

Elementary Planning Initiative

Data and Methodology used for APS' Recommendations

Considerations for Development of School Board Recommendations

The Superintendent's recommendations to the School Board on the elementary planning initiative is informed by the [Boundaries Policy, 30-2.2](#).

The policy includes six considerations. Table 1 shows the definitions of the six considerations, and the plan for addressing each in the phased processes.

Table 1. Boundary Policy Considerations and how they are addressed in the Phased Elementary Planning Initiative

Boundary Policy Considerations Definitions	Recommendations	
	Phase 1 – Elementary Locations School Board action in June 2018	Phase 2 – Elementary Boundaries School Board action in November 2018
Efficiency Minimizing future capital and operating costs.	Recommendations will: <ul style="list-style-type: none"> Identify planning units that may be added to the existing walk zone for each school in accordance with APS policy and guidance from APS transportation experts Consider opportunities to reduce transportation costs by increasing the number of students in the walk zone Calculate the number of current resident K-5 students in the expanded walk zones as a proportion of the school's permanent seats at the current class size level The analysis does not calculate a transfer rate, and instead, assumes that transfers will be spread evenly across elementary neighborhood schools 	Recommendations will: <ul style="list-style-type: none"> Extend the boundaries beyond the walk zones, where possible, to create attendance zones Balance enrollment and capacity utilization across all schools

<p>Proximity Encouraging 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.</p>	<p>Recommendations will:</p> <ul style="list-style-type: none"> • Identify planning units that may be added to the existing walk zone for each school in accordance with Policy • Consider if the number of potential walkers presents an opportunity to change the location of some neighborhood or option schools to strategically serve students in neighborhoods where they live 	
<p>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, while achieving the objective of the boundary change.</p>		<p>Recommendations will:</p> <ul style="list-style-type: none"> • Identify all planning units and the grade levels of students impacted by previous elementary boundary changes • Aim to minimize the number of times an individual student is moved due to boundaries in accordance with Policy
<p>Alignment Minimizing separation of small groups of students from their classmates when moving between school levels.</p>		<p>Recommendations will:</p> <ul style="list-style-type: none"> • Look for opportunities to align elementary school boundaries with middle school boundaries
<p>Demographics Promoting demographic diversity</p>		<p>Recommendations will:</p> <ul style="list-style-type: none"> • Strive to balance the proportion of economically disadvantaged students • Other data will be used to benchmark demographics but will not use this information for the current recommendations
<p>Contiguity Maintaining attendance zones that are contiguous and contain the school to which students are assigned.</p>		<p>Recommendations will:</p> <ul style="list-style-type: none"> • Ensure that schools are located within the boundary of their attendance zones • Strive to keep attendance zones that are contiguous

Phase 1 – Elementary Location Recommendations, Spring 2018

APS has multiple elementary school openings and program moves over the next several school years.

- In Sept. 2019:
 - Alice Fleet Elementary School opens as neighborhood school
 - The Elementary Montessori program moves from Drew to the Henry site, and Drew opens as a full neighborhood school
- In Sept. 2021, Reed opens as neighborhood school

When tasked with developing a plan to establish new district-wide elementary attendance zones, APS identified an opportunity to evaluate the locations of neighborhood and option schools based on where large numbers of students live. In Phase 1, staff is reviewing the current and potential walk zones around each elementary school, and gathering other data to develop recommendations for two proposals for the School Board to consider.

- Proposal #1 will recommend strategic placement of option and neighborhood schools.
- Proposal #2 will keep option schools and neighborhood schools at current sites.

In June of 2018, the School Board will take action to designate elementary school sites as either neighborhood or option schools.

To develop the recommendations, staff is compiling and reviewing information for each elementary school (Table 2) and will aggregate data across schools in the two proposals (Table 3). Both tables, below, provide definitions of the information being compiled.

Table 2 Location Considerations by School Site

Location Consideration	Data will be provided by each school
Impact on Teaching & Learning	An evaluation of each elementary school on its suitability as a neighborhood or option school. Data sources: <ul style="list-style-type: none"> • Review of site needs, by APS Departments of Teaching & Learning and Facilities & Operations.
Potential Walkers	Data for each elementary school comparing the number of current resident K-5 students, by grade: <ul style="list-style-type: none"> • in existing walk zone • in the planning units that may be added to the existing walk zone • in planning units with overlapping school walk zones. In such cases, the number of potential walkers will be counted for each school, and those planning units will be considered as part of the boundary process in phase 2. Data sources: <ul style="list-style-type: none"> • APS SIS, current resident students, grades K-5 by planning units in the walk zone for each school. Show by grade and planning units. • Assumes the number of students transferring to option schools will be spread evenly across elementary neighborhood schools.

Location Consideration	Data will be provided by each school
Number of Buses per school	<p>The number of buses needed will be estimated for each elementary school, and will include:</p> <ul style="list-style-type: none"> • The number of buses in 2017-18 • The maximum estimated number of buses which may be needed if new walk zones are implemented, based on the following formula: $(building\ capacity) - (current\ resident\ K-5\ students\ in\ potential\ expanded\ walk\ zone) = (bus\ riders) / (60\ elementary\ students\ per\ bus)$ <p>Data sources:</p> <ul style="list-style-type: none"> • Number of current buses provided by F&O • Number of estimated buses needed, according to the above formula • Does not include an average percentage of bus ridership; assumes this would be similar under both proposals
Site Growth Potential	<p>Data for each elementary school will define the number of students that can be accommodated, according to:</p> <ul style="list-style-type: none"> • Permanent seats at the current class size level • Total number of potential seats using the preferred number of seats through permanent seats and relocatables, and number of relocatable classrooms required <p>Data sources:</p> <ul style="list-style-type: none"> • F&O Facilities Optimization Study
Estimate future students in Approved Residential Development	<p>Each school will have an estimate for the number of additional students, based on approved residential development projects that are likely to deliver in the next 10-years in the existing walk zone and planning units that may be added to the walk zone. Data will:</p> <ul style="list-style-type: none"> • Reflect development by housing type and number of units, in two 5-year increments • Student generation factor will be applied by housing type for the number of units approved to estimate student yield <p>Data sources:</p> <ul style="list-style-type: none"> • Arlington County Development Tracking Report 4th Quarter 2017 • Student generation factors by housing type from APS projections report (citation)
Demand for Option Schools	<p>For each option school, the data will include the demand based on the application for the 2018-19 school year, including the number of:</p> <ul style="list-style-type: none"> • Total number of applicants for elementary option schools • Number of seats available • If available, the number of seats used for sibling and PreK preferences (if applicable) • The number of applicants admitted to the schools for 2018-19 <p>Data sources:</p> <ul style="list-style-type: none"> • Option school applications from the APS Welcome Center. <i>Note, this data is preliminary on April 12 and will be updated after the application window closes on April 16, and additional data on those accepting admission will be added once available.</i> • The number of seats available, by grade level, through enrollment in the lottery.
Proximity	<p>For each elementary school, identify:</p> <ul style="list-style-type: none"> • Other elementary schools within a one mile radius of the school <p>Data sources:</p> <ul style="list-style-type: none"> • Proximity to other elementary school sites based on GIS data

Table 3 Aggregated Siting Considerations for the two proposals

Siting Consideration	Proposals will include aggregated data based on the information in Table 2
Impact on Teaching & Learning	All proposed changes must be approved by the Department of Teaching & Learning.
Potential Walkers	<p>The proposals will compare the total number of current resident K-5 students, by grade:</p> <ul style="list-style-type: none"> • in existing walk zone • in the expanded walk zone
Number of Buses per School	Both proposals will estimate the overall number of buses required for each proposal, based on the formula described in Table 2
Site Growth Potential	The proposal will address the number of additional seats that could be added by changing neighborhood and option schools,
Estimate future students in Approved Residential Development	Student generation factors for different housing types will be applied to approved residential development delivering within the next 10-years to estimate student yield in existing walk zone and expanded walk zone.
Cost to Move School	Proposal #1 will include the estimated cost for each school proposed for a change. Proposal #2 has no cost since all schools will remain in place.
Demand for Option Schools	Both proposals will estimate the potential for expanding access to the option schools, based on 2017 applications and seats.
Timing	<p>Proposal #1 will provide a draft plan for the timing of the move.</p> <ul style="list-style-type: none"> • Moves will occur in summer 2020 or 2021. • The proposals will consider when boundary changes apply in neighboring schools and lay out potential considerations that staff will address if the proposal is adopted by the School Board. <p>Proposal #2 will not have this information since all schools will remain in place.</p> <p>Data sources:</p> <ul style="list-style-type: none"> • APS staff recommendation
Proximity	Both proposals will summarize how close the school is to another school site.