



**COOPERATIVE**  
**STRATEGIES**

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

**HOWARD COUNTY PUBLIC SCHOOL  
SYSTEM**

**ATTENDANCE AREA COMMITTEE MEETING #2**

**JUNE 25, 2019**





# **A G E N D A**

- **Welcome**
- **Approval of 6/18/19 Meeting Minutes**
- **Committee Deliverable**
- **Meeting 1 Review / Questions**
- **Discussion**
- **Future Meetings**
- **Adjourn**





## COMMITTEE DELIVERABLE

- **Objective Feedback on the Feasibility Study Relative to Policy**
- **Discussion and consensus around policy parameters**
- **Example:**
  - Prioritize parameter X over parameter Y.
    - Majority Opinion
    - Minority Opinion
  - Minimize changes when not adding capacity
    - Majority Opinion
    - Minority Opinion

### Guidance

- **Tonight's Focus** – Discussion around high level concepts.
- **Next Meeting Focus** – Applying discussion topics to the feasibility study.





# MEETING 1 REVIEW





# ROLES & RESPONSIBILITIES

## **Attendance Area Committee (AAC)**

- AAC reviews options presented in the Feasibility Study and Policy 6010
- AAC provides feedback to the Superintendent to help inform his proposal
- AAC members represent community diversity and every planning region in the county, and include individuals who have served HCPSS in advisory roles or partners.
- AAC is not responsible for gathering public input or developing attendance area plans.

## **Community Members**

- This is a working meeting and we will not be taking ANY public input at this time.
- Community members are allowed to attend, we ask that you are courteous and allow the committee to proceed with their work.
- The superintendent is collecting feedback through surveys and community meetings:
  - Feasibility Study Survey
  - Alternative Boundary Scenarios Survey





# SCOPE

## **In Scope**

- Review and audit the Feasibility Study
- Provide feedback to the Superintendent
- Feedback should be based on your understanding of the policy and how the feasibility study meets those goals.
- Have a county-wide perspective and consider the needs of ALL students

## **Out of Scope**

- This committee is NOT charged with the creation of any boundary plans
- Receiving public input, this all goes through the superintendent
- Attend or accept invitations to additional meetings on behalf of the committee

## **How is the feedback of this committee different than that of the community as a whole?**

- This group is a diverse, independent body, focused on a county-wide perspective
- The value that this group adds is the diverse discussion and consensus building



# SCHEDULE



	June	July	August	September	October	November
<b>Feasibility Study Process</b>						
Feasibility Study Survey						
AAC Meetings						
Public Input Meetings						
<b>Superintendent Process</b>						
Superintendent Presents Recommendation to Board						
<b>School Board Process</b>						
Board Public Hearings						
Board Public Work Sessions						
Board Decision on any boundary adjustments						

## AAC Meeting Schedule – Tuesday for the next 4 weeks

- Tuesday, June 18, 6 p.m. – Atholton HS
- Tuesday, June 25, 6 p.m. – Atholton HS
- Tuesday, July 2, 6 p.m. – Atholton HS
- Tuesday, July 9, 6 p.m. – Atholton HS

## Community Input Sessions – Asking Community members to register ahead of time, and attend only one of the meetings.

- July 10 Wednesday Oakland Mills HS 6:00 PM - 9:30 PM
- July 13 Saturday Long Reach HS 8:00 AM - 11:30 AM
- July 16 Tuesday Wilde Lake HS 6:00 PM - 9:30 PM
- July 18 Thursday River Hill HS 6:00 PM - 9:30 PM





# POLICY 6010

- Link to policy - <https://www.hcpss.org/policies/6000/6010-school-attendance-areas/>
- **The AAC will consider the impact of the following factors in the review or development of any school attendance area adjustment plan.**
  - 1) **Facility Utilization**
    - a. Efficient use of available space. For example, maintain a building's program capacity utilization between 90% and 100%.
    - b. Long-range enrollment, capital plans and capacity needs of school infrastructures (e.g., cafeterias, restrooms and other shared core facilities).
    - c. Fiscal responsibility by minimizing capital and operating costs.
    - d. The number of students that walk or receive bus service and the distance and time based students travel.
    - e. Location of regional programs, maintaining an equitable distribution of programs across the county.
  - 2) **Community Stability**
    - a. Feeds that encourage keeping students together from one school to the next. For example, avoiding feeds of less than 15% at the receiving school.
    - b. Areas that are made up of contiguous communities or neighborhoods.
    - c. Frequency with which any one student is reassigned, making every attempt to not move a student more than once at any school level or the same student more frequently than once every five years.



# POLICY 6010

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## 3) Demographic Characteristics of Student Population

- a. The racial/ethnic composition of the student population.
- b. The socioeconomic composition of the school population as measured by participation in the federal FARMS program.
- c. Academic performance of students in both the sending and receiving schools as measured by current standardized testing results.
- d. The level of English learners as measured by enrollment in the English for Speakers of Other Languages (ESOL) program.
- e. Number of students moved, taking into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
- f. Other reliable demographic and diversity indicators, where feasible.





# FEASIBILITY STUDY

- **Presentation to the board – June 13<sup>th</sup>**

## Resources

- Feasibility Study Board Presentation Video - <https://hcpssstv.new.swagit.com/videos/29198>
- Feasibility Study Board Presentation - [https://go.boarddocs.com/mabe/hcpssmd/Board.nsf/files/BD4KBR4F5CF3/\\$file/06%2013%202019%20Presentation%20of%20Feasibility%20Study%20PowerPoint.pdf](https://go.boarddocs.com/mabe/hcpssmd/Board.nsf/files/BD4KBR4F5CF3/$file/06%2013%202019%20Presentation%20of%20Feasibility%20Study%20PowerPoint.pdf)
- School Locator- <https://hcpss-gis.maps.arcgis.com/apps/webappviewer/index.html?id=06528401636a4a48b1ef681c66a61a07>
- Polygon PDF Map (More Detail) - <https://www.hcpss.org/f/schoolplanning/planning-polygon-map-1617.pdf>
- Policy 6010 - <https://www.hcpss.org/policies/6000/6010-school-attendance-areas/>





# QUESTIONS FROM MEETING #1





# QUESTIONS FROM MEETING #1

**What considerations should be given to Title 1 funding?**

- Title I is funded at the district level, allocation among schools changes based on FARM percentage.

**What has our growth looked like in the past?**

- See following slides

**How many kids go to private and non-public schools?**

- See following slides

**Can you provide FARM and test data for current configuration and alternative scenarios.**

- Handout has been provided for your binder.





## **PARKING LOT**

**What are the educational outcomes post boundary change?**

**What are the behavioral outcomes post boundary change?**

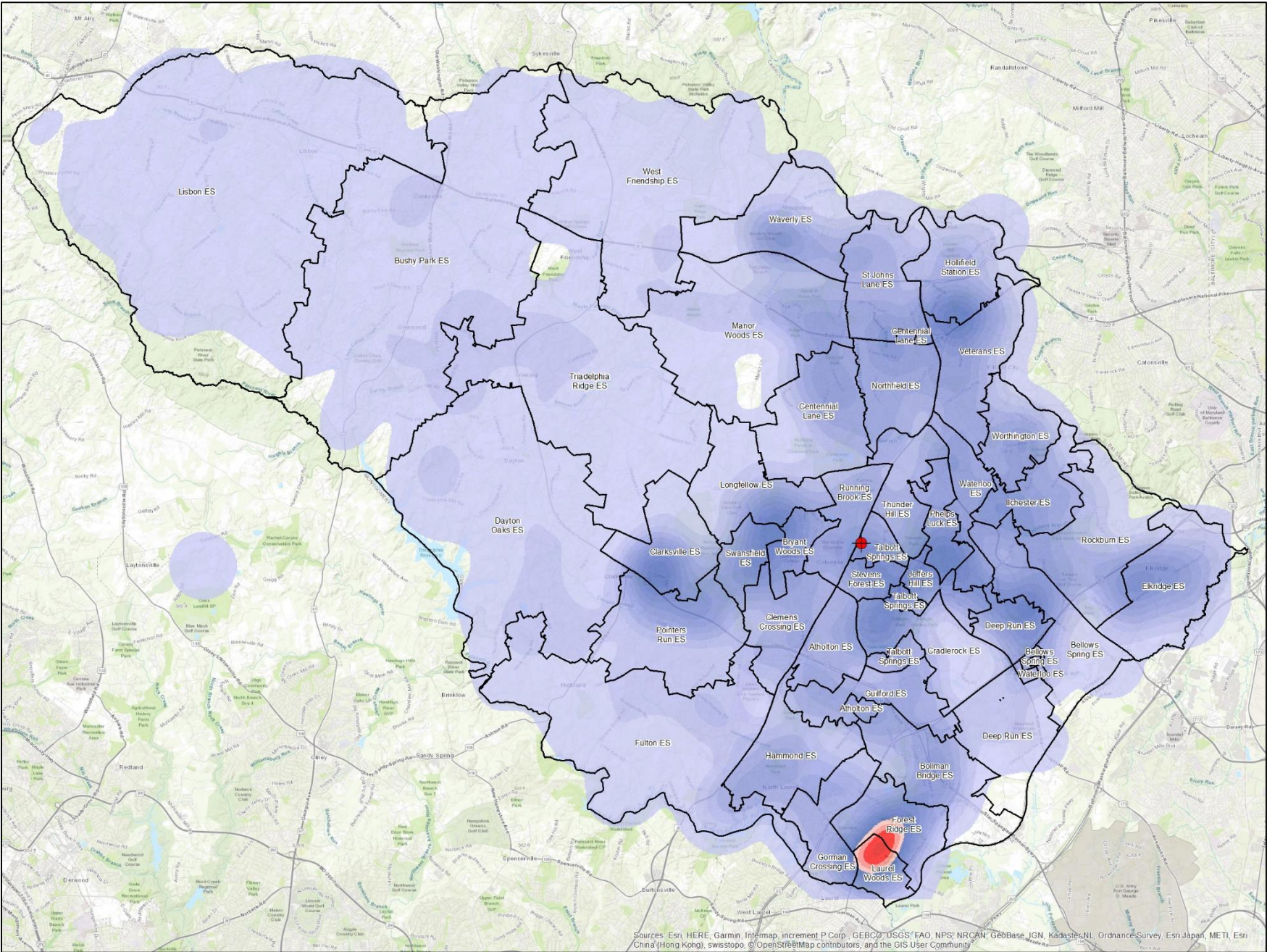
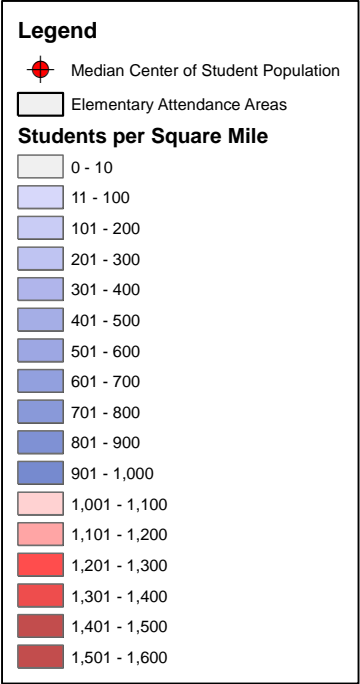
**Can we get projected enrollment with FARM, ESOL, RACE, etc.?**

**Why can't we use census data for everything?**



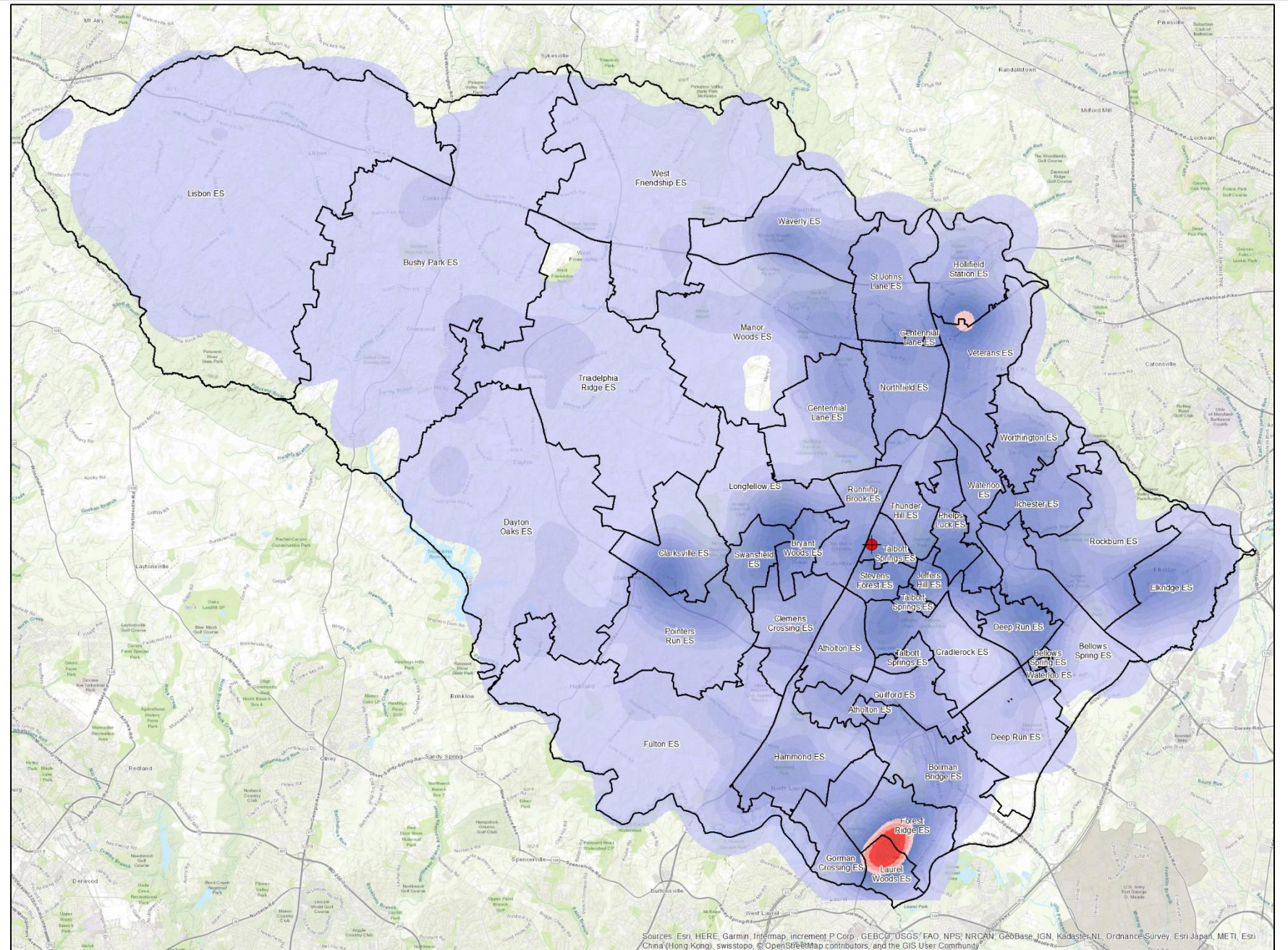
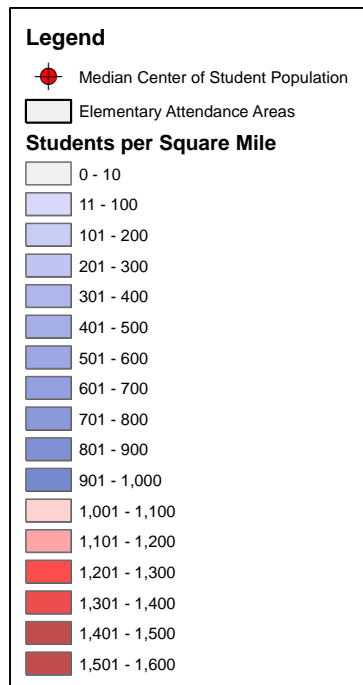
# Student Density

## 2008-09 School Year



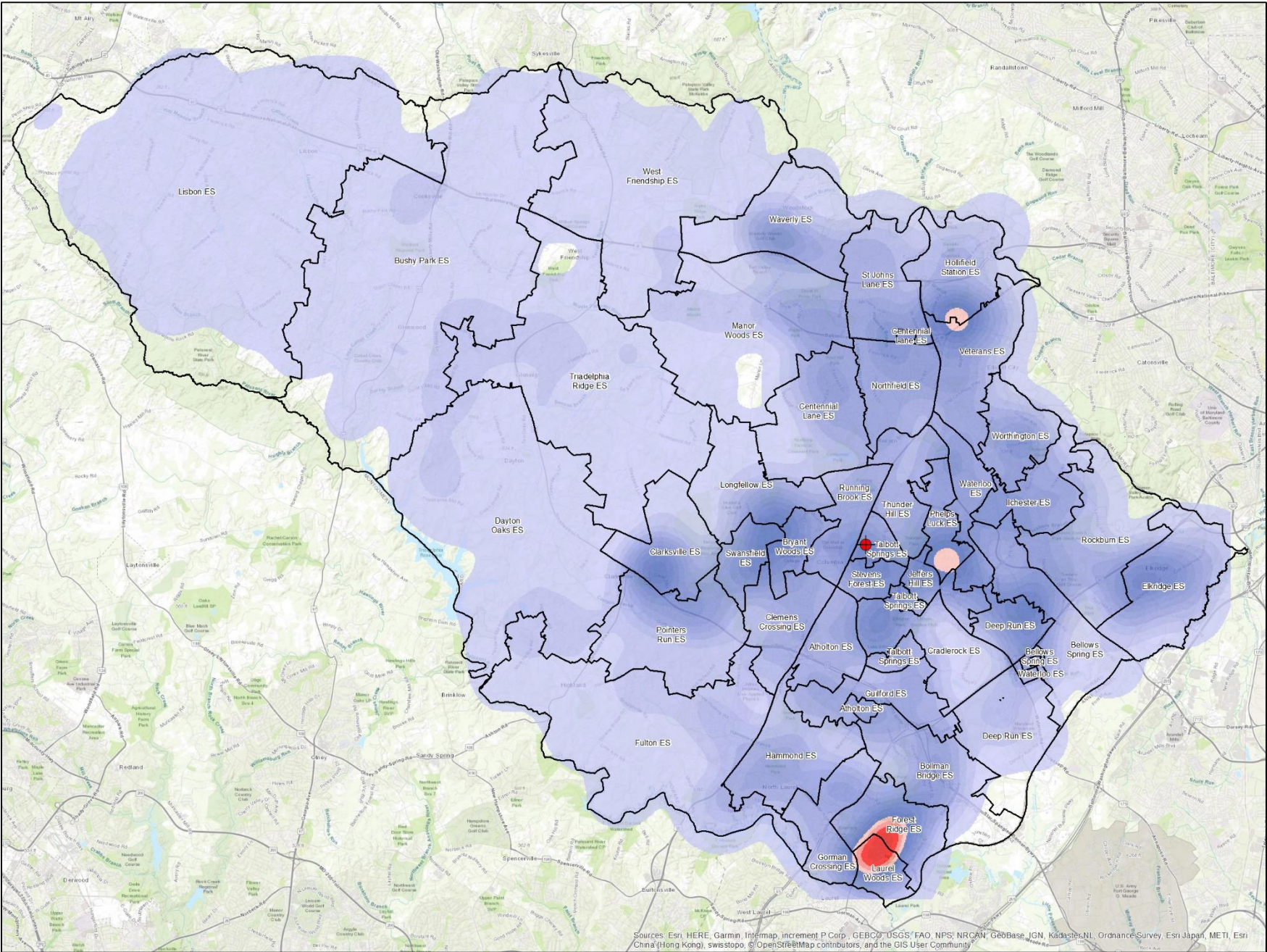
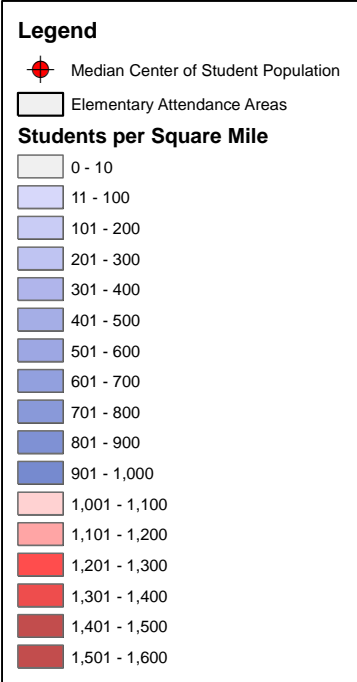


## Student Density 2009-10 School Year





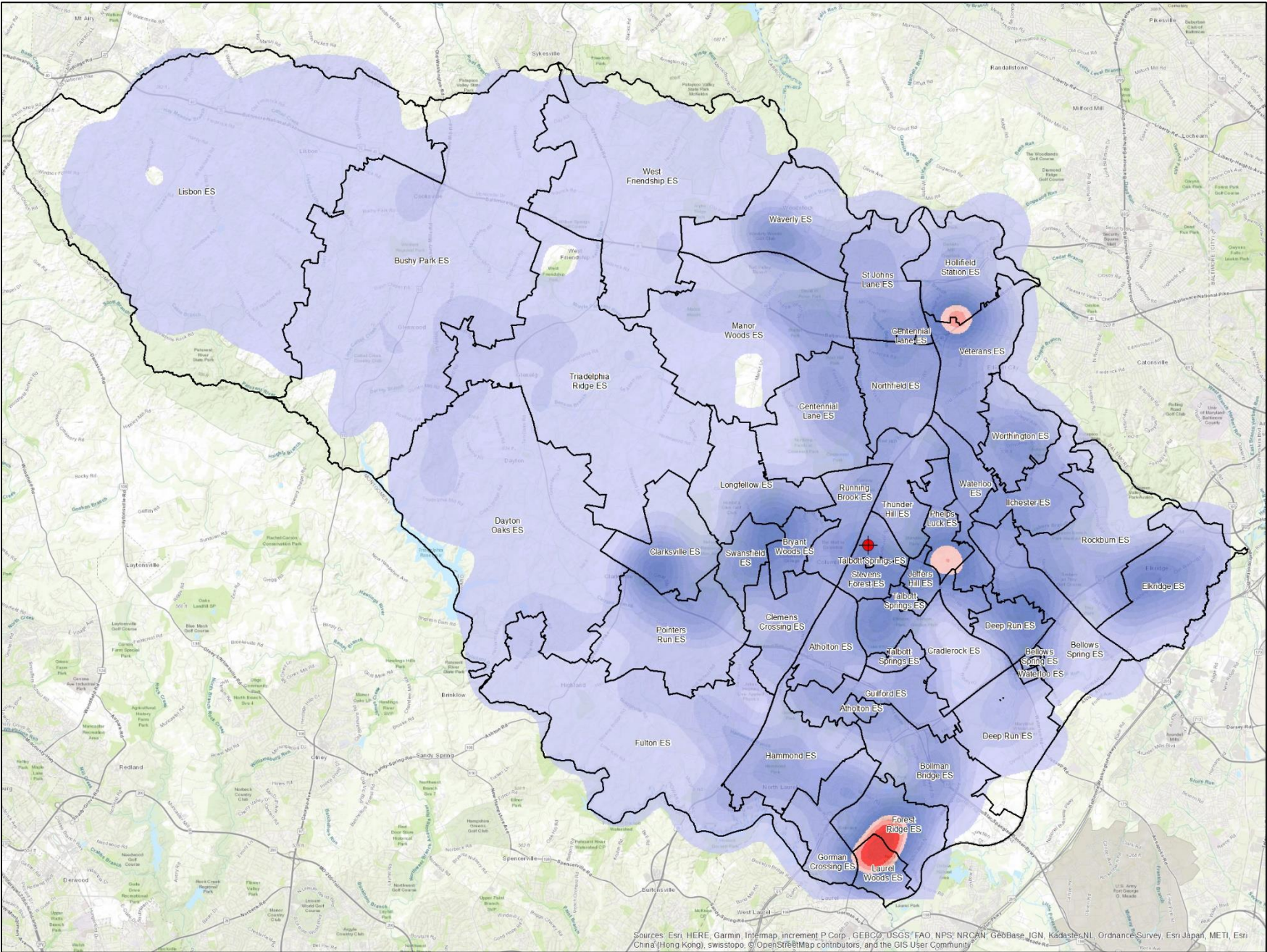
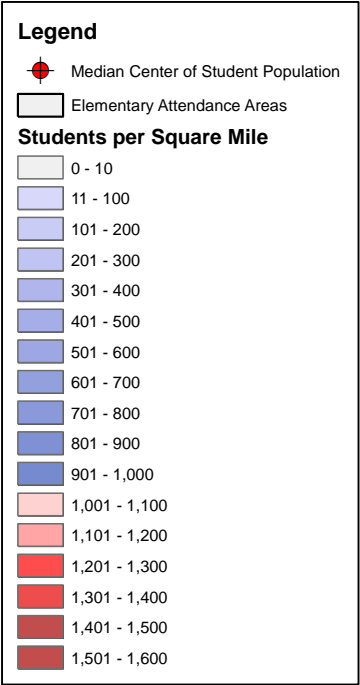
# Student Density 2010-11 School Year





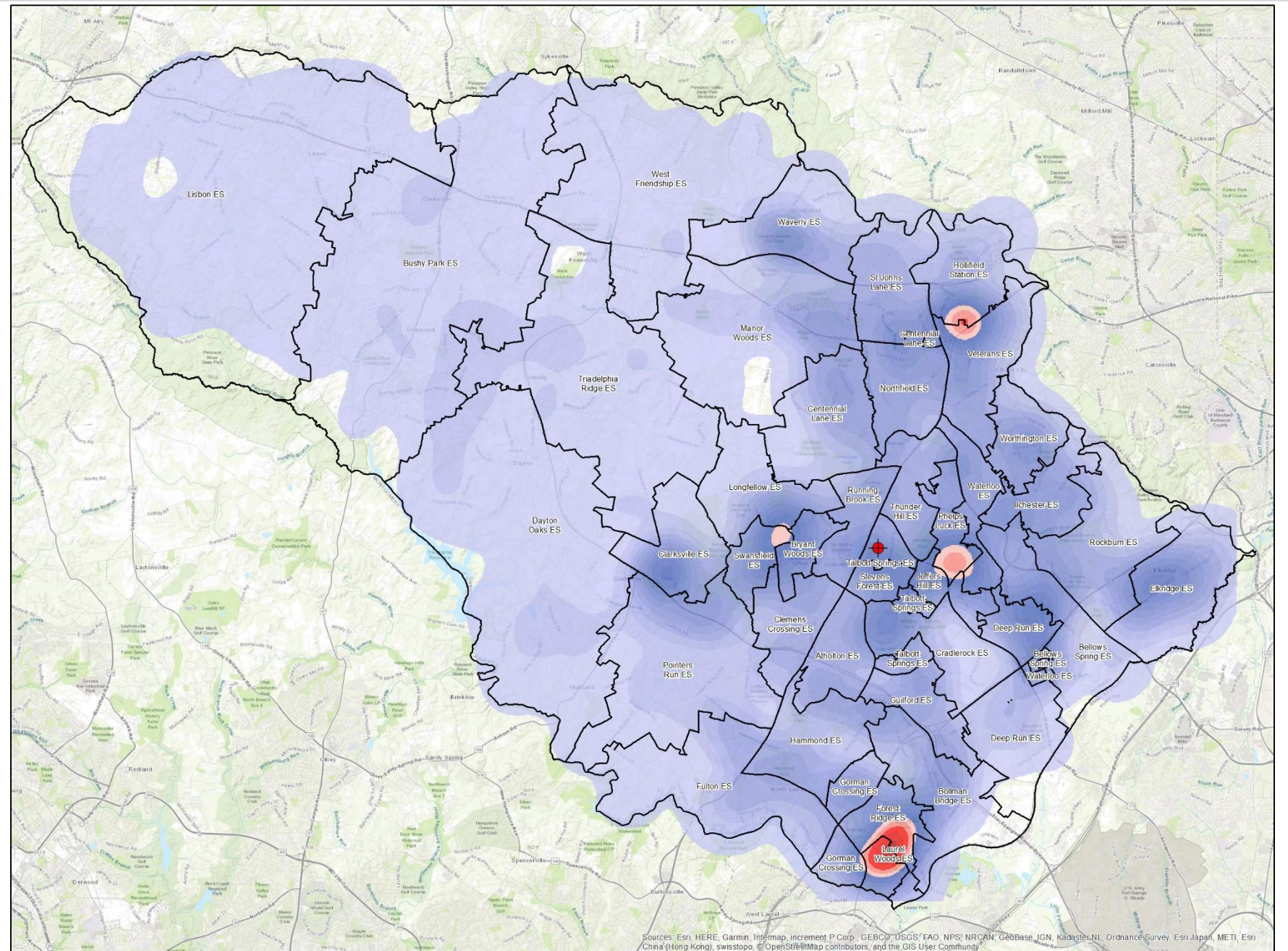
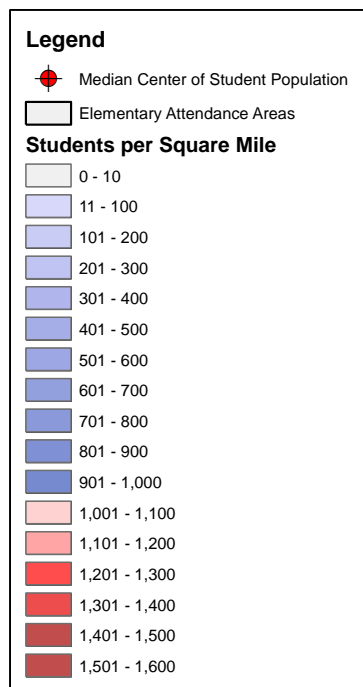
# Student Density

## 2011-12 School Year





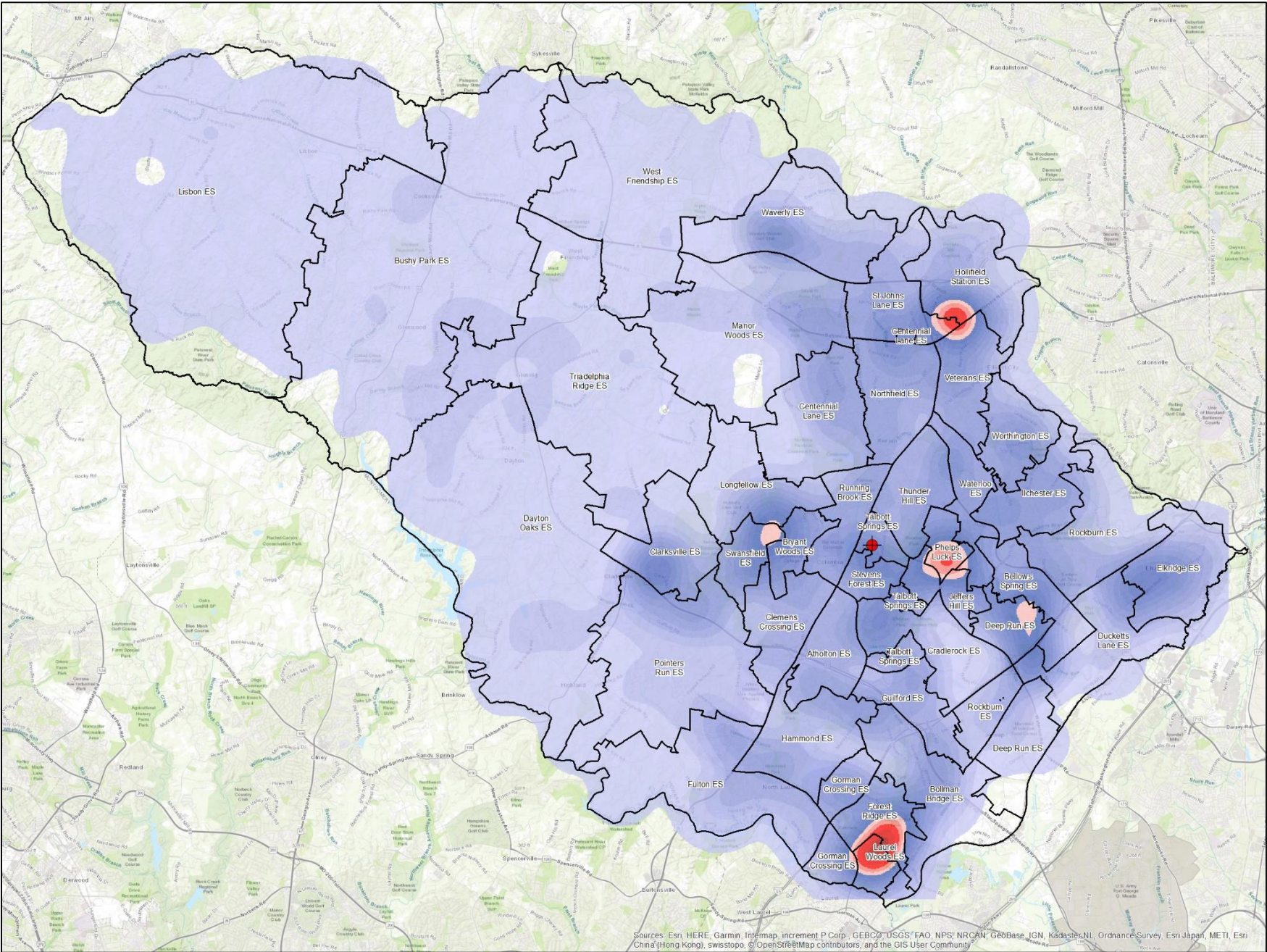
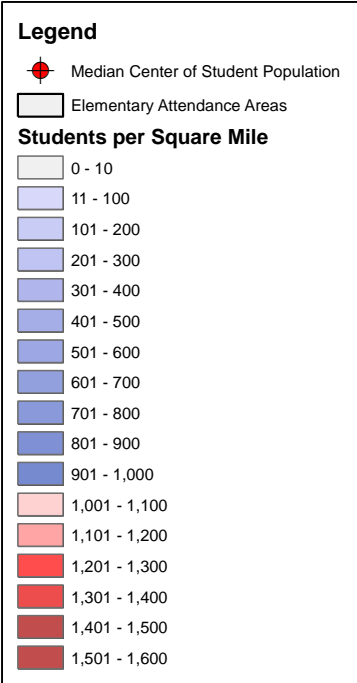
# Student Density 2012-13 School Year





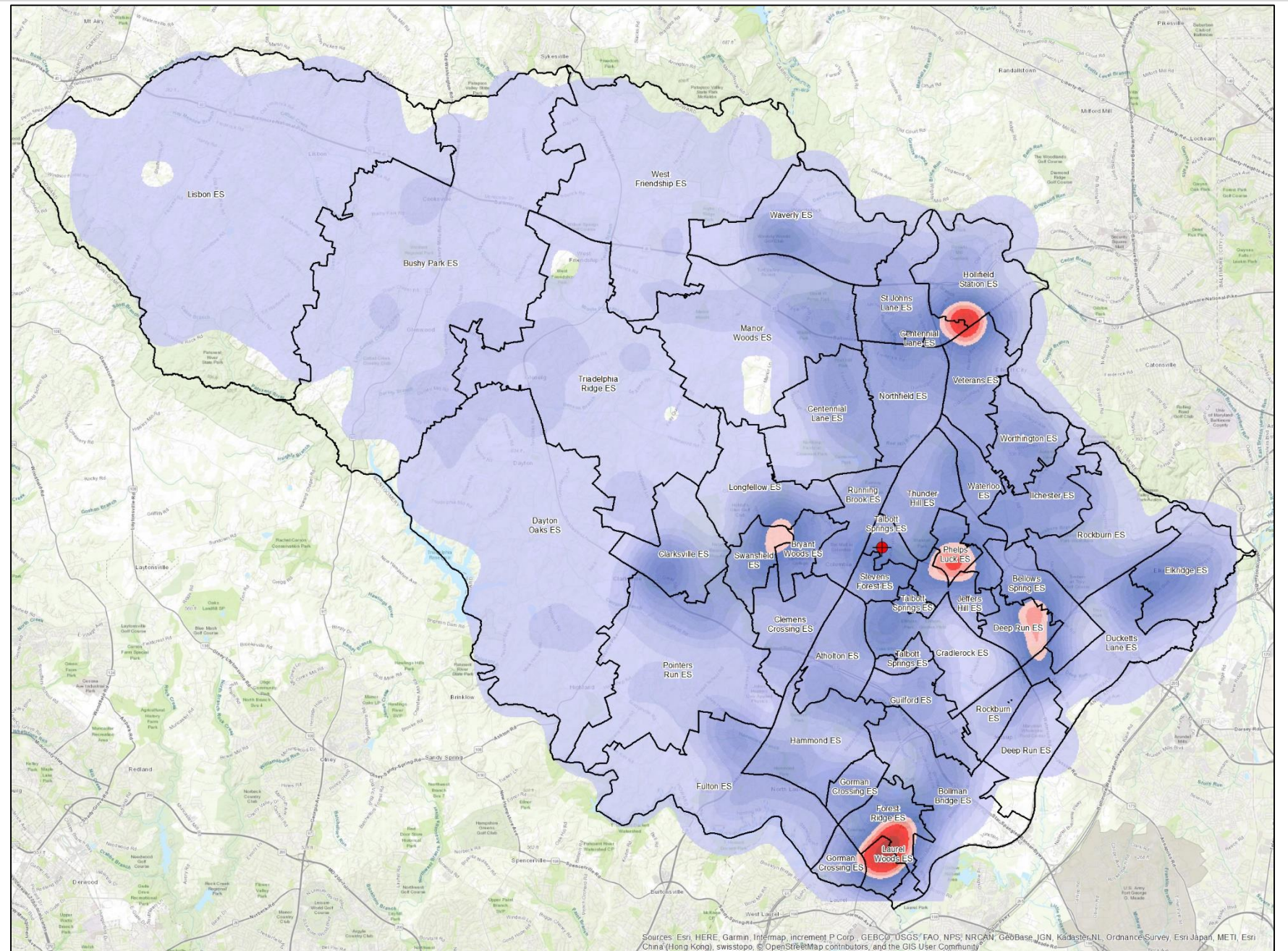
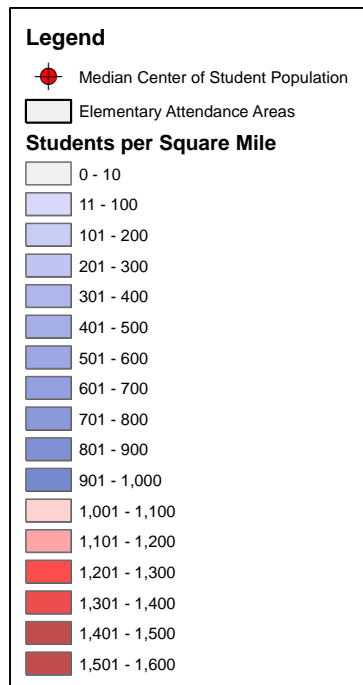
# Student Density

## 2013-14 School Year



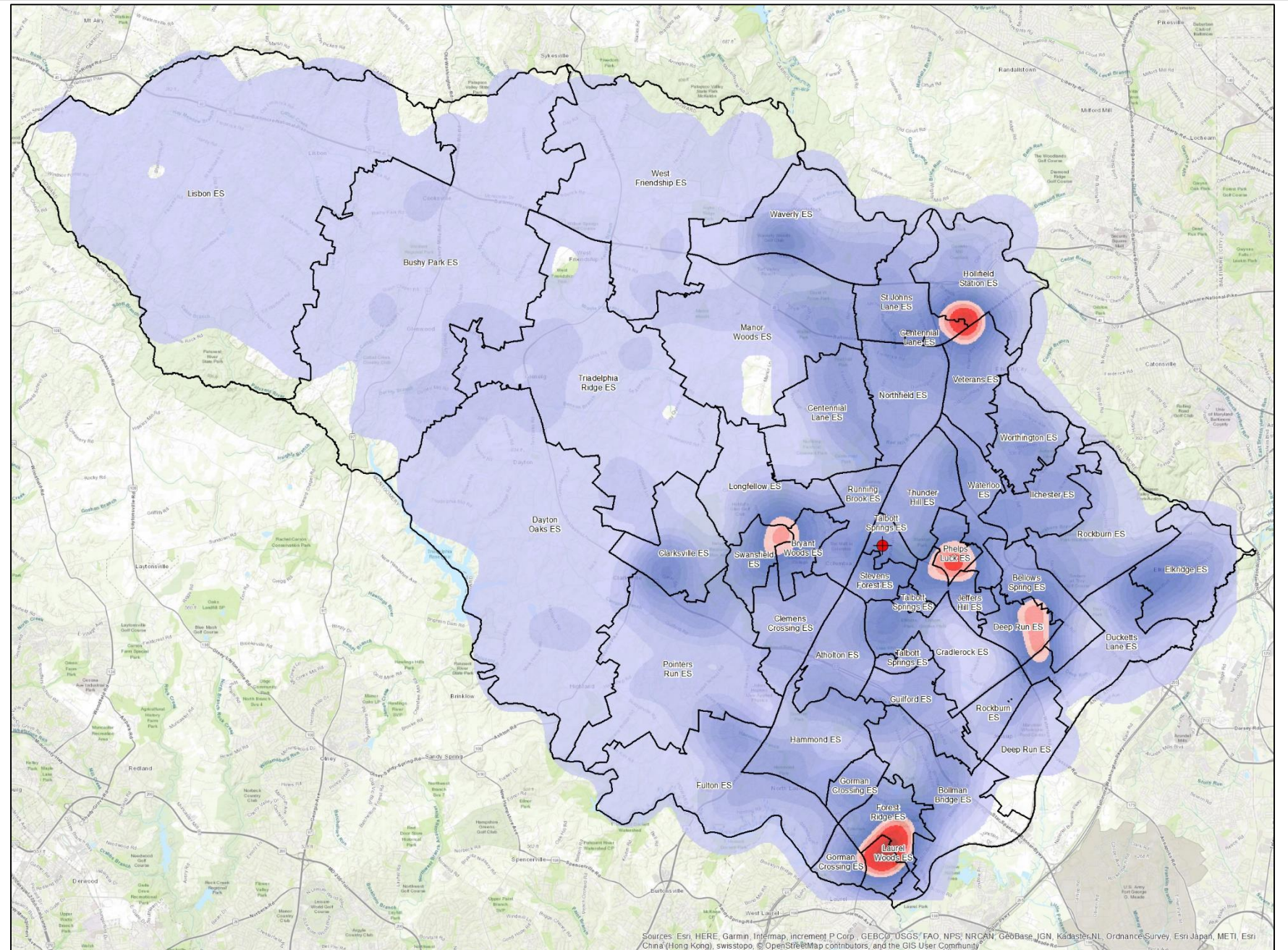
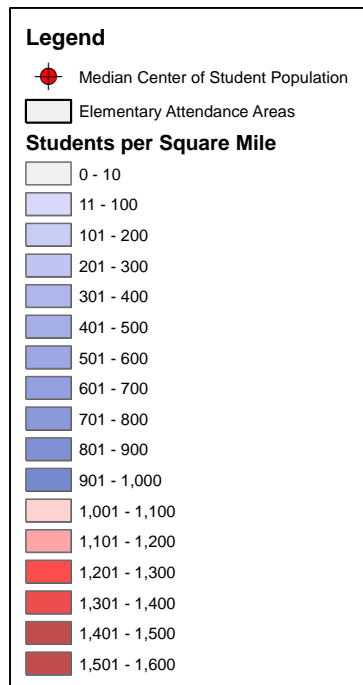


## Student Density 2014-15 School Year



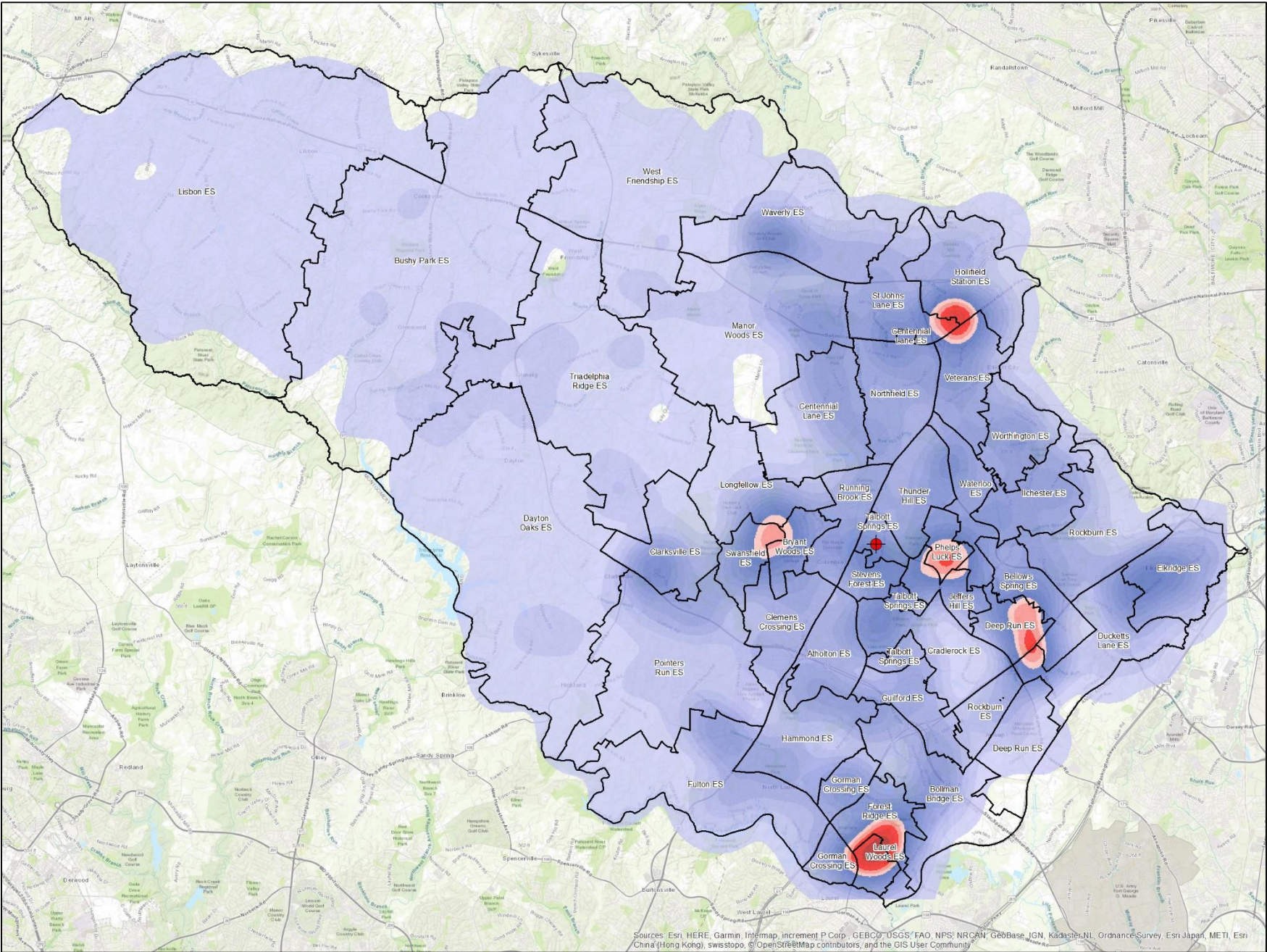
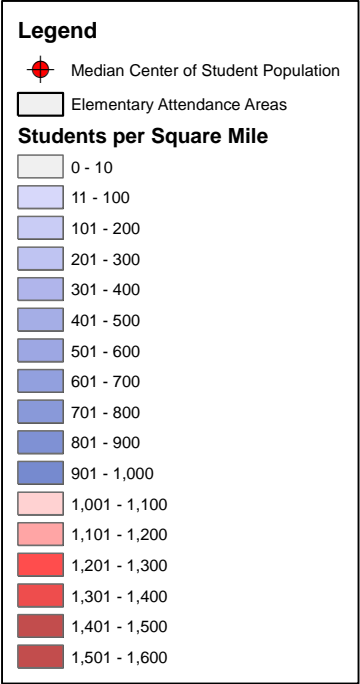


# Student Density 2015-16 School Year



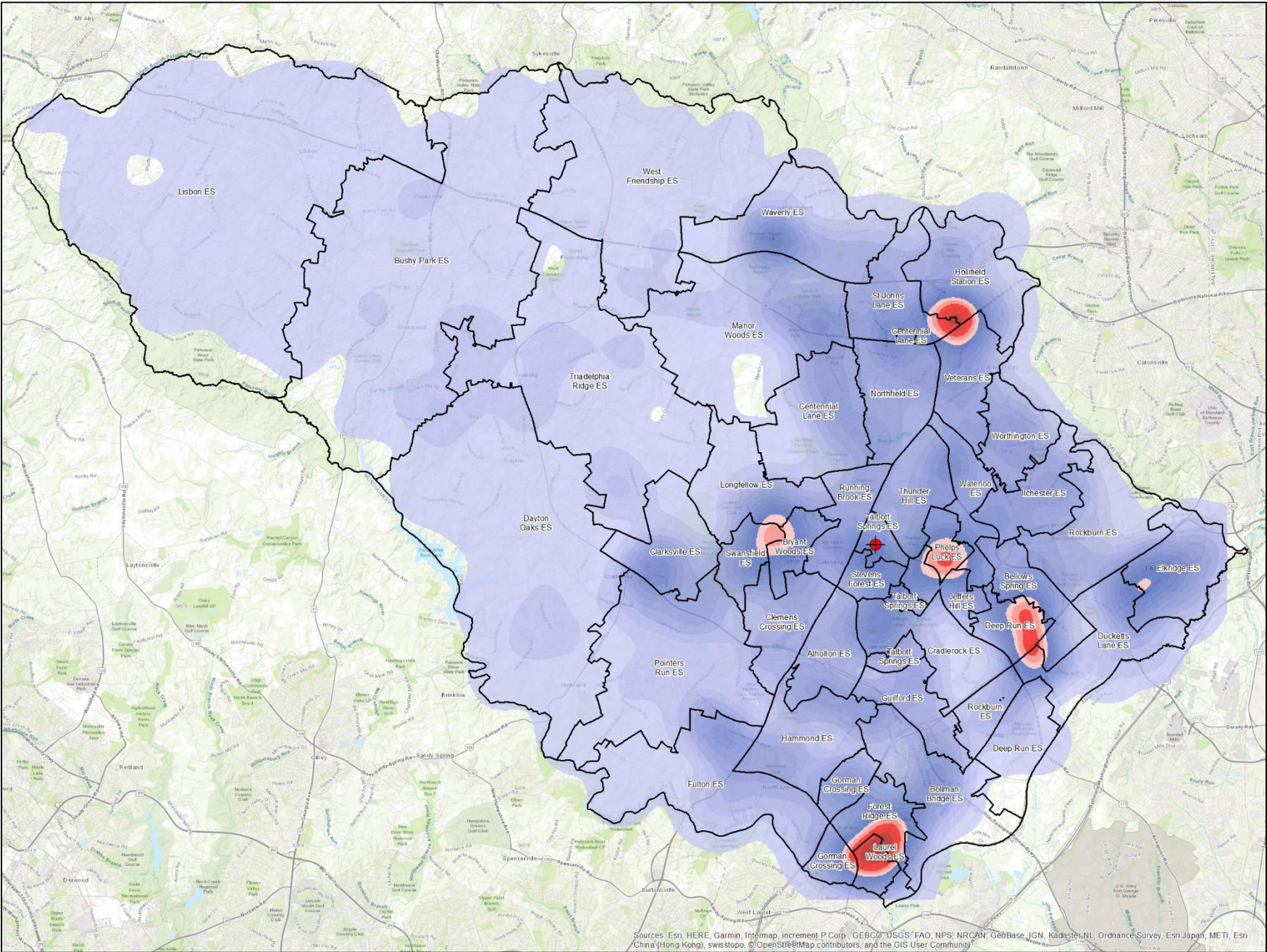
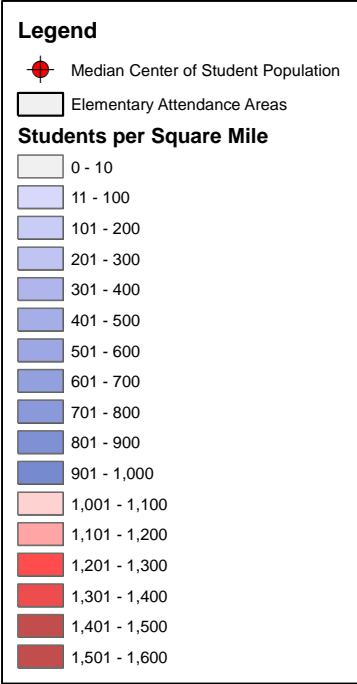


# Student Density 2016-17 School Year





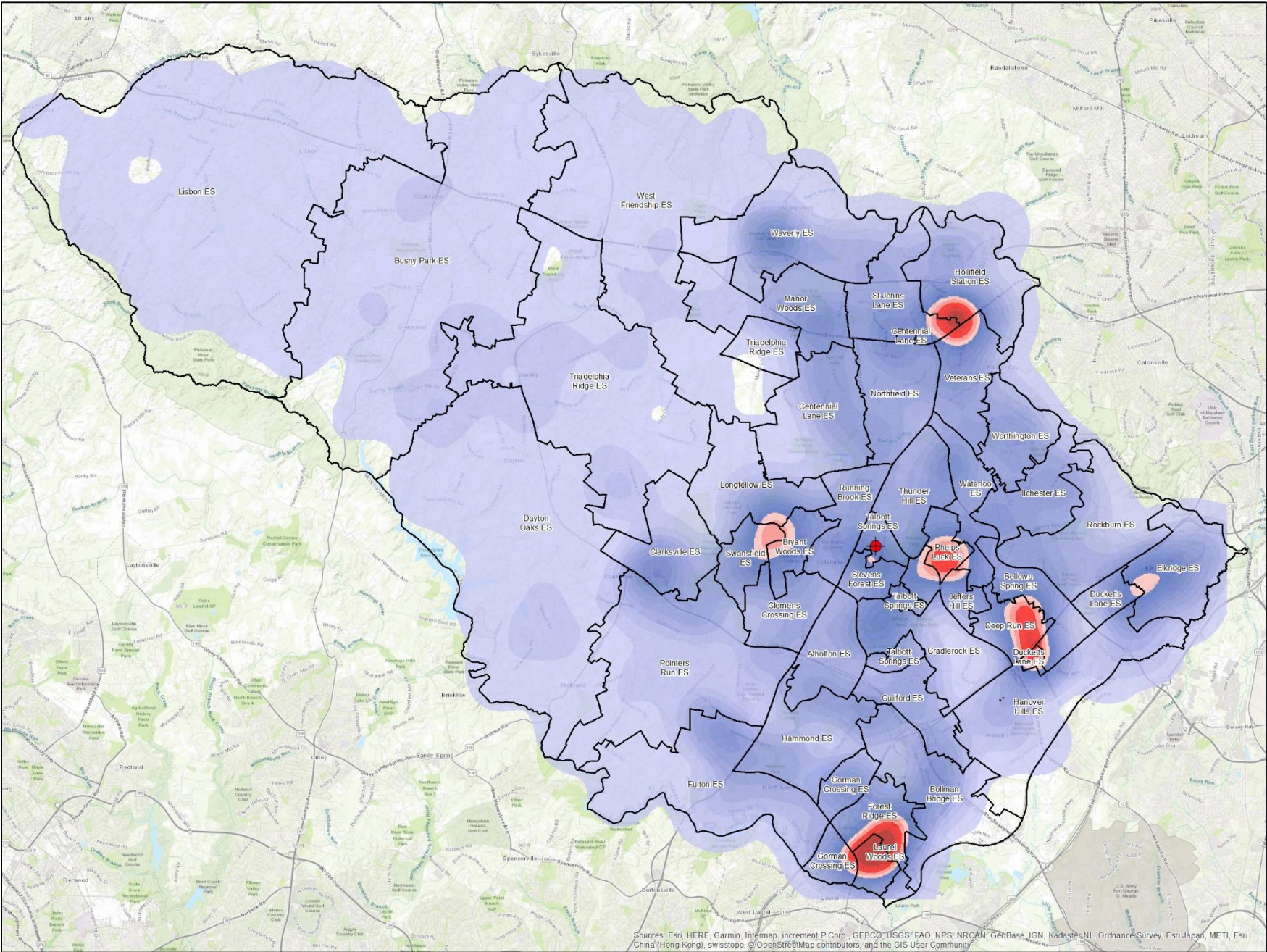
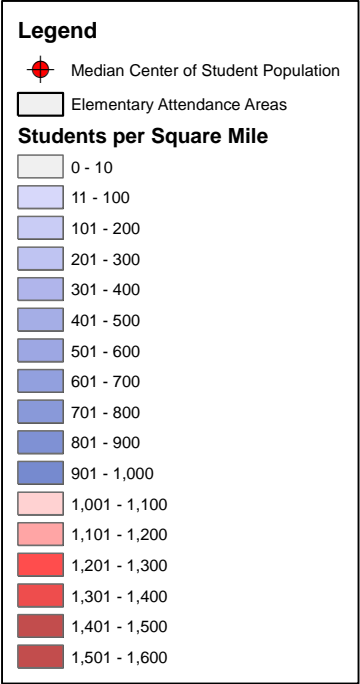
# Student Density 2017-18 School Year





# Student Density

## 2018-19 School Year

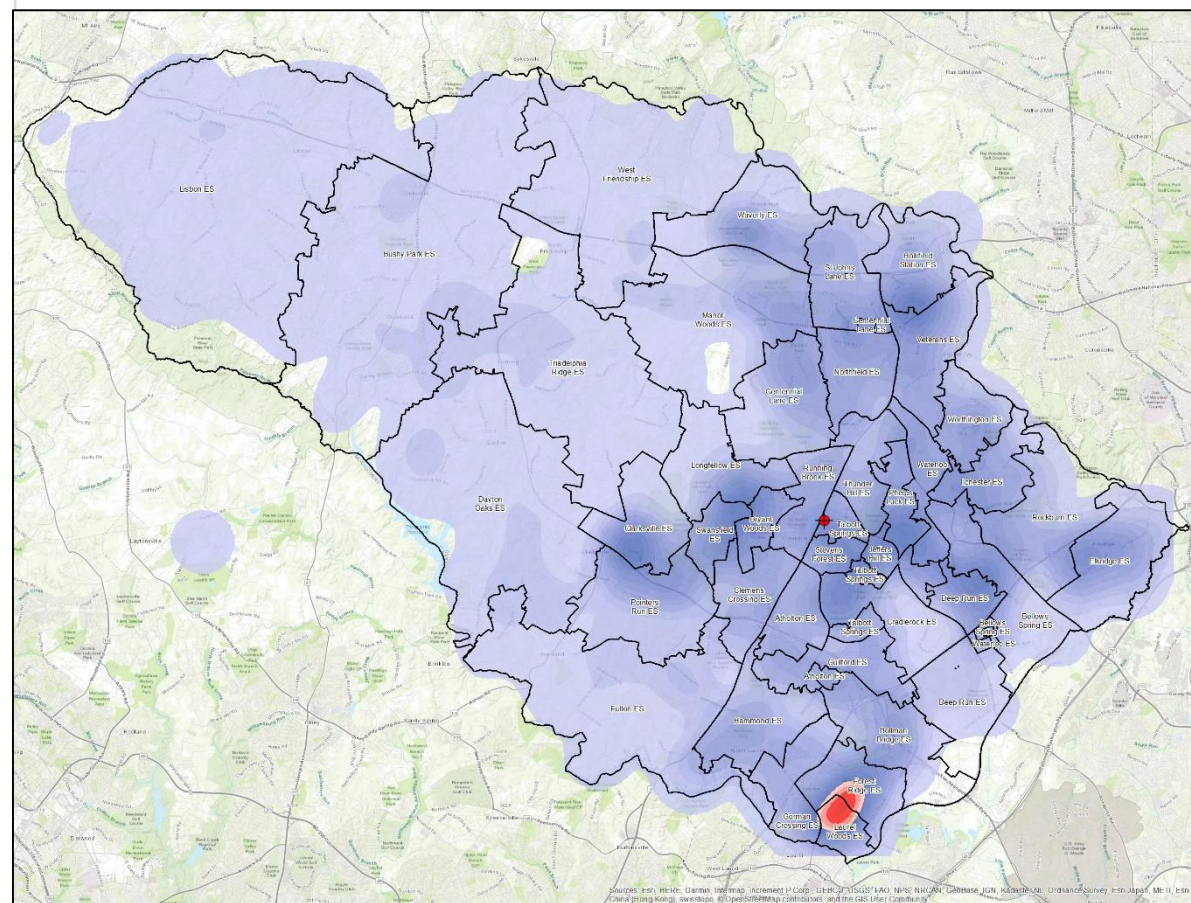




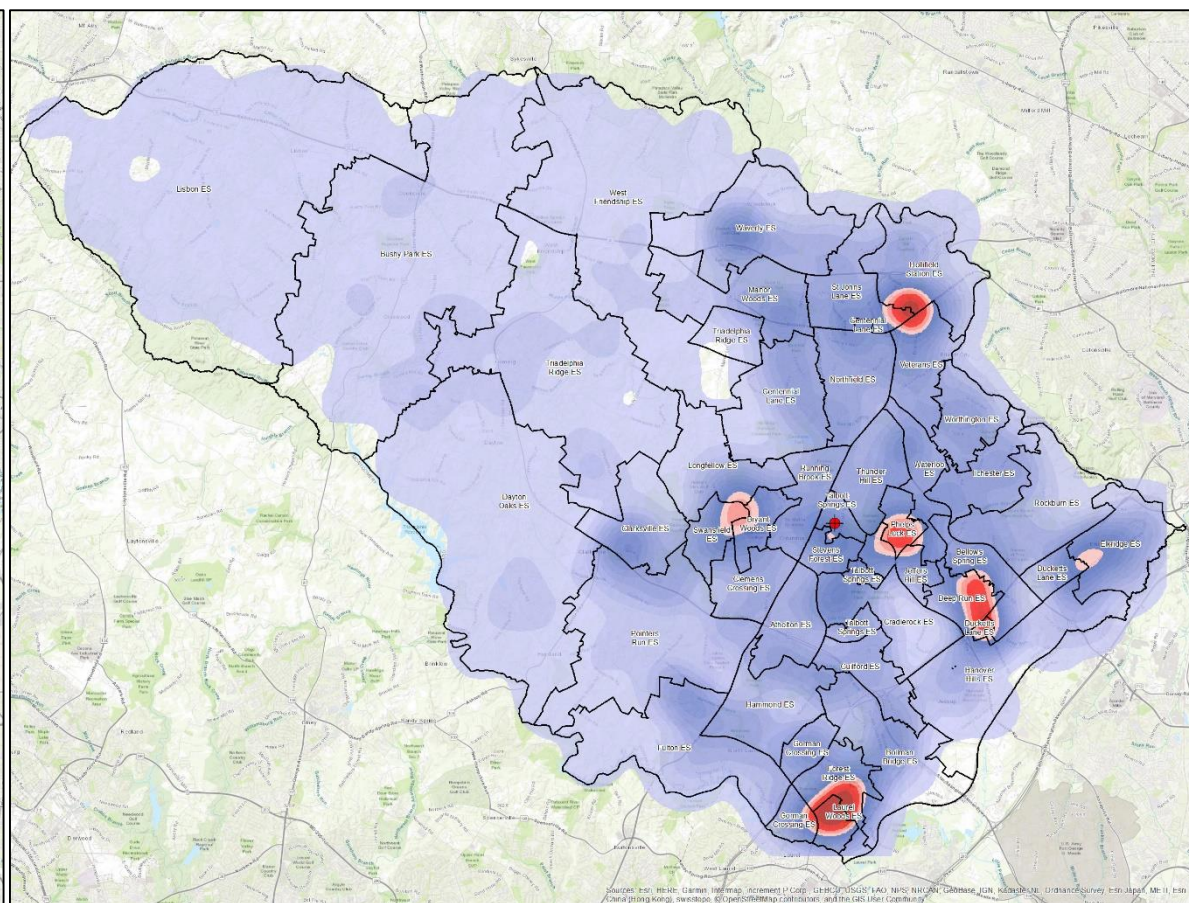
# Student Density 2018-19 School Year



2008-09 School Year



2018-19 School Year







# PRIVATE SCHOOL STUDENTS

- Based on American Factfinder Data: US Census Bureau
- Howard County Public School market share is increasing relative to the private school market share.

**% of Age Group Enrolled in School**

	2009	2010	2011	2012	2013	2014	2015	2016	2017
3-4	62.2%	59.6%	57.1%	57.9%	58.5%	57.8%	58.7%	60.6%	61.6%
5-9	96.7%	97.1%	97.1%	97.1%	96.7%	96.9%	96.5%	96.9%	96.9%
10-14	98.7%	98.6%	98.1%	98.0%	98.4%	98.2%	98.5%	98.8%	98.6%
15-17	98.1%	97.8%	98.4%	97.6%	98.3%	98.4%	98.5%	98.4%	99.2%
18-19	83.3%	82.7%	85.5%	85.0%	85.4%	83.0%	85.2%	84.5%	82.7%

Source: U.S. Census American Community Survey 5-Year Estimates 2005-2009, 2006-2010, 2007-2011, 2008-2012, 2009-2013, 2010-2014, 2011-2015, 2012-2016, 2013-2017

**% of Age Group Enrolled in Public School**

	2009	2010	2011	2012	2013	2014	2015	2016	2017
3-4	30.1%	28.3%	26.7%	29.2%	31.2%	33.4%	34.9%	34.5%	33.0%
5-9	79.9%	82.3%	82.3%	83.3%	85.0%	85.8%	87.3%	87.4%	87.3%
10-14	88.5%	89.9%	89.3%	89.7%	89.6%	90.2%	90.0%	89.5%	89.1%
15-17	87.7%	88.0%	88.8%	88.2%	87.1%	88.3%	88.3%	89.1%	89.1%
18-19	83.8%	83.4%	81.2%	83.6%	84.5%	85.3%	86.6%	89.4%	88.1%

Source: U.S. Census American Community Survey 5-Year Estimates 2005-2009, 2006-2010, 2007-2011, 2008-2012, 2009-2013, 2010-2014, 2011-2015, 2012-2016, 2013-2017

**% of Age Group Enrolled in Private School**

	2009	2010	2011	2012	2013	2014	2015	2016	2017
3-4	69.9%	71.7%	73.3%	70.8%	68.8%	66.6%	65.1%	65.5%	67.0%
5-9	20.1%	17.7%	17.7%	16.7%	15.0%	14.2%	12.7%	12.6%	12.7%
10-14	11.5%	10.1%	10.7%	10.3%	10.4%	9.8%	10.0%	10.5%	10.9%
15-17	12.3%	12.0%	11.2%	11.8%	12.9%	11.7%	11.7%	10.9%	10.9%
18-19	16.2%	16.6%	18.8%	16.4%	15.5%	14.7%	13.4%	10.6%	11.9%

Source: U.S. Census American Community Survey 5-Year Estimates 2005-2009, 2006-2010, 2007-2011, 2008-2012, 2009-2013, 2010-2014, 2011-2015, 2012-2016, 2013-2017





# DISCUSSION QUESTIONS





## **DISCUSSION QUESTIONS**

- **How do you feel about “island” boundaries vs. complex “domino” moves?**
- **Should boundary changes be less frequent and more extensive or more frequent and less extensive?**
- **Should students be rezoned to permanent space or remain in the current school knowing they will be in a relocatable?**





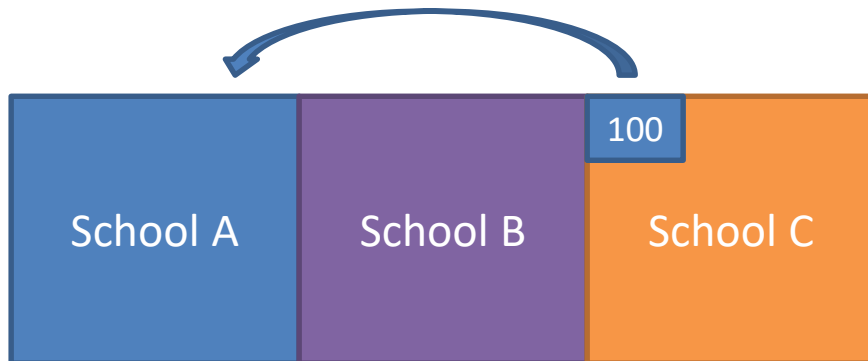
## DISCUSSION QUESTIONS

How do you feel about “island” boundaries vs. complex “domino” moves?

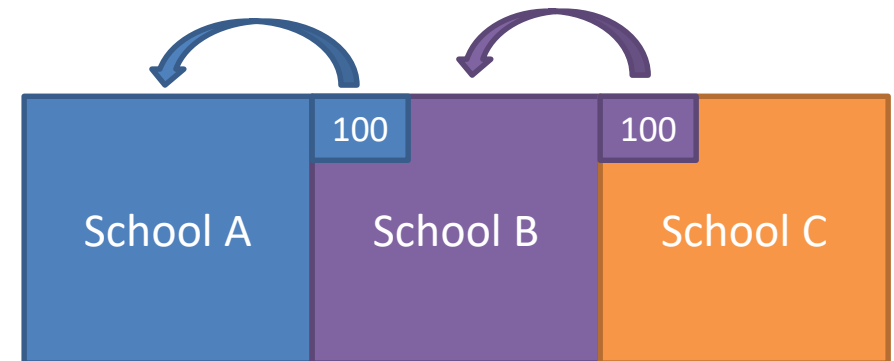
### Considerations:

- “Island” boundaries generally impact fewer students than “domino” moves.
- “Domino” changes generally impact more students but result in contiguous boundaries that are typically more efficient for transportation.
- Some of the existing boundaries including islands are smaller geographically than some of our larger contiguous boundary schools.
- Some “islands” result in small percentage feeds.

Island Move



Domino Move







## DISCUSSION QUESTIONS

**Should boundary changes be less frequent and more extensive or more frequent and less extensive?**

- How long should a boundary change keep its effected facilities within desired utilization parameters?

### **Considerations:**

- Typically, the more extensive changes (more students impacted) are, the longer changes will keep utilizations within parameters.
- When considering impact on demographic factors, there is a “law of diminishing returns” relative to the extent of the change.
  - Demographics shift over time independent of boundaries.





## DISCUSSION QUESTIONS

**Should students be rezoned to permanent space or remain in the current school knowing they will be in a relocatable?**

- Should additional relocatables be purchased when there is permanent capacity accessible via boundary changes.

### **Considerations:**

- The district has 224 classrooms in relocatable buildings (2018-19).
- Depending on site needs the cost to add a relocatable is around \$150,000.
- As more relocatable classrooms are added to a campus, more pressure is added to the core spaces.





# QUESTIONS

Scott Leopold



# HOMework

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- Reflect on the concepts discussed tonight and how they apply to specific changes in the feasibility study.
- Review tonight's meeting minutes and prepare for approval next week.

## Resources

- Feasibility Study Board Presentation Video
- Feasibility Study Board Presentation
- School Locator
- Polygon PDF Map (More Detail)
- Policy 6010





# NEXT MEETING

Tuesday, July 2, 6 p.m. – Atholton HS