



COOPERATIVE
STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

**HOWARD COUNTY PUBLIC SCHOOL
SYSTEM**

ATTENDANCE AREA COMMITTEE MEETING #4

JULY 9, 2019



AGENDA

- **Approval of 7/02/19 Meeting Minutes**
- **Meeting 3 Review**
- **Finalize Considerations for the Superintendent**
- **Remaining categories of input (Future Improvements & Out of Scope)**
- **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 1-3 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**

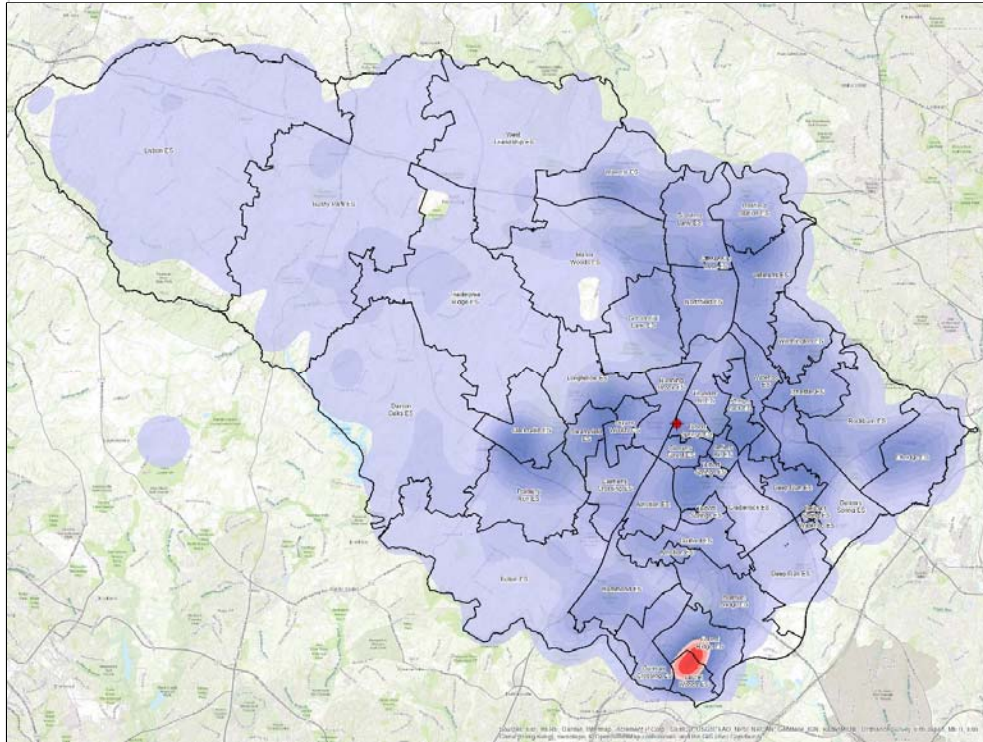
Resources

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

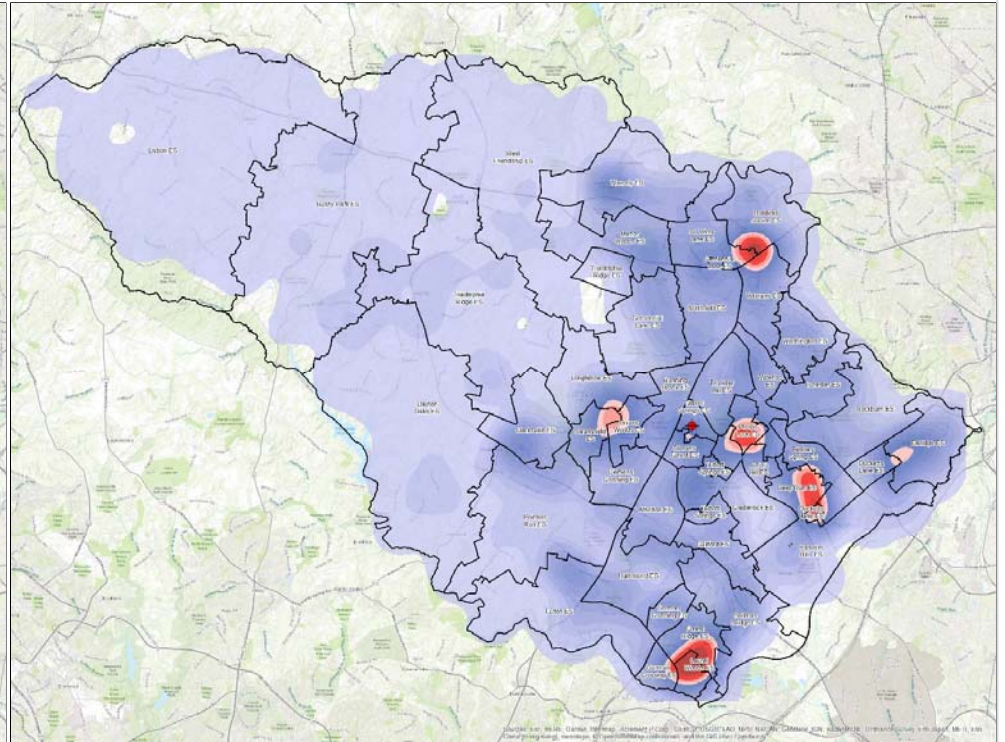
Student Density 2018-19 School Year



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?



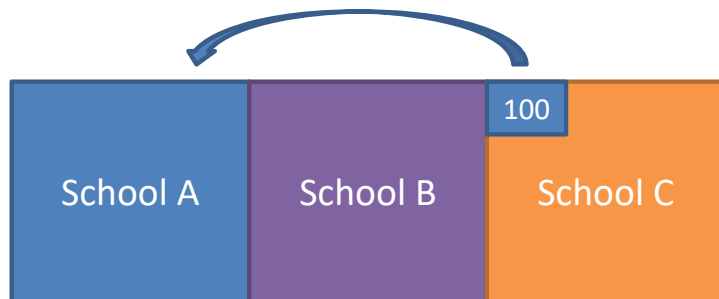
DISCUSSION QUESTIONS

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

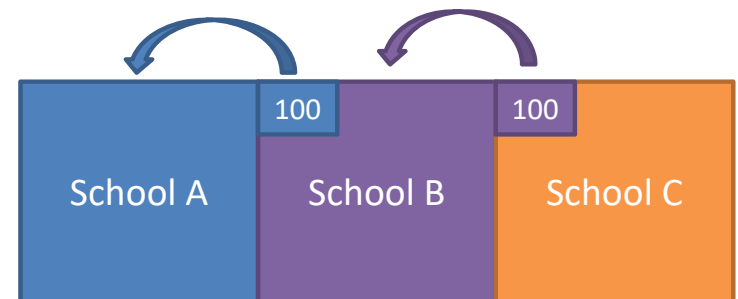
Considerations:

- “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.



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.” (As indicated in Policy 6010)</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	0
<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	0
<p>Keep walkers as walkers whenever possible</p>	10	0	0
<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	0	0

CATEGORIES OF INPUT

COUNTYWIDE VIEW



Input	Agree	Disagree	Abstain
The feasibility study options does not address moving towards balanced demographics within all schools. Assurance is needed to show that student needs will be met in receiving schools. (We acknowledge that this will require a plan that is an order of magnitude larger than the feasibility study options as far as number of students reassigned)	10	0	2
Consider creating a more specific trigger in the attendance area process that will prompt a boundary change process based on demographic makeup of schools within the system which will align with Policy 6010	11	0	1
The School System needs to act in support of its stated values of equity by making bold decisions for the benefit of all students. Educational attainment should be the priority.	11	0	1
Analyze the stated goal of the feasibility study. The current tendency seems to be focused on capacity and utilization and a “do no harm” mentality on other parameters like equity.	9	0	3

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	0	0
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	0	0
All things being equal, consider Domino over Island	5	4	1
All things being equal, consider Island over Domino	4	4	2



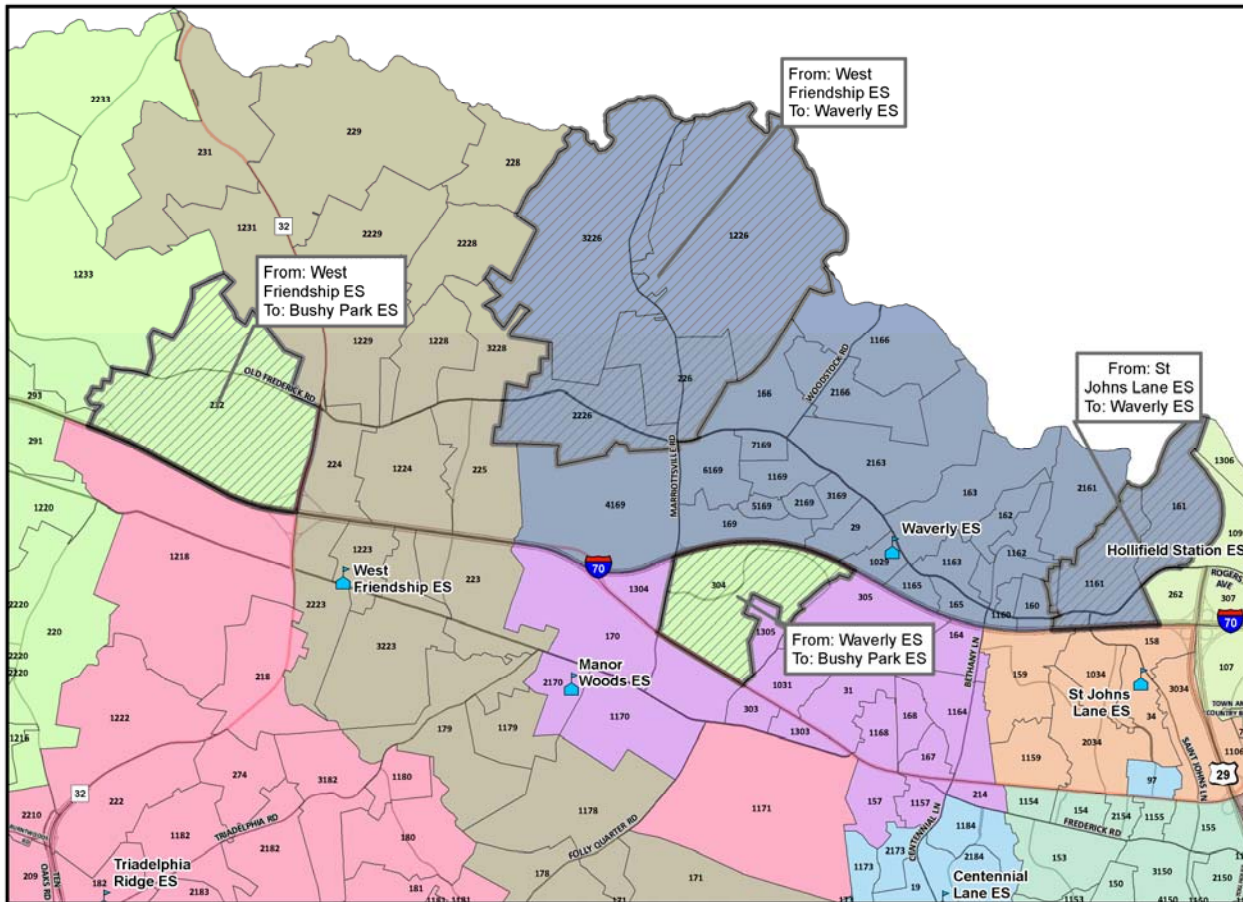
REVIEW OF FEASIBILITY STUDY

Elementary School Level

Option: Western ES Option #1

Area: Ellicott City/Turf Valley

No. of Students Moved: 355



HOWARD COUNTY PUBLIC SCHOOL SYSTEM

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

Option: Western ES Option #1

Area: Ellicott City/Turf Valley

No. of Students Moved: 355

Elementary School Level

Benefits:

- Does not seem to have unintended consequences.
- Relatively low number of students impacted
- No walkers would require transportation.
- Does not have corresponding middle school changes

Challenges:

- Creates an island
- Concerns about longevity of the plan in the out years when compared to option 2
- Waverly is still overutilized.
- Who is being moved, will the receiving school be resourced to accommodate those students?

Elementary School Level

Option: Western ES Option #2

Area: Ellicott City/Turf Valley

No. of Students Moved: ± 600

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Manor Woods ES	Triadelphia Ridge ES	68	157, 1157
Manor Woods ES	Waverly ES	*	1304
St. John's Lane ES	Manor Woods ES	120	159, 1159
Triadelphia Ridge ES	Bushy Park ES	119	209, 210, 1210, 1218, 1222, 2210
Waverly ES	West Friendship ES	53	166, 1166, 2166
West Friendship ES	Bushy Park ES	86	231, 232, 1231
West Friendship ES	Triadelphia Ridge ES	66	171, 178, 179, 1178, 1179
Total*		512	

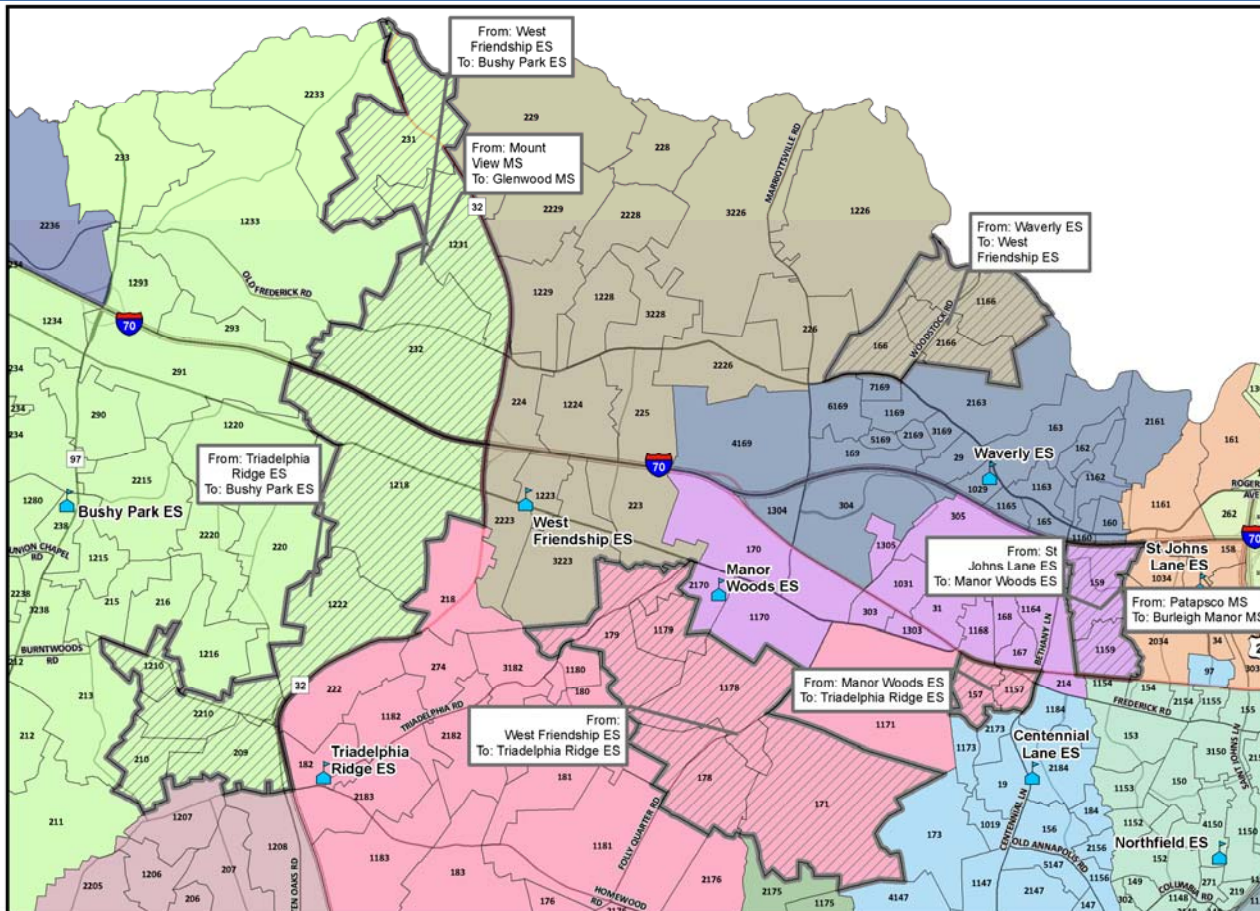
* Values fewer than 10 are not included in the table, including the total.

Sending	Receiving	Appx. # of Students	Polygons Proposed for Reassignment
Mount View MS	Glenwood ES	46	231, 232, 1231
Patapsco MS	Burleigh Manor MS	46	159, 1159
Total		92	

School	Pre-Measures			Western Option 2		
	Capacity 2020	Proj 2020-21	% Util.	Capacity 2020	Proj 2020-21	% Util.
Bushy Park ES	744	597	80.2	725	802	110.6
Manor Woods ES	681	624	91.6	681	674	99.0
St John's Lane ES	612	726	118.6	612	606	99.0
Triadelphia Ridge ES	581	542	93.3	606	557	91.9
Waverly ES	788	886	112.4	788	835	106.0
West Friendship ES	414	426	102.9	414	327	79.0

School	Pre Measures			Western Option 2		
	Capacity 2020	Proj 2020-21	% Util.	Capacity 2020	Proj 2020-21	% Util.
Burleigh Manor MS	779	806	103.5	779	852	109.4
Glenwood MS	545	532	97.6	545	578	106.1
Mount View MS	798	842	105.5	798	796	99.7
Patapsco MS	643	775	120.5	643	729	113.4

HCPSS - 2019 Feasibility Study



Option: Western ES Option #2

Area: Ellicott City/Turf Valley

No. of Students Moved: ± 600

Elementary School Level

Benefits:

- Longer lasting for more schools involved when compared to Option 1.
- Keeps contiguous boundaries

Challenges:

- Impacts more students
- Impacts students that were impacted in the 2017-18 process (17-18 K-2nd graders)
 - Would this still work if double moves were permitted to finish at their current school? (This can be mitigated by the board)
- Has corresponding middle school changes.
- Who is being moved, will the receiving school be resourced to accommodate those students?



ADDITIONAL CATEGORIES

CATEGORIES OF INPUT

FUTURE IMPROVEMENTS



- Study resulting educational outcomes after boundary changes
- Project demographic data (rather than re-aggregate current data)
- Use census data: demographics and population to inform process/decisions
- Learn more about private school / home school numbers
- Consider information from more involved traffic studies
- Currently all AAC members represent families participating in FARM. Consider a specific member to directly represent families participating in FARM.
- Consider disaggregating data to study impact of Section 8 housing/affordable housing
- Review historical changes of test data post boundary changes (noted after meeting)

CATEGORIES OF INPUT

ITEMS OUT OF SCOPE OF THE AAC



- Add more capacity (additions/new schools) to the capital budget
- Secure land for future school sites in advance
- HCPSS impact on housing development
- HCPSS impact on master plan
- How HCPSS allocates/re-allocates Title I federal funding
- Resources should move with students when students are reassigned
- Para-educator education requirements should be consistent regardless of Title I status
- Consider larger school buildings, build up if needed
- Alternatives to boundary changes (longer school day with shifts, etc.)
- Community agencies help with student transitions
- Impact on real estate values (noted after meeting)

NEXT STEPS



- Minutes will be emailed for approval.
- Post Process Survey
- Draft Report



QUESTIONS

Scott Leopold