

Middle School Boundary Changes: What We Heard

October 25 and 26, 2017



Meeting Agenda



- Overview of meeting format
- Process to Create Boundary Change Options
- Boundary Change Options
- Facilitated Discussions



Meeting format

- 7-7:45 p.m. – Presentation and Q&A
- 7:45-8:30 p.m. – Small group facilitated discussions about the options



Why is APS changing MS boundaries now?



- Sixth middle school will open at the Stratford site in September 2019
- Three goals:
 - Create boundary for new school
 - Relieve crowding
 - Balance enrollment among middle schools
- Changing boundaries now will:
 - Impact students currently in grades 4, 5 and 6, and the students that follow
 - Help families prepare ahead of time for this change



Community Engagement on Middle School Boundary Process



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Engagement Activities So Far

Sept. 12: School Board Work Session on Middle School Boundaries

- Open to public and livestreamed

October 2 & 4: “Getting Started” Meetings

- Shared illustrative and draft maps
- Discussed and received feedback from participants about the maps

October 2 – 18: Online community input form

October 24: Meeting on Middle School Boundaries in Spanish

Upcoming Engagement Opportunities

October 25 & 26: “What We Heard” Meetings at Yorktown HS and Wakefield HS

- Share second round of proposals developed after getting community input

October 26 – November 3: Online input

- New community input form available online for commentary on second round of proposals

November 8: Middle School Boundary proposals posted online

November 14: Superintendent Presents Recommendation(s)

- School Board Information Item

November 30: School Board Public Hearing

December 14: School Board Action on Middle School Boundaries



Community Input



Emails to engage@apsva.us and webform	Approximately 700
Online input	1500 total responses
Getting Started Meeting attendees	Est. 300
Getting Started live-stream	453 views in English and 85 views in Spanish of Oct 2
Ambassadors	58 ambassadors have received 6 updates for their school communities



How community input was used



- Staff read and documented themes and concerns received via all of the processes shared above
- Staff explored ideas provided
- Inter-departmental work among Teaching and Learning, Administrative Services, Facilities and Operations, School and Community Relations and Planning and Evaluation to develop recommendations
- Vetted recommendations with APS and County staff



Range of Comments: What We Heard



- Proximity/walkability is a shared priority for most families, as long as walk zones are safe
 - Provides neighborhood cohesion
 - Helps families be more active in their children’s school community
 - Minimizes amount of time for children to get to/from school
- Having children attend school with their friends was mentioned often
- Families want to feel welcome at their children’s schools – by administrators, teachers, and other parents
- This process is seen as an opportunity to address demographic issues across schools
- Concentrating economically disadvantaged students in a few schools was noted as a concern



Some Comments: What We Heard



- *Must emphasize walking to school. No islands. Stop busing.*
- *Let's try to avoid uprooting kids when possible.*
- *Work to balance diversity, but weigh against efficiency and proximity.*
- *Siendo una madre sola y que trabaja la proximidad es clave.*
- *Arlington is a walkable community, schools included.*
- *Demographics ideal, as long as combined with proximity.*



Some Comments: What We Heard



- *There should be a diverse population at the schools.*
- *I want them to be part of the neighborhood school community.*
- *Los niños deben asistir a la escuela más cercana.*
- *Streets should be secure. Security is important but neighbors are not clearing snow from the sidewalks.*
- *Reduce overcrowding and keep kids in their neighborhood school.*
- *Make transportation more efficient.*



On whether 8 graders should move to a new school:

- *“It's not that important because people are always going to come and go and they need {to} accept that if they want to be together then they should plan ahead.” – 7th grader*
- *“If you're at a school for 1-3 years, and then suddenly you're at this new school with new people, it sucks.” – 8th grader*
- *“It doesn't matter. We're at school for a good education, not friendship. I've switched schools four times, and I can say from experience that you make friends pretty easily, even when in a new school environment.” – 8th grader*



On keeping siblings together:

- “It would make it much worse for the parents. What happens if siblings go to different high school.



– 6th grader

- “You see them everyday and you do not see them at school.”

– 6th grader

- “Personally, I wouldn't find it important. I have a younger brother at this school and it wouldn't really matter to either of us, but that may be different for others.”

– 8th grader





Developing the Boundary Change Options



- 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





APS student enrollment 10-year projections

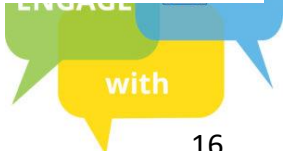
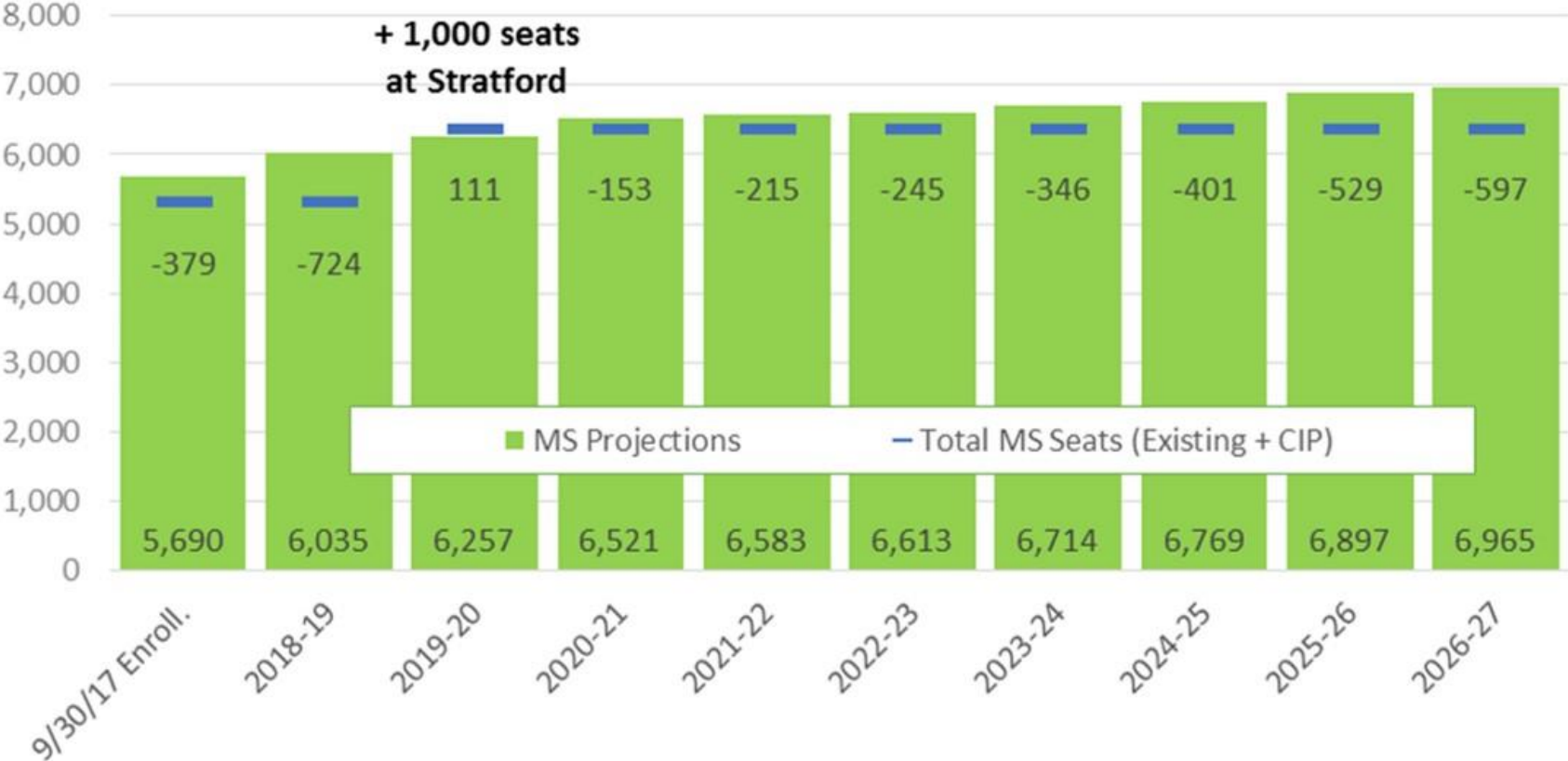
- 30,000+ students by 2021
- 32,000+ students by 2025

Arlington County 30-year population forecasts

- Indicate continued growth through 2030



Projected M.S. Growth and Seats



Boundary Considerations



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

Data related to the boundary process available online:

- Current Middle School Boundaries
- Updated planning units
- Student enrollment numbers
- Demographic data which includes race/ethnicity, economically disadvantaged, students with disabilities and English learners
- Potential walk zone maps
- APS Go survey
- Community feedback on School options
- Spreadsheet containing planning unit data
- Online input responses
- Getting Started post-it notes



Guiding Principles



- The six boundary change considerations must be consistently applied throughout the County
- Recommendations should align with County commitment to walkable communities
- Maintain focus on the needs of all students



Considerations that are built into every option



Efficiency	minimizing future capital and operating costs
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
Proximity	keeping students close to the schools so they can walk safely or bus ride times are minimized



Considerations used to create different options



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Contiguity	maintaining attendance zones that are contiguous and contain the school to which students are assigned
Alignment	minimizing separation of small groups of students from their classmates when moving between school levels
Demographics	promoting demographic diversity



- Contiguity
 - No pockets (“islands”) of students who live in the attendance zone of one school but attend another neighborhood school
 - Students attend schools close to them, unless going to an option school
- Alignment
 - Avoid small groups of students being reassigned to a new middle school
- Demographics and Proximity
 - Potential walk zones influence boundary options
 - Housing patterns in the County





Boundary Change Options



Highlights of Second-Round Boundary Options



- Reduce Crowding at Middle Schools
 - All schools will be at/or below 110% capacity
- Maintain Stability for Students
 - No small groups moved from one middle school to another
- Proximity for Families
 - Majority of middle school students live in the potential walk zone for their assigned schools



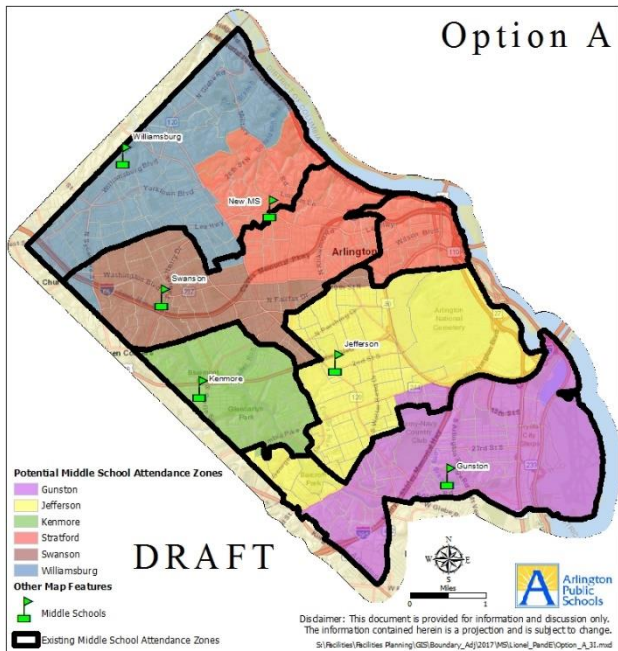
Option A



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Total MS student population: 6,613

- **Total students moved to new MS: 1,481**
- **Total planning units moved to new MS: 88**
- **Majority of students remain in current middle school attendance zone**
- **More than 50% students are in the potential walk zone for 4 schools**
- **0 schools over 110% capacity utilization in 2022**
- **% Economically Disadvantaged changes in 4 schools**



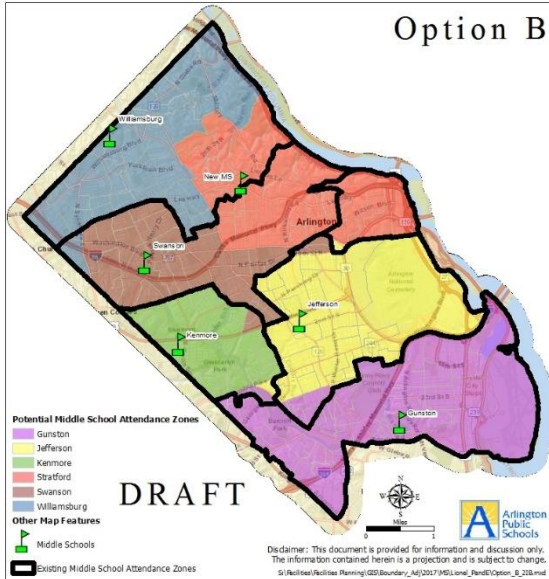
Middle School	Planning Capacity	Option A				Projected Utilization SY 2022-23 before B/C	Estimated Utilization SY 2022-23 after B/C	Actual ED % SY 2016-17 before B/C	Estimated ED % SY 2022-23 after B/C	Estimated SWD % SY 2022-23 after B/C	Estimated EL % SY 2022-23 after B/C	Estimated Asian % SY 2022-23 after B/C	Estimated Black % SY 2022-23 after B/C
		Estimated Enrollment 2022-23											
		6th	7th	8th	MS Total								
Gunston	992	378	342	351	1,071	140%	108%	34%	34%	8%	35%	12%	17%
Jefferson	1,086	398	389	377	1,164	116%	107%	43%	38%	10%	40%	10%	12%
Kenmore	1,045	314	367	365	1,046	97%	100%	49%	54%	11%	49%	6%	11%
New MS @ Stratford	1,000	339	385	362	1,086	N/A	109%	N/A	21%	7%	22%	14%	7%
Swanson	948	334	333	309	976	137%	103%	13%	19%	10%	20%	8%	4%
Williamsburg	997	307	328	335	970	139%	97%	10%	4%	11%	4%	6%	4%
Wilson (6-8)	300	93	93	92	278	90.3%	100%	N/A	N/A	N/A	N/A	N/A	N/A
Stratford Program		10	6	6	22								
Total	6,368	2,173	2,243	2,197	6,613	104%	104%	28%	29%	10%	29%	9.4%	9.4%

ED = Economically disadvantaged
SWD = Students with disabilities
EL = English Learners



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

Option B



Total MS student population: 6,613

- **Total students moved to new MS: 1,331**
- **Total planning units moved to new MS: 88**
- **Majority of students remain in current middle school attendance zone**
- **More than 50% students are in the potential walk zone for 4 schools**
- **0 schools over 110% capacity utilization in 2022**
- **% Economically Disadvantaged changes at 4 schools**

Middle School	Planning Capacity	Option B				Projected Utilization SY 2022-23	Estimated Utilization SY 2022-23	Actual ED % SY 2016-17	Estimated ED % SY 2022-23	Estimated SWD % SY 2022-23	Estimated EL % SY 2022-23	Estimated Asian % SY 2022-23	Estimated Black % SY 2022-23
		Estimated Enrollment 2022-23											
		6th	7th	8th	MS Total								
Gunston	992	379	325	356	1,060	140%	107%	34%	36%	9%	36%	8%	16%
Jefferson	1,086	363	386	365	1,114	116%	103%	43%	43%	9%	45%	14%	14%
Kenmore	1,045	353	396	382	1,131	97%	108%	49%	53%	11%	47%	6%	10%
New MS @ Stratford	1,000	322	363	341	1,026	N/A	103%	N/A	17%	7%	20%	14%	6%
Swanson	948	350	352	328	1,030	137%	109%	13%	19%	10%	20%	8%	5%
Williamsburg	997	303	322	327	952	139%	95%	10%	4%	11%	4%	6%	4%
Wilson (6-8)	300	93	93	92	278	90.3%	100%	N/A	N/A	N/A	N/A	N/A	N/A
Stratford Program		10	6	6	22								
Total	6,368	2,173	2,243	2,197	6,613	104%	104%	28%	29%	10%	29%	9%	9%

ED = Economically disadvantaged
SWD = Students with disabilities
EL = English Learners

Note:
1. Assumes the three-year average (from 2014 through 2016) of 268 students will attend Immersion program relocated to Kenmore MS.

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What grades should open the new MS – Option A



This is a discussion about the capacity utilization of middle schools for **ONE YEAR ONLY, 2019-2020**. As of September 2020-2021, all students will attend their assigned schools.

School	2019 – Grades 6-8 move to new school	2019 – Grades 6 & 7 move to new school; Grade 8 remains at home school	2022-2022 Grades 6-8 at new middle school
Gunston	101%	108%	108%
Jefferson	94%	97%	107%
Kenmore	98%	97%	100%
New MS	100%	70%	109%
Swanson	98%	107%	103%
Williamsburg	99%	111%	97%

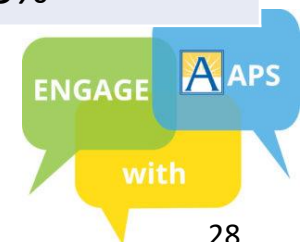


What grades should open the new MS – Option B



This is a discussion about the capacity utilization of middle schools for **ONE YEAR ONLY, 2019-2020**. As of September 2020-2021, all students will attend their assigned schools.

School	2019 – Grades 6-8 move to new school	2019 – Grades 6 & 7 move to new school; Grade 8 remains at home school	2022-2022 Grades 6-8 at new middle school
Gunston	97%	96%	107%
Jefferson	92%	96%	103%
Kenmore	107%	112%	108%
New MS	93%	65%	103%
Swanson	103%	111%	109%
Williamsburg	97%	110%	95%





Transfers and Boundaries Changes



Should transfer students be exempt from the boundary changes?

Existing Neighborhood M.S. Transfer Students

- Students in Grade 6 today will be in Grade 8 in 2019
- In 2019, if Grade 8 students move to their new neighborhood middle schools, what about Grade 8 transfer students? Should they:
 - remain at the school they currently attend?
 - reapply to continue as transfer students?
 - move to their assigned neighborhood schools?



Policy 25-2.2 Options & Transfers (6/1/17)

Once a student:

- is admitted to an option school/program, or
- accepts a transfer to a neighborhood school that is accepting transfers,

enrollment will be continuous through the grade levels of that school/program **unless the school is involved in a boundary change. In such cases, the Board may make a different decision as part of the boundary change adoption.**



Reassess Middle School Transfers for 2018



After adoption of new MS boundaries, APS will reassess projections based on the new boundaries to determine if it is possible to allow any transfers to neighborhood middle schools for next year (September 2018).

- This does not apply to option schools/programs (HB-Woodlawn, Immersion and Montessori)
- This would affect students in Grade 5 today, who will be in Grade 7 in 2019 when the new middle school boundaries take effect



If APS determines that it is possible to allow any transfers for Grade 6 to neighborhood schools in 2018, what should happen with these transfer students as 7th Graders in 2019 when boundary changes take effect:

- remain at the school they currently attend?
- reapply to continue as transfer students?
- move to their assigned neighborhood schools?





Ways to Engage



Calendar of upcoming meetings and hearing for Middle School Boundaries



Oct. 25 – Oct. 26	“What We Heard” community meetings <ul style="list-style-type: none">• October 25 at Yorktown HS, video posted online• October 26 at Wakefield HS
Nov. 8	Middle School Boundary proposals posted online
Nov. 14	Superintendent presents recommendation(s) (School Board meeting Information Item)
Nov. 30	School Board Meeting: Public Hearing
Dec. 14	School Board Meeting: Action on Middle School Boundaries Change options

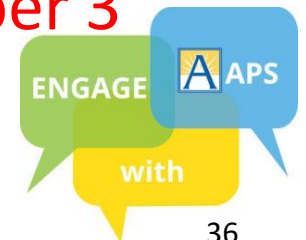


Ways to participate online




1. Visit “Engage with APS!” section of the APS homepage: www.apsva.us
2. Select “Middle School Boundary Changes” to find:
 - All materials from meetings posted online
 - Videos of past meetings
 - Frequently Asked Questions
3. Select Online Form under “Let Us Know What You Think” section (on right) and provide your input

Input gathered online through 11:59 p.m., November 3



Multiple ways to engage

- Attend a “What We Heard” community meeting or watch it online
- Email comments to engage@apsva.us
- Check the MS Boundary Change webpage for FAQs, documents
- Identify your school ambassador
 - Listed on the Engage webpage
- Read School Talk messages and watch for  updates





Questions and Answers





Facilitated Discussions about Boundary Change Options



1. Option A

- Strengths
- Concerns
- Questions

2. Option B

- Strengths
- Concerns
- Questions

3. Status of 8th Graders in 2019

