



PGCPS Comprehensive School Boundary Initiative

Phase 2 Engagement Overview
March 2022

Contents

Boundary Initiative Overview	3
Boundary Scenarios Overview	8
Phase 2 Engagement Overview	12
Community Conversations	14
Online Survey	20
Online Tool	27
Recap and Next Steps	29
Appendix	33

Boundary Initiative

Overview



What is the Comprehensive School Boundary Initiative?

The PGCPS Comprehensive School Boundary Initiative is an effort to best utilize available school facilities in support of the district's academic objectives. The initiative will:

- Conduct a comprehensive analysis of boundaries, feeder patterns, and program locations
- Develop three draft boundary scenarios with community input
- Refine draft boundary scenarios with community input
- Present proposed boundary adjustments to the Board of Education for approval

Visit <https://www.pgcps.org/boundary> to learn more.



Project Timeline

Jan 2021

**Pre-Scenario
Engagement**

Introduce planning process
Share data related to district challenges
Understand community priorities

Feb 2021 - May 2021

**Scenario
Development**

Three scenarios by ES, MS, HS
Develop with community input

June - Nov 2021

**Phase II
Engagement**

Focus on scenarios
Collect community feedback

Dec 2021 - Nov 2022

**Final Scenario
Development**

Select and refine one draft scenario into final scenario
Incorporate community inputs
Boundary change approval process

Updated Timeline

- **March** Public Engagement Summary and updated timeline released
- **June** Conduct review sessions with Board Members
- **July to August** Summer break
- **September** First Reader
- **October** Board Public Hearings
- **November** Second Reader

What is the role of engagement in this initiative?

Engagement is a central part of this initiative. Through two phases of engagement, we have heard from the PGCPS community about their priorities, concerns, and suggestions for adjusting school boundaries.

The roles of engagement



- Inform PGCPS community members about the initiative and how they can make their voices heard.
- Provide context and introduce concepts that will allow the public to meaningfully engage moving forward.
- Gain insight about what is important for PGCPS community members to inform the approach to creating draft boundary scenarios.
- Gather feedback about the three draft boundary scenarios to inform the development of the final boundary proposal.

Boundary Scenarios

Overview

B

Three Draft Scenarios

Each draft scenario has a unique set of goals and parameters.

1



Scenario 1

Address Utilization Extremes and Minimize Rezoning

Address the most severe instances of over- and under-utilization.

Redistrict as few students as possible.

2



Scenario 2

Improve Utilization as Widely as Possible

Optimize utilization as widely as possible.

Reduce the number of temporary classrooms in use, particularly those in poor condition.

Consolidate elementary schools as needed, prioritizing utilization.

3



Scenario 3

Maximize the Students Attending School in Updated Facilities

Ensure as many students as possible attend school in the newest/ most updated facilities.

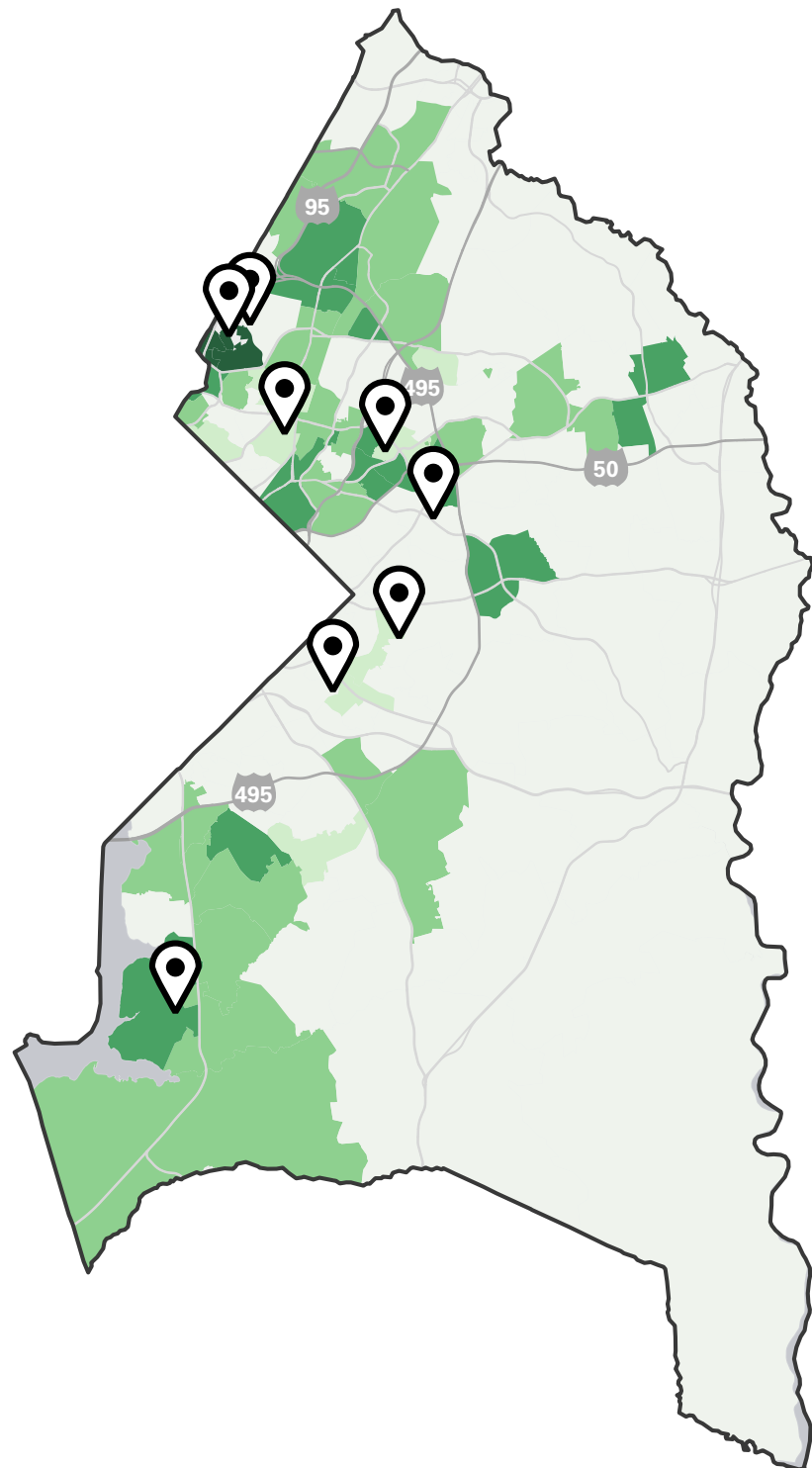
Remove the need for all temporary classrooms aside from those in good condition.

Areas of Impact by Scenario

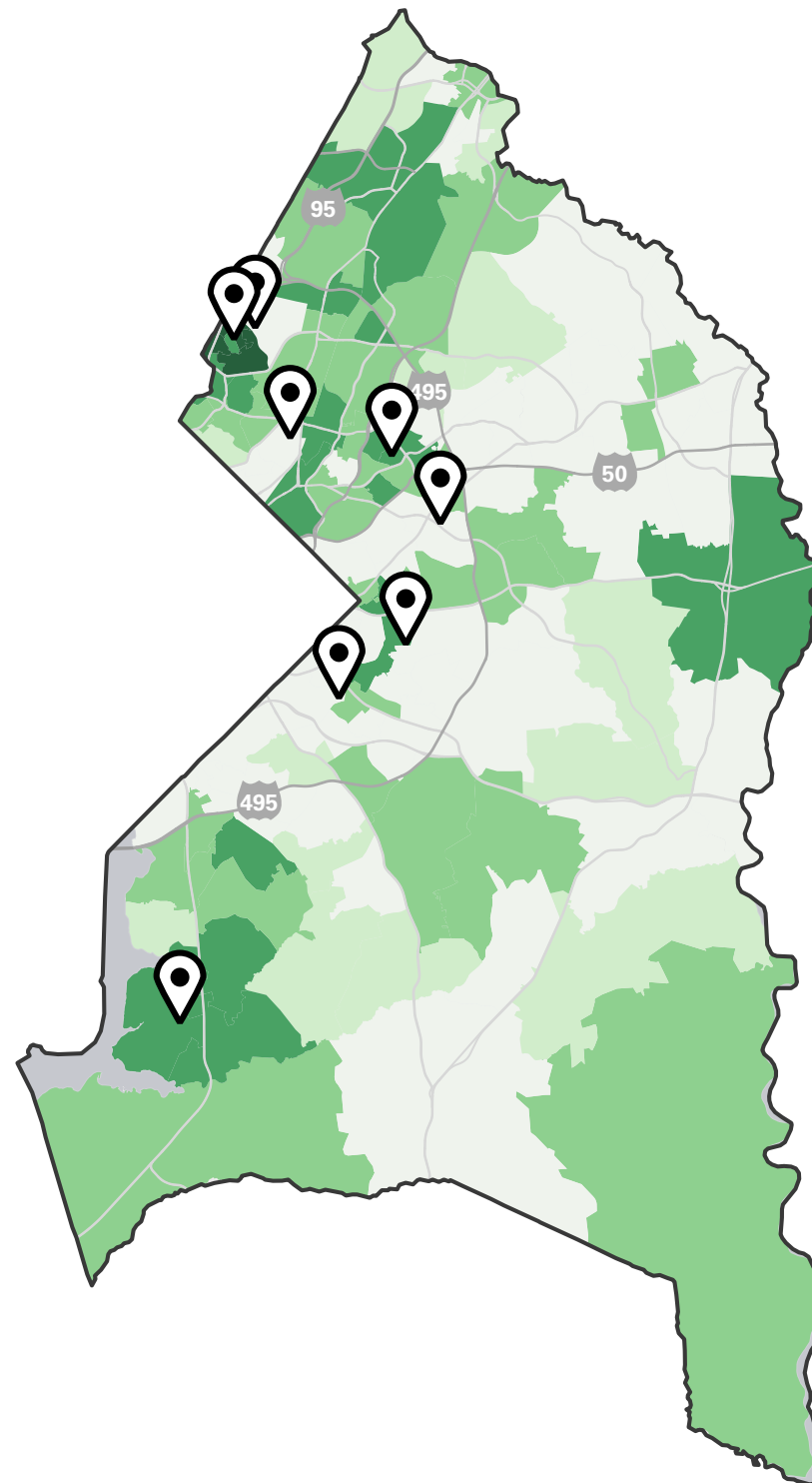
Average Number of Assignment Changes by ES Attendance Area (All Grade Levels)

<50 50-100 100-200 200-500 >500 New schools or expansions*

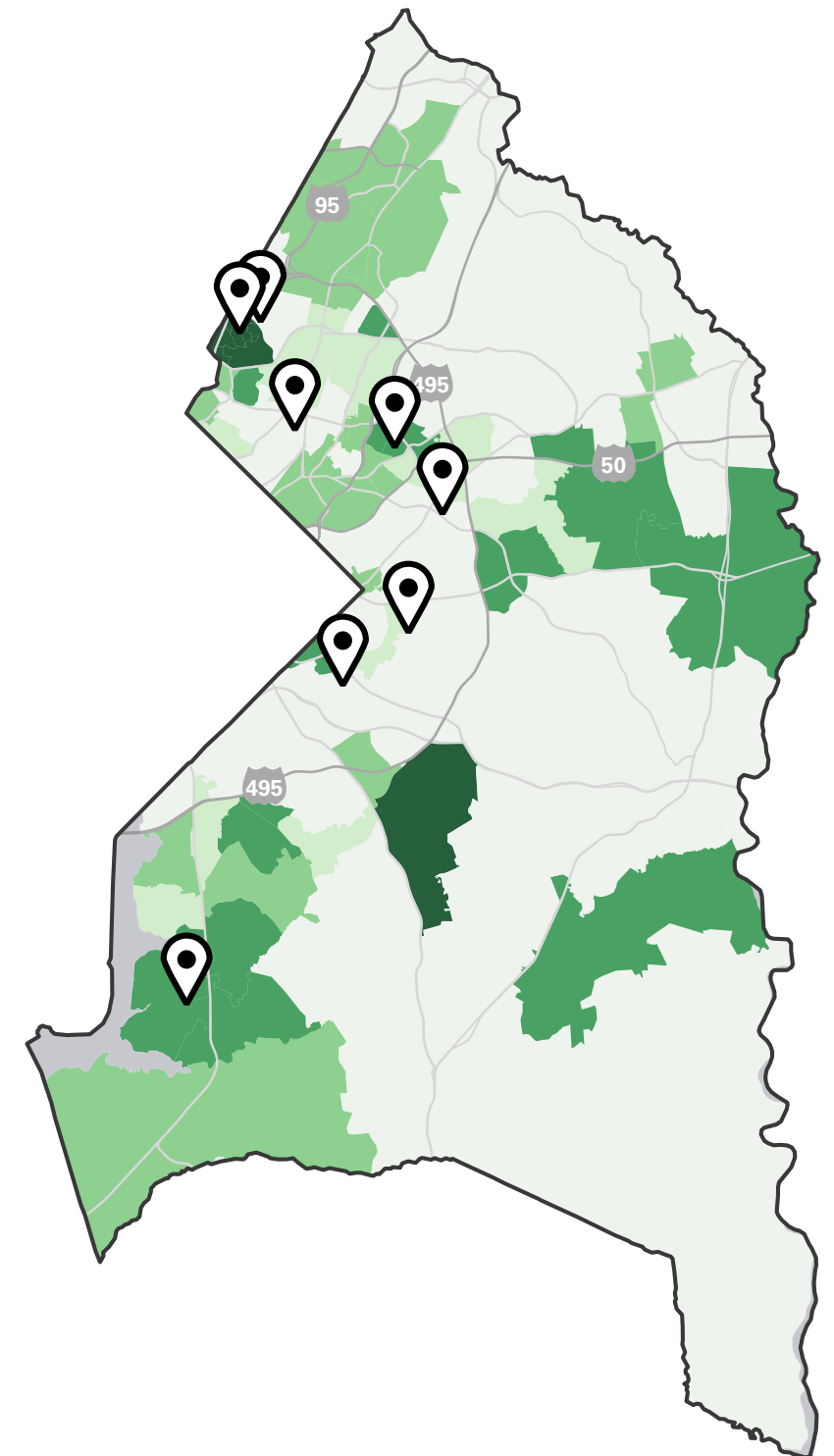
Scenario 1



Scenario 2



Scenario 3



Students Impacted

Scenario 1

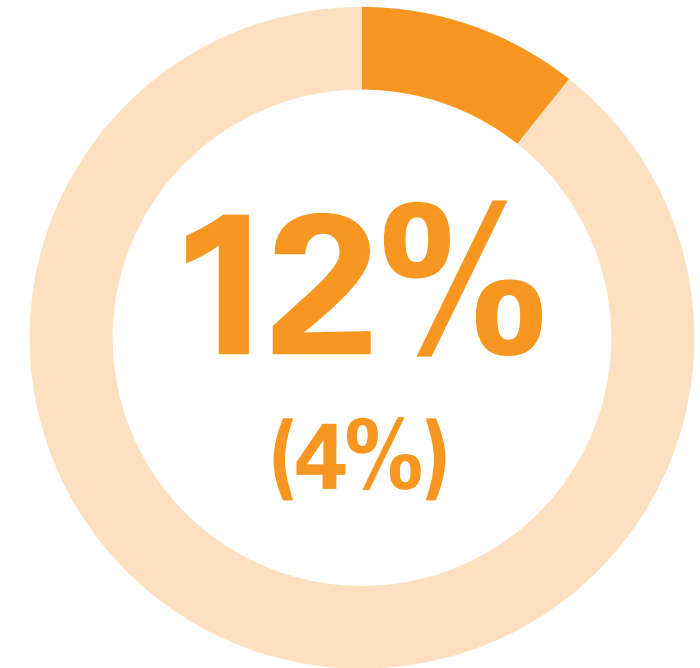
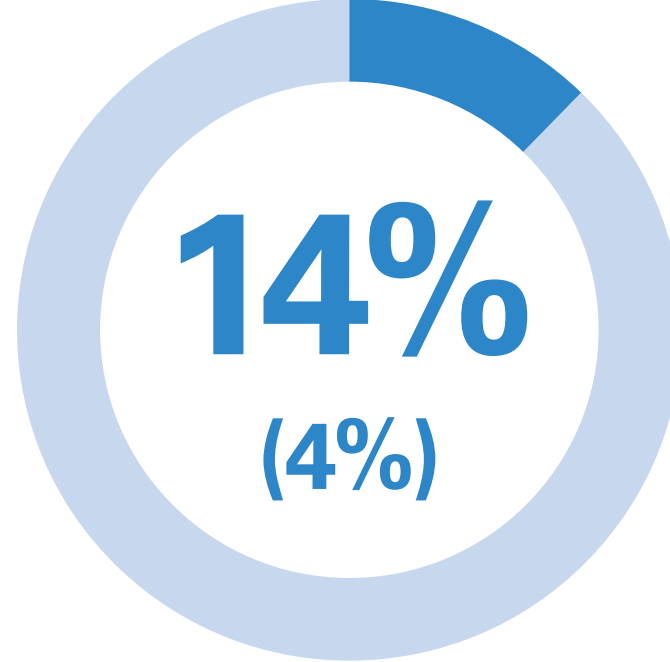
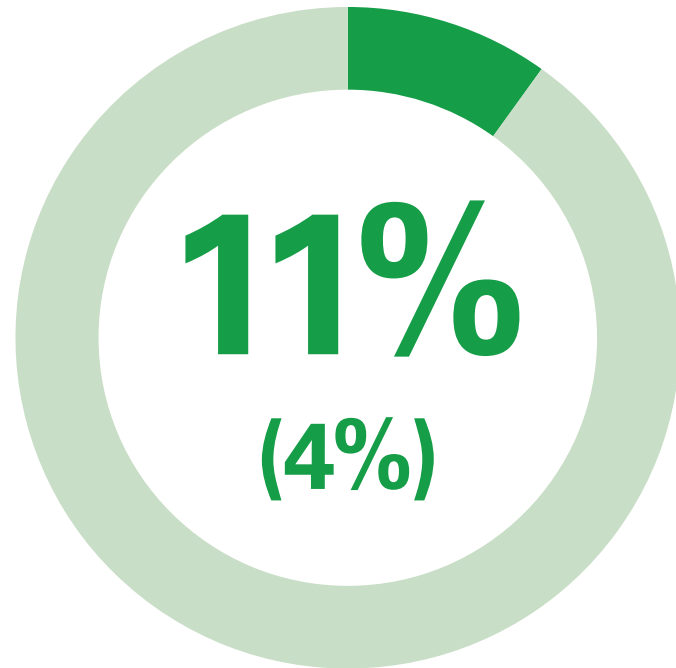
Scenario 2

Scenario 3

Total students rezoned

Overall

To new school



Overall

New school

Consolidation

11,023

3,860

1,709

13,945

3,920

2,850

11,256

3,894

4,199

See Appendix on **page 33** for a detailed summary table of the three scenarios.

Phase 2

Engagement

Overview



Engagement Overview

There were two phases of engagement during the School Boundary Initiative. Each phase used a variety of strategies to engage community members. All engagement was virtual due to COVID-19.

Activities and Reach (Phases 1 and 2)



- **10 community conversations** (virtual public meetings) engaging **2,570 participants**.
- **An online survey and comment form** that received a total of **1,948 responses**.
- **A project website** that received over **13,194 views**.
- **An online tool** with over **4,500 unique users**.

This report focuses on Phase 2 of engagement, which took place from Spring-Fall 2021. For more on Phase 1, see the Phase 1 Engagement Recap and Report at <https://www.pgcps.org/boundary>.

Community Conversations

Community Conversations

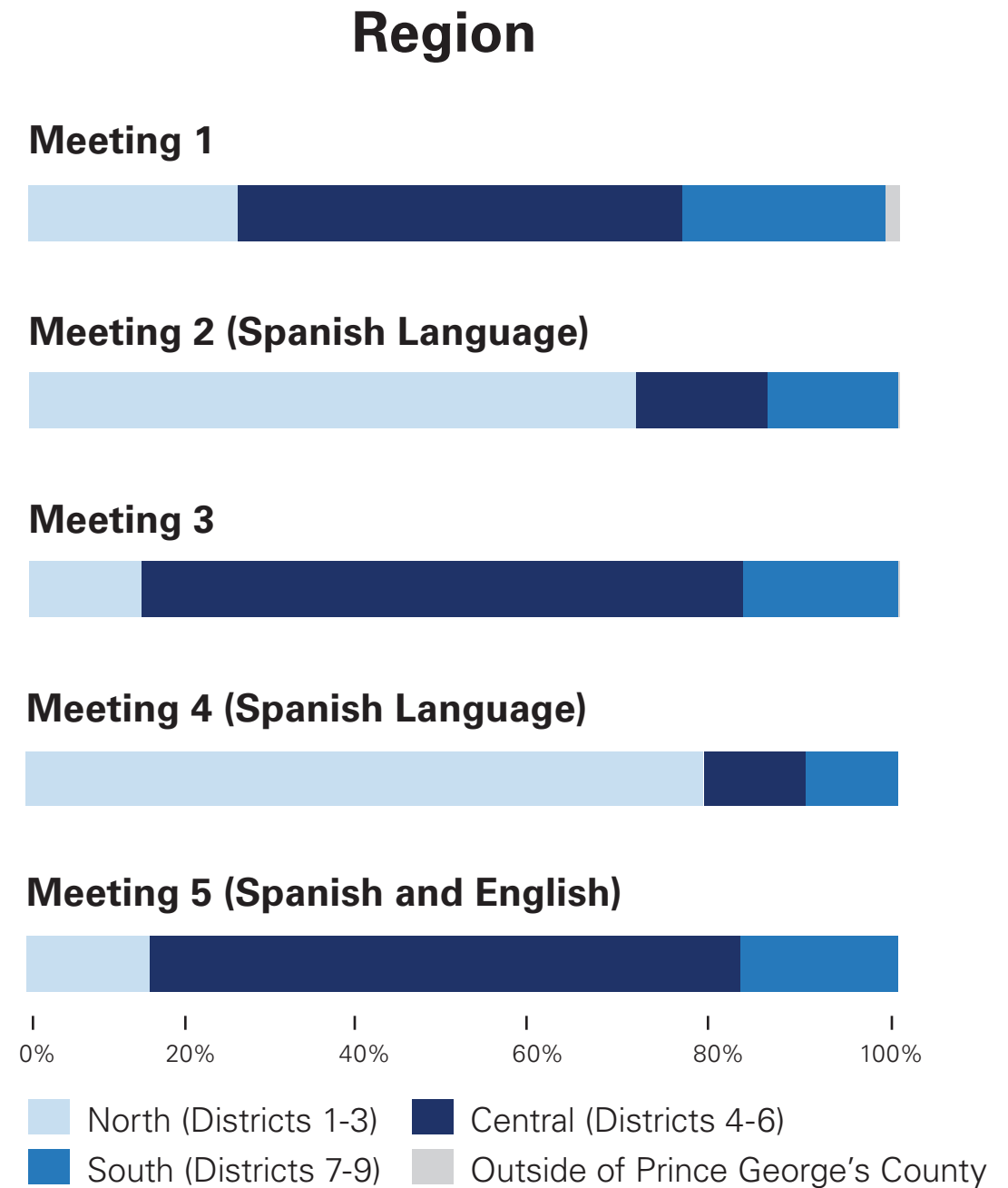
In November 2021, members of the PGCPS community were invited to participate in a series of **five virtual community conversations**.

The community conversations included:

- **Presentations** about the three draft boundary scenarios and the initiative process
- **Q&A** with members of the Boundary Initiative team
- **Live polling** and use of the chat to gather insights from participants
- Demonstration and use of the **Online Boundary Explorer tool**
- **Facilitated breakout rooms** where small groups had a chance to share their priorities and recommendations for the final boundary scenario

Community Conversations: Who Participated?

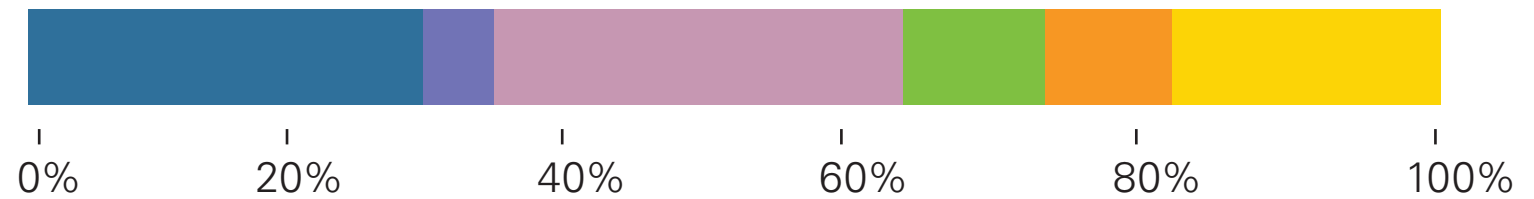
- **Role:** 79% parents, 27% students, 11% staff
- **Race and ethnicity:** 65% Black/African American, 15% Hispanic/Latinx, 11% White
- **Council Districts:** 33% District 4, 18% District 6, 12% District 8, 10% District 1
- **54%** new participants (no prior engagement)
- **56%** impacted by at least one scenario; **22%** impacted by all three



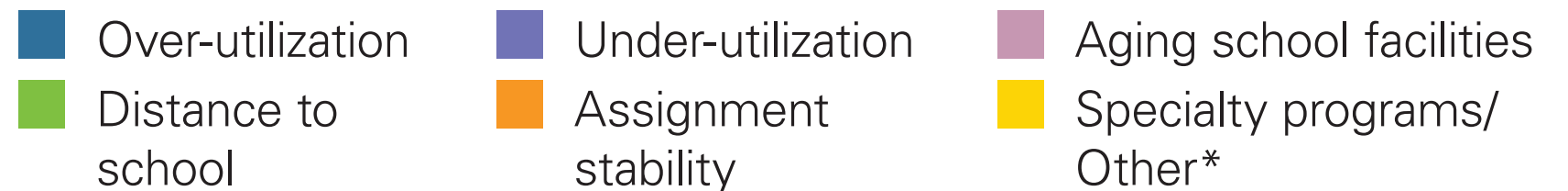
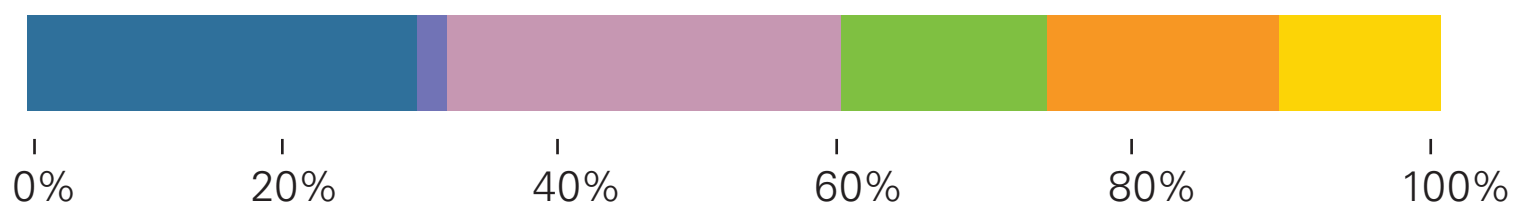
Community Conversations: Polling Summary

- **Over-utilization was the top-ranked priority** across all meetings in Phase 2, with 30% of votes.
- **Updating school facilities was the second** highest ranked priority, at about 25%.
- **Distance to School and Assignment Stability** received a greater share of the votes in Phase 2 than in Phase 1, while Under-utilization and “Other” decreased.

Participant Priorities - Phase 1



Participant Priorities - Phase 2

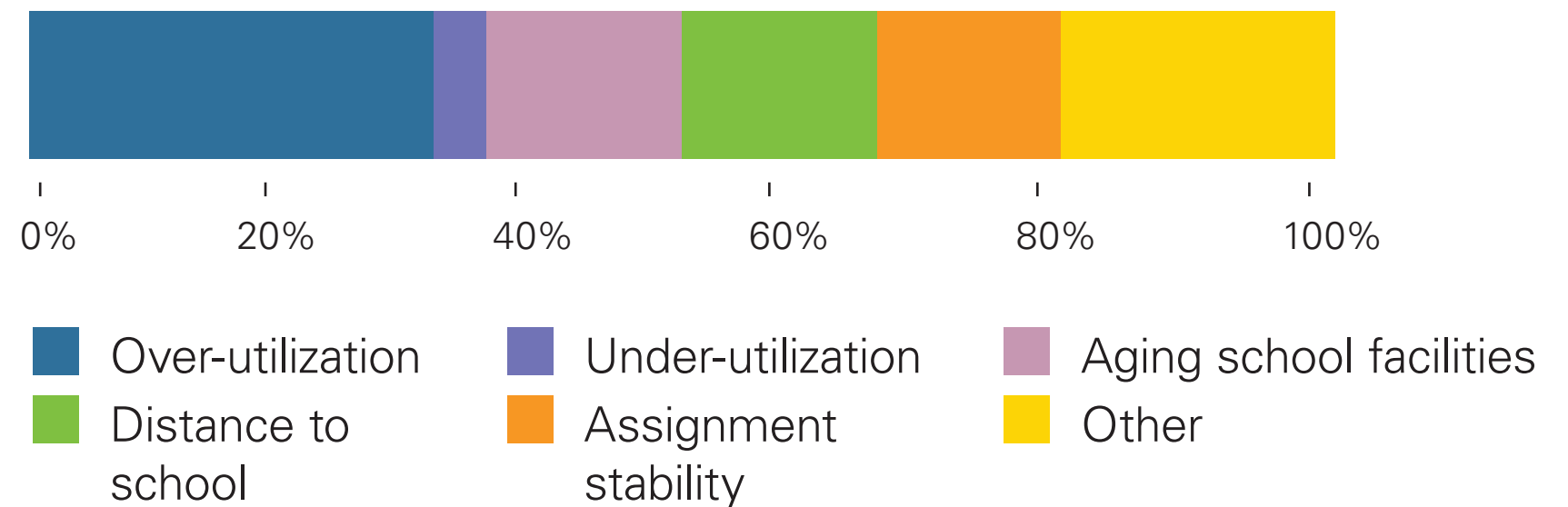


**Polling options varied slightly in Phase 2.*

Community Conversations: Breakout Rooms

- At all Community Conversations, participants were invited to discuss their priorities in facilitated breakout rooms.
- Consistent with polling results, **the greatest share of breakout room comments were about over-utilization (31%).**
- **Updating aging school facilities, distance to school, and assignment stability** each represented about 15% of all comments in breakout rooms.

Participant Comments in Breakout Rooms



Community Conversations: Key Themes

Across all meetings



- **Over-utilization:** rated most important factor to consider overall in polling and breakout rooms, across all meetings.

Overcrowded classrooms; temporary classrooms; over-utilization impacts education quality

- **Aging school facilities:** second most important factor in polling. Emphasized especially during Spanish language meetings.

- **Distance and transportation:** concerns about proposed boundary changes increasing distances traveled to school.

Bus reliability; desire to preserve walk zones; sidewalks and safety

Other themes:

- School quality, including concerns that proposed boundary changes would send students to lower quality schools.
- Development in certain areas of the County, and how this will be taken into account.
- Grandfathering & impact to special programs.

Online Survey

Online Survey

Along with the release of the Draft Boundary Scenario Report in Spring 2021, an **online survey** was made available to the public.

The survey asked participants to share their **reactions to the three draft boundary scenarios**, and their **overall priorities** for school boundaries.

The online survey received **1,796 responses**.

The following slides also incorporate feedback from emails and an online comment form that was available throughout the engagement process on the project website. The comment form received **152 responses**, and the project email received **16 emails**.

Online Survey: Participants and Priorities

- **Participants:***

- 73% parents
- 18% community members
- 15% staff members
- 10% students

- **Key schools represented:**

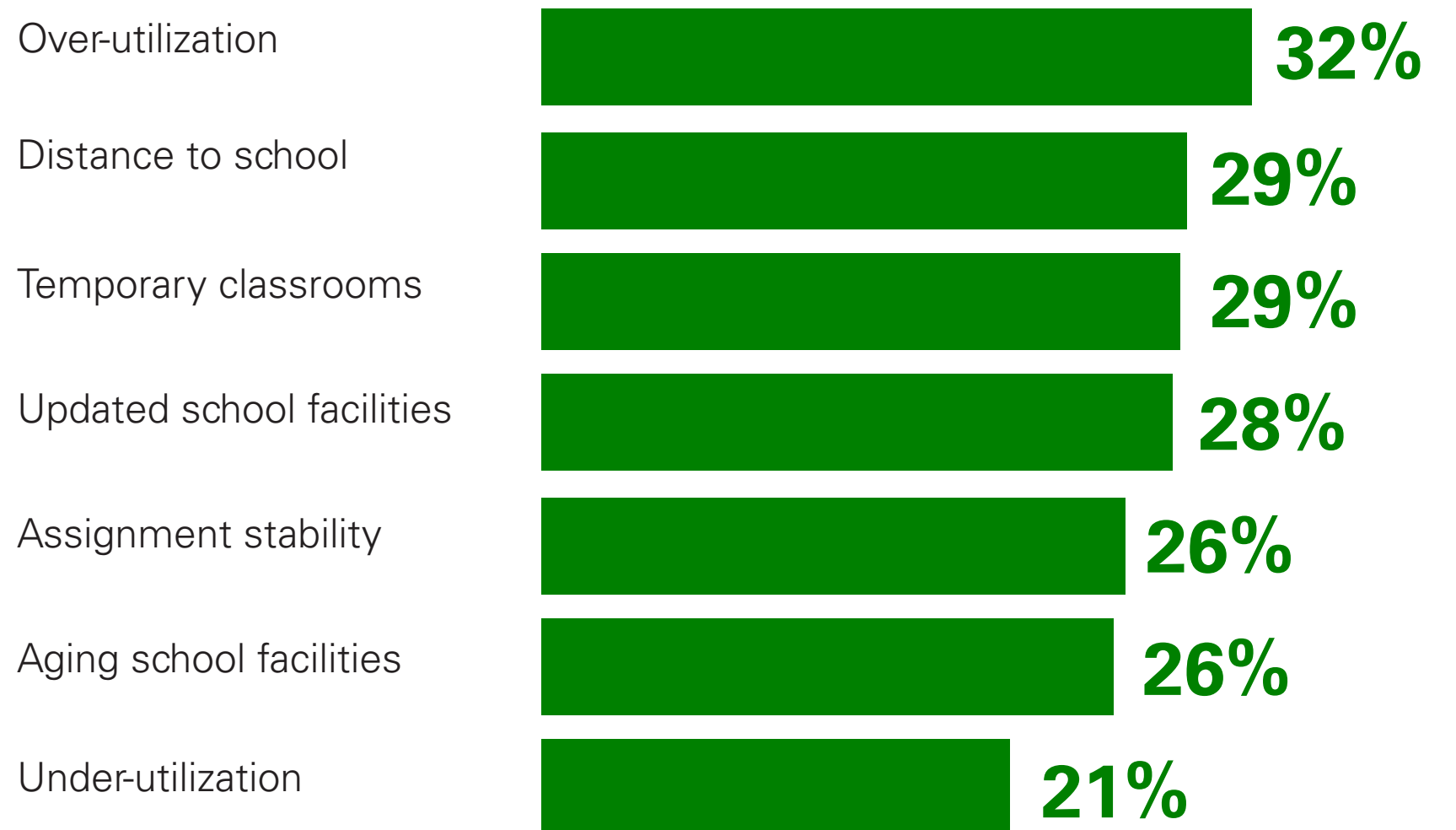
- University Park ES
- Whitehall ES
- Eleanor Roosevelt HS

- **Top priorities:** address over-utilization, minimize distance traveled to school, reduce temporary classrooms, updated school facilities

Participant Priorities



Percent of respondents who indicated factor as high priority



**Note: percentage of total responses; respondents could select more than one response.*

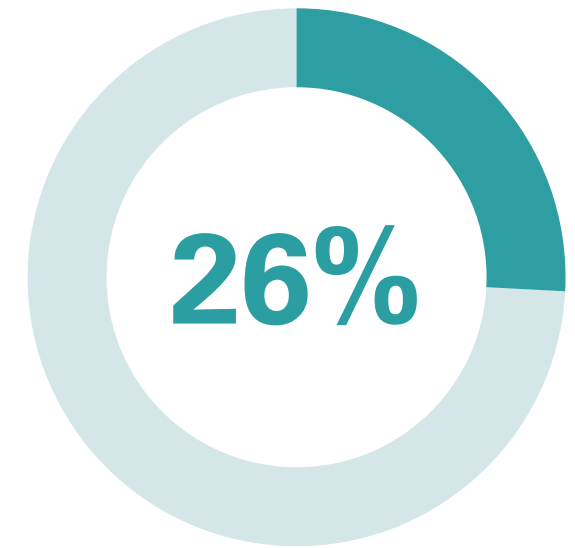
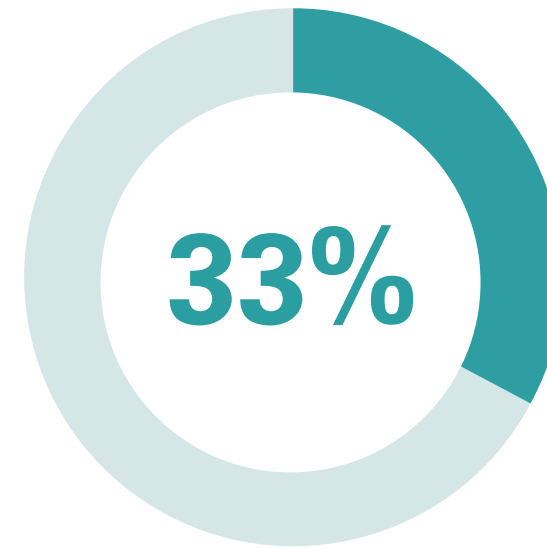
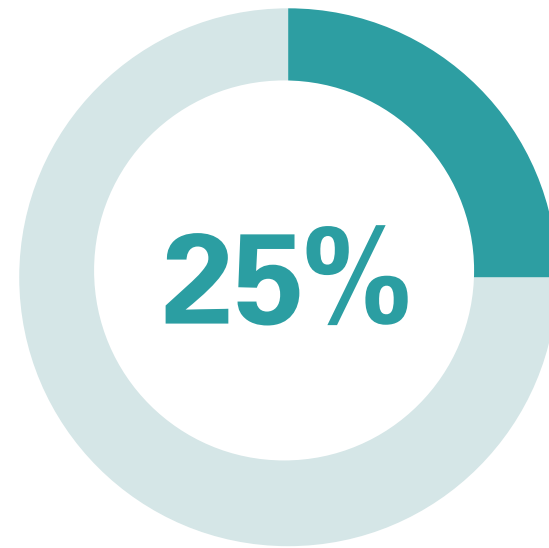
Online Survey: Participants and Priorities

Scenario 1

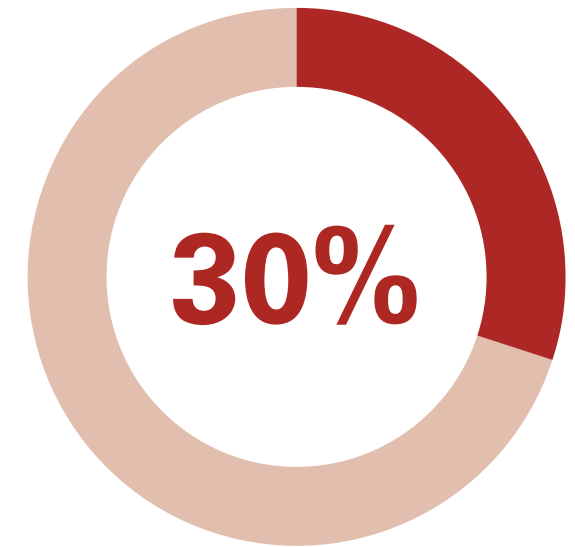
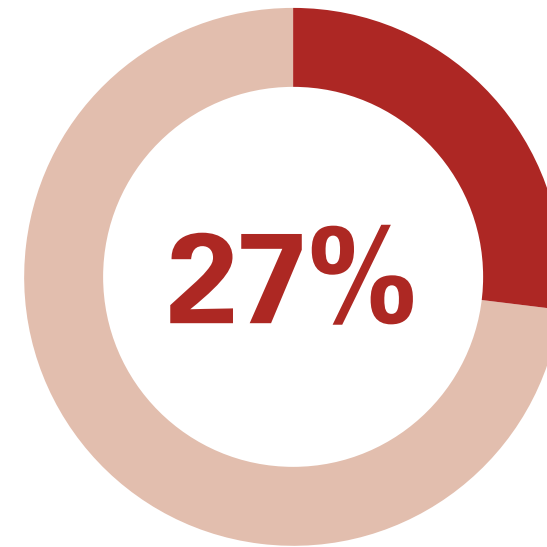
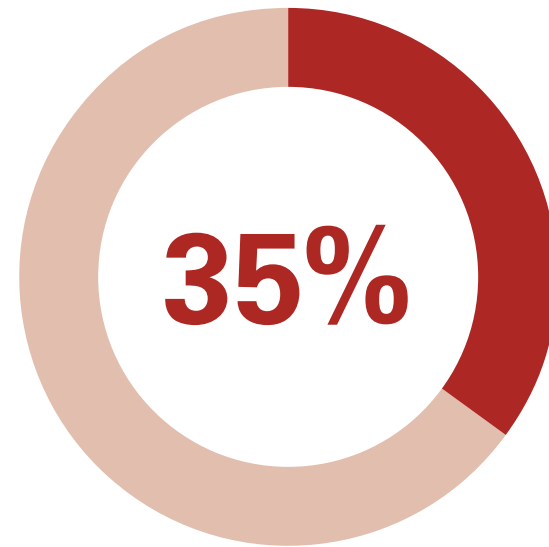
Scenario 2

Scenario 3

Percent of Respondents Strongly Satisfied



Percent of Respondents Strongly Unsatisfied



Online Survey: Key Themes

Scenario comments



- **Scenario 1** doesn't go far enough to address the District's challenges
- **Scenario 2** is most favorable from a utilization perspective, as long as its impact on stability isn't disruptive
- **Scenario 3** focuses too much on updated facilities and not enough on utilization

*Many respondents also made school-specific comments. A map of how these comments were distributed (by school level) can be found in the Appendix on **page 34**.*

Other themes



- Emphasis on **lack of disruption** to students in light of pandemic
- Emphasis on **walkable, community schools**
- **Overutilization prioritized** over updated facilities
- Respondents **wary of consolidations** (in particular those in impacted communities)
- **Assignment stability** greater concern for families affected by redistricting

Emails: Key Themes

In addition to the survey, some community members sent emails expressing their unique concerns or suggestions about the three boundary scenarios. 40 emails were received in total during Phase 2.

Key Themes from Emails



- **Distance to school:** concern that certain proposed changes increase distances to school; take children out of their communities, especially at the elementary school level.
- **Community disruption:** concerns about community disruption, either due to boundaries that cut through areas perceived to be cohesive neighborhoods/communities, or due to change and/or uncertainty in communities where construction or consolidation is expected.
- **Over-utilization and development:** concern that changes will not address student-teacher ratios or current over-crowding. Additionally, concern that the proposed boundaries will not account for development trends and growth in the County.

Online Tool

Boundary Scenario Explorer

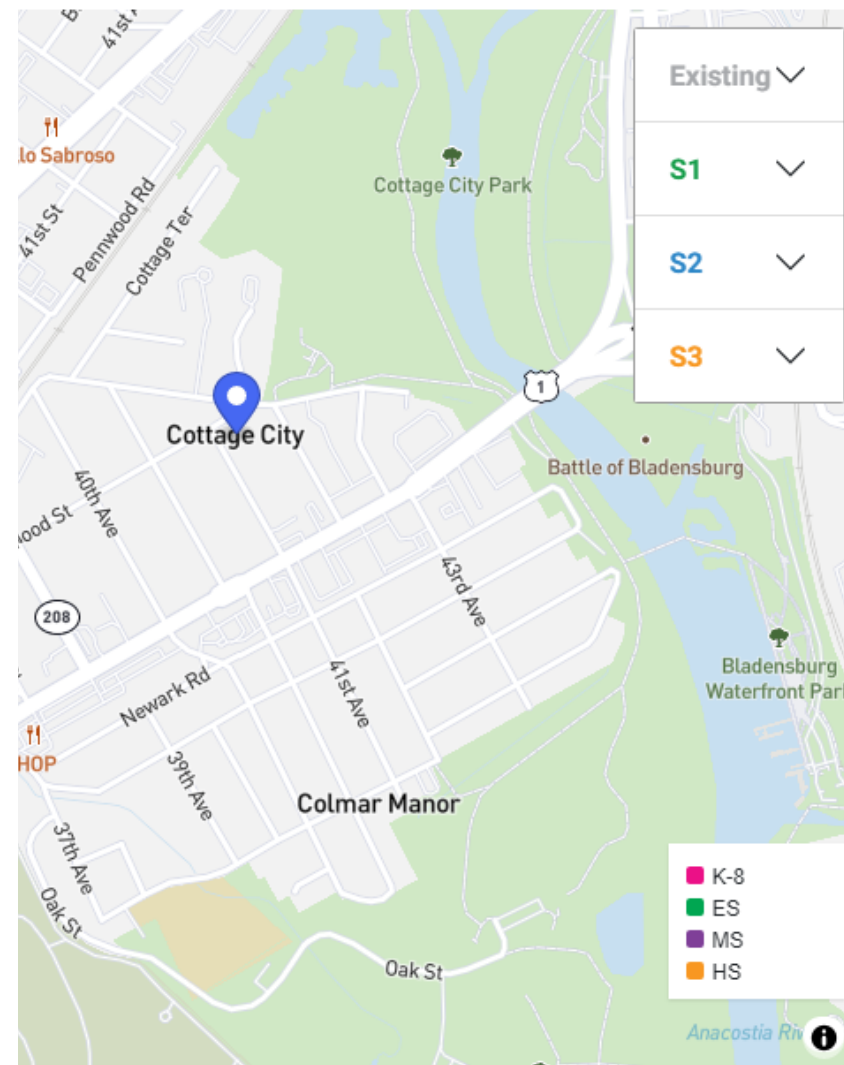
The Boundary Scenario Explorer is an online tool developed to allow community members to **explore changes proposed in the three boundary scenarios** and **how these changes may impact them personally**.

Users input a home address in order to see proposed changes in each of the three boundary scenarios for that address.

The online tool was available online starting in May 2021, and was also used live during community conversations in Fall 2021.

To view the online tool, visit: <https://www.wxyplanning.com/pgcps-boundary-tool/>

Maryland, United States



Existing

Elementary
Middle
High

Rogers Heights Elementary
William Wirt Middle
Bladensburg High

Scenario 1

Elementary
Middle
High

Mt Rainier Elementary ★
Hyattsville Middle ★
No Change

Scenario 2

Elementary
Middle
High

Mt Rainier Elementary ★
Hyattsville Middle ★
No Change

Scenario 3

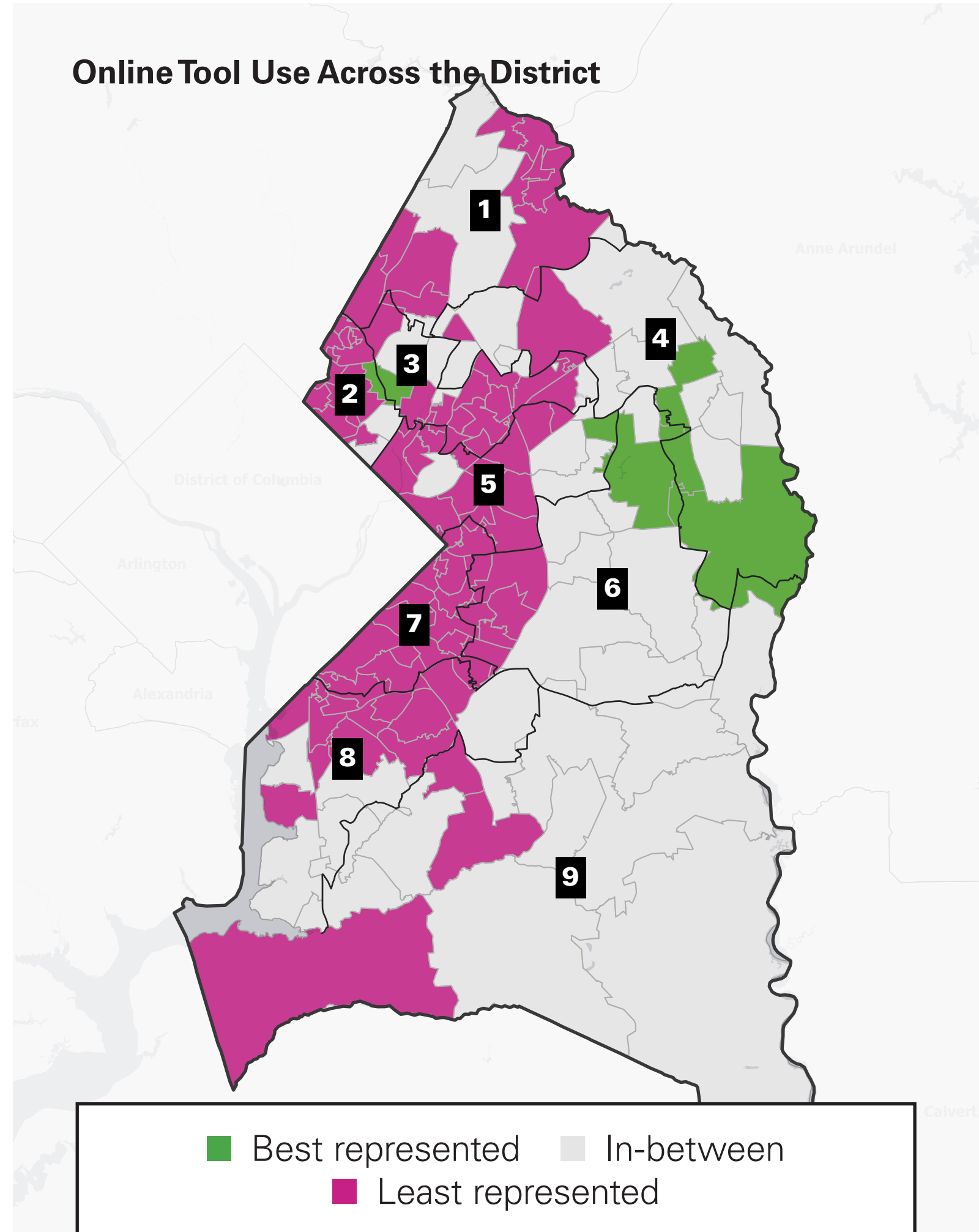
Elementary
Middle
High

Mt Rainier Elementary ★
Hyattsville Middle ★
No Change

Online Tool Summary

- 4,500 unique users
- 6,700 total searches
- PGCPs's eastern communities are most represented in terms of tool usage, relative to assignment stability impacts
- Areas with the most address searches relative to population: (1) University Park ES; (2) Whitehall ES; (3) Woodmore ES
- Areas with the least address searches relative to population: (1) Capitol Heights ES; (2) Port Towns ES; (3) Glassmanor ES

Online Tool Use Across the District



Recap and Next Steps



Engagement Recap

Key Takeaways

- Across all engagement activities, **over-utilization was seen as the greatest priority** for the district to address
- **Engagement trends point to Scenario 2 as the preferred scenario for participating community members** (including direct responses in the survey; priorities and comments in meetings; alignment with participant priorities)
- Many participants are concerned about how **development, school quality,** and **distance to school/transportation** will be taken into account in the final boundaries.

Note: certain groups were underrepresented across all engagement, and it is important to take into account those underrepresented views. Spanish speakers/Latinx residents, for example, were underrepresented in Phase 2 and ranked school facility condition more highly than other groups.



PGCPS Comprehensive School Boundary Initiative

Phase 2 Engagement Report
March 2022

Appendix

E

Summary Table

Utilization	Current	Scenario 1	Scenario 2	Scenario 3
Utilization, with Temp Classrooms*				
Schools in 80-95% utilization range	50 (30%)	48 (29%)	73 (45%)	57 (36%)
Maximum utilization (overall)	126%	119%	120%	129%
Minimum utilization (overall)	45%	55%	49%	48%

Assignment Stability	Current total	Students	Percent	Students	Percent	Students	Percent
Total students rezoned	98,242	11,023	11%	13,945	14%	11,256	12%
ES students***	42,508	4,227	10%	6,007	14%	4,463	11%
MS students***	25,615	4,556	18%	5,305	21%	4,747	19%
HS students ***	30,119	1,950	7%	2,633	9%	2,046	7%

Distance to School**	Current	Scenario 1	Scenario 2	Scenario 3
Average distance to school	2.94 mi	2.90 mi	2.94 mi	2.93 mi
ES students	1.88 mi	1.91 mi	1.96 mi	2.03 mi
MS students	2.98 mi	3.09 mi	3.13 mi	3.09 mi
HS students	4.19 mi	3.97 mi	4.02 mi	3.99 mi
Students in walk zone	36%	35%	34%	34%

Facility Conditions	Current	Scenario 1	Scenario 2	Scenario 3
% of students in CIP Cycle 0-2****	47%	44%	45%	44%
% of students in CIP Cycle 3-4****	53%	56%	55%	56%
Temp classrooms in use	397	202	252	146
School Consolidations	-	3	7	10

** Distances for comprehensive education pupils living outside of a walk zone only.

*** Reassignment excludes grade levels in their last year of a school level: 5th, 8th, and 12th graders.

Adelphi ES,
Potomac
Landing
ES, Isaac J
Gourdine MS

Adelphi ES, Potomac
Landing ES, Baden
ES, Concord ES,
Pointer Ridge ES,
Rose Valley ES, Isaac
J Gourdine MS

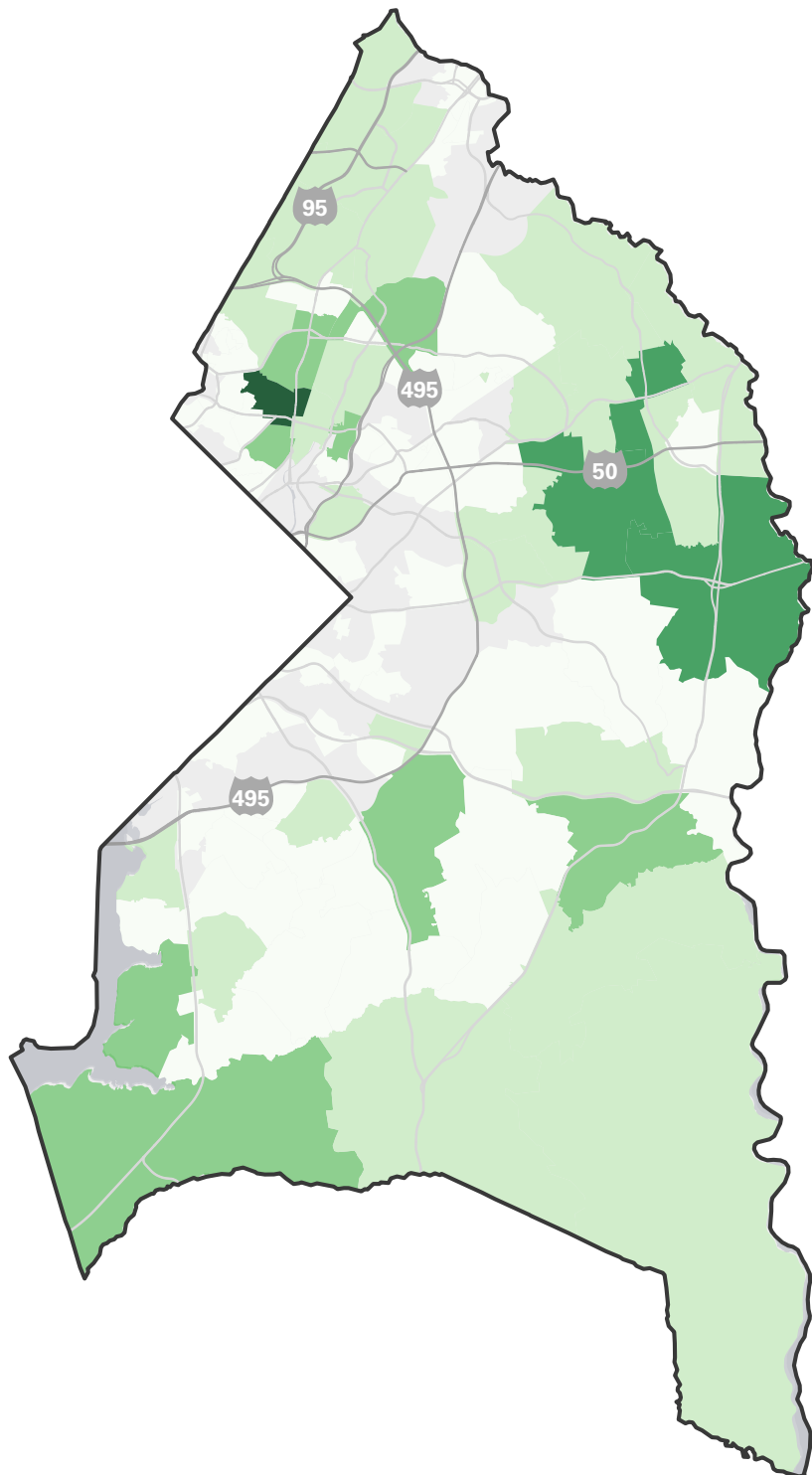
Adelphi ES, Bradbury Heights
ES, Francis T. Evans ES, J. Frank
Dent ES, Mattaponi ES, Potomac
Landing ES, Pointer Ridge ES,
Rose Valley ES, Woodmore ES,
Isaac J Gourdine MS

Survey Mentions by School

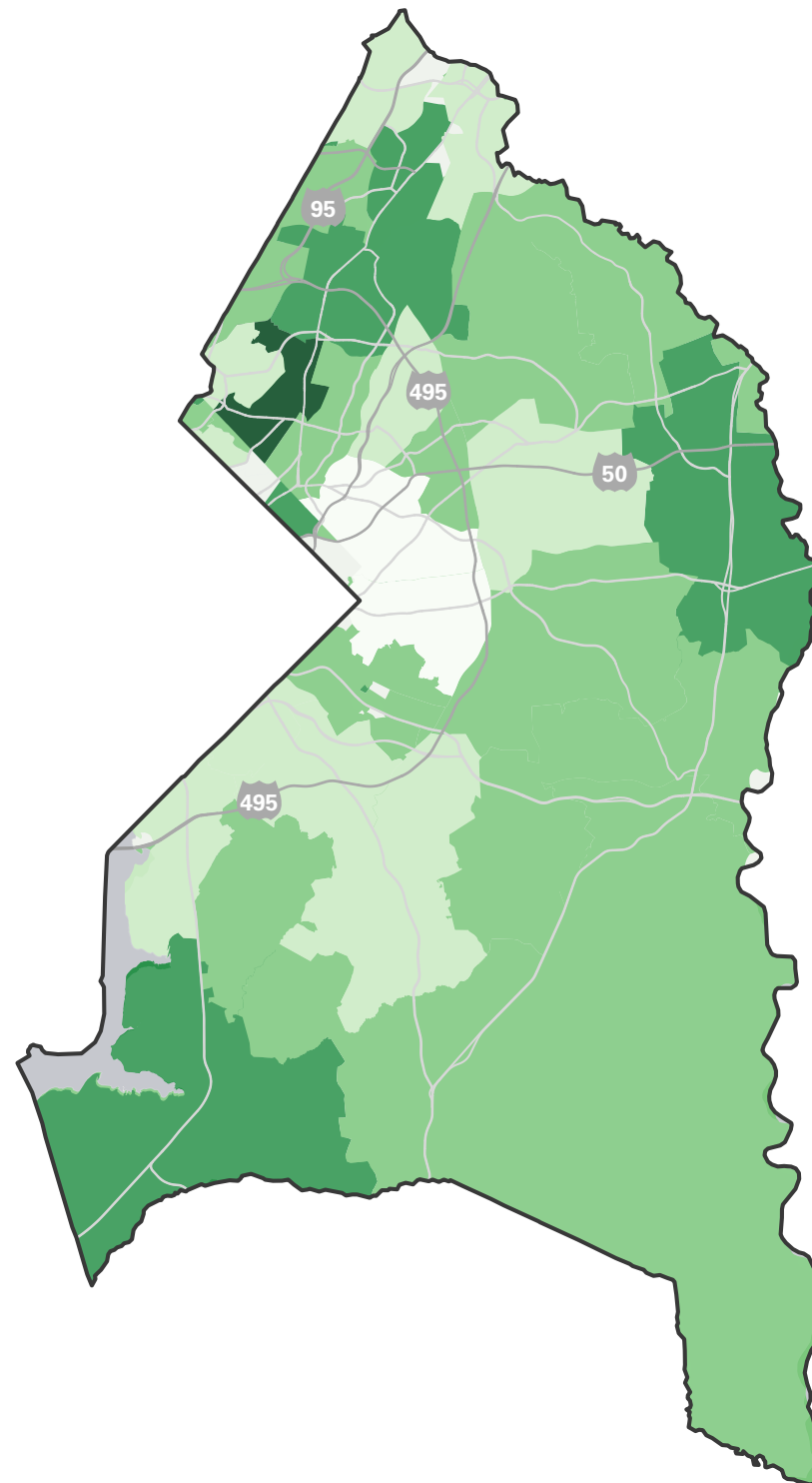
Number of School-specific Comments by School

1 2 3 4 5 (Ranked 1-5; Low-High)

ES



MS



HS

