

Superintendent's Recommendation for New Hampshire Estates and Oak View Elementary Schools

October 15, 2013

Executive Summary

A roundtable discussion group convened in spring 2013 to explore the possible unpairing of New Hampshire Estates and Oak View elementary schools. Currently, New Hampshire Estates Elementary School serves students in prekindergarten through Grade 2 (pre-K–2) and Oak View Elementary School serves students in Grades 3–5. Representatives from the New Hampshire Estates and Oak View elementary schools Parent Teacher Association (PTA), Montgomery Blair cluster coordinators, and one representative from the community coalition, known as the “PreK–5 Neighborhood School Initiative” (PK5NSI), served on the New Hampshire Estates and Oak View Elementary Schools Roundtable Discussion Group (Roundtable). After careful consideration of the Roundtable report and community input, I recommend maintaining the current pairing of New Hampshire Estates and Oak View elementary schools. What follows is a discussion of the effects if the schools were unpaired, a summary of the Roundtable input, and an explanation of my recommendation.

Background

Interest was expressed by the New Hampshire Estates and Oak View elementary schools PTA and the community coalition, PK5NSI, to explore the possible unpairing of New Hampshire Estates and Oak View elementary schools. In response to this interest, on November 19, 2012, the Board of Education (Board) authorized a roundtable discussion group to explore the possible unpairing of New Hampshire Estates and Oak View elementary schools. The Roundtable was charged to explore the enrollment, demographic, and facility impacts of the possible unpairing of New Hampshire Estates and Oak View elementary schools. A copy of the Board resolution is included in Appendix A.

The Roundtable, comprising five representatives from the New Hampshire Estates and Oak View elementary schools' PTA, two Montgomery Blair cluster coordinators, and one representative from the PK5NSI, met in April, May, and June 2013. Roundtable members developed criteria that were used to evaluate approaches if the schools were unpaired. The Roundtable's report was transmitted to the superintendent of schools and Board members on June 14, 2013. Please see Appendix B for a full description of the Roundtable process including the criteria used to evaluate the approaches, Appendix C for a map of the study area, Appendix D for the four approaches that were reviewed by the Roundtable, and Appendix E for the history of pairing. (These approaches were updated in October 2013, based on current enrollment and new enrollment projections.)

Effects on Schools If Unpaired

On September 23, 1985, the Board took action to pair New Hampshire Estates and Oak View elementary schools to address the racial imbalance that existed in the Montgomery Blair Cluster. The school pairing began with the 1986–1987 school year. The Montgomery Blair Cluster was the first cluster in the county to experience the significant shifts in the racial/ethnic and socioeconomic makeup of schools. At that time, New Hampshire Estates Elementary School served students in Grades pre-K–3 and Oak View Elementary School served students in Grades 4–6. (Please see Appendix E for a history of the Board decision on the pairing of the two schools.) Currently, New Hampshire Estates Elementary School serves students in Grades pre-K–2, and Oak View Elementary School serves students in Grades 3–5. Since the 2007–2008 school year, Oak View Elementary School has housed a 50-student Center Program for the Highly Gifted that serves 4th- and 5th-grade students from across the Downcounty Consortium (DCC). If the two schools were unpaired, each school would serve students in Grades pre-K–5 from the areas surrounding each school.

The tables below display the current projected enrollment, space deficit, and demographic characteristics of New Hampshire Estates and Oak View elementary schools and the effects on the schools if the schools were unpaired.

New Hampshire Estates and Oak View Elementary Schools
Effects on Projected Student Enrollment if Unpaired

School	Capacity	Projected Enrollment						
		Prelim. Enroll. 2013–14	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020
<u>New Hampshire Estates ES</u>								
Current Capacity/Enrollment with Pairing	444	500	529	515	505	495	495	495
<i>Space Available/Deficit</i>		-56	-85	-71	-61	-51	-51	-51
Revised Capacity/Enrollment with Unpairing	494	na	504	490	480	470	470	470
<i>Space Available/Deficit</i>			-10	4	14	24	24	24
<u>Oak View ES</u>								
Current Capacity/Enrollment with Pairing	358	362	400	420	430	425	425	425
<i>Space Available/Deficit</i>		-4	-42	-62	-72	-67	-67	-67
Revised Capacity/Enrollment with Unpairing	284	na	425	445	455	450	450	450
<i>Space Available/Deficit</i>			-141	-161	-171	-166	-166	-166

Note: The earliest that the unpairing could be implemented is August 2014. Therefore, the table above reflects the effect of the unpairing from 2014 forward.

New Hampshire Estates and Oak View Elementary Schools
Effects on Demographic Characteristics

School	Racial/Ethnic Composition 2013–2014					2012–2013	
	% African American	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
<u>New Hampshire Estates ES</u>							
With Pairing	13.7%	≤5%	80.9%	≤5%	≤5%	90.2%	73.3%
With Unpairing	15.8%	≤5%	79.4%	≤5%	≤5%	93.1%	64.6%
<u>Oak View ES</u>							
With Pairing	17.7%	9.4%	56.7%	15.1%	≤5%	69.9%	32.3%
With Unpairing	13.5%	6.7%	62.2%	16.4%	≤5%	67.8%	46.6%

Note: Racial/ethnic composition of unpairing the two schools is based on 2013–2014 school year demographics of students attending the schools. Free and Reduced-price Meals System (FARMS) and English for Speakers of Other Languages (ESOL) percentages are based on 2012–2013 school year demographics if the schools were unpaired. Federal and Maryland State Department of Education guidelines do not allow percentages less than 5 percent to be reported.

Review of Roundtable Input

The following is a summary of the position papers and evaluation of approaches submitted by the PK5NSI community coalition, cluster coordinators, and New Hampshire Estates and Oak View elementary schools PTA representatives. The input provided during the roundtable process is wide-ranging and a summary of all the points of view are outlined below. A copy of the complete *New Hampshire Estates and Oak View Elementary Schools Roundtable Discussion Group Report* was transmitted to the Board on June 14, 2013, and is located at the Montgomery County Public Schools (MCPS) website located at the link below:

http://www.montgomeryschoolsmd.org/departments/planning/pdf/NewHampshireEstatesOakView_RoundtableReportFinal.pdf

PreK–5 Neighborhood School Initiative

The request to explore the possible unpairing of New Hampshire Estates and Oak View elementary schools was initiated by the PK5NSI community coalition. Central to the request by the PK5NSI is the desire to create continuous Grades pre-K–5 community schools at New Hampshire Estates and Oak View elementary schools to address the needs of the students and families at the two schools. Members of the PK5NSI believe that a continuous Grades pre-K–5 school is a dominant and highly successful model to foster academic achievement and parental and community involvement at New Hampshire Estates and Oak View elementary schools. The coalition states that this model fosters positive academic achievement and family/community involvement because 95 percent of MCPS elementary schools “have successful pre-K–5 community schools.”

The PK5NSI community coalition does not see that the “continued pairing of two of the county’s highest poverty schools provides any specific demographic or academic benefit.” Based on the data presented to the Roundtable, the Free and Reduced-price Meals Systems

(FARMS) rate at New Hampshire Estates Elementary School, already at 90.2 percent, would increase to 93.1 percent while the FARMS rate at Oak View Elementary School would decrease from 69.9 to 67.8 percent. According to the PK5NSI, these changes are statistically insignificant; therefore, if the schools were unpaired, students who live in the New Hampshire Estates Elementary School service area would attend a school with slightly higher FARMS for Grades pre-K–5, while students who live in the Oak View Elementary School service area would attend a school with slightly lower FARMS for Grades pre-K–5.

Roundtable Approach #1 would maintain the pairing, whereas Roundtable Approach #2 would unpair the two schools and construct an addition at Oak View Elementary School to accommodate the students who live in the service area. The PK5NSI community coalition supported Approach #2 for the following reasons:

- It would maximize walkers and ensure safe walking routes while respecting community boundaries.
- It would not require any school boundary changes.
- It would ensure coordinated academic preparation for the entire elementary school population by eliminating the transition in Grade 3 to a different school.
- It would result in a more balanced school enrollment in the 450-500 student range at both schools. (However, while New Hampshire Estates Elementary School enrollment would not exceed the revised capacity of the school, Oak View Elementary School would become more overutilized if the school became a continuous Grades pre-K–5 school.)
- It would allow MCPS to make a strategic capital investment at Oak View Elementary School to address the projected overutilization if the schools were unpaired.
- It would allow New Hampshire Estates Elementary School to be well positioned to expand language immersion programs if New Hampshire Estates Elementary School became a Grades pre-K–5 school.
- It would eliminate unnecessary geographic and logistical barriers and increase parental involvement by creating continuous Grades pre-K–5 schools at New Hampshire Estates and Oak View elementary schools.
- It would allow New Hampshire Estates and Oak View elementary schools to be entitled to the same benefits as other MCPS schools with continuous Grades pre-K–5 schools that participate in the FARMS services (an indicator for poverty).
- It would, over time, decrease the FARMS rate and provide greater racial/ethnic diversity as new non-FARMS students move into both neighborhoods because of the attractiveness of continuous Grades pre-K–5 community schools. The group shared anecdotally that many non-FARMS families seek out other schools in MCPS through the Change of

School Assignment (COSA) process, or private school, or move when their children reach elementary school age or the Grade 3 transition.

Two MCPS schools are referenced by the PK5NSI group as examples of why New Hampshire Estates and Oak View elementary schools should be unpaired. First, Broad Acres Elementary School, the school with the highest FARMS percentage in the county and similar demographics to New Hampshire Estates Elementary School, is used as an example of a successful high poverty school that works, has been hailed nationally, and has been the focus of significant MCPS and community partnerships to ensure the success of the school. Second, the group references East Silver Spring Elementary School, which was removed from the Takoma Park and Piney Branch elementary schools pairing in 2006, to become a continuous Grades pre-K–5 school.

New Hampshire Estates/Oak View Elementary Schools PTA

The opinions of the school PTA representatives were broad ranging. Some representatives believe that Approach #2, where the schools are unpaired and an addition is constructed at Oak View Elementary School, would meet almost all the criteria developed by the Roundtable, while other representatives believed that Approach #1, which would maintain the pairing, would meet many of the criteria. Some PTA representatives believe that both approaches could meet some or most of the criteria.

There was consensus among the PTA representatives that Approach #2 (unpairing the schools) would meet the following criteria:

- It would respect community boundaries.
- It would maximize walkers.
- It would encourage school identity.
- It would support neighborhood cohesion.
- It could allow teachers and administrators to better address the needs of the students if there was continuity of the student body at each school for Grades pre-K–5.
- It would provide ideal enrollment levels (400–500) students at both schools.

One representative stated that if 95 percent of all MCPS schools are continuous Grades pre-K–5 schools, then it must be the preferred model for MCPS. Therefore, the New Hampshire Estates and Oak View elementary schools communities deserve the same educational model to provide an environment conducive to high student achievement. However, some of the other PTA representatives believe that all students have access to MCPS programs regardless of whether the schools are paired. Some representatives believed that the unpairing would establish community schools and improve parent engagement while others disagreed with this point of view.

Other PTA representatives believe that Approach #1 (maintain the pairing) would ensure students at both schools have access to MCPS programs comparable to their demographic peers and maintain equitable levels of diversity. Although one representative stated that unpairing the schools could increase family engagement at the schools, there was an acknowledgement that schools throughout MCPS face challenges of family engagement. If the schools were unpaired,

concern was raised as to whether Oak View Elementary School students would continue to have access to the services at the school-based health center. A representative noted that more New Hampshire Estates Elementary School students live in apartments than Oak View Elementary School students, which has more single family homes. Schools with a greater number of rental apartment communities tend to have higher mobility rates than schools with a greater number of owner-occupied homes.

At the New Hampshire Estates/Oak View Elementary School PTA meeting on June 4, 2013, the membership voted overwhelmingly in favor of Approach #2 to unpair the schools and create continuous Grades pre-K–5 schools. During the process, the PTA leadership extensively worked to engage the community and solicit feedback from parents who often do not participate in the PTA. Bilingual surveys, in English and Spanish, were sent to parents to ensure that parents understood the materials that were sent home and to poll parents of their preferences. Of the 25 surveys that were returned, opinion was split as to whether to maintain the pairing or unpair the schools. However, the survey responses were unanimous in stating that MCPS decide what is best for the community and children for New Hampshire Estates and Oak View communities based on all the data available.

Cluster Coordinators

Although the cluster coordinators did not submit a position paper, in the evaluation sheet of the four approaches they recognized that if the schools were unpaired, more students would have the opportunity to walk to a neighborhood school which could increase access to the elementary schools and foster more parent engagement at the schools. They also believed that whether the schools remain paired or are unpaired, community boundaries would be respected and neighborhood cohesion and stability would be supported. However, they stated that if the schools were unpaired the two communities would become more isolated and this change would result in less interaction.

The cluster coordinators believe that diversity is best maintained at both schools if the schools remain paired. Unpairing of the two schools would result in New Hampshire Estates Elementary School students attending a less diverse school for Grades pre-K–5, and these students only would have access to a more diverse student population when they enter middle school. Making this transition at middle school could be more difficult and increase divisiveness for some students. The cluster coordinators also stated that to the extent that socioeconomic status correlates with student achievement, maintaining the pairing allows for more academic diversity in each school which could play a role in reducing the racial and socioeconomic achievement gap. Regardless of whether the schools are unpaired, the cluster coordinators believe that all students have access to outstanding MCPS curriculum, staff, and leadership.

Concern was raised about the increased enrollment at Oak View Elementary School, if the school were unpaired. To address the space deficit at the school, either significant disruptions to boundaries or a capital investment would be required. The cluster coordinators recognize that there are scarce resources in the county and with so many other schools in the county suffering from greater overutilization and delays in capital projects, it would not be prudent to create capacity issues that currently do not exist to unpair the schools. In comparison, the cluster

coordinators highlight that the current pairing results in minimal overutilization at the two schools during the six-year planning period. The cluster coordinators urge MCPS to prioritize the potential academic consequences and the capital and disruption costs of unpairing the schools over the desires of parents for continuous pre-K–5 schools. They also raised concerns about the highly organized and strident advocacy of the PK5NSI community coalition and whether the members, many of whom do not have children in MCPS, have the best interest of all students at both schools in mind.

Superintendent’s Recommendation

I commend the work of the New Hampshire Estates and Oak View elementary schools Roundtable. I carefully considered the evaluations of the approaches and the New Hampshire Estates and Oak View elementary schools’ PTA and PK5NSI community coalition position papers that were included in the Roundtable report. In developing my recommendation, I balanced the desires and concerns of the PK5NSI community coalition, PTA representatives and members, and cluster coordinators with the data and research presented by MCPS staff. It is evident from the input shared during the process that there is no consensus among the communities on the issue of whether to unpair the two schools. I also have considered Board of Education Policy FAA, *Long-range Educational Facilities Planning*, and MCPS Regulation FAA-RA, *Long-range Educational Facilities Planning*, in developing my recommendation. Based on my review and analysis of the issues and data, I recommend maintaining the current pairing of the two schools where New Hampshire Estates Elementary School serves students in Grades pre-K–2 and Oak View Elementary School serves students in Grades 3–5. An explanation of my recommendation includes an analysis on the demographics impacts, parent/community engagement, capital budget impacts, and other paired schools in the county follows.

Demographic Impact

The schools were originally paired in 1986 to address racial imbalances at the schools. At that time, New Hampshire Estates Elementary School was a higher minority school compared to Oak View Elementary School, so pairing the two schools provided greater racial balance at both schools. Currently, both school service areas are racially and ethnically diverse. From a socioeconomic status perspective, however, there is a wide gap between the FARMS percentage at the two schools. As the table on page 3 indicates, based on the 2012–2013 FARMS rates, if the schools were to be unpaired, the FARMS rate at New Hampshire Estates Elementary School would increase from 90.2 percent to 93.1 percent—almost 3 percentage points higher, whereas the FARMS rate would decrease at Oak View Elementary School from 69.9 percent to 67.8 percent—over 2 percentage points lower. The FARMS rate is the best indicator the school system has for poverty, and participation in FARMS is a strong indicator for student success.

Although two or three percentage points may be insignificant to some, the difference between a FARMS rate in the 90s percentage points at New Hampshire Estates Elementary School and in the 60s percentage points at Oak View Elementary School is significant. If the schools were unpaired, students living in the New Hampshire Estates Elementary School service area would attend a very high FARMS rate school (at 93.1%) for six years rather than three years; whereas

students living in the Oak View Elementary School service area would attend a lower FARMS rate (at 67.8%) school for six years rather than three years. The PK5NI coalition group believes that this change in the amount of time a student attends a school with more economically advantaged students is insignificant. I do not agree and believe that the current pairing provides the students in both schools the opportunity to attend schools that are more socioeconomically diverse than the neighborhoods in which they reside. By maintaining the pairing, the students from both neighborhoods are provided access to a broader range of academic programs and opportunities to lessen the achievement gap and improved student performance.

Parent/Community Engagement

The PK5NSI coalition group states that geography is a barrier to parent engagement at New Hampshire Estates and Oak View elementary schools and that unpairing the schools would increase parent involvement at the school. Although geography and close proximity to a school can affect parent engagement, many other obstacles to parent and community engagement exist in MCPS schools including New Hampshire Estates and Oak View elementary schools. These obstacles are related to societal obstacles to student achievement that include poverty, historical and ongoing racial and cultural discrimination and isolation, and school system inequities.

Research finds that parent and community engagement is linked to student achievement. To address societal obstacles that impact student achievement, the MCPS Office of Community Engagement and Partnerships (OCEP) is focused on creating a systemic, coherent approach to parent and community engagement that builds the capacity of school staff to maintain effective partnerships between home, schools, and community. In MCPS, efforts to improve parent engagement are being developed at a cluster-wide level. Geography is not seen by MCPS to be a barrier to effective engagement. I believe that effective parent engagement can exist in all of our schools, including paired schools such as New Hampshire Estates and Oak View elementary schools. For example, in collaboration with Identity, Inc., a local Hispanic/Latino student-serving nonprofit, OCEP has developed the Pathways to Success Program in the Watkins Mill Cluster schools, to help parents become educational advocates for their children. To address the concerns raised by the roundtable participants about parent engagement, I have asked OCEP staff to explore expansion of this program for New Hampshire Estates and Oak View elementary schools.

Capital Budget Impact

Program capacity is calculated based on the grades and programs served at a school. If the schools were to be unpaired, the capacity of each school would change. Currently, the program capacity for New Hampshire Estates Elementary School is calculated using the student-to-teacher ratio for Grades pre-K–2 (20:1 for pre-K, 15:1 for Kindergarten, and 17:1 for Grades 1 and 2). These ratios are lower than the ratios used to calculate Grades 3–5 classrooms in a school (23:1). If New Hampshire Estates Elementary School were to serve students in Grades pre-K–5, the capacity of the school would increase from 444 seats to 494 seats because some of the classrooms (serving Grades 3–5) at the school would be calculated at the higher student-to-teacher ratio. With the revised capacity, there would be sufficient space at the school to accommodate the Grades pre-K–5 students who live in the New Hampshire Estates Elementary

School service area. Conversely, because Oak View Elementary School currently only serves Grades 3–5 students, the capacity of the school would decrease from 358 seats to 284 seats because some of the classrooms (serving Grades pre-K–2) would be calculated at a lower student-to-teacher ratio. If the schools were unpaired, there would not be sufficient space at Oak View Elementary School to accommodate the Grades pre-K–5 students who live in the Oak View Elementary School service area.

Schools that have a deficit of 92 seats or more in the sixth year of projected enrollment are considered for a future classroom addition in the Capital Improvements Program (CIP). The table on page 2 shows the current and new capacity for the two schools and the projected enrollment. Although both schools are slightly overutilized based on current enrollment projections, neither school meets the threshold for an addition with the current pairings. If the schools were to be unpaired, the space deficit at Oak View Elementary School would be significant and would require funding for a 12-classroom addition in the CIP. The budget for the addition would be approximately \$9.4 million. There are currently almost 20 classroom addition projects in MCPS that do not have planning and construction funds in the current CIP. Creating the need for an additional capital project in a time of tight fiscal climate with limited funds is not a prudent strategy for the school system. MCPS made a significant investment at Oak View Elementary School in 2005 to accommodate the enrollment and program needs for the Grades 3–5 program.

Additionally, there are many students who live in the Oak View Elementary School service area but attend other schools in MCPS through the COSA process and application process for magnet and immersion programs. In the 2012–2013 school year there were 74 students and in the 2013–2014 school year there are 96 students who live in the Oak View Elementary School service area but attend other MCPS schools. If some of these students were to return to Oak View Elementary school, the enrollment would increase at the school further exacerbating the space deficit and need for additional space at the school.

Other Paired Schools

The PK5NI coalition group encouraged MCPS to learn from the transition of East Silver Spring Elementary School, from a Grades pre-K–2 to a Grades pre-K–5 school. Although East Silver Spring Elementary was removed from the pairing with Takoma Park and Piney Branch elementary schools beginning in August 2009, it is important to understand why that decision was made. East Silver Spring Elementary School was unpaired in order to provide capacity to other nearby schools that were overutilized. In 2006, a roundtable discussion group convened to evaluate long-range approaches to provide additional capacity at Sligo Creek and Takoma Park elementary schools which were projected to be overutilized. With the unpairing of East Silver Spring Elementary School, space was made available to address the overutilization at both Sligo Creek and Takoma Park elementary schools.

Although East Silver Spring Elementary School was unpaired in 2009, MCPS continues to be committed to paired schools. When Roscoe Nix Elementary School opened in 2006, it opened as a Grades pre-K–2 and was paired with Cresthaven Elementary School which had previously been a Grades K–5 school. The schools were paired to create demographically balanced school

populations at both schools. In 2010, the Cresthaven Elementary School facility was rebuilt to support a Grades 3–5 program. Currently, Bel Pre Elementary School (Grades pre-K–2) which is paired with Strathmore Elementary School (Grades 3–5) is under construction and the new facility has been redesigned to support a Grades pre-K–2 program. Rosemary Hills Elementary School (Grades pre-K–2) and North Chevy Chase Elementary School (Grades 3–5) which are paired also have classroom addition projects that are scheduled to open in August 2015.

Summary

Because there is no strong evidence of a need to change the current grade organizations at New Hampshire Estates and Oak View elementary schools, I believe that the current pairing should be maintained and that MCPS should focus on ensuring that these schools continue to be successful. Although I understand the arguments and preferences made by the PK5NSI community coalition, changes to grade organizations and school assignments must be consistent with sound educational reasoning and cannot be solely made because of a community request or preference. New Hampshire Estates and Oak View elementary schools are effectively meeting the needs of the student population in these service areas. I do not believe that during this difficult fiscal climate the school system should create additional capital needs. I have requested that staff continue to work with school administration and staff to ensure that all students who attend New Hampshire Estates and Oak View elementary schools are successful. These actions will include coordination by the Office of School Support and Improvement and OCEP to ensure that staff and parents have the tools needed to support students in academic excellence, creative problem-solving, and social and emotional learning.

APPENDICES

Appendix A	Board of Education Resolution
Appendix B	Description of Roundtable Process
Appendix C	Map of Study Area
Appendix D	Approaches
Appendix E	History of Pairing

Appendix A
Board of Education Resolution

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

November 19, 2012

MEMORANDUM

To: Members of the Board of Education

From: Joshua P. Starr, Superintendent of Schools

Subject: New Hampshire Estates and Oak View Elementary Schools Roundtable
Discussion on the Possible Unpairing of the Two Schools

Interest has been expressed by the New Hampshire Estates and Oak View elementary schools Parent Teacher Associations and the parent advocacy group, known as the “PreK–5 Neighborhood School Initiative,” to explore the possible unpairing of New Hampshire Estates and Oak View elementary schools. New Hampshire Estates Elementary School currently serves students in prekindergarten through Grade 2 and Oak View Elementary School currently serves students in Grades 3–5. If the two schools were unpaired, each school would serve students in prekindergarten through Grade 5. A roundtable discussion group process with members of the parent community is the best way to explore the possible unpairing of these schools.

WHEREAS, On November 8, 2012, the Board of Education conducted a work session to consider the superintendent’s recommendation for a roundtable discussion group to review the possible unpairing of New Hampshire Estates and Oak View elementary schools; and

WHEREAS, The Board of Education conducted public hearings on November 12 and 15, 2012, in accordance with Board of Education Policy FAA, *Long-range Educational Facilities Planning*, and Montgomery County Public Schools Regulation FAA-RA, *Long-range Educational Facilities Planning*, on the superintendent’s recommendation; now therefore be it

Resolved, That a Roundtable Discussion Group process be conducted in spring 2013 to explore the enrollment, demographic, and facility impacts of unpairing New Hampshire Estates and Oak View elementary schools, with each school serving students in prekindergarten through Grade 5; and be it further

Resolved, That the geographic service area for the two schools—as unpaired schools—be the service area that currently surrounds the school; and be it further

Resolved, That the Roundtable Discussion Group comprise parent representatives from the area surrounding New Hampshire Estates Elementary School and the area surrounding Oak View Elementary School, a parent representative from the “PreK–5 Neighborhood School Initiative,” and the Montgomery Blair High School cluster coordinator(s); and be it further

Resolved, That the report of the Roundtable Discussion Group be forwarded to the superintendent of schools and to the members of the Board of Education by the end of the current school year.

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Appendix B

Description of Roundtable Process

Appendix B

Description of Roundtable Discussion Group Process

Background and Scope

New Hampshire Estates Elementary School serves students in Grades Pre-K–2 and is paired with Oak View Elementary School that serves students in Grades 3–5. Since the 2007–2008 school year, Oak View Elementary School has housed a 50-student Center Program for the Highly Gifted that serves 4th- and 5th-grade students from across the Downcounty Consortium. The schools were paired in 1986 to balance the demographic populations of the two schools. Interest was expressed by the New Hampshire Estates and Oak View elementary schools Parent and Teacher Association (PTA) and the community coalition, known as the “PreK–5 Neighborhood School Initiative,” to explore the possible unpairing of New Hampshire Estates and Oak View elementary schools. If the two schools were unpaired, each school would serve students in Grades pre-K-5 from the areas surrounding each school. To respond to this request, the Board of Education authorized a roundtable discussion process to explore the enrollment, demographic, and facility impacts of unpairing New Hampshire Estates and Oak View elementary schools. The roundtable discussion group was charged with exploring the enrollment, demographic, and facility impacts of the possible unpairing of New Hampshire Estates and Oak View elementary schools.

Community Representation

A total of eight representatives served on the New Hampshire Estates and Oak View elementary schools Roundtable Discussion Group (Roundtable). The representatives included the following organizations:

- Two parent representatives from New Hampshire Estates Elementary School
- Two parent representatives from Oak View Elementary School
- PTA president for the New Hampshire Estates and Oak View elementary schools
- Two Montgomery Blair Cluster coordinators
- One representative from the PreK–5 Neighborhood School Initiative

The role of the Roundtable representatives was to represent the issues and concerns of their schools and communities. Roundtable representatives developed criteria that were used to evaluate the staff-developed approaches to either keep the two schools paired or to unpair them. Representatives also served as liaisons to their communities and shared feedback on the approaches during the Roundtable meetings.

Meetings

The Roundtable met on the following dates: March 11, 2013, April 15, 2013, and May 15, 2013. In addition, two public information meetings were held on March 5, 2013, to present the Roundtable process and timeline and on May 21, 2013, to share the approaches with the broader community and receive community feedback. Staff from the Montgomery County Public Schools (MCPS) Division of Long-range Planning, Department of Facilities Management, facilitated the meetings, prepared approaches, and other information requested by the Roundtable. Staff from the Division of Early Childhood Programs and Services (DECPS), Office of Curriculum and Instructional Programs served as a resource on Montgomery County Public Schools (MCPS) instructional programs.

At the March 11, 2013, meeting, MCPS staff presented the superintendent of schools' charge to the Roundtable. Current enrollment and demographic data and a brief history of the unpairing were shared with the Roundtable. The Roundtable identified 25 criteria that were used by the Roundtable representatives to evaluate the staff-developed approaches: The criteria are listed below and are not in any type of rank order:

- Maximize walkers
- Ensure coordinated academic preparation for entire elementary population
- Ensure socioeconomic and racial/ethnic diversity at both schools
- Respect community boundaries
- Ensure safe walking routes to school
- Consider impact on Title 1 status
- Resolve current capacity issues at both schools
- Straight articulation Pre-K–5
- Encourage school identity
- Increase access to elementary school to foster more meaningful parent and family engagement in the schools
- Support environment conducive to high student achievement
- Ensure capacity for future residential development
- Consider impact on special programs
- Ensure students at both schools have access to standard MCPS programs comparable to their demographic peers
- No boundary changes
- Minimize number of split communities
- Support neighborhood cohesion and stability
- Maintain equitable levels of diversity comparable to current levels
- Balance enrollment levels
- Ensure programmatic offerings are attractive to students within the schools' boundaries
- Ensure schools are within capacity and can accommodate change
- Minimize disruptions to students and families
- Maintain schools that can focus on specific age groups
- Ensure space available at both schools for regular and special education and for future enrollment growth
- Consider budget implications; minimize operational and Capital Improvement Program (CIP) costs

Following development of the criteria, MCPS staff presented the facility and demographic implications of unpairing the two schools, the capacity calculations for the two schools if unpaired, and four unpairing approaches.

Approaches

Staff presented four facility approaches for unpairing the two schools to the Roundtable at the first meeting and answered questions. A brief description for each approach is listed below.

- Approach 1—Maintain Pairings

- Approach 2—Unpair the two schools and construct a 12-classroom addition at Oak View Elementary School
- Approach 3—Unpair the two schools, construct a 6-classroom addition at Oak View Elementary School, and reassign approximately 100 students from Oak View Elementary School to a nearby school
- Approach 4—Unpair the two schools and reassign approximately 200 students from Oak View Elementary School to a nearby school (no classroom addition required with this approach)

Between the March 11, 2013, and the April 15, 2013, meetings, Roundtable representatives met with their respective committees and organizations to present the approaches and receive feedback. At the April 15, 2013, meeting, additional historical information was presented to the Roundtable regarding demographic data and the history of the pairing of New Hampshire Estates and Oak View elementary schools. Advantages and disadvantages of each approach were recorded at the second meeting.

At the May 15, 2013, meeting, DECPS staff presented information relating to elementary school programs and services. The Roundtable participants finalized the list of advantages and disadvantages and reviewed and finalized this report. All information that was presented at the meetings was posted on the MCPS DLRP website and was translated into Spanish.









Roundtable Discussion Group Report

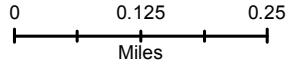
Roundtable representatives evaluated the four approaches at the end of the process. These evaluations were based on the criteria that were developed at the first meeting. The Roundtable submitted a report, including approach evaluations and positions papers from PK5NSI and the New Hampshire Estates and Oak View elementary schools PTA to the superintendent of schools on June 14, 2013.

Appendix C

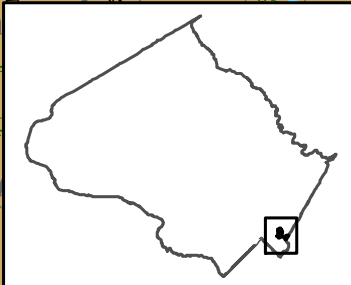
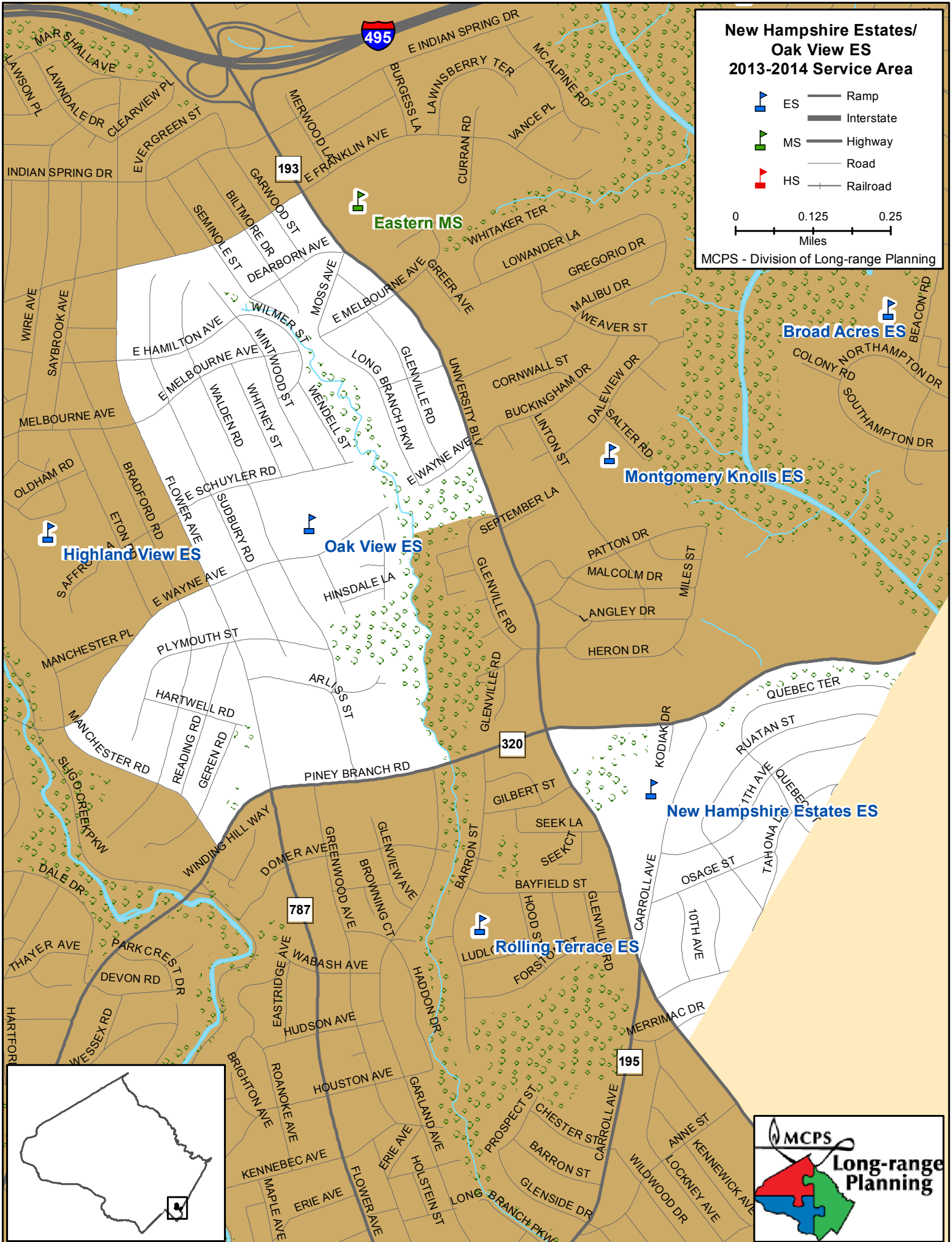
Map of Study Area

**New Hampshire Estates/
Oak View ES
2013-2014 Service Area**

-  ES
-  MS
-  HS
-  Ramp
-  Interstate
-  Highway
-  Road
-  Railroad



MCPS - Division of Long-range Planning



Appendix D

Approaches

New Hampshire Estates ES and Oak View ES
Roundtable Discussion Group
Updated October 15, 2013

Approach 1—Maintain Pairing

Schools	Capacity	Projected Enrollment					
		2014–15	2015–16	2016-17	2017–18	2018–19	2019–20
New Hampshire Estates ES							
Enrollment Projection with Pairing	444	529	515	505	495	495	495
<i>Space Available/Deficit</i>		-85	-71	-61	-51	-51	-51
Oak View ES							
Enrollment Projection with Pairing	358	400	420	430	425	425	425
<i>Space Available/Deficit</i>		-42	-62	-72	-67	-67	-67

New Hampshire Estates ES and Oak View ES
Roundtable Discussion Group
Updated October 15, 2013

Approach 2—Unpair Two Schools and Construct an Addition

Construct a 12-classroom addition at Oak View Elementary School.*

No facility changes to New Hampshire Estates Elementary School.

Schools	Capacity	Earliest Possible Implementation Year 2014–15 Projected Enrollment					
		2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
New Hampshire Estates ES							
Enrollment Projection with Pairing	444	529	515	505	495	495	495
<i>Space Available/Deficit</i>		-85	-71	-61	-51	-51	-51
Enrollment Projection with Unpairing	494	504	490	480	470	470	470
<i>Space Available/Deficit</i>		-10	4	14	24	24	24
Oak View ES							
Enrollment Projection with Pairing	358	400	420	430	425	425	425
<i>Space Available/Deficit</i>		-42	-62	-72	-67	-67	-67
Enrollment Projection with Unpairing	284	425	455	455	450	450	450
<i>Space Available/Deficit</i>		-141	-171	-171	-166	-166	-166
Construct a 12-classroom Addition*	521						

*The earliest an addition could open at Oak View Elementary School is the 2019–2020 school year. The opening date would be dependent on securing funding approval from the County Council in a future Capital Improvements Program.

New Hampshire Estates ES and Oak View ES

Roundtable Discussion Group

Updated October 15, 2013

Approach 3—Unpair Two Schools, Construct Addition, and Reassignments

Reassign approximately 100 students from Oak View Elementary School to nearby school(s).

Construct a 6-classroom addition at Oak View Elementary School.*

No facility changes or reassignments to New Hampshire Estates Elementary School.

Schools	Capacity	Earliest Possible Implementation Year 2015–16 Projected Enrollment					
		2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
New Hampshire Estates ES							
Enrollment Projection with Pairing	444	529	515	505	495	495	495
<i>Space Available/Deficit</i>		-85	-71	-61	-51	-51	-51
Enrollment Projection with Unpairing	494	504	490	480	470	470	470
<i>Space Available/Deficit</i>		-10	4	14	24	24	24
Oak View ES							
Enrollment Projection with Pairing	358	400	420	430	425	425	425
<i>Space Available/Deficit</i>		-42	-62	-72	-67	-67	-67
Enrollment Projection with Unpairing	284	na	455	455	450	450	450
<i>Space Available/Deficit</i>			-171	-171	-166	-166	-166
Reassign approximately 100 students	284	na	455	455	450	450	450
			(100)	(100)	(100)	(100)	(100)
Enrollment after Reassignment		na	355	355	350	350	350
<i>Space Available/Deficit</i>			-71	-71	-66	-66	-66
Construct a 6-classroom Addition*	409						

*The earliest a boundary change could be implemented is the 2015–2016 school year. The earliest an addition could open at Oak View Elementary School is the 2019–2020 school year. The opening date would be dependent on securing funding approval from the County Council in a future Capital Improvements Program.

New Hampshire Estates ES and Oak View ES
Roundtable Discussion Group
Updated October 15, 2013

Approach 4—Unpair Two Schools and Reassignments

Reassign approximately 200 students from Oak View Elementary School to nearby school(s).
 No reassignments to New Hampshire Estates Elementary School.

Schools	Capacity	Earliest Possible Implementation Year 2015–16					
		Projected Enrollment					
		2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
New Hampshire Estates ES							
Enrollment Projection with Pairing	444	529	515	505	495	495	495
<i>Space Available/Deficit</i>		-85	-71	-61	-51	-51	-51
Enrollment Projection with Unpairing	494	504	490	480	470	470	470
<i>Space Available/Deficit</i>		-10	4	14	24	24	24
Oak View ES							
Enrollment Projection with Pairing	358	400	420	430	425	425	425
<i>Space Available/Deficit</i>		-42	-62	-72	-67	-67	-67
Enrollment Projection with Unpairing	284	na	455	455	450	450	450
<i>Space Available/Deficit</i>			-171	-171	-166	-166	-166
Reassign approximately 200 students	284	na	455	455	450	450	450
			(200)	(200)	(200)	(200)	(200)
Enrollment after Reassignment	284	na	255	255	250	250	250
<i>Space Available/Deficit</i>			29	29	34	34	34

*The earliest a boundary change could be implemented is the 2015–2016 school year.

Appendix E
History of Pairing

Appendix E

History of Pairing

In 1985, the County Council Education Committee indicated to Montgomery County Public Schools that a major consideration for allocation of capital funds would depend on a plan to address the uneven increases in enrollment and, where possible, to improve the racial imbalance in the Montgomery Blair Cluster. At that time, the Montgomery Blair Cluster was the first cluster to see significant shifts in the racial and then socioeconomic makeup of the schools. At this time, New Hampshire Estates Elementary School served students in Grades pre-K–3 and was paired with Piney Branch Elementary School that served students Grades 4–6, and Highland View Elementary School that served students in Grades K–6. Oak View Elementary School served students in Grades K–5 and also housed the French Immersion Program which was moved to the school in 1984 after the closure of Four Corners Elementary School, and a partial Spanish Immersion program.

In response to the County Council Education Committee, the Montgomery County Board of Education (Board) considered 12 alternatives to improve racial balance in the Montgomery Blair Cluster schools, address uneven enrollment, and either renovate or modernize schools in the cluster. New Hampshire Estates Elementary School was one of the schools in need of renovation. At the time, racial and ethnic data was analyzed by majority and minority groupings only. Oak View Elementary School had an approximately 50 percent minority population while New Hampshire Estates Elementary School had a 92 percent minority population, compared to the Montgomery Blair Cluster minority population of 60 percent.

On September 23, 1985, the Board unanimously adopted a plan that affected five schools in the Montgomery Blair Cluster. The plan included the following:

- Pair New Hampshire Estates and Oak View elementary schools so that students who live in the combined service areas attend New Hampshire Estates Elementary School for Grades Head Start–3 and Oak View Elementary School for Grades 4–6, beginning in September 1986. This action eliminated the double split articulation for New Hampshire Estates Elementary School.
- Construct classroom additions at New Hampshire Estates and Oak View elementary schools and consider a renovation of New Hampshire Estates Elementary School.
- Maintain the French Immersion Program at Oak View Elementary School for Grades K–5.

The Board decision was challenged by parents of children residing in the Oak View Elementary School service area and an appeal was filed on October 23, 1985. The basis of the appeal was that the decision discriminated against certain portions of the Oak View Elementary School student population, represented unsound educational policies, misallocated state and county resources, and violated certain Board policies. On May 5, 1986, the State Board Hearing Examiner affirmed the decision of the Board. On that same day, the Montgomery County Council denied funding for the addition at Oak View Elementary School. Subsequent to these actions, on June 24, 1986, the Board reaffirmed the September 23, 1985, plan to pair the two schools but modified the facility plans for Oak View Elementary School to use relocatable classrooms to address the overutilization and seek funding for an addition in a future Capital Improvement Project.

The Oak View Elementary School community appealed the reaffirmed decision by the Board in June 1996. The State Hearing Examiner concluded that the Board's decision was not arbitrary, capricious, or illegal. On June 24, 1987, the State Board of Education adopted the findings and conclusions of the Hearing Examiner in both the original appeal (1986) and the supplemental (1987) appeals. On August 3, 1987, an action was filed in the Circuit Court of Montgomery County, challenging the State Board's decision. The proceeding was dismissed by the Circuit Court on January 25, 1988, on the basis that the review of boundary lines decision and local education policy were not contested cases within the meaning of the Administrative Procedure Act. On February 25, 1988, an appeal as filed with the Maryland Court of Appeals and that court on its own motion dismissed the appeal for failure to file a required report.

In spring 1988, the Board authorized the superintendent of schools to consider possible alternatives to the Board's previously adopted plans for New Hampshire Estates and Oak View elementary schools. On May 23, 1988, the superintendent of schools recommended that the Board maintain the major elements of the adopted plan for these two schools and offered two alternatives for the Board to consider including capping the French Immersion Program to one class per grade. The following two alternatives were offered for Board consideration:

- Option A—consolidate New Hampshire Estates and Oak View elementary schools into the New Hampshire Estates Elementary School building and the Oak View Elementary School building and French Immersion program; or
- Option B—continue the current pairing but split the French Immersion Program and include the pre-kindergarten program at New Hampshire Estates Elementary School.

After holding public hearings on Option B, on June 16, 1988, the Board issued the following decision regarding the two schools:

- Limit new enrollment in the French Immersion Program to one class per grade, beginning in September 1988;
- With the advice of parents and citizens, the superintendent of schools find ways to define and enhance the magnet programs to serve students within and outside the service areas and to develop an attractive early childhood program at New Hampshire Estates Elementary School with full implementation in the fall 1989; and
- The major elements of the plan stay in place for at least four years to allow for smooth transitions and stable enrollment patterns.

The community appealed this decision on the following grounds:

- The decision violated the Board's Quality Integrated Education (QIE) Policy by cutting back the French Immersion Program enrollment, which would increase the minority enrollment at Oak View Elementary School;
- The Board declined to take steps to address the exceedingly high minority enrollment in the paired New Hampshire Estates and Oak View elementary schools English programs; and
- The decision violated county policy because the plan failed to address the overcrowding at Oak View Elementary School and the underutilization at New Hampshire Estates Elementary School.

The State Board motion to dismiss was granted because the issue was previously reviewed by the State Board. The pairing of the two schools has continued until the present time.