Middle School Attendance Zoning Report

February 21, 2019

PRESENTED BY:
Corey Ryan, Chief Communications Officer
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- Present additional community feedback from the ThoughtExchange survey.

Purpose

"Upon recommendation from the Superintendent, the Board shall adopt changes in the attendance zones when such changes are necessary. Every attempt shall be made to authorize and publicize such changes so that parents and students have time to prepare."

Policy: FC (Local)

Schools	Capacity	2020	2021	2022	2023	2024	2025	2026	2027	2028
Canyon Ridge	1,358	1,180	1,167	1,105	1,027	945	940	931	941	927
Cedar Park	1,358	1,167	1,125	1,094	1,093	1,115	1,153	1,170	1,143	1,133
Four Points	1,208	717	725	723	693	706	716	751	742	738
Henry	1,358	1,427	1,417	1,416	1,428	1,415	1,422	1,433	1,437	1,426
Leander	1,050	1,257	1,343	1,420	1,483	1,522	1,584	1,669	1,733	1,795
Running Brushy	1,208	1,414	1,472	1,470	1,522	1,563	1,611	1,671	1,728	1,759
Stiles	1,358	1,647	1,695	1,820	1,896	2,031	2,076	2,178	2,195	2,242
Wiley	1,358	1,308	1,427	1,555	1,710	1,879	2,029	2,179	2,272	2,360

Middle School Utilization Forecast

SOURCE: 2018 Demographic Update from PASA, does not include transfers
Indicates school at 120% utilization or higher (enrollment/capacity).

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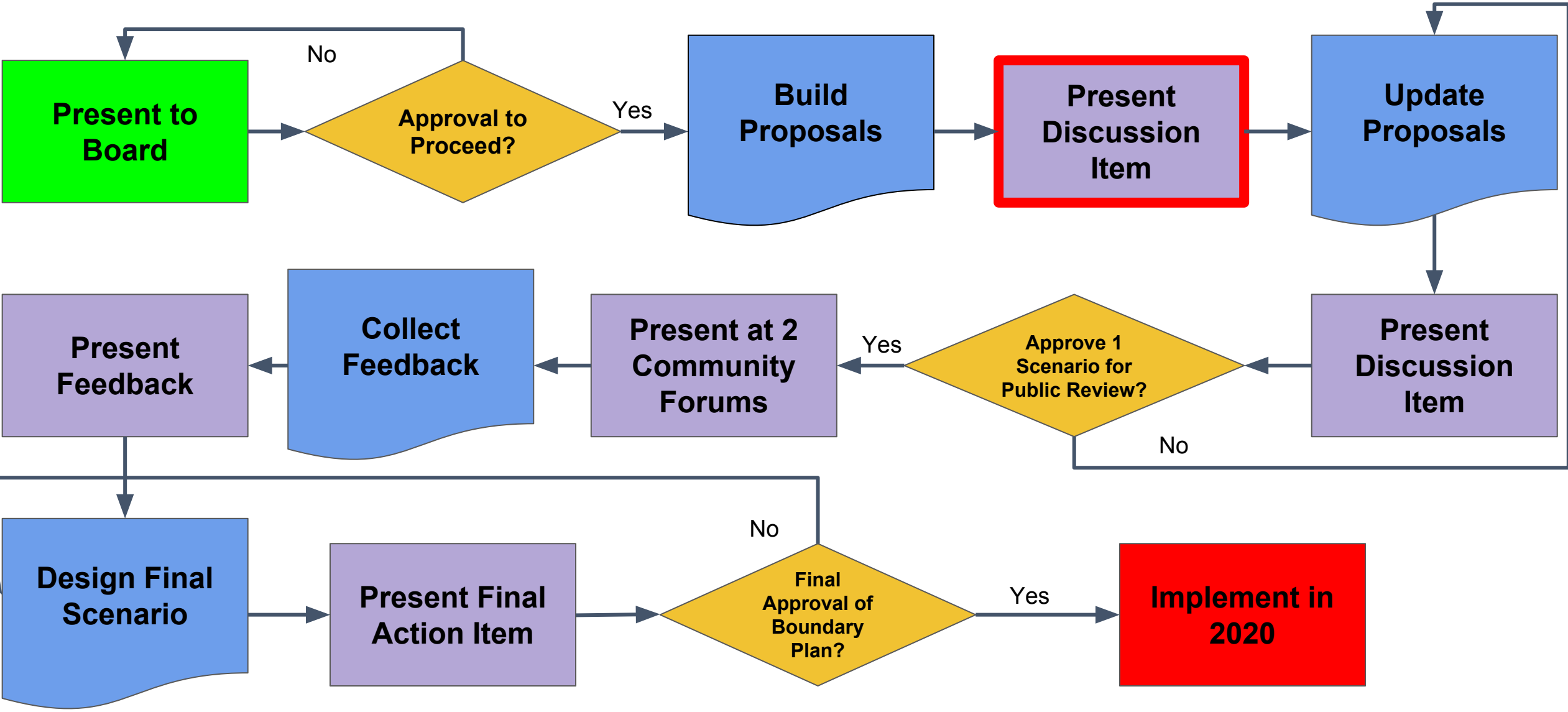
Attendance Zoning Board Review Process

Jan 10, 2019	● Present Process and Timeline ● Gain Board Input for Characteristics of Success
Jan 25 - Feb 3, 2019	● Collect Community Input
Feb 7, 2019	● Present Community Input to Board
Feb 21, 2019	● Present additional Community Input ● Discussion and Input on Scenarios
March 7, 2019	● Discussion and Input on Scenarios ● Action to Approve Scenario for Public Feedback
March 8 - March 29, 2019	● Host Minimum of 2 Public Forums ● Record Feedback
April 4, 2019	● Discussion of Feedback ● Board Input for Adjustments
April 18, 2019	● Discussion of Final Proposal
May 2, 2019	● Action and Approval

Proposed Timeline

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The Board charged administration with collecting additional community feedback on what characteristics it values in rezoning middle schools in Leander ISD.

Community Feedback

After reviewing the previous survey results and learning about the impacts of attendance zone changes as listed in the introduction, what is your preferred strategy for Leander ISD to utilize when creating and adopting new middle school attendance zones for the 2020-2021 school year, and why?

Identified priorities included:

- proximity to home and geography;

- feeder patterns that minimize splitting schools as students advance; and

- relieving overcrowded schools and balancing enrollments.

Community Feedback

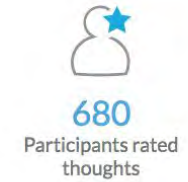**THOUGHTEXCHANGE**

Users rated the responses of other people from their middle school to gather voices of specific communities.

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1) **Thoughts**

2) **Ratings**

3) **Transparency**

ThoughtExchange Overview

Stiles	128
Henry	105
Cedar Park	90
Running Brushy	47
Wiley	46
Leander	38
Canyon Ridge	31
Four Points	23
Community & Other	6

ThoughtExchange Participation by School

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" As we look to understand schools students will attend across their education, please select which middle school you most closely identify with. "
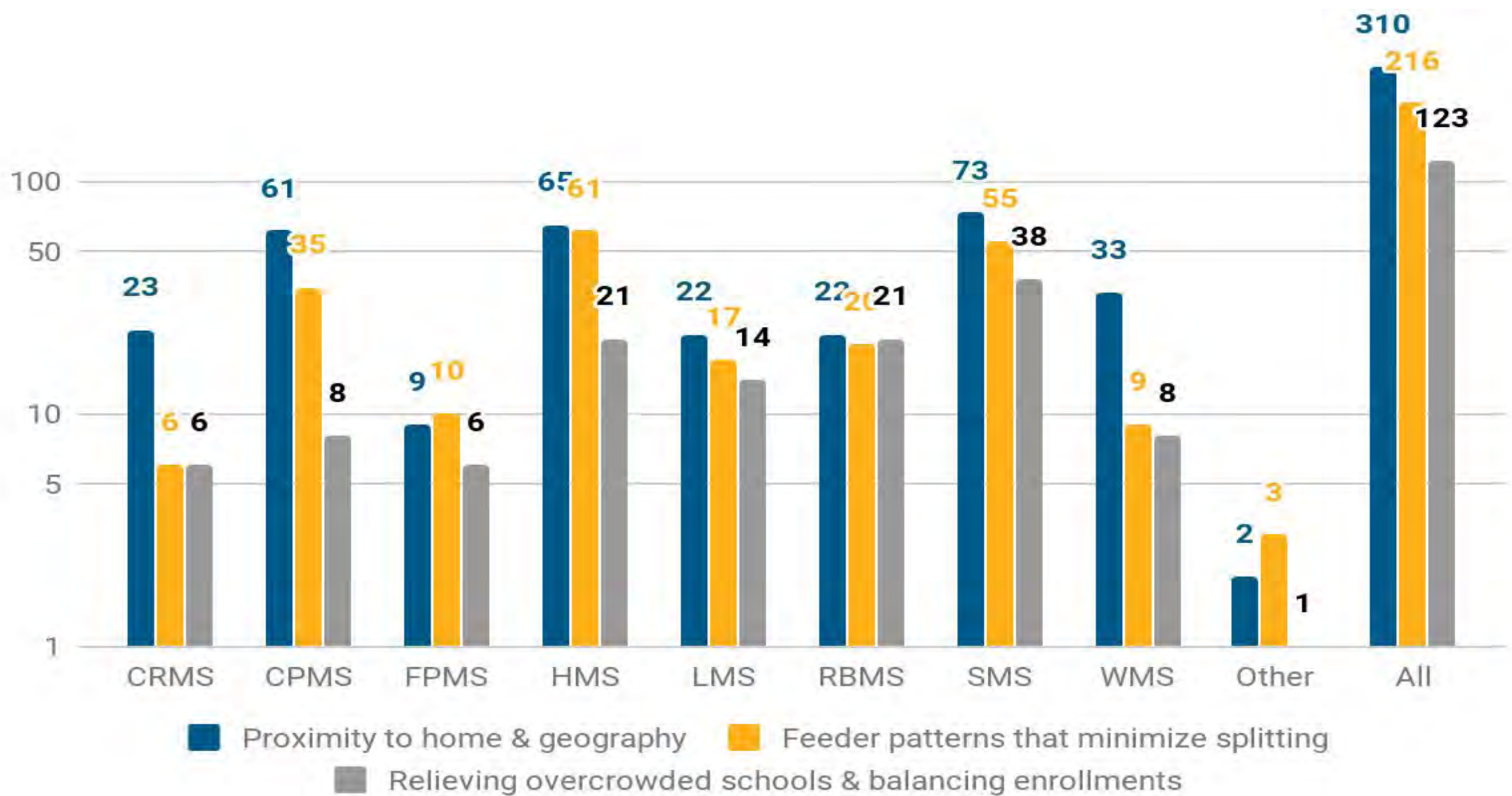
Priorities - By Thoughts Submitted

Priorities - By Average Rating

1) **Students should go to the school located closest to their home.** It is just common sense. *(Rating: 4.5/5.0)*

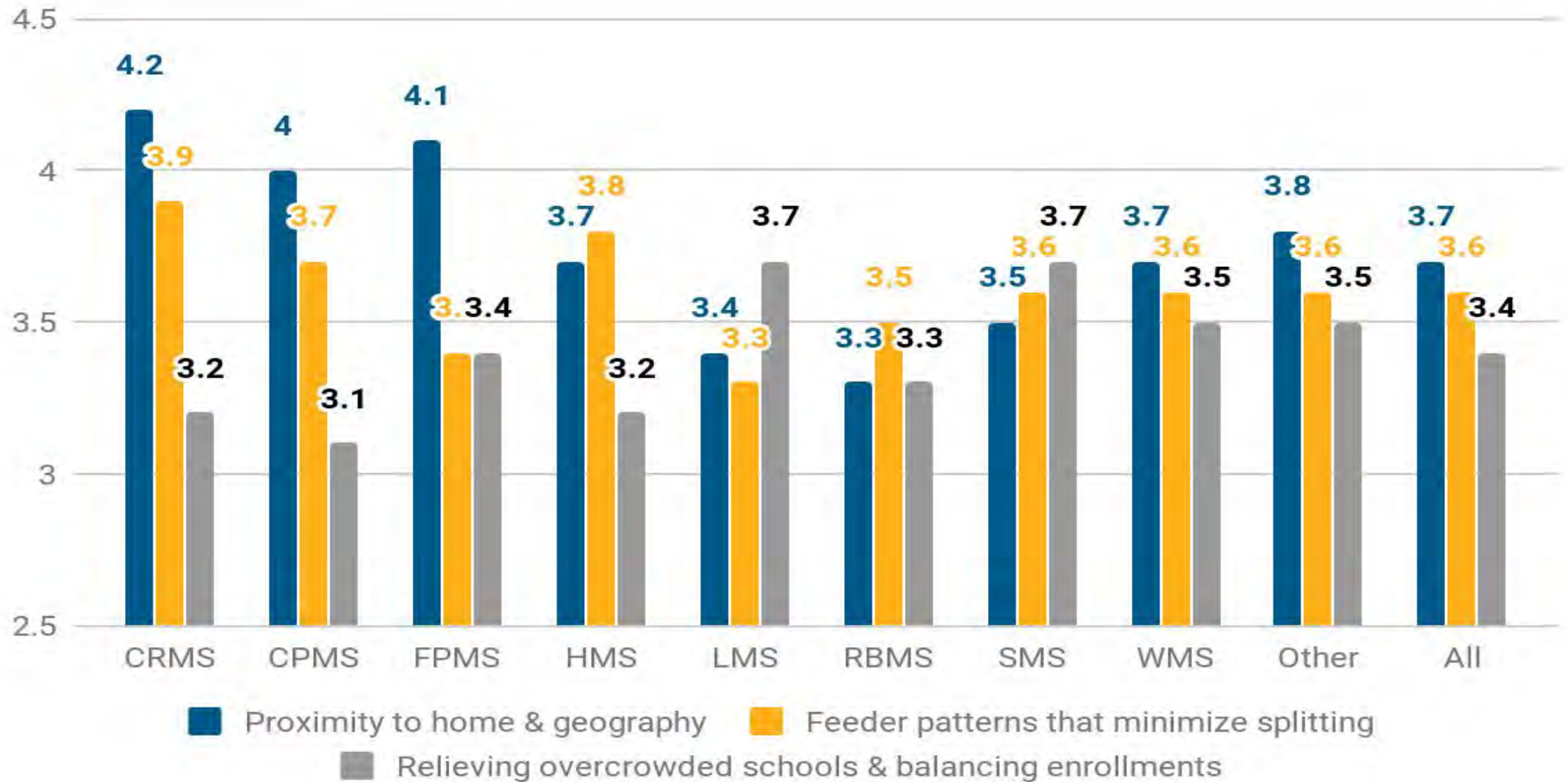2) **Proximity to school is important.** It is absurd to put our kids on buses for hours at a time. *(Rating: 4.5/5.0)*

3) **Geography/proximity** We moved here to be part of this school system. I don't want my kid to spend a ton of time on a bus. *(Rating: 4.5/5.0)*

4) **FPMS should have at least 10-15 start and end time different from VHS.** It would eliminate the traffic getting in and out tremendously. *(Rating: 4.5/5.0)*

5) **Proximity to school.** School should be based close to one's home, especially here in Steiner Ranch. Traffic is already terrible and don't need more traffic on RR620. *(Rating: 4.5/5.0)*

Top Thoughts - Top 5

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Cedar Park MS

1) **Close Proximity to home.** For student safety, parental convenience and peace of mind, increased family time and protecting property values. *(Rating: 4.5/5.0)*

2) **Kids should go to the school closest to their home.** If kids attend the school within their neighborhood, they will have friends in their neighborhood and will develop pride within their community. *(Rating: 4.4/5.0)*

3) **Proximity to home and geography** Keep kids within neighborhood friends, fostering long-term relationships. Minimizes transportation time and cost. *(Rating: 4.4/5.0)*

4) **Keeping students at the school closet to their home makes the most sense.** Minimizes travel time and makes for the safest routes to and from school. *(Rating 4.4/5.0)*

5) **It is very important that the student goes to the school closet to him and that you don't separate from classmates.** In case a parent isn't able to pick up from band practice or athletics, he could still walk home, which he'd be unable to do if he was bused far away. *(Rating 4.4/5.0)*

Top Thoughts - Top 5

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Four Points MS

1) **Proximity to home is important.** Having children on buses for over an hour each way is counterproductive to their growth and development. *(Rating: 4.4/5.0)*

2) **Daily commute time to school.** *(Rating: 4.3/5.0)*

3) **Proximity to school** Traffic is a big concern. *(Rating: 4.3/5.0)*

4) **Attendance should be based on proximity (i.e. commute times + distance, not as the crow flies)** Reduce congestion, impact on environment, and wasted time of students/parents. *(Rating 4.3/5.0)*

5) **Improvements should be made to existing campuses to prevent overcrowded and to ensure proper resources are allocated as needed.** This will minimize disruption in transitioning schools to allow students to move with their peers without getting split into multiple schools. *(Rating 4.2/5.0)*

Top Thoughts - Top 5

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Henry MS

1) **Siblings should be able to go to schools that are near each other.** Extracurricular activities are impossible if one is at HMS & the other is at CPHS. *(Rating: 4.4/5.0)*

2) **Feeder patterns that make sense. Henry-VR or CP-CP.** Having multiple children across town from each other is terribly inconvenient in terms of transportation, after school activities and sports schedules. *(Rating: 4.4/5.0)*

3) **Middle schools that sit adjacent to high schools should naturally feed into that high school.** Extracurricular activities, as well as school spirit and community involvement builds from the middle school to the adjacent high school. *(Rating: 4.4/5.0)*

4) **Feeder patterns that minimize splitting of schools, especially from MS to HS.** Very important to be able to keep same friend group going into high school vs. being the new kid on campus. 9th grade is hard enough. *(Rating 4.3/5.0)*

5) **Feeder patterns that minimize splitting schools.** These years for kids are really hard. Splitting schools will cause them more anxiety to feel they are starting over every time they change schools. *(Rating 4.3/5.0)*

Top Thoughts - Top 5

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Leander MS

1) **Keep class sizes smaller.** Less stress on teachers allows them to provide better attention to student needs. *(Rating: 4.5/5.0)*

2) **All campuses need the same opportunities.** *(Rating: 4.2/5.0)*

3) **All schools should have access to the same programs and curriculum regardless of size.** This eliminates the issue of parents picking schools based on program availability. *(Rating: 4.2/5.0)*

4) **I think the ISD should relieve overcrowded schools and balance enrollments.** This will give every student the opportunity to flourish in the scholastic environment since the teacher ratios would be better. *(Rating 4.2/5.0)*

5) **I want to minimize social and academic disruption for my 6th grade student.** Middle school is a difficult time for kids, especially socially. Once a kid is attending a school, keep them there. *(Rating 4.1/5.0)*

Top Thoughts - Top 5

1) **Child safety.** This should be priority.
(Rating: 4.3/5.0)

2) **Looking at middle schools only and high schools only and elementary schools only during zoning talks is the reason there are illogical breaks.** Each affects the other, you can't look at one while ignoring the others. *(Rating: 4.0/5.0)*

3) **Feeder patterns that minimize splitting schools.** Students develop relationships with other students that help in transitioning from elementary to MS to HS.
(Rating: 4.0/5.0)

4) **I would like for my son to attend an elementary school and MS that feed directly into the HS he will be attending.** Currently, he is at Mason Elem, RBMS. Both schools are mostly LHS. Most friends will go to a different HS than he will. *(Rating 3.9/5.0)*

5) **I like a cultural mix.** In response to a comment about kids coming from apt or trailers is ridiculous. Kids cannot grow up in a bubble. Diversity is important.
(Rating 3.9/5.0)

Top Thoughts - Top 5

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Top Thoughts - Top 5

1) **Feeder patterns that minimize splitting schools.** If a child starts at one school, they should be able to continue at that school until they graduate even if the zoning changes. *(Rating: 4.4/5.0)*

2) **Anyone going into their 7th, 8th, junior or senior year should not have to switch schools and be allowed to finish up with their current class.** Established friends and academic standings matter and kids shouldn't have to suffer through a readjustment at that stage. *(Rating: 4.3/5.0)*

3) **Population at the school.** Try to keep the schools at the populations they were designed to hold. No one wants a school with 25 portables on top of the school if possible. *(Rating: 4.3/5.0)*

4) **Feeder patterns that minimize splitting schools.** Our kids have a lot to deal with in middle school and the transition. Knowing that they will be going with their friends helps a lot with change. *(Rating 4.1/5.0)*

5) **Please keep Avery Ranch (Rutledge Elem kids) together -- whether you zone us for HMS or SMS, the kids need to stay together.** We are a committed and supportive community, and it would be a disservice to separate our community. Please keep them together. *(Rating 4.1/5.0)*

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Wiley MS

1) **Least amount of changing schools.** I don't want my kids to attend multiple middle schools during their tenure in middle school. *(Rating: 4.1/5.0)*

2) **Distance from home to the school.** *(Rating: 4.1/5.0)*

3) **Our high schooler should be able to stay where she started.** Socially, it is a tough age. *(Rating: 4.0/5.0)*

4) **183A toll is a dangerous crossing for many Wylie and Rouse students.** *(Rating 4.0/5.0)*

5) **Keep neighborhoods together.** *(Rating 3.9/5.0)*

Top Thoughts - Top 5

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Top Thoughts - Top 5

1) **As the area grows, the school system is going to need to be able to handle that growth without uprooting kids every year.** Kids need stability, so we need to look at future building projects and growth rates while we decide how to zone the schools. *(Rating: 3.8/5.0)*

2) **I think a sense of community helps drive the volunteers and excellence in our schools.** If we can find a way to keep communities around the schools together, that would be best. *(Rating: 3.8/5.0)*

3) **Proximity to home.** Less travel time, less bus travel time, sense of community *(Rating: 3.8/5.0)*

4) **Proximity to home and geography.** I feel this is the most important, but would like to see a blend this option and "Relieving overcrowded schools and balancing enrollments." *(Rating 3.8/5.0)*

5) **At elementary level, proximity is most important. At the MS and HS levels, the feeder patterns are important.** I want my child at a school near our home. After he's built connections in elementary school, I'd want his whole school to go to the same middle school. *(Rating 3.6/5.0)*

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School	Feeder	Feeder	Feeder
Cedar Park High School	100% of Cedar Park Middle School (423 students)	13% of Running Brushy Middle School (59 students)	13% of Henry Middle School (64 students)
Glenn High School	65% of Leander Middle School	52% of Wiley Middle School	
Leander High School	87% of Running Brushy Middle School	35% of Leander Middle School	
Rouse High School	59% of Stiles Middle School	48% of Wiley Middle School	
Vandegrift High School	100% of Four Points Middle School	100% of Canyon Ridge Middle School	
Vista Ridge High School	41% of Stiles Middle School	87% of Henry Middle School	

Neighborhood Codes of Note:
- NBCD 2075 and 2200 are Henry Middle School to Cedar Park High School
- NBCD 3100, 3200, 3300, 3400 are Running Brushy Middle School to Cedar Park High School

Middle to High School Feeder Patterns*

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*Data is based on PASA Demographic Report, for students entering ninth grade in 2020.

Scenario Discussion

High School	Middle School Feeder	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
CPHS	CPMS	1,517	1,496	1,451	1,485	1,511	1,587	1,640	1,654	1,673
LHS	RBMS	1,676	1,756	1,770	1,825	1,838	1,857	1,880	1,901	1,903
VRHS	HMS	1,952	1,966	1,988	2,003	2,024	2,013	2,042	2,022	2,015
GHS	DMS (MS 9)	807	934	1,071	1,226	1,400	1,586	1,738	1,897	2,041
	LMS	671	694	746	754	763	760	777	768	759
RHS	FSMS	771	798	856	886	953	981	1,027	1,028	1,033
	WMS	825	834	892	952	1,035	1,180	1,195	1,237	1,290
VHS	CRMS	1,180	1,167	1,105	1,027	945	940	931	941	927
	FPMS	717	724	722	692	705	715	750	741	737

Middle School Enrollment Projections* - No Splitting of Middle Schools

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*Data does not include transfers.

Campus totals based on PASA

PASA	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
CPMS	1,166	1,124	1,093	1,092	1,114	1,152	1,169	1,142	1,132
CRMS	1,180	1,167	1,105	1,027	945	940	931	941	927
DMS	845	952	1,043	1,153	1,274	1,403	1,526	1,646	1,755
FPMS	717	724	722	692	705	715	750	741	737
FSMS	1,439	1,482	1,565	1,617	1,718	1,737	1,800	1,782	1,790
HMS	1,433	1,419	1,420	1,430	1,417	1,422	1,433	1,437	1,426
LMS	995	1,057	1,111	1,133	1,115	1,106	1,128	1,123	1,120
RBMS	1,168	1,222	1,220	1,273	1,302	1,355	1,407	1,470	1,503
WMS	1,173	1,222	1,322	1,433	1,584	1,699	1,836	1,907	1,988

*Data does not include transfers.

Highlights:

- Primarily focused on the opening of Danielson MS
- Small cohorts remain
  - HMS to CPHS
  - RBMS to CPHS
- Feeder pattern issues remain
- Creates some overcrowding

PASA Exercise

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Middle School Attendance Zoning PASA

2018-19 Middle School Attendance Zones
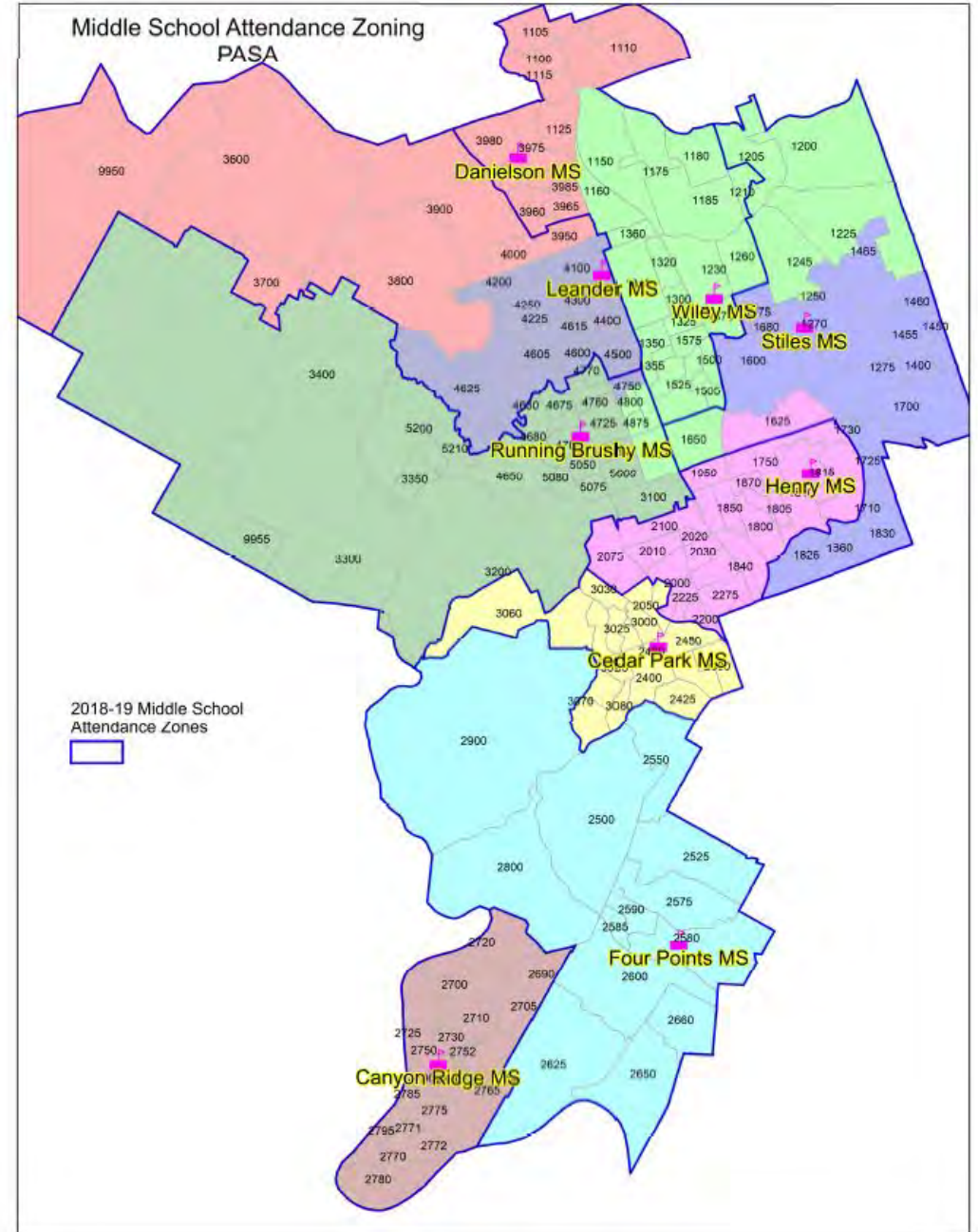
NBCD's that Move

NBCD	From	To	#Students	NBCD	From	To	#Students
1100	WMS	DMS	63	3950	LMS	DMS	73
1105	WMS	DMS	86	3955	LMS	DMS	27
1110	WMS	DMS	93	3960	WMS	DMS	65
1115	WMS	DMS	31	3965	WMS	DMS	23
1120	WMS	DMS	0	3970	WMS	DMS	34
1125	WMS	DMS	12	3975	WMS	DMS	68
1130	WMS	DMS	27	3980	WMS	DMS	18
1200	FSMS	WMS	26	3985	WMS	DMS	16
1205	FSMS	WMS	26	4000	LMS	DMS	77
1225	FSMS	WMS	13	4005	LMS	DMS	9
1245	FSMS	WMS	57	4750	RBMS	LMS	47
1625	FSMS	HMS	6	4800	RBMS	WMS	28
1650	FSMS	WMS	80	4850	RBMS	WMS	69
3600	LMS	DMS	66	4875	RBMS	WMS	24
3700	LMS	DMS	28	4900	RBMS	WMS	78
3800	LMS	DMS	13	9950	LMS	DMS	0
3900	LMS	DMS	16	9955	LMS	RBMS	0

Middle School to High School Percentages based on Scenario PASA

Campus	#Students	Percent	HS
CPMS	1166	100%	CPHS
CRMS	1180	100%	VHS
DMS	845	100%	GHS
FPMS	717	100%	VHS
FSMS	1439	54%46%	RHS/VRHS
HMS	1433	10%/90%	CPHS/VRHS
LMS	995	49%/51%	GHS/LHS
RBMS	1168	17%/83%	CPHS/LHS
WMS	1173	13%/87%	GHS/RHS

Campus totals based on PASA

PASA	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
CPMS	1166	1124	1093	1092	1114	1152	1169	1142	1132
CRMS	1180	1167	1105	1027	945	940	931	941	927
DMS	845	952	1043	1153	1274	1403	1526	1646	1755
FPMS	717	724	722	692	705	715	750	741	737
FSMS	1439	1482	1565	1617	1718	1737	1800	1782	1790
HMS	1433	1419	1420	1430	1417	1422	1433	1437	1426
LMS	995	1057	1111	1133	1115	1106	1128	1123	1120
RBMS	1168	1222	1220	1273	1302	1355	1407	1470	1503
WMS	1173	1222	1322	1433	1584	1699	1836	1907	1988

PASA Exercise

*Data does not include transfers.

Campus Totals based on Scenario A

A	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
CPMS	1,517	1,496	1,451	1,485	1,511	1,587	1,640	1,654	1,673
CRMS	1,180	1,167	1,105	1,027	945	940	931	941	927
DMS	994	1,138	1,271	1,434	1,609	1,784	1,951	2,106	2,245
FPMS	717	724	722	692	705	715	750	741	737
FSMS	1,293	1,336	1,405	1,458	1,557	1,602	1,680	1,685	1,715
HMS	1,284	1,282	1,279	1,272	1,259	1,257	1,269	1,268	1,258
LMS	995	1,057	1,111	1,133	1,115	1,106	1,128	1,123	1,120
RBMS	1,165	1,189	1,205	1,238	1,277	1,295	1,316	1,337	1,338
WMS	971	980	1,052	1,111	1,196	1,243	1,315	1,334	1,365

*Data does not include transfers.

Highlights:
- Eliminates small cohorts

- Aligned feeder patterns
  - Only two middle schools split

- Creates some overcrowding

Scenario A

NBCDs that Move

NBCD	From	To	# Students	NBCD	From	To	# Students
1100	WMS	DMS	63	2200	HMS	CPMS	28
1105	WMS	DMS	86	2225	HMS	CPMS	0
1110	WMS	DMS	93	3100	RBMS	CPMS	47
1115	WMS	DMS	31	3200	RBMS	CPMS	43
1120	WMS	DMS	0	3300	RBMS	CPMS	47
1125	WMS	DMS	12	3400	RBMS	CPMS	65
1130	WMS	DMS	27	3600	LMS	DMS	66
1150	WMS	DMS	45	3700	LMS	DMS	28
1160	WMS	DMS	10	3800	LMS	DMS	13
1175	WMS	DMS	31	3900	LMS	DMS	16
1180	WMS	DMS	55	3950	LMS	DMS	73
1185	WMS	DMS	7	3955	LMS	DMS	27
1200	FSMS	WMS	26	3960	WMS	DMS	65
1205	FSMS	WMS	26	3965	WMS	DMS	23
1210	WMS	DMS	0	3970	WMS	DMS	34
1245	FSMS	WMS	57	3975	WMS	DMS	68
1360	WMS	DMS	1	3980	WMS	DMS	18
1600	FSMS	WMS	24	3985	WMS	DMS	16
1625	FSMS	HMS	6	4000	LMS	DMS	77
1650	FSMS	WMS	80	4005	LMS	DMS	9
1655	FSMS	WMS	8	4750	RBMS	LMS	47
1675	FSMS	WMS	60	9950	LMS	DMS	0
1680	FSMS	WMS	67	9955	LMS	CPMS	0
2075	HMS	CPMS	121				

Middle School to High School Percentages based on Scenario A

Campus	_#Students	Percent	HS
CPMS	1517	100%	CPHS
CRMS	1180	100%	VHS
DMS	994	100%	GHS
FPMS	717	100%	VHS
FSMS	1293	48%/52%	RHS/VRHS
HMS	1284	100%	VRHS
LMS	995	49%/51%	GHS/LHS
RBMS	1165	100%	LHS
WMS	971	100%	RHS

Campus totals based on Scenario A

A	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
CPMS	1517	1496	1451	1485	1511	1587	1640	1654	1673
CRMS	1180	1167	1105	1027	945	940	931	941	927
DMS	994	1138	1271	1434	1609	1784	1951	2106	2245
FPMS	717	724	722	692	705	715	750	741	737
FSMS	1293	1336	1405	1458	1557	1602	1680	1685	1715
HMS	1284	1282	1279	1272	1259	1257	1269	1268	1258
LMS	995	1057	1111	1133	1115	1106	1128	1123	1120
RBMS	1165	1189	1205	1238	1277	1295	1316	1337	1338
WMS	971	980	1052	1111	1196	1243	1315	1334	1365

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Scenario A

*Data does not include transfers.

DISCUSSION

Details at: www.leanderisd.org/msaz