

School Board Work Session Elementary School Planning Initiative Phase 1 – Review of Initial Analysis

April 12, 2018





This presentation and the initial analysis are available online at:

www.apsva.us/elementary-school-boundary-change/

View the January 23, 2018 Work Session on Elementary Boundaries:

www.apsva.us/school-board-meetings/school-board-work-sessions-meetings/



Work Session Agenda

- Background on this initiative
- Phase 1 – Initial analysis of elementary school sites
- Next Steps





Background: Elementary School Planning Initiative





- Multiple elementary school openings and program moves are taking place:
 - Sept. 2019: **Alice Fleet** opens as neighborhood school
 - Sept. 2019: Elementary **Montessori** program moves from Drew to Henry site, and Drew opens as full neighborhood school
 - Sept. 2021: **Reed** opens as neighborhood school
- Boundary policy 30-2.2 calls for adjustments to boundaries when opening a new school
- School Board asked staff to propose a process that includes all schools planned through 2021



Rationale for Approach



- Continued growth in student enrollment
- Operating and administrative costs increase with the opening of new schools
- Opportunity to optimize limited resources
- Transportation demand today is a challenge
- Walking is a priority (Fall 2017 M.S. boundary process)



Neighborhood Schools

- Have attendance areas established by the School Board
- Every student is guaranteed admission to the elementary school serving the attendance area in which the student resides



Option Schools

- Offer specialized instructional programs
- Are county-wide with transportation provided by APS
- Admit students via lottery application process

Current elementary options include:

- Immersion at Claremont and Key
- Expeditionary Learning at Campbell
- Montessori within Drew
- Arlington Traditional School



Status of Activities

- ✓ Expand walk zones – community engagement process to safely expand elementary school walk zones
- Develop proposals on neighborhood/option school locations
 - One proposal: elementary schools stay in current locations
 - Second proposal: recommends changes to the location of some option and neighborhood schools, while maintaining the same number of elementary option and neighborhood schools
- Conduct community engagement on proposals that recommend the location of neighborhood and option schools
- Superintendent to recommend designation of option and neighborhood schools for School Board adoption on May 17



Scope of Any Potential Changes



- Any schools identified as potentially changing from a neighborhood to option school, or vice versa, would move entirely to the new location, including administration, faculty, and staff
- Moves would take place in the summer of 2020 and 2021
- This could include moving any special established amenities and resources to the new school location



Benefits of Considering School Location Changes



- Increase the overall proportion of walkers
- Decrease the need for transportation, given that 66% of K-5 students today are eligible for buses
- Allow for the growth of option schools using relocatables, while keeping enrollment consistent with levels across elementary schools
- Draw boundaries that are closer to schools and minimize bus ride times for students
- Allow focus in Phase 2 to be on the additional policy considerations



Process – Phase 2, Summer-Fall 2018



In September 2018, staff will:

- Propose neighborhood school boundaries starting with phase 1 decisions and layering in the other policy considerations:
 - Stability
 - Alignment
 - Demographics
 - Contiguity
- Conduct community engagement on proposed boundaries by October 2018
- Identify the planning units that could be assigned to either one of two school attendance zones, in preparation for when staff reassesses projections in Fall 2020

Superintendent will recommend boundary changes for School Board adoption by mid-November 2018. All boundaries will be final in time for Kindergarten Information Night in January 2019





Walk Zone Review



Phase 1: Walk Zone Review



- Staff identified potential ways to safely expand elementary school walk zones
- School Task Groups helped gather community input:
 - Ambassadors and PTAs from every elementary school
 - 23 Civic Associations
 - ACTC/FAC members assisted
- Task Groups shared information, held neighborhood walking tours, and provided input on walk zones
- Staff held more than 20 sessions with community members (CCPTA, FAC, ACTC, Hispanic parent groups, Task Group Working Sessions, etc.)



Phase 1: Walk Zone & School Location Review

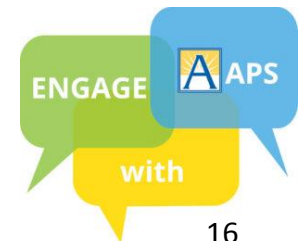


- Community input:
 - 2,000+ responses to questionnaires about walk zones and draft considerations for school location review
 - 350+ messages to engage@apsva.us
- Staff synthesized suggestions and ideas:
 - Expanded walk zones with planning units that are near schools and do not pose safety concerns
 - Identified areas to study for safety mitigation measures
 - Began to develop APS priorities for safety and infrastructure improvements
 - Refined draft considerations for school location review





Phase 1 - Initial Analysis of School Location Review



Provide an understanding of data used, considerations applied, and process for initial analysis

- Analysis framed by boundary policy considerations
- Rationale for excluding some sites from analysis
- Other considerations used in analysis of Location Review



Analysis: Framed by Boundary Policy Considerations



Consideration	Description
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



Analysis: Framed by Boundary Policy Considerations



Phase 1 Policy considerations for strategic placement of neighborhood and option elementary schools

- Efficiency: Optimize resources & balance enrollment
- Proximity: Place neighborhood schools where more students live

Consideration	Phase 1 Spring 2018	Phase 2 Fall 2018
Efficiency	X	X
Proximity	X	X
Stability		X
Alignment		X
Demographics		X
Contiguity		X



Sites Excluded from Analysis

Rationale:

- Recent School Board decisions
- Potential walkers in expanded zones at two neighborhood schools exceed permanent seat capacity
- Geographic considerations



Analysis: Recent School Board Decisions



Sites	Designation and the rationale
Drew Model	Neighborhood School <ul style="list-style-type: none">• Drew Model a neighborhood school with a STEM focus
Fleet	Neighborhood School <ul style="list-style-type: none">• Move Henry neighborhood school into new Fleet building
Henry (Montessori)	Option School <ul style="list-style-type: none">• Move Montessori program from Drew Model into the Henry building
Reed	Neighborhood School <ul style="list-style-type: none">• Charge to Reed BLPC designates Reed as a neighborhood school

All schools were included in the walk zone review. These schools were not included in the location review.



Analysis:

Potential Walkers Exceed Site Capacity



Arlington
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- Glebe and Randolph are neighborhood schools
- Both can fill school with walkers
- Recommend keeping both as neighborhood schools

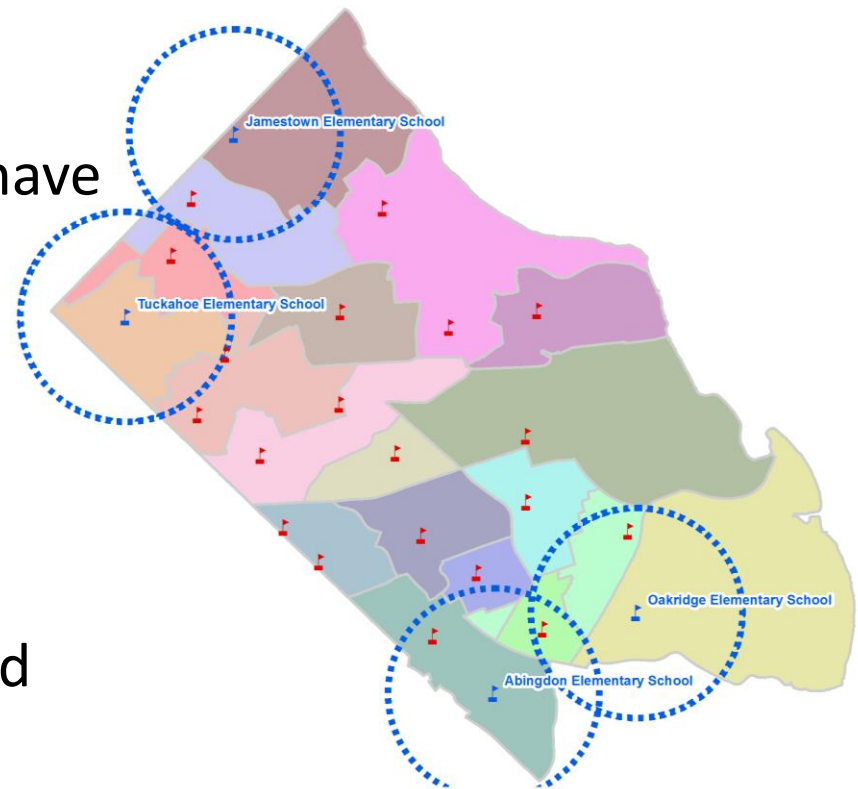
Sites	Designation 2017-18	% of Capacity Filled by Students in the Walk Zone
Glebe	Neighborhood	116%
Randolph	Neighborhood	110%

All schools were included in the walk zone review. These schools were not included in the location review.



Analysis: Geographic Considerations

- Most locations have multiple possibilities for neighborhood schools
- Students in the outer corners have limited possibilities
- Boundary policy identifies contiguity
- Staff recommend Abingdon, Jamestown, Oakridge, and Tuckahoe remain neighborhood schools



*All schools were included in the walk zone review.
These schools were not included in the location review.*



Schools in the Location Analysis



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- Arl. Science Focus
- Arlington Traditional
- Ashlawn
- Barcroft
- Barrett
- Campbell
- Carlin Springs
- Claremont
- Discovery
- Hoffman-Boston
- Key
- Long Branch
- McKinley
- Nottingham
- Taylor



Analysis: Other Considerations used in Location Review



- Impact on teaching and learning
- Potential walkers (proximity)
- Number of buses per school (efficiency)
- Site growth using relocatables
- Option schools demand
- Geographic challenges

Will allow process to focus on policy considerations of demographics, contiguity, stability, and alignment in Phase 2 (Fall 2018)



Analysis: Impact on Teaching and Learning

- Students flourish in healthy, safe and academically challenging learning environments
- APS learning environments are adaptable and agile
- Any elementary school can thrive at any APS elementary school site
- Future proposal comparing options and sites will address program requirements

Analysis of sites:

- **No difference among sites**
- **Program preferences will be considered when staff proposes locations**



Analysis: Potential Walkers

- Policy consideration - *proximity encourages the relationship between schools and community, allows walking, and minimizes bus rides*
- Neighborhood schools should be located where large number of students live and can walk to school
- APS Whole Child framework promotes health and well-being
- Arlington County is promoted as a *Walk Friendly Community*, recognizing safety, mobility, access and comfort



Analysis:

Potential Walkers as Percentage of Capacity



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Five Highest Neighborhood	
Campbell	101%
Barrett	80%
Barcroft	68%
Key	46%
Nottingham*	82%, 57% removing students in overlapping walk zone

Five Lowest	
Arlington Traditional	10%
Carlin Springs	14%
Arl. Science Focus	19%
Long Branch	23%
Taylor	25%

** Discovery and Tuckahoe expanded walk zones overlap with Nottingham's walk zone*

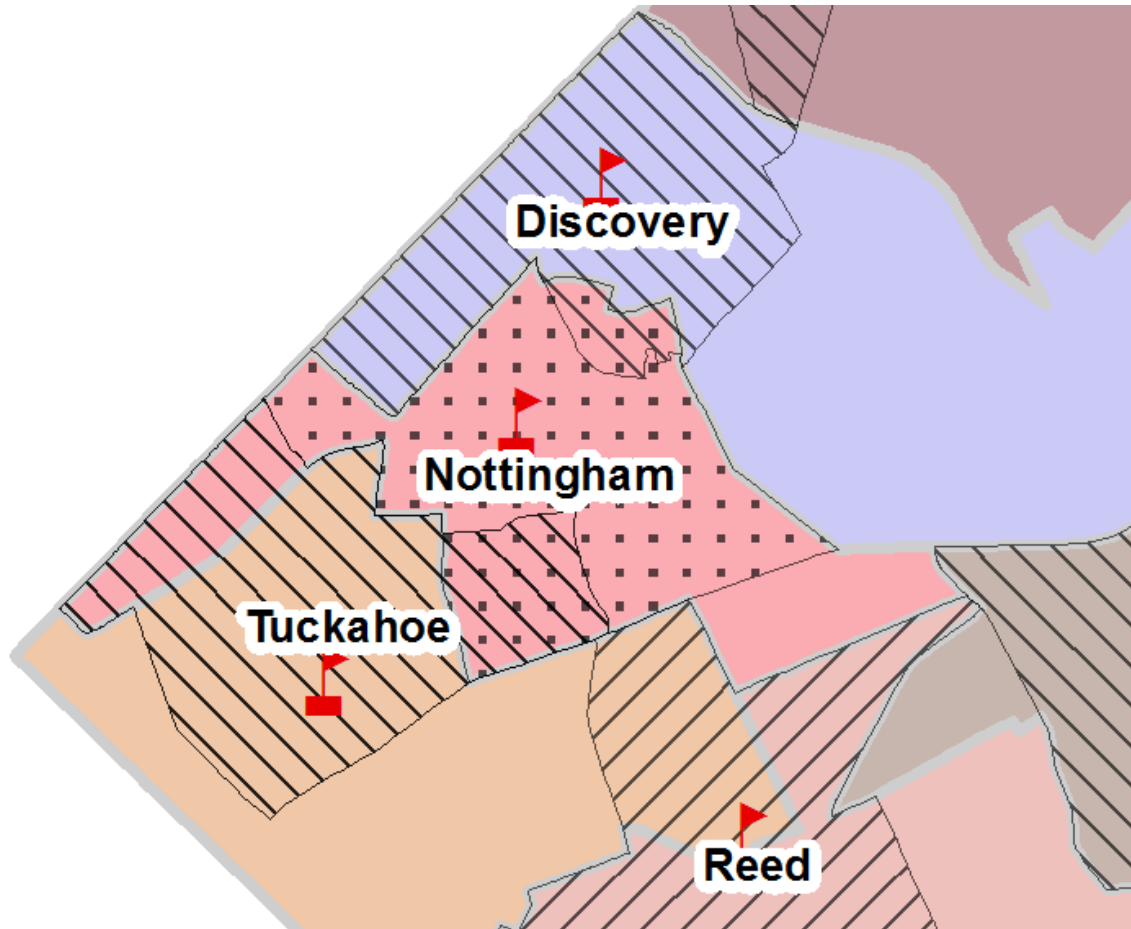


Analysis:

Potential Walkers in Overlapping Walk Zones



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Discovery and Tuckahoe expanded walk zones overlap with Nottingham's walk zone:

- Tuckahoe: 105 students
- Discovery: 28 students

Proximity of these schools create a challenge to developing boundaries



Analysis: Potential Candidates for Change based on Expanded Walk Zones



Option sites that are potential candidates for neighborhood sites

Campbell	101%
Key	46%
Claremont	30%

Sites that are potential candidates for option sites

Arlington Traditional	10%
Carlin Springs	14%
Arl. Science Focus	19%
Nottingham* Proximity to Tuckahoe and Discovery create a challenge in developing boundaries.	57%

Eight remaining schools meet criteria for neighborhood schools based on potential walkers



Analysis:

Number of Buses Per School



- Efficiency minimizes future capital and operating costs
- Making the most of transportation resources helps keep more funds in the classroom
- Bus drivers are difficult positions to recruit and retain
- Using walk zones to help identify neighborhood school sites and reduce the number of buses



Analysis:

Number of Buses Per School

- Assumes the following:
 - All schools are neighborhood schools
 - Boundaries fill schools to 100% of permanent capacity
- Capacity minus number of students in the expanded walk zone
- Difference is divided by 60 (students per bus) and rounded up to next whole number

Example.

Capacity = 500

Students in Expanded Walk Zone = 250

$500 - 250 = 250$

$250 / 60 = 4.1$, rounded up to 5 buses



Analysis: Option Site Candidates per the most number of buses needed by site



	Buses in 2017-18	Estimated buses with expanded walk zones, new boundaries	Change in number of buses
Carlin Springs	7	9	2
Taylor	7	9	2
Arl. Science Focus	10	8	-2
Claremont	8	8	No change
Ashlawn	7	8	1
McKinley	7	8	1
Arlington Traditional	13	7	-6
Hoffman-Boston	7	7	No change



- Option schools are a vital tool for managing capacity needs.
- We believe that families recognize that relocatables are effective to grow the programs that are a good fit for their students' needs.
- Staff identify sites that provide flexibility in expanding to 750 students when needed to align with overall district enrollment.





- Analysis begins with permanent capacity at current class size level.
- Site must allow growth to 750 students using preferred maximum from Facilities Optimization study.
- Number of students in relocatables is calculated as percentage of 750 minus student capacity.

Example:

Capacity = 500

Can grow to 750 with relocatables? YES

$750 - 500 = 250$

$250 / 750 = 33\%$ of students in relocatables





The following sites meet this consideration: 20% or more of their potential 750-student capacity is possible through the use of relocatable classrooms.

- Arl. Science Focus
- Arlington Traditional
- Barcroft
- Barrett
- Carlin Springs
- Claremont
- Hoffman-Boston
- Nottingham



Analysis: Option School Demand

- Option schools help APS balance enrollment across district.
- Demand for option schools is high: applications & waitlist.
- It's too soon to tell if current option school sites can meet demand.

Analysis of sites:

- **Application deadline April 16**
- **Analysis will follow**



Analysis: Geographic Challenges



- Multiple school sites in some areas provide the opportunity to identify potential option school sites.
- It is challenging to define boundaries if all current neighborhood schools continue to be neighborhood schools.

Analysis examines sites by the number of schools in a one-mile radius.



Analysis: Candidates for option sites based on Geographic Challenges



Sites	Number	Top Five Sites within 1-mile radius
Barcroft	5	Barrett, Fleet, Randolph, Claremont, Campbell
Arlington Traditional	3	Glebe, Ashlawn, Barrett
Ashlawn	3	McKinley, Arlington Traditional, Carlin Springs
Barrett	3	Arlington Traditional, Barcroft, Fleet
Claremont	3	Barcroft, Randolph, Abingdon



Initial Draft Site Suitability for Option School Sites - Four Considerations



Sites	Walkers	Buses	Growth	Geography	Total
Arl. Science Focus	✓	✓	✓		3
Arlington Traditional	✓	✓	✓	✓	4
Ashlawn		✓		✓	2
Barcroft			✓	✓	2
Barrett			✓	✓	2
Campbell					0
Carlin Springs	✓	✓	✓		3
Claremont		✓	✓	✓	3
Discovery		✓			1
Hoffman-Boston		✓	✓		2
Key					0
Long Branch					0
McKinley		✓			1
Nottingham	✓	✓	✓		3
Taylor		✓			1

APS

Preliminary Analysis of Sites



- Five sites identified as potential option sites, in addition to Henry
- Will engage with instructional leaders to consider a combination of neighborhood and option school sites



Analysis:

Benefits of Considering Change



- Increase the overall proportion of walkers
- Decrease the proportion of students eligible for transportation
 - Currently 66% of K-5 students
 - Rough estimate suggests 50%
- Allow for the growth of option schools using relocatables, while keeping enrollment consistent with levels across elementary schools
- Draw boundaries that are closer to schools and minimize bus ride times for students
- Allow for focus in Phase 2 to be on the additional policy considerations



Next Steps

- Gather additional data, if needed
- Work with principals and other instructional leaders to develop recommendations, identify option sites
- Post draft recommendations for neighborhood and option school designations by April 30
- Continue community engagement



Upcoming Community Engagement



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- Bring questions to “Staff Open Office Hours”:
 - Monday, April 16: 7-8:30 p.m., Wakefield H.S.
 - Friday, April 20: 7:30-9 a.m., Education Center
 - Saturday, April 21: 9:30-11 a.m., Kenmore M.S.

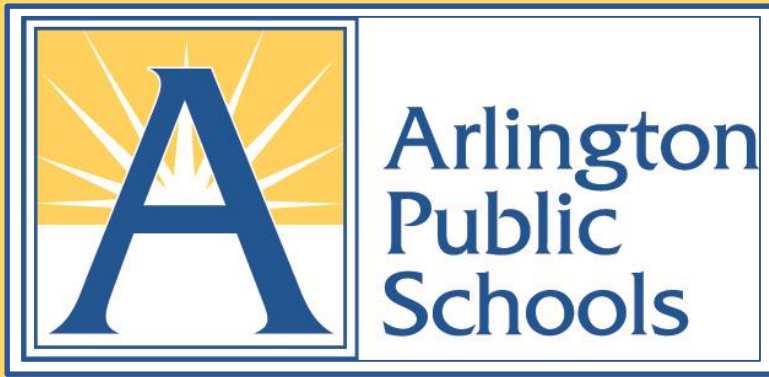
Note: Spanish-speaking staff available at each session
- Questionnaire on draft neighborhood and option school recommendations—April 30 to May 10:
www.apsva.us/engage
- Community Meeting at 7 p.m. on May 9
 - Syphax Education Center (2110 Washington Blvd.)
 - Live-streamed, with simultaneous interpretation
- Write to engage@apsva.us



Are there additional considerations you want added to the analysis?

Other suggestions?





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