

Countywide Community Survey Report

Baltimore County Government and
Baltimore County Public Schools
Multi-year Improvement Plan for All Schools
(MYIPAS), Phase I

July 2020

CANNONDESIGN



Table of Contents

- 01 Introduction + Background
- 02 Who Responded to the Survey?
- 03 Survey Questions
- 04 Survey Data Observations & Key Findings
- 05 Detailed Data Analysis



MYIPAS - Introduction and Background

MYIPAS

BACKGROUND: The Baltimore County Government (BCG) and Baltimore County Public Schools (BCPS) initiated a process to assess school construction needs to develop a long-range plan that addresses those needs and allocates resources equitably.

PURPOSE: The purpose of the Multi-Year Improvement Plan for All Schools (MYIPAS) is to develop a capital improvement program that maximizes state funding, defines facility priorities with community input; and assesses facilities based on three pillars of analysis:

- ☐ Educational adequacy and equity
- ☐ Facility condition
- ☐ Enrollment projections, capacity, and utilization



¹ the survey was publicized on the BCPS website, MYIPAS webpage, press release, school messaging by phone, email, text, flyers shared through Office of Family and Community Engagement and office of ESOL, outreach to all leaders of BCPS bargaining units, and social media platforms.

Survey - Introduction and Background

SURVEY

PURPOSE: In July 2020, BCG and BCPS conducted a countywide online survey to solicit stakeholder input on decision-making criteria and inform critical facility investment decisions for the school district.

ACCESSIBILITY: The survey was translated into nine languages, publicized through various venues¹ and made available to all interested stakeholders with relationships to BCPS' 170 school communities.

RESPONSE: Over 22,000 responses were received with representation from each school community and ethnicity group; responders include students, parents, employees, other community members and County Government

COVID-19 CHALLENGES: the survey was designed to effectively solicit input from the Baltimore County community amid the COVID-19 pandemic.

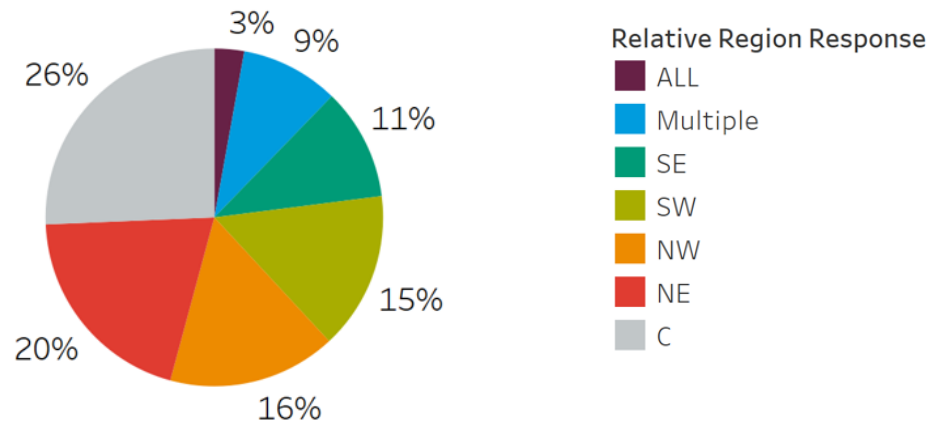
IMPACT OF SURVEY OUTCOMES: Survey outcomes informed assigned weights for the three pillars in “aggregate need ranking” by school.



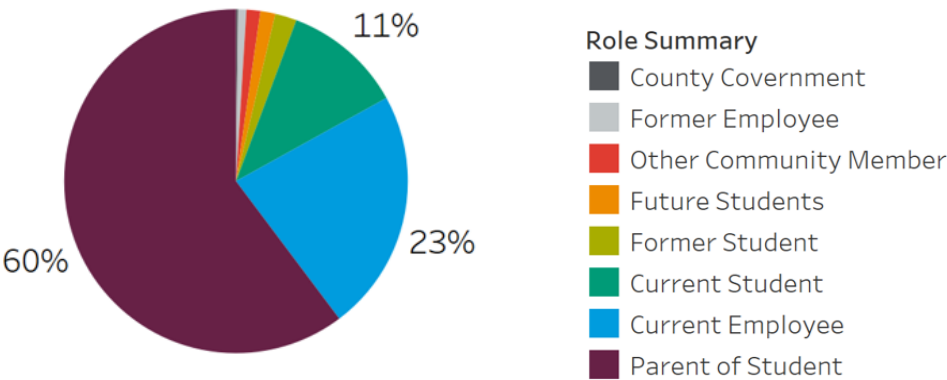
¹ the survey was publicized on the BCPS website, MYIPAS webpage, press release, school messaging by phone, email, text, flyers shared through Office of Family and Community Engagement and office of ESOL, outreach to all leaders of BCPS bargaining units, and social media platforms.

Who Responded to the Survey?

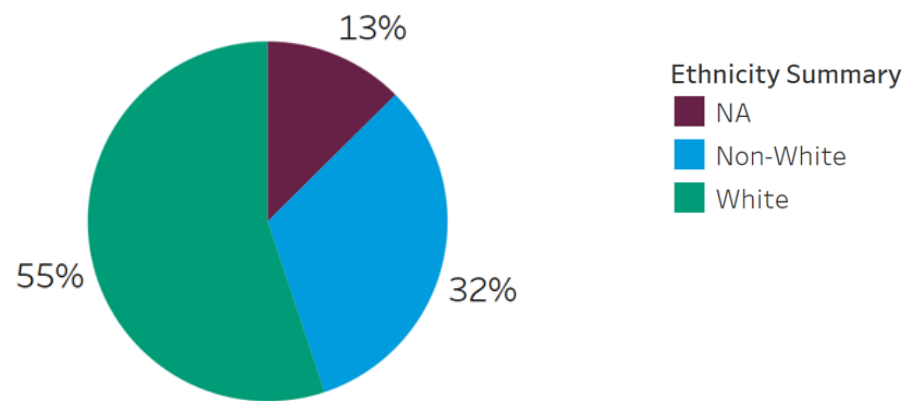
Representation was the highest for the **Central** and **Northeast** regions



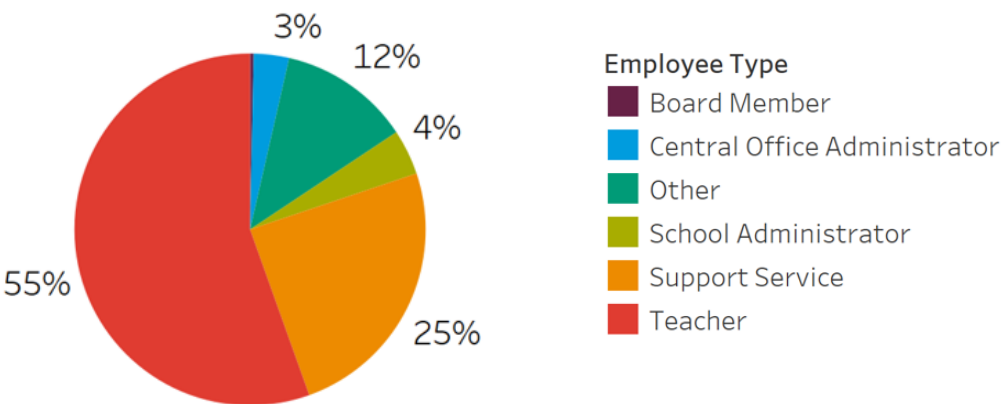
Parents makeup the largest cohort of responders



Responses from **White** ethnicity exceeded that of other ethnicities



Teachers represent more than 50% of all employees who responded to the survey



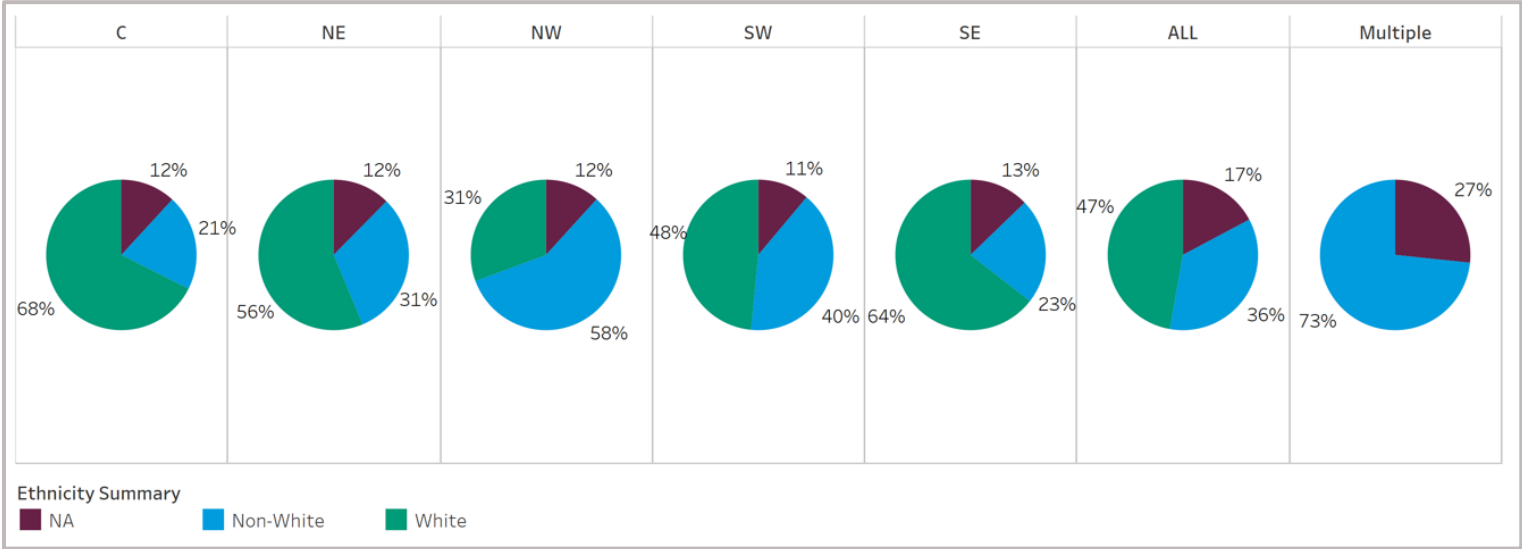
¹ category “relative region response” includes ALL and Multiple: “ALL” represents responses from participants that affiliate with all regions, “Multiple” represents responses from participants that affiliate with more than one region.

Who Responded to the Survey? (continued)

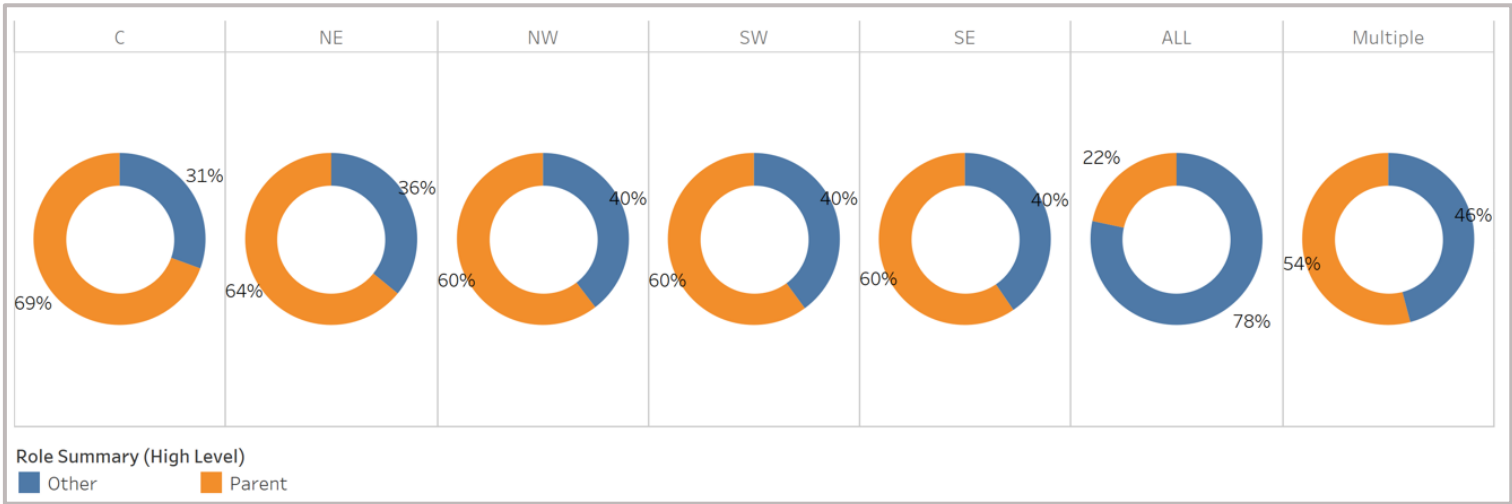
All regions had a higher percentage of White responses except the Northwest (NW) region.

SURVEY RESPONSES

- A detailed breakdown by region indicates differing representation by ethnicity.
- Parents make up the largest cohort of responders across all regions.



Parent representation was slightly higher in the Central and Northeast regions.



¹ category “relative region response” includes ALL and Multiple: “ALL” represents responses from participants that affiliate with all regions, “Multiple” represents responses from participants that affiliate with more than one region.

What Questions Were Included in the Survey?

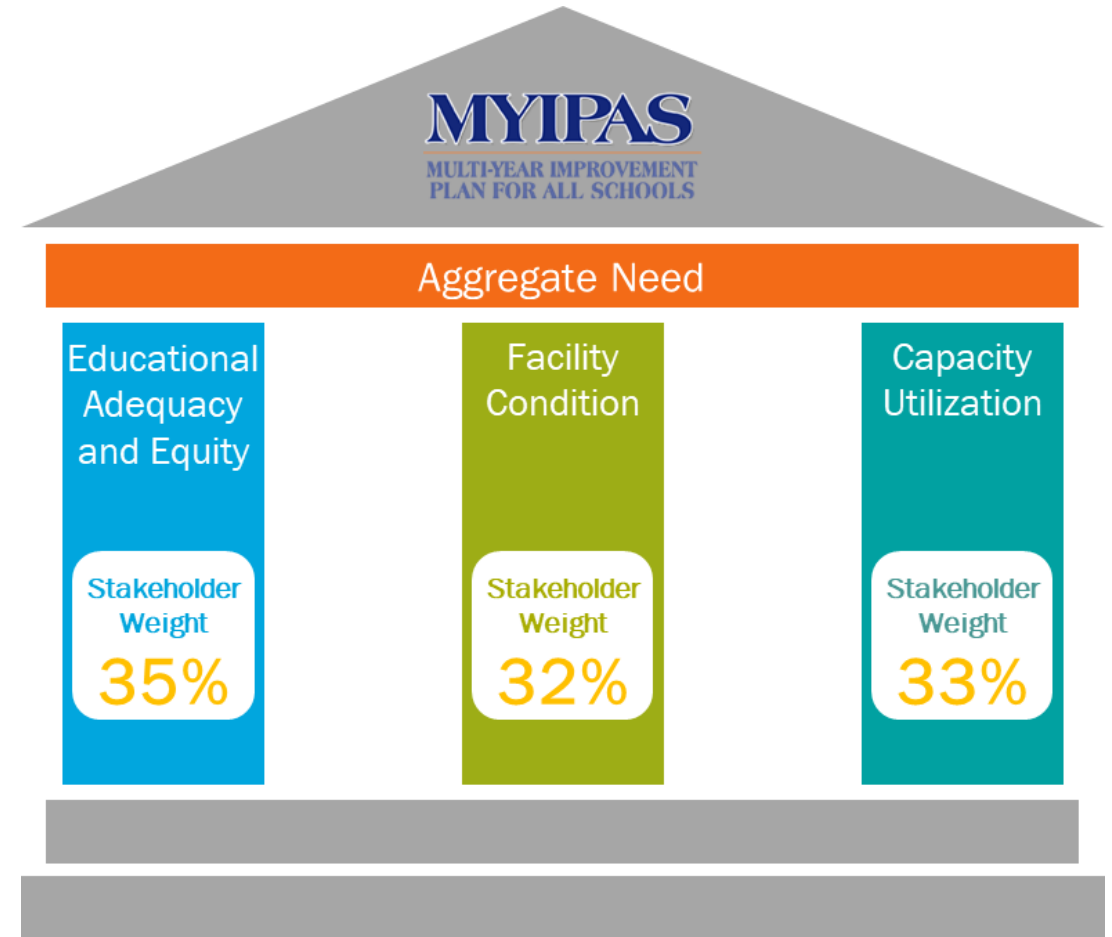
- ☐ **QUESTION 1: Rate the 1) importance of and 2) how well BCPS is performing on each metric in terms of achieving equity within BCPS facilities?**
 - Access to educational programs
 - Physical/social/emotional wellness
 - Security and safety
 - Access to technology
 - Common use space (e.g., cafeteria, gym, media center, auditorium)
 - Collaborative learning space
 - Capacity relief for overcrowded schools
 - Facility age/condition
 - School size/classroom size
 - Special education/English language learners
 - Pre-K instruction
- ☐ **QUESTION 2: Rank the importance of a list of community support programs**
 - Take-home computer/tablet devices and/or internet hotspots
 - Before and after-school programs
 - School-based community physical and mental health clinics (non-emergency)
 - Homeless student population support (food, laundry, tutoring, etc.)
 - Access to fields, tracks, courts and gyms for recreation activities
 - Access to buildings and computers for after-school community functions, online instruction, job search, resume building, etc.
 - Adult education program
- ☐ **QUESTION 3: Rank the importance of a list of factors related to Career and Technical Education (CTE programs)**
 - Availability of program/location
 - Quality of facilities/equipment
 - Accessibility/transportation routing
 - Availability of physical building space
- ☐ **QUESTION 4: Rank the importance of a list of factors (a list is provided) related to Athletic programs**
 - Availability of program/location
 - Availability of athletic facilities (e.g., fields, courts, concession stands)
 - Quality of athletic facilities (e.g., fields, courts, concession stands)
- ☐ **QUESTION 5: Rank the importance of a list of factors (a list is provided) related to Visual and Performing Art programs**
 - Availability of program/location
 - Quality of facilities/equipment
 - Accessibility/transportation routing
 - Availability of physical building space
- ☐ **QUESTION 6: Would you support the replacement of older facilities, even though it is more expensive than a renovation?**
 - Yes
 - No
- ☐ **QUESTION 7: What criteria should be considered to determine which facilities should be renovated versus replaced (a list is provided)?**
 - Educational adequacy (how well equipped is the existing facility to support education)
 - Capacity relief for overcrowded schools
 - Cost of repairs versus cost of replacement
 - Cost to operate (maintenance, energy efficiency, transportation, etc.)
 - Amount spent on recent repairs/renovations
 - Construction/funding timeline
 - Historic/cultural value
- ☐ **QUESTION 8: Agree / disagree: I would be willing to wait longer for a new school rather than receive a renovation earlier**
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
- ☐ **QUESTION 9: Rate your support for a list of strategies to provide relief to overcrowded schools (a list is provided)**
 - Attendance boundary adjustment (redistricting)
 - Magnet programs to draw enrollment from overutilized to underutilized campus
 - Limiting magnet programs/number of seats available
 - Grade reconfiguration (e.g. changing elementary and middle schools to K-8 programs)
 - New construction/additions
 - Portable/temporary classrooms
 - Offsite programs such as early college and internships
 - Expand virtual/online offerings
 - Alternate schedules/calendars (e.g. morning/afternoon sessions, multitrack calendar)
 - Consolidating underutilized schools and repurposing surplus facilities
- ☐ **QUESTION 10: Would you support higher County taxes for a selected list of causes (a list is provided)?**
 - School building repairs and renovations
 - New school construction
 - Pre-K for all students
 - Career and technology education (CTE)
 - Athletics
 - Visual and performing arts
 - Community support programs
 - Special education services
 - English language learning (ELL)
 - Magnet programs
- ☐ **QUESTION 11: Agree / disagree: it is better for a student to remain in an overcrowded neighborhood school, rather than restricted to a farther school**
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
- ☐ **QUESTION 12: Severely underutilized schools do not operate efficiently, would you support school closure / consolidation?**
 - Yes
 - No
- ☐ **QUESTION 13: In minutes, how long should the maximum one-way student commute / bus ride be for?**
 - Elementary school
 - Middle school
 - High school

Impact of Survey Outcomes

Implications on Aggregated Need Weighting

- ❑ Survey outcomes informed assigned weights for the three pillars in “aggregate need ranking” by school.
- ❑ Benchmark scoring to rank schools by aggregate need is based on the relative stakeholder ratings of the three pillar assessments from the “importance to achieving equity” question (Q#1), resulting in respective weights below:
 - Educational adequacy and equity 35%
 - Facility condition 32%
 - Enrollment projections, capacity and utilization 33%
- ❑ Weights assigned for pillars above are used in final weighted scores across all schools to help determine top priorities and sequencing of CIP projects.

Greater need = higher priority



Survey Data Observations

Analysis of survey data revealed key observations below:

- ❑ **Consistent ranking of education equity criteria** by region, ethnicity, and role, provides actionable system-level guidance.
- ❑ **Confirmation of facility planning and capital priorities** to address school overcrowding, school size/class size, and facility condition
- ❑ **Preference for capital solutions over non-capital adjustments** to resolve crowding versus operational changes, boundary reconfigurations, etc.
- ❑ **Openness to higher taxes** that provide specific school facility improvements. Strong correlation between respondents that prefer replacement and support higher taxes for new school construction and those supporting renovation and higher taxes for renovations and building repairs.
- ❑ **Favorable response to school consolidation** as a potential strategy for severely underutilized schools.



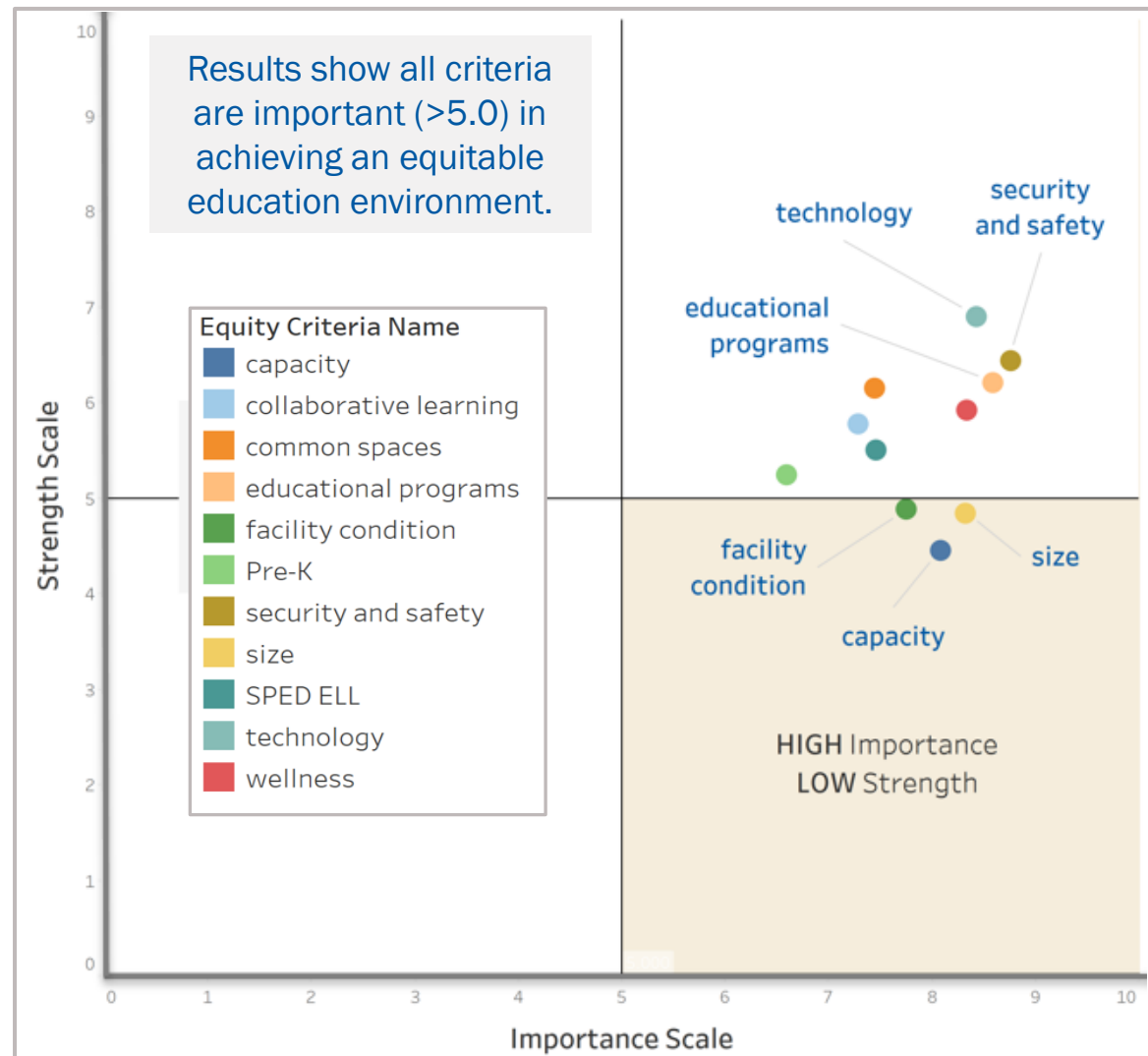
Survey Data Analysis

QUESTION 1: Rate the 1) importance of and 2) how well BCPS is performing on each metric in terms of achieving equity within BCPS facilities?

KEY TAKEAWAYS

- All factors are ranked as highly important (importance score >5.0 on horizontal scale)
- Areas of top importance are:
 - Security and safety (highest all ethnic groups)
 - Access to technology
 - Access to educational programs (top 3 all ethnic groups)
- Areas with most improvement opportunities: (strength score <5.0 on vertical scale)
 - Capacity relief for overcrowded schools
 - School size/classroom size
 - Facility age/condition

Higher numbers indicate higher ranking on average

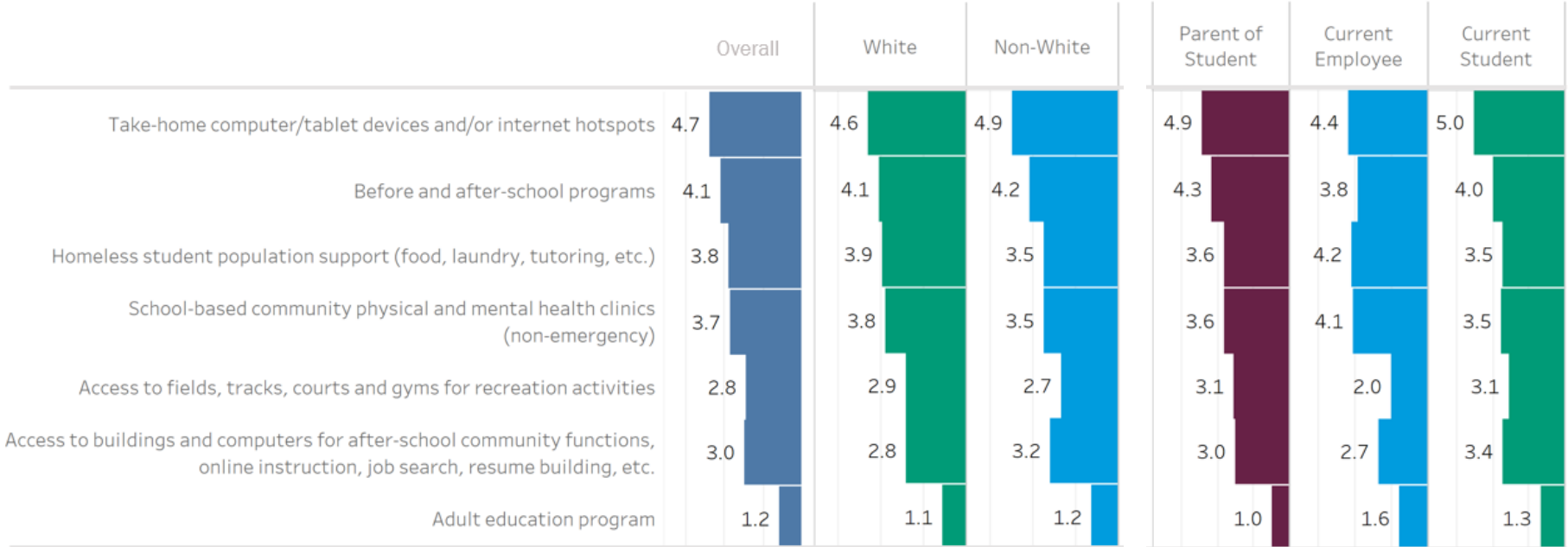


QUESTION 2: Rank the importance of a list of community support programs

KEY TAKEAWAYS

- Community support programs of highest importance are:
 - Take-home computer / tablet devices and / or internet hotspots
 - Before and after-school programs
 - Homeless student population support (food, laundry, tutoring, etc.)
- Employee place “homeless student support” and “health clinics” at a higher priority

Higher numbers indicate higher ranking on average



QUESTION 3, 4, 5: Rank the importance of a list of factors related to Career and Technical Education (CTE programs), Visual and Performing Art (VPA) and Athletic programs

KEY TAKEAWAYS

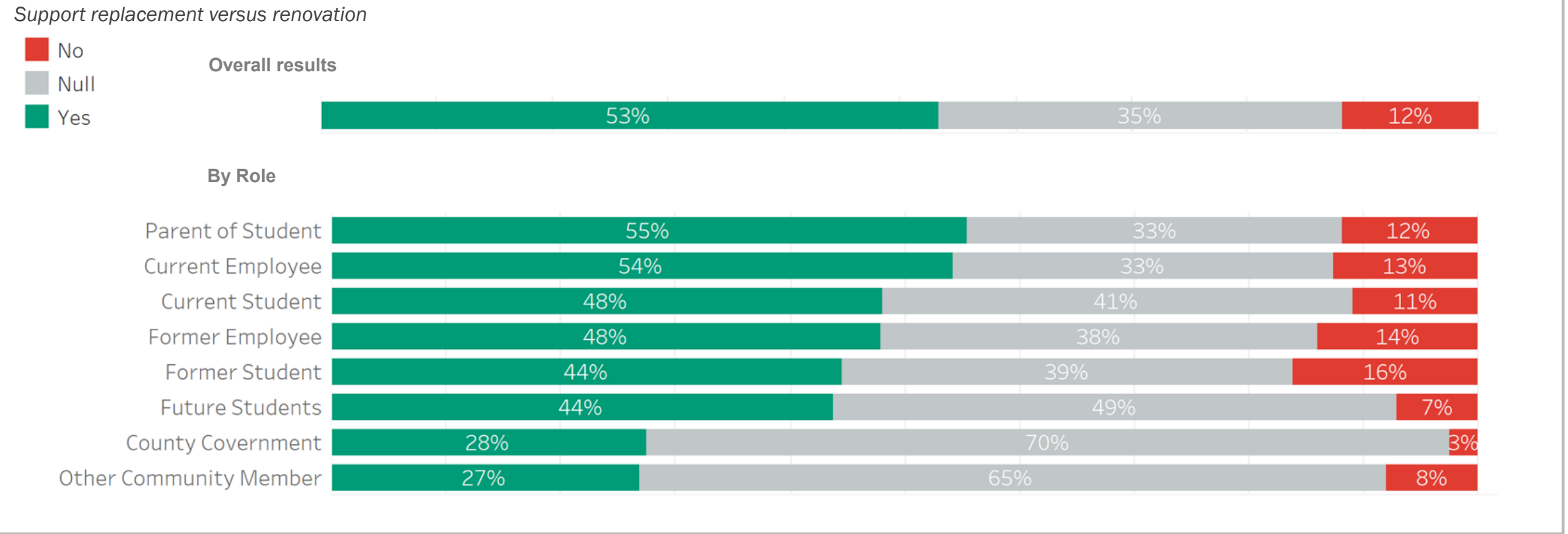
➤ For all programs, “availability of program/location” is the most important factor; other factors vary in importance across programs

Factor (Rankings)	CTE Programs	Athletic Programs	Visual and Performing Art Programs
Availability of program/location	1	1	1
Quality of facilities/equipment	2	3	2
Accessibility/ transportation routing	3	N/A	4
Availability of physical building space	4	2	3

QUESTION 6: Would you support the replacement of older facilities, even though it is more expensive than a renovation?

KEY TAKEAWAYS

- There is more support for replacement of older facilities versus renovation even though they are more expensive
- Parent and employees support replacement versus renovation more than county government and other community member

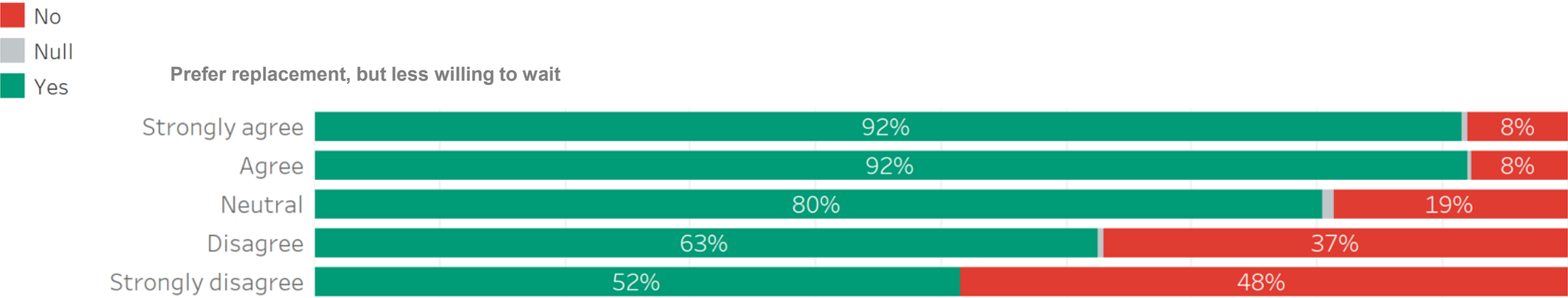


QUESTION 6: Would you support the replacement of older facilities, even though it is more expensive than a renovation? (continued 1)

KEY TAKEAWAYS

➤ Participants who are less willing to wait, still prefer replacement versus renovation

Support replacement versus renovation

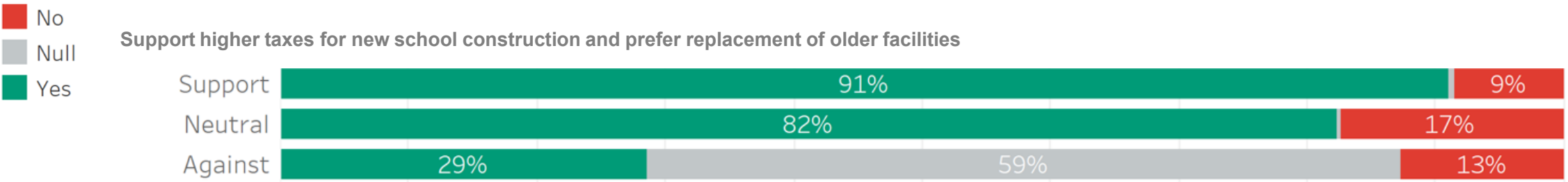


QUESTION 6: Would you support the replacement of older facilities, even though it is more expensive than a renovation? (continued 2)

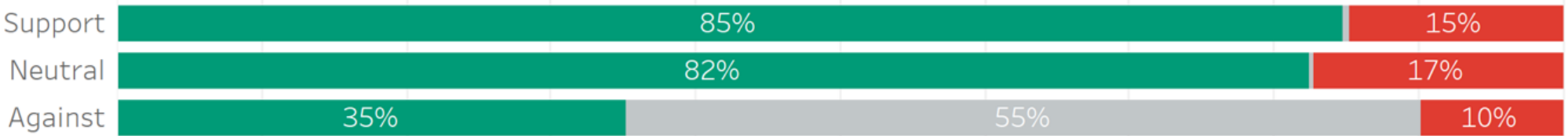
KEY TAKEAWAYS

- Respondents that prefer the replacement of older facilities also support higher taxes for new school construction.
- Respondents supporting renovation versus replacement also support higher taxes for renovations and building repairs.

Support replacement versus renovation



Support higher taxes for renovations and building repairs and support renovations of older buildings



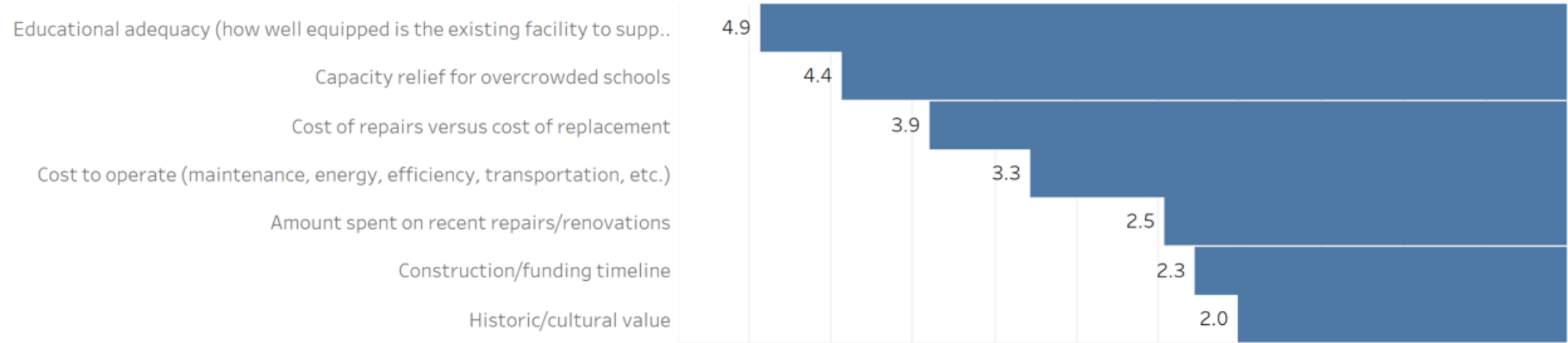
QUESTION 7: What criteria should be considered to determine which facilities should be renovated versus replaced?

KEY TAKEAWAYS

- The top ranked criteria for renovation versus replacement are:
 1. Educational adequacy
 2. Capacity relief

Higher numbers indicate higher ranking on average

Overall

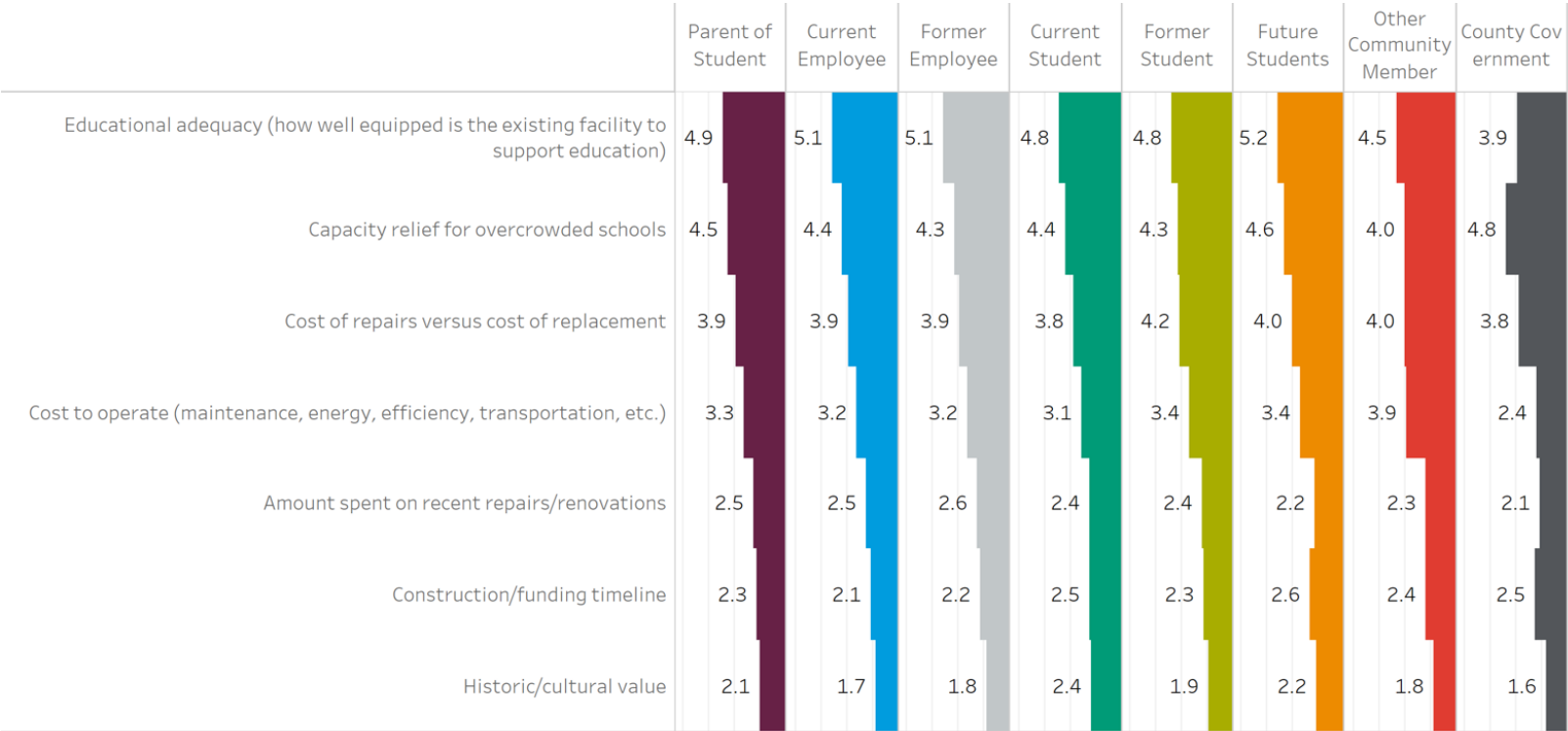


QUESTION 7: What criteria should be considered to determine which facilities should be renovated versus replaced? (continued)

KEY TAKEAWAYS

- All groups ranked Educational adequacy as the top criteria to determine facility renovations versus replacement, except County government who ranked capacity relief as the top consideration.

Higher numbers indicate higher ranking on average

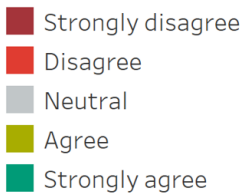


QUESTION 8: Agree / disagree: I would be willing to wait longer for a new school rather than receive a renovation earlier

KEY TAKEAWAYS

- Preference is for a new school versus a renovation, even if they will have to wait longer

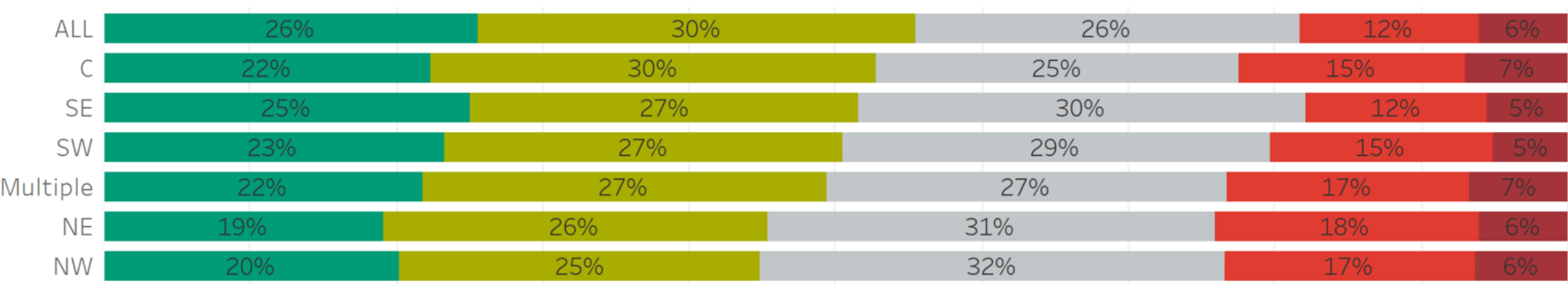
Willing to wait for a new school versus a renovation



Overall results



Bv Region

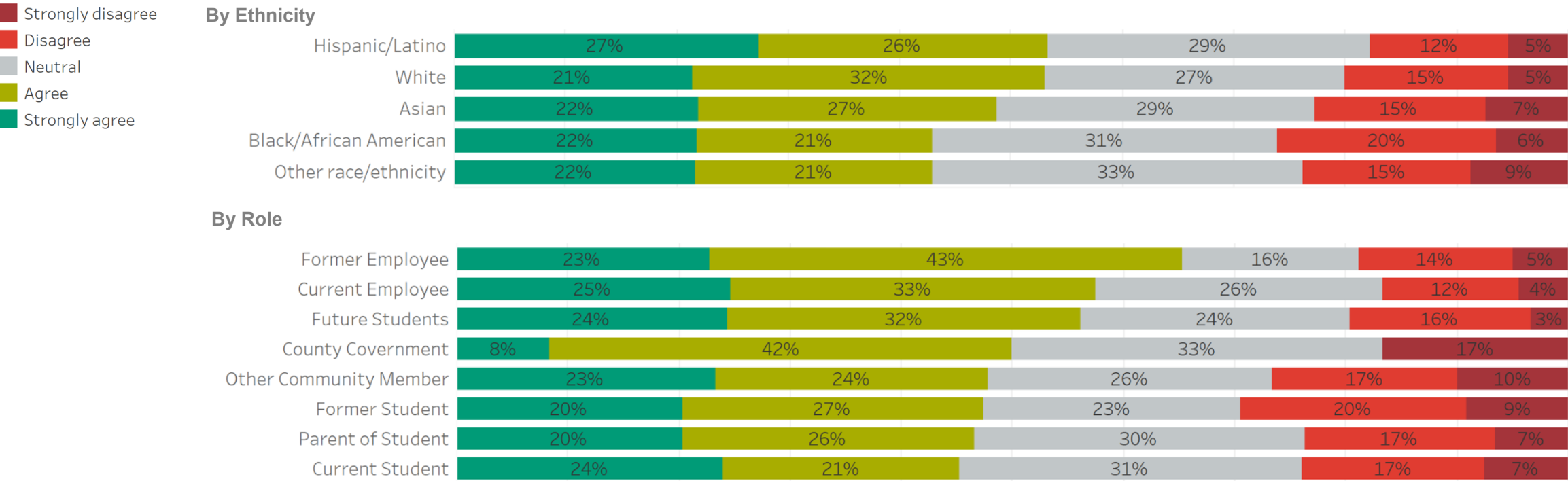


QUESTION 8: Agree / disagree: I would be willing to wait longer for a new school rather than receive a renovation earlier (continued)

KEY TAKEAWAYS

- Black/African American respondents are less willing to wait for a new school versus a renovation than other ethnicities
- Employees and future students will wait longer for a new school versus a renovation

Willing to wait for a new school versus a renovation



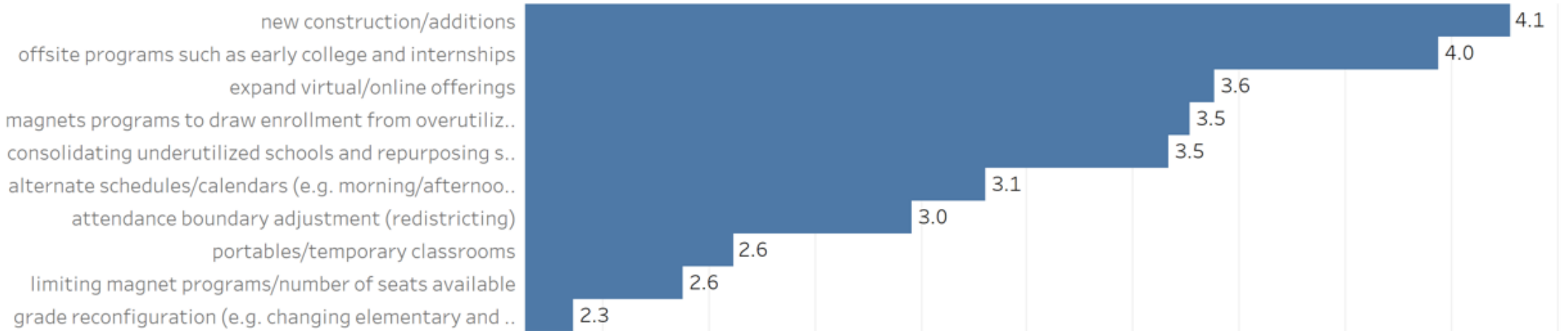
QUESTION 9: Rate your support for a list of strategies to provide relief to overcrowded schools

KEY TAKEAWAYS

- The capacity relief strategies that have the highest support include:
 - New construction / additions
 - Offsite programs such as early college and internships
 - Expand virtual / online offerings

Higher numbers indicate higher ranking on average

Overall results



QUESTION 9: Rate your support for a list of strategies to provide relief to overcrowded schools (continued)

KEY TAKEAWAYS

- County government preferences for capacity relief strategies vary from other respondents

Higher numbers indicate higher ranking on average

By Role

	Parent of Student	Current Employee	Former Employee	Current Student	Former Student	Future Students	County Government	Other Community Member
new construction/additions	4.1	4.1	4.0	4.0	4.0	4.2	3.9	3.9
offsite programs such as early college and internships	4.0	3.9	3.9	4.0	4.0	4.0	4.3	3.6
magnets programs to draw enrollment from overutiliz..	3.5	3.5	3.4	3.5	3.4	3.5	3.2	3.5
consolidating underutilized schools and repurposing s..	3.4	3.6	3.4	3.4	3.7	3.4	3.9	3.5
expand virtual/online offerings	3.5	3.6	3.4	3.7	3.4	3.3	3.4	3.2
alternate schedules/calendars (e.g. morning/afternoo..	3.1	3.1	3.1	3.3	3.1	3.0	3.1	2.9
attendance boundary adjustment (redistricting)	2.9	3.3	2.9	3.0	2.9	2.8	2.8	2.9
limiting magnet programs/number of seats available	2.5	2.7	2.6	2.6	2.6	2.6	3.2	2.5
portables/temporary classrooms	2.7	2.6	2.5	2.8	2.6	2.5	2.2	2.5
grade reconfiguration (e.g. changing elementary and ..	2.4	2.1	2.6	2.6	2.3	2.4	2.7	2.7

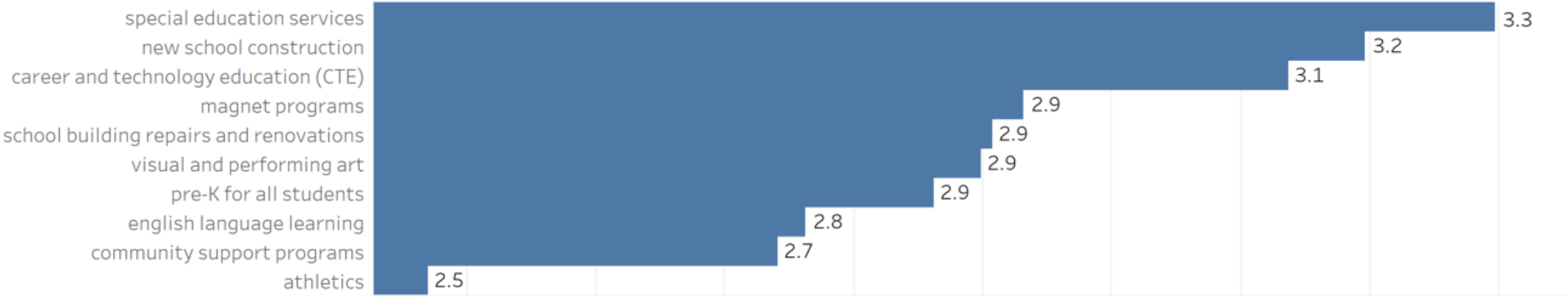
QUESTION 10: Would you support higher County taxes for a selected list of causes?

KEY TAKEAWAYS

- Respondents indicated they are most likely to support higher taxes for:
 - Special education services
 - New school construction
 - Career and technology education (CTE)

Higher numbers indicate higher ranking on average

Overall Results



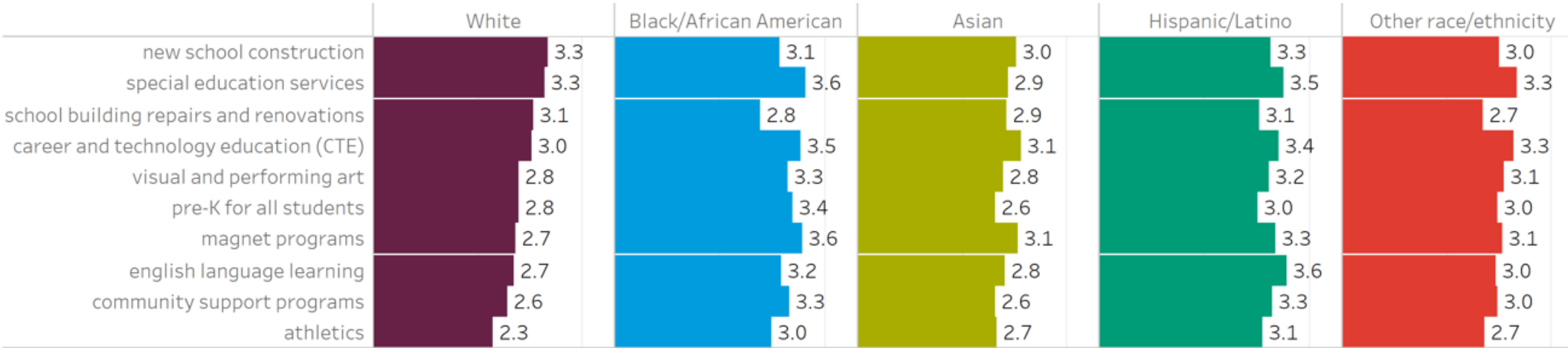
QUESTION 10: Would you support higher County taxes for a selected list of causes? (continued)

KEY TAKEAWAYS

- Tax priorities vary by ethnicity groups
 - CTE program is a higher priority for non-White than White ethnicity
 - Special education rated as the higher priority across all ethnicities except Asian

Higher numbers indicate higher ranking on average

By Ethnicity



QUESTION 10: Would you support higher County taxes for a selected list of causes? (continued 2)

KEY TAKEAWAYS

- Tax priorities vary by roles
 - Current and former students prioritize new school construction slightly lower than other groups
 - Employee places relatively higher ranking for English language learnings than other roles

Higher numbers indicate higher ranking on average

By Role

	Parent of Student	Current Employee	Former Employee	Current Student	Former Student	Future Students	County Government	Other Community Member
special education services	3.2	3.5	3.4	3.3	3.0	3.3	3.1	3.3
new school construction	3.2	3.3	3.3	3.0	2.9	3.6	3.3	3.0
career and technology education (CTE)	3.1	3.1	3.3	3.2	3.1	3.2	2.9	3.2
magnet programs	3.0	2.7	2.6	3.2	2.6	2.9	1.8	2.6
visual and performing art	2.9	2.9	2.8	3.0	2.7	2.9	3.0	2.8
school building repairs and renovations	2.9	3.0	2.9	2.7	2.5	3.2	3.0	2.7
pre-K for all students	2.8	3.1	3.0	2.8	2.6	3.4	2.9	3.1
community support programs	2.7	2.8	2.6	2.9	2.5	2.8	3.0	2.6
english language learning	2.6	3.1	3.2	2.8	2.5	2.6	2.1	2.8
athletics	2.5	2.2	2.2	2.8	2.3	2.7	2.7	2.3

QUESTION 11: Agree / disagree: it is better for a student to remain in an overcrowded neighborhood school, rather than redistricted to a farther school

KEY TAKEAWAYS

- Participants prefer redistricting versus staying in an overcrowded school
- Black/African American respondents have a higher preference for redistricting versus remaining in an overcrowded school

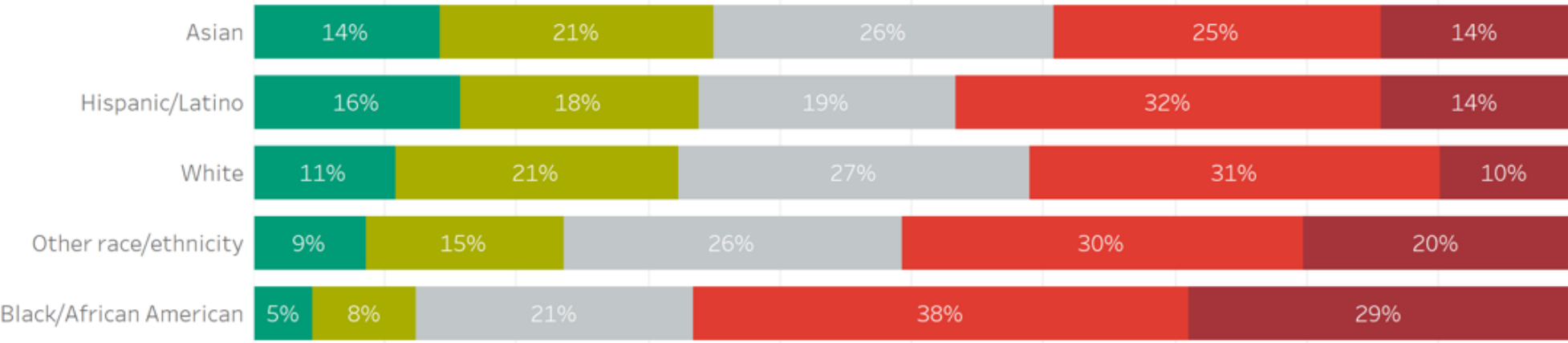
Remain in overcrowded school



Overall results



By Ethnicity



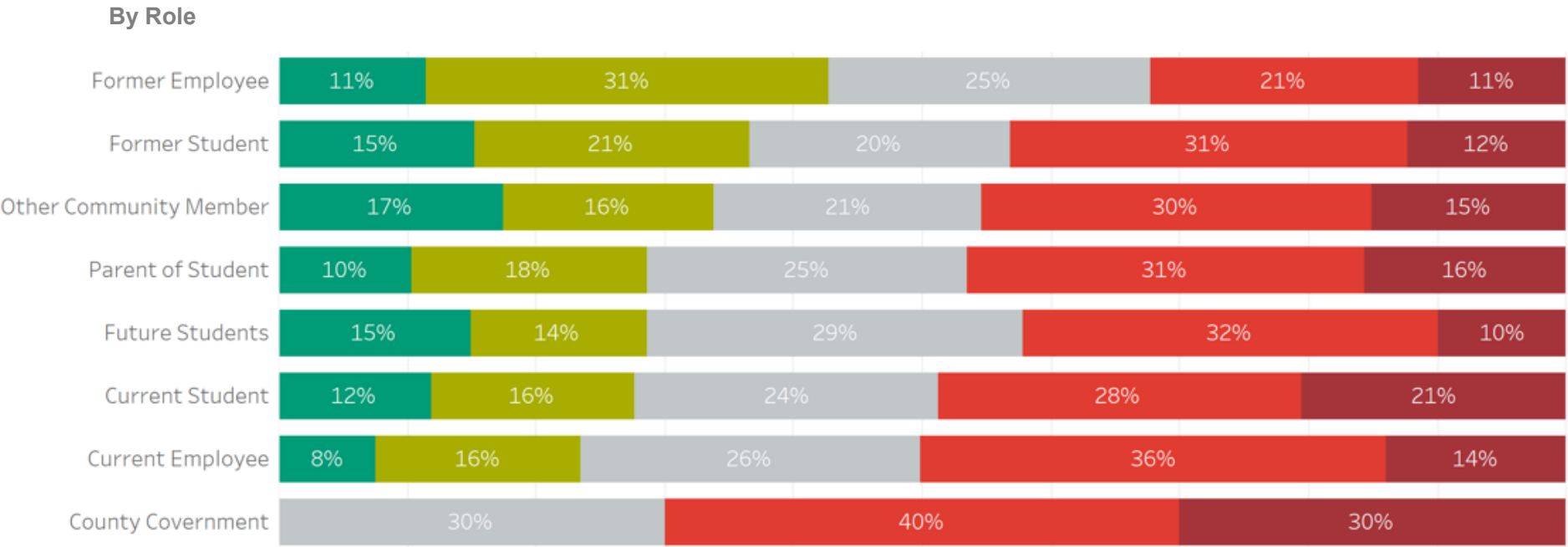
QUESTION 11: Agree / disagree: it is better for a student to remain in an overcrowded neighborhood school, rather than redistricted to a farther school (continued)

KEY TAKEAWAYS

➤ County government respondents have strong preference on redistricting students than other stakeholders

Remain in overcrowded school

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

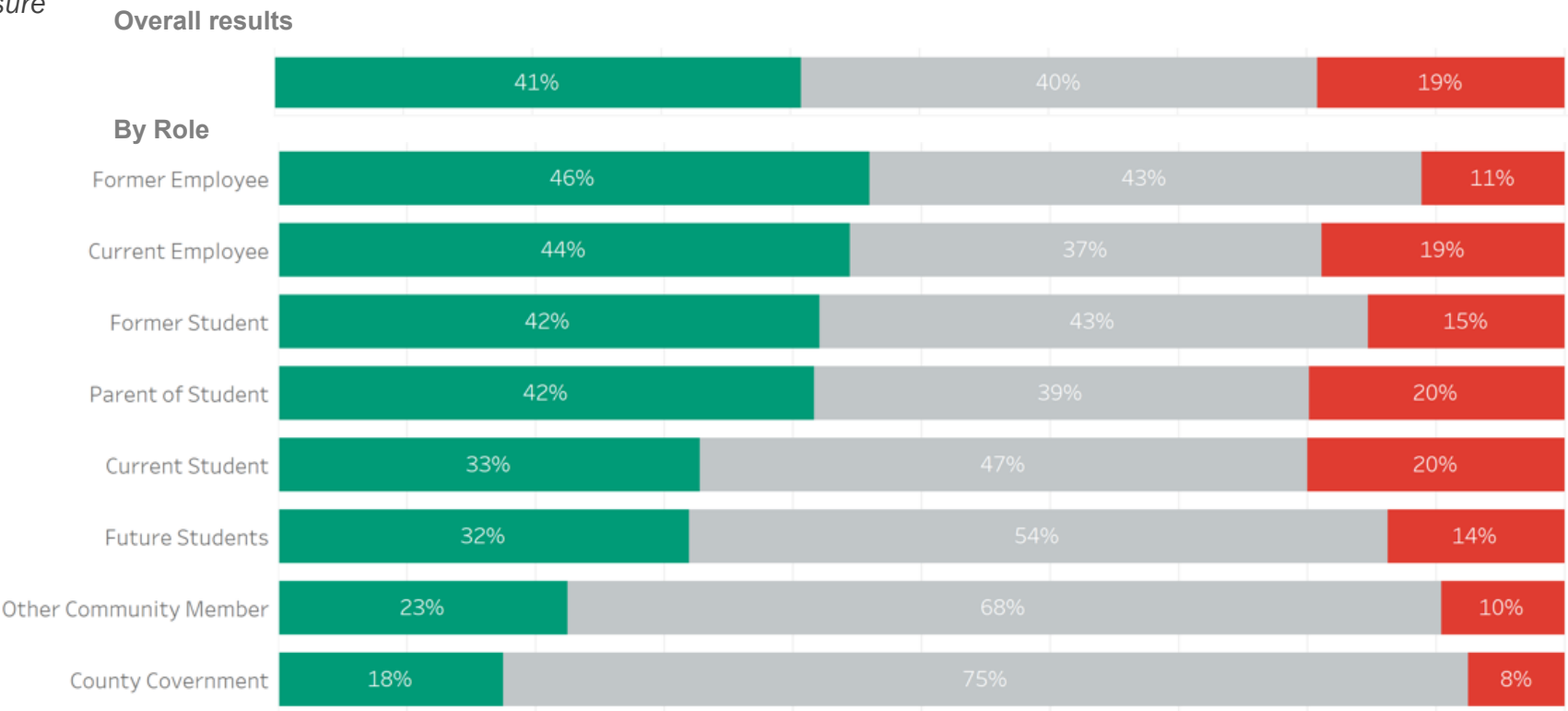


QUESTION 12: Severely underutilized schools do not operate efficiently; would you support school closure / consolidation?

KEY TAKEAWAYS

- Participants support school closure/consolidation for severely underutilized schools
- Current and future students have lower support for school closure/consolidation than employee and parents

Support school closure

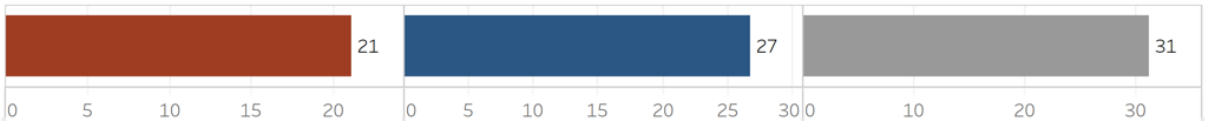


QUESTION 13: In minutes, how long should the maximum one-way student commute / bus ride be for?

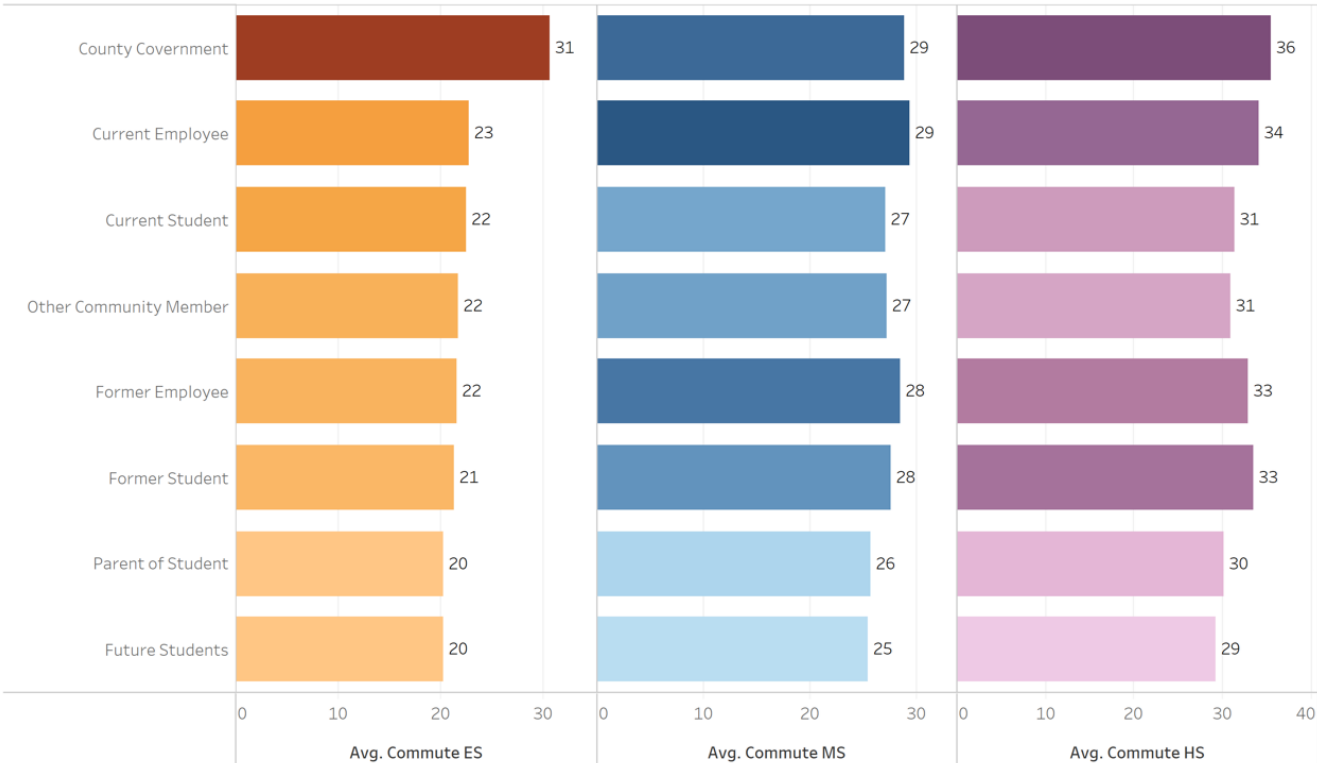
KEY TAKEAWAYS

- Overall, average maximum commute time expected for
 - ES: 21 minutes
 - MS: 27 minutes
 - HS: 31 minutes
- County government and current employee expects longer commute time than other roles

Overall results



By Role



CANNONDESIGN