

*** Posted January 16, 2017**

Responses to School Board Member questions on Redistricting

Grandfathering Analysis

The attached tables reflect the grandfathering analysis for the following scenarios:

Full Grandfathering- All students are allowed to continue in current school.

Grandfathering for Grades 4 & 5 and siblings for all years- Students in grades 4 and 5 are allowed to continue at current school. All siblings of 4th and 5th graders are allowed to stay at current school until middle school transition.

Grandfathering for Grades 4 & 5 and siblings for duration of older siblings elementary career (recommended Policy JCE-R language)- Students in grades 4 and 5 are allowed to continue at current school. All siblings of 4th and 5th graders are allowed to stay at current school until older sibling transitions to middle school. Therefore, siblings of 5th graders can stay for one more year and siblings of 4th graders can stay for two more years.

No students who are grandfathered stay at current school- all students choose to attend the newly zoned school.

Data on Free and Reduced Meals (FARM)

FARM data has not been provided due to the personally identifiable information. Please note this FARM information by planning block was not provided to the redistricting consultant due to the sensitive nature of the data. Any analysis was done by ACPS and sent to Cropper.

Data on Siblings

Students were matched and identified as siblings by using like addresses in the student information system.

The following siblings are excluded from the impacted student analysis:

- any sibling whose zoned school has not changed from currently enrolled school
- any sibling attending a designated programmatic school
- any sibling who has received an administrative transfer.

Please note: Do not refer to the October 2016 transfer report if you are looking for information on students impacted by the Review Committee's recommended option. That data refers to students who required a sibling transfer to attend a non-zoned school with the older sibling. For example, if a student

has an older sibling at Matthew Maury and the families live in the Matthew Maury zone, he/she would not be included in this October 16 sibling transfer numbers. However, he/she could be included in the attached grandfathering analysis if the family's boundary was changed to move to a newly zoned school.

Grandfathering ALL siblings

Grandfathering Year	School year	Grades for known siblings	Unknown grades	Total Siblings Grandfathered
1	18-19	2, 3	K, 1	97
2	19-20	3, 4	K, 1, 2	97
3	20-21	4, 5	K, 1, 2, 3	97
4	21-22	5	K, 1, 2, 3, 4	50

Grandfathering for Policy JCE as written

Grandfathering Year	School year	Grades for known siblings	Unknown grades	Total Siblings Grandfathered
1	18-19	2, 3	K, 1	97
2	19-20	3, 4	K, 1, 2	50
3	20-21	4, 5	K, 1, 2, 3	NA
4	21-22	5	K, 1, 2, 3, 4	NA

Data on Planning Block 72

What is the expected transportation status of students in PB72 with the recommended option?

Attached is a map of the proposed walk boundary for the recommended Charles Barrett and George Mason zone. It is estimated that 56 of the 78 students in Planning Block 72 would be able to walk and the remaining 22 would require transportation. To obtain this and all proposed walk boundaries, Transportation and Facilities staff evaluated the area within a mile from the school and limited the boundary where necessary for safety reasons. It should be noted that the walk boundaries are not drawn within a mile driving distance, but rather a mile "as the crow flies." This is consistent with ACPS standard practice for all elementary schools.

How many classes above the utilization rate in the recommended option will the inclusion of Planning Block 72 in George Mason create? What would be the corresponding impact on classes for Charles Barrett?

Though a full classroom of students at any specific grade level does not live within Planning Block 72, it is important to note that just 1 student above the class size cap will require an additional section at that grade level. Below is a chart that helps illustrate this using George Mason's 2016-2017 final enrollment and the students currently living in Planning Block 72:

Grade	2016-2017 Enrollment	Planning Block 72 Students	Total GM Students with PB 72 Removed	Class Cap	Amount of Sections Needed with PB 72 Students Removed	Current Amount of Sections	Reduction of Sections with 72 Students Removed
KG	92	14	78	22	4	4	0
1	109	14	95	24	4	5	(1)
2	100	12	88	24	4	5	(1)
3	93	13	80	26	4	4	0
4	99	12	87	26	4	4	0
5	62	13	49	26	2	3	(1)
-	555	78	477	-	22	25	(3)

Based on the above chart, removing the Planning Block 72 students would have saved 3 classrooms this year; therefore we can estimate that including Planning Block 72 would increase the amount of classes needed by about 3. To explain in detail, at first grade we have 109 students at George Mason this year. There are 14 first grade students currently living in Planning Block 72. If we remove the 14 Planning Block 72 first grade students from the 109 currently enrolled, we have a total of 95 first grade students. The class cap at first grade is 24, so first grade without the Planning Block 72 students could have fit into 4 classrooms (96 student cap) instead of the current 5 (120 student cap).

It is also important to note that George Mason is one of ACPS's older schools and none of its classrooms meet the appropriate square footage as outlined in the ACPS School Board approved Elementary School Educational Specifications. At other schools where this is also an issue, lower class caps are often maintained to accommodate the space available in the classroom. George Mason has not been able to limit its class caps and many of its classes are very tight when the full class size cap is reached. This year 5 Kindergarten students were capacity reassigned to another school from George Mason and ACPS is projecting capacity reassignments will be needed for more than half of a kindergarten class next year as well. Any reduction to the utilization rate at George Mason will benefit the school.

The classroom analysis for Charles Barrett with the addition of Planning Block 72 students based on 2016-2017 final enrollment is as follows:

Grade	2016-2017 Enrollment	Planning Block 72 Students	Total GM Students with PB 72 Added	Class Cap	Amount of Sections Needed with PB 72 Students	Current Amount of Sections	Additional Sections with PB 72 Students
KG	80	14	94	22	5	4	1
1	93	14	107	24	5	4	1
2	79	12	91	24	4	4	0
3	75	13	88	26	4	3	1
4	72	12	84	26	4	4	0
5	65	13	78	26	3	3	0
-	464	78	542	-	25	22	3

Adding Planning Block 72 students to Charles Barrett would have created a need for 3 additional sections this year. Again, this is based on 2016-2017 final enrollment and staffing; actual numbers will change at the time of redistricting implementation.

What will be the other demographic impacts of including PB72 in the George Mason Zone compared to map 9A? What would be the corresponding impact on demographics for Charles Barrett?

For demographics, if Planning Block 72 were to be included in the recommended George Mason zone, the results would be as follows:

George Mason							
Scenario	Black %	White %	Hispanic %	Asian %	Other %	ELL %	FARM %
As Recommended	4%	57%	36%	*	2%	26%	32%
With Planning Block 72	4%	62%	30%	*	2%	22%	27%

If Planning Block 72 were to be removed from the recommended Charles Barrett zone, the results would be as follows:

Charles Barrett							
Scenario	Black %	White %	Hispanic %	Asian %	Other %	ELL %	FARM %
As Recommended	11%	46%	38%	*	4%	28%	37%
Without Planning Block 72	12%	38%	45%	*	4%	33%	44%

No significant changes were observed for gender percentages.

If Planning Block 72 was included in the George Mason Zone, how would the total enrollment compare to the projected capacity of George Mason after the planned modernization?

Based on current enrollment, if Planning Block 72 were included with the recommended George Mason zone there would be 509 students zoned for George Mason. The proposed building modernization to be completed in school year 2023-2024 is for 600 students, making the utilization rate based on current live-in enrollment 85%.

Will planned redevelopment affect Planning Blocks 95, 96 and 97?

Much of the proposed redevelopment in this area is of Alexandria Redevelopment and Housing Authority’s (ARHA) public housing and is intended to be replaced with upgraded public housing. There is a potential for additional market-rate housing to be part of the redevelopment, but it is likely outside of the redistricting 5-year timeline. In addition, ACPS staff continues to work with City staff to update the student generation rates and assess all developments planned in the City. It is not anticipated that the type of new market-rate development that may be put in this area will generate many ACPS students.