

ARLINGTON PUBLIC SCHOOLS
Planning and Evaluation

MEMORANDUM

August 25, 2018

TO: Pat Murphy, Superintendent

FROM: Lisa Stengle, Executive Director, Planning and Evaluation

SUBJECT: Responses to School Board Questions on the Swap.

At the June 7 School Board work session, the planned boundary process was focused on the eastern half of the county. This included consideration of creating a boundary for the neighborhood around the Arlington Science Focus (ASF) at the existing ASF facility. This consideration required including adjacent schools of Taylor and Ashlawn.

The Superintendent’s plan now includes ASF in the 2020 boundary process for the opening of Reed in 2021 instead of the 2018 boundary process. This will allow more data about incoming kindergarten cohorts, transfer rates, and impact of new Options & Transfer policy.

The Superintendent’s plan also addresses the fact that ASF is outside of its boundary by including a building swap between the current ASF and Key facilities.

The table below provides staff responses to School Board questions on the building swap.

	School Board Question	Staff Response
1.	Is this a Board or Superintendent decision?	A program move is a Superintendent decision.
2.	The document states that 40 current walkers would become bus riders if the swap occurs. What are the demographics for these 40 current walkers?	There are 40 resident students who currently live in the existing Key building walk zone also attend Immersion at Key. Staff does not have Free/Reduced Cost Lunch data for those 40 students to evaluate demographics. However, Civil Rights statistics are available below: Race and ethnicity of those students are: 1 Asian, 10 Black, 13 Hispanic, 1 Multi-race, 15 White.
3.	If we move forward with the swap, Key would be going to a smaller site. Enrollment projections at Key for the Fall of 2019 are 834 and as of 9/30/17 were 745. At 9/30/17 the ASF enrollment was 684. $745-684 = 61$, that is approximately 3 additional classrooms and	a. It’s challenging to anticipate who will attend an option program in any given year with certainty since Immersion admittance is based on a lottery. Subsequently, it is also challenging to anticipate impacts to neighborhood schools.

	School Board Question	Staff Response
	<p>if you divide 61/7, 7 being the number of grade levels in an elementary school (Pre-K thru 5), that is 8.7 additional kids at every grade which will warrant additional classes in at least a couple of grade levels and this is assuming we limit enrollment at Key to its current number. I would not support adding any additional trailers to the current ASF site to accommodate the current enrollment at Key.</p> <p>a. If we did not add trailers at ASF and brought down the enrollment at Key to 684 would that have a significant impact on other schools who have to take in additional neighborhood students?</p> <p>b. Also, in the projections for Key in the Fall of 2019 we have 834 students. That is 164 more students than is projected at ASF in the Fall of 2019 (670). Those students don't disappear. If we move forward with the swap, what schools will be impacted by the additional 164 students that will now have to be placed in neighborhood schools?</p>	<p>b. The building swap to ASF assumes continued use of existing relocatable classrooms onsite for immersion students, including the anticipated Fall of 2019 students in the Key Immersion. It is also assumed that the two science classrooms will be converted back for regular classroom use.</p> <p>If the assumption of no additional relocatable classrooms at the ASF site is made, then the annual update will reassess the number of Kindergarten classes at options schools. The current projections for Key Immersion assume we maintain six kindergarten classes annually, which may be adjusted as we look at overall enrollment and capacity across all elementary schools.</p>
4.	<p>I note we have 120 Kindergartners at Key and 29 Pre-K students according to the Weekly Enrollment Report in Synergy as of 8/9/2018.</p> <p>a. That means that in order to maintain the current capacity at the ASF site, if Key moves there we would have to eliminate the Pre-K option and/or cut the incoming kindergarten classes by half or more than half.</p> <p>b. Would this result in layoffs or teacher relocations as the kindergarten and later cohorts move through Key at smaller numbers?</p> <p>c. How would this affect the integrity of the immersion program?</p> <p>In essence we would be shrinking the program unless we can build out on the ASF site asap. This piece is very concerning to me.</p>	<p>Policy J - 5.3.31 Options and Transfers states that APS "Offers preschool at each of the elementary option schools/programs.</p> <p>a. Staff will maintain 2 Pre-K classes at each option school. The annual update in the spring will reassess the number of Kindergarten classes at the Immersion program.</p> <p>b. As enrollment continues to grow, APS will continue to need teachers. If the immersion program needed to reduce the number of incoming classes, the teachers would be offered positions in other schools.</p> <p>Like neighborhood schools, option schools need to be able to adjust with growing enrollment. Options schools have the benefit of knowing their enrollment from the Annual Update Report. Neighborhood schools need to review their enrollment and consider making adjustments</p>

	School Board Question	Staff Response
		<p>each summer, most often for Kindergarten classes.</p> <p>c. The elementary immersion program is struggling to maintain the 50/50 balance of Spanish and English speakers, and will likely need to adjust regardless of any facility related changes. This summer, English speaking students were accepted off the waitlists, filling spots that were originally allocated for the Spanish speaking lottery. When established, the immersion program was designed to build upon the native language skills of Spanish speaking students in a dual language setting. Both English and Spanish speakers have had strong results from participating in the immersion program. Refer to the 2013 World Languages Program Evaluation www.apsva.us/wp-content/uploads/2015/05/World-Languages-Evaluation-Report-Revised.pdf</p>
5.	<p>What is the effect on demographics at ASF and in the schools surrounding the ASF sites if we create a walk zone around ASF?</p> <p>The provided map shows that eastern part of Arlington would might not necessarily attend ASF if a walk zone is created. It would also affect Ashlawn, Taylor, Long Branch and possibly a little of Glebe.</p> <p>Would it increase demographic diversity at Taylor; would it decrease or increase demographic diversity at Ashlawn? What is the affect at ASF?</p>	<p>If we create a boundary to include the existing ASF walk zone, as in other boundary policies, the elementary boundary process will focus on the percentage of students eligible for Free/Reduced Cost Lunch to evaluate demographics:</p> <ul style="list-style-type: none"> • The planning units in the ASF walk zone, and the ones needed to avoid making islands of ASF students (Boundary Policy considerations for contiguity) are not diverse. Across these planning units, 0% to 6% are eligible for Free/Reduce Lunch. • Five planning units on the eastern edge of ASF attendance zone, in Rosslyn, range from 10% to 59% of students eligible for Free/Reduced Lunch. These planning units would be strong candidates for reassignment to another school (possibly Taylor or Long Branch). Depending upon the School Board’s priorities: <ul style="list-style-type: none"> — Long Branch makes more sense if proximity and transportation is the priority among the considerations — Taylor makes more sense if diversity is the priority consideration.

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		<ul style="list-style-type: none"> • 83% of the students who attend ASF live within the Key/ASF boundaries, and ASF is likely to lose a large portion its current students to accommodate the students who live within the walk zone of ASF and the contiguous planning units. • There may be a significant shift between Taylor and ASF in order to make a boundary that includes the Taylor neighborhood around the current ASF building.
6.	<p>Does the ART bus that serves ASF run in the evenings? In other words, would families be able to use public transportation to the school for evening events?</p>	<p>ASF is served by multiple transit routes:</p> <ul style="list-style-type: none"> • ART 53 runs along Quincy St, approximately 0.5 mile from ASF, operates from approximately 6 a.m. to 8 p.m. • ART 62 runs along Kirkwood, approx. 0.2 miles from ASF, operates from approx. 6:30 a.m. to 7:30 p.m. • Metro 38B runs along Washington Blvd approx. 0.5 miles from ASF, operates from approx. 5:30 a.m. to 2 a.m. • Virginia Square and Clarendon Metros are both approximately 0.7 miles from ASF and run from 5 a.m. to 11:30 p.m.
7.	<p>We are suggesting putting one of our largest schools (Key) in a school (ASF) currently struggling to fit fewer students on the current site. How will we accommodate many more students on that site without adding trailers that will take up a vital play space (blacktop), especially as we increase recess time?</p> <p>a. You mention a renovation at ASF, but there is nothing in our tight budget to accommodate that expense. Thoughts?</p> <p>b. Is Buck an immediate option for trailers for this program?</p>	<p>The building at Key (Key Blvd.) can accommodate the current and projected enrollment for ASF, using the preferred maximum number of relocatable classrooms.</p> <p>The recent revisions of the Options and Transfers policy impacts families who live within the Key/ASF boundaries. Students who live in the Key/ASF attendance zones are only admitted to Immersion at Key via lottery.</p> <p>a. There are no stated plans to do a renovation at ASF. If there was to be a building swap, there would be time to allocate funding for a “refresh” similar to Henry and Drew this coming year.</p> <p>b. The county has not included any possible use of relocatable classrooms on the Buck property in their dealings with APS.</p>

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8.	<p>You mention the ability to adjust acceptance in option schools as a way to impact enrollment, but pulling back on the number of Kindergarten classrooms at Key could cause an inefficient weird deflated bubble that would stick with the school for six years. It may also impact other schools negatively because some people would wind up staying at their neighborhood schools impacting their enrollment –especially ASF.</p> <p>Can you explain how we would mitigate that?</p>	<p>The number of kindergarten classes in the Immersion program may need to be reduced in the future. If APS continues with six classes at each grade, and all students continued in the program through grade 5, enrollment would eventually exceed 850 students.</p> <p>It may make sense to reduce the number of incoming kindergarten classes in years when boundaries are adjusted.</p> <p>Like neighborhood schools, option schools need to be able to adjust with growing enrollment. Options schools have the benefit of knowing their enrollment from the Annual Update Report. Neighborhood schools need to review their enrollment and consider making adjustments each summer, most often for Kindergarten classes.</p>
9.	<p>Will this move help or hurt increasing the number of Spanish speakers that currently go to Key?</p> <p>The memo indicates that we are at 45% of self-identified Spanish speakers there, but it would be optimal for the program to have a 50/50 split.</p> <p>Can you help me understand the potential impact there?</p>	<p>As mentioned earlier, the elementary immersion program is struggling to maintain the 50/50 balance of Spanish and English speakers. This summer, English speaking students were accepted off the waitlists, filling spots that were originally allocated Spanish speaking lottery. While 50% is preferred, the program adjusts to serve the students who enroll.</p> <p>When established, the immersion program was designed to build upon the native language skills of Spanish speaking students in a dual language setting. Both English and Spanish speakers have had strong results from participating in the immersion program. APS should consider if the program goals remain the same or if they need to adjust to reflect the demand for the program based on families who applied for entry to the immersion programs.</p> <p>APS will continue to provide the necessary resources to maintain the quality of the Immersion program. A shift to the ASF current building would move the program a ½ mile west further away from Woodbury Park (where some of our Spanish speaking families who attend Key live). These students attend Key with bus transportation provided, and would continue to do so at ASF building.</p> <p>APS will continue outreach efforts to Spanish speaking families who live throughout the county.</p>

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10.	<p>Do you anticipate a shift of Key Spanish speakers to ASF if that program takes over the current Key site?</p> <p>Are there really only 40 student walkers to Key and are they Spanish speakers?</p>	<p>If the buildings were swapped students will move together and remain together at their new location.</p> <p>A building swap, locating the ASF neighborhood school in the Key Blvd. building would maintain the current demographic levels, since the students who attend ASF now already live within the Key/ASF boundaries. Currently 34 students (5.2%) of ASF students identify as Hispanic (please note that Hispanic ethnicity does not necessarily indicate they are Spanish speakers).</p> <p>Among the 40 students who live within the Key walk zone and attend Immersion at Key, 13 are identified and Hispanic (please note that someone of Hispanic ethnicity does not necessarily indicate Spanish speakers) in the 2017-18 school year. Please note that the Key walk zone has additional resident students, but they attend ASF or other schools.</p> <p>Civil Rights statistics are available below for those 40 students. The race and ethnicity of those students are: 1 Asian, 10 Black, 13 Hispanic, 1 Multi-race, 15 White.</p>
11.	<p>How might new boundaries that keep ASF at its current site impact the other schools' demographics that are within the ½ mile and 1 mile walk zone?</p> <p>i.e. Long Branch, Taylor, Glebe, and Ashlawn. I know we are a few years out, but I want understand if we are landlocking decisions that keep us from impacting their diversity in the future.</p>	<p>Please refer to the answer to question #5.</p>
12.	<p>What role do you see pre-K moves from Hoffman Boston having on this whole scenario?</p>	<p>Balancing Pre-K across APS would reduce the number of pre-K programs at Hoffman-Boston and will provide more neighborhood seats.</p> <p>Pre-K will return to ASF and other elementary schools where Pre-K classes were moved out in order to provide classroom space for growing K-5 enrollment.</p>
13.	<p>How might we support the Key community if this transition were to take place, especially</p>	<p>As with any boundary change, new school opening, etc., APS would work with the affected communities</p>

	School Board Question	Staff Response
	<p>for those who say they depend on the proximity to Metro to help facilitate their involvement at the school?</p>	<p>to ease transitions with open houses, get-acquainted events, planning committees, etc.</p> <p>During the transition, the School Board could potentially add funds to support family access to a range of school events, to meet the needs of families, including child care, transit passes, or school buses for evening meetings.</p> <p>ASF is served by multiple transit routes (see next page):</p> <ul style="list-style-type: none"> • ART 53 runs along Quincy St, approximately 0.5 mile from ASF, operates from approximately 6 a.m. to 8 p.m. • ART 62 runs along Kirkwood, approx. 0.2 miles from ASF, operates from approx. 6:30 a.m. to 7:30 p.m. • Metro 38B runs along Washington Blvd approx. 0.5 miles from ASF, operates from approx. 5:30 a.m. to 2 a.m. • Virginia Square and Clarendon Metros are both approximately 0.7 miles from ASF and run from 5 a.m. to 11:30 p.m.
<p>14.</p>	<p>What are the differences in projections methodology between the Elementary and Middle School boundary processes?</p>	<p>Both processes performed projections at the Planning Unit level. Where both approaches differ are in the data sources used and assumptions on how students transition from one grade to the next:</p> <p><u>Enrollment sources used</u></p> <p>Elementary School projections:</p> <ul style="list-style-type: none"> • Actual 2017-18, K-3 grade enrollment • Projected Kindergartens from 2018 and 2019 <p>Middle School projections:</p> <ul style="list-style-type: none"> • Actual 2016-17, 3-5 grade enrollment • Actual Kindergarteners from 2016 <p><u>Treatment of Option School students</u></p> <p>Elementary School projections:</p> <ul style="list-style-type: none"> • Excludes Option School and Montessori enrollees by Planning Unit from:

	School Board Question	Staff Response
		<ul style="list-style-type: none"> ○ Actual 2017-18, K-3 grade enrollment¹ ○ Projected Kindergarten students² <p>Middle School projections:</p> <ul style="list-style-type: none"> ● Excluded H-B Woodlawn and Stratford Program enrollees <p><u>Cohort Transition Rate Assumption</u></p> <ul style="list-style-type: none"> ● Elementary School projections use three-year County-wide cohort transition rates applied by Planning Unit ● Middle School projections use a cohort transition of 1.0 for all grade-levels that is applied by Planning Unit <p><u>Data Sources</u></p> <ul style="list-style-type: none"> ● Elementary School projections use: <ul style="list-style-type: none"> ○ September 2017-18, 2016-15, and 2015-14 actual enrollment ○ Fall 2017 Enrollment Projections ○ County forecasts on births and new construction ● Middle School projections use: <ul style="list-style-type: none"> ○ September 2016-17, 2015-14, and 2014-13 actual enrollment ○ Fall 2016 Enrollment Projections

¹ Five Options Schools enrollees based on actual enrollment. Montessori enrollees drawn evenly from Planning Units.

² Option and Montessori estimated enrollment drawn based on proportional resident enrollment.

Additional Data:

Relocatable Status SY 2018-19

Schools	Number of Relocatable Classrooms SY2018-19	Utility Relocatables	
		Number of Office Relocatable SY2018-19	Number of Cafeteria, Physical Education or Music Relocatable Classrooms SY2018-19
Abingdon	0	0	0
Arl Science Focus	6	0	0
Arl Traditional	4	0	0
Ashlawn	2	0	0
Barcroft	6	0	0
Barrett	4	0	0
Campbell	2	0	0
Carlin Springs	4	0	0
Claremont	7	0	0
Discovery	0	0	0
Drew	0	1	0
Glebe	4	0	0
Henry	10	0	0
Hoffman-Boston	0	0	0
Jamestown	0	0	0
Key	4	0	0
Long Branch	4	0	0
McKinley	6	0	0
Nottingham	1	0	0
Oakridge	8	0	1
Randolph	2	0	0
Taylor	4	0	0
Tuckahoe	4	0	0
TOTAL	82	1	1
Gunston	2	0	0
Jefferson	1	0	0
Kenmore	0	0	1
Swanson	18	0	2
Stratford	0	0	0
Williamsburg	22	0	1
TOTAL	43	0	4
Arl Career Ctr	0	0	0
Arl Community HS	0	0	0
Arlington Tech	0	0	0
H-B Woodlawn	0	1	0
Langston	0	0	0
Stratford	0	0	0
Wakefield	0	0	0
Washington-Lee	4	0	0
Yorktown	0	0	0
TOTAL	4	1	0
GRAND TOTAL	129	2	5

Disclaimer: This document is provided for information purposes only and subject to change.

Note: An utility relocatable can be configured as an office, cafeteria, gymnasium or music room to address the increased student enrollment and are not counted as relocatable classrooms.

Filename: RelocStatus_SY18_19_V7

List Updated: 7/19/2018

Number of Additional Relocatable Classrooms and Seats for Elementary Schools

Table 1
Number of Additional Relocatable Classrooms and
Seats for Elementary Schools

1	2	3	4	5
Elementary Schools	Total Maximum Number of Additional Relocatable Classrooms	Total Preferred Number of Additional Relocatable Classrooms	Total Maximum Number of Potential Additional Seats ¹	Total Preferred Number of Potential Additional Seats ²
Abingdon	-	-	589	589
Arl Science Focus	14	12	889	841
Arl Traditional	18	12	897	753
Ashlawn	8	8	876	876
Barcroft	20	20	940	940
Barrett	8	8	768	768
Campbell	8	8	628	628
Carlin Springs	16	16	969	969
Claremont	11	10	863	839
Discovery	-	-	630	630
Drew	32	20	1,442	1,154
Fleet	-	-	-	-
Glebe	12	12	798	798
Henry	12	10	751	703
Hoffman-Boston	22	12	1,094	854
Jamestown	10	10	837	837
Key	20	4	1,133	749
Long Branch	4	4	629	629
McKinley	6	6	828	828
Nottingham	18	12	945	801
Oakridge	8	8	866	866
Randolph	4	4	580	580
Reed Expansion	-	-	-	-
Taylor	16	8	1,043	851
Tuckahoe	4	4	641	641
TOTAL	271	208	19,636	18,124

Notes:

1 - Total maximum number of potential additional seats is the sum of each school's capacity as of SY2016-17 and the potential maximum number of additional seats gained as a result of the potential relocatable classrooms.

2 - Total preferred number of potential additional seats is the sum of each school's capacity as of SY2016-17 and the potential preferred number of additional seats gained as a result of the potential relocatable classrooms.

Source: Facilities Optimization Study SY 2017-18

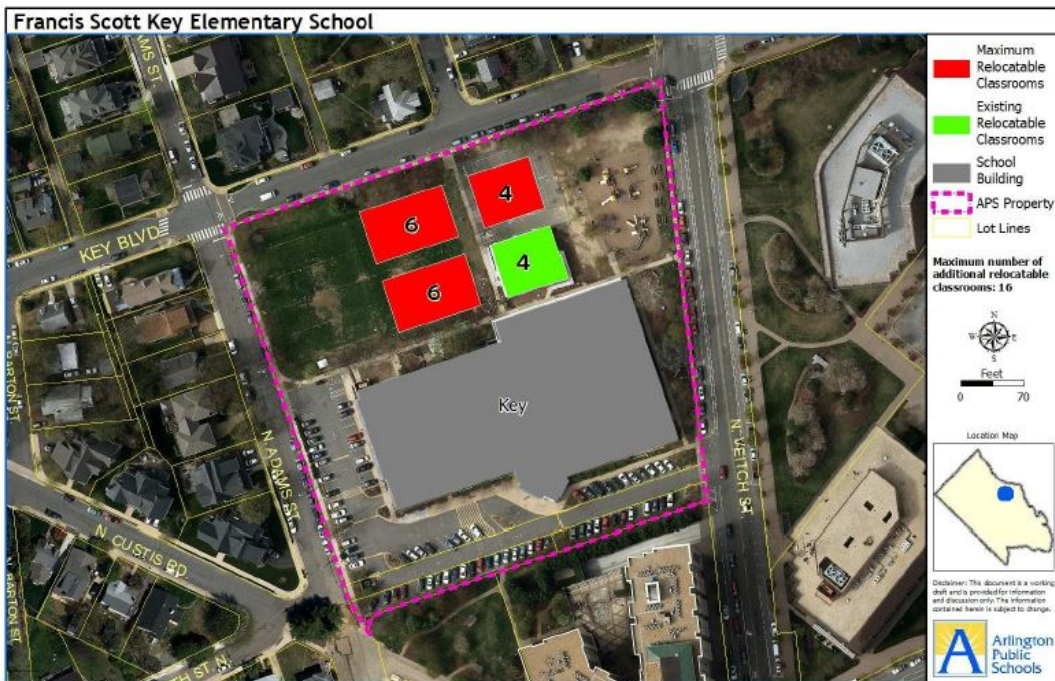
ASF Elementary School

Illustration 3
Arlington Science Focus Elementary School



Key Elementary School

Illustration 18
Key Elementary School



Source: Facilities Optimization Study SY 2017-18

Boundary Process Enrollment Projections

Elementary School (Fall 2018) and Middle School (Fall 2017)

Boundary Processes



Arlington
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Schools

Approaches	Elementary School Process	Middle School Process
Are projections built from Planning Units?	<ul style="list-style-type: none"> Yes, projections are performed at the Planning Unit (PU) level 	<ul style="list-style-type: none"> Yes, projections were performed at the Planning Unit (PU) level
What was the enrollment source of the 2019-20 to 2021-22 enrollment projections?	<ul style="list-style-type: none"> Based on actual 2017-18, K-3 grade enrollment Projected Kindergartens from 2018 and 2019 	<ul style="list-style-type: none"> Based on actual 2016-17, 3-5 grade enrollment Actual Kindergartens from 2016
How are Option School students treated in the approach?	<ul style="list-style-type: none"> Excludes Option School and Montessori enrollees by PU from: <ul style="list-style-type: none"> Actual 2017-18, K-3 grade enrollment¹ Projected Kindergarten students² 	<ul style="list-style-type: none"> Excluded H-B Woodlawn and Stratford Program enrollees
What cohort transition rate was assumed?	<ul style="list-style-type: none"> Three-year County-wide cohort transition rate: <ul style="list-style-type: none"> K to 1, 1.02 1 to 2, 0.99 2 to 3, 1.01 3 to 4, 0.99 4 to 5, 1.00 	<ul style="list-style-type: none"> A cohort transition rate of 1.00
Data Sources	<ul style="list-style-type: none"> September 2017-18, 2016-15, and 2015-14 actual enrollment Fall 2017 Enrollment Projections County forecasts on births and new construction 	<ul style="list-style-type: none"> September 2016-17, 2015-14, and 2014-13 actual enrollment Fall 2016 Enrollment Projections

¹ Five Options Schools enrollees based on actual enrollment. Montessori enrollees drawn evenly from PUs.

² Option and Montessori estimated enrollment drawn based on proportional resident enrollment.