

Staff Response:

I hope this email finds you and your family well.

My name is Gladis Bourdouane with the Planning and Evaluation team. Thank you for sending an email to engage@apsva.us in advance of the May 19 online session. At the online session, we answered questions from community members received via the online questionnaire, emails sent to engage@apsva.us and those submitted live at the session. The May 19 live session is available online at <https://www.apsva.us/engage/data-review-for-fall-2020-boundary-process/>. In addition, we also hosted a Staff Open Office Hour session on May 28, also available on the webpage.

In regards to your question on determining the "within 0.5 mile" status of a planning unit, staff used GIS for determining the "within 0.5 mile" status of a planning unit and define the half mile broadly.

In GIS, staff drew the half mile radii from each of the option schools, including the ones to relocate per the recent School Moves process, and used the GIS function to select the planning units that intersect that half mile radius. In some cases, the planning unit was wholly within and in some cases, only part of it. We selected any part of that geometry if the planning unit intersected the half mile radius and defined it as "within the half mile."

Thank you so much for engaging in this process.

Inquiry Received from Community Member

Hello.

I was reviewing the two options for estimating the share of kindergarteners that will attend neighborhood versus option schools, and I had a question about how to determined the "within .5 mile" status of a planning unit. Are you using the centroid of the polygon (or "as the crow flies") or are you only counting planning units that are walkable to the option school?

By way of general feedback, given that option schools DO skew toward kids who live closer, I think Option 2 makes a lot more sense for projections around where the Kindergarteners will go.

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Staff Response

I hope this email finds you and your family well.

My name is Gladis Bourdouane with the Planning and Evaluation team. Thank you for sending an email to engage@apsva.us regarding the Data Review for the 2020 fall boundary process.

Regarding your question on why there was not a category of “Have an elementary school aged child not in APS,” in the questionnaire; those categories change slightly on questionnaires and we try to keep that question to about six questions +/- . So far 468 respondents (80%) have indicated they are parents/guardians of elementary school students in APS, 118 are parents/guardians of middle/high school students (22%), 118 are parents/guardians of children not yet in Prek (20%), and six who are parents of private school students. We appreciate your input very much.

I also want to point to the data sources that were used for the planning unit projections (page 2 of the methodology document), to be used for the 2020 fall boundary process:

Data Sources

A special elementary enrollment (Grades K to 5) projections by Planning unit (planning unit) was produced in early 2020. These planning unit enrollment projections were calculated separately from, and use a different methodology than, the Fall 2019 ten-year projections. The planning unit enrollment projections are for Fall 2020 through Fall 2023. The planning unit projections used the following data sources:

- September 30, 2019 official enrollment counts by address from the Student Information System which are matched to planning units
- Historical Student Information System address-level data, also matched to current planning units, from September 30 of 2018, 2017, 2016, and 2015
- Planning Unit boundaries in a GIS format, last updated in Fall 2018
- Housing Unit Forecast from Arlington County Government (ACG) from September 2019 and updated with ACG residential construction status information from March 2020, see Table 2. This data includes a timeline of when residential construction projects are forecasted by ACG to be completed and habitable, each project’s residential type, number of net new units, and affordability levels. This information helps APS estimate the number of new students and the year that a given housing development will add students to neighborhood schools.
- Student Generation Rates used in the Fall 2019 ten-year projections and produced by APS staff are applied to the Housing Unit Forecast; see Attachment C at <https://www.apsva.us/wp-content/uploads/2019/12/2019-Report-Final.pdf>
- Actual Resident Live Births from 2015 through 2018 is sourced from ACG, who receive that information from the Virginia Department of Health. This historical information is for live births to mothers who reside in Arlington County.
- Birth to Kindergarten Ratio is updated on a yearly basis by APS staff. This ratio represents the percentage of children entering kindergarten in a particular year as compared to the total number of children born five years earlier to Arlington County parents. The birth to kindergarten used in the PLANNING UNIT enrollment projections used kindergarten enrollment counts from 2017 to 2019 and birth information from 2012 to 2014; it averaged 0.708 in this 3-year period.

- Spring Update to the 2020-21 School Year, available at <https://www.apsva.us/statistics/enrollment-projections/>, was used for the assumption of how many future Kindergarten students were likely to attend an option school, or not attend their neighborhood school. The 506 option school kindergarten students estimate from the Spring Update to the 2020-21 School Year was assumed for each incoming Kindergarten cohort from Fall 2020 through Fall 2023.

Thank you so much for engaging in this process.

Inquiry Received from Community Member

Is this someone who I can have a technical conversation with about this data and the survey? Some of the survey questions don't make sense in terms of responses, and I'm also finding the data confusing.

Just background for context of my questions/notes:

- 1) I live in planning using 12031, Arlington Forest.
- 2) I have an elementary school aged daughter who does NOT attend an APS school.
- 3) I have an "above average" experience with surveys including as a part of my previous professional experience: Conducting more than 100 rounds of surveys for FEMA, developing and implementing many other research surveys, and leading outside quality control for several years of the American Housing Survey from the Census Bureau. I have not done surveys in recent years, but rather currently do large scale data analysis.

Questions/confusion:

- 1) Why was there not a category for person of: Have an elementary school aged child not in APS? We used to send her to APS, but for various reasons switched her to a private school. However, it is possible she'll be back into the public school system at some point.
- 2) On the spreadsheet with Phase 2, I was unclear what the counts of students really was. Is it truly all K-5 students who live in the planning unit, or is it really K-5 students who live in the planning unit and are enrolled in APS? From the notes, it appears to be everyone, and then the numbers don't make sense to me. It is listing 24 students in our planning unit (cell X26). 16 are listed as attending the local, 0 for Key, and 5 for ATS. That is a total of 21 students, leaving 3 presumably elsewhere. However, just on my side of the street, including my daughter, there are four (4) elementary children not in APS, much less the rest of the planning unit and children who are in APS but other schools in APS.

If the counts really are only APS students, that needs to be clear, and there should also reporting of the counts of those kids, since they could shift back to APS.

- 3) There's lack of description of categories. What is "Other" (column AG)? Is it multi-racial? (That's how we would answer for our daughter, so curious as to what category she would be counted in.) I would be curious to see definitions of a lot of those columns, which I didn't see linked anywhere.

And then more questions will follow depending on the answers.

Staff Response

I hope this email finds you and your family well.

My name is Gladis Bourdouane with the Planning and Evaluation team. Thank you for sending an email to engage@apsva.us in advance of the May 17 online session. At the online session, we answered questions from community members received via the online questionnaire, emails sent to engage@apsva.us and those submitted live at the session. The May 17 live session is available online at <https://www.apsva.us/engage/data-review-for-fall-2020-boundary-process/>. In addition, we also hosted a Staff Open Office Hour session on May 28, also available on the webpage.

In response to your request to share the 2017-2019 PU level kindergarten data used for the distribution of births, we have posted the table online on the Data Review webpage: <https://www.apsva.us/wp-content/uploads/2020/06/Table-of-Kindergarten-Students-by-Planning-Unit-2017-2018-2019.xlsx>

Regarding your question on the methodology used, the team that looked at the methodology for the planning unit projections settled on using the average to distribute projected kindergarten students by planning units, since it is an approach that has been used in the 10-year projections produced for the last three years which applies the averages to school boundaries. In this decision the team was guided by advice from an enrollment projections consultant who has worked with APS and Arlington County Government since 2015.

And regarding your question on whether we have shared the Sept 2020 school projected enrollment with ES principals to compare with their 2020-21 new student registrations and committed returning students – yes, we work closely with our principals at all levels and work collaboratively in meeting their building's needs. We have also posted the Annual Update which documents the collaborative process used to prepare schools for projected enrollment.

Thank you so much for engaging in this process.

Inquiry Received from Community Member

Hello,

Thank you for providing the methodology and data for the Data Review for Fall 2020 Elementary School Boundary Process. On the top of page 4 in your methodology, you share that "births are then distributed among all 347 planning units based on each planning unit's unique three-year average kindergarten share of total kindergarten enrollment from 2017 to 2019."

Would it be possible to share the 2017-2019 PU level kindergarten data used for the distribution of births?

I created a quick map of the percent change in population 2020-2023 using Method 1 (see attached) and there are some pretty dramatic increases and declines over the 4-year period so I was just wondering if I could take a look at the 2017-2019 kindergarten PU data to help understand these changes. Thank you so much for your consideration. In addition, I have a

question about your methodology. I am wondering if you thought about not only using each PU's average kindergarten share 2017-2019, but also the trajectory between 2017 and 2019? Using only the average, a PU with a share of .010, .012 and .014 kindergartners in 2017, 2018, 2019 respectively, would have the same 3-year average as a PU with .016, .012 and .008 share in 2017, 2018 and 2019 (respectively), even though they have very different trends. I am curious if you thought about using both average and trend in distributing the births among planning units?

And finally, have you shared the Sept 2020 school projected enrollment with ES principals to compare with their 2020-21 new student registrations and committed returning students? I know it's early and a lot can happen between now and August, but checking in with principals could provide a "gut check" on your methodology and estimates.

Staff Response

I hope this email finds you and your family well. Your questions and input on the upcoming elementary school boundary process were forwarded to our team in Planning and Evaluation.

We want to thank you and members of the Barrett community for your continued engagement. Currently, we are conducting Phase 2 of the Elementary Planning process and have invited the community to review data that will be used in the Elementary School Boundary process this fall. This review will help ensure that the final data reflect what community members know about their neighborhoods, are accurate, complete, and ready for use in adjusting boundaries across neighborhood elementary schools. We are doing this part of the boundary process early, based on the recommendation of CCPTA and others in the community, so APS can ensure data accuracy and incorporate any input needed.

We recognize that the data review is technical and we appreciate the participation and input from the community during this phase of the process that is specific to the data by planning unit. In the past, we have received helpful input from residents who are aware of housing construction in the works or of a residential building that was placed in the wrong planning unit. In this review, we are eager to get this type of information that allows us to double-check with our colleagues in Arlington County government and to make any corrections necessary and ensure we are working with sound data in the fall process.

The recordings of the May 19 online information session and the May 28 staff open office hour, where we answered questions from community members on the Data Review for the Fall Boundary process are available online at <https://www.apsva.us/engage/data-review-for-fall-2020-boundary-process/>.

This fall is when boundary adjustments will be under consideration; please be assured there will be an opportunity for additional community engagement during this process of adjusting boundaries, and we look forward to your continued participation. We know each school community has unique characteristics and we appreciate your valuable input throughout the elementary planning process. Information on the fall boundary process will be available on the APS Engage section of our website this August.

Please note, too, that determining walk zones is not part of the boundary process, as this is managed within the Dept. of Facilities and Operations. In case this is helpful, an analysis of the walk zones from 2018 can be found here: www.apsva.us/wp-content/uploads/2019/10/Analysis-of-Walk-Zones_Final_Oct_31-1.pdf.

Thank you.

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Staff Response

I hope this email finds you and your family well. Your questions and input on the upcoming elementary school boundary process were forwarded to our team in Planning and Evaluation.

Per School Board Policy B-2.1, boundary changes are considered when one or more of the following conditions are met:

- A school building's projected enrollment is expected to be significantly over capacity across the projections.
- Capital expansion to relieve overcrowding is not feasible and would not address the needs.
- An insufficient number of students is enrolled or projected to be enrolled to allow cost effective operation of a school.
- A new school building is planned for construction.
- There are other administrative, cost-efficiency or service advantages to making such a change.
- At a minimum, there will be a systematic review of school boundaries every five years.

In preparation for the 2021-22 school year, APS will conduct the Fall 2020 Elementary School Boundary Process to accomplish the following:

- Develop new school attendance zones for new neighborhood elementary schools at the Reed (1644 N. McKinley Rd.) and Key (2300 Key Blvd.) sites
- Develop a new neighborhood attendance zone around Arlington Science Focus School (1501 N. Lincoln St.)
- Manage building capacity utilization by adjusting boundaries across neighborhood elementary schools

One of the School Board considerations during a boundary process is minimizing the number of times boundary adjustments affect an individual student who has continued to reside in the same home, and minimizing the number of students reassigned to a different school, within a school level, while achieving the objectives of the boundary process. During the fall boundary process, staff will make every effort to achieve this. As you can see in the Planning Unit Data Table, recent boundary adjustments are noted for each planning unit so our team is aware of previous reassignments.

Information on the fall boundary process will be available on the APS Engage section of our website this August. There will be additional opportunities for community input, and we look forward to your continued engagement in this process.

Thank you.

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