



Elementary School Planning



Elementary School Planning

Welcome

- APS Staff Introductions
- Live Broadcast of this Presentation
- Interpretation Available Tonight:
 - Amharic
 - Arabic
 - Mongolian
 - Spanish
- Presentation and New Questionnaire available afterwards on APS Engage
- Same meeting will be held tomorrow, Dec. 10, 6:30 p.m. Central Library



www.apsva.us/engage



Meeting Format

- **Staff Presentation**

- Overview of process, goals, and challenges
- What we heard from community input
- Proposals to School Board
- Community Engagement going forward
- Clarifying questions at end of presentation – from index cards



- **Community Input**

- Large printouts of each proposal placed on walls
- Sticky notes available for input on each proposal and new ideas
- Tonight's community input will be posted online to share with all

- **Staff located at each proposal**

- Will try to answer as many questions as possible
- Questions that don't get answered can be written on an index card and given to any staff member
- Will update FAQs

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Elementary School Planning Challenges

2018 10-Year Enrollment Projections

- Rapid growth of elementary school students
- Growth concentrated along major transportation corridors:
 - Immediate needs: Rosslyn-Ballston, Columbia Pike
 - Long term needs: Route 1
- Not enough neighborhood seats in these high-growth areas



Challenges for Planning Process

- Address imbalance across the county between where elementary school students live and where APS has available neighborhood seats
- Use all elementary schools to full capacity, and reserve capacity for:
 - Countywide programs for students with special needs
 - PreK where needed
- In 2021, with the new school at Reed, the NW corner of the county will have more neighborhood elementary school seats than students

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Elementary School Planning Goals

- Plan strategically before developing new boundaries for Sept. 2021 when the new elementary school at Reed opens
- Keep together as many students in each school community as possible
- Maximize walking to neighborhood schools
- Use existing elementary schools to capacity
- Meet needs for neighborhood seats in high-growth areas
- Develop a plan that makes the best use of APS resources by:
 - Reducing operational costs that must be accounted for in future budgets
 - Prioritizing needs for the FY 2021-30 CIP



Elementary School Planning Phases

Elementary Planning for 2021-22



2021-30 Capital Improvement Plan





This Process: Points to Confirm

This is not a boundary process.

- The proposals explore only moving some schools in advance of the Fall 2020 Boundary Process
- No conclusions can be drawn in this process about capacity utilization or final boundaries
- The capacity information available today will be revised by Summer 2020:
 - Update capacity using 2019-20 class size
 - Plan capacity for countywide programs and PreK space across schools
- Decisions will inform the new boundaries for neighborhood elementary schools in Fall 2020
- As the new planning unit projections are developed in early 2020, the methodology employed during the last elementary boundary process, Fall 2018, will be reassessed

No option schools will be closed. If any proposal is adopted:

- These moves will take place without changing the instructional models

The PreK-12 Instructional Program Pathways (IPP) is not shaping proposals in this process.

- The IPP is a structural framework mapping academic pathways from Grades K through 12
- This new framework is evolving and will continue to be fully developed by instructional leaders with stakeholder input

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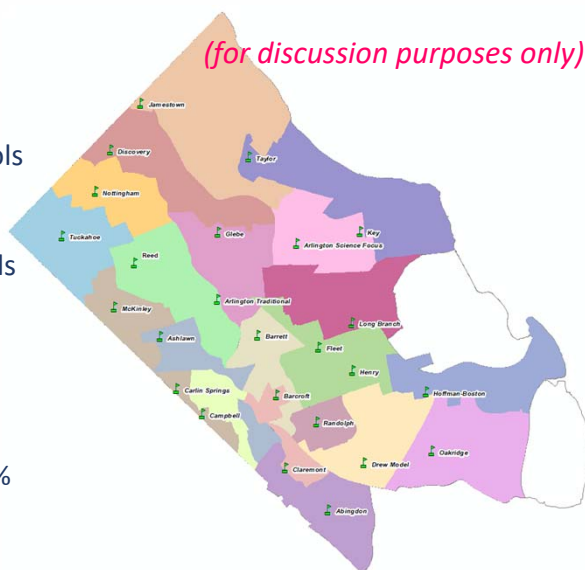
“Representative Boundary” Scenario

Illustrates the challenges with only creating neighborhood boundaries without school moves:

- Long, extended boundaries when existing schools are used to maximum capacity
- More transportation services required
- Fewer students walking to neighborhood schools

Under this Scenario:

- Neighborhood elementary school students:
 - Reassigned to another school: 4,000+ or 38%
 - Who live in a walk zone & would become eligible for a bus to another school: About 30%
- No option schools would move



School Moves Proposal 1

In School Move Proposal 1:

- ¹Majority of McKinley students moves to Reed
- Arlington Traditional moves to McKinley building
- Key Immersion moves to ATS building
- Key building becomes a new neighborhood school

If Proposal 1 is Adopted:

- Neighborhood elementary school students:
 - Reassigned to another school: 2,400+ or about 23%
 - Who live in a walk zone & would become eligible for a bus to another school: About 18%
- Moves include two option schools, majority of one neighborhood school





School Moves Proposal 2

In School Move Proposal 2:

- ¹Majority of McKinley students move to Reed
- Arlington Traditional moves to McKinley building
- Campbell Expeditionary Learning moves to the Arlington Traditional building
- Key Immersion moves to Carlin Springs building
- ²Majority of Carlin Springs students move to Campbell
- Campbell building becomes a neighborhood school
- Key building becomes a neighborhood school



If Proposal 2 is Adopted:

- Neighborhood elementary school students:
 - Reassigned to another school: 2,100 or about 20%
 - Who live in a walk zone & would become eligible for a bus to another school: About 13%
- Moves include three option schools, majority of two neighborhood schools

12/9/2019 ^{1&2}During a school move, VDOE accreditation follows the majority of students.

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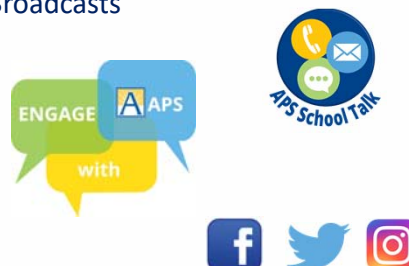
Community Input: What We Heard





Communications and Engagement

- APS Engage: www.apsva.us/engage
 - Video, Online Information Sessions and Live Meeting Broadcasts
 - Infographic
 - Proposals & Maps
 - FAQs
 - Timeline
- School Talk Engage messages, press release
- APS School Ambassador weekly updates
- Social media posts, including Facebook Live video sessions
- Meetings with PTA Presidents, School Ambassadors and Countywide Organizations (e.g. ACTC, CCPTA, Comité Hispano, FAC, Civic Federation)
- Engage@apsva.us email and replies to community members and PTAs
- Community Questionnaires
- Internal: APS Staff Central; Principals, TCI, Bilingual Family Resource Assistants



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Community Input: What We Heard

Community Questionnaire: Views on Moving Schools

- To what degree do you support moving some schools so APS can provide neighborhood seats in parts of the county where these are needed and APS doesn't have additional land for a new school:
 - Strongly Support: 32% (266)
 - Support: 27% (225)
 - Neutral: 17% (138)
 - Do Not Support: 7% (59)
 - Strongly Do Not Support: 15% (126)
 - No Response: 1% (8)
- To what degree do you support moving some schools so APS can limit the growth of APS transportation so annual operating costs can be focused on other needs:
 - Strongly Support: 34% (276)
 - Support: 19% (155)
 - Neutral: 20% (162)
 - Do Not Support: 11% (90)
 - Strongly Do Not Support: 16% (132)
 - No Response: 1% (8)

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Community Input: What We Heard

Top Questions

- Why does APS have option schools? Can we just have neighborhood schools?
- Does APS plan to shut down any current countywide option schools?
- Why not do school moves and neighborhood boundaries at the same time next year?
- Is your data reliable?
- Why aren't demographics a part of this process?



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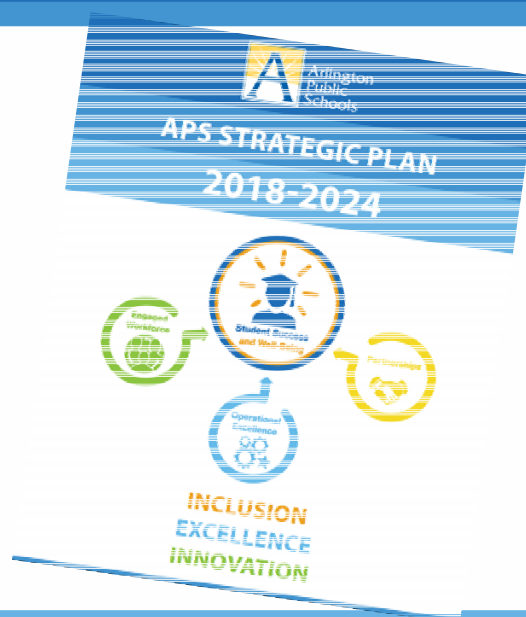


Why does APS have option schools?

The School Board is committed to providing a blend of neighborhood and option schools to ensure multiple pathways for student success

Sources:

- APS Strategic Plan 2018-24
- Options and Transfers Policy (J-5.3.31)



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Does APS plan to shut down any current countywide option schools?



APS has no plans to shut down any current countywide option school

- APS provides multiple pathways for student success within our system of neighborhood schools and some options
- The PreK-Grade 12 Instructional Program Pathways (IPP):
 - Shapes a definition for option schools
 - Is a structural framework that maps out the APS instructional pathways
 - Is in an early stage and will evolve over time
- Later this school year, the School Board will consider adding the definition to the policy

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Why not do school moves and neighborhood boundaries at the same time next year?

This decision impacts next steps for elementary school planning and the Capital Improvement Plan (CIP) in Spring 2020

- **Phase II** – Adjust planning unit (PU) estimates in Spring 2020:
 - Account for proximity to option schools, include at least two methods
 - Gather community input on the methods
- **Phase III** – Develop new boundaries in Fall 2020
- **Phase IV** – Begin transition support for schools that will move; for example:
 - Hire a principal for the new neighborhood school
 - Support school planning for how best to increase enrollment
 - Address immersion feeders, explore opportunities to support program growth
- **CIP Priorities** – If the Key site becomes a neighborhood school, the CIP will focus on providing elementary school seats on the western end of Columbia Pike

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Is Your Data Reliable?

Yes, the data in this process is reliable and APS continues to update data regularly.

- **2019 Enrollment Data**

- Planning this summer was based on 2018 enrollment data
- Elementary planning proposals in this process were updated with Sept. 30, 2019 enrollment numbers
- All data used in this process is published; some adjustments were made based on community review

- **Projections for Phase II Review (Spring 2020)**

- Based on 2019 10-Year Projections for 2020-2029, includes methodology
 - Shaped by 2015 Community Facility Study and 2017 consultant's review and recommended improvements (www.apsva.us/post/findings-aps-enrollment-projections-study-presented)
 - Based on the most current information available
 - Validated by an external consultant, an internal cross-departmental and Arlington County Government review team, and external reviewers
- Community input by neighborhoods in Spring 2020 will identify any adjustments needed in preparation for Fall 2020 boundary process

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Demographics in this Planning Process – Summer 2019

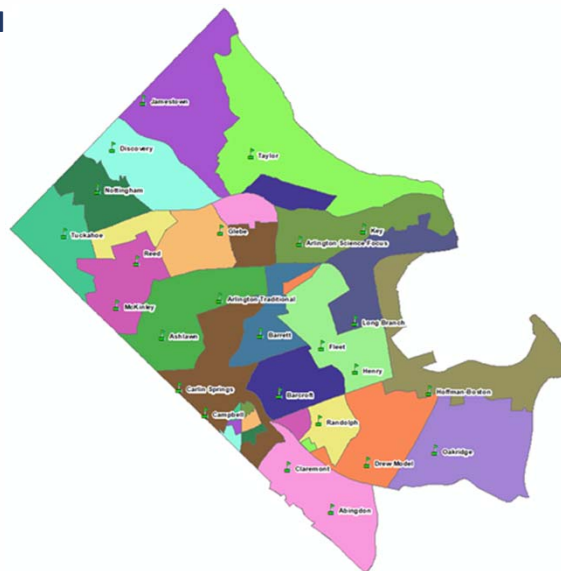
Initial Pre-planning meeting with instructional leaders prioritized these policy considerations:

- Demographics
- Proximity
- Efficiency

Demographics-Only Scenario Showed:

- Redraw boundaries countywide
- Non-contiguous boundaries (islands)
- Significant busing of students
- Large disruption to neighborhood on western end of Columbia Pike
- Still wide range of Free & Reduced Meal rates
- Would need to spend more funds on operations and not instruction

After reviewing the demographics map, instructional leaders prioritized proximity and efficiency in this phase



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Community Input: What We Heard Other Ideas Suggested



Community Input: Other Ideas Suggested

- Make New School at Reed an Option School
- Make Nottingham an Option School
- Make Tuckahoe an Option School
- Make Barrett & Barcroft Option Schools
- Move Immersion to McKinley
- Include Claremont as Part of Solution





Community Input: Other Ideas Suggested

Make New School at Reed an Option School

- The School Board's charge to the Reed Building Level Planning Committee identified Reed as a neighborhood school
- The neighborhood surrounding Reed is highly walkable
- It is fiscally irresponsible for APS to increase its operating costs by making Reed an option school
 - 2019-20 enrollment includes 434 Grade K-5 students who could walk to Reed, and currently are eligible for a bus to McKinley, Tuckahoe and Nottingham
 - 224 Grade K-5 students live within McKinley's walk zone
 - If an option school, most of the 725 students would be eligible for bus transportation
 - This decision would require that APS add more buses; find land for parking

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Community Input: Other Ideas Suggested

Make Nottingham an Option School

- 72% of current students live in the walk zone
- Part of Nottingham's walk zone overlaps with Tuckahoe and Discovery
- APS considered Nottingham as a potential site for an option school, however, it was still difficult to create boundaries for McKinley because of its proximity to other schools' walk zones:
 - McKinley is surrounded by walk zones for Tuckahoe, Ashlawn and Reed
 - Boundaries would be long and extended; some buses would drive past Reed, others past the roads on which Ashlawn and Arlington Traditional are located
 - Extended boundaries would require additional transportation resources and longer times for students on buses

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Community Input: Other Ideas Suggested

Make Tuckahoe an Option School

- 15% of current students live in the walk zone, however additional PUs have been identified to be expanded into Tuckahoe's walk zone, taking the total of Tuckahoe's potential walk zone student count to 226 (2019 Sept. 30 K-5 resident student count, approximately 40% of capacity).
- Creating boundaries for McKinley is challenging because of its adjacent walk zones: Ashlawn's and Reed's. Creating neighborhood boundaries for McKinley require:
 - The boundaries to extend North on one end and extend East on the other end (creating a horseshoe shape), in order to maximize its building-capacity utilization.
 - Long and extended boundaries, which will likely increase transportation costs and time on the bus

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Community Input: Other Ideas Suggested

Make Barrett & Barcroft Option Schools

- Scenarios were explored in Summer 2019 pre-planning meetings with instructional leaders because both neighborhood schools have high numbers of native-Spanish speakers:*
 - Barcroft 46%
 - Barrett 45%
- However, both neighborhood schools are highly-walkable schools in an area where neighborhood seats are needed:
 - Barcroft 64% students in walk zone
 - Barrett 82% students in walk zone
- When looking at the three neighborhood schools (Carlin Springs, Barrett and Barcroft), Carlin Springs was proposed due to its small walk zone and its larger capacity.

*Source: Sept. 30, 2019 Enrollment, Enrolled Students Language = Spanish

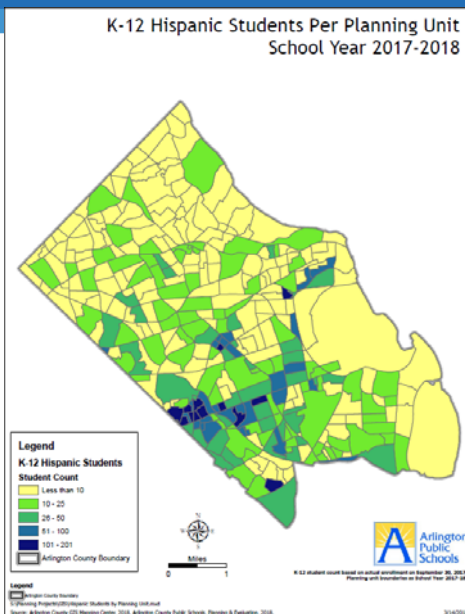
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Schools with a high percentage of Spanish-speaking Students

School	% Spanish-Speaking Students
Carlin Springs	62%
Barrett	49%
Barcroft	47%
Randolph	47%
Key	45%
Claremont	39%



Community Input: Other Ideas Suggested

Move Immersion to McKinley

- Arlington Traditional site is a central location, accessible via George Mason Drive to Barrett and Barcroft, two neighborhood elementary schools that have high numbers of native Spanish-speaking students
 - Barcroft 46%
 - Barrett 45%
- Placing Immersion at the McKinley site would place this countywide option program further away from Spanish speakers than either of the two sites explored for Immersion in the APS proposals



Community Input: Other Ideas Suggested

Include Claremont as Part of the Solution

- Not included in this school-move process as there is neighborhood seat capacity available in adjacent neighborhood school to accommodate overcrowding in that area
- Future conversations will explore opportunities to support program growth as well as address immersion feeders

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Staff is not recommending any new proposals for
School Board consideration

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Next Steps: Proposals to School Board



Next Steps: Proposals to School Board

Staff will Not Recommend Proposal 2 to the School Board in this Process

- There are opportunities for further exploration to meet long-term needs for some schools in Proposal 2
- It is highly unlikely that a CIP project in this high-growth area can open before 2025
- In Spring 2020, APS will seek community input on the CIP, holding events at the schools with site studies. At the same time, families will:
 - Learn more about APS instructional visioning
 - Have the chance to share their priorities and ideas about the various locations being studied in the CIP process





Next Steps: Proposals to School Board

Staff Will Recommend that the School Board Adopt Proposal #1

- Keeps more McKinley students together
 - 40% of McKinley students live in Reed walk zone
 - Majority of students would move together to Reed with principal and staff members
- Allows boundaries that will maximize walking to neighborhood schools as much as possible
- Allows about 100 more students from waitlist, including siblings, to enroll in ATS
- Places Immersion in a central location
- Creates neighborhood seats in high-growth Rosslyn area
- Allows upcoming CIP to focus on high-growth Columbia Pike area



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Next Steps: Community Engagement

- ✓ Oct. 30: Fall Meeting with APS Ambassadors and PTA Presidents
- ✓ Oct. 31: Engage page updated with proposed solutions; School Talk message; text messages to ES families in English and Spanish; social media to promote upcoming engagement dates
- ✓ Nov. 5: Online Information Sessions (English/Spanish) available via APS Engage, AETV, Facebook
- ✓ Nov. 6: CIP Work Session
- ✓ Nov. 5-24: Encourage participation in Online Community Questionnaire in English and Spanish
- ✓ November Meetings with ACTC, Comité Hispano, CCPTA, TCI, FAC, Civic Federation
- ✓ Nov. 15, 22, Dec. 6: "Friday Facebook Live" video with new FAQs
- Dec. 9: Community Meeting (Swanson, 7 p.m.—LIVE BROADCAST)
- Dec. 9-18: Community Questionnaire at APS Engage
- Dec. 10: Community Meeting (Central Library, 6:30 p.m.)
- Dec. 13: Community Webinar (12-1 p.m.—APS Engage)
- Dec. 16: Community Meeting (Kenmore, 7 p.m.)



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Next Steps: School Board

School Board Timeline

- Jan. 9, 2020: Staff will present final revised proposal(s) to the School Board as an Information Item
- Jan. 30, 2020: School Board Public Hearing on the final proposal(s)
- Feb. 6, 2020: School Board is scheduled to take action on final proposal(s)

School Board Meeting Information

- Meetings begin at 7 p.m. on the 2nd floor of Syphax Education Center (2110 Washington Blvd.)
- For agendas and information on speaking at a meeting, visit: www.apsva.us/school-board-meetings/

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