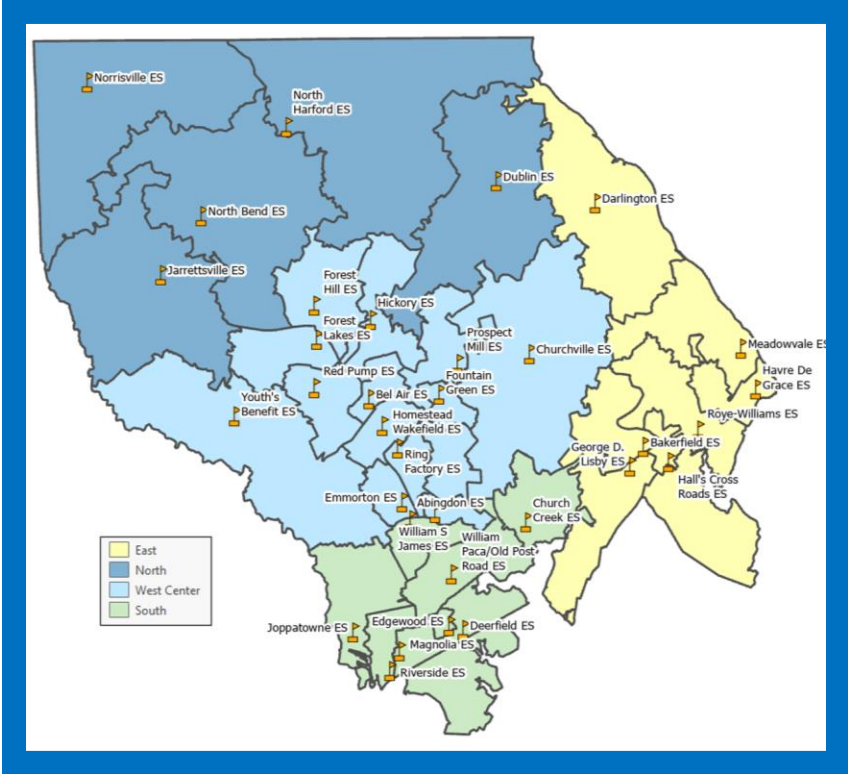


# CRITICAL DATA / FLO ANALYTICS

## Market Study Summary & Overall Insights for Harford County Public Schools

January – March 2021



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

## Summary & Overall Insights

### Parent/Guardian Interviews

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

*TIMES MENTIONED*

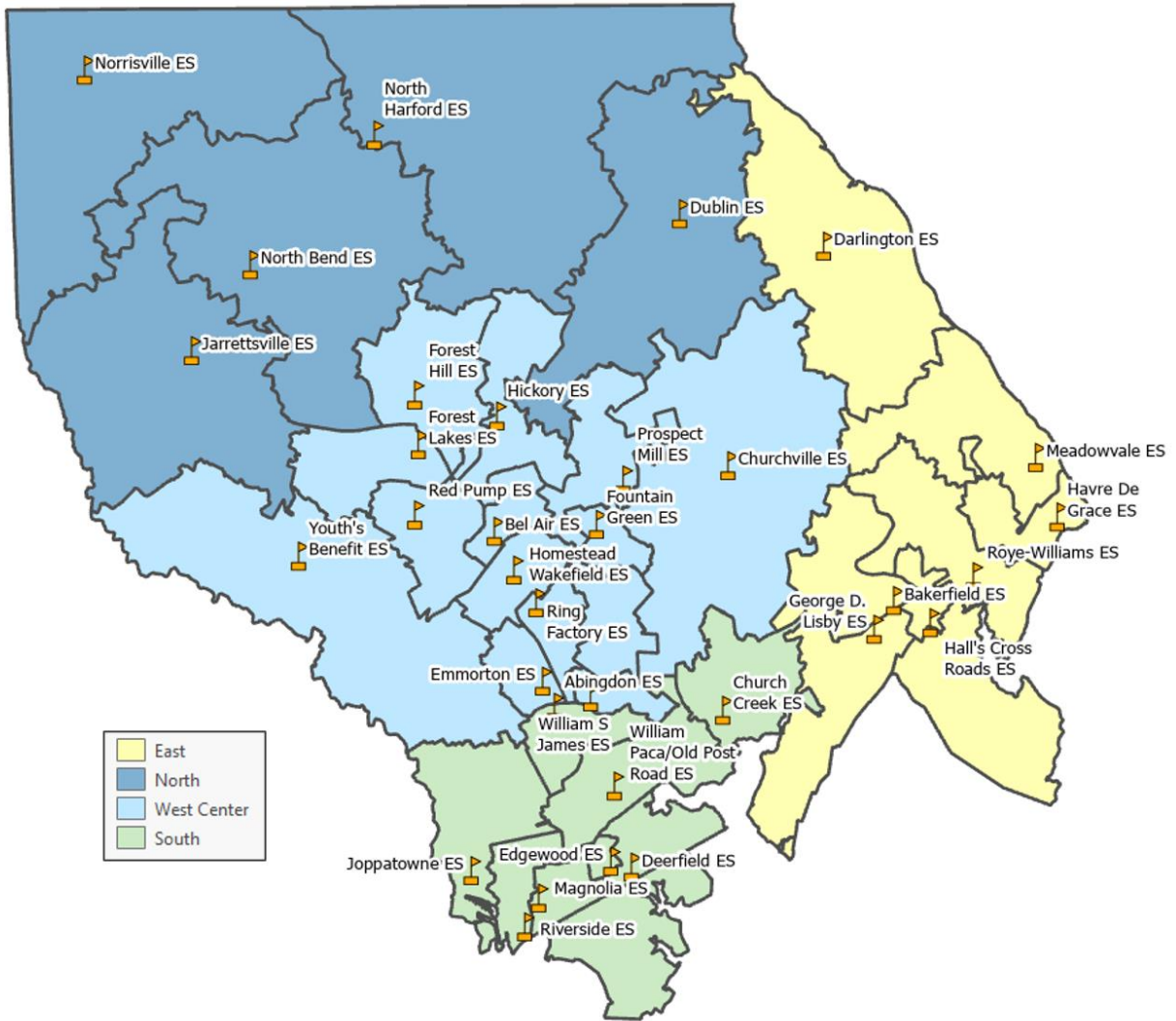
| REGION       | ELEMENTARY | MIDDLE     | HIGH      | TOTAL      |
|--------------|------------|------------|-----------|------------|
| North        | 55         | 20         | 11        | <b>86</b>  |
| East         | 85         | 30         | 16        | <b>131</b> |
| South        | 96         |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

*PERCENTAGES*

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



(Summary and Overall Insights continued)





(Summary and Overall Insights continued)



(Summary and Overall Insights continued)

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

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

TIMES MENTIONED

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

PERCENTAGES

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

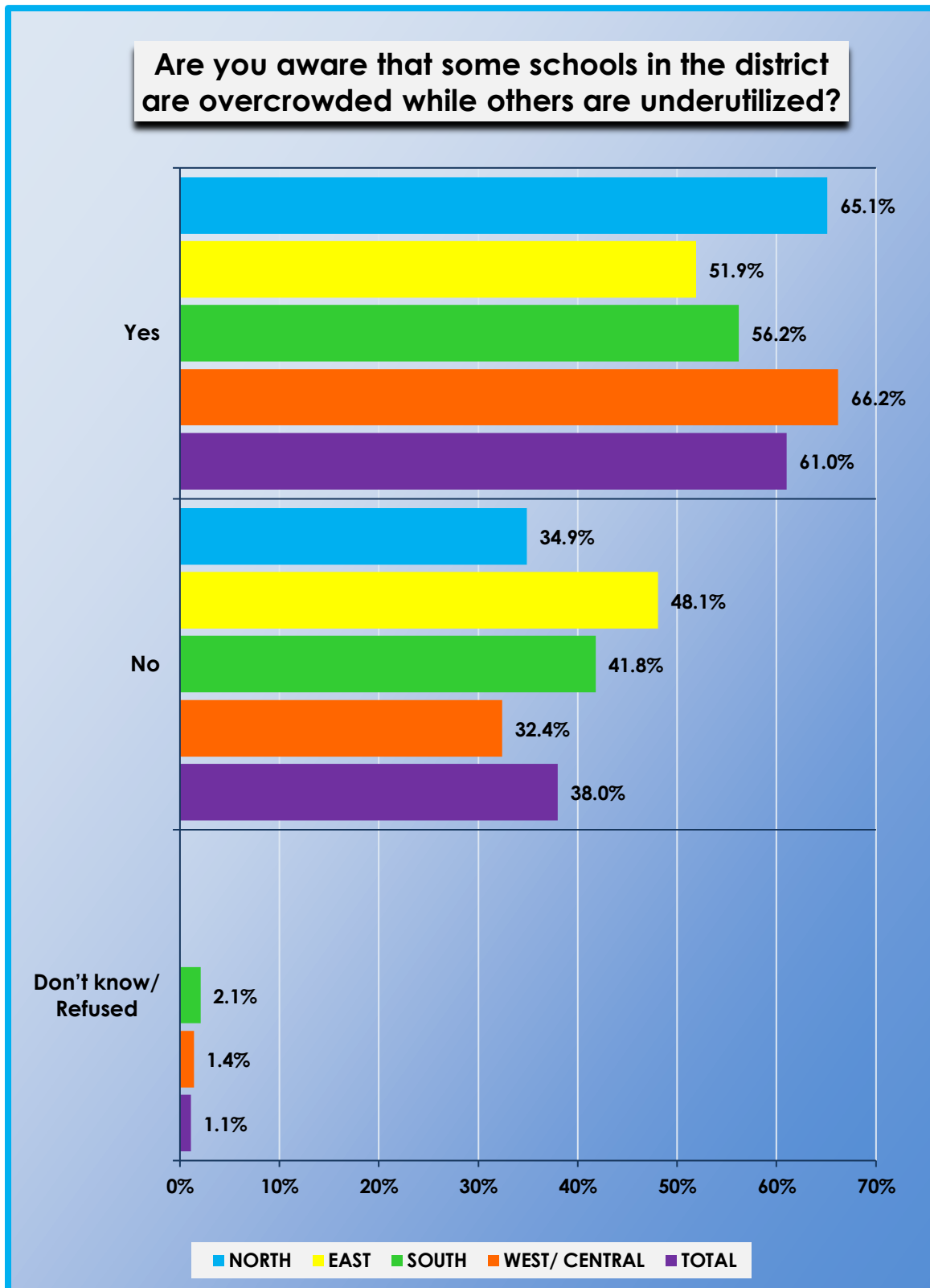
TIMES MENTIONED

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

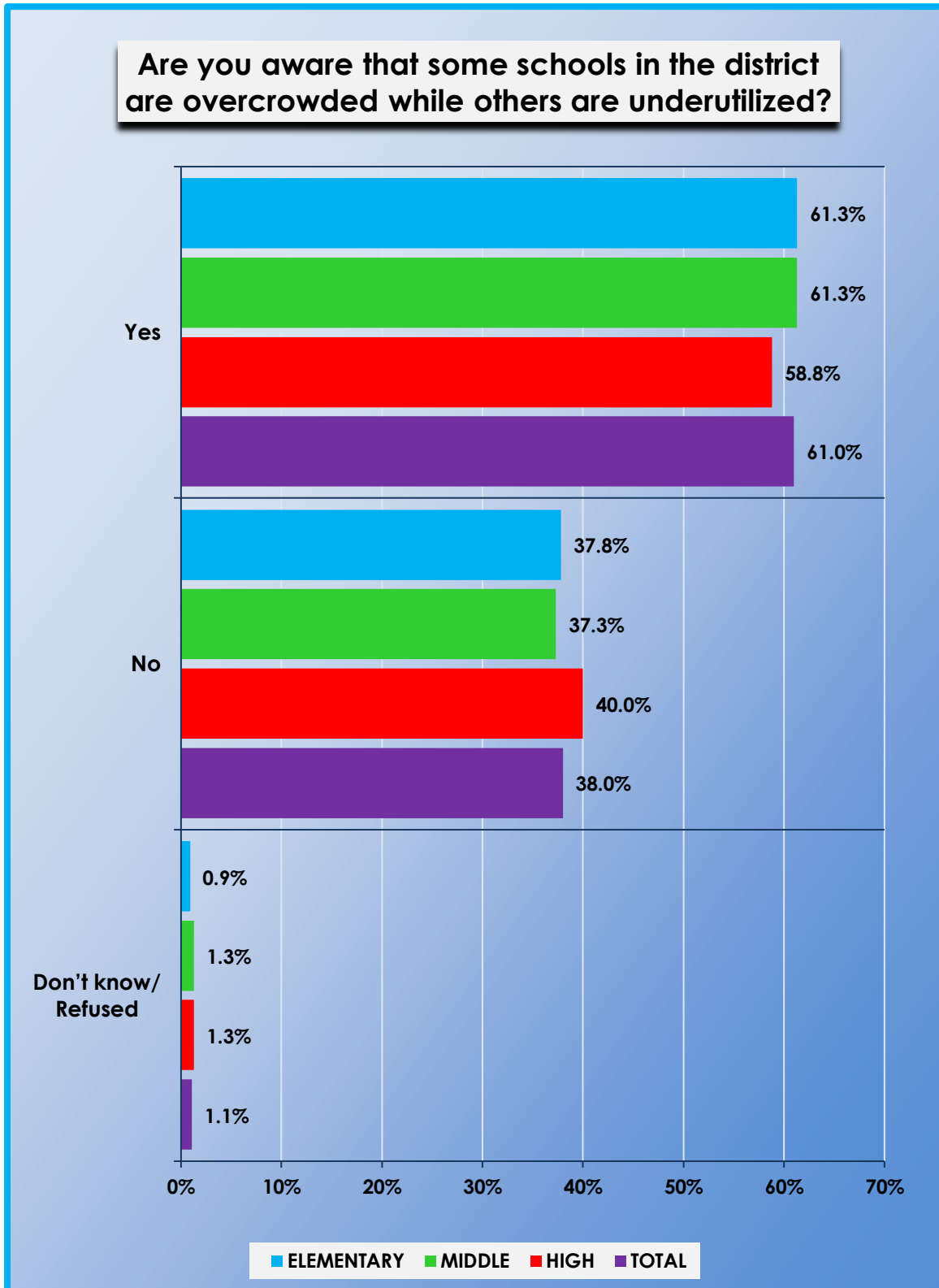
PERCENTAGES

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

(Summary and Overall Insights continued)



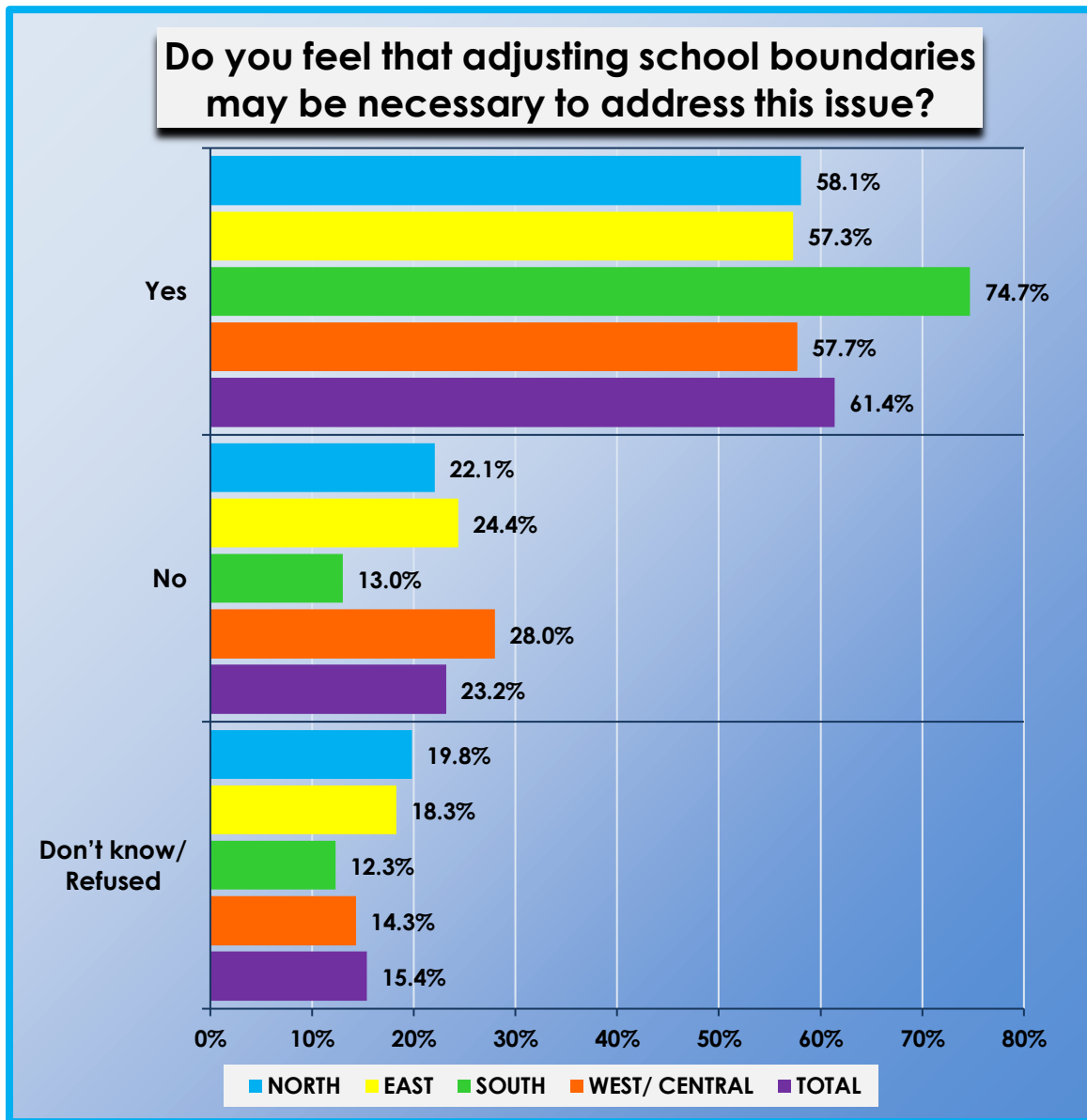
(Summary and Overall Insights continued)



(Summary and Overall Insights continued)

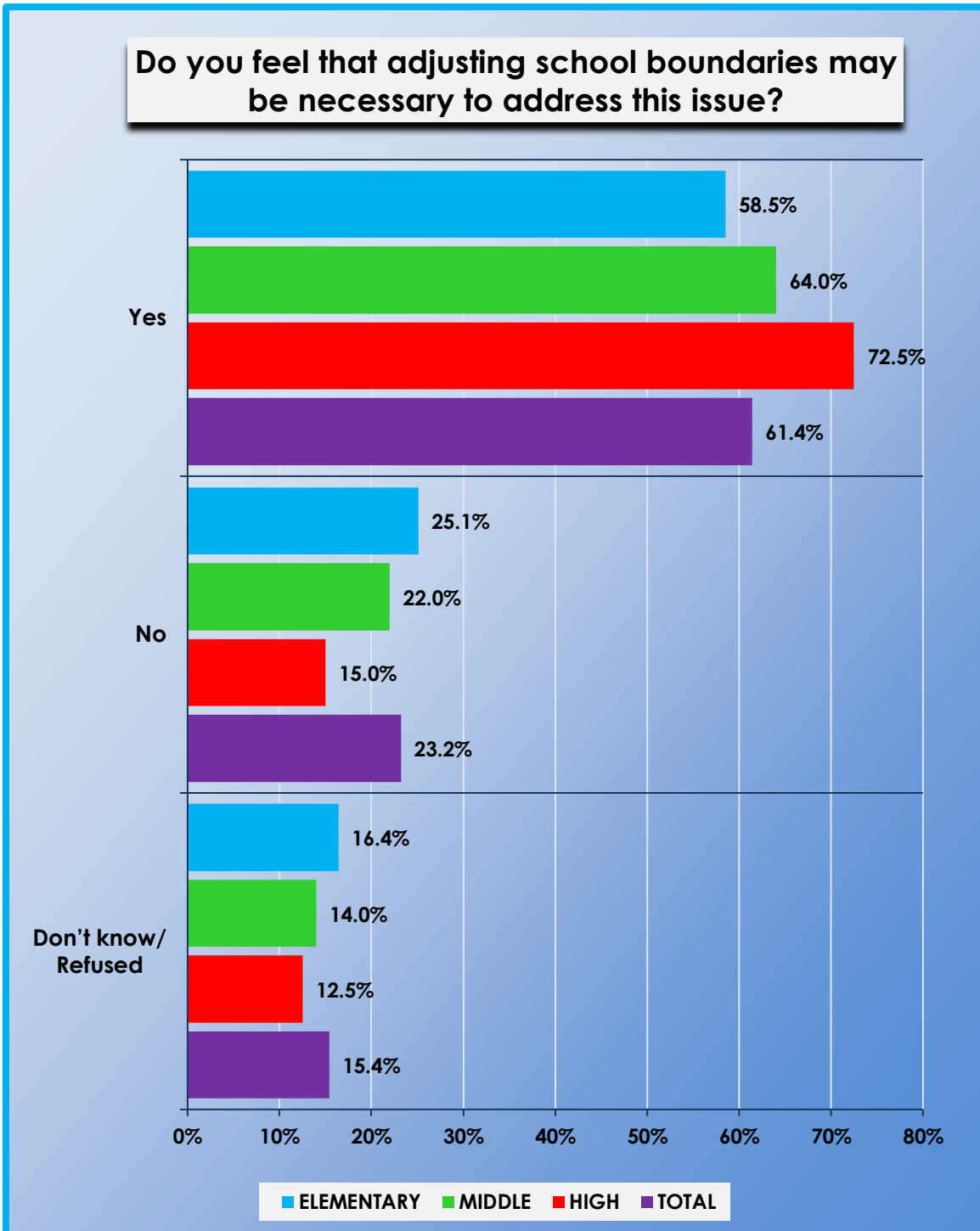
- 61.4% of all parents/guardians interviewed feel that adjusting school boundaries may be necessary to address the issues. The perceptions differ significantly by area and by grade level:

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



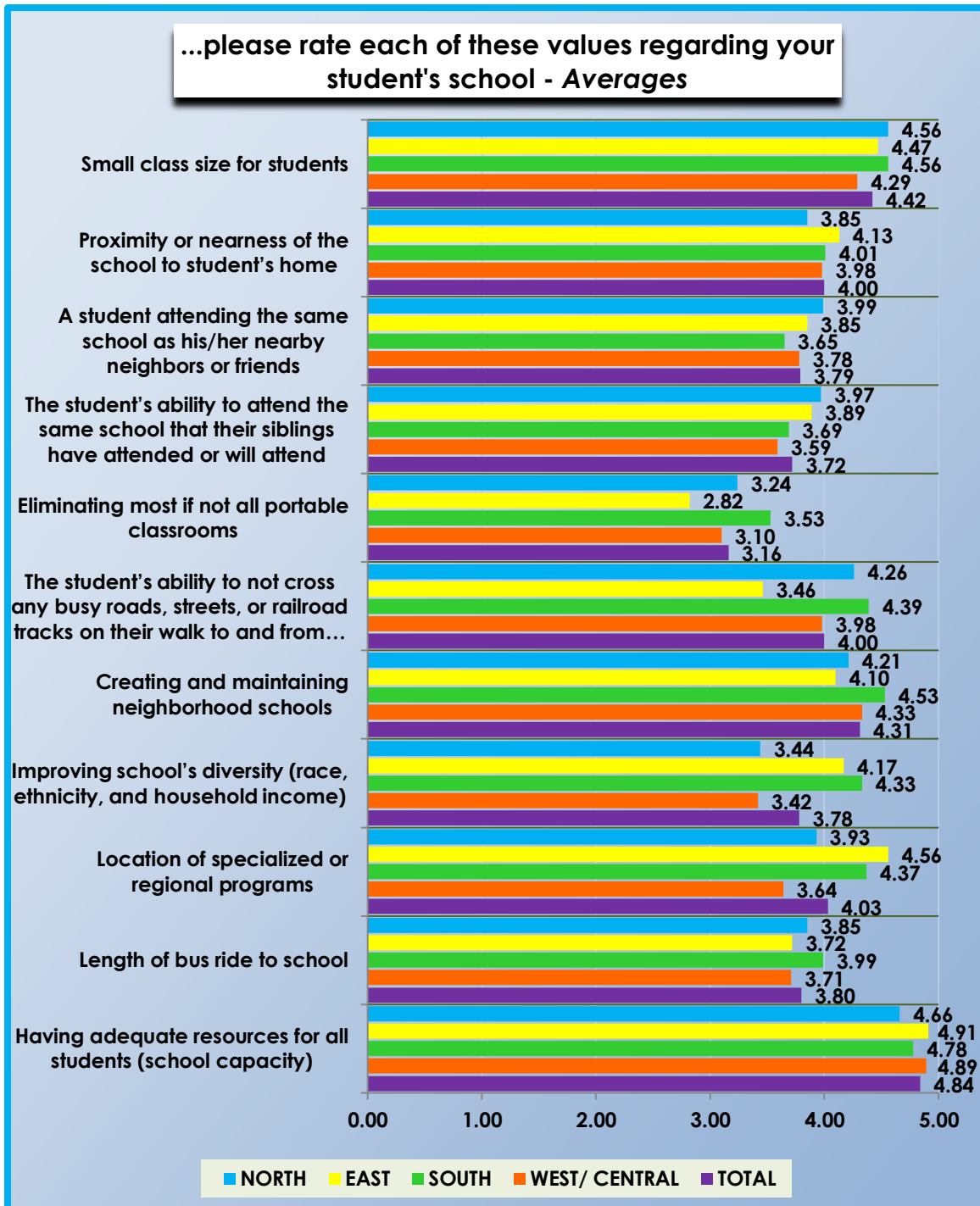


(Summary and Overall Insights continued)



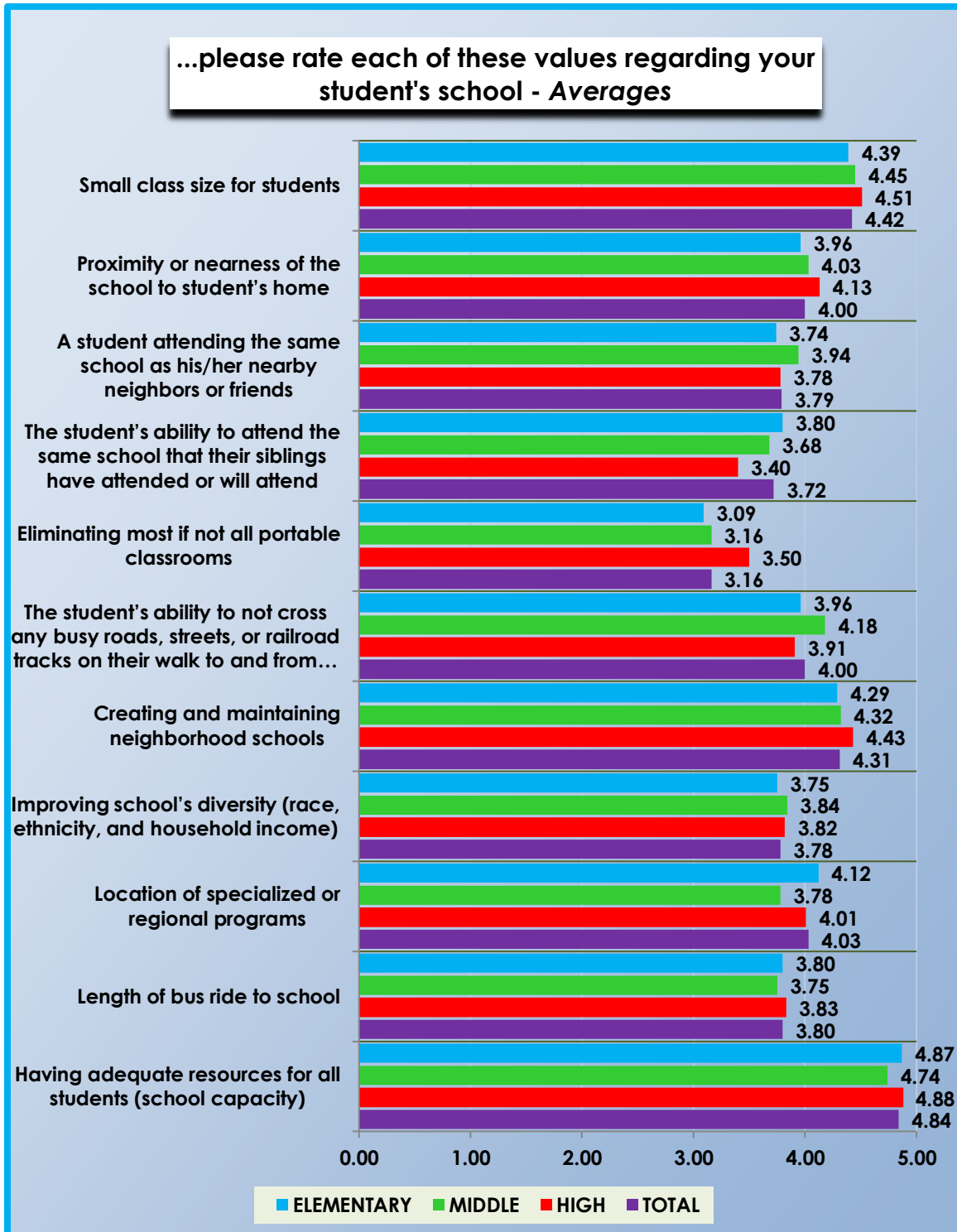
(Summary and Overall Insights continued)

- Parents were provided a list of eleven attributes and asked to rank each in their overall importance to them regarding their student's school. Those rated as most important were:
  - Adequate resources for all students 4.84
  - Small class size for students 4.42
  - Creating and maintaining neighborhood schools 4.31



(Summary and Overall Insights continued)

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



(Summary and Overall Insights continued)

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

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

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

(Summary and Overall Insights continued)

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

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

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

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

*(Summary and Overall Insights continued)*

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

(Summary and Overall Insights continued)

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

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

(Summary and Overall Insights continued)

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

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



(Summary and Overall Insights continued)

- Parents/guardians were asked what the most important thing for Harford County Public Schools to consider when embarking upon and implementing this boundary revision process. While a number of responses were offered, the combined most important were:
  - Quality of the education and curriculum 16.5%
  - Class size 16.0%
  - Quality of the school and their teachers 15.9%
  
- While the above responses were the top responses combined for all groups and grade level, differences exist between geography and grade level:
  - Class size is most important to parents/guardians residing in the North areas. (20.9%)
  - Quality of school and teachers and accessibility to special education services and resources are tied as the top responses by those residing in East areas. (26.0%)
  - While the quality of the education and curriculum was the top *combined* response within all three grade levels, no single level chose that as its top response:
    - Elementary School top choice: Quality of the school and teachers
    - Middle School top choice: Proximity to our home/walkability
    - High School top choice: Proximity to our home/walkability

(Summary and Overall Insights continued)

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

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

(Summary and Overall Insights continued)

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

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

(Summary and Overall Insights continued)

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

- West/Central Elementary Parent/Guardian

## In Summary

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

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

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



*(Summary and Overall Insights continued)*

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

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

- West/Central Elementary Parent/Guardian