



COOPERATIVE STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

HOWARD COUNTY PUBLIC SCHOOL SYSTEM

ATTENDANCE AREA COMMITTEE MEETING #3

JULY 2, 2019



AGENDA

- **Approval of 6/25/19 Meeting Minutes**
- **Title I**
- **Meeting 2 Review**
- **Feasibility Study Review**
- **Next Meeting**
- **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.



MEETINGS 1&2 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 |
|---|------|------|--------|-----------|---------|----------|
| Feasibility Study Process | | | | | | |
| Feasibility Study Survey | | | | | | |
| AAC Meetings | | | | | | |
| Public Input Meetings | | | | | | |
| Superintendent Process | | | | | | |
| Superintendent Presents Recommendation to Board | | | | | | |
| School Board Process | | | | | | |
| 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



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 13th**

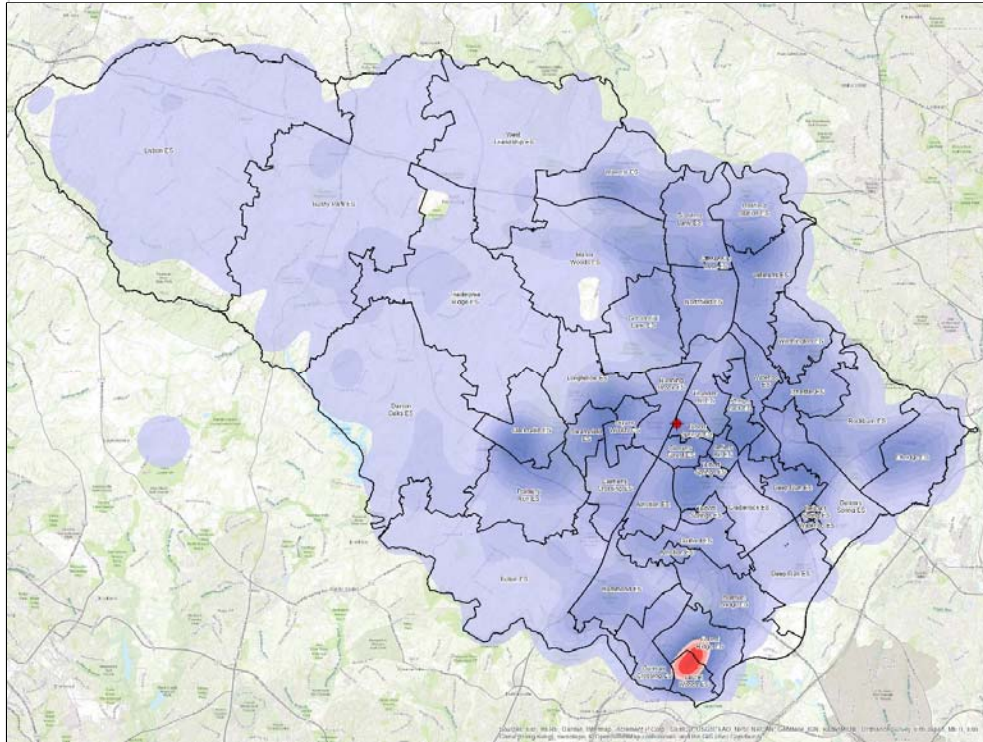
Resources

- Feasibility Study Board Presentation Video - <https://hcpsttv.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/>

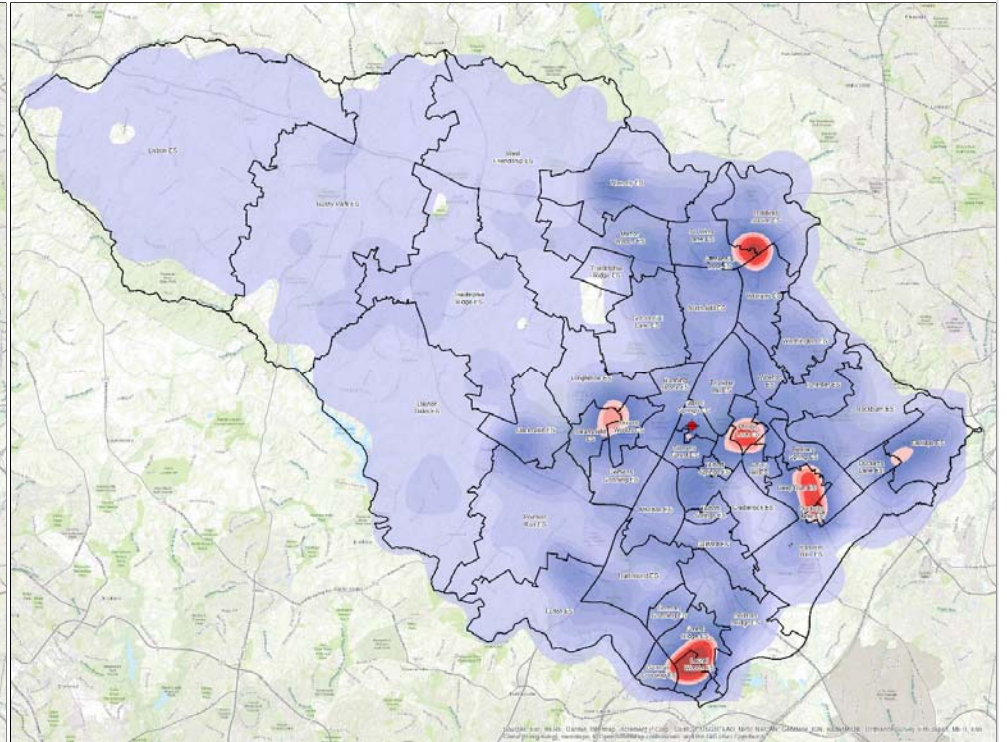
Student Density 2018-19 School Year



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?



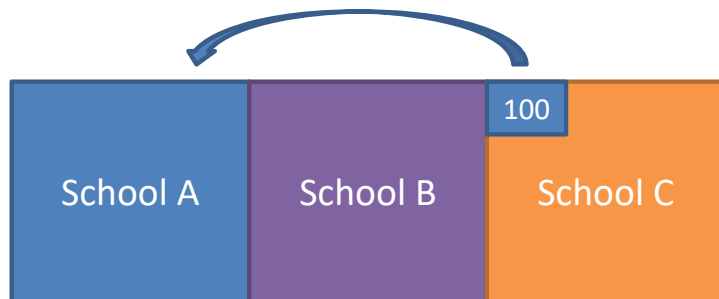
DISCUSSION QUESTIONS

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

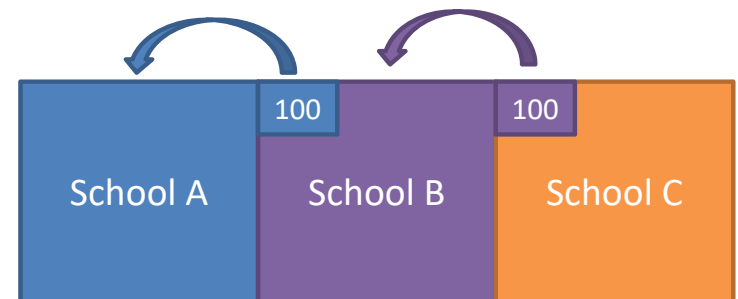
Considerations:

- “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.



TITLE I PRESENTATION

Title I of ESSA



**Amy Tieperman,
Program Manager, Title I**

**Julie Knauer,
Specialist, Title I**

Title I

- Title I is the largest federal compensatory education program
- Title I is part of the Elementary and Secondary Education Act of 1965 (ESEA) - as amended as the Every Student Succeeds Act (ESSA), *“Improving Basic Programs Operated by State and Local Education Agencies”*
- Nationally, over \$15 billion is appropriated annually
- HCPSS is allocated around \$5 million

Purpose of Title I

- Title I, Part A funds are formula funds allocated in order to:
 - Ensure all children have fair, equal, and significant opportunity to obtain a **high-quality education**;
 - provide **supplemental educational opportunities** for children living in high poverty areas and most at risk of failing to meet the state's standards; and
 - provide **school-based** programs and services to address identified student needs.

Title I Funds Must Be

- Supplemental to existing funds available to participating students
- Awarded to the highest-poverty schools
- Designed to meet the educational needs of the most at-risk students
- Expended in support of school-level activities designed to meet the needs of students as part of the school planning process

Title I Funds and Selecting Schools

Federal Allocations

District appropriations are calculated federally and are based on US Census data

State-level Distribution

In Maryland, districts use FARMS data to determine poverty percentages

District Selection

Schools are eligible based on the school's percentage of poverty compared to other schools in the district

School Ranking

Districts must rank the schools by poverty percentages in order to:

- Identify schools eligible for Title I funding - schools at or above the comparison average are eligible for Title I services.
- Allocate funds to each school

Options are available:



Districtwide
Ranking

Grade Span
Grouping

HCPSS Title I

- Using the grade span option, HCPSS currently serves 13 elementary schools.

Bollman Bridge

Bryant Woods

Cradlerock

Deep Run

Ducketts Lane

Guilford

Laurel Woods

Longfellow

Phelps Luck

Running Brook

Stevens Forest

Swansfield

Talbott Springs

- There are two types of programs **Schoolwide and Targeted Assistance Schools**.
- During SY19-20, all 13 schools will operate as Schoolwide Schools.

TAS vs. SW

- **The Targeted Assistance School (TAS)** program allows Title I teachers to provide services to a select group of children. Title I funds may only be used to provide services to children who are identified as having the greatest need for educational assistance.
- **The Schoolwide (SW)** program allows all students to be eligible for additional academic support. Federal funds are used to support and enhance the overall school program. Title I funds may be used to upgrade the entire school's educational program so that the overall education of ALL children who attend the school can be improved. Currently, all Title I schools in Howard County operate as Schoolwide programs. Schools must be at least 40% FARMs to qualify for Schoolwide.

Questions





CONSENSUS BUILDING





CATEGORIES OF INPUT

- **Countywide View** (Applies to All scenarios)
- **Tactical View** (Depends on needs, geography, and other factors)
- **Future Improvement** (Consider for future Process)
- **Concerns that are out of AAC scope** (Can be shared with other HCPSS staff for consideration)

CATEGORIES OF INPUT

COUNTYWIDE VIEW



| Input | Agree | Disagree | Abstain |
|---|-------|----------|---------|
| <p>Use lens of equity as the driving factor for any boundary adjustment Consider the students with the greatest needs. “Because the impact of change may be harder on students with need.”</p> <p>Additional Ideas:</p> <ul style="list-style-type: none"> • Consider needs over comfort. • Strive to increase parent involvement • Insure students are not singled out in moves. <p>Define first filter: What is the effect on equity that this move will have?</p> | 9 | 1 | |
| <p>Make more extensive reassignments less frequently (rather than smaller adjustments more frequently) if results (target utilization, etc.) can be maintained longer; more productive use of buildings and less anxiety for parents annually</p> | 10 | 0 | |
| <p>Keep walkers as walkers whenever possible</p> | 10 | | |
| <p>Temporary use of relocatables is understood to provide immediate (short-term) need for space, but permanent use of relocatables in place of boundary line adjustments is not acceptable</p> | 10 | | |

CATEGORIES OF INPUT

TACTICAL VIEW



| Input | Agree | Disagree | Abstain |
|--|-------|----------|---------|
| Islands are acceptable, but it depends...: <ul style="list-style-type: none"> Consider the following factors: <ul style="list-style-type: none"> Focus on areas that are not walkable to any school. Do not create low percentage feeders, consider vertical feeder alignment. Ensure that travel times are reasonable, consider express routes for island zones. Keep neighborhoods together | 10 | | |
| Domino moves are acceptable, but it depends: <ul style="list-style-type: none"> Consider the following factors: <ul style="list-style-type: none"> Ensure that walkable areas stay walkable. Do not create low percentage feeds, consider vertical feeder alignment. Due to the higher impact of the change, consider longevity of impacts. | 10 | | |
| All things being equal, consider Domino over Island | 5 | 4 | 1 |
| All things being equal, consider Island over Domino | 4 | 4 | 2 |



REVIEW OF FEASIBILITY STUDY

Elementary School Level

Option: Western ES Option #1

Area: Ellicott City/Turf Valley

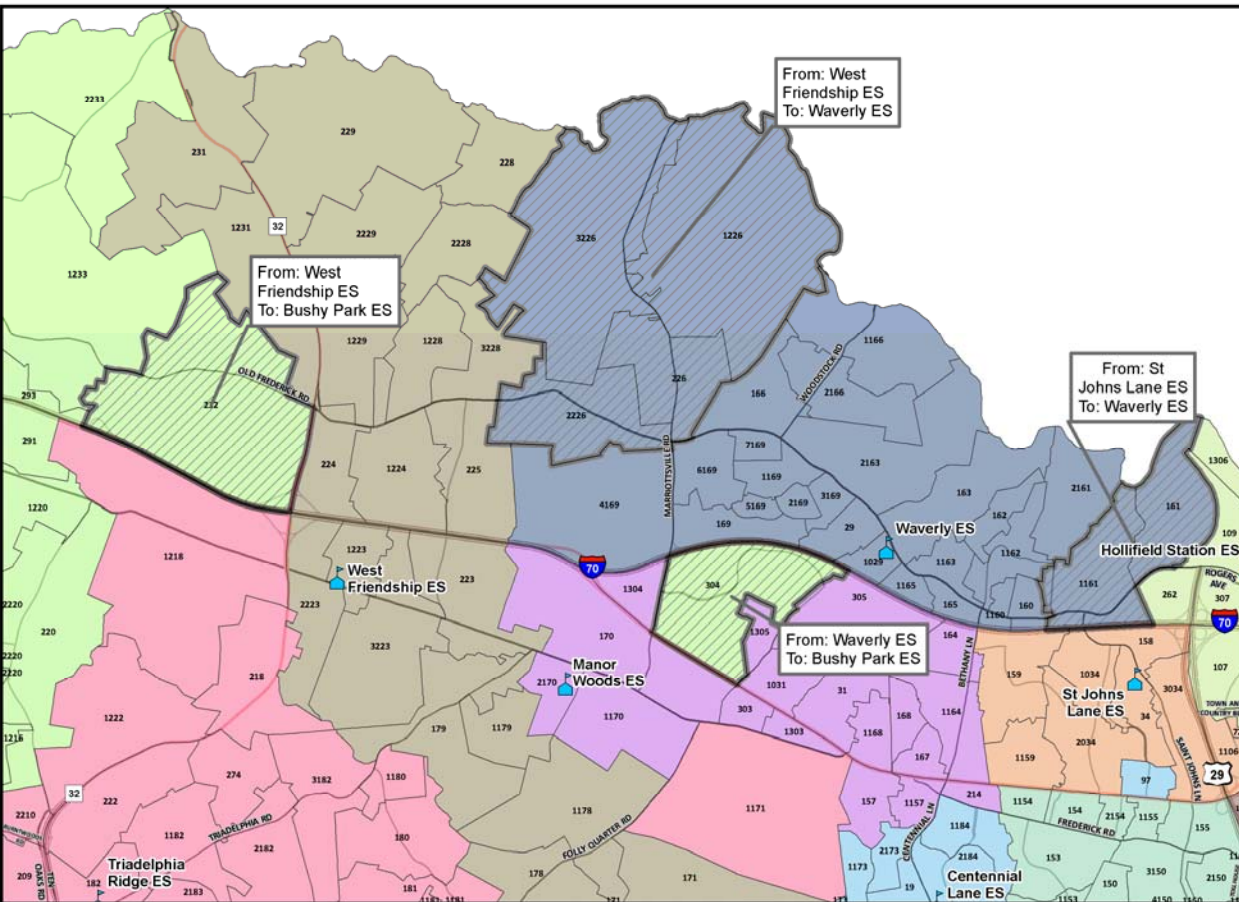
No. of Students Moved: 355

| Sending | Receiving | Appx. # of Students | Polygons Proposed for Reassignment |
|--------------------|---------------|---------------------|------------------------------------|
| St. John's Lane ES | Waverly ES | 117 | 161, 1161 |
| Waverly ES | Bushy Park ES | 134 | 304 |
| West Friendship ES | Bushy Park ES | 54 | 232 |
| West Friendship ES | Waverly ES | 50 | 226, 1226, 2226, 3226 |
| Total | | 355 | |

| School | Pre-Measures | | | Western Option 1 | | |
|--------------------|--------------|--------------|---------|------------------|--------------|---------|
| | Capacity | 2020-21 Proj | % Util. | Capacity | 2020-21 Proj | % Util. |
| Bushy Park ES | 744 | 597 | 80.2 | 725 | 785 | 108.3 |
| St John's Lane ES | 612 | 726 | 118.6 | 612 | 609 | 99.5 |
| Waverly ES | 788 | 886 | 112.4 | 788 | 919 | 116.6 |
| West Friendship ES | 414 | 426 | 102.9 | 414 | 322 | 77.8 |

HCPSS - 2019 Feasibility Study

HOWARD COUNTY PUBLIC SCHOOL SYSTEM



HOMework



- Consider July 2 discussion on identified option in the Feasibility Study.
- Consider any final thoughts or philosophies.

Resources

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



NEXT MEETING

Tuesday, July 9, 6 p.m. – Atholton HS