

BOARD OF EDUCATION OF HARFORD COUNTY

PRESENTATION ON ASSESSING FACILITY UTILIZATION AND BALANCING SCHOOL ENROLLMENT

April 12, 2021

Background Information:

Harford County Public Schools (HCPS) has recently seen an increase in enrollment after multiple years of relatively flat enrollment. Much of this growth has been seen in schools located in the Bel Air area; however, it is also expanding into other areas of the County's growth envelope. Harford County has an Adequate Public Facilities Ordinance (APFO). The APFO states that if a school is at or is projected to reach 110% of the state rated capacity in the next three years, preliminary plans for subdivisions with more than five lots cannot be approved. Presently, four elementary schools and one middle school are at, or above, the threshold to trigger APFO restrictions on new development.

The Board of Education (BOE) approved the contract with FLO Analytics at the board meeting held on August 10, 2020. FLO Analytics has completed a comprehensive review of our existing facility capacities and is in the process of developing efficient economical solutions to balance enrollment and meet the growing needs of HCPS. Throughout the process, the team will request input from parents/guardians, students, staff, community members, County and local municipal planning departments, and other stakeholders.

In January 2021, the project started the community outreach portion with phone surveys conducted by FLO Analytics' subcontractor, Critical Data. An online survey was made available on the HCPS website. FLO Analytics and their subcontractor, Bloom Planning, conducted the Advisory Team kickoff meeting on January 13, 2021. A total of four Advisory Team meetings have been held to date. The Advisory Team consists of HCPS leadership, parents, and principals and is responsible for reviewing and configuring potential boundary adjustments for recommendation to the Superintendent.

Discussion:

Community feedback is an essential component of the balancing enrollment process. Phone and online surveys were conducted to analyze community opinions and priorities as we evaluate potential boundary adjustments. Critical Data completed 656 one-on-one executive style telephone interviews with parents and guardians who have children who attend HCPS. Of those interviews, 80 were conducted with parents and guardians of high school students, 150 were completed with parents and guardians of middle school students, and 426 were conducted with parents of elementary school students. A web survey was also posted on the HCPS webpage to provide all stakeholders an opportunity to contribute to the process even if they were not selected for the phone survey. The online survey had 4,049 respondents.

The survey found that HCPS is diverse in its demographic and psychographic composition. The phone survey found differences between residents residing in different areas of the County. These differences are evident throughout the study when it comes to issues of importance regarding their student's school. This presentation will break down the results of both the phone and online surveys, providing some insight as to the values of the community. This information will be taken into consideration for the final recommendation made to the Superintendent in June 2021.

Superintendent's Recommendation:

The Superintendent of Schools recommends that the Board of Education accept the presentation summarizing the survey results for the Assessing Facility Utilization and Balancing School Enrollment project.

HARFORD COUNTY
PUBLIC SCHOOLS &
FLO ANALYTICS

Balancing Enrollment Process Update

Board of Education

Agenda

- Community Surveys Overview
- Phone Community Survey Results
- Online Community Survey Results

Community Survey Overview



Phone Survey

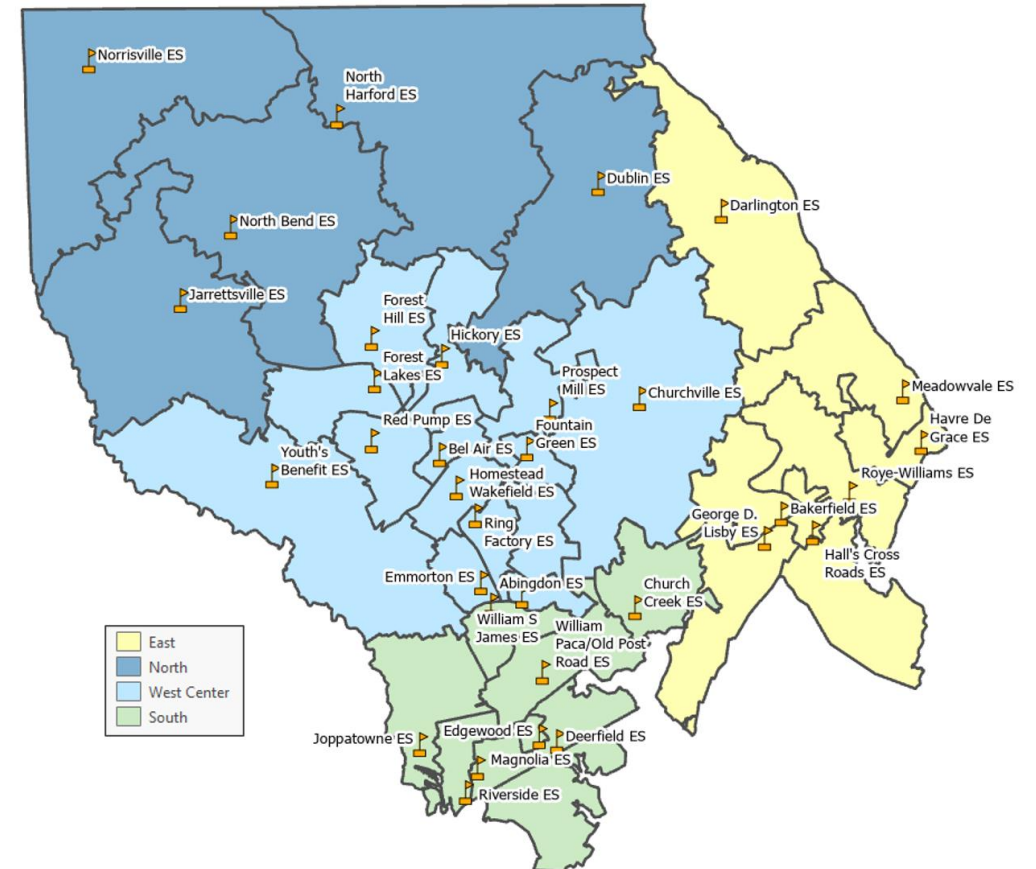
- ▶ 656 phone calls to parents/guardians by Critical Data Strategies, LLC
- ▶ In-depth, highly relational qualitative market research and analysis
- ▶ Provides a proportionately representative and statistically significant survey of the entire district

Online Survey

- ▶ Posted on the HCPS website and sent through Connect-5
- ▶ Anyone in the community could fill out the online survey
- ▶ 4,049 responses

Phone Community Survey Results

- ▶ Surveys were proportionately allocated throughout the county.
- ▶ Results were analyzed by areas corresponding to the regions the Advisory Team is currently working on.



Phone Community Survey Results



- ▶ Surveys were also proportionately given according to grade group:
 - **80** surveys of parents/guardians of high school students
 - **150** surveys with parents/guardians of middle school students
 - **426** surveys with parents/guardians of elementary school students

Q: Are you aware that some schools in the district are overcrowded while others are underutilized (meaning they have room for many more students)?

61.0% of all respondents are aware that some schools within the district are overcrowded while others are underutilized.

The awareness levels differ by area. 66.2% of West/Central and 65.1% of North respondents are aware while only 51.9% of those residing in the East and 56.2% of South parents/guardians are aware of this issue.

Q: Do you feel that adjusting school boundaries may be necessary to address this issue?

61.4% of all parents/guardians interviewed feel that adjusting school boundaries may be necessary to address the issues. The perceptions differ significantly by area and by grade level:

- South residents 74.4%
- North residents 58.1%
- West/Central residents 57.7%
- East residents 57.3%

- High school parents/guardians 72.5%
- Middle school parents/guardians 64.0%
- Elementary parents/guardians 58.5%

Parents were provided a list of eleven attributes and asked to rank each in their overall importance to them regarding their student's school. Those rated as most important were:

- Adequate resources for all students 4.84
- Small class size for students 4.42
- Creating and maintaining neighborhood schools 4.31

Q: What is most important to you when you think about the schools students attend?

Parents/guardians ranked the **quality of the school and their teachers** as the most important factor at 51.2% of responses. **Class size** was second with 24.2% of responses followed by the **quality of education and curriculum** at 18.9% of responses.

Q: Regarding boundary adjustments, what is your main concern if changes are made?

In an open-ended question, parents/guardians were asked if they had other concerns relating to boundary issues. While a number of concerns were mentioned, two were identified by all groups combined more than twice as often as the others:

- **Go to same school as they currently attend/no change in school 27.4%**
- **The quality of the school and its teachers 24.1%**

Phone Community Survey Results



Q: When you think about the whole picture and the challenge Harford County Public Schools has in developing boundaries, what is the most important thing or things for them to consider?

The combined most important responses were:

- Quality of the education and curriculum 16.5%
- Class size 16.0%
- Quality of the school and their teachers 15.9%

While the above responses were the top responses combined for all groups and grade level, differences exist between geography and grade level:

- Class size is most important to parents/guardians residing in the **North** areas. (20.9%)
- Quality of school and teachers *and* accessibility to special education services and resources are tied as the top responses by those residing in **East** areas. (26.0%)

While the quality of the education and curriculum was the top combined response within all three grade levels, no single level chose that as its top response:

- **Elementary School** top choice: Quality of the school and teachers
- **Middle School** top choice: Proximity to our home/walkability
- **High School** top choice: Proximity to our home/walkability

Number of Respondents: **4,049**

Q1 - Q3

Q6

Q7 - Q8

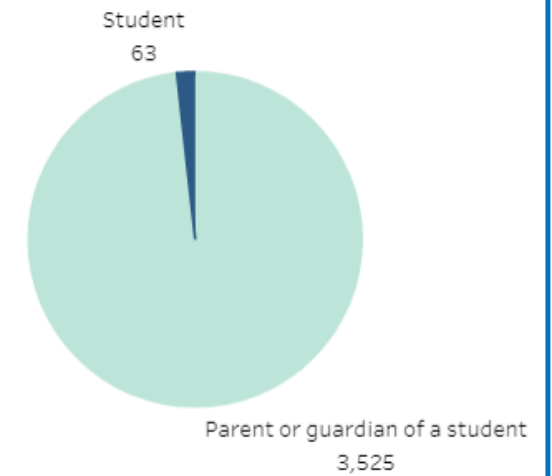
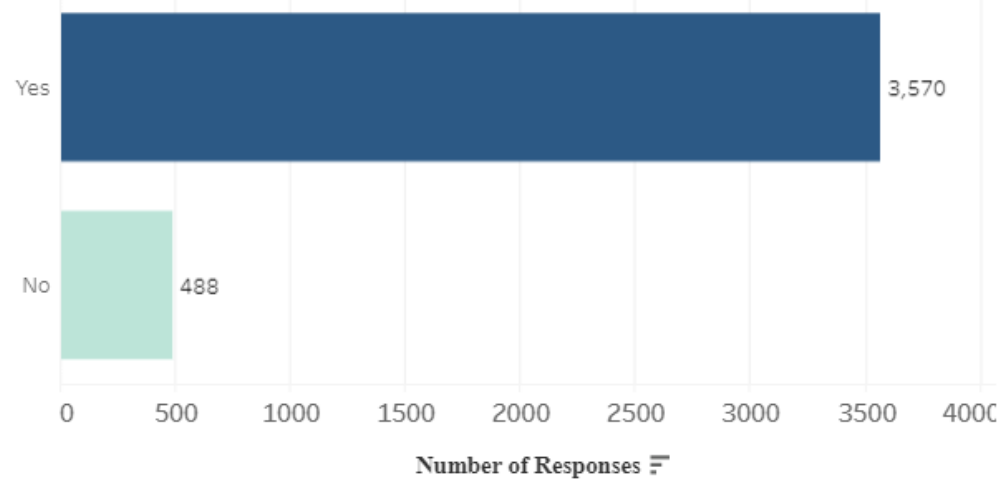
Q9 - Q14

Q15 - Q21

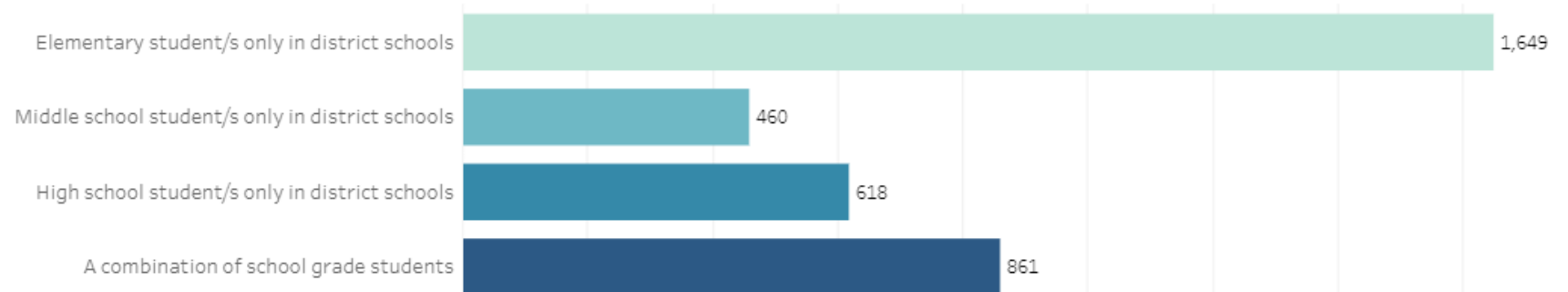
Q22

Q23

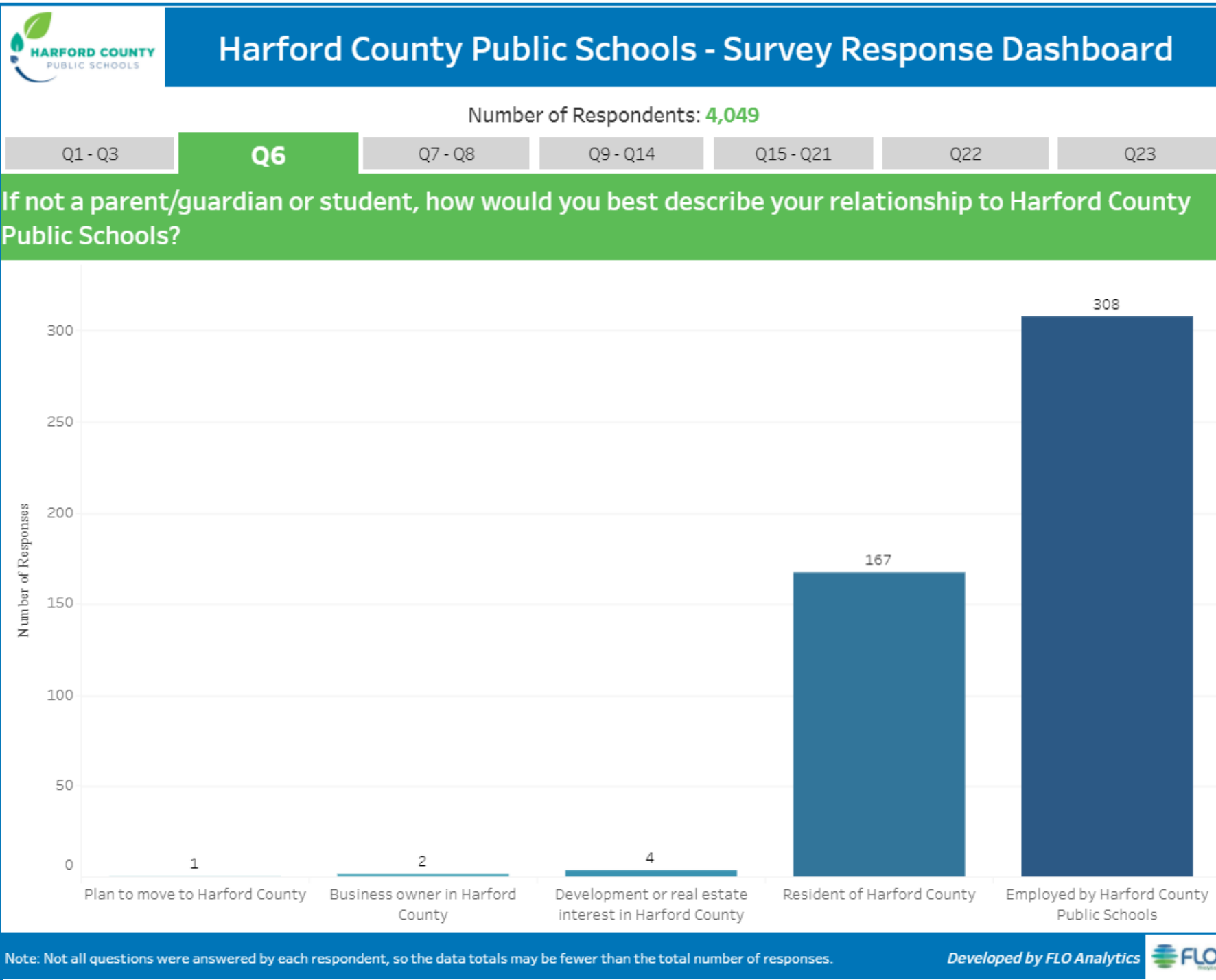
Are you a student, or parent or guardian of a child attending Harford County Public Schools (HCPS)?



Which of the following best describe the grade level of the HCPS student(s) in your household?



Online Community Survey Results





Harford County Public Schools - Survey Response Dashboard

Number of Respondents: **4,049**

Q1 - Q3

Q6

Q7 - Q8

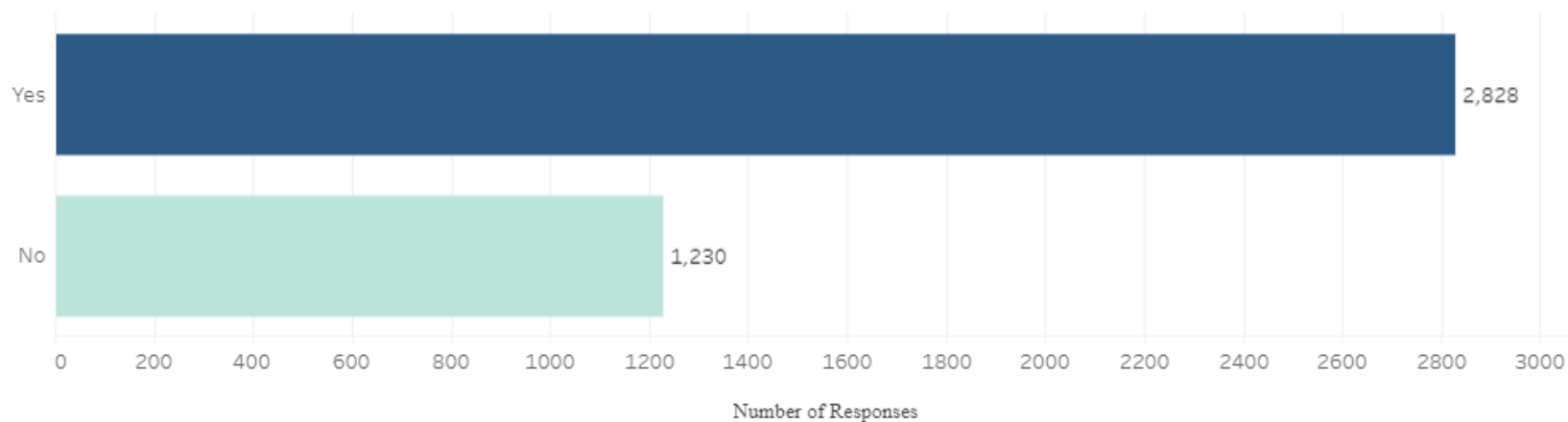
Q9 - Q14

Q15 - Q21

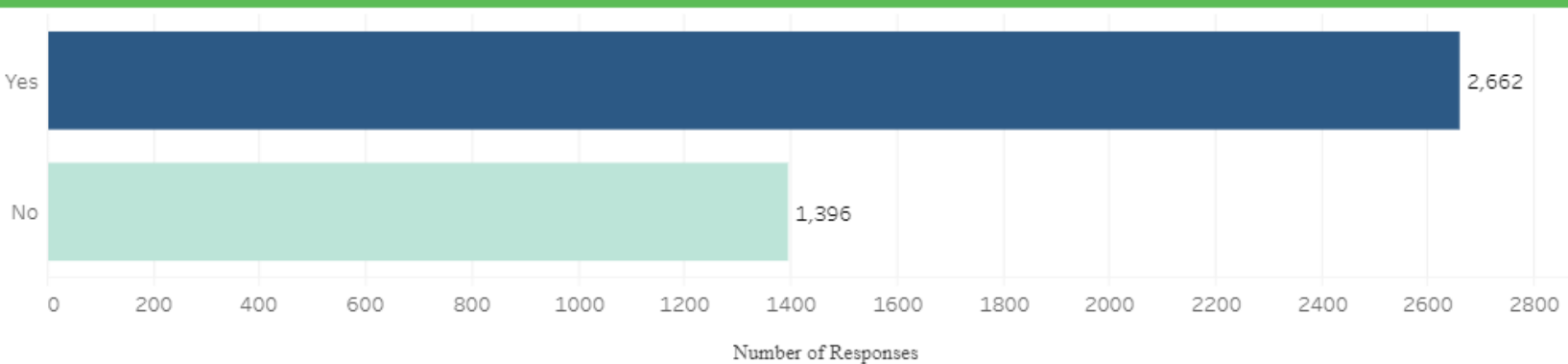
Q22

Q23

Are you aware that some schools in the district are overcrowded while others are underutilized (meaning they have room for many more students)?



Do you feel that adjusting school boundaries may be necessary to address this issue?



Note: Not all questions were answered by each respondent, so the data totals may be fewer than the total number of responses.

Developed by FLO Analytics



Online
Community
Survey
Results



Harford County Public Schools - Survey Response Dashboard

Number of Respondents: **4,049**

Q1 - Q3

Q6

Q7 - Q8

Q9 - Q14

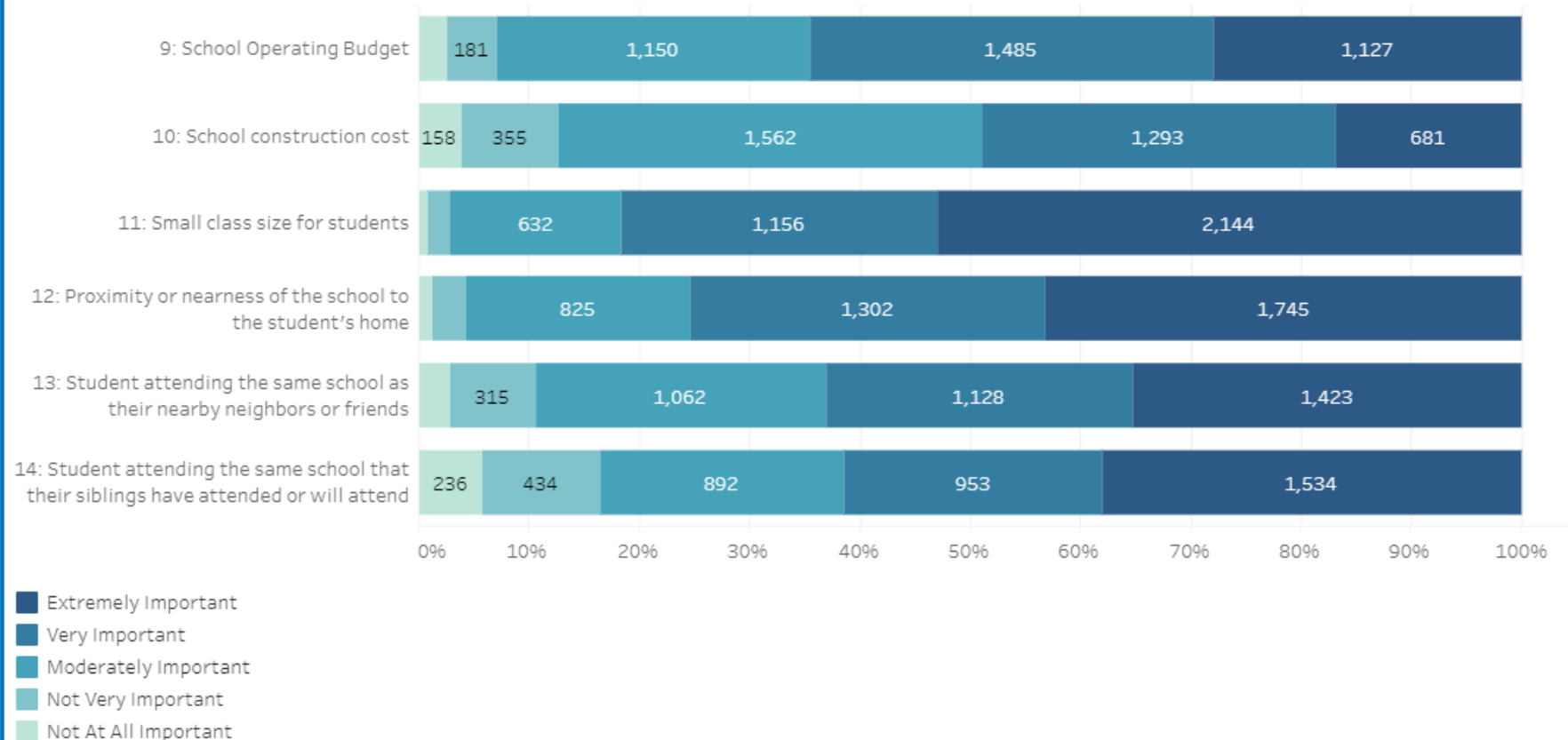
Q15 - Q21

Q22

Q23

Below are some values that could be important in a boundary review process.

Please rate each as Extremely Important, Very Important, Moderately Important, Not Very Important, or Not At All Important.



Note: Not all questions were answered by each respondent, so the data totals may be fewer than the total number of responses.

Developed by FLO Analytics



Online Community Survey Results



Harford County Public Schools - Survey Response Dashboard

Number of Respondents: **4,049**

Q1 - Q3

Q6

Q7 - Q8

Q9 - Q14

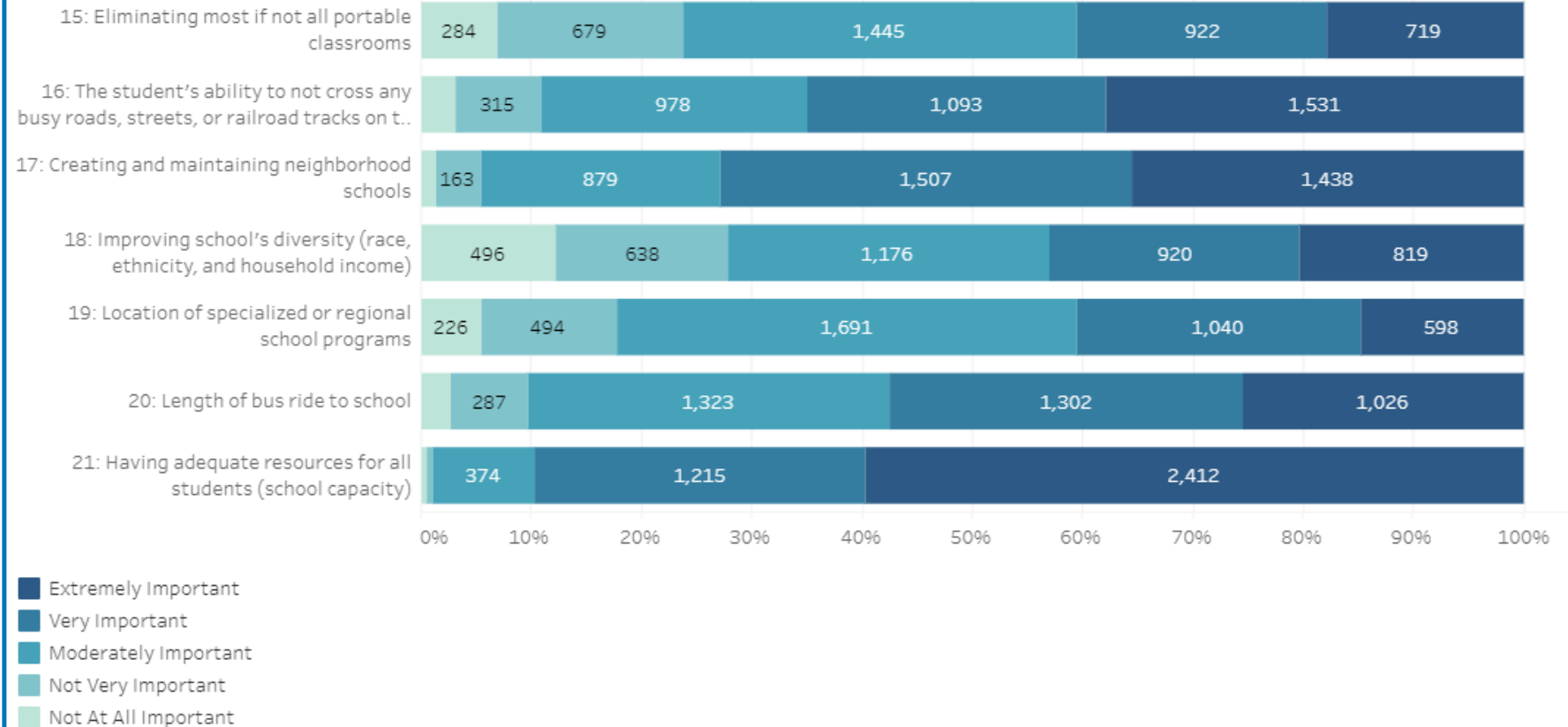
Q15 - Q21

Q22

Q23

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Please rate each as Extremely Important, Very Important, Moderately Important, Not Very Important, or Not At All Important.



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Online Community Survey Results



Harford County Public Schools - Survey Response Dashboard

Number of Respondents: 4,049

Q1 - Q3

Q6

Q7 - Q8

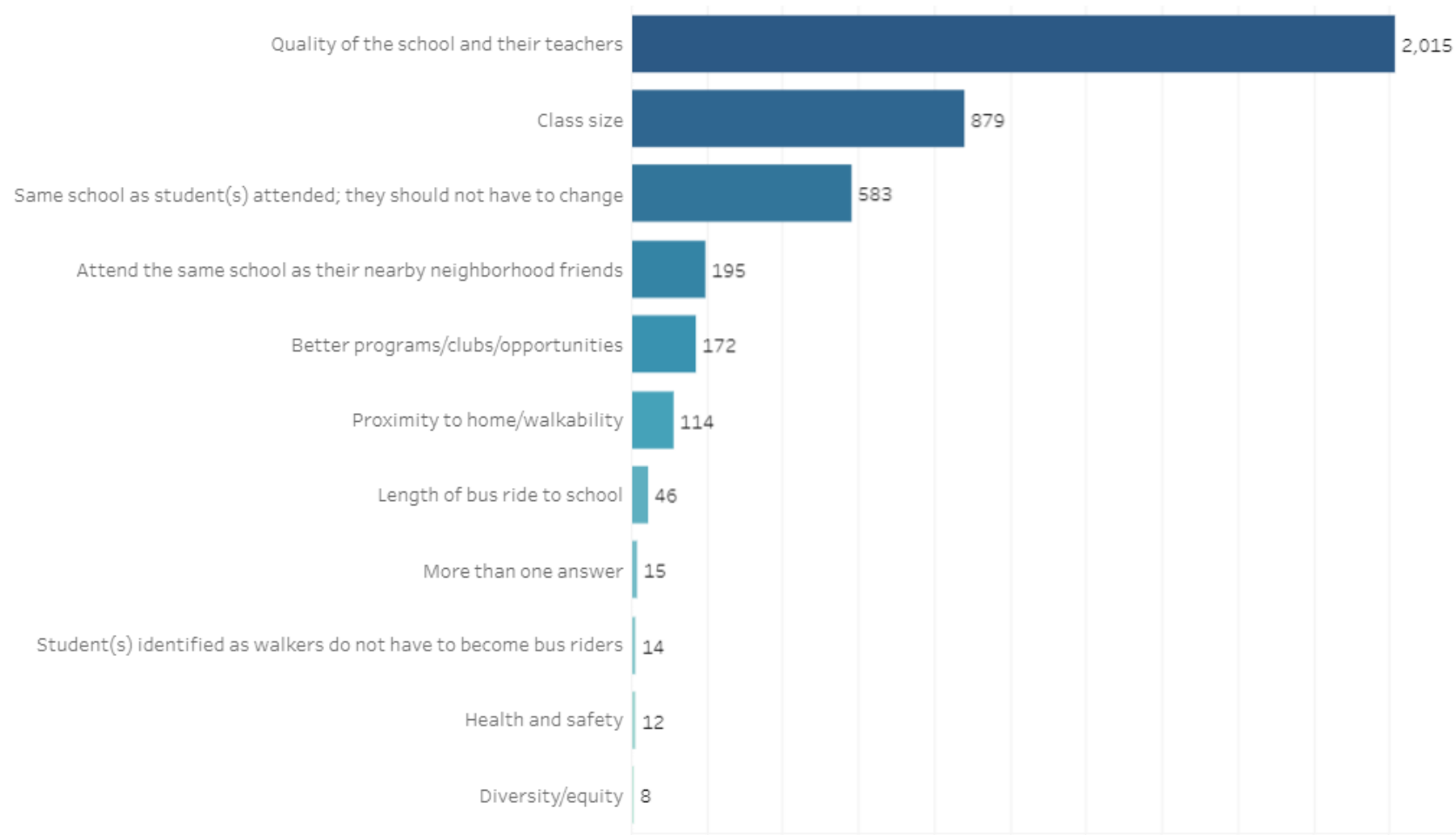
Q9 - Q14

Q15 - Q21

Q22

Q23

Which of the following is most important to you when you think about the school(s) students attend?



Note: Not all questions were answered by each respondent, so the data totals may be fewer than the total number of responses.

Developed by FLO Analytics



Online
Community
Survey
Results

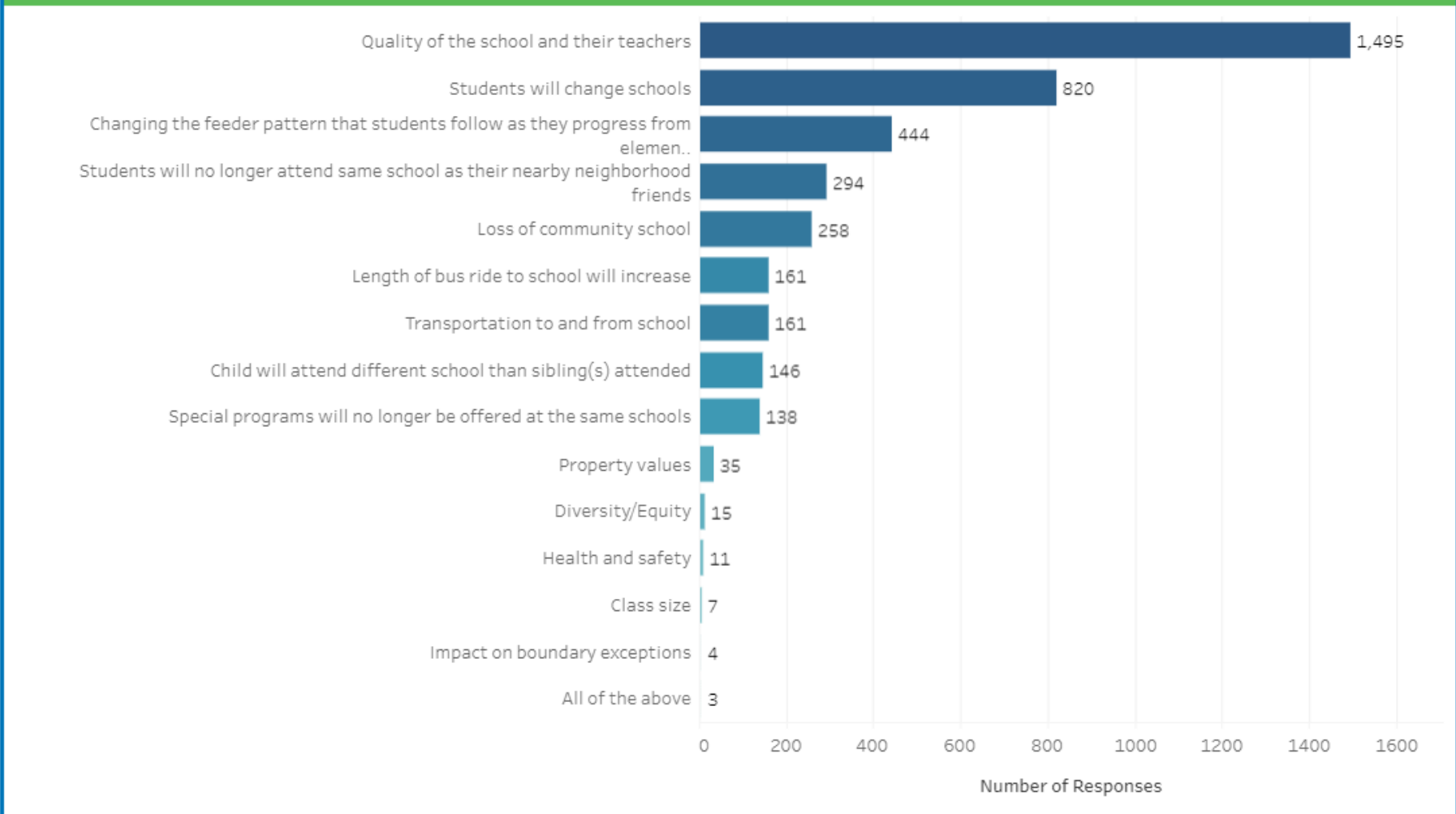


Harford County Public Schools - Survey Response Dashboard

Number of Respondents: 4,049

- Q1 - Q3
- Q6
- Q7 - Q8
- Q9 - Q14
- Q15 - Q21
- Q22
- Q23**

Regarding boundary adjustments, what is your main concern if changes are made?



Note: Not all questions were answered by each respondent, so the data totals may be fewer than the total number of responses.

Online
Community
Survey
Results

- **Advisory Team Meetings**

- Meeting #5: April 28
- Meeting #6: May 12

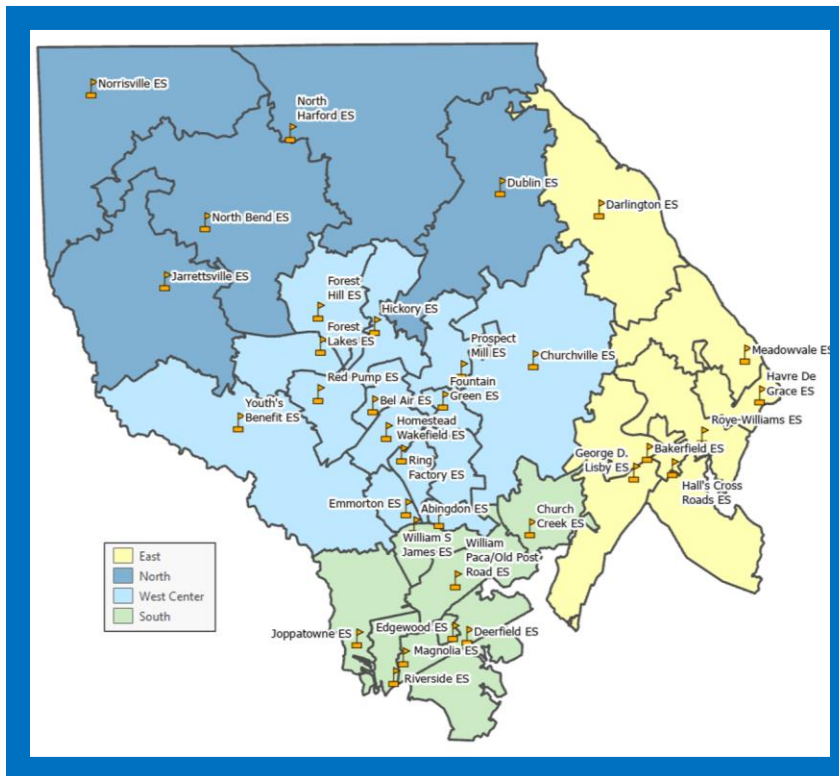
- **Community Education Forums**

- April 14 – Elementary Schools
- June 2 – Middle and High Schools

CRITICAL DATA / FLO ANALYTICS

Market Study Summary & Overall Insights for Harford County Public Schools

January – March 2021



Critical Data Strategies, LLC
620 South Washington Street
Spokane, Washington 99204
CRITICAL-DATA.COM



Summary & Overall Insights

Parent/Guardian Interviews

- Critical Data completed one-on-one executive style telephone interviews with **656** parents and guardians who have children in and reside within the Harford County Public Schools. Of those interviews, **80** were conducted with parents and guardians of high school students, **150** were completed with parents and guardians of middle school students, and **426** were conducted with parents of elementary school students. The interviews were broken out as follows:

TIMES MENTIONED

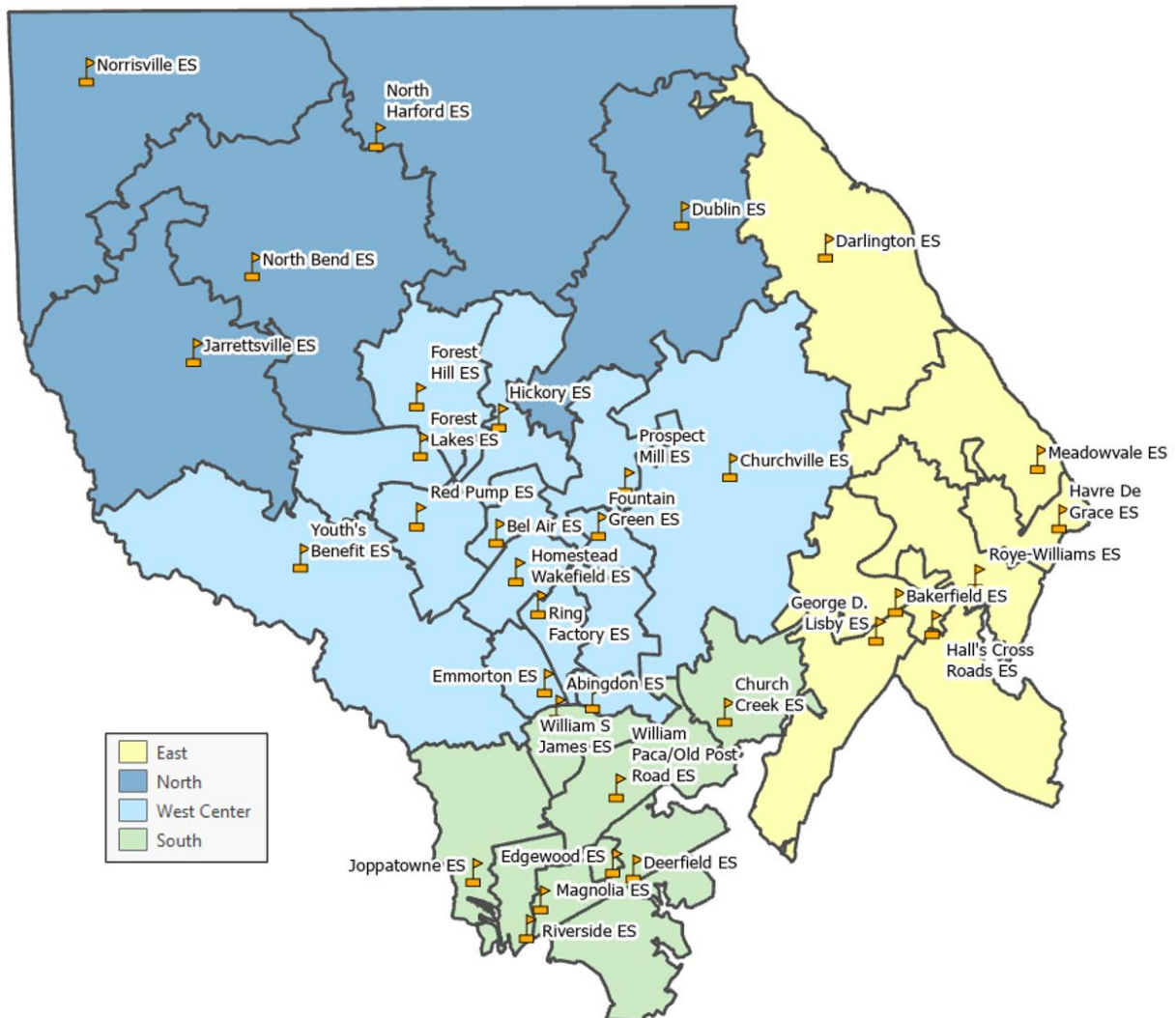
REGION	ELEMENTARY	MIDDLE	HIGH	TOTAL
North	55	20	11	86
East	85	30	16	131
South	96	33	17	146
West/Central	190	67	36	293
TOTAL	426	150	80	656

PERCENTAGES

REGION	ELEMENTARY	MIDDLE	HIGH	TOTAL
North	12.9%	13.3%	13.8%	13.1%
East	20.0%	20.0%	20.0%	20.0%
South	22.5%	22.0%	21.3%	22.3%
West/Central	44.6%	44.7%	45.0%	44.7%
TOTAL	100%	100%	100%	100%

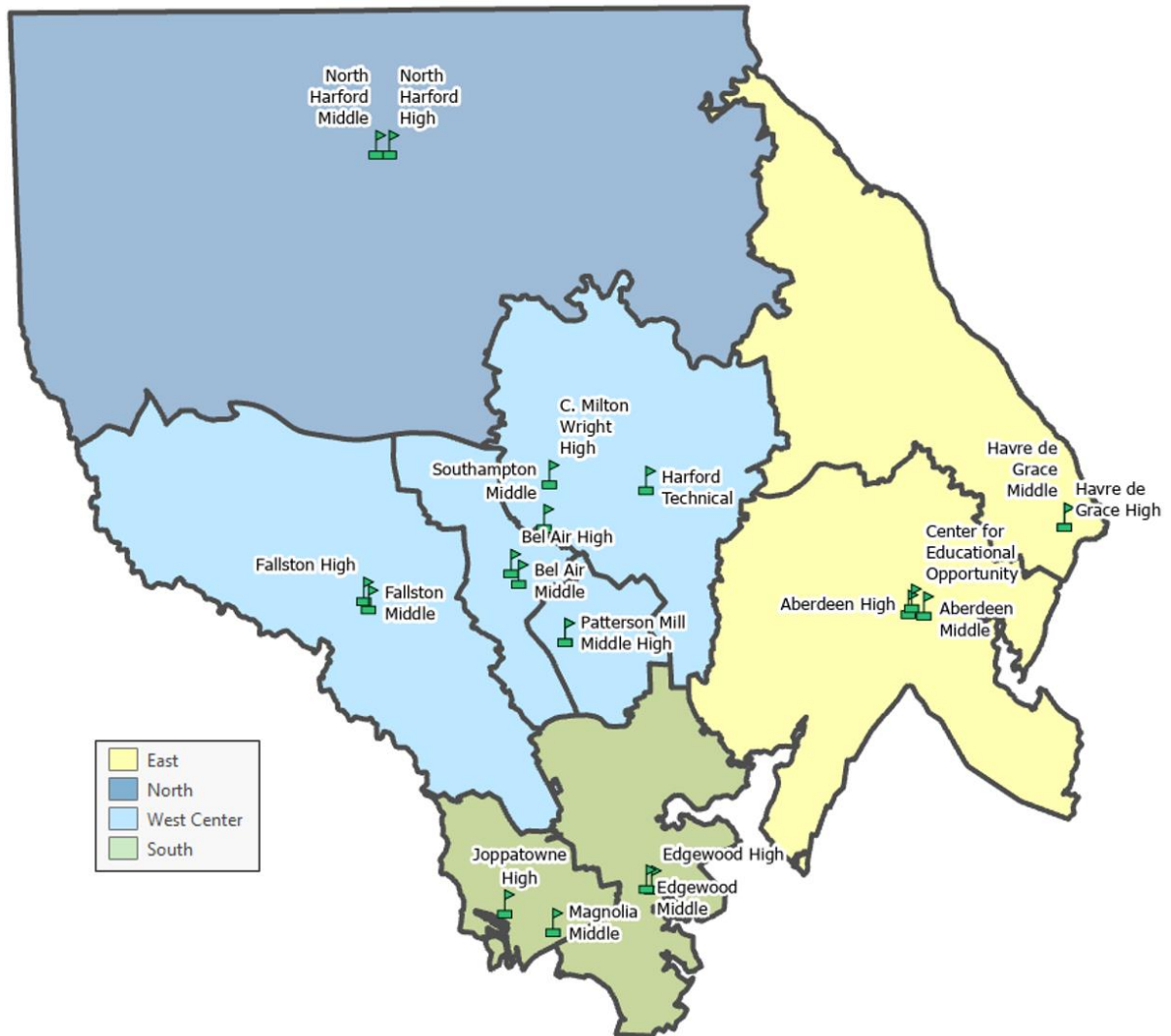


(Summary and Overall Insights continued)





(Summary and Overall Insights continued)





(Summary and Overall Insights continued)

- 100% of the 656 respondents confirmed that they have children attending schools in the Harford County Public Schools.
- 61.0% of all study respondents are aware that some schools within the district are overcrowded while others are underutilized.

The awareness levels differ by area. 66.2% of West/Central and 65.1% of North respondents are aware while only 51.9% of those residing in the East and 56.2% of South parents/guardians are aware of this issue.

TIMES MENTIONED

RESPONSE	NORTH	EAST	SOUTH	WEST/ CENTRAL	TOTAL
Yes	56	68	82	194	400
No	30	63	61	95	249
Don't know/ Refused	0	0	3	4	7
TOTAL	86	131	146	293	656

PERCENTAGES

RESPONSE	NORTH	EAST	SOUTH	WEST/ CENTRAL	TOTAL
Yes	65.1%	51.9%	56.2%	66.2%	61.0%
No	34.9%	48.1%	41.8%	32.4%	38.0%
Don't know/ Refused	0.0%	0.0%	2.1%	1.4%	1.1%
TOTAL	100%	100%	100%	100%	100%

TIMES MENTIONED

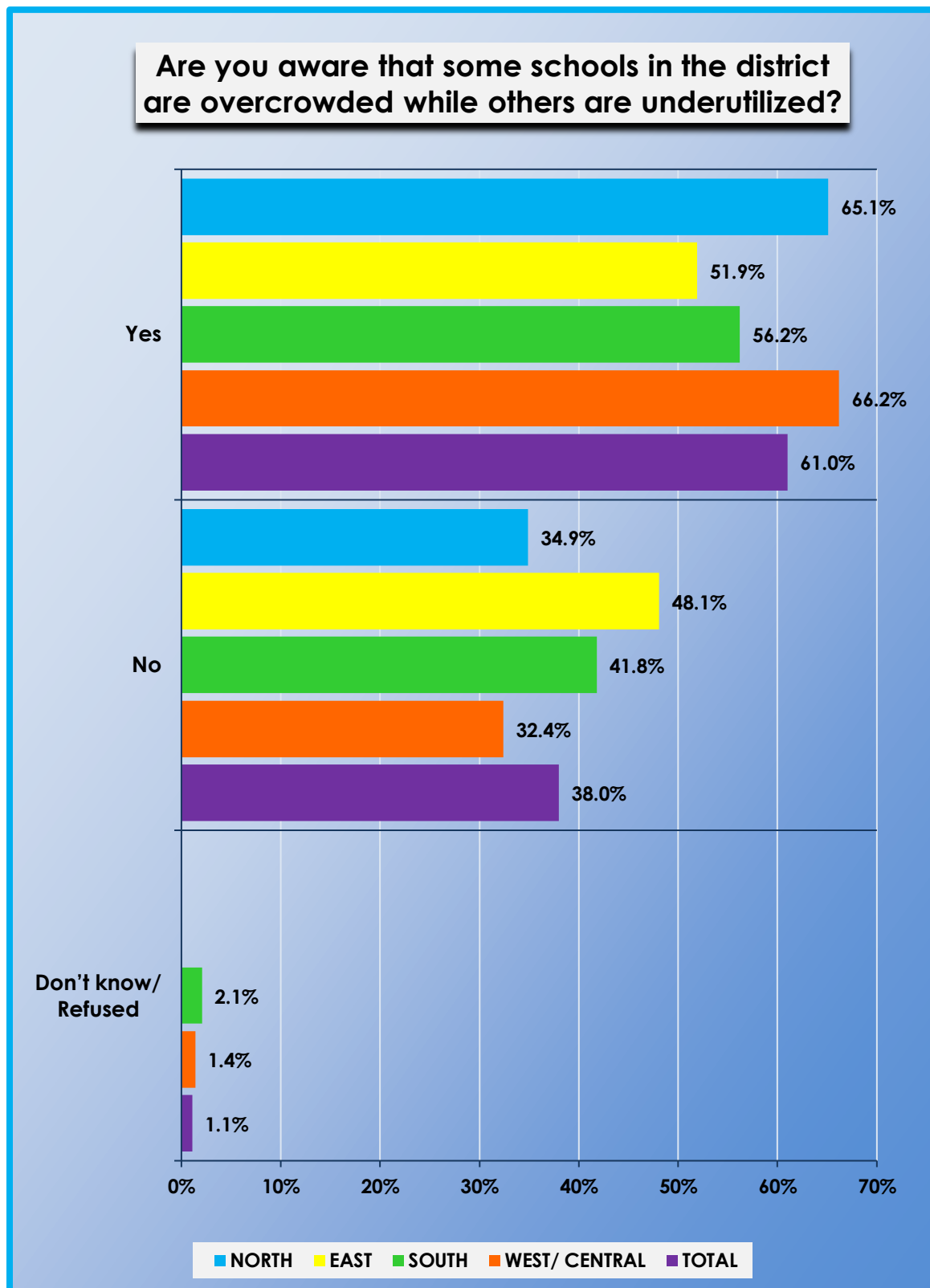
RESPONSE	ELEMENTARY	MIDDLE	HIGH	TOTAL
Yes	261	92	47	400
No	161	56	32	249
Don't know/ Refused	4	2	1	7
TOTAL	426	150	80	656

PERCENTAGES

RESPONSE	ELEMENTARY	MIDDLE	HIGH	TOTAL
Yes	61.3%	61.3%	58.8%	61.0%
No	37.8%	37.3%	40.0%	38.0%
Don't know/ Refused	0.9%	1.3%	1.3%	1.1%
TOTAL	100%	100%	100%	100%

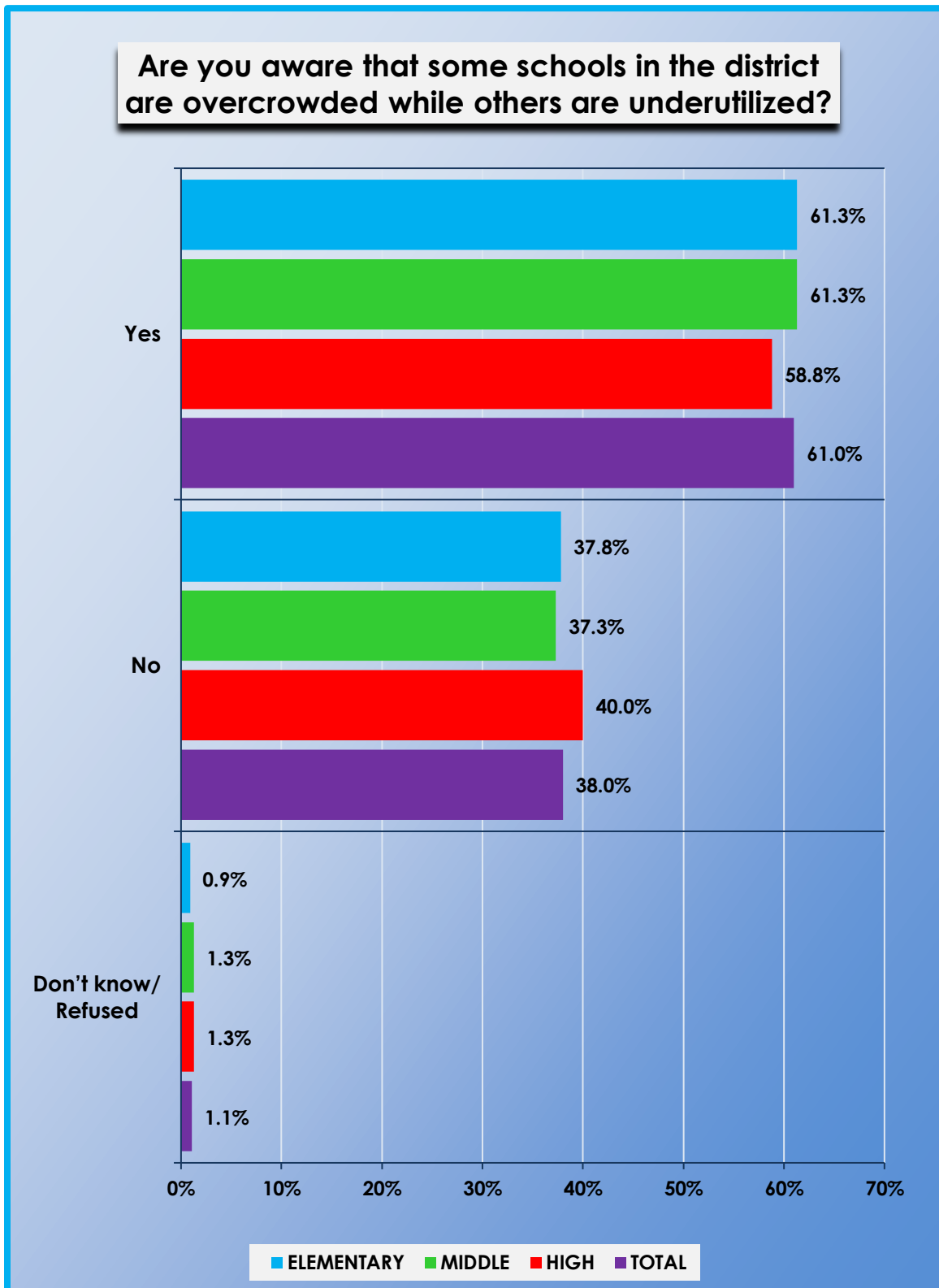


(Summary and Overall Insights continued)





(Summary and Overall Insights continued)

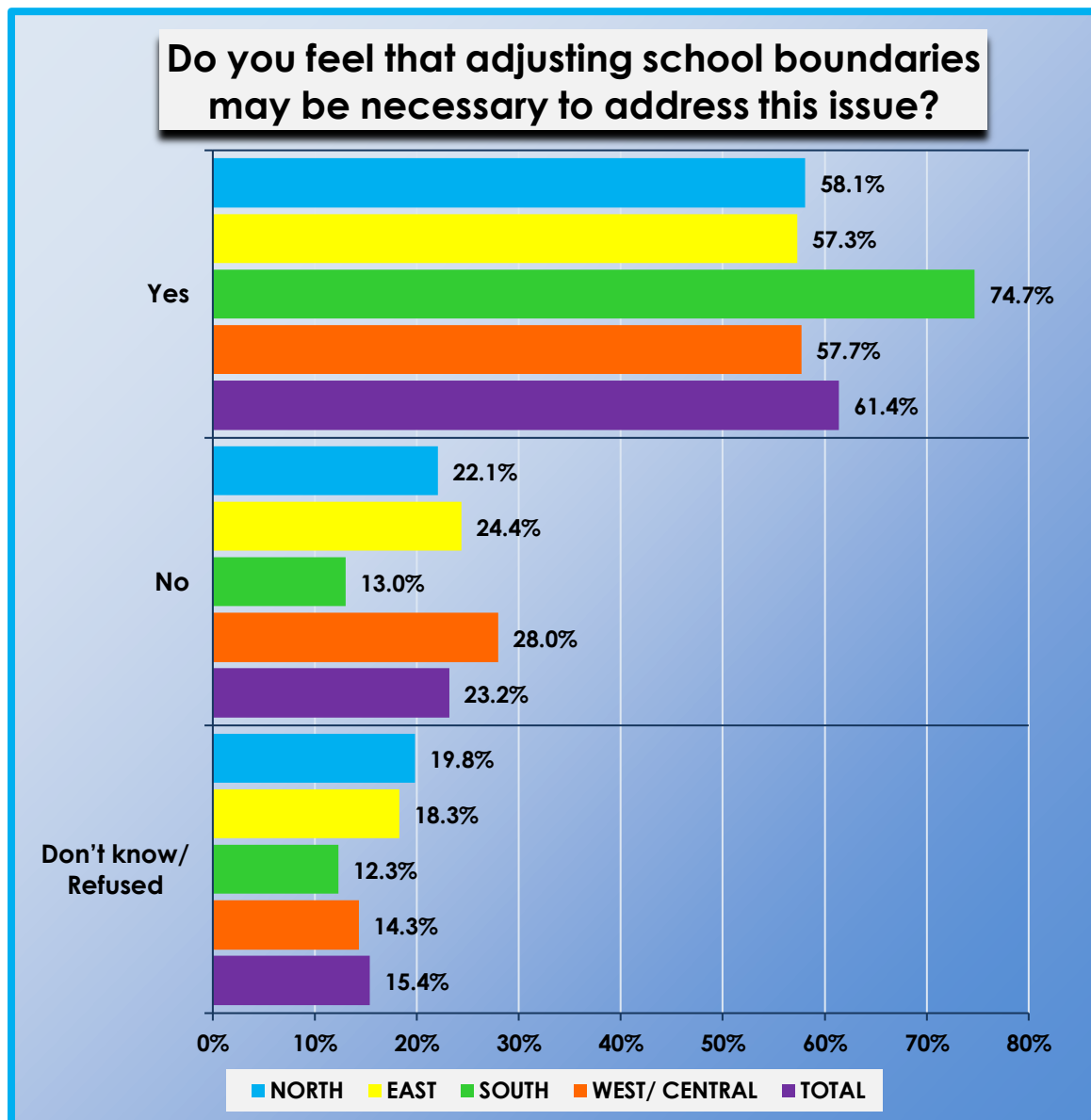




(Summary and Overall Insights continued)

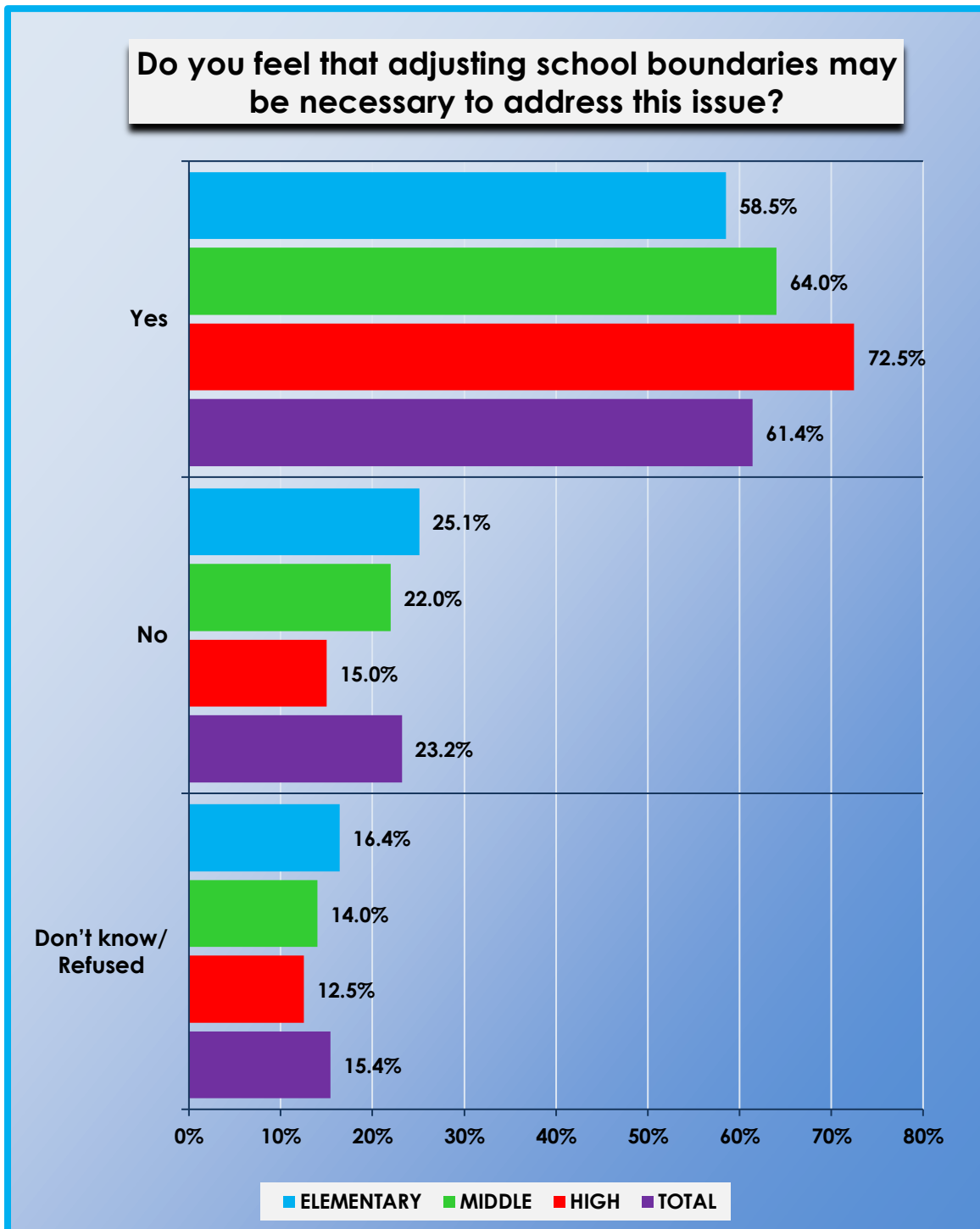
- 61.4% of all parents/guardians interviewed feel that adjusting school boundaries may be necessary to address the issues. The perceptions differ significantly by area and by grade level:

○ South residents	74.4%
○ North residents	58.1%
○ West/Central residents	57.7%
○ East residents	57.3%
○ High school parents/guardians	72.5%
○ Middle school parents/guardians	64.0%
○ Elementary parents/guardians	58.5%





(Summary and Overall Insights continued)

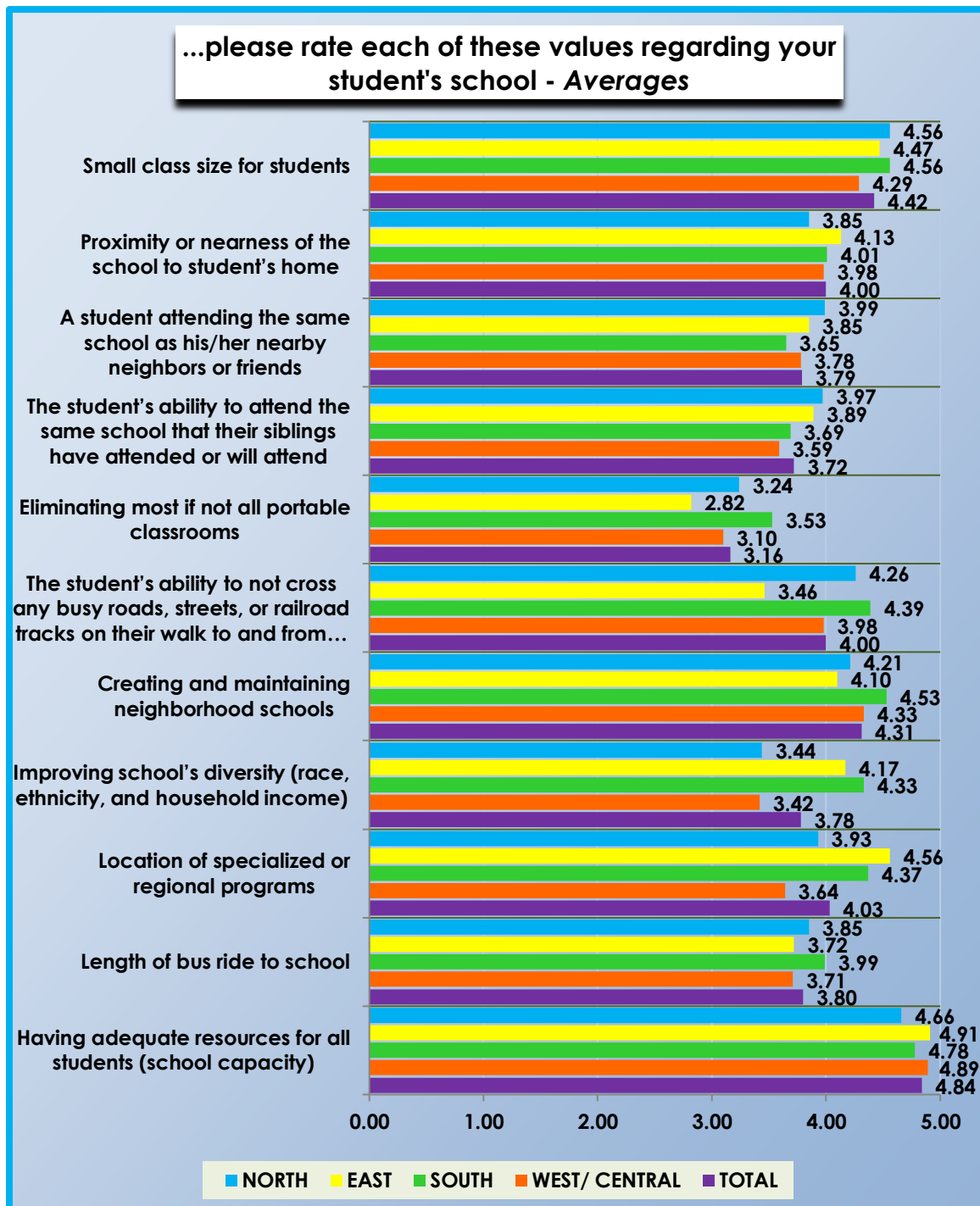




(Summary and Overall Insights continued)

- Parents were provided a list of eleven attributes and asked to rank each in their overall importance to them regarding their student's school. Those rated as most important were:

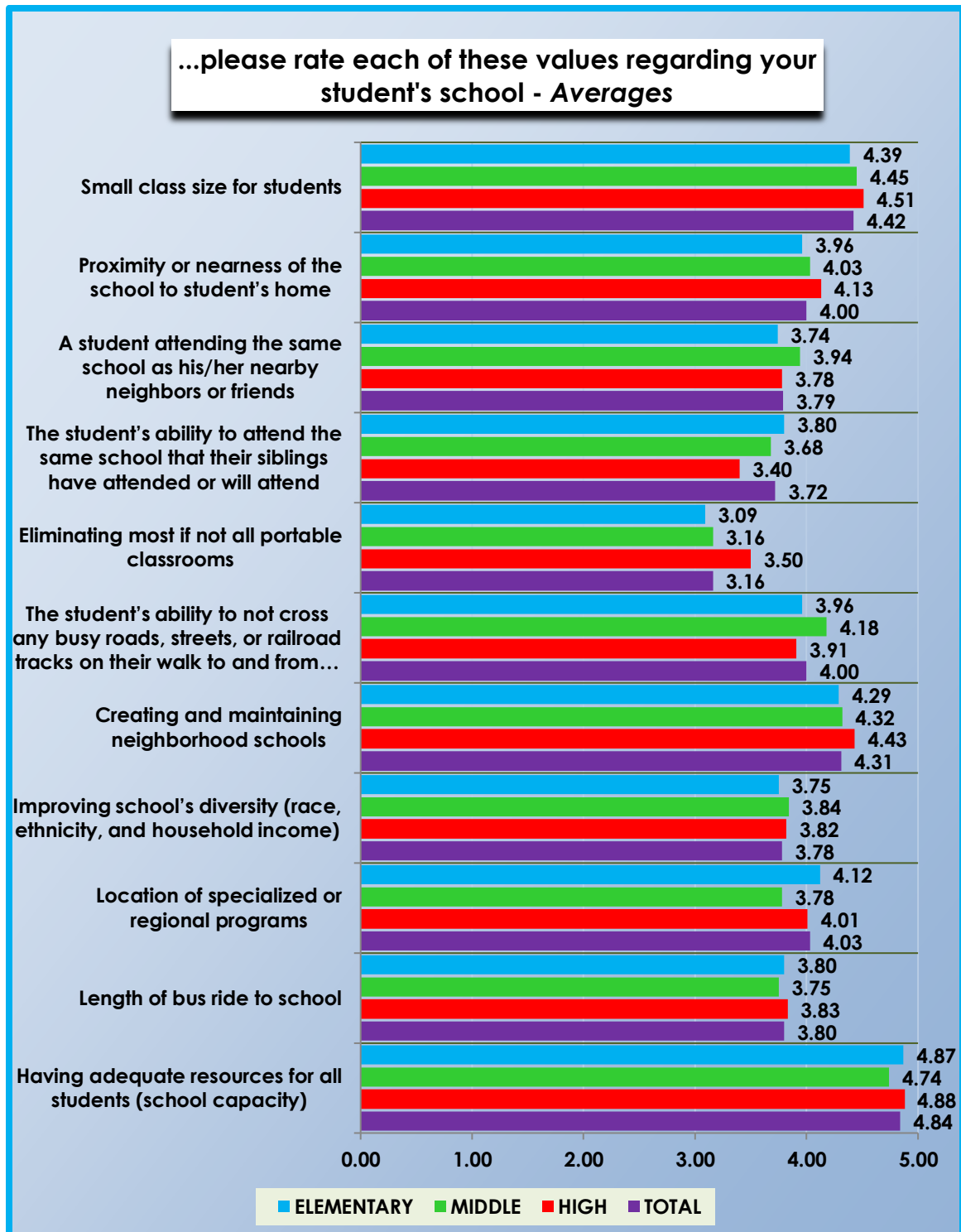
- Adequate resources for all students 4.84
- Small class size for students 4.42
- Creating and maintaining neighborhood schools 4.31





(Summary and Overall Insights continued)

- Of the eleven factors rated, the *least* important factors to parents were:
 - Eliminating most if not all portable classrooms 3.16
 - Attending the same school as siblings attend/attended 3.72



(Summary and Overall Insights continued)

- Parents/guardians were asked to identify what is most important to them regarding the schools that their child/children attend.

RESPONSE	NORTH	EAST	SOUTH	WEST/ CENTRAL	TOTAL
Quality of the school and their teachers	52.3%	37.4%	48.6%	58.4%	51.2%
Class size	33.7%	23.7%	17.8%	24.9%	24.2%
Quality of their education/ good curriculum	11.6%	9.9%	7.5%	30.7%	18.9%
Safety/ security	15.1%	7.6%	20.5%	11.6%	13.3%
Accessibility to special education services/ resources	12.8%	18.3%	8.2%	11.3%	12.2%
Having adequate resources for all students (school capacity)	14.0%	12.2%	4.8%	14.0%	11.6%
Same school as student(s) attended; they should not have to change	3.5%	11.5%	1.4%	13.3%	9.0%
Proximity to home/ walkability	2.3%	18.3%	2.1%	8.9%	8.4%
Attend the same school as their nearby neighborhood friends	8.1%	7.6%	1.4%	3.8%	4.6%
Better programs/ clubs/ opportunities	4.7%	3.8%	2.7%	5.1%	4.3%
Diversity/ demographics	2.3%	8.4%	4.8%	2.7%	4.3%
Length of bus ride to school	4.7%	9.9%	0.7%	2.0%	3.7%
Student well-being	4.7%	1.5%	2.1%	2.4%	2.4%
Positive school/ learning environment	4.7%	1.5%	1.4%	2.4%	2.3%
Don't know/ Refused	4.7%	0.8%	4.1%	1.0%	2.1%
COVID-19 concerns	1.2%	2.3%	2.1%	2.0%	2.0%
Good communication	1.2%	1.5%	2.1%	2.4%	2.0%
Creating and maintaining neighborhood schools	1.2%	2.3%	0.7%	1.7%	1.5%
Transportation to and from school/ bus ride	0.0%	2.3%	0.7%	0.0%	0.6%
Location of the school	0.0%	0.0%	1.4%	0.3%	0.5%
Boundary flexibility/ exceptions	1.2%	0.0%	0.0%	0.3%	0.3%
Siblings attend same school	0.0%	0.8%	0.0%	0.3%	0.3%
Everything is important	0.0%	0.0%	0.7%	0.0%	0.2%

*656 responded to this question: 86-North, 131-East, 146-South, and 293-West/Central

Question allowed for more than one response; Percentages based on number of respondents



(Summary and Overall Insights continued)

- By more than twice over the second named response parents/guardians rank the quality of the school and their teachers as the most important factor, named by 51.2%. Class size was second with 24.2% followed by the quality of education and curriculum. (18.9%)

RESPONSE	ELEMENTARY	MIDDLE	HIGH	TOTAL
Quality of the school and their teachers	50.7%	53.3%	50.0%	51.2%
Class size	28.4%	16.0%	17.5%	24.2%
Quality of their education/ good curriculum	16.0%	20.7%	31.3%	18.9%
Safety/ security	12.2%	16.7%	12.5%	13.3%
Accessibility to special education services/ resources	14.6%	8.0%	7.5%	12.2%
Having adequate resources for all students (school capacity)	12.0%	9.3%	13.8%	11.6%
Same school as student(s) attended; they should not have to change	11.5%	5.3%	2.5%	9.0%
Proximity to home/ walkability	10.1%	5.3%	5.0%	8.4%
Attend the same school as their nearby neighborhood friends	5.2%	4.0%	2.5%	4.6%
Better programs/ clubs/ opportunities	4.5%	3.3%	5.0%	4.3%
Diversity/ demographics	4.7%	4.0%	2.5%	4.3%
Length of bus ride to school	4.9%	2.0%	0.0%	3.7%
Student well-being	2.1%	4.0%	1.3%	2.4%
Positive school/ learning environment	1.9%	2.7%	3.8%	2.3%
Don't know/ Refused	1.2%	5.3%	1.3%	2.1%
COVID-19 concerns	1.6%	3.3%	1.3%	2.0%
Good communication	1.9%	2.0%	2.5%	2.0%
Creating and maintaining neighborhood schools	2.1%	0.0%	1.3%	1.5%
Transportation to and from school/ bus ride	0.9%	0.0%	0.0%	0.6%
Location of the school	0.2%	0.0%	2.5%	0.5%
Boundary flexibility/ exceptions	0.5%	0.0%	0.0%	0.3%
Siblings attend same school	0.5%	0.0%	0.0%	0.3%
Everything is important	0.2%	0.0%	0.0%	0.2%

*656 responded to this question: 426-Elementary, 150-Middle, and 80-High

Question allowed for more than one response; Percentages based on number of respondents

(Summary and Overall Insights continued)

- In an open-ended question, parents/guardians were asked if they had other concerns relating to boundary issues. While a number of concerns were mentioned, two were identified by all groups combined more than twice as often as the others:
 - Go to same school as they currently attend/no change in school 27.4%
 - The quality of the school and its teachers 24.1%
- The responses to this question differed by area. The concern about their child/children changing schools was mentioned by 37.2% of those residing in the West/Central areas, while only 12.3% of those in the South area mentioned this concern.
- Parents and guardians who reside in the East areas are most concerned that special programs will no longer be offered at the same schools. (35.9%)
- Parents/guardians of elementary students voiced two strong concerns:
 - That their child would need to change schools 29.6%
 - The quality of the school and its teachers 29.6%



(Summary and Overall Insights continued)

RESPONSE	NORTH	EAST	SOUTH	WEST/ CENTRAL	TOTAL
Students will change schools	29.1%	21.4%	12.3%	37.2%	27.4%
Quality of the school and their teachers	17.4%	24.4%	14.4%	30.7%	24.1%
Don't know/ Refused	11.6%	7.6%	30.1%	11.3%	14.8%
Special programs will no longer be offered at the same schools	4.7%	35.9%	4.1%	9.9%	13.1%
Length of bus ride to school will increase	15.1%	7.6%	4.8%	13.7%	10.7%
Transportation to and from school	5.8%	22.1%	8.9%	5.8%	9.8%
Students will no longer attend same school as their nearby neighborhood friends	14.0%	11.5%	0.7%	9.6%	8.5%
Loss of community school	5.8%	10.7%	2.1%	10.6%	8.1%
Proximity to our home/ walkability	7.0%	2.3%	9.6%	8.2%	7.2%
Overcrowding at schools	7.0%	0.0%	7.5%	3.4%	4.1%
Logical/ clear boundaries	8.1%	1.5%	2.7%	2.7%	3.2%
Child will attend different school than sibling(s) attended	2.3%	5.3%	1.4%	2.4%	2.7%
Safety/ security	0.0%	6.9%	2.7%	1.7%	2.7%
Diversity/ demographics	4.7%	2.3%	2.1%	2.0%	2.4%
Boundary flexibility/ exceptions	1.2%	2.3%	2.7%	2.4%	2.3%
Class sizes	1.2%	1.5%	2.7%	2.7%	2.3%
Property values/ taxes increasing	3.5%	0.0%	0.7%	3.4%	2.1%
Changing the middle/ high school feeder pattern	3.5%	0.8%	0.0%	1.7%	1.4%
Parental input/ communication	2.3%	0.8%	0.7%	1.0%	1.1%
COVID-19 concerns	1.2%	0.8%	1.4%	0.7%	0.9%

*656 responded to this question: 86-North, 131-East, 146-South, and 293-West/Central

Question allowed for more than one response; Percentages based on number of respondents



(Summary and Overall Insights continued)

RESPONSE	ELEMENTARY	MIDDLE	HIGH	TOTAL
Students will change schools	29.6%	23.3%	23.8%	27.4%
Quality of the school and their teachers	29.6%	16.0%	10.0%	24.1%
Don't know/ Refused	14.3%	13.3%	20.0%	14.8%
Special programs will no longer be offered at the same schools	17.4%	6.7%	2.5%	13.1%
Length of bus ride to school will increase	10.3%	12.7%	8.8%	10.7%
Transportation to and from school	12.0%	4.7%	7.5%	9.8%
Students will no longer attend same school as their nearby neighborhood friends	7.7%	10.7%	8.8%	8.5%
Loss of community school	10.8%	3.3%	2.5%	8.1%
Proximity to our home/ walkability	7.0%	6.7%	8.8%	7.2%
Overcrowding at schools	4.5%	5.3%	0.0%	4.1%
Logical/ clear boundaries	2.1%	5.3%	5.0%	3.2%
Child will attend different school than sibling(s) attended	3.8%	1.3%	0.0%	2.7%
Safety/ security	2.1%	2.7%	6.3%	2.7%
Diversity/ demographics	2.3%	0.7%	6.3%	2.4%
Boundary flexibility/ exceptions	1.6%	2.0%	6.3%	2.3%
Class sizes	2.1%	4.0%	0.0%	2.3%
Property values/ taxes increasing	2.1%	1.3%	2.5%	2.1%
Changing the middle/ high school feeder pattern	1.2%	2.0%	1.3%	1.4%
Parental input/ communication	0.9%	1.3%	1.3%	1.1%
COVID-19 concerns	0.2%	2.7%	1.3%	0.9%

*656 responded to this question: 426-Elementary, 150-Middle, and 80-High

Question allowed for more than one response; Percentages based on number of respondents

(Summary and Overall Insights continued)

- Parents/guardians were asked what the most important thing for Harford County Public Schools to consider when embarking upon and implementing this boundary revision process. While a number of responses were offered, the combined most important were:
 - Quality of the education and curriculum 16.5%
 - Class size 16.0%
 - Quality of the school and their teachers 15.9%

- While the above responses were the top responses combined for all groups and grade level, differences exist between geography and grade level:
 - Class size is most important to parents/guardians residing in the North areas. (20.9%)
 - Quality of school and teachers and accessibility to special education services and resources are tied as the top responses by those residing in East areas. (26.0%)
 - While the quality of the education and curriculum was the top *combined* response within all three grade levels, no single level chose that as its top response:
 - Elementary School top choice: Quality of the school and teachers
 - Middle School top choice: Proximity to our home/walkability
 - High School top choice: Proximity to our home/walkability



(Summary and Overall Insights continued)

RESPONSE	NORTH	EAST	SOUTH	WEST/ CENTRAL	TOTAL
Quality of their education/ good curriculum	7.0%	22.9%	11.6%	18.8%	16.5%
Class size	20.9%	18.3%	7.5%	17.7%	16.0%
Quality of the school and their teachers	7.0%	26.0%	6.2%	18.8%	15.9%
Same school as they have attended. I do not want them to change	16.3%	16.0%	3.4%	14.7%	12.7%
Proximity to our home/ walkability	11.6%	16.0%	10.3%	12.3%	12.5%
Accessibility to special education services/ resources	8.1%	26.0%	1.4%	11.3%	11.6%
Student well-being	10.5%	13.7%	9.6%	10.9%	11.1%
Don't know/ Refused	10.5%	7.6%	21.9%	7.2%	11.0%
Parental input/ involvement	4.7%	9.2%	4.1%	13.7%	9.5%
Logical/ clear plan	4.7%	7.6%	2.1%	11.9%	7.9%
Transportation to and from school/ bus ride	10.5%	12.2%	6.8%	5.5%	7.8%
Safety/ security	2.3%	9.2%	6.2%	6.5%	6.4%
Creating and maintaining neighborhood schools	5.8%	9.9%	3.4%	4.8%	5.6%
Diversity/ demographics	5.8%	7.6%	6.2%	4.4%	5.6%
Equal opportunities and resources at all the schools/ for all students	1.2%	6.1%	3.4%	6.5%	5.0%
Population of the school/ limit overcrowding	10.5%	1.5%	6.2%	4.4%	5.0%
Future growth	3.5%	0.8%	2.1%	5.8%	3.7%
Build new/ more schools	4.7%	1.5%	0.7%	5.5%	3.5%
COVID-19 concerns	4.7%	7.6%	1.4%	1.0%	2.9%
Better programs/ clubs/ athletics/ extracurricular opportunities	0.0%	0.0%	1.4%	4.8%	2.4%
Siblings attend same school	0.0%	3.8%	2.7%	1.4%	2.0%
Go to the same school as their nearby neighborhood friends	4.7%	1.5%	2.1%	1.0%	1.8%
Boundary flexibility/ exceptions	2.3%	2.3%	1.4%	1.4%	1.7%
Good communication	0.0%	3.8%	0.0%	2.0%	1.7%
Property values/ taxes	0.0%	2.3%	0.0%	1.4%	1.1%
Location of the school	0.0%	0.8%	1.4%	1.0%	0.9%
Middle/ high school path	1.2%	0.0%	0.0%	0.0%	0.2%

*656 responded to this question: 86-North, 131-East, 146-South, and 293-West/Central
Question allowed for more than one response; Percentages based on number of respondents



(Summary and Overall Insights continued)

RESPONSE	ELEMENTARY	MIDDLE	HIGH	TOTAL
Quality of their education/ good curriculum	18.1%	13.3%	13.8%	16.5%
Class size	17.6%	12.0%	15.0%	16.0%
Quality of the school and their teachers	20.4%	9.3%	3.8%	15.9%
Same school as they have attended. I do not want them to change	13.8%	12.0%	7.5%	12.7%
Proximity to our home/ walkability	10.3%	16.7%	16.3%	12.5%
Accessibility to special education services/ resources	16.2%	4.0%	1.3%	11.6%
Student well-being	11.0%	10.0%	13.8%	11.1%
Don't know/ Refused	9.6%	13.3%	13.8%	11.0%
Parental input/ involvement	11.0%	6.0%	7.5%	9.5%
Logical/ clear plan	9.9%	5.3%	2.5%	7.9%
Transportation to and from school/ bus ride	8.7%	3.3%	11.3%	7.8%
Safety/ security	6.1%	6.7%	7.5%	6.4%
Creating and maintaining neighborhood schools	6.3%	4.0%	5.0%	5.6%
Diversity/ demographics	7.3%	2.0%	3.8%	5.6%
Equal opportunities and resources at all the schools/ for all students	5.4%	3.3%	6.3%	5.0%
Population of the school/ limit overcrowding	6.6%	1.3%	3.8%	5.0%
Future growth	3.3%	4.7%	3.8%	3.7%
Build new/ more schools	3.8%	3.3%	2.5%	3.5%
COVID-19 concerns	3.8%	1.3%	1.3%	2.9%
Better programs/ clubs/ athletics/ extracurricular opportunities	3.3%	0.7%	1.3%	2.4%
Siblings attend same school	2.3%	2.0%	0.0%	2.0%
Go to the same school as their nearby neighborhood friends	1.4%	3.3%	1.3%	1.8%
Boundary flexibility/ exceptions	1.6%	1.3%	2.5%	1.7%
Good communication	1.4%	0.7%	5.0%	1.7%
Property values/ taxes	0.9%	2.0%	0.0%	1.1%
Location of the school	0.9%	0.0%	2.5%	0.9%
Middle/ high school path	0.2%	0.0%	0.0%	0.2%

*656 responded to this question: 426-Elementary, 150-Middle, and 80-High
Question allowed for more than one response
Percentages based on number of respondents

(Summary and Overall Insights continued)

*"My biggest concern is having too many kids in any one classroom.
This process is not a 'win' if some schools are still overcrowded.
The teacher/student ratio needs to be so a child can best learn."*

- West/Central Elementary Parent/Guardian

In Summary

- More than one third of the combined parents/guardians from all groups are not aware of any overcrowding or underutilized facility issues. Nearly half (48.1%) of those residing in the East areas have no awareness. Critical Data understands that while the interviews were conducted in January and February of 2021 awareness may be significantly higher today due to district communication efforts that have taken place since January. *The higher the awareness of these issues, the smoother the overall boundary review and adjustment process becomes.*
- Harford County Public Schools is diverse in its demographic and psychographic composition. Stark differences exist between residents residing in each of the four area. These differences are evident throughout this study when it comes to issues of importance regarding their student's schools. This is certainly not a *one size fits all* district, and the concerns and the areas of prime importance must be addressed within each of the four areas separately.
- Parents were provided a list of eleven attributes and asked to rank each in their overall importance to them regarding their student's school. Those rated as most important were:
 - Adequate resources for all students 4.84
 - Small class size for students 4.42
 - Creating and maintaining neighborhood schools 4.31

Throughout this study including the open-ended comments and dialogue with parents and guardians the issue of adequate resources for all students surfaced regularly. A perception exists that resources are not equally available throughout the district schools. As shown with its 4.84 rating (On a 1 – 5 scale), this is of utmost importance.

- The 656 parents and guardians who participated in this survey were passionate regarding the issues discussed. Some respondents were emotionally charged (some due to the virtual learning vs. in-person learning and related stresses they were experiencing), while the majority provided thoughtful responses. The average interview length was more than 17 minutes in length and a large number of respondents expressed their deep thanks to the district for asking for their input.



(Summary and Overall Insights continued)

- So many parents/guardians participating in this study volunteered that they purchased their current home based upon the school and its specific offerings, and that making a change would devastate their family.

"We understand what a challenge it is for the district to make these changes. I just want the leaders to do what truly makes sense. Keeping the student's overall welfare in mind and what's best for the students and for their families. Please also know that after school programs, extracurriculars, sports and programs addressing special needs are as important. Maybe nearly as important as the basic classroom education."

- West/Central Elementary Parent/Guardian

HARFORD COUNTY PUBLIC SCHOOLS BALANCING ENROLLMENT SURVEY

Harford County Public Schools (HCPS) was funded by the County Executive in FY 2021 to conduct a system wide school boundary review to balance enrollment and address the growing enrollment and program needs over the past 5 years (2015-2019). As a first step, HCPS is reaching out to gain stakeholder input and feedback on the upcoming boundary review. This survey will determine expectations and values of the community.

Your thoughts and comments are critically important to developing long term solutions to balance enrollment within HCPS facilities. This survey will take approximately 3-5 minutes to complete. Please complete this survey by **Friday, February 12, 2021 at 11:59 PM**.

Please Note:

You should be able to take this survey on your phone. However, it is recommended that you complete this survey on a computer, iPad, or tablet to allow for ease of completion.

If you are a student, parent, or guardian of a child(ren) attending Harford County Public Schools, a Student ID of the oldest child will be required to complete this survey.

The Student ID number is the same as the Food & Nutrition PIN number.

The Student ID number may also be found on prior year report cards or progress reports.

If you do not have the Student ID number, email User.Support@hcps.org; provide your full legal name, relationship to the student and the student's name in the message.

1. **Are you a student, or parent or guardian of a child attending Harford County Public Schools (HCPS)?** If you are not a student, parent or guardian of a child attending HCPS, please select the answer choice No below to continue.
 - ☐ Yes
 - ☐ No

DEMOGRAPHIC INFORMATION

2. Choose one

- ☐ Parent or guardian of a student
- ☐ Student

3. Which of the following best describe the grade level of the HCPS student(s) in your household?

- ☐ Elementary student/s only in district schools
- ☐ Middle school student/s only in district schools
- ☐ High school student/s only in district schools
- ☐ A combination of school grade students

4. Please provide your student ID or the student ID of your oldest child. **Must Complete**

Student ID

For the questions above, please provide the required **Student ID** of your oldest child.

The Student ID number is the same as the Food & Nutrition PIN number.

The Student ID number may also be found on prior year report cards or progress reports.

If you do not have the Student ID number, email **User.Support@hcps.org**; provide your full legal name, relationship to the student and the student's name in the message.

HARFORD COUNTY PUBLIC SCHOOLS BALANCING ENROLLMENT SURVEY

5. Please select the school that you or your oldest child attend.

- | | | | | | |
|--|---|---|--|--|--|
| ☐ Aberdeen High School | ☐ Aberdeen Middle School | ☐ Abingdon Elementary School | ☐ Alternative Education Program (Center for Educational Opportunity) | ☐ Bakerfield Elementary School | ☐ Bel Air Elementary School |
| ☐ Bel Air High School | ☐ Bel Air Middle School | ☐ Do Not Select | ☐ C. Milton Wright High School | ☐ Church Creek Elementary School | ☐ Churchville Elementary School |
| ☐ Darlington Elementary School | ☐ Deerfield Elementary School | ☐ Dublin Elementary School | ☐ Edgewood Elementary School | ☐ Edgewood High School | ☐ Edgewood Middle School |
| ☐ Emmorton Elementary School | ☐ Fallston High School | ☐ Fallston Middle School | ☐ Forest Hill Elementary School | ☐ Forest Lakes Elementary School | ☐ Fountain Green Elementary School |
| ☐ George D. Lisby Elementary School at Hillsdale | ☐ Hall's Cross Roads Elementary School | ☐ Harford Technical High School | ☐ Havre de Grace Elementary School | ☐ Havre de Grace High School | ☐ Havre de Grace Middle School |
| ☐ Hickory Elementary School | ☐ Homestead/Wakefield Elementary School | ☐ Jarrettsville Elementary School | ☐ John Archer School | ☐ Joppatowne Elementary School | ☐ Joppatowne High School |
| ☐ Magnolia Elementary School | ☐ Magnolia Middle School | ☐ Meadowvale Elementary School | ☐ Norrisville Elementary School | ☐ North Bend Elementary School | ☐ North Harford Elementary School |
| ☐ North Harford High School | ☐ North Harford Middle School | ☐ Patterson Mill High School | ☐ Patterson Mill Middle School | ☐ Prospect Mill Elementary School | ☐ Red Pump Elementary School |
| ☐ Ring Factory Elementary School | ☐ Riverside Elementary School | ☐ Roye-Williams Elementary School | ☐ Southampton Middle School | ☐ William Paca/Old Post Road Elementary School | ☐ William S. James Elementary School |
| ☐ Youth's Benefit Elementary School | | | | | |

RELATIONSHIP TO HCPS

6. How would you best describe your relationship to Harford County Public Schools?

- ☐ Employed by Harford County Public Schools
- ☐ Resident of Harford County
- ☐ Plan to move to Harford County
- ☐ Business owner in Harford County
- ☐ Development or real estate interest in Harford County
- ☐ Other _____

BALANCING ENROLLMENT QUESTIONS

7. Are you aware that some schools in the district are overcrowded while others are underutilized (meaning they have room for many more students)?
- ☐ Yes
- ☐ No
8. Do you feel that adjusting school boundaries may be necessary to address this issue?
- ☐ Yes
- ☐ No

Below are some values that could be important in a boundary review process. Please rate each as **Extremely Important**, **Very Important**, **Moderately Important**, **Not Very Important**, or **Not At All Important**.

	Not At All Important	Not Very Important	Moderately Important	Very Important	Extremely Important
9. School operating budget	☐	☐	☐	☐	☐
10. School construction cost	☐	☐	☐	☐	☐
11. Small class size for students	☐	☐	☐	☐	☐
12. Proximity or nearness of the school to student's home	☐	☐	☐	☐	☐
13. A student attending the same school as his/her nearby neighbors or friends	☐	☐	☐	☐	☐
14. The student's ability to attend the same school that their siblings have attended or will attend	☐	☐	☐	☐	☐
15. Eliminating most if not all portable classrooms	☐	☐	☐	☐	☐
16. The student's ability to not cross any busy roads, streets, or railroad tracks on their walk to and from school	☐	☐	☐	☐	☐
17. Creating and maintaining neighborhood schools	☐	☐	☐	☐	☐
18. Improving school's diversity (race, ethnicity, and household income)	☐	☐	☐	☐	☐
19. Location of specialized or regional school programs	☐	☐	☐	☐	☐
20. Length of bus ride to school	☐	☐	☐	☐	☐
21. Having adequate resources for all students (school capacity)	☐	☐	☐	☐	☐

Note: The following score will be coded to assign values to the scale choices listed above: a "5" for **Extremely Important**, a "4" for **Very Important**, a "3" for **Moderately Important**, a "2" for **Not Very Important**, and a "1" for **Not At All Important**.

MAIN CONCERN REGARDING BOUNDARY ADJUSTMENTS

22. Which of the following is **most important** to you when you think about the school(s) students attend?

- ☐ Attend the same school as their nearby neighborhood friends
- ☐ Better programs/clubs/opportunities
- ☐ Class size
- ☐ Length of bus ride to school
- ☐ Proximity to home/walkability
- ☐ Quality of the school and their teachers
- ☐ Same school as student(s) attended; they should not have to change
- ☐ Student(s) identified as walkers do not have to become bus riders
- ☐ Other _____

23. Regarding boundary adjustments, what is your **main concern** if changes are made?

- ☐ Changing the feeder pattern that students follow as they progress from elementary school, to middle school, and finally to high school
- ☐ Child will attend different school than sibling(s) attended
- ☐ Length of bus ride to school will increase
- ☐ Loss of community school
- ☐ Quality of the school and their teachers
- ☐ Special programs will no longer be offered at the same schools
- ☐ Students will change schools
- ☐ Students will no longer attend same school as their nearby neighborhood friends
- ☐ Transportation to and from school
- ☐ Other _____

OPEN-ENDED QUESTION - COMMENTS

24. When you think about the whole picture and the challenge Harford County Public Schools has in balancing enrollment, what is the most important thing or things for them to consider?

Comments - Most Important Things In Balancing Enrollment

Please click the "**Submit**" button below to complete this survey and to receive additional information and next steps regarding the results of the surveys.