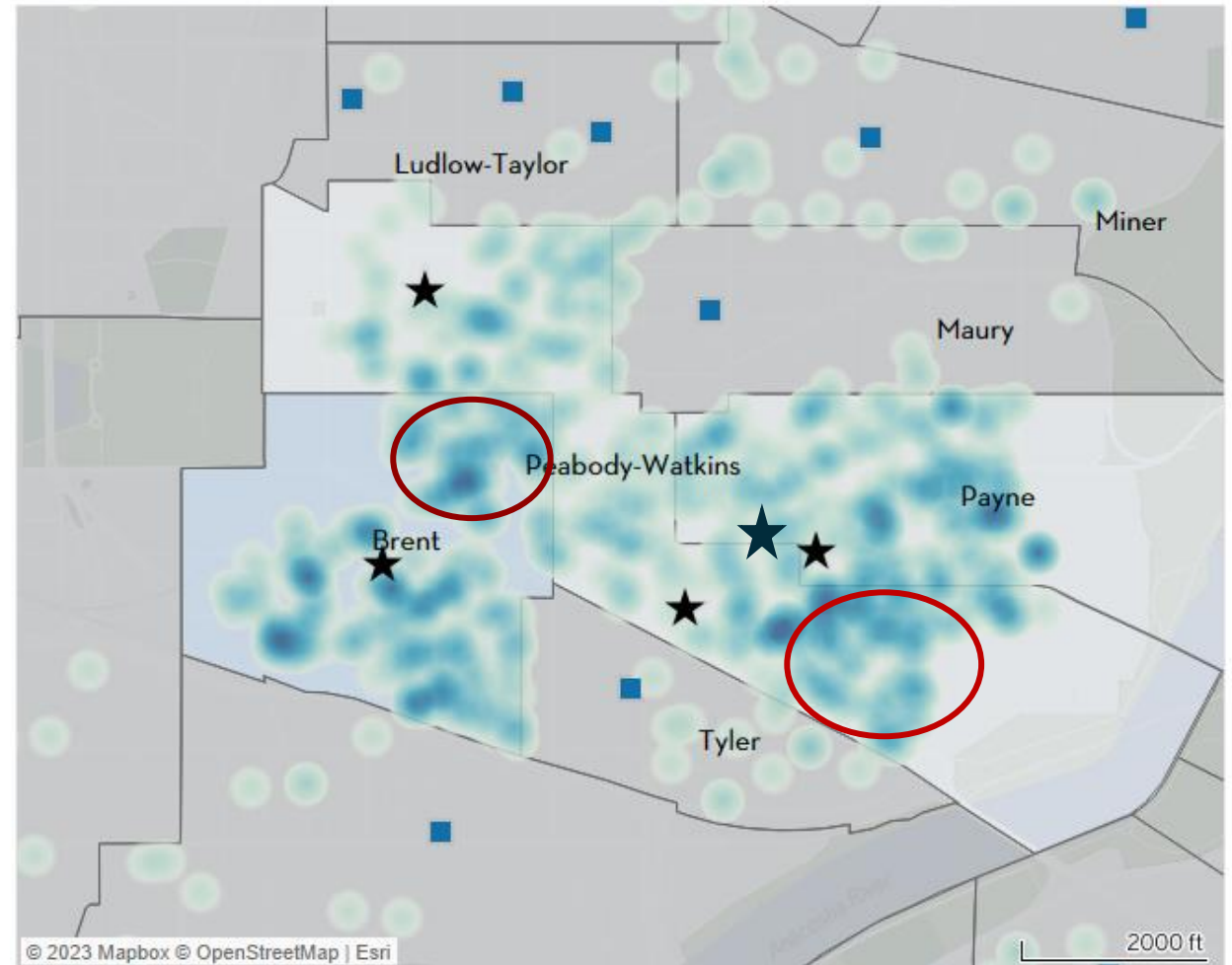
Rationale:

Allows families closer proximity to PK-K than Peabody.

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.

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



Feedback and discussion

Challenge:

Families near Payne ES must
lottery to attend nearest
DCPS school

Potential solution:

Reassign SE section from
Peabody/Watkins to
Payne ES and expand into
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 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