MASTER PLANNING COMMITTEE
2015 REPORT
Arlington Public Schools

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EXECUTIVE SUMMARY

Patrick K. Murphy, Ed.D.
Superintendent
Arlington Public Schools
1426 N. Quincy St.
Arlington, Virginia 22207

Dear Dr. Murphy,

The Superintendent's Master Planning Committee (MPC) is pleased to submit its report. We have attempted to survey and assess a range of future potential directions for Arlington Public Schools (APS) as our community grapples with unprecedented growth in our student enrollment.

We all know that meeting the needs of these students — while continuing to meet or exceed our community's high standards for educational excellence — means change. Early on, we concluded that this change should be viewed primarily as an opportunity, rather than a problem. Enrollment growth gives us the opportunity to re-think what APS does and why, and it opens the door for us to move forward in truly exciting and innovative ways.

As we discussed potential future directions for APS, we realized two things early on: 1) capacity issues serve as a backdrop to almost every consequential decision APS is likely to make; and 2) many of the most promising and innovative instructional directions we discussed can actually have a positive impact on our ability to meet our capacity needs. Many of these approaches may have us using our current buildings differently or — in some specific cases — not at all.

As the community has discussed our school capacity challenges, we have often looked at the issue through a fairly narrow lens. Assuming the instructional status quo, we have essentially just been asking ourselves, "how can we manage our enrollment with our current buildings, and how do we develop new space on the limited available land in our county?" But if we step back from our current models and assumptions — and the reports that follow suggest that there are significant and exciting ways to do so — we see that our school buildings are used for regular instruction fewer than half the days of the year, and—on those days — classes are generally taught for seven or fewer hours. For huge chunks of time across the year, our school buildings are simply not engaged for the purpose of K-12 instruction. From 30,000 feet, our problems look less like an overall capacity problem and more like a scheduling bottleneck.

To help us think clearly about the issues before us, the MPC decided to form three working groups, each with thoughtful leaders from the community and APS staff. Each of the myriad topics and issues that the MPC had discussed was posed to at least one of the working groups. These groups worked through the spring and finalized their reports over the summer:

Working Group 1 – The School Day, the School Year, and Virtual Learning: the opportunities and challenges for reinventing where and when students learn. The working group will explore the opportunities and practical challenges around options for reworking the traditional school day.

Working Group 2 – Programs, Choices, and Admissions Policies: the challenges and opportunities for creating, reforming, and targeting distinct and rich educational opportunities in a full enrollment environment.

Working Group 3 – Partnerships and Collaboration: exploring the opportunities and challenges of developing significant collaborations with non-APS organizations to obtain mutual objectives, multiply APS resources, and expand opportunities available to our students.

While the groups discussed, researched, and assessed many potential opportunities and challenges (as you will see from each of the work group reports), the most substantial opportunities appear to revolve around our conception of the high school experience and the nature of the high school day. Given the level of promise in this area and the urgency with which APS should begin developing tangible plans around these opportunities, I would like to highlight this area first and most prominently.

RE-IMAGINING THE HIGH SCHOOL EXPERIENCE

Working Group 1 was charged with exploring the school day, the school year, and virtual learning. The group found that a staggered and more flexible school day at the high school level could markedly increase the capacity of our existing buildings while supporting a range of opportunities made difficult or impossible by our current more confined structure. The building's school day could start earlier and end later, but individual students would have flexibility within that time to schedule classes and explore other opportunities.

Working Group 3 was charged with exploring potential collaborations with non-APS partners to obtain mutual objectives. This group assessed a number of encouraging opportunities to collaborate with local businesses on high school work exploration programs, with local colleges and universities on both facilities and curriculum, and with the county and non-profits on shared use of facilities. Of course, most of these possibilities (again, primarily at the high school level) are only achievable within the context of a general re-thinking of the structure, length, and flexibility of the school day.

By rethinking how, when, and where our students take their classes and receive enriching experiences, entire new avenues present themselves, such as:

Work/Internships/Apprenticeships. The opportunities for students to explore occupational opportunities would be greatly enhanced by a more flexible schedule. Some of these experiences could also be tailored to earn credit toward graduation.

Robust Virtual Learning. By enhancing current curricular offerings virtual learning centers could open substantial new pathways for APS students. While such learning could be supervised and facilitated by staff, the virtual learning location need not be in a traditional classroom setting.

Collaboration Countywide. Flexible scheduling allows students across high schools countywide to collaborate at central locations. These collaborations could be in the form of specialized academic explorations, music, visual arts or other areas. These collaborations and classes could occur at non-APS facilities, such as local colleges and universities, which may have excess space during the day.

Early Graduation. By exploring an easing of the requirement that students take seven classes each year (but not the total needed overall), the possibility exists to allow some students to graduate in less than four years, or perhaps use a senior semester as an internship or other opportunity.

Evening Classes. Some evening course options at the high school level could be advantageous for both students and staff, create flexibility during the day, and create a more efficient use of our facilities.

College Level Classes. Through collaboration with local higher education partners new opportunities for expanded dual-enrollment classes on college campuses and other college credit courses may be possible.

There are, of course, many obstacles to almost all of these directions, from transportation logistics to Virginia Department of Education regulations. However, the most significant barrier to implementation of many of these possibilities is likely to be our community's ability to accept the level of student accountability, responsibility, and independence implicit in many of these options--combined with a certain "nostalgia" for what high school should be. These concerns are real and valid, and the community needs to have an open and constructive dialogue around them.

The ideas outlined above—and likely others—will need to be carefully examined before definitive decisions are made about adding capital-based high school capacity. The type, location, size, and amenities of any new secondary buildings could be significantly affected by decisions on these issues.

RETHINKING THE PREK-12 SCHOOL YEAR

Working Group 1 also examined the possibilities around changes to the school year. A year-round (multi-track) schedule could have particular benefits for learning, while the utilization of our school buildings for the entire year could increase our overall capacity markedly.

There does appear to be some evidence that this year-round schooling model can improve student performance, particularly at the elementary level. Such a proposal could achieve additional key APS objectives by staggering those breaks such that only some students would be out of school at any given time, thereby utilizing the building year-round.

While the benefits to such reform are clear, Working Group 1 identified a number of very substantial objections to such an approach, most prominently:

Not a Secondary Fit. Such a schedule at the secondary level would make concerted participation in many traditional programs such as band or sports virtually impossible.

Family Schedules. If implemented at only elementary level, there would be significant challenges for families with middle and high school siblings. Also, day care could be a significant challenge for working parents, since the school buildings would not be available for any camps or intersession courses.

Teacher Recruitment and Retention. A traditional schedule is likely to be more attractive to more teachers, many of whom have children enrolled in other jurisdictions. If Arlington is alone in the region in a shift to multi-track scheduling, recruitment and retention could be a significant challenge.

RE-EXAMINING ADMISSIONS AND CHOICE OPTIONS

Working Group 2 was charged with assessing programs, choices, and admissions policies. As APS enrollment grows, key decisions will need to be made on whether and how to grow the availability of specialized programs, whether and how to maintain or grow school options, and what our transfer policies should look like in a world where virtually every school is near or above full capacity.

Working Group 2 reaffirmed Arlington's system of strong neighborhood schools as the first opportunity for all students coupled with a range of additional options for students and families to choose an education program that best meets their needs. This a hallmark of Arlington's education system, which can be further improved as the community debates how to best address overcrowding, including additional smaller schools or smaller programs within schools.

APS should be mindful of equitable educational access for its various school choices. Working Group 2 recommended a careful review of APS communication tools to increase transparency and enable parents and community members to access information pertaining to all neighborhood and choice programs within APS via one central location. (i.e., APS Website, virtual tours). Additionally, the application and admission processes should be reviewed with a goal to increase diversity. Consideration should be given to revisions of the existing admission policies and practices across APS programs to create increased efficiencies. APS should consider a retooling of this system prior to adding new programs.

Evaluation of different school models should also be a factor as consideration is given future options. With key evaluative measures in place for each program, APS can determine whether efforts are furthering the strategic goals and, therefore, whether they should be expanded, modified, or re-thought. Working Group 2 believes that the planning and implementation of educational programs and options should include:

- a K-12 continuum of programs and pathways for participating in educational programs and options,
- inclusion of all types of student learners within all academic opportunities and options,
- measurement tools to evaluate school and program success in accordance with the APS Strategic Plan,
- utilization of school design, location, diversity and curriculum focus to increase achievement of all students, and
- comprehensive communication tools that identify all opportunities and options through the development and posting of school, specialized and choice programs.

MOVING FORWARD

As you read each of the Working Group reports, be mindful that our task was to suggest and assess particular approaches, not to determine or flesh-out particular recommendations. We believe that APS leadership should examine these options and our analyses of them and develop a comprehensive community-wide process to develop specific action steps around those options found most promising. Ideally, such a process would be well underway in advance of the 2016 CIP development, so that longer-term strategic directions would shape our immediate capital decisions.

The working groups have each provided potential next steps for a variety of their options. Should APS choose to move forward on some of the more aggressive proposals, such as components of the high school re-imagining outlined above, APS would need to ensure that senior staffing is appropriately aligned for purposes of engaging the community and APS in the development of concrete plans, engaging Arlington County for joint planning purposes and execution and rollout.

CONCLUSION

The issues that confront APS and the larger Arlington community are profound and multi-faceted. I hope the work of the Committee and its working groups can contribute to a common starting point for addressing these challenges in a comprehensive and forthright way. These reports are not the end of a process, but simply a first step in thinking about how Arlington can build a truly state-of-the-art educational system and an effort to underline that our future planning cannot simply be about buildings.

It has been a pleasure to work with so many talented and thoughtful leaders in our community as we have worked through these issues. I want to thank them for their time, diligence, and patience as we navigated this process to conclusion.

Yours truly,

Todd McCracken
MPC Chair

ACKNOWLEDGEMENTS

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WORKING GROUP 1 REPORT

Working Group 1 was charged with researching options for restructuring the school day, school year, and virtual learning. The goal of the group was to identify the opportunities and challenges for redefining where and when students learn.

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EXECUTIVE SUMMARY

APS formed a Master Planning Committee that is charged with looking at key issues that could shape the future of APS over the next 25 years and identify strategies to prepare for the challenges ahead. Working Group 1 investigated options for changing the length of the school day and structure of the school year, as well as expanded virtual learning opportunities. Extending the school day is a viable option at the secondary school level, and could provide more flexible scheduling options and career exploration opportunities. Adopting a modified or year-round school calendar is most ideal at the elementary school level; however, it would require a paradigm shift and additional planning to provide students with learning opportunities during intermittent periods when school is out of session. Virtual learning choices can help balance capacity needs at the secondary level and increase flexibility for students at the secondary level. It could also be useful in conjunction with extending the school day and expanding capacity.

KEY AREAS OF FOCUS

School Day: Using school buildings for longer hours during the day, in order to accommodate more students.

Topic 1: Staggered Schedules at the High School Level

Staggering schedules at high schools would lengthen the time that the school is open but provide opportunities for students to arrive late/leave late or arrive early/leave early. Students would still only be present for seven periods daily. This proposal would build on the current practice of a "0" period. Generating greater capacity through staggered scheduling will require additional transportation availability for students.

Opportunities:	Challenges:	Capacity Implications:
• Allows students to leave early for jobs/internships • Creates flexible scheduling of courses so students can arrive late or leave early • Supports sleep research requirements for adolescents	• Would it be voluntary or mandatory (Where does student/parent choice fit in to the planning)? • Transportation planning • Additional/shared staffing • Academic support for students who leave early • Equity of opportunity • Could lead to more unsupervised time at home for students, or take away from family time if they attend in the evening • Master scheduling of singleton classes	• Master schedule would change and affect other uses of building • Possible limitations and changes for after school activities and sports

Topic 2: Work Experiences and Internships for Credit

Students who are earning credit for work experiences will open space during part of the school year, while exploring opportunities that support their career readiness upon graduation.

Opportunities:	Challenges:	Capacity Implications:
• Greater utilization of Career Center • Improved career readiness for graduates	• VDOE regulations • Demanding graduation requirements • Student supervision • Transportation	• Potential for increased capacity • More capacity needed at Career Center

Topic 3: Accelerated Completion of Graduation Requirements

Currently, APS requires students to attend school for four years, taking seven classes each year. Working Group 1 recommends evaluating this structure, by requiring 28 classes but not necessarily within the confinement of seven classes per year. A more flexible approach would allow students to accelerate at their own pace, with the possibility of graduating early or opting for a reduced class schedule in their last year. In order for students to achieve this goal, they would need to complete credited classes during middle school and/or during Summer School.

Opportunities:	Challenges:	Capacity Implications:
• Langston Program could be restructured for this purpose • Virtual learning is more easily incorporated • Strengthen the Summer School Program, provide more New Work for Credit and expand online classes • Awarding credits for demonstration of mastery or alternate method of delivery (e.g., PE=varsity sport), Credit By Exam for World Languages	• Tracking student progress • Developmental readiness of students • Awarding credits for demonstration of mastery or alternate method of delivery (i.e. PE=varsity sport), Credit By Exam for World Languages	• Potential for increased capacity • Additional space as students attend for partial days

School Year: Shifting the annual school calendar, so that buildings are in use for school purposes year-round, in order to accommodate more students.

Topic 1: Modified School Calendar

A modified school calendar has two-week intersession periods in the fall, winter, and spring, and a shortened summer break of six weeks. APS has implemented a successful modified calendar at Barcroft Elementary School. During intersessions, students can opt into full days of courses, not curriculum-driven but related to what they have learned or will learn. These courses can be developed to reinforce skills and/or enhance current learning levels. This model does not accommodate additional students since it is merely a shift in vacation timing from the other elementary schools.

Opportunities:	Challenges:	Capacity Implications:
• Break up one traditional summer break into smaller vacations (studies show this is easier and preferred by parents) • Schools can minimize "summer learning loss" • Intersessions offer time to supplement instruction	• Model works best for elementary school only • If only at elementary level, poses challenges for elementary families with secondary school siblings • Ensuring intersession options exist; more partnerships needed • Paradigm shift for families • Calendar shifts for summer school	• Difficulty in scheduling extracurricular activities and making sure there is continuity in those activities

Topic 2: Multi-track School Calendar

A multi-track school calendar is based upon a "45-15" plan or a "60-20" plan. Students attend classes for 45 days and then are off for 15 days (or 60 and 20). During off periods for some students (25%), the other tracks of students (75%) are attending school. Students attend school for the same number of calendar days as the traditional school year calendar but the days are stretched out over the entire calendar year and the breaks between terms are shorter. A multi-track calendar is popular as it expands seating capacity of facilities, though some research indicates that schools should not adjust to year round scheduling with capacity as the goal.

Opportunities:	Challenges:	Capacity Implications:
• Efficient use of the facility • Break up one traditional summer break into smaller vacations (studies show this is easier and preferred by parents) • Schools can minimize "summer learning loss" • Kindergarten students can enter when ready through one of the tracks (i.e., Sept. 30 would not be the driver) • Students may advance academically when they are ready if space permits • Intersessions offer time to supplement instruction • Student teachers could be integrated successfully, observing for nine weeks, and teaching during intersession periods	• Model works best for elementary school only • If only at elementary level, poses challenges for families with middle and high school siblings • Ensuring intersession options exist; more partnerships needed • Families cannot select which track student is assigned • Retaining staff and recruiting more of them • Higher transportation cost • Paradigm shift for families • Eliminates summer school • Scheduling challenges for report cards, teacher conferences, concerts and special events, building maintenance projects, professional development, etc. • Affects testing schedules • More difficult to maintain strong school "identity"	• Potential for increased capacity • School facility cannot be used for intersession (supplemental instruction must move to community center, library, etc.) • More building storage capacity required for staff during their "off-track" time, pack-up required • Difficulty in scheduling extracurricular activities

Virtual Learning: Identification of potential program offerings for APS and evaluation of their feasibility, public demand, and — most importantly — their ability to enhance our progress toward our objectives for student development.

Topic 1: Staggered Schedules at the High School Level

Virtual learning provides options for expanded building capacity, and implementation of staggered schedules in conjunction with a longer school day could accommodate more students. Earlier opening and later closing provide the flexibility for students to adjust arrival and departure times while maintaining a full schedule and completing some courses online. Students would continue to take seven classes per year, but offerings of online or virtual courses would be increased and students would have choices for when and where to complete their coursework.

Opportunities:	Challenges:	Capacity Implications:
• Meets the needs of a more diverse population by offering flexible hours and options for coursework • Supports responsiveness to families who work both day and night shifts • Allows students to leave early for jobs/internships • Facilitates the scheduling of online courses so students can arrive at school later or leave early • Supported by research on sleep requirements for adolescents	• Would it be voluntary or mandatory (Where does student/parent choice fit into the planning)? • Transportation planning • After school activities • Singleton classes could be potential problems • Master schedule for building • Equity of opportunity • Professional Learning Communities • Faculty meetings and common professional development time	• Possible limitations for after school activities • Potential for increased capacity

Topic 2: Work Experiences and Internships for Credit

Students would be able to accelerate their exploration into the world of work in a career of their interest while earning high school credit. Preparing more students for career readiness could help APS leverage expanded partnerships with local businesses and universities. Students who are not in class because they are receiving credit for work experience will vacate space, increasing building capacity. The time to complete internships can be built into student schedules and graduation timelines by allowing students to take online classes at a time that is convenient and not bound by the school day.

Opportunities:	Challenges:	Capacity Implications:
• On the job training for students in chosen career pathway • More business partnerships that provide internships to ensure graduates are career ready	• VDOE regulations • Demanding graduation requirements • Student supervision • Transportation needs	• Potential for increased capacity

Topic 3: Accelerated Completion of Graduation Requirements

Currently APS requires students to attend school for four years, taking seven classes each year. Working Group 1 recommends evaluating this structure, by requiring 28 classes but not necessarily within the confinement of seven classes per year. A more flexible approach would allow students to accelerate at their own pace, to include being enrolled in more than seven classes over the course of a traditional school year, with the options of a reduced class schedule in their last year or early graduation. Virtual learning opportunities would allow students greater flexibility without necessarily requiring the physical space, on-site instructional staffing or other resources that are required to offer a class in a traditional building.

Opportunities:	Challenges:	Capacity Implications:
• Could be used across many programs for both enrichment and credit • Early completion of courses could allow students to begin enrolling in college courses early • Strengthen the Summer School Program and provide more New Work for Credit and online classes • Better utilization of Naviance software to monitor transcripts • Online learning allows more flexibility with timelines (start and stop)	• Developmental readiness of students • Built-in quality control method for DOI to ensure fidelity of curriculum • Monitoring of academic progress to identify remediation needs • Checks and balances system for students who are not successful • Support for students with services (IEP, 504 HILT)	• Partial day schedule for some portion of students when requirements are completed • Potential for increased capacity

NEXT STEPS IN THE SHORT, MIDDLE, AND LONG TERM

Short-Term

- Elementary school days could be extended for all schools with the elimination of early release and implementation of FLES at all remaining schools. This option would require additional funding. For high schools, internships for credit and accelerated graduation, under the guidance of VODE regulations, should be considered. High school bell schedules were gathered and are available for review as extension of the high school day is considered, and reviewing them as part of a staggered scheduling plan for high schools is an important first step. In considering these changes, it will be important to ascertain student and family interest and ability to participate in staggered schedules (arrive early/leave early, arrive late/leave late).

- APS may want to review Virginia's Joint Legislative Audit and Review Commission report on year-round schools and the recommendations that were made by the Commission. Information can be accessed at http://jlarc.virginia.gov/reports.shtml. APS should also consider visits to county school systems that have partially implemented a year-round schedule to address capacity limitations, such as Wake County, NC, so they can gather lessons learned and clearly understand the advantages and disadvantages of multi-track schedules.

- Virtual learning options are being expanded to meet the state requirement that every student complete at least one virtual course before graduation. It would be important to examine the policy that requires students to complete virtual learning during each school's individual bell schedule. More flexible scheduling of virtual instruction is essential to the expansion of digital learning opportunities.

Mid-Term

- When the Career Center expands, school days could be extended to offer more afternoon and evening classes for students at that facility. Higher enrollment of students at the Career Center could reduce capacity pressure at all three comprehensive high schools.

- APS could consider piloting a multi-track schedule at an elementary school. To provide flexibility for families, the school could be designated as a choice school and students could transfer if they do not want to participate in a year-round schedule.

- The other alternative to consider is a pilot program for a modified school calendar that teams up a group of schools, including two or three elementary schools paired with their secondary feeder school, to examine the advantages and disadvantages of a different calendar. Teaming the schools would allow them to coordinate enrichment, remediation, acceleration, or extension programs during scheduled time off, and coordinate other out-of-school time activities more efficiently and cost-effectively. The team of schools could possibly be chosen in an area of the County where summer learning loss is greatest, to evaluate the effect of the approach on academic achievement. Extended Day programs, staff support during intercessions, and community partnerships would also be essential to the success of such a pilot program.

- As virtual learning expands, it may be necessary to develop a structured virtual location where students who need instructional support during their virtual classes could receive that help. Further analysis would be necessary to evaluate any need for additional transportation and staff, impacts on capacity, and supplemental academic supports that may be needed to ensure that students continue to succeed academically as they work more independently

Long-Term

- Scheduling flexibility is essential to any plan that extends the school day for more high school students, as well as any plan that requires a shift in the education paradigm that the community supports. Extending the school day at the elementary and middle school level does not have much potential for adding capacity, but it's possible that it could improve academic achievement depending upon how it is structured.

- A broad community discussion would be necessary before any major expansion to year-round schedules occurs at APS. Many factors would need to be addressed, which are summarized under the challenges already mentioned. Shifting the paradigm around how public education services are delivered in Arlington would be the most significant challenge, and it would require the commitment of the entire community — families, nonprofits, businesses, and governmental supports and resources that are necessary for implementation.

- APS will need to adapt any virtual learning plan to address issues related to emerging technologies, which continue to evolve at a rapid pace; regulatory requirements that may develop at the federal and state level; and the level of academic achievement as more students take advantage of virtual learning opportunities.

THINGS TO KEEP IN MIND

Below is a summary of important research, trends, and editorials related to topics explored by Working Group 1 for the school day, school year, and virtual learning. The selected resources and articles were chosen to help inform the superintendent as these options are considered.

School Day – These online resources provide information on the reasons for extending the school day and alternate approaches to school day schedules.

- "Extending the School Day." Scholastic Administrator Magazine http://www.scholastic.com/browse/article.jsp?id=3755837
- "What's to Gain with a Longer School Day?" Education.com http://www.education.com/magazine/article/Kids_Need_More_Time_Learn/
- Time to Learn: Benefits of a Longer School Day. Christopher Gabrieli and Warren Goldstein.

    Excerpt available at http://www.readingrockets.org/article/24556

School Year – These online resources consider the advantages and disadvantages of year-round, multi-track school calendars.

- "The Ins and Outs of Year-Round Schools." Cary Magazine. http://www.carymagazine.com/features/ins-and-out-year-round-schools
- " Evaluating the Year-Round School System." http://school.familyeducation.com/school/alternative-education/38452.html
- "Putting the Year Back in School Year: Year-Round Education." http://www.uiowa.edu/~ipro/Papers%20 2011/Year-Round%20School.pdf
- "Year Round Education Program Guide." California Department of Education. http://www.cde.ca.gov/ls/fa/yr/guide.asp
- "Longer School Year: Will It Help or Hurt U.S. Students?" Huffington Post. http://www.huffingtonpost.com/2013/01/13/longer-school-year-will-i_n_2468329.html
- National Association for Year-Round Education. http://www.nayre.org

Virtual Learning – Resources and researched articles that explore the benefits and drawbacks to online and blended learning through virtual education.

- Keeping Pace with Online and Blended Learning. http://kpk12.com/
- North Carolina Virtual Public School. http://www.ncvps.org/
- "Virtual Education Seen as Understudied." Education Week. http://www.edweek.org/dd/articles/2012/02/08/02research.h05.html
- "Report Estimates Cost of Virtual Learning." Education Week. http://www.edweek.org/ew/articles/2012/01/18/17onlinecost.h31.html
- "Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies." U.S. Department of Education. http://eric.ed.gov/?id=ED505824

COMMUNITY CONSIDERATIONS AND DECISION POINTS

School Day

To effectively teach the current curriculum and standards of learning there is not enough time in the school day for elementary and middle school students. We recommend exploring the possibility of extending the school day to improve achievement for all students. As the community considers this option, it's important to determine whether staff support from Extended Day programs could be integrated, what effects a longer day might have on after-school activities, and possible diminishing returns if younger students do not receive adequate time for unstructured play and activities. It's important to keep in mind that this option does not add any capacity, which is part of the intended purpose for considering a longer school day.

At the high school level, generating capacity is possible with a flexible approach to student schedules and the academic options they have for completing graduation requirements. Greater utilization of the Career Center is needed, especially when building capacity expands. Additionally, if internships could be completed for credit, more students would be able to leverage this option as an off-site instructional opportunity. Such a program would require additional partnerships with public and private sector organizations, as well as additional supervision to ensure requirements are met and expanded transportation options for students who need them. Broad community support would be necessary for successful implementation.

School Year

A multi-track, year-round school calendar is a model that has been successfully implemented in other schools and communities, but it is unproven as an approach for improving academic achievement or mitigating capacity challenges. Careful consideration needs to be given to the effect of year-round school calendars on family schedules and out-of-school time. Rotating intercession periods under a multi-track calendar would mean that approximately 25 percent of students would be out-of-school at any given time. Many families would need childcare or educational alternatives for their children during scheduled time off. Additionally, if a multi-track calendar is only implemented at the elementary school level, many families could have children on different tracks or calendars, which adds greater complexity to the issues APS would need to address. Increased staffing, year-round transportation, alternative maintenance schedules, and administrator burnout are all serious challenges that would need to be carefully considered before widespread implementation of a year-round school calendar.

Virtual Learning

Virtual learning is a model that works best at the high school level, where students are developmentally more prepared to work independently and complete coursework successfully. The personalized digital learning devices initiatives in elementary and middle schools can and will prepare students for successful virtual learning experiences in high school by teaching students how to collaborate and drive their own learning via technology. For students who have not been successful in traditional classrooms, digital and virtual learning opportunities are potential game changers because they provide individualized learning experiences that challenge, engage, and meet student needs.

There is an urgent need to address virtual and digital learning now, rather than in the next 10 or 15 years. For virtual learning to effectively address capacity issues, current policies need to be revisited. Adjustments to start and stop times for courses should be explored to allow students to take online courses that start at times other than the beginning of the school year or semester and that are not restricted to a six-week summer school schedule. Policy changes would allow more flexible days for staff and students, and staffing and student assignments can be adjusted to fit into an emerging model of education in which students can learn anytime, anywhere, and at any pace.

For teachers to effectively support students, they need to be involved in pilots and initiatives to network and support each other within a professional learning community. Pilots and proposals should have measurable goals that use assessment tools present in all schools, so that ideas and instructional practices can be replicated.

When virtual learning is integrated into academic plans for all students, it may create opportunities for more students to participate in internships or work experiences for credit and prepare them more fully for future careers. In order for this model to be successful, key considerations will include: developing and maintaining business partnerships that support career exploration for more high school students, providing academic supports and staffing to assist students who are virtual learners, and establishing flexible scheduling and transportation options for all student participants. These issues will require planning and evaluation before a comprehensive program is implemented.

WORKING GROUP 2 REPORT

Working Group 2 was charged with researching programs, choices, and admissions policies and identifying challenges and opportunities for creating, reforming, and targeting educational opportunities.

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EXECUTIVE SUMMARY

In the Spring of 2014, APS formed three Master Planning Committee Working Groups. Each working group was asked to explore, investigate, and analyze particular topic areas. Working Group 2 was asked to consider specific questions pertaining to programs, choice, and admissions policies, including the challenges and opportunities for creating, reforming, and targeting distinct and rich educational opportunities in a full enrollment environment.

The APS Strategic Plan focuses on high achievement, reducing the gaps, and meeting the needs of the whole child; these were all key considerations for Working Group 2. APS has made a commitment to high levels of student engagement and achievement and positive student outcomes for all Arlingtonians regardless of the size, focus, or location of a school.

The working group reaffirmed these objectives and Arlington County's system of strong neighborhood schools as the first opportunity for all students, coupled with a range of additional options for students and families to choose an educational program that best meets their needs. This is a hallmark of Arlington's education system, which can be further improved as the community debates how to best address overcrowding, including how to maintain and increase the variety of program options. Additionally, to replicate successful models reflective of the community's diversity and systems for equitable access, the group suggests that Arlington considers multiple small schools as a means to combat crowding within existing traditional schools.

It is important to ensure equal quality educational opportunities for all students at all schools and to provide equity in access to academic options and services. As part of this, the working group would like to see increased diversity at choice or option schools and recommends a careful look at the procedures and policies that provide for eligibility based on income and the admission policies of different programs to determine where changes could increase diversity. Difficulty in getting information and the complexity of admissions policies and practices across APS programs are almost certainly deterrents to increased diversity and must be kept to a minimum. There is no one place on the APS website or in APS publications where the myriad choice programs within APS are detailed, and where parents and community members can obtain a comprehensive list of offerings and compare the choices available.

To make the process more easily available and transparent, it is essential that APS provide community members with clear communications about schools, programs, facilities, resources, and services. Communication must be ongoing and available through multiple communication devices, ensuring that all residents of Arlington County and families with children in APS are informed about school programs and choice. Communication should also include updates on programs and the value that they provide in achieving the overall educational goals of APS.

When speaking of school choice, there is a need to define terms such as neighborhood schools, exemplary projects, special programs, and choice schools. In truth, when the group laid out the list of options, there are few schools that are purely neighborhood schools in Arlington. The group came up with the term "opportunity schools" to describe neighborhood schools that offer special or exemplary programs, and "option schools" to describe those programs that require entrance through an application or lottery process. These delineations were attached to the appropriate schools in the chart in Appendix A.

It is essential to ensure fidelity within our schools' academic offerings. We need focused and related measurements of success for each school and program and all schools need to be held to the same standards, curriculum usage, and accountability measures. Data on the performance of school-based programs are difficult to assess in relation to our strategic goals and achievement gaps, as there are no data available at the program level. The exceptions to this are our two lottery schools — HB Woodlawn and Arlington Traditional School — and the two elementary immersion schools, which provide ways to view data through the APS dashboard. The data for school programs such as Drew Montessori, Washington-Lee IB, Gunston and Wakefield immersion programs or Wakefield's AP network, however, are difficult to discern as they are combined with the general school population. For this reason, it is harder to address the efficacy of programs within schools in achieving APS's strategic objectives.

The items outlined above were discussed in almost every working group meeting in one form or another, and as a result, further research and decisions pertaining to the aforementioned items are recommended.

In considering the questions posed, the committee focused on APS historical information related to programs, choices, and the evolution of related policies. The committee maintained a focus on program offerings designed to provide rich educational opportunities, as well as on identifying admissions and transfer policies and procedures that provide opportunities for each student to achieve APS's strategic objectives.

The APS Strategic Plan goals of high achievement for all students, reducing the achievement gaps, and meeting the needs of the whole child were key components to keep in mind by Working Group 2 members in undertaking this task. Working Group 2 focused on APS historical information related to programs, choices, and related policy evolution. The committee maintained a focus on program offerings designed to enhance progress in providing rich educational opportunities and in identifying admissions and transfer policies and procedures that provide opportunities for each student to achieve APS strategic objectives.

KEY AREAS OF FOCUS

Programs/Choice: Identification of potential program offerings for APS and evaluation of their feasibility, public demand, and—most importantly— their ability to enhance our progress toward our objectives for student development.

Topic 1: Opportunity Schools = Neighborhood Schools

The working group members focused on maintaining a priority at each school on fidelity of implementation of academic offerings through systems of accountability such as program evaluation. This priority recognizes neighborhood schools as the first level of opportunity for all students. Within each school, there is also the recognition of school-based programs such as exemplary projects. In an effort to understand the range of options and choices in Arlington, the Working Group started to create a chart of APS schools, noting the options contained within each school. This chart requires refinement, but is included at the end of this report in Appendix A.

Opportunities:	Challenges:	Capacity Implications:
• Proximity • Each offers special opportunities such as FLES, exemplary projects • Research additional building usage within close proximity of existing schools	• Enrollment in relation to capacity • Space limitations due to capacity • Relocating programs due to space constraints	• Building capacity and student enrollment • Relocatables

Topic 2: Option Schools = Choices

In response to APS's interest in increasing or replicating successful models related to consumer demand, maintaining and possibly expanding option schools could provide additional space for students by allotting slots based on enrollment needs.

Opportunities:	Challenges:	Capacity Implications:
• Provides wide variety of educational options within APS • Consider for duplication and expansion in response to consumer demand • Responsive to community needs and interest • Establish a K–12 continuum of focus • Consider an East/Central/West district division	• Transportation impact • The impact of enrollment on program integrity, effectiveness, and success • Revision to Policy 25-2.2 • Policy effectiveness due changes over time • Vertical articulation across levels • Impact of boundary changes • Choice schools do not represent county demographics • Complexity of choice • Communication pertaining to choice—simplify the process • Transfer process unclear and limited • No study to measure effectiveness • Placement of instructional programs such as PreK and countywide special education programs	• Varies with choice • Relocatables • Impact of specialized programs (e.g., special education, PreK)

Topic 2: Equity and Access

Students and families throughout APS need equal, quality educational opportunities regardless of school locations, economic circumstances, language, or prior educational experiences. APS needs to ensure equity of access to academic options and services so that those programs are reflective of countywide demographics at all option schools through effective communication processes that enable students and families to access and act on information.

Opportunities:	Challenges:	Capacity Implications:
• Consistent messaging pertaining to resources and services through transparency, counseling, and K-12 planning guidance • Greater utilization of alternative programs such as Langston and the Career Center • Improved career readiness for graduates • Simplify policies and related communication • Explore weighted preference based on feeder school attendance	• Transportation • Inclusion of all types of student learners within all academic opportunities and options • Systemic processes to allow for common knowledge and access to information • Effectiveness in relieving crowding in particular locations • Does choice enhance the diversity of our schools? • Legal implications	• Potential for increased capacity needs • Effectiveness in relieving overcrowding situations in particular locations

Topic 3: Building Design, Location

The most recent "official" count reveals that APS currently maintains student enrollment in each school ranging from 430–744 at the elementary level, 797–1,001 at the middle school level and 1,483–1,952 at the high school level. Over the past ten years, APS has experienced 22 percent growth in student enrollment and it is anticipated that a 3.8 percent increase will occur in SY2014. Long-term projections suggest 26 percent growth from SY2014 through SY2023. Working Group 2 recommends that the CIP process address building design and location in relation to academic performance by keeping a key question in mind when making building decisions: "Do environmental qualities like classroom orientation, natural light, color, space, and location impact academic performance?"

Opportunities:	Challenges:	Capacity Implications:
- Flexibility in design allows for multiple options - Tapping into student interest and potential - Provides school choice, career schools, STEM - Explore joint usage of space through bond leveraging - Explore teaming up with other agencies to optimize space	- Specific building design may limit future possibilities - Cost - Focused secondary school programs (music, theatre, science, technology) may create systems of separation and take away from comprehensive high schools - Transportation	Design may limit the ability for a school to expand when additional capacity is needed

Admissions Policies: Identification of those admissions and transfer policies and procedures that can deliver the most appropriate opportunities for each student and help APS achieve its strategic objectives.

Topic 1: Change the Admission and Transfer Policy

Historically, revisions to APS Policy 25-2.2 Enrollment and Transfers for Schools and Programs have been due to capacity needs (2004 and 2005, three boundary processes – BDPP, Drew/Nauck, BEAP) (2008 – ECCC boundary process) (2010 – VPI in accordance with the Code of Virginia). The impact of policy revisions on housing practices, staffing, and program placements (e.g., PreK Montessori, FLES, FLEX, and PreK Special Education) have not been studied but ultimately do impact capacity.

Opportunities:	Challenges:	Capacity Implications:
• Responsive to current and future demands • Provides a process for equal access to choice schools • Alignment across levels with continuums of programs • Maintain initial capacity maximum at each level • Increasing understanding through common language and knowledge threaded throughout the policy may help with equity and access • Envision 25-year policy life span for projections	• Impact on enrollment in relation to building capacity • Impact of specialized programs (e.g., PreK, special education) on policy revisions • Identifying communication systems to guide equity in access • Identifying systems to enhance diversity (In reviewing the history of policy changes, diversity remains lacking in some options) • Addressing policy to address attendance and transfer gridlock • Clusters, teams, boundary distribution, lottery process is impacted by enrollment	• Potential for increased capacity which can impact success and fidelity

NEXT STEPS IN THE SHORT, MID, AND LONG TERM

Short-Term

- Maintain a comprehensive document and update webpage that lists all school, specialized, and choice programs to delineate opportunities and options.
- Examine different options for future schools and programs as part of the CIP with instruction as the leading concern; analyze options to see which would provide the best possible learning environments for students.
- Develop and post on the APS website virtual tours of different kinds of schools (vertical schools, multiple programs in one building, etc.)

Mid- to Long-Term

- Historically, choice programs were designed in response to perceived needs by parent and/or staff groups and continue to thrive. Should choice programs be designed with specific benchmarks in mind? If so, identify a process in order to determine if choice programs are achieving APS Strategic Plan objectives or utilize existing processes for this purpose (e.g., Transfer Report, academic indicators, and grandfathering).

The working group community members and APS staff believe that when planning and implementing education programs and options, as well as creating and updating admission policies, every effort should be made to:

1. Utilize school design, location, diversity, and curriculum focus to increase achievement of all students with particular focus on under-preforming and underrepresented groups (including minority, economically disadvantaged, and English language learning students).
2. Provide and enhance focused and related measurements of success for each school and program.
3. Ensure continuums of programs and pathways for students participating in educational programs and options. Be cognizant of gaps in academic programs and initiatives in current offerings and future programs.
4. Ensure intentional inclusion of all types of student learners within all academic opportunities and options. Specifically, be sure to address the needs of students with disabilities and special needs in challenging academic curricula, as well as engaging all learners to reduce long-standing achievement gaps.

THINGS TO KEEP IN MIND

Below is a listing of links to important research, trends, and editorials related to APS historical information on programs, choice, and policies and topics explored by Working Group 2 on related topics such as small schools, equity and access, opportunity vs. options and effective communication systems and community engagement to understand APS offerings. The selected resources and articles were culled from the committee members' work and are designed to help inform the superintendent as options are considered.

Small schools and programs – APS history plus additional resources and case studies that explore the concept of smaller schools while capitalizing on existing spaces and/or small usage.

2014:

- http://www.apsva.us/Page/24868
- http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/1657/Benefits%20of%20 small%20schools%20Feb%2020%202014.pdf
- http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/1657/Small-schools-around-the-country.pdf.pdf

2011:

- http://www.apsva.us/site/default.aspx?PageType=3&ModuleInstanceID=17872&ViewID=7b97f7 ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=22073&PageID=12804

Research from Around the Country

- http://www.apsva.us/cms/Centricity/Domain/1657/Small-schools-around-the-country.pdf.pdf
- http://seii.mit.edu/research/study/small-high-schools-and-student-achievement-lottery-based-evidence-from-new-york-city/
- http://www.mdrc.org/publication/sustained-progress
- Lawrence, B.K. et al.

  Dollars and Sense: The Cost Effectiveness of Small Schools.
- Kuziemko, Ilyana (2006).

  Using shocks to school enrollment to estimate the effect of school size on student achievement.

  Economics of Education Review, 25(1), 63-75
- http://www2.hhh.umn.edu/cgi-bin/directory.pl?x500=jnathan
- http://www.ncef.org/pubs/saneschools.pdf
- It is a high school, but.... http://archrecord.construction.com/projects/Building_types_study/K-12/2014/1401-William-Jones-College-Preparatory-High-School-Perkins-Plus-Will.asp?bts=K12

    Click on the slide show tab bottom right of the photograph.

Equity and Access – The research sites below provide information on avenues for addressing equal access to equal choices.

- The link below leads to the Minority Student Achievement Network (MASN). There may be schools in MASN member districts to explore based on their commitment to equity and issues around diversity. http://msan.wceruw.org/

WORKING GROUP 3 REPORT

Master Planning Committee Working Group 3 was charged with exploring the opportunities and challenges of developing significant collaborations with non-APS organizations to obtain mutual objectives, multiply APS resources, and expand opportunities available to our students.

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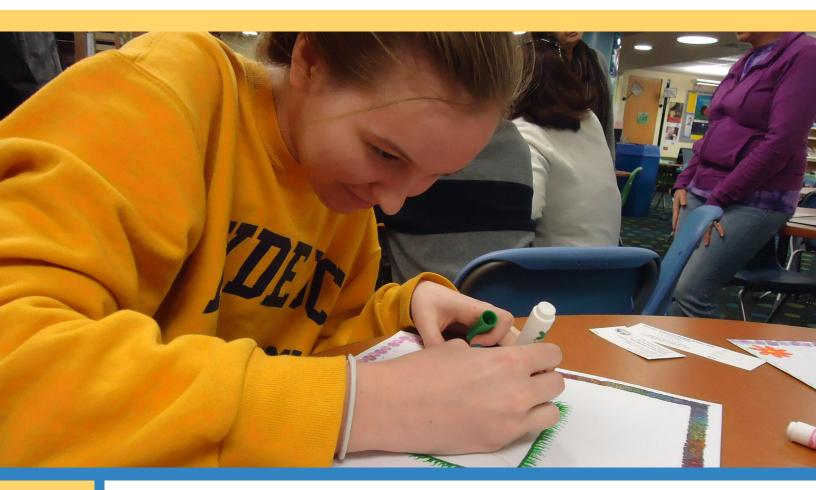
EXECUTIVE SUMMARY

Working Group 3 Charge: Explore opportunities and challenges of developing significant collaborations with higher education institutions, businesses and non-profits, and Arlington County and other government agencies for the benefit of students, while recognizing the need to manage limited physical space in the face of growing enrollment.

Early in the process, the group coalesced around a number of guiding principles:

- Capacity issues should not be the driver, but rather the impetus for change. The goal should be to increase educational value for our students through more varied learning experiences with practical applications for future success.
- At every level—elementary, middle and high school—smaller learning environments are the preferred approach, but the definition of "small" may vary depending on a number of factors, such as physical location, program type, and students' age.
- Schools are vital elements of our community and demonstrate a shared vision between Arlington County and APS for the well-being of our youth.
- To achieve transparency in discussing the many trade-offs that will arise as various options are considered, there will need to be cost/benefit analyses of each option and a calculation of the number of classroom seats each option would provide.

With these goals in mind, Working Group 3 members considered opportunities, challenges, capacity implications and potential partners for APS to provide for possible collaborations with a variety of institutions and government entities. As part of that process we researched the literature and spoke to experts with various educational interests—representatives of local institutions of higher education, businesses, county government, and architects currently working on school redesign. We also learned about existing partnerships between APS and Arlington County.

Although the group's charge was to think long-term and as creatively as possible about ways to increase collaboration between APS and other partners, its members also focused attention on the immediate capacity issues facing APS. A number of suggestions were made, including ideas around modest increases in class size and careful examination of instructional space within existing schools. The group felt strongly that these short-term solutions needed to be considered even as the longer-term options laid out below continue to be explored.

OPPORTUNITIES, CHALLENGES, AND CAPACITY IMPLICATIONS OF PARTNERSHIPS

A. Higher Education Partners

Joint Use of Facilities:

The use of available spaces on Arlington campuses of universities and colleges would offer a unique opportunity for students to have preliminary experiences on a campus, take dual credit courses on-site, and benefit from possible shared projects and resources. Issues of scheduling, loss of time due to transportation and additional costs would need to be considered in providing these opportunities while also freeing class seats at the school level.

Opportunities:	Challenges:	Capacity Implications:	Potential Partners

• Exposure to college environment/ resources
• Take dual enrollment courses on site
• Engage university faculty
• Shared programs, projects, grant applications
• Internships
	• Scheduling with the college
	• Rent/lease costs?
	• Loss of class time if bused
	• Qualified teachers
	• Transportation
	• Scheduling
	• On-site supervision
	• Overall Coordination
		• Whole classes at one school can be held for the year off site or scheduled for shorter periods of time among different classes
		• Can all three high schools be included? (AMHS?)
		• Reduces number of students at high school during day
			• George Mason
			  o Kann's building
			  o Public policy, law
			• NOVA
			  o Dual enrollment
			  o Technical labs
			• Marymount
			  o Physical therapy, IT and Computer Science, Business
			• Other universities with Arlington locations

B. Businesses and Non-Profit Organizations

Joint Use of Facilities:

The possibility of making efficient and effective use of present and future office and other spaces in the business community would provide additional classroom and professional learning space while freeing up space in existing schools for increased enrollment. This would require close collaboration with existing businesses and non-profits and development of relationships with identified developers. The suitability of possible spaces, transportation, and liability issues would need to be explored.

Opportunities:	Challenges:	Capacity Implications:	Potential Partners
• Work with developers to retrofit office space as classrooms/school space • Work with developers to include school or school programs in apartment buildings/condos, retail space, or nursing homes • Explore current availability and vacancy in office and retail locations throughout the County • Use facilities for professional development • Possibility of APS early childhood/PreK programs in faith community locations	• Transportation • Economics of lease—buildout, annual rent, term of the commitment • Liability issues • Suitability of facility • Need to develop win/win opportunities • On-site supervision • Convince developers of value in investment • Concern about disruption to business day work environment • Administration of any extensive partnerships may require additional staff • Zoning and land use challenges including planning for parking and circulation for students vs. business users	• Potential reduction in numbers of students at one or more high school or middle school during the day • May change design of future schools if partnerships result in significant shifts in locations of specific programs • Creating efficiencies by centrally locating numerous PreK programs	• Developers • Businesses • Chamber • Non-Profits • Service Clubs • Professional Societies • Faith Communities • Knights of Columbus

C. County and Other Government Agencies

Joint Use of Facilities:

While Arlington Public Schools and Arlington County Government enjoy a positive and collaborative relationship, specific discussions and negotiations would need to take place to pursue the possibility of using county space for classrooms. Opportunities for exposure to specific fields of work as well as the opportunity to learn in spaces specifically designed for the arts and other careers would benefit identified students taking classes in these locations while making more seats available in the home school. Opportunities for collaboration with other government agencies, including the Federal Government, would also require attention to government security and access regulations.

Opportunities:	Challenges:	Capacity Implications:	Potential Partners
• Facilities for specific programs (e.g., arts, health, veterinary) • Underutilized spaces (e.g., Edison, Madison, Artisphere, others) • Students have exposure to professionals/ experts in their field of interest as part of their instruction in specialized fields • Discussion of shared opportunities as new, larger planning efforts are evaluated in the county (e.g., Wilson School, Fire Station in Western Rosslyn Area Study)	• Transportation • Leasing, • administrative, custodial, and other costs • Retrofits • Scheduling • MOU's • Security screening • Zoning • Any restrictive government regulations	• Could reduce the need for music/ theatre/specialty classrooms at the high school and middle school levels • Program-specific small schools (arts, trades, others) off-site might change design of future comprehensive schools • Possibility of freed-up classroom space	• Artisphere, Spectrum, other arts programs • Trade Center • Parks and Recreation • Libraries • Community centers (e.g., Arlington Mill, Walter Reed) • County meeting spaces • Fort Myer • FDIC • Reagan National Airport

Apprenticeships/Internships/Work Experience:

Working together with the county government to provide on-site work experiences for students would be beneficial to both students and the community. Building a well-trained work force in the county and providing students with greater understanding of specific government career path possibilities would be positive outcomes. As with all internship possibilities, it will be necessary to have a sufficient number of students involved in order to release additional classroom seats for other students throughout the year.

Opportunities:	Challenges:	Capacity Implications:	Potential Partners
• Provide on-site training/work experience as part of the school day • Help develop positive work ethic among students • Increase collaboration between APS and county • Make efficient use of under-used county space	• Transportation/ student access to sites • Potentially limited number of slots, depending on the field of study • On-site supervision	• Potential reduction in numbers of students at one or more high school for some part of the day	• DHS • Parks and Recreation • Libraries • Economic Development • Trade Center • Other departments • Federal Government

POSSIBILITIES/NEXT STEPS FOR PARTNERSHIPS AND COLLABORATIONS

A. Higher Education Partners

In general, APS enjoys positive relationships with a number of higher education institutions but will have to expand those relationships to explore the possibility of sharing physical space. Any plans for making use of available class space and expanding partnerships need to be approached recognizing the need to identify benefits, not only for APS, but for the various partner institutions as well. The possibilities of expanded dual-enrollment classes on college campuses and other on-site college credit courses for upperclassmen, for example, may need to begin as pilot programs to determine the impact on both partners.

Short-Term Possibilities (1-3 years)	1. As a pilot program, introduce small number of APS classes in unused classroom space (e.g., GMU, Marymount in 2015). 2. Resolve transportation challenges. 3. Build community buy-in. 4. Explore possibility of upperclassmen in school building half day and on college campus half day for early college credit classes and dual-enrollment credits.
Long-Term Possibilities (5 years and beyond)	1. Implement large-scale student experiences on college campuses for half or full semesters. 2. Create and implement programs meeting local industry needs (e.g., IT, Cyber Security). 3. Develop specific, small programs in available spaces.

B. Businesses and Non-Profits

Many local businesses and non-profits are strong supporters of APS and are engaged in partnerships with individual schools. Expanding these relationships to explore the use of these partnerships in making more learning spaces and opportunities available for APS students may offer positive experiences for both students and partners. Once the challenges outlined in the section above are resolved, serious consideration should be given to develop internships and mentorships to give students real-life experiences with in-demand careers. The opportunity to work closely with developers to consider learning spaces in future development will also be an important element in addressing space limitations in the county.

Short-Term Possibilities	1. Develop plans to increase the number of apprenticeships/internships for students and give them high school credit. Consider all seniors do an internship half year. 2. Address any zoning issues with projected uses. 3. Resolve any transportation challenges. 4. Identify possible available office space in collaboration with
Mid-Term Possibilities	1. Create partnerships with developers to identify potential places to retrofit existing empty office space for classrooms/school programs. 2. Develop on-going partnerships with developers for all future development to include consideration for learning opportunities.
Long-Term Possibilities	1. Develop training programs in conjunction with companies in "in-demand" fields that take place on-site rather than at the school. 2. Implement partnerships with developers to create designated spaces for schools or school programs in commercial or residential buildings.

C. County and Other Government Agencies

Similar to the possibilities with business partnerships, working closely with the county on identifying learning opportunities for students can result in positive experiences for both students and county personnel. Making school use of county spaces that may not be heavily used during the day is an efficient use of taxpayer money and increases goodwill in the community.

Short-Term Possibilities	1. Initiate a pilot for APS classes in unused county space. 2. Work through transportation challenges. 3. Include county internship possibilities in collaboration discussions. 4. Initiate long-range plans with the county on future development to include APS considerations. 5. Discuss possible land swaps or other means to balance APS space needs with county resources and needs.
Mid-Term Possibilities	1. Work with county to create more usable space in locations such as Artisphere and Madison. 2. Develop an internship program with identified county departments (and businesses) to create a significant cohort throughout the year.
Long-Term Possibilities	1. See the long and mid-term possibilities become standards for the county and APS. 2. Work with developers to include school spaces opportunities in designs for new and renovated construction.

Summary

In discussions and meetings of Working Group 3, a good amount of focus was directed at identifying possibilities that primarily enhance student opportunities while providing capacity relief at the school sites. This report identifies a number of possibilities to explore further to determine both the benefit to students and the impact on capacity. Overall, any further work to consider these possibilities must include a cost benefit analysis and capacity impact study to determine the feasibility of any future recommendations. If any of the many possibilities brought forth by all three groups are seriously considered, the need to include additional staffing for oversight and supervision should also be part of the plan.

KEY DECISION POINTS

Higher Education Partners

Throughout the Group 3 discussions, attention was given to the impact of various options on a range of issues considered at our meetings. When considering partnerships and collaborative efforts with higher education institutions, APS will need to keep in mind any transportation demands, necessary equipment on site, supervision of students and instructors and possible insurance issues for off-site classes at college campuses. The safety and security of our students would need to be part of any discussion regarding their on-going coursework on a site that is not APS property.

Businesses and Non-Profits

The opportunities presented in this report regarding partnerships with businesses and non-profit organizations also bring up issues that must be resolved to make these opportunities viable for our students and a positive experience for our business and non-profit partners. In exploring any joint or shared use of business or non-profit space, careful review will need to be given to the feasibility of any existing physical space considered (transportation, distance from school, accessibility, safety features, leasing expenses, etc.). Collaborating with developers for longer-term school space possibilities will also require architectural studies, legal considerations, and surrounding community agreement for the inclusion of joint-use space in any development project.

County and Other Government Agencies

Arlington County shares the concern of APS regarding limited space available in Arlington's twenty-six square mile boundary for a range of community needs and interests. If APS moves forward in serious discussions with the County on shared use of identified space, a community process would need to take place to secure community buy-in for APS/County collaboration so all parties can see the benefit of this use. The same issues of transportation, safety, and supervision would need to be resolved to achieve the desired goals of effective joint use of county-owned building space with APS for capacity relief in our schools.

NEXT STEPS

Over the next three years, while broader opportunities for students are explored to not only relieve overcrowding but to also provide a fuller learning experience for our students, a number of specific steps should be considered.

1. Identify one most-likely higher education partner to pilot one program bringing one class of high school students to the campus for a specific class. Resolve transportation, safety, liability, supervision, and course credit issues for that one-year program to begin in school year 2015-16 or 2016-17.
2. Increase internship/apprenticeship opportunities for high school students in the business and non-profit community through targeted outreach to a small number of most likely partners for the 2015-16 school year.
3. Initiate discussions with County on identifying potential county-owned locations for joint use as instructional facilities.
4. Initiate cost analysis studies and capacity impact studies regarding implications of joint use possibilities for identified potential sites.
5. Secure community support for the effective use of off-site programs, classes, internships and other opportunities to enhance student learning experiences.
6. Study and secure community support for more urban school concepts to better leverage existing vacant space in the County and leverage the limited land resources under County and APS control.

APPENDIX A:
WORKING GROUP 2 OPPORTUNITY OPTIONS CHART

					ADMISSION AND ENROLLMENT POLICIES IN APS	
SCHOOL	**NEIGHBORHOOD**	**TEAM**	**CLUSTER**	**COUNTY-WIDE**	**PROGRAM**	**PREFERENCES**
ELEMENTARY SCHOOLS						
ABINGDON	opportunity					Guaranteed admission to Claremont
ASHLAWN	opportunity					
ATS				option	Traditional elementary program	Lottery, with guaranteed admission to student in countywide VPI at ATS
BARCROFT	opportunity					
BARRETT	opportunity		option		Focus on science (identified schools only)	
CAMPBELL			option		Expeditionary learning (identified schools only)	
CARLIN SPRINGS	opportunity					Part of Campbell Cluster
CLAREMONT	opportunity			option	Immersion (1/2 county)	Guaranteed admission to Abingdon
DREW	opportunity			option	Montessori & Graded	Guaranteed admission for Nauck neighborhood
GLEBE	opportunity					
HENRY	opportunity					Part of Campbell Cluster
HOFFMAN-BOSTON	opportunity					Part of Campbell Cluster
JAMESTOWN	opportunity	option				
KEY	opportunity	option		option	Immersion (1/2 county)	
LONG BRANCH	opportunity					Part of Barrett Cluster
MCKINLEY	opportunity					Part of Barrett Cluster
NOTTING-HAM	opportunity					Part of Campbell Cluster
OAKRIDGE	opportunity					Part of Campbell Cluster
RANDOLPH	opportunity				Primary Years IB	part of Campbell Cluster
SCIENCE FOCUS	opportunity	option			Focus on science (Team schools only)	Shares attendance area with Key, guaranteed admission for non-Immersion students
TAYLOR	opportunity	option				
TUCKAHOE	opportunity					Part of Barrett Cluster

ADMISSION AND ENROLLMENT POLICIES IN APS

SCHOOL	NEIGHBORHOOD	COUNTY-WIDE	PROGRAM	PREFERENCES
MIDDLE SCHOOLS				
GUNSTON	opportunity	option	Immersion (6-8), Montessori	
HBW		option		Lottery by elementary home school enrollment
KENMORE	opportunity	option	Arts & Communications Technology	
JEFFERSON	opportunity	option	Middle Years IB	
SWANSON	opportunity			
WILLIAMSBURG	opportunity			
HIGH SCHOOLS				
HBW		option		Grades 6-12
WAKEFIELD	opportunity			
WASHINTON-LEE	opportunity	option	IB	
YORKTOWN	opportunity			
ARLINGTON MILL		option	Special Purpose School	Grades 9-12
PROGRAMS				
CAREER CENTER		option	Governor's Career & Technical Academy	
LANGSTON		option	High School Continuation	
NEW DIRECTIONS		option	Court-mandated alternative program	
REED	opportunity		McKinley preK programs	
STRATFORD		option	Students with special needs	Grades 6-12
TJHSST (FAIRFAX)		option	Grades 9-12 by application	

APPENDIX B:
WORKING GROUP 3 GUESTS

Working Group 3 held numerous meetings between April and July 2014, addressing the charge to explore opportunities and challenges of developing significant collaborations with higher education institutions, businesses and non-profits, and Arlington County and other government agencies for the benefit of students while recognizing the need to manage limited physical space in the face of growing enrollment. To provide information, share data, and provide expertise, many of the meetings included guest professionals and experts to inform our discussions. These included:

- Dr. Joe Nathan, Director, Center for School Change
- David Remick, Director, Alexandria-Arlington Workforce Investment Board
- Michael Foster, MFA Architects
- Lauren Ford, Project Architect, Cooper Carry Architects
- Dr. Liane Summerfield, Associate VP, and James Ryerson, Dean, School of Business Administration, Marymount University
- Dr. Toni Andrews, Associate Director, Office of Community and Local Government Relations, George Mason University
- Robert Brosnan, Director, Community Planning, Housing and Development, Arlington County Government

These individuals assisted the group in sharing examples of other communities where partnerships have developed with government agencies and local businesses resulting in unique shared use opportunities such as The Cincinnati Zoo Academy and school co-locations with medical facilities and performing arts centers. The group also heard from local business owners and the Workforce Investment Board about increasing possibilities for extended, on-site internships in a range of high demand fields. Local college and university representatives discussed possible shared use of underused daytime classroom spaces along with other possible relationships with the local campuses. County government representatives provided research on joint use experiences both in Arlington and across the country. Local architects shared a current project using an existing office building to provide expansion of Bailey's Elementary in Falls Church.

MASTER PLANNING COMMITTEE
2015 REPORT
Arlington Public Schools

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