

**Report of the Bethesda-Chevy Chase Middle Schools
Boundary Advisory Committee**

June 15, 2016

Bethesda-Chevy Chase Middle Schools Boundary Study Boundary Advisory Committee Report

June 15, 2016

Background

On November 16, 2015, the Board of Education authorized a boundary study to establish the service area for the new Bethesda-Chevy Chase Middle School #2 and associated changes to the Westland Middle School service area. The new school is located at 3701 Saul Road in Kensington, Maryland, and will open in August 2017.

Scope of the Boundary Study

The Board of Education established the scope of the boundary study to include the Bethesda-Chevy Chase Cluster (B-CC cluster), including the elementary school service areas that now articulate to Westland Middle School. No elementary or high school boundary changes were considered during the process.

Community Representation

The Boundary Advisory Committee (committee) was comprised of parent representatives from each of the seven B-CC cluster elementary schools, B-CC cluster coordinators, the National Association for the Advancement of Colored People (NAACP) Parent Council, the Latino Student Achievement Action Group (LSAAG), and Westland Middle School. A total of 22 representatives served on the committee. Committee members developed criteria that were used to evaluate boundary options and served as liaisons to the communities they represented, obtaining feedback on the boundary options and sharing this feedback with the committee. Appendix A presents the names of representatives and Appendix B presents the interim superintendent of school's charge of the committee.

Meetings

Meetings of the committee were co-facilitated by Mr. Bruce Crispell, director of the Montgomery County Public Schools (MCPS) Division of Long-range Planning, Department of Facilities Management, and Ms. Dana Davison, executive director of the MCPS Office of the Chief Operating Officer. Ms. Julie Morris, DLRP facilities planner, provided additional support to the committee. Boundary options and related information was provided by DLRP staff. Additional MCPS staff presented information requested by the committee, as described below.

Ms. Nicola Diamond, executive director, Office of the Chief Operating Officer presented information on staffing for middle schools. Mrs. Elizabeth Rogovoy, instructional specialist, Division of Accelerated and Enriched Instruction explained how the Middle Years Programme operates and its goals. Mrs. Rogovoy also informed the committee that the program would be in place the opening year of the new middle school. Mr. William Stapleton, transportation cluster manager, Bethesda Transportation Administration, Department of Transportation, presented information on school bus routes and estimated travel times from various locations to the two middle schools.

The Boundary Advisory Committee met on the following dates in 2016: February 11 and 18; March 17; April 7 and 14; and May 2 and 9. Committee meetings were held in the cafeteria and media center at Bethesda-Chevy Chase High School. All committee meetings were open to the public and time was set aside to address questions and comments from observers attending the meetings. At the February 18, 2016, meeting boundary options #1–#6 were presented. After committee members received feedback on these options, a second round of options was requested. On April 14, 2014, boundary options #7–#10 were presented.

In addition to committee meetings, two public information meetings were held—the first meeting was held at the beginning of the process on February 1, 2016, and the second public meeting was held at the end of the process, on May 12, 2016. The Public Information meetings were held in the Cafeteria at Bethesda-Chevy Chase High School. At the first Public Information meeting, MCPS staff explained the steps in the boundary study process and addressed questions. At the second Public Information meeting, MCPS staff presented options that were developed for the committee and addressed questions. Attendees at the second meeting were invited to complete input forms stating their views on the options.

Numerous Parent Teacher Association, Inc. (PTA) and community meetings were held by representatives of the committee to gather input for option development and to receive feedback on the ten boundary options that were developed. The meetings were hosted by school PTA representatives, the NAACP Parent Council representatives and the LSAAG representative. Most representatives held two rounds of meetings—the first, to receive feedback on the first six boundary options (#1–#6) and the second, to receive feedback on the four additional boundary options (#7–#10).

All boundary options and related materials were posted on the MCPS website at:

www.montgomeryschoolsmd.org/departments/planning/boundary.aspx

Committee Criteria

At the first meeting of the committee on February 11, 2016, committee members developed a draft list of criteria that they believed were important in the development and evaluation of boundary options. At the February 18, 2016, meeting committee members finalized the criteria. The committee also was apprised of guidelines presented in Board of Education Policy FAA, *Long-range Educational Facilities Planning*, and MCPS Regulation FAA-RA, *Long-range Educational Facilities Planning*. MCPS Regulation FAA-RA specifies the following four factors to be considered in developing school boundaries:

- Facility Utilization
- Demographic Characteristics of Student Population
- Geographic Proximity of Communities to Schools
- Stability of School Assignments over Time

Committee members supported the four factors in Regulation FAA-RA and developed their criteria with these factors in mind. The criteria were not developed in any type of priority order, and the listing below should not be interpreted as expressing a priority order.

Boundary Advisory Committee Criteria

- Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.
- Consider availability of public transportation.
- Consider equity of students who are transported in terms of their demographics.
- Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.
- Promote comparable race/ ethnic demographics at the two middle schools.
- Promote comparable Free and Reduced-price Meals System (FARMS) demographics at the two middle schools.
- Promote comparable English for Speakers of Other Languages (ESOL) demographics at the two middle schools.
- Avoid split articulation.
- Take future housing developments into consideration

It was evident in committee meetings that the last bulleted criterion—take future housing developments into consideration—was interpreted as encompassing the concern about utilization levels of schools.

Boundary Options and Evaluations

The committee members reviewed this report at the May 9, 2016, meeting. By June 6, 2016, all committee representatives had submitted their evaluations of the boundary options. In addition, nine position papers were submitted. Appendix C presents the ten boundary options reviewed by the committee, Appendix D presents the committee member option evaluations, and Appendix E presents the position papers.

APPENDICES

Appendix A	Committee Roster
Appendix B	Committee Charge
Appendix C	Boundary Options
Appendix D	Option Evaluations
Appendix E	Position Papers

Appendix A

Committee Roster

B-CC Cluster Middle Schools Boundary Advisory Committee

School / Organization	Representative
B-CC Cluster Coordinators	Jeremy Marcus
	Rafe Petersen
	Joy White
Bethesda ES	Rebecca Fayed
	Rebecca Solovy
Chevy Chase ES	Lynn King
	Anne Lieberman
	Elizabeth Cavanagh - alternate
Latino Student Achievement Action Group (LSAAG)	Vicmarie Arocho
	Sarah Beck - alternate
National Association for the Advancement of Colored People (NAACP) Parent Council	Sabrina McMillian
	Tony Parchment
	Michael Pinard - alternate
North Chevy Chase ES	Evan Christman
	Lisa Taylor
Rock Creek Forest ES	Nancy Enderby
	Ubi Rodas
	Beth Scofield (alternate)
Rosemary Hills ES	Frank Cristinzio
	Ansley Erdel
Somerset ES	Kerri Davis
	Lyric Winik
Westbrook ES	Erin Harcourt
	Maureen Kramer
Westland MS	Nancy Edwards
	Cathy Stocker

Appendix B

Committee Charge



Bethesda-Chevy Chase Middle Schools Boundary Advisory Committee Charge

February 11, 2016

Boundary Advisory Committee

The Boundary Advisory Committee is an advisory body to the superintendent of schools and is not a decision making body.

Boundary Advisory Committee Responsibilities

The Board of Education has authorized a boundary advisory committee process to obtain community input on boundary options for the new Bethesda-Chevy Chase Middle School #2 and associated boundary changes for Westland Middle School. The scope of the process is limited to boundary options for the two middle schools. No elementary school or high school boundaries will change as a result of this process.

Boundary Advisory Committee members will develop criteria that will guide creation of boundary options and will be used by committee members to evaluate these options. Committee members serve as liaisons to the communities they represent. During the process committee members will meet with their communities to share options under review and to obtain feedback on these options. Committee members will share community feedback during committee meetings.

At the conclusion of the process, a Boundary Advisory Committee report will be sent to the superintendent and Board of Education. The report will provide a summary of the process, the committee criteria, any implementation issues, the boundary options that were developed, and committee member evaluations of the options. In addition, position papers from organizations represented on the committee—school PTAs, the NAACP Parent Council, and the Latino Student Achievement Action Group—may be submitted for inclusion in the report, if desired.

Facilitation of the Boundary Advisory Committee Process

Staff from the Montgomery County Public Schools (MCPS) Division of Long-range Planning will facilitate the process over a period of six meetings from February through May, 2016. Staff will provide information requested by the Boundary Advisory Committee, and, as necessary, invite other MCPS staff to meetings to address questions. All Boundary Advisory Committee materials will be posted on the Division of Long-range Planning web site at:

www.montgomeryschoolsmd.org/departments/planning/boundary.aspx

Appendix C

Boundary Options

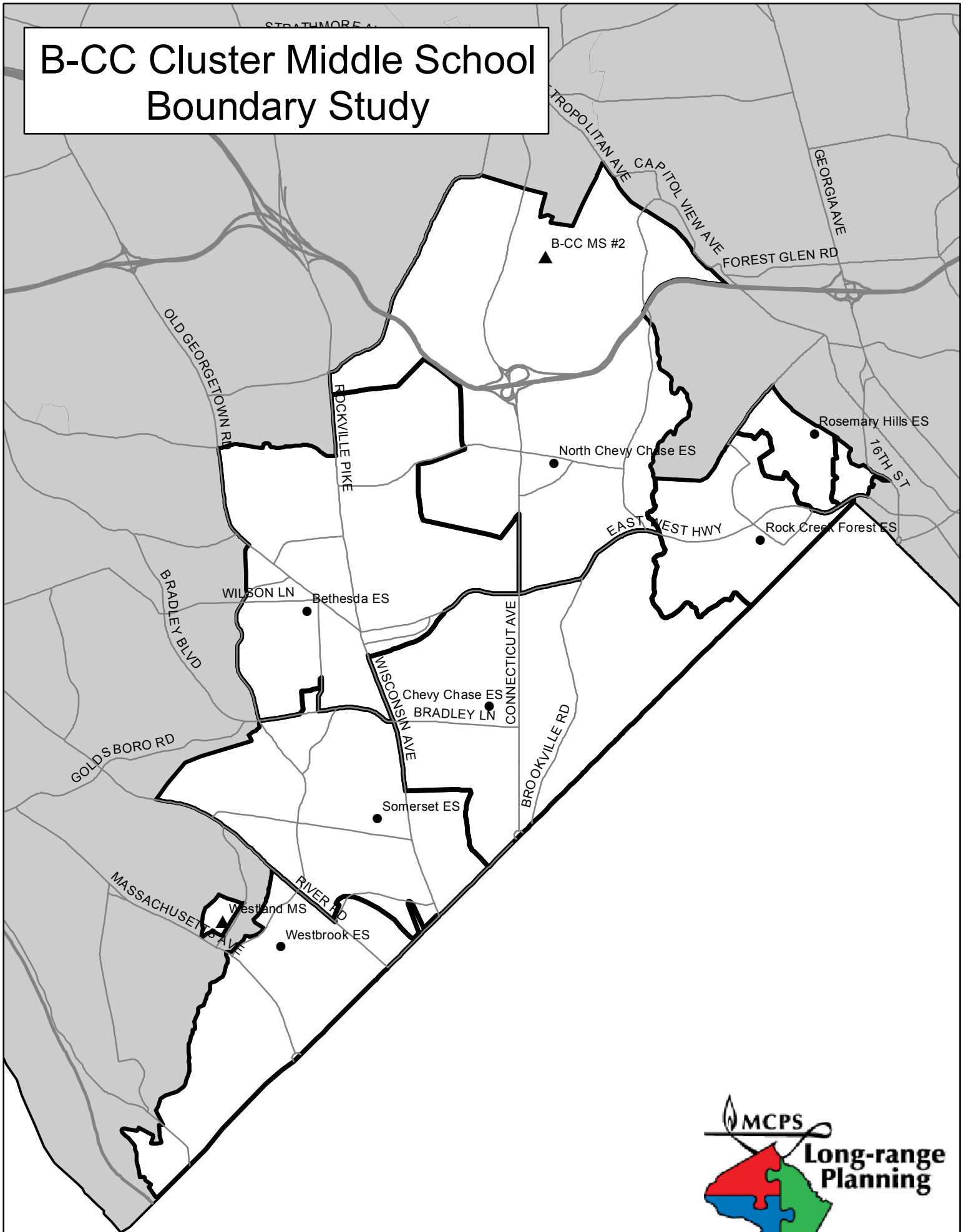
Bethesda-Chevy Chase Middle Schools Boundary Options

April 14, 2016

Option # 1	<p>Reassign Chevy Chase ES, North Chevy Chase ES and all of Rosemary Hills ES, to Bethesda-Chevy Chase Middle School #2 (B-CC MS #2.)</p> <p>Retain Bethesda ES, Rock Creek Forest ES, Somerset ES and Westbrook ES in Westland Middle School.</p>
Option # 2	<p>Reassign Chevy Chase ES, North Chevy Chase ES and Rock Creek Forest ES (including the Spanish Immersion program) to B-CC MS #2.</p> <p>Retain Bethesda ES, all of Rosemary Hills ES, Somerset ES and Westbrook ES in Westland Middle School.</p>
Option # 3	<p>Reassign Bethesda ES, North Chevy Chase ES, Rock Creek Forest (including the Spanish Immersion program), and the North Chevy Chase ES portion of Rosemary Hills ES to B-CC MS #2.</p> <p>Retain Chevy Chase ES, the Chevy Chase ES portion of Rosemary Hills ES, Somerset ES and Westbrook ES in Westland Middle School.</p>
Option # 4	<p>Reassign Bethesda ES, North Chevy Chase ES, and all of Rosemary Hills ES to B-CC MS #2.</p> <p>Retain Chevy Chase ES, Rock Creek Forest ES (including the Spanish Immersion program), Somerset ES and Westbrook ES in Westland Middle School.</p>
Option # 5	<p>Reassign North Chevy Chase ES, Rock Creek Forest ES (including the Spanish Immersion program) and all of Rosemary Hills ES to B-CC MS #2.</p> <p>Retain Bethesda ES, Chevy Chase ES, Somerset ES and Westbrook ES in Westland Middle School.</p>
Option # 6	<p>Reassign Chevy Chase ES, North Chevy Chase ES, Rock Creek Forest ES (including the Spanish Immersion program) and all of Rosemary Hills ES to B-CC MS #2.</p> <p>Retain Bethesda ES, Somerset ES and Westbrook ES in Westland Middle School.</p>
Option #7	<p>Reassign Chevy Chase ES, North Chevy Chase ES, Rock Creek Forest ES Non-Spanish Immersion students, and all of Rosemary Hills ES to B-CC MS #2</p> <p>Retain Bethesda ES, Somerset ES, Westbrook ES and the Spanish Immersion Program at Westland MS</p>
Option #8	<p>Reassign Bethesda ES east of Wisconsin Ave, North Chevy Chase ES, Rock Creek Forest ES (including the Spanish Immersion program), and the North Chevy Chase ES portion of Rosemary Hills ES to B-CC MS #2.</p> <p>Retain Bethesda ES west of Wisconsin Ave, Chevy Chase ES, the Chevy Chase ES portion of Rosemary Hills ES, Somerset ES and Westbrook ES in Westland Middle School.</p>
Option #9	<p>Reassign North Chevy Chase ES, Rock Creek Forest (including the Spanish Immersion program) and the North Chevy Chase ES portion of Rosemary Hills ES and Somerset ES to B-CC MS #2.</p> <p>Retain Bethesda ES, Chevy Chase ES, the Chevy Chase ES portion of Rosemary Hills ES, and Westbrook ES in Westland Middle School.</p>
Option #10	<p>Reassign Chevy Chase ES, North Chevy Chase ES, all of Rosemary Hills ES, and the Spanish Immersion Program to B-CC MS #2</p> <p>Retain Bethesda ES, Somerset ES, Westbrook ES and Rock Creek Forest ES Non-Spanish Immersion students at Westland MS.</p>

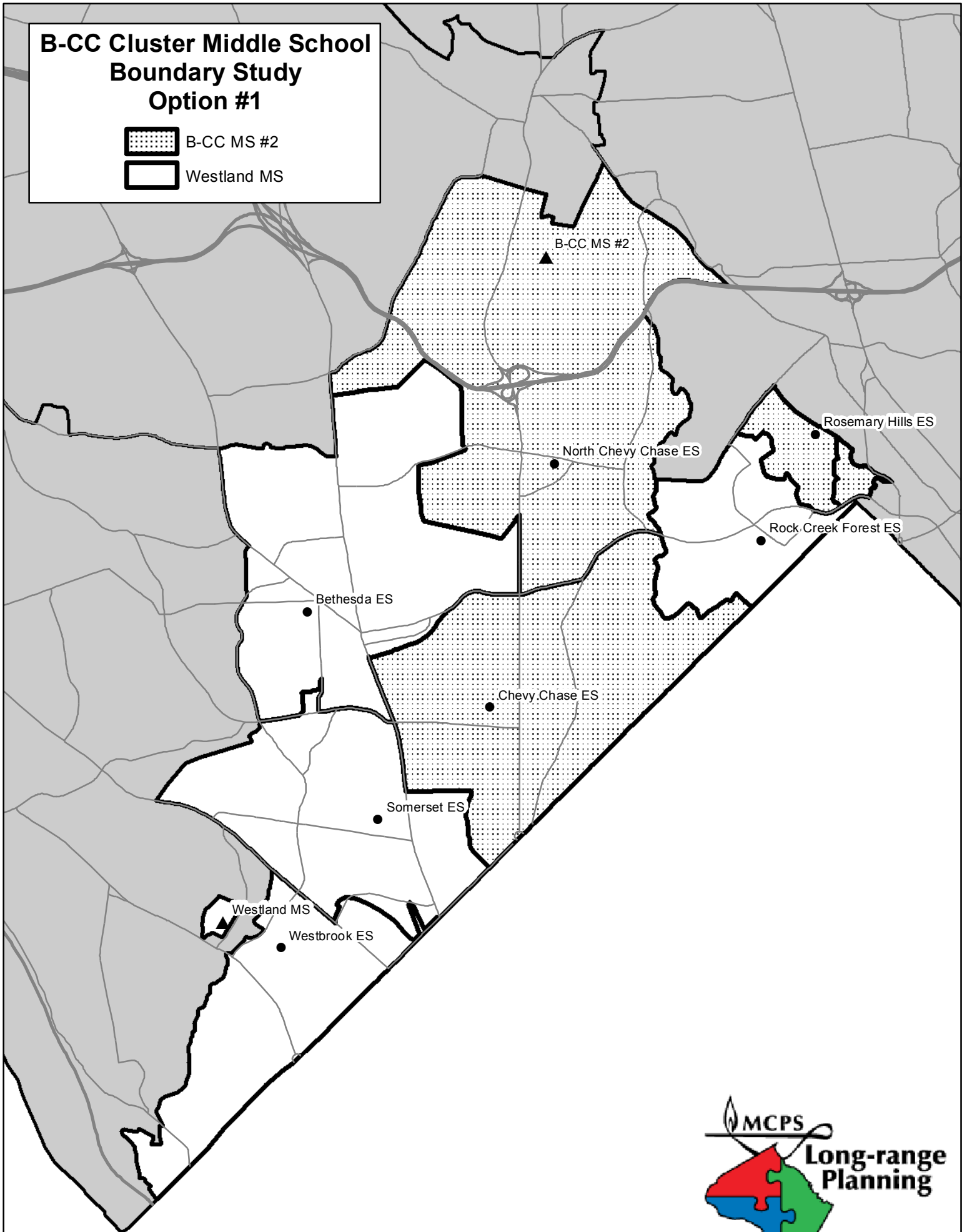
References to Chevy Chase ES, North Chevy Chase ES and Rosemary Hills ES apply to the geographic areas of each, and not the paired areas.

B-CC Cluster Middle School Boundary Study



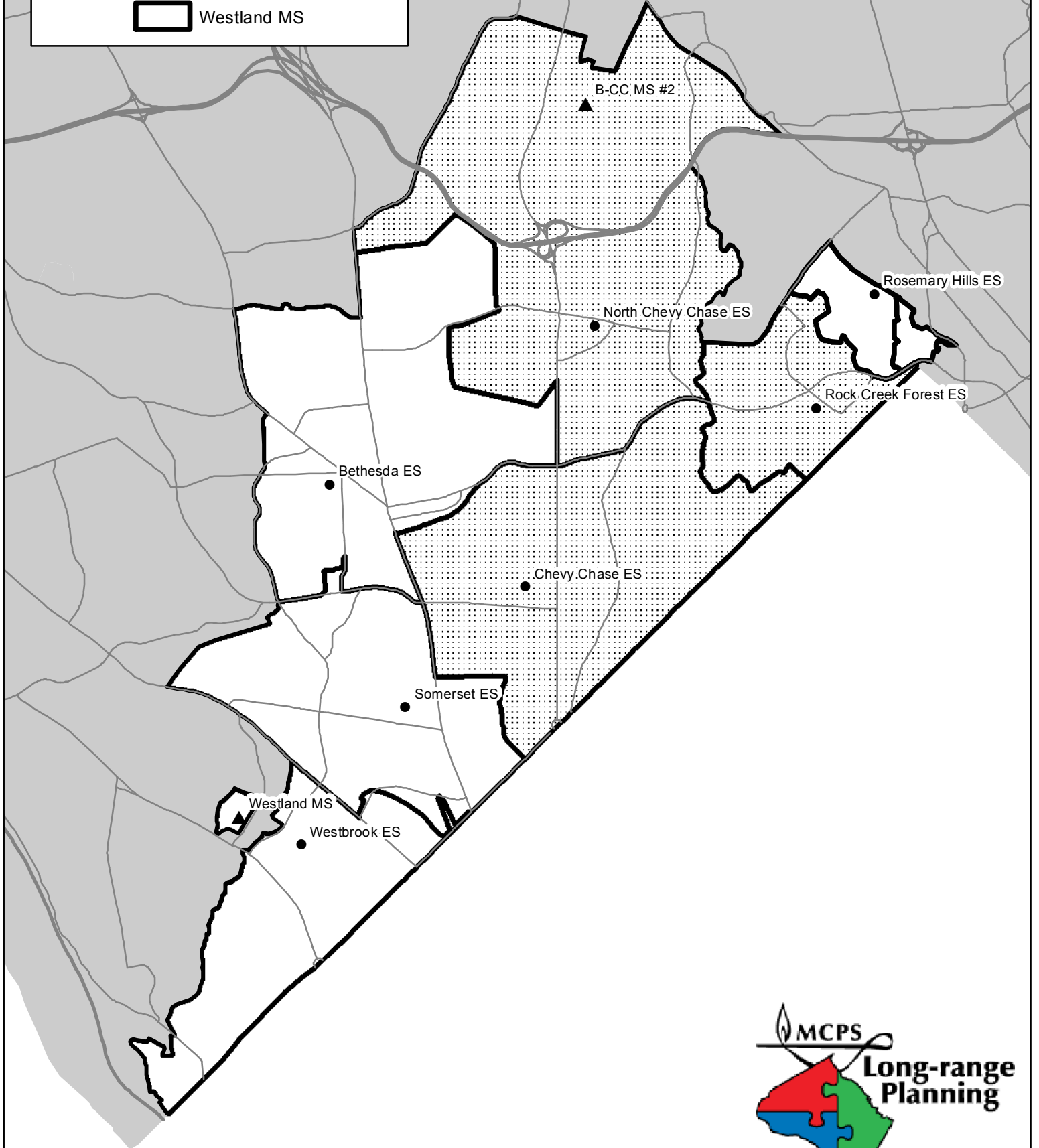
B-CC Cluster Middle School Boundary Study Option #1

-  B-CC MS #2
-  Westland MS



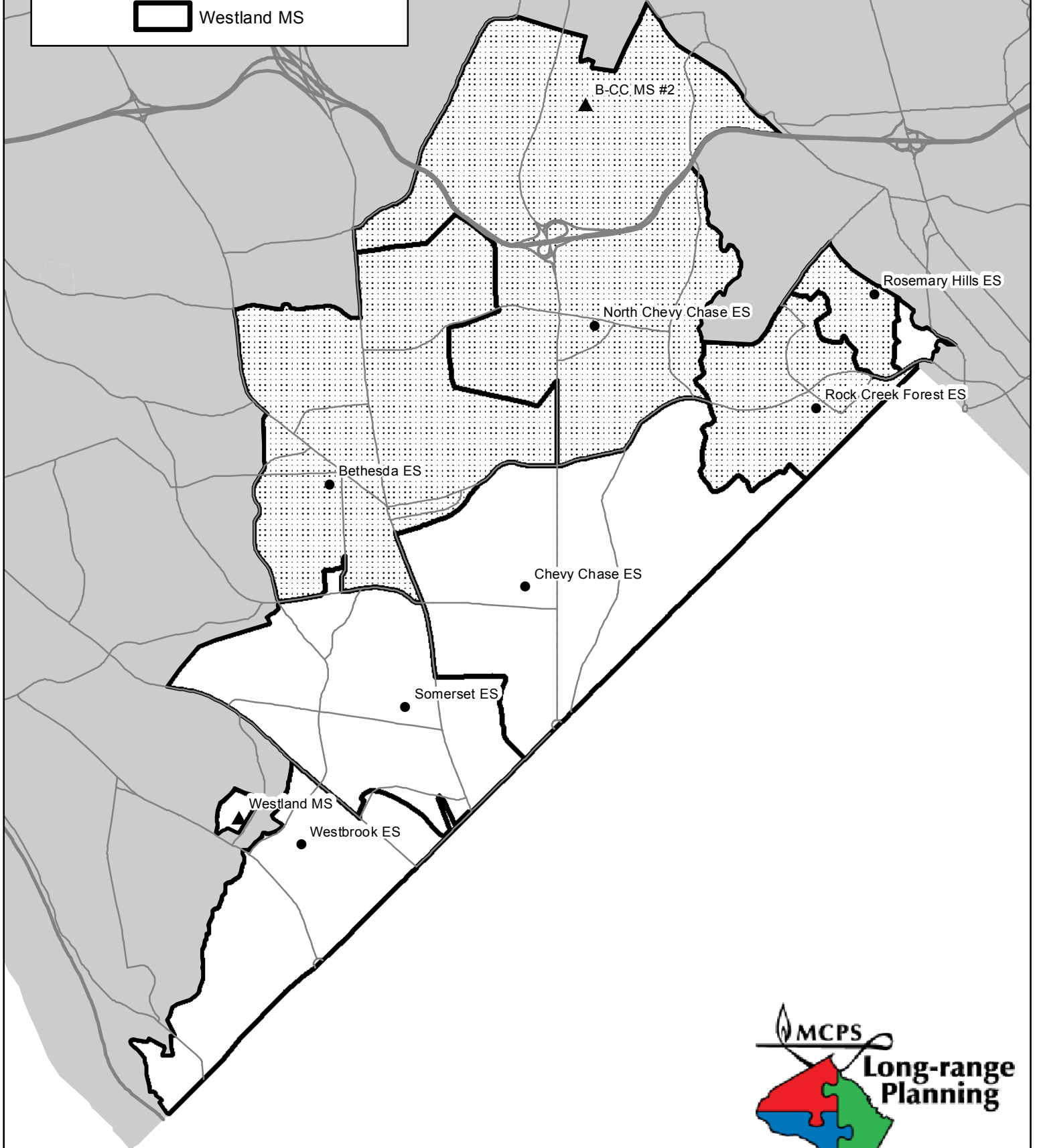
B-CC Cluster Middle School Boundary Study Option #2

-  B-CC MS #2
-  Westland MS





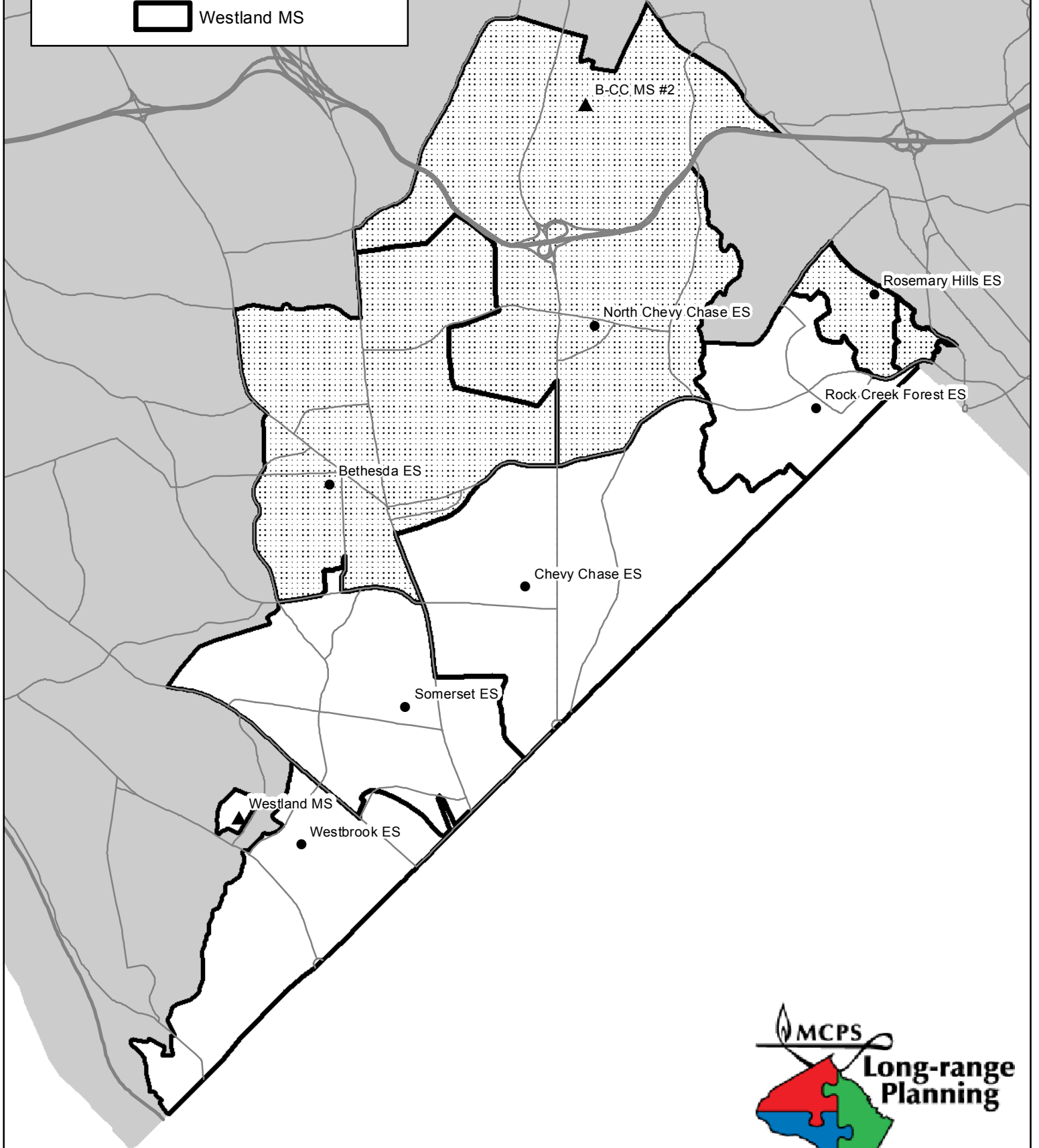
B-CC Cluster Middle School Boundary Study Option #3

-  B-CC MS #2
-  Westland MS



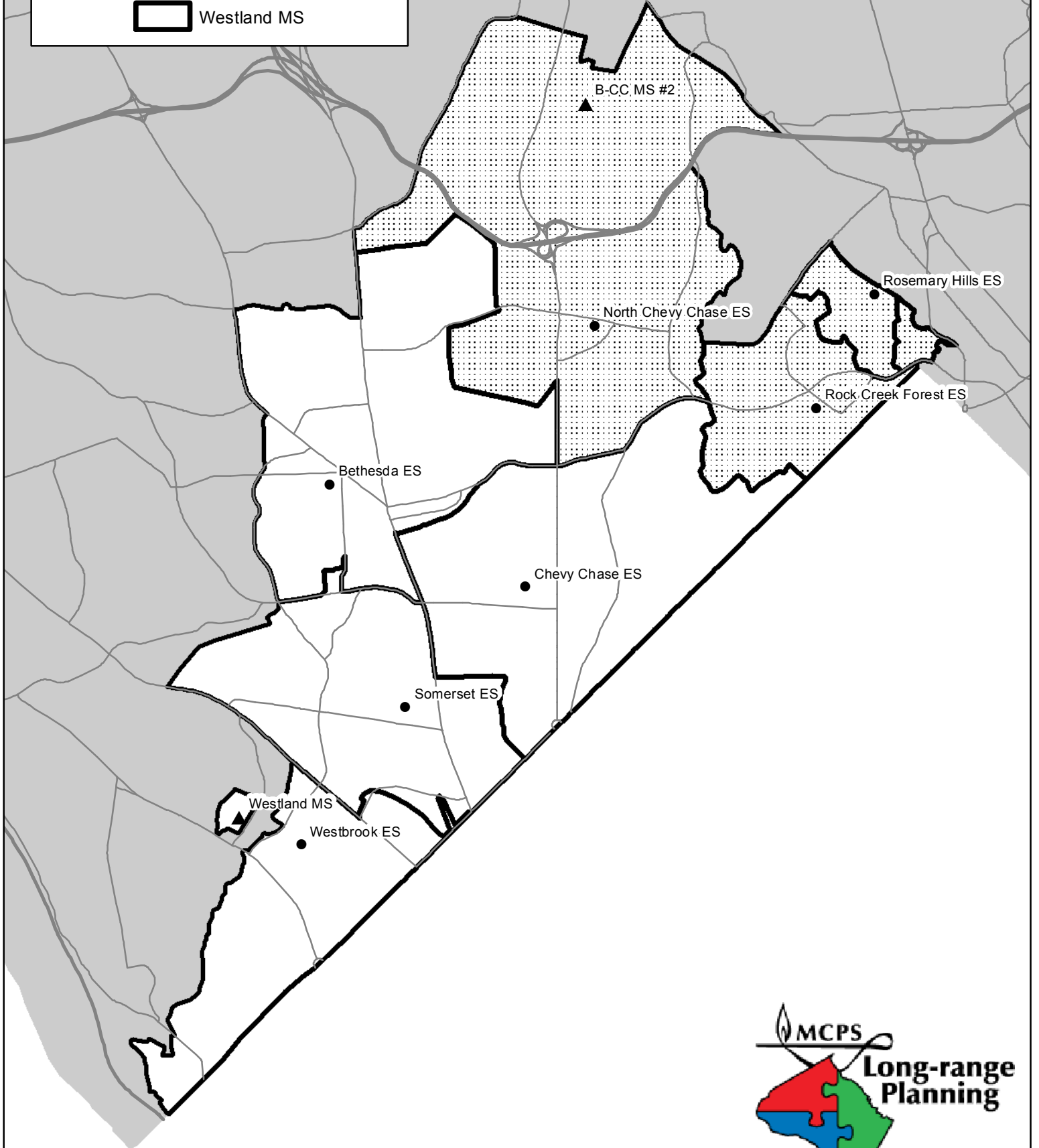
B-CC Cluster Middle School Boundary Study Option #4

-  B-CC MS #2
-  Westland MS



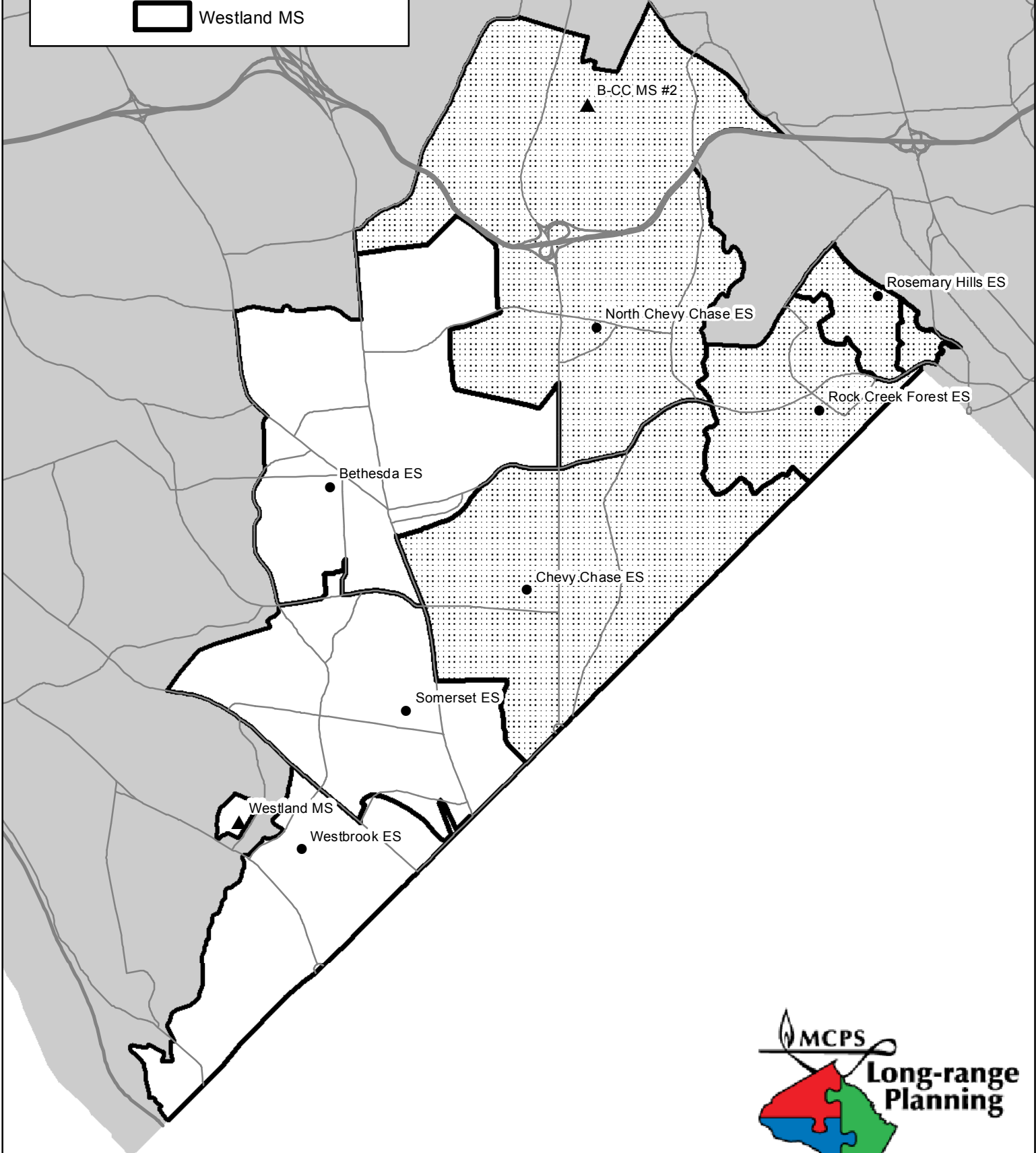
B-CC Cluster Middle School Boundary Study Option #5

-  B-CC MS #2
-  Westland MS



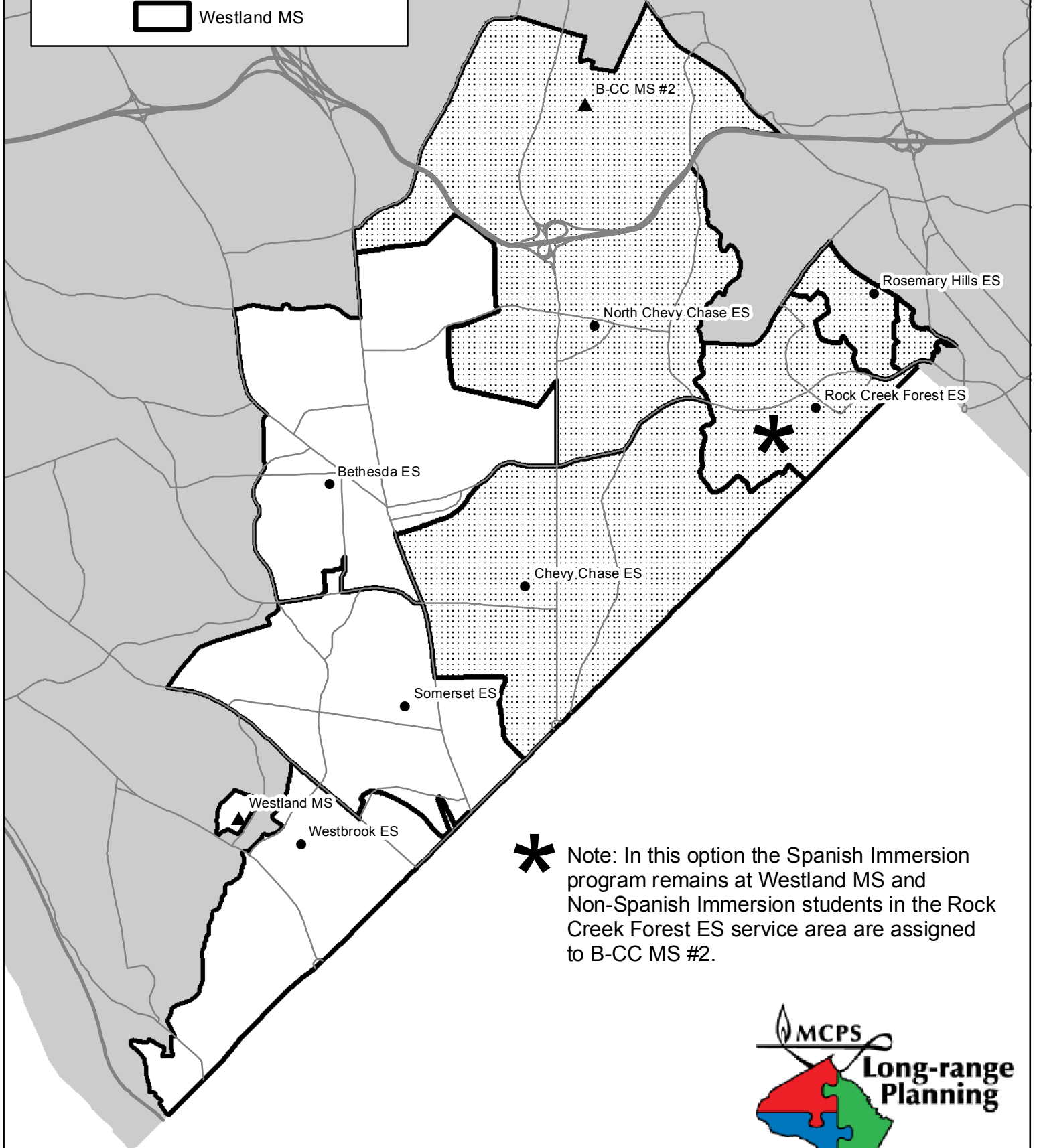
B-CC Cluster Middle School Boundary Study Option #6

-  B-CC MS #2
-  Westland MS



B-CC Cluster Middle School Boundary Study Option #7

-  B-CC MS #2
-  Westland MS

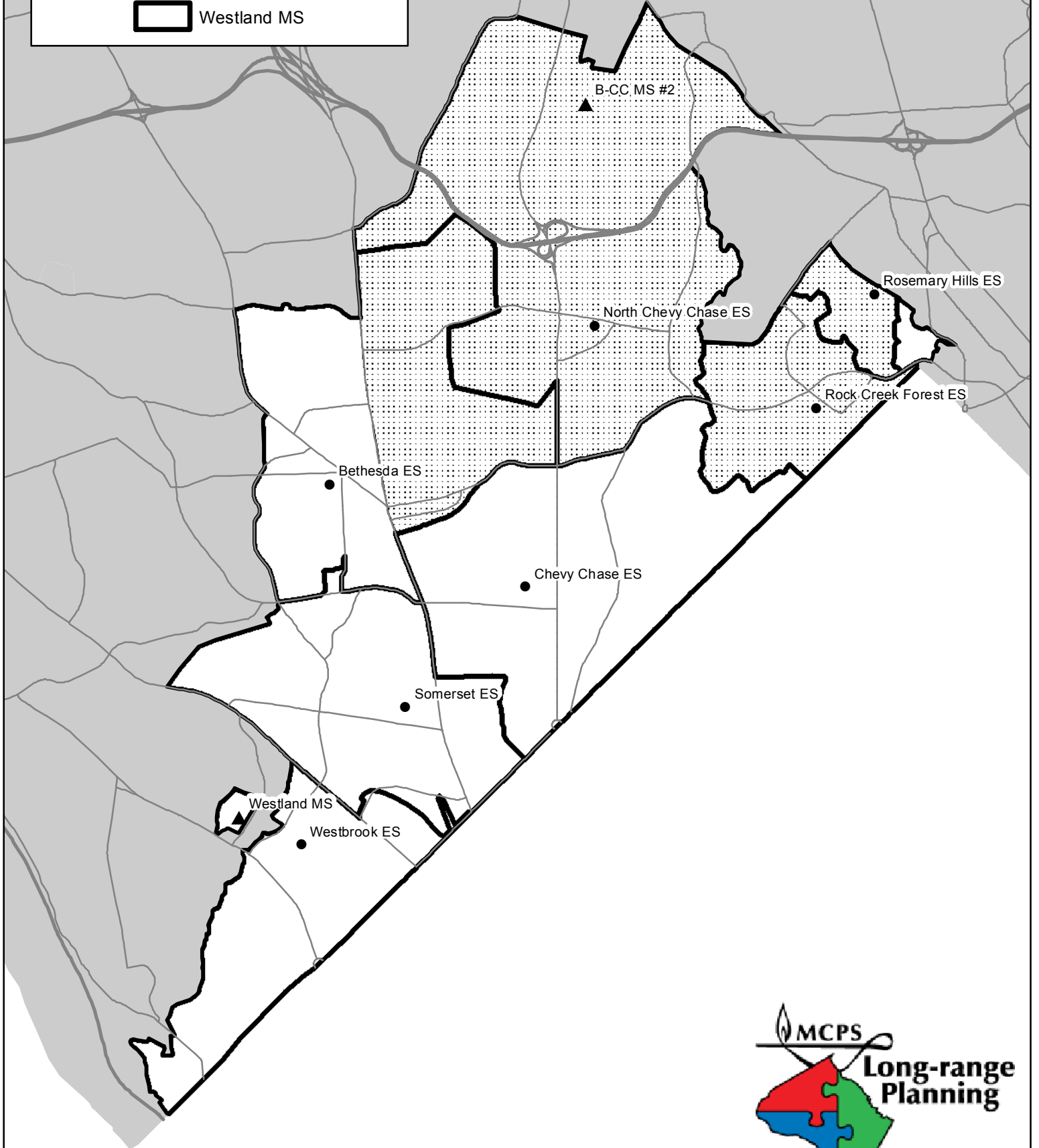


***** Note: In this option the Spanish Immersion program remains at Westland MS and Non-Spanish Immersion students in the Rock Creek Forest ES service area are assigned to B-CC MS #2.



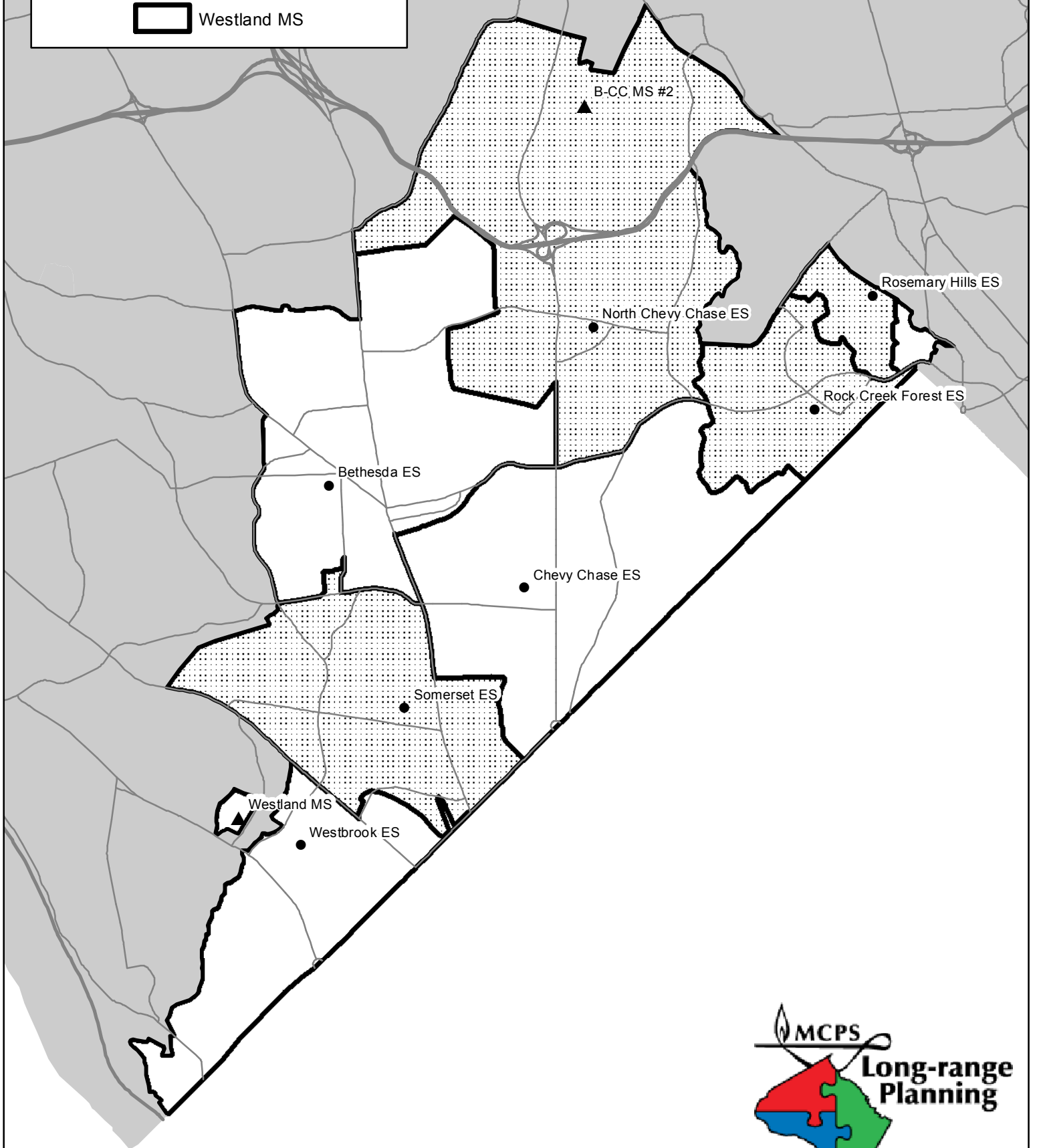
B-CC Cluster Middle School Boundary Study Option #8

-  B-CC MS #2
-  Westland MS



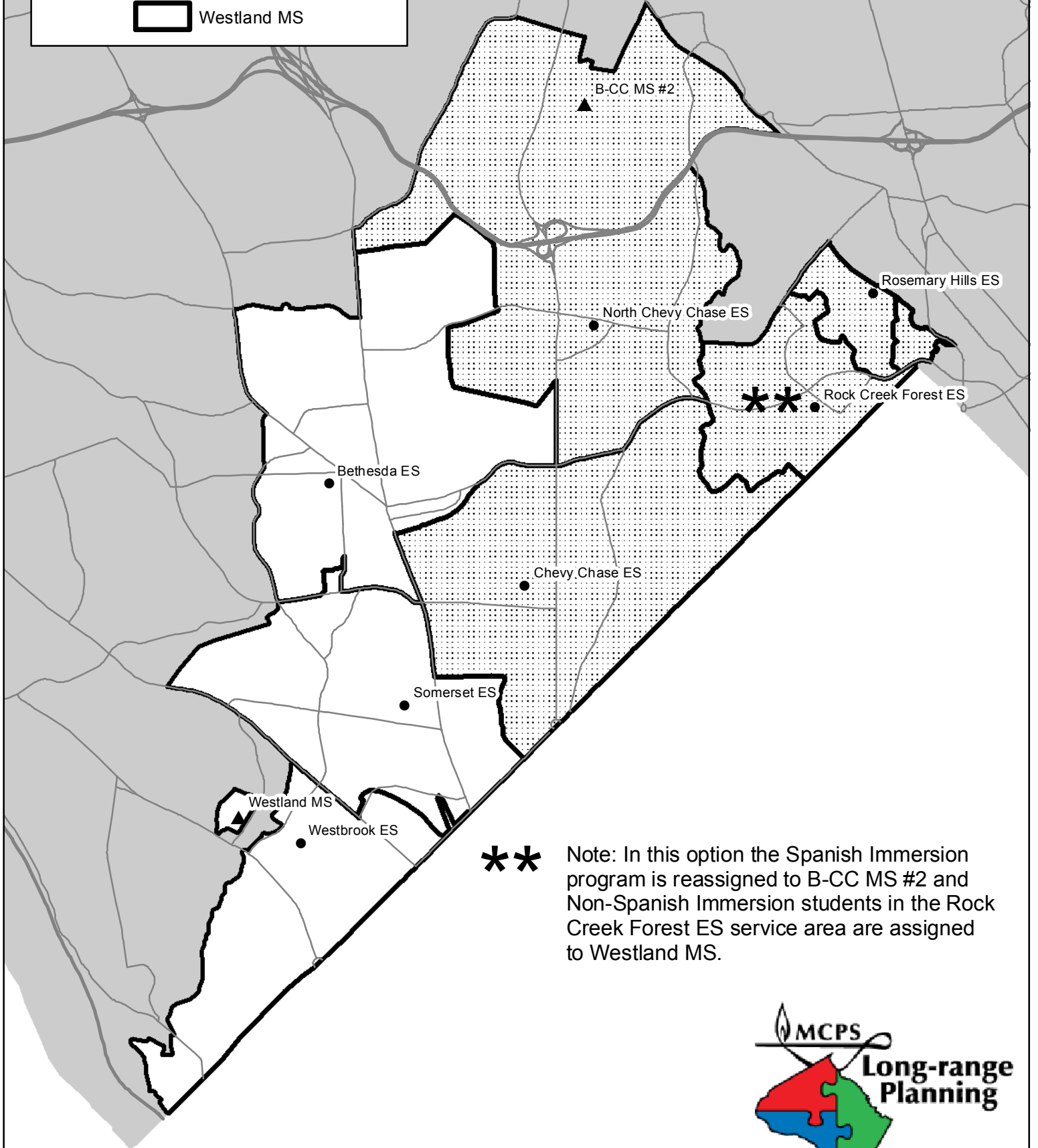
B-CC Cluster Middle School Boundary Study Option #9

-  B-CC MS #2
-  Westland MS



B-CC Cluster Middle School Boundary Study Option #10

-  B-CC MS #2
-  Westland MS



****** Note: In this option the Spanish Immersion program is reassigned to B-CC MS #2 and Non-Spanish Immersion students in the Rock Creek Forest ES service area are assigned to Westland MS.



Option # 1

Westland MS and Bethesda-Chevy Chase MS #2

Reassign Chevy Chase ES, North Chevy Chase ES and all of Rosemary Hills ES to B-CC MS # 2

School	Boundaries Implemented					Demographics Grades 6-8						
						Race / Ethnic Composition, 2015-2016					2015-2016	
	2017-18	2018-2019	2019-2020	2020-2021	2021-2022	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Westland MS (Cap. 1,097)												
<i>Current:</i>												
Enrollment	1,676	1,782	1,781	1,802	1,774							
<i>Utilization & demographics</i>	153%	162%	162%	164%	162%	10.5%	5.5%	14.4%	64.4%	<5.0%	10.5%	5.4%
<i>With Change:</i>												
Enrollment	1,216	1,062	1,031	1,022	1,014							
<i>Utilization & demographics</i>	111%	97%	94%	93%	92%	10.0%	7.0%	16.1%	63.1%	<5.0%	11.3%	6.5%
B-CC MS #2 (Cap. 930)												
Enrollment	460	720	750	780	760							
<i>Utilization & demographics</i>	49%	77%	81%	84%	82%	11.2%	<5.0%	12.5%	66.7%	6.2%	9.7%	<5.0%

Boundary implementation in 2017-2018 assumes Grades 6-7 at new school, followed by Grades 6-8 from 2018-2019 onward. References to Chevy Chase ES, North Chevy Chase ES and all of Rosemary Hills ES apply to the paired areas. This option results in straight articulation from all elementary schools to both middle schools.

Option # 2

Westland MS and Bethesda-Chevy Chase MS #2

Reassign Chevy Chase ES, North Chevy Chase ES and Rock Creek Forest ES to B-CC MS # 2

School	Boundaries Implemented					Demographics Grades 6-8						
						Race / Ethnic Composition, 2015-2016					2015-2016	
	2017-18	2018-2019	2019-2020	2020-2021	2021-2022	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Westland MS (Cap. 1,097)												
<i>Current:</i>												
Enrollment	1,676	1,782	1,781	1,802	1,774							
<i>Utilization & demographics</i>	153%	162%	162%	164%	162%	10.5%	5.5%	14.4%	64.4%	<5.0%	10.5%	5.4%
<i>With Change:</i>												
Enrollment	1,176	1,002	976	977	964							
<i>Utilization & demographics</i>	107%	91%	89%	89%	88%	11.5%	7.9%	13.4%	63.8%	<5.0%	12.5%	7.3%
B-CC MS #2 (Cap. 930)												
Enrollment	500	780	805	825	810							
<i>Utilization & demographics</i>	54%	84%	87%	89%	87%	9.6%	<5.0%	15.5%	65.5%	6.3%	8.8%	<5.0%

Boundary implementation in 2017-2018 assumes Grades 6-7 at new school, followed by Grades 6-8 from 2018-2019 onward. References to Chevy Chase ES and North Chevy Chase ES apply to the geographic areas of each, and not the paired areas. The reference to Rock Creek Forest ES includes relocation of the Spanish Immersion program to B-CC MS #2. This option results in a split articulation from Chevy Chase ES, with 72% of students articulating to B-CC MS #2 (approximately 112 students), and 28% articulating to Westland MS (approximately 44 students.) This option results in a split articulation from North Chevy Chase ES, with 62% of students articulating to B-CC MS #2 (approximately 73 students), and 38% articulating to Westland MS (approximately 45 students.)

Option # 3

Westland MS and Bethesda-Chevy Chase MS #2

Reassign Bethesda ES, North Chevy Chase ES, Rock Creek Forest ES, and the North Chevy Chase ES portion of Rosemary Hills ES to B-CC MS # 2

School	Boundaries Implemented					Demographics Grades 6-8						
						Race / Ethnic Composition, 2015–2016					2015–2016	
	2017–18	2018–2019	2019–2020	2020–2021	2021–2022	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Westland MS (Cap. 1.097)												
<i><u>Current:</u></i>												
Enrollment	1,676	1,782	1,781	1,802	1,774							
<i>Utilization & demographics</i>	153%	162%	162%	164%	162%	10.5%	5.5%	14.4%	64.4%	<5.0%	10.5%	5.4%
<i><u>With Change:</u></i>												
Enrollment	1,131	917	876	862	854							
<i>Utilization & demographics</i>	103%	84%	80%	79%	78%	7.6%	8.1%	9.3%	71.9%	<5.0%	10.5%	6.2%
B-CC MS #2 (Cap. 930)												
Enrollment	545	865	905	940	920							
<i>Utilization & demographics</i>	59%	93%	97%	101%	99%	13.0%	<5.0%	18.8%	58.7%	6.3%	10.6%	<5.0%

Boundary implementation in 2017–2018 assumes Grades 6-7 at new school, followed by Grades 6–8 from 2018–2019 onward.

References to North Chevy Chase ES and the North Chevy Chase ES portion of Rosemary Hills ES apply to the paired areas.

The reference to Rock Creek Forest ES includes relocation of the Spanish Immersion program to B-CC MS #2.

This option results in straight articulation from all elementary schools to both middle schools.

Option # 4

Westland MS and Bethesda-Chevy Chase MS #2

Reassign Bethesda ES, North Chevy Chase ES and all of Rosemary Hills ES to B-CC MS # 2

School	Boundaries Implemented					Demographics Grades 6-8						
						Race / Ethnic Composition, 2015–2016					2015–2016	
	2017–18	2018–2019	2019–2020	2020–2021	2021–2022	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Westland MS (Cap. 1.097)												
<i><u>Current:</u></i>												
Enrollment	1,676	1,782	1,781	1,802	1,774							
<i>Utilization & demographics</i>	153%	162%	162%	164%	162%	10.5%	5.5%	14.4%	64.4%	<5.0%	10.5%	5.4%
<i><u>With Change:</u></i>												
Enrollment	1,226	1,057	1,026	1,022	1,004							
<i>Utilization & demographics</i>	112%	96%	94%	93%	92%	7.9%	<5.0%	13.8%	69.6%	<5.0%	8.8%	<5.0%
B-CC MS #2 (Cap. 930)												
Enrollment	450	725	755	780	770							
<i>Utilization & demographics</i>	48%	78%	81%	84%	83%	13.8%	6.5%	15.4%	58.3%	6.0%	12.9%	6.7%

Boundary implementation in 2017–2018 assumes Grades 6-7 at new school, followed by Grades 6–8 from 2018–2019 onward.

References to North Chevy Chase ES and all of Rosemary Hills ES apply to the geographic areas of each, and not the paired areas.

This option results in a split articulation from Chevy Chase ES, with 72% of students articulating to Westland MS

(approximately 112 students), and 28% articulating to B-CC MS #2 (approximately 44 students.)

Option # 5

Westland MS and Bethesda-Chevy Chase MS #2

Reassign North Chevy Chase ES, Rock Creek Forest ES and all of Rosemary Hills ES to B-CC MS # 2

School	Boundaries Implemented					Demographics Grades 6-8						
						Race / Ethnic Composition, 2015–2016					2015–2016	
	2017–18	2018–2019	2019–2020	2020–2021	2021–2022	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Westland MS (Cap. 1,097)												
<u>Current:</u>												
Enrollment	1,676	1,782	1,781	1,802	1,774							
<i>Utilization & demographics</i>	153%	162%	162%	164%	162%	10.5%	5.5%	14.4%	64.4%	<5.0%	10.5%	5.4%
<u>With Change:</u>												
Enrollment	1,246	1,107	1,081	1,082	1,074							
<i>Utilization & demographics</i>	114%	101%	99%	99%	98%	<5.0%	6.8%	9.9%	74.3%	<5.0%	<5.0%	<5.0%
B-CC MS #2 (Cap. 930)												
Enrollment	430	675	700	720	700							
<i>Utilization & demographics</i>	46%	73%	75%	77%	75%	19.4%	<5.0%	21.3%	50.4%	5.3%	20.0%	6.9%

Boundary implementation in 2017–2018 assumes Grades 6-7 at new school, followed by Grades 6–8 from 2018–2019 onward. References to North Chevy Chase ES and all of Rosemary Hills ES apply to the geographic areas of each, and not the paired areas. The reference to Rock Creek Forest ES includes relocation of the Spanish Immersion program to B-CC MS #2. *This option results in a split articulation from Chevy Chase ES, with 72% of students articulating to Westland MS (approximately 112 students), and 28% articulating to B-CC MS #2 (approximately 44 students.)*

Option # 6

Westland MS and Bethesda-Chevy Chase MS #2

Reassign Chevy Chase ES, North Chevy Chase ES, Rock Creek Forest ES and all of Rosemary Hills ES to B-CC MS # 2

School	Boundaries Implemented					Demographics Grades 6-8						
						Race / Ethnic Composition, 2015–2016					2015–2016	
	2017–18	2018–2019	2019–2020	2020–2021	2021–2022	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Westland MS (Cap. 1,097)												
<u>Current:</u>												
Enrollment	1,676	1,782	1,781	1,802	1,774							
<i>Utilization & demographics</i>	153%	162%	162%	164%	162%	10.5%	5.5%	14.4%	64.4%	<5.0%	10.5%	5.4%
<u>With Change:</u>												
Enrollment	1,071	832	796	787	784							
<i>Utilization & demographics</i>	98%	76%	73%	72%	71%	5.9%	8.4%	11.6%	70.4%	<5.0%	5.7%	5.9%
B-CC MS #2 (Cap. 930)												
Enrollment	605	950	985	1,015	990							
<i>Utilization & demographics</i>	65%	102%	106%	109%	106%	13.8%	<5.0%	16.5%	60.5%	5.7%	14.1%	5.1%

Boundary implementation in 2017–2018 assumes Grades 6-7 at new school, followed by Grades 6–8 from 2018–2019 onward. References to Chevy Chase ES, North Chevy Chase ES and all of Rosemary Hills ES apply to the paired areas. The reference to Rock Creek Forest ES includes relocation of the Spanish Immersion program to B-CC MS #2. *This option results in straight articulation from all elementary schools to both middle schools.*

Option # 7

Westland MS and Bethesda-Chevy Chase MS #2

Reassign Chevy Chase ES, North Chevy Chase ES, Rock Creek Forest ES * and all of Rosemary Hills ES to B-CC MS # 2
Maintain the Spanish Immersion Program at Westland MS

School	Boundaries Implemented					Demographics Grades 6-8						
						Race / Ethnic Composition, 2015-2016					2015-2016	
	2017-18	2018-2019	2019-2020	2020-2021	2021-2022	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Westland MS (Cap. 1,097)												
Current:												
Enrollment	1,676	1,782	1,781	1,802	1,774							
<i>Utilization & demographics</i>	153%	162%	162%	164%	162%	10.5%	5.5%	14.4%	64.4%	<5.0%	10.5%	5.4%
With Change:												
Enrollment	1,141	932	901	892	884							
<i>Utilization & demographics</i>	104%	85%	82%	81%	81%	7.1%	7.6%	14.1%	67.4%	<5.0%	5.1%	5.3%
B-CC MS #2 (Cap. 930)												
Enrollment	535	850	880	910	890							
<i>Utilization & demographics</i>	58%	91%	95%	98%	96%	13.5%	<5.0%	14.8%	62.2%	5.8%	15.4%	5.5%

Boundary implementation in 2017-2018 assumes Grades 6-7 at new school, followed by Grades 6-8 from 2018-2019 onward.

References to Chevy Chase ES, North Chevy Chase ES and all of Rosemary Hills ES apply to the paired areas.

* Rock Creek Forest ES reassignment only includes non-Spanish Immersion program students. The Spanish Immersion Program remains at Westland Middle School in this option.

This option results in a split articulation from Rock Creek Forest ES, with 50% of students articulating to B-CC MS #2 (approximately 45 students), and 50% articulating to Westland MS (approximately 45 students.)

Option # 8

Westland MS and Bethesda-Chevy Chase MS #2

Reassign North Chevy Chase ES, Rock Creek Forest ES, the North Chevy Chase ES portion of Rosemary Hills ES, and Bethesda ES east of Wisconsin Ave, to B-CC MS # 2

School	Boundaries Implemented					Demographics Grades 6-8						
						Race / Ethnic Composition, 2015-2016					2015-2016	
	2017-18	2018-2019	2019-2020	2020-2021	2021-2022	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Westland MS (Cap. 1,097)												
Current:												
Enrollment	1,676	1,782	1,781	1,802	1,774							
<i>Utilization & demographics</i>	153%	162%	162%	164%	162%	10.5%	5.5%	14.4%	64.4%	<5.0%	10.5%	5.4%
With Change:												
Enrollment	1,296	1,047	1,021	1,022	1,009							
<i>Utilization & demographics</i>	118%	95%	93%	93%	92%	8.4%	7.0%	11.2%	69.0%	<5.0%	9.3%	5.2%
B-CC MS #2 (Cap. 930)												
Enrollment	380	735	760	780	765							
<i>Utilization & demographics</i>	41%	79%	82%	84%	82%	12.9%	<5.0%	18.1%	59.9%	5.4%	12.0%	5.7%

Boundary implementation in 2017-2018 assumes Grades 6-7 at new school, followed by Grades 6-8 from 2018-2019 onward.

References to North Chevy Chase ES and the North Chevy Chase ES portion of Rosemary Hills ES apply to the paired areas.

The reference to Rock Creek Forest ES includes relocation of the Spanish Immersion program to B-CC MS #2.

This option results in a split articulation from Bethesda ES, with 52% of students articulating to B-CC MS #2 (approximately 47 students), and 48% articulating to Westland MS (approximately 43 students.)

Option # 9

Westland MS and Bethesda-Chevy Chase MS #2

Reassign North Chevy Chase ES, Rock Creek Forest ES, the North Chevy Chase ES portion of Rosemary Hills ES, and Somerset ES to B-CC MS #2

School	Boundaries Implemented					Demographics Grades 6-8						
						Race / Ethnic Composition, 2015–2016					2015–2016	
	2017–18	2018–2019	2019–2020	2020–2021	2021–2022	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Westland MS (Cap. 1,097)												
<i>Current:</i>												
Enrollment	1,676	1,782	1,781	1,802	1,774							
Utilization & demographics	153%	162%	162%	164%	162%	10.5%	5.5%	14.4%	64.4%	<5.0%	10.5%	5.4%
<i>With Change:</i>												
Enrollment	1,146	927	906	912	909							
Utilization & demographics	104%	85%	83%	83%	83%	8.1%	6.7%	11.4%	69.2%	<5.0%	8.1%	<5.0%
B-CC MS #2 (Cap. 930)												
Enrollment	530	855	875	890	865							
Utilization & demographics	57%	92%	94%	96%	93%	12.6%	<5.0%	17.1%	60.9%	5.0%	12.7%	7.3%

Boundary implementation in 2017–2018 assumes Grades 6-7 at new school, followed by Grades 6–8 from 2018–2019 onward. References to North Chevy Chase ES and the North Chevy Chase ES portion of Rosemary Hills ES apply to the paired areas. The reference to Rock Creek Forest ES includes relocation of the Spanish Immersion program to B-CC MS #2. *This option results in straight articulation from all elementary schools to both middle schools.*

Option # 10

Westland MS and Bethesda-Chevy Chase MS #2

Reassign Chevy Chase ES, North Chevy Chase ES, all of Rosemary Hills ES, and the Spanish Immersion program to B-CC MS #2.*

School	Boundaries Implemented					Demographics Grades 6-8						
						Race / Ethnic Composition, 2015–2016					2015–2016	
	2017–18	2018–2019	2019–2020	2020–2021	2021–2022	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMs	% ESOL
Westland MS (Cap. 1,097)												
<i>Current:</i>												
Enrollment	1,676	1,782	1,781	1,802	1,774							
Utilization & demographics	153%	162%	162%	164%	162%	10.5%	5.5%	14.4%	64.4%	<5.0%	10.5%	5.4%
<i>With Change:</i>												
Enrollment	1,181	962	931	922	914							
Utilization & demographics	108%	88%	85%	84%	83%	10.0%	7.9%	13.3%	64.9%	<5.0%	13.0%	7.5%
B-CC MS #2 (Cap. 930)												
Enrollment	495	820	850	880	860							
Utilization & demographics	53%	88%	91%	95%	92%	11.0%	<5.0%	15.6%	64.4%	5.7%	8.4%	5.7%

Boundary implementation in 2017–2018 assumes Grades 6-7 at new school, followed by Grades 6–8 from 2018–2019 onward. References to Chevy Chase ES, North Chevy Chase ES and all of Rosemary Hills ES apply to the paired areas.

* Rock Creek Forest ES non-Spanish Immersion program students are retained at Westland MS and the Spanish Immersion Program is reassigned to B-CC MS #2 in this option.

This option results in a split articulation from Rock Creek Forest ES, with 50% of students articulating to B-CC MS #2 (approximately 45 students), and 50% articulating to Westland MS (approximately 45 students.)

Comparison of Boundary Options for Westland MS and Bethesda-Chevy Chase MS #2

April 14, 2016

School	Boundaries Implemented					Demographics Grades 6 - 8						
						Race / Ethnic Composition, 2015-2016					2015-2016	
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
Westland MS												
Current:												
Enrollment	1,676	1,782	1,781	1,802	1,774							
<i>Utilization & demographics</i>	153%	162%	162%	164%	162%	10.5%	5.5%	14.4%	64.4%	<5.0%	10.5%	5.4%
Option # 1												
Westland MS												
Enrollment	1,216	1,062	1,031	1,022	1,014							
<i>Utilization & demographics</i>	111%	97%	94%	93%	92%	10.0%	7.0%	16.1%	63.1%	<5.0%	11.3%	6.5%
B-CC MS #2												
Enrollment	460	720	750	780	760							
<i>Utilization & demographics</i>	49%	77%	81%	84%	82%	11.2%	<5.0%	12.5%	66.7%	6.2%	9.7%	<5.0%
Option # 2												
Westland MS												
Enrollment	1,176	1,002	976	977	964							
<i>Utilization & demographics</i>	107%	91%	89%	89%	88%	11.5%	7.9%	13.4%	63.8%	<5.0%	12.5%	7.3%
B-CC MS #2												
Enrollment	500	780	805	825	810							
<i>Utilization & demographics</i>	54%	84%	87%	89%	87%	9.6%	<5.0%	15.5%	65.5%	6.3%	8.8%	<5.0%
Option # 3												
Westland MS												
Enrollment	1,131	917	876	862	854							
<i>Utilization & demographics</i>	103%	84%	80%	79%	78%	7.6%	8.1%	9.3%	71.9%	<5.0%	10.5%	6.2%
B-CC MS #2												
Enrollment	545	865	905	940	920							
<i>Utilization & demographics</i>	59%	93%	97%	101%	99%	13.0%	<5.0%	18.8%	58.7%	6.3%	10.6%	<5.0%
Option # 4												
Westland MS												
Enrollment	1,226	1,057	1,026	1,022	1,004							
<i>Utilization & demographics</i>	112%	96%	94%	93%	92%	7.9%	<5.0%	13.8%	69.6%	<5.0%	8.8%	<5.0%
B-CC MS #2												
Enrollment	450	725	755	780	770							
<i>Utilization & demographics</i>	48%	78%	81%	84%	83%	13.8%	6.5%	15.4%	58.3%	6.0%	12.9%	6.7%
Option # 5												
Westland MS												
Enrollment	1246	1107	1081	1082	1074							
<i>Utilization & demographics</i>	114%	101%	99%	99%	98%	<5.0%	6.8%	9.9%	74.3%	<5.0%	<5.0%	<5.0%
B-CC MS #2												
Enrollment	430	675	700	720	700							
<i>Utilization & demographics</i>	46%	73%	75%	77%	75%	19.4%	<5.0%	21.3%	50.4%	5.3%	20.0%	6.9%
Option # 6												
Westland MS												
Enrollment	1071	832	796	787	784							
<i>Utilization & demographics</i>	98%	76%	73%	72%	71%	5.9%	8.4%	11.6%	70.4%	<5.0%	5.7%	5.9%
B-CC MS #2												
Enrollment	605	950	985	1,015	990							
<i>Utilization & demographics</i>	65%	102%	106%	109%	106%	13.8%	<5.0%	16.5%	60.5%	5.7%	14.1%	5.1%
Option # 7												
Westland MS												
Enrollment	1,141	932	901	892	884							
<i>Utilization & demographics</i>	104%	85%	82%	81%	81%	7.1%	7.6%	14.1%	67.4%	<5.0%	5.1%	5.3%
B-CC MS #2												
Enrollment	535	850	880	910	890							
<i>Utilization & demographics</i>	58%	91%	95%	98%	96%	13.5%	<5.0%	14.8%	62.2%	5.8%	15.4%	5.5%
Option # 8												
Westland MS												
Enrollment	1,296	1,047	1,021	1,022	1,009							
<i>Utilization & demographics</i>	118%	95%	93%	93%	92%	8.4%	7.0%	11.2%	69.0%	<5.0%	9.3%	5.2%
B-CC MS #2												
Enrollment	380	735	760	780	765							
<i>Utilization & demographics</i>	41%	79%	82%	84%	82%	12.9%	<5.0%	18.1%	59.9%	5.4%	12.0%	5.7%
Option # 9												
Westland MS												
Enrollment	1146	927	906	912	909							
<i>Utilization & demographics</i>	104%	85%	83%	83%	83%	8.1%	6.7%	11.4%	69.2%	<5.0%	8.1%	<5.0%
B-CC MS #2												
Enrollment	530	855	875	890	865							
<i>Utilization & demographics</i>	57%	92%	94%	96%	93%	12.6%	<5.0%	17.1%	60.9%	5.0%	12.7%	7.3%
Option # 10												
Westland MS												
Enrollment	1181	962	931	922	914							
<i>Utilization & demographics</i>	108%	88%	85%	84%	83%	10.0%	7.9%	13.3%	64.9%	<5.0%	13.0%	7.5%
B-CC MS #2												
Enrollment	495	820	850	880	860							
<i>Utilization & demographics</i>	53%	88%	91%	95%	92%	11.0%	<5.0%	15.6%	64.4%	5.7%	8.4%	5.7%

Boundary implementation in 2017-2018 assumes Grades 6-7 at new school, followed by Grades 6-8 from 2018-2019 onward.

Appendix D

Option Evaluations

B-CC Cluster Coordinators

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Rafe Petersen	Pages 3-4
Joy White	Page 5

Bethesda Elementary School

Rebecca Fayed	Page 6
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Chevy Chase Elementary School

Lynn King and Anne Lieberman	Page 8
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Latino Student Achievement Action Group (LSAAG)

Vicmarie Arocho	Page 9
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NAACP Parent Council

Sabrina McMillan	Page 10
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North Chevy Chase Elementary School

Evan Christman	Page 13
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Rock Creek Forest Elementary School

Nancy Enderby	Pages 15-17
Ubi Rodas	Pages 18-19

Rosemary Hills Elementary School

Frank Cristinzio	Page 20
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Somerset Elementary School

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Westbrook Elementary School

Erin Harcourt	Page 42
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Westland Middle School

Nancy Edwards	Page 45
Cathy Stocker	Page 46

B-CC Cluster Middle Schools Boundary Advisory Committee

Evaluation of Boundary Options

May 9, 2016

Representative Name: Jeremy Marcus	Meets Criterion	Does not Meet Criterion	School Name: Bethesda-Chevy Chase cluster coordinator
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	5, 6	1-4, 7-10	All participants stated minimizing distance for students to their middle school of assignment is very important. Unfortunately, most options have either the Rosemary Hills neighborhood that attends Chevy Chase ES or the Rock Creek Forest neighborhood attending the middle school that is significantly farther away from each one's respective neighborhood.
Consider availability of public transportation.	5, 6	1-4, 7-10	There was not a lot of information provided showing public transportation options, which information is most important to low-income parents. The public transit options appear similar to the general distance concerns.
Consider equity of students who are transported in terms of their demographics.	5, 6, 9	1-4, 7-10	Almost all options have either the Rosemary Hills neighborhood that attends Chevy Chase ES or the Rock Creek Forest neighborhood—neighborhoods with significant diversity--attending the middle school that is significantly farther away from the respective neighborhood. In addition, option 9 would have both the Rosemary Hills neighborhood and the Somerset neighborhood transported to the farther school. This option would balance the demographics of those transported longer distances to middle school by busing two communities. At the same time, however, adding distance travelled to those from the Somerset neighborhood would not minimize the travel time from any other neighborhood.
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	5, 6	1-4, 7-10	All participants stated minimizing distance for parental access to middle school of assignment is very important. Unfortunately, almost all options have either the Rosemary Hills neighborhood that attends Chevy Chase ES or the Rock Creek Forest neighborhood attending the middle school that is significantly farther away from the respective neighborhood.
Promote comparable race/ethnic demographics at the two middle schools.	1, 2, 3 (mostly), 4, 8, 9, 10	3 (unbalanced Hispanic percentages), 5, 6 (unbal. African American percentages), 7	Achieving comparable race/ethnic demographics at the two schools is very important. Option 5 presents a clear outlier, with race/ethnic demographics that are not comparable.
Promote comparable FARMS demographics at the two middle schools.	1-4, 8-9, 10 (mostly balanced)	5-7	No option has either school with FARMS rates that are too high. Rather, the concern is achieving comparable FARMS demographics at both schools and avoiding having one school with insufficient FARMS students. Option 5 presents a clear outlier with a 15-20% difference in FARMS rates between the two schools.
Promote comparable ESOL demographics at the two middle schools.	6-8, 10	Unable to assess 1-5, 9	Difficult to assess for options 1-5, and 9 because all involve a percentage comparison involving <5.0 at one school. If the data are closer to 5%, then there is comparable ESOL between the two schools. If the data are closer to 0%, then there is not comparable ESOL between the two schools.

Avoid split articulation.	1, 3, 6, 9	2, 4, 5, 7-8, 10	Avoiding split articulation from elementary school (grade 5) to middle school (grade 6) was a very strong preference for all communities that would be split by any option. Additionally, the CCES, NCC, and RHPS communities expressed strong opinions to be rejoined consistent with the students' experiences at RHPS in grades K-2.
Take future housing developments into consideration.	Unknown	Unknown	Insufficient information provided to evaluate potential impacts of future development in Chevy Chase Lakes, Greater Lyttonsville, and Bethesda sector plans.

Other Comments:
MCPS must balance a number of critically important factors in drawing the boundaries for the two middle schools:

- achieving comparable race/ethnic diversity at the two middle schools;
- achieving comparable FARMS levels at the two schools;
- minimizing transportation distances for all communities, and doing so in an equitable manner across race/ethnic groups and FARMS/non-FARMS students;
- avoiding splitting a school (split articulation) between elementary school (5th grade) and middle school (6th grade); and
- attaining reasonable capacity percentages at both schools to avoid overcapacity or under-utilization

In examining racial/ethnic diversity and FARMS levels, no option results in either school with FARMS rates that are too high. Rather, some options would have one middle school with racial/ethnic diversity or FARMS percentages that are too low in comparison with the other school; that is, the two schools would fail to achieve comparable FARMS demographics or comparable levels of racial/ethnic diversity at both schools.

It was disappointing that so many of the options, particularly of the original 6 first presented to the advisory committee, did not achieve one or more of the above priorities. For example, option 5 fails to achieve race/ethnic diversity, to achieve FARMS balance, reasonable capacity levels, or to avoid split articulation. And fully 6 of the 10 options – options 2, 4, 5, 7, 8, and 10 would split an existing elementary school community to attend two middle schools (create split articulation from elementary school in grade 5 to middle school in grade 6). All communities faced with the possibility of a split articulation of their community strongly opposed having their community split.

If split articulation options are excluded four options remain – options 1, 3, 6, and 9. Yet, these four options each have transportation concerns, and option 6 has capacity concerns, as well. All of these options have the more diverse communities of either the Rosemary Hills neighborhood that attends CCES or the Rock Creek Forest neighborhood facing significant transportation times/distances to attend Westland as opposed to Middle School #2.

Inasmuch as maximizing all of these critical factors may not be possible in any one option, MCPS and the Board of Education should carefully examine which factor or factors are the strongest indicators of success of all students across all racial and ethnic groups and all socio-economic groups. MCPS and the Board of Education should acknowledge which factor or factors they ultimately deem most important for student success and be guided by these factors in choosing the best option.

B-CC Cluster Middle Schools Boundary Advisory Committee

Evaluation of Boundary Options

May 9, 2016

Representative Name: Rafe Petersen	Meets Criterion	Does not Meet Criterion	School Name: BCC Cluster Coordinator
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	1, 7, 5, 3	2	Overall, option 1 achieves this. The reality of our cluster however, is that to maintain diversity some kids will travel further than others. Yet, this is already the existing condition so the goal must be to lower it as much as possible knowing that it cannot be perfect.
Consider availability of public transportation.			I got the sense that this was really a wash among the various options (transportation lines are very specific to where you live – shorter distances can take longer to travel etc.). This also seems to be an issue that is out of our control and one that MCPS cannot influence. I also note that we need the sidewalks to be enhanced for MS #2.
Consider equity of students who are transported in terms of their demographics.	1, 5	2, 3	While I understand that under option 1 Rock Creek Forest will have to travel, they are benefited by the fact that few kids from that community are bussed during elementary school (while certain kids in the Chases actually pass by several schools on the way to RHPS). The others from RCF are kids in the Spanish Immersion program. They are travelling one way or the other and frankly have made the choice to come into our Cluster. Thus, their travel issues should not be relevant in comparison to the kids who live within the cluster. In turn, the kids from CCE that live in the Rosemary Hills Neighborhood would have the longest bus ride possible if they are sent to Westland. That is a heavy burden for that Rosemary Hills neighborhood given their demographics.
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	1, 7, 5,3		This is a subset of transportation. In my overall consideration, I do not treat this as high of a priority as the others. For some, getting up Connecticut Ave is just as hard as going cross-cluster to Westland.
Promote comparable race/ethnic demographics at the two middle schools.	1	6	Option one achieves almost perfect balance. While I understand that there are plenty of schools that have less balance, we have the opportunity here to achieve balance and should do so. My concern is that we will otherwise have two different schools at the high school. Bonds are formed at the middle school level and we do not want to create an environment whereby all of the kids of certain races are in the same school. Also, if one school does not perform as well as the other, my concern is that there will be allegations of racism leading to underperformance.
Promote comparable FARMS demographics at the two middle schools.	1	5, 6	Since this process started several years ago, my goal (and I believe the goal of the Cluster) has always been to maintain diversity at both schools as equal as possible. While the FARMS numbers in comparison to other clusters are not all that high, my concern is that if we do not achieve the goal of parity, we will have two separate schools. If one does not perform on the same level as the other there will be problems. In my opinion, only option one meets that goal.
Promote comparable ESOL demographics at the two middle schools.	7,6, 8	2,9,3,4,5,	I was surprised how hard it was to balance out ESOL. There are very few options that achieve this goal. And, there does not appear to be a clear link to other factors such as FARMS and race/ethnic composition.

Avoid split articulation.	1	2, 3,4,5, 8	The Chases (NCC and CCE) willingly bear the impacts of split articulation at the primary school level. However, I believe that there is near unanimous support to reunite the Chases at the Middle School level. In turn, no other schools should be split. I get the sense that the Spanish Immersion program is its own school and on that basis am not as concerned about split articulation.
Take future housing developments into consideration.	1,2 , 4, 8, 9, 10	3, 5, 6, 7,	I only wish that this was being done by MCPS (but that's a discussion for another day). There are multiple massive redevelopment efforts (CC Lakes, Lytonsville and Downtown Bethesda) that will each impact a different elementary school. It would be good to have some space on both sides of the cluster. Thus, options that have unbalanced utilization should be rejected.
<p><u>Other Comments:</u> When the Cluster Coordinators met with Dr. Zuckerman over a year ago and requested that we move up this process and have additional meetings, it was for the express purpose of ensuring that we are able to find a way to balance diversity and to ensure that everyone has a voice. I believe that we have achieved those goals. The thing that our parents must remember is that this is a choice between two excellent schools. Throughout the process the common themes that I heard were (1) maintain diversity as much as possible; (2) keep the Chases together; (3) do not split other schools; and (4) reduce bussing as much as possible. The unfortunate reality is that these goals are all inconsistent with one another on one level. If we focus solely on transportation issues then we will have two schools that are not balanced in terms of demographics. In the end, I believe it is more important to have two diverse schools and to try and avoid split articulation than to have ease of transportation (my daughter travels over 45 mins to Westland, I do not take this lightly). Furthermore, much of the discussions concerned parity between the schools in terms of programs. We need a solid commitment from MCPS that this will be achieved.</p>			

B-CC Cluster Middle Schools Boundary Advisory Committee

Evaluation of Boundary Options

May 9, 2016

Representative Name: Joy White	Meets Criterion	Does not Meet Criterion	School Name: B-CC Cluster Coordinator
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	1,6,7	2,3,4,8,9,10	Option #7 best meets the distance criterion for all school communities. Option #1 Meets the criterion for all students EXCEPT for the RCFES community.
Consider availability of public transportation.	6,7	1,2,3,4,8,9,10	Option #7 best meets the public transport criterion for all communities. Public transport to Westland is not available for parents on the East side of the cluster.
Consider equity of students who are transported in terms of their demographics.	6,7,9	1,2,3,4,8,10	Option #7 best meets the criterion to minimize the busing burden on white and non-white students. Option #9 spreads the busing between the East and West ends of the cluster, but all that extra travel does not promote better learning.
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	6,7	1,2,3,4,8,9,10	Option #7 best meets the criterion for promoting parental access to school. However, this option is presents a large FARMS imbalance in the population.
Promote comparable race/ethnic demographics at the two middle schools.	1,7,10	2,3,4,5,6,8,9	Options #1,7, and 10 promote the most equal demographic balance between the two schools. Communities are very concerned that school communities are balanced so that equivalent programming can be maintained at both middle schools.
Promote comparable FARMS demographics at the two middle schools.	1	5,6,7,10	Option #1 provides the best FARMS balance among the two middle schools.
Promote comparable ESOL demographics at the two middle schools.	6,7,10	1,2,3,4,5,9	Options #6,7, and 10 promote comparable ESOL populations at both schools
Avoid split articulation.	1,6,7,10	2,3,4,5,8,9	See comments below
Take future housing developments into consideration.	1	2,3,4,5,6,7,8,9	Option #1, which projects a higher utilization at Westland than MS #2 in 2021, retains extra space for more students at MS#2 if Lyttonsville and Chevy Chase Lake developments cause enrollment to rise at that end of the cluster.
<p><u>Other Comments:</u> We were not asked to rank any of the criteria, but looking at the cluster as a whole, I believe avoiding double split articulation is most crucial for our community. Students who attend Rosemary Hills together and then split off to attend Chevy Chase or North Chevy Chase Elementary School, should not be split from their peers again to attend middle school. Therefore, I decline to consider options 2,3,4,5,8 and 9 as viable alternatives.</p>			

B-CC Cluster Middle Schools Boundary Advisory Committee

Evaluation of Boundary Options

May 9, 2016

Representative Name: Rebecca Fayed	Meets Criterion	Does not Meet Criterion	School Name: Bethesda Elementary
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	1,5,6,7,10	2,3,4,8,9	While options 1, 5, and 6 minimize the distance, only option 1 does so in a way that supports comparable race/ethnic and FARMS demographics between the two schools.
Consider availability of public transportation.	1,5,6,7,10	2,3,4,5,8,9	Public transportation is not ideal to and from most areas to these two schools, however, if distance to the school is minimized, public transportation becomes easier.
Consider equity of students who are transported in terms of their demographics.	1,4,5,6,7,10	2,3,8,9	
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	1,5,6,7,10	2,3,4,8,9	Enabling parental access is linked to and consistent with minimizing the distance to travel.
Promote comparable race/ethnic demographics at the two middle schools.	1,2,7	3,4,5,6,8,9,10	
Promote comparable FARMS demographics at the two middle schools.	1,3	2,4,5,6,7,8,9,10	
Promote comparable ESOL demographics at the two middle schools.	1,2,3,4,5,6,7,8,9,10		
Avoid split articulation.	1,3,6,9	2,4,5,7,8,10	While options 3 and 9 do not <i>technically</i> create a split articulation under the MCPS definition, it does create a split of a community and further splits the community that starts at Rosemary Hills together. While options 7 and 10 <i>do technically</i> create a split articulation under the MCPS definition, these two options involve the determination of where a special non-boundary specific MCPS program will reside.
Take future housing developments into consideration.	1,2,4,7,8,9,10	3,5,6	

Other Comments:

Option 1 is the only option presented that successfully meets each of the criteria upon which the options must be evaluated. While other options may meet certain of the criteria, arguably even better than option 1, the other options do so at the expense of other equally important criteria.

The Bethesda Elementary community strongly opposes option 8 because it would impose upon our community yet another split articulation pattern just a few years after MCPS eliminated the other two split articulation patterns imposed upon our community for decades.

B-CC Cluster Middle Schools Boundary Advisory Committee
Evaluation of Boundary Options
May 9, 2016

Representative Name: Rebecca Solovy	Meets Criterion	Does not Meet Criterion	School Name: Bethesda Elementary School
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	1,5,6,7,10	2,3,4,8,9	
Consider availability of public transportation.	1,5,6,7,10	2,3,4,5,8,9	
Consider equity of students who are transported in terms of their demographics.	1,4,5,6,7,10	2,3,8,9	
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	1,5,6,7,10	2,3,4,8,9	
Promote comparable race/ethnic demographics at the two middle schools.	1,2,7	3,4,5,6,8,9,10	
Promote comparable FARMS demographics at the two middle schools.	1,3	2,4,5,6,7,8,9,10	
Promote comparable ESOL demographics at the two middle schools.	1,2,3,4,5,6,7,8,9,10		
Avoid split articulation.	1,3,6,9	2,4,5,7,8,10	
Take future housing developments into consideration.	1,2,4,7,8,9,10	3,5,6	
Other Comments:			
Option 1 most thoroughly meets the evaluation criteria and is the preferred choice of the Bethesda Elementary School community.			
Option 8 is strongly opposed by the Bethesda Elementary School Community. We have a recent history of split articulation (The neighborhood east of Wisconsin Avenue was only reassigned to BE in the last few years- these children have already been in Rosemary Hills and Bethesda Elementary).			

B-CC Cluster Middle Schools Boundary Advisory Committee
Evaluation of Boundary Options
May 9, 2016

Representative Name: Lynn King and Anne Lieberman	Meets Criterion	Does not Meet Criterion	School Name: Chevy Chase Elementary School PTA
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
<i>Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.</i>	1, 10, 4	2, 3, 5, 6, 7, 8, 9	
<i>Consider availability of public transportation.</i>			We do not believe that MCPS provided enough information to evaluate any options for this criterion.
<i>Consider equity of students who are transported in terms of their demographics.</i>	1, 10, 4	2, 3, 5, 6, 7, 8, 9	
<i>Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.</i>	1, 10, 4	2, 3, 5, 6, 7, 8, 9	
<i>Promote comparable race/ethnic demographics at the two middle schools.</i>	1, 10, 2	3, 4, 5, 6, 7, 8, 9,	
<i>Promote comparable FARMS demographics at the two middle schools.</i>	1, 10, 2, 3, 4, 8, 9	5, 6, 7,	
<i>Promote comparable ESOL demographics at the two middle schools.</i>	1, 10, 2-9		
<i>Avoid split articulation.</i>	1, 10, 3, 6, 7, 8, 9	2, 4, 5 3, 8, 9,*	Please see comment below. We strongly oppose Options 2, 4 and 5.
<i>Take future housing developments into consideration.</i>	1, 10, 2, 4, 8, 9	3, 5, 6,7	
<u>Other Comments:</u> CCES PTA fully support split articulation as a means to achieve integration in our schools and balanced demographics between the two cluster middle schools – but we strongly oppose Options 2, 4 and 5 that require one elementary school’s students to undergo split articulation twice (first, as they enter 3rd grade and second, as they enter 6th grade), particularly when balanced demographics can be achieved without this second split articulation as in Options 1 and 10, which we overwhelmingly support. *We also strongly oppose Option 3, 8, 9 which splits the RHPS neighborhood, literally by a fence that runs along the west side of Barrington Apartments. Please see the CCES PTA Position Statement on the Bethesda-Chevy Chase Middle Schools Boundary Options dated June 1, 2016.			

B-CC Cluster Middle Schools Boundary Advisory Committee
Evaluation of Boundary Options
May 9, 2016

Representative Name: Vicmarie Arocho	Meets Criterion	Does not Meet Criterion	School Name: Latino Student Achievement Action Group
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.			
Consider availability of public transportation.			
Consider equity of students who are transported in terms of their demographics.			
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.			
Promote comparable race/ethnic demographics at the two middle schools.			
Promote comparable FARMS demographics at the two middle schools.			
Promote comparable ESOL demographics at the two middle schools.			
Avoid split articulation.			
Take future housing developments into consideration.			
Other Comments: LSAAG cannot recommend any of the options provided during this study. The role of the LSAAG was not to survey all Latino parents in the cluster and therefore we cannot make a recommendation. LSAAG's role on the committee was more about ensuring equitable Latino participation in the process. Please see our Position Paper.			

B-CC Cluster Middle Schools Boundary Advisory Committee
Evaluation of Boundary Options - May 9, 2016

Representative Name: <i>Sabrina McMillian</i>	Meets Criterion	Does not Meet Criterion	School Name: <i>NAACP Parent's Council</i>
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	6,10	7,8,9	
Consider availability of public transportation.		6,7,8, 9,10	Public transportation to both Westland and BCC#2 require parents, who rely on public transportation, to take 2 buses and require an hour of travel time.
Consider equity of students who are transported in terms of their demographics.	8	6,7,9, 10	
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.		6,7,8 9,10	Public transportation to both Westland and BCC#2 require parents, who rely on public transportation, to take 2 buses and require an hour of travel time.
Promote comparable race/ethnic demographics at the two middle schools.	<p align="center">Can not determine</p> <p>2015-2016 demographic data is not based on the count of actual students. FARMS, ESOL, Hispanic, and African American students may be counted more than once.</p> <p>2021-2022 enrollment projections enrollment are not adjusted to reflect past experience or history, mobility, or neighborhood differences. The ratio used to project students per housing type does not reflect higher and lower ratios in specific neighborhoods. The year of construction for each housing type, number of bedrooms, and neighborhood are not considered in calculating student yield factor (SYF). The SYF of recently built housing is not considered when estimating SYF for future residential development. Growth in enrollment in lower grades not considered in projections. The methodology does not permit a determination of differences in the growth in student population and trends, in particular neighborhoods.</p>		
Promote comparable FARMS demographics at the two middle schools.			
Promote comparable ESOL demographics at the two middle schools.			
Avoid split articulation.		6,7,8, 9,10	Causes students, who reside in a particular geographic area, to forgo the benefit of all students in 1 neighborhood going to the same school, at both the elementary school and middle school level
Take future housing developments into consideration.	Can not determine		The SYF of recently built housing is not considered when estimating SYF for future residential development.
Other Comments: See position paper			

B-CC Cluster Middle Schools Boundary Advisory Committee

Evaluation of Boundary Options

May 9, 2016

Representative Name: Tony Parchment	Meets Criterion	Does not Meet Criterion	School Name: NAACP Parents Council Rep
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.		1,2,3,4,5	None of the options minimize the bus time for all of the schools. See the NAACP Parents Council position papers discussion of the trade-offs required to meet the goal of achieving equity in the two middle schools.
Consider availability of public transportation.		1,2,3,4,5	Because all of these options include transportation from one edge of the cluster to the other edge of the cluster, while public transportation is available, it will take an unreasonably long time for parent who need transportation to get to schools in case of an emergency.
Consider equity of students who are transported in terms of their demographics.	3,4	1,2,5	While options 3 and 4 meet transportation equity requirements, they ensure continued split articulation or double split-articulation, an impact that more than offsets the benefits of this transportation equity criterion.
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.		1,2,3,4,5	Because all of these options include transportation from one edge of the cluster to the other edge of the cluster, while public transportation is available, it will take an unreasonably long time for parent who need transportation to get to schools in case of an emergency.
Promote comparable race/ethnic demographics at the two middle schools.	1,2	3,4,5	Any demographics that had a differential of 4% or greater were not considered comparable (this was an individual metric, not a group decision). This assessment was difficult because of the “<5.0%” value in some demographics (an actual value should be used in the future).
Promote comparable FARMS demographics at the two middle schools.	1,3	2,4,5	There isn’t much difference across all of the options. This assessment was difficult because of the “<5.0%” value in some FARMS entries (an actual value should be used in the future).
Promote comparable ESOL demographics at the two middle schools.	1,2,3,4,5		There isn’t much difference across all of the options. This assessment was difficult because of the “<5.0%” value in some ESOL entries (an actual value should be used in the future).
Avoid split articulation.	1	2,3,4,5	
Take future housing developments into consideration.	1,2,4	3,5	Assessment of this component is based on the forecasted utilization in 2021/2022; committees would be able to make better assessments of future capacity if enrollment estimates based on the development plans (both approved and the plans included in the sector plan) were included in the utilization estimates.
Other Comments:			
See NAACP Parents Council Position Paper for a discussion of general issues with the boundary process and with the options that provided to the committee.			
Implementation ideas to consider to address some of the issues raised during the Boundary Advisory Committee process:			
<ul style="list-style-type: none"> • Availability of public transportation – when talking to members of the community, many parents wanted to make sure public transportation was available in case of an emergency, not necessarily as a way to make it to events at the school. MCPS could consider encouraging PTAs to raise an emergency access fund, with a goal of getting parents to schools in case of an emergency (to be authorized by a school administrator), possibly using Uber or a taxi. If a goal was set for the 			

cluster, there could be a cluster-wide competition to fund an emergency transportation account using tools like GoFundMe.

- When estimating enrollment trends, consider tapping into the analytical methods used outside of school systems to find new, innovative ways to provide better forecasts. This could be done by presenting the current methodology to a roundtable of analysts from the private sector (e.g. consumer marketing companies) or individuals from graduate schools that conduct research using advanced analytical tools. With the right planning, this could be done with minimal cost.
- During this process, FARMS rates have been used as a factor that indicates the socioeconomic status of a school or a particular geographical area. While the FARMS rate is better than not having any data, it would be much more helpful to provide socioeconomic data such as adjusted gross income by neighborhood. Or if that is not available (and I'm sure that it can be obtained from the IRS or from the State of Maryland), a rough estimate based on the zip code could be provided by analyzing the information available from the IRS's SOI Tax Stats page <https://www.irs.gov/uac/SOI-Tax-Stats-Individual-Income-Tax-Statistics-ZIP-Code-Data-SOI> This would help committee members (as well as others following the boundary process) have an open, rich, and insightful discussion about the characteristics of households at different levels of income and the best way to engage those households.
- Transparency during the process and open access to data sources used to generate estimates and forecasts would help MCPS dispel some (although admittedly not all) of the criticism and suspicion by the community that MCPS as pre-determined the options and may possibly have even pre-selected an option. Data could be made available on computers controlled by MCPS to prevent the release of sensitive data, and committee members who wanted access to the data could be required to sign a non-disclosure agreement. Ensuring that interested committee members understand how the options are created will build a group of advocates that can assure the rest of the committee (and the communities the advocates represent) that the numbers are accurate and can explain how the option creation process works.
- Consider using streaming video technology to make the boundary committee proceedings more accessible to the public. Apps like Periscope (available on Android and Apple mobile platforms) can be used to stream video at an affordable price.

B-CC Cluster Middle Schools Boundary Advisory Committee

Evaluation of Boundary Options

May 9, 2016

Representative Name: Evan Christman	Meets Criterion	Does not Meet Criterion	School Name: North Chevy Chase Elementary School
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	1,2,5,6,7 and 10	2,3,4,8 and 9	<p>Travel time is difficult to assess because they differ depending on the time of travel, impact of specific chokepoints, and that travel/congestion patterns may/will shift over the life of the middle school. Analysis for this process relies on current patterns, but the uncertainty due to future changes suggests they should be used sparingly.</p> <p>The split articulation also complicates analyzing travel time. Some options, such as option 2, minimize travel time for one part of the split articulation but not the other. Options that assign east Rosemary Hills to Westland should not be favored given the former is the furthest community from Westland in the cluster.</p> <p>To the extent that commuting analysis is warranted, the analysis should include the burden across the 12 years of elementary and secondary education, not just middle school. Students in the RHES-CCES-NCCES articulation have longer elementary school commutes than other elementary schools in the cluster. A middle school articulation that minimizes their commute seems appropriate.</p>
Consider availability of public transportation.	All		Though transit availability varies for specific combinations of communities and school assignment, both school sites are served by public transportation.
Consider equity of students who are transported in terms of their demographics.	1,4,5,6,7 and 10	2,3,8 and 9	Options 2,3,8 and 9 transport a largely low income community the furthest distance. Other options achieve a better balance.
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	1,2,5,6,7 and 10	2,3,4,8 and 9	Criteria similar to minimizing travel distance above; see earlier conversation
Promote comparable race/ethnic demographics at the two middle schools.	1,2,4,7,8,9,10	3,5,6	Balancing demographics was an important criteria for the NCCPTA. Most options kept race/ethnic groups in broad balance. It is important to ensure that school reassignment does not introduce segregation of students because of race or ethnicity.
Promote comparable FARMS demographics at the two middle schools.	1,2,3,4,8,9,10	5,6,7	Having comparable FARMS rates was an important criteria identified by the NCCPTA. Options that do not balance the population relatively evenly between the two schools could have negative social and academic impacts.
Promote comparable ESOL demographics at the two middle schools.	1-10		The ESOL percentages were comparable in the options.
Avoid split articulation.	1	2-10	All other options split a school community. For the purposes of this response, options that assigned students who begin school at Rosemary Hills Elementary School to separate middle schools were considered split articulations; see PTA comment letter.
Take future housing developments into consideration.	1,2,4,8,9,10	3,5,6,7	It is hard to know what the future holds but, when comparing the two, the new middle school will have less capacity and ability to expand its population.
Other Comments			
The NCCPTA has provided a position statement that provides our community's stance on the appropriate boundaries. We support option 1 because it keeps the three schools in the RHES-NCCES-CCES articulation together and balances racial and socio-economic demographics. Please see our position statement for a complete discussion.			

B-CC Cluster Middle Schools Boundary Advisory Committee

Evaluation of Boundary Options

May 9, 2016

Representative Name: Lisa Taylor	Meets Criterion	Does not Meet Criterion	School Name: North Chevy Chase Elementary
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	1,2,5,6,7 and 10	2,3,4,8 and 9	The challenge with travel times is that both middle schools are not centrally located. Additionally, the travel times may differ depending on the time of travel because traffic density and patterns vary.
Consider availability of public transportation.	All		With each site and area there is public transportation accessibility. However, it is difficult to assess the length of the public transportation trip, with longer transportation times making public transportation difficult for parents who have time limitations due to work or other conflicts.
Consider equity of students who are transported in terms of their demographics.	1,4,5,6,7	2,3,8 and 9	Options 2, 3, 8 and 9 requires more students of color to travel the furthest distance.
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	1,2,5,6,7 and 10	2,3,4,8 and 9	MCPS encourages all to have access to schools. The largest impediment to access relates to travel time and distance.
Promote comparable race/ethnic demographics at the two middle schools.	1,2,4,7,8,9,10	3,5,6	It is important to ensure that school reassignment does not introduce segregation of students because of race or ethnicity.
Promote comparable FARMS demographics at the two middle schools.	1,2,3,4,8,9,10	5,6,7	It is important to ensure that the FARMS demographics are appropriately dispersed between both schools.
Promote comparable ESOL demographics at the two middle schools.	All		
Avoid split articulation.	1	2-10	Unfortunately, most of the plans introduce split articulation leaving only one option that did not include split articulation.
Take future housing developments into consideration.	1,2,4,8,9,10	3,5,6,7	It is hard to know what the future holds but, when comparing the two, the new middle school will have less capacity and ability to expand its population.
Other Comments			
The NCCPTA has provided a position statement that provides our community's stance on the appropriate boundaries. We support option 1 because it keeps the three schools in the RHES-NCCES-CCES articulation together and balances racial and socio-economic demographics. Please see our position statement for a complete discussion.			

B-CC Cluster Middle Schools Boundary
Advisory Committee
Evaluation of Boundary Options

Representative Name: Nancy Enderby	Meets Criterion	Does not Meet Criterion	School Name: Rock Creek Forest Elementary School (RCFES)
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	5, 6, 8	1, 2, 3, 4, 7, 9, 10	Options 1, 4, 7 and 10 considerably increase the time of travel for RCFES students; with these options, they will not be able to access Westland Middle School by walking or biking – even the students on the far western side of the school boundary. Options 2, 3, 5, 6, 9 & 9 provide for shorter bus times and the possibility of some of the students on the western border of the boundary being able to utilize the Rock Creek Trail to ride their bikes to school.
Consider availability of public transportation.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10		While public transportation is available in all 10 options, #1, 4, 7 and 10 drastically increase the commuting time and transfer time for families and students at RCFES. Under these options, when considering the demographics of RCFES families, the most diverse and least affluent students and their families will suffer.
Consider equity of students who are transported in terms of their demographics.	5, 6, 7, 9	1, 2, 3, 4, 8, 10	Options 1,2,3,4, & 8 each artificially create equity and diversity for students on the Western side of the cluster at the expense of the students in the RCFES neighborhood. Again, in these 6 options, the least affluent students and families in need, as well as the most racially and ethnically diverse, will be those transported from the east side of the cluster, to the west side, in order to create diversity where it does not exist organically.

Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	5, 6	1, 2, 3, 4, 7, 8, 9, 10	For RCFES FARMS, Hispanic and Latino families in particular - that is, those families with the most need - the distance and transportation issues directly affect their access to their child's middle school. Our survey data is clear: more than 72% of FARMS, Hispanic and Latino families would access their child's school, if they attend MS#2. This access is not just for extra-curricular activities, although important; but paramount here is the consideration of these families having access to meetings with teachers and other professionals. The access here is critical, especially to these families, and MCPS has a responsibility to consider this issue very carefully.
Promote comparable race/ethnic demographics at the two middle schools.	1, 2, 5, 7, 10	3, 4, 5, 6, 8, 9	While Options 6, 3, and 9 at first blush do not technically meet the criteria for comparable race/ethnic demographics, we suggest the Superintendent and BOE look beyond the numbers and see that, while not exact, the demographic differentials are not startlingly different, especially considering the demographics across MCPS as a whole
Promote comparable FARMS demographics at the two middle schools.	1, 2, 3, 4, 8, 9, 10	5, 6, 7	More explanation regarding Option 6 on comparable FARMS demographics: we urge the superintendent and BOE to compare the current FARMS percentage at RCFES (24.3% for SY 2015-16) to the projected FARMS percentage for MS#2 in Option 6 (14.1%) and the percentage of FARMS students in MCPS middle schools overall (33.1% for SY 2014-15). Clearly 14.1% is not a significant percentage of students when comparing all the numbers and looking realistically, beyond just the difference between these two middle schools. The majority of the RCFES community made it very clear that proximity and access to the school was more important than racial, ethnic and FARMS demographics.
Promote comparable ESOL demographics at the two middle schools.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10		Because ESOL resources are allocated based on standard MCPS formulas, we are confident appropriate services at each middle school will be allocated.
Avoid split articulation.	1, 3, 6, 9	2, 4, 5, 7, 8, 10	We do not support any option that results in split articulation for any fifth grade class at any school in the cluster.

Take future housing developments into consideration.			*** (see comment below)
<p><u>Other Comments:</u></p> <p>** Rock Creek Forest Elementary School believes none of the options provides adequate consideration of future housing developments into consideration. MCPS as a whole and MCPS Division of Long Range Planning has an affirmative obligation to ensure that its schools are not over capacity. In doing that, MCPS's first obligation is to work with Montgomery County developers and provide adequate access to schools.</p>			

B-CC Cluster Middle Schools Boundary
Advisory Committee
Evaluation of Boundary Options

Representative Name: Ubi Rodas	Meets Criterion	Does not Meet Criterion	School Name: Rock Creek Forest Elementary School (RCFES)
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimizar la distancia a la escuela de enseñanza media asignada—incluyendo el tiempo del trayecto en autobús y los costos relacionados—y maximizar el acceso para ir caminando y en bicicleta.	5, 6, 8	1, 2, 3, 4, 7, 9, 10	BCC-2 es mejor para la comunidad hispana porque es mas cerca, es mejor para los niños y los padres, los niños puede ir por bicicleta, y si hay actividades en escuela, los niños pueden quedarse.
Considerar la disponibilidad de transporte público.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10		Hay transporte publico para los dos esuelas, pero B-CC #2 es mas facile para ir en bus porque esta mas cerca.
Considerar la equidad de estudiantes que usan transporte en términos de su sector demográfico.	5, 6, 7, 9	1, 2, 3, 4, 8, 10	No hay igualdad porque no es justo que solo Rock Creek Forest o solo Rosemary Hills tengan que viajar a Westland.
Posibilitar el acceso de los padres a las escuelas para promover la participación, la cohesión de la comunidad, y facilitar el acceso de emergencia.	5, 6	1, 2, 3, 4, 7, 8, 9, 10	Para emergencias es mejor estar en B-CC#2 porque facilita el aceso y para poder asistir las reuniones con los maestros, asistir a los meetings de PTA. Si se podria continuar los cafecitos de los hispanos porque queremos continuar con el grupo de padres porque es muy importante la información que los cafecitos nos dan.
Promover demografía comparable en cuanto a raza/etnicidad en las dos escuelas de enseñanza media.	1, 2, 5, 7, 10	3, 4, 5, 6, 8, 9	Queremos que la demografía sea comparable pero no creo que tiene que ser exactamente el mismo.

Apoyar demografía comparable de FARMS en las dos escuelas de enseñanza media.	1, 2, 3, 4, 8, 9, 10	5, 6, 7	La comunidad hispana de RCFEs dejó muy claro que la proximidad y el acceso a la escuela era más importante que los datos demográficos raciales , étnicos y granjas porque los números están suficientemente cerca
Apoyar demografía comparable de ESOL en las dos escuelas de enseñanza media.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10		Este criterio es importante para nuestra comunidad. Creemos que los números son buenos
Evitar articulación dividida.	1, 3, 6, 9	2, 4, 5, 7, 8, 10	La comunidad hispana no quiere que nuestra escuela sea separada.
Tomar en cuenta urbanizaciones de viviendas futuras.			*** (véase el comentario a continuación)
<p><u>Otros Comentarios:</u></p> <p>** Rock Creek Forest Elementary School cree que ninguna de las opciones ofrece una consideración adecuada de los futuros desarrollos de vivienda en consideración . MCPS en su conjunto y de la División de MCPS de Long Range Planning tiene la obligación positiva de asegurar que sus escuelas no son más de capacidad. Al hacer esto, la primera obligación de MCPS es trabajar con los desarrolladores del Condado de Montgomery y proporcionar un acceso adecuado a las escuelas.</p>			

B-CC Cluster Middle Schools Boundary Advisory Committee

Evaluation of Boundary Options

May 9, 2016

Representative Name: Frank Cristinzio	Meets Criterion	Does not Meet Criterion	School Name: Rosemary Hills Elementary School
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	1,4,5,6,7,10	2,3,8,9	RHES elementary school kids bus extensively through their K-5 experience. Options 2,3,8 and 9 have all or part of RHES bussing the furthest distance possible in the BCC cluster during middle school. This does not meet the criteria.
Consider availability of public transportation.	1,4,5,6,7,10	2,3,8,9	MS #2 is a better public transit option for RHES.
Consider equity of students who are transported in terms of their demographics.	1,4,5,6,7,10	2,3,8,9	RHES, NCCES, and CCES kids bus extensively through their K-5 experience as they attend RHES for K-2 and then NCC or CCES. Options 2,3,8 and 9 place a greater bussing burden on that cohort. This does not meet the criteria.
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	1,6,7,10	2,3,4,5,8,9	The RHES PTA community feels participation, cohesion, and emergency access would be maximized by keeping RHES, NCCES, and CCES together in MS #2 where there is 1) a shorter geographic distance to travel and 2) a shared K-5 experience with RHES cohort kids and parents reunited at MS #2.
Promote comparable race/ethnic demographics at the two middle schools.	1,2,3,4,7,8,9,10	5,6	The RHES PTA Community believes comparable demographics at the two middle schools are important. 86% of parents who replied to the PTA survey replied that ensuring “both middle schools have similar types of students (in terms of race, ethnicity, family income and language spoken at home)” was important to them. 44% replied it was “Very Important”.
Promote comparable FARMS demographics at the two middle schools.	1,2,3,4,8,9,10	5,6,7	
Promote comparable ESOL demographics at the two middle schools.	1,2,3,4,8,9,10	5,6,7	
Avoid split articulation.	1,6,7,10	2,3,4,5,8,9	Children who attend RHES, CCES, and NCC split articulate during K-5 to promote diversity at those schools. Options 2,3,4,5,8, and 9 present a second split articulation because these schools are not kept together at MS #2. This does not meet the criteria.
Take future housing developments into consideration.	1,2,4,8,9,10	3,5,6,7	Options 3,5,6,7 have utilization outcomes at Westland or MS #2 that are less sustainable because one school is near or above capacity. This does not meet the criteria.
Other Comments:			
<u>PREFERRED: OPTION #1</u>			
The clear opinion of the RHES PTA community, as assessed in two PTA meetings and via surveys, is that OPTION #1 best meets the criteria and is the best option for RHES children, their families, and community.			
We are concerned that much of the future housing growth in the BCC cluster would be absorbed by MS #2. So, the higher utilization for MS #2 in Options #9 and #10 is less sustainable. The most sustainable options are those that give MS #2 more room to absorb housing growth without pushing either Westland or MS #2 to capacity right away, and which meet other criteria.			

B-CC Cluster Middle Schools Boundary Advisory Committee

Evaluation of Boundary Options

May 9, 2016

Representative Name:	Meets Criterion	Does not Meet Criterion	School Name:
Ansley Erdel			Rosemary Hills Elementary School
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	1, 4, 5, 6, 7, 10	2,3, 8, 9	RHES students bus ride to the new middle school #2 is significantly shorter throughout the cluster. When any part of RHES is forced to bus to Westland, RHES feels this criteria is not met.
Consider availability of public transportation.	1, 4, 5, 6, 7, 10	2, 3, 8, 9	MS #2 offers the most opportunity for families in the RHES cluster to utilize public transportation for traveling to and from the school.
Consider equity of students who are transported in terms of their demographics.	1, 4, 5, 6, 7, 10	2, 3, 8, 9	Students in the RHES cluster already bus between Silver Spring and Chevy Chase to achieve racial diversity. This population has successfully achieved that diversity and the student bodies of CCES, NCC and RHES should be kept together in middle school.
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	1, 6, 7, 10	2,3, 5, 8, 9	The RHES PTA and its members believes participation, cohesion and emergency access would be maximized if the student bodies of NCC, CCES and RHES are kept together and reunited as a familiar community for middle school. Also minimizing the geographic distance will maximize participation.
Promote comparable race/ethnic demographics at the two middle schools.	1, 2, 3, 4, 8, 9, 10	5, 6	It is important to the RHES community that we maintain diversity within our assigned middle school.
Promote comparable FARMS demographics at the two middle schools.	1,2, 3, 4, 8, 9, 10	5, 6,7	It is important to keep these schools comparable to keep resources between the schools equitable and to prevent achievement gaps when all reach BCC.
Promote comparable ESOL demographics at the two middle schools.	1, 2, 3, 4, 8, 9, 10	5, 6, 7	It is important to keep these schools comparable to keep resources between the schools equitable and to prevent achievement gaps when all reach BCC.
Avoid split articulation.	1, 6, 7, 10	2, 3, 4, 5, 8, 9	Due to the split between NCC and CCES after RHES, this is a number one priority for RHES families.
Take future housing developments into consideration.	1, 2, 4, 8, 9, 10	3, 5, 6, 7	No school should be at or above capacity in the nascent years of the two middle schools.

Other Comments:

RHES strongly prefers option 1 as it best meets the criteria set out by the boundary committee.

**B-CC Cluster Middle Schools Boundary Advisory
Committee**
Evaluation of Boundary Options
May 9, 2016

Representative Name: KERRI DAVIS	Meets Criterio n	Does not Meet Criterio n	School Name: SOMERSET ELEMENTARY SCHOOL
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
1. Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	5,6,7	1,2,3,4,8,9,10	The Somerset ES community considers evaluation criteria 1, 2, 3, 4 as a single broad category. They are closely intertwined so it is difficult to evaluate them as stand-alone factors. We discussed them together under the broad banner of 'proximity,' highlighting the fact that there are multiple sub-components such as public-transport, equity, access, etc. Please see Attachment A for Somerset's feedback on the options considering criteria 1, 2, 3, 4 together.
2. Consider availability of public transportation.	5,6,7	1,2,3,4,8,9,10	See comments above.
3. Consider equity of students who are transported in terms of their demographics.	5,6,7	1,2,3,4,8,9,10	See comments above.
4. Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	5,6,7	1,2,3,4,8,9,10	See comments above.
5. Promote comparable race/ethnic demographics at the two middle schools.	1,2,10 (4,7,8,9 to a lesser extent)	3,5,6	The Somerset ES community considers evaluation criteria 5, 6 and 7 as intricately connected. In our discussions we considered how each option met these criteria as a group, not as separate individual factors. To consider each factor individually would seem to lose the forest in the trees, and would imply that there is some varying weight of importance to each. As a highly diverse school community ourselves, the Somerset community evaluated the 10 options according to how they met all these factors together. Please see Attachment B for Somerset's feedback on the options considering criteria 5, 6 and 7 together.

6. Promote comparable FARMS demographics at the two middle schools.	1,2,10 (4,7,8,9 to a lesser extent)	3,5,6	See comments above.
7. Promote comparable ESOL demographics at the two middle schools.	1,2,10 (4,7,8,9 to a lesser extent)	3,5,6	See comments above.
8. Avoid split articulation.	1,6,7,10	2,3,4,5,8,9	See Attachment C .
9. Take future housing developments into consideration.	2 (1,4,8,9,10 to a lesser extent)	3,5,6,7	See Attachment D .
<p><u>Other Comments:</u></p> <p>Please see Executive Summary and Attachments A, B, C and D attached.</p>			

**B-CC Cluster Middle School Boundary Advisory Committee
Evaluation of Boundary Options**

Submission by Somerset Elementary School Representative - Kerri Davis

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B-CC Cluster Middle School Boundary Advisory Committee Evaluation of Boundary Options

EXECUTIVE SUMMARY

Prudent decision making involves figuring out how to achieve a goal at the least cost possible. Finding this balance is often difficult and certainly this boundary study is an example of such a challenge. The Somerset community sought to evaluate the options and identify those that create the two most comparably diverse and utilized middle schools *at the least cost possible* in terms of transportation-related and split articulation burdens.

We grouped the committee’s nine evaluation criteria into four categories since many of the criteria are closely related, and we thought it was difficult, if not un-productive, to evaluate them as stand-alone items. A summary of our findings is below.

Options 4 and 9 are the costliest to MCPS with the greatest overall transport-related burdens not just for students from certain schools, but for the B-CC cluster as a whole. Option 9, which is strongly opposed by the Somerset school community, is also by far the least environmentally-friendly option due to the high greenhouse gas burden it imposes.

Options that meet three of the four criteria categories are options 1, 7 and 10. We recommend the Board of Education choose one of these options. While options 1 and 10 create roughly similar demographics and utilization numbers, option 7 is cheapest and least burdensome from a transportation perspective.

SUMMARY OPTION ANALYSIS

	MEET criteria	DO NOT meet criteria
Distance / Proximity (Evaluation Criteria 1, 2, 3, 4)	5, 6, 7	1, 2, 3, 4, 8, 9, 10
Race/Ethnic, ESOL, FARMS (Evaluation Criteria 5, 6, 7)	1, 2, 10 (4, 7, 8, 9)	3, 5, 6
Split Articulation (Evaluation Criteria 8)	1, 6, 7, 10	2, 3, 4, 5, 8, 9
Future Developments/ % Utilization (Evaluation Criteria 9)	2 (1, 4, 8, 9, 10)	3, 5, 6, 7

* Numbers in bold indicated options that meet at least 3 out of 4 evaluation criteria categories.

**Numbers in () indicate options that meet the criteria but to a lesser extent.

B-CC Cluster Middle School Boundary Advisory Committee Evaluation of Boundary Options

ATTACHMENT A

Evaluation criteria 1,2,3,4 - Every community on the boundary committee expressed a desire to attend the middle school located closest to them. There is broad support among all communities within the B-CC cluster that excessive bus travel times benefit no one. Kids lose sleep, they have less time at home in the morning and afternoon to do homework or pursue enrichment activities, and many are less likely to participate in after school activities because the activity buses get them home too late, sometimes as late as 7pm after being stuck in rush hour traffic. At the beginning of the boundary process, the two Somerset representatives sent a survey to our families to gauge which criteria are most important to them when considering the boundary options. 200 out of the 217 (93%) survey respondents reported that proximity and ease of access to the school are *the most important factors* for their families. Parents also said that they are less likely to volunteer or feel a connection or sense of community to a school if it is not easily accessible to them (and for safety reasons easy access is important to them, too). In our survey, 209 out of the 217 (96%) respondents reported that they would be less likely to participate and volunteer in school activities if the school was not easily accessible to them.

There is also tremendous sensitivity around MCPS's current budget constraints, and many parents in Somerset and across the cluster feel strongly that the school system should do everything possible to minimize transportation and related costs and direct resources instead to reducing class sizes and enhancing the overall academic experience for our kids.

For these reasons it was agreed among MCPS leadership at the outset of the boundary study that in order to minimize transportation costs and maximize access, any elementary school located within walking or very short distance to either middle school should attend that middle school, and all remaining schools should attend the school located closest to them if possible given the other evaluation criteria.

- NCC is the only school that lies within close proximity to BCCMS#2, and for this reason all 10 options have NCC going to the new middle school.
- Both Westbrook and Somerset lie in close proximity to Westland, so the Somerset community believes that both schools should attend Westland for this reason. Westbrook and Somerset are the only two schools according to MSPC transportation data that have shorter bus travel times to Westland compared to the BCCMS#2. All other schools in our cluster have shorter travel times to BCCMS#2, according to the MCPS data provided to the committee. Indeed, large portions of Westbrook and large portions of Somerset are equidistant to Westland, and some areas of Somerset are closer to Westland than areas of Westbrook. The reason why Somerset is not considered 'walking distance' to Westland is because of River Road. The reality, however, is that many kids from Somerset ride their bikes to Westland on the Capital Crescent Trail, and given the future development of the Westbard shopping center and the corresponding plans to build out the Capital Crescent Trail surrounding it, the number of kids who can safely bike to Westland from Somerset will continue to increase in future years. To bus these kids away from Westland across the cluster to the new middle school (**option 9**) would be antithetical to any goal of limiting the distance travelled by our kids and/or

transportation costs. The **Somerset school community strongly opposes option 9** for these reasons.

- A similar argument stands for the Rosemary Hills geographic area, which, aside from NCC, lies the farthest away from Westland Middle School. To bus any portion of kids living in Rosemary Hills to Westland would also oppose these principals. Moreover, given the economic disadvantages of many kids living in Rosemary Hills, such options would also fail to consider issues of transportation equity (**options 2, 3, 8, 9**).

In order to better understand the transportation impacts of the ten option, the Somerset community enlisted the help of Dr. Jon Oldale, an attorney and former research scientist. Dr. Oldale analyzed each of the 10 options to determine their ranking order according to four selected metrics. The metrics tested were:

- A. Annual total travel time per student (mean value averaged across all students).
- B. Annual total distance traveled per student (mean value averaged across all students).
- C. Annual total greenhouse gas (CO₂ only) emissions.
- D. Annual total running cost for MCPS Transportation Department (fuel, maintenance and depreciation; excludes direct (driver) labor costs).

The results of his analysis show that **options 4 and 9 incur the greatest costs in terms of total time and distance travelled by students, greenhouse gas emissions and running costs for MCPS**. Those options impose the greatest overall transport burden not just for certain specific schools, but across the B-CC cluster area taken as a whole. The differences are big: an average of extra four school days wasted sitting on buses for *all* middle school students and an extra 15 tons of CO₂ pollution vented into the atmosphere – the greenhouse equivalent of cutting down a small wood - each and every school year. These are not trifles, but real-world consequences that make **Option 9 in particular the least green and least learning-friendly by a large margin (as well as the costliest to MCPS)**.

While it is true that issues of transportation make up only a portion of the evaluation criteria and we can not consider these results alone, it would certainly be prudent for MCPS to avoid options 4 and 9 based on their excessive transportation-related costs. MCPS should choose options that meet the other evaluation criteria at lower overall transportation burden/costs.

Mr. Oldale's summary tables and his methodology notes are at the end this attachment.

OPTION ANALYSIS:

The Somerset community would recommend the Board choose the option that creates the two most comparably diverse and utilized middle schools *at the least cost possible* in terms of overall transportation and split articulation burdens. In the case of transportation and access issues specifically:

- **Options 4 and 9 do not meet criteria** because they **incur the greatest costs** in terms of total time and distance travelled by students, greenhouse gas emissions, and running costs for MCPS, as demonstrated by Dr. Oldale's transportation study discussed above and illustrated in the tables below. **Option 9** in particular imposes by far the greatest overall transport burden not just for certain specific schools, but across the B-CC cluster area as a whole. Somerset is adjacent to Westland and parts of Somerset are just as close to Westland as Westbrook, which is considered 'walkable'. Any option that seeks to minimize

transportation burdens, costs and maximize parental access should send Somerset AND Westbrook to Westland given their close proximity to Westland.

- **Options 2, 3, 8, 9** also **do not meet criteria** because they send students from Rosemary Hills area to Westland, which fails to consider issues of equity. Rosemary Hills, aside from NCC, is the farthest away from Westland and includes some of the most economically disadvantaged students in our cluster. Sending Rosemary Hills kids to Westland neither minimizes transportation burdens, nor considers equity issues adequately.
- **Option 1, 10** also **do not meet criteria** because, as demonstrated in Dr. Oldale’s analysis, they consistently rank in the lower quartile when evaluated in terms of ‘annual travel time per student’ ‘distance travelled per student,’ ‘greenhouse gas emissions,’ and ‘total running costs for MCPS.’ Tables A-D below illustrate these results.
- **Options 5, 6, 7** **meet the criteria** because they are greener, more student-friendly and cheaper than the options that do not make the grade. They also consider equity issues by not busing disproportionately economically disadvantaged kids long distances in order to achieve comparable diversity at both schools.

A summary of Dr. Oldale’s Transportation Analysis is below.

A. Annual Travel Time per Student

	Ranking Order	Time (Avg. Hours/Yr)
Option 3	1=	119
Option 6	1=	119
Option 8	3	123
Option 7	4	125
Option 1	5=	128
Option 2	5=	128
Option 5	7	131
Option 10	8	138
Option 4	9	140
Option 9	10	147

Thus, for example, if option 6 were selected, each MS student across the B-CC cluster area would on average spend 119 hours per year being bused, while under option 9 B-CC cluster students would spend an additional 28 hours on average (a little over 4 working school days) on a bus.

B. Annual Total Distance per Student

	Ranking Order	Distance (Miles)
Option 6	1	914
Option 5	2	923
Option 8	3	948
Option 7	4	960
Option 3	5	975
Option 2	6	987
Option 10	7	1,048
Option 1	8	1,109
Option 4	9	1,118
Option 9	10	1,157

Thus, for example, if option 6 were selected, each middle school student across the B-CC cluster on average travel 914 miles by school bus per year to and from school in total, while under option 9 students would travel an additional 243 miles (i.e. an extra trip to Pittsburgh).

C. Annual Total Greenhouse Gas Emissions

	Ranking Order	CO ₂ (Tons)
Option 6	1	46.8
Option 5	2	47.3
Option 7	3	51.5
Option 2	4	51.7
Option 3	5	53.2
Option 8	6	53.5
Option 10	7	55.7
Option 1	8	56.0
Option 4	9	56.5
Option 9	10	61.9

Thus, for example, if option 6 were selected, the MCPS bus fleet would create 46.8 tons of CO₂ emissions per year in transporting children to and from Westland MS and BCCMS#2, while under option 9 the transportation of the children would generate an additional 15.1 tons of atmospheric carbon dioxide. By way of comparison, the difference between these options is equivalent to cutting down one acre of mature broadleaf forest each year. Note that this is a low run estimate. In practice, the polluting effect will be worse than stated as positioning journeys have been excluded as have the effects of secondary greenhouse gases such as nitrogen oxides.

D. Annual Total Running Costs

	Ranking Order	Estd. Cost (\$)
Option 6	1	27,500
Option 5	2	27,800
Option 7	3	30,300
Option 2	4	30,400
Option 3	5	31,300
Option 8	6	31,400
Option 10	7	32,800
Option 1	8	32,900
Option 4	9	33,200
Option 9	10	36,400

Thus, for example, if option 6 were selected, the estimated fuel, depreciation and maintenance charges incurred by MCPS Transport Department in transporting students to Westland MS and BCCMS#2 each year would be \$27,500, while if option 9 were selected the cost to MCPS would be an additional \$8,900 each year. Note that these figures do not include direct labor costs for drivers nor do they include positioning journeys. For this reason the overall costs can be estimated to be substantially higher pro rata.

From this it can be seen that options 5, 6, and 7 rank best across the four areas (with option 3 performing very well also if particular weight is given to minimizing overall journey times). In contrast, option 9 comes out worst on all four measures. The differences are substantial. In particular, they amount to an extra 4 school days per child spent being bused and the equivalent of an acre of hardwood forest being felled every year.

Note regarding methodology and data sources:

Bus routes, travel time, enrollment, and school year length taken from data supplied by MCPS; bus route distances measured with AAA Triptik tool; running costs according to data published by Alleghany County Schools Board adjusted for current lowest Rockville diesel prices; greenhouse emissions calculated from data supplied by Thomas Buses (school bus manufacturers) and US Energy Information Administration (federal agency). Full details of all sources and methodology of calculation available on request. All averages are arithmetical means.

B-CC Cluster Middle School Boundary Advisory Committee Evaluation of Boundary Options

ATTACHMENT B

Evaluation criteria 5, 6, 7 - The committee separated ESOL, FARMS and race/ethnic demographics into three separate evaluation criteria (criteria 5, 6, 7). The Somerset community preferred to consider these three criteria together when evaluating the options. We are a highly diverse school community with over 29 different languages spoken, and there was some feeling that evaluating each factor separately would lose sight of the broader picture, and would imply that differences in one area (say FARMS) is more acceptable than differences in the another (say ESOL). Such weighting distinctions were never made by the committee, and we did not feel comfortable assuming any such weightings. Instead, we viewed the demographic data together and considered the average (mean) percent point difference across all demographic factors for each option and grouped them accordingly.

- Options that result in the **most average percent point differences** across race/ethnic, ESOL and FARMS demographics are options 3, 5, and 6.
- Options that result in **moderate average percent point differences** across race/ethnic, ESOL and FARMS demographics are options 4, 7, 8 and 9.
- Options that result in the **least average percent point differences** across race/ethnic, ESOL and FARMS demographics are options 1, 2 and 10.

One of the issues that came up in our discussions of demographics was that while there is broad agreement that ensuring roughly comparable demographics between the two schools is important for the cluster, achieving this goal should be done *at the least cost possible* in terms of overall transportation and split articulation burdens, as discussed in Attachment A. We therefore need to consider the cost at which those demographics are achieved for each option, and prioritize those options that provide roughly comparable diversity at the lowest overall transportation costs and split articulation burdens.

The validity of the demographic data was also raised as an issue in our discussions with Somerset families. There was a general feeling that we should worry less about making both schools exactly the same and focus more on avoiding severe differences. While planners can make projections, no one knows exactly how the multiple real estate and commercial developments planned in our cluster (Bethesda, Chevy Chase Lakes, Westbard, Greater Lyttonsville) will impact ESOL, FARMS and race/ethnic demographics for Westland and BCCMS#2. As a result, it is unrealistic to expect that both schools will have exactly the same demographics. Some moderate differences are inevitable, and indeed, research shows that little to moderate differences in ESOL, FARMS and race/ethnic demographics between schools does not have a significant impact on school performance. It is only when these differences become severe that differences in performance become a factor.

OPTION ANALYSIS:

- **Options 3, 5, 6 do not meet criteria** because they create the greatest average percent point differences across ESOL, race/ethnic and FARMS demographics. (While significant for our cluster, it is worth noting that these differences are still within reasonable limits considering the MCPS-wide and national demographic averages.)
- **Options 4, 7, 8, 9 also meet criteria but to a lesser extent** since they result in moderate average percent point differences.
- **Options 1, 2, 10 meet criteria** with the least differences overall.

B-CC Cluster Middle School Boundary Advisory Committee Evaluation of Boundary Options

ATTACHMENT C

8. Avoid Split articulation - Every member of the committee expressed a desire to avoid any *new* split articulations within the BCC cluster. As the Board knows, there already exists a split articulation in 3rd grade that splits the kids living in the Rosemary Hills geographic area into two groups attending two different elementary schools - CCES and NCC. Representatives from NCC, CCES and Rosemary Hills areas support this current split, but they and some other committee representatives reported that they do not want to see this split in Rosemary Hills continue after 5th grade when the new middle schools opens. They want the Rosemary Hills geographic area to be considered one community upon entering middle school, and preferably, to matriculate to middle school with their assigned elementary school classmates in order to keep social networks intact. Indeed, research documents the adverse impact of school transitions on student achievement. These transitions are particularly detrimental when students move to middle school, and the negative effects are stronger for African American students.¹ Keeping social networks intact is an important way to support students as they undergo this difficult transition.

From Somerset's perspective, we feel strongly that no *new* split articulations should be created, and most families agree that the Rosemary Hills neighborhood split should not extend into middle school, if possible. It is worth noting that as part of this split articulation discussion, many parents in our community reported that they moved to Somerset specifically to *avoid* the existing split articulation. They did not want to bus their kids long distances for primary school (which is what the current split articulation entails for kids living in the CCES and NCC areas). The vast majority of families in Somerset said they moved here because they value proximity over all else (in our school survey, 200/217 respondents said they value proximity over all other evaluation criteria.) Somerset families want a neighborhood K-5 school and they want to go to Westland because it is the school closest to them and easily accessible. This desire for school proximity has driven real estate decisions in the Somerset area since the 1980s.

Also, the majority of the Somerset community does not consider pulling the Spanish Immersion Program out of Rock Creek Forest as a 'split articulation' because that program is already separated from the school, and nearly half of the immersion kids do not matriculate to Westland and/or they live outside of the BCC cluster. Many feel that the families who enrolled in the Spanish Immersion Program have already signed on to longer bus rides and to being 'a school within a school' so to speak, so given that do not feel that pulling them out of Rock Creek Forest warrants the same 'split articulation' label as splitting a contiguous neighborhood.

OPTION ANALYSIS:

We recommend that the Board choose the option that creates two comparably diverse and utilized middle schools *at the least costs possible* in terms of split articulation and overall transportation burdens. In the case of split articulations specifically:

- **Option 8 does not meet the criteria** because it creates a new split by splitting Bethesda ES.

¹ See Martin West and Guido Schwerdt, "The Middle School Plunge," in *Education Next* Spring 2012. Accessed 5/11/16 at: <http://educationnext.org/the-middle-school-plunge/>

- **Option 2, 3, 4, 5 and 9 do not meet the criteria** because either they continue to split the Rosemary Hills geographic area after 5th grade, or they fail to send the Rosemary Hills kids to the same middle school as their assigned elementary school classmates, thus disrupting social networks at this critical time in children's lives.
- **Options 1, 6, 7, and 10 meet the criteria** because they do not split Rosemary Hills (they do not prolong the current split articulation beyond 5th grade), and they send Rosemary Hills students to the same middle school as their assigned elementary school classmates, keeping social networks intact. Options 7 and 10 do separate the Spanish Immersion kids, but as stated above, the Somerset community was less concerned with that issue.

B-CC Cluster Middle School Boundary Advisory Committee Evaluation of Boundary Options

ATTACHMENT D

9. Take future housing developments into consideration (% utilization) - The committee was informed by MCPS that the Board of Education will consider percent utilization in its own analysis, so as a result the committee did not create a stand-alone criteria to that effect. However, in our discussions we included the issue of percent utilization under 'taking future housing issues into consideration.'

Somerset families believe, as do most others in our B-CC cluster, that both schools should have roughly comparable utilization percentages. Having comparable utilization rates is important because it ensures: (a) that one school does not become over crowded or significantly more crowded than the other, thus creating a difference in the quality of the learning environments in both schools; and (b) that both schools offer similar types and levels of academic programs, particularly advanced math, reading and language. If one school has a much lower utilization, for example, it could make it difficult for them to offer certain classes and could create differences in the learning environments in both schools. Such differences could impact the academic level at which these kids enter BCC High School and place them at a comparative disadvantage to their peers.

We also need to make sure that we leave enough 'growing room' in both schools given the multiple real estate and commercial developments planned in our BCC cluster. The Westbard and downtown Bethesda plans will certainly put pressure on Westland, and the Chevy Chase Lakes and Greater Lyttonsville developments will put pressure on the BCCMS#2.

Given these considerations, the Somerset school community grouped the ten options into three broad categories:

- Option with the **least difference** in percent utilization (1 percent point difference) among both schools is option 2.
- Options that create **moderate differences** (9-10 percent point difference) in percent utilization rates are options 1, 4, 8, 9, 10.
- Options that create the **most significant differences** (15+ percent point difference) in percent utilization rates are options 3, 5, 6, 7.

OPTIONS ANALYSIS:

- **Options 3, 5, 6, 7 do not meet criteria** because they create the greatest differences in utilization rates in both schools.
- **Options 1, 4, 8, 9, 10 meet criteria** but **to a lesser extent** since they result in moderate differences.
- **Options 2 meets criteria** with the least differences in percent utilization.

B-CC Cluster Middle Schools Boundary Advisory
Committee
Evaluation of Boundary Options
May 9, 2016

Representative Name: Lyric W. Winik	Meets Criterion	Does not Meet Criterion	School Name: Somerset Elementary
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	1 3 5 6 7 8	2 4 9 10	none of the options does this perfectly. But 2,4, 9, and 10 are the worst for the largest number of kids. Number 6 is the best on purely geographic grounds, but it fails on utilization numbers.
Consider availability of public transportation.	3 5 6 7	1 2 4 8 9 10	RCF has the greatest publicly discussed need for public transport, along with Rosemary Hills and Somerset.
Consider equity of students who are transported in terms of their demographics.	1 3 5 6 7	2 4 8 9 10	More than 90% of RCF community students walk to school, so they are not bused during their elementary years, unlike NCC, CCES, and the majority of Somerset students. So while it is not necessarily equitable for three years, over a nine year span, they have fewer years being bused.
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	3 5 6 7 8	1 2 4 9 10	From the testimony, any plan that has the local Rock Creek Forest community bused to Westland does not promote parental access. The same with the Somerset community being bused to the Middle School # 2
Promote comparable race/ethnic demographics at the two middle schools.	1 2 7	3 4 5 6 8 9 10	Questions have been raised regarding how well these numbers capture overall school diversity, given that MCPS does not have a category for Middle East or North Africa, but instead counts them as European/Caucasian nor do the numbers fully capture mixed-race families.
Promote comparable FARMS demographics at the two middle schools.	1 3 4 8 9	2 5 6 7 10	
Promote comparable ESOL demographics at the two middle schools.	6 7 8	1 9 2 10 3 4 5	

Avoid split articulation.	1 6	2 4 8	This depends on what is meant by split articulation. Is no split articulation keeping the entire NCC/CCES group together because they were together at Rosemary Hills? Is it keeping the Spanish immersion program with RCF? Until there is an agreed upon definition of split articulation this is difficult to score. 2, 4, and 8 obviously do not meet the criteria, however, because they split existing co-mingled 5th graders.
Take future housing developments into consideration.	1 2 8	3 9 4 10 5 6 7	There are large disparities in the utilization numbers. Westland is the physically larger school, so it can handle a larger population. There will likely be significant increases in both populations at both schools as development proceeds.

Other Comments:

“How am I going to get my kids to the new middle school if they miss the bus or are sick or have a doctor’s appointment? A taxi out there is so expensive and there are very few bus options.” That was the question raised by a single mother of three elementary school students at Somerset elementary who does not have a car. My Somerset colleague, Kerri Davis, has done an excellent job analyzing the numerical, environmental, and quantitative aspects of the ten options provided. Rather than restate her analysis in different words, I think it’s very important that the Superintendent and the Board of Education stop to consider the human cost of these proposals.

When the current BCC cluster and elementary school boundaries were drawn, this area was very different. It was a place of largely single family, two-car and two-parent homes, some with two working parents, but also a large number with a stay-at-home mom. There was far less density, far fewer cars on the road, and a far different demographic mix. At Somerset elementary, most of the students came from the Town of Somerset and neighboring Chevy Chase West. It was a smaller school of smaller classes. Today, that world is gone.

Today, at least 50%, half, of all Somerset elementary students live in apartments in Friendship Heights, along River Road, and over by Little Falls Parkway and Bradley Hills. More than half of our students travel by bus. Last year, students from the Bradley Hills Section, due to bus routes and traffic, had a 45-minute bus ride **each way** to the school. Inside Somerset, the school is vastly different too. Our students and their families speak twenty-nine separate languages. Our FARMS population has risen by more than 50% in less than five years; we are nearing a 10% FARMS rate. We have twice as many mixed race students as the county average. In a majority of individual classes, we have families where there is little to no English spoken at home. Concomitant with the rise of apartment dwellers, we have an increasing number of families who do not own cars or who only have one car, and that car may not always be available. In short, Somerset Elementary is not the school that many on the outside assume it to be. And I would suspect that is true for many of the other elementary schools in the BCC cluster.

What does all this mean for the new middle school? It means that the MCPS Superintendent and the Board need to ask the question: what makes a flourishing school community? Is it closely aligned numbers and percentages, or are there other equally or even more important factors? Overwhelmingly, at Somerset, we heard from families that proximity and transportation were the most important or in many cases the only considerations for where they wanted their child to attend middle school. After fighting so hard for a 20 minute later start time, parents did not want that extra sleep for adolescents completely decimated by the need for a long bus ride. Parents also did not want their children to be in a school where they would be prone to geographic isolation: where their friends lived in areas that were a significant drive away or where their sports teammates lived in areas too far to carpool. Thus, while their kids might have school friends, they would not be building relationships outside of school. Geographic distance would re-enforce separation, not promote shared community.

In addition, distance directly affects participation in school life by students and their families. Overwhelmingly, our families also said that the distance to the new middle school would lead them not to enroll their kids in after school activities or allow their children to stay late for additional academic help. For the parents themselves, they would not volunteer at the school or attend school activities because so much of their day is already devoted to navigating long commutes and unpredictable, congested roads. They just don't have the time. (We have seen this validated in current participation patterns at Westland).

On a practical side, for working parents, the increased distance is likely to mean increased absences by their children for routine needs like orthodontist or doctor's visits that must be accomplished during the day. It is not possible for parents to budget the additional travel time to and from school and to and from the medical provider and also spend enough hours in their offices. Most likely, when daytime appointments are necessary, there will be no return to school or the decision will be made to be out for that school day. Taken together, all of this does not bode well for a good academic environment or a strong, engaged school community.

Finally, Somerset parents had specific concerns about bus travel. Not only do MCPS buses in this area have multiple traffic accidents and repeated breakdowns during the course of the school year, but the bus, particularly in middle school, is also frequently a setting for bullying and physical altercations. (Even my older son has come home with a large welt and bruise on his face after being held down, sat upon, and punched by an 8th grade student.) Thus, many parents had serious safety concerns about longer bus rides in the BCC Cluster. In addition, longer bus rides add pollutants to our environment and increase transportation costs at a time when MCPS cannot meet its minimal construction and modernization obligations and our first grades have 29 students in a class with one teacher. Our families thought it was wrong to spend money on gas and bus maintenance rather than on our students and our teachers.

As a result of the overwhelming feedback from the Somerset community, I have evaluated these options giving primary weight to geography and distance, and following that school utilization. It is incumbent on MCPS to provide a high-quality educational experience for all its students. Good education is not simply a numbers game, it begins and ends with people, with our students. And it can only continue with building strong school communities to support that education.

B-CC Cluster Middle Schools Boundary Advisory Committee

Evaluation of Boundary Options

May 10, 2016

Representative Name: Erin Harcourt	Meets Criterion	Does not Meet Criterion	School Name: Westbrook Elementary School
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	5, 6, 7	1, 2, 3, 4, 8, 9, 10	
Consider availability of public transportation.	All	None	
Consider equity of students who are transported in terms of their demographics.	5, 6, 7, 8, 9	1, 2, 3, 4, 10	Option 7 – only Spanish Immersion students bussed but many are on buses anyway as they are not in Rock Creek neighborhood
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	5, 6, 7	1, 2, 3, 4, 8, 9, 10	
Promote comparable race/ethnic demographics at the two middle schools.	1, 2, 4, 7, 9, 10	3, 5, 6, 8	
Promote comparable FARMS demographics at the two middle schools.	1, 2, 3, 4, 8, 9, 10	5, 6, 7	
Promote comparable ESOL demographics at the two middle schools.	All	None	Even though many of the ESOL percentages are <5.0%, it is clear from looking at the overall data, that the ESOL percentages in each of the options are very close to one another.
Avoid split articulation.	1, 6	2, 3, 4, 5, 7, 8, 9, 10	
Take future housing developments into consideration.	None	All	Since many of the developments are still in planning phase, the Committee was told not to consider them. However, all of these developments will happen and all will definitely affect enrollment/capacity at the two B-CC Cluster Middle Schools and B-CC High School.

Other Comments:

At the second meeting when the Committee was finalizing the criteria, I wanted to add equal utilization/capacity at each school to the list of criteria. Instead, many felt that was part of the "Take future housing developments into consideration". I am not sure this is the case, but do feel it is important to consider the size of each middle school predicted for years 1-5 post opening of Middle School #2. I do believe both schools should have an equal utilization rate. We should not end up with a situation where in year 3 of the new school opening we already have one school at 95% utilization and the other at 80%. Please look at the enrollment numbers and utilization rates in each of these options as you are making the final decision on matriculation to the B-CC middle schools.

B-CC Cluster Middle Schools Boundary Advisory Committee
Evaluation of Boundary Options
May 9, 2016

Representative Name: Maureen Kramer	Meets Criterion	Does not Meet Criterion	School Name: Westbrook Elementary School
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	5, 7	1,2,3,4,6,8,9, 10	
Consider availability of public transportation.	All	None	
Consider equity of students who are transported in terms of their demographics.	4,5,6,7,8,9,	1,2,3,10	
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	All	None	
Promote comparable race/ethnic demographics at the two middle schools.	1,2,4,7,9, 10	3,5,6,8	
Promote comparable FARMS demographics at the two middle schools.	1,2,3,4,8,9	5,6,7,10	
Promote comparable ESOL demographics at the two middle schools.	All	None	
Avoid split articulation.	1,6	2,3,4,5, 7,8,9	Splitting the immersion program from Rock Creek Forest is a split articulation for that elementary school. Of more importance is avoiding a double split articulation for the Rosemary Hills ES students as found in Options 2, 3, 4, 5, 8, and 9.
Take future housing developments into consideration.	None	All	The B-CC Cluster is facing development at all ends (Bethesda Downtown, Lyttonsville, Chevy Chase Lakes, and Westbard). None of the ten proposed options can accommodate the students that will likely be generated from these developments.

Other Comments:

B-CC Cluster Middle Schools Boundary Advisory Committee
 Evaluation of Boundary Options

May 9, 2016

Representative Name: Nancy Edwards	Meets Criterion	Does not Meet Criterion	School Name: Westland MS
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	1*, 5, 6, 7	2, 3, 4, 8, 9, 10	* = This meets criteria for every school except RCF
Consider availability of public transportation.	1*, 5, 6, 7	2, 3, 4, 8, 9, 10	* = This meets criteria for every school except RCF
Consider equity of students who are transported in terms of their demographics.	7, 8, 9	1, 2, 3, 4, 5, 6, 10	
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	1*, 3, 5, 6, 7	2, 4, 8, 9, 10	* = This meets criteria for every school except RCF
Promote comparable race/ethnic demographics at the two middle schools.	1, 2, 6, 7, 8, 9, 10	3, 4, 5,	
Promote comparable FARMS demographics at the two middle schools.	1, 2, 3, 4, 8, 9, 10	5, 6, 7	
Promote comparable ESOL demographics at the two middle schools.	6, 7, 8, 10	1, 2, 3, 4, 5, 9	This was a hard one to judge as many schools have a < 5% rate, so unclear if that number is closer to 1 or 5.
Avoid split articulation.	1, 6,	2, 3, 4, 5, 7, 8, 9, 10	
Take future housing developments into consideration.	2, 4	1, 3, 5, 6, 7, 8, 9, 10	
<p><u>Other comments:</u> In the survey of Westland parents, option 1 was overwhelmingly supported. I believe it is our best chance to create 2 equally strong, vibrant, diverse middle-schools. To further strengthen these schools, MCPS should strongly consider increasing the employment of Spanish-speaking staff in both schools and commit to providing activity bus service to the RCF community. Both of these would help the RCF community play a strong role in the school.</p>			

B-CC Cluster Middle Schools Boundary Advisory Committee
Evaluation of Boundary Options
May 9, 2016

Representative Name:	Meets Criterion	Does not Meet Criterion	School Name:
Cathy Stocker			Westland MS
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximize walking and biking access.	1*, 5, 6, 7	2, 3, 4, 8, 9, 10	Except for RCF
Consider availability of public transportation.	1*, 5, 6, 7	2, 3, 4, 8, 9, 10	Except for RCF
Consider equity of students who are transported in terms of their demographics.	7, 8, 9	1, 2, 3, 4, 5, 6, 10	
Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.	1*, 3, 5, 6, 7	2, 4, 8, 9, 10	Except for RCF
Promote comparable race/ethnic demographics at the two middle schools.	1, 2, 3, 4, 8, 9, 10	5, 6, 7	
Promote comparable FARMS demographics at the two middle schools.	6, 7, 8, 10	1, 2, 3, 4, 5, 9	
Promote comparable ESOL demographics at the two middle schools.	1, 6,	2, 3, 4, 5, 7, 8, 9, 10	
Avoid split articulation.	1, 6,	2, 3, 4, 5, 7, 8, 9, 10	Considering splitting the immersion program as split articulation
Take future housing developments into consideration.	2, 4	1, 3, 5, 6, 7, 8, 9, 10	
Other Comments:			

Appendix E

Position Papers

Bethesda Elementary School PTA	Pages 1 to 2
Chevy Chase Elementary School PTA.....	Pages 3 to 20
Latino Student Achievement Action Group (LSAAG).....	Pages 21 to 25
NAACP Parent Council	Pages 26 to 57
North Chevy Chase Elementary School PTA.....	Pages 58 to 65
Rock Creek Forest Elementary School PTA.....	Pages 66 to 77
Rosemary Hills Elementary School PTA	Pages 78 to 81
Somerset Elementary School PTA.....	Pages 82 to 101
Westbrook Elementary School PTA.....	Pages 102 to 103
Westland Middle School PTA.....	Pages 104 to 109

**Bethesda Elementary School
Parent Teacher Association
7600 Arlington Road
Bethesda, MD 20814**

**Position Paper on B-CC Middle Schools Boundary Study
May 31, 2016**

The Bethesda Elementary Parent Teacher Association (BE PTA) welcomes the opportunity to provide input on the Board of Education's boundary study to establish the service area for the new Bethesda-Chevy Chase Middle School #2 and associated changes to Westland Middle School. We understand that the Boundary Advisory Committee developed eight criteria ("the criteria") upon which each of the ten boundary options ("Proposed Options") developed and presented by the MCPS Division of Long-Range Planning must be evaluated.

In order to gather and assess the BE community's thoughts, concerns, and questions related to the Proposed Options, the BE PTA hosted a live meeting, conducted two surveys, and made its representatives available more generally for questions and input gathering. Based upon the input received from the BE community, we offer the following points for consideration when determining the service areas for the new middle school and Westland Middle School:

- The BE community **strongly opposes Proposed Option #8** because it imposes on our community a split articulation pattern that divides the BE community. As you likely are aware, the BE community was subject to not one, but two split articulation patterns for decades that resulted in 1) the East Bethesda portion of the BE community entering BE, a K-5th grade school (unlike the other Rosemary Hills students who matriculated to a 3-6th grade school) in 3rd grade (after attending grades K-2 at Rosemary Hills), and 2) certain 5th grade BE students who resided in the Pyle Middle School service area leaving the B-CC cluster altogether after 5th grade to attend Pyle Middle School. **The corrective actions implemented to correct these multiple split articulation patterns were just corrected within the last 5 years.** To impose yet another split articulation pattern on our community would be an **undue burden on our community**. In fact, if Proposed Option 8 were implemented, the same children who were impacted by the aforementioned split articulation patterns would be impacted again so that they would, in fact, attend 4 different schools for grades K – 8 (i.e., Rosemary Hills K-2, Bethesda Elementary 3-5, Westland 6, New Middle School 7-8). While we do not expect the Board of Education to make long term decisions based on one year of students, we do expect and respectfully request that the Board of Education take into account the undue burden that already has been imposed upon our community based on prior split articulation patterns.
- The BE community **strongly supports Proposed Option #1**. While each of the Proposed Options meets at least some of the criteria, **only Proposed Option 1 meets every one of the criteria**. Each of the other options fails to meet at least one, and often many, of the Proposed Criteria which would be detrimental, in some significant way, to the B-CC cluster community as a whole.

Thank you for the opportunity to provide input into this important study. Understanding that with any boundary study it is difficult, if not impossible, to please everyone, we feel strongly that Option #1 is the best option for the B-CC cluster as a whole because it best meets the criteria upon which the Proposed Options must be evaluated.

On behalf of the Bethesda Elementary Parent Teacher Association,

A handwritten signature in black ink that reads "E Connor". The signature is written in a cursive style with a large, stylized initial "E" and a checkmark-like flourish at the end.

Emma Connor
BE PTA President

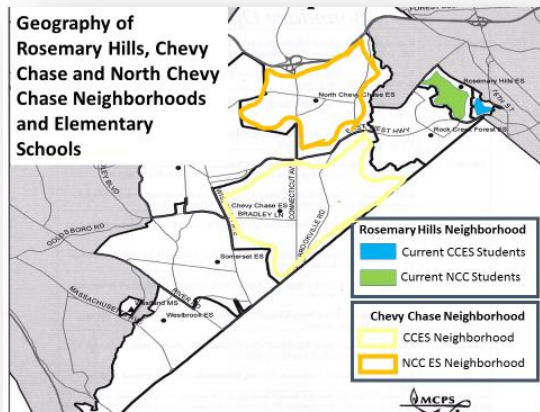


Chevy Chase Elementary School Parent-Teacher Association
4015 Rosemary Street. Chevy Chase, MD 20815

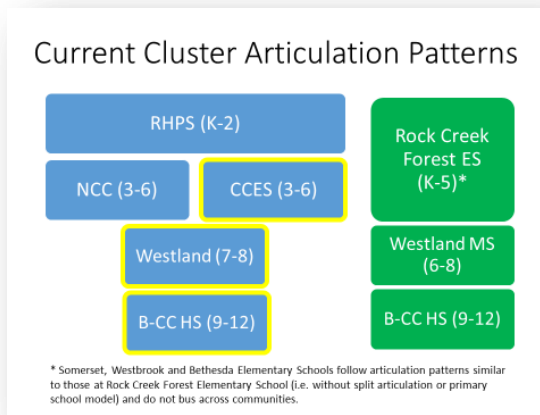
**Foreward to Position Statement on the
Bethesda-Chevy Chase Middle Schools Boundary Options**
June 1, 2016

Our Current Articulation Patterns and the Commitment to Integration that Led to These Patterns

In an effort to improve racial balance in 1976, MCPS began busing children from Chevy Chase to Silver Spring’s Rosemary Hills Primary School for kindergarten through 2nd grade. Children from the Rosemary Hills neighborhood, then a predominantly low-income, minority neighborhood, were in turn bused to the more affluent and predominantly white Chevy Chase schools for 3rd through 6th grades.¹ In 1982, the MCPS Board of Education (BOE) voted to close Rosemary Hills Primary School (RHPS) due to low enrollment – a closure that would force members of the Rosemary Hills community to be bused to CCES for K-6.



Five lawyers on a pro bono basis argued that, while school closings were necessary in the face of declining overall enrollment, the decision to close RHPS would replace two-way busing with a one-way plan and impose "the entire burden of integration on minority students," denied a neighborhood school.² The State Board of Education overturned the MCPS BOE’s decision to close RHPS.³



¹ http://www.gazette.net/stories/022708/burtnew203843_32361.shtml
² <http://www.nytimes.com/1982/03/01/us/minority-parents-fight-maryland-school-panel.html>
³ http://www.gazette.net/stories/022708/burtnew203843_32361.shtml

Thus, since 1982, we have had in the B-CC Cluster a nationally recognized school pairing that has helped to achieve integration using a model recognized to close student achievement gaps.⁴ To achieve these very important goals, these students:

1. Spend only 3 of their 6 elementary school years attending their neighborhood school.
2. Travel to elementary school via bus for 3 years, sometimes spending as much as 1.5 hours or more per day in transit, passing one or two other elementary schools en route.
3. Undergo a split articulation where approximately half of RHPS 2nd graders transition to CCES starting in 3rd grade, and the balance transition to NCC ES, as shown in Figure 1. No other students in the cluster experience a split articulation like this.⁵

This school pairing is not a marriage of convenience. Rather, our families and students sacrifice convenience to achieve integration that raises all of our children among ethnic, racial, cultural and socioeconomic diversity – without one-way busing that places undue burden on any one community.

Priorities for the CCES Community

In keeping with our community's history and current articulation patterns, the priorities for the CCES community are:

1. Demographic diversity that is balanced between the two BCC middle schools;
2. Unification of RHPS community;
3. Equity in busing time throughout the K-12 careers of all BCC Cluster students; and
4. Sufficient school capacity to accommodate growth.

The CCES Parent-Teacher Association (PTA) supports Option 1, which achieves these top priorities for our community. We also support Option 10, with some reservations due to inadequate capacity to accommodate growth.

⁴ A widely cited Century Foundation study found that the academic outcomes of low-income students rose significantly when the students attended a school with higher-income students where less than 20% of the students qualified with FARMS (<http://www.montgomeryschoolsmd.org/uploadedFiles/info/choice/UpdatedHistory-Context.pdf>). Similar findings are reflected in other studies (<http://school-diversity.org/pdf/DiversityResearchBriefNo1.pdf> and <http://school-diversity.org/research-briefs/>).

⁵ Of all MCPS schools, RHPS is one of only five primary schools (that is, elementary schools with grades K-2), and *RHPS is the only primary school that is paired with two elementary schools, so that students undergo split articulation from 2nd to 3rd grade.* Other primary schools are paired with a single elementary school that serves grades 3-5, and all four of these are in the Down County Consortium. Split articulation occurs in several other cases in MCPS, but only from elementary to middle school or from middle to high school. (http://gis.mcpsmd.org/cipmasterpdfs/CIP17_Chap4_DCC.pdf)

CCES PTA Position Regarding Proposed Articulation Patterns

We Oppose Subjecting Students to Double Split Articulation (Options 2, 4 and 5).

We fully support split articulation as a means to achieve integration in our schools and balanced demographics between the two cluster middle

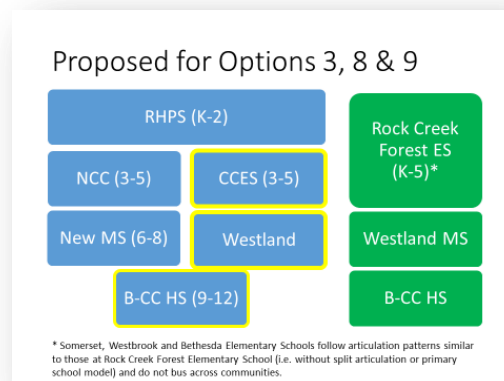
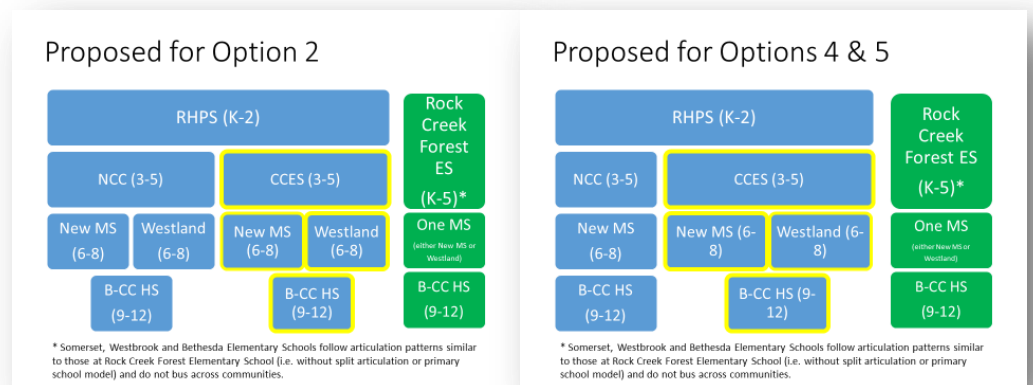
schools – but we strongly oppose all options that require one elementary school’s students to undergo split articulation *twice* (first, as they enter 3rd grade and second, as they enter 6th grade), particularly when balanced demographics can be achieved without this second split articulation, as in Options 1 and 10.

We Oppose Continuing the Split Articulation of CCES and North Chevy Chase (NCC) ES Beyond Elementary School (Options 3, 8 and 9).

The RHPS community is split for grades 3 through 6, with some students attending CCES and others attending NCC ES. The RHPS community is diverse socioeconomically, racially and ethnically and includes single family homes, townhouses and apartment buildings. Many of the multi-family housing units are subsidized, and the families living in here includes recent immigrants who do not speak English, as well as families who are dependent upon public transportation. One apartment complex, Summit Hills, is split, with some students going to CCES and others to NCC. Splitting this community places an undue burden on the families and students, who would face limitations in coordinating carpools to and from school events or studying with neighbors.

Splitting this community places an undue burden on the families and students, who would face limitations in coordinating carpools to and from school events or studying with neighbors.

We Oppose Options Creating Middle Schools that Do Not Have Balanced Demographics (Options 3 through 8). Our school and our Cluster have a longstanding and far-reaching commitment to integration, and diversity is one of the hallmarks of Bethesda-Chevy Chase HS (B-CC HS). Studies demonstrate that such integration benefits students of all socioeconomic



backgrounds.⁶ We oppose the creation of a middle school that has only nominal representation of minority or low-income students. Doing so would mean that some of our cluster’s students would first be exposed to our cluster’s diversity when they reach BCC HS – which is likely to negatively affect the culture of BCC HS. Doing so would also mean that one of our cluster’s middle schools will bear the lion’s share of responsibility for balancing the unique needs of the low-income students – both academically, in the classroom, and financially, through the PTA. And, perhaps most importantly, our middle schools would be perceived as being unequal, or two-tiered – the “brown” school and the “white” school, or the “better” and the “worse” school – which could have the unintended impact of causing families who can afford a private school education to opt not to have their children attend BCC MS #2. Such opt outs would further aggravate the demographic inequalities between the two middle schools.

Number of Days Students Spend Riding Bus During K-12 Career

	Under Option 1	Under Current Articulation Patterns	Percent of Non-Special Program Students Who Walk to Elementary School
TO WESTLAND			
Rock Creek Forest ES Service Area	29	43	94%
Somerset ES Service Area	54	45	42%
Westbrook ES Service Area		49	61%
Bethesda ES Service Area	45	47	6%
TO BCC MS#2			
North Chevy Chase ES Geographic Area		75	21%
Chevy Chase ES Geographic Area	76	77	35%
NCC ES Families Rosemary Hills ES Geographic Area	51	45	21%
CCES Families Living in Rosemary Hills ES Geographic Area	60	45	35%

Note: Figures in this table are based on busing data provided by MCPS. Average busing times to elementary school are adjusted to account for the percent of students who walk to elementary school. One day is equal to 24 hours of time riding bus. Percent of walkers for RHES, CCES and NCC ES communities is adjusted to account for time spent at RHES and CCES/NCC ES.

This is not about the sheer percentage of low-income, minority and ESOL students – on that basis, our cluster has low percentages relative to most other clusters. Rather, this is about the equity within the cluster and assuring that students from both middle schools arrive at high school equally prepared academically and socially.

We Oppose Options that Create Inequity in the Amount of Time Students Spend Riding Buses Over the Course of Their 13-Year MCPS Careers (Options 3, 5, 6, 7, 8 and 9). With the bulk of the cluster’s diversity coming from the far east side of the cluster boundaries (RHPS and Rock Creek Forest ES (RCF) neighborhoods), we will need busing to achieve equitable demographics between the two middle schools. Our survey results show that a top concern for many CCES families is to minimize the travel time to middle school – a trend that is particularly evident among our families who reside in the RHPS neighborhood. Thus, we oppose options that force one-way busing for RHPS neighborhood families to Westland MS while sending students from RCF to MS #2, as these options create the greatest inequity in career busing time (with RCF students spending just 29 busing days and CCES students 60 busing days, as shown in red in the table at the right).

⁶ <http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/Boosting-Achievement-by-Pursuing-Diversity.aspx>

In short, CCES families living in the RHPS community bear an undue busing burden under Options 3, 5 and 7. In contrast, Options 1 and 10 achieve balanced demographics without placing undue burden on the CCES families living in the RHPS community – instead, they do so without split articulation and with relatively equitable K-12 career busing times (with RCF students spending 43 busing days and CCES students who live in the RHPS community spending 45 busing days).

We Support Option 1, because it achieves our top priorities for the CCES community:

- 1. Demographic diversity that is balanced between the two BCC middle schools** in terms of socioeconomic, racial/ethnic, and ESOL student characteristics.
- 2. Unification of the RHPS community** by sending all families who live in the RHPS neighborhood to the same middle school and by reuniting CCES and NCC ES students for 6th grade.
- 3. Equity in busing time throughout the K-12 careers of all BCC Cluster students** so that all cluster students spend comparable amounts of time riding buses throughout their 13 years attending cluster schools.
- 4. Sufficient school capacity to accommodate growth**, particularly in light of capacity rates at recently built and renovated MCPS schools and in light of the anticipated development in Chevy Chase Lakes and Lyttonsville – and considering the smaller capacity of MS #2.

We support Option 1, which achieves these top priorities for our community. We also support Option 10, with some reservations due to inadequate capacity to accommodate growth.

CCES PTA Position Statement on the Bethesda-Chevy Chase Middle Schools Boundary Options

June 1, 2016

The Chevy Chase Elementary School⁷ Parent-Teacher Association (CCES PTA) appreciates the opportunity to provide input on the boundary study for Westland Middle School and the new middle school currently under construction (B-CC MS #2). CCES PTA represents over 478 families in grades 3-6 who live generally in the neighborhoods surrounding the school, families outside the CCES boundaries who choose to place their child/children in the Centers for the Highly Gifted and families that live in the Barrington Apartments⁸ and Summit Hills Apartments⁹, both located in Silver Spring.

The CCES PTA strongly supports Option 1, and views Option 10 as a viable alternative. Option 1 most closely meets both the criteria established under the Board's regulation on Long-Range Educational Facilities Planning (hereinafter FAA-RA), and also the criteria established by the Boundary Advisory Committee (hereinafter BAC). As we discuss below, Option 1 is fair, furthers MCPS's long-standing efforts to create diverse, highly integrated schools, and provides some capacity for both middle schools to accommodate continued growth in the B-CC Cluster.

Double Split Articulation

CCES PTA supports split articulation as a means to achieve integration in our schools and balanced demographics between the two B-CC cluster middle schools. However, we strongly oppose all options that require one elementary school's students to undergo split articulation *twice* (first, as they enter 3rd grade and second, as they enter 6th grade), particularly when balanced demographics can be achieved without this second split articulation.

⁷ CCES is a grade 3 – grade 6 elementary school. A portion of students from Rosemary Hills Primary School (grade K – grade 2) feed into CCES.

⁸ Barrington Apartments, formerly known as Rosemary Village, has 416 units and is located just off East-West Highway. 143 of the units receive Section 8 assistance; at least 95% of the 416 units are set aside for low- and moderate income tenants.

⁹ In 2011 the BOE adopted a boundary recommendation for Bethesda, Chevy Chase, North Chevy Chase and Rosemary Hills Primary School that moved a portion of the Summit Hills Apartments at 1703 and 1705, East West Highway, Silver Spring from NCC ES to CCES. The BOE decided to keep the portion of Summit Hills Apartments at 8508 and 8510, 16th Street, Silver Spring, at CCES. Implementation of the boundary change for Summit Hills Apartments took place in 2013.

The CCES PTA believes Options 2 - 9 are each flawed, and fail to meet several of the established criteria for setting the middle school boundaries. In particular, the CCES PTA strongly opposes those options that would:

- Unfairly impose a second split articulation (a/k/a double split articulation) on the CCES student body (i.e., Options 2, 4 and 5) or extend the split articulation of CCES and NCC ES beyond elementary school, since this split articulation splits the neighborhood surrounding RHPS (i.e., Options 3, 8 and 9).
- Result in significantly different levels of diversity at Westland MS and B-CC MS #2 (i.e., Options 3 - 7);
- Put either middle school near or over capacity (i.e., Options 3, 5, 6 and 7); or
- Impose long bus rides on CCES students who already are subject to far more busing than most students in the BCC cluster (i.e., Options 3, 5, 6, 7, 8 and 9) while reducing busing time for other students in the cluster, thereby creating inequitable busing burdens.

CCES PTA Conducted Extensive Community Outreach

In forming the views expressed in this paper, the CCES PTA took a number of steps to ensure it had access to a full range of views from the entire CCES community. Specifically, the PTA provided detailed information about the boundary study by disseminating handouts in Spanish, Amharic and English to all parents describing the various MCPS proposed boundary options, regularly posting information about the committee discussions and links to boundary study materials on the CCES listserv, providing information concerning meeting dates/times, and holding meetings (with Spanish and Amharic interpretation services) to solicit community feedback and to promote involvement by all CCES families. The PTA fielded questions via email exchanges with individual families and via listserv, and received numerous comments and opinions via email.

The PTA also hosted a meeting at the Barrington Apartments community room to explain the process, to discuss the options and gather feedback. Spanish and Amharic interpretation services were provided at the Barrington meeting.

Finally, the PTA distributed a survey to all CCES parents via back-pack mail. Each paper copy was Bates stamped to ensure the integrity of the results. The survey was translated into Spanish and Amharic and sent home to families known not to speak English as their primary language. We worked with a long-time resident of Barrington Apartments and parent of a CCES 4th grader to hand deliver surveys to the property's units and respond to families' questions regarding the options.

Chey Chase Elementary Is a Single School Community, and Should Be Treated as Such

The CCES PTA represents the entire CCES community, including both those families who live in the neighborhoods closest to Rosemary Hills Elementary School (Barrington Apartments and Summit Hills), and those closer to CCES. The boundary study began with MCPS's premise that the geographic area around Rosemary Hills and the geographic area around CCES should be treated as separate entities for purposes of the study. **We do not agree.**

It has been more than 30 years since MCPS paired Rosemary Hills Primary School (RHPS) and CCES to create the RHPS K - 2/CCES 3 - 6 system, and the similar RHPS/North Chevy Chase Elementary (NCC) pairing. This was part of a considered effort by MCPS to ensure that the children of this area enjoy the many benefits of integrated schools.

Rosemary Hills [Primary School] has been an agent of change . . . It not only reversed the course of its history, but it showed that integrated schools could work. It is a success story that is unparalleled in the school system. *School Superintendent Harry Pitt (1988)*

Our community is enormously enriched by these pairings, and the diversity of RHPS and CCES is one of the great strengths of those schools. The neighborhoods closer to CCES, NCC and immediately surrounding RHPS may not have the same demographic profiles, yet they are strong and unified. The RHPS/CCES pairing ensures that all of our students are given an opportunity to learn with and from other children who may be from different races, religions, ethnicities, or socioeconomic backgrounds. The educational benefits to all students from interacting with classmates who have different experiences and orientations to the world are well documented. Those benefits grow directly out of one-on-one relationships between students—friendships that should be valued and recognized as part of the RHPS/CCES success story.

The benefits of pairing are not achieved without effort and cost. These pairings make K-6 busing a fact of life for CCES children; by the time he or she finishes fifth grade, **every CCES student will have been bused for at least three years of his or her K - 5 schooling.** And unique within the BCC cluster, the RHPS student body is subject to a split articulation into CCES and NCC.¹⁰ While this is a practical necessity in order to make the RHPS/CCES and RHPS/NCC pairings work, it is nevertheless a hardship on the children (ages 7-8) to split away from many of their friends and classmates. It is also hard on the RHPS teachers, who need to schedule meetings with two sets of teachers (CCES and NCC) to handle student transitions, and introduced academic concerns for the students as they make this transition. Ultimately, these transitions result in reduced academic and social continuity for the students.

The boundary study includes a number of options that would subject CCES students to a second split articulation by separating the Chevy Chase neighborhood from the Rosemary Hills (Barrington and Summit Hills Apartments) neighborhood. **Such double split articulation places an undue burden on the CCES families who live in the RHPS neighborhood because:**

1. Approximately 25 of the 100 + CCES 5th graders would be sent to Westland MS, while their peers would be sent to BCC MS #2. These 25 students – nearly all of whom are

¹⁰ RHPS is currently the **only** elementary school in the B-CC Cluster that has split articulation, and RHPS is the only MCPS primary school that has split articulation. No other MCPS students experience split articulation before articulating to middle school.

minority students living in low-income housing and many of whom are recent immigrants who speak English as a second language – will be asked to take long bus rides to a middle school where they do not have established social support networks and where there are very few students from similar circumstances.

2. CCES students who live near RHPS already participate in two-way busing to achieve integration in elementary school. Busing these students to Westland MS increases the amount of time these students spend on the bus relative to current articulation patterns (increasing busing days to 60 from 56). In contrast, busing these students to MS#2 reduces busing time (to 45 days). The only students for whom an increase in busing time is contemplated in any option are those students from CCES and NCC ES.
3. RHPS/CCES/NCC ES students already undergo a transition (during split articulation from primary to a new elementary school for 3rd grade) that no other Cluster students undergo. Piling on top of these students – and specifically, on the most disadvantaged of these students – a transition to middle school without the benefit of a complete social support network seems unnecessarily cruel. All other Cluster students remain in a single elementary school for K-5 and do not undergo split articulation. So, if split articulation is necessary to achieve balanced demographics it seems only reasonable to consider options for other *single split articulations* rather than subjecting some of our Cluster’s most vulnerable students (i.e., RHPS community residents) to *double* split articulation.

The implicit assumption of these boundary study options seems to be that the decades-old RHPS/CCES pairing is a weak one, or that groups of students can be readily separated from their peers or neighbors. We strongly believe this is wrong. CCES has a single, integrated student body. It should be treated as such at every stage of the boundary study process, and the already-existing ties between CCES and NCC should be recognized.

Other options would extend the CCES/NCC split by placing some or all of each student body at separate middle schools. The RHPS community is split for grades 3 through 6, with some students attending CCES and others attending NCC ES. The RHPS community is diverse socioeconomically, racially and ethnically and includes single family homes, townhouses and apartment buildings. Many of the multi-family housing units are subsidized, and the families living here include recent immigrants who do not speak English, as well as families who are dependent upon public transportation. Splitting this community places an undue burden on the families and students, who would face limitations in coordinating carpools to and from school events or studying with neighbors.

We would also like to point out that the some apartment communities within the boundaries of RHPS have very recently been subjected to changes in their assigned 3-5/6 articulation as a result of the BOE’s 2011 “Bethesda, Chevy Chase, North Chevy Chase and Rosemary Hills Boundary Study” decision. For example, Paddington Square Apartments located at 8800 Lanier Drive, Silver Spring was reassigned from Bethesda ES to NCC ES for grades 3-6. More important to the current boundary study is the BOE’s decision to move a portion of Summit Hills Apartments at 1703 and 1705 East West Highway, Silver Spring from NCC to CCES starting in the 2013-14 school year. Another portion of Summit Hills Apartments at 8508 and 8510 16th

Street, Silver Spring had already been zoned for CCES for a number of years.¹¹ Interestingly, at the time of the decision, MCPS offered that having both zones of Summit Hills (zones CHR-6 and NRH-12) together at one school would keep the apartment community together and would minimize “island school assignments.” While the focus on togetherness is admirable, one should not lose sight of the fact that the 1703 and 1705 Summit Hills Apartments zone was relocated from NCC to CCES to balance the demographics between the two schools. Given the fact that the BOE moved the 1703 and 1705 Summit Hills Apartments zone just 2 academic years ago, it is absurd to even consider pulling these apartment kids away from their new CCES peers under many MCPS proposed options.¹²

It is critical that MCPS avoid any double split articulation of CCES student body, and the CCES PTA strongly opposes any option that would do so. It is also important that the CCES and NCC student bodies be reunited as soon as possible after 3rd grade so that the ties fostered across the diverse community of students and families at Rosemary Hills Primary School can endure.

CCES PTA Believes Option 1 Should be Adopted

The CCES PTA strongly supports Option 1. It is on every level the best option under consideration, and we urge the Superintendent to recommend it and the Board of Education to adopt it.

We understand that the Board of Education will make the ultimate boundary decision after considering the Superintendent’s recommendation and receiving testimony from the community at public hearings this fall along with reviewing important information about:

- Utilization of the two middle schools;
- Diversity levels at each middle school (including ethnic & racial diversity, FARMs, and ESOL);
- Avoiding split articulation; and
- Transportation and student travel distance to the middle schools.

In addition, the [Boundary Study Committee] has set out several decision-making priorities:

- Minimize distance to middle school of assignment—including time spent on bus and associated costs—and maximizes walking and biking access.
- Consider availability of public transportation.
- Consider equity of students who are transported in terms of their demographics.
- Enable parental access to schools to promote participation and community cohesion.
- Promote comparable race/ethnic demographics at the two middle schools.

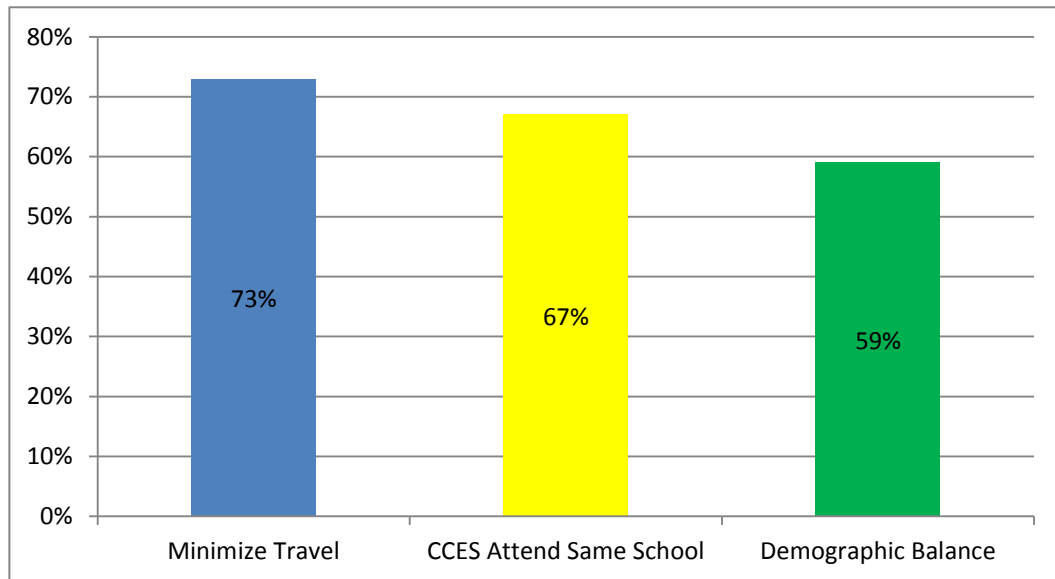
¹¹ The 8508 and 8510 16th ES, yet is assigned to CCES, 3.5 miles to the west.

¹² There is another portion of Summit Hills Apartments that is assigned to Woodlin ES in the Downcounty Consortium.

- Promote comparable FARMS and ESOL demographics at the two middle schools.
- Avoid split articulation.
- Take future housing developments into consideration.¹³

CCES families strongly agree with the established Boundary Study Advisory Committee criteria/priorities. In a PTA survey of CCES families, 73% of respondents identified minimizing travel time to middle school as one of their top three priorities in this process. Respondents’ other top priorities were: ensuring that all CCES students attend the same middle school (identified as a top three priority by 67% of respondents), achieving demographic balance between the two middle schools (59%), and providing sufficient capacity at each middle school (54%). Parents have expressed similar views in numerous community meetings and written feedback.¹⁴ Option 1 has consistently been the strongly preferred choice of CCES families.

**Respondents Selected Their Top 3 Priorities
Chart Represents Top 3 of All Responses**



Option 1 Best Meets each of the Established Committee Criteria

1. Appropriate utilization. By implementing Option 1, the Board of Education will offer the greatest likelihood that both middle schools will be under capacity for the foreseeable future (Westland MS projected at 92% of capacity in 2021-22, and B-CC MS #2 at 82%). It is particularly important that B-CC MS #2 have capacity for growth. It is clear that significant growth in the Chevy Chase Lakes area is likely. This area is served by North Chevy Chase Elementary, and will feed into B-CC MS #2.

¹³ The CCES PTA believes that the “future housing developments” criterion **includes program capacity** at each middle school.

¹⁴ Our survey was designed under the guidance of a research professional with expertise in survey design and administration.

2. Balanced diversity. Option 1 provides both cluster middle schools with very similar diversity on every level (race/ethnicity, FARMs and ESOL), and with a better diversity balance between Westland MS and B-CC MS #2 than any of Options 2 - 9. Diversity achieved under Option 10 is somewhat more balanced than under Options 2-9, but not as balanced as under Option 1. This weighs strongly in favor of Option 1.

3. Avoiding double split articulation. Options 1 and 10 ensure that all CCES students will be able to attend the same middle school, and reunite CCES and NCC students who attended RHPS. And, unlike all of the other options, Option 1 would do so without sacrificing other considerations.

As you know, the Board has a policy preference for creating, where possible, straight articulation from one school to the next level school.¹⁵ We support the current split articulation of RHPS into CCES and NCC as a practical necessity to achieve more integrated primary/elementary schools. Our community's families have been willing participants in the RHPS/CCES split because we believe it is a reasonable sacrifice to achieve two-way busing and balanced integration. But it is important that no one lose sight of the fact that the RHPS split articulation creates challenges. The RHPS/CCES/NCC students who go through split articulation for grades 3-5 should be reunited as early as possible in our children's educational careers. **And certainly the challenges of split articulation should not be exacerbated as in many of the Options by subjecting children to double split articulation.**

4. Reducing and equalizing the transportation burden. Option 1 spreads the burden of busing across the cluster in a way that is both fair, and conserves transportation resources. One important factor to consider is the level of busing children have been or will be required to do during their entire MCPS K - 12 career.

Every child who attends RHPS/CCES has been or will be bussed at some point during elementary school. In the current RHPS/CCES/Westland/BCC articulation, by the time of high school graduation, **the average child living in the CCES neighborhood will have spent a full 75 days—approximately 1,800 hours—traveling to and from school by bus.** CCES students from the Rosemary Hills neighborhood will have spent on average 56 days, or 1,350 hours, being bused. **CCES children are bussed more than other students, and at a very young age.**

In contrast, each of Rock Creek Forest (RCF), Somerset and Westbrook elementary schools have large numbers of children who can walk to school from kindergarten through fifth grade. For example, **94% of Rock Creek Forest ES students not in the Spanish-immersion choice program walk to school.** In their K-12 career, these RCF students will have spent approximately 43 days on the bus — less than 60% of the time CCES neighborhood children spend busing, and just 76% of the time CCES students in the Barrington Apartments and Summit Hills Apartments spend busing.

Also important to note is a compromise offered by MCPS to RHPS/CCES/NCC ES students and families in recognition of the additional busing time required by the two-way busing

¹⁵ Board of Education of Montgomery County, Long-range Educational Facilities Planning FAA C. 8. a. (June 17, 2014).

arrangement established in the 1980s: CCES and NCC ES students would attend 6th grade at the elementary schools to reduce busing time and increase time spent at neighborhood schools. This arrangement was not in put in place to relieve overcrowding at the middle school; however, by the mid-nineties, this arrangement was necessary to accommodate the cluster's growing middle school student body. Unfortunately, MCPS was not able to maintain at CCES/NCC ES core 6th grade academic offerings comparable to those at Westland MS. As a result, academic parity was being sacrificed for nearly half of our cluster's 6th grade students. The movement of our CCES 6th graders was not the first choice of our community's families, as evidenced by our 2010 survey findings.

In 2010, CCES parents were surveyed and overwhelmingly (75%) wanted to maintain the 6th grade at CCES, while maintaining core MCPS 6th grade academic offerings, similar to those in our cluster's home middle school (Westland MS).

Unfortunately, maintaining the 6th grade at CCES while maintaining core MCPS 6th grade academic offerings similar to those at Westland MS proved not to be an option. Moving our students to a middle school building proved to be the only means to such academic parity. As evidenced in the table below, options that send CCES families who live near RHPS to Westland MS significantly increase the career busing time for these students.

In contrast, options that send these same students to B-CC MS #2 reduce busing time for these students. And Option 1 achieves equitable busing time for all students living on the far eastern side of our cluster, as shown in green in the table below.

Option 3 and other options that send RCF ES students to B-CC MS #2 and CCES students to Westland MS result in the greatest inequity in busing time, as shown in red font. With the bulk of the cluster's diversity coming from the eastern-most side of the cluster (RHPS and RCF neighborhoods), we will need busing to achieve equitable demographics between the two middle schools. Our survey results show that a top concern for many CCES families is to minimize the travel time to middle school – a trend that is particularly evident among our families who reside in the RHPS neighborhood. Thus, we oppose options that force one-way busing for RHPS neighborhood families to Westland MS while sending students from RCF to B-CC MS#2, as these options create the greatest inequity in career busing time (with RCF students spending just 29 busing days and CCES students 60 busing days, as shown in red in the table below). *In short, CCES families living in the RHPS community bear an undue busing burden under Options 3, 5 and 7.*

Adjusted Total Career Busing Days (24-hour days)						
	Under Option 1	Under Option 3	Under Current Articulation Patterns	To BCC MS#2	To Westland	% Non-Special Program Students Who Are Walkers
NCC ES Families Rosemary Hills ES Geographic Area	42	42	51	42	51	21%
CCES Families Living in Rosemary Hills ES Geographic Area	45	60	56	45	60	35%
North Chevy Chase ES Geographic Area	75	75	82	75	75	21%
Chevy Chase ES Geographic Area	77	74	75	77	74	35%
Rock Creek Forest ES Service Area	43	29	43	29	43	94%
Somerset ES Service Area	45	45	45	54	45	42%
Westbrook ES Service Area	49	49	49	n/a	49	61%
Bethesda ES Service Area	52	45	52	45	52	6%

Notes:

- All ride times are based on data provided by MCPS during Boundary Study Committee process.
- All ride times are from elementary school to MS except for RHPS Geographic Area. In some cases, ride times from the elementary school are shorter than ride times from other school neighborhoods. For example, in the CCES neighborhood, some students spend 50+ minutes riding the bus, but the bus ride from CCES to Westland MS is approximately 25 minutes.
- Figures are not adjusted for percent walkers to MS since such figures were not made available. Only NCC ES, Westbrook and Somerset would be impacted by this lack of adjustment.
- As highlighted in **red font**, options that send Rock Creek Forest students to MS #2 and CCES families living in the RHPS geographic area to Westland create the greatest inequities in busing time, particularly for students traveling from the eastern portion of our cluster. In contrast, as highlighted in **green font**, Option 1 achieves balanced diversity and avoids double split articulation while also achieving equity in the career busing time.

The neighborhood around RHPS is further away from Westland MS than any other part of the cluster (other than the area around B-CC MS #2). If children from the RHPS neighborhood were to attend Westland MS this would be the *maxim* distance and time for any students in the cluster to get to school—further and longer than for any other group of children who might be assigned to Westland MS, including students in the RCF neighborhood. The children who live near RHPS, particularly the CCES students who live in the Barrington Apartments and Summit Hills Apartments, should not be burdened in this way.

CCES students bear a far heavier busing burden than most of the other schools in the cluster. We urge the Board to recognize it is only fair that CCES students not continue to disproportionately bear the burden of busing during their middle school years. This is an important factor, and CCES families have emphasized the importance of addressing the current disparity. Option 1 does so, while also maximizing the other values and considerations.

Option 10 is a Reasonable Alternative to Option 1

If the Board is for any reason not inclined to adopt Option 1, the CCES PTA views Option 10 as a reasonable alternative. Like Option 1, Option 10 results in similar demographics in the two middle schools, fairly distributes the burdens of busing and other transportation issues, and would avoid a second split articulation of the CCES student body.

The CCES PTA does not view the relocation of the middle school Spanish Immersion Program to B-CC MS #2 as a split articulation for RCF. Rather, the Spanish Immersion Program is a choice program where parents choose to send their children to a specific school that may or may not be within their assigned school boundary for the purpose of receiving specialized instruction. As you know, MCPS puts parents considering choice programs on notice that they are responsible for arranging transportation to and from the central stops and that “bus trips are usually significantly longer than local school transportation and vary by program or location.”¹⁶

Option 10 results in B-CC MS #2 being at a projected 92% of capacity in 2021-22, while Westland MS would be at 83%. While those utilization levels are acceptable, we note that B-CC MS #2—which already has a smaller total student capacity than Westland MS—would have less room to grow as the population of the community grows. (See table below.) Given the high likelihood of significant growth in the area that will be served by B-CC MS #2, we view Option 1 as a better alternative.

Projected Utilization and Empty Seats in 2021-2022: Due to Different Capacities at the 2 Middle Schools, Westland Has More Open Seats than MS#2 Even When Both Schools Have Equal Utilization Rates

	Program Capacity	Option 1		Option 10	
		Utilization	Available Seats	Utilization	Available Seats
Westland	1097	92%	88	83%	186.5
BCC MS #2	930	82%	167	92%	74.4

None of the Other Options Meets MCPS’s Criteria

In contrast to Option 1, each of Options 2 - 9 has serious drawbacks or failings. They will not serve our children or our communities well, and we urge the Superintendent and the Board of Education to reject them.

1. Appropriate utilization.

The primary motivation for MCPS’s decision to build the new middle school was to relieve the serious overcrowding at Westland MS. As noted above, Option 1 accomplishes this. (Options 2, 4 and 8 do as well, although they fail on other criteria.)

¹⁶ www.montgomeryschoolsmd.org/curriculum/specialprograms/ Immersion Programs Frequently Asked Questions (FAQs).

In contrast, Options 3, 5, 6, and 7 would each leave a middle school over or near capacity in 2021-22. This undoubtedly would lead to even more overcrowding as our community continues to grow rapidly. To plan for overcrowding would defeat the purpose of building B-CC MS #2.

Options 9 and 10 would each put Westland MS at a projected 83% of capacity in 2021-22, and B-CC MS #2 at approximately 93%. As you know, the Chevy Chase Lakes Sector Plan has already been approved by the Planning Board and the County Council. Construction of 70 townhouses is already under way and will certainly attract families with school aged children to populate NCC/B-CC MS #2 and BCC HS. Also included in the second phase of the Chevy Chase Lake Sector plan is 1,340 multi-family high-rise units. According to MCPS, “two other plans, now under development, are the Bethesda Downtown Plan, that is currently estimated to provide for 8,450 multi-family high-rise units, and the Lyttonsville Sector Plan, that is currently estimated to provide for 67 townhouses and 4,500 multi-family high-rise units.”¹⁷

The bottom line when it comes to our cluster’s area is that redevelopment to maximize the limited square footage of available land is a priority for residential and commercial developers. We have to look at each school, whether it is Westland MS, B-CC HS or RHPS and consider that the student population today may be a drop in the bucket compared to 15 years from now. Thus, we therefore believe that it is appropriate to give B-CC MS #2 room for the relatively rapid population growth it is more likely to experience.

2. Balanced diversity.

Options 3 - 7 all result in one middle school being far more White, affluent, and/or native English speaking than the other middle school. Being educated in a truly diverse community is one of the great gifts we can give to our children, and we should ensure that such a rewarding experience is available to all of them. Our school and our Cluster have a longstanding and far-reaching commitment to integration, and diversity is one of the hallmarks of B-CC HS. Studies demonstrate that such integration benefits students of all socioeconomic backgrounds.¹⁸ We oppose the creation of a middle school that has only nominal representation of minority or low-income students. Doing so would mean that some of our cluster’s students would first be exposed to our cluster’s diversity when they reach BCC HS – which is likely to negatively affect the culture of BCC HS.

Doing so would also mean that one of our cluster’s middle schools will bear the lion’s share of responsibility for balancing the unique needs of the low-income students – both academically, in the classroom, and financially, through the PTA. Even in Option 5, which introduces the greatest degree of imbalance in FARMS rates between the two middle schools, neither middle school would achieve the demographic thresholds that MCPS has established for schools to qualify for additional staff resources. So, there is little to be gained and much to be lost in such a scenario.

¹⁷ http://gis.mcpsmd.org/boundarystudypdfs/BCCMS2_Meeting2Notes02182016.pdf

¹⁸ <http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/Boosting-Achievement-by-Pursuing-Diversity.aspx>

And, perhaps most importantly, our middle schools would be perceived as being unequal, or two-tiered – the “brown” school and the “white” school, or the “better” and the “worse” school – which could have the unintended impact of causing families who can afford a private school education to opt not to have their children attend BCC MS#2. Such opt outs would further aggravate the demographic inequalities between the two middle schools.

Options 8 and 9 are somewhat better than Options 3 - 7, but still fall short of providing truly balanced diversity at the two schools. Options 3 - 9 are all inadequate in this area, and should be rejected for this reason alone.

Options 1, 2 and 10 are the only options under consideration that have relatively balanced diversity. **However, as discussed above, the CCES PTA strongly opposes Option 2, which would impose a second split articulation on our children.**

3. Avoid double split articulation

Options 2, 4 and 5 are non-starters for CCES PTA. Each would subject CCES students to a double split articulation, first splitting RHPS students to articulate to CCES and NCC ES for third grade; then, for 6th grade, parting children who live in the neighborhoods around CCES from their classmates who live in the RHPS neighborhood. For all of the reasons discussed above, this is unnecessary, unwise and ultimately unacceptable.

Option 3, 8 and 9 would fail to remedy the existing split articulation, and keep apart until high school children who attended RHPS together in their K - 2 years. Second grade to ninth grade is a lifetime for children. There is little reason to think that friendships—or even familiarity—can survive so long a split. It is also important to recognize that Option 3 splits a neighborhood, literally by a fence that runs along the west side of Barrington Apartments. We view Option 3, 8 and 9 as truly unacceptable; communities should be coming together rather than divided by a fence.

While the new articulation patterns proposed in Options 7, 8 and 10 would not impact CCES students directly, they are nevertheless concerning. Option 8 would impose split articulation on Bethesda Elementary students, splitting them between Westland MS and B-CC MS #2. That split cannot be justified by the resulting diversity of the two schools, which would be notably less balanced than in Option 1. Likewise, the splitting of the RCF neighborhood and immersion choice programs for middle school under Option 7 also cannot be justified by the resulting diversity of the two middle schools. On the other hand, Option 10, does achieve relatively balanced diversity in the two middle schools, although it does so by sending the RCF neighborhood families to Westland and the RCF immersion choice program families to B-CC MS#2.

4. Reducing and equalizing the transportation burden.

As discussed above, Option 1 provides the fairest approach to transportation. Options 3, 8 and 9 all continue to maximize the heavy busing burden for all CCES students. Options 2, 4 and 5 would split CCES students, with children from the RHPS neighborhood attending B-CC MS #2, and children from the Chevy Chase neighborhood attending Westland MS even though students living near CCES already bused far more than most students.

Conclusion

The CCES PTA, would like to thank you for the opportunity to participate in and provide input on this important boundary study. We recognize the challenges in setting boundaries for Westland MS and the new middle school, and that there may be less-than-universal support for any single option under consideration. **We strongly believe that Option 1 is the best and fairest resolution, and provides the best result for the most students and families.** We urge the Superintendent to recommend Option 1 and ask the Board to adopt Option 1 when you decide in November 2016.

Thank you for your consideration.

On behalf of the Parent-Teacher Association of Chevy Chase Elementary School

Lynn Sheri King
Co-President
Member, Boundary Advisory Committee

Anne Lieberman
Co-Vice President
Member, Boundary Advisory Committee

Bethesda Chevy Chase Cluster Middle School #2 Boundary Study Committee
Latino Student Achievement Action Group (LSAAG) Position

Background

In an effort to address the achievement and opportunity gap, MCPS established LSAAG “to provide a continual, transparent forum between Latino community stakeholders and MCPS policy makers to collaboratively work on eliminating the Latino academic achievement gap.”

LSAAG was invited to join the Bethesda-Chevy Chase Cluster Middle School #2 (BCCMS#2) Boundary Study Committee to help give a voice to the Latino community. It is important to distinguish between the Latino or Hispanic population in general and the Spanish-speaking Latino population specifically. People of varying educational, linguistic, and socioeconomic backgrounds identify as Latino. In addition, the Latino or Hispanic population in Montgomery County includes various races and many countries of origin. As such, all Latinos do not have the same needs and concerns. Within MCPS, Latino families with the greatest need for representation, advocacy and support, are those families whose main language at home is Spanish and with limited English-communication abilities. LSAAG aims to advocate for those families. LSAAG welcomed the invitation to participate in the BCCMS #2 study and sees its role as ensuring that there is Latino parent participation in the boundary study process. For the purpose of this paper, the term Latino will refer to the predominantly Spanish-speaking families of the Bethesda-Chevy Chase (BCC) cluster.

The BCC Cluster has a wide-range of socioeconomic backgrounds, but it is important to note that the majority of its Spanish-speaking population lives within the Eastern part of the cluster boundary. Specifically, the majority of Latino families live within the school attendance boundaries of the Rock Creek Forest (RCF) and Rosemary Hills (RH) elementary schools.

The Boundary Study Process

The LSAAG felt that it was evident from the very start of the process that this boundary study process is inherently flawed and is actually a prime example of institutional exclusion of Latino families in the process. MCPS has maintained an institutional process that serves the affluent English-speaking families best. LSAAG’s concerns are the following: 1) The lack of adequate Latino representation in the boundary process as a whole; 2) the inequitable dissemination of information—it is not provided in a language understood by Latinos; 3) the feedback process does not target Latino families or give them easy access to provide input; and, 4) under the current format, committee discussions do a very poor job of presentation of information to non-English speaking communities. These are just a few ways in which this process does not adequately serve its purpose to make sure the entire community is involved in the process.

- 1) The boundary study process involves a series of stakeholder meetings organized by MCPS. After several boundary study committee meetings, the LSAAG representative at the table noted that the Latino representation at each meeting was insufficient. The BCC cluster demographics data reveals that a little more than 16% of the students are Latino;

however, key communities in the boundary study, including the RCF neighborhood is composed of almost one-third Latino students. There were two people on the committee that represented the Spanish-speaking population of a cluster that has approximately 1,012 Latino students. The one representative from RCF was provided an interpreter that couldn't follow the meeting well enough to interpret properly. He was replaced with another interpreter. The LSAAG representative, being bilingual, sat next to the RCF parent to help with interpretation and explanation of certain information. The LSAAG member noticed that the interpreter rarely interpreted what was being commented by the committee members, which is key to understanding the position of other school communities. The interpreter was very busy trying to understand the complexities of the boundary study to properly interpret for the Spanish-speaking parent. It became apparent that the committee work was complex and it would be challenging to pass along the appropriate information from the meetings to communities due to differences in people's abilities to communicate in other languages. This is symptomatic of many interactions of MCPS officials with speakers of other languages.

- 2) The boundary process established by MCPS leaves gaps in the way communication is presented to committee members and to community members at large. Community stakeholders, predominantly local ES PTA members, are asked to present information to their communities. The fault with this part of the boundary study process is the reliance on each school's PTA representatives to sit in meetings, listen to dense presentations and go back to their communities and repeat the same information to families. Many PTA members are professionals with varying backgrounds in law and presentational skills. PTAs have varying abilities and capacities to disseminate and distribute information to their communities. PTAs also do not reach all members of their school communities equally. Locally and nationally school staff, as well as PTAs, continue to struggle to figure out ways to communicate and involve families of a wide variety of linguistic, educational and socio-economic backgrounds. Each community group has distributed and collected information in different ways. The lack of uniformity in the distribution and collection of information is problematic. Why then does the process rely on primarily on PTA community members to relay and collect feedback about the boundary study via PTAs?
- 3) The LSAAG member asked the committee to evaluate if there has been enough participation of Spanish speaking parents in the elementary schools with significant numbers of Latino students. The member did not hear back from any of the other stakeholders regarding this question. After attending outreach meetings sponsored by Chevy Chase ES, Rosemary Hills ES, and Rock Creek Forest ES (both the English and Spanish language presentations) it was evident to the LSAAG representative that there was not equitable representation or feedback gathered by the all of the PTAs aside from the efforts made by Rock Creek Forest PTA.

- 4) Given the complexity of the boundary issues and the language barrier, the LSAAG was willing to help bring the Office of Family and Community Partnerships to work with schools and PTAs to organize a meeting in Spanish for this community. Although LSAAG was willing to commit the time and effort to add this critical part to the overall process, it is felt that a meeting in Spanish should have been part of the boundary study process from the beginning. The responsibility of this task should have been felt by MCPS from the very beginning.

LSAAG Observations from the Latino Community

It was clear from the various PTA meetings attended that proximity to the middle school was a high priority for Latino families. For instance, the overwhelming majority of the Latino stakeholders that participated in the RCF survey indicated they would like to attend BCCMS#2 (as opposed to Westland MS) due to proximity. Proximity took precedence over all other concerns. Latino families are concerned with the hardship of lacking transportation and the difficulties in reaching Westland MS in case of an emergency or for extracurricular activities, a missed bus or an evening event. The public transportation bus routes to BCCMS#2 are much quicker than they are to Westland, especially if the traffic is taken into account. A couple of mothers from RCF drove the route from the elementary school to the closest bus stop to BCCMS#2 and found the commute much more manageable, even including the estimated 10-15 minute walk to the site of the school from the bus stop.

The LSAAG representative spoke to many families who all seem to be unaware of the many other factors involved in deciding school boundaries. Upon explanation of some of these factors, parents felt that if all things were equal, as it has been pledged by MCPS, then it only made sense for the schools closest to BCCMS#2 be assigned to it. The LSAAG representative recognized the need to help the Latino community understand all the factors involved in this process. If the RCF and or RH school communities were to be assigned to Westland, the LSAAG representative hoped that families would understand the reasons behind that decision which include utilization numbers, demographics and burden of travel, to name a few.

Spanish-language Informational Meeting regarding the BCCMS#2 Boundary Study

With the help of the MCPS Division of Long Range Planning and MCPS Office of Community Engagement and Partnerships, the LSAAG representative organized a Spanish-language informational meeting to help the community understand the boundary process, answer questions and gather feedback from the community. To bolster attendance for the planned meeting, the LSAAG and RCF Spanish-speaking representatives went to various apartment complexes in the RCF and RH neighborhoods to distribute flyers and speak with families to personally invite them to participate. In these conversations the representatives learned that the non-English speaking communities of the eastern part of the cluster have not been fully informed of their choices nor of the burdens which they would potentially bear.

The Spanish-language presentation took place at the Coffield Community Center in Lyttonsville, a location in between both elementary schools of the eastern part of the cluster. The meeting was led by the LSAAG representative who began the meeting by giving the audience an understanding of the basics of this complex process. The representative discussed the problem of overcrowding at Westland, the proposed solution to overcrowding by construction of a second middle school, the boundaries for each ES, the concept of a high school cluster, and how MCPS is looking to figure out how to best assign each elementary school within the cluster to each middle school. There were 25 adults in attendance, the majority of which were from the RCF and RH neighborhoods. Three participants were from Chevy Chase ES and one from North Chevy Chase ES. Food was provided by LSAGG members and by a parent volunteer from RCF. Childcare also was provided. The presentation was done in Spanish, but English interpretation was provided for one English speaker in attendance as well as the MCPS English-speaking staff. After the introduction, the adults were divided into groups and each group was asked to give feedback on the boundary issues. Four facilitators engaged their groups as they saw fit, asking questions about each family's priorities with regards to attendance at each middle school.

Feedback from families

The families at this meeting expressed the same concerns as had been expressed by other Latino community members. Proximity was of great importance to them, they would like to avoid split articulation of their school, and that diversity was valued. When asked to prioritize their concerns, most families wanted their child to attend the middle school that was closer to their neighborhoods. Families have been told and hold the perception that the quality of their child's education will be the same at each school. If that is the case then they prefer a school that is closer to them. Proximity would allow for more parent participation in school activities and quicker access to their child in the case of an emergency.

Regarding the Proposed Articulation Options

The proposed articulation options provided are not inclusive enough of all the communities within the BCC Cluster. For instance, Somerset which was not identified as a school within walking distance, (Westbrook ES is in walking distance to Westland and NCCES is in walking distance to BCCMS#2) had not been included in the options to attend BCCMS #2 until a second round of options were requested. Furthermore, the first set of options did not put every community under the same bussing burden. If MCPS is willing to bus students from the Eastern area of the BCC cluster to the Western area to maintain diversity, then students from Somerset elementary should have also been considered for bussing for BCCMS #2. During one of the Boundary Study Committee meeting discussions, it was apparent that bussing Somerset children to the BCCMS #2 was an incredibly burdensome act. If that is unreasonable for the Somerset students, why is it acceptable for students in the Eastern part of the cluster?

Most of the options that meet the MCPS requirements of diversity and facility utilization place were seen as an unfair burden on Latino families to be bused to a school further away from their

neighborhood. This is in direct contradiction to one of the committee’s criteria to consider equity of students who are transported in terms of their demographics.

LSAAG Recommendations

The LSAAG was created to “Assure participation by a broad array of Latino community representatives who may not currently be civically engaged” and to “Advocate for Latino youth and their families at MCPS around the priority areas and other topics that might arise that are critical to the education of Latino youth.” We suggest MCPS employ its Parent Community Coordinators in the BCC cluster to disseminate pertinent information and gather important feedback from the Latino families at each school impacted.

We want MCPS to strongly consider the negative impact of forcing Latino students to be bussed to a middle school that is not the closest in proximity. This apprehension of busing to a more distant middle school is a topic of great concern to the Latino community and will have a direct impact on parent participation and involvement in school—a key element toward making progress in addressing the achievement that exists in MCPS.

Improving the Process

The boundary study process could be improved by providing adequate information about current population growth and projections of that growth. The LSAAG would like to analyze this data from every angle. MCPS should be willing to provide the data and project it for the current elementary, middle and high school students in the cluster.

MCPS struggles to find ways to engage Latino parents across the entire county, even when schools are in close proximity to neighborhoods. The LSAAG is aware that the BCCMS #2 boundary study is one of many important discussions being held which will impact Latino students and their families. The issues are complex and interpreters are not able to keep up with the discussions at the table. MCPS should conduct informational meetings and discussions in Spanish in order to gather accurate and inclusive feedback from the Latino community.

MCPS should not rely on PTAs as the key method for disseminating information as PTAs struggle to find ways to engage Latino parents in general. More effort should be made to engage a wider variety of parent and community groups.

THE MONTGOMERY COUNTY, MARYLAND, BRANCH NAACP PARENTS' COUNCIL
BETHESDA-CHEVY CHASE MIDDLE SCHOOL BOUNDARY PROCESS

POSITION PAPER

June 1, 2016

SUMMARY

The NAACP Parents' Council asserts that equity is the overarching principle that must guide the boundary study process, as well as its ultimate result. Utilization and diversity are in service of equity. While geographic proximity is important, it is secondary to equity, particularly because equal racial/socioeconomic demographics require that some students travel to schools that are not geographically proximate to their communities. To the extent a boundary study committee establishes a criteria that conflicts with equity, it should be ignored. The Parents' Council is at a loss to see how the criteria, avoidance of split articulation, squarely fits with the MCPS vision and strategic framework of equity. Split articulation was the voluntary integration tool used by MCPS in the 1980's to remedy segregation in the Cluster. The Parents' Council asserts evaluating a boundary option on the basis there be no split articulation, without consideration of equity, is counter to the equity vision of the Board and the MCPS strategic framework.

While MCPS leadership has a commitment to equity, MCPS has not translated this expressed support into processes to analyze, influence, and improve decision-making to support equity. To align the boundary study process with the values and strategic plan of MCPS, we recommend the incorporation of a decision-making compass that can be applied to policy decisions, including those about boundaries. Specifically we recommend MCPS apply a racial equity lens to evaluate whether practices and decisions result in equitable outcomes. The lens draws upon extensive research, and was developed by The Race and Social Justice Initiative, which in 2004 began to focus on the internal operations of the City of Seattle, Washington. The lens aims to empower decision-makers with the tools to recognize and address policies, procedures and practices that perpetuate differential outcomes. A number of cities have begun to employ the racial equity lens, including Minneapolis, MN; Madison, WI; and Portland, OR. The lens tests decisions against 5 questions:

1. Who are the racial/ethnic groups affected by this policy, program, practice or decision? What are the potential impacts on these groups?
2. Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences?

3. How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic)?
5. How will you mitigate the negative impacts? How will you address the barriers identified above?

In this regard, we note 9 of the 10 boundary options considered by the committee assigned students from the Rosemary Hills or Rock Creek Forest communities, which have the highest FARMS percentages and number of students of color, to the school furthest from their neighborhood. In Maryland State Board of Education, Opinion No. 82-28, June 30, 1982, the State Board of Education found the one-way busing imposed on the minority students of Rosemary Hills was inequitable and improper.

We are concerned the Committee was provided insufficient projections on which to base a decision about whether a boundary would remain stable for as long a period as possible. MCPS should employ deeper, more thorough and longer term demographic projections. The boundary committee should be provided the exact percentages and numbers of students by demographic group, including groups that fall under 5%. Information about students, who participate in choice programs, should be provided separately from information about community based school programs. In addition, the Parents' Council recommends that MCPS utilize third party demographers, so committee members and the public can move away from questioning the veracity of demographic projections and the integrity of the Board of Education. Enrollment projections prepared by a third party demographer, on behalf of the Austin Texas Independent School District, are illustrative. A description of the methodology used in those projections is attached. The Parents' Council underscores the importance of the retention of a third party demographer, particularly as communities with an actual or perceived power and access to MCPS staff work together under MCPS' expanded public engagement regulations.

Finally, appointments to a boundary study committee and outreach by the committee must walk the talk of MCPS, that putting diverse people together enhances them all, and that MCPS seeks the best outcome for all of the children it serves, without respect to race, zip code, socioeconomic background, or disability. To ensure communities of color are authentically represented on boundary committees, steps are necessary to remove obstacles to full participation. The principals of the schools within the impacted cluster, must provide outreach support. MCPS should conduct the boundary meetings at different locations in the Cluster. Otherwise, the voices of few will be all that is heard. For your information, a copy of the community organizing framework used by the Portland Public Schools during its recent boundary review process is attached.

INTRODUCTION

This position paper sets forth the NAACP Parents' Council's thoughts, concerns and views of the Bethesda-Chevy Chase (B-CC) Cluster middle schools boundary process and the boundary options that have been offered. The paper first asserts that equity should be the overarching and preeminent goal of the boundary process. Next, the paper sets forth process-oriented and substantive concerns about the B-CC middle school process. These concerns relate to the need to have all communities fully represented on the boundary committee and to maximize

opportunities for every voice to be heard and valued throughout this process. As a substantive matter, the diversity and busing burdens set forth in the boundary options, that have been offered to the boundary committee, fall squarely on the Rosemary Hills and Rock Creek Forest communities, both located in the same far corner of the Cluster and both of which provide the racial, ethnic and socioeconomic diversity for the Cluster. The Parents' Council is particularly concerned by and disappointed by the one-way busing patterns set forth in 9 of the 10 boundary options.

The paper concludes by offering suggestions to improve future boundary processes. The first suggestion reiterates the critical point that maximum participation of families and communities in the boundary process is vital to its integrity and success, and that efforts must be exerted inside and outside the schools to ensure that every voice is heard and represented. Second, MCPS should engage professional demographers in future boundary processes, to ensure that the Division of Long Range Planning has the support to leverage analytical methods that allow the committee, the Superintendent, and the Board to make decisions based on robust short- and long-term demographic projections, including the actual percentages of student groups that fall under 5%.

EQUITY SHOULD BE THE PREEMINENT GOAL OF THE BOUNDARY PROCESS

There are four MCPS criteria that drive the process for developing and determining school boundaries: 1) demographic characteristics of the students; 2) geographic proximity of communities to schools; 3) the stability of school assignments over time; and 4) facility utilization. These criteria were supplemented by the committee to encompass consideration of the availability of public transportation, the time actually spent on a school bus, one-way busing, and avoidance of split articulation. While the MCPS does not weigh these criteria in any particular manner, the Parents' Council asserts that equity is the overarching principle that must guide this process as well as the ultimate result. Equity, in this context, means finding ways to ensure that all students, regardless of their socioeconomic status, neighborhood community, racial/ethnic background, disability or any other factors are provided all of the resources that MCPS offers, and have the educational foundation necessary to succeed in the twenty-first century.

The MCPS Strategic Planning Framework articulates clearly that “MCPS is committed to educating our students so that academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency, or disability.” Equity is necessary to realize this ideal. Accordingly, equity should be the organizational frame of the boundary process, as well as its’ ultimate result. Without equity as the core mission of the boundary process, the educational experiences of students within the B-CC Cluster will continue to be divided along the lines of race, ethnicity and socioeconomic status. Thus, the overarching goal of this process—as well as any process that results in starting a new MCPS school—should be to draw boundaries that best ensure that all students have equal educational opportunities, as well as full access to the resources necessary to realize those opportunities.

Utilization and diversity are in service of equity. Specifically, closely aligned utilization and diversity—in all of its forms—are key ingredients to the mix of resources that are necessary to ensure that students in Westland and B-CC Middle School No. 2 receive the same education and have equal access to curricular and extracurricular opportunities. While geographic proximity is important, it is subservient to the other factors, particularly because equal racial/socioeconomic demographics require that some students travel to schools that are not geographically proximate to their communities. Indeed, geographic proximity, alone, would re-segregate the B-CC Cluster racially, ethnically and socioeconomically. Unfortunately, the Cluster will have two middle schools that are at its far corners, with neither centrally located. As a result, some groups of students will have a considerably longer commute time than others to ensure that equity is realized.

The rich array of resources necessary to achieve equity and equality are both within and without the curriculum. The curricular resources include the teachers, administrators, classes, programs, instructional materials and pedagogies necessary to teach each student; to build upon his or her strengths and teach through weaknesses. The extracurricular resources include the activities and other programs that are otherwise made available to schools and/or the parent communities that support the schools. Here, socioeconomic equity is vital. Within the B-CC Cluster, PTAs provide substantial resources that enrich the educational resources and opportunities available to their children. Through their generosity, PTAs add to existing resources and also contribute resources that otherwise would not exist. As a result, resources must be defined and realized holistically so that the students at these middle schools are educated equally.

While equity must be the overarching principle, that both guides and follows this boundary process, it has not, to this point, been realized throughout MCPS and in the B-CC Cluster as outcome measures. For far too long, the type and quality of education afforded the students within the Cluster, as well as their experiences throughout their matriculation, have differed dramatically based on race, ethnicity, socioeconomic status, and disability. The achievement gap within the B-CC Cluster remains stubborn, persistent and unconscionable. Test scores within the Cluster

demonstrate vast performance differences, with white and Asian students receiving the highest scores, and black, Latino and special education students receiving the lowest. These scores reinforce that black and Latino students within the same schools—which have the rich resources that the schools and communities within the B-CC Cluster afford and demand—have vastly different learning experiences and outcomes that place them on separate paths as they matriculate through MCPS and beyond. In this regard, the racial achievement gap within the B-CC Cluster is consistent with national research, which finds that “the [school] districts with the most resources to serve all students frequently have the worst [achievement gap] inequities.” While test scores within the B-CC Cluster can be measured, the educational, social and psychological impacts that follow these scores simply cannot.

Our children are products of our history. Unfortunately, there remains much work to be done to break down walls, regardless of context. Here, however, diversity is important for two reasons: First, the more diverse a school, the more that can be done to chip away at and eventually break down these walls. Racial, ethnic and socioeconomic diversity are the cornerstones of a deep, well-rounded education, one that allows students to both learn from and teach each other inside and outside the classroom, and gives them the wide array of hard and soft skills that position them to embrace and engage the world that awaits. Second, diversity brings to children of color confidence and a sense of belonging. It affords them greater interaction with students from similar and dissimilar backgrounds and experiences. Diversity boosts the sense of belonging and comfort of students of color, and then, in turn, creates avenues for cross-cultural exchange.

OBSERVATIONS ABOUT THE BOUNDARY PROCESS OPTIONS

First, having representatives from all stakeholder groups affected by these boundary decisions is vital to the long-term success of the MCPS. Discussing, debating and addressing these complex issues requires a boundary committee that reflects the racial, ethnic and socioeconomic diversity of the Cluster, as well as a process that maximizes the ability of all individuals, families and communities within the Cluster to have a voice and to be heard. MCPS must be mindful and cognizant of the ways in which collective voice and privilege are stitched into the boundary process. These dynamics impact the ways in which boundary committee members are selected, whether or not communities participate in the process, and whether or not the voices and concerns of our most marginalized families and communities are heard and valued. In this regard, the Parents’ Council commends MCPS for incorporating the NAACP Parents’ Council in this process. As a result of amendment of Regulation FAA-RA in 2015, the committee formed to make a recommendation about BCC middle schools boundaries marks the first time the Parents’ Council has participated in a boundary study committee. The Parents’ Council applauds the efforts of the Board to ensure parents of children of color provide substantive input. Without Board action to align the public engagement process with its vision of equity and the strategic framework, Parents’ Council input

would have been severely marginalized, as evidenced by the attached letter from Larry Bowers, Interim Superintendent, dated November 13, 2015, to Byron Johns, Chairman of the Parents' Council.

The Parents' Council asks MCPS to be mindful of the ways in which collective voice and privilege are stitched into the boundary process. These dynamics impact the ways in which boundary committee members are selected, whether communities participate in the process, and whether the voices and concerns of our most marginalized families and communities are heard and valued. The need to include representatives of students of color is made plain in the November 12, 2015, testimony of the B-CC Cluster to the Board about the FY 2017-2022 capital improvements program, which states, "PTAs should not, however, be expected to represent non-PTA groups, as doing so likely would exceed the bounds of the PTA's charters and by-laws." It is our understanding in the BCC Cluster, the PTA has been unable to represent the views of Latino, African American and immigrant communities, when those views diverge from the views of the majority of its members.

Generally racial, ethnic and socioeconomic diversity was realized by assigning students from the Rosemary Hills or Rock Creek Forest communities, which have the highest FARMS rates and number of students of color, to the school furthest from their neighborhood. This was the case in 9 of the 10 boundary options presented to the committee, and was particularly true of the original 6 options presented to the boundary committee. None of the 6 options proposed students from the communities on the southwest part of the Cluster (e.g. Somerset) attend B-CC Middle School No. 2. In fact, Somerset students were identified as walkers, who live within the 1.5 mile walking radius of Westland. A MCPS Department of Transportation presentation, about school bus routes and travel times, that was requested by Committee members, clarified that MCPS deems students in the Somerset neighborhood as bus riders. River Road acts as a natural barrier to prevent Somerset students from walking to Westland. The second round of options requested by members of the Committee, included 1 scenario that assigned Somerset to BCC Middle School No. 2.

The Parents' Council is troubled less by the range of options presented than by the process that led to these options. No option—other than Option 9—would have, at the very least, allowed the committee to look at, analyze and discuss the impacts of more evenly distributing busing burdens via two-way busing. To go through the process of reviewing the 6 options proffered by MCPS, with no options that involved two-way busing, particularly given that one-way busing is an issue of historical significance to the B-CC cluster, generally, and Rosemary Hills, specifically, is unsettling. We note in Maryland State Board of Education, Opinion No. 82-28, June 30, 1982, the State Board of Education found the one-way busing imposed on the minority students of Rosemary Hills Elementary School was inequitable and improper. Boundary options that involved two-way busing would have led to fuller,

more rigorous contemplation of the various benefits and burdens across the communities within the Cluster.

The Parents' Council points out 9 out of 10 options offered by MCPS placed the burden of attending the school furthest from their neighborhood, on the Rosemary Hills or Rock Creek Forest communities. Generally, parents of Rosemary Hills and Rock Creek Forest students have the least strong connection with MCPS and the least flexibility to forge relationships with teachers and administrators. Students from those neighborhoods, who attend Westland, also can be expected to be less connected to Westland because of the long commute time, and the absence of an informal as well as formal connection to the school. Westland will not serve as the location of their Boy Scout or Girl Scout troops. They will not ride their bikes or skateboard in the Westland parking lot. They will not schedule pick up games on the Westland basketball courts or play pick-up soccer in its fields. They will have less flexibility to participate in informal after-school activities and to otherwise make the school an integral part of their lives. Students will share this relative disconnectedness with their parents, who also will have less ability, than more affluent parents, to be fully involved with the schools. As articulated during the February 21st boundary committee meeting, families with parents or caregivers who have inflexible work hours, cannot rearrange their work schedules or afford to work less hours, or take off work. As a result, they are less able to be fully involved with the schools. Moreover, for those families, who do not own vehicles and do not have ready access to vehicles, the public transportation burdens of traveling from the Rosemary Hills and Rock Creek Forest communities to Westland are substantial. For instance, it takes one hour to travel from Silver Spring to Westland via public transportation. Thus, parents from Silver Spring have to travel two hours round trip to attend school events, meetings and teacher conferences, which makes full participation impractical, if not largely impossible.

These issues feed into gaps in participation, social capital and achievement. The students' ability to participate in teams and activities, and the social and emotional learning that results from participation, would continue to be impacted and compromised. Also, the achievement gap, which begins prior to middle school, would continue to expand as students are less able to stay after school for tutoring, academic enrichment or social and emotional growth experiences. For these reasons, and in light of the boundary options that have been presented, MCPS should ensure that steps are taken to enhance the educational opportunities for Rock Creek Forest or Rosemary Hills students who attend Westland, so they are equally positioned to excel in middle school and to reach B-CC High School on equal footing.

RECOMMENDATIONS TO IMPROVE FUTURE BOUNDARY PROCESSES

The Parents' Council has concerns about this Boundary Process. The concerns relate to representation, voice and information. The Council urges the MCPS System to address these concerns in future boundary processes.

First, MCPS must ensure that each community is wholly represented on boundary committees by individuals who are representative and reflective of the community, who share the experiences and interests of the community, and are accountable to the community. Otherwise, particular communities – specifically those that are in many ways marginalized, isolated and vulnerable – will be, in effect, disenfranchised. The NAACP participation in the boundary process, while vital, is not a panacea. Additional action steps are necessary to maximize the opportunities and abilities of each community to be heard at each step of the process, which includes removing all obstacles to full participation. Here, MCPS, through the principals of the schools within the impacted cluster, must provide outreach support to the representative groups to extend efforts to provide information to and maximize the participation of the impacted families. For example, the representative groups should have access to parent telephone numbers and other contact information, to maximize opportunities to reach all parents to educate them about, and encourage their participation in the process. Also, MCPS should conduct the boundary meetings at different locations in the cluster so that nearby residents could attend the meetings, learn more about the process and be engaged. Otherwise, families, for whom transportation is a burden, will be shut out of the process and the voices of few will be all that is heard.

The Center for Public Service (CPS) at Portland State University offers some key lessons in this regard. The Portland Public Schools District engaged the CPS to help identify ways to include a diverse array of stakeholders in its boundary review process. The CPS set forth a community organizing framework, designed to engage the various communities and constituencies in the school district. The framework includes “organizing activities,” such as having a “list of community-based organizations (and associated individuals) with skills, resources, and relationships to engage community members from a variety of communities, identifying relevant ways to gather the input for specific groups, particularly historically under-represented communities; and setting engagement goals for specific, historically under-represent communities.”

Second, MCPS should provide or otherwise have access to deeper, more thorough and longer demographic projections, based on current development projects, planned projects and population projections, as well as the inclusion of additional, non-MCPS data. One flaw of the current process is that enrollment projections do not include demographic information. The projections should span at least 8 to 10 years, particularly as one of the criteria for drawing the new boundaries is the stability of school assignments over time. MCPS should utilize professional demographers in the boundary process, so that boundary committees could have a

firm grasp on both short-and long-term demographic changes. Also, MCPS should utilize analytical methods used outside of school systems to find new, innovative ways to provide better demographic forecasts, including school enrollment projections.

Third, MCPS should provide to boundary committees the exact percentages of student groups that fall under 5%. As per its policy, MCPS did not provide this data to this boundary committee, even though there were several demographic groups that fell under this informational threshold. Indeed, this information is highly relevant and, in some instances, perhaps even dispositive. It is critically important, for instance, to know if “under 5%” means 0%, 0.1%, 4% or anywhere in between. MCPS could mitigate the sensitivity of this data by having committee members sign a nondisclosure agreement before giving them access to the data. MCPS must understand that transparency best serves and legitimizes the boundary process.

CONCLUSION

The Parents’ Council hopes and expects that MCPS, as well as the families and communities within the B-CC Cluster, view the opening of B-CC Middle School No. 2 as an opportunity—and, more importantly, a mandate—to reflect upon and improve the educational opportunities afforded to students throughout MCPS. Reflection requires serious consideration of the persistent achievement gap, as well as student socialization within the B-CC Cluster and throughout MCPS. This is an opportunity for MCPS to start from scratch; to build upon the programs, resources, methodologies and pedagogies that have developed our students positively, while at the same time improving upon, retooling and perhaps dismantling those that have not. As part of this boundary process, and at each step along the way toward opening and administering B-CC Middle School No. 2, MCPS must consider and address the many questions, issues and concerns that have been raised repeatedly throughout this process about the curriculum, programs and resources that will be available—immediately and the long- term—at the new middle school vis-à- vis the existing programs at Westland.

Respectfully,

NAACP Parents’ Council



November 13, 2015



Mr. Byron Johns, Chair
Education Committee
NAACP Parents' Council
Montgomery County, Maryland
P.O. Box 2165
Rockville, Maryland 20847-2165

Dear Mr. Johns:

Thank you for your e-mail message of October 29, 2015, concerning the upcoming boundary-setting process for Bethesda-Chevy Chase Middle School #2. I understand from your e-mail message that the National Association for the Advancement of Colored People (NAACP) Parents' Council is concerned that the new middle school could become a school with a much higher Free and Reduced-price Meals System (FARMS) level than Westland Middle School, once the boundaries are set.

I want to assure you that Montgomery County Public Schools (MCPS) and the Board of Education have no intention of ignoring the impact of the boundaries for Bethesda-Chevy Chase Middle School #2 on the overall composition of the student populations of both this new school and Westland Middle School. Indeed, this is an express factor taken into consideration in the boundary development process set forth in Board Policy FAA, *Long-range Educational Facilities Planning*, and the implementing MCPS Regulation FAA-RA, *Long-range Educational Facilities Planning*.

Pursuant to Board Policy FAA, the following four main factors are taken into consideration:

- Demographic characteristics of the student population of each school affected by boundary changes
- Geographic proximity of communities to schools
- Stability of school assignments over time
- Facility utilization levels that are within school capacities

With respect to demographic characteristics, MCPS Regulation FAA-RA further states:

Where reasonable, school boundaries or geographic student choice assignment plans should promote the creation of a diverse student body in each of the affected schools. Data showing the impact of various options include the following factors:

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- (i) The racial/ethnic composition of the student population;
- (ii) The socioeconomic composition of the student population as measured by participation in the federal FARMS program;
- (iii) The level of English language learners as measured by enrollment in the English for Speakers of Other Languages program; and
- (iv) Other reliable demographic indicators, such as the mix of single family and multiple family dwellings, student mobility rates, and special education participation also may be considered where applicable and appropriate.

The development of these school boundaries will begin with a community boundary advisory committee process that is formed through MCPS collaboration with cluster coordinators working with school Parent Teacher Association leaders. The boundary advisory committee for Bethesda-Chevy Chase Middle School #2 and Westland Middle School will include parent representatives of all Bethesda-Chevy Chase Cluster elementary schools, Westland Middle School, and Bethesda-Chevy Chase cluster coordinators. As required by MCPS Regulation FAA-RA, MCPS will ensure that there are outreach efforts to promote racial, ethnic, and socioeconomic diversity within the advisory committee.

In all boundary advisory committees, parent representatives are charged with being liaisons to their school communities. Boundary advisory committee meetings are public meetings and opportunities are provided for observers to attend and to ask questions or make comments at the end of each meeting. Any representative of the NAACP Parents' Council is invited to attend meetings of the boundary advisory committee and provide input at the allocated time provided at each meeting.

The boundary advisory committee process includes two public information meetings—one at the outset of the process to explain how the process will be conducted and one at the end of the process—to review boundary options developed during the process. At the second public information meeting, attendees are provided with feedback sheets to provide comments on the options. This feedback is presented to the superintendent of schools, along with the boundary advisory committee report, and is carefully considered prior to a boundary recommendation being sent to the Board of Education.

It is important to note that boundary advisory committees do not make decisions on boundaries, nor do they recommend any one boundary option. Instead, members of the committee evaluate boundary options based on criteria that are established at the beginning of the process. MCPS staff facilitates the committee meetings and makes members aware of the four main factors the Board considers in making decisions on boundaries. This ensures that key concerns, such as the impact on the composition of the student body at each of the schools, considered as options are being developed and evaluated.

I understand that some members of the Parents' Council believe the location of Bethesda-Chevy Chase Middle School #2 makes it more apt to be high in FARMS percentages than Westland Middle School. This is not the case. I can assure you that it will be feasible to create boundaries that will result in the creation of diverse student bodies at both middle schools consistent with the core values, including equity, highlighted by the Board in its Strategic Planning Framework, *Building Our Future Together*.

If you have any questions, please contact Mr. James Song, director, Department of Facilities Management, at 240-314-1064 or Mr. Bruce Crispell, director, Division of Long-range Planning, Department of Facilities Management, at 240-314-4702.

Sincerely,



Larry A. Bowers
Interim Superintendent of Schools

LAB:AMZ:JS:bmr

Copy to:

- Members of the Board of Education
- Dr. Navarro
- Dr. Statham
- Dr. Zuckerman
- Mr. Civin
- Mr. Crispell
- Mr. Song
- Mr. Ikheloa

Community Organizing Framework for [Portland Public Schools] PPS

Background

The following Community Organizing Framework is intended to establish a “new normal” for PPS in conducting community engagement around any issue.

In summary, the framework includes creating a set of nested, segmented activities designed to ensure deep engagement within the broad PPS community. It is vital that at the outset of any engagement, PPS set visible and transparent metrics. The Framework is also designed to authentically engage communities of color and other historically underrepresented communities by continuing to build relationships with community based organizations and outreach to parent groups, faith communities, and individuals who are willing to partner with PPS during the engagement process.

The Community Organizing Framework is intended to be flexible and adaptable to the needs of the many constituencies PPS serves and is intended to be useful for any significant community engagement processes PPS might undertake in the future. Recognizing that each process will differ and that communities and leadership change over time, PPS will need to adapt and update the organizing goals, engagement goals, organizing organizations and individuals, and activities on an on-going basis.

PPS Organizing Activities

- Align existing PPS community engagement assets to support community organizing;
- Adapt identified list of community-based organizations (and associated individuals) with skills, resources, and relationships to engage community members from a variety of communities to make sure those voices are heard on PPS issues;
 - Identify and map out informal parent leadership on a per school basis (an on-going, yearly basis exercise as parents come and go);
 - Identify gaps where community-based organizations (CBOs) or known leaders aren't already established or known based on the issue PPS wishes to get input on and the communities PPS wants particular input from;
 - Identify relevant ways to gather the input for specific groups, particularly historically under-represented communities (settings, conveners/inviters, particular needs - e.g. translation, transportation);

- Provide needed resources or technical expertise to those CBOs and individuals to empower them to organize engagement efforts and activities; and
- Set overall engagement goals as well as engagement goals for specific, historically under-represented communities. Monitor progress on those goals throughout the engagement and redeploy resources and adapt strategies as needed.

Engagement Goals

We recommend that PPS set targeted percentages across a variety of levels for engagement participation, including district wide, demographic groups, and by school. Throughout the engagement period, PPS can establish check-in points to determine where to target outreach resources to encourage participation in meeting those targets.

- Engage 40% of families of PPS students district wide;
- Engage 50% of participation from families of PPS-identified demographic groups, particularly historically under-represented groups;
- Engage an average of 40% of participation from each school;
- Engage 60% of participation from identified demographic groups from particular schools that are most likely to be impacted by a boundary change (or by whatever issue the public is providing input on).

http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/182/PSU_Report_for_DWBR_-_October_2014.pdf, pages 17, 18

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Excerpt from
Austin Independent School District
Ten Year
Student Population Projections
By Residence
Fall 2016-2025
(Based on Fall 2015 Data)
Prepared by
Davis Demographics & Planning, Inc

https://www.austinisd.org/sites/default/files/dept/default/docs/AISD_Demographic_Study_Dec_16_2015.pdf

INTRODUCTION AND DISTRICT BACKGROUND

The Austin Independent School District (AISD) has contracted with Davis Demographics & Planning, Inc. (DDP) to develop and analyze demographic data relevant to the District's facility planning efforts. The scope of contracted work includes: updating District mapping files, analyzing the District's past four years of geocoded student data files, developing and researching pertinent demographic data in and around the District, identifying current and future residential development plans and preparing a ten-year student population projection.

The purpose of this report is to identify and inform the District of the demographic trends occurring within the community; how these trends may affect future student populations; and to assist the District in making facility adjustments that may be necessary to accommodate the potential student population shifts and the need for potential attendance area boundary changes and/or the construction of additional capacity.

Since 2013, AISD has contracted with DDP, a non-biased third-party consultant, to prepare an annual ten-year demographic study. In this study, DDP produces detailed neighborhood and attendance area population projections based on the residential address of Austin ISD students. DDP bases its projections on the belief that school facility planning is more accurate when facilities are located where the greatest number of students live, or will live in the future. This study is intended to help the District notice specific demographic trends that could assist them in making informed decisions regarding long-range planning efforts.

The Sources of Data section details how the two sources of data, both geographic and non-geographic, are collected and used in the ten-year student population projection model.

The Ten-Year Projection Methodology section discusses, in detail, how the factors used in the study are calculated, and how they are used. These factors include area birthrates, and their effect on incoming kindergarten classes; the effects of student mobility within and out of the District; student yield factors, based on historic housing data and trends; and a detailed view of future residential development within the District.

The Student Resident Projection Summary sections offer a review of this year's student resident projection results. Included in these sections are the district-wide student population projection summary and a projected resident student population summary for each of the existing attendance areas and of the individual Study Areas from which they were calculated.

While reading this report, it is important to remember that it is based on data gathered during the summer and fall of 2015. Because population demographics, development plans, funding opportunities and District priorities are all subject to change, it is recommended that these factors are re-evaluated on an annual basis, with new ten-year resident projections produced annually.

SECTION ONE: METHODOLOGY

SOURCES OF DATA

A. Geographic Map Data

Five geographic data layers were modified or created for use in the ten-year student population projections:

1. Street Centerline Database
2. Study Areas
3. Schools
4. Austin ISD Students – Historical and Current
5. Planned Residential Development

1) Street Centerline Data

The main function of the street centerline data file is in the geocoding process of the student data. The geocoding process places a point on the map for every student in the exact location that student resides. Each student is geocoded to the streets by their given residence address. This enables DDP to analyze student data in a geographic manner.

2) Study Areas

Study Areas are small geographic areas, similar to neighborhoods or portions of neighborhoods, and are the building blocks of school district attendance areas. Study Areas are geographically defined following logical boundaries of the neighborhood such as freeways, streets, railroad tracks,

or green space. Each Study Area is then coded with the corresponding elementary, middle and high school that the students in the area are assigned to attend. By gathering information about the district at the Study Area level, DDP and the District can closely monitor growth and demographic trends in particular regions and identify potential need for boundary or facility adjustments. Currently, 2,518 Study Areas make up the Austin ISD boundary.

3) Schools

School facility information including school name, address, unique identifying code, grade ranges, and permanent capacity were provided to DDP by District staff.

4) Student Data

a. Historic Student Data - Historic population data is used to compare past student population trends as well as the effects of mobility (student movement in or out of existing housing) throughout the District. The District provided the last four years of student data (SY 2012 - SY 2015) to serve as the basis for calculating student Mobility Factors.

b. Current Student Data - A student data file representing student membership on the last day of the first six-week period (October 2, 2015) was provided to DDP by District staff. This data was summarized by grade level and each student was located by residential address to identify current Study Area populations. This data is used as a base for student population projections. The projections run each of the next ten years from SY 2016 through SY 2025.

c. Student Accounting - The Student Accounting Summary (Table 2) indicates the total student enrollment as of October 2, 2015 and the number of students used in the ten-year student population projections. The projection model is based on student residence and typically excludes students residing outside of the District's boundaries. DDP also removed the Early Childhood (EC) students from the projections, because the number of these special education students can vary from year to year.

d. Current Student Composition – Austin ISD Fall 2015 student data file consisted of 83,769 student records with fields including Grade, School of Enrollment, Race, and Special Education. The following Maps 1 – 4, detail ethnicity spatially to each planning area. A darker color indicates a greater percentage and the lightest color reflect no students of that ethnicity within the planning area.

1) Planned Residential Development

This data was obtained through discussions with District staff, city and county agencies, and major developers within the District boundaries. DDP visited residential development sites throughout the year to verify construction status, update phasing, and review information with Austin ISD staff. This

data includes development name, location, housing type, total number of units of development, remaining number of units in development and project phasing (projected move-in dates). The phasing for planned housing development is factored into the ten-year projections (see Section Two for a detailed listing of the planned residential development). In the student population projection, DDP includes all approved developments and those developments under review, in addition to any planned or proposed development that possibly will occur within the projection timeframe. The planned residential development information and phasing estimates are a snapshot of the District at the time of this study. Because this information is subject to changes in the market place, this data should be reevaluated annually.

A. Data Used for Variables

Three sets of data were compiled and reviewed for use in the ten-year student population projections by residence:

1. Births by Zip Code
2. Mobility Factors
3. Student Yield Factors

1) Births by Zip Code

Birth data by postal zip code (roughly correlated to the Austin Independent School District boundaries) was obtained from the Texas State Department of Health for the years 1999-2013. Past changes in historical birth rates are used to estimate future incoming kindergarten student population from existing housing. Birth rates were further analyzed at regional levels within the District and then applied to the planning areas.

2) Mobility Factors

Mobility refers to the increase or decrease in the movement of students within and out of the District boundary. Mobility, which is essentially a modified cohort, is applied as a percentage of increase/decrease among each grade for every year of the projections.

3) Student Yield Factors (SYFs)

Student Yield Factors were calculated from a housing count of existing residential units throughout the District. This survey includes four main housing types: single-family detached (SFD), apartments (APT), condominiums (CDO) and multi-family attached (MFA) including townhomes, duplexes, triplexes and quads.

The student yield factors, combined with planned residential development units are used to determine the number of students potentially generated from new residential housing development

projects. Student Yield Factor calculations will be discussed again in the Ten-Year Projection Methodology section.

TEN-YEAR PROJECTION METHODOLOGY

The projection methodology used in this study combines historic student population counts, past and present demographic characteristics, and planned residential development to forecast future student population at the Study Area level. District-wide projections are summarized from the individual Study Area projections. These projections are based on where students reside and where they are assigned to attend school. DDP uses the location of where the students reside, as opposed to their school of enrollment, in order to provide the most accurate estimate of where future school facilities may be needed. The best way to plan for future student population shifts is to know where the next group of students will be living. The following details the methodology used in preparing the student population projections by residence.

Ten-Year Projections

Projections are calculated out ten years from the date of projection for several reasons. The planning horizon for any type of facility is typically no less than five years, often longer. Ten years is usually sufficient to adequately plan for any new facility. Projections beyond ten years are based on speculation due to the lack of reliable information on birth rates, new home construction, and economic conditions.

Why Projections are Calculated by Residence

Typically, district generated projections are based on school enrollments and are projected for staffing and budgetary needs. However, this method is often inadequate for long-range planning needs, such as the location of future school facilities, because the location of the students is not taken into consideration. A school's enrollment can fluctuate annually not only due to population trends but also due to variables in the curriculum, program changes, school administration, and open enrollment policies. These variables can skew the apparent need for new or additional facilities in an area.

The method used by DDP is unique because it modifies a standard cohort projection with demographic factors and student residential location. DDP bases its projections on the belief that school facility planning is more accurate when facilities are located where the greatest number of students reside.

The best way to plan for facility requirements is to know where the next group of students will be residing. The following details the methodology used in preparing the student population projections.

PROJECTION VARIABLES

For each year of the projections, 12th grade students graduate and continuing students progress through to the next grade level. This normal progression of students is modified by the following factors:

1) Incoming Kindergarten

Live birth data is reported to the Texas State Department of Health Statistics by the resident postal zip code of the mother. DDP uses the birth data by zip code roughly correlating to the District boundary and applies the data accordingly. For estimating incoming Kindergarteners, DDP divided the District into eight regions (Northwest, North Central, Northeast, Central, East, Southwest, South Central and Southeast) based geography.

The assumption underlying the use of birth statistics from year to year is that increases or decreases in the number of births in the area will translate to increases or decreases in future kindergarten enrollment. For example, the SY 2015 kindergarten class in Austin ISD was born five years previous in 2010. Any subsequent changes in births in 2011 compared to 2010 and 2012 to 2010, etc. would either increase or decrease future kindergarten class sizes.

Incoming kindergarten classes, for existing homes, are estimated by comparing changes in past births in the area. DDP assumes the current kindergarten class was born five years prior in 2010. Future incoming kindergarten classes are estimated by comparing the number births in 2010 to the number of births in 2011 through 2013. DDP compared the total births in 2010 to the total births in 2011, to determine a factor for next year's kindergarten class (SY 2016). The 2010 births were compared to 2012 (SY 2017 K class), 2010 to 2013 (SY 2018 K class), and 2010 to 2014 (SY 2019 K class).

DDP collected birth data for the thirty-one zip codes in the District and listed the live birth counts for each area from 2002 through 2013 (2014 data is not yet available). The 2002 to 2009 data is not used in the actual birth rate calculations, but more for historic reference. Instead of a District-wide set of birth rates, DDP prefers to calculate smaller sets of regions whenever possible to calculate a more area-specific set of data. The District's zip codes were used for the regions studies. Table 4 provides birth rates by zip codes within the District.

a. To calculate the birth rates that would be used to determine the incoming kindergarten class for SY 2016, DDP compared the SY 2011 live birth counts (representing the future SY 2016 K class) for the particular zip code(s) and compared it to the SY 2010 counts.

b. Since the future students representing SY 2020 through SY 2025 (2015 to 2019 births) are not yet born, DDP had to determine the birth factors used for SY 2020 through SY 2025. DDP used a linear trend model of the previous four years of birth rates to create the last six years birth rates. This

was done to avoid over or under projecting the number of new kindergarteners in the final years of the projection.

c. U.S. Department of Health and Human Services National Vital Statistics report indicates that nationally there was a 1% decline in fertility rates compared to 2012 and that the mean age for first birth mothers rose to 26 years old

Overall, births in the Austin ISD area are declining. A report prepared for the City of Austin Neighborhood Housing and Community Development Department by BBC Research & Consulting states that there are proportionately fewer married couples with children living in the city. These trends were also noted during the student yield study comparing existing housing types to Austin ISD students. Add to this the increase of high income renters driving up the rental market rates and shifting developer's interest into constructing higher price rental units. This trend causes us to anticipate Kindergarten class sizes continuing to stay below 1.00 as the class counts enter the District over the next ten years. This will lead to lower forecasted Kindergarten counts and subsequent declining projections if these trends continue in Austin.

Table 3

Table 3 illustrates the total births in the Austin Independent School District from 2007 to 2013 and the correlation of the number of children being born in the District to the actual number of students in the District's Kindergarten counts five years later, also known as the "market share". Overall, the chart conveys that Austin ISD currently captures 55% of the number of Kindergarten aged students who were born within its boundary five years prior. This "market share" is down from 67% in SY 2008, and is likely attributed to both the lack of affordable housing in Austin ISD and increased competition from private and charter schools in the area.

1) Student Mobility Factors

Student mobility factors further refine the ten-year student population projections. Mobility refers to the increase or decrease in the movement of students within and out of the District boundary (move-in/move-out of students from existing housing). Mobility Factors take into account apartment movement within the District, housing re-sales, foreclosures, movement out of the District and high school dropout rates. Mobility, similar to a cohort, is applied as a percentage of increase/decrease to each grade for every year of the projections.

A net increase or decrease of zero students over time is represented by a factor of 1.000 or a 100% pass through rate. A net student loss is represented by a factor less than 1.000 (such as 0.97 or a 3% net loss) and a net gain by a factor greater than 1.000 (such as 1.01 or a 1% net increase).

Example: 100 Kindergarten students in SY 2015

x 1.04 (Allison Elementary Area 1st grade mobility)

= 104 1st grade students in SY 2016

The sampling used to calculate student mobility was taken over a four-year period using “address matched” (located by place of residence) student data from SY 2012 through SY 2015 for individual grade comparisons. For example, a comparison was made for the SY 2012 Kindergarten student population to the SY 2013 1st grade students; the same for SY 2012 1st graders to SY 2013 2nd graders, etc. This comparison was also conducted through 8th grade and for the following school years: comparing SY 2013 students to SY 2014 students, and comparing SY 2014 student data to SY 2015 students.

There are a few main reasons for using the last four years of data and not using more or less years for the Mobility Study. If student data going back too far (5+ years) is used, then specific trends that were occurring during that time that are not occurring in now will be factored into the projections and therefore not reflect the most recent patterns. If only the last few years of student data (i.e. SY 2013 and SY 2014 only) are used, then isolated anomalies occurring in the District (sharp rise or decline in the student population) would then be overrepresented in the ten-year projections. DDP’s experience has shown that using the last four years of data and averaging the three years of change provides a more balanced and accurate mobility trend for ten-year student projections.

Having historical student data categorized by Study Area is extremely helpful in calculating accurate Student Mobility Factors. For this year’s report, DDP used current elementary school attendance areas as the basis to calculate Mobility Factors. In other words, 79 sets of Mobility Factors were used to calculate student projections (listed in Table 5), using these smaller geographic areas help to identify and focus on trends within the District. Focusing Mobility Factors at the Elementary Area instead of larger geography will help to refine those changes at the neighborhood area, identifying lower retention and better assist in forecasting projections.

The advantage to running the Mobility Factors at the attendance area level rather than looking only at a District-wide average is that you can focus on specific trends that are occurring in specific neighborhoods, which can lead to more accurate projections. Remember, the Mobility Factors are summaries of school attendance areas and those neighborhoods within the areas. This intensive study will allow the District to review forecasted figures at the smallest level – the planning area.

It is important to remember that the mobility study is evaluating all grade levels within the elementary attendance area. Elementary attendance areas are the smallest geographic area that can produce a granular focus to show local trends. This helps the District see the neighborhood level of information needed to project future shifts demographically and spatially.

For an example on how to interpret the Mobility Factors listed in Table 5, let us look at what is going on in the current Allison Elementary School attendance area. The column with the heading “G1” represents the rate to apply the attendance area as the Kindergarten students transition to 1st grade. For the Kindergarten grade level in the Allison attendance area, there is a gain of .04, or 104% of those students move through to the 1st grade while remaining in the attendance area. The Mobility Factors also show that the Allison attendance area will fluctuate, 1.03 for Grade 2 down to .97 by Grade 5 and then up again to 1.07 for Grade 9. The Allison attendance area Grade 9 mobility rate is below the District average for that grade. This drop compared to the rest of the District and the drop in the subsequent grades indicate a loss trending in high school age children in Allison attendance area. Allison attendance area does show a slight increase in Grade 12 compared to the District average indicating a higher retention at that grade.

1) Student Yield Factors (SYF)

The Student Yield Factors, when applied to planned residential development units, determine how many additional students will be generated from new construction within the District (see Section Two for details on planned residential development).

Two sets of data are required to calculate Student Yield Factors: a current student file (provided by the District) and current housing unit data (taken from information provided by the Travis County Tax Assessor's Office). The two database sets, students and housing units, are then linked. This allows DDP to associate each student with a specific housing unit. For the District, three general categories of housing units were analyzed; Single-Family Detached (SFD), Condominiums (CONDO), Multi-Family Attached (MFA), and Apartments (APT).

Before the SYFs can be calculated from the current housing stock, the year of construction for each housing type must be determined. In general, new housing attracts families with elementary school aged children. Over the following 12 to 15 years, the children grow older and pass through the grades. A portion of those families, now without school aged children, will then relocate and the cycle is then repeated throughout the life of the home. Identifying the year of construction and number of current resident students in recently built housing units assists in estimating the number of new students generated from future residential development.

In addition, other elements apart from the year of construction can be assessed. These elements include, but are not limited to, housing type, number of bedrooms, geographic location (study area), value of home, etc. Once all determining elements are decided upon, simple calculations are performed to produce a Student Yield Factor. The total number of units for that housing type then divides the number of current students residing in each housing type.

Student Yield Factors were studied October 2015, one for each type of housing unit Single-Family Detached (SFD), Condominiums (CONDO), Multi-Family Attached (MFA), and Apartments (APT) units (see Table 6). All residential units built within the District were extracted County Assessor's office data. Upon examining the results, DDP determined that the Student Yield Factors for Single-Family Detached, Condominiums, Multi-Family Attached, and Apartments units built from 2009 through 2014 (more or less the last five years) would most accurately estimate the number of students new housing would yield. These units are similar types and location to the planned residential development. DDP also compared counts based on the geographic location to better analysis the student generation of existing projects. The factors were then broken down into regions (see Maps 18-25) and used at smaller level to refine forecasted student generations from new housing.

1) Planned Residential Development

Closely related to the Student Yield Factors (SYF) are planned residential development units. Planned residential development data is collected to determine the number of new residential units that will be built over the time frame of the student population projections. The units built within the next ten years will have the appropriate SYF applied to them to determine the number of new students the planned residential development may yield.

The majority of development data was acquired from research by DDP and additional information obtained through discussions and meetings with District staff, Austin City and Travis County planning departments, active sales offices, and major developers within the District boundaries. DDP staff visited the planned developments within Austin ISD at several points throughout the year to verify project status. Online tools were developed by DDP to allow District staff to track existing project information during the research process. Several large development projects were split into smaller areas to allow neighborhood level tracking of each portion of the project. In some cases, District Study Areas were split into smaller areas so to help future analysis. Data in Section Two includes development name, location, housing type, total number of units and projected move in dates (phasing). Phasing for planned housing is factored into the ten-year projections.

In the student population projection by residence, DDP includes all Approved and Tentative tract maps in addition to any planned or proposed development that will possibly occur within the projection timeframe. The planned residential development information and phasing estimates are a snapshot of the District at the time of this study. DDP makes all attempts to have the most recent information used at the time of production. Because this information may change it should be reevaluated and updated annually.

APPLYING THE VARIABLES TO GENERATE THE PROJECTIONS

The following summarize how DDP uses the factors to determine the student population projections (see Chart 2). Remember that these projections are based on the residence of students and not school enrollment. Austin ISD has been divided into 2,518 Study Areas. Every Study Area is coded with the school code of the elementary, middle and high schools attendance area it falls. The residential projections are calculated at the Study Area level. This means that DDP conducts 2,518 individual projections that are based upon the number of students residing in each Study Area.

The first step in calculating the projections is to tally the number of students that live in each Study Area by grade level (Kindergarten through 12th grade). The current student base (SY 2015) is then passed onto the next year's grade (SY 2015 K become SY 2016/ 1st graders, SY 2015 1st graders become SY 2016 2nd graders, and so on). After the natural progression of students through the grades is applied, then Birth Factors are multiplied to the current kindergarten class to generate a base for the following year's kindergarten class.

Next, a Mobility Factor is applied to all grades. Again, these factors take into account the natural in and out movement of students throughout the District. The mobility factor is calculated by student movement in every grade. Based on this, a unique mobility factor is applied to each elementary school attendance area determined by the mobility factor study.

The last essential layer applied to the projections is the additional students projected from planned residential development. This is a simple calculation, again conducted at the Study Area level, where the estimated number of new housing units for a particular year is multiplied by the appropriate Student Yield Factor. For example, if 100 Single-Family Detached (SFD) units are to be built in a specific Study Area in a given year, 100 units would be multiplied by the appropriate SFD Elementary student yield factor (.194) and the resulting number (19.4) would be divided evenly among elementary grade levels.

To finish generating the projections by residence, the same process is conducted for each of the 2,518 Study Areas. Once the projections have been run at the Study Area level, then it is simple addition to determine projections for each of the District's attendance areas or for a District-wide summary. For example, the residential projections for the Allison Elementary School attendance area is simply the summary of all of the Study Areas that make up this specific attendance area (see Section Five for the projections of each elementary, middle and high school attendance area). The District Summary for the projections is a total summary of all 2,518 Study Areas.

Current and historical students, geographic data, and non-geographic data are used to calculate the factors used in the student population projections by residence. These factors are applied using DDP's SchoolSite software and projections are calculated for each Study Area for each grade.

SECTION TWO: PLANNED RESIDENTIAL DEVELOPMENT

In the student population projection by residence, DDP includes all Approved and Tentative tract maps in addition to any planned or proposed development that may occur within the ten-year projection timeframe. The planned residential development information and phasing estimates is a snapshot of the District at the time of this study. As development plans are subject to change, all planned residential development data should be updated annually.

All of the residential development data used in this report was obtained by DDP, conversations with staff from Austin ISD, officials at the City of Austin and Travis County, as well as direct contact with developers and sales offices with current and future housing projects within the District boundaries. A database and maps of planned residential developments have been created, including, when available, project name, location, housing type, total number of units and estimated move in dates (phasing schedule). DDP has also created an online tool to help District staff to view projects and updates during the research portion of this project. Development research was an unending activity over the entire year of this demographic study.

Projected phasing is based on occupancy of the unit and is used to help time the arrival of students from new developments. Known future residential projects in the Austin Independent School District area are shown by high school attendance area on the following pages. Project details are provided after each map. Only one high school area, Lanier, does not have active or future development within its boundary. There are 68 projects actively under constructed or currently planned within Austin ISD boundaries. The occupancy dates for new housing units over the next ten years have been estimated based on either visual site inspection or by projections provided by the developer. The four housing types for future units are Single Family Detached (SFD), Condominiums (CDO), Multi-Family Attached (MFA), and Apartment (APT) units. On this summary table, DDP has also included an inventory of all known residential projects that are expected to be active over the next ten years, and is sorted by Study Area number. The Student Yield Factors that DDP had researched and applied towards these future units.

Based upon information collected by DDP, it is estimated that over the next ten years there could be as many as 3,840 SFD, 912 CDO, 3,224 MFA, and 3,361 APT units constructed within the Austin ISD area (for a total of 11,337 units). The student projection by residence includes all known developments in addition to any planned or proposed development that possibly will occur within the ten-year projection timeframe. The planned residential development information and phasing estimates is a snapshot of the District at the time of this study. Because development planning is subject to change, planned residential development projections should be updated annually.

The City of Austin has been in the midst of a housing market transition. Prior residential development had been concentrated in large Single Family Detached projects, particularly in the southern areas of the District. However, recent increases in housing costs have created a shift from

Single Family Detached, to more affordable attached properties and rental units. As a result, this new trend has increased the pool of higher income renters and has created an inventory shortage of affordable housing units. This new market demand is also directly correlated to higher priced homes and rentals, particularly within the central core of the city.

Recent demographic studies show that the City of Austin has experienced an increase of older residents overall, due to the growth in Baby Boomers and seniors, and has become a “majority minority” city due to the growth of Hispanic residents, with a decrease of its African American residents. The city has also experienced proportionately fewer married couples with children. This was particularly evident during the student generation study. The study highlighted a significant decrease of resident students generated at each of the four housing types (Single Family Detached, Condominiums, Multi-Family Attached, and Apartment).

In previous years, the majority of the residential projects had been heavily weighted towards construction of single family units. These projects were primarily located in the periphery of the District boundary.

According to recent information gathered from the Austin Planning and Zoning Department, during the 1st Quarter through 3rd Quarter of 2015, the majority of approved site plans are zoned as single family. Although these projects are zoned as single family, the majority of the proposed unit types to be constructed are actually condominiums. There are several remaining Master Planned Communities (Mueller, Goodnight Ranch, and Bull Creek) still under construction or in the planning phase, but lack of available vacant property will begin to limit these types of projects.

Of the known 11,337 planned housing units, only a third (3,840 units) are single family detached units, with a Student Yield factor of 34.6%. The majority of the planned units, condos and apartments, do not typically generate high student yields for the District (see Chart 3). The following maps (8-17) and tables (8-17) illustrate the number and type of planned development for each of the District’s eleven high school areas.

SECTION THREE: ATTENDANCE MATRICES

Three Attendance Matrices have been included to provide a better understanding of where students reside and where they attend school. Remember, DDP projections are based on where the students reside, not where the student is enrolled. This method allows DDP to provide the most accurate forecast of where shifts in student population may occur and changes to future facilities (if necessary) should be located. Because DDP projections are based on where the students reside, the figures we use as a base for each school’s resident projection may be slightly higher or lower than the actual reported enrollment for each school. The best way to plan for future facilities is to

know where the next group of students will be coming from, not necessarily which school they are currently attending.

Attendance matrices act as a “check and balance” for student accounting, illustrating where the students reside (in what School of Residence) based upon their geocoded address and which school they attend (School of Attendance) based upon District provided student data. It is essential to show how the students used in the projections match up to the District’s records of enrollment for each school. Furthermore, intra-district transferring patterns can be determined by comparing School of Residence data to the School of Attendance data. The student counts used in all of the matrices represent the Austin ISD’s enrollment as of October 2, 2014.

READING THE MATRIX

When reading the Attendance Matrices, the school and its 2015-16 enrollment is listed in the first two columns. The remaining columns provide the number of students within the school’s enrollment that are living in an assignment area other than the identified school. For example, Allison Elementary School is has an enrollment of 533 students for the 2015-16 school year. Of those 533 students, 472 are from the Allison attendance area (column labeled Allison). Continuing to the right, the matrix shows no students living in the Andrews, Baldwin, Baranoff, Barrington, Barton Hills, Becker or Blackshear attendance areas are enrolled at Allison, however, one student from the Blanton attendance area, one student from the Blazier attendance area and two students from Boone attendance area are enrolled at Allison. Reading the Allison Elementary row across the matrix will identify where all students enrolled in Allison for SY 2015-16 live.

To determine where all students currently living in the Allison attendance area are enrolled, simply follow the column labeled Allison. The first cell identifies 472 elementary students living in the Allison attendance area are enrolled at Allison. The next student can be found to be enrolled at Becker Elementary; two students from the Allison attendance area are enrolled at Blackshear; one at Blazier and so on. The total number of elementary students living in the Allison attendance area is 539.

SECTION FOUR: DISTRICT WIDE STUDENT POPULATION PROJECTIONS

Student populations are projected out ten years for each of the Study Areas, attendance areas and for the Austin Independent School District as a whole. The District-wide summary enables the District to see a broad overview of future population shifts and what affect these shifts may have on existing and future facilities. Each attendance area is summarized to give a local view of population changes and identify variances within the district. The Study Area listings in Appendix A enable the

District to monitor student population growth or decline in neighborhood areas within the attendance areas.

Together, these projection summaries present the means for identifying the timing of future population shifts and overall facility adjustments needed to accommodate these shifts. Study Areas and their projected resident students can be shifted between schools to assist in balancing enrollment through boundary changes, grade-level reassignments or other means identified to better utilize school facilities. Projections provided in this report are based on students who live in the District and are part of the TEA Student Data file from October 2, 2015. Austin ISD should continue to update development information and student forecasting annually to help track trends within the District student population.

DISTRICT-WIDE STUDENT PROJECTION TRENDS

The basic units in the projections are the individual Study Areas. There are currently a total of 2,518 Study Areas in the Austin Independent School District. The current attendance areas are made up of specific Study Areas. The entire District Summary is simply the compilation of all of Study Areas. For each Study Area, the student counts are projected over ten years (Current: SY 2015; Projected: SY 2016 through SY 2025). The District-wide projections can be found in Chart 4 depicting the District's historic enrollment (since 1994) and the next projected ten years.

Overall, student populations for Austin Independent School District are expected to decline annually for the next ten year period. The PK-12 district population is projected to decline by 6,100 students over the projection time frame, for a net decrease of 7.4%. Declines will begin to be seen in elementary school grades over the next five years, but as those student matriculate through Austin ISD, those losses will be appear at the middle school level starting in 2020. Over the next ten years, the elementary level populations are expected to lose over 2,700 students. Middle school populations are expected to decline over 2,100 students. High Schools will remain stable through 2022, when the smaller classes will begin to arrive in high school SY 2023. There are 59 elementary attendance areas, 13 middle school attendance areas and seven high school attendance areas that indicate a decline in student residential populations over the ten-year projection.

Currently there are about 68 known active and future new housing projects scattered throughout the District. At the time of this report, there are plans to build 11,337 new housing units over the next ten years. The recent shift in housing types during our research will not bode well for future student growth. Projects that have been slated for Single Family Detached are now transitioning to Condominium or other types of attached housing development. These types of units typically do not yield large numbers of students in Austin ISD. Additional residential development projects are in the future for the district, but have not been approved or construction phasing was not available. There are over 200 projects the District must closely monitor so as to accurately project future students that these and other projects may generate.

The Austin Independent School District has experienced a reduction in student population for SY 2013, SY 2014 and now SY 2015. These declines have occurred primarily at the Prekindergarten and Kindergarten grade levels and are indicated to continue after SY 2016 based on prior year's report. The elementary schools declines can be attributed to decreasing birth rates and lower births-to-kindergarten relationship (less than 60%). The CDC recently released a report that birthrates in general are decreasing and the age for first time mothers has reached 26 years. This, compounded with the lack of affordable housing, will have a negative impact on projected growth at the lower grades for Austin ISD. Lower projected counts at the elementary level will translate to losses at all grade levels and drive lower projected numbers for the higher grades towards the end of the ten-year period.

At the middle school level, student counts will see a net decrease of 2,100 students over the next ten years. Overall, middle school counts should remain relatively flat for the next five-year period with a predicted drop occurring after SY 2020, due to the maturation of the smaller classes from the elementary school level matriculating into the middle schools.

The District's high schools had been experiencing growth over last four years. SY 2014 resident high school population reached 21,266 students and hosted a larger than average 9th grade class. For SY 2015 high school counts decreased by only 64 students. The District should expect small fluctuations year-to-year for the next eight years. The overall high school counts could fluctuate between losses of 170 students in SY 2018 to an increase of 180 students in SY 2020 year. By year nine, Austin ISD high schools will begin to experience a more dramatic loss as the smaller classes matriculate through Austin ISD.

Currently, Austin Independent School District has a total of 79 elementary schools, eighteen middle schools and eleven high schools with attendance area boundaries. In October 2015, the District enrolled a total of 45,604 elementary students, 16,399 middle school students and 21,432 high school students for a total of 83,435 students enrolled in and living in Austin ISD's. According to the projections, the District is expected to see an annual decrease in students beginning next year with a loss of 940 students in SY 2016, and an annual percentage loss of .25% to 1.36% over the ten years.

Austin ISD elementary schools are expected to have annual losses through SY 2020 when student counts stabilize around 41,300 students. The District can expect to have a loss of elementary resident students for SY 2016 similar to SY 2015 losses. By SY 2021, the District could begin to see stabilization in the overall elementary students counts. These decreases are mainly due to smaller incoming Kindergarten classes and other small classes matriculating through the years. Later years (SY 2021 – SY 2025) in the ten-year period should begin show an evening out at the elementary level.

The middle school student population for Austin ISD can expect little student count fluctuations over the next five years, and then will begin to see declines due to the smaller incoming classes later in the projections. As of October 2015, the District reported 16,399 enrolled middle school students. By 2020, the middle school count could be down to 16,220 students (a net decline of nearly 180 students) and continue to decline through 2024. The middle school population could expect a total overall loss of 13% with most of the losses occurring in SY 2020 through SY 2024. SY 2025 indicates the district may stop losing middle school students and reach 14,150 resident students. Middle school student declines beginning in SY 2020 through SY 2024 will occur when the smaller cohorts from feeder elementary schools enter middle school. Overall, that equates to a net decline of over 2,100 middle school students over the next ten year period.

Austin ISD high school student population could see some fluctuating in student counts over the next eight years; when in SY 2024 smaller class sizes start to appear in high school. Overall high school student counts could see a net loss of almost 1,300 students by SY 2025. In SY 2015 Austin ISD had 21,435 high school students enrolled, approximately 64 students less than last year's counts. The high school student population is expected to range from 21,170 to 21,416 between next year and SY 2023. In SY 2024, the district could expect to see the first drop at the high school level to a count of 20,620 (a difference of 582 from this year's resident count).

SECTION FIVE: ATTENDANCE AREA PROJECTIONS BY RESIDENCE

ELEMENTARY STUDENT POPULATION PROJECTION TRENDS

According to the projections, Austin ISD elementary grades are expected to see an overall decline of 6% over the next ten-year period. There are 79 individual elementary attendance areas within Austin ISD. For this report, eight regions (Northwest, North Central, Northeast, Central, East, Southwest, South Central and Southwest) have been created to better understand demographic trends occurring within each region.

Only one region, Northwest, is expected to see substantial elementary growth (9.4%) over the next ten years, while the rest of the District can expect to experience low growth or declining elementary student populations. Four regions are anticipated to have resident student population declines over 5% in the ten-year period. In order of severity: East, with a 30% decrease; North Central with a net loss of 13.8%; Central with a 11.2% decline, and South Central with an anticipated decline of 5.7%. Northeast (0.6%), Southeast (-2.1%) and Southwest (1.7%) regions will be stable over the ten-year period with little net student population change.

MIDDLE SCHOOL STUDENT POPULATION PROJECTION TRENDS

The Austin Independent School District currently has sixteen comprehensive middle schools with associated attendance areas, and two single-sex middle schools which are considered

open-enrollment schools for purposes of this report. During the Fall 2015 school year there were a total of 16,262 middle school students residing in Austin ISD (down from the 16,461 in 2014 and 16,756 in 2013). According to the projections, it appears that the District's middle school resident student population may decline again slightly in SY 2016 to 16,186 students, but increases annually to SY 2019 when smaller grade classes start enter from the District's elementary schools in SY 2020. Over the next ten years, the District could see an overall middle school student population decline by 2,109 students (-12.97%). Attendance areas in the northwest region of the District will have the most growth projected, with the remainder of the middle school areas expecting declines over the next ten years as the smaller classes matriculate through into middle school. The greatest declines can be anticipated in the east and northeast regions of the District. If the district were to house middle students only at the sixteen existing comprehensive program campuses, the total district-wide site capacity would be 103.8% for SY 2015, and falling to 80% capacity by SY 2025.

HIGH SCHOOL STUDENT POPULATION PROJECTION TRENDS

The Austin Independent School District currently has a total of eleven comprehensive high schools with associated attendance areas and one high school magnet, the Liberal Arts and Science Academy that. For SY 2015, the District reported a total of 21,202 high school resident students, down slightly from the 21,266 that was reported in SY 2014. According to the high school projections, it appears that the District's high school resident student population may experience a slight increase over the next two years. The projections indicate that the District can expect a total of 21,278 high school resident students in SY 2016 and another increase in SY 2017 for a total of 21,417. Slight decreases in SY 2018 with 21,246 resident students and 21,170 resident students in SY 2019 are due, in part, to smaller grade classes entering high school from middle school.

Overall, the projections give the appearance of a small net loss over the ten-year timeline; however, shifts in both demographics and housing market trends happening in some regions of the District may result in a slight decline in resident student population, as the population shifts away from the center core of the city to the periphery of the district boundary.

The high school student population projections have the District losing about 1,283 high school resident students over the next ten years, an overall decrease of 6%. However, when examining the individual high school attendance area projections closer, two schools, Anderson and McCallum show significant increases in student population at 25.94% and 46.32% respectively. Several high schools will experience significant decreases over the ten years projection timeline, specifically, .LBJ (-27.10%), Reagan (-23.56%), and Travis High Schools (-37.08%).

June 3, 2016

North Chevy Chase Elementary School Parent Teacher Association
3700 Jones Bridge Road
Chevy Chase, MD 20815

Superintendent Jack Smith
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850

SUBJECT: Assignment of school service areas for Bethesda Chevy Chase High School cluster

Dear Superintendent Smith,

The North Chevy Chase Parent Teacher Association (NCCPTA) appreciates the opportunity to provide comment on the establishment of middle school zoning boundaries for the Bethesda Chevy-Chase High School cluster. The NCCPTA hopes these comments provide useful guidance for establishing the boundaries. We understand this will require weighing several considerations, and appreciate that Montgomery County Public Schools (MCPS) desired an informed and inclusive boundary advisory process by including NCCPTA, other BCC cluster schools, and selected community groups.

This position letter will cover three areas. First, it will provide an introduction to North Chevy Chase Elementary School (NCCES), including an overview of its unique matriculation pattern, student population and its location relative to the site of BCC Middle School #2. Second, it will review the criteria set by the committee identified as important by the NCC PTA and school community, and identify the MCPS-provided zoning options that best satisfy these criteria. Third, it will offer comments on the merits of other zoning options that were considered by the Boundary Advisory Committee.

Overview of the North Chevy Chase Elementary School and School Community

North Chevy Chase Elementary School (NCCES) serves approximately 390 students in grades 3 through 6. About 44.8 percent of students are minority, 14.1 are qualified for free-and reduced meals, and 5.4 percent are ESOL. NCCES has a more diverse environment, in part, because of participation in a unique articulation pattern that results in the assignment of largely low income students from the Rosemary Hills neighborhood to North Chevy Chase Elementary. While we recognize MCPS is aware of the articulation patterns in our cluster, they are reviewed here because they are pivotal to the NCCPTA's position on the zoning for middle schools in the BCC cluster.

NCCES is part of a "split articulation" matriculation with two nearby MCPS elementary schools, Rosemary Hills Elementary School, and Chevy Chase Elementary School. Students that attend NCCES for grades 3 through 6 begin their elementary school careers at Rosemary Hills Elementary School (RHES). RHES is a lower-elementary school that provides grades Kindergarten through 2nd grade for families residing in the neighborhoods of Rosemary Hills, Chevy Chase, and Kensington. While a detailed review of all boundaries is beyond the scope of this letter, it is important to note that only Chevy Chase neighborhoods west of Rock Creek Park attend RHES and are part of the split articulation.¹ The sections of Chevy Chase east of Rock Creek Park attend Rock Creek Forest Elementary school for grades

¹ Most, but not all, of Chevy Chase west of Rock Creek Park are apart of the articulation. A southwest section of Chevy Chase attends Somerset Elementary School.

kindergarten through 5th grade, and are not part of the split articulation that includes RHES, CCES, and NCCES.

Once students complete 2nd grade at RHES, they attend grades 3 through 6 at either Chevy Chase Elementary School (CCES) or NCCES. Specifically, families in Chevy Chase residing south of East-West Highway attend CCES. Families in Chevy Chase residing north of East-West Highway attend NCCES. Families living in the western half of the Rosemary Hills neighborhood send their children to NCCES, and families residing in the eastern half of the Rosemary Hills neighborhood send their children to CCES.

Once students have completed sixth grade at NCCES and CCES, the cohorts that began elementary school together at RHES are reunited in seventh grade at middle school, and articulate together through BCC high school to the completion of their secondary school careers.

This unique articulation pattern leads to several important points that shape the NCC PTA position on middle school boundaries:

1. As a result of this unique articulation pattern, we see our cohort as one that begins kindergarten together in elementary school and is reunited in middle school. While students that begin elementary school at RHES are separated for a period in grades 3-6 while attending CCES and NCCES, friendships and social connections established in grades K through 2 at RHES remain during this period. Students leave 2nd grade with the understanding that they will be reunited in middle school, and this creates more social cohesion for students at RHES than would exist in the absence of such an articulation pattern for middle school. Such split articulation happens nowhere else in the school district.
2. The NCC community is proud to be a diverse community that includes a range of racial, ethnic, socio-economic, and special needs communities. The split articulation connects through the school community neighborhoods that would not otherwise be connected during the critical elementary school years. We value these connections and want middle school boundaries and articulation patterns that support and maintain these connections.

While we appreciate that MCPS is well aware of the unique connections between the three schools we ask that the Superintendent be mindful of these points during the deliberations setting boundaries for middle schools. No other elementary school in the cluster, save CCES, have these considerations, as their cohorts are not split in elementary school and reunited in middle school. Since NCCES, CCES, and RHES, are in this position, the setting of middle school zones could have a significant impact relative to existing matriculation patterns. The NCCPTA supports the current elementary school and middle school articulation patterns that increases diversity for NCCES, but that also reunites NCCES students in middle school with their peers who started at RHES.

NCCES will be uniquely affected because of our 6th grade enrollment and the new school's location

The site of the new middle school is in the section of Chevy Chase and Kensington that includes the NCCES school service area. In effect, two out of three of the neighborhoods served by NCCES are the "home zone" of the new middle school, and as a result all of the options assign these two neighborhoods to the new middle school. We welcome this assignment as it seems appropriate given the geographic proximity of many of the NCCES neighborhoods to the new school. However, some options assign the section of the Rosemary Hills neighborhood that attend NCCES to Westland Middle

School. While this reflects current articulation patterns for the Rosemary Hills neighborhood, it raises concerns because it would split the Rosemary Hills students from much of the social cohort that they attended grades K-5 with. Accordingly, the NCC PTA favors options that assign Rosemary Hills to the new middle school.

NCCES (and similarly CCES) are unique in that that its enrollment includes 6th grade. While this arrangement has served our neighborhoods well for many years and relieved enrollment pressures at Westland Middle School, NCCES supports moving 6th grade to a middle school campus. The inclusion of our 6th grade students at a middle school campus will more easily permit the delivery of a full middle school program, improving options for our 6th grade students and easing operations and staffing for NCCES. We appreciate the investment by MCPS to build a new middle school, and look forward to the opportunities that attending the new middle school will yield for our students.

Review of Boundary Advisory Committee criteria by the NCCPTA and school community

The Boundary Advisory Committee established eight criteria to guide the development and deliberations of middle school boundaries. These eight criteria included a range of concerns including, keeping neighborhood/school cohorts together, balancing socioeconomic and demographic populations, and minimizing school commutes for parents and students.

The NCCPTA representatives for the Boundary Advisory Committee met with members of the NCC community in a public meeting to discuss the criteria. The boundary representatives emphasized that all of the criteria had merit, but that the unique geography and articulation patterns of our cluster made it impossible to develop a single option that satisfied all eight criteria, and as a result it would be helpful to identify for MCPS the criteria our community believed were most important.

We recognize that the Boundary Advisory Committee considered other criteria, and that the position statements of other PTAs will likely emphasize other criteria. Instead of reviewing all of the criteria, we will focus on the criteria prioritized by the NCCPTA and school community. Our respondents indicated that the criteria pertaining to school diversity and keeping neighborhoods and cohorts together were most critical:

1. Diversity. The community believes that ensuring the two middle schools had relatively equal sized share/percentages of low-income and minority students is important. Community members believe that diverse schools support several educational and social goals:
 - a. Ensuring that majority and minority population are prepared for life by being educated in socio-economic and racial environments that reflect the range of American society.
 - b. We believe that diversity also supports the primary purposes of middle school, to prepare students academically and socially for success in high school.
 - i. Many members of the community are aware of studies that suggest low-income students have better academic achievement in schools that avoid concentrated poverty. Balancing the low-income populations between the two schools avoids one school having an unnecessarily greater burden in efforts to close the achievement gap for minority and low-income students.
 - ii. Balancing students low-income and minority students between the two schools would also create a social environment that more closely approximate the mix of socio-economic and racial populations they will experience in high school. Some of the options have a more equitable assignment of the low-income (FARMS) population, but there are concerns that options which

disproportionately concentrate low-income students in one school result in the other middle school not having the diversity that is reflected at BCC High School. Ideally, the shares of minority and low-income students at each middle school should approximate the share found at BCC High School.

The commitment to diversity reflects the matriculation pattern of NCCES. Our communities have committed to a unique articulation pattern, that while creating some disruption, we believe creates value for our children and society. We want middle school boundaries that respect our commitment because we think that everyone benefits from diversity. We seek middle schools boundaries that advance this goal.

2. Keeping Cohorts/Neighborhoods together. Recall that the students of NCCES are effectively members of two school cohorts: the cohort of students that attend NCCES and the cohort of students that begin elementary school together at RHES. NCCES students, and their counterparts from the other parts of the split articulation, currently articulate as a single cohort to Westland Middle School. Articulating together creates social cohesion and stability that helps students make the developmental transition from elementary school to middle school. NCCPTA desires a middle school articulation pattern that maintains this cohesion and stability.

3. Academic and co-curricular program equity. Though not an explicit criteria of the Boundary Advisory Committee, many members of the community wanted assurances that the new middle school would have the same breadth and depth of academics and co-curricular activities (ie. Athletics, elective course offerings) as they have become accustomed to at Westland Middle School. MCPS has provided ample assurances about some aspect of programs, such as that the new school will begin operation with a Middle Years Program as an introduction to the International Baccalaureate curriculum. The NCC community desires a middle school that provides the full range of educational offerings that students can benefit from, without resorting to the use of extraordinary measures such as busing students to other schools for classes or services.

The desire for program equity between the two middle schools also implicates diversity. To the extent that low-income students draw school resources to address achievement gap issues, there is a concern that if the new school includes a disproportionate share of these students resources available for other students will be diminished. We recognize that MCPS works to provide a high-quality education to all students, and the NCC PTA shares this goal. However, both entities must also recognize that resources at any one school are finite, and balancing the demand for higher resources that low-income students may have among middle schools is an equitable and appropriate way to ensure the needs of all middle school students are best met.

Option 1 satisfies the NCC PTA priority criteria

MCPS presented the Boundary Advisory Committee with 10 options. The NCC PTA discussed these options internally and with the broader NCC community, and reflecting the principals discussed above, Option 1 was considered to best achieve the goals of the community.

Under Option 1 all of the students that begin elementary schools at RHES together are reunited in middle school, and will be reunited sooner because 6th grade will be enrolled at the new middle school (recall that under current articulation patterns 6th grade for the affected neighborhoods is enrolled at CCES and NCCES). All NCCES students, including those residing in Rosemary Hills, would remain in the cohorts that they attend grades 3 through 5 with. They would also be reconnected with their peers from CCES, whom they attended grades K through 2 with.

In addition, the two middle schools would be relatively balanced in the socioeconomic demographics of their student populations. The new middle school would have a 9.7 percent FARMS share and be 33.7 percent minority students, while Westland Middle School would have 11.3 percent and 26.9 percent respectively. The capacity of both schools would leave some room for future enrollment growth. Option 1 connects the RHES-CCES-NCCES articulation in middle school, and achieves socioeconomic balance at the middle school level for the BCC High School cluster.

NCCES Does Not Support Option 6

Some concerns may be voiced about Option 1 because it continues to assign students residing in the Rock Creek Forest Elementary School (RCFES) to Westland Middle School. However, Option 6 provides an indication of the impact of including RCFES with the RHES-CCES-NCCES troika at the new middle school. In this option, the vast majority of low-income students will be at the new middle school. In addition, Westland Middle School's non-white population would shrink and not be reflective of the diversity in the cluster. We believe that this lack of balance would leave many students either socially or academically less prepared for high school and beyond, and would place a heavier than necessary burden on the new middle school to address achievement gap issues.

Another concern with Option 6 is that it leaves the new middle school over capacity within the planning window provided by MCPS.² Such an occurrence would be contrary to one of the primary purposes of constructing a new middle school, the desire to operate middle schools at a reasonable level of capacity. Currently the BCC cluster can only serve all of its middle school students through extraordinary measures: holding 6th grade for some communities at two elementary schools and operating Westland Middle School at 115 percent of capacity. The purpose of the new middle school is to create adequate capacity for all middle school students, and zoning the new school so that it will be over capacity within the foreseeable future seems contrary to this goal. It would be disappointing to the many BCC communities who have already weathered numerous disruptions related to accommodating the recent rapid growth in the cluster, such as trailers that reduce outdoor program space, the quality of the educational experience, and construction disruptions that limit the availability of facilities. We recognize that these disruptions are often necessary, but zoning options that minimize the need for these disruptions are preferable.

Option 1 may raise concerns because the levels of facility utilization are relatively different between the two schools, though both schools are in the 80-100 percent range MCPS considers ideal. In Option 1 the new middle school would be operating at 82 percent capacity and Westland Middle School would be operating at 92 percent capacity. Reviewing the other 9 options most of them have a similar difference in utilization (10 percentage points) or greater. The one exception is option 2, which balances the utilization between the two middle schools evenly. However, the NCCPTA does not support Option 2 because it does not keep the students who matriculate through the RHES-NCCES-CCES troika together in middle school.

We would be particularly concerned Option 6 as it results in the new middle school having a higher student enrollment than Westland Middle School. Though MCPS programs both schools for the same ultimate size (1200 students), they are located on different size plots of land and consequently have different capacities to absorb additional facilities, such as trailers or building extensions. Westland Middle School is located on a 25 acre site, while the new middle school site totals 13.4 acres. Since Westland Middle School has more physical space, it can carry a larger student population while maintaining adequate indoor and outdoor instructional space. From this perspective, it would make

² Most references to capacity and utilization in this statement refer to the estimates for 2021.

sense for Westland Middle School to be the larger middle school. There is also a large disparity in utilization rates between facilities, with Westland Middle School less than 80 percent and the new middle school over 100 percent.

Concerns about other options that did not satisfy the NCC PTA priority criteria

Each of Options 2 through 10 had effects that countered or did not fully satisfy the priority criteria of balancing diversity between the two middle schools and keeping neighborhood/school cohorts together. Some may partially accomplish some of these criteria, but all were considered markedly inferior to Option 1. In the interest of providing community feedback to the Superintendent and MCPS, we provide comment on the other options below. However, the comments on the other options should be viewed as superseded by our comments above in support of Option 1, which is the consensus option of the NCC community and PTA.

Option 2.

As noted earlier, this option balance utilization between the two middle schools better than any other option, but it achieves this balance by breaking up the community created by the RHES-NCCES-CCES articulation. Students who live in the Rosemary Hills neighborhood would go to Westland Middle School, while their peers who they attended elementary school would attend the new middle school. Students who reside in Chevy Chase and attend CCES and NCCES with would be assigned to the same middle school, but they would be split from their elementary school peers residing in the Rosemary Hills neighborhood. Most notably, students in the eastern half of Rosemary Hills would be assigned to Westland Middle School, even though this neighborhood is the furthest distance from this school of any community in the cluster.

Option 3.

This option also would split two cohorts in the troika articulation: the eastern and western halves of Rosemary Hills would attend two different middle schools, despite attending grades K-2 together and the neighborhoods being geographically adjacent. It would again bus the students in eastern Rosemary Hills to Westland Middle School, even though they live the furthest away from Westland Middle School of any community in the cluster. The option also assigns the students residing in Chevy Chase who attend CCES and NCCES to different middle schools. While the FARMs rate is relatively balanced between the two schools, the shares of non-white population would be significantly lower at Westland Middle School relative to the new middle school. In addition, the new middle school would be at 99 percent capacity in 2021, while Westland Middle School would be below the ideal minimum utilization set by MCPS of 80 percent. This imbalance in utilization does not seem appropriate given that the Westland Middle School is on a larger site.

Option 4.

This option does not satisfy the NCC PTA concerns because it does not assign students in the RHES-NCCES-CCES articulation to a single middle school. In this option, NCCES and students living in the southern portion of Chevy Chase and attending CCES are assigned to Westland Middle School, while all other students in the split articulation will attend the new middle school. This option also does not achieve as even a balance in non-white population between the two middle schools as other options, with the share of non-white students about 10 percentage points higher at Westland Middle School as a result of the assignment of neighborhoods.

Option 5.

This option does not satisfy the NCC PTA concerns because it does not assign students in the RHES-NCCES-CCES articulation to a single middle school. Similar to option 4, students living in the southern portion of Chevy Chase attending CCES are assigned to Westland Middle School, while all other students in the split articulation will attend the new middle school. This option assigns RCFES to the new middle school, resulting in the vast majority of FARMs middle school students being assigned to the school. The FARMs rate at the new school would be 20 percent while Westland Middle School would be less than 5 percent. The imbalance in the non-white student population shares between the two schools would be the greatest of any of the 10 options (almost 25 percentage points). This would result in one school shouldering the disproportionate burden of addressing the achievement gap, while neither middle school would have a population that approximated the student enrollment of BCC High School (one middle school would be significantly more diverse than BCC High School, while the other middle school would be significantly less diverse).

Option 6.

Option 6 does assign the schools in the RHES-NCCES-CCES articulation to a single middle school, but it does so at the cost of not balancing diversity between the two middle schools and pushing the new school over capacity. As noted earlier, the new school would be overcapacity by 2021. There would also be significant difference in the FARMs rates of the two schools, with Westland Middle School at 5.7 percent and the new middle school at 14.1 percent. This option would also burden the smaller facility with a larger student population, and leave it with little capacity to absorb additional population growth in its assigned areas. MCPS would be soon confronted with discussions about changing school service areas or construction, undermining the stability of the school boundaries that have been set and potentially shrinking the outdoor space on a school site that many in the community consider relatively limited.

Option 7.

This option is a variant of option 6, though it keeps CCES, NCCES and RHES troika together it splits the RCFES into two cohorts: the students that live in the neighborhood adjacent to RCFES and the students at RCFES who attend the language immersion program. The students in the immersion program would attend Westland Middle School and the RCF neighborhood cohort would attend the new middle school. This option relieves some of the capacity problems at the new middle school created by option 6, but the imbalance in diversity, particularly in the FARMs rate, would remain. The NCC PTA also does not support this approach because we do not support options that split school or community cohorts.

Option 8.

This option has impacts similar Option 3 for the NCC community. This option would split two cohorts in the RHES-CCES-NCCES articulation: the eastern and western halves of Rosemary Hills would attend two different middle schools, despite attending grades K-2 together and the neighborhoods being geographically adjacent. It would again bus the students in eastern Rosemary Hills to Westland Middle School, even though they live the furthest away of any community in the cluster. The option also assigns the students residing in Chevy Chase who attend CCES and NCCES to different middle schools. As noted earlier, the schools in the split articulation desire to continue to matriculate to the same middle school, as they do under the current articulation pattern. Option 8 achieves better racial and socioeconomic balance than many other options, but does so by splitting the Bethesda Elementary School cohort between the two middle schools. Given that balance can be achieved without splitting an existing school area, it seems less than ideal to split the Bethesda Elementary School cohort for this purpose.

Option 9.

This option modifies Option 8 by not splitting the Bethesda Elementary School cluster and assigning it to Westland Elementary School, and it assigns the Somerset Elementary School area to the new middle school. Similar to Option 8, the communities in the RHES-CCES-NCCES articulation would not be assigned to the same middle school. This option would balance FARMs populations relatively evenly, but would not be as racially balanced as other options.

Option 10.

This option is a modification of option 7, with the only change the assignment of the two RCFES cohorts. The immersion program would attend the new middle school, while the neighborhood cohort of RCFES would continue to attend Westland Middle School. Similar to Option 7, this option would continue to assign the three schools in the RHES-CCES-NCCES articulation to the same middle school. It balances racial and socioeconomic diversity between the schools. While NCCPTA is not supporting options that split cohorts/neighborhoods, we note that this option does better balance utilization between the two schools. Since this option achieves the NCCPTA priorities of balancing diversity and keeping our communities together in middle school, it is favorable relative to Options 2 through 9. However, the NCCTPA prefers achieving these goals without splitting another school cohort, and therefore favors Option 1.

Conclusion

The NCCES experience, like those of other schools, demonstrates that schools connect neighborhoods and build unique communities. The boundaries set by MCPS will connect neighborhoods and define the nature of the community for each middle school in the cluster. The NCCPTA seeks boundaries that build diverse communities and that respect the school/neighborhood cohorts created in elementary school. We think this is ideal for our school and believe the PTAs of other schools would agree with these principles. The NCCPTA proposes Option 1 because we believe it better achieves these goals than any of the other options. We appreciate the opportunity to comment, and if you have any question about our statement please contact Evan Christman.

Sincerely,

Sharon Cichy
Liz Bassett
North Chevy Chase Elementary School PTA Co-Presidents

Evan Christman
Lisa Taylor
North Chevy Chase Elementary School
Boundary Advisory Committee
Representatives

**ROCK CREEK FOREST ELEMENTARY SCHOOL
PARENT TEACHER ASSOCIATION**

**8330 Grubb Road
Chevy Chase, MD 20815**

**Position Paper on Bethesda-Chevy Chase Cluster Middle Schools
Boundary Study**

June 1, 2016

The Rock Creek Forest Elementary School Parent Teacher Association (RCFES PTA) welcomes the opportunity to provide input on the Montgomery County Public Schools (MCPS) Bethesda-Chevy Chase (B-CC) Cluster Middle Schools Boundary Study. We understand that construction of a second middle school in the B-CC Cluster was initiated in order to alleviate capacity issues at Westland Middle School, and that the purpose of this study is to review options for the service area of the new B-CC Middle School #2 and associated changes to the service area for Westland Middle School.

This paper first provides background information on RCFES and its unique makeup and needs compared to the other schools in the B-CC Cluster; next it compares the ten options to the criteria put forth by MCPS and the Boundary Advisory Committee; and finally, it presents recommendations the RCFES PTA urges the Superintendent and Board of Education to consider during its decision-making process.

RCFES is the most diverse and highest needs elementary school in the B-CC Cluster, and RCFES students are the students most in need of equity and access at the middle school level. Therefore, the RCFES community supports Option 6, followed by Option 3 and Option 9, as those options categorically provide the greatest access to resources, through proximity, to the students and families with the most need in the cluster. In contrast, the RCFES community opposes Option 1, which would further widen the achievement and equity gaps faced by RCFES students compared to other students in the B-CC Cluster.

I. Rock Creek Forest Elementary School: Unique Structure, Unique Needs

The RCFES community is unique in the B-CC Cluster due to the number and types of programs the school serves. RCFES is home to:

- A K-5 neighborhood school serving children from within the RCFES geographic boundary (360 children);
- The MCPS full-day K-5 Spanish Immersion program serving children from all over Montgomery County, including students who live within the RCFES and/or B-CC

geographic boundaries (316 children; 38 from within the B-CC Cluster, and 280 from outside the Cluster);

- A needs-based Pre-K program serving children from within the RCFES geographic boundary (21 children);
- A K-5 Autism program serving children from all over Montgomery County (12 children); and
- A comprehensive Preschool Education Program (PEP) serving children from all over Montgomery County (11 children).¹

The RCFES neighborhood in-boundary school serves the most diverse, highest-needs population within the B-CC Cluster, a fact that is hidden due to MCPS data reporting practices. Official MCPS data reports that RCFES has a FARMs rate of 27.4% and an ESOL rate of 15.6%, equal to neighboring Rosemary Hills Primary School. It is critical to note that, per MCPS policy, data are aggregated for the entire RCFES school, which means the demographic data includes not only the neighborhood school, but also the Spanish Immersion, Autism, PEP, and Pre-K programs. Although, as noted later in this paper (see page 4), RCFES has a well-integrated school community across the various programs that are housed within it, there is still a need to examine the specific demographic characteristics of the student body residing within the neighborhood, because the aggregate data for the RCFES school community masks important disparities that have implications for the boundary study. Disaggregating the demographic data for the RCFES neighborhood school is critical for identifying particular and profound needs at RCFES that would otherwise be obscured.

This aggregate accounting masks the degree of poverty, English language learners (ESOL), and racial and ethnic diversity within the RCFES neighborhood in-boundary school. We are grateful to MCPS for sharing the disaggregated data by program,² which shows RCFES demographics to be very different than what is reported officially, and demonstrates the following glaring inequities:

- 89% of the FARMs students are within the neighborhood in-boundary programs (neighborhood school plus community PreK);
- The FARMs rate of the neighborhood in-boundary K-5 school is actually 43.3%, which is:
 - 56% higher than Rosemary Hills Primary School;
 - 145% higher than Chevy Chase Elementary School;
 - 246 % higher than North Chevy Chase Elementary School;
 - 415% higher than Somerset Elementary School; and
 - 477% higher than Bethesda Elementary School.
- (*Westbrook Elementary School's reported FARMs rate is <5%, so we are unable to compare these rates precisely.)

¹ Montgomery County Public Schools Enrollment Data, May 31, 2016

² Exhibit 1: Rock Creek Forest Elementary School Demographics: 2015-2016.

- 94% of the ESOL students are within the neighborhood in-boundary programs (neighborhood school plus community PreK)
- The ESOL rate of the RCFES in-boundary neighborhood K-5 school is actually 25%, which is:
 - 62% higher than Rosemary Hills Primary School;
 - 77% higher than Bethesda Elementary School;
 - 82% higher than Somerset Elementary School;
 - 247% higher than North Chevy Chase Elementary School;
 - 400% higher than Westbrook Elementary School; and
 - 421% higher than Chevy Chase Elementary School.
- The ESOL population at RCFES is drawn almost entirely from the FARMs population; it is important to note that in other cluster schools with low FARMs rates the ESOL population is often not FARMs eligible.
- The RCFES neighborhood in-boundary K-5 school racial and ethnic demographics show it to be the most diverse school in the cluster, including:
 - 19.4% African American students, which is the second highest rate in the cluster behind Rosemary Hills Primary School (24.6%);
 - 39.4% Hispanic students, more than twice as high as the next closest school, Somerset Elementary School (16.1%); and
 - 29.7% White, which is 76% lower than the next closest school, Rosemary Hills Primary School (52.2%), 90% lower than North Chevy Chase Elementary School (56.3%), and more than twice as low as the other elementary schools in the cluster.

We urge the Superintendent and the Board of Education to acknowledge the true demographics of the RCFES neighborhood in-boundary school. These are the B-CC Cluster students with the deepest needs, the ones who face the biggest achievement gaps across all areas, and these are the students whose needs should be prioritized by the Superintendent and the Board of Education.

In forming the positions expressed in this paper, the RCFES PTA took steps to ensure it had access to a wide range of opinions from the many communities served by the school. Specifically, the PTA: 1) formed two closely aligned 15-member parent committees to work on the boundary study issue, one group working in English, and one working in Spanish; 2) provided detailed information and materials in English and Spanish relevant to the boundary study to all parents via handouts, the school listserv, classroom distribution lists, and phone messages in English and Spanish that reached each RCFES family home; and 3) held multiple PTA meetings where babysitting and translation services were provided, along with monthly “cafecito” meetings conducted in Spanish with Hispanic parents. The PTA distributed two surveys over the course of the study, the first designed to gauge general opinions and the second asking respondents to rank the ten boundary options. To drive survey participation, committee members spent a great deal of time over several weeks canvassing at school events, at bus stops and outside the school, both before school and at dismissal.

As noted above, RCFES is home to the highest percentage of Hispanic families in the B-CC Cluster, and PTA volunteers made targeted efforts to reach all families and involve them in the process. In addition to the monthly “cafecito” meetings conducted in Spanish, which discussed the boundary study in February, March, April and May 2016, the Hispanic committee volunteers formed an interview team and fanned out in their neighborhoods to survey fellow parents in Spanish in order to reach families who may face communication, access, or trust barriers to participation. These volunteers reported to the PTA that they had more meaningful and open dialogue with this peer-to-peer approach versus the PTA meeting format. **It is important for the Superintendent and the Board of Education to note that RCFES elected a Hispanic community representative to sit on the Boundary Advisory Committee and address first-hand the issues and barriers facing the non-English speaking, underserved and often underrepresented, community.**

Deep interest in the issue coupled with targeted outreach efforts resulted in tremendous participation from the RCFES community. With 723 students coming from 551 distinct family addresses in RCFES, the PTA received an unprecedented 535 responses to the first survey and 251 to the second. Respondents were distributed fairly equally across grades and correlated very closely to the racial/ethnic makeup of the school. The results of RCFES PTA’s surveys and outreach were consistent across programs, and consistent regardless of whether the respondent reported living within RCFES and/or B-CC boundaries. The results reported herein are aggregated, but this report will note any instances where there were significant statistical differences. Results show:

- **Close to 80% of RCFES parents who participated in the feedback process support assignment to Middle School #2.** This is consistent across the neighborhood in-boundary school, Spanish Immersion program, and other programs in the school. **For Hispanic neighborhood families, more than 90% support assignment to Middle School #2;** and
- **There is little to no support for any options that would split RCFES by program.** Consistent with Recommendation Five³ of the MCPS Study of Choice and Special Academic Programs, the RCFES administration and staff, along with the PTA, have worked very diligently over the last five years, with very positive results, to foster integration between the programs, putting in place very complicated schedules in order to mix children during specials, field trips, lunch, and recess with the goal of creating relationships and friendships across programs. To split RCFES at the middle school level would have detrimental effects on the school community, would reinforce separation between the

³ *Montgomery County Public Schools: Study of Choice and Special Academic Programs, Report of Findings and Recommendations, Executive Summary, page viii:*

Recommendation 5: Facilitate a process to devise strategies for fuller integration of special programs into the schools that house the programs to ensure that program participants and local or home school students have meaningful social and academic interactions, such as expanded use of specials or electives, common lunch or recess periods, and extracurricular programs; and that recruitment efforts are tailored to encourage home school populations to apply for the programs.

programs, and would be contradictory to recommendations MCPS is currently advocating and implementing.

II. Boundary Option Recommendations

The overarching concern of committee participants, MCPS, and parents comes down to equity, and how to provide equitable access to resources and benefits for all students, regardless of their socioeconomic status, racial and/or ethnic background, neighborhood address, or any other differentiating factor. While all of the ten options presented by MCPS meet some of the criteria defined by the Board of Education and the Boundary Advisory Committee, RCFES PTA asserts that Options 6, 3, and 9 best meet the criteria, based upon the following analysis:

- **Avoid split articulation.** Split articulation was defined during the committee process as “a fifth grade class promoting into separate middle schools.” There are four viable options that do not involve split articulation (1, 3, 6, and 9). There is no widespread support for split articulation in the RCFES community, and many, if not all, the other cluster elementary schools expressed opposition to having their own schools divided by split articulation. As such, Options 2, 4, 5, 7, 8, and 10 must be dismissed from consideration by the Superintendent and Board of Education. Of particular concern are Options 7 and 10, each of which would split the RCFES community by program. The RCFES community opposes these options and asserts that splitting our students by program would be a direct contradiction of Recommendation Five of MCPS’s own Choice Study, as noted in Section I above, and would be detrimental to the social and emotional development across programs at RCFES that has been so carefully cultivated over the last five years. Option 10 is particularly objectionable as it would split RCFES by moving the Spanish Immersion program to Middle School #2 while denying equity and access to the Rock Creek Forest neighborhood lower socio-economic and Hispanic students, the group that is most in need of equitable access to resources and supports.
Recommendation: Dismiss Options 2, 4, 5, 7, 8, and 10 from consideration.
(Note: Given that RCFES PTA suggests that Options 2, 4, 5, 7, 8 & 10 are not viable given the split articulation, RCFES PTA does not support those Options, and Section II and III will address only Options 1, 3, 6, and 9.)

- **Minimize distance to middle school of assignment - including time spent on bus and associated costs - and maximize walking and biking access.** Consistent with the feedback shared by other schools during the Boundary Advisory Committee process, many RCFES families report distance to school and time spent on the bus as their top concern. These families cite the difficulties lengthy bus rides create for students and families both in terms of participation in extracurricular activities, accessing extra academic resources, participating as fully integrated members of the school community, as well as reduction in valuable quality family time. Options 6, 3, and 9, which assign RCFES to Middle School #2, allow RCFES students to cut their bus commute time from the current commute time to Westland of 31-38 minutes, to 12-15 minutes. Reduced bus time is not the only positive aspect of these options

for RCFES parents: many parents are thrilled at the prospect that their children may be able to bike to middle school. The Rock Creek Forest neighborhood is situated adjacent to the Rock Creek Trail, allowing for middle-school aged students to easily make the 1.5 to 3 mile bike trip to Middle School #2. Several RCFES Hispanic parents reported that their children tried out the bike route, and found it would be an extraordinary benefit to being close to the new middle school, allowing their kids increased exercise, multiple points of access to school, and increased opportunity for extracurricular involvement. Option 6 would provide this benefit to all students who live in the eastern section of the B-CC Cluster. In contrast, Option 1 does not meet this criteria for RCFES students, and maximizes the time and distance they must spend on the bus, estimated between 31-38 minutes, but frequently much longer due to traffic. We heard nearly universal feedback from RCFES families that the distance and geographic isolation from Westland are real barriers to their children's full participation at that school, and that it carries over to families as well.

- **Consider availability of public transportation.** This criterion is of particular concern to many RCFES families, particularly many Hispanic neighborhood families who do not have access to a car. As noted below, parent involvement has an critical positive impact on student achievement, especially for minority students, and building stronger school/home/community partnerships is important to student success - none of which is possible if parents can't access the school. Option 1 does not meet this criterion: many parents report they experience difficulty in getting to their children at Westland, which requires an average public bus ride of 45 minutes to more than an hour. One mother reports that when she needed to pick up her sick son from Westland, the journey to Westland and back home via public transportation took her close to 3 hours in total, with a sick child in tow for the second half. Many parents report that they worry about what would happen if they needed to retrieve their child in case of emergency. Options 3, 6, and 9 allow easier access for RCFES parents dependent on public transportation. While bus transfer is still required, there are more options per hour and travel and transfer time is decreased to between 24 minutes to 40 minutes. Many Hispanic parents also report it will be much easier to ask a neighbor for a ride to Middle School #2 in case of emergency because it involves a three-mile, nine minute drive on back roads without having to cross any major arteries. The drive to Westland, in contrast, is six miles, and can take anywhere from 25 to 35 minutes – often more, depending on traffic - and requires crossing Connecticut, Wisconsin, and River Roads, all three of which are major arteries. Only option 6 allows better access for all lower income families residing in the far-eastern section of the B-CC Cluster.
- **Consider equity of students who are transported in terms of their demographics.** Equity in transportation means that the burden of busing doesn't fall to one group alone. In all the options presented to the committee, there are only two in which the burden of busing is not placed solely on the least advantaged communities, Rock Creek Forest and Rosemary Hills. Option 6 allows the greatest geographic accessibility of any option, such that no population, privileged or not, is asked to bus to a distant school in order to artificially increase diversity in one middle school. RCFES PTA was discouraged that only one option, Option 9, offers two-way busing. This is particularly notable given the historical significance of the long-standing

two-way busing between Rosemary Hills, Chevy Chase, and North Chevy Chase neighborhoods, which was set up to provide equity and share the burden between two very demographically different communities. Option 1, by contrast, does the opposite of what this criterion suggests, and instead burdens only RCFES, the school with the least advantaged and most underserved students in the cluster, with the hardship of extra travel time and inaccessibility in order to create diversity for the most privileged students in the cluster.

- **Enable parental access to schools to promote participation, community cohesion and facilitate emergency access.** The Boundary Advisory Committee heard reports from nearly every school that proximity enables access, which in turn promotes participation and cohesion. Education research⁴ reinforces that parental involvement in the education of their students, especially minority students, is critical at the middle school stage. Parental involvement creates shared ownership of the academic environment and provides consistency for students, which ultimately is a key lever to closing the achievement gap and assisting students in continued academic success. For RCFES FARMs, ESOL, and Hispanic families in particular - that is, those families with the most need - the distance and transportation issues directly affect their ability to be at the school and to help their children succeed. RCFES survey data is clear: more than 72% of FARMs and Hispanic families in the in-boundary neighborhood school, many of whom work multiple jobs with inflexible hours, report they will be more likely to be able to attend a meeting with their child's teacher, an IEP or 504 meeting, a school open house or performance, and volunteer if their children attend Middle School #2. Extra-curricular activities, although important, are not the only concern with regard to access. Paramount here is the consideration that these families must have access to meetings with teachers and other school professionals. The access here is critical to helping students achieve academic as well as social and emotional success, especially to underserved families, and MCPS has a responsibility to consider this issue very carefully.
- **Promote comparable race/ethnic demographics at the two middle schools.** Options 6, 3, and 9 promote a reasonable balance of racial and ethnic demographics. These options do not promote rates that are strictly equal between the two schools, which Option 1 comes close to. However, RCFES PTA data from a majority of parents indicated that families do not believe actual demographic percentages must be the same or substantially similar, but rather they need to be equitable. RCFES is by far the most diverse school in the cluster, and many parents cite this as a very positive experience for their children, and one they hope to continue into middle school.
- **Promote comparable FARMs demographics at the two middle schools.** Option 3 promotes an equal balance of FARMs between the two schools, and Option 9 offers a reasonable balance. Based upon the RCFES data collected, the majority of RCFES parents found that

⁴ *Back to school: How parent involvement affects student achievement*, Center for Public Education, www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html

Option 6 also offers a reasonable balance - 5.7% at Westland and 14.1% at Middle School #2. During the boundary study committee process, some other cluster elementary schools argued this 8-9 percentage point difference will result in inequitable resources between the two schools; that is, the “extras” that PTAs and parents provide. However, the Board of Education must compare the current aggregate FARMs percentage at RCFES (27.4%) to percentages at the other elementary schools in the cluster. With the exception of Rosemary Hills, the RCFES aggregate FARMs rate is more than 10 percentage points higher than *every other B-CC cluster elementary school*, yet the RCFES PTA is able to offer at least equal support, and what is in fact a very robust menu of offerings including funding teacher development, building and playground upgrades, scholarships, cultural arts programming, media center collection upgrades, and many similar “supplemental” benefits via PTA and parent contributions. Why would MCPS support such a difference in FARMs rates at the elementary level but not at the middle school level? The vast majority of the RCFES community made it clear that accessibility to the school is more important than the 8-9 point difference in FARMs demographics provided for in Option 6.

- **Promote comparable ESOL demographics at the two middle schools.** Option 6 offers an equal balance of ESOL students, and Option 3 and 9 are more varied but still within an acceptable balance range. Because ESOL resources are allocated based on standard MCPS formulas, we are confident the unobscured data reporting at the middle school level will result in appropriate services at each middle school, and are comfortable with these ranges.

III. Summary of RCFES PTA Position and Recommendations

The boundary study process contends with two recurring, and often competing, themes: the desire to create equitable economic, racial, and ethnic diversity in each school; and the desire of parents to have their children attend the school that is nearby, easily accessible, and most conducive to parental participation. Through the committee process each cluster school shared similar goals and concerns from their family communities, including: 1) the desire that each student have the opportunity for the best education possible; 2) diversity - particularly economic diversity - is important, and further, that students should not have to experience an economically or racially artificially imbalanced school (though we don’t agree on exactly what constitutes imbalance); 3) avoiding significant travel times and long bus rides; 4) the ability of each student to access after school opportunities, and the ability of parents and guardians to access the school to participate in their child’s education; and 5) that conditions allow for building a strong school community. Unfortunately, there is no option that allows every student and family in the cluster to realize all these goals, and the Superintendent and Board of Education must make difficult decisions about where and how compromise will be reached.

The RCFES majority position is clear: More than 78% of respondents report that Middle School #2, as the closest and most accessible school, is the preferred choice. RCFES PTA asserts that, as the most diverse school and the school with the highest need in the B-CC cluster, RCFES should be assigned to the school that enables the most access and involvement from the community. In

addition, as stated in Section II, RCFES PTA does not support any option that force split articulation, and recommends that the Superintendent and Board of Education dismiss Options 2, 4, 5, 7, 8, and 10 from consideration.

The RCFES community supports Option 6 as it is the only option that adequately addresses - for all cluster students - the following criteria:

- Minimizes distance/bus time and transportation costs;
- Promotes equity in demographics of students who are transported;
- Enables parental access;
- Provides better availability of public transportation;
- Promotes comparable race/ethnic demographics; and
- Avoids split articulation for any school.

Option 6 offers equity in accessibility and proximity for all students, and does not place the burden of busing on Rock Creek Forest or Rosemary Hills neighborhoods. Geographically, this option makes the most sense and does not pursue any artificial and gerrymandered school assignments. RCFES PTA is satisfied that the FARMs rates in Option 6 (14% at Middle School #2 vs. 5.7% at Westland) are close enough that they will not cause disparity in parental and PTA funding. The RCFES model is proof: RCFES PTA funds robust and generous programming, despite having the highest FARMs rate in the cluster at a much higher disparity rate compared with other cluster elementary schools than what will occur between the two middle schools in Option 6. In addition, the racial and ethnic balance between the two schools does not cause widespread concern in our community. True, there are valid concerns regarding the utilization rates projected in Option 6. However, conceding that all projections include a standard 15% unallocated space “cushion,” which may make the utilization projections less restrictive, we urge the Superintendent and the Board of Education to look more extensively at this option, to consider deeper and longer-term demographic projections, and to include additional non-MCPS data - such as property and census data - to develop a better and deeper understanding of the long term projections for this option before making a decision about its viability. The majority of our neighborhood Hispanic community, along with the majority from the rest of the neighborhood school and our Spanish Immersion program community, believe that Option 6 best meets the needs of our school, and our neighboring communities.

While the RCFES PTA urges the Superintendent and Board of Education to adopt Option 6, in the event it is not supported, the RCFES community also supports Option 3 and Option 9. Both of these options meet the RCFES community’s most significant need: equitable access to the resources and supports that are critical to our students' success. Unfettered access to academic and extracurricular resources is paramount to these students achieving academic growth comparable to that of their peers, who do not have the same economic and language barriers. Option 3 offers an equitable balance of economic/FARMs rates. Option 9 offers balanced utilization and equitable racial, ethnic, and economic diversity. Importantly, Option 9 is the only option under consideration that offers two-way busing and doesn’t place the burden of transportation and distance on one lower-income school alone.

RCFES PTA does not support Option 1. While this option may show appropriate utilization rates and an equal balance of ethnic/racial diversity and FARMs numbers, the majority of the RCFES community does not support Option 1. Option 1 artificially creates diversity for the benefit of the most privileged students on the Western side of the cluster at the expense of the least privileged students at RCFES. The MCPS data reporting practices described in Section I, which have resulted in a 43.3% FARMs rate in the RCFES neighborhood school, have created an unequal situation for RCFES in-boundary neighborhood students compared to every other elementary school in the cluster. Option 1 would perpetuate this unfair situation, and indeed would increase the divide and inequity RCFES students face. Option 1 renders RCFES an island – not only separated and isolated from the Westland community, but also divided from neighboring Chevy Chase and Rosemary Hills. RCFES students will face the burden of being less connected to their school because of longer commute times, less able to participate in after school activities, less able to build social and emotional relationships with friends who will predominantly live far away, and they will share this burden with their parents who will be less involved in school activities – both academic and extracurricular. Particularly for the community’s low income, ESOL, and Hispanic families, many of whom lack transportation, work multiple jobs and have inflexible schedules, the burden is substantial. It is inequitable and unfair to ask the community with the deepest challenges, the community coming from the position of the most needs and the most diversity, to accept an option that would require this group alone to bear the burden of what each elementary school is fighting tooth and nail to avoid: geographic separation and long commute times. The RCFES in-boundary neighborhood school FARMs rate is 56% higher than at Rosemary Hills Primary School, 144% higher than at Chevy Chase Elementary School, 246% higher than at North Chevy Chase Elementary School, 415% higher than Somerset Elementary School, and 477% higher than Bethesda Elementary School. Which of these schools are better equipped to handle the burden of longer bus rides and geographic isolation? **Option 1 would leave RCFES students materially worse off than the other children in the cluster who would benefit from better accessibility and more cohesive communities, and it would serve to further deepen achievement, participation, and social and emotional learning gaps.**

In conclusion, because RCFES is the most diverse elementary school with the highest need students in the B-CC Cluster, it is critical that these students be provided equity and access comparable to that of all other students in the cluster. The RCFES community supports Option 6, followed by Option 3 and Option 9, as those options categorically provide the greatest access to resources, through proximity, to the students and families facing the widest achievement gaps in the cluster. The RCFES community opposes Option 1, which would further widen the achievement and equity gaps faced by RCFES students compared to other students in the B-CC Cluster.

Thank you for the opportunity to participate in this important process. We recognize that any boundary change is difficult and unlikely to please everyone, and we appreciate the efforts of MCPS, the Superintendent, and the Board of Education to create an impartial and fair process.

We hope and trust that you will give serious consideration to the points and requests made in this paper.

The Rock Creek Forest Elementary School B-CC Cluster Middle School
Boundary Study Working Group
On behalf of the Rock Creek Forest Elementary School PTA
June 1, 1016

Rock Creek Forest Elementary School Demographics: 2015–2016

As of May 31, 2016

Program	Enrollment	Percent African-American	Percent Asian	Percent Hispanic	Percent White	Percent Two of More	Percent FARMS	Percent ESOL
Regular Program	360	19.4%	8.0%	39.4%	29.7%	<5.0%	43.3%	25.0%
Spanish Immersion	316	11.4%	<5.0%	25.6%	50.6%	9.8%	5.7%	<5.0%
Total Grades K-5	676	15.7%	5.5%	32.5%	39.3%	6.5%	25.7%	14.1%
<u>Special Programs:</u>								
Pre-K enrollment	21	14.3%	14.3%	66.7%	4.8%	<5.0%	95.2%	71.4%
Autism enrollment	12	50.0%	<5.0%	8.3%	41.7%	<5.0%	16.7%	8.3%
PEP	11	18.2%	18.2%	18.2%	36.4%	9.1%	9.1%	9.1%
Total School Enrollment	720	16.3%	5.8%	32.9%	38.3%	6.3%	27.4%	15.6%

Rosemary Hills Elementary School PTA Position on Middle School #2 Boundary Options

SUMMARY

The Rosemary Hills Elementary School (RHES) PTA strongly supports Boundary Option #1.

Option #1 best meets advisory committee criteria. It best achieves our priorities for the RHES PTA community—a diverse student body, an appropriate balance of busing, and an opportunity for our unique community to better preserve the relationships they’ve worked so hard to build.

RHES PTA Participation: The Rosemary Hills Elementary School (RHES) Parent-Teacher Association gladly participated in the boundary study advisory committee process for Middle School #2 in the Bethesda-Chevy Chase High School Cluster. This paper supplements the formal comments on the proposed options provided by our two designated advisory committee representatives.

During the Advisory Committee process, our PTA board, our parents, and the residents of the greater RHES community discussed the boundary options at length. Our PTA held multiple PTA-wide meetings to present and discuss these options. We also conducted a formal survey of our parents. All of our deliberations were informed by our representatives’ participation in the Boundary Study Advisory Committee process.

Who We Represent: The RHES PTA represents families in neighborhoods that attend Rosemary Hills Elementary school for K-2 and then go onto North Chevy Chase (NCCES) and Chevy Chase Elementary School (CCES) before attending middle school. These geographic boundaries are shown as shaded in Figure 1.

Our Unique Position in This Discussion: The RHES PTA is a bit unique in this discussion as we represent children and families who matriculate through three different schools: RHES, CCES, and NCCES. This is due to the historical split articulation and busing arrangement among RHES, CCES, and NCCES. In place since 1976, this arrangement has ensured a demographically diverse educational experience in grades K-5. This arrangement is strongly supported by the RHES community, which values the diversity it creates in these three schools.

Every PTA in MCPS plays an important role facilitating parent involvement, rallying school spirit, and supporting programs both financially and with volunteer time, thus creating a sense of community valued by parents, students, teachers, and administrators. Yet our perspective is unique. Our school works hard to create a unified community *despite* knowing our students will be split among two schools as early as third grade. We achieve this success in part because, until now, we’ve known our students will reunite only three years later in middle

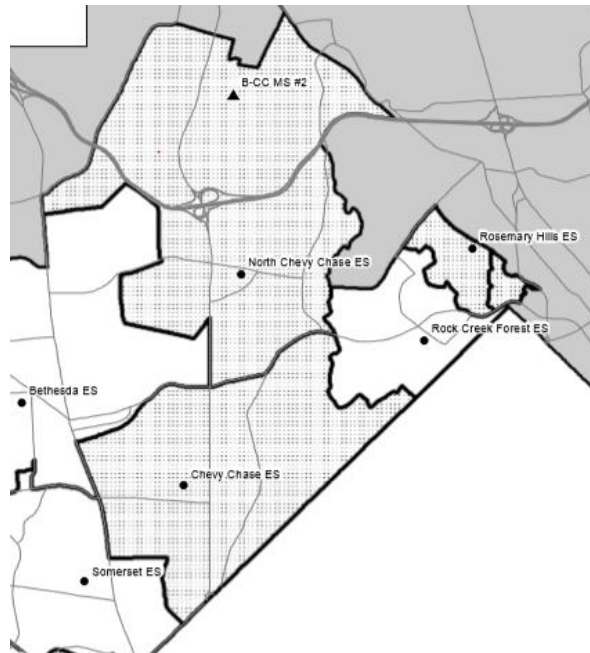


Figure 1: The RHES PTA represents families who live in all of the shaded regions above

Rosemary Hills Elementary School PTA Position on Middle School #2 Boundary Options

school. Delaying our students' reunification until high school could severely impact Rosemary Hills' ability to successfully forge these early childhood bonds crucial to our children's educational experience.

This is one reason that the RHES PTA cannot not support any middle school boundary arrangement that makes our hard won unity even more difficult to maintain by further splitting our kids between two middle schools. This would make it very difficult to be a unified community in light that the three elementary schools may feed into two middle schools instead of one under some of the proposed options.

It is a fact that our unusual split articulation also creates a busing burden throughout our children's K-5 educational experience. As discussed in detail in the position paper from CCES (which outlines how much longer it takes to bus current CCES students to Westland in addition to time busing as K-2) few children from RHES, CCES, and NCCES benefit from short bus rides or walks to school at young ages. . We cannot support options that make that net burden of unity or busing during the K-8 education experience greater, as our children and community already deal with significant burdens in that area due to the historical split articulation arrangement in place with the RHES community.

We believe that Option 1 is best for the following reasons:

1. **Achieves an Appropriate Balance of Diversity between Middle Schools:** Maintaining a diverse student body throughout our children's education is of utmost importance to us. The MCPS data shows that Option #1 provides the best balance of demographic diversity between the two BCC middle schools in terms of socioeconomic, racial/ethnic, and ESOL student characteristics. Of the 191 parents that responded to our survey, 70 percent said that "creating two middle schools with nearly equal percentages of low-income and minority students was a priority." Similarly, 71.7 percent stated that it was a priority that "Both middle schools have similar types of students (in terms of race and ethnicity, family income, and language spoken at home)."
2. **Avoids a Double Split Articulation:** Option 1 sends all families who live in the RHES neighborhood to the same middle school and reunites CCES and NCCES back together in Middle School. Many options split a group of children up not just once (when they graduate from primary to secondary school), but again when they attend middle school. This is unacceptable to our community. In our survey, 71 percent of our parents indicated that minimizing split articulation was a priority.
3. **Balances Busing Time During the K-8 Education Experience:** Under Option #1 all cluster students spend comparable amounts of time riding buses throughout their K-8 years attending BCC cluster schools Option #1 ensures RHES students, who spend a larger portion of time in primary and elementary school on the bus than other MCPS students, can be bused a more reasonable distance in middle school. Given the amount of time our children have already put in on the bus in elementary school, we strongly oppose the options (2, 3, 8, and 9) that would require all or part of RHES kids to bus the furthest distance possible in the BCC cluster. In our parent survey, 69 percent of parents stated that minimizing middle school busing was a priority.
4. **Offers the Best Balance of Reserve Capacity for Growth at Both BCC Middle Schools:** Option #1 provides reserve capacity to accommodate some growth at both Westland and Middle School #2. It has both middle schools in the low 90 percent of utilization rates in 2021. Given anticipated development in Chevy Chase Lakes and Lyttonsville, Middle School #2 must have some capacity to absorb growth, especially given its small size on opening. Greater than 100 percent utilization at Middle School #2 under Options #3 and #6 is very concerning to our community. Seventy-seven

Rosemary Hills Elementary School PTA Position on Middle School #2 Boundary Options

percent of our parents surveyed said it was a priority that there be “sufficient capacity for growth in the student body and both middle schools.”

Our Concerns with Options 2-9 Are Considerable: It is appropriate that we clarify our concerns with other options that were offered during the Boundary Study Advisory Committee process. The table below summarizes our views on which options meet Boundary Advisory Committee criteria. It also lists the MCPS estimated utilization in the 2021-2022 school year.

Impact of Options on RHES Kids During Their K-8 Educational Experience By Criteria												
MCPS Planning Option	MS #2	Westland	Minimize Distance to School (Criteria #1)	Consider Public Transportation Availability (Criteria #2)	Equity of Students Demographics (Criteria #3)	Enabling Parental Access (Criteria #4)	Promote Ethnic Comparable Race / Demographics (Criteria #5)	Comparable FRPM5 and ESOL Demographics (Criteria #6)	Avoid Double Split Articulation (Criteria #7)	Consider Future Housing Development (Criteria #8)	Westland Utilization (2021-2022)	MS#2 Utilization (2021-2022)
1	NCC, CC, RH (All)	S, B, W, RCF	✓	✓	✓	✓	✓	✓	✓	✓	92%	82%
2	NCC, CC, RCF	S, B, W, RH (All)	✗	✗	✗	✗	✓	✓	✗	✓	88%	87%
3	B, NCC, RCF, RH (West)	S, W, CC, RH (East)	✗	✗	✗	✗	✓	✓	✗	✗	78%	99%
4	B, NCC, RH (All)	S, W, CC, RCF	✓	✓	✓	✓	✓	✓	✗	✓	92%	83%
5	NCC, RCF, RH (All)	S, W, CC, B	✓	✓	✓	✓	✗	✗	✗	✗	98%	75%
6	NCC, CC, RCF, RH (All)	S, W, B	✓	✓	✓	✓	✗	✗	✓	✗	71%	106%
7	NCC, CC, RCF Area, RH (All)	B, S, W, RCF Spanish	✓	✓	✓	✓	✓	✓	✗	✗	81%	96%
8	NCC, CC, RCF, RH West, B (Part)	B (Part), S, W, RH (East)	✗	✗	✗	✗	✓	✓	✗	✓	92%	82%
9	NCC, RCF, RH (West)	B, S, W, CC, RH (East)	✗	✗	✗	✓	✓	✓	✓	✓	83%	93%
10	NCC, CC, RCF Spanish, RH (All)	B, S, W, RCF Area	✓	✓	✓	✓	✓	✓	✓	✓	83%	92%
Notes on ✗ Scores			3	3	4	3	1	1	2	5		

Notes
 1. MCPS system wide, 4-6 percent is an considered an acceptable demographic difference between schools. Some options are closer than others.
 2. Any further K-8 split articulation within any part of the RH, NCC, or CC service areas violates the "minimize split articulation" criteria for the RHES community.
 3. Options that require RH to travel the furthest distance possible in the B-CC cluster violate transportation, parental access, and minimum distance criteria.
 4. RH, NCC, and CC already experience significant busing during their K-5 education, and many will continue to bus to MS#2.
 5. Any option with utilization greater than 95% was considered unsustainable.

Points of concern we want to make with respect to the other proposed options:

- RHES Community Double Split Articulation Created by Options 2, 3, 4, 5, 8, and 9:** We define DOUBLE Split Articulation as any option that does not unite NCCES and CCES 5th graders, in their entirety, at a single middle school. These options fail to meet Advisory Committee criteria and present unnecessary social and academic hurdles to a community already challenged with navigating three elementary schools and one middle school.
- Unfair Equity of Transportation in Option 2, 3, 8 and 9:** These options require a small part of the RHES immediate neighborhood area to travel the furthest distance geographically possible in the BCC cluster for middle school. They also single out this group for a double split articulation on top of that. Our parents from the Barrington Apartments at the far eastern end of the BCC cluster were unhappy that 4 of the 10 options offered had them traveling the farthest distance possible in the BCC cluster to Westland Middle School.
- Unwise Utilization in Options 3, 5, 6, and 7 Fail to Accommodate Future Growth:** These options leave either Westland or Middle School #2 at more than 92 percent utilized. This leaves one school or the other without real capacity to absorb near-term growth. We believe growth is highly likely in the next ten years as the Purple Line becomes a reality, and projects already deep into the approval

Rosemary Hills Elementary School PTA Position on Middle School #2 Boundary Options

process move forward. The redevelopment of both Lyttonsville and Chevy Chase Lakes are likely to add more children to the BCC cluster, increasing overall student population at Middle School #2.

- **Imbalanced Demographic Diversity in Options 5, 6, and 7:** It is very important to our PTA that all children of all backgrounds in the BCC cluster are afforded a racially and socioeconomically diverse educational experience before they come together at BCC. In order to achieve this, both middle schools that feed into BCC High School must offer a similarly diverse experience to the maximum extent possible. We believe Options 5, 6, and 7, and particularly Option 6 result in an unbalanced distribution with almost all children of minority backgrounds at Middle School #2. We believe that if Middle School #2 has much higher percentages of minorities relative to the other that this could create unfortunate perceptions and concerns with achievement gaps and differences in programming. Whether or not the differences in diversity under these options are particularly notable compared to other situations in MCPS does not change their impact of an unbalanced situation that we foresee in the BCC cluster. Option #1 creates very near equality of demographics between the two middle schools, and this should be seized as a great opportunity.

- **We are deeply opposed to the Options 3, 8, and 9 which split the Rosemary Hills neighborhood between two middle schools, which sees the Barrington Apartments unfairly singled out to travel the furthest distance possible in the BCC Cluster while almost all their friends go to another middle school.** It is unfair and completely inappropriate that 3 of the 10 options single out this very small community to travel the furthest distance possible in the BCC Cluster. Under no circumstances can the RHES PTA support any form of this DOUBLE split articulation. We are disappointed to see this split offered in any option, particularly in Option #8, which has a children from CCES who live in the Barrington go to Westland by themselves, while all of their CCES peers would go to MS #2.

Conclusion: The RHES PTA deeply appreciates the opportunity to participate in this boundary advisory committee process. We also appreciate the thoughtful discussion, attention to detail, diligence, and careful consideration put forth by our BCC Cluster elementary school peers.

We understand that this is not an easy task. We feel the process helped to give everyone a voice, allowed different stakeholders to gather and balance input, and served as a catalyst to facilitate discussion in the community. **We strongly believe that of the options presented, Option #1 is the most appropriate, most fair, and most beneficial boundary arrangement for our students, families, and communities.** We therefore urge the Superintendent to recommend Option #1 to the Board of Education, and we urge the Board to approve Option #1 as the final decision. Thankfully, we have great teachers, great administrators, and great students in MCPS and the BCC cluster. We know that both Middle Schools will be excellent.

SOMERSET ELEMENTARY SCHOOL PTA POSITION PAPER REGARDING BCC MIDDLE SCHOOL NUMBER TWO BOUNDARY

The Somerset Elementary PTA community strongly opposes MCPS's Option 9 for the new middle school boundary.

We oppose it for the following reasons:

1. Excessive bus travel time when Westland is a much shorter bus or bike ride away. This deprives students of sleep, forces families to spend more time in car, is significantly worse for the environment and spends money on vehicle gas and maintenance, not on students, teachers, and classroom needs. Also requires travel across the East-West corridor through numerous already failing intersections, along one of the most heavily congested routes in the cluster, prone to excessive traffic backups.
2. Creates a geographically isolated community for the roughly 320 students (100-110 per grade) from Somerset who would attend the new middle school. The students would not border any of the other communities attending the new middle school. There would be very limited opportunities for them to mix or build relationships outside of school due to the distance from these other geographically contiguous communities.
3. No participation outside of the minimal school day. Time and transportation challenges would result in very reduced to no participation by Somerset students in after school activities as well as very limited opportunities to receive extra academic help. Overwhelmingly, 217-8, the families who answered our survey said they would not volunteer at the school or attend school events due to the lengthy travel times from Somerset, particularly from the mid-afternoon into the early evening.
4. Very difficult to get to the school quickly in case of emergency for a sick or injured child. One single parent recounted how she needed to get her child from Westland for a broken bone suffered in PE, as well as when the child developed a 104 fever in school. It would have taken far longer to have to cross over to reach Connecticut Avenue and then head north and then return to reach the doctor's office or the hospital ER.

Second, a majority of our families surveyed do not support distance busing as a model for creating diversity. Their opposition has several components: Somerset is a highly internationally and linguistically diverse school, and our students have a strong diversity experience. It may not be based on a strict racial metric, but it offers significant cultural diversity and a large number of ESOL students and

exposes children to many different viewpoints and situations on a daily basis. Additionally, outside of school, through sports and other county-wide activities, many of our students are exposed to a far wider variety of situations and individuals than children experienced more than thirty years ago, when many of the boundary plans for the BCC cluster were established. While other parts of the BCC cluster may be supportive of split articulation and busing, the Somerset community expressed a very strong preference for no split articulation and no distance busing.

As a community, Somerset prefers that its students continue at the older, unmodernized Westland Middle School, which is significantly geographically closer to the six communities that send their children to Somerset Elementary. Multiple Somerset parents have also stated that they are deeply concerned by a boundary discussion process in which considerable weight and attention has been given to advocates who are attempting to mandate where other people's children attend school, rather than confining their efforts to the specific community that they are tasked to represent. The Somerset ES PTA thus asks MCPS and to the Board of Education to consider the views of each community solely in regard to the students residing in that community, and not to give greater or equal weight to a community's preferences for where the boundary lines are drawn for other elementary school populations outside of their own.

Part Two: Comments and Questions from Families:

Below are a compilation of some of the comments and questions the PTA received from Somerset Families regarding the new middle school.

“We are vehemently against splitting/bussing students from Somerset to the new Middle School. There is no logic in splitting/bussing Somerset at all. It only puts our kids at greater risk of traffic accidents, causes them to have even less sleep, and significantly increases the necessary transportation costs for MCPS (crazy given how all we hear about is the needs for budget cuts). I am all for diversity but not at the cost of the wellbeing of our children.” — Parents of a first and third grader

“I attended the beginning of the meeting on the 1st at BCC and looked through the material online. Although proximity has been listed as a factor, and the most important one in my view, I haven't seen any discussion on how significant travel would offset the later bell times the County established just this school year. This

issue was important enough to be addressed across the entire county, I hope the decision makers don't forget the reasons behind that change.

Now that we'll have two middle schools, every kid in the BCC cluster should enjoy the same or shorter commute times, and therefore potentially be able to get more sleep. It is frankly frightening to think about how long it would take to bus kids across Bethesda during morning rush hour, not to mention all of the other logistical challenges with the after school activities because of the later arrival time at home." Parents of a fourth grader and a kindergartener, as well as a current sixth grader at Westland.

"I got the sense from the Boundary Advisory meeting that I attended that there's an understandable lack of knowledge of the geography of our neighborhoods and an assumption that because everyone from Somerset has access to a bus, they don't live very close to Westland. The bus guy, however, seemed to be saying pretty clearly that large parts of Somerset would not be bus eligible were it not for the need to cross River Road, and looking at a map, much of Westbrook is farther away than chunks of Somerset.

Also, on the split articulation point, I think we should resist the notion that splitting the Rosemary Hills neighborhoods from the NCC and CCES kids so they can have shorter bus rides is equivalent to splitting contiguous neighborhoods, sending neighborhood kids who walk to each other's houses to two different schools and necessarily sending some on a longer bus ride." Parent of a fifth and second grader

"I volunteer at Somerset and Westland to show my kids that their education matters to me. The traffic and road conditions to the new middle school would prevent me from volunteering. I cannot take that much travel time out of my day from my home on River Road. I am also very concerned about not being able to reach my child in case of a health or other emergency at school." Mother of a fifth grader and a Westland student.

"There seems to be something like a proposal now to "split articulate" Somerset Elementary students between Westland and the new middle school. To me, this is

perhaps the worst possible outcome of the boundary study (a very close second being busing Somerset children a long distance to the new middle school). When you first surveyed parents, I responded by saying that what may get lost in the process of looking at demographics and numbers is the very real impact on children that split articulation could have. I believe that the Elementary School years are extremely important for the success of students throughout their lives. Part of that Elementary School experience is developing social skills, friendships, and support networks. During the transition to middle school and, ultimately, to high school, these three crucial components in the fabric of our children's lives become even more critical. I strongly believe that split articulation at any elementary school would result in the fracturing of these three components that could very possibly affect our children in many negative ways as they move through the school system to BCC.

I know that many parents have expressed strong views that busing students a long distance is a major negative issue. And I do not want to detract from that powerful observation, because I most certainly share those concerns. But I also think that we need to consider the impact that split articulation could have on Somerset children and, frankly, children that attend any of the elementary schools in the BCC boundary. I sincerely hope that discussion of split articulation quickly ends as part of the boundary study.” — Parent of a fourth and second grader and kindergartener.

Questions raised by parents regarding busing:

- Who has determined that "matching statistics in student populations" is necessary or legal?
- Is the basis for distance busing the 1971 *Swann v. Charlotte-Mecklenburg Board of Education* case? As the NYT has indicated that the decision "did not apply to Northern-style segregation," which was de facto and "based on neighborhood patterns" not "discriminatory policies implemented by the school system."
- Additionally, in the *Milliken v. Bradley* case of 1974, the Supreme Court ruled that busing across district lines was only allowed if "multiple districts had implemented deliberately discriminatory policies." Where is the evidence of deliberate discriminatory policies in the BCC Cluster?

- If *Swann v. Charlotte-Mecklenburg Board of Education* is our precedent, why -- when even the Charlotte-Mecklenburg Board of Education stopped busing in 2002 -- is MCPS looking to expand it?
- What studies has MCPS conducted of its current busing between Chevy Chase ES, North Chevy Chase ES, and Rosemary Hills ES?
 - What has been achieved?
 - How have the children benefited? How have the children suffered?
 - What effects has the busing had on breaking up neighborhoods?
 - What is the opportunity cost of the extended bus ride -- could not those young children be playing, getting extra sleep, spending coveted moments with family instead?

“As we consider our options from a 360° standpoint, above all else, we must consider the impact on our natural environment. It seems quite clear that the three elementary schools closest to Westland MS should continue to feed into Westland and that the three elementary schools closest to the new school should feed into the new school in Kensington.

The following tables compare proximity of the six elementary schools to Westland MS and to the new school, as measured in driving distances and straight line distances. The following pages show the Google Map data from which these tables were drawn.

I was shocked to read about the concept of “a busing burden in the cluster to achieve diversity” To what end? Let us keep our heads above the water, limit our carbon footprint, keep elementary school lines drawn as they are, and as logically as possible let elementary schools feed in whole into the geographically closest middle school.”

Driving Differentials, sorted farthest to closest to new school

	# Mi to Westland	# Mi to New School
Westbrook ES	0.70	5.90
Somerset ES	2.30	4.40
Chevy Chase ES	3.10	3.10
Bethesda ES	2.80	3.00
Rock Creek Forest ES	5.50	2.90
North Chevy Chase ES	5.00	1.50

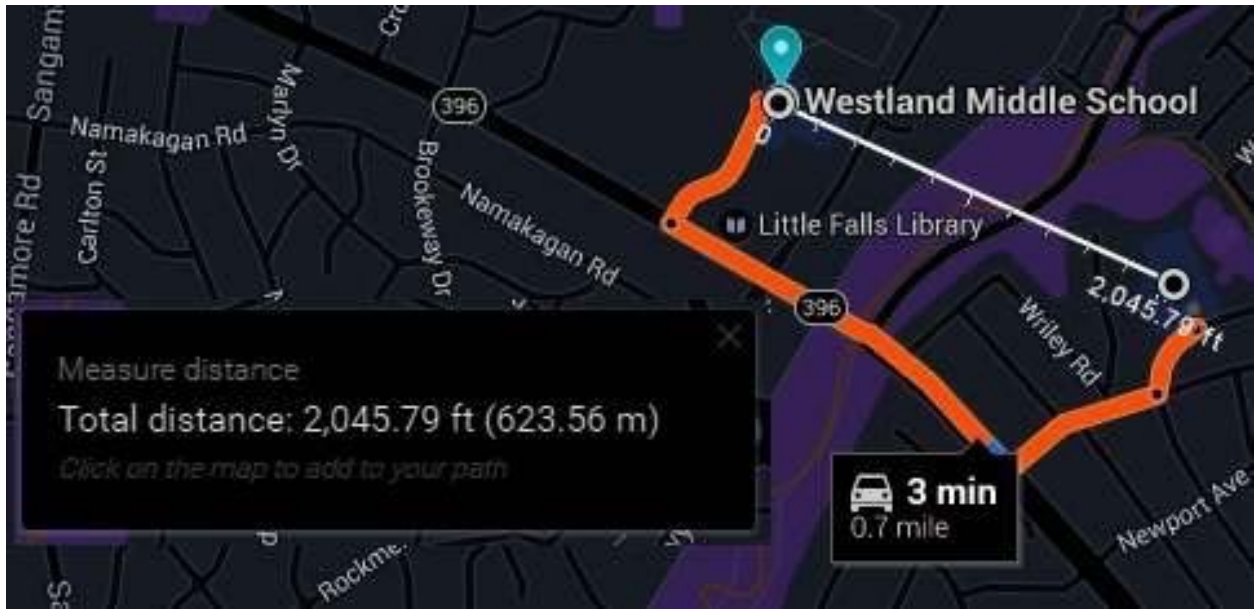
Straight Line Differentials, sorted farthest to closest to new school

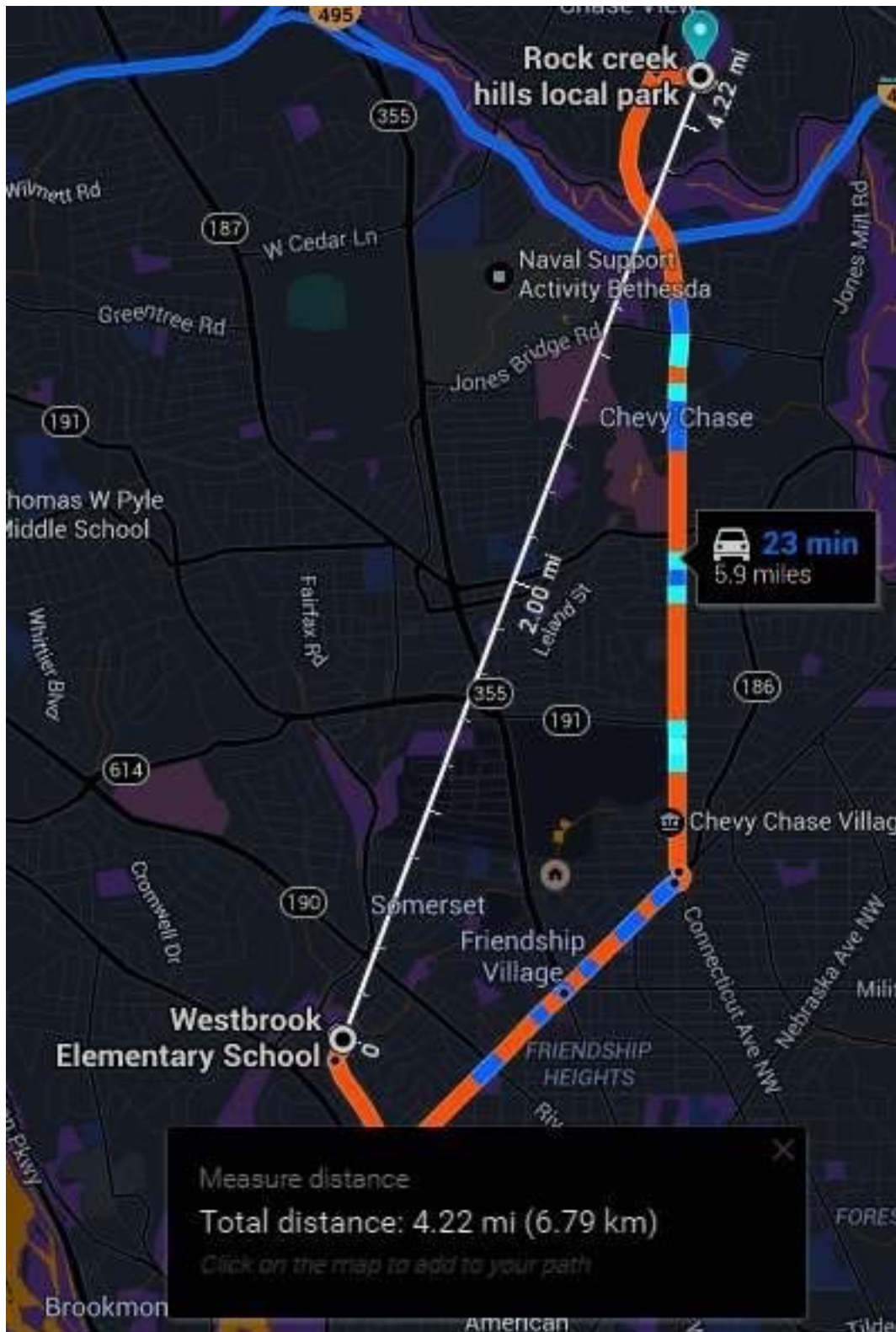
	# Mi to Westland	# Mi to New School
Westbrook ES	0.39	4.22
Somerset ES	1.09	3.36
Chevy Chase ES	2.01	2.56
Bethesda ES	1.89	2.38
Rock Creek Forest ES	3.84	2.04
North Chevy Chase ES	3.30	1.13

Westbrook ES to Westland MS

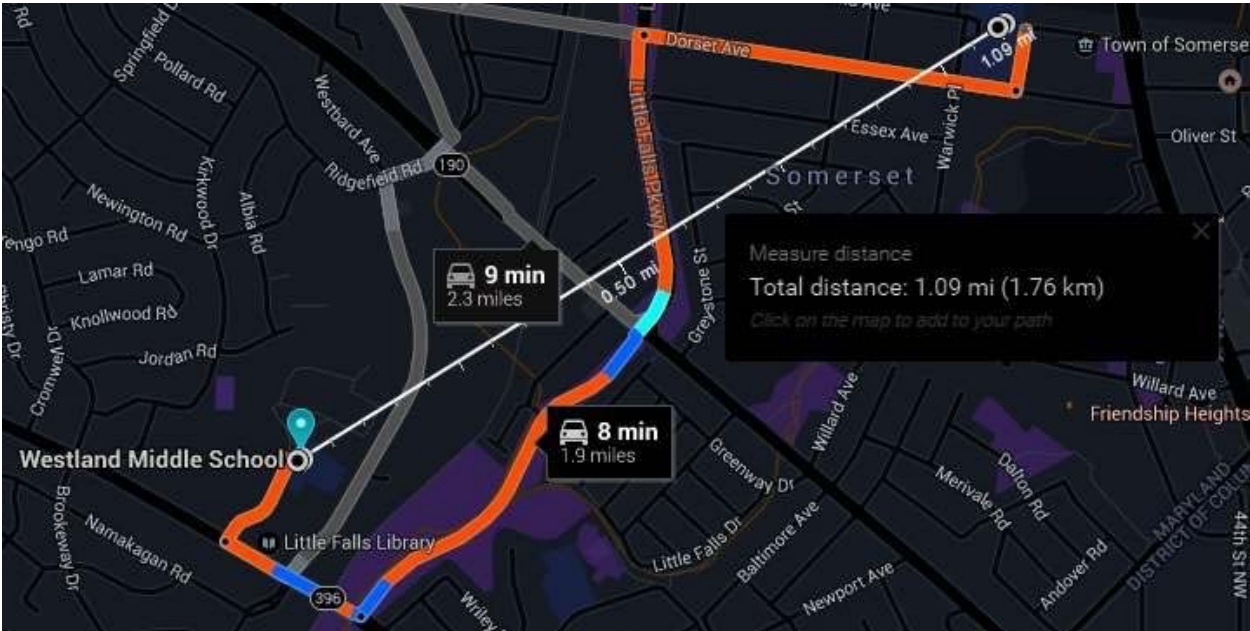
Driving: 0.7 mile | Straight line distance: 0.3875 mile

Westbrook ES to school site at Rock Creek Hills Local Park on Saul Road in
Kensington Driving: 5.9 miles | Straight line distance: 4.22 miles

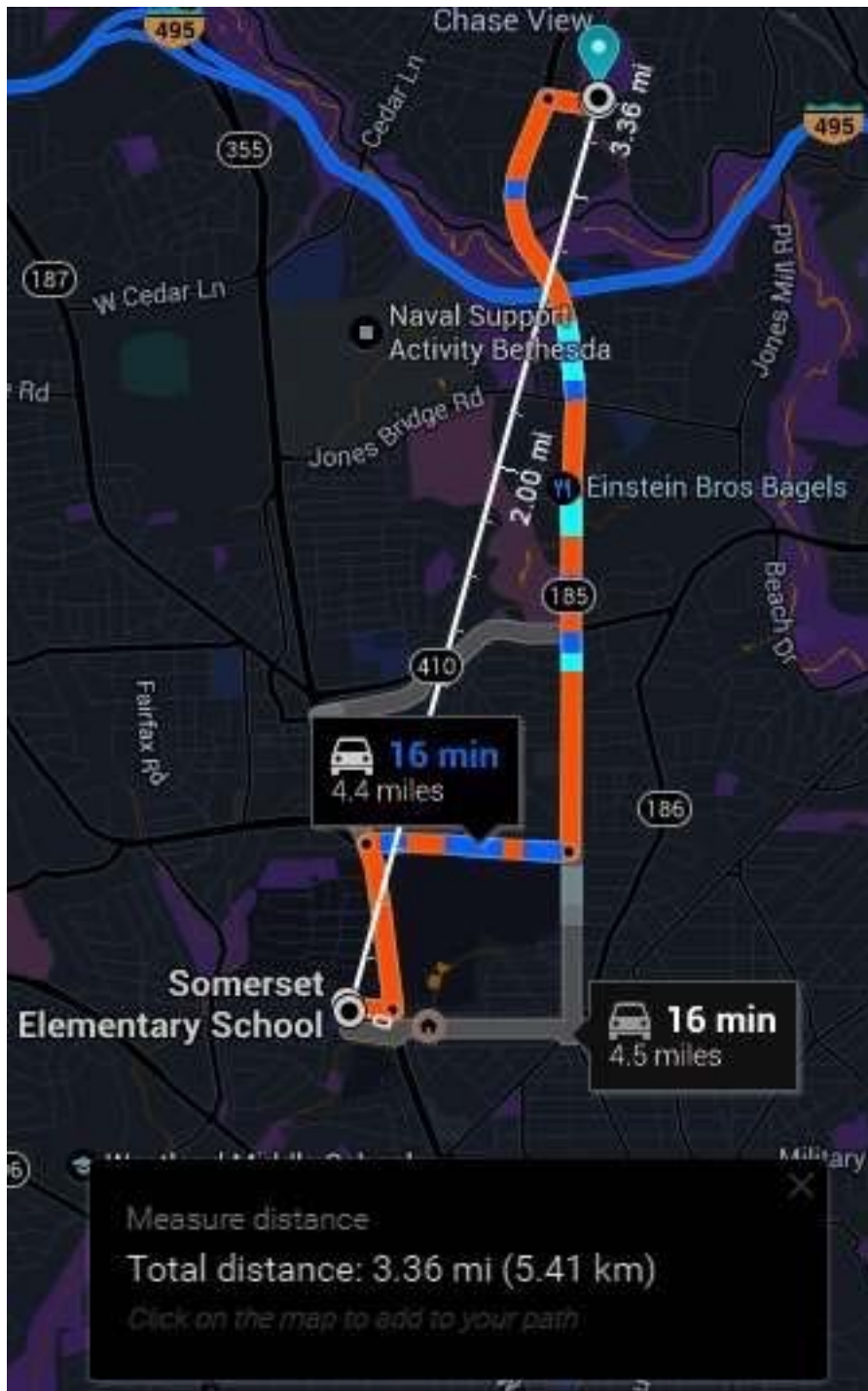




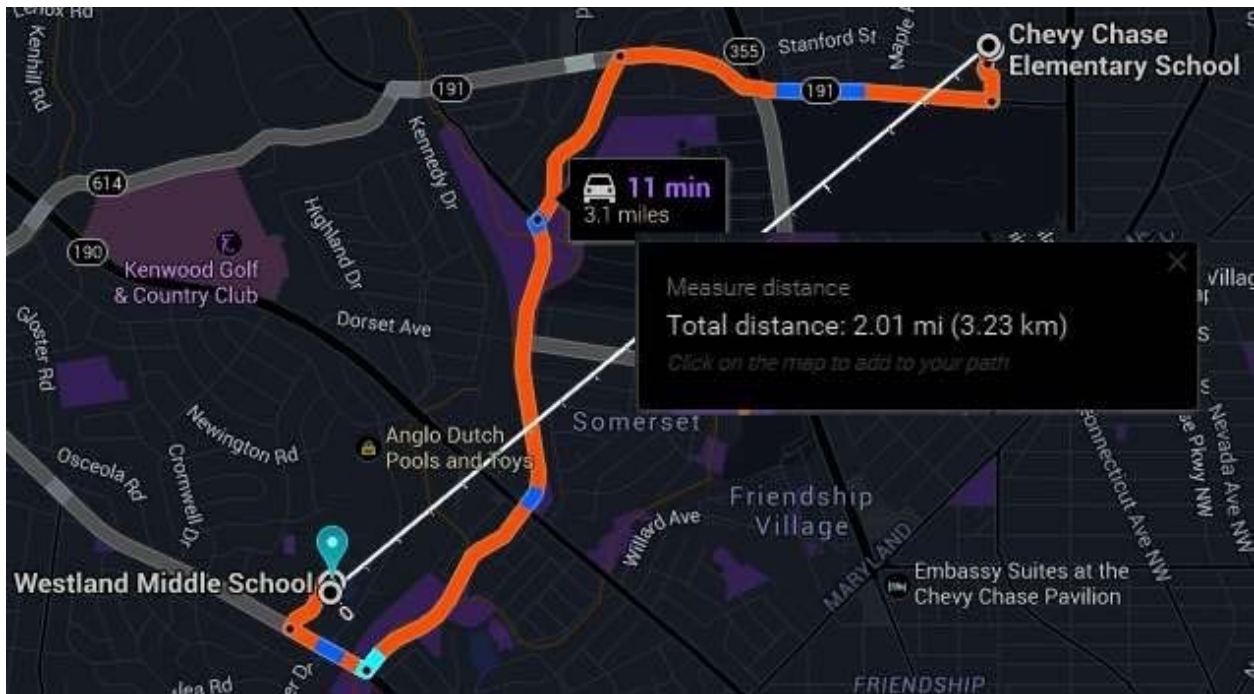
Somerset ES to Westland MS
Driving: 2.3 miles | Straight line distance: 1.09 miles



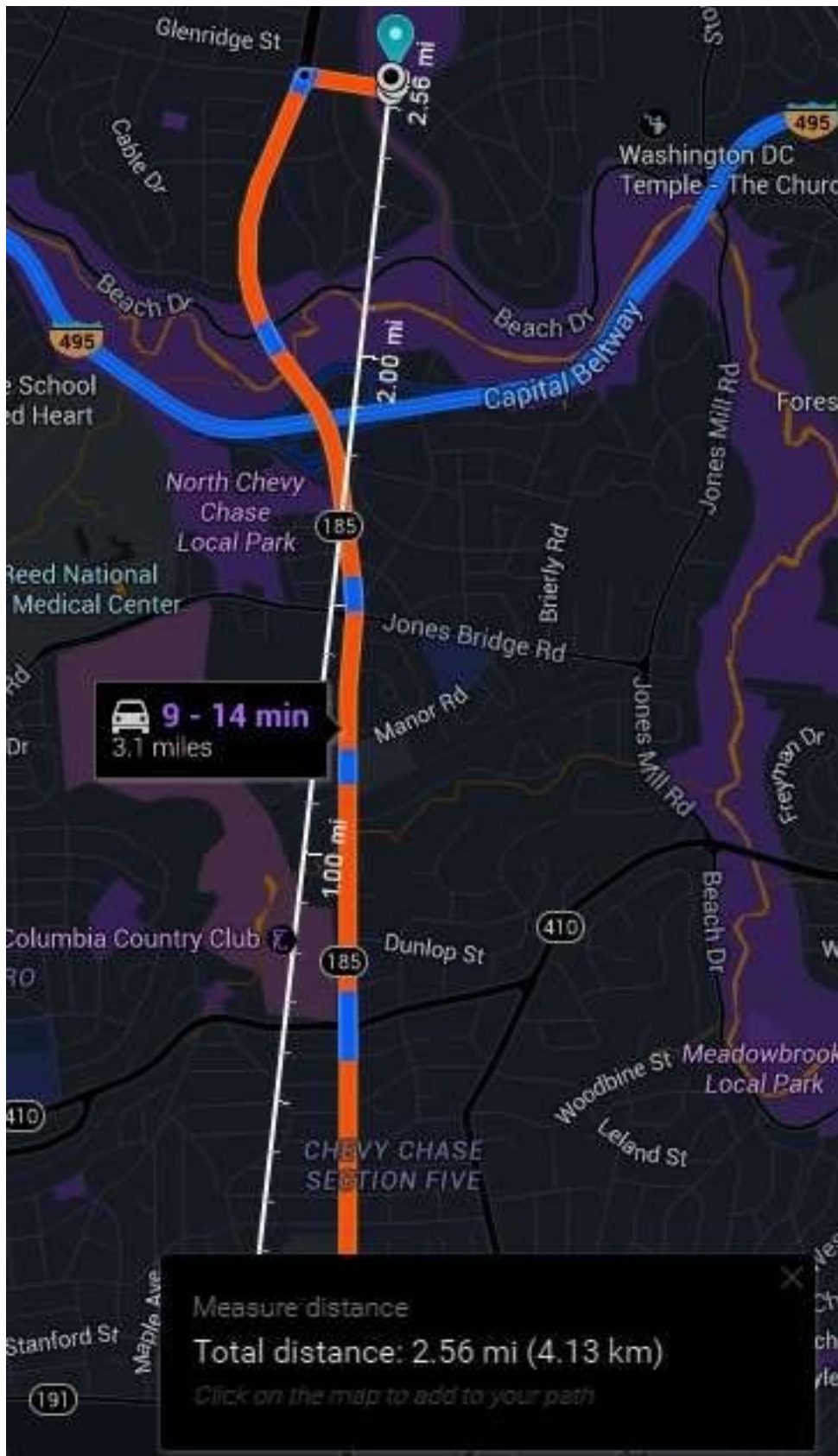
Somerset ES to school site at Rock Creek Hills Local Park on Saul Road in Kensington Driving: 4.4 miles | Straight line distance: 3.36 miles



Chevy Chase Elementary to Westland MS
Driving: 3.1 miles | Straight line distance: 2.01 miles

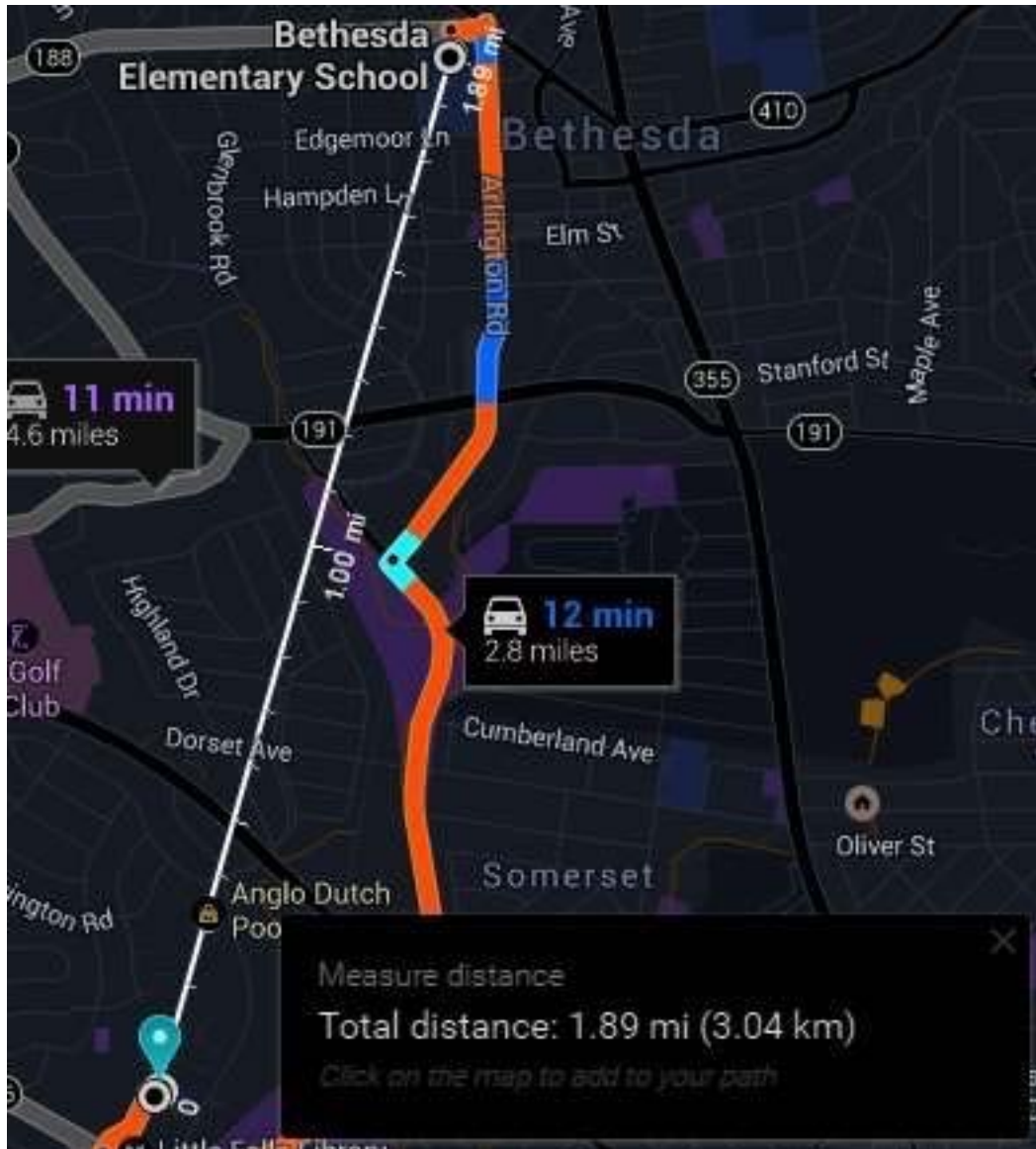


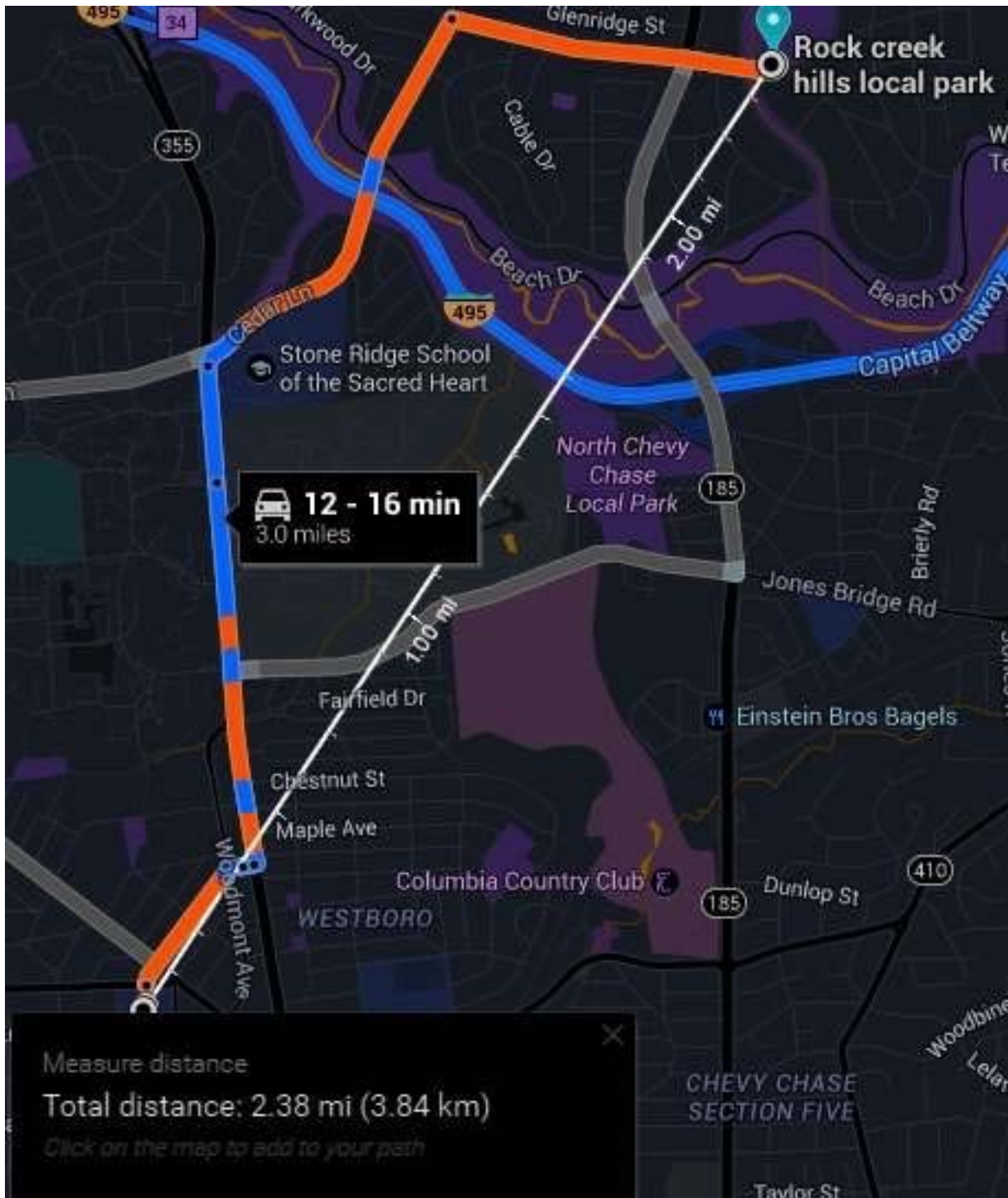
Chevy Chase Elementary to school site at Rock Creek Hills Local Park on Saul Road in Kensington Driving: 3.1 miles | Straight line distance: 2.56 miles



Bethesda Elementary School to Westland MS Driving: 2.8 miles | Straight line distance: 1.89 miles

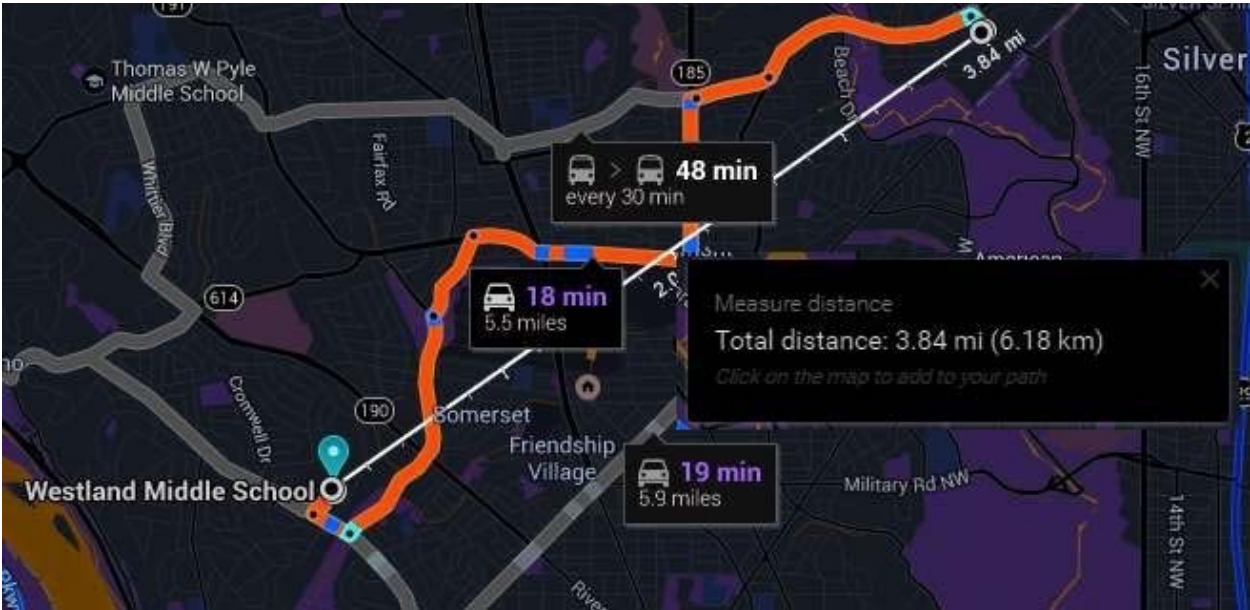
Bethesda Elementary School to school site at Rock Creek Hills Local Park on Saul Road in Kensington Driving: 3.0 miles | Straight line distance: 2.38 miles



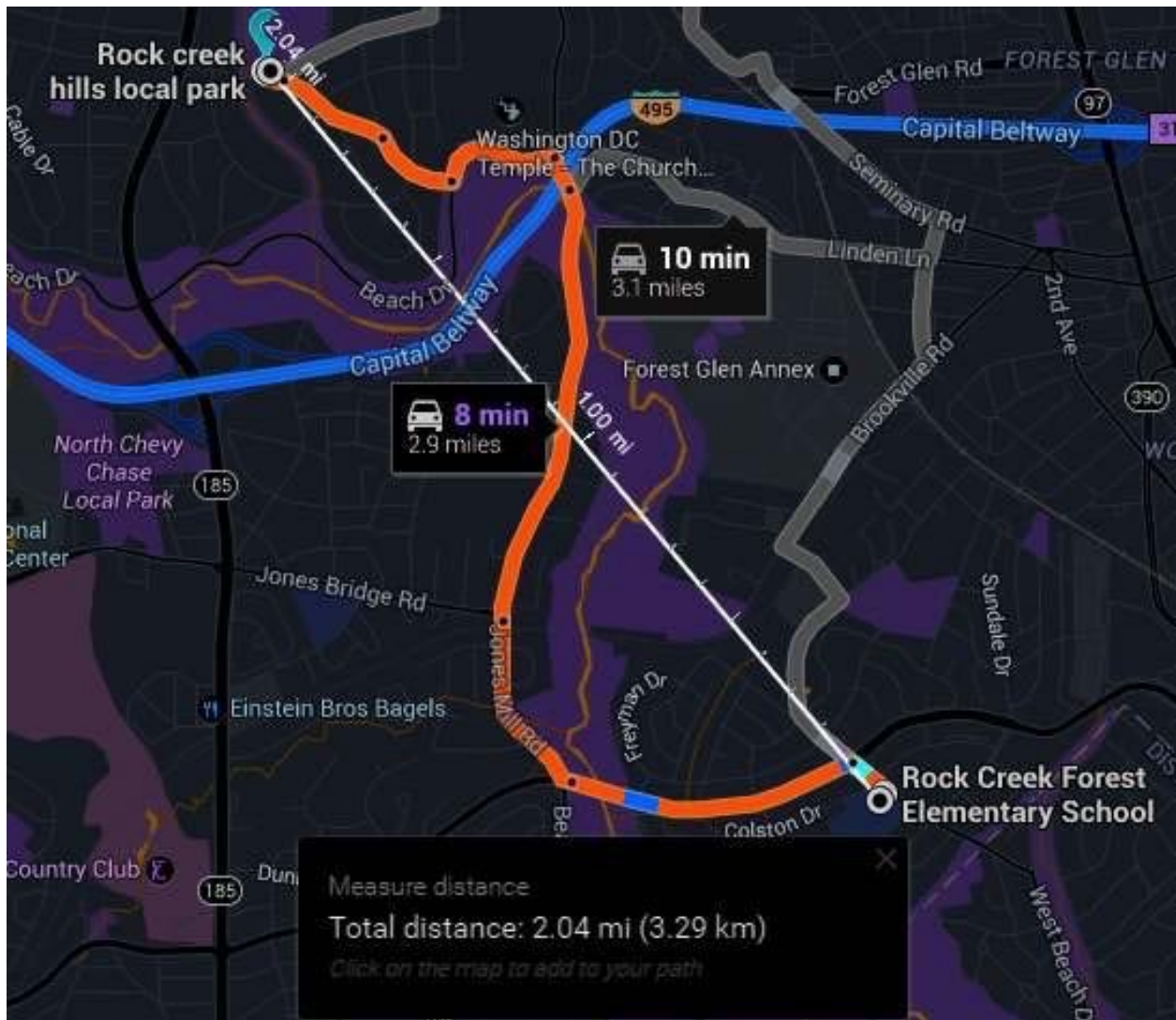


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Rock Creek Forest ES to Westland MS
Driving: 5.5 miles | Straight line distance: 3.84 miles

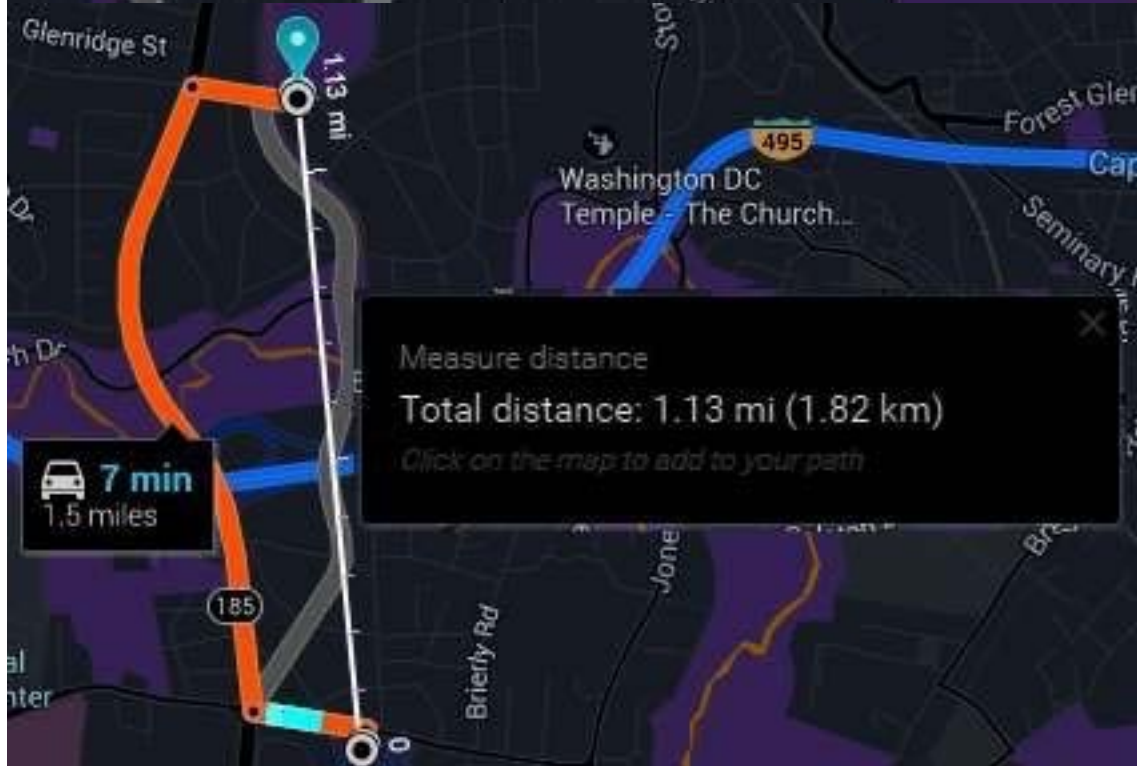
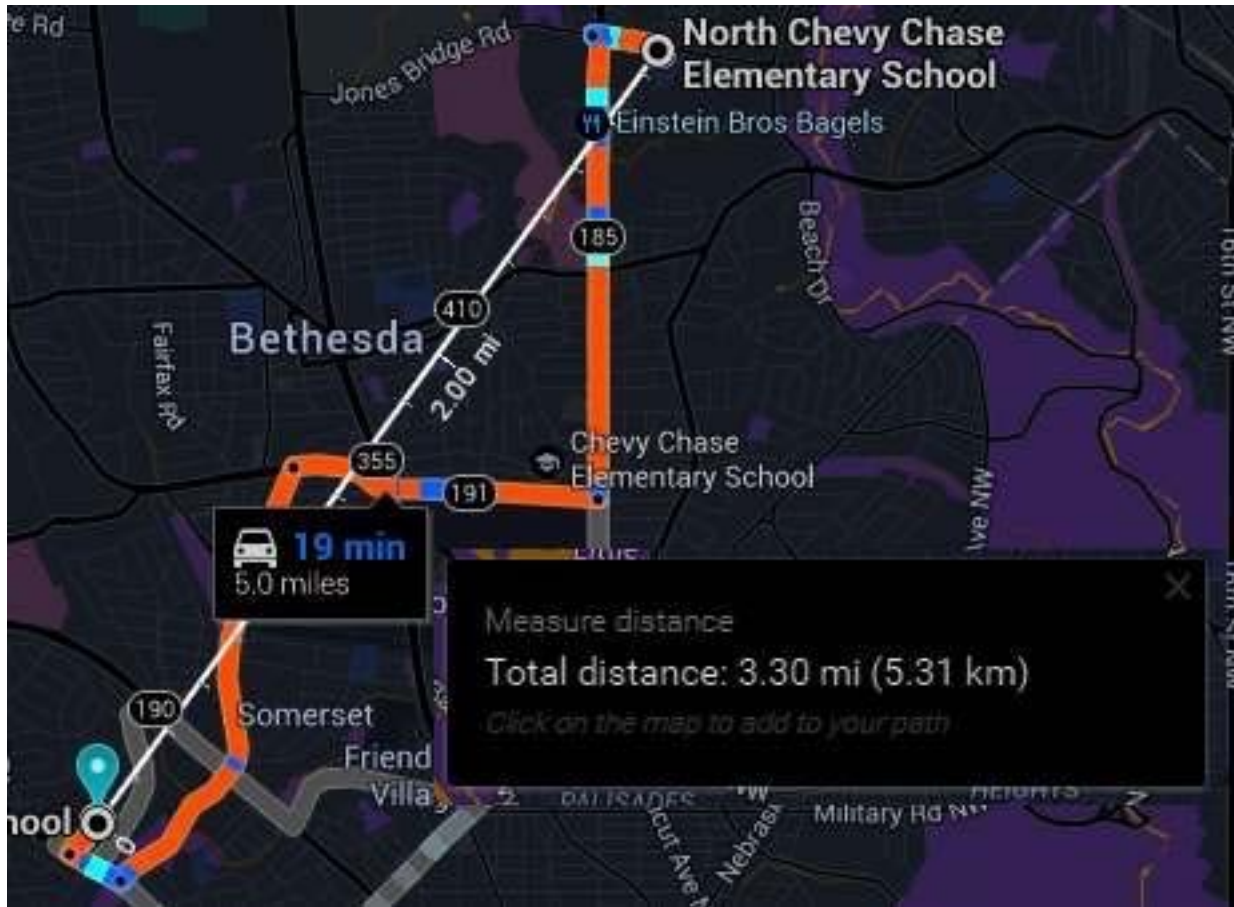


Rock Creek Forest ES to school site at Rock Creek Hills Local Park on Saul Road in Kensington Driving: 2.9 miles | Straight line distance: 2.04 miles



North Chevy Chase ES to Westland MS
 Driving: 5.0 miles | Straight line distance: 3.3 miles

North Chevy Chase ES to school site at Rock Creek Hills Local Park on Saul Road in Kensington Driving: 1.5 miles | Straight line distance: 1.13 miles





Westbrook Elementary School
Parent Teacher Association
5110 Allan Terrace
Bethesda, MD 20816

May 25, 2016

We appreciate the opportunity to offer the opinions of the Westbrook Elementary School ("Westbrook") PTA regarding the current Bethesda-Chevy Chase Cluster Middle School #2 Boundary Study. This matter is very important to us. Our views are expressed below.

Westbrook is in a unique position. Given that it is .6 miles from Westland Middle School ("Westland"), Westbrook has historically been Westland's natural primary feeder school. Indeed, Westbrook students have matriculated to Westland since it opened in 1952 as Western Junior High School. We therefore are relieved that in all ten of the proposed boundary options, Westbrook students will continue on to Westland, and we believe, unequivocally, that this approach is correct. Our close proximity to Westland allows more than 90% of the Westbrook students to safely walk to and from Westland on a daily basis. Moreover, eliminating bussing for Westbrook students is a tremendous cost savings, both financially and environmentally, to Montgomery County Public Schools. Thus, we strongly support the general decision to continue the current matriculation pattern of Westbrook students to Westland.

While we are in favor of sending Westbrook students to Westland, we do have concerns about several of the boundary options and how they will impact Westland Middle School, specifically. We have reached out to our school community through listserv emails, small group discussions, and three community meetings. On that basis, it is clear that our PTA members are concerned, consistently, with the following issues:

- 1. Capacity/Utilization.** Several of the boundary options place Westland at or near full capacity just a few years after Bethesda-Chevy Chase Middle School #2 ("B-CC Middle School #2") opens. In particular, Options 1, 4, 5 and 8 all have Westland's utilization between 92% and 98% in the fifth year after opening. With the confirmed development planned for downtown Bethesda and Chevy Chase Lakes and the proposed development in Lyttonsville and Westbard, we find a utilization rate at Westland of greater than 90% alarming and unacceptable. The boundary decisions we make today should ensure that there is sufficient capacity at Westland for long-term growth. Reaching 98% utilization (as in Option 5) with the promise of further development throughout our cluster in five years will lead to the very same

**Westbrook Elementary School
Parent Teacher Association
5110 Allan Terrace
Bethesda, MD 20816**

over-utilization problem at Westland that prompted this boundary study in the first place.

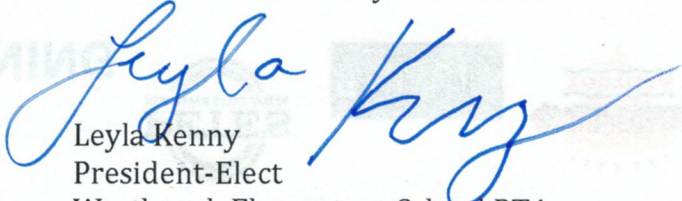
- 2. Racial and Socioeconomic Diversity.** The Westbrook community supports equal racial and socioeconomic diversity at both middle schools and therefore are opposed to Options 5 and 6. These options create two drastically imbalanced middle schools demographically. We acknowledge and understand that there may need to be extended bus travel for one or more schools to create balanced demographics at the two schools. Our hope is that the travel burden will be as minimal as possible to achieve the desired racial and socioeconomic diversity at both middle schools.
- 3. Parity in Technology and Facility.** As a new facility, B-CC Middle School #2 will be outfitted with the newest technology, classroom and building amenities. We request commensurate upgrades to Westland's facility so that both schools will be equitably equipped. Doing so will ensure that students from both Westland and B-CC Middle School #2 will arrive to Bethesda-Chevy Chase High School with the same technological skill and practical knowledge.

Thank you for the opportunity to provide input on the boundary study process for B-CC Middle School #2. The Westbrook students and parents look forward to embracing the new Westland school community in August 2017.

Respectfully,



Orly Isaacson
President
Westbrook Elementary School PTA



Leyla Kenny
President-Elect
Westbrook Elementary School PTA

May 31st, 2016

Westland Middle School PTA Position Paper
B-CC Middle School #2 Boundary Selection Committee

The Westland PTA welcomes the opportunity to submit a position paper about the Boundary Selection process.

As Westland is currently the only middle school in our cluster, housing the majority of current 6th through 8th graders, we first wondered what the Westland PTA voice should be throughout this process. We understood that the individual elementary school communities would consider proximity, transportation ease and community cohesion while evaluating the boundary options. The Westland community serves all of these schools and neighborhoods so we knew that it was not our role to speak for one or two particular communities. Instead, we considered which boundary options would create two middle schools that:

- Provide equitable programs at the two middle schools, both academic and extracurricular.
- Invite and facilitate engagement from parents and guardians at both locations, yielding two vibrant and engaged student and parent communities,
- Equalize the utilization between both schools, *especially considering the proposed development in our cluster*, and
- Balance the demographics of the student populations, both economically and racially.

Many of our parents remarked on the fact that all of these kids would be coming back together at B-CC as high school freshmen and that it is in everyone's best interest that all students, regardless of their middle school, come to high school prepared and ready.

Though we know that each school will develop its own character and culture, we still liked the idea that we could think of the middle school years in our cluster as one school with two campuses.

Providing equitable academic programs at the two middle schools

Parents in the Westland community were very concerned that the IB program would be offered, implemented and certified as soon as the doors of the new middle school open. We strongly urge MCPS to maintain its commitment to the Middle Years Program in both schools and ensure its continuity so that the first cohort of students post-split do not get left behind during a ramp-up period. If further resources are required to train staff and faculty at the new middle school or replace departing staff at Westland, we ask that MCPS be proactive about making this investment and providing support for both schools.

One special area of concern is the continuity of language study. Given that our cluster is the IB cluster, special care and emphasis must be applied to ensure that every student's language track is uninterrupted during this transition to two middle schools.

Students consider their choice of language carefully and have a reasonable expectation that their course of study will not be interrupted or derailed due to the necessary split of the current student body.

MCPS staff provided very helpful background in describing how staff is allocated and how programs are built *over time* at any school. We heard from experienced administrators about how principals build interest in electives and programs and shift resources according to established teacher allocation formulas. These allocations and program strategies makes sense for a cohort of students just beginning its middle school career but are potentially problematic for our current students.

The students caught up in this boundary split should not be unfairly derailed in their studies simply due to the unpredictable and random dispersal of varying levels of language students over the two middle schools.

For example, depending on the boundary split, it could be that more advanced Chinese students end up at one school and more advanced French students end up at the other. With all of the kids at the same school, the existing teacher allocation models would have allowed advanced language students to continue their course of study. Post-split, however, we face the potential of this advanced language student population being diluted at each school. Current allocation models, when applied immediately post-split may mean that advanced students find themselves without a class or teacher.

These kids who are already "in the pipeline" cannot go back and select another language or sit it out for a year. The study of language is necessarily linear and stepwise and unlike any other disciplines, language study suffers dramatically if