WXY

Public Engagement associates

District 2

# PGCPS Comprehensive School Boundary Initiative

Board of Education
September 2022

PGCPS
Comprehensive School
Boundary
Initiative

# Agenda

**Process Overview**

**Phase 2 Engagement Overview**

**Scenario Selection & Refinement**

**Online Tool**

**Discussion/Q&A**

# Meeting Goals

**Today we will:**

- Review the boundary initiative process
- Review final scenario selection and refinement process
- Discuss next steps

# Process Overview

A

# 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 - Sept 2022

## Final Scenario Development

Select and refine one draft scenario into final scenario

Incorporate community inputs

Boundary change approval process

# Three Draft Scenarios

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

1

## Scenario 1

### Address Utilization Extremes and Minimize Rezonings

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.

# 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.**

# Online Survey: Participants and Priorities

| | Scenario 1 | Scenario 2 | Scenario 3 |
|---|---|---|---|
| Percent of Respondents Strongly Satisfied | 25% | 33% | 26% |
| Percent of Respondents Strongly Unsatisfied | 35% | 27% | 30% |

# 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.*

# Scenario Selection & Refinement

Scenario 2 was selected as the final scenario based on an in-depth review and analysis of the community engagement and corresponding alignment among PGCPS leadership.

# Scenario Selection & Refinement

## Engagement Summary

WXY conducted an analysis of Phase 2 engagement including community meetings, survey results, emails and online tool usage.

## CEO Review

WXY reviewed the Phase 1 and 2 engagement with Dr. Goldson and the PGCPS project team in detail.

PGCPS selected Scenario 2.

## PGCPS Review

WXY conducted five charrettes with the project team and routers from the Transportation department.

During the sessions, each proposed change was reviewed in detail.

## Refinement Process

WXY implemented the agreed upon refinements and recalculated a set key metrics.

## BAC Review

WXY to review scenario selection and refinement process with BAC and collect additional feedback.

# Refinement Criteria

Walk Zone

Distance to School

Assignment & Community Stability

Consolidation

Utilization

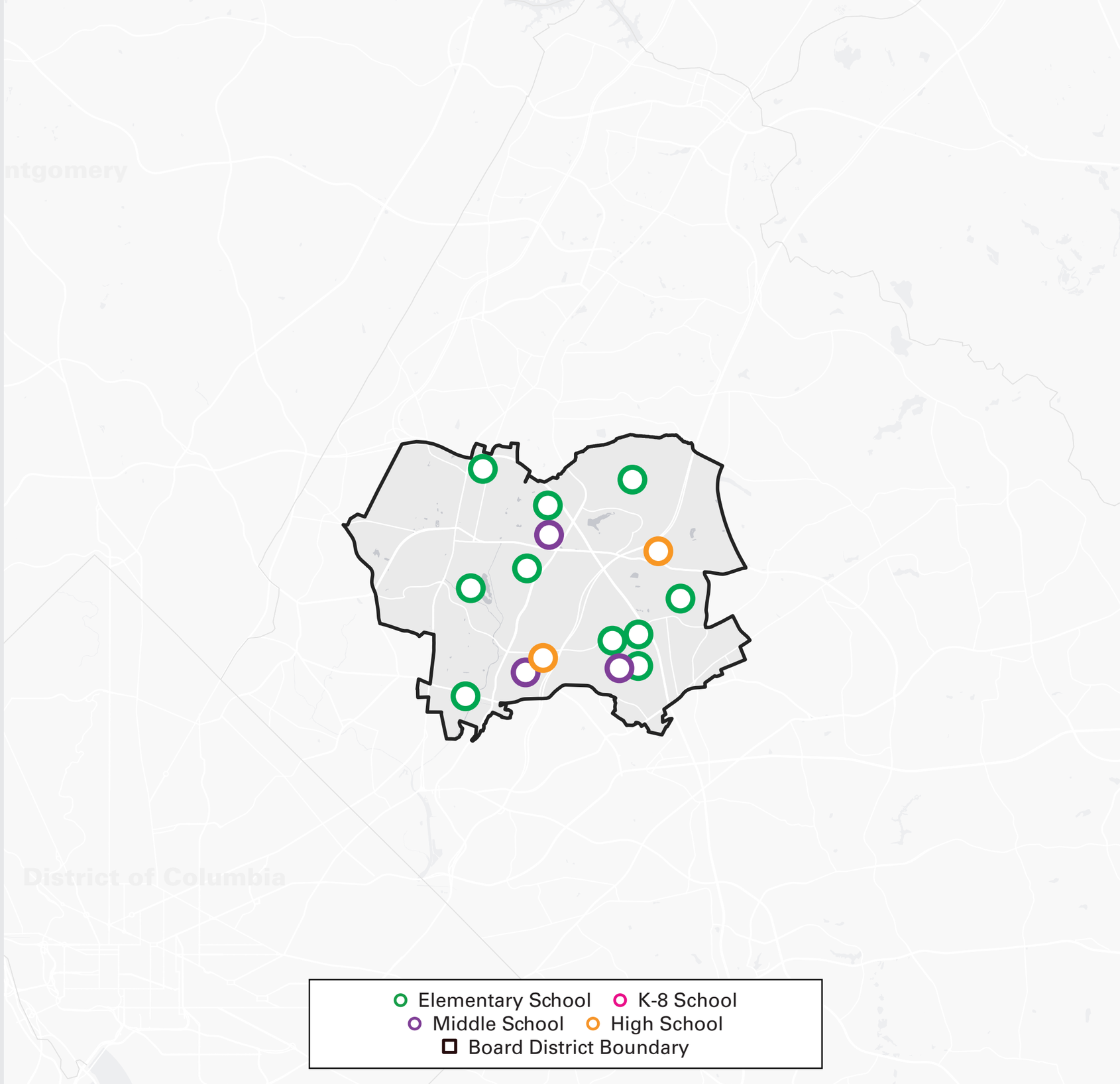
Feeder

# Scenario 2 Update Summary

## Summary information

- Reduces number of elementary schools with split articulation pattern from 20 to 14.
- Reduces number of middle schools with split articulation pattern from 27 to 18.
- Improves count of elementary walkers by 500.
- No change to average distance to school.
- Recommend elementary/ middle boundary changes be adopted as Phase I; and high school boundary changes be revisited as Phase II when new school and programmatic changes come online.

# District 2 Map



# District 2 Summary

## Summary information

- District 2 total population: 14,602
- District 2 RG population: 12,013
- Impacted population count: 1,746
- Impacted population: 12%

## Key Benefits

- Opening of the new Glenridge MS
- New boundaries make better use of existing space, reducing utilization discrepancies
- Number of very over-utilized schools reduced from 6 to 4
- Number of schools in the target utilization range increased from 1 to 3

RG = students who attend their neighborhood school

# District 2 Summary

* New or expanded facility.

| EXISTING ASSIGNMENT | NEW ASSIGNMENT | STUDENTS IMPACTED | TOTAL |
|---|---|---|---|
| **Phase 1A (SY23-24)** | | | |
| **Elementary** | **Elementary** | | |
| GREENBELT ES | MAGNOLIA ES | 64 | 236 |
| HOLLYWOOD ES | PAINT BRANCH ES | 168 | |
| HYATTSVILLE ES | RIVERDALE ES | 4 | |
| **Middle** | **Middle** | **Middle** | |
| GREENBELT MS | BUCK LODGE MS | 200 | 204 |
| GREENBELT MS | WILLIAM WIRT MS* | 4 | |
| **Phase 1B (SY24-25)** | | | |
| **Middle** | **Middle** | **Middle** | |
| CHARLES CARROLL MS | NEW GLENRIDGE MS* | 778 | 1,306 |
| THOMAS JOHNSON MS | CHARLES CARROLL MS | 107 | |
| WILLIAM WIRT MS* | HYATTSVILLE MS* | 202 | |
| WILLIAM WIRT MS* | NEW GLENRIDGE MS* | 219 | |

# Online Tool

**https://www.wxyplanning.com/pgcps-boundary-tool-phase2/**

# Questions

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