

Elementary Planning: Comparative Analysis of Superintendent’s Recommendation, the Alternate Boundaries-Only Scenario, and Scenarios Submitted by Community

Elementary School Planning Phase 1 had specific outlined goals, which include:

- Plan strategically before adjusting boundaries for Sept 2021, when new school opens
- Keep together as many students in each school community as possible
- Allow use of existing elementary schools to manageable capacity, including PreK needs
- Meet needs for neighborhood seats in high-growth areas
- Maximize walking to neighborhood schools and consider impact on bus-eligible students* and where possible:
 - Reducing bus ride distances for students at neighborhood schools
 - Avoid having students ride past one or more neighborhood schools to reach their assigned neighborhood school
- 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

Note: Demographics in APS schools are considered in every process. In the 2020 neighborhood boundary process, the demographics measure using Free and Reduced Lunch will be a part of the 2020 neighborhood boundary process.

* This clarifies details assumed under walkability about the impact on neighborhood school bus-eligible students

The following evaluates the Superintendent’s Recommendation, the Alternate Boundaries-Only Scenario, and scenarios submitted by the community and how they compare with the Phase 1 goals and considerations. **The Superintendent’s proposal meets the identified Phase 1 goals.**

Goals for Elementary Planning	APS Superintendent’s Recommendation <i>McKinley as Option School</i>	APS Alternate Boundaries-Only Scenario <i>No School Moves</i>	Alternative Scenario <i>Reed as Option School</i> Staff Analysis based on community suggestion	Alternative Scenario <i>Nottingham as Option School</i> Staff Analysis based on community suggestion	Alternative Scenario <i>Tuckahoe as Option School</i> Staff Analysis based on community suggestion
	<ul style="list-style-type: none"> • McKinley moves to Reed site • ATS moves to McKinley site • Key Immersion moves to ATS site • Key site becomes a new neighborhood school 	No schools move	<ul style="list-style-type: none"> • ATS moves to Reed site • Key Immersion moves to ATS site • Key site becomes a new neighborhood school 	<ul style="list-style-type: none"> • Nottingham moves to Reed site • ATS moves to Nottingham site • Key Immersion moves to ATS site • Key site becomes a new neighborhood school 	<ul style="list-style-type: none"> • Tuckahoe moves to Reed site • ATS moves to Tuckahoe site • Key Immersion moves to ATS site • Key building becomes a new neighborhood school
Reed – new building has an attendance zone	Yes , Reed is designated a neighborhood school, has a boundary	Yes , Reed is designated a neighborhood school, has a boundary	No , Reed is designated an option school, students entered via a lottery	Yes , Reed is designated a neighborhood school, has a boundary	Yes , Reed is designated a neighborhood school, has a boundary
ASFS – has new boundary that includes its surrounding area	Yes , ASFS has new boundary that includes its surrounding area	Yes , ASFS has new boundary that includes its surrounding area	Yes , ASFS has new boundary that includes its surrounding area	Yes , ASFS has new boundary that includes its surrounding area	Yes , ASFS has new boundary that includes its surrounding area
Maximize walking to Neighborhood schools-- <i>Include all or most walk zones within a school’s neighborhood</i>	Yes , neighborhood school boundaries include most planning units in walk zones and planning units that surround the school.	No , neighborhood school boundaries do not include most planning units with walk zones, nor planning units that surround the school.	No , neighborhood school boundaries do not include most planning units with walk zones, nor planning units that surround the school.	Yes , neighborhood school boundaries include most planning units in walk zones	Yes , neighborhood school boundaries include most planning units in walk zones

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<i>boundary, plus adjacent planning units that surround the school</i>			Reed as an option school does not use the planning units within its walk zone, where over 400 students live.		
Reducing bus transportation dependence	Yes , maximizes opportunities to walk to school, which helps in managing growing transportation costs. The boundaries include planning units surrounding the school.	No , adds to transportation costs and longer time on buses for students. Given the imbalance between where elementary school students live and available neighborhood seats across the county - long, extended boundaries are needed to fill neighborhood seats at various schools, including Discovery, Jamestown, Taylor, McKinley, & Reed. This results in increased dependence on bus transportation due to longer bus rides for students who could otherwise be assigned to schools closer to where they live.	No , adds to transportation costs and longer time on buses for students. Long, extended boundaries are needed to fill neighborhood seats at Ashlawn, McKinley, Nottingham, & Discovery, because of the close proximity of Discovery, Nottingham & Tuckahoe, resulting in increased dependence on bus transportation with longer bus rides for students who could otherwise be assigned to schools closer to where they live.	No , adds to transportation costs and longer time on buses for students. In addition, it would place an option program on the farthest most NW corner of the county, which would create the longest bus rides for students attending a countywide option program. Long, extended boundaries are needed to fill neighborhood seats at Ashlawn & McKinley, because of the close proximity of McKinley & Reed, resulting in increased dependence on bus transportation with longer bus rides for students who could otherwise be assigned to schools closer to where they live.	No , adds to transportation costs and longer time on buses for students. In addition, it would place an option program on the farthest most NW corner of the county, which would create the longest bus rides for students attending a countywide option program. Long, extended boundaries of up to 2.0 miles needed to fill neighborhood seats at Ashlawn & McKinley because of the close proximity of McKinley & Reed), resulting in increased dependence on bus transportation with longer bus rides for students who could otherwise be assigned to schools closer to where they live.
Meet needs for neighborhood seats in high-growth areas	Yes , move repurposes Key as a neighborhood school, addressing urgent need in Courthouse/Rosslyn area	No , by keeping all schools in place, APS will need to consider CIP projects that could add capacity in the Rosslyn/Ballston Corridor and the west end of Columbia Pike.	Yes , move repurposes Key as a neighborhood school, addressing urgent need in Courthouse/Rosslyn area.	Yes , move repurposes Key as a neighborhood school, addressing urgent need in Courthouse/Rosslyn area.	Yes , move repurposes Key as a neighborhood school, addressing urgent need in Courthouse/Rosslyn area.
Clarifies elementary priorities for FY 2021-30 CIP	Yes , by making Key a neighborhood school, allows CIP to focus on the Western End of Columbia Pike.	No , CIP will have competing elementary priorities between the Western End of Columbia Pike and the Rosslyn-Ballston corridors.	Yes , by making Key a neighborhood school, allows CIP to focus on the Western End of Columbia Pike.	Yes , by making Key a neighborhood school, allows CIP to focus on the Western End of Columbia Pike.	Yes , by making Key a neighborhood school, allows CIP to focus on the Western End of Columbia Pike.
Matching facilities to where neighborhood seats are needed for current and projected growth	Yes , scenario provides flexibility to manage enrollment and plan for PreK and special program needs.	No , scenario makes it difficult to manage enrollment that is proximate to large student populations, may require placing PreK and other programs in schools with space rather than near where students live.	Yes , may provide sufficient flexibility to manage enrollment and plan for PreK and special program needs.	Yes , may provide sufficient flexibility to manage enrollment and plan for PreK and special program needs.	Yes , may provide sufficient flexibility to manage enrollment and plan for PreK and special program needs.

Notes:

- In the upcoming 2020 boundary process, building capacity will be adjusted to identify specific capacity for K-5 neighborhood seats, PreK and special programs as needed.
- Long Branch did not meet the criteria for repurposing neighborhood schools as option schools:
 - Schools in the area north of Rt. 50 and west of Glebe road, where APS has approximately 1.5 elementary school seats per elementary student enrollment;
 - Using the Barcroft, Barrett, and Carlin Springs sites for option schools; all are schools with higher proportions of Spanish speakers than Claremont and Key