

Appendix E: Superintendent's 2019 Annual Update

Superintendent's 2019 Annual Update

January 25, 2019

Purpose

In June 2017, the School Board adopted a revision to the Options and Transfers Policy (J-5.3.31). The policy directs the Superintendent to do the following:

- provide annual updates to the School Board on enrollment levels at each school/program and transportation issues, and
- make recommendations to achieve the goals stated in the policy.

The Fall 10-Year Projections and the Capital Improvement Plan are focused on long-term capacity needs. The Annual Update focuses on addressing near-term capacity needs. Many of the steps within this report have been in place for years. Several departments, including Administrative Services, Teaching and Learning, Human Resources, Facilities and Operation and Finance, all work with schools to prepare for changes in enrollment. Planning and Evaluation (P&E) is now documenting this work. By putting all the relevant information in one place, and adding some steps where needed, the Annual Update is intended to be a one-stop resource that communicates what is in place currently to address enrollment growth, and plans for continuous improvements to the process for addressing near-term capacity needs.

Long-term enrollment growth can be addressed by:

- Increasing class size;
- Adjusting school attendance zone boundaries; and/or
- Using capital improvement projects, with examples including:
 - Making internal modifications to create additional space,
 - Creating planning space for teachers and freeing up classrooms for more periods per day, and
 - Adding space to existing schools or building new schools.

The details in this report are framed around the following tools that APS uses to address near-term capacity changes:

- Adding relocatable classrooms;
- Offering transfers to neighborhood schools that have space for additional students;
- Increasing or decreasing the number of students or classes accepted via the lottery at each of the option schools/programs;
- Moving programs; and
- Changing how classrooms are used (i.e., converting computer labs to classrooms).

Notes about the 2019 Annual Update

- Many of the recommendations were shaped by new boundaries for elementary and middle schools that go into effect for the 2019-20 school year, as new and repurposed facilities provide capacity relief to existing facilities.
- Transportation is not discussed in the 2019 update. However, the Jan. 22, 2019 School Board Work Session focused on Transportation; the supporting documents at the end of the update include links to the presentation (Appendix A) and Transportation 101 (Appendix B).

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Improvements for 2019

Decisions about a single school, particularly related to transfers and option seats, impact the resources available to other schools. This year's update built in planning time with each principal group— at the elementary, middle and high school levels. Decisions were considered by each group, and the discussions suggested additional improvements that will be worked on ahead of the 2020 Annual Update.

P&E compiled data from the following resources to help facilitate the work by principal groups:

- Draft 2018 projections for 2019-20 which, after December 6, reflected changes to all elementary, middle and high schools impacted by boundary changes
- Existing school capacity, within building and with current relocatables
- Facilities Optimization Study (2017)

Options and Transfers Policy Changes Effective Spring 2019

The Department of Teaching and Learning manages the implementation of the Options and Transfer Policy. The Options and Transfers Policy Implementation Plan (J-5.3.31 PIP-1) was published in November 2018, and builds in additional steps towards the policy's goal of equitable access to transfers and option seats.

The Welcome Center assumed management of the admissions process starting in September 2017. The admissions process includes applications, lotteries and waitlists, and steps were taken to streamline some of the admissions processes for the 2019-20 school year.

- Waitlists no longer carry over from one school year to the next:
 - Option school waitlists are maintained for one year, until the next lottery is conducted.
 - Neighborhood transfer waitlists are maintained through May 1 of the same school year and no transfers are available after May 1. This change was requested by principals so that they have a better sense of their next year's enrollment and so that staffing adjustments are addressed early.
- The middle and high school seat allocations for H-B Woodlawn changed from an allocation by neighborhood school to all schools at the identified level, and added an allocation for students entering APS for the first time. This will ensure that students from neighborhood and option schools have equitable admissions opportunities. In past years, some neighborhood schools did not have students admitted through the lottery to H-B Woodlawn, as the allocation for the school was used by students from the neighborhood attendance zone who attended an APS option school or a private school.

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Tools for Managing Enrollment

1. Adding Relocatable Classrooms

The Department of Facilities and Operations (F&O) is preparing for the following in Sept. 2019:

- The opening of two new buildings--Alice West Fleet Elementary School and the Heights Building
- An addition to Dorothy Hamm Middle School
- Refreshes to the Henry and Drew buildings
- Modifications to add additional capacity to the Career Center

Before meeting with principals, F&O staff was asked to provide guidance on the ability to move relocatables in preparation for the 2019-20 school year. It was agreed that it was possible, and moves needed to be based on:

- enrollment projections for the next few school years, and
- a plan to upgrade to quads or six-plexes where there are currently single relocatables.

This information was factored into the principal groups' reviews of program moves. Relocatable needs are now being assessed by F&O staff to determine feasibility.

2. Offering Transfers to Neighborhood Schools

The Options and Transfer Policy states that neighborhood transfers are possible within financial constraints and capacity limits. For 2019-20, transfers were reviewed in context of the boundary changes. Specific details about Transfers are found at <https://www.apsva.us/school-options/>.

Elementary School Neighborhood Transfers

The Fall 2018 Elementary School Boundary changes go into effect for the 2019-20 school year and include grandfathering with transportation for Grade 4 students and their concurrently-enrolled siblings for the 2019-20 school year. In 2020-21, siblings will attend their newly-assigned neighborhood schools. Existing transfer students were not addressed by the new boundaries; therefore, those students can remain at the school.

No elementary school neighborhood transfers will be offered for 2019-20.

Middle School Neighborhood Transfers

The Fall 2017 Middle School Boundary adjustments did not include a grandfathering provision. Existing transfer students were not addressed by the new boundaries so those students will remain at the school.

During the review of projections with Middle School principals, a recommendation was made to give priority to current grade 7 students attending the school who want remain there for grade 8, followed by current grade 6 students who also want to remain in the school. This option will take four schools over 100% capacity. Hamm Middle School has the capacity within the existing building to accept transfers for grade 6 which will help create three full teams for grade in the school's opening year. Williamsburg has the capacity to accept incoming students across all grades.

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The Middle School Boundary process did not create additional capacity for transfers to Jefferson or Kenmore. In May 2019, the School Board will adopt the PreK-12 Instructional Program Pathways. The Pathways process will confirm the defined option schools and programs. Once that determination is made, P&E will determine if boundary refinements are needed to provide capacity at neighborhood schools that include have an option program.

High School Neighborhood Transfers

Similar to the 2018-19 school year, neighborhood transfers are available to Wakefield and Yorktown for 2019-20.

3. Offering Seats in Option Schools/Programs

Option schools/program enrollment levels should remain on par with enrollment at neighborhood schools. Specific details about Options are found at <https://www.apsva.us/school-options/>.

Elementary School Option Seats

For 2019-20, Elementary School Principals agreed with the following adjustments to entry-level classes at the options schools.

ATS will offer four Kindergarten classes for 2019-20, one class less than was offered in 2018-19. *ATS* has the largest waitlist each year, and elementary school principals were concerned about reducing the number of Kindergarten classes to three while enrollment in the neighboring elementary schools remains high.

Campbell will offer three kindergarten classes for 2019-20. Four were offered in 2018-19, but the fourth class did not fill up even after students were accepted off the waitlist.

The *Montessori* lottery is primarily an entry point for three-year olds. In Sept. 2019, all the PreK Montessori classes currently at Drew and one of the Montessori classes at Hoffman-Boston will become part of the Montessori Public School of Arlington when it opens in the current Henry building. There is a total of 17 primary Montessori classes, including nine satellite programs in other elementary schools. The three-year old seats in the multi-grade classes will be available in the lottery for 2019-20.

Claremont and Key Immersion were both due to have a reduction in the number of Kindergarten classes for 2019-20. However, the plan for the Key/Arlington Science Focus School swap, coupled with concerns about the number of students continuing to the program in middle school, has shifted some of the thoughts about enrollment. The principals believe their schools can continue to accommodate six Kindergarten classes each, and they will work with staff and families to ensure that there is support for maintaining that number of classes for 2019-20.

Secondary Option Seats

No changes were proposed to the number of secondary option program seats for 2019-20. This will be reevaluated after the School Board adopts the PreK-12 Instructional Program Pathways.

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4. Moving Programs

APS makes PreK program moves when needed to provide capacity relief for Grades K-5 at neighborhood elementary schools. Hoffman-Boston's existing boundary did not fill the school and by 2018-19, a total of fifteen (15) PreK programs were housed at Hoffman-Boston. The Fall 2018 Elementary School Boundary adjustments will fill Hoffman-Boston with neighborhood students in Grades K-5 for the 2019-20 school year. The priority for program moves focused on identifying schools that could accept Hoffman-Boston's PreK programs.

Principals of elementary schools that have the capacity to house PreK programs were enthusiastic about taking in the PreK classes. Many noted that the program(s) moving to their schools serve the students from the neighborhood who will likely continue at the school for Kindergarten.

| School | 2018-19 VPI and Montessori Classrooms | 2019-20 VPI and Montessori Classrooms |
|---------------------|---------------------------------------|---------------------------------------|
| Abingdon | 2 VPI | 2 VPI |
| ASFS | - | - |
| ATS (Option) | 2 VPI | 2 VPI |
| Ashlawn | 1 VPI | 1 VPI |
| Barcroft | 2 VPI | 2 VPI |
| Barrett | 3 VPI 1 Montessori | 3 VPI 1 Montessori |
| Campbell (Option) | 3 VPI | 3 VPI |
| Carlin Springs | 4 VPI 1 Montessori | 4 VPI 1 Montessori |
| Claremont (Option) | 2 VPI | 2 VPI |
| Discovery | 2 Montessori | 2 Montessori |
| Drew Graded | 2 VPI 7 Montessori | 2 VPI |
| Montessori (Option) | | 8 Montessori |
| Fleet (Henry) | 2 VPI | 2 VPI 2 Montessori |
| Glebe | - | - |
| Hoffman-Boston | 4 VPI 5 Montessori | 4 VPI |
| Jamestown | 3 Montessori | 3 Montessori |
| Key (Option) | 2 VPI | 2 VPI |
| Long Branch | 1 VPI | 2 VPI |
| McKinley | - | - |
| Nottingham | - | - |
| Oakridge | 1 VPI | 1 VPI 2 Montessori |

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| School | 2018-19 VPI and Montessori Classrooms | 2019-20 VPI and Montessori Classrooms |
|----------|---------------------------------------|---------------------------------------|
| Randolph | 3 VPI | 3 VPI |
| Taylor | - | - |
| Tuckahoe | - | - |

5. Changing how Classrooms are Used (i.e., converting computer labs to classrooms).

There are no planned changes to classroom use in preparation for the 2019-20 school year.

Requests for Boundary Adjustments

Requests were made for adjustments to the 2016 high school boundary refinements, specifically to the W-L boundary. The requests were reviewed and, based on the High School Attendance Zone Boundaries analysis (2016), and current enrollment and projections, staff determined that reassigning planning units would create alignment issues and reduce enrollment below capacity at Yorktown while increasing enrollment above capacity at W-L.

Staff has recommended that no boundary changes are made until the next boundary processes begin in 2020. The 2020 processes will prepare for the September 2021 opening of:

- The new elementary school at the Reed site
- Additional W-L seats at the repurposed Education Center

Outstanding Issues

Key/ASFS Building Swap

There is a need for neighborhood seats in the eastern end of North Arlington due to its continued growth. Key is currently an option school—a location for one of the APS Immersion programs, serving students from about half of the county.

APS is committed to sustaining and potentially growing the immersion instructional pathway. APS will undertake a process to explore locations that provide equitable access for all students, which is critical to the integrity of the two-way instructional model and to the enrollment of more native Spanish speakers. Participation by English learners along with native English speakers helps ensure that the program’s academic benefits are fairly distributed within a community. Decisions on identifying locations for immersion would need to be completed by December 2019, in anticipation of the 2020 elementary school boundary process. The process is still being shaped, and there will be opportunity for community input. The move would be made for the 2021-22 school year.

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Immersion Feeders

Immersion feeders are imbalanced; more students are feeding into Claremont than to Key. The immersion principals suggested that APS address the feeder realignment in the 2020 Elementary Boundary Process. This would allow immersion families to provide input on potential changes.

Montessori PreK

For two-thirds of the PreK seats, APS has found that the satellite PreK classes are not accessible to families who meet the income eligibility requirements. A future priority is to move the classes where they are accessible to families who meet the income eligibility requirement.

Next Steps for Spring 2019

Spring Update to Projections for 2019-20

The Fall 2018 10-Year Projections are sound in the aggregate. The school-level detail will be tightened for the spring update to reflect:

- The PreK VPI and Montessori moves
- The number of seats offered for option schools/programs and neighborhood transfers

The update will be accompanied by Capacity Utilization tables. The projected enrollment and capacity charts used in this process are listed in the Appendix.

School Board Adopts the PreK-12 Instructional Program Pathways (May 2019)

The PreK-12 Instructional Program Pathways will:

- Articulate multiple pathways for student success and define how schools and programs fit within the pathways and options
- Define “options” and how existing schools and programs fit within the pathways
- Identify potential gaps in the pathways that need to be filled across our schools
- Be used to define the offerings as APS continues to build new schools

Options and Transfers Policy Follow-Up (April 2019)

APS will seek community input on the:

- Proposed PreK-12 Instructional Programs Pathways
- Definition of “options”
- Expansion of sibling preference for secondary students
- Lottery alternatives that improve upon measures to ensure equitable access to option schools

Review of Elementary through High School Alignment

Later this year, P&E will undertake a review of the alignment from elementary school through high school of all planning units, and identify outliers. If there are areas of concern, these will be identified at the outset of the 2020 boundary processes.

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Review of Elementary Assignment for Cody Child Development Center (CDC)

The assignment of students affiliated with the Joint Base Myer-Henderson Hall CDC will be revisited during the 2020 attendance zone boundary change process.

Process Improvements for 2020 Annual Update

Elementary Schools

Elementary School principals raised a concern about room use standards. Some schools have multiple art rooms, for example, while others have shifted to one art room or “art on a cart.” This creates some challenges for staffing, since teachers may prefer their own classrooms. Principals specifically want to know the tipping point that determines the need for a space conversion. To explore this issue, P&E will facilitate a process for elementary school principals to review and update the elementary room use standards by August 2019.

High Schools

In preparation for the 2019-20 Monthly Membership/Enrollment reports, projections will begin identifying students by the building they attend full time. Currently the report about the three neighborhood high schools includes students who attend the Career Center or other programs full time. This makes enrollment appear higher at the neighborhood schools, and lower or not reported for the programs.

In the same reports, we will also explore ways to:

- Show the number of students who are attending the Career Center and their neighborhood schools for a part of their day
- Capture the adult students attending Arlington Community High School

Applications for Admission to Option Schools

Applications will ask families to prioritize their preferences if they apply to multiple option schools/programs. The process for offering a seat will change to align better with the priorities.

Secondary lotteries for option schools will align with the practices put in place for H-B Woodlawn for 2019. Seats will be apportioned to reflect enrollment at the feeder schools.

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Supporting Documents

Appendix A: [Jan. 22 School Board Work Session on Transportation \(Presentation\)](#)

[www.boarddocs.com/vsba/arlington/Board.nsf/files/B8P5F5760BF5/\\$file/012219%20SB%20Work%20Session%20on%20Transportation.pdf](http://www.boarddocs.com/vsba/arlington/Board.nsf/files/B8P5F5760BF5/$file/012219%20SB%20Work%20Session%20on%20Transportation.pdf)

Appendix B: [Transportation 101 \(Presentation\)](#)

[www.boarddocs.com/vsba/arlington/Board.nsf/files/B8P5CK6B4459/\\$file/Transportation%20101%20-%20Jan%202019%20final.pdf](http://www.boarddocs.com/vsba/arlington/Board.nsf/files/B8P5CK6B4459/$file/Transportation%20101%20-%20Jan%202019%20final.pdf)

Appendix B: [September 30, 2018 Enrollment](#)

www.apsva.us/wp-content/uploads/2018/10/Sept-30-Membership-2018-19.pdf

Appendix C: [Fall Projections 2019-2028](#) (Please note these tables do reflect the boundary changes for elementary, middle and high schools)

Appendix D: [Fall 2017 Facility Optimization Study](#)

www.apsva.us/wp-content/uploads/2017/11/Facilities-Optimization-Study.pdf

Appendix E: [Options and Transfers Policy \(Policy J-5.3.31\)](#)

[www.boarddocs.com/vsba/arlington/Board.nsf/files/AZQ3ZY095CE3/\\$file/J-5.3.31%20Options%20and%20Transfers.pdf](http://www.boarddocs.com/vsba/arlington/Board.nsf/files/AZQ3ZY095CE3/$file/J-5.3.31%20Options%20and%20Transfers.pdf)

Appendix F: [Options and Transfers Policy Implementation Plan \(J-5.31.3 PIP-1\)](#)

[www.boarddocs.com/vsba/arlington/Board.nsf/files/B6DFDS014642/\\$file/J-5.3.31%20PIP-1%20Options%20Transfers%20-%20Elementary%20and%20Secondary.pdf](http://www.boarddocs.com/vsba/arlington/Board.nsf/files/B6DFDS014642/$file/J-5.3.31%20PIP-1%20Options%20Transfers%20-%20Elementary%20and%20Secondary.pdf)

Appendix G: [School Board Boundaries Policy \(B-2.1\)](#)

[www.boarddocs.com/vsba/arlington/Board.nsf/files/AZ2V3D5FA2B8/\\$file/B-2.1%20Boundaries.pdf](http://www.boarddocs.com/vsba/arlington/Board.nsf/files/AZ2V3D5FA2B8/$file/B-2.1%20Boundaries.pdf)

Appendix H: [The High School Attendance Zone Boundaries](#) analysis (2016)

www.apsva.us/wp-content/uploads/2016/09/Data-by-Options-Detailed-11-15-16-FINAL.pdf

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