

Sayers, Margery

From: Michael Kasbeer-Betty <superge060@gmail.com>
Sent: Wednesday, September 18, 2019 2:40 PM
To: Jones, Opel; Rigby, Christiana; Jung, Deb; Yungmann, David
Cc: CouncilMail
Subject: CR-112-2019
Attachments: CR-112 opposition - signed.pdf

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Please see attached opposition to CR-112.

Thank you,
Michael Kasbeer-Betty
4014 Jumpers Hill Lane
Ellicott City, MD 21042

September 18, 2019

Dear Howard County Council members,

I live in Western Howard County in District 5 and am writing to request that you reject CR-112 and work on more comprehensive and likely to succeed plans to address socioeconomic integration factors. We owe it to our children to reject CR-112 and undertake comprehensive measures including county zoning regulations, building regulations, infrastructure development in different areas of the county, and economic incentives for living in different areas.

The bill ignores the fact that *equal opportunity does not mean equal outcome*. Funding per student is already equal in the school system. So why do some succeed and others do not? People are individuals and motivated differently and supported differently at home. Different support from HCPSS is needed for different students. Focusing resources into schools where those resources are needed would offer improvements. Spreading out children that need additional or different support makes it harder for the assistance to be given and more likely that these children will fade into the background and not meet HCPSS graduation rate goals. And isn't that what this should be about? Getting kids to graduate and become successful working members of society? Why should Howard County reject previous experiences and embark on a social experiment where data has shown the result will be negative or inconclusive at best? I'm sure you are familiar with "A Reality Check on the Benefits of Economic Integration, FutureEd, Georgetown University McCourt School of Public Policy, Sarah A. Cordes, PhD, August 26, 2019" that cites studies of socioeconomic integration as showing inconclusive results. Is that the best we can do for students in need? Seems like yes is the answer based on what CR-112 proposes.

Howard County schools have been shown to be among the best integrated in the state according to the Maryland Equity Project of the University of Maryland. Using terms of desegregation in this bill is not accurate and ignores the fact that Howard County schools are already racially integrated. Desegregation invites people to reopen old wounds and conflicts that have already been dealt in previous generations. This is the opposite of civility as preached by Howard County!

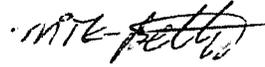
Decreasing graduation rates of students participating in FARM programs, African-Americans, and Hispanics were cited. However, the bill neglects to cite 4 year graduation rate increased by 27.1% for the English Learner student group. Let's figure out how that increase occurred and apply lessons learned. And again – spreading students participating in FARM into the school system, or diluting their numbers – just hides the problem. This problem is bigger than the school system and needs to delve deeper into the issues with parental education, housing opportunities, and employment opportunities.

Lastly, and one of the most important, is that the bill pushes the school system to move kids from communities where they have support and forces them to endure longer commutes every day – causing less sleep to a child who already has to catch a bus at 630am for High School. These are the same children that biologically need more sleep. Our community is a village and parents rely on each other for support – yet this bill promotes splitting those communities. Thus affecting what children will be able to do in and after school due to lack of available community support. Simple things like rides to and from school will become much larger issues for families. Successful schools have a high rate of parental involvement. The farther away a school is – the less a parent will be able to support that school to assist

HCPSS in meeting their stated goals. All of these community and location issues negatively affect all children, including those doing well. Is the County Council saying their current success is not important?

Please REJECT CR-112 for the reason that it will not solve the socioeconomic issues that are said to exist in Howard County. The County Council has the responsibility to take a comprehensive county wide approach to solving this and not negatively impact ANY students in Howard County with this bill.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Betty", written in a cursive style.

Michael Kasbeer-Betty

September 18, 2019

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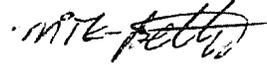
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Sincerely,

A handwritten signature in black ink, appearing to read "Mike Betty". The signature is written in a cursive, somewhat stylized font.

Michael Kasbeer-Betty

Sayers, Margery

From: Robert McCormick <robmc0970@yahoo.com>
Sent: Wednesday, September 18, 2019 2:29 PM
To: Walsh, Elizabeth; Jones, Opel; Rigby, Christiana; Jung, Deb; Yungmann, David;
CouncilMail
Subject: In regards to CR-112-2019
Attachments: Robert McCormick Opposition of CR-112-2019.docx

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Howard County Council members,

Attached is my written testimony that strongly opposes the passing of CR-112-2019.

Best regards,

Rob McCormick

Dear Howard County Council Members:

I am deeply concerned by CR-112. It accuses the Howard County Public School System of being segregated and therefore diminishes the importance of genuine improvements and presents merely a facade of positive change. Please support our schools; do not give it the onerous task of being a primary mechanism to exert societal change. CR-112 is insulting to people throughout Howard County it is insulting to our school system. Our schools offer a vast diversity among their students, families and communities. Socioeconomic change is a complex issue that involves factors such as county development, planning and affordability which are beyond the scope of what a school system can tackle. True change with lasting positive effects cannot happen overnight and without a united front.

While I understand the importance of redistricting to remedy capacity issues and ensure adequate resources, the latest recommendation is a sledgehammer: it causes irreparable harm on multiple fronts to achieve a level of data uniformity that appallingly masks weak performances and detracts from the need for substantive changes to improve all schools (especially those that are underperforming).

There are many issues that need to be addressed in HCPSS that CR-112 does not account for.

- Neglects the root causes of underperforming schools /students. Moving kids based on socioeconomic reasons only shuffles them. It does not fix the problem. Adding resources to underperforming schools or offering programs to help parents and kids see the future benefits of their kids' education give those kids a better chance than shuffling them.
- Education Budget Shortfalls: The cost of forcing CR-112 on the Howard County Public School System shows how out of touch you are with the cost of education and the most urgent needs for our kids' education.
 - Hammond **desperately** needs improvements.
 - HS13 needs to be built.
 - HCPSS cannot afford textbooks for all students.
- HCPSS unrealistic financial expectations for families. Due to the lack of textbooks, kids must read online textbooks in order to complete homework. This requires a computer and internet service. Furthermore, according to the school supply lists, "students are best served to purchase" their own TI-84 Plus Silver Edition calculator. Why is it acceptable to throw money away to shuffle kids for socioeconomic reasons when kids need resources that cannot be provided at home? There is a mindset that needs to be changed by the County Council, BOE and HCPSS. They need to understand the people they

are supposed to represent and ask themselves if those expectations are what got them here in this position.

CR-112 will have seismic changes that cannot be underestimated. The negative effects change focus of the real issues within HCPSS.

- Rip apart the community fabric: Trying to force the Board of Education to implement an integration plan will divide communities. Howard County is an area of amazing multi-cultural communities. Your insinuation otherwise is insulting.
 - After school activities such as sports rely on team relationships built over time starting from summer Booster Camps in the early years, to game attendance, to tryouts and then participation in high school.
 - Teachers and students build relationships that may matriculate into college recommendations.
 - Many families prefer to live close enough to walk to school so that their children can participate in afterschool activities.
 - Friendships are developed over time and provide a security to the kids
 - Parents rely on trust networks for carpools.
- Blatant disregard for the deliberate choices that were made by families: In many cases, these sweeping changes will have an intensely negative impact on a segment of the population. It is incumbent to demonstrate concrete proof that an overall positive outcome would be achieved in order to justify this drastic reorganization.
- Injustice to families' desires: Families are passionate about being in a particular district or area of Howard County, it is each family's right to have **that choice** honored be it for proximity to school, friendships, urban/rural lifestyle, etc. Face it, families are not one size fits all. It should be their prerogative to live and go to school locally.
- Detrimental effects on students and parents: As it is my high schooler gets on the bus at **6:30AM**. When given the opportunity to rectify this injustice the BOE met behind closed doors and chose not to fix the problem. By sending kids further away from their community to go to school they will need to get up even earlier. High school is a period of transition fraught with anxiety, high stress and sleep deprivation. The deleterious effects of these changes [longer commutes, weakened social supports) and the correlation with increased depression and anxiety.
- Environmental Pollution: This will worsen with increased commute times and longer bus routes. An incremental approach would allow a judicious assessment of the consequences of each change and lead to modifications that

would be more readily accepted over time. Incorporating flexibility in planning would also bring more parents and students to buy-in to this decision.

- **Expense:** The HCPSS budget is stretched already. CR-112 has far reaching negative economic effects on transportation. Furthermore, will significantly hit individual families as they would have to travel further for rides, PTSA meetings, parent teacher meetings, concerts, drama performances, dance recitals, afterschool activities, games, dances, and other school events.

The Howard County School System and by association the City Council must be held accountable for the proposed changes and the potential aftermath which directly affect our quality of life in Howard County. For education, as in other fields that offer a valuable service (hospitals, health care, government programs), there should be clearly defined metrics besides just socioeconomic status and test scores that evaluate its performance in the delivery of our children's education. Only this level of transparency and nuanced assessment can truly bolster our commitment to quality.

Let's support **all of our students** and not assume that they will "be fine" with these changes. Many progressive school systems nationwide recognize the importance of students' well-being (physical, psychological, and social) and have implemented changes accordingly: modifying school start and end times to minimize sleep deprivation, allowing mental health days, etc. In stark contrast, this proposed plan directly assails these priorities. I urge you to reject CR-112 and deter the Howard County School Board from proceeding with the proposed redistricting plan. Ultimately, we entrust you as elected members of the Council and our elected members of the School Board to protect our most precious commodity... our children (*and our future*).

Sincerely,

Robert McCormick
12123 Mount Albert Road
Ellicott City, MD 21042

Sayers, Margery

From: Sheng <lsj_01@yahoo.com>
Sent: Wednesday, September 18, 2019 2:13 PM
To: CouncilMail
Cc: Jung, Deb; Jones, Opel; Rigby, Christiana; Walsh, Elizabeth; Yungmann, David; Ball, Calvin B; mavis_ellis@hcpss.org; superintendent@hcpss.org; Ball, Calvin
Subject: Opposition to CR-112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear County Council and BoE Members,

I am writing as a taxpayer and long term community member to strongly oppose the proposed resolution no. 112-2019 (CR-112), introduced by council members Rigby, Jones etc. Coming from a socialist country, I am still appalled to see such a reckless political agenda which would negatively impact our students and communities for years to come in the name of equity and integration. I ask you to withdraw or veto this resolution and develop more constructive solutions due to so many serious flaws in this resolution:

First, I must point out that **the use of "segregated" in the resolution and press release is questionable**. It sounds all about race and social-economic balancing in the name of "integration". It's disappointing that our own elected council members would issue such a negative, bigoted message regarding our inclusive county and our fantastic school system which is recognized as leader in Maryland and the country in quality, diversity and inclusion. These inflammatory languages call to mind the shameful period of illegal racial segregation and civil right movement in the old era and stir painful and unconstructive emotions. In the backdrop of a country already ripped apart by politicians, this resolution, willingly or unwillingly, is creating the same detrimental effect, directing one group of citizen's resentments towards another group of citizens and tearing this county apart in the name of race, privilege and poverty. This alarmist approach panders to political agendas which should have no place in our kids' education and future. To set records straight, **Howard County is not segregated, and Howard County is diverse. The language and pretext of this resolution is simply false**. In 2017, the Baltimore Sun reported that "Howard County is the most integrated school district in the region. . . . Children of different races — especially those who are black and white — are more likely to sit next to each other in Howard than almost anywhere else in the state." Also, according to the Maryland Equity Project of the University of Maryland, Howard County is the most integrated school district in the region.

Second, **the definition of segregated school used in the resolution is problematic and may have unintended implications and serious consequences**. In County Council's draft resolution, segregated schools are "defined as schools where less than 40% of the student population is white." This definition grossly ignores the fact that Howard County's schools serve a majority-minority student population with only about 37% white students, so it is mathematically impossible to integrate the schools. if a redistricting plan instead caused each school to perfectly represent the community's overall racial composition, then segregation would get even worse. According to the County Council's definition, each school would be then segregated. So, **the County Council's draft resolution effectively calls upon the Board of Education to reimpose 1950's era segregation upon the**

children of Howard County. In other words, if the Board of Education commits actual segregation by designating some "Non-Whites Only" schools in each category (elementary, middle, and high school), then it could conceivably ensure every other school in the county meets the County Council's standard of being more than 40% white students. It looks like some council members didn't really think through this serious unlawful implications.

It is evident **the resolution was drafted and released without necessary and proper consulting** with the Board of Education, and - frankly - anybody within the whole communities this resolution purports to represent was disturbing. I am sure high-priced attorneys are consulted so it sounds lawful and PR proof. I ask the council members to respect the BoE's independent jurisdiction and consult broader communities before introducing any such disturbing resolution.

Third, **trying to use the public-school system or redistricting to solve income and race imbalance is the wrong approach** as it does not solve the underlining issues with poverty concentration, nor does it address the fundamental issues in under-performing schools. **Bad county zoning, housing policies and deteriorating family values in certain communities over years are causes to blame.** By forcing numerous working families to take on increased financial and logistical burdens, by robbing citizens of their freedom to choose where to live and where to go to school, and by separating friendships our kids established in their most formative years, this resolution and corresponding redistricting serves to rip our communities apart and creates animosity and class warfare among our citizens. Please have a different resolution or plan to fix these root problems instead of overstepping our publicly elected school board and reshuffling the students around to re-balance numbers which doesn't solve deeper underlining problems and can be counterproductive.

Fourth, **Increasing FARMS rate and poverty concentration are complex issues and have many causes (school system is not one of them). Overly relying on one single social economical measure like FARMS rate without analyzing it holistically could lead to wrong conclusion and bad policy making.** Nationally FARMS rate has been increasing significantly (See Table 1) over the last decades. Howard county FARMS rate follows that trend but almost doubled on top of a lower base during that period (see table 2). While one may question what have driven low income families into Howard county, it is evident that Howard county does not become more segregated than it was 10 years ago based on the % change of FARMS rate over 10 years across school types (Elementary, Middle and High schools) and even across all high schools. So, it is questionable to claim Howard county school system becomes more social-economically segregated just based on FARMS rate which may tell a different story.

Last but not the least, **Redistricting, and "student mobility" it creates, will hurt all students and communities, including these at disadvantage.** There are tons of comprehensive researches on student mobility including redistricting which clearly shows it would negatively impact students' performance. Here is just one sample research: " Student Mobility and the Increased Risk of High School Dropout", Russell W. Rumberger and Katherine A. Larson, American Journal of Education, Vol. 107, No. 1 (Nov., 1998), pp. 1-35 (35 pages), Published by: The University of Chicago Press" which clearly underscores that schools can adversely affect "student mobility" when dealing with overcrowding and redistricting. It concludes that students who switched schools even once between eighth and twelfth grade were "twice as likely to not complete high school." For more research evidence, here is the link to a comprehensive research scan on how student mobility often associated with reduced education performance:

[https://dme.dc.gov/sites/default/files/dc/sites/dme/publication/attachments/EC%20Mobility%20Research%20Memo%20-%20Meeting%205%20\(June%202016\).pdf](https://dme.dc.gov/sites/default/files/dc/sites/dme/publication/attachments/EC%20Mobility%20Research%20Memo%20-%20Meeting%205%20(June%202016).pdf)

I urge you to reject the CR 112- 2019 plan and abandon this misguided endeavor and instead focus on realigning our tax dollars with needs of Howard County's most vulnerable. Please fully fund the HCPSS budget and invest in the families and kids who live in low income communities and give them the opportunities and resources necessary to succeed. Thank you!

Sincerely,

Shane Liu

Clarksville, MD

Appendix:

Research Scan on the Impact of Student Mobility on Student and School Outcomes

[https://dme.dc.gov/sites/default/files/dc/sites/dme/publication/attachments/EC%20Mobility%20Research%20Memo%20-%20Meeting%205%20\(June%202016\).pdf](https://dme.dc.gov/sites/default/files/dc/sites/dme/publication/attachments/EC%20Mobility%20Research%20Memo%20-%20Meeting%205%20(June%202016).pdf)

Table 1. National FARMS Rate

Fiscal Year	Free Lunch	Reduced Price	Full Price	Total	Percent Free/RP of Total
	-----Millions-----				%
2007	15.0	3.1	12.6	30.6	59.3
2008	15.4	3.1	12.5	31.0	60.1
2009	16.3	3.2	11.9	31.3	62.6
2010	17.6	3.0	11.1	31.8	65.3
2011	18.4	2.7	10.8	31.8	66.6
2012	18.7	2.7	10.2	31.7	68.2
2013	18.9	2.6	9.2	30.7	70.5
2014	19.2	2.5	8.8	30.5	71.6
2015	19.8	2.2	8.5	30.5	72.6
2016	20.1	2.0	8.2	30.4	73.3
2017	20.0	2.0	8.0	30.0	73.6

Note: Data is from USDA FNS program website.

Table 2: HCPSS FARMS Rate

F/R Rate	School Year											
School Name	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total	% Change 2017 vs 2008
ELEME NTARY	13.8%	15.2%	17.4%	18.9%	20.4%	21.1%	21.9%	23.9%	24.4%	25.1%	20.4%	181.7%
MIDDLE	11.6%	12.4%	14.3%	15.8%	17.8%	18.7%	19.6%	20.3%	20.9%	21.8%	17.5%	187.9%
HIGH	10.2%	11.4%	13.6%	14.7%	15.5%	16.3%	17.0%	18.6%	19.5%	20.0%	15.7%	195.7%
ATHOL TON	4.6%	6.0%	6.6%	6.1%	7.2%	7.1%	7.8%	8.5%	8.5%	9.0%	7.1%	194.8%
CENTIENNIAL	4.6%	4.6%	6.1%	7.5%	7.1%	7.5%	8.8%	9.5%	10.1%	11.1%	7.7%	239.9%
GLENEL G	2.3%	1.6%	1.9%	3.5%	3.5%	3.3%	3.8%	4.4%	3.7%	3.9%	3.2%	170.4%
HAMMOND	17.0%	20.1%	24.0%	25.3%	26.6%	28.1%	31.2%	34.8%	34.3%	35.8%	27.7%	211.3%
HOWARD	5.6%	6.6%	8.9%	10.4%	10.5%	10.8%	10.6%	12.0%	11.8%	13.2%	10.2%	236.6%
LONG REACH	18.4%	19.5%	24.3%	26.4%	27.9%	29.3%	30.1%	32.8%	35.5%	35.6%	28.4%	193.6%
MARRIOTTS RIDGE	2.9%	3.7%	4.7%	4.6%	5.1%	4.8%	4.4%	5.2%	4.8%	4.8%	4.5%	163.2%
MT HEBRON	7.4%	9.6%	11.4%	12.7%	11.7%	12.1%	12.6%	14.0%	14.8%	15.4%	12.2%	208.3%
OAKLAND MILLS	24.1%	25.9%	28.9%	32.0%	36.1%	38.3%	37.6%	40.3%	44.3%	46.4%	35.2%	192.6%
RESERVOIR	13.0%	15.8%	18.1%	20.1%	21.6%	23.3%	24.2%	24.1%	27.0%	26.9%	21.4%	206.5%
RIVER HILL	4.8%	5.3%	6.0%	5.9%	6.1%	6.4%	7.7%	6.4%	4.6%	1.4%	5.5%	28.8%
WILDE LAKE	20.0%	20.8%	26.2%	27.6%	29.2%	31.1%	32.9%	37.5%	40.3%	40.2%	30.3%	201.6%
HCPSS Total	12.3%	13.5%	15.7%	17.1%	18.4%	19.2%	20.0%	21.6%	22.2%	22.9%	18.4%	185.6%

Note: River Hill FAMRS rate for 2016-2017 school year and % Change seems to be an outlier and there are likely data quality issue; This table was compiled from the report: **HCPSS FARMS Percentages by School FY08-FY17**

Sayers, Margery

From: ALPA VASHIST <alpa.vashist@gmail.com>
Sent: Wednesday, September 18, 2019 1:28 PM
To: CouncilMail
Subject: CR 112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Howard county Council members

Name: Alpa Vashist
Address: 12344 Preakness circle lane, Clarksville, MD 21029
Email: alpa.vashist@gmail.com
Phone: 4105314935

Good morning Council members, As a Howard County resident, I respectfully request you vote against CR 112-2019 for the reasons stated below.

As a progressive thinker and proud of Howard county diversity , I believe in equal opportunity and equality. Where you are born should no determine your fate and your future
Every human being and child deserves the opportunity and resources to succeed in life.
If you have 2 lines with one longer than the other. To achieve equality you do not make longer one line shorter but you make shorter line longer by providing more resources.
Redistricting is not the solution rather it is temporary fix which does not solve the actual problem. I am worried that struggling students will be lost in the process by stronger students and on paper it will look better but we will fail those students but making them disappears rather than finch the problems. Studies have shown higher drop out rate and behavioral problems in disadvantaged children who encounter disproportionately challenging environment and out of neighborhood school.

This proposals definitely opened my eyes to the problem exists in Howard county which I am not denying . However, this proposals will not solve the problem.

We moved to Howard county form St. Louis, MO 8 years ago with 2 young children (age 4 and 8) just because of diversity. Our kids enjoyed diverse community, integration with other culture and communities and socio-economic differences and value what Howard county has to offer.

For the reasons stated above, please vote "no" to CR112-2019 on October 7.

Thank you
Alpa Vashist

Sayers, Margery

From: Mohamed Mira <m.mira1dvm@gmail.com>
Sent: Wednesday, September 18, 2019 12:28 PM
To: CouncilMail
Subject: Opposing Resolution 112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Hello,

I am writing this email to convey my strong opposition to resolution 112. I urge the Council to reconsider this potentially damaging bill.

Sincerely,
Mohamed Mira DVM

Sayers, Margery

From: Howard Veterinarian <m.miradvn@gmail.com>
Sent: Wednesday, September 18, 2019 12:22 PM
To: CouncilMail
Subject: Opposing Resolution 112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Hello,

My name is Sofia Mira. My polygon number is 198. I am sending this email to oppose resolution 112.

Thank you for your time.

Sincerely,
Sofia Mira

Sayers, Margery

From: Timothy Dull <tdull@dullpartners.com>
Sent: Wednesday, September 18, 2019 12:19 PM
To: CouncilMail
Subject: CR112-2019

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

I am against this resolution.

I have read the resolution and am dumbfounded. I moved here in 2005. I am originally from Iowa, lived in Chicago for about 20 years, then moved to Connecticut for about 5 years before moving to Maryland. The community I live in now is the most ethnically diverse area I have ever lived in. I am white but seem to be typically a minority in many of the activities I am involved in. This includes attending events at my children's school or working at my wife's math and reading center or socializing. My experience doesn't sound like your resolution at all. Even your description of the low income schools do not compare to what I have seen in many other places. Howard county has done a good job. You should be proud of it!

I am not as familiar with the economic diversity you reference but I thought it was the authority of the County Council to determine the zoning laws and where in Howard County low income housing would be located. If this is true, it seems this resolution is saying 'its not my fault' and passing the buck. The County Council is responsible if low-income housing has been concentrated in any area and has the power to effectively integrate low income groups through zoning laws. This resolution should be self-directed if it is passed at all.

I have also owned and operated several learning centers in the past and I know the most important factor in determining academic success is parental involvement. When parents value education it is generally reflected in their kids academic success. When my kids say 'the Asian kids are just born smarter', I point out to them that those kids when they were small their parents had them spending time studying when many other kids were out playing football or baseball. Their academic performance is a reflection of that extra effort. So if you can't change the parents, busing the issue somewhere else probably will not solve the problem either. If you look at Gautreaux vs Chicago Housing Authority which is viewed as a success in how to integrate, the low income families were spread throughout Chicago and not concentrated in one area. The important point, I think, the parents were moved as well and also changed as a result of the move.

You have referenced The Century Foundation 2019 article in your resolution. I read the article and the major point it does not cover is how integration is achieved. The devil is usually in the details. I also can't understand why you are supporting a shock change to the system. I would have expected to try integration on a smaller scale to see if works first. I had thought the Jump Start program might be that kind of effort. But I am told there is not the money to continue it. It is surprising to me that there is the money to shock the system but not to test it first. It seems like a recipe for a disaster. I hope for our kids sake that the 'Shock' approach works.

Finally I would ask you before you pass this resolution to look at the performance of the low income kids in each school. How is the voluntary integration working? Are the low income kids currently at the schools with higher income clearly performing better than those similar kids at low-income schools? I have never seen that kind of data.

Regards,
Tim Dull

Sayers, Margery

From: xiaomin lin <xiaominlin@hotmail.com>
Sent: Wednesday, September 18, 2019 11:43 AM
To: redistricting@hcpss.org
Cc: CouncilMail
Subject: opposition to redistricting plan

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear BOE members,

I feel compelled to write you again after watching some of the testimonies from the first public hearing on Sep. 17 regarding the redistricting.

Most of the students and parents testified against this plan is because the plan is illogical and against the common sense. The plan would move kids out of their neighborhood schools, add stresses and extra burden to students and parents, split communities, add transportation costs to school systems, add extra work to teachers.

If I understand correctly, the justification for causing the above listed problems for the whole county is to achieve the 2nd stated goal in the plan , which is to address FARM distribution. I am not going to talk how illogical it sounds (creating new problems before solving old problems). I will use Del. Terri Hill's tesimony to bring up couple points.

Del. Hill stated "one of the reasons we are here is because of previous Howard County councils, not school boards, but councils, have allowed our community... to become ghettoized, in many ways where we allow communities to be built that don't have diversities of incomes and that creates the problems that unfortunately the school system is asked to deal with."

Then the obvious question is whether HCPSS or BOE can address FARM distribution before the housing situation be dealt with? The answer is obvious "No". If you force the FARM distribution, the consequences are the above listed problems.

And I took particular issue with how Del. Hill characterized our communities when she used the word "Ghettoized". What did she mean by that? Has she been living in Howard County? Has she been to her old neighborhood Wilde Lake area recently? With one word, she dismissed all the progresses and development our county has made. We should reject this type of political aggrandizing. I took offense with Del. Hill's remarks.

Howard County is a diverse, family-oriented county. And I urge you to set aside politics, put kids and families first. I urge you to have the courage to tell the county executive and councilmen to do their job by developing more income diverse housing in communities; by creating more jobs and opportunities, to do their job instead of lip-serving people with phony resolutions like CR-112. And I urge you to vote "NO" to this redistricting plan.

Thank you for your time and service.

Sincerely,

Xiaomin Lin
Polygon 3176

Sayers, Margery

From: susan gorel <susie.gorel@gmail.com>
Sent: Wednesday, September 18, 2019 11:14 AM
To: boe@hcpss.org; superintendent@hcpss.org
Cc: CouncilMail; Ball, Calvin
Subject: Redistricting thoughts

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Board of Education members,

The redistricting of Howard County schools needs to happen to alleviate overcrowding at multiple schools. I believe these severely overcrowded schools should be addressed immediately, with an eye to the areas to be affected by HS #13. The ideals addressed by CR-112 have great merit, but I believe implementing them at this time will be too rushed to be done in a thorough and thoughtful manner. These should be the goals of a complete redistricting when the new high school opens. That will give time to truly address all of the intricacies involved in this process.

There are so many layers in defining our school districts.; strong feeders, walking areas, economic diversity, the list goes on. Please do not rush this process. Keep true walkers at the closest schools. Not because they deserve to go to their closest school, but because they don't need to have bus transportation which adds to our already stretched budget. Do not move families who will only be moved again in three years unless absolutely necessary to give relief to the severely overcrowded schools.

Please keep the goals of CR-112 in mind, but question whether this is the correct time to implement such a large change to our schools when another definite large change is definitely so close at hand. Thank you for your consideration.

Susan Gorel

Sayers, Margery

From: Eun K <goldeneo1@yahoo.com>
Sent: Wednesday, September 18, 2019 8:17 AM
To: CouncilMail
Subject: Howard county school redistricting

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

I am against of the Howard County Public School Redistricting.
Please stop and leave us alone.
It is crazy to redistricting and messed up the current system.
PLEASE LEAVE US ALONE!!

Eun O. Kim
240-888-3222

Sayers, Margery

From: SL <sliu2100@gmail.com>
Sent: Wednesday, September 18, 2019 1:56 AM
To: CouncilMail
Subject: Oppose CR-112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Council Members,

As a long time Howard county resident, I am writing to strongly oppose the resolution no. 112-2019 (CR-112), introduced by council members Rigby, Jones etc. There are many serious flaws in this resolutions:

First of all, **Howard County is not segregated, and Howard County is diverse. The language and pretext of this resolution is simply false.** In 2017, the Baltimore Sun reported that “Howard County is the most integrated school district in the region. . . . Children of different races — especially those who are black and white — are more likely to sit next to each other in Howard than almost anywhere else in the state.” Also according to the Maryland Equity Project of the University of Maryland, Howard County is the most integrated school district in the region.

Second, **the definition of segregated school used in the resolution is problematic and may have unintended implications.** In County Council’s draft resolution, segregated schools are “defined as schools where less than 40% of the student population is white.” This definition grossly ignore the fact that Howard County’s schools serve a majority-minority student population with only about 37% white students, so it is mathematically impossible to integrate the schools. if a redistricting plan instead caused each school to perfectly represent the community’s overall racial composition, then segregation would get even worse. According to the County Council’s definition, each school would be then segregated. So **the County Council’s draft resolution effectively calls upon the Board of Education to reimpose 1950’s era segregation upon the children of Howard County.** In other words, if the Board of Education commits actual segregation by designating some “Non-Whites Only” schools in each category (elementary, middle, and high school), then it could conceivably ensure every other school in the county meets the County Council’s standard of being more than 40% white students. It looks like some council members didn’t really think through this serious unlawful implications.

Third, **Increasing FARMS rate and poverty concentration are complex issues and have many causes (school system is not one of them). Overly relying on one single social economical measure like FARMS rate without analyzing it holistically could lead to wrong conclusion and bad policy making.** Nationally FARMS rate has been increasing significantly (See Table 1) over the last decades. Howard county FARMS rate follows that trend but almost doubled on top of a lower base during that period (see table 2), still Howard county’s FARMS rate of 22% which is less than one third of the national average which is at 73.6%. While one may question what have driven low income families into Howard county, it is evident that Howard county does not become more segregated than it was 10 years ago based on the % change of FARMS rate over 10 years across school types (Elementary, Middle and High schools) and even across all high schools. Also, even the two high schools with over 40% FARMS rate are still lower than national average. So it is questionable to claim

Howard county school system is segregated or becomes more social-economically segregated just simply based on FARMS rate. If we look at FARMS rate holistically, it may actually tell a very different story.

I urge you to reject the CR 112- 2019 plan as this resolution will lead to more harms than good if any. We, the people of the Howard county, deserve better.

Appendix:

Table 1. National FARMS Rate

Fiscal Year	Free Lunch	Reduced Price	Full Price	Total	Percent Free/RP of Total
	-----Millions-----				%
2007	15.0	3.1	12.6	30.6	59.3
2008	15.4	3.1	12.5	31.0	60.1
2009	16.3	3.2	11.9	31.3	62.6
2010	17.6	3.0	11.1	31.8	65.3
2011	18.4	2.7	10.8	31.8	66.6
2012	18.7	2.7	10.2	31.7	68.2
2013	18.9	2.6	9.2	30.7	70.5
2014	19.2	2.5	8.8	30.5	71.6
2015	19.8	2.2	8.5	30.5	72.6
2016	20.1	2.0	8.2	30.4	73.3
2017	20.0	2.0	8.0	30.0	73.6

Note: Data is from USDA FNS program website.

Table 2: HCPSS FARMS Rate

F/R Rate	School Year											
School Name	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total	% Change 2017 vs 2008
ELEMENTARY	13.8%	15.2%	17.4%	18.9%	20.4%	21.1%	21.9%	23.9%	24.4%	25.1%	20.4%	181.7%
MIDDLE	11.6%	12.4%	14.3%	15.8%	17.8%	18.7%	19.6%	20.3%	20.9%	21.8%	17.5%	187.9%
HIGH	10.2%	11.4%	13.6%	14.7%	15.5%	16.3%	17.0%	18.6%	19.5%	20.0%	15.7%	195.7%
ATHOLTON	4.6%	6.0%	6.6%	6.1%	7.2%	7.1%	7.8%	8.5%	8.5%	9.0%	7.1%	194.8%
CENTENNIAL	4.6%	4.6%	6.1%	7.5%	7.1%	7.5%	8.8%	9.5%	10.1%	11.1%	7.7%	239.9%
GLENELG	2.3%	1.6%	1.9%	3.5%	3.5%	3.3%	3.8%	4.4%	3.7%	3.9%	3.2%	170.4%
HAMMOND	17.0%	20.1%	24.0%	25.3%	26.6%	28.1%	31.2%	34.8%	34.3%	35.8%	27.7%	211.3%
HOWARD	5.6%	6.6%	8.9%	10.4%	10.5%	10.8%	10.6%	12.0%	11.8%	13.2%	10.2%	236.6%
LONG REACH	18.4%	19.5%	24.3%	26.4%	27.9%	29.3%	30.1%	32.8%	35.5%	35.6%	28.4%	193.6%
MARRIOTT'S RIDGE	2.9%	3.7%	4.7%	4.6%	5.1%	4.8%	4.4%	5.2%	4.8%	4.8%	4.5%	163.2%
MT HEBRON	7.4%	9.6%	11.4%	12.7%	11.7%	12.1%	12.6%	14.0%	14.8%	15.4%	12.2%	208.3%
OAKLAND MILLS	24.1%	25.9%	28.9%	32.0%	36.1%	38.3%	37.6%	40.3%	44.3%	46.4%	35.2%	192.6%
RESERVOIR	13.0%	15.8%	18.1%	20.1%	21.6%	23.3%	24.2%	24.1%	27.0%	26.9%	21.4%	206.5%
RIVER HILL	4.8%	5.3%	6.0%	5.9%	6.1%	6.4%	7.7%	6.4%	4.6%	1.4%	5.5%	28.8%
WILDE LAKE	20.0%	20.8%	26.2%	27.6%	29.2%	31.1%	32.9%	37.5%	40.3%	40.2%	30.3%	201.6%
HCPSS Total	12.3%	13.5%	15.7%	17.1%	18.4%	19.2%	20.0%	21.6%	22.2%	22.9%	18.4%	185.6%

Note: River Hill FAMRS rate for 2016-2017 school year and % Change seems to be an outlier and there are likely data quality issue; This table was compiled from the report: **HCPSS FARMS Percentages by School FY08-FY17**

Sayers, Margery

From: Kelly Cao <yoochang@gmail.com>
Sent: Wednesday, September 18, 2019 1:31 AM
To: CouncilMail; Jung, Deb; Rigby, Christiana; Jones, Opel; Walsh, Elizabeth; Yungmann, David
Subject: Oppose CR112-2019

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Howard County Council Members:

I am a concerned parent and resident of district 4.

I strongly oppose the Superintendent's attendance area adjustment plan (dated August 20, 2019).

Although I believe the Superintendent is well intentioned, his plan lacks an overall comprehensive strategy and clarity on how shuffling students across the county would achieve equity for all students in Howard County. His plan could result in overall academic decline and negative psychosocial effects especially for the very students he aims to help. Furthermore, his plan violates several standards in Policy 6010, including but not limited to, maintaining community stability (IV.B.2), being fiscally responsible by minimizing capital and operating costs (IV.B.1.c), and the distance and time based students travel (IV.B.1.d). There should be more options for students and parents, not forced redistricting for political gains. I oppose the Superintendent's proposal overall, but I am most concerned about the move of polygons 28, 185, 186, 1028, 1185, 1186, and 2028 from Clarksville Middle to Harper's Choice Middle.

I believe every student in Howard County deserves a great education. I acknowledge there are differences in standardized test scores used to measure academic achievement between various schools within Howard County. I believe we can and should do more to lift student achievement especially in schools with the greatest academic achievement gap. We need a data driven strategic plan with community buy-in to make meaningful and long-lasting changes to successfully achieve equity without causing unintended harm to our children.

Howard County is diverse. Howard County schools serve a majority-minority population. The River Hill Community and the schools within the community are diverse.

The timing of CR112-2019 and the unexpected focus of the Superintendent's redistricting proposal on equalizing FARM percentages across select schools suggests this is politically motivated. Additionally, the River Hill Community appears to be disproportionately affected (perhaps targeted), whereas other areas remain unaffected or minimally affected compared to the River Hill area despite a higher percentage of white students (Glenelg High and Glenwood Middle). Overall, there is a lack of transparency combined with a sense of arbitrary urgency with this redistricting process that leaves a sense of uneasiness. The socioeconomic isolation of groups in Howard County is a problem caused by the Howard County Legislative body and not the school leaders or Board of Education, yet CR112 wants the schools to fix a problem the County Council created. The County Council should support adequate funding so additional schools can be built in a timely manner to address overcrowding. I am glad CB-42 is being considered because this legislation is long overdue. We need to raise the School Facilities Surcharge on new home construction in Howard County to fund the building of new schools. Overall, there is a lack of transparency combined with a sense of arbitrary urgency related to equity that leaves a sense of uneasiness. Inequity in income and concentrations of poverty by geographic location is not a new problem, and the Superintendent's plan was recently presented on August 22nd, about one month ago, so why must we vote on a plan by November 21st? There is too much at stake – the future of our children depend on us, all of us – we should not rush this.

There is a lack of transparency on why certain polygons are being moved because some moves don't help advance equity (average out FARM percentages) or address overcrowding. For example, polygons 1135 and 1174 will move Elementary (Swansfield to Clarksville), Middle (Harper's Choice to Clarksville) and High Schools (Wilde Lake to River Hill), however, these polygons have low FARM percentages (<5%) and the schools they are currently assigned (Swansfield, Harper's Choice and Wilde Lake) are all <97% capacity, so why are these polygons being swapped out for polygons 64, 129, 1064, 1129, 28, 185, 186, 1185, 1186, 2028, etc.? I don't see a rational explanation for this. Interestingly, I learned that one of the board members reside in polygon 1174. I also learned that another board member who resides in polygon 2135 also stands to benefit substantially from the proposed redistricting because the schools (elementary, middle and high) will move from one of the lowest achieving schools (based on standardized test scores) in the county to the highest achieving schools. There is a conflict of interest here. Period. Further complicating the issue of transparency is the lack of clarity on the qualifications of the Attendance Area Committee members appointed by the Superintendent and why the Policy was revised recently to remove the Board's oversight regarding the selection of Attendance Area Committee members.

The Superintendent stated that advancing equity was one of his three driving priorities for the attendance area adjustment process, the others included balancing capacity utilization among schools throughout the Howard County Public School System (HCPSS) cost effectively and planning ahead for High School #13 by minimizing double moves. The Superintendent's proposal does not provide an overall comprehensive plan on how he plans to advance equity other than move students around to average the percentages of students in the free and reduced meal program (FARM) and standardized test scores at specific schools. There is much more to advancing equity than what was proposed in the Superintendent's plan. The Equity report by HCPSS mentions a few programs however it's not clear how much of the program was implemented because it states that the framework is still being finalized and full implementation will be dependent on funding. It also states that the plan relies on existing strategies that can be improved and coordinated to maximize effectiveness. Again, it is not clear what steps have been taken to advance equity, what are the metrics on the strategies that have been employed, what has been done to improve and maximize existing programs, and what innovative ideas have been discussed? The Equity report states the root cause of opportunity gaps was largely caused by students' perceptions that their school environment was not welcoming and supportive and they were less worthy of academic challenges than their peers; therefore, the Equity report discusses training for staff and teachers to address implicit bias. If this is a root cause, then the school system should consider rotating teachers through the school system as this would be less disruptive than moving students every few years. A document on 'Leading for Equity: Opportunities for State Education Chiefs' describes specific actions education chiefs can take to advance equity. The Superintendent has a link to this document on his website. The document was produced by The Aspen Education & Society Program and the Council of Chief State School Officers, a group dedicated to improving public education by inspiring, informing, and influencing education leaders across policy and practice with an emphasis on achieving equity for students of color and children from low-income backgrounds. This document provides ten commitments and 67 action items or ideas that state education chiefs can consider to advance equity in their state. Some of the commitments include setting and communicating an equity vision and measuring targets, allocating resources to address gaps and their root causes, providing tailored and differentiated support such as increasing the share of culturally-relevant curricula and books written by and depicting people of color, recruiting and hiring a diverse staff who are representative of the student population, and empowering student options by ensuring families have access to high-quality educational options that align to community needs. The document states "**All students, regardless of their background, should have options regarding how and where they go to school**, taking into account the needs of local communities." Furthermore, it offers ideas such as incentivizing inter-district choice programs to create more diverse schools, magnet schools, dual-immersion programs, career academies, and supporting high-performing charter schools. A brief two sentences at the end of the document (10.g) mention redistricting as a possible consideration. The Superintendent's proposal is too narrow in scope with respect to its goal in advancing equity and does not provide a comprehensive and clear plan on how his plan will advance equity.

Furthermore, the Superintendent lacks a detailed plan on how he plans to support schools that would experience a significant change in academic range at both the high and low bounds as a result of his proposal. For example, swapping children from Clarksville Middle School where PARCC-Read/Math percentages are 84%/84% and Harpers Choice Middle School where PARCC-Read/Math percentages are 30%/28% would result in a wider range of academic levels at both schools. This would require more groupings by level (e.g., on grade, above grade, below grade) thus additional teachers and classroom space will be necessary such that students are met at the appropriate instructional level. For children that would move from schools with high standardized test scores to low standardized test scores, such as Clarksville Middle School to Harper's Choice Middle School, what plans are in place to support children who are at the upper range of academic achievement such that those students don't stagnate and stay engaged in learning? Vice versa, what plans are in place to support children who need extra help to lift those children up so they can grow and close the achievement gap? How does the Superintendent plan to monitor the progress of individual students that are moved and what interventions are in place if a student is not thriving? How will the Superintendent measure the success of equity from redistricting because looking at averages of standardized test scores across schools only masks the problem of underperforming students and does not seek to understand the root causes or meet the needs of individual students and families. Studies of socioeconomic integration in schools have shown mixed results. The Superintendent's plan could cause considerable harm to students as a study by Rumberger in 2005 showed that although achievement gap between disadvantaged and advantaged students would be reduced following socioeconomic integration, overall achievement would also decline. Furthermore, a study by Montt in 2016 showed that advantaged students score "over 25 points lower" in integrated schools than their respective counterparts in schools that are comprised primarily of middle and high socioeconomic status students. This score reduction can be compared to missing 35% of one year of school instruction. These findings should give pause to forcing communities into socioeconomic integration plans because some students experience losses for the sake of improving outcomes for others. How did the Superintendent come to choose which group of students should be sacrificed for the sake of others?

The Superintendent's proposal violates Policy 6010 (IV.B.2) because it breaks up the River Hill Community. The River Hill Community consists of the Villages of Pheasant Ridge and Pointers Run and the neighborhoods within them. The policy states that school attendance areas should promote a sense of community in both the geographic location and the promotion of a student from each school level through the consideration of areas that are contiguous communities or neighborhoods. By moving the middle school from Clarksville Middle to Harper's Choice Middle for polygons 28, 185, 186, 1028, 1185, 1186, and 2028, the community is being torn apart. Our children are being separated from their friends and their support systems, which will negatively affect them. Although the location of our polygons are geographically close to Harper's Choice on a map, we are separated by the Middle Patuxent Environmental Area that has no roads traversing it. Therefore, we have to take Route 32 or 108, both heavily congested roads, to get to Harper's Choice which is more than twice the distance to our local middle school and quadruple the travel time during high traffic times of the day. The longer commute and further distance negatively affects the children because it takes away from extracurricular activities, homework, and sleep time; as well as, impedes the ability for parents to be involved in school functions.

The Superintendent's proposal violates Policy 6010 (IV.B.1.c) because the movement of a significant number of students to schools farther away will result in higher transportation costs. This violates the policy which states school attendance utilization should stay within the target utilization for as long as a period of time as possible through the consideration of fiscal responsibility by minimizing capital and operating costs. The Superintendent's plan proposes increasing transportation costs (due to sending students to schools further away) by two to three fold but he has not presented an estimated increased cost in dollars. His plan should not be voted on until there is a more precise estimate on cost because for every dollar spent on transportation, we lose a dollar that we could spend in the classroom. HCPSS already cut paraeducators and technology because of budget, and recently voted to delay much needed renovations to Hammond High, so why is he thinking about spending more on busing children to schools further away? We need to spend more money in the classrooms not busing students around the county.

In summary, I strongly oppose the Superintendent's proposal because:

- The Superintendent's proposal to move 7,396 students is incredibly disruptive to students, families, and their communities.
- His plan lacks an overall comprehensive strategy and clarity on how shuffling students across the county would achieve equity for all students in Howard County.
- The proposal violates multiple items in Policy 6010 including community stability and fiscal responsibility.
- The proposal has the potential to cause negative effects on student's psychosocial wellbeing and academic achievement.
- The lack of transparency yields concerns about conflict of interest and political interference.
- The communities and families in Howard County are key stakeholders and must be included in conversations to achieve the goal of advancing equity.
- The Superintendent, Board of Education members, and the community should engage in conversation, thoroughly evaluate available data, and develop a comprehensive **choice** plan that would advance equity and measure progress; and only after all that is completed should we implement any plan.
- I oppose any redistricting for equity at this time because there needs to be more dialog and community engagement on how we should advance equity.

My family, neighbors, and community are watching, and we will vote accordingly.

Thank you for your time.

Sincerely,

Kelly Cao

Sayers, Margery

From: Rong Guo <guorong01@yahoo.com>
Sent: Wednesday, September 18, 2019 12:32 AM
To: CouncilMail
Subject: Opposing to CR112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Council Members,

I am writing to oppose resolution no. 112-2019, introduced by council members Rigby, Jones, and Jung. This resolution appears to be full of good intention to “desegregate” the schools from socioeconomic status, however, it is not resolving any substantial problems, but to create more conflicts and divisions between residence of Howard County.

First, I would like to point out that the use “desegregate” is questionable. Howard county is very diversified, and that’s one of the reasons that attracts families. The real problem with concentrated poverty in certain schools in our county has more to do with zoning policies over the years. Using the public school system to solve income inequality is the wrong approach as it does not solve the underlining issue with poverty concentration, nor does it address the fundamental issues in under-performing schools.

I urge every council member to oppose this proposal as it solves nothing but creates more divisions among the residences and neighbors.

Sincerely,

Rong Guo

Sayers, Margery

From: Marina Boutros <c9600@hotmail.com>
Sent: Tuesday, September 17, 2019 11:10 PM
To: CouncilMail
Subject: Opposing the superintendent proposal
Attachments: Letter to the board of Education.docx

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

To those officials in charge of redistricting:

Please read the attached letter addressed to the board of Education urging them to vote against the superintendent plan and to look for a more reasonable plan like the feasibility plan that solves the problem without moving thousands of kids and disturbing thousands of families

Sent from Marina's iPhone

DATE: 9/14/2019

Board of Education:10910 Clarksville Pike, Ellicott City, MD 21042

Dear Board members:

My name is Marina Boutros, and I am a parent residing in POLYGON NUMBER 176.

I am writing to urge the Board of Education to vote **NO on Martirano's Proposed Area Adjustment Plan.**

We currently live in Ellicott city and my daughter is assigned to Howard High, but our dream was to move her near Riverhill High school. That is why we recently purchased a house 2 miles from Riverhill school and is assigned to Riverhill and we were so excited to move there soon.

However, on the personal level, the proposed plan is KILLING our dream as it reassigns our new home to Wilde lake High School which is way farther from our new community compared to Riverhill next door.

1- This plan is making our family miserable as we see the purpose of our move failing.

My goal was for my daughter to be able walk to and from school when needed as she participates in many school activities and sports after school every single day.

With this reassignment, you are moving her from a school that is 2 miles away to another that is 6 miles away plus the very hard traffic, killing all her plans and our dreams.

It would 3 times the bus ride and with popular crowded traffic down route 108 to Columbia, it would take buses way longer to transport kids. It will be devastating to working parents whose kids are in after school sports, to drive that much traffic and waste their evening to pick up kids while other kids in nearby communities are kept near their home school.

PLEASE HAVE MERCY and don't deprive kids from their needed time to rest or may be deprive them the chance to participate in before and after school activities as they can't walk to school nor their parents can drive them off hours as they need to work, plus the tremendously added transportation time that takes out of their precious time to rest and study as well as working parents time at home.

2- Moreover, my daughter is academically advanced in all her classes and I was so excited to take her to Riverhill high school as in addition to being a great school and it is just next to our house. That way she would get home fast and have enough time to do her homework in the few hours left after her sports. When you move her to a far school that takes much longer for transportation then she won't have much time left for homework and that might affect her grades. Most HS kids wake up at 5:30AM to catch their buses, can you imagine when they need to wake up way earlier to get on the bus and wait in traffic? WHY do we don that to them?

3- My daughter would be moved twice in her high school years as she will move from Howard to Riverhill this winter and if you approve this overwhelmingly changing plan, she will move again to Wilde lake next year. This is unfair to kids. They are not tools to be used for experiments to attempt fulfilling some political views.

PLEASE STOP MOVING THOUSANDS OF KIDS BETWEEN SCHOOLS when there could be many ways to fix current problems with the least number of kids moved, like outlined in the feasibility plans which seem to us very reasonable and **SHOULD DEFINITELY BE USED INSTEAD OF THE SUPERINTENDENT PROPOSAL WHICH MAKES DRAMATIC CHANGES HARMING THOUSANDS OF KIDS AND FAMILIES FOR NO REASON.**

Unfortunately, the Presentation of Attendance Area Adjustment Plan, dated August 20, 2019 is not consistent with the guidelines of Policy 6010 and does not achieve the three primary goals as stated in Dr Martirano's letter.

Apart from the impact on our family in specific and thousands of other families raging with anger all over Howard county, posting their opposition EVERYWHERE on social media and showing them in various protests, the proposed plan isn't solving any of the required goals as follows:

1-School Attendance Area:

School Attendance area and geographic proximity is a consideration of Policy 6010. The proposed redistricting of Polygon 176 would more than double the distance students travel to get to school. - Using Google Maps, Walnut Creek / Polygon 176 is 2.1 Miles from River Hill High School (RHHS). Walnut Creek / Polygon 176 is 5.8 miles from Wilde Lake High School (WLHS).

- Using WAZE, the commute time from Polygon 176 to Wilde Lake High School would be 3x as long as the commute to River Hill High School.

- In addition, many of the students from Polygon 176 would have to drive through River Hill High School bus and car traffic, in-route to Wilde Lake High School under the August 20, 2019 proposal. This additional driving distance will be costly for the school system and potentially dangerous for children.

2- Capacity Utilization:

Policy 6010 identifies three key aspects to school capacity which are

(1) Projections [item P], (2) Target Utilization [item S] which is defined as enrollment between 90% and 110% utilization of program capacity and (3) Utilization [item T].

The 2019 Feasibility Study notes the following findings:

1. River Hill High School is projected to be at 94% Projected Utilization for 2019/2020 school. This is at the lower end of the Target Utilization range.
2. Page 33 of the Feasibility Study indicates that River Hill is within Target Utilization through the 10-year projection period of the study.
3. Under Dr Martirano's proposal, River Hill would send 478 students to other schools and receive 741 students from other

schools. This is extremely disruptive and unnecessary for a school that is currently operating within each of guidelines [P], [S] and [T] of Policy 6010.

4. The board should reject a plan which moves approximately 7,400 total students including 478 students from River Hill High School which is currently operating within Board Policy guidelines regarding Projections, Target Utilization and Utilization.

5. Any redistricting proposal should instead be focused on those five High Schools that are operating above Target Utilization levels (110%).

6. I believe the Board of Education should support a plan that includes less disruption at schools that are operating within the guidelines. For instance, since River Hill High School is operating well within the target utilization range, perhaps it should receive students from nearby schools such as Wilde Lake, Atholton or Howard, without sending 478 students out to other schools.

3- Equity:

The very first sentence of the Policy Statement of HCPSS Policy 6010 is The Board of Education of Howard County, with the advice of the Superintendent, establishes school attendance areas to provide quality, equitable educational opportunities to all students and to balance the capacity utilization of all schools.

Furthermore, "equitable" is defined in the policy statement as: Just or fair access, opportunities, and supports needed to help students, families, and staff reach their full potential by removing barriers to success that individuals face. It does not mean equal or everyone having the same things.

The proposal dated August 20, 2019 is not consistent with the Board of Education Policy Statement 6010, nor does it follow the BoE's definition of achieving "equitable" educational opportunities.

We strongly request the Board of Education to identify ways to provide additional educational resources to the students in need. Transferring students from a school with a low FARM ratio to a school with a high FARM ratio, only results in better "averages" for the schools. IT DOES NOT PROVIDE ANY INCREMENTAL EDUCATIONAL RESOURCES OR OPPORTUNITIES DIRECTLY TO THE STUDENTS.

This is unfair!!!!

Please notice that Riverhill school is unfortunate being one of the highly affected and injured schools by relocating more than 1000 students in and out of it with the goal of creating anger among students as they see friends leave and other kids take their places, eventually this brings the school level down rather than encouraging the good job it has been doing over the past years.

In conclusion, I urge the Board of Education to reject the proposed Plan dated August 20, 2019 due to the numerous and serious inconsistencies regarding both Policy 6010 and the stated goals of the proposal.

- 1- The proposal would triple the commuting time of students in Polygon 176
- 2- Many affected schools including River Hill High School are operating within the Board of Education projection, utilization and capacity guidelines and would experience an unnecessary total student transfer of over 1,000 children inclusive of students being sent and received. Boundary adjustments should be focused on schools operating over capacity or projected to be over capacity based on the 2019 Feasibility study.
- 3- The aspect of this proposal intended to create "equity" does not provide additional resources directly to students in need. Children do not need consistent FARM ratios; they need additional education resources provided directly to their schools and classrooms.
- 4- Certainly, the Board of Education should request a plan that achieves better capacity utilization with less than 7,396 total students being relocated.

5- Please refrain from approving a plan that would punish Howard county families rather than benefit them. Families are screaming on social medias and in various protests urging you to reject this plan, please listen to them. Don't allow anyone to use kids as part of a monopoly game, to achieve their own goals without feeling for or supporting those people who they should represent.

Sayers, Margery

From: Youdong Lin <youdong@gmail.com>
Sent: Tuesday, September 17, 2019 10:44 PM
To: CouncilMail
Subject: opposing CR-112 testimony
Attachments: Opposing CR112 testimony.docx

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Please see the attached for my testimony to oppose CR-112
Shuliang Li

Dear County Council Members and County Executive:

My name is Shuliang Li, and I live in Columbia. I am here to testify that I oppose CR-112.

I am opposing this proposal because it puts politics before our kids' education instead of solving the fundamental issues of achievement gaps.

CR-112 resolution lists graduation rates for students who participate in the FARMs program vs non-FARMs, African American students, Hispanic students, and the graduation rate change over the years for students in FARM program. Then CR-112 resolution jumps into conclusions to use redistricting and boundary review process in Howard County to address the achievement gaps. This is an absurd conclusion. If you truly care about closing the achievement gaps, such as graduation rate and school performance, the best way to do it is to provide the students with more resources. Redistricting means that our kids have to travel to farther schools and have an unstable environment. Busing students around will create emotional stress for young kids and increase their commute time. It is a total waste of money. We could have better use of the money on providing more support for students who struggle academically. If you believe schools with higher percentage of students in FARM program have lower school performance in school work, we should focus on raising the quality of education and providing more resources to these schools. Reshuffling students to different schools only makes the average school performance looks better on paper but does not improve educational outcomes for individual students.

Secondly, this resolution does not call out for any alternative solutions for the achievement gaps nor does it present any cost analysis. With redistricting, it means increased cost for transportation. This county council has failed to fund the BOE's budget last year by over 70 million dollars. We have lost large numbers of paraeducators and technology teachers because of the budget cut. If you truly care about the school achievement gaps, cutting resources for school is not the answer.

In Howard County, we only have 180 school days. More than half of the time, kids are not spending their time in school. Studies have shown that 65% child education is outside of classrooms/schools. Children who struggle at school often don't have family support for their school work or other enrichment activities. For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day. Therefore, what you should consider is to provide these students with expanding access to afterschool program and other enrichment activities which can help their school work, explore their interests, and develop their talents. Several states have used extending the school day as a strategy to provide additional learning time for struggling students. For example, New York has extended the school day by 37.5 minutes, Monday through Thursday, for under-performing students.

In short, I urge this county council to consider alternative proposals. Redistricting is not the answer to close the achievement gap. It is a waste of money and resources. Please discard CR-112. We can and must do better for all our children.

Thank you.

Shuliang Li

Sayers, Margery

From: Christian Bi <qijunbi@yahoo.com>
Sent: Tuesday, September 17, 2019 10:03 PM
To: CouncilMail
Subject: Against CR112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Council Members,

As a Howard County resident, I'm writing to appose CR112. This bill does not solve problems. It hides problems. And further, it creates new serious problems.

For students

- For each individual student, what he or she needs is: nearby schools, stable friendship, and active parent engagement. Students are not statistics or ratios
- Students will have longer commute, will sleep less, will have less time studying, playing, doing extra-curriculum activities.
- They will be segregated from their neighborhood friends, creating more long term behavioral and social issues.
- They will less likely to have steady and healthy friendship at school due to constant re-districting
- They will be less likely to see their parents showing up volunteering at school or having lunch with them
- This will adversely affect both health conditions and academic performance for our students.

For parents

- They will have to wake up earlier
- They will have to spend more time driving kids to and back from school
- They will be more likely to be at work late and need to leave early
- There are more logistical issues related to engaging kids in extra-curriculum activities
- They will be more barriers for them to be engaged at school activities. This is particularly true for financially disadvantaged parents who lack means of transportation
- They will no longer know which school their kids will go to every two years

For schools

- This is a discrimination against and insult to hardworking teachers at schools with relatively high FARM rates. They are equally qualified and hardworking! There are no better or worse schools at HCPSS!
- Hiding the FARM problems will likely reduce government funding for FARM students.
- Student overall performance will deteriorate due to adverse impact to students and parents.
- Potential legal liability if accidents driven by long commute

For business

- Less consumption due to students and parents spending more time on commute
- Adverse impact to extra-curriculum industries
- Fewer jobs

For Howard County

- More traffic, more pollution
- More spend on bussing

- Less desirable location for residence. People will be less likely to choose Howard County as home due to constant uncertainty of school boundary changes
- Less revenue income due to adverse impact to population growth and business.
- This bill will increase FARM rate, not reducing FARM

In conclusion, this bill does not generate any benefit for Howard County. Instead, it only causes additional long term and non-reversible damages

Thank you,
Christian Bi

Sent from my iPad

Sayers, Margery

From: Becky K-B <tobyswagon@gmail.com>
Sent: Tuesday, September 17, 2019 9:16 PM
To: Walsh, Elizabeth; Jones, Opel; Rigby, Christiana; Jung, Deb; Yungmann, David
Cc: CouncilMail
Subject: In regards to CR-112-2019
Attachments: Opposition of CR-112-2019.pdf

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

See attached.

Rebecca Kasbeer-Betty
Ellicott City, MD 21042

Dear Howard County Council Members:

I am deeply concerned by CR-112. It accuses the Howard County Public School System of being segregated and therefore diminishes the importance of genuine improvements and presents merely a facade of positive change. Please support our schools; do not give it the onerous task of being a primary mechanism to exert societal change. CR-112 is insulting to people throughout Howard County it is insulting to our school system. Our schools offer a vast diversity among their students, families and communities. Socioeconomic change is a complex issue that involves factors such as county development, planning and affordability which are beyond the scope of what a school system can tackle. True change with lasting positive effects cannot happen overnight and without a united front.

While I understand the importance of redistricting to remedy capacity issues and ensure adequate resources, the latest recommendation is a sledgehammer: it causes irreparable harm on multiple fronts to achieve a level of data uniformity that appallingly masks weak performances and detracts from the need for substantive changes to improve all schools [especially those that are underperforming).

There are many issues that need to be addressed in HCPSS that CR-112 does not account for.

- Neglects the root causes of underperforming schools /students. Moving kids based on socioeconomic reasons only shuffles them. It does not fix the problem. Adding resources to underperforming schools or offering programs to help parents and kids see the future benefits of their kids' education give those kids a better chance than shuffling them.
- Education Budget Shortfalls: The cost of forcing CR-112 on the Howard County Public School System shows how out of touch you are with the cost of education and the most urgent needs for our kids' education.
 - Hammond **desperately** needs improvements.
 - HS13 needs to be built.
 - HCPSS cannot afford textbooks for all students.
- HCPSS unrealistic financial expectations for families. Due to the lack of textbooks, kids must read online textbooks in order to complete homework. This requires a computer and internet service. Furthermore, according to the school supply lists, "students are best served to purchase" their own TI-84 Plus Silver Edition calculator. Why is it acceptable to throw money away to shuffle kids for socioeconomic reasons when kids need resources that cannot be provided at home? There is a mindset that needs to be changed by the County Council, BOE and HCPSS. They need to understand the people they

are supposed to represent and ask themselves if those expectations are what got them here in this position.

CR-112 will have seismic changes that cannot be underestimated. The negative effects change focus of the real issues within HCPSS.

- Rip apart the community fabric: Trying to force the Board of Education to implement an integration plan will divide communities. Howard County is an area of amazing multi-cultural communities. Your insinuation otherwise is insulting.
 - After school activities such as sports rely on team relationships built over time starting from summer Booster Camps in the early years, to game attendance, to tryouts and then participation in high school.
 - Teachers and students build relationships that may matriculate into college recommendations.
 - Many families prefer to live close enough to walk to school so that their children can participate in afterschool activities.
 - Friendships are developed over time and provide a security to the kids
 - Parents rely on trust networks for carpools.
- Blatant disregard for the deliberate choices that were made by families: In many cases, these sweeping changes will have an intensely negative impact on a segment of the population. It is incumbent to demonstrate concrete proof that an overall positive outcome would be achieved in order to justify this drastic reorganization.
- Injustice to families' desires: Families are passionate about being in a particular district or area of Howard County, it is each family's right to have **that choice** honored be it for proximity to school, friendships, urban/rural lifestyle, etc. Face it, families are not one size fits all. It should be their prerogative to live and go to school locally.
- Detrimental effects on students and parents: As it is my high schooler gets on the bus at 6:30AM. When given the opportunity to rectify this injustice the BOE met behind closed doors and chose not to fix the problem. By sending kids further away from their community to go to school they will need to get up even earlier. High school is a period of transition fraught with anxiety, high stress and sleep deprivation. The deleterious effects of these changes (longer commutes, weakened social supports) and the correlation with increased depression and anxiety.
- Environmental Pollution: This will worsen with increased commute times and longer bus routes. An incremental approach would allow a judicious assessment of the consequences of each change and lead to modifications that

would be more readily accepted over time. Incorporating flexibility in planning would also bring more parents and students to buy-in to this decision.

- Expense: The HCPSS budget is stretched already. CR-112 has far reaching negative economic effects on transportation. Furthermore, will significantly hit individual families as they would have to travel further for rides, PTSA meetings, parent teacher meetings, concerts, drama performances, dance recitals, afterschool activities, games, dances, and other school events.

The Howard County School System and by association the City Council must be held accountable for the proposed changes and the potential aftermath which directly affect our quality of life in Howard County. For education, as in other fields that offer a valuable service (hospitals, health care, government programs), there should be clearly defined metrics besides just socioeconomic status and test scores that evaluate its performance in the delivery of our children's education. Only this level of transparency and nuanced assessment can truly bolster our commitment to quality.

Let's support **all of our students** and not assume that they will "be fine" with these changes. Many progressive school systems nationwide recognize the importance of students' well-being (physical, psychological, and social) and have implemented changes accordingly: modifying school start and end times to minimize sleep deprivation, allowing mental health days, etc. In stark contrast, this proposed plan directly assails these priorities. I urge you to reject CR-112 and deter the Howard County School Board from proceeding with the proposed redistricting plan. Ultimately, we entrust you as elected members of the Council and our elected members of the School Board to protect our most precious commodity... our children (*and our future*).

Sincerely,
Rebecca Kasbeer-Betty

Sayers, Margery

From: Patrick Gleason <patrick.gleason@gmail.com>
Sent: Tuesday, September 17, 2019 8:15 PM
To: CouncilMail; Jung, Deb; Yungmann, David; Walsh, Elizabeth; Jones, Opel; Rigby, Christiana
Subject: Vote NO on Resolution 112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Good evening,

I am writing to ask you to vote NO on Resolution 112. While I share your goal that "Howard County Schools are integrated by socioeconomic factors", I do NOT support your method of doing so.

While Howard County schools are actually much more socioeconomically and racially diverse than many other school districts around the country, I agree that we should always strive to do more to be as integrated as reasonably possible. However, moving children around, sometimes many miles and past many other suitable schools, will only paper over the underlying issue, and will provide almost no actual benefit to any of the children involved.

Instead, I implore the County Council of Howard County to not abdicate their responsibility to create diverse communities through their planning and zoning decisions. Instead of this short-sighted and misguided resolution, the County Council should instead resolve to work with the Department of Planning and Zoning to provide affordable housing throughout the county - in EVERY community. Resolution 112 focuses on where children spend 18% of the year (at school for 8 hour days * 5 day weeks * 40 weeks a year), and does nothing to address where they spend the remaining 82% of the year (living, eating, playing, etc. in their communities). Enable socioeconomic and racial diversity during that 82% of the year, and you will have made a much more pronounced effect on the lives of everyone involved. If you do that, the further integration of schools will follow as those same children attend their community schools.

Real possibilities are in your hands. Do not abdicate your responsibility to the BoE, and instead focus your attention on building more diverse communities.

Regards,
Patrick Gleason
Howard County resident

Sayers, Margery

From: Mj Monck <mjmonck@gmail.com>
Sent: Tuesday, September 17, 2019 6:55 PM
To: CouncilMail
Subject: CR112-2019

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear County Council,

I am writing in STRONG support of this resolution. The time has come; we can wait no longer.

Recently, I heard someone say that Howard County was founded on the principles of equity, inclusion, and diversity. I told them, "No, it wasn't." Howard County has a history of segregation and exclusivity.

I am so happy to hear you stand up, especially knowing you would receive much abuse over this, for those who have been left out.

I have worked in a Title I school for over 26 years. Many times while attending a county-wide meeting I was stunned to hear the derision by other educators for my school and others like it. It was directed at the staff and at the students. De-segregating will bring a much-needed education to our community. It will open the eyes of those who haven't seen all parts of our county.

Thank you for standing up and speaking out.

Marijane Monck

Sayers, Margery

From: Andrew Flynn <andrew_flynn@eircom.net>
Sent: Tuesday, September 17, 2019 2:02 PM
To: mavis_ellis@hcpss.org; kirsten_coombs@hcpss.org; vicky_cutroneo@hcpss.org; christina_delmont-small@hcpss.org; jennifer_mallo@hcpss.org; sabina_taj@hcpss.org; chao_wu@hcpss.org; student_member@hcpss.org; superintendent@hcpss.org
Cc: Ball, Calvin; Yungmann, David; Jung, Deb; Rigby, Christiana; Jones, Opel; Walsh, Elizabeth; superintendent@hcpss.org; CouncilMail; Andrew Flynn
Subject: Redistricting Plan- an incredulous note of opposition

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear all,

The Roman orator, Cicero used to ask 'Cui Bono' (who stands to gain?) when trying to uncover a truth. He knew when asking this that another issue would quickly come to light: 'who will be made scapegoat'?

If history teaches us anything – it is that you have the opportunity not to repeat the mistakes of the past and maturely consider alternate options.

As someone who came from a very modest background and has personally lived in two highly segregated societies, it is incredible that I need to write a letter of protest against the proposed plans lead by Dr. Martirano.

Data

As educators, leaders and parents you understand that data never lies.

- Segregation - How is it possible that although our own state and county data reaffirms that HoCo does not have a segregation issue, it is blithely ignored?
- Feasibility report – How can this report that offers a path forward get set aside wholesale?
- FARM –if FARM rates / even distribution thereof is your goal, then what do you say to the fact that shifting 7,500 students will produce minimal impact but major societal upheaval?

When someone ignores data, common sense, experienced professionals and parents alike one must reasonably ask: cui bono? I'll get to that later.

Policy

As educators, leaders and parents you understand that good policy must also be just.

- What is just? - policy that is impartial, evenhanded, reasonable, ethically and morally correct and in perfect harmony with the rights of others. As the data runs counter to the proposal, the policy fails the 'just' bar. Curious.
- Joined up thinking – when all of you (including HoCo executive members) are challenged about the current absurdity, your response is: 'not my area, this is BOE' etc. Choosing to absent yourself from engaging in clear public policy conversations (make no mistake this is broader than education) demonstrates a lack of moral courage.
- Social engineering – Having lived this before, this poorly thought out, conflated 'policy' is uninformed social engineering and a headline for some one. Under what circumstances would you choose to tear the basic social fabric of a community by forcing children out (in both directions) and have them disconnected from their neighborhoods, their sporting and social lives and visit distress upon them?

Again, cui bono?

Leadership, politics, economics

When the data is clear but the policy and its supporting motivations are unclear what does that suggest?

- Your role - a leader attracts followers when they share a compelling future state that connects intellectually and emotionally. In this case no-one is following. Certainly no parents.
- Gerrymandering - will anyone in a leadership position who can impact this policy proposal be personally affected? Will they 'benefit' in any way? For example, is there anyone whose children will move from a 'lower' performing school to a 'higher' performing school e.g. Wilde Lake HS to RiverHill HS; will their property prices be positively affected? Anyone?
- Politicking - when BOE members put out statements (and offers political cover for one's colleagues in parallel) it suggests a final decision is already made. Confidence in the 'process' is clearly shot.
- Economics - when poor policy is implemented it has real consequences. In your state of the county address Mr Ball, you reference concern about any loss of HoCo triple A rating. Well let's keep it simple: assume that all homes off Shepherd (current sale price c. 1.2m and in the RiverHill HS area) take a 20% hit (conservative), in one fell swoop you just destroyed property value by c. \$60m. If there is no benefit living here with your young family then you won't buy and you certainly won't want to pay the associated property taxes. Just like Fairfield County in Connecticut witnessed, a quick erosion of the economic base follows. I can assure you that I will sell up.

To all of these questions I ask: Cui bono?

Impact & analysis

When you don't ask the right question, you get the wrong solution.

- Solution – break out of your silo's, work in concert with governmental partners and agencies and create a holistic plan for HoCo. Don't grab the first facile solution that presents itself. It is already based on flawed logic.
- Lead - creating community wide havoc to give the appearance of action is lazy leadership. If the proposed approach has no material impact, then why bother?
- Me – as someone who grew up in a deprived community, I know better than most what it takes and how it feels. Through dedication, hard work and personal accountability I did everything to achieve my aspirations. Everyone has attitudinal and behavioral choice – these are the few things in our full control. I have been blessed and fortunate to live where I live and give my kids a better life. Who are you to decide upon a social experiment to mess around with their lives, their community, their security? I did not work hard and teach my children what it means to be of service to others only to be arbitrarily penalized for my 'success' by a flawed, lazy process. Would you wittingly send your children to a lower performing school? No, I didn't think so. Why? Because it takes years and years for school performances to come up.

To everyone in this email YOU MUST GET INVOLVED. What is being proposed is a profound social policy shift that has real consequences – political, social, emotional and economic and no benefits.

Cui bono? Not me nor anyone else I know. Can you?

Yours incredulously,
Andrew Flynn

--
Rgds.,
Andrew

12134, Hayland Farm Way,
Ellicott City, Md.
21042

Cell: (+1)203.451.2723
Skype: andrewt.flynn

Sayers, Margery

From: Shane Liu <lsj_01@yahoo.com>
Sent: Tuesday, September 17, 2019 1:54 PM
To: CouncilMail
Subject: Oppose CR-112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Council Members,

As a long term Howard county resident, I am writing to voice my strong opposition to CR-112 due to fatal flaws with this resolution:

First, This Resolution is an overstep of the County Council's jurisdiction authority, uses racially charged and inaccurate and negative language to describe our schools and communities, and promotes several unproven theories and unacceptable policies.

Second, The concentration of poverty in our county is rooted in complex social and economic issues and will require level-headed, evidence-based, and cost-efficient solutions to provide real help to our most vulnerable county families so they can improve their lives.

I challenge you to find real solutions to reduce achievement gaps in Howard County Schools. There is no data to confirm a link between achievement gaps and increased socioeconomic segregation. It is inconsistent, at best, and hypocritical, at worst, to turn around and criticize the achievement gaps in our county schools when the County Council failed to fund the BOE's budget just last year by over \$70 million. Severe cuts to educational programs, including cutting large numbers of paraeducators and technology education, was the result. It is not reasonable to force classroom cuts and then demand measures to close the achievement gap.

Third, Community cohesion is important to the success of our county and our students. Community division is disruptive and causes adverse impacts to communities of any socioeconomic status. Any resolution involving school redistricting should urge the Board to consider reasonable contiguous neighborhood and village boundaries that do not separate neighborhoods, while also taking into account school feeds and travel times.

The Council should take action to provide other means of adding resources in the form of assistance programs to schools in need, ensuring that any such programs are accessible at every school in the county.

In short, there simply must be better options to address poverty and the achievement gap in our county. Please reject and discard CR-112. We, people of Howard county, can and must do better for all county residents.

Shane Liu
Clarksville, MD
Sent from my iPhone

Sayers, Margery

From: Pat Hersey <trishhersey@hotmail.com>
Sent: Tuesday, September 17, 2019 12:36 PM
To: CouncilMail
Subject: Redistricting plan. Support.

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Board Members,

I am writing to express my support for the redistricting plan. My children went through the OM school system. They were thankful for the diversity. It served them well through college and law school.

Studies prove the advantages of diversity:

<https://www.bertelsmann-stiftung.de/en/our-projects/living-diversity/project-news/cultural-diversity-has-a-positive-impact-on-innovation/>

However, the financial diversity is distressing. As a glaring example, my daughter's senior year raffle was a giant teddy bear. River Hill's: a car.

Rouse's goal was for equality in each village. That has changed due to corruption with developers. That has led to this. Now, there are no easy answers. It must be a two-prong approach. We must have financial equality in each village, but until then, we need diversity.

It will be a long term gift for the next generation.

Thank you,

Pat Hersey

Sent from my iPad

Sayers, Margery

From: JOHN SMITH <jdsmith51@verizon.net>
Sent: Tuesday, September 17, 2019 11:42 AM
To: CouncilMail
Subject: HCCA Testimony for 9/18 CR112-2019
Attachments: HCCA - Testimony CR112-2019 - Socioeconomic in Public Schools (2).docx

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

To the Council,

Attached is the testimony re CR112-2019 that Howard County Citizens Association will be presenting Wednesday night.

JD Smith



HCCA

Howard County Citizens Association

Since 1961...

The Voice Of The People of Howard County

Date: 18 September 2019

Subject: HCCA Testimony for CR112-2019

Good evening. I am JD Smith representing the Howard County Citizens Association, HCCA as a member of the Board.

It is true: the school system is segregated by socio-economic factors. It is also true that the country's long history of racism and "separate but equal" keeps many poor people, especially people of color, away from the greatest equalizer and source of prosperity, which is a good public education. While many jurisdictions can attribute their primary source of segregation to this long history, Howard County can look to the long history of developer influence.

For decades, developer influence of Howard County's zoning and land-use laws have led to the concentration of poverty in certain regions of the county. These zoning regulations and agreements reached with developers have resulted in net lower number of affordable housing through alternative compliance to reduce the percentage of affordable homes, by charging so-called fees-in-lieu that have no market-basis, or by simply exempting large regions of the county from requiring any affordable housing- New Town, Turf Valley, Maple Lawn, Village Centers, Downtown Columbia, River Hill, either have received exemptions or do not require any affordable housing.

The county has a long history of passing favorable zoning and land-use laws to developers at the expense of the taxpayer. Free taxpayer dollars in the form of tax increment financing, below market school surcharge fees, density swaps in exchange for affordable housing, with no requirement to provide the affordable housing just like the downtown Columbia plan, numerous affordable housing exemptions and below market fees-in-lieu . . . the list goes on.

The cumulative effect of these actions has led to the status quo- the concentration of lower income households in some areas and the disparate statistics of poverty in certain schools. The Superintendent has released his proposal and we are confident the school system will develop a plan that will faithfully execute Policy 6010.

While the BoE and Superintendent are trying to do their job, we also ask the County Council and County Executive to try and do yours. Only you can address the root cause or in the next few years, we will face the same issues unless immediate action is taken to update development regulations.

This is why we ask you to pass CB17 immediately to increase development wait times to seven years when schools are overcrowded. We also ask you to address the issue of affordable housing by removing all exemptions and require a minimum of 10 to 15% affordable housing in all zoning districts of the county. Increase the MIHU fees to market fees and allow them only in circumstances where the 15% threshold is met. Pass CB42 to increase the school surcharge fees to \$8 per square foot with no exemptions or grandfathering of projects.

Thank you.

JD Smith
HCCA Board of Directors

Sayers, Margery

From: Kim Cross <kimjonescross.dvm@gmail.com>
Sent: Monday, September 16, 2019 10:58 PM
To: CouncilMail; Walsh, Elizabeth; Jones, Opel; Rigby, Christiana; Jung, Deb; Yungmann, David; superintendent@hcpss.org; Ball, Calvin
Cc: assistance@vanhollen.senate.gov; vanessa.atterbeary@house.state.md.us; shane.pendergrass@house.state.md.us; jen.terrasa@house.state.md.us; guy.guzzone@senate.state.md.us
Subject: Constituent Opinon/ Not Testimony- Opposition to redistricting of polygon #1256 and CR 112-2019
Attachments: KCross letter to council.docx

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

(Please see attached word document)

Thank you so much for taking the time to listen!

-Kim Cross, DVM-
kimjonescross.dvm@gmail.com

Kim Cross, DVM
11321 Liberty Street
Fulton, MD 20759
Polygon #259
Kimjonescross.dvm@gmail.com
(713) 854-9544

September 16, 2019

Howard County City Council
10910 Clarksville Pike
Ellicott City, MD 21042
redistricting@hcpss.org

Dear City Council Members,

I am writing to voice my opposition to the proposed redistricting by Dr Martirano of polygon #1256 (part of Maple Lawn) to Laurel Woods ES as well as the resolution of CR 112-2019. I share Dr. Martirano's goals of diversity and equity, but I believe those goals can be achieved in a better way, and I've listed several alternative options below. Redistricting polygon #1256 for any reason not only breaks up a strong and united planned community (Maple Lawn) but also goes against many BOE policies and preferences of the Howard County community as further described below. Additionally, Maple Lawn is already a diverse community and redistricting polygon #1256 would not achieve additional diversity to either school. I want my voice to be heard as a constituent. Thank you.

I live in Maple Lawn in an adjacent polygon (#259) to the one being redistricted (#1256), but the move affects me because Maple Lawn is all one community, one village. We moved here from Texas in 2014 when my husband was stationed here with the US Air Force, had our first son in summer of 2015, and had our second son in spring of 2018. When we moved here, we did not know where to live but finally settled in our first rental home in polygon #1256 in maple lawn. After a year, we loved the exceptionally active and diverse community as all of our family remained in Texas and maple lawn became our family. In April of this year, we moved to our current polygon #259 within maple lawn as we now have decided to raise our family within our community since my husband separated from the US Air Force in 2017. We just moved my oldest son to a childcare center within Maple Lawn to prepare for before/ after care in fall 2020 when he begins kindergarten and are awaiting an opening for our youngest. We are exceptionally glad that our son will luckily remain with most of his neighborhood friends and likely new daycare friends; however, we realize that things easily could have been different for us with this redistricting plan. If our move was reversed, we would have changed daycares with our children only to not have guaranteed before and after care over a year in advance for our child. Additionally, the family that we have created after relocating across the country would be split up. I urge you to unite this unorthodox family we call Maple Lawn and revisit alternatives to moving polygon #1256.

Additionally, it is quite frustrating to hear of the racial and economic biases certain neighborhoods appear to have regarding reasons for school redistricting changes. Quite frankly, I grew up in a community that was just as active as Maple Lawn was yet likely less diverse in Texas. From meeting neighbors, making friends, and being active within the community as compared to other areas of Howard County and definitely my work in Carroll County, Maple Lawn is a racially and ethnically diverse community. We are appreciative that not only is most of Maryland but also our immediate community is as well. This is extremely important to us. Coming from a family of army brats, I was raised to embrace people and cultures other than my own. The part of Maple Lawn being redistricted is similarly diverse and part of the beautiful mosaic that is Maple Lawn. This is why it is particularly

frustrating to hear those misrepresent our community and specifically that polygon or any Maple Lawn polygon as that is misinformation. Diversity is not just in the color of ones' skin either. It can be regarding religion, culture, upbringing, etc. I am aware that the proposed elementary school is a majority of black students and that perhaps diversity of that school is desired. If that school was adjacent to Maple Lawn and proposed to get our entire neighborhood, I would be much more open to the proposal (although I still believe it would hinder those children in those schools currently due to decreased resources to them).

Maple Lawn was designed as a "planned community"-- a mix of condos, townhomes and single-family homes with very small backyards so that people would need to use the shared playgrounds and green spaces. I grew up in Texas near a community that modeled planned communities from up here in Maryland. The concept works-- our playground is hopping every evening with packs of neighborhood kids running around together while the parents catch up. These close social bonds that the kids and parents have formed have a very practical side too in that they serve as the basis for tight-knit support system that we all regularly call upon to help raise our children. We and most of the families we know in Maple Lawn have two full-time working parents-- you can't afford not to. I'm a veterinarian working in Carroll County and my husband works with computer security training (contrary to popular belief, veterinarians are not paid remotely as much as human medical doctors). We manage thanks to our Maple Lawn village. We relied on our Maple Lawn family when we had to go to the hospital when our second son was born. Our friends are also our back ups when kids are sick or have daycare emergencies etc. This is what I mean when I say that Maple Lawn is one community, one village. Redistricting Polygon 1256 severs a large piece of that community, hurting not only the people in that Polygon but also the rest of us in Maple Lawn who rely on them.

Whichever solutions the school board chooses, I'd recommend forming a truly politically and communally DIVERSE committee to fully vet and develop these ideas and take the time to get community input. The rest of the state and even the country have their eyes on Howard County now. Let's truly remember our community's goals and not anyone's political agendas and get it right so that we can be an exemplary model and not a cautionary tale. We understand the severity of the pressure and struggles you all have regarding appeasable solutions. We hope reconsidering uniting all of Maple Lawn polygons (including #1256) is in the final plans and discussions regarding alternative solutions can be discussed. I hope that this polygon nor any Maple Lawn Polygon is not used as a pawn in resolution CR 112-2019 either.

Thank you for your time and consideration,
Kim Cross, DVM

Sayers, Margery

From: Ellen Olson <elleneos73@gmail.com>
Sent: Monday, September 16, 2019 9:23 PM
To: CouncilMail; Walsh, Elizabeth; Jones, Opel; Rigby, Christiana; Jung, Deb; Yungmann, David; superintendent@hcpss.org; Ball, Calvin
Subject: HCPSS redistricting proposal - polygon 1256 constituent concern

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

I am a writing to express my opposition to the Superintendent's proposal to move elementary students in polygon 1256 from Fulton Elementary to Laurel Woods. I am the mother of two children who attend Fulton (1st and 3rd grade) and we live in polygon 1256. My family moved to Maple Lawn in 2013. We chose this neighborhood because of the close, tight-knit community and many young families. We loved that the community plan minimizes individual spaces like large yards in favor of common areas, playgrounds, and walkability. We wanted to raise our children in a neighborhood where people know each other well, go to school together, and support each other. This proposal divides our community and sends over a third of the children over 5 miles (and 20 minutes of bus time) from the community they know. Also, it does not maintain a contiguous boundary for Laurel Woods and, even worse, this proposal would result in overcrowding at Laurel Woods by bringing it well over 100% capacity.

I support the Howard County Board of Education (BoE) Policy 6010 priorities of maintaining communities, contiguous boundaries, and walkable distances for our schools. These objectives are not achieved with the Superintendent's proposal and proposed move of polygon 1256 to Laurel Woods. I reviewed the BoE's Feasibility Study and provided input on the options presented. I believed that the BoE had engaged in a good faith effort to engage the Howard County community in the Boundary Review Process. So, I was surprised to see the Superintendent's proposal included this move of 140 students in polygon 1256 as this dramatic change was not included in the options of the Feasibility Study.

I understand that redistricting is a Board of Education specific issue, however, the goals of diversity and equity are community wide and the County Council has important responsibilities in upholding them. I believe the County council should take a holistic view of socioeconomic geographic stratification, housing development in the Howard County, and planning for school capacity in high growth areas. I hope that you will plan to address these concerns now and for the future so that we do not have to ask 6-year olds to fix problems created by grown-ups. The Maple Lawn community has come together to develop and offer alternative solutions to achieve more of the goals of the redistricting effort while maintaining the goals of Policy 6010. I hope you will listen and consider these alternatives as well our perspective on the importance of keeping our community together.

Sincerely,

Ellen Olson
7782 Water Street, Fulton, MD (Polygon 1256)

Sayers, Margery

From: Jim Reynolds <jb.reynolds32@gmail.com>
Sent: Monday, September 16, 2019 8:51 PM
To: CouncilMail
Subject: Moratorium & Redistricting

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Thanks for your attention to this matter.

Our county is boiling over with new construction and no APFO to support it....and only you can stop it. We need a moratorium on new construction. There is no amount of redistricting, shuffling and diversification which will come close to fixing the real problem. We will be even worse off 2-4 years from now if the root of the problem is not addressed.

Stop building until the county can come up with a comprehensive plan to address this massive growth. Do the right thing.

Jim Reynolds

Sayers, Margery

From: mail@changemail.org
Sent: Monday, September 16, 2019 8:06 PM
To: CouncilMail
Subject: 10 more people signed "Support Howard County Council Integration in Redistricting Resolution"

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]



New signatures

Howard County Council Members – This petition addressed to you on Change.org has new activity. See progress and respond to the campaign's supporters.

Support Howard County Council Integration in Redistricting Resolution

Petition by IndivisibleHoCo Education Team · 10 supporters



**10 more people signed
in the last 5 hours**

[View petition activity](#)

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Columbia, MD · Sep 17, 2019



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This notification was sent to councilmail@howardcountymd.gov, the address listed as the decision maker contact by the petition starter. If this is incorrect, please [post a response](#) to let the petition starter know.

Change.org · 548 Market St #29993, San Francisco, CA 94104-5401, USA

Sayers, Margery

From: Sarah McConnell <scmccConnell@gmail.com>
Sent: Monday, September 16, 2019 7:05 PM
To: CouncilMail
Cc: Yungmann, David
Subject: Reject CR112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear County Council Members:

I do not support CR112 as written. The county council should not mandate the HCPSS to redistrict based on socioeconomic matters. Redistricting does not solve the issue and only masks the problem. The county council needs to look at matters under their own purview and provide resources to correct any inequities that exist. Socioeconomic inequities that exist are the result of housing development decisions made by the Council. It is not due to inequalities in our education system or lack of access to education. As noted by my own experience as a HCPSS student many years ago, watching my children in our schools now and per our Superintendent: "All Howard County schools are excellent."

Our schools socioeconomic differences reflect the results of decades of housing policy; they are not the cause of it and can't be the solution. The solution lies in providing resources to families to give them more opportunities for growth. Provide funding for affordable child care, more after school programs, better transportation and mentoring. Mandating schools redistrict doesn't actually give everyone resources but only makes it more difficult for families to access LOCAL resources that may exist already.

If the Council wants to help promote socioeconomic equity, then the resolution should be to directly support the families in need and build up their communities not force children to move around the county.

Howard County is one of the most diverse counties in the nation and HCPSS is one of the most successful school systems in the nation. Kids living in these pockets of low incoming housing have the SAME access to the SAME great education as do the kids living elsewhere in the county. However, their homes and families need more support and resources to improve test scores and graduation rates.

Redistricting kids around Howard County is not what kids need. All kids need to stay in their communities and thrive in their home environment with the additional support from the Howard County government. When you redistrict kids, you don't actually give them more resources but actually take away those in their local communities. The same number of kids will need FARM whether it's at their closest and most convenient school or on the other side of the county.

I urge you to reject the CR 112- 2019 resolution. Instead develop a resolution that provides resources to those in need. Invest in the families and kids who live in these communities and give them local resources to grow and improve. Don't force redistricting as a solution as that doesn't actually solve any problems. Be a part of the solution for long term change and opportunities for those who need it most.

Thank you,
Sarah McConnell
Lifelong County Resident
District 5

Sayers, Margery

From: Alice Pham <alicekpham@yahoo.com>
Sent: Monday, September 16, 2019 6:56 PM
To: CouncilMail
Subject: Testimony on School Redistricting

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

I moved to Columbia 47 years ago. My husband and I moved here because of Rouse's dream to establish a community of mixed income, race, and other identities. The promise was fulfilled, and I have enjoyed living here and seeing my daughters grow up in this environment. The school system has been a major part of the enriched environment they have enjoyed. However, current districting has become less enriching and equitable.

Unfortunately, as Columbia and Howard County grew, low income housing has not kept up in the new neighborhoods. Now those living in these new spaces seem to want to keep their neighborhoods exclusive. They assert that they don't want their children bused, but the bussing suggested is so minimal that I have to question their real intent, especially since some emails have leaked out telling people in these areas to be careful in the wording of their objections.

My children attended Oakland Mills High School, and now my grandchildren attend Oakland Mills and Hammond. They have all had or are having the best education I could hope for. Let's be honest: There is no school in Howard County where kids who are academically gifted cannot receive an extraordinary education. However, some of the students who struggle and might need extra help do not always receive what they need. In some cases the designation of being on FARM can be an adequate representation of their needs (although clearly not always nor only these students). When students with additional needs are all assigned to one school, the additional help they may need is lessened. This is one reason why school districting should take the number of these students into consideration and disperse them fairly.

Another reason for careful, equitable districting is that the standardized test scores that are often used in ranking schools reflects largely the educational level of the parents in any school district. While test scores don't affect the educational experience of the children of those parents who are doing so well, the fact is that these highly educated parents also contribute to their children's schools, enabling the addition of more enriching experiences in addition to those provided in the curriculum. The differences in how much parents contribute in "richer" neighborhood is sometimes as much as ten times that contributed in poorer neighborhoods. This situation exacerbates any other inequalities.

In response, Superintendent Martirano has drafted a redistricting plan that slightly alleviates the situation described above, yet parents in schools favored with lower FARM numbers and higher parent donations are complaining despite the slight difference his plan calls for. I urge the School Board to reexamine this plan, examine the plan proposed by Richard Kohn, and put together a genuinely equitable redistricting plan that will assure that in the future, all of our children in Howard County will have the same opportunity for the fine education and enriching activities we all want for our children.

Alice Pham
9650 Sandlight Ct
Columbia MD 21046

Sayers, Margery

From: Karen Knelly <hampandkaren@gmail.com>
Sent: Monday, September 16, 2019 5:46 PM
To: CouncilMail
Subject: CR112-2019

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Council Members:

We have lived in Howard Count for over 33 years. We have seen many redistrictings and new schools built. During that time, the main goal was to keep each school's census at about 100% -no more than 110%.

Yes, some land use was decided in previous administrations. However, we don't see that the current administration is doing anything to prevent any further damage. Land use and zoning decisions continue to be made in favor of the developers. This puts pressure on the schools by creating overcrowding. This time around, redistricting is different, as you want to move a whole lot of students based on income, with the idea of improving low income student's scores by putting them in schools with moderate to high income students. This criteria is based solely on the FARM program statistics. The FARM program is totally voluntary. It may not reflect an accurate number of FARM students, as some families may not want to share their financial information with the county for whatever reasons. Or, some may still be in the program, when they are no longer eligible. And, it is not the way to redistrict our schools.

It is not the role of the council and zoning board to influence the school board on what criterior they should use for redistricting. Announcing this plan to the press and public without notifying the school board was shameful.

We have always been told that all of the Howard County Schools were the best. However, now we are reading that some schools do not score as well as others in overall testing. Programs need to be developed in those particular schools to address the issues-not moving students from one school to another to artificially change the overall ratings.

Redistricting has always been done on the bases of overcrowding. What you are suggesting is a form of social engineering by using our kids as pawns. We should not be paying to move such large numbers of students when the school budget is so tight. Our thoughts are to move only the students that are needed to reduce overcrowding, and to try to keep them as close to their neighborhoods as possible.

You are trying this 3 years before reeelection in hopes that people will forget. Good luck with that one. You need to make better decisions.

Hampton and Karen Knelly

Sayers, Margery

From: Eric Bonewitz <holmanbonewitz@aol.com>
Sent: Monday, September 16, 2019 5:15 PM
To: CouncilMail
Subject: CR 112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Council...

One more thing to think about...

How will students bussed to River Hill who wish to participate in extra curricular activities get home after activities end?

Here in Clarksville we have no city bus service and school buses will be long gone after practice is over.

Outcome... kids from out of district who want to participate will be S.O.L. (Expletive Out of Luck). Is this fair to them?
Good for them?

Respectfully,

Eric Bonewitz
Clarksville, MD

Sent from my iPhone

Sayers, Margery

From: Pamela M <pamela.mellott@gmail.com>
Sent: Monday, September 16, 2019 5:10 PM
To: Walsh, Elizabeth; Jones, Opel; Rigby, Christiana; Jung, Deb; Yungmann, David; superintendent@hcpss.org; Ball, Calvin; CouncilMail
Subject: CR112 Opposition for Record

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

I, Pamela Mellott, as a member of polygon 1256 in Maple Lawn, want to submit my opposition to CR112. Please have this entered for the record.

Pamela Mellott
7817 Tilghman Street
Fulton, MD 20759
(703) 336-3511

Sent from my iPhone

Sayers, Margery

From: Benjamin Simcock <bsimcock26@gmail.com>
Sent: Monday, September 16, 2019 5:03 PM
To: CouncilMail
Subject: Vote No to resolution 112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Council members:

My name is Benjamin Simcock and I am a PARENT of two students residing in POLYGON NUMBER 1159 in the rt 40 corridor of Ellicott City.

I am writing to urge the council to vote NO to resolution 112 as i do not support the superintendents Proposed Area Adjustment Plan.

The busing of students an additional ten miles down rt 99 to a new high school when they live less than two miles from the one at which they are currently attending will increase traffic and so decrease safety for teen drivers while increasing transportation cost for the county, reduce needed sleep for teenagers who already get up too early at five thirty in the morning to catch their current bus, and will do little to change FARM ratios given the characteristics of polygon 1159 and those of the new schools they would attend under the redistricting plan. Further the study conducted in connection with the opening of the new high school did not recommend any change for polygon 159 or 1159, meaning the impact to overcrowding from redistricting 1159 does not appear to be significant given the data and conclusions from that study. Finally, it severs parts of the valley mede community which has historically all attended patapsco middle and mt hebron high school and which draws part of its identity from that association. Thanks for your consideration.

Sincerely,

Benjamin Simcock

Ellicott City resident

POLYGON NUMBER 1159

Sayers, Margery

From: Eric Bonewitz <holmanbonewitz@aol.com>
Sent: Monday, September 16, 2019 4:57 PM
To: CouncilMail
Subject: CR 112
Attachments: Shaker Heights.pdf

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Council...

Well, Rigby's, Jone's, and Jung's use of inflammatory trigger words in their resolution... which simply drive us apart... is pretty much uncalled for and unprofessional. They say this action is for socioeconomic reasons, but phrases like "post slavery" pretty much indicate this is race based even though there are plenty of white, Hispanic, and Asian folk on the lower rungs of the ladder. (Can Rigby, Jones, and Jung spell 14th Amendment... equal protection?). Anyway, I've got some specific problems with this resolution... here are just a few.

First, Century's work as referenced has been pretty much totally discredited by other more recent and extensive works.... (the drafters of 112 should have used the Google machine rather than offering "stuff" to fit a narrative.

Second, it is my understanding that the Council spent some \$400,000 to study this whole social experiment and are not even following the study's recommendations. (What is going on over there?)

Third, if the board would review Duke University's extensive study of Shaker Heights, Ohio regarding school redistricting and busing they will find that home owners lost 9.9% of their property value on average. Shaker's demographics fairly mirror Howard County. (I have attached a copy for your review).

On this latter point... will Howard County be reducing property tax bills if CR 112 passes and is carried out by the school board? Likewise, since the Constitution of Maryland specifically prohibits counties from taking property without a lawful exercise of eminent domain and just compensation... will the county be willingly issuing checks for resulting reduced property values to those affected or will attorneys need to be involved? I look forward to hearing back on this point,

Respectfully,

Eric Bonewitz
Clarksville, MD

How Much Is a Neighborhood School Worth?¹

William T. Bogart

*Department of Economics and Center for Regional Economic Issues, Case Western
Reserve University, 10900 Euclid Avenue, Cleveland, Ohio 44106-7206*
E-mail: wtb@po.cwru.edu

and

Brian A. Cromwell

*PricewaterhouseCoopers, 150 Almaden Boulevard, Suite 1200, San Jose, California
95113-2009*

Received October 12, 1998; revised June 2, 1999

This paper presents evidence of the effect on house values of a school redistricting in Shaker Heights, Ohio in 1987. As a result of redistricting, neighborhood schools are disrupted, bus transportation is introduced, and school racial composition changes. The data include all arms-length sales of houses in Shaker Heights between 1983 and 1994. We find, using a difference-in-difference estimator, that disruption of neighborhood schools reduces house values by 9.9%, or \$5738 at the mean house value. This result is robust to a variety of alternative specifications, including repeat-sales analysis and within-neighborhood analysis. © 2000 Academic Press

“A community is known by the schools it keeps.”

Motto, Shaker Heights City School District

1. INTRODUCTION

How much is your local public school worth? It is well known that the quality of the local public school system is a crucial determinant of the demand for housing in a neighborhood. Any change in the perceived quality of the local public school system is likely to have an important impact on housing demand and therefore housing prices in an area.

The relation between school quality and house prices is especially salient when school district realignments are considered. One of the most

¹Thanks to Tom Cunniff, Karen Deangelis, Janine Dukes, Alan Ku, and Betsy Leis for expert research assistance. We thank Thomas Bier of Cleveland State University for the house price and characteristics data. We also thank Beverly Mason and Reginald Blue from the Shaker Heights City School District for their help in obtaining and interpreting school district data. Participants at several conferences and seminars provided helpful comments and suggestions, as did Jan Brueckner and an anonymous referee.



important causes for realignment has been the ongoing attempt to racially integrate the public schools, with the well-known result of widespread busing of black and white students. Such policies have always been controversial, and there is ongoing activity in several cities aimed at continuing or undoing court-ordered or voluntary desegregation programs.

Another cause for realignment is a change in demographics, as the number of school children and their geographical distribution within a city vary over time. This paper investigates the impact on house prices of a school district realignment (including some school closures) that led to busing of some school children in a suburb characterized by neighborhood schools before the realignment.

One effect of redistricting may be that, by making it harder for parents to get involved, it harms the quality of schools. It also makes it more difficult for students to participate in after-school activities relative to the case where they can walk to and from the school. We refer to this as the “neighborhood schools effect” of redistricting. Because the neighborhood schools effect reduces the quality of the schools, it leads us to expect to find a negative relation between sales prices of houses and school redistricting.

A second effect of redistricting is to change the racial composition of the public schools. We refer to this as the “racial composition effect” of realignment. If people are racially prejudiced, they may be willing to pay less for a house in a racially integrated school district than in a segregated district. If people prefer integration, then they may be willing to pay more to live in an integrated district. Because both the racial composition and neighborhood schools effects are predicted to reduce the value of housing (in the case of segregationist preferences), it is important to distinguish between them when trying to understand the underlying reasons for a change in house values resulting from a school district realignment.

The third effect of redistricting in our sample is that bus service is introduced in areas that previously did not receive it. We call this the “transportation services effect” of busing. If the student now receives transportation while attending the same neighborhood school with the same racial composition, then presumably this service would lead to a higher value being placed on the house. (As far as we know, we are the first to estimate this effect.) However, if the school or racial composition is also changing, this effect might be difficult to identify. Our data include houses that underwent some combination of all three outcomes, and therefore allow us to identify all three effects of redistricting.²

²In other words, there are houses that remained in the same school district while the racial composition changed and bus service was not provided, houses that remained in the same school district while the racial composition changed and bus service was provided, and so on.

Researchers investigating the impact of school district realignment have found evidence that busing of students results in lower house values. Clotfelter [8] surveys the early work. Jud and Watts [17] argue that earlier estimates of the effect of racial composition are overstated because they did not adequately account for varying school district quality. Black [1] makes a similar point. Gill [12] analyzes year to year variation in the price differentials between suburban houses and city houses in an attempt to measure the timing of house price response to a court-ordered desegregation in the city. Colwell and Guntermann [9] measure the relation between house value and proximity to a school and use it to calculate the financial impact of closing a neighborhood school.

Previous research has typically focused on a large urban school district. For example, Clotfelter [7] examined Atlanta, Jud and Watts [17] studied Charlotte–Mecklenberg County, North Carolina, Gill [12] analyzed Columbus, Ohio, and Colwell and Guntermann [9] considered Lubbock, Texas. We investigate the effects of a school district realignment in a relatively wealthy and racially integrated suburb of Cleveland—Shaker Heights, Ohio—using a dataset consisting of house sales between 1983 and 1994. Our approach has several advantages over previous research. First, we examine reform in a school district widely acknowledged to be of high quality. This makes our work more applicable outside the important, but restricted, area of distressed urban school districts. Second, we are able to distinguish among the neighborhood schools, racial composition, and transportation services effect of redistricting. This enables us to be more precise about the determinants of the overall reaction of the housing market to a public school district realignment. Third, our data span several years before and after the reform, enabling us to control for unobservable heterogeneity among neighborhoods.

Our study has two limitations resulting from the nature of the data. The first limitation is that we are unable to estimate the effect of redistricting that involves schools of disparate quality, because all of the schools in Shaker Heights are of high quality.³ The second limitation is that we have no information on the social and economic characteristics of the people residing in the houses, although we use tract-level data from the Census of Population and Housing to control for the racial composition of a neighborhood.

The paper proceeds as follows. Section 2 provides some background information on Shaker Heights and details the 1987 reform. Section 3 describes the econometric approach. Section 4 provides evidence of the

³We have standardized third grade reading test scores for each school for the years 1983–1989 which we use to test the robustness of our findings. See Black [1] on the importance of school quality.

effect of the reform on sales prices of houses in Shaker Heights. Section 5 contains concluding remarks.

2. SCHOOL DISTRICT REALIGNMENT IN SHAKER HEIGHTS

Shaker Heights is a city of 30,831 people (U.S. Census of Population and Housing, 1990) covering about seven square miles and located five miles east of downtown Cleveland. One of the earliest planned communities in the country, Shaker Heights was designed as a group of neighborhoods each centered around an elementary school.⁴ The neighborhoods contain a housing stock ranging from relatively modest homes in the south and west, to larger houses in central Shaker, to mansions in the northern part of the city. Although the community was designed to include and does include a variety of socioeconomic groups, all students attend the same high school and all elementary schools are held to the same (high) standards.

Despite an early history of restrictive racial and religious covenants, Shaker Heights has been a leader since the 1950s in policies designed to promote and preserve racial integration.⁵ Recent research [10, 11] suggests that affirmative marketing policies in Shaker Heights have resulted in greater integration of previously all-white areas and less racial change in integrated areas than would have occurred in the absence of such policies.

In the early 1980s, the school district faced both financial and racial balance problems. The total enrollment had fallen from a peak of 8079 students in 1966–1967 to 5301 by 1983–1984, a decline of 34%. This decline seems to reflect changing demographics—the end of the baby boom—rather than a systematic shift away from public schools to private schools.⁶ The effect of the decrease in enrollment was that resources were strained as some schools remained near capacity and others were nearly empty. Further, the pattern of integration within the district was irregular, with some schools (especially Moreland) predominantly black and others (such as Fernway and Mercer) predominantly white.

As shown in Fig. 1, Shaker Heights borders some predominantly black neighborhoods in the city of Cleveland to its south and west. The largely black neighborhood of Moreland is in the southwest corner of Shaker Heights, as is the integrated neighborhood of Ludlow. Shaker Heights neighborhoods toward the north and east are progressively more affluent

⁴See Molyneux and Sackman [19] or Haberman [13] for a history of Shaker Heights.

⁵See Keating [18, Chap. 6] for an overview.

⁶Using data on Shaker Heights from the U.S. Census, we find that the public school enrollment was 84% of total public and private school enrollment in 1979 and 81% in 1989. An alternative measure, enrollment reported by the Shaker Heights City School as a fraction of the population aged 5–17 reported by the Census was 89% in 1969, 89% in 1979, and 87% in 1989.

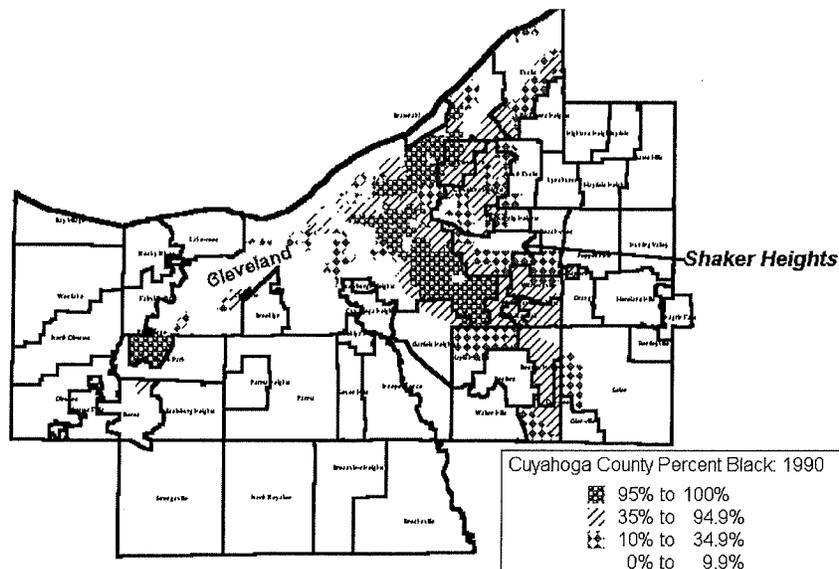


FIG. 1. Cuyahoga County percent black: 1990 by Transportation Analysis Zone 1990 Census data.

and the racial composition of the neighborhoods becomes predominantly white. The original neighborhoods—which were identified with the names of their elementary school districts—are shown in Fig. 2.⁷

In 1984, a citizen's committee advised the Shaker Heights City School District to close three schools (Moreland Elementary, Malvern Elementary, and Byron Junior High) in order to save money and promote greater racial balance. This proposal caused a great public outcry. In the end, Woodbury Junior High was closed, with all of the other schools remaining open.⁸

By 1987, enrollment in the district had fallen to 5013 and another set of reforms was proposed. This time, four elementary schools (Ludlow, Moreland, Malvern, and Sussex) were targeted for closing. The remaining five elementary schools would teach grades K-4, and Woodbury would be reopened to house all fifth and sixth graders. The plan became public in January 1987 and was approved by the school board on March 10, 1987.⁹

⁷The numbers under the neighborhood/school district names reflect the median sales price of houses in 1989, with 1 being the highest and 9 the lowest.

⁸See Sullivan [21] and Jordan [14, 15, 16].

⁹See Breckenridge [3, 4, 5].

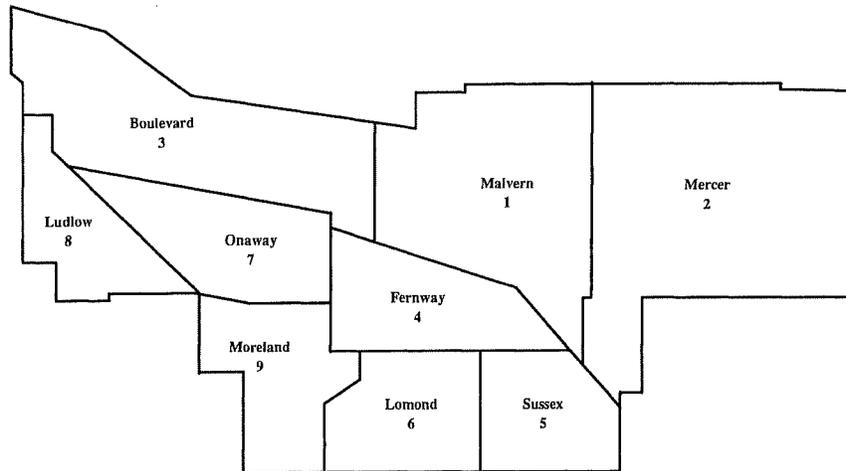


FIG. 2. Shaker Heights City School District pre-redistricting.

The reform necessitated some drastic shifts in boundaries. The new boundaries are shown in Fig. 3, with the old boundaries included to facilitate comparison.¹⁰ There was a clear break in the 60-year adherence to the plan of neighborhood schools. The most dramatic case was that of students from the largely black neighborhood of Moreland who would be “airlifted”—in the words of one parent—from the southwest corner of the district to the Mercer school district in the northeast part of the city (a drive of about 10 minutes). Other changes were also significant: the Ludlow district was split between Boulevard and Onaway; the Sussex district and a section of Fernway were redistricted to less affluent Lomond; and the formerly compact Onaway district now meandered from the western border of the city to the affluent Malvern area in the east-central part of the city.

In general, the redistricting disrupted many previously coherent neighborhood schools. Not all schools were disrupted, however. Students in Boulevard, Mercer, and most of Fernway remained in their original district.¹¹ The plan also resulted in the desired racial balance in the elementary schools, as shown in Table 1. While in the 1986–1987 school

¹⁰The numbers in parentheses indicate the neighborhoods from which students in the elementary schools are drawn after 1987. For example, the Mercer schools now include students from the Mercer (2), Sussex (5), and Moreland (9) neighborhoods.

¹¹Because the composition of the schools changed, it is possible that the “neighborhood” school is viewed differently even by those people who did not change districts. We do not have data that allow us to identify such a result, however.

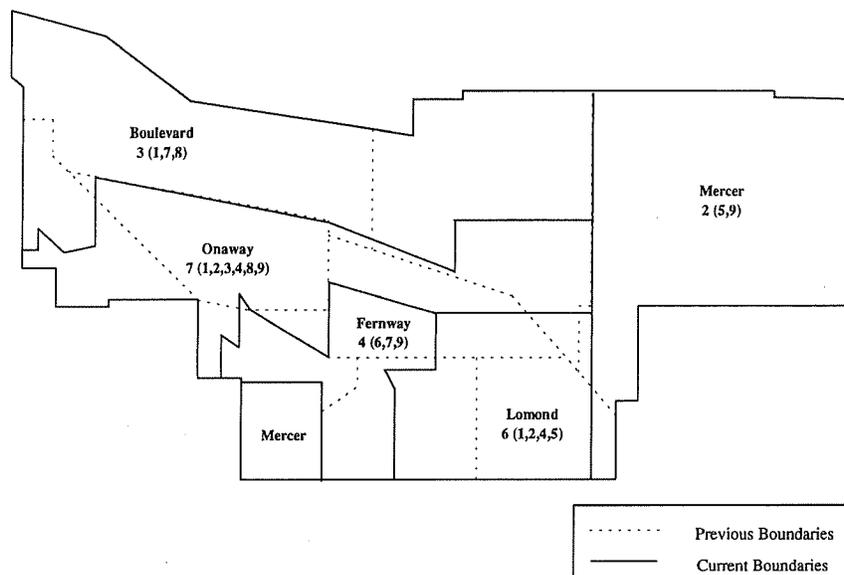


FIG. 3. Shaker Heights City School district post-redistricting.

year the percent nonwhite in the elementary schools ranged from 23% in Fernway to 87% in Moreland, the percent nonwhite in 1987–1988 was in the 42 to 51% range for all of the schools. The school district also began providing bus transportation for students who remained in their original districts but had previously walked relatively long distances. Students who lived relatively close to their schools, however, continued to walk.

In sum, this redistricting provides quasi-experimental variation to identify the different effects of the policy on the housing market. Some neighborhoods had their schools redistricted, but not all. Significant variation in racial composition of schools existed both across schools prior to redistricting and over time in the same school as a result of the redistricting. Finally, bus transportation was introduced for many students but some students continued to walk to school. And all of these changes occurred in a relatively homogeneous educational setting.

3. ESTIMATING THE EFFECTS OF REFORM

Throughout the debate on redistricting, one of the concerns expressed by residents of Shaker Heights was the impact of school closing on property values.¹² We use a unique dataset to investigate the effects. It

¹²See Jordan [16], Sullivan [21], and Breckenridge [4].

TABLE 1
School Percent Nonwhite

Year →						
School district ↓	1983–1984	1984–1985	1985–1986	1986–1987	1987–1988	1988–1989
Boulevard	34.5	42.0	35.7	39.6	49.8	52.8
Fernway	23.4	21.6	25.2	22.6	48.2	45.8
Lomond	55.4	56.7	54.9	57.2	42.0	43.6
Mercer	26.8	27.9	28.3	27.9	45.0	45.0
Onaway	34.3	37.1	35.1	31.7	51.4	52.4
Ludlow	53.0	54.6	62.4	65.1		
Malvern	27.7	29.2	26.1	23.6		
Moreland	79.2	84.4	84.9	86.9		
Sussex	41.0	42.1	42.9	44.6		

Year →						
School district ↓	1989–1990	1990–1991	1991–1992	1992–1993	1993–1994	1994–1995
Boulevard	50.5	49.7	53.5	57.0	58.3	63.0
Fernway	51.6	54.8	57.2	59.9	63.3	59.0
Lomond	41.4	44.4	46.7	45.6	52.4	54.7
Mercer	46.9	50.0	48.3	51.8	50.9	52.7
Onaway	50.0	49.6	48.7	46.3	46.1	52.7

Source: Shaker Heights City School District.

Note. Ludlow, Malvern, Moreland, and Sussex schools were closed in 1987.

includes all arms-length purchases (4463) of single-family homes in Shaker Heights for the years 1983 through 1994.¹³ There are detailed physical characteristics for each house; descriptive statistics for the variables used in the analysis are found in Table 3. We control for both physical characteristics and neighborhood characteristics in order to focus on the effects of the following variables: whether the house remained in its original (neighborhood) school district or not, whether a student living in the house would ride the bus or not, and the racial composition of the school district the house is in.

We use a standard model of an intrametropolitan housing market to motivate our regression analysis [6]. Households are assumed to be mobile among a fixed set of neighborhoods, each of which has a fixed amount of land and a fixed housing stock. Because Shaker Heights is completely built out, this assumption is innocuous. Households derive utility from consuming housing (H), amenities associated with locating in a neighborhood (A),

¹³Thomas Bier at Cleveland State University has invested a great deal of time and effort in checking the accuracy of these data, and we are extremely grateful to him for providing them to us.

and a composite good (X). If it is assumed that housing is supplied inelastically, capital and X are in elastic supply from a national market, and production and utility functions are convex, then the price of housing can be written as a function of household income and amenities. If we let P_j be the price of housing in neighborhood j , then the following relation holds true: $dP_j/dA_j > 0$. It is this relationship between the house price and the local amenities that we will estimate. In particular, we will analyze the effect of changing the elementary school from a neighborhood school to another school (a reduction in A_j), and we will analyze the effect of instituting transportation service to the neighborhood school (an increase in A_j).¹⁴

Our approach has several advantages over previous research on the link between school reform and house values. First, we are confident that the schools in the district are of similar quality.¹⁵ As a matter of public policy, all elementary schools are held to the same standards and receive inputs appropriate to do so. This includes, among other things, rotating teachers among the schools in the district. Further, all students attend the same high school, and the school district's overall high quality has been widely acknowledged.¹⁶ Second, we have a detailed list of housing characteristics, reducing the effects of unobserved heterogeneity among houses.

Third, we are able to distinguish between the three effects of busing on house values introduced in the first section. The racial composition effect is identified because the racial composition does not change much in some schools, but changes substantially in others. The neighborhood schools effect is identified because some houses do not change district, while others do. The transportation services effect is identified because some houses that do not change district nevertheless benefit from the addition of bus service.

Hedonic Analysis of Pooled Data

Our main econometric approach is to estimate a hedonic price equation using individual transaction prices of houses as the dependent variable and school, neighborhood, and physical characteristics as independent vari-

¹⁴We also estimate the racial composition effect, although our results from Shaker Heights are unlikely to be representative because of the 40-year history of pro-integrative efforts in the city.

¹⁵See Jud and Watts [17] or Black [1] on the importance of this point.

¹⁶Whelan [22] cites such accomplishments as Shaker High being ranked among the top dozen (of 16,000 nationwide) by *Money* in 1981 and one of the top 15 by *Parade* in 1984. We include test scores as a measure of school quality for the years 1983–1989 in order to test the robustness of our conclusions.

ables. In general, hedonic models focus on markets in which a generic commodity can embody varying amounts of a vector of attributes. As a practical matter in applied studies, the price equation is typically estimated by ordinary least squares, with the supply of attributes and the tastes of consumers assumed exogenous. This is the approach taken here.

Our preferred approach is to use a difference-in-difference regression to estimate the impact of losing a neighborhood school on house value.¹⁷ It is possible to separate the houses into two different groups: houses that do not lose their neighborhood schools as a result of redistricting and houses that do. It is also possible to separate the sales into those that happened before the redistricting and those that happened after. The idea of a difference-in-difference regression is to identify a control group and a treatment group, and compare the experience of the two groups. The control group in this case consists of houses that stay in the same school district, while the treatment group consists of houses that change districts.

To implement the difference-in-difference estimator, we create three dummy variables. The first dummy variable, *School District Change*, equals 1 if the house is in a part of Shaker Heights that lost its neighborhood school after 1987, and equals 0 otherwise. The second dummy variable, *Sale in 1987 or Later*, equals 1 if the house sold in 1987 or later, and 0 otherwise. The third dummy variable, and the focus of our attention, is the product of the other two dummy variables. The third variable is called *School District Change and Sale in 1987 or Later*. The coefficient on this variable is our estimate of the neighborhood schools effect.

In order to control for other differences among houses, we include a set of variables that summarize the physical characteristics of the house. These characteristics include the lot size, age, average room size, living area, number of plumbing fixtures, the construction grade of the house, and the current condition of the house. We also include observable characteristics of the neighborhood and school district, including whether the street has heavy traffic, the percent nonwhite in the census tract in 1980 and 1990, and the percent nonwhite in the school.

Because our sales take place over a 12-year period, there is inflation over time. We deflate the sales prices of the houses using a repeat-sales annual housing price index (shown in Table 2).

Let V represent the sales price of the house deflated by the price index, X the matrix of physical and neighborhood characteristics of the house, and Z the dummy variables indicating whether the house was sold before or after 1987 and whether the house was in a part of Shaker Heights that

¹⁷We are grateful to a referee for suggesting this interpretation of our work.

TABLE 2
Housing Price Index

Year	Index
1983	1.451
1984	1.539
1985	1.559
1986	1.668
1987	1.742
1988	1.844
1989	1.919
1990	2.004
1991	2.173
1992	2.099
1993	2.131
1994	2.288

Note. index calculated using repeat sales of houses in Shaker Heights. Base year is 1976 (index = 1 for 1976).

was redistricted. Then the regression that we estimate using ordinary least squares (OLS) is shown as Eq. (1). The variable we are most concerned with is α , which indicates the impact on house price of losing the neighborhood school:

$$\ln(V) = X\beta + Z\gamma + \alpha * \text{School District Change and Sale in 1987 or Later} + \varepsilon. \quad (1)$$

While our main results are obtained using the difference-in-difference estimator, we use a variety of alternative specifications to investigate the robustness of our findings. First, we estimate a pooled cross-section regression that includes dummy variables for the various neighborhoods within Shaker Heights, year dummy variables, and third grade reading test scores (a measure of school quality). This approach is similar to the difference-in-difference approach, but estimates a transportation services effect for those houses that remained within the same school district as well as a neighborhood schools effect. We create a dummy variable, *Bus & No District Change*, that equals 1 if the house receives bus service after 1987 and remains in the same district, and 0 otherwise. There is also a dummy variable, *Bus & District Change*, that equals 1 if the house receives bus service after 1987 and changes district, and 0 otherwise. The

omitted option is *No Bus & No District Change*, which covers the remaining houses in Shaker Heights.¹⁸

As before, let V represent the sales price of the house deflated by the price index and X the matrix of physical and neighborhood characteristics of the house. Unlike the difference-in-difference specification, we now include in Z dummy variables indicating which year the house was sold and the neighborhood in which the house is located.¹⁹ Then the regression that we estimate using OLS is shown as Eq. (2). The variable we are most concerned with is α , which indicates the impact on house price of losing the neighborhood school. We also pay attention to the estimate of χ , the transportation services effect:

$$\begin{aligned} \ln(V) = & X\beta + Z\gamma + \alpha * \text{Bus \& District Change} \\ & + \chi * \text{Bus \& No District Change} + \varepsilon. \end{aligned} \quad (2)$$

One of the requirements for consistent estimation of a hedonic regression is that the coefficients remain constant over the entire sample. Because of the disruption to the market caused by the redistricting, we do not necessarily expect this condition to hold for the entire sample period. Therefore, we also estimate Eq. (2) splitting the sample into before and after redistricting periods (1983–1986 and 1987–1994) as well as separate regressions for each year. To anticipate, we find that the coefficients on the physical characteristics of the house do not change over the entire time period, so that the principal influence of any changes in house prices is captured by the variables that directly measure the policy innovations.²⁰

Oaxaca Decomposition—Change within a Neighborhood

One criticism of the hedonic approach is that it does not sufficiently account for unobserved differences among neighborhoods. This is especially important when evaluating a policy innovation such as eliminating neighborhood schools in some places. After all, before 1987, the neighbor-

¹⁸ It is also possible that a house could change districts, but the new school would be close enough to the house that no bus service would be required (*No Bus & District Change*). There were six observations where this occurred, which was too few to include in the analysis, so they were dropped.

¹⁹ Because the price index varies annually, we could use the year dummies alone to control for inflation rather than deflating the sales price. Doing so would alter the variance of the dependent variable relative to the difference-in-difference approach, making comparison of R^2 across the approaches less straightforward. There is no effect on the parameter estimates or standard errors of using the deflated sales prices, so we continue to use them.

²⁰ We reject the hypothesis of equality at the 5% significance level for the years 1984 and 1989 as described in detail below. Reestimating the regression omitting those years does not change our conclusions with respect to the effect of redistricting on house prices.

hood and the school district were identical, making it impossible to estimate the pre-1987 variation in house prices due to the school alone.

This concern leads us to use an alternative econometric approach that uses within-neighborhood variation in school district after 1987 to identify the effect of the school district on house values. The approach is a statistical implementation of the following thought experiment: take a house in one school district and move it across the street into the other school district while keeping the house in the same neighborhood. The physical characteristics and neighborhood characteristics of the house remain the same, so that any change in the value of the house must result solely from the change in the school district.

The econometric approach we use was originally developed by Oaxaca [20] to study male–female wage differences. He decomposed the difference in the mean wage of males and the mean wage of females into a part explained by observable characteristics and a residual based on unobservable characteristics. In his work, the residual component was assumed to reflect labor market discrimination.

We apply Oaxaca's approach in the following way.²¹ First, we identify neighborhoods where there are sufficient observations in both the neighborhood school and another school to estimate hedonic regressions using the observable characteristics of the house. Second, we estimate regressions for the sales in the different parts of the neighborhood. Third, we apply the coefficients from the regression in one part of the neighborhood to the mean house in the other part of the neighborhood, giving us a difference in the means due to observable differences in physical characteristics. The remaining difference we attribute to the effects of changing from the neighborhood school to another school. This gives us two alternate estimates (one using each of the two regressions within the neighborhood) of the neighborhood schools effect estimated by the *School District Change and Sale in 1987 or Later* variable in the difference-in-difference specification and the *Bus & District Change* variable in the pooled hedonic regression specification. We compare the implied change in the value of a house with that found using the other approaches in order to investigate the robustness of the earlier results.

Formally, let V_j and V_k represent the sales price of a house in school district j and school district k , respectively, where the houses are in the same neighborhood. Let X_j and X_k represent the observed characteristics

²¹The description of this approach is based on Bogart and Cromwell [2], who apply it to estimating the effect of school districts of different quality on house prices. Black [1] also focuses on the boundaries between school attendance districts in identifying the effect of schools on house prices.

of each house. We estimate the following regressions using OLS. Note that the same set of right-hand-side variables is used in each of the two regressions:

$$\begin{aligned}\ln(V_j) &= X_j \beta_j + \varepsilon_j \\ \ln(V_k) &= X_k \beta_k + \varepsilon_k.\end{aligned}\tag{3}$$

If we let \mathbf{V}_j and \mathbf{V}_k represent the geometric means of V_j and V_k , \mathbf{X}_j and \mathbf{X}_k the means of X_j and X_k , and \mathbf{b}_j and \mathbf{b}_k the estimates of β_j and β_k , then, from the properties of OLS estimation, it must be the case that $\ln(\mathbf{V}_j) = \mathbf{X}_j \mathbf{b}_j$ and $\ln(\mathbf{V}_k) = \mathbf{X}_k \mathbf{b}_k$.

Now consider the following decomposition of the difference between $\ln(\mathbf{V}_j)$ and $\ln(\mathbf{V}_k)$. Let $\Delta \mathbf{X}$ be defined to equal $\mathbf{X}_j - \mathbf{X}_k$ and let $\Delta \mathbf{b}$ be defined to equal $\mathbf{b}_k - \mathbf{b}_j$. Then we can write the following equation:

$$\ln(\mathbf{V}_j) - \ln(\mathbf{V}_k) = \mathbf{X}_j \mathbf{b}_j - \mathbf{X}_k \mathbf{b}_k = \Delta \mathbf{X} \mathbf{b}_k - \Delta \mathbf{b} \mathbf{X}_j = \Delta \mathbf{X} \mathbf{b}_j - \Delta \mathbf{b} \mathbf{X}_k.\tag{4}$$

Equation (4) shows two alternative ways of expressing the idea that the difference in the mean house value across school districts has two parts: first, a part due to differences in observable characteristics ($\Delta \mathbf{X} \mathbf{b}_k$ or $\Delta \mathbf{X} \mathbf{b}_j$) and, second, a residual part that we attribute to the value of a neighborhood school ($\Delta \mathbf{b} \mathbf{X}_j$ or $\Delta \mathbf{b} \mathbf{X}_k$).

We also apply this approach to studying the effect of instituting bus service in one part of a school district but not in the other part of a school district. In this case, the unobservable characteristic is the value of bus services rather than the benefit of having a neighborhood school. Applying the decomposition technique provides an alternate estimate of the transportation services effect of school district realignment.

Repeat-Sales Analysis

As we have already noted, a criticism of the hedonic approach is that it does not sufficiently account for unobserved physical and neighborhood characteristics. A well-known alternative to pooling the data is to estimate regressions using only those observations where the house sells more than once. We use a variation of the so-called “repeat-sales” approach to provide yet another estimate of the neighborhood schools and transportation services effects. (Our approach is a variation on that described in Yinger et al. [23].)

We focus on houses that sold twice—once before 1987 and the second time after 1987, and whose physical characteristics did not change. These houses have the same physical characteristics and are located in the same neighborhood during both sales. The only differences are that the house

might be in a different school district, bus service might have been instituted, the racial composition of the school might have changed, and the reading test scores (school quality) might have changed. Our basic regression is as follows, where i indicates the house, t indicates the year of the second sale (between 1987 and 1994), and τ indicates the year of the first sale (between 1983 and 1986):

$$\begin{aligned} & \ln(\text{Price}_{it}) - \ln(\text{Price}_{i\tau}) \\ &= \alpha_t \text{YEAR}_t - \alpha_\tau \text{YEAR}_\tau + \beta_t \text{School Nonwhite } \%_{it} \\ &\quad - \beta_\tau \text{School Nonwhite } \%_{i\tau} + \delta_{it} \text{Reading Score } \%_{it} \\ &\quad - \delta_{i\tau} \text{Reading Score } \%_{i\tau} + \phi \text{ Bus \& No District Change} \\ &\quad + \gamma \text{ Bus \& District Change} + \varepsilon_{it} - \varepsilon_{i\tau}. \end{aligned} \quad (5)$$

Equation (5) is estimated using several alternative samples of repeat sales to check the robustness of the results. The first sample includes all repeat sales where the first sale occurred between 1983 and 1986 and the second sale between 1987 and 1994. The second sample is the same as the first with the exception that sales that occurred in 1987 are omitted. (Because reading scores are available only for the years 1983 to 1989, they are not included in these first two regressions.) The third sample only includes second sales that occurred between 1987 and 1989, in order to investigate whether school quality as measured by test scores affects the results. The fourth sample is the same as the third sample except that sales that occurred in 1987 are excluded from the analysis.

The coefficients on the variables *Bus & No District Change* and *Bus & District Change* provide estimates of the transportation services effect and neighborhood schools effect, respectively. The coefficients on *School Nonwhite %* give a set of annual estimates of the racial composition effect. Finally, the coefficients on *Reading Score %* yield a set of estimates of the effect of school quality on house prices.

4. THE EFFECTS OF REFORM: EVIDENCE FROM HOUSE PRICES

The results of estimating the difference-in-difference specification are reported in Table 4. Hedonic regression results using a pooled cross-section are reported in Table 5. Tables 6 through 8 report summaries of the findings for the Oaxaca decomposition and the repeat-sales regression approaches. The main findings with respect to the effects of the redistricting are discussed below, as is the test for the assumption that data from several years can be pooled together to analyze the housing market.

TABLE 3
Summary Statistics

Variable (continuous)	Mean	Standard deviation
ln (house price/index)	10.970	0.466
Average room size/100	2.867	0.611
ln (living area)	7.742	0.287
ln (age of house)	3.944	0.293
Plumbing fixtures	10.241	2.771
ln (lot size)	8.977	0.354
Third grade reading test scores	62.627	6.157
% Nonwhite in school	0.468	0.116
% Nonwhite in tract 1980	0.268	0.218
% Nonwhite in tract 1990	0.338	0.239
Variable (0 – 1)	Observations = 1	
Bad or fair condition	752	
Good condition	1805	
Excellent condition	368	
Construction grade AA or A +	543	
Construction grade A	256	
Construction grade B +	2262	
Construction grade B or C or D	1014	
Lomond	1007	
Ludlow	65	
Malvern	45	
Moreland	301	
Sussex	660	
Fernway	701	
Mercer	1065	
Onaway	423	
Boulevard	196	
Year of sale 1983	348	
Year of sale 1984	370	
Year of sale 1985	386	
Year of sale 1986	444	
Year of sale 1987	396	
Year of sale 1988	379	
Year of sale 1989	347	
Year of sale 1990	340	
Year of sale 1991	330	
Year of sale 1992	341	
Year of sale 1993	382	
Year of sale 1994	400	
School district change <i>and</i> sale in 1987 or later	1012	
Bus & district change	1012	
Bus & no district change	509	
Heavy traffic	232	

Note. 4463 total observations except for third grade reading test scores, for which there are 2670 total observations.

TABLE 4
Regression Results—Difference-in-Difference Estimator

Variable	Coefficient (standard error)
School district change	0.050 (0.016)
Sale in 1987 or later	0.062 (0.013)
School district change <i>and</i> sale in 1987 or later	-0.104 (0.019)
% Nonwhite in school	-0.051 (0.044)
ln (lot size)	0.223 (0.018)
ln (living area)	0.317 (0.026)
Construction grade AA or A +	0.193 (0.016)
Construction grade A	0.097 (0.019)
Construction grade B or C or D	0.026 (0.010)
ln (age of house)	-0.079 (0.017)
Bad or fair condition	-0.083 (0.012)
Excellent condition	0.089 (0.018)
Average room size	0.080 (0.009)
Plumbing fixtures	0.017 (0.002)
Heavy traffic	-0.220 (0.020)
% Nonwhite in tract 1980	1.329 (0.271)
% Nonwhite in tract 1990	-1.758 (0.257)
Intercept	6.632(0.228)
Adjusted R ²	0.65
Observations	4463
Dependent variable mean	10.97

Note. Estimated impact of redistricting is the coefficient of “school district *and* sale in 1987 or later.” Omitted dummy variables are normal condition and construction grade B + . Dependent variable is the log of house price deflated by the housing price index (see Table 2).

Neighborhood Schools Effect

Our preferred approach to estimating the neighborhood schools effect is to use the difference-in-difference regression reported in Table 4. The neighborhood schools effect is represented by the coefficient on the variable *School District Change and Sale in 1987 or Later*. This variable is negative and statistically significant, indicating that the loss of a neighborhood school reduces house value, all else being equal. The magnitude of the effect is substantial, with an estimated reduction in the house price of 9.9% (calculated as $1 - e^{-0.104}$, where -0.104 is the coefficient on the variable). Evaluating this at the mean house value of \$58,090, this implies redistricting reduced the value of the average house by \$5738. The remainder of this subsection investigates how robust this finding is to alternative regression specifications.

In the pooled cross-section hedonic regression, the neighborhood schools effect is captured by the variable *Bus & District Change*. This variable is

TABLE 5
Regression Results—1983–1994, 1983–1989

Year → Variable ↓	1983–1994	1983–1989 (without test scores)	1983–1989 (with test scores)
Bus & district change	–0.072 (0.014)	–0.064 (0.021)	–0.064 (0.021)
Bus & no district change	0.026 (0.018)	0.039 (0.026)	0.040 (0.026)
% Nonwhite in school	0.245 (0.048)	0.117 (0.064)	0.055 (0.069)
Third grade reading test scores	—	—	–0.003 (0.001)
ln (lot size)	0.284 (0.019)	0.251 (0.023)	0.252 (0.023)
ln (living area)	0.299 (0.025)	0.321 (0.033)	0.321 (0.033)
Construction grade AA or A +	0.195 (0.015)	0.193 (0.020)	0.191 (0.020)
Construction grade A	0.103 (0.018)	0.119 (0.023)	0.119 (0.023)
Construction grade B or C or D	0.004 (0.010)	0.002 (0.013)	0.002 (0.013)
ln (age of house)	–0.050 (0.018)	–0.057 (0.022)	–0.056 (0.022)
Bad or fair condition	–0.062 (0.012)	–0.063 (0.015)	–0.063 (0.015)
Excellent condition	0.086 (0.018)	0.098 (0.023)	0.098 (0.023)
Average room size	0.052 (0.009)	0.038 (0.012)	0.038 (0.012)
Plumbing fixtures	0.012 (0.002)	0.011 (0.003)	0.011 (0.003)
Heavy traffic	–0.216 (0.019)	–0.200 (0.024)	–0.201 (0.024)
% Nonwhite in tract 1980	4.893 (0.444)	4.982 (0.570)	5.002 (0.570)
% Nonwhite in tract 1990	–4.939 (0.419)	–5.009 (0.538)	–5.031 (0.538)
Ludlow	0.009 (0.041)	0.068 (0.051)	0.096 (0.052)
Malvern	–0.107 (0.052)	–0.066 (0.069)	–0.069 (0.069)
Moreland	–0.174 (0.032)	–0.081 (0.043)	–0.084 (0.043)
Sussex	0.278 (0.025)	0.308 (0.031)	0.292 (0.032)
Fernway	0.257 (0.023)	0.278 (0.029)	0.271 (0.030)
Lomond	0.128 (0.024)	0.170 (0.032)	0.161 (0.032)
Mercer	0.015 (0.033)	0.059 (0.042)	0.043 (0.043)
Onaway	0.070 (0.026)	0.108 (0.034)	0.107 (0.034)
Intercept	6.157 (0.232)	6.371 (0.293)	6.614 (0.308)
Adjusted R ²	0.69	0.67	0.67
Observations	4463	2670	2670
Dependent variable mean	10.97	10.97	10.97

Note. Standard errors in parentheses. Regressions also included year dummies that are not reported. Omitted dummy variables are normal condition, construction grade B + , and Boulevard. Dependent variable is the log of house price deflated by the housing price index (see Table 2). Reading scores available for 1983–1989 only.

negative and statistically significant, as reported in the first column of Table 5. The loss of the neighborhood school is predicted to reduce the value of the house by about 6.9%, or \$4060 at the mean house price.

The result is robust to including reading test scores as a measure of school quality. The second and third columns of Table 5 present the results of estimating the pooled cross-section hedonic regression for the years 1983–1989, when the school test scores are available. The second column includes the same variables as the first column, only for the

TABLE 6
 Within Neighborhood Estimates of Neighborhood Schools Effect,
 Lomond Neighborhood (1987–1994)

Difference in mean house value	\$6,545
Percent of difference due to district change	52.9%–59.1%
Effect of district change on mean house value (decrease)	\$3462–\$3868
Dummy variable estimate of effect of district change	\$3779
Number of observations (662 total sales)	476—same district 186—change district

Note. Percent of difference due to district change equals 100% minus the percent explained by differences in observable characteristics. Included characteristics are *heavy traffic*, *ln(frontage)*, *ln(living area)*, *ln(lot size)*, *ln(age of house)*, *average room size*, *plumbing fixtures*, *attached garage*, *finished attic*, *construction grade AA/A +*, *construction grade A*, *construction grade B or C or D*, *bad or fair condition*, *excellent condition*, and a set of year dummies. Regressions estimated using data from 1987 to 1994. Complete regression results available on request.

smaller set of years. The third column adds the reading test scores to the list of variables. The point estimate of the neighborhood effect coefficient is slightly smaller than for the period 1983–1994, but the estimated reduction of mean house values is \$3621, only slightly less than found using the entire sample.

In order to further investigate how robust are results are, we focus especially on the possibility that neighborhood characteristics are not completely accounted for by the hedonic approach. We begin by estimat-

TABLE 7
 Within Neighborhood Estimates of Transportation Services Effect,
 Mercer Neighborhood (1987–1994)

Difference in mean house value	\$11,437
Percent of difference due to bus service	52.6%–59.7%
Effect of bus service on mean house value (increase)	\$6013–\$6825
Dummy variable estimate of effect of district change	\$5010
Number of observations (703 total sales)	473—do not get bus service 230—get bus service

Note. Percent of difference due to district change equals 100 minus the percent explained by differences in observable characteristics. Included characteristics are *heavy traffic*, *ln(frontage)*, *ln(living area)*, *ln(lot size)*, *ln(age of house)*, *average room size*, *plumbing fixtures*, *attached garage*, *finished attic*, *construction grade AA/A +*, *construction grade A*, *construction grade B or C or D*, *bad or fair condition*, *excellent condition*, and a set of year dummies. Regressions estimated using data from 1987 to 1994. Complete regression results available on request.

TABLE 8
 Neighborhood Schools Effect and Transportation Services Effect, Repeat Sales Only

Sample	Observations	Neighborhood schools effect at mean value	Transportation services effect at mean value
1983–1994 (including 1987)	634	–\$7593	\$16,024
1983–1994 (excluding 1987)	539	–\$7003	\$16,562
1983–1989 (including 1987)	290	–\$7377	\$9745
1983–1989 (excluding 1987)	195	–\$7396	\$11,534

Note. Only repeat sales where the first sale was before 1987 and the second sale was in 1987 or after are included in the analysis. All regressions include the percent nonwhite in the school; regressions for 1983–1989 also include third grade reading test scores.

ing the effect of disrupting the neighborhood school using the Oaxaca decomposition described earlier.

We analyze the Lomond neighborhood, where there were enough observations of both houses that changed districts and houses that remained in the Lomond schools to make estimation feasible. The results of using this approach are summarized in Table 6. The difference in the (geometric) mean value of houses that remained in the Lomond school district and those that were transferred to another district is \$6545. Between 40.9% and 47.1% of the difference is explained by observable physical and neighborhood characteristics.²² Thus, the difference in value attributable to the change in school district is between 52.9% and 59.1% of \$6545, or between \$3462 and \$3868. This number is only slightly smaller than that found using the entire city over the period 1983–1994.²³

Another check of robustness is also reported in Table 6. A hedonic regression as in Table 5 was performed using data on the Lomond neighborhood only. A dummy variable was included to indicate whether the school district changed after 1987. Evaluating the effect of this variable at the mean house value, the estimated effect of changing schools was found to be \$3779. This number is within the range estimated using the decomposition technique (it does not have to be—see Bogart and Cromwell

²² Recall that there are two different regressions used, so that two different estimates are obtained. In the terms of the thought experiment described earlier, this is like saying you can move the house in either direction across the district boundary.

²³ We also estimated the regressions omitting the 1987 observations. We found an estimated neighborhood schools effect of between \$2307 and \$3384, or not very different from the results including 1987.

[2] and the results in the next section) and again is quite similar to the result found using the entire sample.

The final robustness check was to use a sample of only those houses that sold twice, once before and once after the redistricting. This approach allows us to focus on changes in the observable neighborhood characteristics by holding the physical characteristics and geographical location of the house constant. We estimated four variations of this approach, and the results are reported in Table 8.

The first regression included all repeat sales from 1983–1994 where the first sale was before 1987 and the second sale in 1987 or after. The observable characteristics that (could) change were the percent nonwhite in the school and the school district itself. Evaluating the coefficient on *Bus & District Change* at the mean value of the houses in the sample implied a reduction in house value of \$7593. This is larger than the change found using the other methods, suggesting that neighborhood effects were not perfectly controlled, even in the within-neighborhood estimation procedure.

The second regression included all repeat sales from 1983–1994 where the first sale occurred before 1987 and the second sale after 1987 (so sales in 1987 were excluded). The results were quite similar to those found including 1987, with an estimated effect at the mean of $-\$7003$.

The third regression included repeat sales from 1983–1989 that straddle 1987. This specification allowed us to include data on third grade reading test scores as a measure of school quality. There was little impact on the estimated effect of losing a neighborhood school, however. The estimated effect at the mean was $-\$7377$, almost identical to the effect found using the entire period and not accounting for test scores.

The fourth and final regression again used 1983–1989 but excluded 1987 sales. The result was again similar, with an estimated effect of $-\$7396$ at the mean.

Transportation Services Effect

The transportation services effect is captured in the pooled cross-section hedonic regression by the variable *Bus & No District Change*. This variable identifies those houses for which the school remained the same but which were now eligible to receive bus service to and from the school. The regression coefficient using the entire sample is reported in the first column of Table 5. The estimated impact of instituting bus service, all else being equal, is to increase the mean house value by about 2.6%, or \$1502 at the mean house value.

As with the neighborhood schools effect, we undertook a variety of tests on the robustness of our result. The first test was to include reading test scores and restrict the time period to 1983–1989. The result of this

specification is found in the second column of Table 5, an estimated impact on the mean house value of \$2370.

The results of estimating within-neighborhood regressions are found in Table 7. Between 52.6% and 59.7% of the \$11,437 difference in the mean value of houses in the two parts of the Mercer neighborhood is attributed to the institution of bus services. Thus, instituting bus service is estimated to increase the value of the average house by between \$6013 and \$6825. This number is larger than that found using the hedonic approach reported in Table 5, which suggests that the neighborhood controls were not accounting for all unobserved characteristics. (The mean house value in Mercer is larger than the mean for Shaker Heights as a whole, which would tend to increase the point estimate.) This explanation is reinforced by the results of estimating a hedonic regression on the Mercer neighborhood including a dummy variable indicating whether or not bus services were provided to the house. The effect of this variable at the mean was to increase house prices by \$5010, intermediate between the results including the entire city and the results using the two different parts of the Mercer neighborhood.²⁴

As was the case with the neighborhood schools effect, repeat-sales analysis (reported in Table 8) yields estimated effects of the policy interventions that are large relative to the results obtained via the other regression methods. When the entire period from 1983–1994 is included, the impact of providing bus service is estimated to be between \$16024 and \$16562 at the mean, depending on whether 1987 is included or excluded from the analysis. Restricting the sample period to 1983–1989 and including reading test scores reduces the estimated impact substantially, to a range of \$9745 to \$11,334 depending on whether 1987 is included or excluded. Coupled with the decomposition results, these results suggest that unobserved heterogeneity among neighborhoods is important. However, the main conclusions of the hedonic analysis are robust to these alternative specifications.

Tests of Pooling Assumptions

Because we are pooling observations from a period of over a decade, it is possible that the coefficients on the physical characteristics of the houses could have changed during that time. If that were the case, then it would be inappropriate to pool observations from the various years. We tested the hypothesis that the coefficients on the physical characteristics of the house (including whether the street had heavy traffic) remained the same for the entire time period by estimating separate regressions for

²⁴ Regressions omitting 1987 were also estimated, and the transportation services effect was found to be between \$4578 and \$5865.

TABLE 9
Hypothesis Test: Coefficients on Physical Characteristics Equal across Years

Years	F statistic (degrees of freedom)	P Value
1983–1986	1.661 (11,1522)	0.08
1987–1994	0.854 (11,2883)	0.59
1983–1989	0.449 (11,2638)	0.93
1983	0.860 (11,325)	0.58
<i>1984</i>	<i>2.588 (11,347)</i>	<i>0.004</i>
1985	0.829 (11,363)	0.61
1986	1.288 (11,421)	0.23
1987	1.716 (11,371)	0.07
1988	0.852 (11,354)	0.59
<i>1989</i>	<i>3.011 (11,322)</i>	<i>0.001</i>
1990	0.763 (11,315)	0.68
1991	1.338 (11,305)	0.20
1992	1.265 (11,316)	0.24
1993	0.608 (11,357)	0.82
1994	0.810 (11,375)	0.63

Note. The test is whether the coefficients on the following list of variables are equal to those estimated using the entire sample 1983–1994: *ln(lot size)*, *ln(living area)*, *construction grade AA or A +*, *construction grade A*, *construction grade B or C or D*, *ln(age of house)*, *bad or fair condition*, *excellent condition*, *average room size*, *plumbing fixtures*, *heavy traffic*. The higher the P value, the less probable it is that the null hypothesis of equality of the coefficients can be rejected. Years for which the null hypothesis of pooling is rejected at the 5% significance level are shown in *italics*.

1983–1986, 1987–1994, 1983–1989, and for each of the years 1983 through 1994. We then performed an F test on the hypothesis that the coefficients were the same as those estimated using the entire set of sales between 1983 and 1994.

The results of these tests are presented in Table 9. In most of the cases, we fail to reject the hypothesis that the coefficients are equal, which means that our approach of pooling the various years is appropriate. There are some exceptions, though. The null hypothesis of pooling is strongly rejected for the years 1984 and 1989. In 1984, as described earlier, there was significant uncertainty about the school district, so the inequality of the coefficients is easy to understand. There is not as clear an explanation for 1989.

We also reject the null hypothesis at the 10% significance level for the period 1983–1986 and the year 1987. The 1983–1986 result is explained by the 1984 result, while 1987 was again a year of tremendous upheaval—the focus of this paper—and thus a year where the housing market might be expected to systematically differ. In order to investigate the robustness of our results, we reestimated our regressions omitting the years 1984, 1987,

and 1989. There were no qualitative changes in the results as a result. (Complete regression results are available upon request.) Recall that we also estimated the within-neighborhood regressions and the repeat-sales regressions both including and excluding sales during 1987, with minimal effect on the findings.

Racial Composition Effect

The coefficient on the variable *School Nonwhite %* in the various regressions is a measure of the racial composition effect. In our main (difference-in-difference) specification, the coefficient is negative, which is consistent with racial prejudice against nonwhite students. The coefficient is not statistically significantly different from zero, though, so one cannot draw too strong an inference from the point estimate.

The positive and statistically significant coefficient on the variable *School Nonwhite %* in the pooled cross-section hedonic regression (reported in the first column of Table 5) is difficult to explain, even given the 40-year pro-integrative history of Shaker Heights. At face value, this result implies that households are willing to pay more for a house in a school district with a higher fraction of nonwhite students, all else being equal.

The results in the second and third column of Table 5 provide some explanation of this otherwise anomalous finding. When the time period studied is changed from 1983–1994 to 1983–1989, the coefficient on *School Nonwhite %* is somewhat smaller, but still larger than its standard error. When third grade reading test scores are included, the coefficient on *School Nonwhite %* drops substantially, and in fact is less than its standard error. This suggests that the coefficients in the first and second columns are picking up some sort of unobserved heterogeneity in schools and neighborhoods, rather than a racial composition effect per se.²⁵

This interpretation is reinforced by the results of the repeat-sales analysis. The coefficients on *School Nonwhite %* in the repeat-sales analysis are never statistically significant, with some being negative and some positive in no particular pattern. (Complete regression results are available upon request.) These results suggest that unobserved neighborhood heterogeneity is not completely accounted for by the various dummy variables in the hedonic regression.

²⁵The simple correlation between *School Nonwhite %* and *Third Grade Reading Test Score* is -0.33 . When both variables are included in the analysis, they have opposite signs, as we would expect. However, the signs are in the “wrong” direction: test scores have a negative coefficient, while percent nonwhite has positive coefficient. Our interpretation is that these variables are proxying for unobserved heterogeneity among schools and neighborhoods.

School Quality and House Prices

In a study that is closely related to this one, Black [1] focuses on the value of houses that are close to attendance district boundaries and uses test scores as a measure of school quality. She finds that a 5% increase in test scores increases house prices by about 2.5%, all else being equal. Our hedonic regression including reading test scores comes up with the surprising result that test scores are negatively related to house values. We explain this finding in three ways. First, the test scores do not vary systematically among the schools. (The year-to-year correlations are relatively low.) Second, the test scores are mainly serving as a proxy for unobservable heterogeneity among schools and neighborhoods. This interpretation is strengthened by the results of the repeat-sales analysis, in which the coefficients on reading scores are positive (with one exception) and usually statistically significant. Third, there is not a great deal of difference in the quality of the schools. Recall that all of the students in the various elementary schools attend the same high school, and that public policy in the school district is aimed at ensuring a consistent high level of academic quality.

One final test of these results was to include third grade math test scores in the regressions. Whether they were entered separately or jointly with the reading scores, including the math scores did not change the qualitative results reported here. (Complete regression results are available upon request.)

5. CONCLUDING REMARKS

This paper has presented evidence on a familiar question, the relation between local public schools and house prices. Our main result is that disrupting neighborhood schools reduces house values by 9.9%, all else being equal. We were also able to measure the value of providing transportation services, something that has not (to our knowledge) been done before. Instituting transportation services increases house values by 2.6%, all else being equal. Our findings are robust to alternative econometric specifications that focus on the unobservable heterogeneity across neighborhoods.

The neighborhood schools effect is about \$570 per year at a 10% discount rate. To put this number in perspective, consider that the mean school property tax rate for this period was about 60 mills, applied to an assessed value of 35% of market value. At the mean house price of about \$58,000, this implies an annual property tax bill for schools of about \$1200. This neighborhood schools effect has an equivalent impact on house values of a fully capitalized 47.5% increase in property taxes. This is a substantial number, and one that indicates the importance of the way in which public schools are provided as well as how they are financed.

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Sayers, Margery

From: Gina Desiderio <desiderio@gmail.com>
Sent: Monday, September 16, 2019 4:47 PM
To: CouncilMail
Subject: Written Testimony in Support of CB112-2019

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Councilmembers,

I want to thank you for standing up for the importance of integration in our county schools. I stand behind you in the ideology behind this legislation and uphold all of these values.

However, I do want to note that while I appreciate the end-goal of CB112, I cannot but help to believe that the introduction of this legislation is an attempt to obscure the County Council's role in creating the segregation in Howard County housing, which in turn is reflected in neighborhoods and school assignments.

Calling on HCPSS alone to fix the problem of segregation fails to acknowledge the history of the Council, in approving waivers and accepting fees in lieu of moderate housing. Past Councils have made it a habit to capitulate to the developers and their expensive lobbyists, so that Councilmembers may continue to reap the benefits of developers' political donations. And whether or not current Councilmembers have accepted developer donations or have allowed these exemptions and fees in lieu is moot... the Council as an entity has a role in creating the segregation...and in turn, the Council has a role to fix it.

I'll submit my testimony to the HCPSS Board of Education separately. I know all too well the shell game the Board and the County Council play, shifting responsibility back and forth, when both parties are responsible and have major roles to play.

This political stunt garnered attention, that's for sure. I hope, however, that it is more than just a political stunt, and you truly vote as if these are your values and not just a play in your game of politics.

Again, I agree with the end-goal, but I still hold you responsible for voting accordingly in ways that matter...that means I'll be looking at you to see your votes in CB42-2019, for example. That's the first measurable way that you'll show your constituents that you support holding developers accountable. I'll also be looking at your votes for CB38-2019--are you still supporting developer entitlements? And if it comes to this, I'll be looking at your votes if there needs to be any overrides of vetoes from our County Executive in these matters, as well.

Thank you,
Gina Desiderio Edmison
9822 Sawmill Branch Trail
Ellicott City, MD 21043

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Gina Desiderio Edmison
desiderio@gmail.com

Sayers, Margery

From: Monica Bukoski <monica04166@yahoo.com>
Sent: Monday, September 16, 2019 3:56 PM
To: redistricting@hcpss.org; CouncilMail; BOE@hcpss.org
Cc: christina_delmont-small@hcpss.org; chao_wu@hcpss.org; Walsh, Elizabeth; jennifer_mallo@hcpss.org; sabina_taj@hcpss.org; superintendent@hcpss.org
Subject: polygon 1256 -- Oppose Howard County School Redistricting Proposal

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear BOE members,

Me and my family have lived in the Maple Lawn community in Fulton, MD since 2011. I am writing to oppose the newly proposed redistricting of my neighbors in polygon 1256 to Laurel Woods Elementary, which doesn't make any sense at all to me that walkers will become bus riders just to help reducing the FARM rate for the other school. The superintendent's current plan breaks our community, although we don't live in polygon 1256 and my kids have graduated from the Fulton Elementary; I believe this redistricting will create a mess for my neighbors in polygon 1256 including morning commutes, after school activities and kids' social events with their own neighborhood kids. This proposal it's also not fair for people that pay high property taxes and home prices to stay at the community that they believe is the best for their family. I hope there're other better alternatives that the superintendent and BOE members can find to reach their goals and that will keep our community together.

Thanks and regards,

Monica Bukoski
polygon 1259
monica04166@yahoo.com

Sayers, Margery

From: JEFF AND ELISABETH <ECOLVIN11@msn.com>
Sent: Monday, September 16, 2019 3:19 PM
To: CouncilMail
Subject: Opposition to Resolution CR 112 - Elizabeth Colvin, District 5

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Members of the County Council,

First, I'd like to say that I am for establishing equity within our schools and for closing the achievement gap among our children. I think it is imperative that all children are given the best chance to succeed both in school, and in life beyond.

I do not, however, agree with resolution CR 112 for several reasons. First, it asks us to believe that our county, and as a result, our schools are segregated. In addition, there is an implied air of racism in its language as applied to the citizens of Howard County, both of which I believe are fundamentally untrue. Our family has lived in 4 different counties in the past 15 years (all very similar to Howard County in terms of excellent schools, and consistent county growth year after year) in Arizona, Kansas, Colorado and now Maryland. Howard County is, by far, the most beautiful rainbow of colors, mix of ethnicities, differing religions and varying beliefs of any county we have lived in. That's part of what makes it so special. Our children don't see color, are open and tolerant to others' views and learn so much from the extensive exposure they are receiving from attending school, playing sports, hanging out with and living among such a diverse community. My understanding is that we are among one of the most diverse and inclusive school systems in the country, and our personal experience absolutely supports this.

Next, Resolution CR 112 tasks the school board with fixing a county wide problem, rather than addressing the root causes of the problem at hand. There indeed is socioeconomic segregation in our county, but I would argue it is due to poor zoning and past development decisions - neither of which are the fault of any child within the county.

There is an achievement gap among our children and it needs to be addressed, but I believe this can only be done by attacking the problem at its foundation. There are a variety of solutions that could be considered to better serve all children living in Howard County:

- Implement Mandatory Head Start or Pre-K Programs - Tackling the problem of children being left behind at the earliest possible stages of their education has proven and lasting effects. Starting children on the path to success before elementary school ensures they are given the best possible chance to achieve and excel.

- In the short term, build additions to over capacity schools or fund more relocatable pod classrooms to keep up with continued county growth. Additionally, plan for continued county growth and prepare for it by funding additional school facilities in the future.
- Build more affordable housing in areas of the county where schools are under capacity. Allow lower income families the ability to live in areas of the county that may be currently financially inaccessible.
- Funnel county funding/additional resources to schools that are under performing or most in need to create true test score improvement. When all schools are excellent in Howard County, there is no reason an under performing school should continue to struggle. Support must be provided to children that could most benefit.
- Implement training programs for parents of children in under performing schools (or any parent for that matter) so all parents have the knowledge to best support their children throughout their child's school tenure.
- Consider implementing a "Teacher Swap" policy county wide. Allow teachers/administrators to switch schools for a period of years to learn new ideas, teaching methodologies and best practices to take back and implement in their home schools. This would be a win for all teachers and students involved as sharing of information is power and can only benefit ALL children, regardless of the school they attend.

There is a really big opportunity for the County Council to advise the BOE on how to best serve the children in our county. Moving 7400 students and disrupting so many family's lives can not be the best solution. More thorough, thoughtful research needs to be done. Please consider alternative ways to achieve the stated goals and best serve all children in Howard County.

Please vote no on Resolution CR 112.

Sincerely,

Elizabeth Colvin - Polygon 3176, District 5

Sayers, Margery

From: Rebecca Roth <rebeccasroth@gmail.com>
Sent: Monday, September 16, 2019 3:11 PM
To: CouncilMail; Walsh, Elizabeth; Jones, Opel; Rigby, Christiana; Jung, Deb; Yungmann, David; superintendent@hcpss.org; Ball, Calvin
Subject: County Council/CR112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

I, Rebecca Roth, as a homeowner in polygon 1256 in Maple Lawn, want to submit my opposition to the Howard County Council CR112.

Please have this entered for the record.

Thank you,
Rebecca Roth
7409 Trappe St, Fulton, MD 20759
240-463-6493

Sayers, Margery

From: pascottbtr <pascottbtr@gmail.com>
Sent: Monday, September 16, 2019 3:04 PM
To: CouncilMail
Cc: Jung, Deb
Subject: Statement in opposition to CR-112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

I am writing to strongly oppose CR-112, which requests that the Howard County Board of Education (BOE) and Howard County School System (HCPSS) draft, approve, and implement a lawful multi-year Integration Plan. The stated purpose of such a plan is to integrate the schools by socioeconomic factors and retain that integration in future years.

I have several objections to the resolution. To begin with, the preamble sections ("Whereas" sections) use language that is offensive and unnecessary. The sections talk about the post slavery Reconstruction period, the concept of separate but equal, and the Supreme Court decision in Plessy v. Ferguson. While these time periods and issues are part of our shameful and disturbing racial history as a country, they in no way apply to the Howard County of today and invoking them is needlessly inflammatory. As another section states, Howard County integrated its schools over a half century ago.

The resolution goes on to cite a statistic from the National Center on Education Statistics regarding the increase in the number of "segregated" schools in the US over a twenty year period ending in 2006. I put the word segregated in quotes, as the NCES definition of segregation is any school where less than 40% of the student population is white. I had to read that again as I thought at first it was a mistake. The definition makes no logical sense at all. Under this definition, theoretically if a school had a white student population of 70, 80, or even 90%, it would not be segregated, according to the internal logic of their definition. Does that make any sense? In addition, a quick review of the data as presented in Superintendent Martirano's proposed school redistricting plan indicates that according to the NCES definition, 43 of the county's 74 schools are currently segregated; what's more, if Dr. Martirano's plan is implemented, the number would INCREASE to 45! Are you sure you want to use this NCES statistic in your resolution?

While I found the Whereas sections offensive and illogical, my main objection is in the Resolved section, which calls on the BOE and HCPSS to draft, approve, and implement a lawful integration plan. The BOE is a separate distinct body who have been elected to oversee and run the HCPSS. It is inappropriate for the County Council to be telling and suggesting what the BOE should be doing or how it should run the school system. Of course, the Council is the one who funds the school system and should engage in oversight to ensure that county funding is being used wisely. But that does not include directing the BOE, even in the guise of a non-binding resolution, what it should or shouldn't be doing. Given that the Council does fund the school system, any "suggestion" made by the Council may not be taken as only that by the BOE.

This is not to deny that the issue of school achievement gaps among different populations of Howard County students is not a legitimate issue and one that the BOE and HCPSS continues to need to work on. The Council can play a useful role in several ways. Most importantly, the Council can provide adequate funding for the school system so that the BOE and HCPSS can design and implement programs to close achievement gaps without having to trade one essential function for another given an inadequate budget. Secondly, the Council can work to bring some sanity to the residential development process in this County, by for example, passing CR-42 (which I support) in order to bring much needed funds to the school system to keep up with its capital building needs given the rapid pace of development in the County.

In summary, this resolution is needlessly inflammatory, illogical and inappropriate. I respectfully ask that you withdraw it and instead focus your efforts on the many important issues that are legitimately within your area of responsibility.

Sincerely,

Paul A. Scott, PhD

District 4

Sayers, Margery

From: Karen Barnes <kbarnesdc@yahoo.com>
Sent: Monday, September 16, 2019 2:51 PM
To: Walsh, Elizabeth; Jones, Opel; Rigby, Christiana; Jung, Deb; Yungmann, David; superintendent@hcpss.org; Ball, Calvin; CouncilMail
Subject: Re: Howard County- CR112 a correction

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Correction - I am a resident of Polygon 1256.

Thank you, Karen Barnes

> On Sep 16, 2019, at 2:05 PM, Karen Barnes <kbarnesdc@yahoo.com> wrote:

>

> I, Karen Barnes, as a resident of Howard County and Polygon 1246 want to submit my opposition to CR112. Please have this entered for the record.

>

> Sincerely, Karen Barnes

> 7742 Water St

> Fulton, MD 20759

>

>

Sayers, Margery

From: Ryan Silva <ryansilva0@gmail.com>
Sent: Monday, September 16, 2019 2:15 PM
To: CouncilMail; Walsh, Elizabeth; Jones, Opel; Rigby, Christiana; Jung, Deb; Yungmann, David; superintendent@hcpss.org; Ball, Calvin
Subject: County Council/CR112: Redistricting Polygon 1256
Attachments: BOE letter RES.pdf

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Please see attached letter of oppositions to the redistricting of polygon 1256.

Thanks,

Ryan E. Silva

Ryan Silva
7503 Carpenter Street
Fulton, Maryland 20759
Polygon #1256
ryansilva0@gmail.com

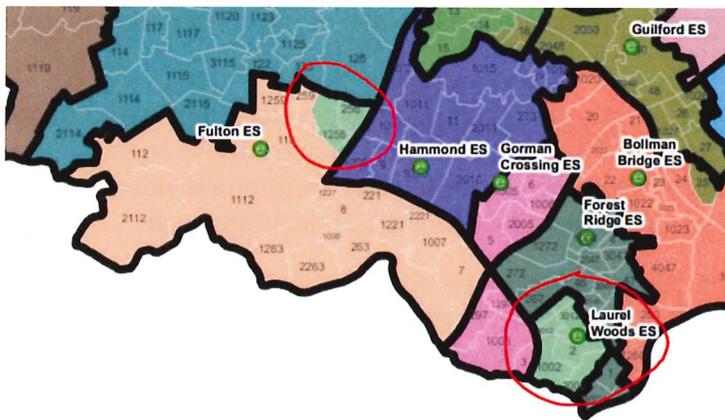
301-518-118

Howard County Board of Education
10910 Clarksville Pike
Ellicott City, Maryland 21042
redistricting@hcpss.org

Dear Board Members:

My family resides in Maple Lawn in Fulton and I am writing to express my concerns with Superintendent Martirano's proposed redistricting plan that adversely impacts our community and violates several elements of Board of Education policy.

The proposal calls for polygons #256 (which has one school-aged child) and #1256 to be redistricted from Fulton Elementary School to Laurel Woods Elementary School, creating an isolated island that is not contiguous with the current or proposed district boundaries. This effectively splits the Maple Lawn neighborhood across 2 separate school districts (Fulton ES and Laurel Woods ES) and also splits the Laurel Woods ES community into 2 separated geographic districts. (Areas of concern circled below)



Capacity utilization is rightfully of concern. However, this proposal results in a 115% capacity at Laurel Woods ES and thus does not achieve a meaningful improvement in school capacity for students in polygons #256 or #1256. Also, according to the projections presented in the superintendent's proposal, the disruptive redistricting of a portion of Maple Lawn does not result in a meaningful improvement in any achievement gaps existing at Laurel Woods ES and arguably increases their burden by crowding their classrooms.

The proposal also refers to the Attendance Area Boundary Review Survey and prioritization of Policy 6010 elements. When the community was surveyed, the overwhelming top 3 priorities were:

1. Keeping feeds of students together from one school to the next (Policy 6010 IV.B.2.a) - 65.95%
2. Maintaining contiguous communities or neighborhoods (Policy 6010 IV.B.2.b) - 59.59%
3. Transportation considerations (e.g. walkers, bus routes, etc.) (Policy 6010 IV.B.1.d) - 42.64%

For reference, the next highest priority only received 25.88% of responses.

In relation to these top priorities, the proposal for polygons #256 and #1256 results in a very small feed from Laurel Woods ES to Lime Kiln MS (10.6%) whereas Fulton ES represents 48.4% of Lime Kiln MS. Policy 6010 refers to "avoiding feeds of less than 15% at the receiving school".

The proposal also does not maintain a contiguous community or neighborhood for Maple Lawn (Policy 6010 IV.B.2.b). As the proposal was completed by a consultant group based in Ohio, I would like to emphasize that Maple Lawn is not merely a collection of streets in close proximity to one another; it is a planned community built specifically with a variety of homes and retail close together so that residents could easily build community. We are an engaged, tight-knit community in which families frequently interact (community center, festivals, activities, etc.) and both children and adults have established support networks. This is all intentional. My family and others chose this neighborhood specifically for the sense of community the neighborhood was designed to foster. Rightfully considering Maple Lawn as a community in school district proposals would sustain the community and its collective contribution to their school.

In addition to the adverse impacts of separating the community, the proposal greatly increases the transportation distance (over 400%) for students redistricted from Fulton ES to Laurel Woods ES. There are 8 elementary schools closer to polygon #1256 than Laurel Woods ES, with Fulton ES being the closest. In addition, the transportation distance and disconnected polygons in the superintendent's proposal provide unfair challenges for before and after school care, whether at a center or using neighbor/family support.

Furthermore, friendships are vital to school-age children's healthy development and can improve their approach to school and academic performance. For young children, these friendships are strengthened by geographic convenience where they live and play. Neither a divided Maple Lawn neighborhood nor a divided Laurel Woods ES geographic community facilitate such.

Two of the equity concepts stated by Dr. Martirano are removing barriers and individualizing supports. In contrast, his proposal quite literally places geographic barriers for the proposed Laurel Woods ES districts, which is why the priority of boundary continuity is so important. Regarding individualized support, the elementary students residing in Maple Lawn are equally deserving of individualized support by attending school within their neighborhood and not being isolated from their community, neighbors, and friends.

Boundary continuity is of utmost importance to achieve the priorities stated by both the superintendent and the community, as well as the needs and fair treatment of the students. I would like to strongly advocate for a revised plan with reasonable boundary continuity and consideration of Maple Lawn as a contiguous community neighborhood. I also encourage and support public policy decisions that halt the over development of neighborhoods without adequate public facilities.

Taking into the account the stated goals of the redistricting effort, our community looks forward to presenting several alternatives that achieve more goals with less violations of Policy 6010 at our public hearing.

Sincerely,

Ryan E. Silva



Digitally signed by Ryan E. Silva
Date: 2019.09.16 14:11:40-04'00'

cc: Michael J. Martirano, Superintendent

Sayers, Margery

From: Karen Barnes <kbarnesdc@yahoo.com>
Sent: Monday, September 16, 2019 2:05 PM
To: Walsh, Elizabeth; Jones, Opel; Rigby, Christiana; Jung, Deb; Yungmann, David; superintendent@hcpss.org; Ball, Calvin; CouncilMail
Subject: Howard County- CR112

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

I, Karen Barnes, as a resident of Howard County and Polygon 1246 want to submit my opposition to CR112. Please have this entered for the record.

Sincerely, Karen Barnes
7742 Water St
Fulton, MD 20759

Sayers, Margery

From: Uday Sreekanth <udayhouse@gmail.com>
Sent: Monday, September 16, 2019 1:45 PM
To: CouncilMail
Subject: Opposition to Resolution 112 (Resident in Polygon 185)

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Council Members:

I am writing to express my opposition to this ill thought out school redistricting plan.

1. Research shows that misguided attempts to address the opportunity gap through socioeconomic integration, without any understanding of its root causes, poses harm to low-income students. Despite proponents' claims of "decades of research" supporting socioeconomic integration as a mechanism to address the achievement gap, the research is in fact inconclusive. Please see below.

2. According to the Maryland Equity Project of the University of Maryland, Howard County is the most integrated school district in the region. Achievement gaps exist in HCPSS by race and socioeconomic status DESPITE being the most integrated school district in Maryland.

3. The superintendent ignored the top three Boundary Review Process concerns of parents and students indicated in the 2019 Howard County Community Survey. They are:

Keeping feeds of students together from one school to the next – Policy 6010 IV.B.2.a

Maintaining contiguous communities or neighborhoods – Policy 6010 IV.B.2.b

Transportation considerations – Policy 6010 IV.B.1.d

WHAT THE RESEARCH SHOWS

Howard County Families for Education Improvement believes Superintendent Michael Martirano's Proposed Area Adjustment Plan, while well-intentioned, is ill-informed, may not improve the achievement gap in Howard County Public Schools, and may actually harm the very children we are aiming to help based on the following research:

Howard County Public Schools are a model for integration. We acknowledge achievement gaps exist in Howard County Public Schools by race and socioeconomic status, DESPITE being the most integrated school district in the region. Therefore, a misguided effort focusing on "integrating" an already integrated school system will completely miss the root causes of the opportunity gap.

1. A false narrative has been pushed that Howard County schools are the most segregated in the state. To the contrary, independent examination has shown these findings to be incorrect and based on seriously flawed statistical analysis.

2. In fact, "Howard County is the most integrated school district in the region, according to the Maryland Equity Project of the University of Maryland. Children of different races — especially those who are black and white — are more likely to sit next to each other in Howard than almost anywhere else in the state." (Source: Baltimore Sun, March 2017, "Within Integrated Schools, de facto segregation persists").

3. “The experience of Howard County — consistently ranked among the strongest public school districts in the nation — demonstrates that bringing students of different backgrounds together in the same schools isn’t enough to ensure their success. Where educators have long spoken of the achievement gap — the differences in academic performance between white students and black, and affluent and poor — some are now focusing on the so-called opportunity gap.” (Source: Baltimore Sun, March 2017, “Within Integrated Schools, de facto segregation persists”)

Despite proponents’ claims of “decades of research” supporting socioeconomic integration as a mechanism to address the achievement gap, the research is in fact inconclusive. “It’s not clear from the research available today that socioeconomic integration alone would produce the hoped-for gains on the academic side of the integration equation. The research on the effects of socioeconomic integration, including studies frequently cited by the strategy’s proponents, is inconclusive.” (Source: A Reality Check on the Benefits of Economic Integration, FutureEd, Georgetown University McCourt School of Public Policy, Sarah A. Cordes PhD, August 26, 2019)

1. Flaws of prior studies: Association does not equal causation & Selection Bias: “It is hard to conclude from these studies that attending a socioeconomically integrated school causes better performance. The results instead could reflect underlying differences in the low-income students who make their way to higher socioeconomic status schools.”
2. Peer achievement, not socioeconomic status, drives academic improvement: “In a carefully controlled study of more than 130,000 students in Wake County, N.C., Caroline Hoxby of Stanford and Getchen Weingarth found that the improved academic performance of low-income students who moved to more affluent schools was mostly explained by these students being exposed to higher-achieving peers, and that the socioeconomic status of students’ peers and parents’ education (often used as an alternative measure of SES) had no independent effect. This suggests that peers’ achievement, rather than their economic status, was more important for improving test scores.”
3. Importance of high educational expectations: “Rumberger and Palardy found in their national representative sample of more than 14,000 students that the relationship between school economic level and student performance was almost entirely explained by differences in teacher expectations, the amount of homework students do, the number of rigorous courses available to students... there’s no evidence that an affluent student population is a prerequisite for effective educational practices.”

Misguided attempts to address the opportunity gap through socioeconomic integration, without any understanding of its root causes, poses harm to low-income students. Research shows that socioeconomic integration is associated with worse academic and psychosocial outcomes, particularly for African American and Latino students.

1. A study of a nationally representative sample of 1,100 students by Richard Crosnoe of the University of Texas at Austin found that low-income students who attended higher income schools performed no better academically, had a slower progression through math and science courses, and had worse psychosocial outcomes.
2. “As the proportion of the student body with middle- or high-income parents increased, low-income students progressed less far in math and science. Moreover, as the proportion of the student body with middle- or high-income or college-educated parents increased, low-income students experienced more psychosocial problems. Such patterns were often more pronounced among African American and Latino students.” (Source: Crosnoe, R. American Sociological Review, 2009 October 1; 74(5): 709–730)
3. In a study supported by the Center for Poverty at UC Davis, a Harvard researcher found that redistricting can “hurt already disadvantaged students and communities. Parents whose main mode of transportation was either walking or the bus system expressed concern about their future ability to reach their child’s school in the event of an emergency... Many parents felt the increased commute would also prevent them from being actively involved at the school, or from enrolling their children in after-school activities.” (Source: Penn D. School Closures and Redistricting Can Reproduce Educational Inequality, Center for Poverty Research, University of California Davis. <https://poverty.ucdavis.edu/policy-brief/school-closures-and-redistricting-can-reproduce-educational-inequality>)

4. The 2019 HCPSS Equity Report, itself, suggests negative impact of the proposed plan by removing low-income students from their familial and neighborhood supports and increasing geographic and transportation barriers to beyond school opportunities, both of which are correlated in HCPSS data with higher graduation rates.

Contact information for the cited research and policy experts:

1. Sarah A Cordes, Ph.D. Assistant professor at Temple University's College of Education in the department of Policy, Organizational, and Leadership Studies. Her research focuses on the ways in which the urban context, including school choice, transportation, housing, and neighborhoods affect student outcomes. <https://www.future-ed.org/contact/>

2. Robert Crosnoe, Ph.D. Associate Dean of Research, College of Liberal Arts; Rapoport Centennial Professor, Department of Sociology; The University of Texas, Austin. His research suggests harm to low-income students from socioeconomic integration. <https://liberalarts.utexas.edu/sociology/faculty/crosnoer>

Thank you,

- Uday Sreekanth
12015 Misty Rise Ct
Clarksville MD 21029
Polygon: 185

Sayers, Margery

From: Sara Keller <sarackeller81@gmail.com>
Sent: Monday, September 16, 2019 12:18 PM
To: CouncilMail
Subject: I support CR112-2019

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Hello,

I am a lifelong HoCo resident with 2 kids (1 in kindergarten). I support **CR112-2019**.

Sara Keller

Sayers, Margery

From: Ron Ford <rhford7@gmail.com>
Sent: Monday, September 16, 2019 12:12 PM
To: CouncilMail
Subject: CR112-2019

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Howard County Council:

I am writing in support of CR112-2019. As a retired Howard County Teacher, I know the positive value of a diverse student body. I urge you to vote in favor CR112-2019.

Thank you,

Janice Ford

13695 Old Rover Rd

West Friendship, Md 21794