Middle School Boundary Changes: Getting Started Meeting

October 2 and 4, 2017

Meeting Agenda

- Meeting format
- How community input is used
- Foundations for boundary changes
- Overview of data and draft maps
- Ways to engage and next steps in process
- Facilitated discussion

Getting Started

Sept. 12:

Process was shared at School Board Work Session.

- Clarify information to be shared and process
- The link is available on the MS boundary change webpage

October 2 & 4: Getting Started

Gather input from community to inform analysis.

- We are using a new approach to sharing data and getting feedback

Getting Started - Tonight

- No decision has been made about boundary changes
- Providing a starting point for community discussion
- Highlighting considerations to create new boundaries
- Sharing the data and process staff will use to create boundary change drafts
- Hearing about the potential impact on families
- Gathering input from the community on draft maps

Meeting format

- 30 minutes – Opening presentation
- 40 minutes – Explore scenarios developed by staff
- 45 minutes – Facilitated discussions about draft maps & opportunity to give input

What input are we seeking and how it will be used

- Asking for input on
  - The draft blended maps
  - Consideration(s) APS should focus on
- Will use input from community meetings and online forms to inform staff analysis on a revised set of boundary maps
- Will share range of input received online and at meetings

Foundations for Boundary Changes

APS is

- working to create the best learning experiences for our students

- experiencing strong enrollment growth, shifting demographics, and evolving state education requirements

- implementing complex and overlapping initiatives

Enrollment expected to keep growing

APS student enrollment 10-year projections

- 30,000+ students by 2021
- 32,000+ students by 2025

Arlington County 30-year population forecasts

- Indicate continued growth through 2030

School Board's 2017-18 Priorities

Arlington Public Schools

New Policies and Policy Revisions

- ✓ Options & Transfers Follow Up
- Acceptable Use (1:1 Devices for Instruction)
- Inclusion (students learn in shared environment)
- School/Facility Naming Policy

Operational Planning

- Strategic Plan
- FY19 Budget
- AFSAP Update/CIP Framework
- Capital Improvement Plan (CIP) for FY19-28

Prep for New Schools and Program Moves (2019)

- **Middle School Boundaries**
- Elementary School Boundaries
- Montessori Move

Capital Initiatives

- Career Center
- Education Center
- Reed Building

ENGAGE with APS

2017-26 CIP includes secondary seats

+ 600 seats at Career Center site
  + A.C.H.S. moved into Fenwick (+300) Aug. 2016
  + Allow for growth of Arlington Tech (+300) Aug. 2018

+ **339 seats added to Stratford, repurposing for sixth middle school** Aug. 2019

+ 775 seats at new school on Wilson site Aug. 2019

+ 720 seats from internal modifications
  + M.S. – Gunston (+60), Kenmore (+60) Aug. 2017
  + H.S. – Wakefield (+300) Aug. 2017, Yorktown (+300) Aug. 2018

+ 1,300 seat at new high school Aug. 2022

Instruction and Boundary Changes

- Curriculum is the same across all APS middle schools
  - Developed through partnership between Department of Teaching and Learning and building level educators
  - Program of Studies

- Instructional Focus may vary from school to school

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Instruction and Boundary Changes

- Instructional
  - Flexible Learning Spaces
  - Personalized Learning

- Extracurricular Activities
  - Intramural Sports
  - Student Government
  - Clubs
- New Culture
  - Mascot and School Colors
  - First Class
  - Developing New Traditions with Connections to the Past

Rationale for Boundary Changes

Why change middle school boundaries?

School Board Policy on Boundaries states that opening a new school necessitates a boundary change.

To meet the continuing increase in enrollment, a new middle school will open at the Stratford site in 2019. This will allow APS to :

- Balance enrollment
- Relieve crowding at some schools
- Create a boundary for a new school

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Why now?

- Sixth middle school opens at the Stratford site in September 2019

- Changing boundaries now will
  - Impact current grade 4, 5 and 6 students and the students that follow
  - help families prepare ahead of the change

Data Used to Change Boundaries

Data Sources

All of this data is currently available online

- Current Middle School Boundaries
- Updated planning units
- Student enrollment
- Demographic data which includes economically disadvantaged students, students with disabilities and English learners
- Various walk zone maps
- APS Go survey
- Community feedback on school options
- Spreadsheet containing planning unit data

Use updated planning units

Planning Unit Study

- Planning Units created in 2001

- Enrollment has increased by 7,000+ students since 2001

- In 2016 H.S. boundary process, some units had disproportionate number of students limiting flexibility in boundary changes

- External consultant recommended splitting large planning units

Use updated planning units

Comparing the Change in Planning Units

	2016-17	2017-18
Total No.	216	346
Average no. of students in planning unit by school level		
Elementary	59	37
Middle	25	16
High	31	19

Note:
Planning unit adjustments took into consideration existing attendance boundaries, student population totals, civic association boundaries, and alignment of both sides of roads for selected cul-de-sacs.

Definition of Boundary Considerations

Arlington Public Schools

These six considerations help guide the process

Efficiency	minimizing future capital and operating costs
Proximity	keeping students close to the schools so they can walk safely or bus ride times are minimized
Stability	minimizing the number of times that boundary changes affect an individual student who has continued to reside in a particular attendance area, and minimizing the number of students moved to a different school, within a school level
Alignment	minimizing separation of small groups of students from their classmates when moving between school levels
Demographics	promoting demographic diversity
Contiguity	maintaining attendance zones that are contiguous and contain the school to which students are assigned

ENGAGE APS

with

Data Used for Each Consideration

Arlington Public Schools

Consideration	Planning Unit Data Sheet	Boundary Proposals
Stability	is set the same across all planning units	will not be reported for proposed boundary maps
Contiguity	is set the same across all planning units	will be assessed as planning units are combined and reported for proposed boundary maps
Alignment	is set the same across all planning units	will assess planning units containing small groups of students who have different alignment patterns from their current classmates, and be reported for proposed boundary maps
Proximity	reported for each planning unit	number of walkable planning units will be reported for all proposed boundary maps
Efficiency	reported for each planning unit	number of planning units eligible for bus service and capacity utilization will be reported for all proposed boundary maps
Demographics	number of students receiving F&RL, as long as there are 10 or more students	F&RL will be reported in aggregate for all proposed boundary maps

Recommendations Address Considerations

Consideration	Boundary Proposals
Stability	will not be reported for proposed boundary maps
Contiguity	will be assessed as planning units are combined and reported for proposed boundary maps
Alignment	will assess planning units containing small groups of students who have different alignment patterns from their current classmates, and be reported for proposed boundary maps
Proximity	number of walkable planning units will be reported for all proposed boundary maps
Efficiency	number of planning units eligible for bus service and capacity utilization will be reported for all proposed boundary maps
Demographics	F&RL will be reported in aggregate for all proposed boundary maps

All scenarios include additional information for context only.

Total percentage of students in the "scenario boundary" by other demographic reporting categories identified below.

- Percent identified with a disability (SWD)
- Percent identified as English Learners (ELs)
- Percent by Race/Ethnicity (Asian, Black, Hispanic, Other & White)

What's Next Tonight: Facilitated Discussions about Draft Map Scenarios

Learning about the draft maps

Learn more about the draft maps

- Quick rotation (approx. 10 mins. each) through tables that provide the rationale and data used to develop the six "single consideration" maps

- Participate in a facilitated discussion about "blended maps" and provide input that will inform staff work on the second draft of maps

**These were the maps shared at the work session. These are *illustrative, not* finalized, maps.**

They highlight the impact of applying <u>only one</u> of the six considerations across all middle schools

Illustrative 1A: Alignment Single Consideration

Alignment – Attempts to minimize separation of small groups of students from their classmates when moving from middle to high school.

Assumption: Grades 6 through 8 attend their newly assigned middle school
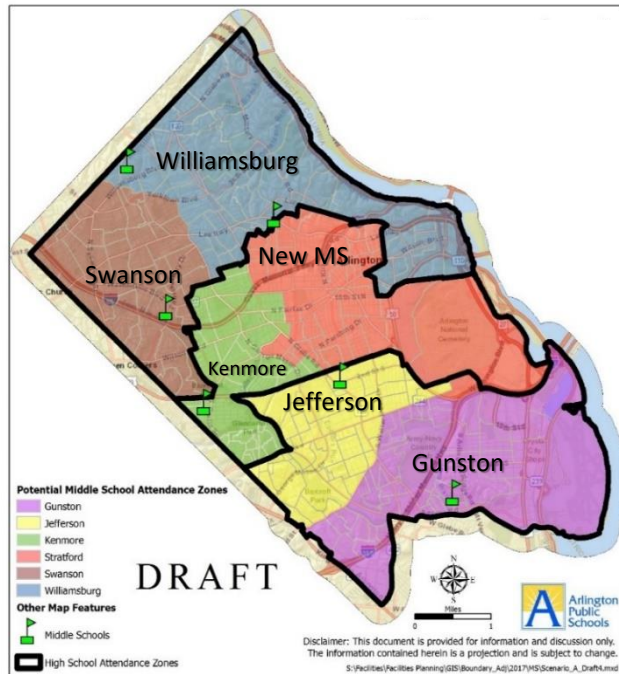
Considerations	Facts	Pros	Cons
Efficiency	4 schools over 110% capacity in 2022-23.		
Proximity	34% of all planning units within potential walk zone		
Stability	No students impacted by previous middle school boundary change		
Alignment	Middle and high school attendance boundaries aligned		
Demographics	See table below		
Contiguity	Attendance boundaries are contiguous (do not create islands of portions of the county)		

Middle School	Projected Capacity Utilization				Other Demographic Information For 2019-20						
	2019-20 before boundary change %	2019-20 after boundary change %	SY2022-23 after boundary change %	Economically Disadvantaged %	Students with Disabilities %	English Learners %	Asian %	Black %	Hispanic %	Other %	White %
Gunston	125	103	112	39	13	39	12	21	29	5	33
Jefferson	104	98	110	51	17	52	9	11	48	4	28
Kenmore	96	87	82	46	15	42	8	9	40	6	37
New MS @ Stratford	N/A	82	96	23	13	24	10	4	20	8	58
Swanson	129	109	110	7	10	7	6	4	10	7	74
Williamsburg	139	111	115	20	13	21	9	7	17	7	61

Disclaimer: This document is a working draft and is provided for information and discussion only. The information contained herein is subject to change.

Note:
1. Economically disadvantaged students data derives from the Free & Reduced Lunch statistics from SY 2016-17.
2. Estimated resident student enrollment based upon SY 2016-17 official count.

Illustrative 1C: Proximity Single consideration (with Williamsburg island)
Proximity – Attempts to encourage the relationship between schools and the community by keeping students close to the schools that they attend so that they can walk safely to school or, if they are eligible for bus service, so that bus ride times are minimized.
Assumption: Grades 6 through 8 attend their newly assigned middle school
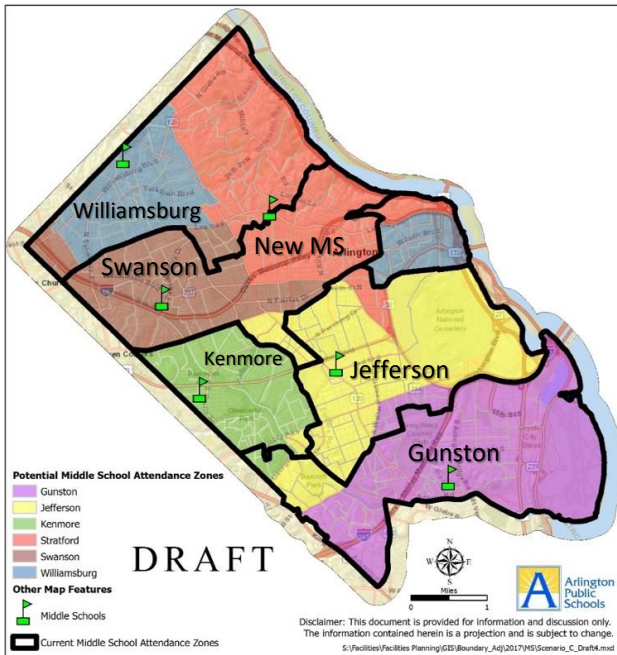
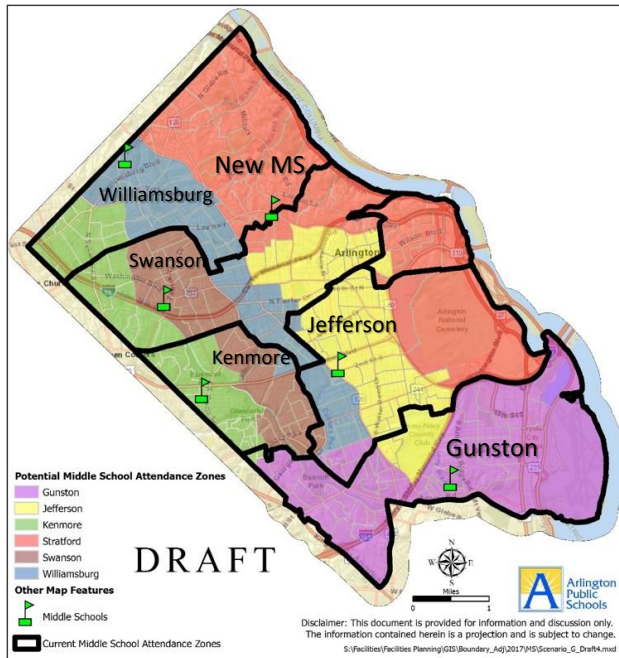| Considerations	Facts	Pros	Cons
Efficiency	2 schools over 110% capacity in 2022-23.		
Proximity	58% of all planning units within potential walk zone		
Stability	No students impacted by previous middle school boundary change		
Alignment	Split middle to high school feeder pattern		
Demographics	See table below		
Contiguity	Attendance boundaries are contiguous (do not create islands of portions of the county)		

Middle School	Projected Capacity Utilization			Other Demographic Information For 2019-20							
	2019-20 before boundary change %	2019-20 after boundary change %	SY2022-23 after boundary change %	Economically Disadvantaged %	Students with Disabilities %	English Learners %	Asian %	Black %	Hispanic %	Other %	White %
Gunston	125	103	112	39	13	39	12	21	29	5	33
Jefferson	104	101	113	49	18	49	8	11	44	4	32
Kenmore	96	100	103	55	15	51	9	9	48	6	28
New MS @ Stratford	N/A	102	106	7	11	10	8	3	8	8	73
Swanson	129	95	103	10	10	10	8	5	12	6	69
Williamsburg	139	87	87	19	12	20	10	6	17	7	61

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Illustrative 1G: Demographics Single Consideration
Demographics – Attempts to promote demographic diversity.
Assumption: Grades 6 through 8 attend their newly assigned middle school

Considerations	Facts	Pros	Cons
Efficiency	1 school over 110% capacity in 2022-23.		
Proximity	39% of all planning units within potential walk zone		
Stability	No students impacted by previous middle school boundary change		
Alignment	Split middle to high school feeder pattern		
Demographics	See table below		
Contiguity	Attendance boundaries are contiguous (do not create islands of portions of the county)		

Middle School	Projected Capacity Utilization			Economically Disadvantaged %	Other Demographic Information For 2019-20						
	2019-20 before boundary change %	2019-20 after boundary change %	SY2022-23 after boundary change %		Students with Disabilities %	English Learners %	Asian %	Black %	Hispanic %	Other %	White %
Gunston	125	104	112	38	14	36	8	17	33	5	37
Jefferson	104	91	107	28	13	31	14	12	22	7	45
Kenmore	96	101	99	33	14	31	8	7	29	6	50
New MS @ Stratford	N/A	105	109	20	13	22	9	6	17	7	61
Swanson	129	96	102	38	12	36	7	7	35	6	45
Williamsburg	139	93	96	28	14	29	8	8	28	6	51

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2. Estimated resident student enrollment based upon SY 2016-17 official count.

Illustrative 1I: Efficiency Single Consideration
Efficiency – Attempts to minimize future capital and operating costs.
Assumption: Grades 6 through 8 attend their newly assigned middle school
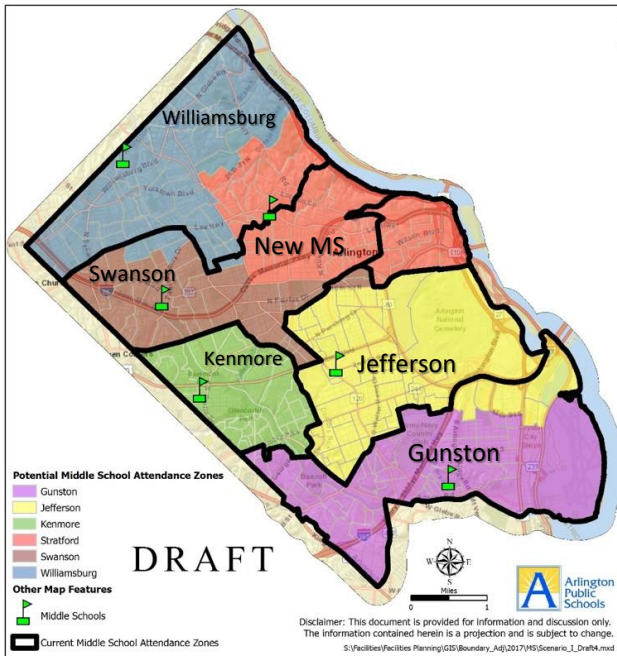
Considerations	Facts	Pros	Cons
Efficiency	Zero schools over 110% capacity in 2022-23.		
Proximity	52% of all planning units within potential walk zone		
Stability	No students impacted by previous middle school boundary change		
Alignment	Split middle to high school feeder pattern		
Demographics	See table below		
Contiguity	Attendance boundaries are contiguous (do not create islands of portions of the county)		

Middle School	Projected Capacity Utilization				Other Demographic Information For 2019-20						
	2019-20 before boundary change %	2019-20 after boundary change %	SY2022-23 after boundary change %	Economically Disadvantaged %	Students with Disabilities %	English Learners %	Asian %	Black %	Hispanic %	Other %	White %
Gunston	125	100	109	40	13	37	10	18	33	5	34
Jefferson	104	97	109	43	16	47	12	14	35	5	33
Kenmore	96	96	97	55	16	51	8	9	48	6	29
New MS @ Stratford	N/A	100	109	22	13	24	10	7	18	7	58
Swanson	129	94	99	20	12	20	7	5	21	6	60
Williamsburg	139	102	101	4	10	5	5	3	7	7	77

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Note:

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2. Estimated resident student enrollment based upon SY 2016-17 official count.

"Blended" maps

- Show the impact of "blending" two or more considerations

- Staff will share draft maps for community feedback

- **These are not finalized maps.**

- They are also posted online on the MS Boundary Change webpage

What's Next?

www.apsva.us/engage

engage@apsva.us

Next steps for M.S. Boundaries

Oct. 2 – Oct. 18	"Getting Started" community meetings • October 2 at Yorktown HS, video posted online • October 4 at Kenmore MS Input gathered online through October 18
Oct. 25 -Nov. 3	"What We Heard" community meetings • October 25 at Yorktown HS, video posted online • October 26 at Wakefield HS Input gathered online through November 3
Nov. 14	Superintendent presents recommendation(s) (School Board Information Item)
Nov. 30	Public Hearing
Dec. 14	School Board Action on Middle School Boundaries

Multiple ways to engage

- Connect with your school ambassador
  – Listed on the Engage webpage
- Read School Talk messages and watch peachjar for updates
- Attend "What We Heard" community meetings or provide online feedback
- Email engage@apsva.us
- Check the MS Boundary Change webpage for FAQs, documents

Learn more about the draft maps

- Quick rotation (approx. 10 mins) through tables that explain the rationale and data used to develop the six "single consideration" maps

- Participate in a facilitated discussion about "blended maps" and provide input that will inform staff work on the second draft of maps

Ways to participate online

1. Go to the Engage section of the Website
2. Select the Middle School Boundary topic to find:
   - All materials from the meetings posted online
   - Videos from past meetings
   - FAQs
3. Use the Online Form under the "Let Us Know What You Think" section and provide your input