Growth & Infrastructure POLICY

Version 1.0

ANNUAL SCHOOL TEST GUIDELINES

Montgomery Planning

THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION

Contents

About the AST and the AST Guidelines

➢ Annual School Test

Each year, no later than July 1, the Planning Board is to review and certify the results of an Annual School Test to evaluate the adequacy of public school facilities in Montgomery County. The findings from the test are used to establish the adequacy status of each school service area for the purpose of prospective development application reviews and dictate applicable payment standards accordingly.

➢ Annual School Test Guidelines

The newly adopted Growth & Infrastructure Policy requires the Planning Board to also approve a set of guidelines that explain the methodologies and procedures used by Planning Staff to conduct the Annual School Test and relevant measures.

Geographic Units

School Service Areas

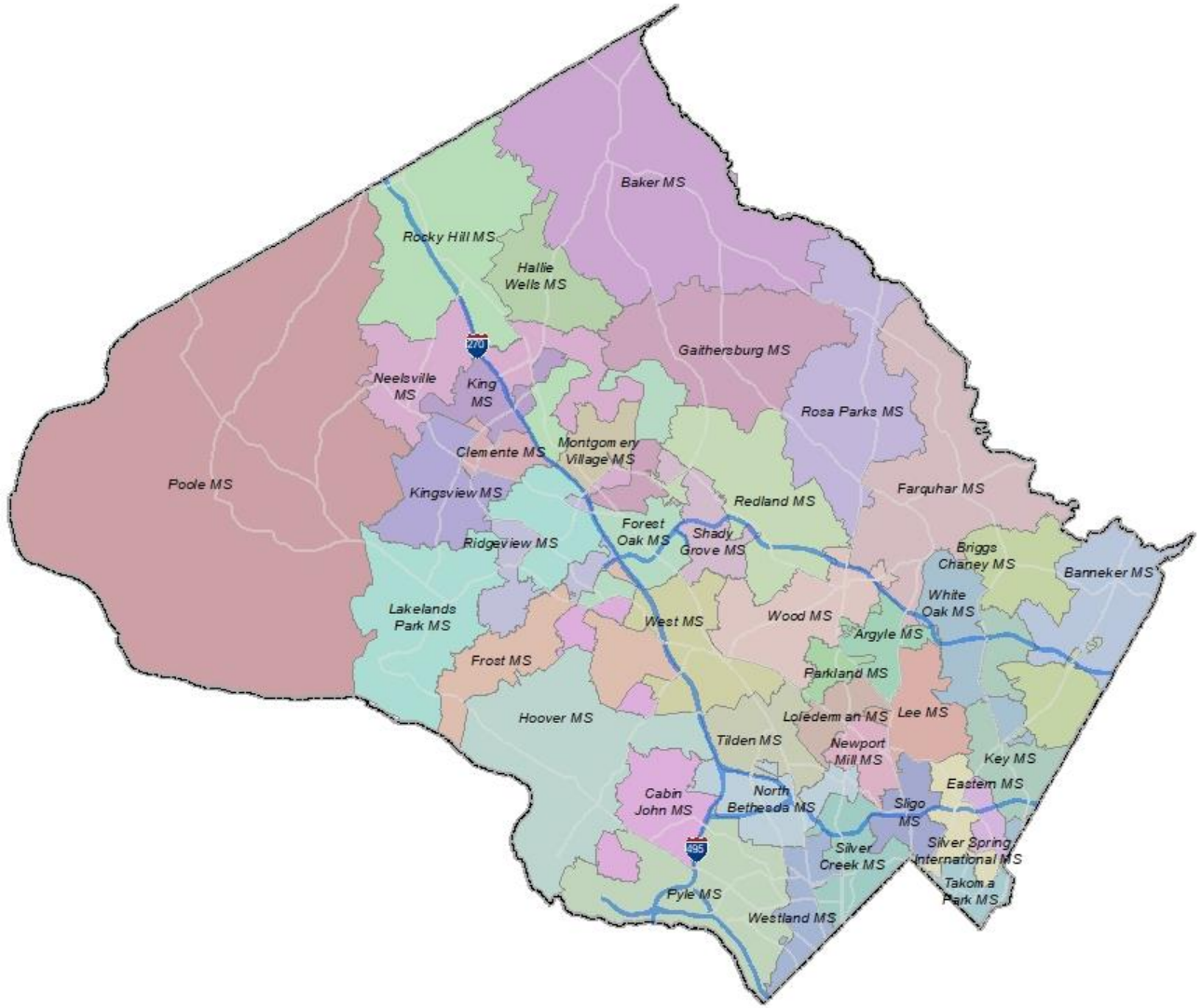
- The Annual School Test evaluates each public school facility in Montgomery County that serves students residing in a specific area.
- The MCPS Board of Education is responsible for establishing school boundaries.
- There are currently 25 High School Service Areas.

➢ **High School Service Areas** (School Year 2020-2021)

School Service Areas

- The Annual School Test evaluates each public school facility in Montgomery County that serves students residing in a specific area.
- The MCPS Board of Education is responsible for establishing school boundaries.
- There are currently 40 Middle School Service Areas

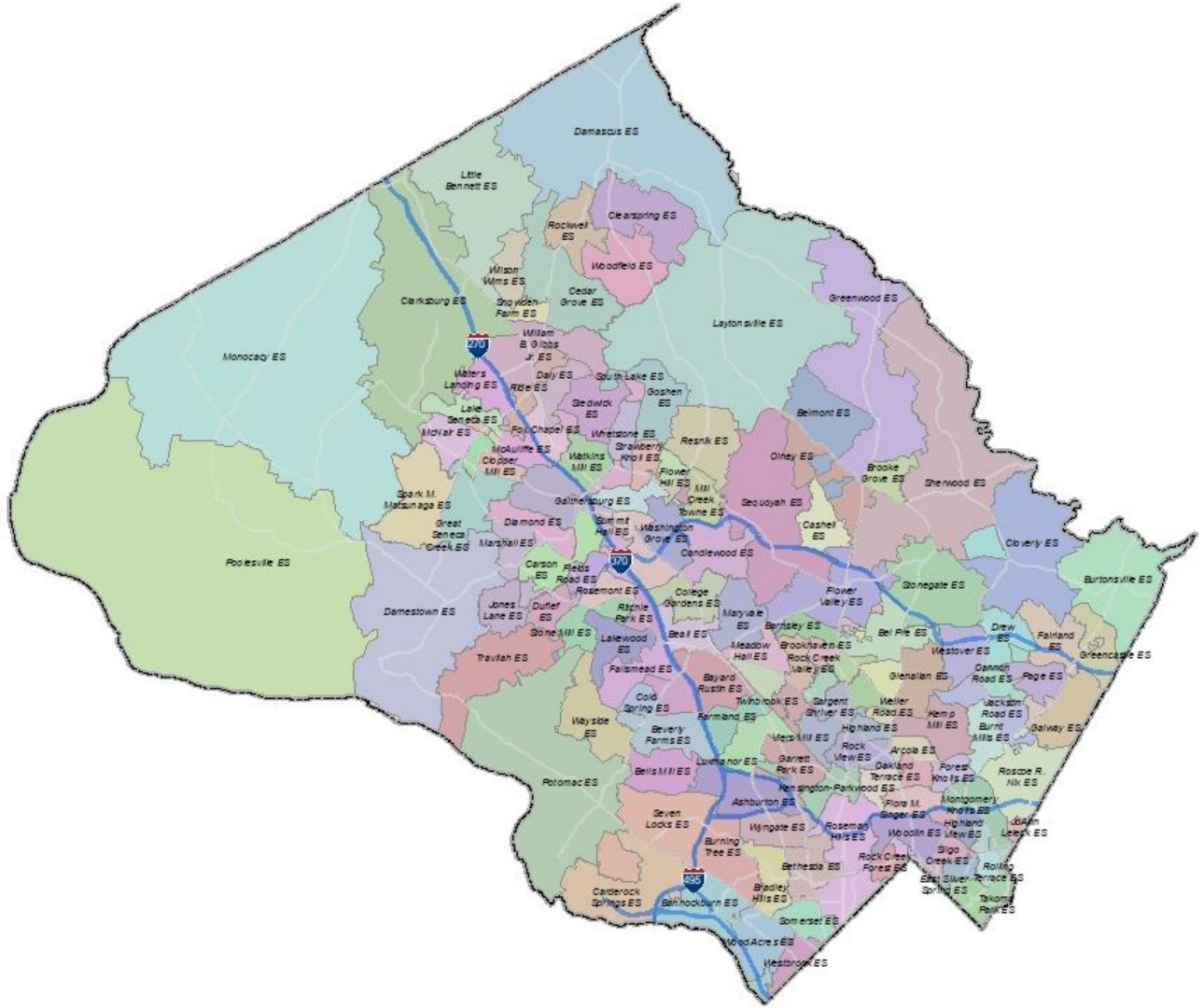
➢ **Middle School Service Areas** (School Year 2020-2021)



School Service Areas

- The Annual School Test evaluates each public school facility in Montgomery County that serves students residing in a specific area.
- The MCPS Board of Education is responsible for establishing school boundaries.
- There are currently 129 Elementary School Service Areas.
  - The following paired schools (where students attend grades K-2 at one location and grades 3-5 at another) are considered as one homogenous service area for the purpose of the Annual School Test.
    - Bel Pre ES/Strathmore ES
    - Montgomery Knolls ES/Pine Crest ES
    - New Hampshire Estates ES/Oak View ES
    - Roscoe R. Nix ES/Cresthaven ES
    - Takoma Park ES/Piney Branch ES
    - Rosemary Hills ES/Chevy Chase ES
    - Rosemary Hills ES/North Chevy Chase ES

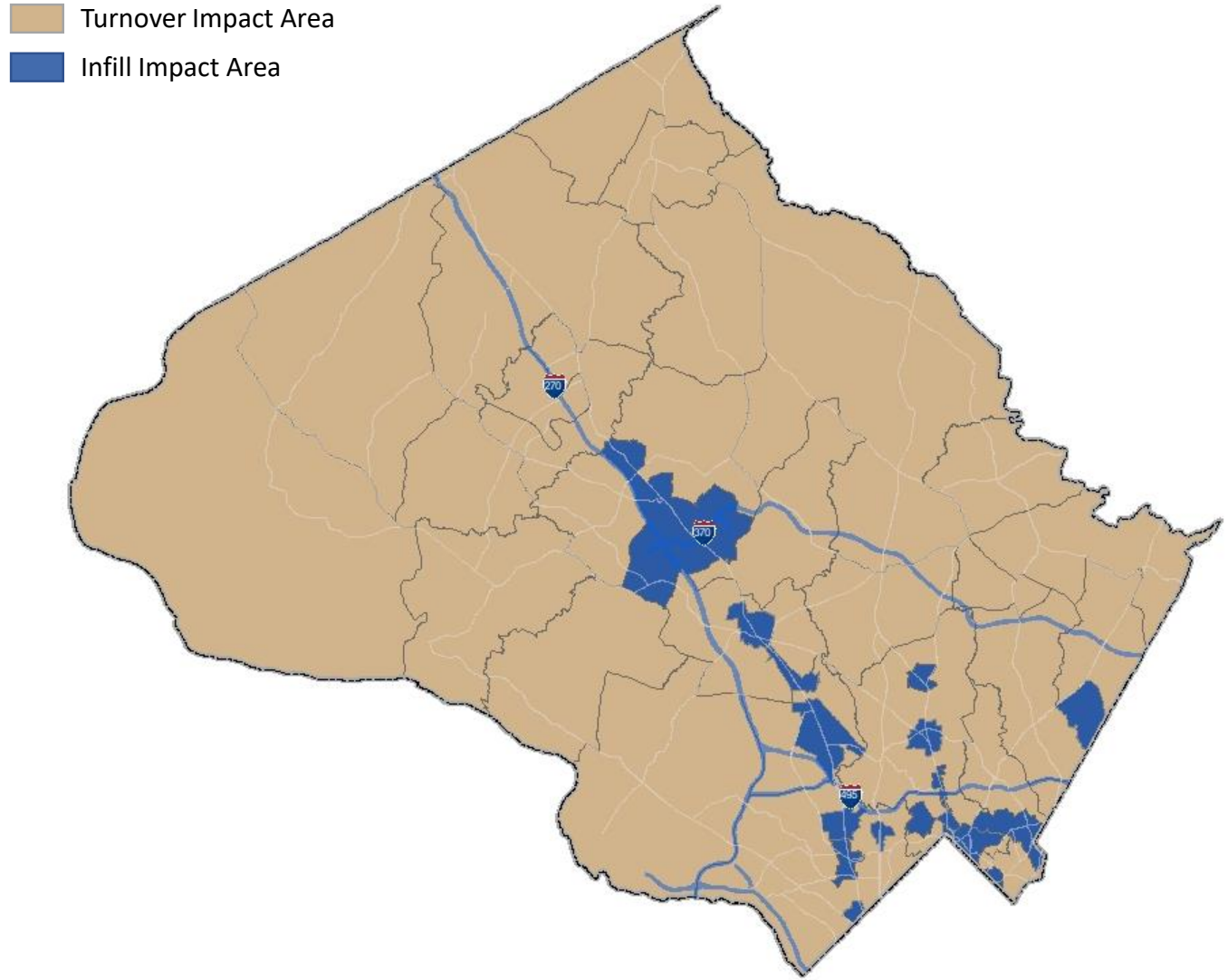
➢ **Elementary School Service Areas** (School Year 2020-2021)



School Impact Areas

- During the 2020 Growth & Infrastructure Policy (GIP) update, the county was classified into the following School Impact Areas based on their housing (amount and type of new housing) and enrollment growth context.
  - **Greenfield Impact Area**
    High housing growth in single-family units with high impact on enrollment growth (no area of the county was found to be in this category for the 2020-2024 GIP)
  - **Turnover Impact Area**
    Low housing growth; enrollment growth largely due to turnover of existing single-family units
  - **Infill Impact Area**
    High housing growth in multifamily units with low impact on enrollment growth on a per unit basis
- The latest housing and enrollment growth contexts will be analyzed at every quadrennial update to the GIP, and School Impact Area classifications may be revised accordingly.

➢ **School Impact Areas** (2020-2024 Growth & Infrastructure Policy)



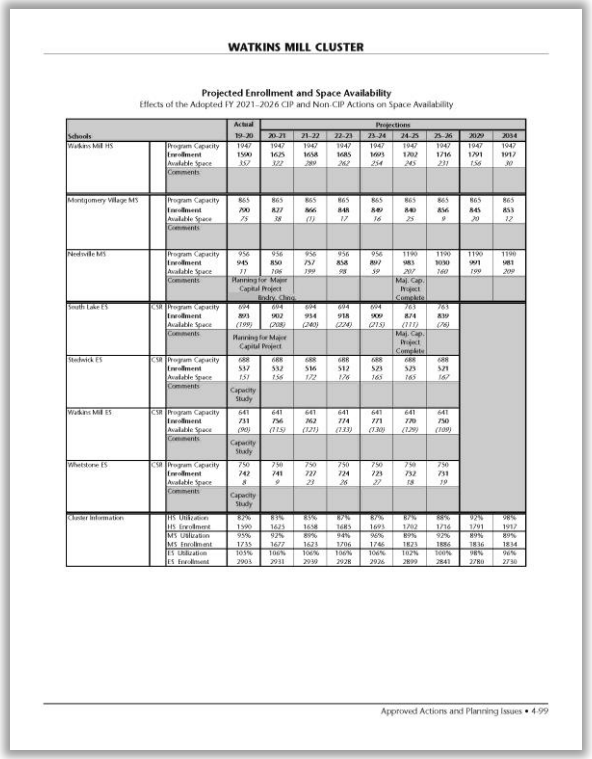
Annual School Test Procedures

AST Data Source

- The original data used to conduct the Annual School Test is published in the ***'MCPS Educational Facilities Master Plan and Capital Improvements Program' (Master Plan CIP).***
  - Provides enrollment and capacity projection data and relevant information, including approved capital projects and/or Board of Education decisions regarding capacity solutions.
    - **Projection Tables** (Chapter 4)
    - **Capital Project Description Forms** (Chapter 6)
  - The publication is released every spring by the MCPS Division of Capital Planning.
- The Montgomery County Planning Department does not produce its own enrollment or capacity projections.

➢ Projection Tables

- Typically found in Chapter 4 of the Master Plan CIP.
- Provides the original MCPS enrollment and capacity projections that are used for the Annual School Test.
- Projections for individual schools do not reflect the enrollment relief provided by an approved capacity solution for an overutilized school if the solution is provided at a different school in a future year. Montgomery Planning modifies the projections for such schools to estimate the future reassignment of students for the purpose of the Annual School Test. (See more on this in the AST Modifications section of the Guidelines.)



WATKINS MILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2021–2026 CIP and Non-CIP Actions on Space Availability

Schools			Actual 19-20	Projections 20-21	21-22	22-23	23-24	24-25	25-26	2029	2034
Watkins Mill HS		Program Capacity	1947	1947	1947	1947	1947	1947	1947	1947	1947
		Enrollment	1590	1625	1658	1685	1693	1702	1716	1791	1917
		Available Space	357	322	289	262	254	245	231	156	30
		Comments:									
Montgomery Village MS		Program Capacity	865	865	865	865	865	865	865	865	865
		Enrollment	700	827	866	848	849	840	856	845	853
		Available Space	75	38	(1)	17	16	25	9	20	12
		Comments:									
Neelsville MS		Program Capacity	956	956	956	956	956	1190	1190	1190	1190
		Enrollment	945	850	757	858	897	983	1030	991	981
		Available Space	11	106	199	98	59	207	160	199	209
		Comments:		Planning for Major Capital Project Study Chng.				Maj. Cap. Project Complete			
South Lake ES	CSR	Program Capacity	694	694	694	694	694	763	763		
		Enrollment	893	902	934	918	909	874	839		
		Available Space	(199)	(208)	(240)	(224)	(215)	(111)	(76)		
		Comments:		Planning for Major Capital Project				Maj. Cap. Project Complete			
Stedwick ES	CSR	Program Capacity	688	688	688	688	688	688	688		
		Enrollment	537	532	516	512	523	525	521		
		Available Space	151	156	172	176	165	163	167		
		Comments:		Capacity Study							
Watkins Mill ES	CSR	Program Capacity	641	641	641	641	641	641	641		
		Enrollment	731	756	762	774	771	770	750		
		Available Space	(90)	(115)	(121)	(133)	(130)	(129)	(109)		
		Comments:		Capacity Study							
Whetstone ES	CSR	Program Capacity	750	750	750	750	750	750	750		
		Enrollment	742	741	727	724	725	732	731		
		Available Space	8	9	23	26	27	18	19		
		Comments:		Capacity Study							
Cluster Information:		HS Utilization	82%	83%	85%	87%	87%	87%	88%	92%	98%
		HS Enrollment	1590	1623	1658	1685	1693	1702	1716	1791	1917
		MS Utilization	93%	92%	89%	94%	96%	89%	92%	89%	89%
		MS Enrollment	1735	1677	1623	1706	1746	1823	1886	1836	1834
		ES Utilization	103%	106%	106%	106%	106%	102%	100%	98%	96%
		ES Enrollment	2903	2931	2939	2928	2926	2899	2841	2780	2730

Approved Actions and Planning Issues • 4-99

❖ **Paired Schools:** The Annual School Test treats the service area of paired schools as one homogenous area. The projections of each segment are therefore summed together as well. In the case of Rosemary Hills ES, which is paired with both Chevy Chase ES and North Chevy Chase ES, the projections are counted as a whole in each pair, as shown in the table below.

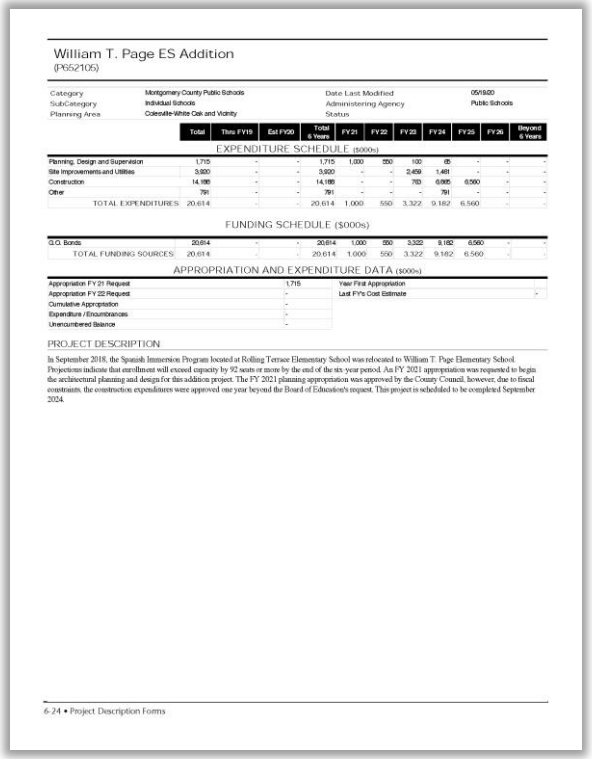
Schools	4-yr Projections				Notes
	MCPS Master Plan		Annual School Test		
	Capacity	Enrollment	Capacity	Enrollment	
Rosemary Hills/Chevy Chase ES	-	-	1101	973	
Rosemary Hills ES	*628*	*562*	-	-	*Grades K-2 (paired with CC & NCC ES)*
Chevy Chase ES	*473*	*411*	-	-	*Grades 3-5 (paired with Rosemary Hills ES)*
Rosemary Hills/North Chevy Chase ES	-	-	986	797	
Rosemary Hills ES	*628*	*562*	-	-	*Grades K-2 (paired with CC & NCC ES)*
North Chevy Chase ES	*358*	*235*	-	-	*Grades 3-5 (paired with Rosemary Hills ES)*

AST Data Source

- The original data used to conduct the Annual School Test is published in the ***'MCPS Educational Facilities Master Plan and Capital Improvements Program' (Master Plan CIP).***
  - Provides enrollment and capacity projection data and relevant information, including approved capital projects and/or Board of Education decisions regarding capacity solutions.
    - **Projection Tables** (Chapter 4)
    - **Capital Project Description Forms** (Chapter 6)
  - The publication is released every spring by MCPS's Division of Capital Planning.
- The Planning Department does not produce its own enrollment or capacity projections.

➢ Capital Project Description Forms (PDFs)

- Typically found in Chapter 6 of the Master Plan CIP.
- Is the official, county-authorized budget form for capital projects.
- Includes a description and justification for capacity solutions.
- The description and justification language provides information for making modifications to enrollment or capacity projections for the Annual School Test.



William T. Page ES Addition
(P652105)

Category	Montgomery County Public Schools			Date Last Modified				05/16/20			
SubCategory	Individual Schools			Administering Agency				Public Schools			
Planning Area	Colesville-White Oak and Vicinity			Status							

EXPENDITURE SCHEDULE ($000s)

	Total	Thru FY19	Est FY20	Total 6 Years	FY21	FY22	FY23	FY24	FY25	FY26	Beyond 6 Years
Planning, Design and Supervision	1,715	-	-	1,715	1,000	550	100	65	-	-	-
Site Improvements and Utilities	3,920	-	-	3,920	-	-	2,459	1,461	-	-	-
Construction	14,188	-	-	14,188	-	-	763	6,865	6,560	-	-
Other	791	-	-	791	-	-	-	791	-	-	-
TOTAL EXPENDITURES	20,614	-	-	20,614	1,000	550	3,322	9,182	6,560	-	-

FUNDING SCHEDULE ($000s)

G.O. Bonds	20,614	-	-	20,614	1,000	550	3,322	9,182	6,560	-	-
TOTAL FUNDING SOURCES	20,614	-	-	20,614	1,000	550	3,322	9,182	6,560	-	-

APPROPRIATION AND EXPENDITURE DATA ($000s)

Appropriation FY 21 Request	1,715	Year First Appropriation	
Appropriation FY 22 Request	-	Last FY's Cost Estimate	-
Cumulative Appropriation	-		
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

PROJECT DESCRIPTION

In September 2018, the Spanish Immersion Program located at Rolling Terrace Elementary School was relocated to William T. Page Elementary School. Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2021 appropriation was requested to begin the architectural planning and design for this addition project. The FY 2021 planning appropriation was approved by the County Council, however, due to fiscal constraints, the construction expenditures were approved one year beyond the Board of Education's request. This project is scheduled to be completed September 2024.

6-24 • Project Description Forms

AST Evaluation Year

- The Annual School Test evaluates the adequacy of the county's school facilities **4 years in the future.**
- This is in consideration of the time it generally takes for a residential development application to result in units that can be occupied by a student.
- Due to the timing of the Planning Board's Annual School Test (which is conducted toward the end of each school year), the first set of MCPS projections are considered a current year projection. The school year to be evaluated as 4-year projections is counted accordingly, as illustrated on the right.

➢ Projections

Last Year Actuals | Current Year Projection | 1-Year Projection | 2-Year Projection | 3-Year Projection | **4-Year Projection** | 5-Year Projection

Schools			Actual 19–20	Projections 20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Bethesda–Chevy Chase HS		Program Capacity	2457	2457	2457	2457	2457	2457	2457	2457	2457
		Enrollment	**2257**	**2337**	**2448**	**2510**	**2518**	**2544**	**2541**	**2535**	**2523**
		Available Space	*200*	*120*	*9*	*(53)*	*(61)*	*(87)*	*(84)*	*(78)*	*(66)*
		Comments									

AST Modifications

- While Montgomery Planning does not produce its own projections, the original data from MCPS is modified in limited circumstances to better account for approved capacity solutions or decisions that are not fully incorporated into the individual school projections made by MCPS.

➢ Enrollment Projection Modifications

- *When?*

  When a solution for an overutilized school involves capacity at another location, it is typically not reflected in the MCPS enrollment projections until the Board of Education has made a decision on resulting boundary adjustments. If such a solution is approved to be completed within the timeframe of the Annual School Test, Planning staff calculates the relief that could be provided by the solution and factors it into a modified enrollment projection for each school involved accordingly. The cases in which this data modification may apply include:

  - Opening of a new school (or reopening of a previously closed school)
  - Capacity addition at another school facility
  - Student reassignment to an underutilized school

- *Which Schools?*

  To determine which schools to include when modifying enrollment projections for a capacity solution, Montgomery Planning refers to information specified in the documents listed below (in order of priority).

  ① Project Description Form (Chapter 6 of the Master Plan CIP)
  ② Cluster Planning Issues or Schools Information (Chapter 4 of the Master Plan CIP)
  ③ Comments Section of Each Cluster's Projection Table (Chapter 4 of the Master Plan CIP)

AST Modifications

- MCPS projections are modified solely for the purpose of the Annual School Test. They have no implications on how the actual Board of Education decisions will be made, or what the enrollment and capacity projections will look like once the Board of Education makes and implements a boundary realignment.

➢ Enrollment Projection Modifications

- *How?*
  - Using Project Description Form Specifics

    If a Project Description Form provides detailed information about the number of seats that are intended to relieve a certain school, Montgomery Planning uses that information to modify enrollment projections.

  - Calculating the Modifications

    If no specific information is documented, Montgomery Planning uses a hypothetical scenario in which the utilization rates of all involved schools are balanced. The steps are outlined below:

    1. The enrollment and capacity projections of involved schools are totaled.
    2. The collective projected utilization rate is calculated by dividing the total enrollment by the total capacity.
    3. The total enrollment is redistributed to each school by multiplying the collective projected utilization rate by each school's projected capacity, then rounded to the nearest whole number.

$$\textit{Modified Enrollment Projection} = \frac{\textit{Sum of Enrollment Projections}}{\textit{Sum of Capacity Projections}} \times \textit{School Capacity Projection}$$

    4. If the rounding causes the sum of the modified enrollment projections to be different from the original sum, then the rounded enrollment is adjusted at the school where such an adjustment will have the least impact on the change in value.

    (see next page for an example)

AST Modifications

➢ Enrollment Projection Modifications

❖ Example: Gaithersburg Cluster Elementary School #8

The language provided in the Project Description Form for Gaithersburg Cluster Elementary School #8 indicates that the new school, scheduled to be completed in September 2022, will relieve overutilization at Gaithersburg, Rosemont, Strawberry Knoll, Summit Hall and Washington Grove elementary schools. However, the number of seats that are intended to relieve over-enrollment at each school is not specified. Therefore, Montgomery Planning uses modified enrollment projections for the FY21 Annual School Test (which tests the 2024 school year), calculated according to the method described on the previous page.

The table below shows the original MCPS projections, calculated values, and modified projections for each school.

Schools	2024-2025 Projections								
	MCPS			Enrollment Modification				FY21 AST	
	Capacity	Enrollment	Utilization Rate	Calculation	Value w/ Decimals	Rounded Value	Adjusted for Sum	Capacity	Enrollment
Gaithersburg ES	737	884	119.9%	*= 96.1% x 737*	708.34	708	709	737	709
Rosemont ES	568	675	118.8%	*= 96.1% x 568*	545.91	546		568	546
Strawberry Knoll ES	459	676	147.3%	*= 96.1% x 459*	441.15	441		459	441
Summit Hall ES	457	723	158.2%	*= 96.1% x 457*	439.23	439		457	439
Washington Grove ES	613	477	77.8%	*= 96.1% x 613*	589.16	589		613	589
Gaithersburg ES #8	740	0	0.0%	*= 96.1% x 740*	711.22	711		740	711
Total	3574	3435	96.1%		3435.00	3434		3574	3435

AST Modifications

➢ Capacity Projection Modifications

- Placeholders
  - A placeholder is an interim capacity solution implemented by the County Council. It refers to funds placed in the budget for a school that does not have an approved project scheduled in the CIP.
  - If the Council provides placeholder funding for an overutilized school, it is considered a valid capacity solution for the purpose of the Annual School Test. Planning staff calculates the relief to be provided by the funds and modifies the capacity projection of the school accordingly.
  - The metrics used to calculate the placeholder impact is consistent with MCPS school capacity calculation guidelines. The placeholder PDF identifies the number of classrooms funded by the solution and the modified capacity projection for the school is calculated assuming the following number of seats per classroom:
    - ES: 23 seats per classroom
    - MS: 21.25 seats per classroom
    - HS: 22.5 seats per classroom

AST Adequacy Metrics

- The Annual School Test evaluates school adequacy in terms of capacity utilization, and measures it in two different ways using the modified 4-year capacity and enrollment projections:
  - 4-Year **Utilization Rate** Projection
  - 4-Year **Seat Deficit (or Surplus)** Projection

➢ Utilization Rate

A utilization rate depicts the extent to which a school facility will be used by comparing the student enrollment to the program capacity of the school. It is calculated by dividing the projected enrollment of a school by the projected capacity of the facility.

$$Utilization\ Rate\ (\%) = \frac{Enrollment}{Capacity}$$

➢ Seat Deficit (or Surplus)

A seat deficit, or surplus, depicts the number of students by which a school facility will be overutilized or underutilized. It is calculated by subtracting the projected enrollment of a school from the projected capacity of the facility.

$$Seat\ Deficit\ or\ Surplus = Capacity - Enrollment$$

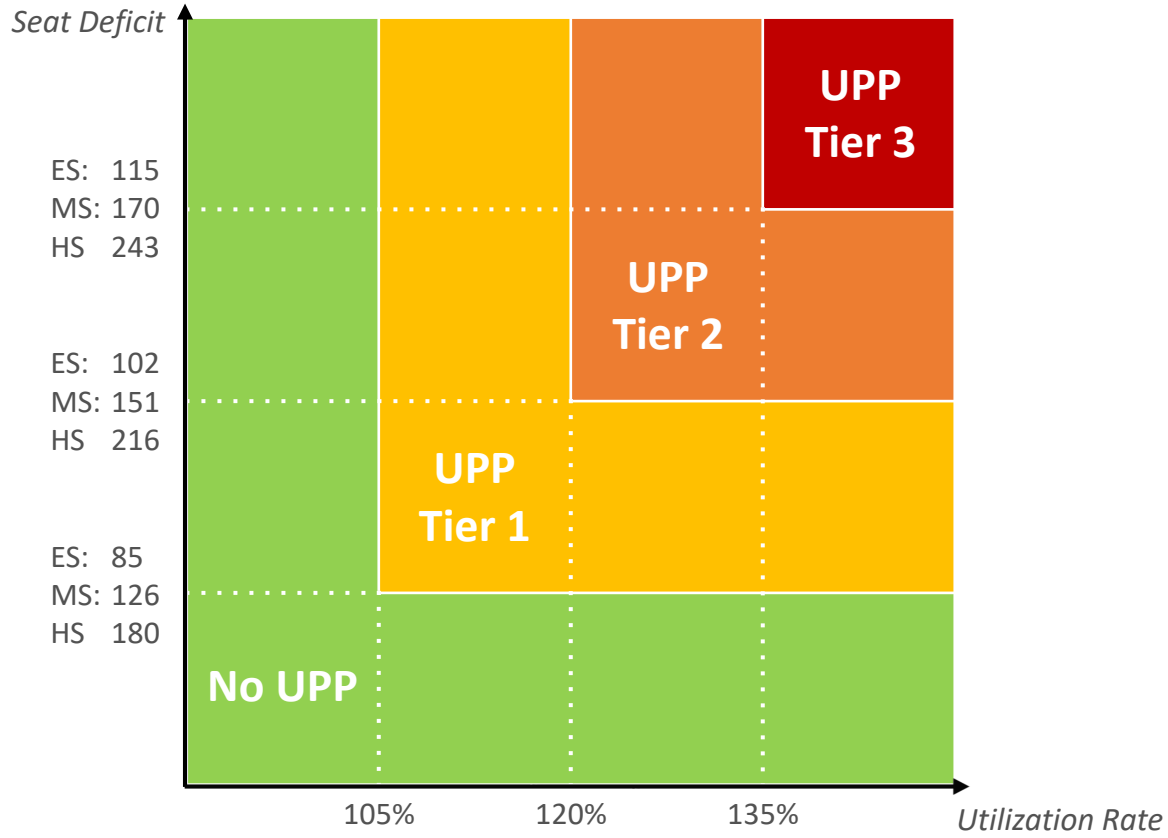
Adequacy Status and Standards

- The adequacy standard used by the Annual School Test:
  - is a combination of utilization rate and seat deficit metrics.
  - determines the adequacy level of a school.
  - is prescribed by the Growth and Infrastructure Policy.
- The adequacy level of a school dictates the status of the service area, also referred to as the **Utilization Premium Payment Tier**.

➢ Utilization Premium Payment Tiers

The graph below illustrates the thresholds for each Utilization Premium Payment (UPP) Tier. A school reaches a certain UPP Tier if the 4-year modified projections indicate that both the *utilization rate* and *seat deficit* will exceed their respective adequacy thresholds.

- *Utilization rate thresholds* are shown on the horizontal (x) axis.
- *Seat deficit thresholds* vary by school level, as shown on the vertical (y) axis.



Utilization Premium Payment (UPP)

- Utilization Premium Payments are fees paid by applicants for residential building permits as a condition of preliminary plan approval in service areas determined to exceed certain adequacy levels.
- The fee is calculated by applying the appropriate **UPP factor** of each school level, which is determined by the adequacy status (tier level) of the *school service area*, to the undiscounted and unexempt impact tax rate applicable to a residential unit.
- **Impact tax rates** are determined by the *school impact area* classification of the development application and residential unit type (single family detached, single family attached, multifamily high-rise or multifamily low-rise).

➢ Utilization Premium Payment Factor by Service Area Tier

School Level	Payment Factor			
	No UPP	Tier 1	Tier 2	Tier 3
Elementary School	-	16⅔%	33⅓%	50%
Middle School	-	10%	20%	30%
High School	-	13⅓%	26⅔%	40%
Total	**-**	**40%**	**80%**	**120%**

- The appropriate payment factor of each school level must be applied.

➢ Impact Tax Rates by School Impact Area & Unit Type

Residential Unit Type	Infill Impact Area	Turnover Impact Area
Single Family Detached	$20,510	$21,990
Single Family Attached	$17,841	$23,813
Multi-Family Low-Rise	$5,200	$12,148
Multi-Family High-Rise	$3,193	$2,600

Adequacy Ceilings

- In addition to establishing the adequacy status (UPP Tier) for each school service area, the Annual School Test also reports their **adequacy ceilings** to subsequent tier levels.
- The adequacy status and adequacy ceilings of a school service area stay constant for the entire fiscal year, unless there is a material change to the CIP adopted by the Council.

➢ Definition:

- An adequacy ceiling is the seat threshold of a school service area to subsequent UPP Tier levels.
- It depicts the number of additional seats at a school that are available within each tier, or the number of additional students that can be accommodated at such tier, after which the subsequent tier is applied.
- The enrollment impacts of residential units in a development application are evaluated against the adequacy ceilings to determine the appropriate payment factor based on the proportional number of students at each tier.

❖ Example:

Elementary School	Projected 2024-25 Capacity	Enrollment	Utilization	Seat +/-	UPP Status	Adequacy Ceilings Tier 1	Tier 2	Tier 3
Arcola ES	651	730	112.1%	-79		6	52	149
Ashburton ES	789	944	119.6%	-155	Tier 1 UPP		3	122
Bannockburn ES	364	505	138.7%	-141	Tier 3 UPP			
Lucy V. Barnsley ES	652	760	116.6%	-108	Tier 1 UPP		23	121

- If a development application is estimated to generate more than 6 students at Arcola ES where the utilization rate already exceeds 105%, the 6th student will bring the seat deficit to 85 and trigger a Tier 1 UPP, which will then be applied to any additional student that is estimated to be generated *by the same development project*.
- If a development application is estimated to generate more than 3 students at Ashburton ES where the seat deficit is already beyond 102, the 3rd student will bring the utilization rate above 120% and trigger a Tier 2 UPP, which will then be applied to any additional student that is estimated to be generated *by the same development project*.
- If a single development project exceeds an adequacy ceiling triggers the next payment tier, that <u>does not</u> change the school service area status for subsequent applications. Each application is reviewed under the status and ceilings identified in the annual school test results.

Student Generation Rates

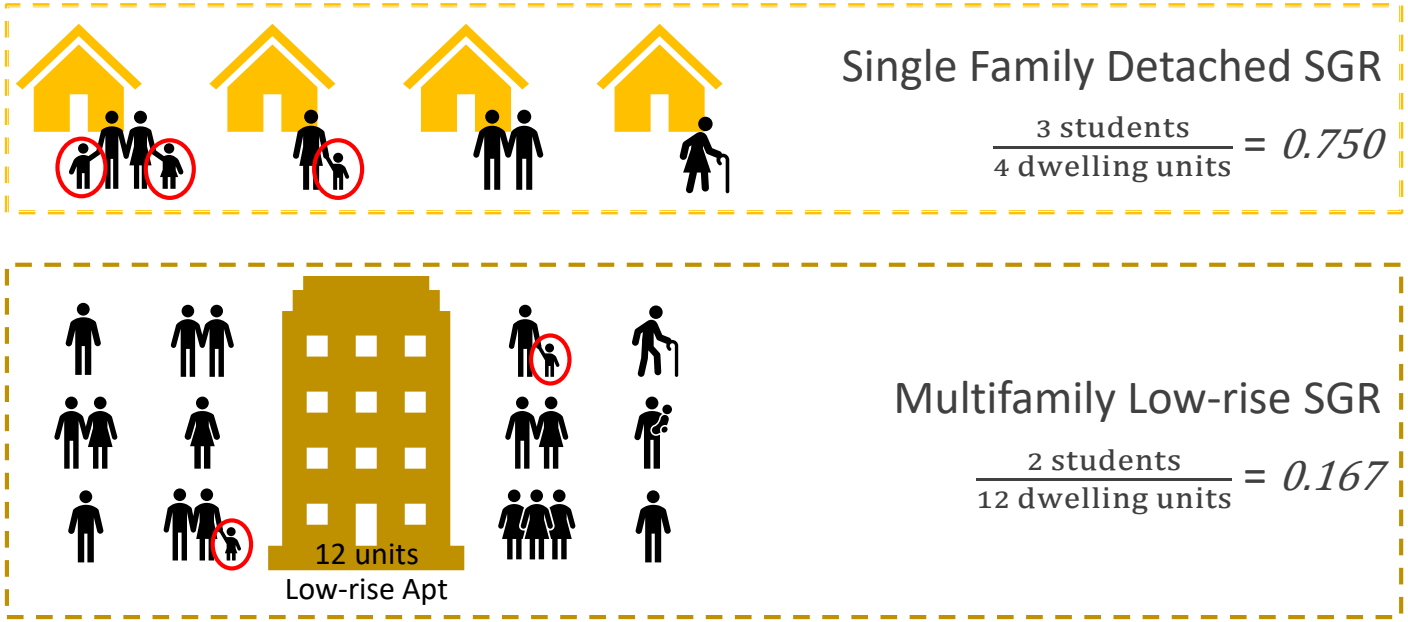
SGR Definition

- A student generation rate identifies the average number of public school students living in a particular residential unit type in a given geography.
- Student generation rates are used to estimate the number of students generated by a proposed residential unit.

➢ *Student Generation Rate (SGR)*

$$SGR = \frac{number\ of\ students}{number\ of\ residential\ dwelling\ units}$$

❖ Examples: The student generation rates of the residential units below are…



SGR Data Sources

- Student generation rates rely on two major data files:
  - **MCPS Student Enrollment Data**
  - **Montgomery County Property Data**
- Since 2014, Montgomery County student generation rates have been calculated based on the whole population dataset rather than from a sample estimate.

➢ MCPS Student Enrollment Data

- Provided by the MCPS Division of Capital Planning.
- Includes the address, school and grade level of each student enrolled in MCPS. (Other sensitive or personal information of students are not transmitted.)

➢ Montgomery County Property Data

- Includes property information about the residential dwelling type, number of units, year built, etc.
- Original data are provided by the Maryland State Department of Assessments and Taxation (SDAT).
- Corrections are made to individual data points when Planning staff is able to verify an error in the SDAT information (often due to misclassification of residential unit types or outdated information) to improve accuracy to the extent possible.

SGR Methodology

- Montgomery Planning uses the following methodologies to calculate student generation rates:
  - **Geocoding**
  - **GIS Data Join**

Geocoding

Montgomery Planning maps the student data provided by MCPS according to their addresses, a process commonly referred to as geocoding.

- A very small percentage of student data is unable to be geocoded due to invalid or out-of-county addresses.

GIS Data Join

The geocoded student data is then joined to the property database within Montgomery Planning's geographic information system.

- Student data that are matched to non-residential parcels or to senior housing units are excluded from the student generation rate analysis.

SGR Calculation & Application

- Student generation rates are calculated for each School Impact Area, by each residential unit type.

➢ SGR by Residential Unit Type

A student generation rate is calculated for each residential unit type as classified below. The countywide student generate rate of each unit type can be calculated by dividing the total number of students residing in each unit type by the total number of units in that category.

- Single Family Structures
  All single family units are considered in the student generation analysis, regardless of the year the structure was built.
  - **Single Family Detached (SFD)**
  - **Townhouses or Single Family Attached (SFA)**
- Multifamily Structures:
  Only multifamily units built since 1990 are considered in the student generation rate analysis.
  - **Multifamily Low-rise (MFL or MFLR):** includes units in structures up to 4-stories high
  - **Multifamily High-rise (MFH or MFHR):** includes units in structures 5-stories or higher

➢ SGR by School Impact Area

Student generation rates are calculated by residential unit type for each School Impact Area. Similar to how a countywide rate is calculated for each residential unit type, rates for School Impact Areas are calculated by dividing the total number of students residing in each unit type within a School Impact Area by the total number of units in that category within the School Impact Area.

SGR Calculation & Application

- Official student generation rates are updated biennially, on July 1st of every odd-numbered calendar year.
  - Student data from the latest school year, which Montgomery Planning receives from MCPS in the fall of the previous year, are joined to contemporaneous property data for the analysis.
- The official student generation rates are used to estimate the enrollment impacts of a residential development application during the development review process. The rates are applied, by School Impact Area, to the number of units proposed for each residential unit type.

➢ Official Student Generation Rates for FY2021

		Student Generation Rates			
		ES	MS	HS	K-12
Infill	SFD	0.201	0.096	0.139	0.436
	SFA	0.176	0.087	0.117	0.380
	MFLR	0.055	0.023	0.033	0.110
	MFHR	0.039	0.014	0.016	0.069
Turnover	SFD	0.198	0.112	0.156	0.465
	SFA	0.230	0.120	0.157	0.506
	MFLR	0.124	0.063	0.073	0.261
	MFHR	0.023	0.013	0.019	0.055

The table above identifies the official student generation rates in effect for the remainder of FY2021. The rates will be recalculated and updated in July 2021 (for use in FY2022 and FY2023) to reflect the latest enrollment and property data.

Development Review

Enrollment Impact

- The following material is reviewed to estimate the enrollment impacts of residential units in a development application.
  - **Development Application**
    - Applicable School Impact Area and school service areas
    - Types and number of residential units
  - **Student Generation Rates**
  - **Annual School Test Results**
    - UPP Status and adequacy ceilings

➢ Estimating Enrollment Impact of Residential Units

❖ Example: Hypothetical Development Application

Site Location		Residential Unit Proposal	
❑ School Impact Area:	Infill Impact Area	❑ Single Family Detached:	40 units
❑ ES Service Area:	Ashburton ES	❑ Single Family Attached:	35 units
❑ MS Service Area:	North Bethesda MS	❑ Multifamily Low-rise:	0 units
❑ HS Service Area:	Walter Johnson HS	❑ Multifamily High-rise:	200 units

Enrollment Impact Calculation:

Unit Type	# of Units	Infill Impact Area SGR			Estimated # of Students		
		ES	MS	HS	ES	MS	HS
SFD	40	0.201	0.096	0.139	8.040	3.840	5.560
SFA	35	0.176	0.087	0.117	6.160	3.045	4.095
MFL	0	0.055	0.023	0.033	0.000	0.000	0.000
MFH	200	0.039	0.014	0.016	7.800	2.800	3.200
TOTAL	**275**				**22**	**9**	**12**

The enrollment impact calculation table illustrates how the enrollment impact is estimated for the hypothetical development application above.

1. The number of units being proposed for each unit type are multiplied by the corresponding student generate rates for the applicable School Impact Area, by school level.
2. The resultant unrounded numbers are totaled by school level.
3. The total for each school level is rounded down to a whole number.

UPP Factor Calculation

- The estimated number of students from a development application dictates the Utilization Premium Payment factor that is applied to the impact tax rate for each unit.
  - If the estimated number of students at a certain school level is within the adequacy ceiling of the service area, the standard UPP factor is applied as a whole to all units.
  - If the estimated number of students exceeds an adequacy ceiling, the Utilization Premium Payment factor of different tiers are applied proportionally, based on the number of students the development generates at each tier level.
- If multiple applications in the same school service area are reviewed within the same fiscal year, each application is evaluated under the same adequacy status and ceilings. The Utilization Premium Payment factors to be applied may differ between projects if the estimated number of students is different.

➢ Applying Adequacy Ceiling to Calculate UPP Factor

❖ Example: Hypothetical Development Application

Service Area Status		Estimated # of Students	
❑ ES Service Area:	Tier 1 UPP	❑ ES:	22
❑ MS Service Area:	No UPP	❑ MS:	9
❑ HS Service Area:	Tier 3 UPP	❑ HS:	12

Status	Adequacy Ceiling		
	Tier 1	Tier 2	Tier 3
ES: Tier 1		3	122
MS: No UPP	87	208	393
HS: Tier 3			

UPP Factor Calculation:

# of Students		Allocation				UPP Factor Ratio			
		No UPP	Tier 1	Tier 2	Tier 3	No UPP	Tier 1	Tier 2	Tier 3
ES	22	0	3	19	0	0.000	0.136	0.864	0.000
MS	9	9	0	0	0	1.000	0.000	0.000	0.000
HS	12	0	0	0	12	0.000	0.000	0.000	1.000

For the hypothetical development application above, which generates 22 elementary school students, nine middle school students and 12 high school students, the following steps are used to calculate the proper UPP factors.

1. Since 3 of the 22 elementary students count as being under Tier 1, and the other 19 are considered to be in Tier 2, each unit of the hypothetical development is assessed 0.136 (3 ÷ 22) of a Tier 1 elementary school UPP and 0.864 (19 ÷ 22) of a Tier 2 elementary school UPP.
2. The estimated number of middle school students is less than the adequacy ceiling, and therefore the applicant would not be charged any middle school UPP.
3. The high school service area is at Tier 3, which has no ceiling. All 12 of the estimated high school students fall into Tier 3, therefore the applicant would be assessed a full Tier 3 high school UPP for each residential unit.

Amendment

- When a previously approved project files for an amendment, the Utilization Premium Payment factor is adjusted for all remaining unbuilt units (units without building permits for which the applicant has not yet been charged an impact tax or any applicable UPP).

➢ Application Amendment

❖ Example: Hypothetical Development Amendment

	Original Approval	Already Built or Removed	Added by Amend-ment
SFD	40	10	
SFA	35		
MFL			50
MFH	200	30	
TOTAL	**275**	**40**	**50**

	Original UPP Factor Ratios			
	No UPP	Tier 1	Tier 2	Tier 3
ES	0.000	0.136	0.864	0.000
MS	1.000	0.000	0.000	0.000
HS	0.000	0.000	0.000	1.000

Amendment Yr Status		Amendment Yr Adequacy Ceiling		
		Tier 1	Tier 2	Tier 3
ES:	No UPP	10	32	136
MS:	Tier 1 UPP		54	258
HS:	Tier 2 UPP			35

Additional Enrollment Impact from Amendment:

Add'l Units	Infill SGR			# of Students		
	ES	MS	HS	ES	MS	HS
0	0.201	0.096	0.139	0	0	0
0	0.176	0.087	0.117	0	0	0
50	0.055	0.023	0.033	2.75	1.15	1.65
0	0.039	0.014	0.016	0	0	0
50				**2**	**1**	**1**

The additional enrollment impact of the amendment is calculated (the same way as a new application), by only counting the units added by the amendment. Any units that have been removed or already built do not affect this calculation.

Adjusted UPP Factor Calculation:

	Status	Student Allocation					Amendment UPP Factor Ratio			
		Total	No UPP	Tier 1	Tier 2	Tier 3	No UPP	Tier 1	Tier 2	Tier 3
ES:		2	2	0	0	0	1.000	0.000	0.000	0.000
MS:	Tier 1 UPP	1	0	1	0	0	0.000	1.000	0.000	0.000
HS:	Tier 2 UPP	1	0	0	1	0	0.000	0.000	1.000	0.000

An amendment UPP Factor ratio is calculated using the updated adequacy status and ceiling information for the Annual School Test under which the amendment is reviewed.

The amendment UPP factor ratio and the original UPP factor ratio (the factor that was calculated for the original application) are then calculated in proportion to the number of remaining units that are to be built under each (50 units with the amendment UPP factor and 275-40=235 units with the original UPP factor) to produce a final UPP factor ratio that can be applied to all units for which the developer applies for a building permit after the amendment.

	Final UPP Factor Ratio			
	No UPP	Tier 1	Tier 2	Tier 3
ES:	0.175	0.112	0.712	0.000
MS:	0.825	0.175	0.000	0.000
HS:	0.000	0.000	0.175	0.825