



# Boundary Process

Boundary Concept Presentation  
ES 49, ES 50, ES 51



## Introduction

- **Beth Martinez** – Chief of Staff and Strategic Planning – FBISD
- **Ginger Carrabine** – Executive Director, Strategic Planning
- **Scott Leopold** – Project Director – DeJONG-RICHTER

# Agenda

- **Process Overview**
- **Presentation of Concepts**
- **Collection of Feedback**

## Process Overview

- Develop a series of potential boundary options creating boundaries for ES 48, 49, 50, 51, and MS 15.
- Collect feedback from **focus groups** to then inform options into concepts
- Present concepts to the community for feedback
- Analyze feedback and provide recommendations to the Board of Trustees – January 2017

## Process Detail

- An internal working group was used to develop preliminary working options to present to focus groups.
- The Focus Groups were engaged in three areas
  - **ES 49 / 51:** Madden, Oakland, Pecan Grove, Oyster Creek, Arizona Fleming, Bowie, Garcia
  - **ES 50:** Seguin, Jordan, Mission West, Holley, Crockett, Hodges Bend
  - **ES 48 / MS 15:** Schiff, Sienna Crossing, Scanlan Oaks, Heritage Rose, Baines
- Focus Groups were composed of stakeholders invited to participate by principals of potentially impacted schools.
- The Board of Trustees and district staff have been provided updates throughout the process.

## District Policy FC (Local)

### Purpose

By ensuring that the process described herein is followed, the Board upholds the District's primary responsibility to provide school facilities that address changing enrollment patterns and that sustain high quality educational programs.

Accordingly, the Board commits to distribute programs, design boundary and feeder patterns, and employ alternative student enrollment options in a manner that best utilizes District facilities and meets students' needs.

## **District Policy FC (Local)**

### **Purpose (Continued)**

1. Maintain the neighborhood concept;
2. Prevent and eliminate overcrowding;
3. Allow for future growth;
4. Keep distances traveled by students as short as possible;
5. Minimize the need for student transportation; and
6. Allow campuses to house students safely and provide adequate services to all students.

## **District Policy FC (Local)**

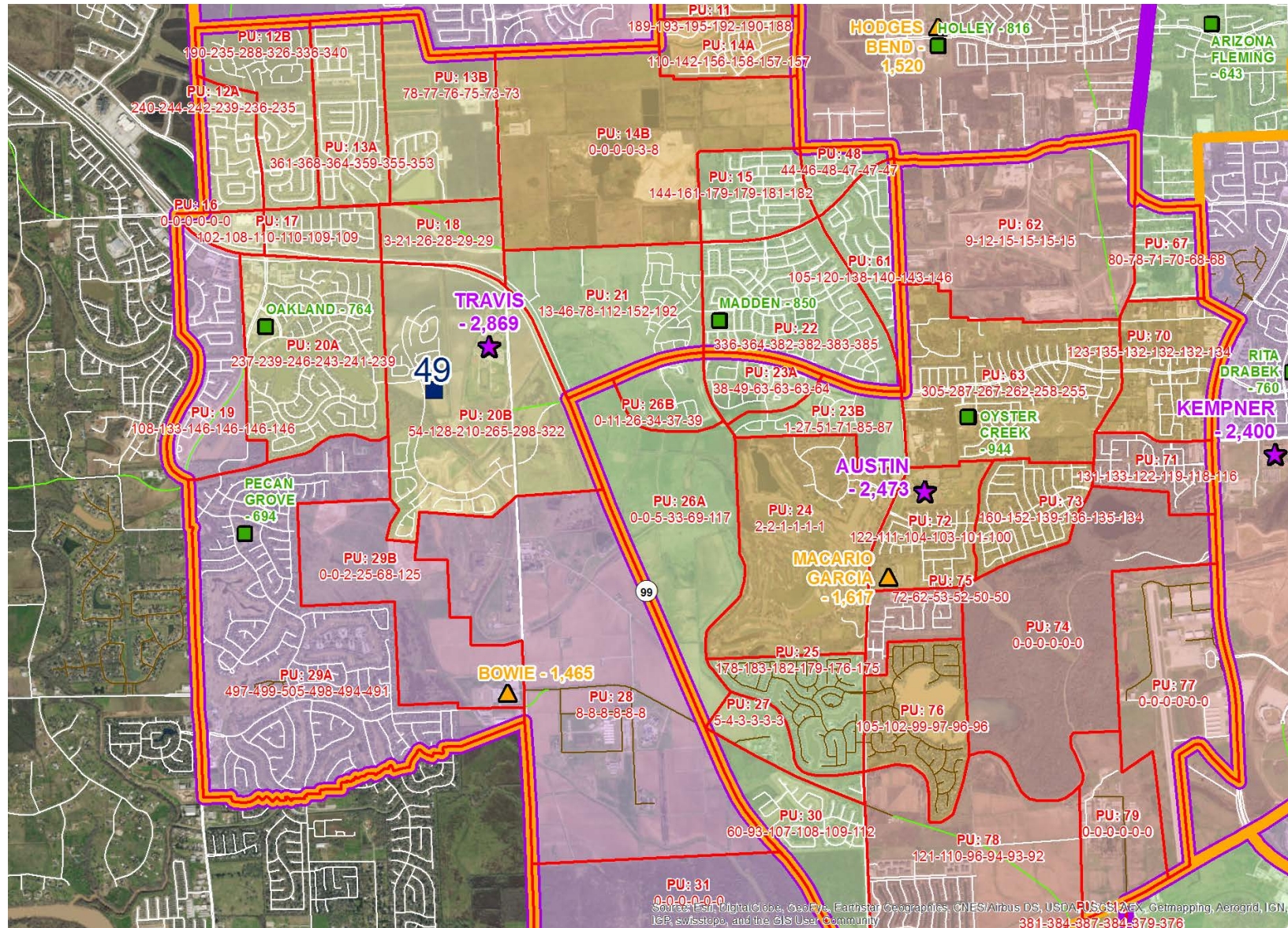
### **Decision Principles**

- Work toward common feeder patterns throughout the District.
- Attempt to assign entire neighborhoods to the same school(s).
- Consider students' proximity to a campus and promote safe and reasonable walking zones to encourage healthier students.
- Minimize the number of repeated attendance area changes over a particular time period for a particular school, student, neighborhood, or community.
- Attempt to ensure students zoned to campuses are not moved or negatively impacted when distributing programs among schools.
- Utilize natural (e.g., creeks, drainage ditches, and the like) and man-made elements as boundaries.
- Utilize projected student enrollment and capacity as principle measures of determining efficient use of educational facilities.
- Promote reasonable balancing of enrollment among schools to avoid overutilization or underutilization of facilities.
- Consider the unique needs of the student population at a given campus, which may not be reflected in the data alone.
- Minimize use of temporary classrooms that cause a school to operate at more than capacity.
- Consider fiscal impact and minimize future capital and operational budget costs.
- Attempt to maintain diverse populations.
- Utilize student transportation resources effectively.
- Consider anticipated construction and residential growth within the community.

## **District Policy FC (Local)**

### **Considerations**

- Welfare, health and safety of students and staff;
- Enrollment levels;
- Current capacity of the affected schools;
- Current classroom utilization and programs such as Head Start, programs for LEP students, special education classes, and pro-grams of choice at the school;
- Number of transfers into the school from outside the attendance area;
- Analysis of demographic data including current and future population growth or decline;
- Schedule for planned future renovations or replacement of facility;
- Space for temporary classrooms;
- Feeder patterns;
- Impact of changes on the diversity of each school and the District;
- Financial considerations including operating costs; and
- Anticipated residential growth in the community.



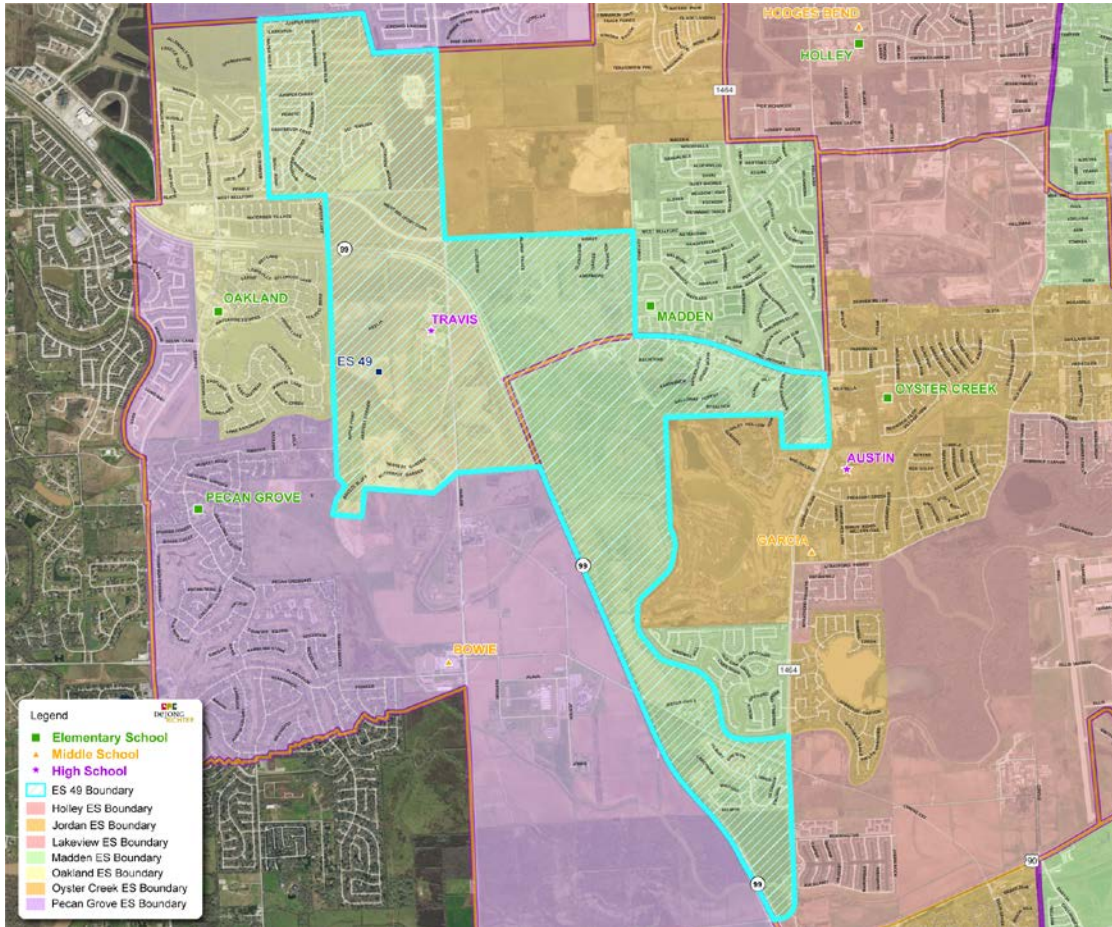
## What is happening in this area?

- ES 49 in Harvest Green opens 2017-18
- 10 classroom addition at Oyster Creek comes online in 2017-18
- ES 51 @ Aliana TBD planning for 2019-20
- Utilization between Bowie and Garcia is out of balance

Permanent Capacity							Total K-5 Projected Enrollment (Includes Bilingual and ESL)						Total K-5 Projected Utilization (Includes Bilingual and ESL)					
School	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Madden	850	850	850	850	850	850	924	1,104	1,262	1,351	1,448	1,549	109%	130%	148%	159%	170%	182%
Oakland	764	764	764	764	764	764	1,265	1,420	1,562	1,645	1,677	1,700	166%	186%	204%	215%	220%	223%
ES 49		850	850	850	850	850	0	0	0	0	0	0		0%	0%	0%	0%	0%
ES 51				850	850	850	0	0	0	0	0	0				0%	0%	0%
Total	1,614	2,464	2,464	3,314	3,314	3,314	2,189	2,524	2,824	2,996	3,125	3,249	136%	102%	115%	90%	94%	98%

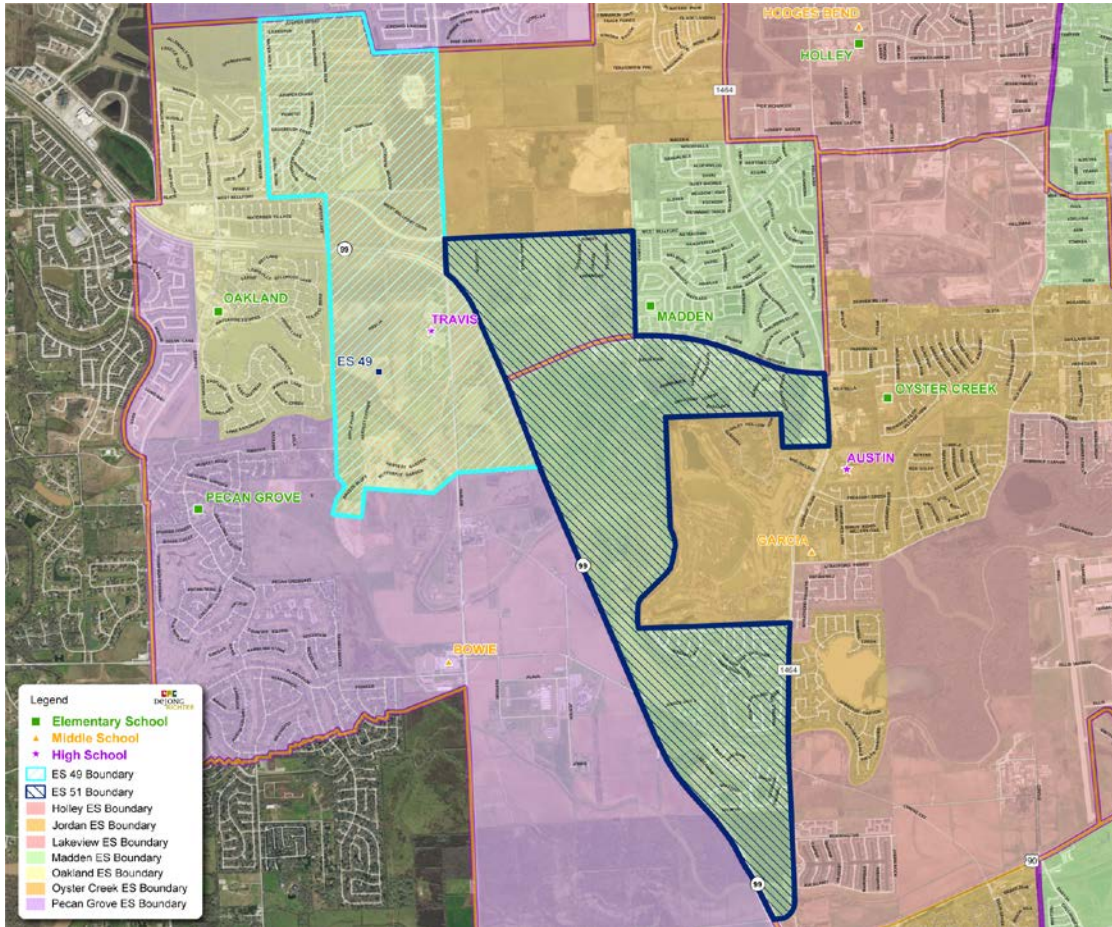
Current Boundaries		Total 6-8 Projected Enrollment						Total 6-8 Projected Utilization					
School	Permanent Capacity	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Bowie	1,465	1,352	1,504	1,593	1,672	1,737	1,791	92%	103%	109%	114%	119%	122%
Garcia	1,617	980	956	955	977	1,002	1,019	61%	59%	59%	60%	62%	63%
Total	3,082	2,332	2,460	2,548	2,649	2,739	2,810	76%	80%	83%	86%	89%	91%



## Considerations

- Immediate relief for both Oakland and Madden by moving students into ES 49.
- Madden has a maximum capacity including portables of 952.
- The core spaces for ES 49 are built for 1,000 students and the site can handle more portables than Madden.
- All students moved from Madden to ES 49 in Phase I, would move to ES 51 in Phase II.

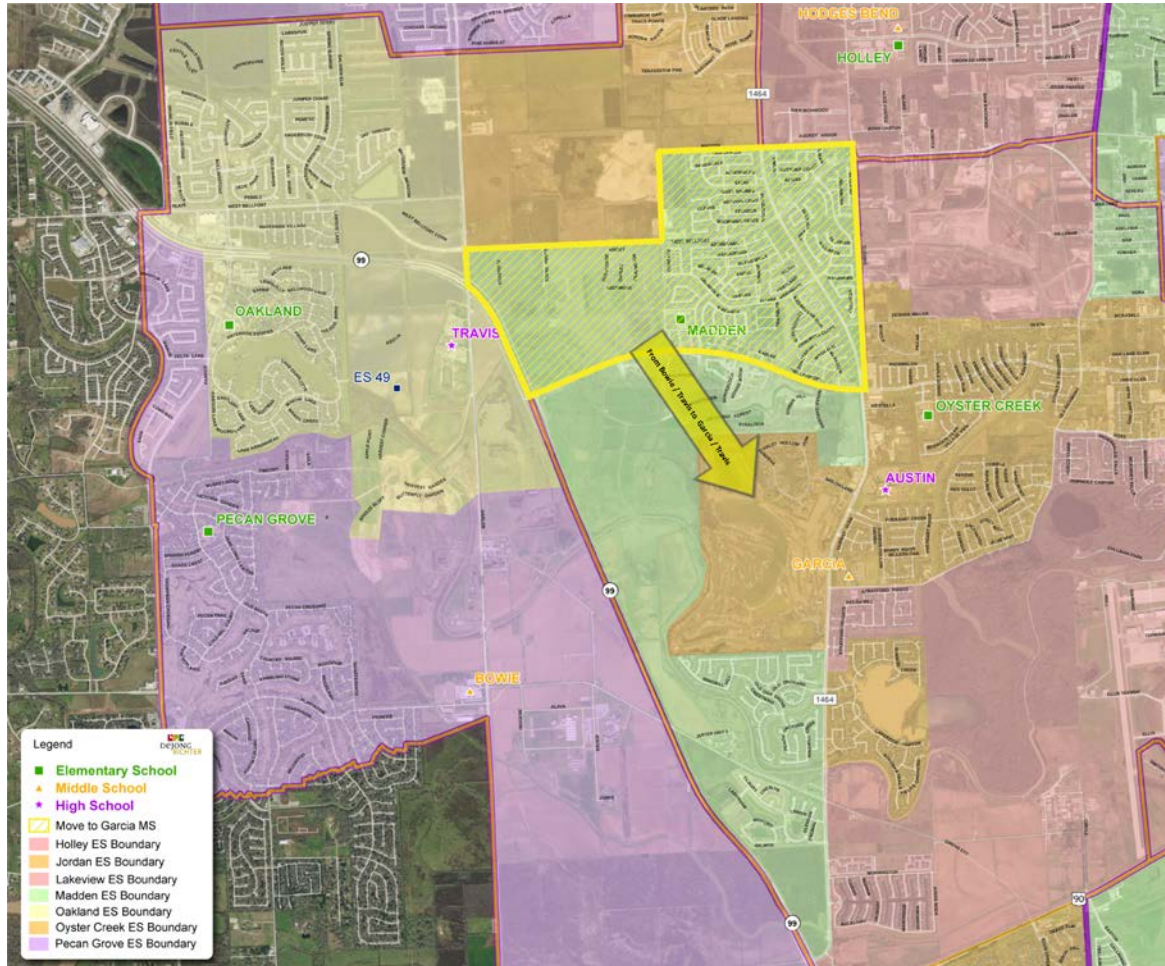
School	Total K-5 Projected Enrollment (Includes Bilingual and ESL)				Total K-5 Projected Utilization (Includes Bilingual and ESL)			
	2016-17	2017-18	2018-19		2016-17	2017-18	2018-19	
Madden	924	874	929	See Phase II	109%	103%	109%	See Phase II
Oakland	1,265	826	886		166%	108%	116%	
ES 49	0	824	1,009			97%	119%	
ES 51	0	0	0					
<b>Total</b>	<b>2,189</b>	<b>2,524</b>	<b>2,824</b>		<b>136%</b>	<b>102%</b>	<b>115%</b>	



## Considerations

- Consider placing addition on Oakland.
- Consider program placement at Holley and Oyster Creek to utilize additions.

School	Total K-5 Projected Enrollment (Includes Bilingual and ESL)				Total K-5 Projected Utilization (Includes Bilingual and ESL)			
	See Phase I	2019-20	2020-21	2021-22	See Phase I	2019-20	2020-21	2021-22
Madden	See Phase I	927	930	935	See Phase I	109%	109%	110%
Oakland		918	922	923		120%	121%	121%
ES 49		727	755	777		86%	89%	91%
ES 51		424	518	614		50%	61%	72%
<b>Total</b>		<b>2,996</b>	<b>3,125</b>	<b>3,249</b>		<b>90%</b>	<b>94%</b>	<b>98%</b>



## Considerations

- The existing Madden boundary splits between Bowie -> Travis and Garcia -> Austin.
- Bowie is the only middle school that feeds to Travis
- In 2014 the rational was lets leave them at Bowie since there is room and then consider aligning to Garcia in the future.
- The feeder split moves from middle school to high school.
- Would change for 2017-18.

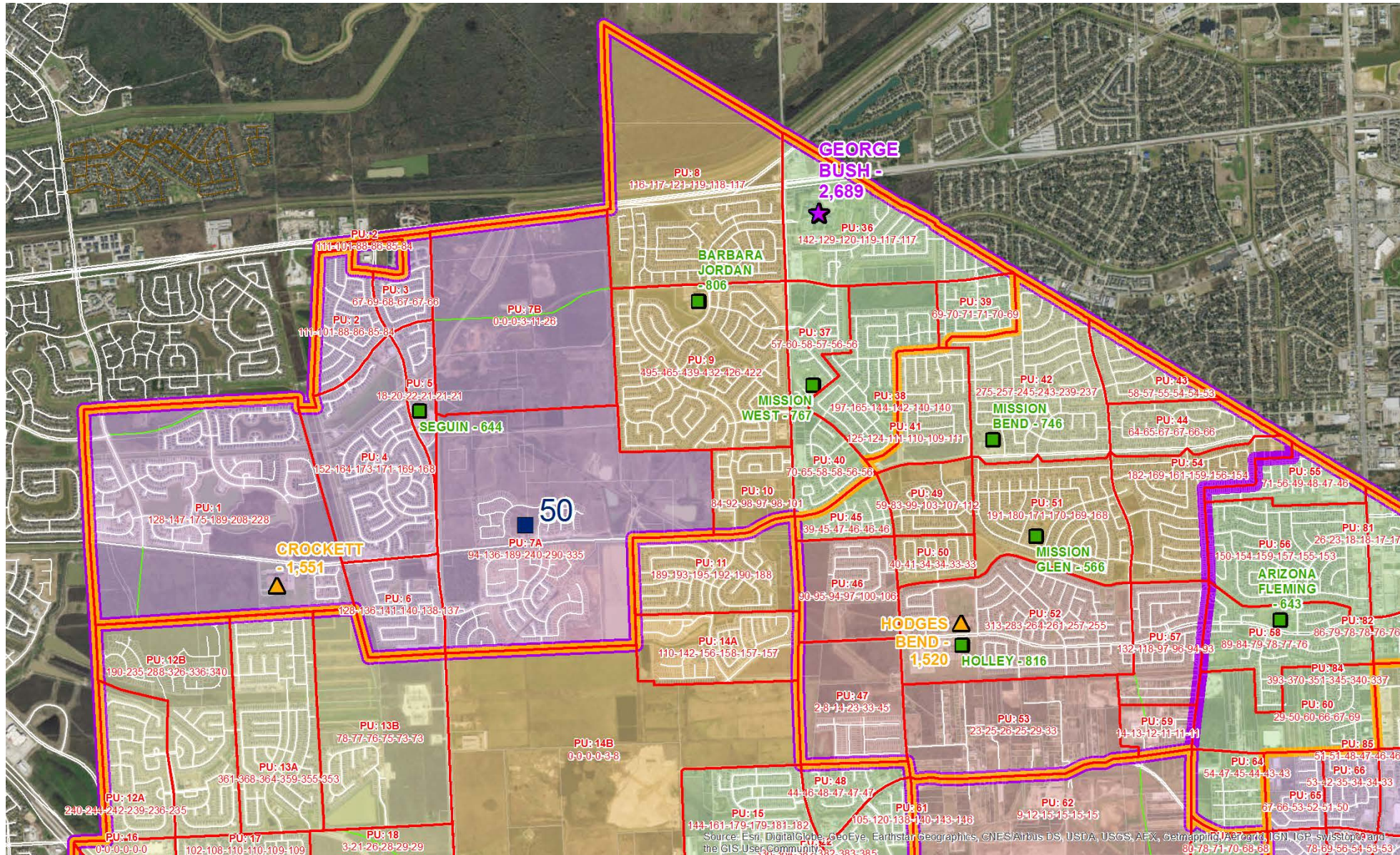
School	Permanent Capacity	Total 6-8 Projected Enrollment						Total 6-8 Projected Utilization					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Bowie	1,465	1,352	1,208	1,261	1,317	1,357	1,388	92%	82%	86%	90%	93%	95%
Garcia	1,617	980	1,252	1,287	1,332	1,382	1,422	61%	77%	80%	82%	85%	88%
<b>Total</b>	<b>3,082</b>	<b>2,332</b>	<b>2,460</b>	<b>2,548</b>	<b>2,649</b>	<b>2,739</b>	<b>2,810</b>	<b>76%</b>	<b>80%</b>	<b>83%</b>	<b>86%</b>	<b>89%</b>	<b>91%</b>

## Neighborhood Impacts

- **Fieldstone, Waterside Estates, and Waterside Village** would stay at Oakland for both Phases.
- **Waterview Estates and Harvest Green** (section currently zoned to Oakland) would move to ES 49 for Phases I and II.
- **Sections of Aliana** west of the Madden site and south of Airport Road, along with Windsor Estates would move to ES 49 for Phase I and then to ES 51 in Phase II.
- **Old Orchard** would stay at Madden for Phase I and then move to ES 51 in Phase II.

## **Feeder Implications**

- Oakland and Pecan Grove will continue to feed 100% to Bowie -> Travis throughout Phases I & II.
- During Phase I, ES 49 and Madden will split between Bowie -> Travis and Garcia -> Austin
- In Phase II, Madden would become a whole school split from Garcia to Travis (Refer to middle school change on previous slide)
- ES 51 would feed 100% to Garcia and then a small percentage (100 middle school students in ES 51 north of Airport) would split off to Travis while the remaining ES 51 students would feed to Austin.



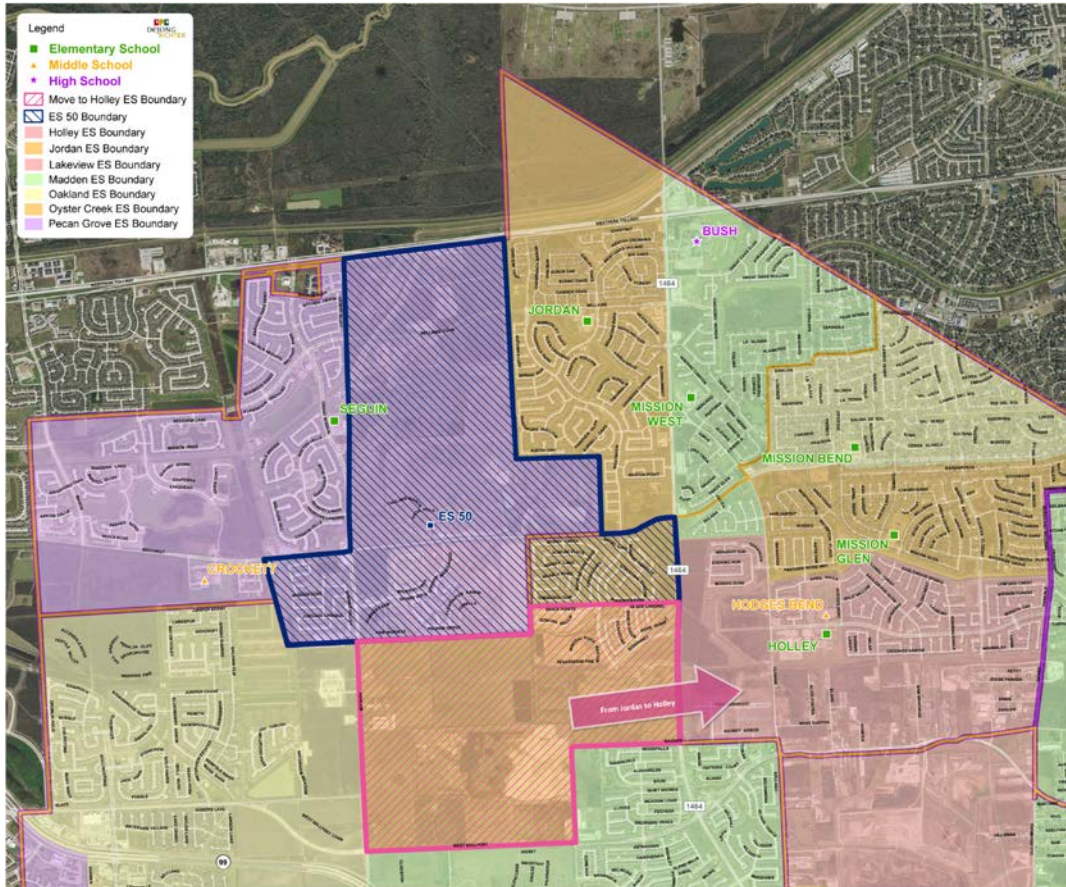
## What is happening in this area?

- ES 50 in Grand Vista opens 2017-18
- Addition at Holley comes online in 2017-18

Permanent Capacity							Total K-5 Projected Enrollment (Includes Bilingual and ESL)						Total K-5 Projected Utilization (Includes Bilingual and ESL)					
School	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Holley	576	816	816	816	816	816	583	554	522	528	539	558	101%	68%	64%	65%	66%	68%
Jordan	806	806	806	806	806	806	994	1,009	1,009	998	992	993	123%	125%	125%	124%	123%	123%
Mission West	767	767	767	767	767	767	574	534	498	493	485	484	75%	70%	65%	64%	63%	63%
Seguin	644	644	644	644	644	644	698	773	856	917	989	1,065	108%	120%	133%	142%	154%	165%
ES 50		850	850	850	850	850	0	0	0	0	0	0		0%	0%	0%	0%	0%
<b>Total</b>	2,793	3,883	3,883	3,883	3,883	3,883	2,849	2,870	2,885	2,936	3,005	3,100	102%	74%	74%	76%	77%	80%

Please note: Per policy FC (Local), information above is based on live in population. September enrollment at Mission West was 658 (86%), Jordan was 910 (113%), Seguin was 769 (119%). This is due to placement of bilingual programs.

Utilization above FC (Local) Utilization Guidelines
Utilization within FC (Local) Utilization Guidelines
Utilization below FC (Local) Utilization Guidelines



## Considerations

- Jordan currently splits between Crockett -> Bush (75%) and Bowie -> Travis (25%)
- Moving Mission Sierra to ES 50 creates a 100% feeder for Jordan and ES 50 inherits part of the split.
- Moving Mission Trace to Holley increases utilization at Holley, but potentially adds another feeder split.

School	Total 6-8 Projected Enrollment						Total 6-8 Projected Utilization					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Holley	583	696	678	686	696	715	101%	85%	83%	84%	85%	88%
Jordan	994	674	658	648	642	640	123%	84%	82%	80%	80%	79%
Mission West	574	534	498	493	485	484	75%	70%	65%	64%	63%	63%
Seguin	698	501	526	534	550	567	108%	78%	82%	83%	85%	88%
ES 50	0	465	525	575	629	686		55%	62%	68%	74%	81%
<b>Total</b>	<b>2,849</b>	<b>2,870</b>	<b>2,885</b>	<b>2,936</b>	<b>3,002</b>	<b>3,092</b>	<b>102%</b>	<b>74%</b>	<b>74%</b>	<b>76%</b>	<b>77%</b>	<b>80%</b>

## **Neighborhood Impacts**

- **Bradford Park, Grand Vista, and Mission Sierra** move to ES 50.
- **Mission Trace** moves to Holley.
- **Mission Trace and Mission Sierra** stay at Bowie / Travis HS.

## **Feeder Implications**

- **Jordan currently splits 70% to Crockett -> Bush and 30% to Bowie -> Travis (Mission Sierra and Mission Trace)**
- **Jordan will feed 100% to Crockett -> Bush**
- **ES 50 will feed 58% to Crockett -> Bush and 42% to Bowie -> Travis**
- **Holley will feed 80% to Hodges Bend -> Bush and 19% to Bowie -> Travis**

## **We want your feedback on these concepts!**

- **There are large boards for each concept in the cafeteria along with questionnaires for you to indicate your level of support and provide meaningful comments.**
- **Please use one questionnaire per concept you are evaluating.**
  - **Example, take one for ES 49/51, one for the Middle School Concept, and one for ES 50.**
- **Your feedback WILL BE CONSIDERED as we move forward in this process towards recommendations.**
- **All materials will be posted on the FBISD website along with an online version of the questionnaire (Until 12/9).**

