Agenda

- Background and Scope
- Current Information
- Policy Factors
- Recap of Options
- Next Steps
- Questions and Answers
Background and Scope
Board Resolution

• Adopted November 2018

• Expanded the scope to include all of the middle schools in these three clusters

• Will explore school reassignments for Clarksburg, Northwest, and Seneca Valley high schools

• Will address student enrollment patterns and utilizations rates at the middle schools in these clusters

• **No** elementary school boundaries will be changed

http://gis.mcpsmd.org/boundarystudypdfs/SVHS_BOEAdoptedBoundaryStudy.pdf
### Schools Included in Study

#### Clarksburg HS
- Neelsville MS
  - Capt. James E. Daly ES
  - Fox Chapel ES
- Rocky Hill MS
  - Clarksburg ES
  - William B. Gibbs, Jr. ES
  - Little Bennett ES
- Hallie Wells MS
  - Cedar Grove ES
  - Clarksburg Village Site #2 ES
  - Wilson Wims ES

#### Northwest HS
- Roberto Clemente MS
  - Clapper Mill ES
  - Germantown ES
  - Great Seneca Creek ES
- Kingsview MS
  - Great Seneca Creek ES
  - Ronald McNair ES
  - Spark M. Matsunaga ES
- Lakelands Park MS
  - Darnestown ES
  - Diamond ES

#### Seneca Valley HS
- Roberto W. Clemente MS
  - S. Christa McAuliffe ES
  - Dr. Sally K. Ride ES
- Dr. Martin Luther King, Jr. MS
  - Lake Seneca ES
  - Dr. Sally K. Ride ES
  - Waters Landing ES

- **No** elementary school boundaries will change as part of this boundary study.
- Elementary school service areas will be used as the building blocks for possible middle school and high school options.
- Elementary schools assigned to Damascus, Quince Orchard and Watkins Mill clusters will not be part of this boundary study.
Current Information
## Current HS Data

<table>
<thead>
<tr>
<th>School</th>
<th>Projected Number of Students</th>
<th>2019–19</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarksburg HS</td>
<td>2,374</td>
<td>2,487</td>
<td>2,668</td>
<td>2,757</td>
<td>2,848</td>
<td>28.7%</td>
<td>20.4%</td>
<td>26.8%</td>
</tr>
<tr>
<td></td>
<td>-340</td>
<td>-453</td>
<td>-634</td>
<td>-723</td>
<td>-814</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest HS</td>
<td>2,727</td>
<td>2,776</td>
<td>2,873</td>
<td>2,974</td>
<td>2,981</td>
<td>25.7%</td>
<td>21.1%</td>
<td>21.7%</td>
</tr>
<tr>
<td></td>
<td>-441</td>
<td>-490</td>
<td>-587</td>
<td>-688</td>
<td>-695</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seneca Valley HS</td>
<td>1,203</td>
<td>1,214</td>
<td>1,256</td>
<td>1,281</td>
<td>1,301</td>
<td>34.6%</td>
<td>10.9%</td>
<td>35.8%</td>
</tr>
<tr>
<td></td>
<td>1,378</td>
<td>1,367</td>
<td>1,325</td>
<td>1,300</td>
<td>1,280</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Policy FAA Factors
Policy FAA Factors

• **Demographic Characteristics of Student Population**
  • Analyses of options take into account the overall populations of affected schools
  • Options should especially strive to create a diverse student body

• **Geography**
  • Options should take into account the geographic proximity of communities to schools, as well as articulation, traffic, and transportation patterns, and topography
Policy Factors

• Stability of School Assignment Over Time
  • Options should result in stable assignments for as long a period as possible and should consider recent assignments

• Facility Utilization
  • Plans should result in facility utilization in 80-100% range over the long term, whenever possible.
  • Shared used of a facility by more than cluster may be the most feasible plan in some cases
  • Plans should be fiscally responsible
Policy Factors

• Superintendent will provide a rationale for each recommendation that demonstrates extent to which each factor is advanced

• While each factor will be considered, it may not be feasible to reconcile each and every recommendation with each and every factor
Recap of Options
Recap of Options—General

• 14 staff developed options
• Options advance 3 policy factors to differing degrees
• Developed options grandfather Grades 11 and 12 at the high school level and Grade 8 at the middle school level
  • BOE will make final decision
• Staff will not eliminate any options; superintendent will have the opportunity to review all options before making recommendation
Recap of Options—Facility Utilization

• No options provide full capacity relief for Clarksburg HS and Northwest HS
• More options provide more capacity relief to Clarksburg HS than Northwest HS
• Anticipated that the new Crown High School will provide capacity relief to Northwest HS
• No additional approved capital projects in CIP to provide capacity relief to Clarksburg HS
Recap of Options—Geography

- Densely populated areas located near all three high schools
- All three high schools have large walk areas (large percentage)

<table>
<thead>
<tr>
<th>Clarksburg Cluster</th>
<th>Northwest Cluster</th>
<th>Seneca Valley Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5 of 8 feeders have large % of walkers)</td>
<td>(5 of 7 feeders have large % of walkers)</td>
<td>(4 of 4 feeders have large % of walkers)</td>
</tr>
<tr>
<td>Cedar Grove ES (63%)</td>
<td>Clopper Mill ES (89%)</td>
<td>Lake Seneca ES (96%)</td>
</tr>
<tr>
<td>Clarksburg ES (22%)</td>
<td>Germantown ES (87%)</td>
<td>S. Christa McAuliffe ES (100%)</td>
</tr>
<tr>
<td>Snowden Farm ES</td>
<td>Great Seneca Creek ES (86%)</td>
<td>Sally K. Ride ES (34%)</td>
</tr>
<tr>
<td>Little Bennett ES (56%)</td>
<td>Spark M. Matsunaga ES (53%)</td>
<td>Waters Landing ES (71%)</td>
</tr>
<tr>
<td>Wilson Wims ES (91%)</td>
<td>Ronald McNair ES (44%)</td>
<td></td>
</tr>
</tbody>
</table>

Percentage of future walkers from Gibbs ES to Clarksburg HS TBD
Recap of Options–Demographics

• Demographic data displayed in staff developed options are current high school students (2018–2019 school year) either by whole service areas or portions

• Demographics, including race/ethnic, FARMs and ESOL are not projected, they are current high school students

• Demographic data provides an indication of the proposed boundary options in the future

• Demographic data does not include future 500 CTE students

• 500 CTE students were only shown for utilization purposes
## Recap of Options – Demographics

<table>
<thead>
<tr>
<th>School</th>
<th>No Change</th>
<th>With Students Reassigned Included for Utilization Calculation only</th>
<th>Utilization with no change</th>
<th>Utilization with change</th>
<th>Percentages of 2018-19 HS Students With Students Reassigned</th>
<th>Percentages do not include CTE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>School X</td>
<td>Maximum Number of Seats= 2,500</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Capacity</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Change:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Students</td>
<td>1,200</td>
<td>1,250</td>
<td>1,260</td>
<td>1,275</td>
<td>1,300</td>
<td>30.0%</td>
</tr>
<tr>
<td>Percent of Building Occupied</td>
<td>48%</td>
<td>50%</td>
<td>50%</td>
<td>51%</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>Available Seats</td>
<td>1,300</td>
<td>1,250</td>
<td>1,240</td>
<td>1,225</td>
<td>1,200</td>
<td></td>
</tr>
<tr>
<td>With Change:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Students</td>
<td>1,500</td>
<td>1,520</td>
<td>1,530</td>
<td>1,515</td>
<td>1,540</td>
<td>24.0%</td>
</tr>
<tr>
<td>Students Reserved for CTE Progra</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Percent of Building Occupied</td>
<td>80%</td>
<td>87%</td>
<td>94%</td>
<td>96%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>Available Seats</td>
<td>500</td>
<td>480</td>
<td>470</td>
<td>485</td>
<td>460</td>
<td></td>
</tr>
</tbody>
</table>
Recap of Options—Demographics

• Percentages of race/ethnic composition, FARMs and ESOL can vary due to:
  
  • Total number of students reassigned to/from the affected schools (numerator)
  
  • The total enrollment of the sending/receiving school (denominator)
  
  • For example, Option 9 has the FARMs rates at all three high schools decreasing as a result of the reassignments
Next Steps
Next Steps

- Boundary Report Released
- Superintendent reviews report and other input received
- Superintendent releases recommendation
- Board of Education review, public hearing and decision

August 2019

September/October 2019

October 2019

November 2019
Boundary Report and Review

Boundary Report (August 2019)
- Description of process
- Summary of options
- Stakeholder survey information and analysis

Superintendent Review (September/October 2019)
- Superintendent reviews report including all options developed and other stakeholder input
- Superintendent may request staff to develop other options for review
**Recommendation Release**

**Superintendent’s Recommendation** *(October 2019)*

- Release in October 2019
- Will include explanation on how policy factors are advanced and rationale for recommendation
- Superintendent will make recommendations regarding program implementation at high schools

**Stakeholder Engagement** *(mid-October—November 2019)*

- Once released, stakeholders can contact BOE to request alternatives to the superintendent’s recommendation
- Alternatives may be options considered during process or new options
- Support for alternative by BOE member does not necessarily indicate support for alternative over superintendent’s recommendation
BOE Process

BOE Work Sessions
(November 2019)

- Staff presents boundary recommendation to BOE members
- BOE offers and votes on possible alternatives to superintendent’s recommendation
- Requires majority vote by BOE members for consideration during public hearing
- More than one alternative may be considered by BOE

BOE Public Hearing
(November 2019)

- Cluster coordinators and individual members of the community are given an opportunity to testify in support or against superintendent’s recommendation and/or any BOE adopted alternatives
BOE Decision and Implementation

BOE Action
(November 2019)
• BOE takes action at end of November 2019
• BOE will make final decision on grandfathering for middle and high school students

Implementation
(September 2020)
• Boundaries take effect in September 2020
• Program implementation will take effect
Questions and Answers