

## Informe de las Escuelas Elementales New Hampshire Estates y Oak View Grupo de Debate de Mesa Redonda

14 de junio, 2013

### Antecedentes

New Hampshire Estates Elementary School presta servicios a estudiantes desde prekindergarten hasta el Grado 2 y está emparejada con Oak View Elementary School, que presta servicios a estudiantes de los Grados 3–5. Desde el ciclo escolar 2007-2008, Oak View Elementary School alberga a Center for the Highly Gifted, que presta servicios a 50 estudiantes de los Grados 4 y 5 procedentes de todo Downcounty Consortium. Las escuelas fueron emparejadas en 1986 para equilibrar las poblaciones demográficas de las dos escuelas. Durante el año pasado, la Asociación de Padres y Maestros (Parent-Teacher Association–PTA) de las escuelas elementales New Hampshire Estates y Oak View y la coalición de la comunidad conocida como la "Iniciativa PreK–5 de Escuelas del Vecindario" (PreK–5 Neighborhood School Initiative), expresaron interés de explorar la posibilidad de separar las escuelas elementales New Hampshire Estates y Oak View. Si las dos escuelas fuesen separadas, cada escuela prestaría servicios a estudiantes desde prekindergarten hasta el Grado 5 procedentes de las áreas alrededor de cada escuela. Para responder a esta solicitud, el Consejo de Educación autorizó un proceso de debate de mesa redonda para explorar matrículas, demografía, y el impacto en las instalaciones que ocasionaría separar las escuelas New Hampshire Estates y Oak View. Una copia del acuerdo del Consejo de Educación se incluye en el Apéndice A. Un mapa de las dos áreas de servicio de las escuelas se incluye en el Apéndice B.

Los siguientes cuadros muestran la proyección actual de matrícula, el déficit de espacio, y las características demográficas de las escuelas elementales New Hampshire Estates y Oak View. La información del cuadro se basa en el emparejamiento actual de las escuelas.

**Escuelas Elementales New Hampshire Estates y Oak View**  
Proyección de Matrícula y Espacio Disponible/Déficit

Escuela	Capacidad	Proyección de Matrícula						
		Matrícula Oficial 2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
<b>New Hampshire Estates ES</b>	<b>444</b>	<b>510</b>	<b>531</b>	<b>531</b>	<b>507</b>	<b>487</b>	<b>484</b>	<b>484</b>
Espacio Disponible/Déficit		-66	-87	-87	-63	-43	-40	-40
<b>Oak View ES</b>	<b>358</b>	<b>352</b>	<b>387</b>	<b>410</b>	<b>445</b>	<b>461</b>	<b>463</b>	<b>438</b>
Espacio Disponible/Déficit		6	-29	-52	-87	-103	-105	-80

**Escuelas Elementales New Hampshire Estates y Oak View**  
Características Demográficas

Escuela	Composición Racial/Étnica					% FARMS	% ESOL
	% Afroamericanos	% Asiáticos	% Hispanos	% Blancos	% 2 o Más		
<b>New Hampshire Estates ES</b>	14.5%	≤5%	79.8%	≤5%	≤5%	90.2%	73.3%
<b>Oak View ES</b>	18.8%	8.2%	55.4%	15.6%	≤5%	69.9%	32.3%

Nota: las directrices de Maryland State Department of Education no permiten reportar porcentajes inferiores al 5%. FARMS es el porcentaje de estudiantes aprobados en el sistema de comidas gratis o a precio reducido (Free and Reduced-price Meals System–FARMS), y ESOL es el porcentaje de estudiantes de inglés como segundo idioma (English for Speakers of Other Languages–ESOL).

### **Representación de la Comunidad**

Un total de ocho representantes participaron en el Grupo de Debate de Mesa Redonda (Mesa Redonda) de las escuelas elementales New Hampshire Estates y Oak View. Los representantes incluían las siguientes organizaciones:

- Dos representantes de padres de New Hampshire Estates Elementary School
- Dos representantes de padres de Oak View Elementary School
- Presidente de la asociación de padres y maestros de las escuelas elementales New Hampshire Estates y Oak View
- Dos coordinadores del grupo de escuelas pertenecientes a Montgomery Blair
- Un representante de la "Iniciativa PreK–5 de Escuelas del Vecindario"

El papel de los representantes de la Mesa Redonda era desarrollar criterios que se utilizarían para evaluar los enfoques desarrollados por el personal sobre si se deberían mantener en par o separar las dos escuelas. Los representantes también actuaban como enlaces a sus comunidades, compartiendo comentarios y sugerencias de los enfoques durante las reuniones de la Mesa Redonda. La Mesa Redonda sirve una función de asesoramiento al superintendente de escuelas en el desarrollo de recomendaciones para la consideración del Consejo de Educación. Una lista de los representantes de la Mesa Redonda se incluye en el Apéndice C. Aunque cambios en los límites geográficos podrían ser parte de un plan a largo plazo en el futuro, no hubo discusión sobre cambios de límites específicos durante el proceso de la Mesa Redonda.

### **Reuniones**

La Mesa Redonda se reunió en las siguientes fechas: 11 de marzo, 2013; 15 de abril, 2013; y 15 de mayo, 2013. Además, se realizaron dos reuniones de información pública el 5 de marzo, 2013, para presentar el proceso y el cronograma de la Mesa Redonda; y, el 21 de mayo, 2013, para compartir los enfoques con la comunidad en general y recibir comentarios y sugerencias de la comunidad. El proceso de la Mesa Redonda fue facilitado por personal de Montgomery County Public Schools (MCPS), la Sra. Deborah S. Szyfer, directiva de planificación, Division of Long-range Planning (DLRP), Department of Facilities Management (DFM). Además, el Sr. Bruce Crispell, director, Division of Long-range Planning, DFM, sirvió como recurso sobre matrícula y datos e información histórica. La Sra. Janine G. Bacquie, directora, Division of Early Childhood Programs and Services, Office of Curriculum and Instructional Programs, sirvió como recurso sobre los programas de enseñanza de MCPS.

## **Reuniones de Debate de Mesa Redonda**

En la reunión del 11 de marzo, 2013, el personal de MCPS presentó lo que el superintendente de escuelas encomendaba a la Mesa Redonda. El cargo encomendado aparece en el Apéndice D. Datos actuales de matrícula y demográficos y una breve historia de la separación de las escuelas fueron compartidos con la Mesa Redonda. La Mesa Redonda identificó 25 criterios que fueron utilizados por los representantes de la Mesa Redonda para evaluar los enfoques desarrollados por el personal: los criterios se enumeran a continuación y no están clasificados en ningún orden particular:

- Maximizar los caminantes
- Asegurar la preparación académica coordinada para la totalidad de la población elemental
- Asegurar la diversidad socioeconómica y racial/étnica en ambas escuelas
- Respetar los límites geográficos de las comunidades
- Asegurar rutas seguras para caminar a la escuela
- Considerar el impacto al estado de Title 1
- Resolver los problemas actuales de capacidad en ambas escuelas
- Articulación directa Pre-K–5
- Estimular la identidad escolar
- Aumentar el acceso a la escuela elemental para fomentar mayor involucramiento escolar significativo de los padres y de la familia.
- Apoyar un entorno que conduzca a un alto nivel de rendimiento estudiantil
- Asegurar la capacidad para desarrollo residencial en el futuro
- Considerar el impacto en los programas especiales
- Asegurar que los estudiantes de ambas escuelas tengan acceso a programas estándar de MCPS comparables a los de sus compañeros demográficamente
- No hacer cambios a los límites geográficos
- Minimizar el número de comunidades divididas
- Apoyar la cohesión y estabilidad en el vecindario
- Mantener niveles equitativos de diversidad; comparables a los niveles actuales
- Equilibrar los niveles de matrícula
- Asegurar que los programas que se ofrezcan sean atractivos para los estudiantes dentro de los límites geográficos de sus escuelas
- Asegurar que las escuelas estén dentro de su nivel de capacidad y que puedan acomodar cambios
- Minimizar los disturbios para los estudiantes y las familias
- Mantener escuelas que puedan enfocarse en grupos de edades específicas
- Asegurar disponibilidad de espacio en ambas escuelas para educación regular y especial y para el futuro crecimiento de la matrícula
- Considerar las implicaciones presupuestarias; minimizar los costos del Programa de Mejoras de Capital (Capital Improvement Program-CIP)

Siguiendo el desarrollo de los criterios, personal de MCPS presentó las siguientes implicaciones demográficas y para las instalaciones si se separasen las dos escuelas, los cálculos de capacidad para ambas escuelas si se separasen, y cuatro enfoques de separación. Los siguientes cuadros muestran los efectos de separar las dos escuelas en cuanto a la matrícula, el espacio disponible, y las características demográficas.

**Escuelas Elementales New Hampshire Estates y Oak View**  
Efectos de Separar las Escuelas

Escuela	Capacidad	Proyección de Matrícula						
		Matrícula Oficial 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>New Hampshire Estates ES</b>								
Capacidad Actual/Matrícula con las Escuelas Emparejadas	444	510	531	531	507	487	484	484
Espacio Disponible/Déficit		-66	-87	-87	-63	-43	-40	-40
Capacidad Actualizada/Matrícula con las Escuelas Separadas	494	n/a	n/a	501	477	457	454	454
Espacio Disponible/Déficit				-7	17	37	40	40
<b>Oak View ES</b>								
Capacidad Actual/Matrícula con las Escuelas Emparejadas	358	352	387	410	445	461	463	438
Espacio Disponible/Déficit		6	-29	-52	-87	-103	-105	-80
Capacidad Actualizada/Matrícula con las Escuelas Separadas	284	n/a	n/a	440	475	491	493	468
Espacio Disponible/Déficit				-156	-191	-207	-209	-184

Nota: Lo antes posible que podría implementarse la separación de las escuelas sería agosto 2014. Por lo tanto, el cuadro de arriba muestra el efecto de la separación desde 2014 en adelante.

**Escuelas Elementales New Hampshire Estates y Oak View**  
Características Demográficas

Escuela	Composición Racial/Étnica					% FARMs	% ESOL
	% Afroamericanos	% Asiáticos	% Hispánicos	% Blancos	% 2 o Más		
<b>New Hampshire Estates ES</b>							
Con las Escuelas Emparejadas	14.5%	≤5%	79.8%	≤5%	≤5%	90.2%	73.3%
Con las Escuelas Separadas	17.9%	≤5%	77.1%	≤5%	≤5%	93.1%	64.6%
<b>Oak View ES</b>							
Con las Escuelas Emparejadas	18.8%	8.2%	55.4%	15.6%	≤5%	69.9%	32.3%
Con las Escuelas Separadas	14.1%	5.8%	60.7%	17.3%	≤5%	67.8%	46.6%

Nota: Las características demográficas de la separación de las escuelas se basan en los datos demográficos actuales de los estudiantes que asisten a las escuelas.

## *Enfoques*

En la primera reunión, el personal presentó a la Mesa Redonda cuatro enfoques de las instalaciones para la separación de las dos escuelas y respondió preguntas. Una breve descripción de cada enfoque se ofrece a continuación. Los detalles asociados con los enfoques se incluyen en el Apéndice E.

- Enfoque 1–Mantener las Escuelas Emparejadas
- Enfoque 2–Separar las dos escuelas y construir una adición de 12 aulas en Oak View Elementary School
- Enfoque 3–Separar las dos escuelas, construir una adición de 6 aulas en Oak View Elementary School, y reasignar aproximadamente 100 estudiantes de Oak View Elementary School a una escuela cercana
- Enfoque 4–Separar las dos escuelas y reasignar aproximadamente 200 estudiantes de Oak View Elementary School a una escuela cercana

Entre las reuniones del 11 de marzo, 2013, y del 15 de abril, 2013, representantes de la Mesa Redonda se reunieron con sus respectivos comités y organizaciones para presentar los enfoques y recibir comentarios y sugerencias. En la reunión del 15 de abril, 2013, el Sr. Crispell presentó información histórica adicional con respecto a los datos demográficos y la historia del emparejamiento de las escuelas elementales New Hampshire Estates y Oak View. Las ventajas y desventajas de cada enfoque quedaron registradas en la segunda reunión. El Apéndice F incluye las ventajas y desventajas que fueron expresadas por los representantes de la Mesa Redonda.

En la reunión del 15 de mayo, 2013, la Sra. Bacquie presentó a la Mesa Redonda información relativa a los programas y servicios de la escuela elemental. Los participantes de la Mesa Redonda finalizaron la lista de ventajas y desventajas y examinaron y finalizaron el presente informe. Toda la información que se presentó en las reuniones fue publicada en la página de Internet de Division of Long-range Planning de MCPS y fue traducida al español. Para acceso a la página de Internet ingrese a:

[http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo\\_Roundtable.shtml](http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Roundtable.shtml)

## **Evaluaciones de los Enfoques y Documentos de Posición**

Los representantes de la Mesa Redonda completaron sus evaluaciones de los enfoques al final del proceso. Estas evaluaciones se basaron en los criterios que se desarrollaron en la primera reunión. El Apéndice G incluye los formularios de evaluación de cada representante. Además, se presentaron los documentos de posición de cada organización y se incluyen en el Apéndice H.

## **Puntos de Consenso**

Durante las discusiones de la Mesa Redonda, los representantes llegaron a un consenso sobre varios puntos que se enumeran a continuación.

- Considerar el impacto de la futura Línea Púrpura (Purple Line) en relación con la posible separación de las dos escuelas.
- Se expresó preocupación por los retos que conlleva la participación de la comunidad de padres mas amplio en toda su amplitud en el proceso de la mesa redonda.

# APÉNDICES

(Algunos appendices solo están disponibles en Ingles)

Apéndice A	Resolución del Consejo de Educación
Apéndice B	Mapa
Apéndice C	Lista de Participantes de la Mesa Redonda
Apéndice D	Cargo de Responsabilidad de la Mesa Redonda
Apéndice E	Enfoques
Apéndice F	Ventajas y Desventajas
Apéndice G	Formularios de Evaluaciones
Apéndice H	Documentos de Posición

Apéndice A  
Resolución del Consejo de Educación

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



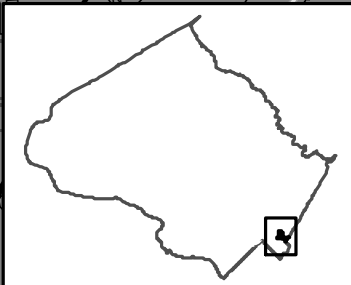
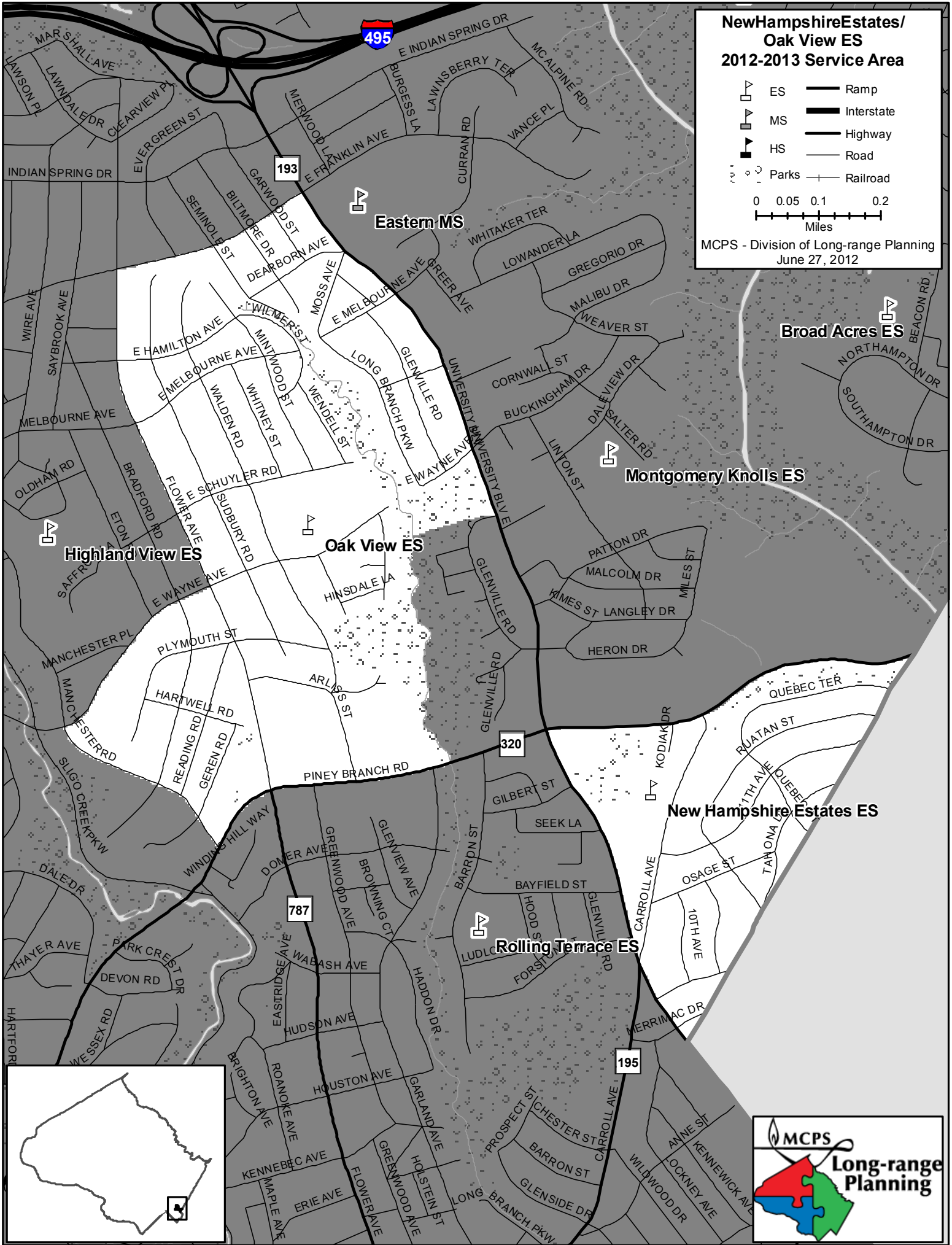
Resolved, That the Roundtable Discussion Group comprise parent representatives from the area surrounding New Hampshire Estates Elementary School and the area surrounding Oak View Elementary School, a parent representative from the “PreK–5 Neighborhood School Initiative,” and the Montgomery Blair High 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.

JPS:JS:lm

# Apéndice B

## Mapa



# Apéndice C

Lista de Participantes de la Mesa Redonda

# New Hampshire Estates ES and Oak View ES

## Grupo de Debate de Mesa Redonda

### Lista

Marzo 2013

<b>Nombre</b>	<b>Escuela/Organización</b>
Jose Raul Amador	New Hampshire Estates ES
Shruti Bhatnagar	Montgomery Blair Cluster Coordinator
Karen Horvath-Wulf	PreK-5 Neighborhood School Initiative
Kathy Larin	Montgomery Blair Cluster Coordinator
Susanne Mount	Oak View ES
Vanesa Pinto	Oak View ES
Kirian Villalta	NHE/OV ES PTA President
Celia Zuniga	New Hampshire ES/Oak View ES

# Apéndice D

Cargo de Responsabilidad de la Mesa  
Redonda

# **Escuelas Elementales New Hampshire Estates y Oak View**

## **Cargo del Grupo de Debate de Mesa Redonda**

**11 de marzo, 2013**

### **Antecedentes**

New Hampshire Estates Elementary School presta servicios a estudiantes desde prekindergarten hasta el Grado 2 y Oak View Elementary School presta servicios a estudiantes de los Grados 3–5. Las escuelas fueron emparejadas en 1985 para equilibrar las poblaciones demográficas de las dos escuelas. La Asociación de Padres y Maestros de las escuelas elementales New Hampshire Estates y Oak View y el grupo de apoyo de padres conocido como la "Iniciativa PreK–5 de Escuelas del Vecindario" (PreK–5 Neighborhood School Initiative), expresaron interés de explorar la posibilidad de separar las escuelas elementales New Hampshire Estates y Oak View. Si las dos escuelas fuesen separadas, cada escuela prestaría servicios a estudiantes desde prekindergarten hasta el Grado 5 procedentes de las áreas alrededor de cada escuela.

### **Propósito del Grupo de Debate de Mesa Redonda**

El personal de Division of Long-range Planning (DLRP) de Montgomery County Public Schools (MCPS) moderará un grupo de debate de mesa redonda para obtener el aporte de las dos comunidades escolares, y de la Iniciativa PreK–5 de Escuelas del Vecindario, sobre la posible separación de las escuelas New Hampshire Estates y Oak View. El proceso provee la oportunidad de que la comunidad comparta sus preocupaciones e ideas en una forma bien pensada. El grupo de debate de mesa redonda no es un foro de toma de decisiones y no desarrollará una recomendación; en cambio, servirá un papel de asesoramiento para el superintendente a medida que él desarrolla las recomendaciones para consideración del Consejo de Educación.

### **Orden Cronológico**

Hay tres reuniones programadas para el grupo de debate de mesa redonda entre marzo 2013–mayo 2013. (Vea las fechas en el anexo.) Al final del proceso se realizará una reunión de información pública para presentar los puntos que fueron identificados por el grupo de debate de mesa redonda. Al concluir el proceso, el grupo de debate de mesa redonda preparará un informe al superintendente que incluirá evaluaciones de cada representante de las dos escuelas que posiblemente se separarían, como también otros problemas e inquietudes.

### **Representación**

Dos representantes de las escuelas elementales New Hampshire Estates y Oak View, un representante de la Iniciativa PreK–5 de Escuelas del Vecindario y dos coordinadores del grupo de escuelas pertenecientes al núcleo de Montgomery Blair servirán en el grupo de debate de mesa redonda. El personal de DLRP moderará y proveerá información al grupo basado en los pedidos de los representantes de la mesa redonda.

### **Preguntas**

Para preguntas sobre el grupo de debate de mesa redonda, por favor comuníquese con Deborah Szyfer, senior facility planner, o Bruce Crispell, director, Division of Long-range Planning, llamando al 240-314-4700.

### **Materiales**

Todos los materiales se publicarán en la página de Internet de Division of Long-range Planning a medida que se hagan disponibles:

[http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo\\_Roundtable.shtml](http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Roundtable.shtml)

# Apéndice E

Enfoques



**New Hampshire Estates ES and Oak View ES**  
**Debate de Mesa Redonda**  
**11 de Marzo de 2013**

**Opción 1—Mantener las escuelas emparejadas**

Escuela	Capacidad del edificio	Proyecciones de Matricula				
		2014-15	2015-16	2016-17	2017-18	2018-19
<b>New Hampshire Estates ES</b>						
Proyecciones de Matricula con las escuelas emparejadas	444	531	507	487	484	484
<i>Espacio</i>		-87	-63	-43	-40	-40
<b>Oak View ES</b>						
Proyecciones de Matricula con las escuelas emparejadas	358	410	445	461	463	438
<i>Espacio</i>		-52	-87	-103	-105	-80

**New Hampshire Estates ES and Oak View ES**  
**Debate de Mesa Redonda**  
**11 de Marzo de 2013**

**Opción 2—Separar las dos Escuelas y Construir Aulas Nuevas**

Construir aulas nuevas en Oak View Elementary School

Ningún cambio a New Hampshire Estates Elementary School

Escuela	Capacidad del edificio	Primer Año de Implementación Posible es 2014-15				
		Proyecciones de Matricula				
		2014-15	2015-16	2016-17	2017-18	2018-19
<b>New Hampshire Estates ES</b>						
Proyecciones de Matricula con las escuelas emparejadas <i>Espacio</i>	444	<b>531</b> -87	<b>507</b> -63	<b>487</b> -43	<b>484</b> -40	<b>484</b> -40
Proyecciones de matricula con la separación <i>Espacio</i>	494	<b>501</b> -7	<b>477</b> 17	<b>457</b> 37	<b>454</b> 40	<b>454</b> 40
<b>Oak View ES</b>						
Proyecciones de Matricula con las escuelas emparejadas <i>Espacio</i>	358	<b>410</b> -52	<b>445</b> -87	<b>461</b> -103	<b>463</b> -105	<b>438</b> -80
Proyecciones de matricula con la separación <i>Espacio</i>	284	<b>440</b> -156	<b>475</b> -191	<b>491</b> -207	<b>493</b> -209	<b>468</b> -184
Construir 12 aulas nuevas	525					

\*El año escolar 2019-2020 es el primer año que una adición de aulas nuevas se podría abrir en Oak View Elementary School.

# New Hampshire Estates ES and Oak View ES

## Debate de Mesa Redonda

### 11 de Marzo de 2013

#### **Opción 3—Separar las dos Escuelas y Construir Aulas Nuevas y Reasignar Estudiantes**

Reasignar aproximadamente 100 estudiantes de Oak View Elementary School a una escuela cercano

Construir 6 aulas nuevas

Ningún cambio al edificio o reasignación de New Hampshire Elementary School

Escuela	Capacidad del edificio	Primer Año de Implementación Posible es 2014-15				
		Proyecciones de Matricula				
		2014-15	2015-16	2016-17	2017-18	2018-19
<b>New Hampshire Estates ES</b>						
Proyecciones de Matricula con las escuelas emparejadas	444	<b>531</b>	<b>507</b>	<b>487</b>	<b>484</b>	<b>484</b>
<i>Espacio</i>		-87	-63	-43	-40	-40
Proyecciones de matricula con la separación	494	<b>501</b>	<b>477</b>	<b>457</b>	<b>454</b>	<b>454</b>
<i>Espacio</i>		-7	17	37	40	40
<b>Oak View ES</b>						
Proyecciones de Matricula con las escuelas emparejadas	358	<b>410</b>	<b>445</b>	<b>461</b>	<b>463</b>	<b>438</b>
<i>Espacio</i>		-52	-87	-103	-105	-80
Proyecciones de matricula con la separación	284	<b>440</b>	<b>475</b>	<b>491</b>	<b>493</b>	<b>468</b>
<i>Espacio</i>		-156	-191	-207	-209	-184
Reasignar aproximadamente 100 estudiantes	284	--	<b>475</b>	<b>491</b>	<b>493</b>	<b>468</b>
			(100)	(100)	(100)	(100)
Matriculación después del reasignación		--	<b>375</b>	<b>391</b>	<b>393</b>	<b>368</b>
<i>Espacio</i>			-91	-107	-109	-84
Construir 6 aulas nuevas	384					

\*El año escolar 2015-16 es el primer año que se podría reasignar estudiantes de Oak View Elementary School a una escuela cercana. El año escolar 2019-2020 es el primer año que una adición de aulas nuevas se podría abrir en Oak View Elementary School.

**New Hampshire Estates ES and Oak View ES**  
**Debate de Mesa Redonda**  
**11 de Marzo de 2013**

**Opción 4—Separar las dos Escuelas y Reasignar Estudiantes**

Reasignar aproximadamente 200 estudiantes de Oak View Elementary School a una escuela cercano

Ningún reasignación de New Hampshire Elementary School

Escuela	Capacidad del edificio	Primer Año de Implementación Posible es 2014-15				
		Proyecciones de Matricula				
		2014-15	2015-16	2016-17	2017-18	2018-19
<b>New Hampshire Estates ES</b>						
Proyecciones de Matricula con las escuelas emparejadas <i>Espacio</i>	444	531 -87	507 -63	487 -43	484 -40	484 -40
Proyecciones de matricula con la separación <i>Espacio</i>	494	501 -7	477 17	457 37	454 40	454 40
<b>Oak View ES</b>						
Proyecciones de Matricula con las escuelas emparejadas <i>Espacio</i>	358	410 -52	445 -87	461 -103	463 -105	438 -80
Proyecciones de matricula con la separación <i>Espacio</i>	284	440 -156	475 -191	491 -207	493 -209	468 -184
Reasignar aproximadamente 200 estudiantes	284	440 (200)	475 (200)	491 (200)	493 (200)	468 (200)
Matriculación después del reasignación <i>Espacio</i>	284	-- 9	275 9	291 -7	293 -9	268 16

\*El año escolar 2015-16 es el primer año que se podría reasignar estudiantes de Oak View Elementary School a una escuela cercana.

# Apéndice F

## Ventajas y Desventajas

**New Hampshire Estates ES y Oak View ES**  
**Grupo de Debate de Mesa Redonda**  
**Ventajas y Desventajas de los Enfoques**  
 Actualizado 15 de mayo, 2013

<u>Ventajas</u>	<u>Desventajas</u>
<b>Enfoque 1—Mantenerlas en Par</b>	
<ul style="list-style-type: none"> <li>• Las escuelas son perfectas tal cual están</li> <li>• Tener pre-K–Grado 2 en New Hampshire Estates ES hace que el aprendizaje sea más centrado en los niños pequeños</li> <li>• Algunos padres creen que mantener las escuelas en par evita la mezcla de niños mayores y pequeños y pueden reducir la intimidación/abuso (bullying)</li> <li>• Los estudios muestran que las escuelas con diversidad llevan a un rendimiento académico superior</li> <li>• Mantener las escuelas en par minimiza las implicaciones relacionadas con las instalaciones</li> <li>• Algunos padres creen que hay una justificación demográfica para mantener las escuelas en par porque un índice de 70% y de 90% de FARMS no es lo mismo y permite el acceso a mayor diversidad</li> <li>• Oak View y Pine Crest ES articulan a Eastern MS, así que al mantener las escuelas en par los estudiantes conocen a la mitad de los estudiantes que pasan a la escuela secundaria.</li> </ul>	<ul style="list-style-type: none"> <li>• Ninguna justificación demográfica para mantener las escuelas en par porque ambas escuelas tienen un alto índice de FARMS y diversidad limitada</li> <li>• Solamente dos escuelas entre las 20 escuelas más pobres que están en pares; crea un obstáculo para el aprendizaje estudiantil por causa de la transición a un edificio distinto entre el Grado 2 y el Grado 3</li> <li>• Oak View ES se siente más como una "escuela de enseñanza media" con los Grados 3-5</li> <li>• Algunos padres creen que la separación de las escuelas no permite tanta participación de los padres</li> <li>• El mérito académico de las escuelas en pares debería ser estudiado más detenidamente</li> <li>• Minimizar las transiciones es beneficioso</li> <li>• Las inquietudes de la comunidad deberían sobrepasar las inquietudes con respecto a las instalaciones</li> <li>• Ambas escuelas están en exceso de capacidad si no separan</li> </ul>
<b>Enfoque 2—Separar las Dos Escuelas y Hacer Una Ampliación</b>	
<ul style="list-style-type: none"> <li>• En conformidad con la práctica de MCPS de construir ampliaciones para aumentar la capacidad de las escuelas pequeñas</li> <li>• Una nueva ampliación puede tener un impacto positivo en la escuela</li> <li>• Más posibilidades de caminar</li> <li>• Podría reducir los costos de transporte</li> <li>• Un programa continuo de pre-K–5 aumentaría la participación de los padres que tienen varios hijos</li> <li>• Acceso más conveniente a la escuela y posibles beneficios ambientales y de salud, porque los estudiantes podrían caminar a la escuela</li> <li>• Permite mayor coordinación académica entre los Grados 2 y 3 al eliminar la transición entre las dos escuelas</li> <li>• Puede minimizar los estudiantes que cruzan calles principales</li> <li>• Responde al problema de sobrepoblación estudiantil en New Hampshire Estates ES</li> </ul>	<ul style="list-style-type: none"> <li>• Preocupaciones de que los estudiantes se verían afectados durante la construcción</li> <li>• Preocupaciones acerca de una posible mudanza a una escuela temporaria durante la construcción</li> <li>• Preocupaciones acerca de pasar años múltiples en aulas portátiles mientras se espera por la construcción</li> <li>• El costo de la obra sería elevado</li> <li>• Incertidumbre sobre cuánto duraría la obra</li> <li>• Los estudiantes podrían necesitar estar en aulas portátiles</li> </ul>

**New Hampshire Estates ES y Oak View ES**  
**Grupo de Debate de Mesa Redonda**  
**Ventajas y Desventajas de los Enfoques**  
 Actualizado 15 de mayo, 2013

<b>Enfoque 3—Separar las Dos Escuelas, Hacer una Ampliación y Reasignar</b>	
<ul style="list-style-type: none"> <li>• No es necesario temer a cambios de límites geográficos; pueden suceder pese a la decisión de emparejamiento</li> <li>• Posibilidad de una cierta reducción en los costos de transporte</li> <li>• Un programa continuo de pre-K–5 aumentaría la participación de los padres que tienen varios hijos para aquellas familias y estudiantes que permanezcan en Oak View y New Hampshire Estates ES</li> <li>• Permite mayor coordinación académica entre los Grados 2 y 3 al eliminar la transición entre las dos escuelas para los estudiantes que permanezcan en Oak View y New Hampshire Estates ES</li> <li>• Responde al problema de sobrepoblación estudiantil en New Hampshire Estates ES</li> </ul>	<ul style="list-style-type: none"> <li>• Menos posibilidades de caminar por causa de reasignación de estudiantes</li> <li>• Preocupación sobre reasignaciones; incertidumbre con respecto a dónde serían asignados los estudiantes</li> <li>• Divide la comunidad de Oak View ES</li> <li>• Podría resultar en cambios adicionales a la escuela</li> <li>• Preocupación acerca de la viabilidad de reasignaciones; otras escuelas en el área también están excedidas en capacidad</li> <li>• El costo de la obra sería elevado</li> <li>• Incertidumbre sobre cuánto duraría la obra</li> <li>• Los estudiantes podrían necesitar estar en aulas portátiles</li> <li>• No hay garantía de que los estudiantes serían reasignados a una escuela pre-K–5</li> <li>• En particular para la comunidad hispana, habría incertidumbre para establecer nuevas relaciones con el nuevo personal si los estudiantes fueran reasignados a una escuela diferente</li> </ul>
<b>Enfoque 4—Separar las Dos Escuelas y Reasignar</b>	
<ul style="list-style-type: none"> <li>• Menos costoso</li> <li>• No es necesario temer a cambios de límites geográficos; pueden suceder pese a la decisión de emparejamiento</li> <li>• Un programa continuo de pre-K–5 aumentaría la participación de los padres que tienen varios hijos para aquellas familias y estudiantes que permanezcan en Oak View y New Hampshire Estates ES</li> <li>• Permite mayor coordinación académica entre los Grados 2 y 3 al eliminar la transición entre las dos escuelas para los estudiantes que permanezcan en Oak View y New Hampshire Estates ES3</li> <li>• Responde al problema de sobrepoblación estudiantil en New Hampshire Estates ES</li> </ul>	<ul style="list-style-type: none"> <li>• Menos posibilidades de caminar por causa de reasignación de estudiantes</li> <li>• Preocupación sobre reasignaciones; incertidumbre con respecto a dónde serían asignados los estudiantes</li> <li>• Divide la comunidad de Oak View ES</li> <li>• Podría resultar en cambios adicionales a la escuela</li> <li>• Preocupación acerca de la viabilidad de reasignaciones; otras escuelas en el área también están excedidas en capacidad</li> <li>• No hay garantía de que los estudiantes serían reasignados a una escuela pre-K-5</li> <li>• Incertidumbre sobre reasignación podría conducir a una asignación diferente de escuela de enseñanza media o secundaria</li> <li>• En particular para la comunidad hispana, habría incertidumbre para establecer nuevas relaciones con el nuevo personal si los estudiantes fueran reasignados a una escuela diferente</li> </ul>

# Apéndice G

## Formularios de Evaluaciones



**New Hampshire Estates ES and Oak View ES Roundtable Discussion Group****Approach Evaluation Sheet**

<b>Representative:</b> Shruti Bhatnagar and Kathy Larin	<b>Meets Criterion</b>	<b>Does Not Meet Criterion</b>	<b>Organization:</b> Montgomery Blair Cluster Coordinators
<b>Evaluation Criteria</b>	<b>Approach Number</b>	<b>Approach Number</b>	<b>Narrative Evaluation Statement</b>
Maximize walkers	2	1,3,4	Approach #2 would allow students in both neighborhoods to walk to school. The goal of allowing kids to walk to school would be defeated under a solution where students continue to be bussed to other schools (options 3 and 4).
Ensure coordinated academic preparation for entire elementary population	1,2,3,4		All approaches would allow for coordinated preparation. Under any approach students would have access to MCPS's outstanding curriculum, staff, and leadership.
Ensure socioeconomic and racial/ethnic diversity at both schools	1	2,3,4	Diversity is maximized by keeping the current paired schools. All students in both neighborhoods benefit from a more diverse population in the 3 <sup>rd</sup> -5 <sup>th</sup> grades. Unpairing the schools would result in those students in the NHE neighborhood having a much less diverse school experience throughout their pre-K to 5 years. These students would have access to a more diverse student population for the first time in middle school, which could, for some students, make the transition to middle school more difficult and increase divisiveness in the middle school population. In addition, to the extent that socioeconomic status correlates with student achievement, students at NHE may not have access to the same broad range of academic performance within each classroom that would challenge the highest achieving students and help address the achievement gap.
Respect community boundaries	1,2	3,4	Keeping the schools paired and option 2 would both respect community boundaries. However, unpairing the schools would isolate the two communities and result in less interaction between them. Options 3 and 4 would divide the Oak View community and increase divisiveness in the community.
Ensure safe walking routes to school	1,2,3,4		All of the options ensure safe walking routes to school. The difference is the share of the student population who walk to school. Option 2 would increase the number of students who are walking consistently over the years.



New Hampshire Estates/Oak View Elementary School PTA

8720 Carroll Avenue | Silver Spring | MD | 20903  
www.nheovpta.com

**Position Paper: The New Hampshire Estates Elementary School (NHEES)/Oak View Elementary (OVES) Roundtable on un-pairing NHEES and OVES.**

June 10, 2013

Joshua P. Starr, Ed.D.  
Superintendent of Schools  
Montgomery County Public Schools  
Carver Educational Services Center  
850 Hungerford Drive, Room 122  
Rockville, MD 20850

Dear Dr. Starr and Members of the MCPS Board of Education:

The New Hampshire Estates Elementary School/Oak View Elementary School Parent Teacher Association (NHEOV PTA) would like to submit the Roundtable report with this position paper. In this report the NHEOV PTA membership voted on the Approaches presented on the Roundtable. The PTA membership has voted in support of Approach 2, to restore Pre-K to 5<sup>th</sup> Grade continuous program to both NHEES and OVES.

The NHEOV PTA has presented this matter through the initiation of a PTA Ad Hoc Committee as of February 2012. Through the PTA Ad Hoc meetings, discussions included the advantages and disadvantages of un-pairing the two schools. On May 1, 2012 the PTA Ad Hoc Committee reported to the NHEOV PTA membership that there was substantial interest from school parents to study the potential making of NHEES and OVES becoming Pre-K to 5<sup>th</sup> Grade schools.

During the Roundtable process, the PTA sent home bilingual surveys in Spanish and English to NHEES and OVES parents in April—asking for their thoughts and feedback for the roundtable group on the un-pairing of the schools. Along with an additional handout detailing each of the Approaches that were presented during the Roundtable. The PTA's purpose for sending the survey to current school parents was intended to make sure that parents understood the material being sent home and to survey what kept most school parents from participating during the Roundtable meetings. The survey questions and the summary of responses have been attached to this position paper for your review from school families who participated in the survey and returned it to the PTA.



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On June 4<sup>th</sup>, 2013 the NHEOV PTA put all 4 Approaches to vote in front of the PTA membership. The membership voted most in support for Approach 2. The PTA membership has strongly voiced their support with 72 votes—for restoring a Pre-K to 5<sup>th</sup> grade continuous program to NHEES and OVES. This approach was the best fit to the NHEOV community, as it did not require boundary changes or reassignments for students to other nearby MCPS schools.

In conclusion, the NHEOV PTA community would like to reiterate in support for Approach 2, and thank Dr. Starr, members of the MCPS Board of Education, and the Division of Long-range Planning for the thorough and responsive Roundtable discussion.

Sincerely,

Kirian M. Villalta  
President, NHEOV PTA  
[www.nheovpta.com](http://www.nheovpta.com)

## **New Hampshire Estates ES and Oak View ES Roundtable Discussion Group**

### **Description of Approaches April 17, 2013**

#### Approach 1—Maintain Pairings

(New Hampshire Estates ES serves Grades pre-K–2 and Oak View ES Grades 3–5)

- No changes are required to the current organization of schools.
- No changes to facilities are required to either school.
- No student reassignments are needed to either school.

#### Approach 2—Unpair the Two Schools and Construct an Addition

(New Hampshire Estates ES and Oak View ES both serve Grades pre-K–5)

- Oak View ES could not accommodate all of the students living in the service area.
- A 12-classroom addition at Oak View ES would be needed to accommodate the additional students.
- Capital funds would need to be requested by the Board of Education to construct the addition.
- The earliest an addition could open is in 2019–2020 school year because of the amount of time it takes to request funding and design and construct an addition.
- In the interim, relocatable classrooms could be used to accommodate the students if the Board of Education decided to unpair the schools before an addition is completed.
- No facility changes or reassignments would be required for New Hampshire Estates ES.

#### Approach 3—Unpair Two Schools, Construct Addition, and Reassign Students

New Hampshire Estates ES and Oak View ES both serve Grades pre-K–5)

- Approximately 100 students would be reassigned from Oak View ES to a nearby school.
- A boundary study would be needed to explore options for the student reassignment.
- A 6-classroom addition Oak View Elementary School would be needed to accommodate the remaining students living in the service area.
- The earliest an addition could open is in 2019–2020 school year because of the amount of time it takes to request funding and design and construct an addition.
- In the interim, relocatable classrooms could be used to accommodate the students if the Board of Education decided to unpair the schools before an addition is completed.
- No facility changes or reassignments would be required for New Hampshire Estates ES.

#### Approach 4—Unpair the Schools and Reassign Students

(New Hampshire Estates ES and Oak View ES both serve Grades pre-K–5)

- Approximately 200 students would be reassigned from Oak View ES to a nearby school.
- A boundary study would be needed to explore options for the student reassignment.
- The enrollment at Oak View ES would fall below the Board of Education desired enrollment of two classes per grade (approximately 300 students).
- No reassignments would be required for New Hampshire ES.

**New Hampshire Estates ES y Oak View ES**  
**Grupo de Discusión de la Mesa Redonda**  
**Descripción de los enfoques**  
**17, de Abril, 2013**

Enfoque 1-Mantener Emparejamientos

(New Hampshire Estates ES sirve los Grados pre-K-2 y Oak View ES Grados 3-5)

- No se requieren cambios a la organización actual de las escuelas.
- No se requieren cambios a las facilidades para cualquiera de las escuelas.
- No se requieren cambios de destino de estudiantes para cualquiera de las escuelas.

Enfoque 2— Separar las Dos Escuelas y Construir una Adición

(New Hampshire Estates ES y Oak View ES ambas serviría de Grados pre-K-5)

- Oak View ES no puede acomodar a todos los estudiantes que viven en el área de servicio.
- Sería necesario una adición de 12-aulas en Oak View ES para acomodar los estudiantes adicionales.
- Fondos de capital, tendrían que ser solicitado por el Consejo de Educación para la construcción de la adición.
- Lo más pronto que la adición puede abrir es en el año escolar 2019-2020, debido a la cantidad de tiempo que se necesita para solicitar el financiamiento, el diseño y la construcción de una adición.
- Mientras tanto, los salones portátiles podrían ser utilizados para dar cabida a los estudiantes si el Consejo de Educación decidió separar las escuelas antes de completar la adición.
- No hay cambios en las instalaciones, ni reasignaciones serían necesarios para New Hampshire Estates ES.

Enfoque 3— Separar las Dos Escuelas, Construir una Adición y Reasignar Estudiantes

(New Hampshire Estates ES y Oak View ES ambas serviría de Grados pre-K-5)

- Aproximadamente 100 estudiantes serían reasignados de Oak View ES a una escuela cercana.
- Sería necesario un estudio frontera para explorar opciones para la reasignación de los estudiantes.
- Una adición de 6-aulas a Oak View ES sería necesaria para dar cabida a los demás estudiantes que viven en el área de servicio.
- Lo más pronto que la adición puede abrir es en el año escolar 2019-2020, debido a la cantidad de tiempo que se necesita para solicitar el financiamiento, el diseño y la construcción de una adición.
- Mientras tanto, los salones portátiles podrían ser utilizados para dar cabida a los estudiantes si el Consejo de Educación decidió separar las escuelas antes de completar una adición.
- No hay cambios en las instalaciones, ni reasignaciones serían necesarios para New Hampshire Estates ES.

Enfoque 4— Separar las Dos Escuelas y Reasignar Estudiantes

(New Hampshire Estates ES y Oak View ES ambas serviría de Grados pre-K-5)

- Aproximadamente 200 estudiantes serían reasignados de Oak View ES a una escuela cercana.
- Sería necesario un estudio frontera para explorar opciones para la reasignación de los estudiantes.
- La inscripción de Oak View ES, se caería debajo de la inscripción deseada de dos clases por grado por el Consejo de Educación (aproximadamente 300 alumnos).
- No hay cambios en las instalaciones, ni reasignaciones serían necesarios para New Hampshire Estates ES.

**Current parents of  
New Hampshire Estates and Oak View Elementary  
are invited to attend the Roundtable Update Meeting**

**Tuesday, April 30, 2013**

**8:50-10:00a.m.**

**All Purpose Room**

**New Hampshire Estates Elementary School  
8720 Carroll Ave, Silver Spring, MD 20903**

The Roundtable members have been discussing 4 approaches to unpair New Hampshire Estates and Oak View ES. We need feedback from current families of both schools. There has been excellent participation from the community initiative group at the roundtable meeting sessions. However, we also need to hear from current NHEES and OVES families who currently have students in the both schools. We need your feedback and YOUR VOICE.

The PTA has scheduled a special meeting for current parents of both schools to give you an opportunity to understand the information shared at the two roundtable meetings so far. This is a great opportunity for you to collect information and understand the 4 approaches that are being discussed. **A brief explanation of the 4 approaches is attached for your understanding.** We urge you to attend our Morning Coffee meeting and share your thoughts so that we can take your feedback to our next meeting.

If you are not able to attend the Morning Coffee please answer all the questions on both pages. **Please send this back to school by Monday, April 29, 2013.**

**A summary of both roundtable meetings and handouts can be accessed on** the MCPS web site. Copy and paste this link on your internet browser:

[http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo\\_Roundtable.shtml](http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Roundtable.shtml)

If you have any questions, please contact Kirian Villalta, PTA President at [1kirianv@gmail.com](mailto:1kirianv@gmail.com). Thank you.

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I have read the information attached. I am sharing my feedback below (Additional pages can be attached if needed)

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I have read the information attached and have some questions. I am unable to attend the morning coffee or roundtable meetings. Please share your questions and contact information below so we can get back to you:

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Please answer questions on the next page.....

**Actuales padres de  
New Hampshire Estates y Oak View Elementary  
están invitados a asistir la reunión de actualización de la Mesa Redonda**

**Martes, 30 de Abril 2013**

**8:50–10:00a.m.**

**Cafetería**

**New Hampshire Estates Elementary School  
8720 Carroll Ave, Silver Spring, MD 20903**

Los miembros de la Mesa Redonda han estado discutiendo 4 enfoques para separar New Hampshire Estates y Oak View ES. Necesitamos información de las familias actuales de ambas escuelas. Se ha visto excelente participación del grupo de la iniciativa comunitaria en las sesiones de la reunión de mesa redonda. Sin embargo, también tenemos que saber de NHEES y OVES familias que actualmente tienen alumnos en las dos escuelas. Necesitamos sus comentarios y TU VOZ.

La PTA ha programado una reunión especial para los padres actuales de ambas escuelas para darle la oportunidad de entender la información que se ha compartido en las dos reuniones de mesa redonda hasta ahora. Esta es una gran oportunidad para que usted pueda recoger la información y comprender los 4 enfoques que se están discutiendo. **Una breve explicación de los 4 enfoques se adjunta para su comprensión.** Urgimos que asistan a nuestra reunión de café de la Mañana y compartir sus pensamientos para que podamos tomar tus comentarios para nuestra próxima reunión.

Si usted no puede asistir al Café de la Mañana por favor conteste todas las preguntas en ambas páginas. **Por favor envíe esto de nuevo a la escuela el Lunes, 29 de Abril, 2013.**

Un resumen de las dos reuniones de mesa redonda y documentos se puede acceder en el sitio web de MCPS. Copiar y pegar este enlace en su navegador de Internet:

[http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo\\_Roundtable.shtml](http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Roundtable.shtml)

Si usted tiene alguna pregunta, por favor póngase en contacto con Kirian Villalta, PTA Presidente a [1kirianv@gmail.com](mailto:1kirianv@gmail.com). Gracias.

---

He leído la información adjunta. Estoy compartiendo mis comentarios a continuación (*páginas adicionales se pueden unir si es necesario*)\_\_\_\_\_

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He leído la información adjunta y tengo algunas preguntas. Soy incapaz de asistir el Café de la Mañana o Mesas Redondas. Por favor comparta sus preguntas y información de contacto más abajo para que podamos volver a usted:\_\_\_\_\_

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Por favor conteste las preguntas de la página siguiente .....

I am unable to attend the roundtable meetings because of following reason(s):

- Transportation issue       Schedule conflict  
 Not comfortable participating       Other Reason

If you have other reasons or would like to share some details or why you are not able to participate in the process, please share your thoughts below. Your input will help us.

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Other feedback and thoughts:

Do you understand the information that has been shared by the PTA on discussions from the two roundtable meetings held to date:

- Yes       No

If no, explain the problem so we can help you:

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Do you have access to a computer/internet access so you can check the information shared on the PTA listserv and the MCPS / PTA web site:       Yes       No

Do you feel well informed on the roundtable process and information that has been shared so far?:

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I have been able to access information shared by the PTA and available on the web site. I am sharing my thoughts and feedback below.

I am in favor of the un-pairing of New Hampshire Estates and Oak View to provide pre-K to 5 education at both schools. Please share the reasons below. Attach additional pages if needed:

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I am not in favor of the un-pairing of NHE -OV Schools. Please share reasons below. Attach additional pages if needed.

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I want the best learning environment for my child. I request MCPS officers and Dr. Starr to decide what would be best for the community and children in both NHE and OV communities based on all the data available.



Soy incapaz de asistir a las reuniones de mesa redonda, debido a las razones siguientes:

- |   |   |
|---|---|
| <input type="checkbox"/> Problema con transporte          | <input type="checkbox"/> Conflicto de Horario |
| <input type="checkbox"/> No me siento cómodo participando | <input type="checkbox"/> Otras Razones        |

Si usted tiene otras razones o le gustaría compartir algunos detalles o por qué no son capaces de participar en el proceso, por favor, comparta su opinión a continuación. Su opinión nos ayudará.

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**Otros comentarios y pensamientos:**

Entiende la información que ha sido compartida por el PTA en las discusiones de las dos mesas redondas que se han realizado hasta la fecha?:

- Si       No

Si no, explique el problema para que podamos ayudarle:

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¿Tiene acceso a una computadora? / Acceso a internet para que pueda consultar la información compartida en el servidor de listas de PTA y el sitio web de MCPS:       Si       No

¿Se siente bien informado sobre el proceso y información de la Mesas Redondas que se ha compartido hasta ahora?:

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He podido acceder a la información compartida por el PTA y disponible en el sitio web. Estoy compartiendo mis pensamientos y comentarios a continuación.

Estoy a favor de la separación de New Hampshire Estates y Oak View para proporcionar la educación de pre-K a 5<sup>o</sup> a ambas escuelas. Por favor, comparta las razones a continuación. Adjunte páginas adicionales si es necesario:

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Yo no estoy a favor de la separación de las escuelas NHE-OV. Por favor, compartan sus razones a continuación. Adjunte páginas adicionales si es necesario.

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Quiero el mejor ambiente de aprendizaje para mi hijo(a). Yo pido que oficiales de MCPS y Dr. Starr decidan lo mejor para la comunidad y los niños, tanto en NHE y en base a todos los datos disponibles.



New Hampshire Estates/Oak View Elementary School PTA

## **Feedback on Roundtable Approaches from Flyers sent home in April 2013.**

### **1. IN-favor for un-pairing**

- Understands all information and attended all RT meetings.
- Access to Internet PTA and MCPS posting

**Wrote Comment:** Both schools are excellent schools. Families and neighbors would benefit greatly from having a community school.

### **2. IN-favor for un-pairing:**

- Understand Roundtable information
- No Internet Access

**Wrote Comment:** United we make differences.

**Selected:** *I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.*

### **3. IN-favor for un-pairing: However.**

- Understands all information and attended all RT meetings.
- Access to Internet PTA and MCPS posting
- Unable to attend meetings due to schedule conflict
- Unable to attend Morning Coffee and RT meeting in the evening but provided contact to stay updated
- 

**Wrote Comment:** I am very well informed

**Wrote Comment:** I can't decide in if in-favor or not, but you know more what is best for our students and the directions you take will be accepted.

**Selected:** *I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.*

### **4. IN-favor for un-pairing:**

**Wrote Comment:** I am in favor of un-pairing the schools. Because the goal for the initial pairing has not been met. Not enough families in the OV neighborhood have enrolled in the schools (unfortunately). It seems somewhat pointless to continue. I've given up hoping that more will enroll and with that recent event involving the music teacher—who would want to?

**Wrote Comment:** If the schools are un-paired and some OV students are reassigned—who would they be and where would they be reassigned?

- Schedule conflict unable to attend meetings
- Understands RT information being provided



## Feedback on Roundtable Approaches from Flyers sent home in April 2013.

- Access to the Internet PTA and MCPS postings

**In favor: Wrote Comment:** Not enough attendance from OV's surrounding neighborhood to continue the pairing.

**Selected:** *I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.*

### 5. IN-favor for un-pairing:

- Schedule conflict unable to attend meetings because of work schedule
- Does not understand information being provided
- No access to the Internet PTA and MCPS postings

**Selected:** *I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.*

### 6. IN-favor for un-pairing:

- Schedule conflict unable to attend meetings
- Understands RT information being provided
- No internet access to PTA and MCPS postings

**Selected:** *I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.*

### 7. IN-favor for un-pairing:

**Wrote Comment:** It is a positive move in separating the schools rather and moving kids back and forth from each. A continuous education from PreK to 5<sup>th</sup> grade is the best thing to happen for parents and children.

**Wrote Comment:** Once the separation takes place, when will the entire change come to completion?

**Wrote Comment:** If my child is currently at OV student, can my child transfer back to NHE to finish?

- Schedule conflict unable to attend meetings (work, and family)
- Access to Internet PTA and MCPS postings
- Somewhat understand the information provided which parent is was able to understand through attending meetings

**Wrote Comment:** Even though my child is already at OVES. I have always thought if a continuous education for children is best in 1 school. In this situation I am very



## **Feedback on Roundtable Approaches from Flyers sent home in April 2013.**

super-satisfied with the system in place by the staff and NHE. My child attended 1<sup>st</sup> and 2<sup>nd</sup> grade there, my was told how it's run between students, mothers etc.

***Selected: I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.***

### **8. IN-favor for un-pairing:**

***Wrote Comment:*** I think that all children that live in their corresponding areas would be best off with having their own continuous education school, and would be best for future because you will have teachers with better capacities of all aspects.

***Wrote Comment:*** I would gladly attend the meetings but my work schedule makes it impossible to attend. Therefore, they way the PTA has communicated this idea to the community they should continue sharing information through our children and through the RoboCalls homes

- Schedule conflict unable to attend meetings  
***Wrote Comment:*** I don't think it is that parents do not want to participate and come to meetings. It's just that some of us work outside regular working hours.
- Access to Internet PTA and MCPS postings

### **In-Favor: *Wrote Comment:***

I think that the entire community is happy about this idea and also the children know that they will stay at the school for their primary years and not having to take the bus.

***Selected: I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.***

### **9. IN-favor for un-pairing:**

- Schedule conflict unable to attend meetings
- Transportation issues
- Not comfortable participating
- Other reasons
- Understands all RT information being provided

***Wrote Comment:*** I am fine with whatever is decided by you, one always wants the best for their children.

***Wrote Comment:*** In my opinion I think it's fine for the schools to separate and have a continuous PreK-5 education-so that we have more students enroll and more grade levels.

### **9. IN-favor for un-pairing:**

- Schedule conflict unable to attend meetings
- Does not understand RT information but would like it to be explained



## **Feedback on Roundtable Approaches from Flyers sent home in April 2013.**

- No Access to internet PTA and MCPS postings

**Wrote Comment:** I have attended the meetings when scheduled but I still do not understand what are the benefits in separating the schools.

### **10. IN-favor for un-pairing:**

- Not comfortable Participating
- Access to Internet PTA and MCPS postings

#### **In-Favor**

**Selected:** *I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.*

### **11. IN-favor for un-pairing:**

- Schedule conflict unable to attend meetings
- Understand all RT information being provided
- Access to Internet PTA and MCPS postings

#### **In-Favor**

**Selected:** *I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.*

### **12. IN-favor for un-pairing:**

- Schedule conflict unable to attend meetings work conflicts
- Does not understand all RT information being provided
- **Wrote Comment:** How does this benefit the student at both schools?
- No access to Internet PTA and MCPS postings

**Wrote Comment:** I do not understand anything of this.



## **Feedback on Roundtable Approaches from Flyers sent home in April 2013.**

### **1. NOT in-favor for un-pairing:**

**Wrote Comment:** I would like to see more questions with options to yes or no answers.

- Understands all RT information being provided
- No Access to Internet PTA and MCPS Postings

**Wrote Comment:** I don't think it is the appropriate occasion to separate the school for many reasons.

**Selected:** *I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.*

### **2. NOT in-favor for un-pairing:**

- Understands all RT information being provided
- Unable to attend meetings for other reasons.

**Selected:** *I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.*

### **3. NOT in-favor for un-pairing:**

**Wrote Comment:** I assisted the first meeting the rest depend on my working schedule. Thank you to all the PTA personnel for you work with the community.

- Schedule conflict unable to attend meetings
- Does not understand information being provided

**Wrote Comment:** In the last meeting I attended, it was very confusing information, let alone all the number talking that no one was understanding.

### **Not in favor response: Wrote Comment:**

Looking at the approaches that have been presented, it would be jeopardizing the children at OV. It would be inevitable interruption to their education.

### **4. NOT in-favor for un-pairing:**

- Schedule conflict unable to attend meetings
- Understands all RT information being provided
- Access to Internet PTA and MCPS postings
- Feels well informed

### **Not in favor response: Wrote Comment:**

I believe its' best for the students, I think it would over-crowd schools and they won't get enough attention.



## **Feedback on Roundtable Approaches from Flyers sent home in April 2013.**

### **5. NOT in-favor for un-pairing:**

- Schedule conflict unable to attend Morning Coffee Field trip at OV  
Request meetings should take place after school hours with important topics
- Understands all RT information being provided
- Access to Internet PTA and MCPS postings
- Feels well informed about the RT process only because has attending meetings

### **Not in favor response: *Wrote Comment:***

Un-pairing the school will be a huge disruption in learning for the students; particularly at Oak View. I think the pairing of both schools has allowed both of my children to receive a great education. At NHE kids are able to learn in an environment conducive to children under age 8. NHE is great in preparing the kids for the higher-grade levels. I have several concerns if the schools are unpaired:

1. I believe the financial cost to the school system to un-pair the schools that are clearly great schools is a waste of much needed money. The cost in un-pairing the schools, should be spent on getting schools extra/more resources, teacher, etc.
2. The parents that apparently started this quest will not benefit from the un-pairing anyway. With construction not being completed until 2019-2020, their kids will end up at Oak View anyway.
3. Who will the un-pairing benefit most? Those in the Oak Vie neighborhood? How will this affect those kids living in the NHE community?
4. Other than children being able to walk to school, what's the purpose of the un-pairing?
5. Will Oak View still have only highly qualified teachers?
6. Will Oak View still be in the position to receive Title 1 funding?
7. How will the un-pairing the schools effect the diversity at both schools?

I like the Oak View neighborhood, yet I see no good reason to un-pair the schools. Why force/disrupt education for a select few people that have not experienced how well NHE and Oak Vie work as paired schools. There's one PTA for both schools, shared book fairs, activities etc.

Approaches 2,3,4 are all quite disruptive to the students. I don't see how putting children through dealing with construction, having to change schools because of boundary changes, leaving friends that they had since Kindergarten is beneficial to the kids.

Having kids at both schools has allowed me to develop a bond with the teachers and staff at both schools. The teachers at Oak View know my younger child at NHE and he feels that he "knows" Oak View. He is looking forward to going to his big brother's school.

I also have concern that Oak View may lose extra resources that it currently receives.

Overall, I am against the un-pairing of the schools having children at both schools, I feel strongly against the un-pairing.



New Hampshire Estates/Oak View Elementary School PTA

## **Feedback on Roundtable Approaches from Flyers sent home in April 2013.**

It would be great if another information meeting could be held after school.

**(end of comment)**

### **5. NOT in-favor for un-pairing:**

**Wrote Comment:** I am not able to attend meetings but I support you all in making the best decisions

- Schedule conflict unable to attend Morning Coffee and work schedule
- Doesn't understand information being provided
- No access to internet PTA and MCPS postings

### **Not in favor response: Wrote Comment:**

I am not in favor of the separation because my children like the schools they way they are. Because for me these are the schools, which my children have attended for their studies, all this time and have been the best.

**Selected: I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.**

### **6. NOT in-favor for un-pairing:**

- Schedule conflict unable to attend evening meeting as work in the evening
- Understands all RT information provided as they have provided orientation of the topic and updating us on important information
- NO access Internet PTA and MCPS postings

**Selected: I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.**





## **Feedback on Roundtable Approaches from Flyers sent home in April 2013.**

### **1. Request MCPS and Dr. Starr to decide what is best**

- ***Selected: I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available.***
- Understands RT Information being provided
- Access to Internet PTA and MCPS Posting
- Transportation Issues

### **2. Request MCPS and Dr. Starr to decide what is best**

***Selected: I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available***

- Understands RT Information being provided  
***Wrote Comment:*** I've read the information attached. I think that the 2<sup>nd</sup> approach is better.
- Unable to attend Morning Coffee and RT meeting in the evening but provided email to stay updated.
- Schedule conflict
- Access to Internet PTA and MCPS postings

### **3. Request MCPS and Dr. Starr to decide what is best**

***Selected: I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available***

- Understands RT Information being provided

### **4. Request MCPS and Dr. Starr to decide what is best**

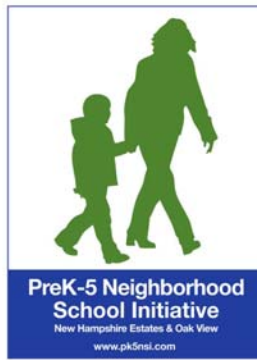
***Selected: I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available***

- Understands RT Information being provided
- Unable to attend meeting due to work schedule
- Access to Internet PTA and MCPS postings
- Provided contact information

### **5. Request MCPS and Dr. Starr to decide what is best**

***Selected: I want the best learning for my child. I Request MCPS officers and Dr. Starr to decide what would be best for the community, and children in both NHE and OV communities based on all the data available***

- Unable to attend due to work schedule conflicts



## **Statement of Position in Support of Establishing PreK-5 Community Schools at New Hampshire Estates Elementary School and Oak View Elementary School**

**Submitted by the PreK-5 Neighborhood School Initiative (PK5NSI)  
June 10, 2013**

Last year, almost 600 individuals and organizations within the New Hampshire Estates Elementary School (NHEES)/Oak View Elementary School (OVES) service area joined together as a community coalition to petition Montgomery County Public Schools (MCPS) to formally review our local split-elementary configuration. On behalf of all of the supporters of the PreK-5 Neighborhood School Initiative (PK5NSI), we would like to thank Superintendent Starr and the MCPS Board of Education (BOE) for recommending and authorizing the Roundtable Discussion Group conducted this spring. Thank you, also, for recognizing the broad community canvassing and thoughtful research done in support of PreK-5 education and consequently, ensuring Initiative representation on your advisory Roundtable.

In addition to being formally represented in the Roundtable Discussion Group, PK5NSI supporters have actively attended all of the Roundtable meetings and thoughtfully reviewed and discussed the information presented by MCPS regarding the potential impact of “unpairing” NHEES and OVES. **We are pleased to present you with this position paper in support of Roundtable Approach #2 (Unpair Two Schools and Construct an Addition at OVES).**

**We encourage you to recommend and authorize:**

- (1) The establishment of PreK-5 community schools at NHEES and OVES for the 2014-2015 school year, with subsequent capital investment for permanent facility additions at OVES.**
- (2) As specified in the MCPS BOE resolution authorizing the Roundtable, the expected service areas for each PreK-5 school would be the section of the current NHEES/OVES service area immediately surrounding each facility.<sup>1</sup>**
- (3) Ensure that eligible NHEES and OVES students/families have continued access to all academic/family support services currently provided to the entire NHEES/OVES student population, whether these services are provided at both facilities or just accessible to residents of both school zones. (For example, eligible OV-neighborhood families should have continued access to a School-Based Health Center).**

<sup>1</sup> See *Appendix A: MCPS-Projected Service Areas for PreK-5 NHEES and PreK-5 OVES*.

- (4) Review “lessons learned” from the Broad Acres ES success story and create a MCPS/community partnership to ensure that NHEES and OVES similarly thrive as PreK-5 community schools where family and community engagement trump socioeconomic challenges to academic achievement.**

A detailed analysis of the comparative merits of Roundtable Approach #2 is presented in the “approach evaluation” form submitted by the PK5NSI Roundtable representative. Further details in support of this recommendation are presented below.

**At the heart of this request is a call for MCPS to re-frame the way it has approached and addressed the needs of the children and families in the New Hampshire Estates and Oak View neighborhoods.** For almost thirty years, MCPS has maintained that the NHEES/OVES pairing – originally implemented in 1985 pursuant to Montgomery County Board of Education Policy ACD, *Quality Integrated Education* – was necessary to “balance” the socioeconomic and racial/ethnic demographics between the two neighborhoods. More recently, advocates of maintaining the pairing have also suggested that it was a better programmatic model for serving at-risk children, claiming that early childhood programs were better delivered in a primary facility than in a continuous PreK-5 setting.<sup>2</sup> However, no information presented during the Roundtable validates those justifications for continuing the pairing. Further, national best-practices, and MCPS policy and practice throughout the county, show that PreK-5 community schools are the dominant and highly-successful model for fostering academic achievement, parental engagement and community involvement. We strongly urge Dr. Starr and the Board of Education to acknowledge that it is time for a new paradigm for serving the children and families across the NHE/OV community and to efficiently make the administrative and capital investments required to establish and support vibrant PreK-5 community schools at NHEES and OVES.

### **WHY CREATE TWO PREK-5 COMMUNITY SCHOOLS IN THE CURRENT NHEES/OVES SERVICE AREA?**

Residents of the New Hampshire Estates and Oak View neighborhoods who have requested the establishment of PreK-5 community schools do so because of the positive student achievement and family/community involvement benefits associated with PreK-5 community schools – for MCPS students of all demographic backgrounds, as evidenced by current MCPS practice. Ninety five percent (95%) of all MCPS elementary neighborhoods, including those with demographics similar to those projected for PreK-5 community schools at NHEES and OVES, have successful PreK-5 community schools.

***Continuous PreK-5 programs at NHEES and OVES -- located in the heart of each neighborhood -- would:***

- **Eliminate unnecessary geographic and logistical barriers to parental involvement in their children’s elementary education.** The current NHEES/OVES split-elementary program (which requires more than 30 minutes to reach the out-of-neighborhood school

<sup>2</sup> For a history of the pairing and analyses of its effectiveness, see Appendices B-E.

by foot or public transportation) unnecessarily hinders family involvement, especially for families with limited access to private transportation.

- Among MCPS elementary service areas with comparably high-poverty local school populations, the NHEES/OVES service area is the only one where MCPS requires children to undergo an additional transition in 3<sup>rd</sup> grade and expects families to navigate two elementary schools (often simultaneously).
  - Although both PreK-5 schools would still be among the top 25 poorest MCPS elementary schools, a significant MCPS-controllable obstacle to family involvement would be eliminated with access to continuous, in-neighborhood programs. If “unpaired,” the local school populations at both NHEES (93.1%) and OVES (76.5%) would still have FARMS rates twice the county average (38.4%).
  - The NHEES/OVES school zone is neighbored by PreK/K-5 programs with similar demographics to those projected at a PreK-5 NHEES and/or OVES, including nationally-recognized Broad Acres Elementary School (which has a higher FARMS rate (94.8%) and a similar racial/ethnic composition to that projected for a PreK-5 NHEES).
- Facilitate **more academic coordination by school personnel and eliminate an unnecessary academic transition in 3<sup>rd</sup> grade**, especially for children who receive ESOL support or have an IEP.
  - Allow parents and students to develop **long-term familiarity with an academic setting and administrative culture**, thus enabling meaningful family engagement and advocacy.
  - **Increase community connectedness -- and involvement** – in the local schools. Schools that foster a strong sense of community promote neighborhood stability and safety.
  - **Provide logistical, health, environmental, and fiscal benefits** associated with walkable, in-neighborhood schools.
  - Over time, **potential for decreased FARMS rates and greater racial/ethnic diversity** as new non-FARMS families move into both neighborhoods and/or begin attending NHEES and OVES due to increased attractiveness of continuous PreK-5 community schools.

### **MCPS INVESTMENTS OVER THE PAST DECADE IN NEIGHBORING PREK-5 SERVICE AREAS**

Our enthusiasm for PreK-5 community schools has been encouraged by MCPS investments in the past decade in neighboring PreK-5 service areas, and the success of those schools:

- (1) **Broad Acres Elementary School**, which has a higher FARMS rate (94.8%) than that projected for a PreK-5 NHEES (and a similarly narrow racial/ethnic composition), has been the focus of a significant MCPS/community partnership and is nationally hailed as an example of a **high-poverty “school that works.”**
- (2) **East Silver Spring Elementary School** was removed from the Takoma Park ES/Piney Branch ES pairing and new facilities were created to convert that school to a continuous PreK-5 program. In 2006, when then-superintendent Weast and the Board of Education

recommended and unanimously authorized this unpairing and the capital investment to support a PreK-5 program at East Silver Spring ES, emphasis was placed on **the benefit of creating a “community school serving all elementary-aged students” in the East Silver Spring neighborhood in one facility.**

The value of making similar investments in creating thriving PreK-5 community schools at NHEES and OVES – where thirty years of “pairing” has not prevented the development of two of the highest-poverty, highest-minority PreK-5 neighborhoods in the county – is immeasurable.

We encourage MCPS to thoughtfully evaluate the “lessons learned” from the Broad Acres “success story” as a PreK-5 community school and the East Silver Spring transition from a paired school to a continuous PreK-5 program. We look forward to being part of a MCPS/community partnership focused on replicating relevant strategies to ensure that NHEES and OVES are similarly strong PreK-5 community schools where family and community engagement trump socioeconomic challenges to academic achievement.

### **OPPORTUNITY TO MAKE A STRATEGIC CAPITAL INVESTMENT IN THE LOWER DOWNCOUNTY**

Unpairing NHEES and OVES to create two separate PreK-5 schools enables MCPS to address already-existing capacity problems at both schools and to proactively create additional elementary school capacity in a growing section of Montgomery County.<sup>3</sup>

The establishment of two PreK-5 community schools at NHEES and OVES is projected to result in two, fairly-balanced school populations in the desirable enrollment range of approximately 450-500 students. As NHEES shifts from a PreK-2 to a PreK-5 school, its calculated facility capacity will shift from 444 to 494. As OVES adds lower grades to become a PreK-5 school, its calculated facility capacity will shift from 358 to 284. Thus, becoming a PreK-5 school would immediately address the overcrowding at NHEES, but OVES would still be overcapacity by 150-200 students. Since the standard facility numbers used by MCPS to calculate building capacity are different from the staffing levels, the disparity between projected enrollment and PreK-5 building capacity at OVES is somewhat inflated. However, “relocatables” would still be required until permanent additional facilities could be designed, approved, and built. Roundtable Approach #2 recommends constructing these additional facilities so that all OV-neighborhood students within the existing NHEES/OVES service area remain in the PreK-5 OVES service area. No boundary study is requested or required.

### ***Adding additional facility capacity at OVES would be a strategic capital investment for MCPS:***

- Unpairing immediately **addresses the capacity deficit at NHEES**, eliminating one elementary school from the “overcapacity” roster.
- **Current MCPS policy and practice is to add capacity to overcrowded “small schools”** (which a PreK-5 OVES would be with a projected 284-student capacity).

<sup>3</sup> As paired schools, NHEES and OVES are both currently projected to be overcapacity by 40-105 students during the 2014-2019 projection period. See additional details in *Table B-2: Projected Enrollment/Capacity Data for Paired/Unpaired NHEES and OVES*.

- **Shifting OV-neighborhood students to other adjacent school zones is not a practicable solution.** No PreK/K-5 schools adjacent to the OVES service area have 100-200 seat excess capacity. Rolling Terrace ES and Highland View ES are both overcapacity.<sup>4</sup>
- As a PreK-5 community school, **NHEES would be better positioned programmatically** should MCPS decide to expand its language immersion offerings (e.g., neighboring PreK-5 Rolling Terrace ES houses a local-school priority Spanish partial immersion program that attracts sufficient local and out-of-zone students to create a meaningful difference in FARMS rate and provide significant academic interaction among truly diverse students at all grade-levels.)
- **Facility addition at OVES would be a strategic county investment in much-needed additional inside-the-Beltway MCPS elementary school capacity.** The Purple Line is also projected to increase local development, potentially leading to further increases in student population in the Blair and Northwood Clusters. If this growth in population necessitates future boundary reviews among neighboring PreK/K-5 schools, having comparable PreK-5 programs and facilities already in place at both NHEES and OVES would provide for greater flexibility in school assignments.

#### **SUPPORT FOR AUTHORIZING PREK-5 PROGRAMS AT NHEES AND OVES FOR 2014-15 SCHOOL YEAR**

We encourage Dr. Starr to recommend and the Board of Education to authorize the creation of PreK-5 community schools at NHEES and OVES starting in the 2014-15 school year for the following reasons:

- Students and families in **both neighborhoods** will be able to begin enjoying the **benefits a PreK-5 community school** where all elementary-age children from each neighborhood attend school in one facility.
- **NHE-neighborhood children** will immediately begin attending a **within-capacity school.**
- **OV-neighborhood parents** who will have children in elementary school during the 2014-2019 timeframe (period projected by MCPS needed to build an addition) would **overwhelmingly prefer their children to be in an over-capacity continuous PreK-5 community school** while going through the Capital Improvements Program (CIP) process for adding capacity than continuing in an overcapacity split-elementary program. They understand that a PreK-5 OVES will be over-capacity at a level similar to that at neighboring Highland View Elementary School and Rolling Terrace Elementary School, that portable classrooms will be initially required until permanent facilities are constructed, and that the earliest that permanent facilities could be completed is the 2019-2020 school year.

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<sup>4</sup> See *Table C-3: Capacity/Enrollment Projections for NHEES/OVES and Neighboring Elementary School Zones.*

- Having a PreK-5 community school in each neighborhood will **minimize the impact of Purple Line construction** (scheduled to cut through the NHEES/OVES school zone starting in 2015) on school families.
- Provides MCPS with an opportunity to begin evaluating **actual enrollment trends** at a PreK-5 OVES while going through the design and construction process – which will allow a more accurate assessment of the size and design of the needed addition.

### **SUMMARY**

In 95% of the neighborhoods across Montgomery County, the local public school option is a continuous PreK-5 community school where all of the elementary school students attend the same facility. While there are a handful of unique service areas within MCPS with demographic or facility considerations that may merit pairing, the NHEES/OVES service area is not one of them. Rather, **the continued pairing of two of the county’s highest-poverty student populations provides no specific demographic or academic benefit and creates an unnecessary geographic and logistical obstacle to family and community involvement.**

- The continued pairing of two neighborhoods that both have local PreK-5 populations with FARMS rates higher than 76% and minority student populations over 90% cannot create a meaningfully integrated educational setting.
- MCPS is equally effective at delivering early childhood programs for at-risk children in continuous PreK-5 facilities as it is at delivering them in stand-alone “primary school” facilities.
- All other MCPS neighborhoods with local PreK-5 populations with FARMS rates higher than 76% are served by continuous PreK-5 community schools.

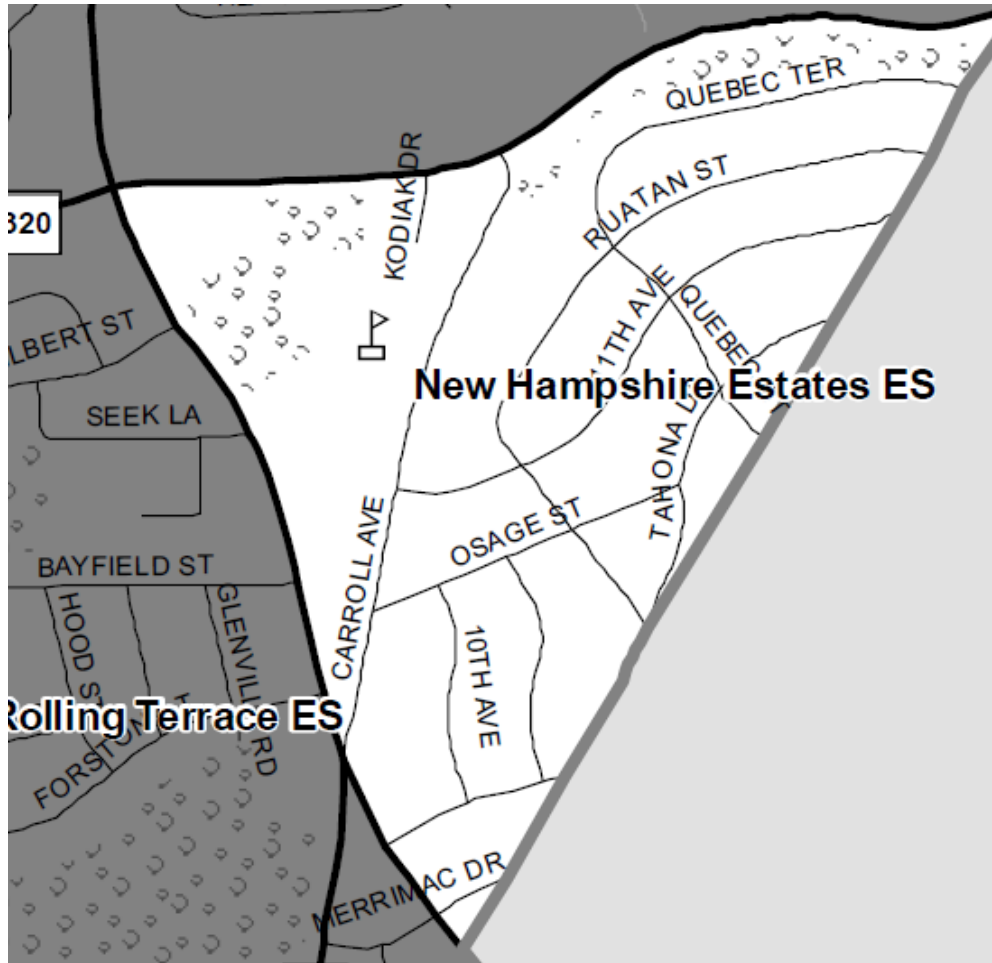
We believe that MCPS has the talent and resources to ensure that NHEES and OVES would thrive as PreK-5 community schools. We encourage Dr. Starr and the Montgomery County Board of Education to seize this opportunity to re-frame its approach to serving the children and families in the New Hampshire Estates and Oak View neighborhoods and to efficiently make the administrative and capital investments required to establish and support vibrant PreK-5 community schools for neighborhoods. Thank you for considering our community’s request.

### **Attachments:**

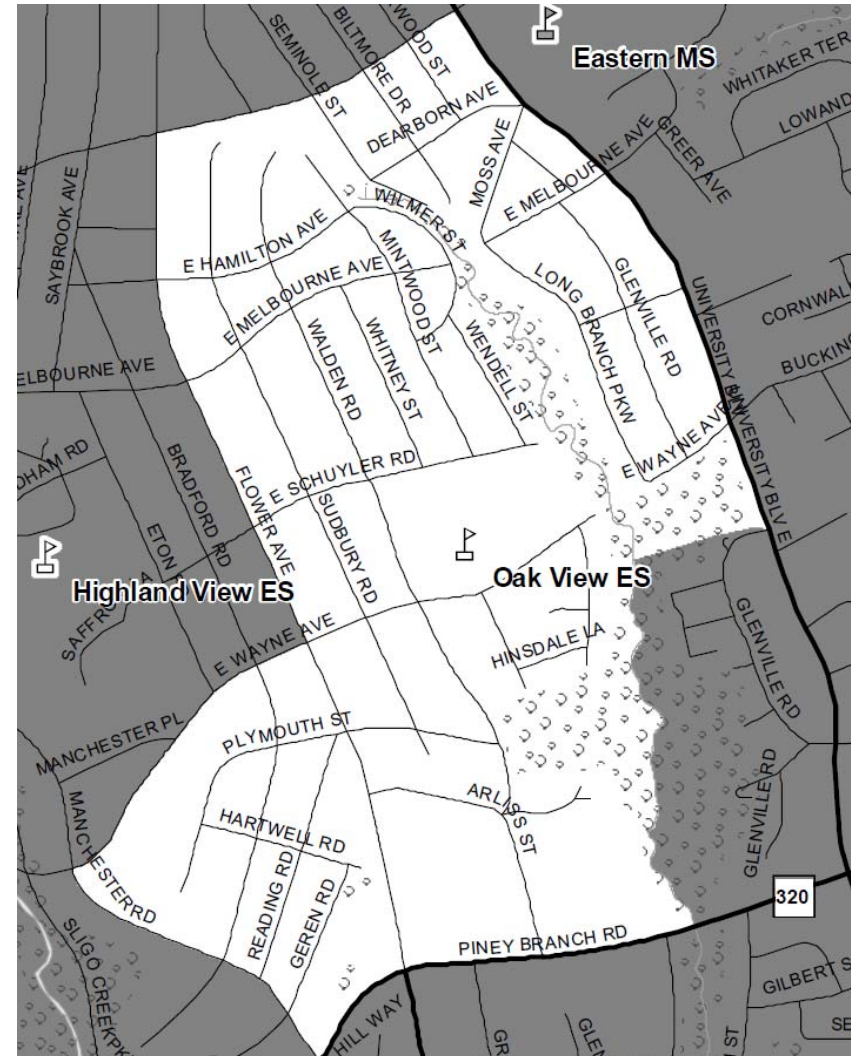
- Appendix A: *MCPS-Projected Service Areas for PreK-5 NHEES and PreK-5 OVES*
- Appendix B: *Demographic and Enrollment/Capacity Impacts of Unpairing NHEES and OVES*
- Appendix C: *Comparison of NHEES and OVES with Neighboring Elementary Schools*
- Appendix D: *NHEES/OVES Pairing Uniquely Merits Conversion to PreK-5 Community Schools*
- Appendix E: *Why the History Matters*

*Appendix A*  
**MCPS-PROJECTED SERVICE AREAS for PreK-5 NHEES and PreK-5 OVES**

*New Hampshire Estates Elementary School*



*Oak View Elementary School*





**Appendix B**  
**DEMOGRAPHIC AND ENROLLMENT/CAPACITY IMPACTS OF UNPAIRING**  
**NHEES AND OVES**

The two neighborhoods surrounding New Hampshire Estate Elementary School and Oak View Elementary School were “paired” in 1985, pursuant to **Montgomery County Board of Education Policy ACD, *Quality Integrated Education***<sup>5</sup>. MCPS continues to cite its *QIE* policy as the justification for continuing the pairing. NHEES currently serves the PreK-Grade 2 cohort from the NHE/OV community. OVES currently serves the Grade 3 -5 cohort from the NHE/OV community, plus a Highly Gifted Center serving 4<sup>th</sup>- and 5<sup>th</sup>-graders from across the Downcounty Consortium.

Given the long-standing demographic explanation for maintaining the NHEES/OVES pairing, there was significant community interest in understanding the demographics-by-neighborhood over the course of the pairing and in examining the projected demographics at two continuous PreK-5 elementary programs. At the first Roundtable meeting (held 3-11-2013), MCPS Division of Long Range Planning staff presented the projected demographics for two “unpaired” PreK-5 schools at NHEES and OVES. In response to continued requests for information about the underlying neighborhood demographics, additional information about the local PreK-5 populations was distributed at the final Roundtable meeting (held 5-15-2013). That data is presented as a combined table (B-1) at the end of this appendix.

The demographic projections presented throughout the Roundtable process elicited the following observations from the NHE/OV community:

- The ***Quality Integrated Education (QIE)*** rationale for the original pairing is no longer valid (with some also expressing concern that this original rationale was statistically flawed, based on the inclusion of the French Immersion program then-housed at OVES, never split between the two schools, and completely removed in 1993).
  - Even with the Highly Gifted Center population (which skews non-minority) included in the projected PreK-5 OVES racial/ethnic composition, the projected racial/ethnic composition difference between NHEES and OVES is only a difference of 3.8-16.7 percentage points for any of the represented categories.
  - The projected difference in FARMS rates between the two PreK-5 schools is 25.3 percentage points. However, five of the seven elementary schools neighboring the paired NHEES/OVES school zone currently have FARMS rates that are more than 25.3 percentage points lower than NHEES and/or OVES.<sup>6</sup>
  - The continued pairing of two neighborhoods that both have local PreK-5 populations with FARMS rates higher than 76% and minority student populations over 90% cannot meaningfully create integration. Despite being paired for 30 years, the poverty rate in both school populations has continuously risen and the racial/ethnic diversity has continuously narrowed.

<sup>5</sup> For a detailed history of the pairing, please see Appendix E.

<sup>6</sup> Please see Appendix C for further analysis of the comparative demographics between paired and unpaired NHEES and OVES and neighboring elementary schools.

- **If NHEES and OVES become PreK-5 programs, both schools would still be among the poorest in the county** – qualifying for Title I assistance and requiring the continuation of all resources/programs currently in place to serve this most-vulnerable segment of the Montgomery County population.
- It has been suggested that the NHEES/OVES pairing benefits its high-minority, high-poverty population. However, MCPS practice reveals that all other MCPS neighborhoods with local PreK-5 populations with **similarly high poverty rates** (76+% FARMS) and **narrow racial/ethnic composition are served by continuous PreK-5 community schools**.
- It has also been suggested that the NHEES/OVES pairing better serves its at-risk population by providing early childhood programs in a stand-alone primary school. However, the MCPS Director of Early Childhood Education, who served as a resource to the Roundtable, indicated that MCPS does an equally good job of delivering early childhood programs at primary schools and at continuous PreK-5 schools – and offered **no evidence that MCPS believes that early childhood programs (PreK-2 Grade 2) are better delivered in a stand-alone “primary school” facility than in a continuous PreK-5 facility**. The vast majority of the county’s Head Start and Pre-Kindergarten programs are delivered in facilities housing continuous PreK-5 programs.

At the conclusion of the NHEES/OVES PreK-5 Roundtable, a broad cross-section of the NHE/OV community believes:

- (1) The **NHEES/OVES pairing** – now in place for almost thirty years – has not only **failed to achieve its demographic objectives**, but also has become a **structural obstacle to the meaningful family and community engagement** most essential to its students.
- (2) **Continuous PreK-5 community schools** at NHEES and OVES would foster **academic achievement, parental engagement, and community cohesion better than the current split-elementary configuration** – particularly for the high-poverty at-risk students that currently comprise a significant majority (76%+) of the MCPS students in both neighborhoods.
- (3) That NHEES and OVES are **both overcapacity as paired schools** adds further benefit to unpairing these schools now. Establishing PreK-5 community schools in both neighborhoods would **immediate allow NHE-neighborhood children to begin attending a within-capacity school**. The **subsequent facility addition at OVES** would be a **sound and strategic county investment** in much-needed additional inside-the-Beltway MCPS elementary school capacity.

The merits of continuous PreK-5 neighborhood schools, *particularly the academic benefits associated with increased opportunity for parental involvement*, should be extended to students in the NHE/OV community. That 95% of MCPS elementary programs are continuous PreK-5 neighborhood programs raises **concerns about the equity of continuing a split-elementary program in one of the county’s most vulnerable school zones**.

**Table B-1: Demographic Data for Paired/Unpaired NHEES and OVES and Associated Local Student Populations**

	FARMS Rate	ESOL Rate	Racial/Ethnic Composition				
			AS	BL	HI	WH	MU
<b>PAIRED</b>							
PreK-2 New Hampshire Estates ES*	90.4%	76.4%	≤5.0	14.5	79.8	≤5.0	≤5.0
Grade 3-5 + HGC Oak View ES*	69.9%	38.6%	8.2	18.8	55.4	15.6	≤5.0
Paired NHE/OV Local PreK-Grade 2 Cohort*	90.4%	76.4%	≤5.0	14.5	79.8	≤5.0	≤5.0
Paired NHE/OV Local Grade 3-5 Cohort***	79.8%	35.8%	7.3	19.9	63.9	7.6	≤5.0
<b>UNPAIRED**</b>							
PreK-5 New Hampshire Estates ES	93.1%	64.6%	≤5.0	17.9	77.1	≤5.0	≤5.0
PreK-5 + HGC Oak View ES	67.8%	46.6%	5.8	14.1	60.7	17.3	≤5.0
<b>NEIGHBORHOOD PreK-5 POPULATIONS</b>							
New Hampshire Estates Neighborhood PreK-5 Population**	93.1%	64.6%	≤5.0	17.9	77.1	≤5.0	≤5.0
Oak View Neighborhood PreK-5 Population***	76.5%	51.8%	≤5.0	14.5	69.3	10.2	≤5.0
<b>MCPS COUNTY ELEMENTARY SCHOOL AVERAGE*</b>	38.4%	25.1%	14.1	20.6	28.8	31.4	≤5.0

\*Source: 2012-2013 MCPS "at-a-glance" data.

\*\*Source: "Effect of Unpairing New Hampshire ES and Oak View ES" -- distributed at Roundtable Meeting #1 (3-11-2013).

\*\*\*Source: "Oak View ES: Current Enrollment and Demographics Compared to Without G&T Center, and Unpaired (With and Without G&T Center)" -- distributed at Roundtable Meeting #3 (5-15-2013).

**TABLE B-2: Projected Enrollment/Capacity Data for Paired/Unpaired NHEES and OVES**

	Official 2012-13 Enrollment	Capacity	Projected Enrollment						
			2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
<b>PAIRED</b>									
<b>PreK-2 New Hampshire Estates ES</b>	510	444	531	531	507	487	484	484	
<i>Space Available/Deficit</i>	-66		-87	-87	-63	-43	-40	-40	
<b>Grade 3-5 + HGC Oak View ES</b>	352	358	387	410	445	461	463	438	
<i>Space Available/Deficit</i>	6		-29	-52	-87	-103	-105	-80	
<b>UNPAIRED</b>									
<b>PreK-5 New Hampshire Estates</b>		494	n/a	501	477	457	454	454	
<i>Space Available/Deficit</i>				-7	17	37	40	40	
<b>PreK-5 + HGC Oak View ES</b>		284	n/a	440	475	491	493	468	
<i>Space Available/Deficit</i>				-156	-191	-207	-209	-184	

Source: “Effect of Unpairing New Hampshire ES and Oak View ES” -- distributed at Roundtable Meeting #1 (3-11-2013).

Note (in original): The earliest that the unpairing could be implemented is August 2014. Therefore, the table above shows the effect of the unpairing from 2014 forward.

### *Appendix C*

## **COMPARISON of NHEES and OVES with NEIGHBORING ELEMENTARY SCHOOLS**

The NHEES/OVES school zone is surrounded by seven other MCPS elementary school programs.

Continuous PreK/K-5 programs:

- Broad Acres ES
- Rolling Terrace ES
- Highland View ES
- East Silver Spring ES
- Sligo Creek ES

Split-elementary programs:

- Montgomery Knolls ES/Pinecrest ES
- Takoma Park ES/Piney Branch ES

Understanding how these various neighboring elementary schools compare programmatically and demographically to NHEES and OVES is integral to understanding why a broad coalition of NHE/OV community members are advocating for continuous PreK-5 community schools in their neighborhoods.

As indicated in the tables at the end of this appendix (C-1, C-2, C-3), the projected FARMS rate presented during the Roundtable for (1) two PreK-5 schools and (2) the local PreK-5 populations in both neighborhoods demonstrated that **the “socioeconomic isolation” rationale for continuing the pairing is not consistent with MCPS policy and practice, considering the wide-ranging difference in FARMS rates which currently exists between NHEES/OVES and its neighboring school zones.**

- Even with the Highly Gifted Center population (which skews non-FARMS & non-ESOL) included in the projected PreK-5 OVES FARMS and ESOL rates, the **FARMS rate difference between PreK-5 NHEES and OVES is only projected to be 25.3 percentage points** and the **ESOL rate difference is only projected to be 18.0 percentage points** – with both schools well-above the county averages on both measures:
  - 2012-2013 MCPS “at a glance” data revealed that the NHEES/OVES school zone is currently bordered by other split-elementary programs whose same-grade cohorts have FARMS rates 22.2-52.4 percentage points less than the same-age NHE/OV cohorts and continuous PreK-5 programs with FARMS rates up to 76 percentage points less than those for NHEES/OVES students. (See Table C-2).
  - Neighboring school zones currently have ESOL rates up to 69.1 percentage points less than those for the PreK-2 NHE/OV cohort at NHEES (highest MCPS elementary ESOL rate). (See Table C-1).
- Data revealed during the Roundtable shows that the **local PreK-5 populations in both** the Oak View and New Hampshire Estates neighborhoods would have **FARMS rates over 76%**. The community questions the efficacy of pairing two local school PreK-5 populations with such high poverty rates, especially when neighboring PreK-5 schools have FARMS rates ranging from 14.4-94.8%.

**Table C-1: Demographic Comparison of Paired/Unpaired NHEES & OVES with Neighboring Elementary Schools**

*(Ranked from Highest to Lowest FARMS Rate)*

Elementary School/ Grades	FARMS Rate	ESOL Rate	Racial/Ethnic Composition					Special Programs/Notes
			AS	BL	HI	WH	MU	
<b>Broad Acres ES*</b> (PreK-5)	94.8%	74.5%	6.6	16.5	76.2	≤5.0	≤5.0	
<b>PreK-5 New Hampshire Estates</b> (Unpaired)**	93.1%	64.6%	≤5.0	17.9	77.1	≤5.0	≤5.0	
<b>PreK-2 New Hampshire Estates ES</b> (Paired)*	90.4%	76.4%	≤5.0	14.5	79.8	≤5.0	≤5.0	
<b>Grade 3-5 + HGC Oak View ES</b> (Paired)*	69.9%	38.6%	8.2	18.8	55.4	15.6	≤5.0	Highly Gifted Center (Grades 4-5)
<b>PreK-5 + HGC Oak View ES</b> (Unpaired)**	67.8%	46.6%	5.8	14.1	60.7	17.3	≤5.0	
<b>Rolling Terrace ES*</b> (PreK-5 + Spanish Immersion)	66.8%	48.5%	≤5.0	14.5	62.0	15.9	≤5.0	Partial Spanish Immersion Program (Grades K-5)
<b>Montgomery Knolls ES*</b> (PreK-2)	61.7%	46.5%	7.6	22.7	49.2	18.0	≤5.0	
<b>East Silver Spring ES*</b> (PreK-5)	56.8%	34.1%	5.2	52.5	22.3	17.1	≤5.0	Until 2006, part of Takoma Park ES/Piney Branch ES split-elementary configuration
<b>Pinecrest ES*</b> (Gr 3-5 + HGC)	47.7%	24.7%	13.7	17.6	35.8	28.1	≤5.0	Highly Gifted Center (Grades 4-5)
<b>MCPS COUNTY ELEMENTARY SCHOOL AVERAGE*</b>	38.4%	25.1%	14.1	20.6	28.8	31.4	≤5.0	
<b>Takoma Park ES*</b> (PreK-2; Magnet Gr 1-2)	38.0%	29.5%	5.1	32.2	18.4	38.2	6.0	Primary School Magnet (Grades 1-2)
<b>Piney Branch ES*</b> (Gr 3-5)	33.9%	16.3%	≤5.0	34.1	17.3	38.4	5.7	
<b>Highland View ES*</b> (K-5)	42.2%	32.1%	≤5.0	24.4	27.5	38.9	5.6	
<b>Sligo Creek ES*</b> (K-5 + French Immersion)	14.4%	7.3%	≤5.0	21.5	11.0	53.0	9.4	Total French Immersion Program (Grades K-5)

\*Source: 2012-2013 MCPS “at-a-glance” data.

\*\*Source: “Effect of Unpairing New Hampshire ES and Oak View ES” -- distributed at Roundtable Meeting #1 (3-11-2013).

**Table C-2: Comparison of FARMS Rates Between (1) Paired NHEES & OVES (2) Unpaired NHEES and OVES and (3) Local PreK-5 NHEES/OVES Populations with Neighboring Elementary Schools**

		NHEES & OVES SCHOOL POPULATIONS – PAIRED*		NHEES & OVES SCHOOL POPULATIONS – UNPAIRED**		PreK-5 Local School Populations by Neighborhood	
	FARMS Rate	FARMS Rate Difference from PreK-2 NHEES in % Points (NHEES PreK-2 FARMS: 90.4%)	FARMS Rate Difference from Gr 3-5 + HGC OVES in % Points (Paired OVES FARMS: 69.9%)	FARMS Rate Difference from PreK-5 NHEES in % Points (PreK-5 NHEES FARMS: 93.1%)	FARMS Rate Difference from PreK-5 +HGC OVES in % Points (Unpaired OVES FARMS: 67.8%)	FARMS Rate Difference from NHE-Neighborhood PreK-5 Population in % Points (PreK-5 NHE-Neighborhood FARMS: 93.1%**)	FARMS Rate Difference from OV-Neighborhood PreK-5 Population in % Points (PreK-5 OV-Neighborhood FARMS: 76.5%***)
<b>Neighboring PreK/K-5 Programs *</b>							
Broad Acres ES (PreK-5)	94.8%	4.4 >	24.9 >	1.7 >	27 >	1.7 >	18.3 >
Rolling Terrace ES (PreK-5 + Spanish Immersion)	66.8%	23.6 <	3.1 <	26.3 <	1.0 <	26.3 <	9.7 <
East Silver Spring ES (PreK-5)	56.8%	33.6 <	13.1 <	36.3 <	11.0 <	36.3 <	19.7 <
Highland View ES (K-5)	42.2%	48.2 <	27.7 <	50.9 <	25.6 <	50.9 <	34.3 <
Sligo Creek ES (K-5 + French Immersion)	14.4%	76.0 <	55.5 <	78.7 <	53.4 <	78.7 <	62.1 <
<b>Neighboring Split-Elementary Configurations*</b>							
Montgomery Knolls ES (PreK-2)	61.7%	28.7 <		31.4 <		31.4 <	14.8 <
Pine Crest ES (3-5, HGC: 4-5)	47.7%		22.2 <		20.1 <	45.4 <	28.8 <
Takoma Park ES (PreK-2, Magnet: 1-2)	38.0%	52.4 <		55.1 <		55.1 <	38.5 <
Piney Branch ES (3-5)	33.9%		36.0 <		33.9 <	59.2 <	42.9 <

\*Source: 2012-2013 MCPS “at-a-glance” data.

\*\*Source: “Effect of Unpairing New Hampshire ES and Oak View ES” - distributed at Roundtable Meeting #1 (3-11-2013).

\*\*\*Source: “Oak View ES: Current Enrollment and Demographics Compared to Without G&T Center, and Unpaired (With) and Without G&T Center” – distributed at Roundtable Meeting #3 (5-15-2013).

**Table C-3: Capacity/Enrollment Projections for Paired/Unpaired NHEES/OVES & Neighboring Elementary School Zones**

Elementary School	Grades Served + Special Programs	2012-2013 Enrollment	Current Capacity	Future Capacity	Projected Enrollment						
					↑: Overcapacity	↓: Space Available	↔: ≈ Capacity (+/- 20)	2013-2014	2014-2015	2015-2016	2016-2017
<b>PROJECTIONS FOR PAIRED NHEES/OVES*</b>											
New Hampshire Estates ES	PreK-Grade 2	509	444	444	530 ↑	531 ↑	507 ↑	487 ↑	484 ↑	484 ↑	
Oak View ES	Grades 3-5 + Highly Gifted Ctr (Gr 4-5)	352	358	358	387 ↑	410 ↑	445 ↑	461 ↑	463 ↑	438 ↑	
<b>PROJECTIONS FOR UNPAIRED PreK-5 NHEES &amp; OVES**</b>											
New Hampshire Estates ES	PreK-Grade 5		494			501 ↔	477 ↔	457 ↓	454 ↓	454 ↓	
Oak View ES	PreK-Grade 5 + Highly Gifted Center (Gr 4-5)		284			440 ↑	475 ↑	491 ↑	493 ↑	468 ↑	
<b>PROJECTIONS FOR NEIGHBORING ELEMENTARY SCHOOLS*</b>											
Broad Acres ES	PreK-Grade 5	693	618	618	741 ↑	764 ↑	773 ↑	785 ↑	749 ↑	734 ↑	
East Silver Spring ES	PreK-Grade 5	484	558	558	530 ↓	545 ↔	574 ↔	570 ↔	575 ↔	559 ↔	
Highland View ES	K-Grade	393	278	548	403 ↑	415 ↑	422 ↑	433 ↑	435 ↑	435 ↑	
Rolling Terrace ES	PreK-Grade 5 + Spanish Immersion (K-Gr 5)	816	672	672	849 ↑	868 ↑	879 ↑	873 ↑	845 ↑	818 ↑	
Sligo Creek ES	K-5 + French Immersion (K-Gr 5)	564	665	665	585 ↓	590 ↓	607 ↓	618 ↓	609 ↓	609 ↓	
Montgomery Knolls ES	PreK-Grade 2	488	501	501	498 ↔	470 ↓	479 ↓	478 ↓	475 ↓	475 ↓	
Pine Crest ES	Grades 3-5 + Highly Gifted Ctr (Gr 4-5)	438	381	381	451 ↑	494 ↑	474 ↑	478 ↑	435 ↑	445 ↑	
Takoma Park ES	PreK-2 + Primary Magnet (Gr 1-2)	587	586	586	603 ↑	600	587	577	574	572	
Piney Branch ES	Grades 3-5	492	611	611	537 ↓	556 ↓	584 ↓	589 ↓	587 ↓	573 ↓	

\*Source: 2012-2013 MCPS “at-a-glance” data.

\*\*Source: “Effect of Unpairing New Hampshire ES and Oak View ES” -- distributed at Roundtable Meeting #1 (3-11-2013).



*Appendix D*  
**NHEES/OVES PAIRING UNIQUELY MERITS CONVERSION TO PreK-5  
 COMMUNITY SCHOOLS**

In Spring 2012, the New Hampshire Estates/Oak View community requested that MCPS conduct a formal programmatic review of the merit of continuing the current split-elementary program at New Hampshire Estates ES and Oak View ES. In requesting this Roundtable, the programmatic question which the NHE/OV community asked MCPS to examine was: **“Would continuous PreK-5 elementary programs at both NHEES and OVES better foster academic achievement, parental engagement, and community cohesion than the current split-elementary configuration – especially given the high poverty rate in both neighborhoods?”**

The 2012-13 demographic profiles for the NHE/OV local PreK-2 cohort at NHEES and Gr 3-5 cohort at OVES (presented on 3/11/13 and 5/15/13) indicate that the demographic profile of the NHE/OV student population continues to be among the county’s most vulnerable.<sup>7</sup> This is significant to the discussion about the type of elementary program that will best serve this community because the **NHE/OV school population is demographically different from the other five MCPS split-elementary configurations** – in some cases, dramatically different. These differences mean that *the split-elementary program in the NHEES/OVES school zone adversely affects family and community involvement in their children’s schools to a greater magnitude than at the other split-elementary programs without providing any benefit of increased socioeconomic diversity.*

Given the absence of demographic merit to maintaining the pairing and general acknowledgement that continuous PreK-5 neighborhood programs have been successfully implemented in MCPS school zones with similar demographics, there is widespread interest in the NHE/OV community in understanding what – if any – significant academic merit MCPS sees to continuing the current split-elementary configuration.

Members of the NHE/OV community advocating for PreK-5 community schools at NHEES and OVES are not advocating that MCPS conduct a broad review of its paired schools. Other pairings have demographic, geographic, and facility considerations that may well merit their continuation. However, the **continued pairing of two neighborhoods that both have local PreK-5 populations with FARMS rates higher than 76% and minority student populations of over 90% cannot create a meaningfully integrated educational setting** – and no longer merit pairing. Further, the significantly higher poverty rates in the NHEES/OVES school zone cause the NHEES/OVES pairing to **pose an unnecessary obstacle** to the very academic continuity, family engagement, and community involvement most important to at-risk student populations.

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<sup>7</sup> See Tables D-1, D-2, and D-2 below.

### **FARMS Rate Differences Between NHEES/OVES and Other MCPS Paired Schools:**

- **All of the other MCPS split-elementary configurations have FARMS rates less than their same-age local cohorts at NHEES and OVES:**
  - All of the other PreK-2 schools have FARMS rates between 22.0-69.3 percentage points less than the PreK-2 NHE/OV local school cohort
  - All of the other Gr 3-5 schools have FARMS with rates 9.5-72.7 percentage points less than the Grade 3-5 NHE/OV local school cohort. Even with the inclusion of the Highly-Gifted Center 4<sup>th</sup>- and 5<sup>th</sup>-graders, OVES has a FARMS rate that is higher than all but one other secondary elementary school (Cresthaven ES with a FARMS rate 0.4 percentage points higher than OVES).
- **The NHE/OV PreK-Grade 2 cohort (schooled at NHEES) has the **2<sup>nd</sup>-highest FARMS rate (90.4%) in the county** (behind neighboring PreK-5 Broad Acres ES).**
  - The MCPS primary elementary school with the next highest FARMS rate, Roscoe Nix ES, has a FARMS rate (68.4%) that is 22 percentage points lower than that at NHEES.
  - The primary schools at neighboring Montgomery Knolls ES (61.7%) and Takoma Park ES (38.0%) have FARMS rates that are, respectively 28.7 and 52.4 percentage points lower than that at NHEES.

### **ESOL Rate Differences Between NHEES/OVES and Other MCPS Paired Schools:**

- **All of the other split-elementary configurations have ESOL rates less than their same-age cohorts at NHEES and OVES:**
  - The PreK-2 cohort (at NHEES) has the highest ESOL rate in the county, with an ESOL rate 26.6-58.9 percentage points higher than its same-age cohorts in the other split-elementary programs.
  - OVES (including the NHE/OV local grade 3-5 cohort + HGC) has an ESOL rate 10.4-33.5 percentage points higher than all other MCPS secondary elementary schools.

### **Differences in the Racial/Ethnic Composition of MCPS Paired Schools:**

- Most MCPS “pairings” were implemented under Montgomery County BOE Policy ACD, *Quality Integrated Education*, to “balance” the racial/ethnic populations in the two paired neighborhoods. While comparative information about the underlying neighborhood populations were not provided for the other MCPS pairings, comparing the overall racial/ethnic composition of these paired schools is still instructive (See Table D-3):
  - **NHEES** has only **two racial/ethnic groups represented in its PreK-2 student body at a percentage > 5%**. In comparison, **ALL** of the other MCPS primary schools have **four racial/ethnic groups represented in percentages > 5%**.
  - **OVES** (with the inclusion of the Highly-Gifted Center, which slightly broadens the racial/ethnic composition beyond that of the local Grade 3-5 NHE/OV

population) has only a **slightly less-narrow racial/ethnic make-up that heavily skews minority**. In comparison, neighboring Piney Branch ES and the BCC-Cluster upper-elementary schools have majority populations above the county elementary school average (31.4%). **Even as a “paired” service area, the NHEES/OVES student population is among the least racially and ethnically diverse in the county.**

### Additional Differences Between MCPS Paired Schools:

- **Geography:**

- **New Hampshire Estates Elementary School and Oak View Elementary School are located 1.4 miles apart, with non-contiguous borders that are separated by two state highways.** Given the high poverty rate in both neighborhoods, many families do not have private transportation. Reaching the non-neighborhood school takes more than thirty minutes by foot and/or public transportation.
- In comparison, the **neighboring Takoma Park pairing has a shared campus for its schools.** During the 2006 Roundtable which resulted in the removal of East Silver Spring ES from the Takoma Park ES/Piney Branch ES pairing and the creation of a PreK-5 community school in East Silver Spring, the representatives of the Takoma Park ES PTA acknowledged that the Takoma Park pairing is geographically unique in the proximity of its two schools:

*"...as a K-2 school, we are aware of the challenges of capacity-building within the community and of creating a truly "neighborhood school." However, (Takoma Park Elementary School) has the advantage of being immediately adjacent to (Piney Branch Elementary School) -- creating a more continuous experience for our students. (East Silver Spring), who we articulate with into (Piney Branch Elementary School), does not have the same advantage of proximity."*

- **Pairing Objective:**

- The most recent MCPS pairing (Roscoe Nix ES/Cresthaven ES) is sometimes cited as evidence that “MCPS is still pairing schools” or that there is a benefit to providing early childhood services in a stand-alone primary facility (vs. a continuous PreK-5 school). However, the report from the Roundtable conducted in 2001 which led to that pairing reveals that the **Nix/Cresthaven pairing was not initiated to "balance demographics" nor because of a shift in MCPS policy or practice toward providing primary elementary programs in separate PreK/K-2 facilities.** The older MCPS "pairings" implemented pursuant to Montgomery County BOE Policy ACD, *Quality Integrated Education*, (including the NHEES/OVES pairing) combined existing service areas (and their purportedly different demographic make-up) and redistributed their students into separate schools by grade levels. In comparison, **the Nix/Cresthaven pairing was pragmatically recommended to keep the Cresthaven service area population (and most of the adjoining Burnt Mills service area) intact,** since Cresthaven and Burnt Mills had outgrown their current neighborhood school

facilities. The position paper of the Northeast Consortium cluster coordinators emphasizes the **pragmatic nature of the potential pairing** -- and that "reasonable minds differ as to the value of such an arrangement (pairing)."

It is worth noting that **Broad Acres ES borders the Cresthaven service area to its south**. In 2002-2003 (earliest year for which MCPS At-A-Glance is available online and which still preceded the implementation of the Nix/Cresthaven pairing), PreK-5 Broad Acres ES had a FARMS rate of 88% and racial/ethnic composition that was 0.8% "White." That same year, K-5 Cresthaven ES had a FARMS rate of 47% and racial/ethnic composition that was 18% "White." PreK-5 Burnt Mills ES (bordering Cresthaven to the north, part of which was eventually incorporated into the Nix/Cresthaven pairing) had a FARMS rate of 52% and racial/ethnic composition that was 6% "White." Despite the 41 percentage point difference in FARMS rate between Broad Acres ES and Cresthaven ES, **creating more "demographic balance" across the Broad Acres/Cresthaven/Burnt Mills by re-evaluating all of these boundaries was not among the approaches considered**.

Finally, it should be observed that **no other MCPS elementary schools have been built or re-organized as "primary model" paired schools** – not in the county's most affluent neighborhoods where there would certainly be demand for primary PreK/K-2 schools if they were deemed most educationally valuable nor in its highest poverty, highest minority service areas where early childhood education interventions are most targeted. Rather, **MCPS policy and practice is to ensure that all of its elementary schools provide high quality early childhood education programming – and, in 95% of its service areas, in community schools that also best support parental and community engagement**.

### **Summary:**

There are significant differences between the six MCPS "split-elementary configurations" – in why they were paired, in how well they have achieved the objectives for which they were paired, in their geographic proximity and facility constraints, and in the socioeconomic challenges faced by their students and families.

### **The NHEES/OVES pairing:**

- Has not achieved the demographic objectives for which it was created
- Poses an unnecessary logistical obstacle to its high-poverty population, due to its geography and distance between facilities
- Involves facilities that are and will continue to be overcapacity
- Encompasses two uniquely-vulnerable high-poverty, high-minority populations that would most benefit from the academic continuity, family involvement, and community connectedness associated with continuous PreK-5 community schools

This unique combination of factors has led to the specific request to unpair NHEES and OVES and replace them with PreK-5 community schools.

**Table D-1: Comparison of FARMS and ESOL Rates Between NHEES (NHE/OV PreK-Grade 2 Cohort) and Other MCPS Primary Elementary Schools**  
(Listed from Highest to Lowest Difference in FARMS rate)

Elementary School/ Grades + Special Programs	FARMS Rate	FARMS Rate Difference from NHEES in Percentage Points (NHEES FARMS: 90.4%)	ESOL Rate	ESOL Rate Difference from NHEES in Percentage Points (NHEES ESOL: 76.4%)
<b>Rosemary Hills ES</b> (PreK-2)	21.1%	<b>69.3 &lt; NHEES</b>	17.5%	<b>58.9 &lt; NHEES</b>
<b>Takoma Park ES</b> (PreK-2, Magnet: 1-2)	38.0%	<b>52.4 &lt; NHEES</b>	29.5%	<b>46.9 &lt; NHEES</b>
<b>Montgomery Knolls ES</b> (PreK-2)	61.7%	<b>28.7 &lt; NHEES</b>	46.5%	<b>26.6 &lt; NHEES</b>
<b>Bel Pre ES</b> (PreK-2)	67.2%	<b>23.2 &lt; NHEES</b>	46.5%	<b>29.9 &lt; NHEES</b>
<b>Roscoe R. Nix ES</b> (PreK-2)	68.4%	<b>22.0 &lt; NHEES</b>	42.5%	<b>33.9 &lt; NHEES</b>

Source: 2012-2013 MCPS "at-a-glance" data.

**Table D-2: Comparison of FARMS and ESOL Rates Between OVES (NHE/OV Grades 3-5 + Grades 4-5 Highly-Gifted Center) & NHE/OV Local Grade 3-5 Populations and other MCPS Upper Elementary Schools**  
(Listed from Highest to Lowest Difference in FARMS rate from Paired OVES)

Elementary School/ Grades + Special Programs	FARMS Rate	FARMS Rate Difference from OVES in Percentage Points (OVES FARMS: 69.9%)*	FARMS Rate Difference from NHE/OV Local Grade 3-5 Population in Percentage Points (NHE/OV Gr 3-5 FARMS: 79.8%)**	ESOL Rate	ESOL Rate Difference from OVES in Percentage Points (OVES ESOL: 38.6%)*
Bethesda ES (K-5)***	5.7%	64.2 < OVES	****	8.0%	30.6 < OVES
North Chevy Chase ES (3-6)	7.1%	62.8 < OVES	72.7 < NHE/OV Local Gr 3-5	5.1%	33.5 < OVES
Chevy Chase ES (3-6, HGC: 4-5)	12.2%	57.7 < OVES	****	6.3%	32.3 < OVES
Piney Branch ES (3-5)	33.9%	36.0 < OVES	43.8 < NHE/OV Local Gr 3-5	16.3%	22.3 < OVES
Pine Crest ES (3-5, HGC: 4-5)	47.7%	22.2 < OVES	****	24.7%	13.9 < OVES
Strathmore ES (3-5)	61.7%	8.2 < OVES	18.1 < NHE/OV Local Gr 3-5	24.8%	13.8 < OVES
Cresthaven ES (3-5)	70.3%	0.4 > OVES	9.5 < NHE/OV Local Gr 3-5	28.2%	10.4 < OVES

\*Source: 2012-2013 MCPS "at-a-glance" data.

\*\* Source: "Oak View ES: Current Enrollment and Demographics Compared to Without G&T Center, and Unpaired (With and Without G&T Center)" – distributed at Roundtable Meeting #3 (5-15-2013).

\*\*\*Per November 2011 BOE decision, Bethesda was removed from the Rosemary Hills/North Chevy Chase/Chevy Chase configuration starting in 2013-2014.

\*\*\*\* Differences in FARMS rates between NHE/OV Local Gr 3-5 Populations and other upper elementary schools also with a Highly-Gifted Center or K-5 student body were not calculated because local Gr 3-5 demographics for those schools were not provided for accurate comparison.

**Table D-3: Demographic Comparison of MCPS Split-Elementary Configurations** PK5NSI Position Paper-Page 22 of 32  
*(Ranked from Highest to Lowest FARMS Rate of Primary Elementary School Population)*

Primary Elementary School/ Grades/Total Population	FARMS Rate	ESOL Rate	Racial/Ethnic Composition					Upper Elementary School/Grades/ Total Population	FARMS Rate	ESOL Rate	Racial/Ethnic Composition					Distance Between Schools	Articulation Pattern/ Cluster
			AS	BL	HI	WH	MU				AS	BL	HI	WH	MU		
<b>New Hampshire Estates ES</b> (PreK-2) #: 509	90.4%	76.4%	≤5.0	14.5	79.8	≤5.0	≤5.0	<b>Oak View ES</b> (3-5, HGC: 4-5) #: 352	69.9%	38.6%	8.2	18.8	55.4	15.6	≤5.0	1.4 miles	Eastern MS/Blair Cluster (Downcounty Consortium)
<b>Roscoe R. Nix ES</b> (PreK-2) #: 544	68.4%	42.5%	12.1	34.6	46.5	5.1	≤5.0	<b>Cresthaven ES</b> (3-5) #: 482	70.3%	28.2%	11.4	37.1	44.0	5.4	≤5.0	2.5 miles	Key MS/ Springbrook Cluster (Northeast Consortium)
<b>Bel Pre ES</b> (PreK-2) #: 488	67.2%	46.5%	5.7	44.7	38.5	7.6	≤5.0	<b>Strathmore ES</b> (3-5) #: 407	61.7%	24.8%	7.4	44.7	37.6	6.1	≤5.0	.9 miles	Argyle, Loiederman, Parkland MS/ Kennedy Cluster (Downcounty Consortium)
<b>Montgomery Knolls ES</b> (PreK-2) #: 488	61.7%	46.5%	7.6	22.7	49.2	18.0	≤5.0	<b>Pine Crest ES</b> (3-5, HGC: 4-5) #: 438	47.7%	24.7%	13.7	17.6	35.8	28.1	≤5.0	1.6 miles	Eastern MS/Blair Cluster (Downcounty Consortium)
<b>MCPS COUNTY ELEMENTARY SCHOOL AVERAGE</b>	38.4%	25.1%	14.1	20.6	28.8	31.4	≤5.0										
<b>Takoma Park ES</b> (PreK-2, Magnet: 1-2) #: 587	38.0%	29.5%	5.1	32.2	18.4	38.2	6.0	<b>Piney Branch ES</b> (3-5) #: 492	33.9%	16.3%	≤5.0	34.1	17.3	38.4	5.7	.4 miles	Takoma Park MS/Blair Cluster (Downcounty Consortium)
<b>Rosemary Hills ES</b> (PreK-2) #: 731	21.1%	17.5%	5.2	13.0	16.1	57.7	7.7	<b>North Chevy Chase ES</b> (3-6) #: 421	7.1%	5.1%	5.9	11.0	14.4	61.4	6.8	2.2 miles	Westland MS/Bethesda-Chevy Chase Cluster
								<b>Chevy Chase ES</b> (3-6, HGC: 4-5) #: 523	12.2%	6.3%	≤5.0	10.5	9.6	70.4	≤5.0	3.2 miles	
								<b>Bethesda ES</b> (K-5)* #: 512	5.7%	8.0%	11.5	9.0	10.7	61.5	7.2	3.6 miles	

Source: 2012-2013 MCPS "at-a-glance" data.

\*Per November 2011 BOE decision, Bethesda was removed from the Rosemary Hills/North Chevy Chase/Chevy Chase configuration starting in 2013-14.

*Appendix E*  
**WHY THE HISTORY MATTERS**

"The past is never dead. It's not even past."—William Faulkner, *Requiem for a Nun*

In both the “*Advance Education, Strengthen Community*” community viewpoint paper included in the Roundtable request last spring and during the Roundtable discussion, PK5NSI encouraged MCPS to provide a more detailed history of the NHEES/OVES pairing. This request was based on countless community requests during PreK-5 canvassing and outreach efforts.

Specifically, NHE/OV community members were interested in:

- (1) The MCPS decision-making and demographic data that led to the original “pairing” decision under Montgomery County BOE Policy ACD, *Quality Integrated Education*.
- (2) The MCPS data and decision-making processes used over nearly thirty years to evaluate the efficacy of this pairing (including the required annual *QIE* reports).

This interest was not motivated by a desire to rehash or judge decisions made in different times by other school and county leaders. In fact, it is widely acknowledged that the decision to “pair” NHEES and OVES reflected the local and county policies, politics, demographics, and educational values of its time. There is also understanding that, once the “paired” path was set, it became very difficult – politically and bureaucratically – to re-evaluate the continued merit of that decision. However, there is still a significant community interest in a candid evaluation of that history – in order to facilitate informed public reflection on the implications of these choices for our present-day facilities and school demographics.

A brief presentation on the pairing history was consequently presented at Roundtable meeting #2 (held on 4-15-2013), including a handout showing NHEES and OVES demographics during selected years in the pairing history. That handout is included in this appendix as Table E-1. However, limited discussion took place among the Roundtable participants regarding the significance of this historical data, with some questioning the relevance of the history to the current discussion.

**Why is having a shared understanding of the history of this pairing germane to the current discussion about implementing continuous PreK-5 programs at both NHEES and OVES?**

It is relevant because **the current school configuration – with its associated demographics and facility capacity – is a product of this history.** A meaningful discussion about establishing PreK-5 community schools at NHEES and OVES – and whether the associated transition process is “worth the cost” – requires a thoughtful shared understanding about the decisions, policies, and practices that have led to the current status quo. (For example, many community members have questioned whether the continuation of the pairing was demographically-justified when previous capital improvements were made at NHEES and OVES and why those earlier investments were not made at that time on now-needed PreK-5 facilities.)

Table E-2 included in this Appendix is a PK5NSI-compiled timeline of historical events related to this pairing and the various efforts to re-establish continuous PreK-5 community schools in the New Hampshire Estates and Oak View neighborhoods. We hope that it serves as a useful supplement to other MCPS historical documents that are available to Dr. Starr and the BOE.



**Table E-1: NHEES/OVES Demographic Data for Selected Years  
(Originally presented by MCPS at Roundtable Meeting #2 on 4-15-2013)**

**New Hampshire Estates Elementary School Demographics for Selected Years  
April 16, 2013**

New Hampshire Estates ES	Official Enrollment	Demographic Characteristics					
		African American	Asian	Hispanic	White	FARMS	ESOL
1985-86	282	41.1%	25.9%	24.8%	7.8%	not available	not available
1987-88 <i>First year of pairing with Oak View ES - 1986</i>	356	39.6%	22.2%	31.2%	6.7%	not available	not available
1992-93	506	33.0%	14.6%	35.8%	16.6%	58.3%	38.1%
1997-98	549	27.9%	11.1%	50.3%	10.3%	75.8%	31.2%
2002-03	456	21.9%	12.5%	59.0%	6.6%	75.4%	43.9%
2007-08	386	26.4%	10.1%	55.4%	7.5%	71.5%	62.7%
2012-13	510	14.5%	<5.0%	79.8%	<5.0%	90.2%	73.3%

FARMS and ESOL enrollments are not available for the 1985-86 and 1987-88 school years.  
American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and Two or More Races combined account for less than 5% of enrollment.

**Oak View Elementary School Demographics for Selected Years  
April 16, 2013**

Oak View Elementary School	Official Enrollment	Demographic Characteristics					
		African American	Asian	Hispanic	White	FARMS	ESOL
1985-86	396	27.0%	4.5%	7.8%	59.7%	not available	not available
1987-88 <i>First year of pairing with New Hampshire Estates ES - 1986 Includes French Immersion Program</i>	402	32.3%	10.0%	6.0%	48.8%	not available	not available
1992-93 <i>French Immersion relocated to Maryvale ES</i>	243	36.6%	22.2%	35.0%	6.2%	77.0%	23.8%
1997-98	345	35.1%	15.7%	40.6%	8.6%	74.7%	16.0%
2002-03	313	25.6%	13.1%	55.0%	6.0%	74.8%	30.7%
2007-08	242	24.4%	12.0%	52.1%	11.2%	73.1%	24.4%
2012-13 <i>Center for the Highly Gifted located at Oak View ES beginning in 2008</i>	352	18.8%	8.2%	55.4%	15.6%	69.9%	32.3%

FARMS and ESOL enrollments are not available for the 1985-86 and 1987-88 school years.  
American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and Two or More Races combined account for less than 5% of enrollment.

**Table E-2:  
Timeline of History and Notable Events  
Related to Pairing and the Various Efforts Over the Years to Re-establish Continuous  
PreK-5 Community Schools in the New Hampshire Estates and Oak View Neighborhoods  
(Compiled by PK5NSI)**

**Early years**

Oak View Elementary School (Oak View) opened September 20, 1948, as a K-6 school serving the community living in the area framed by Sligo Creek Parkway to the West, Northwood Park [University Avenue] to the East, Piney Branch Avenue to the South, and Indian Spring golf course to the North.

See <http://www.montgomeryschoolsmd.org/schools/oakviewes/history.shtml>.

We understand that New Hampshire Estates Elementary School (NHE) originally opened in the 1950s or 1960s as a K-6 school serving the community living in the triangular area framed by Piney Brach Avenue to the North, University Avenue to the West, and New Hampshire Avenue to the East. During the 1970s, presumably due to increased enrollment, NHE was changed to K-2 (or PreK-2) school, whose students were sent at various times to elementary schools in the Takoma Park and Highland View neighborhoods.

**1982**

The Montgomery County Public Schools (MCPS) French immersion magnet program was started in 1974 and was originally housed at Four Corners Elementary School. When Four Corners closed in 1982, the French immersion program was moved to Oak View. At this point, Oak View Elementary School also housed a Spanish partial immersion program, as well as a standard curriculum program known as the “English” program to distinguish it from the French and Spanish immersion programs housed in the same school facility.

**1983**

Quality Integrated Education (QIE) policy adopted by Montgomery County Public School (MCPS) Board of Education (BOE). QIE policy commits MCPS to creating integrated school settings—from both a race/ethnic and socioeconomic perspective—through variety of policy tools including monitoring transfer requests, setting school boundaries, magnet programs, and the pairing of schools.

**1985-1989**

09/23/1985 – BOE votes to pair New Hampshire Estates Elementary School with Oak View Elementary School’s *English* program. In addition, BOE voted to add thirteen classrooms to the recently renovated Oak View Elementary School and voted to deny Oak View-attendance area children automatic access to the French immersion program, except for those children enrolled in the French immersion program by September 1987.

The QIE policy adopted in 1983 was the explicit impetus for the decision to pair NHE with the Oak View English program. The pairing was designed to promote racial balance by pairing the highest majority (white) school in the Blair cluster at that particular moment in history (Oak View *with* the French Immersion program) with the highest minority in the Blair cluster (NHE).

The BOE decision to pair the Oak View English program with NHE was vigorously contested by members of the Oak View community, resulting in extensive, years-long litigation before Hearing Examiners assigned by the State Board of Education, and related to appeals.

In response to legal challenges brought by Oak View community members to the State Board of Education, MCPS maintained that: (a) despite the complete classroom segregation of Oak View English program and French Immersion students, which was projected to continue, students would still be sharing a physical facility on the Oak View campus that was integrated (due to the presence of the French immersion program, the overall demographics of Oak View at the time of the pairing were: 41 percent minority, 18 percent FARMS and 7 percent ESOL); and (b) large numbers of majority students would be drawn into a newly-created integrated reading/language arts (RLA) magnet that BOE proposed for both campuses and hence would help integrate NHE.

A series of legal opinions were issued by the State Board of Education between 1986 and 1989:

06/24/1987 – *Joan & Walter Brace, et al., Appellants v. Montgomery County Board of Education, Appellee*, No. 87-6, June 24, 1987, Opinion:

- “The State Board is satisfied, following argument that this matter is not moot and the Board issues the following the Opinion: The State Board of Education does not determine whether one plan proposed by a [local education authority] better serves the interest of the community as opposed to another plan because it is improper for this Board to substitute its judgment for the considered decision of the local board. The standard of review in such situation as set forth in *Bushey Drive Elementary School Parents v. Board of Education of Montgomery County*, 1 Opinions of MSBE 441 (1976), requires that the State Board of Education decide only whether a decision is arbitrary, capricious or illegal. In conformity with that decision, we adopt the Findings and Conclusions of the Hearing Examiner, attached hereto as Exhibits 1 and 2, respectively. We affirm the Hearing Examiner’s ruling on submission of evidence into the record and we further find no merit to Appellant’s contention that the Hearing Examiner did not fully or fairly evaluate the evidence presented.” pp.740-41.
- Exhibit 1 – 05/05/1986 – Findings of Fact and Conclusions of Law, Elizabeth Logan Nilson, Esq., Hearing Examiner, May 5, 1986 – Select Excerpts:
  - “[Superintendent] Cody also agreed that pairing, absent other factors, is not a particularly attractive option for parents and that the Board of Education, absent other factors, has expressed a preference for K-6 elementary schools.” p. 757
  - “I feel very strongly . . . that Montgomery County will have to greatly increase its efforts to make the interrelated arts magnet and language arts magnet distinctive and attractive and increase resources devoted to those magnets in order to create a first-rate attraction for out-of-area students. Secondly, efforts must be greatly increased to increase the interaction of the English students and French students at Oak View so that the goal of a quality integrated education is reached. I will give Montgomery County the benefit of my doubts and I sincerely hope that the parents of both communities will continue to work with MCPS staff to give the pairing a chance.” p. 769

- “Recommendation: For the reasons stated above, I find that the September 23, 1985, decision by the Montgomery County Board of Education was not arbitrary or capricious and that it be affirmed.” p.769
- Exhibit 2 – 03/12/1987 – Supplemental Findings and Conclusions of the Hearing Examiner. This supplemental decision involved an appeal of the procedures followed by the Board of Education in connection with the use of portable classrooms at Oak View, its reliance on allegedly faulty statistics and measures of capacity, and the BOE’s rejection of a community-based alternative proposal to the pairing of Oak View’s English program with NHE. The Hearing Examiner found that the BOE’s decisions were not unlawful.

03/29/1989 – *Joan & Walter Brace, et al., Appellants v. Montgomery County Board of Education, Appellee*, No. 89-6, March 29, 1989, Opinion.

- This decision grants a motion to dismiss by the BOE and denies, on *res judicata* grounds, a second appeal related to the pairing of Oak View’s English program with NHE and Montgomery County Council’s action to deny the BOE’s capital funds request for expansion of Oak View.

### 1991

From 1985 to 1991, the average percent of minority students attending NHE was 91. During this same time period, the RLA magnet program at NHE failed to attract more than a few majority (white) students, contrary to the optimistic predictions of MCPS officials used to explain the BOE decision to pair NHE and Oak. Today, the RLA “magnet” program at NHE still nominally exists, but few, if any, students outside the NHE assignment area have ever signed up for the program. As explained by MCPS in a 1999 interview with Department of Education attorneys investigating a 1998 Civil Rights Act complaint: “The magnet was infused into the curriculum of [NHE] so it was not an identifiable stand-alone [magnet] program. The principal had it incorporated into the entire curriculum.” See 1999 – DOE Interviews with MCPS Representatives.

### 1992

Citing space limitations at Oak View Elementary School, BOE votes to move the French immersion program from Oak View to Maryvale elementary school in Rockville. See 04/15/1992 – Washington Post, “Montgomery School Board Approves Moving French Immersion Program”

### 1993

Minority students make up 91 percent of the Oak View Elementary School school population in 1993, the first year in which the French immersion program was not present on the campus. This compares to 58 percent minority in 1991, the year before the French program was removed (no data available for 1992).

05/17/1993 – The BOE votes to approve a revised and updated version of QIE (Quality Integrated Education) policy. The 1993 version of the QIE policy is still in effect today, *i.e.* it has not been altered, revised, or publicly revisited in a substantive manner since 1993:

<http://www.montgomeryschoolsmd.org/departments/policy/pdf/acd.pdf>.

### 1997

French immersion program returns to the Downcounty Consortium, but not to Oak View Elementary School, where it was once housed. Instead, BOE establishes new French immersion program at the newly established Sligo Creek Elementary School.

In 1997, just 21 children attended Oak View from the 444 homes in its base school assignment zone. Some 100 students from the Oak View school assignment zone attend other schools in the Blair cluster. *See 01/01/1998 – Oak View/NHE PTA Executive Board Boundary Change Report.*

In late 1997, MCPS begins the stakeholder process for redistricting the entire Blair cluster to coincide with the unification of Takoma Park into Montgomery County.

### 1998

Oak View Elementary School averaged 91 percent minority students from 1993 through 1998. NHE averaged 87 percent minority over the same period. During 1997-98, Oak View enrolled 345 students, of which 91 percent were minority, while NHE enrolled 549 students, of which 90 percent were minority.

The question of whether to unpair Oak View and NHE emerges as a very live issue during the stakeholder process for Blair cluster redistricting, and indeed Superintendent Vance in his first recommendation did in fact recommend that NHE/OV be studied “for possible unpairing into two pre-K-5 neighborhood schools.” But, alas, it was not to be. Arguments made in favor of unpairing included: (1) the pairing was not accomplishing very much in terms of either racial/ethnic or socioeconomic integration; (2) unpairing would allow all children to attend an easily walkable neighborhood school throughout their elementary school years; and (3) having kids remain at the same school K-5 would enhance educational continuity, as well as facilitating parental involvement and volunteering, since kids would not have to shift schools midway through their elementary years.

01/01/1998 – Oak View/NHE PTA Executive Board Boundary Change Report. Citing survey of 200 parents, report finds that no consensus exists with regard to returning Oak View and NHE to K-5 schools:

“Unpairing/K-5

The mixed survey results show that while parents voted to keep the schools paired there is no consensus. Rather, there is clearly a great deal of mixed feeling and conditional opinions. (Indeed, were Oak View to be a stronger program, the vote might well have been very different.)

Many parents wanted the schools to stay paired—but a literally equal number either

wanted to unpair immediately or to unpair *if* both schools, especially Oak View, were stronger and better supported. Oak View's current shortcomings and low test scores cloud this debate beyond near-term resolution. Fully half of the residents of *all* zones desire to keep unpairing idea viable in boundary terms, either to do now or as Oak View gains strength."

2/23/1998 – Superintendent's Recommendations for Montgomery Blair Elementary and Middle School Boundaries. Priority K states: "Maintain current pairing, except at New Hampshire Estates/Oak View elementary schools that should be studied for major demographic changes at Oak View Elementary School and possible unpairing into two pre-K-5 neighborhood schools."

03/12/1998 – Memorandum from Superintendent Vance to BOE re "Board of Education Alternatives to the Superintendent's Recommendation for the Montgomery Blair Cluster Boundary Changes"

03/23/1998 – Memorandum from Superintendent Vance to BOE with final recommendations. With respect to NHE and Oak View, Vance recommends against establishing K-5 schools for NHE and Oak View, citing lack of consensus in the Oak View/NHE PTA Board Boundary Change Report. On the same day, BOE votes to maintain NHE/Oak View pairing but removes two middle class/high majority areas from the NHE/Oak View attendance zone. Projected demographics of NHE are 91 percent minority, 77 percent FARMS and 32 percent ESOL. Projected demographics of Oak View are 91 percent minority, 24 percent ESOL and 85 percent FARMS. Projected demographics of paired NHE/Oak View are 91 percent minority, 29 percent ESOL and 79 percent FARMS.

05/11/1998 – Letters of Complaint filed with Department of Education (DOE) by parents of NHE and Oak View students alleging violations of Title VI of the Civil Rights Act, DOE regulations, and due process and equal protection rights of the students assigned under the BOE's school boundary and redistricting plan for the Blair High School Cluster (the Plan) to attend NHE (grades K-2) and Oak View (grades 3-5). The complaint alleges that the Plan creates a racially segregated pair of schools, discriminating against those who attend them in violation of applicable laws, which prohibit the denial of benefits or discrimination under any program or activity receiving federal financial assistance (MCPS, like most other large school districts, receives significant federal funding). According to the complaint, the Plan has such a disparate racial impact on the two schools, when compared with other schools in the Blair cluster or county as a whole, that it appears to result from willfully negligent, if not intentional, discriminatory conduct on the part of the BOE and its individual members. The parents and individual complainants accordingly sought "through this Complaint all available and necessary relief to eliminate discrimination and alleviate the effects of the discriminatory actions taken by the Board against all of the children who attend Oak View and New Hampshire Estates."

## 1999

DOE conducts investigation of complaints. Among other things: attorneys engage in correspondence with MCPS and complainants regarding resolution and investigation of Civil Rights Act complaints; DOE attorneys conduct several rounds of interviews with Complainants;

DOE attorneys conduct interviews with MCPS Representatives, including Superintendent Vance and his staff.

*Fall-Winter 1999* – Dr. Jerry D. Weast takes over as superintendent of MCPS.

## **2000**

*03/24/2000* – DOE letter to Superintendent Weast regarding resolution of Civil Rights complaints: “Based on the evidence we reviewed, we have concluded that there is insufficient evidence that the District’s actions constitute a pattern and practice of intentionally isolating minority students at [Oak View and NHE].”

## **2001**

The Roscoe Nix Elementary School and Cresthaven Elementary School were “paired” following a Roundtable process in the year 2001. Since the Roscoe Nix ES(PreK-2)/Cresthaven ES (Gr 3-5) "pairing" has been referenced as evidence that "MCPS is still pairing schools,” we address the specifics of this Roundtable in Appendix D. Among others things, it is noted that this pairing was implemented for very different reasons than the existing pairing between NHE and Oak View, which was and is specifically tied to MCPS’s administration of the *QIE*.

## **2005**

Neighborhood parents from the Oak View Elementary School zone approach the Community Superintendent, Steven Bedford, about the possibility of unpairing NHE and Oak View. They are told that the unpairing would do more harm than good because in addition to a slight increase in FARMS at NHE, Oak View parents would likely start putting their kids back into Oak View if it were a K-5 neighborhood school. The harm identified by MCPS was not in the projected change in FARMS at NHE – which would have been minimal - but the relative gap in FARMS when comparing NHE and Oak View given the anticipated increase in participation from the Oak View community.

*05/18/2005* – A perceptive personal account from a parent attending the Sligo-Branview Community Association meeting with Community Superintendent Mr. Bedford can be found at the following link: <http://duckofminerva.blogspot.com/2005/05/grade-school-rawlsianism.html>.

*07/15/2005* – In a MCPS position letter sent to a member of the Oak View community, Deputy Superintendent Frieda K. Lacey states: “At this time, Montgomery County Public Schools has no plans to un-pair New Hampshire Estates Elementary School and Oak View Elementary School.” The letter elaborates on the arguments presented by Mr. Bedford at the Sligo-Branview community meeting, explaining:

Our demographers indicate that un-pairing of the two schools would lead to much greater socioeconomic isolation for the students who would traditionally attend [NHE]. The unpairing would result in [NHE] having a poverty level of 85% and [Oak View] having a poverty level of 62.5%. The 23% difference in FARMS rates is significant. The school system has no interest in increasing the socioeconomic isolation for any of its schools by shifting boundaries. If an un-pairing were to occur, each school would have isolated ‘islands’ within the community that would be assigned to the other school

in order to achieve a more equitable socioeconomic balance. In addition, the school system has renovated and converted each of the school to better accommodate the age levels at the two schools. If each school were to receive students from the grades not presently being served at the school, major renovations would be required.

## 2006

2/27/2006 – The BOE unanimously approves the “unpairing” of East Silver Spring Elementary School from the Takoma Park Elementary School/Piney Branch Elementary School. The Roundtable leading to this recommended change developed seven approaches that focused on ways to “address overutilization at Sligo Creek and Takoma Park elementary schools, ways to address East Silver Spring Elementary School’s desire for a community school with enhanced program offerings, and concerns over enrollment levels at Piney Branch Elementary School.” In his recommendation to the BOE, Superintendent Weast repeatedly cites the benefits to the East Silver Spring neighborhood of having a “community school that would allow all elementary-age children to attend the same facility.”

## 2008

BOE votes to approve new Gifted and Talented magnet program at Oak View Elementary School. <http://www.montgomeryschoolsmd.org/curriculum/specialprograms/elementary/highly-gifted-centers.aspx>

## 2011

*Spring 2011* – Roundtable process is conducted for the Bethesda-Chevy-Chase (B-CC) Cluster. At the time of the B-CC Roundtable, this cluster had a "pairing" involving four elementary school service areas:

- (1) Rosemary Hills ES (the "high minority" school when initial pairing was made in 1980s) served the PreK-2 population from its own neighborhood, North Chevy Chase, Chevy Chase and a section of Bethesda.
- (2) North Chevy Chase ES served the Gr 3-6 students from its own neighborhood and a section of Rosemary Hills
- (3) Chevy Chase ES served the Gr 3-6 students from its own neighborhood and a section of Rosemary Hills
- (4) Bethesda ES, although serving K-5 students from part of its neighborhood, ALSO sent a section of K-2 students to Rosemary Hills. These East Bethesda students and students from a third section of the Rosemary Hills neighborhood attended Gr 3-5 at Bethesda ES.

The B-CC Roundtable (also discussed in Appendix D) was conducted to explore approaches to alleviate current and projected overcrowding at the B-CC elementary schools and middle school. However, the concerns of Bethesda residents about their unique pairing with Rosemary Hills were also addressed in the Roundtable. Some of the position papers (especially the very thorough Rosemary Hills ES PTA position paper and survey report) commented on the challenges of parental involvement in paired schools and walkability (both for health and environmental reasons, but also as a proxy for community cohesion and accessibility). Notably, all of the -- elementary schools involved in the B-CC Roundtable had FARMS rates ranging from 5.6-19% (well below the 2010-2011 MCPS elementary school average of 35.3%).



*10/14/2011 (and addendum issued 11/2/2011)* –In recommendations issued to the BOE the then-new Superintendent Starr explicitly recognized the importance of keeping neighborhoods together, minimizing school bus travel times and distances, and maximizing walking access to school. These recommendations were unanimously-approved by the BOE on November 17, 2011.

*Fall 2011* – The *PreK-5 Neighborhood School Initiative* (PK5NSI) community advocacy effort to restore continuous PreK-5 community schools to NHEES and OVES begins. In response to initial PK5NSI outreach to new MCPS superintendent Joshua Starr, MCPS Chief Operating Officer Larry Bowers explained that the “two elementary schools were paired in 1985 in order to provide diverse student populations at the two schools in accordance with Montgomery County Board of Education Policy ACD, *Quality Integrated Education*.” He further advised the NHE/OV community that the first step in initiating an MCPS review of the current pairing was to engage the local combined NHEES/OVES PTA in collectively submitting a formal request for a community roundtable advisory committee by the end of the 2011-2012 school year.

*December 2011* – The Listen and Learn Report is issued by Dr. Joshua P. Starr, Superintendent of Schools, following a long series of community outreach events conducted during the fall of 2011. Page 7 of the report states: “Several attendees raised concerns about boundary and articulation patterns. For instance, several parents who live near Oak View Elementary were championing for it to become a K–5 school instead of a grade 3–5 school. Also, several questions were asked about boundary changes that were proposed—and eventually passed by the Board of the Education—to alleviate overcrowding in the Bethesda-Chevy Chase cluster.”

## **2012**

*May 31, 2012* – A broad PK5NSI coalition – including almost 600 individual community members, all four civic associations in the NHEES/OVES school zone (Indian Spring, Long Branch Village, New Hampshire Estates, and Sligo Branview), and the combined NHEES/OVES PTA – join together to request a MCPS Roundtable exploring the implementation of PreK-5 community schools at NHEES and OVES.

*11/19/2012* – BOE authorizes Roundtable for NHE/OV recommended by Dr. Starr in October 2012 CIP report. <http://www.montgomeryschoolsmd.org/boe/meetings/agenda/2011-12/2012-1119/3%200%20New%20Hampshire%20Estates%20Oak%20View%20Roundtable.pdf>

## **2013**

*Spring 2013* – NHE/OV Roundtable meetings take place and report and position papers are submitted to Dr. Starr.

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<b>Evaluation Criteria</b>	<b>Approach Number</b>	<b>Approach Number</b>	<b>Narrative Evaluation Statement</b>
Consider impact of Title 1 status	1,2	3,4	Both schools benefit from the resources made available to Title I schools and unpairing the schools is unlikely to impact their eligibility for this funding, although it is impossible to know the exact cutoff for Title I in future years. If 100 or 200 students are relocated to another school, it is unclear what the impact would be on Oak View's Title I status.
Resolve current capacity issues at both schools	1,2,3,4		All four options include solutions for capacity issues. However, options 2, 3, and 4 are far more costly and disruptive than the current pairing under option 1, where there are minimal capacity issues.
Straight articulation pre-K-5	2,3,4	1	Unpairing the schools would allow for continuous pre-K to 5 education in both schools
Encourage School identity	1,2,3,4		All four options allow individual schools to build and encourage school identity
Increase Access to elementary School to foster more meaningful parent and family engagement in the schools	2	1,3,4	Option 2 would be most convenient for parents because students would be assigned to the school in closest geographic proximity to their homes for the entire pre-K-5 period. Options 3 and 4, that require additional bussing to other schools undercuts this goal.
Support environment conducive to high student achievement	1	2,3,4	Educational research has consistently and compellingly shown that one of the most important things a school can do to support high student achievement and reduce the achievement gap is to mix students of different ability levels in the classroom. Having academically diverse classrooms has significant positive impacts on struggling students with little to no negative impacts on the highest achieving students. Maintaining the paired schools allows for more academic diversity in each school and could play an important role in reducing the persistent racial as well as socioeconomic achievement gaps in the county. While certainly all students in the county have access to an outstanding curriculum and outstanding staff and school leadership, unpairing the schools would deprive NHE students of the added benefit of a diverse student body and could put these students at a disadvantage.

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<b>Evaluation Criteria</b>	<b>Approach Number</b>	<b>Approach Number</b>	<b>Narrative Evaluation Statement</b>
Ensure capacity for future residential development		1,2,3,4	None of the approaches take into account unanticipated residential development. All of the approaches address anticipated trends in enrollment.
Consider impact on special programs	1	2,3,4	All approaches would maintain current pre-K programs and enrollment so there would be no impact on these programs under any of the options. To the extent that the HGT program at Oak View was located there to increase the diversity of the school population, unpairing the schools would eliminate the benefit of this diversity for NHE students.
Ensure students at both schools have Access to standard MCPS programs comparable to their demographic peers	1.2.3.4		Both schools have and will continue to have the outstanding curriculum, staff, and leadership that they currently have.
No boundary changes	1,2,	3,4	The first two options do not anticipate boundary changes. The second two options, which involve bussing to other schools, could affect boundaries (unless those students were bussed to NHE). This could be disruptive to surrounding schools.
Minimize number of split communities	2	1.3.4	Only option two minimizes the number of split communities. Option 1 would be the next best option for minimizing split communities. Options 3 and 4 further disrupt the Oak View community and deprive some number of Oak View students from ever being able to attend their neighborhood school. Students in the same community could end up in different middle and high schools if some students are bussed to nearby schools such as Highland View that articulate into Northwood High school. These options would be even more divisive than the current paired arrangement.
Support neighborhood cohesion and stability	1,2	3,4	Both the current pairing and option 2 would support neighborhood cohesion and stability, but options 3 and 4 would adversely affect the cohesion and stability of the Oak View neighborhood.
Maintain equitable levels of diversity; comparable to current levels	1	2,3,4	While the unpairing would not result in significant shifts in the diversity in either school (for example, NHE remains at around 90 percent FARMS under both scenarios and Oak View remains at around 70 percent FARMS), the experiences of the students would be significantly different if the schools were unpaired because NHE students would not have access to the more diverse Oak View community at any point in their pre-K-5 years under any of the unpaired scenarios.

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<b>Evaluation Criteria</b>	<b>Approach Number</b>	<b>Approach Number</b>	<b>Narrative Evaluation Statement</b>
Balance enrollment levels	1	2,3,4	All of the unpaired options would result in a vast increase in the over enrollment at Oak View and would require significant disruptions and capital investments to address. The current pairing would result in only minimal over enrollment at the two schools over the 6-year planning horizon.
Ensure programmatic offerings are attractive to students within the schools' boundaries	1,2,3,4		Programmatic offerings, which include special programs, the MCPS curriculum, and outstanding teachers and leadership are available to all students under any of the 4 options.
Ensure schools are within capacity and can accommodate change	1	2,3,4	All options include plans to accommodate capacity issues, but options 2,3, and 4 would result in Oak View being far over capacity and would require significant disruption and capital resources to address.
Minimize disruption to students and families	1	2,3,4	Any change to the current enrollment pattern would be disruptive to students to families. Option 2 might ultimately be more convenient for more parents because their children would be at the schools closest to their homes for a longer period of time, and if they have multiple children that are similar in age they are less likely to have children in multiple schools.
Maintain schools that can focus on specific age groups	1	2,3,4	Some families have reported that they prefer the paired schools because they allow each school to focus on a smaller range of ages and grades. NHE can focus on its younger student body and Oak View can focus on its slightly older population. Enrichment and family programs such as math and reading nights and in-school cultural programs can focus on a narrower age range, second graders have the opportunity to be the "big" kids in the school and have the confidence that this position conveys, when kids transition to a new school in 3 <sup>rd</sup> grade, this can also increase their confidence. There may be less bullying of younger students by older students, and younger students are less likely to see inappropriate behavior and hear inappropriate language that may be more of an issue among older students.
Ensure space available at both schools for regular and special education for future enrollment growth	1,2,3,4		All four options include plans to accommodate expected growth in enrollment and none would accommodate unexpected enrollment growth.

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Evaluation Criteria	Approach Number	Approach Number	Narrative Evaluation Statement
Consider budget implications; minimize operation and Capital Improvement Program (CIP) costs	1	2,3,4	All of the options that involve unpairing the schools would likely have tremendous cost implications. In an era of scarce resources where many schools in the county are already suffering from far greater over-enrollment than NHE and Oak View and where current capital improvement plans are typically postponed for years, it would simply not be prudent to create capacity issues that currently do not exist just to make the schools more convenient for parents, potentially with adverse impacts on the academic outcomes of some of the impacted children.
<p>Comments:</p> <p>I urge MCPS to <b>prioritize the potential academic consequences and the capital and disruption costs of unpairing</b> the schools over the desires of parents for convenience. The schools are less than 1 and a half miles apart, it takes about 6 minutes to drive from one to another. This requires very minimal bussing relative to other students in the county. Some parents in the Oak View community have claimed that it takes 45 minutes to drive from one school to another, but this is simply not true.</p> <p>I also urge MCPS to carefully consider the highly organized and aggressive advocacy of members of the Oak View community who <b>do not have children in MCPS and in some cases have never had children in MCPS</b>. It is not at all clear that these community members have the best interests of all of the students at both schools in mind as they advocate for unpairing.</p> <p>While it is true that the proposed Purple Line route runs between the two schools, this should have no impact on the time it takes to get from one school to another. No child would ever be walking across the Purple Line route, and given the projected costs of the Purple line, it could be decades before it becomes an issue for the community. The Purple Line should not be a factor in this decision.</p> <p>To the extent that MCPS can provide resources and suggestions for the Oak View and NHE communities to build relationships and facilitate positive and respectful interactions between the two communities, I would encourage them to do so. While I accept and understand the Superintendent’s decision to allow for the roundtable discussion as an exploratory, information-gathering process, it also created an opportunity for some divisive and disrespectful interactions that could impact community cohesiveness moving forward.</p>			

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<b>Representative:</b> Karen Horvath-Wulf	<b>Meets Criterion</b>	<b>Does Not Meet Criterion</b>	<b>Organization:</b> PreK-5 Neighborhood School Initiative
<b>Evaluation Criteria</b>	<b>Approach Number</b>	<b>Approach Number</b>	<b>Narrative Evaluation Statement</b>
Maximize walkers	2	1	<p>The value which MCPS places on “walkability” is highlighted by its annual “Walk to School Day” and on the consideration given to “walkability” in other school boundary decisions.</p> <p>The ability to walk to school confers significant potential health, environmental, fiscal, and traffic benefits to students and their surrounding community. Perhaps more significantly, “walkability” is a characteristic of true community schools – where a sense of connection and connectedness amplify family involvement and community support.</p> <p>On a very practical level, it currently takes 30+ minutes for NHE/OV families to reach the non-neighborhood school by foot or public transportation and requires crossing two state highways (which are projected to be affected by Purple Line construction beginning in 2015). This current lack of “walkability” to the non-neighborhood paired school is especially challenging for parents and caregivers without private transportation who are trying to reach sick children, get a student to school before or after regular bus hours (often with a younger child in tow), coordinate school participation for sibling children at both NHEES and OVES, or attend school functions themselves.</p>
Ensure coordinated academic preparation for entire elementary population	2	1	<p>Currently (Approach #1), children in the NHE/OV school zone currently undergo an unnecessary transition year in Grade 3, the year high-stakes academic testing begins – creating additional stress for these students. Their families must also learn new personnel and adapt to a different school culture midway through their child’s elementary school experience -- which can negatively affect their ability or confidence as their child’s advocate. Students and families in 95% of MCPS elementary schools – including schools with comparable FARMS rates to that projected for PreK-5 NHEES and OVES – do not undergo this additional transition.</p> <p>Also, the formal and informal academic planning and sharing about students that takes place among teachers and administrators in a continuous PreK-5 academic setting is harder to achieve when the PreK-2 students are in one facility and the Gr3-5 students are located on a separate campus.</p>

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Evaluation Criteria	Approach Number	Approach Number	Narrative Evaluation Statement
<p>Ensure socioeconomic and racial/ethnic diversity at both schools</p>		<p>1</p>	<p>It is hard to project whether PreK-5 community schools (Approaches 2-4) will lead to increased socioeconomic and racial/ethnic diversity at NHEES or OVES. However, it is anecdotally known that non-FARMS families in the NHE/OV service area – of all races/ethnicities – more often seek continuous PreK-5 programs elsewhere in MCPS (via COSA or language immersion) or at private schools and/or move when their children reach elementary school age or the 3<sup>rd</sup>-grade transition year. (Due to privacy concerns, demographic data associated with COSA and language immersion requests could not be reviewed by the Roundtable. Dr. Starr is encouraged to review this data.)</p> <p>What is known is that the current pairing has <u>not</u> – in 30 years – resulted in local school populations that are either socioeconomically or racially/ethnically diverse. Rather, the local PreK-5 populations in both the NHE and OV neighborhoods are high-poverty (93% and 76% FARMS) and high-minority (the PreK-5 NHE student population has only two racial/ethnic groups comprising 10% or more of its population; the PreK-5 OV local school population has barely three racial/ethnic groups comprising 10% or more of its population.) Even with the Highly Gifted Center student population (whose actual degree of interaction with the non-HGC population is debated), a PreK-5 OVES would also be a Title I school and demographically narrow.</p> <p>Over the past 30 years, the local school population attending NHEES/OVES has become increasingly less diverse, both socioeconomically and in racial/ethnic composition. Most strikingly, the non-“white” student population has become increasingly poor (as reflected in At-A-Glance statistics that break out FARMS participation by racial/ethnic group). The current paired student body is not truly diverse across the socioeconomic and racial/ethnic spectrum. Dr. Starr is encouraged to review census data that may reveal how accurately the NHE/OV student body reflects the diversity in its surrounding neighborhoods.</p> <p>The increased attractiveness of PreK-5 community schools could reverse this demographic trend and lead to long-term reduction in the poverty levels and narrow racial/ethnic make-up of the NHEES and/or OVES student population.</p>

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Evaluation Criteria	Approach Number	Approach Number	Narrative Evaluation Statement
Respect community boundaries	2	1,3,4	<p>Approach #2 would provide both the New Hampshire Estate and Oak View neighborhood with PreK-5 community schools (unlike Approach #1), without affecting the current boundaries for other neighboring schools (unlike Approaches #3 &amp; 4).</p> <p>However, the BOE has signaled that addressing future growth may require use of the “other ‘B’ word” (boundaries), not just “buildings.” Therefore, rising enrollment rates across MCPS make it difficult to accurately predict the long-term viability of the existing service zones for the elementary schools surrounding the NHE/OV service area – independent of whether PreK-5 community schools are now implemented at NHEES and OVES. Beyond concerns about boundary changes, communities surrounding the NHE/OV service area should consider what type of elementary program they would want available in neighboring schools if boundary/articulation pattern changes did occur in the next 10-20 years. If future boundary reviews/adjustments are eventually required among neighboring PreK/K-5 schools, having comparable PreK-5 programs and facilities already in place at both NHEES and OVES would provide for greater flexibility in school assignments.</p> <p>Further, maintaining this pairing (Approach #1), which was implemented in 1985 pursuant to Montgomery County BOE Policy ACD, <i>Quality Integrated Education</i> comes with the unique risk of necessitating a sweeping demographic and boundary review of the service assignments surrounding the NHE/OV service area.</p> <p><b>Residents of the New Hampshire Estates and Oak View neighborhoods who have requested the establishment of PreK-5 community schools do so because of the <u>positive student achievement and family/community involvement benefits associated with PreK-5 community schools -- for MCPS students of all demographic backgrounds</u>, as evidenced by current MCPS practice. 95% of all MCPS elementary neighborhoods, including those with similar demographics projected for PreK-5 community schools at NHEES and OVES, have successful PreK-5 community schools. It is believed that <b>MCPS has the talent and resources to ensure that NHEES and OVES would thrive as PreK-5 community schools, serving their current local student populations.</b></b></p> <p>However, if MCPS decides to leave the schools "paired" under Montgomery County Board of Education Policy ACD, <i>Quality Integrated Education</i>, responsible public policy requires them to adopt a new strategy to achieve their <i>QIE</i> objectives. The <b>continued pairing of two neighborhoods who <u>both</u> have local PreK-5 populations with 76%+ FARMS rates and minority student populations of 90%+ cannot meaningfully create</b></p>



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			<p><b>integration.</b> In fact, despite being paired for 30 years, the poverty rate in both school populations has continuously risen and the racial/ethnic diversity has continuously narrowed. Therefore, if MCPS determines that "pairing" is more valuable to NHE/OV students than PreK-5 community schools, a broad review of surrounding school boundaries (almost all of which have markedly lower FARMS rates and broader racial/ethnic diversity) may be necessary in order to create new paired school zones that could truly "balance" the demographics in the NHE and OV neighborhoods.</p>
Ensure safe walking routes to school	2	1	<p>The specific concern raised by the Roundtable member who proposed this criterion was "no crossing 4-lane highways" – which is a particular safety concern for families who do not have private transportation and must walk themselves and/or with accompanying young children.</p> <p>PreK-5 community schools in each neighborhood would eliminate the need to cross University Boulevard and Piney Branch Road – two significant 4+-lane state roads that are slated for Purple Line construction impact starting in 2015.</p>
Consider impact of Title 1 status	1, 2		<p>According to MCPS demographic projections presented at Roundtable, both PreK-5 student populations will have a FARMS rate such that both NHEES and OVES will both continue to qualify for Title 1 status.</p>
Resolve current capacity issues at both schools	2	1	<p>As paired schools, NHEES and OVES are currently projected to both be overcapacity from 2014-2019 (NHEES already is). Unpairing would immediately alleviate the overcrowding at NHEES, so NHEES could be within capacity by 2014-15. Timely and efficient administrative and Board actions to subsequently build additional facilities at OVES to address projected capacity needs at that facility will resolve current capacity issues – and provide additional PreK-5 capacity for future growth in the area.</p>
Straight articulation pre-K-5	2	1	<p>See comments under "Ensure coordinated academic preparation for entire elementary population"</p>
Encourage School identity	2	1	<p>Approach #2 addresses the fragmented "lack-of-connection" that students and families currently feel – particularly toward the out-of-neighborhood school when their child is not in attendance there.</p> <p>Students, families and community members would have a stronger long-term sense of identification with a PreK-5 community school. This is beneficial for community stability and fostering community engagement and support in the local schools.</p>

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Evaluation Criteria	Approach Number	Approach Number	Narrative Evaluation Statement
<p>Increase Access to elementary School to foster more meaningful parent and family engagement in the schools</p>	<p>2</p>	<p>1</p>	<p>Continuous PreK-5 programs at both NHEES and OVES – located in the heart of each neighborhood – would eliminate an unnecessary geographic and logistical barrier to meaningful parental involvement in their children’s elementary education. 95% of MCPS elementary families have continuous in-neighborhood PreK-5 programs in their home school; the current NHE/OV split-elementary program (which requires 30+ minutes to reach the out-of-neighborhood school by foot or public transportation) <u>unnecessarily hinders family involvement</u>, especially for families with multiple elementary-school age children and/or limited access to private transportation.</p> <p>Among MCPS elementary service areas with similar demographics, the NHE/OV service area is the <u>only</u> one where MCPS requires children to undergo an additional transition in 3<sup>rd</sup> grade and expects families to navigate two elementary schools (often simultaneously). Although both PreK-5 schools would still be among the top 25 poorest MCPS elementary schools, a significant <u>MCPS-controllable</u> obstacle to family involvement would be eliminated with access to continuous, in-neighborhood programs. [If “unpaired,” the local school populations at <u>both</u> NHEES (93.1%) and OVES (76.5%) would <u>still</u> have FARMS rates <u>twice</u> the county average (38.4%)].</p> <p>Further, PreK-5 community schools would better enable parents and students to develop long-term familiarity with an academic setting and administrative culture. This familiarity and stability is integral to meaningful family engagement and advocacy, which is particularly essential for the most demographically vulnerable students.</p>
<p>Support environment conducive to high student achievement</p>	<p>1,2</p>		<p>It is widely-acknowledged that, whether paired (Approach #1) or unpaired (Approach #2), NHE/OV students will have access to MCPS quality curriculum and instructions. However, the concern behind the request for this programmatic roundtable was (and is) whether this split-elementary configuration – with its high poverty rate and distance between elementary facilities – structurally impedes critically-important family and community involvement.</p> <p>Student achievement data requested by Roundtable members -- including achievement rates for NHE/OV students from various racial/ethnic groups and socioeconomic levels compared to their demographic peers and longitudinal assessments of high school graduation rates and college attendance of NHE/OV students – was not provided during the Roundtable.</p> <p>Dr. Starr is encouraged to compare achievement data for comparable student populations in continuous PreK/K-5 programs and split-configuration programs and to review the efficacy of these two models and under what conditions they</p>

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			<p>are implemented:                  (1) If split-configurations are better, why is there not a movement toward more paired schools (particularly in the most socioeconomically-vulnerable neighborhoods)?                  (2) Are there best-practice models/preferred configurations for academic success that MCPS seeks to implement when possible? What are they? What determines whether they are implemented?</p>
Ensure capacity for future residential development	2	1, 4	<p>Approach #2 (unpair and build addition at OVES) would provide maximum additional capacity for future residential development.</p> <p>Under Approach #1 (maintain pairing), both NHEES and OVES lack capacity for future residential development. They are already currently overcapacity and projected to continue to be). Approach #4 would reduce the capacity of OVES to &lt;300, thus preventing it from meeting the needs of its surrounding neighborhood, let alone provide capacity for future residential development.</p>
Consider impact on special programs	1,2		<p>If unpaired, both service areas would still have substantial populations that qualify for PreK (and probably Head Start) and these programs should be provided at both facilities. No impact on Highly Gifted Center at Oak View. Additional services (i.e., Linkages to Learning, School-Based Health Center) currently provided to eligible students/families in the NHE/OV service area should continue to be available to eligible students/families – whether these services are provided at both facilities or just accessible to residents of both school zones.</p>
Ensure students at both schools have Access to standard MCPS programs comparable to their demographic peers	2	1	<p>Approach #2 would give NHE/OV students access to a continuous PreK-5 academic program comparable to that provided to their demographic peers. Among MCPS neighborhoods with comparably high-poverty, high-minority populations, the NHE/OV service area is the only one where MCPS requires children to undergo an additional transition in 3<sup>rd</sup> grade and expects families to navigate two elementary schools (often simultaneously).</p> <p>Except for the NHE/OV PreK-2 cohort schooled at NHEES, all MCPS elementary students in a school with a racial/ethnic composition that is ≤ 5% “white” are in a continuous PreK-5 program. According to the 2012-2013 MCPS “at a glance” data, there are 12 PreK/K-5 MCPS elementary schools with a racial/ethnic composition ≤ 5% “white.”</p> <p>Although both PreK-5 schools would still be among the top 25 poorest MCPS elementary schools, a significant MCPS-controllable obstacle to family involvement would be eliminated with access to continuous, in-neighborhood programs. [If “unpaired,” the local school populations at <u>both</u> NHEES (93.1%) and OVES (76.5%) would <u>still</u> have FARMS rates <u>twice</u> the county average (38.4%)]</p>

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			The NHE/OV school zone is surrounded by PreK/K-5 programs with similar demographics to those projected at a PreK-5 NHEES and/or OVES, including nationally-recognized Broad Acres Elementary School (which has a higher FARMS rate (94.8%) and similar racial/ethnic composition to that projected for a PreK-5 NHEES).
No boundary changes	2	1,3,4	<p>Approach #2 creates two PreK-5 community schools each serving their immediate neighborhood within the existing NHE/OV service area.</p> <p>See previous comments under “Respect community boundaries” regarding long-term viability of maintaining current service areas if NHE and OV remained paired per MC BOE Policy ACD, <i>Quality Integrated Education</i>.</p>
Minimize number of split communities	2	1,3,4	See previous comments under “Respect community boundaries” and “No boundary changes.”
Support neighborhood cohesion and stability	2	1,3,4	Having PreK-5 community schools in the NHE and OV neighborhoods would increase community connectedness -- and involvement – in the local schools. Schools that foster a strong sense of community promote neighborhood stability and safety. Further, there would be less turnover among families with elementary-age children.
Maintain equitable levels of diversity; comparable to current levels	Comparable: 1, 2	Equitable: 1	<p>Approach #2 maintains levels of diversity <u>comparable</u> to current pairing (Approach #1). MCPS data shows that there will be little change in the demographic make-up at the current facilities (i.e., the demographics at PreK-5 NHEES will be comparable to PreK-2 NHEES, the demographics at PreK-5 OVES will be comparable to Gr3-5 OVES.</p> <p><u>Equity</u> is a more challenging criterion to apply to both unpaired and paired scenarios. If schools are unpaired (Approach #2): NHE-neighborhood FARMS students (93% of a PreK-5 NHEES student body) will spend entire PreK-5 in a slightly <u>higher</u> SES elementary school (vs. current split-configuration where Gr 3-5 are in a 70% FARMS school (includes HGC). However, OV-neighborhood FARMS students (68% of a PreK-5 + HGC OVES student body) will spend entire PreK-5 in a slightly <u>lower</u> SES elementary school (vs. current split-configuration where PreK-2 is in a 90% FARMS school). So, “unpairing” puts NHE-neighborhood students in a slightly-more poor school for a few years, <u>but</u> puts OV-neighborhood students in a slightly-less poor school for a few years. However, these minor differential neighborhood impacts ARE STATISTICALLY MEANINGLESS – because, paired or unpaired, <u>BOTH the NHE and OV neighborhood have local PreK-5 school populations that are over 76% FARMS</u>, twice the MCPS average elementary FARMS rate. <u>Quibbling about degrees of poverty between two high-poverty neighborhoods detracts from finding creative solutions to minimize the impact of poverty on the children and families in these neighborhoods.</u> Further, to honestly assess whether a</p>

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			<p>25% difference in FARMS rates between a PreK-5 NHEES and a PreK-5 + HGC OVES is “equitable,” one must also consider that the NHE/OV school zone is currently surrounded by other elementary schools with FARMS rates ranging from 14-95%.</p> <p>Given that the schools were paired thirty years ago under Montgomery County Board of Education Policy ACD, <i>Quality Integrated Education</i> – for the specific purpose of positively affecting the socioeconomic and racial/ethnic composition of the NHE/OV student population – the current high-poverty, high-minority local PreK-5 populations in both neighborhoods should give MCPS considerable pause in assessing the “equity” of maintaining the current pairing (Approach #1). See related comments under “Respect community boundaries.”</p>
Balance enrollment levels	2	4	<p>Approach #2, which would re-assign students within the current NHE/OV service area to the PreK-5 community school closest to them, is projected to create two PreK-5 schools with amazingly balanced enrollment levels – both in the very desirable 450-500 student body range. Portable “learning cottages” will be required while additional permanent facilities are added at OVES; however, a 12-room addition at OVES would be a strategic capital investment resulting in two sound PreK-5 community school populations.</p> <p>Approach #4 (unpair and reassign 200 OV-students) is not only impracticable (as there is no adjacent PreK-5 school with 200-seat excess capacity), but undesirable in that it would limit OVES to an unsustainably low enrollment of &lt;300 students.</p>
Ensure programmatic offerings are attractive to students within the schools’ boundaries	2	1	<p>The current split-elementary program is less-attractive to families – from all socioeconomic and racial/ethnic groups -- than a continuous PreK-5 program. It is particularly challenging for families with limited private transportation and/or multiple children. Families with more fiscal resources or comfort navigating alternative educational programs – regardless of racial/ethnic background – find continuous PreK-5 community schools more attractive. Retaining a broader spectrum of the socioeconomic and racial/ethnic diversity already living in the NHE/OV service area – but not attending the paired program – could be achieved by implementing PreK-5 programs.</p>
Ensure schools are within capacity and can accommodate change	2	1	<p>As paired schools, NHEES and OVES are <u>both</u> projected to be over-crowded for at least the next five years. Earliest possible implementation of PreK-5 programs at both schools (2014-15 school year) immediately alleviates overcrowding for students in the New Hampshire Estates neighborhood and provides an opportunity to assess enrollment patterns at a PreK-5 OVES to ensure most-appropriate capital investments are made at that facility. See previous comments under “Resolve current capacity issues at both schools” and “Ensure capacity for future residential growth.”</p>

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Evaluation Criteria	Approach Number	Approach Number	Narrative Evaluation Statement
Minimize disruption to students and families	2	1	The current split-elementary pairing requires all students (and their families) to go through an additional transition at Grade 3. It is also disruptive to families who have to balance children at multiple elementary schools.
Maintain schools that can focus on specific age groups			<p>At Roundtable Meeting #3, the MCPS Director of Early Childhood Education offered no evidence that MCPS believes early childhood programs (PreK-Grade 2) are better delivered in a stand-alone facility than in a continuous PreK-5 facility.</p> <p>Since the significant majority of MCPS Title I schools (where most early childhood support programs such as Head Start and prekindergarten are provided) are continuous PreK-5 schools, the merit of including this criterion in this Roundtable evaluation is unclear.</p> <p>It should be also be noted that this criterion did not come from within the NHE/OV community – which spent considerable time and effort over the past year+ requesting this Roundtable to explore a <u>change</u> to the current split-elementary program model.</p>
Ensure space available at both schools for regular and special education for future enrollment growth	2	1, 4	Approach #2 would immediately bring NHEES within capacity, and could provide (within five years of implementation) capacity at OVES to handle projected enrollment growth. Implementing PreK-5 programs in 2014-15, while additional facilities are being designed/approved/built at OVES, would provide opportunity to observe enrollment patterns at the PreK-5 OVES so that a properly-sized addition is constructed.
Consider budget implications; minimize operation and Capital Improvement Program (CIP) costs	1,2,3,4		<p>First, it should be noted that Roundtable members were not provided cost projections sufficient to thoroughly assess the operational and CIP costs associated with each Approach. For example, although a Roundtable member requested data regarding busing costs in both paired (Approach #1) and unpaired (Approach #2) scenarios, that data was not provided to the Roundtable group.</p> <p>However, based solely on CIP costs associated with constructing an addition of any size at OVES, Approaches #1 and #4 are obviously lower-cost options. Yet, that does not automatically make them preferable to the also-fiscally-sensible Approaches #2 and #3 – since those Approaches eliminate current overcrowding and provide for long-term capacity. Further, Approach #4 – although “no-cost” – would create a potentially unsustainable service area (&lt;300 students) and, therefore, is not a truly viable choice.</p> <p>While Approaches #2 and #3 will require capital investments, adding additional capacity at OVES will provide additional needed PreK-5 capacity in a desirable “inside-the-Beltway” section of Montgomery County and allow MCPS greater</p>

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		<p>flexibility if future school boundary or articulation pattern changes are necessary.</p> <p>More importantly, Approaches #2 and #3 establish PreK-5 community schools at NHEES and OVES – which provides significant value to the students, families and community members in their surrounding neighborhoods. During the past ten years, MCPS has made a demonstrated investment in supporting continuous PreK-5 community schools at elementary service areas adjacent to the NHEES/OVES service area:</p> <p>(1) <u>Broad Acres Elementary School</u>, which has a higher FARMS rate than that projected at a PreK-5 NHEES (and a similarly narrow racial/ethnic composition), has been the focus of a significant MCPS/community partnership and is nationally hailed as an example of a high-poverty “school that works.” It is would be appropriate for MCPS to similarly create a MCPS/community partnership to ensure that NHEES equally thrives as a PreK-5 community school where family and community engagement trump socioeconomic challenges to academic achievement.</p> <p>(2) The value of PreK-5 community schools was amply referenced in the 2006 MCPS decision to remove <u>East Silver Spring ES</u> from the Takoma Park ES/Piney Branch ES pairing and create new facilities to convert that school to a continuous PreK-5 program. When then-superintendent Weast and the Board of Education recommended and unanimously authorized this unpairing and the capital investment to support a PreK-5 program at East Silver Spring ES, emphasis was placed on the benefit of creating a “community school” serving all elementary-aged students in the East Silver Spring neighborhood in one facility.</p> <p>The value of making similar investments in creating thriving PreK-5 community schools at NHEES and OVES – where thirty years of “pairing” has not prevented the development of two of the highest-poverty, highest-minority PreK-5 populations in the county – is immeasurable.</p>
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Comments:

The uncertainty of where OV-neighborhood students would be assigned under Approaches #3 and #4 made it very difficult to evaluate those approaches against this list of criteria, so this evaluation largely concentrates on assessing Approaches #1 and #2.

Approaches #3 and #4 were difficult to assess for the following reasons:

- No individual or combination of PreK/K-5 schools surrounding the NHE/OV school zone currently have excess capacity of 100 students, much less 200. In fact, PreK-5 Rolling Terrace ES and K-5 Highland View ES are both currently overcapacity by 100+ students.
- Montgomery Knolls/Pine Crest and Takoma Park/Piney Branch are both currently overcapacity at one or both schools. Even if they were not, students shifted to another paired school would not be in a PreK-5 community school, so criteria met by Approach #2 could not be assumed to apply to all current NHE/OV students under Approaches #3 and #4.
- The BOE charge specifically requested policy solutions that affected only the current NHE/OV service area. #3 & #4 do not follow this charge.
- According to information presented by DLRP staff, Approach #4 would put OVES at risk of falling below the BOE’s

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desired enrollment threshold of ~300 students (2 classes/grade) and could create an service area that is not sustainable. Therefore, Approach #4 would be “penny-wise, pound-foolish” option for further consideration – especially since there is ample acreage at Oak View ES to add capacity.



**New Hampshire Estates ES and Oak View ES Roundtable Discussion Group****Options Evaluation**

<b>Representative:</b> Susanne Mount	<b>Meets Criterion</b>	<b>Does Not Meet Criterion</b>	<b>Organization:</b> Current Oak View Parent & Resident
<b>Evaluation Criteria</b>	<b>Approach Number</b>	<b>Approach Number</b>	<b>Narrative Evaluation Statement</b>
Maximize walkers	2	1	<p>When walking our child to and from school each day, we encounter numerous neighbors along the way, which encourages our community bond. Families in both the NHE and OV communities deserve to have this opportunity.</p> <p>It has taken me as long as 25 minutes by car to get to NHE (high traffic area near Piney Branch &amp; University) from my home near OV. I cannot imagine how long it would take if I depended on public transportation or walked.</p>
Ensure coordinated academic preparation for entire elementary population	2	1	<p>Currently, the students and their families must get to know new teachers, new facilities &amp; new procedures. This can be stressful for kids and parents, especially in the year that students are learning &amp; implementing standardized test strategies. Our children deserve the same continuous elementary education that 95% of MoCo elementary children receive.</p> <p>On a practical level, it seems like teachers and administrators would better be able to address the need of the students and their families if there were continuity of the student body from PK-5 grades. Teachers would be able to communicate easier if located in the same building.</p>
Ensure socioeconomic and racial/ethnic diversity at both schools	2	1	<p>Currently, neither school is especially racially/ethnically diverse. They are, however, both high poverty schools. The pairing does not seem needed in order to provide racial /ethnic diversity.</p> <p>It fractures our NHE/OV communities to have so many non-FARMS families look for and take refuge in other educational options for their children - either private school or MoCo programs such as language immersion - when what they really want is a continuous PK-5 program in their neighborhood.</p>
Respect community boundaries	2	1, 3 & 4	<p>Only Approach #2 would respect community boundaries, while giving the NHE/OV communities continuous PK-5 community schools.</p> <p>Approaches 3 &amp; 4 would involve reassigning students to neighboring schools, all of which are overcrowded.</p>

**New Hampshire Estates ES and Oak View ES Roundtable Discussion Group****Options Evaluation**

Evaluation Criteria	Approach Number	Approach Number	Narrative Evaluation Statement
Ensure safe walking routes to school	2	1	<p>Safety should not be a privilege for MoCo elementary school students. It is a right for elementary school students to have safe walking routes to school.</p> <p>Students having to navigate 4- lane highways on a daily basis is unacceptable and places an unnecessary burden on families without personal transportation.</p> <p>Approach #2 would provide safe walking routes for students by avoiding <b>two</b> 4-lane highways, as well as Purple Line construction in our near future.</p>
Consider impact of Title 1 status	1,2	n/a	Both schools would continue to have high FARMS rates (whether paired or unpaired) and therefore would continue to qualify for Title 1 status. This according to the information provided at the Roundtable by the MoCo representative.
Resolve current capacity issues at both schools	2	1	<p>As it stands now, the paired schools are readying for overcrowding. OVES has already requested portables to alleviate impending overcrowding.</p> <p>Unpairing the schools would immediately solve the overcrowding at NHEES.</p>
Straight articulation pre-K-5	2	1	<p>Currently, the students and their families must get to know new teachers, new facilities &amp; new procedures. This can be stressful for kids and parents, especially in the year that students are learning &amp; implementing standardized test strategies. Our children deserve the same continuous elementary education that 95% of MoCo elementary children receive.</p> <p>On a practical level, it seems like teachers and administrators would better be able to address the need of the students and their families if there were continuity of the student body.</p>

**New Hampshire Estates ES and Oak View ES Roundtable Discussion Group**

**Options Evaluation**

Evaluation Criteria	Approach Number	Approach Number	Narrative Evaluation Statement
Encourage School identity	2	1	<p>This one is easy. The PK-5 model (Approach #2) provides students and families with the opportunity to form a strong school identity. Clearly, the current model does not.</p> <p>As a current OV parent in the OV community, I am very active in the PTA, serving as the Volunteer Coordinator. It has been a challenge, to say the least, to service 2 schools with 1 PTA. It is confusing for parents and PTA organizers to make sure they are attending meetings or events at the right school.</p> <p>PTA participation is strong for the fun, social type events; however, general meeting attendance is weak. Imagine busy parents' hesitation when they learn they must do DOUBLE the PTA work.</p> <p>This lack of participation is not a PTA (or Roundtable) centric problem and according to our Blair Cluster coordinator is a common problem throughout the county.</p> <p>I am sure you can imagine how hard it is to encourage already busy parents to volunteer for a school that isn't in their community. I think this had a lot to do with the majority of the PTA voting to support Approach #2.</p>
Increase Access to elementary School to foster more meaningful parent and family engagement in the schools	2	1	<p>PK-5 grade community schools would give students and families the opportunity to establish deep rooted community school culture. If parents were to have a simplified school setting (PK-5), perhaps they would have more time &amp; energy to put towards being engaged in their child's school.</p>
Support environment conducive to high student achievement	2	1	<p>If 95% of MCPS elementary schools are the continuous PK-5 model, then it seems obvious that PK-5 continuous education is the preferred model for MCPS. We believe that our communities, families and students deserve the same preferred educational model, thereby providing an environment conducive to high student achievement.</p>
Ensure capacity for future residential development	2	1	<p>Approach #2 would provide additional capacity to OVES students and NHES would be under capacity if the schools are unpaired.</p> <p>Currently, the paired schools do not provide capacity for their current student bodies and if the pairing was maintained would certainly not be able to ensure capacity for future residential development.</p>

**New Hampshire Estates ES and Oak View ES Roundtable Discussion Group****Options Evaluation**

<b>Evaluation Criteria</b>	<b>Approach Number</b>	<b>Approach Number</b>	<b>Narrative Evaluation Statement</b>
Consider impact on special programs	1 & 2	n/a	<p>As per the information we were given by the MCPS representative, the Highly Gifted Center would remain at OVES.</p> <p>Seeing that a high number of NHE and OV families would qualify for FARMS, it would follow that the Pre K programs would be supported at each school, if unpaired. These FARMS families would benefit from and likely support the need for other programs, such as the Linkages to Learning Health Center.</p>
Ensure students at both schools have Access to standard MCPS programs comparable to their demographic peers	2	1	<p>Approach # 2 would provide the access to standard MCPS programs comparable to their demographic peers. Our students, their families and our communities deserve and expect to have the same access to MCPS programs comparable to their peers as seen in the preferred MCPS model of a continuous PK-5 elementary education.</p>
No boundary changes	2	3 & 4	<p>The only approach that respects no boundary changes would be Approach #2. This approach allows each community to have a centrally located PK-5 school without changing any boundaries.</p>
Minimize number of split communities	2	1, 3 & 4	<p>The only approach that respects no boundary changes and minimizes the number of split communities would be Approach #2. This approach allows each community to have a centrally located PK-5 school without changing any boundaries.</p> <p>Approaches 3 &amp; 4 would involve reassigning students to neighboring schools, all of which are overcrowded.</p>
Support neighborhood cohesion and stability	2	1, 3 & 4	<p>It is no mystery that schools play a huge part in a community. Strong schools build up strong communities. A continuous PK-5 elementary school in each community would greatly support deep rooted neighborhood stability and cohesion.</p> <p>Currently, the paired schools fracture these communities. Parents seek alternative schooling, private school, language immersion programs and moving to areas that do provide a strong community with a continuous PK-5 elementary school setting. This happens and will continue to happen under the current pairing.</p>

**New Hampshire Estates ES and Oak View ES Roundtable Discussion Group****Options Evaluation**

Evaluation Criteria	Approach Number	Approach Number	Narrative Evaluation Statement
Maintain equitable levels of diversity; comparable to current levels	1 & 2	3 & 4	<p>According to the demographic data provided by the MCPS representative, the ethnic/racial/FARMS demographic levels will remain comparable to what they are now, whether paired or not. Neither school, paired or not, is especially diverse.</p> <p>Both NHEES and OVES schools and communities have extremely high poverty levels, with FARMS rates over 76%. OVES would see a slight decrease in FARMS rates, mainly due to the presence of the Highly Gifted Center, while NHES would see a slight rise in the FARMS rate. The pairing of the schools is no longer necessary ( if it ever was) to equalize socioeconomic levels or racial/ethnic demographics.</p>
Balance enrollment levels	2	4	<p>Approach #4 would reassign 200 students to neighboring schools, which are already overcrowded. According to the MCPS representative, this option would be a detriment to OVES as it would lower the number of students below 300, not enough to support 2 classes per grade.</p> <p>Approach #2 would unpair the schools and leave each PK-5 school with an optimum enrollment level.</p>
Ensure programmatic offerings are attractive to students within the schools' boundaries	2	1	<p>Seeing that so many families in both communities opt to seek out alternative educational scenarios (language immersion, private schools, etc.) the Approach # 1 does not support this criteria.</p> <p>Having a continuous PK-5 centrally located neighborhood school would be much more appealing to families of all socioeconomic levels in both communities. Approach #2 would provide this opportunity.</p>
Ensure schools are within capacity and can accommodate change	2	1	<p>Currently, under the paired model (Approach #1), both schools are over capacity therefore cannot meet this criteria ensuring capacity and accommodating change. OVES has already requested portable buildings to alleviate crowding beginning in the next school year.</p> <p>Approach #2, unpairs the already overcrowded schools and immediately alleviates the capacity problems at NHEES.</p>

**New Hampshire Estates ES and Oak View ES Roundtable Discussion Group****Options Evaluation**

Evaluation Criteria	Approach Number	Approach Number	Narrative Evaluation Statement
Minimize disruption to students and families	2	1	The least disruptive solution for students and families would be Approach # 2. A continuous PK-5 education provides fewer transitions, lower bus transportation costs for MCPS ( a huge expense and closer proximity to neighborhood school, therefore minimizing disruption to students and their families.
Maintain schools that can focus on specific age groups	1	2, 3,& 4	It was confusing that one of the TWO Blair Cluster coordinators added this criterion, when 95% of the elementary schools in our county and cluster are PK-5, MCPS's preferred model.  Also the Director of Early Education didn't say that focusing on specific age groups (primary model) showed any more benefit to students than a PK-5 school.
Ensure space available at both schools for regular and special education for future enrollment growth	2	1 , 3 & 4	The immediate and best way to ensure that space is available at both schools for regular & special education in the future is to implement Approach #2 as soon as possible.
Consider budget implications; minimize operation and Capital Improvement Program (CIP) costs	2	1 & 4	This is a tough criterion to score. Currently, one of the biggest financial costs is busing. After a few requests, the information was finally sent on June 3rd. According to the MCPS Roundtable representative, the paired schools spend a combined annual amount of \$257,500 (OVES - \$143,000 and NHEES - \$114,500) on buses getting children back and forth to either community for the regular school day. This amount does not include activity or club buses.  As far as the CIP costs, both schools are bracing for overcrowding and both would certainly need to consider capital improvements to alleviate this overcrowding.  In Approach #2 only OVES would need to incur CIP costs.  Approach #4 was explained to be a no-cost solution, but "unlikely" by the MCPS representative because of the detriment it would cause to OVES student enrollment numbers.
<p>Comments:</p> <p>Early in the Roundtable discussions, the Blair Cluster Coordinators made it clear they would not allow discussion of any neighboring schools, therefore making it nearly impossible to consider Approaches #3 &amp; #4.</p> <p>The first question OV community members and fellow OVES parents would ask was, "To what school would students be reassigned?" Not having an answer to this was challenging, but I pointed out that both the MCPS representative and Cluster Coordinators stated this process was not about boundary changes, again making it hard to consider Approaches #3 &amp; #4.</p>			

**New Hampshire Estates ES and Oak View ES Roundtable Discussion Group**

**Approach Evaluation Sheet**

Representative: Kirian Villalta	Meets Criterion	Does Not Meet Criterion	Organization: NHE/OV PTA (President)
Evaluation Criteria	Approach Number	Approach Number	Narrative Evaluation Statement
Maximize walkers	2	1,3,4	<b>1:</b> Does not Maximize walkers <b>2:</b> Does as each school is keeping their students within their boundaries. <b>3&amp;4:</b> Does not Maximize walkers, as it requires students to be reassigned to other boundaries.
Ensure coordinated academic preparation for entire elementary population	1,2,3,4		<b>MCPS</b> , in my opinion no matter what school split or not, it will always ensure coordinated academic preparation for the entire elementary population.
Ensure socioeconomic and racial/ethnic diversity at both schools	1	2,3,4	<b>I feel that 2, 3, 4</b> do not meet the criteria as what were Two schools, and 2 diverse communities coming together. Now it breaks the level of socioeconomics, where students will not be able to experience certain behavioral interaction with others—therefore affecting their development of social experience.
Respect community boundaries	1 & 2	3 & 4	<b>1&amp;2 respects community boundaries</b> , as there is no need to reassign students to other schools nearby. Unlike, 3&4 it will require a boundary study, and that was not part of the PK5NSI “exploring” advocacy messages to the community, PTA, and current families—with students in one or both schools.
Ensure safe walking routes to school	2,3,4	1	<b>2, 3, 4 Naturally ensure safer walking routes to school, 1 does not.</b> However, being a parent that lives within walking distance (2 blocks), I would still drive and drop my child off at school—as it is easier and quicker for me, to then be on my way to work.
Consider impact of Title 1 status	1	2,3,4	If there is no change then NHEES & OVES will remain as Title 1 schools. Honestly as for 2, 3, 4 not sure how the impact status for OVES would affect them from not becoming Title 1 status in the future.
Resolve current capacity issues at both schools		1,2,3,4	<b>I think that none resolve the current capacity at BOTH schools.</b> I say this because, even though NHE’s capacity would be resolved, it would not for OV at all because regardless they will need an addition to constructed to accommodate the over capacity being projected. Therefore, only one school is resolved and not BOTH like the criteria seem to insinuate.
Straight articulation pre-K–5	2,3,4	1	For the obvious reason.

**New Hampshire Estates ES and Oak View ES Roundtable Discussion Group****Approach Evaluation Sheet**

<b>Evaluation Criteria</b>	<b>Approach Number</b>	<b>Approach Number</b>	<b>Narrative Evaluation Statement</b>
Encourage School identity	1 & 2	3 & 4	<b>Only because you are technically not breaking the communities of their current boundaries.</b> Unlike having to reassign student to other schools nearby. Reassign is breaking an identity of what already has been in place that represents the schools.
Increase Access to elementary School to foster more meaningful parent and family engagement in the schools	2, 3, 4	1	<b>Schools everywhere in MCPS face the challenges of family engagement,</b> 2, 3, and 4 would somewhat close that gap a little more than where both schools stand currently.
Support environment conducive to high student achievement	1,2,3,4		<b>MCPS,</b> in my opinion no matter what school split or not, it will always ensure to support an environment conducive to high student achievement regardless.
Ensure capacity for future residential development	2,3,4	1	<b>IF, the CIP approves the addition and when it is completed 2, 3, 4 would ensure for future capacity.</b> As for 1, both schools are already facing over capacity and are planning to accommodate future capacity already.
Consider impact on special programs	1	Possibly, 2,3,4	I can't really specify what meets or not for the criteria, as we are still working on this to get more info. But I do know with 1, we are not going to get and impact on changes from current programs. However, unpairing I am aware and parents in the schools have expressed if Head-start would be implanted in OV and if parents from OV would still have access to the Health Clinic services at NHE. Soon that note 2, 3, 4 may not consider the impact of special programs.
Ensure students at both schools have Access to standard MCPS programs comparable to their demographic peers	1,2,3,4		<b>MCPS,</b> in my opinion no matter what school split or not, it will ensure students at both schools have Access to standard MCPS programs comparable to their demographic peers.
No boundary changes	1 & 2	3&4	For the obvious reasons that 3&4 requires reassigning students to nearby schools
Minimize number of split communities	2	1,3&4	Obliviously we have 2 communities with 2 split schools. 2 seems like it would unite and make each community grow with more family engagement. However, 3&4 you are splitting OV community rather than creating its own school identity.
Support neighborhood cohesion and stability	2	1,3&4	2 only because you are creating 2 communities to start their own strong sense of school and community identity.



**New Hampshire Estates ES and Oak View ES Roundtable Discussion Group**

**Approach Evaluation Sheet**

Evaluation Criteria	Approach Number	Approach Number	Narrative Evaluation Statement
Maintain equitable levels of diversity; comparable to current levels	1	2,3,4	Again, 2, 3, 4 have the socioeconomic impact mentioned earlier.
Balance enrollment levels		1,2,3,4	<b>Each approach regardless will face this challenge</b> regardless as one cannot predict enrollment as it is continuously changing through the school year and years.
Ensure programmatic offerings are attractive to students within the schools' boundaries	1,2,3,4		<b>MCPS</b> , in my opinion no matter what school split or not, it will ensure programmatic offerings are attractive to students within the schools' boundaries.
Ensure schools are within capacity and can accommodate change	1	2,3,4	1, only because 2, 3 and 4 requires a HUGE change for OVES to accommodate over capacity projection in the next 5yrs.
Minimize disruption to students and families	1	2,3,4	<b>2,3,4 does not minimize as student in OVES would face a lot of disruption and changes in their environment</b> , as construction is ongoing and being on Portable classes depending on the seasons as parents mention are not too comfortable winter: being too cold in the temp classes or Summer: too hot.
Maintain schools that can focus on specific age groups	1	2,3,4	1 only meets the criteria. Parents have expressed that they really love the focus on specific age groups as to how the schools are split, why change this when the school is functioning perfect this way and with their children achieving in their academics
Ensure space available at both schools for regular and special education for future enrollment growth	2,3,4	1	Only because once the schools unpair, NHE has enough space available over the years, and only because OV would have that addition constructed.
Consider budget implications; minimize operation and Capital Improvement Program (CIP) costs	1	2,3,4	1, only meets criteria because 2, 3, 4 would not minimize operation and CIP because OV would need not only portable classes but in addition an addition constructed.
Comments:			

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**Approaches Evaluation**

<b>Representative:</b> Celia Zuniga	<b>Meets Criteria</b>	<b>Does Not Meet Criteria</b>	<b>Organization:</b> New Hampshire Estates/Oak View ES
<b>Evaluation Criteria</b>	<b>Approach Number</b>	<b>Approach Number</b>	<b>Narrative Evaluation Statement</b>
Maximize walkers	1,2	3,4	Approaches 3 & 4 are far from being considered, since they don't fall under the criteria considered at the roundtable.
Ensure coordinated academic readiness for the entire elementary school population	1,2	3,4	
Ensure socioeconomic and racial/ethnic diversity at both schools	1	2,3,4	The numbers shown by MCPS demonstrate that currently NHE has a low white percentage with the schools being paired, and therefore there is racial/ethnic and socioeconomic diversity. Unpairing the two schools, NHE would have a majority of Hispanics and African Americans. Therefore, there is no guarantee of racial/ethnic diversity at NHE. However, there would be diversity at OV.
Respect community geographic boundaries	1, 2	3,4	Approaches 3 & 4 do not respect the geographic boundaries of the communities around NHE and OV. These Approaches would generate additional costs for MCPS.
Ensure safe routes to walk to school		1,2,3,4	I don't believe any of these Approaches are safe, since it doesn't matter whether the schools are paired or not, the children always have a high risk when walking the streets without the security of an adult.
Consider the status impact to Title I	1,2	3,4	
Solve current capacity problems at both schools	1	2,3,4	The schools have capacity problems nowadays, but they are not serious. However, if the schools are unpaired, the serious capacity problem would be for OV. This means they would not only be dealing with overcrowding, but would also be dealing with construction and other costs.
Direct articulation Pre-K-5	2,3,4	1	The idea of having a PreK-5 would be ideal and convenient for any parent. But having schools like NHE and OV does not mean that that is not correct. Proof of this is that the schools meet the educational requirements established by MCPS, and probably NHE meets more, or has more work, since it serves the elementary students.

**New Hampshire Estates ES and Oak View ES Roundtable Discussion Group****Approaches Evaluation**

<b>Evaluation Criteria</b>	<b>Approach Number</b>	<b>Approach Number</b>	<b>Narrative Evaluation Statement</b>
Encourage school identity	1,2	3,4	Both schools are good. The children have a good sense of identity at NHE and when they transfer to OV. It's a matter of adapting, and they have to adapt one way or another, since three years later they will have to transfer to another school.
Increase access to elementary school to promote increased parent and family significant involvement in school	-	--	This is not an issue of Approaches. This is something out of our control. It depends on each parent and how involved they want to be in their children's education. Many times, they don't attend [meetings/events] due to lack of time, conflicting schedules, etc.
Support an environment conducive to a high level of student performance	1,2,3,4		We trust that no matter what decision MCPS makes, they will provide our children the best education possible.
Ensure capacity for future residential construction	1,2,3,4		
Consider the impact to special programs	1,2,3,4		I believe that this depends on how much need there is at the schools regarding these special programs. And yes, it is important for MCPS to be aware that no matter the decision, we will always be pushing to have better programs at our schools.
Ensure student access at both schools to standard MCPS programs comparable to those of their peers demographically	1,2,3,4		MCPS has the obligation to respond to the needs of each school and to provide standard MCPS programs comparable to the rest of the schools.
No boundary changes	1,2	3,4	
Minimize the number of split communities	1,2	3,4	The NHE & OV school communities have always worked together, for more than 20 years.
Support cohesion and stability in the neighborhood	1,	2,3,4	MCPS needs to take into consideration that at NHE there are more children living in apartment buildings than in houses, and therefore there is no assurance of stability in the neighborhood. However, OV is an area where the majority of the children in the community live in houses and few live in apartments.
Maintain equitable diversity levels, comparable to current levels	1	2,3,4	Unpairing NHE and OV puts NHE at a disadvantage as far as maintaining its current diversity. However, it gives OV the advantage of becoming more diverse.

**New Hampshire Estates ES and Oak View ES Roundtable Discussion Group**

**Approaches Evaluation**

Evaluation Criteria	Approach Number	Approach Number	Narrative Evaluation Statement
Balance enrollment levels	1	2,3,4	
Ensure that the programs offered are engaging to students within their school boundaries	1	2,3,4	NHE has an excellent elementary program. OV is an excellent school for older children who have had school experience.
Ensure that the schools are within their capacity level and can accommodate changes		1,2,3,4	Nothing can guarantee that the schools will remain within their capacity levels.
Minimize disruptions to students and families	1,2	3,4	The children and the parents at NHE know that when they finish second grade they will be going to OV, which prepares them for the transition.
Keep schools that can focus on specific age groups	1	2,3,4	The idea of keeping the schools as they are and that they can focus on specific age groups is excellent, because the instruction and the dedication to the children are better.
Ensure space availability at both schools for regular and special education and for future enrollment growth	1	2,3,4	
Consider budgetary implications; minimize costs for the Capital Improvement Program-CIP	1,2	3,4	
<p>Comments:</p> <p>Having evaluated all the Approaches, Approaches 3 and 4 fall completely out of the criteria. The purpose is to analyze the unpairing of NHE and OV and not to change the school boundaries, or reassign children to other schools that are not NHE and OV. Approaches 1 and 2 are the ones that seem to meet the criteria better, and therefore it was the roundtable choice. I believe that the NHE and OV communities have excellent schools, since each school specializes in different age groups, which I think is beneficial to the children. I also think that the two schools are very good just as they are, since there are no studies from MCPS that have demonstrated the contrary to the roundtable. I hope that Dr. Starr will make his best recommendation for the benefit of both schools and for our children.</p>			

# Apéndice H

Documentos de Posición