

# Boundary Process

## Board of Education #2

Presented on **November 26, 2018**



# Discussion Points

## Process Overview (Part One)

- Boundary Process Detail and Roles
- Academics, Culture, Economics (ACE)
- Boundary Criteria and Guiding Principles

## Committee Information (Part Two)

- Past Meeting Information and Feedback (*What Happened*)

## Committee Recommendation Information (Part Three)

- Final Recommendation – Elementary Attendance Areas
- Final Recommendation – Feeder Options
- Final Recommendation – Building Alignment

## Moving Forward (Part Four)

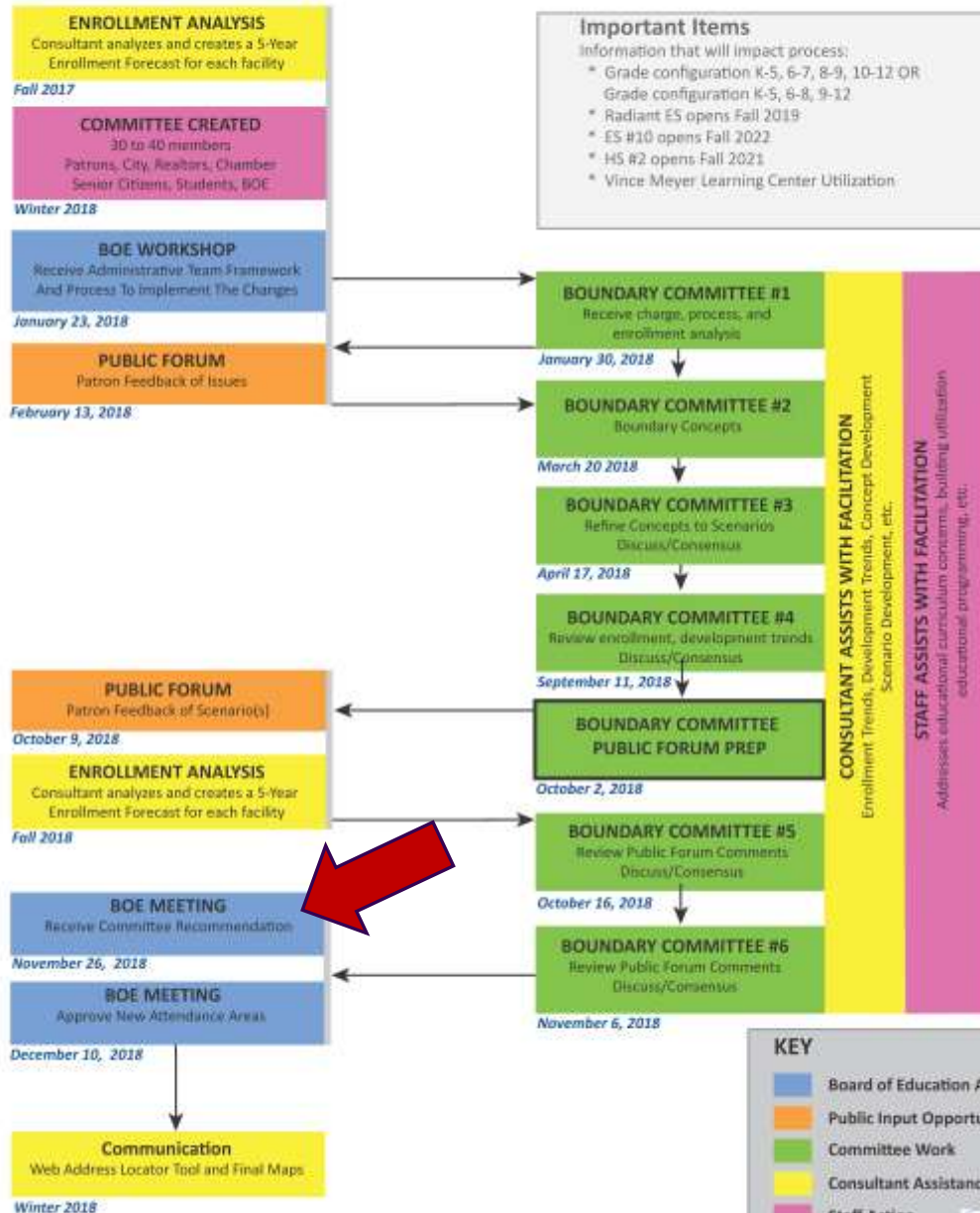
- Next Steps

# Presentation Goals

1. Provide information that will help guide a Boundary Committee discussion for the Elementary and Middle School Attendance area realignment
  - Receive Committee Recommendation
  - Determine Next Steps
2. Provide a transparent dialogue between RSP, Administration, BOE, and Committee so the public will better understand the timing for proposed changes and reasons why adjustments to current boundary lines will need to occur in the future

# Part One: Process Overview

Visualizing Success



**3** Board of Education Meetings

**7** Committee Meetings

**2** Public Forums

Starts January **2018**

Completed December **2018**

# Process Roles

**Board of Education:** Provide the framework of the process, community values, prioritized boundary criteria, receive the Committee recommendation, listen to community input, and after more discussion approve attendance areas for the ES, JH, and HS for the 2017/18 school year.

**Administration:** Provide guidance over the process, attend the committee meetings and public forums, be a resource in answering questions related to school district related topics, communicate the educational vision, and provide ongoing progress updates to the school community through a targeted communication plan.

**RSP:** Facilitator (Board, Committee, and Public Forums). Utilize GIS data, knowledge gained from city jurisdictions and others to create accurate enrollment projections and generate scenarios based on the committee feedback to the Board community values and prioritized boundary criteria.

**Committee:** Examine scenarios presented and evaluate based on the community values and prioritized boundary criteria so a recommendation can be provided to the Board of Education. Focus is not on knowing where students reside, but rather the community values and prioritized boundary criteria.

**Community:** Review the scenarios and provide constructive feedback so the committee and/or Board can consider how any of these ideas might benefit the boundary plan that will be implemented.

# Academics, Culture, Economics (ACE)



## June 2017 BOE Responses:

- Relationship between all three and the impact they have on each other
- It is a framework that starts the larger boundary discussion
- Not focused on a physical building or space
- Provides balance and prevents tunnel vision
- Keeps everyone focused on what is important: (Students, Staff, Families, and Community)

# Guiding Principles

## **The following are to be considered:**

1. All the Boundary Criteria are important – generally believe an unstated result of the boundary changes are to balance enrollment with the capacity of the school, as well as not adding additional fiscal costs for buildings or staffing.
2. The boundary should reflect providing better educational opportunities at each school for there to be an equitable student experience at each school.
3. Provide some flexibility in the boundary analysis for the committee to examine a K-5, 6-8, 9-12 grade configuration and the use of Vince Meyer as a temporary over flow.
4. The committee recognizes the power of a neighborhood to create community and attendance areas.
5. The boundary can anticipate future growth of the neighborhood (Allow areas of high growth to grow into capacity of the school).
6. The boundary proposed should utilize all the available district resources – do not increase capital costs to increase capacity.
7. Consider boundary lines that follow natural/manmade boundaries – do not split neighborhoods.
8. Demographics should be a part of the discussion for reasonable equity and similar student experience within the idea of neighborhood schools.
9. If a feeder must be split that split should happen from elementary school to middle school
10. Grandfathering/Transfers/Student Options are determined by Administration.



# Boundary Criteria for Process

**Below are the top three BOE prioritized ELEMENTARY Criteria:** (January 23, 2018)

1. Neighborhoods Intact (Defined as RSP planning areas)
2. Duration of Boundaries (Have them last as long as possible)
3. Demographic Considerations (Balance demographics for general similarity between schools)

**Below are the top three BOE prioritized SECONDARY Criteria:** (January 23, 2018)

1. Feeder System (Complete)
2. Demographic Considerations (Balance demographics for general similarity between schools)
3. Projected Enrollment and Building Utilization (Balance enrollment with given building capacity constraints)

**Reasoning for Criteria:**

1. All the boundary criteria are important – the prioritized top three for elementary and the secondary are the framework to evaluate the options created
2. If a split in the feeder is needed have the split should happen from elementary school to middle school
3. Balancing of demographics important to ensure similar student experience in each high school feeder

# **Part Two: Committee Information**

Visualizing Success



# Demographic Results

	Public Input	Committee
<b>Time Living in District</b>		
0 to 3 Years	14.0%	4.7%
4 to 6 Years	24.0%	23.3%
7 to 9 Years	12.0%	18.6%
> 10 Years	48.0%	46.4%
Does not live in district	2.0%	7.0%
<b>District Affiliation</b>		
Parent or Grandparent	82.5%	83.7%
Staff Member	11.2%	10.2%
Former Student	0.0%	0.0%
Other	6.3%	6.1%
<b>Student Grade Level</b>		
K-5	56.8%	51.5%
6-7	21.6%	22.7%
8-9	10.8%	15.2%
10-12	4.1%	7.6%
Graduated	2.6%	3.0%
No Students	4.1%	0.0%

Results from Committee #1 and Public Input # 1

## Notes:

- The results indicate that the Committee and Public mostly share the same demographics
- There are fewer committee members who have lived in the district 0-3 years, as well as those without students
  - Committee Members should make sure that future students and parents are engaged with the committee as it has the potential to affect their decision to choose Waukee

# Criteria Results

	Public Input	Committee
<b>Feeder Options</b>		
Complete	85.7%	86%
Incomplete	14.3%	14%
<b>Feeder Criteria</b>		
Continued Student Relationships	29.6%	27.2%
Geographic Proximity to a School	29.6%	25.6%
Academic Programing Opportunities	14.5%	11.2%
Balance in Student Diversity	9.4%	14.4%
<b>Grade Configuration</b>		
K-5, 6-7, 8-9, 10-12	51.8%	46.3%
K-5, 6-8, 9-12	48.2%	53.7%
<b>Grade Configuration Criteria</b>		
Continued Student Relationships	27.6%	23.9%
Geographic Proximity to a School	21.6%	15.4%
Academic Programing Opportunities	17.9%	19.7%
Efficiency in Building Utilization	17.2%	24.8%

Results from Committee #1 and Public Input # 1

**NOTE:**

Because of the complexity of examining new ES attendance areas, secondary feeder, and building alignment the Board of Education decided the Committee should focus on the current grade configuration

**Notes:**

- ☐ The results indicate that the Committee and Public are very similar
- ☐ The largest amount of change between the Committee and Public Input is the Grade Configuration
  - Committee Members should conduct research to determine which configuration in best for their community and why the current system was chosen
  - Public feedback indicated they were interested in knowing the staff perspective on grade configuration

# Part Three: Committee Recommendation Information

Visualizing Success

# Consensus Defined

## **Introduction:**

The following consensus description will guide how the committee works through obtaining consensus in areas where a decision is needed to get to the next step in being able to make a committee recommendation:

## **Definition:**

1. Consensus implies that you understand the reason for making the decision and can accept and support the decision.
2. While you may not like the decision, you can live with that outcome or you can/will support it.

## **How to Obtain Consensus:**

- ❑ The group will consider consensus when 51% of the group shows support of an item being discussed:
  - ❑ If the consensus support is narrow there will be discussion on that item and if after another vote it still remains >51% that will be considered consensus for the committee
  - ❑ Description of concerns will be noted moving forward



# Committee Accomplishments

**Listed below are many of the areas the committee has addressed in this process:**

- ❑ Collaborative, positive discussion about many complex items which have led to solutions to benefit the student experience at each school
- ❑ Knowledge of residential development impact on future student enrollment
- ❑ Awareness about specialty programs and the space required to educate students with that specific educational program need
- ❑ Wisdom about future enrollment projections impact on each attendance area
- ❑ Better understanding about the complexity of geography and its impact on which facility is associated to a feeder system
- ❑ Encouraging conversation about how to plan future building capacity need beyond the opening of the 2<sup>nd</sup> high school in 2020/21
- ❑ Consensus on the following items:
  - 100% for the 2019/20 Elementary Attendance Areas
  - 97% for Vince Meyer to be used for Waukee ES 5<sup>th</sup> grade until ES #10 opens in 2022/23
  - Consensus for Radiant ES to open with a smaller enrollment and be allowed to naturally grow into their capacity as development happens in that attendance area
  - Consensus to wait until 2022/23 to address the capacity challenges at Woodland Hills
  - Having the Board consider a task force to further explore the feeder option and building alignment

# Committee 19/20 Elementary Intro

## **The following provides some narration to the Committee Elementary Recommendation:**

- ❑ Attendance areas were adjusted utilizing the prioritized boundary criteria set by the board (Neighborhoods Intact, Duration of Boundaries, Demographic Considerations)
- ❑ This concept allows for a minimum amount of change to the current attendance areas while creating long-lasting boundaries that will balance capacity and future growth
- ❑ Each of the boundary criteria were considered even if they were not prioritized by the board
- ❑ Does consider Vince Meyer for elementary utilization
  - ❑ Results in fewer Waukee ES being moved to another ES
- ❑ Plans for Radiant ES to open in 2019/20
- ❑ Brookview, Eason, Shuler, Maple Grove, Waukee, and Woodland Hills remain the same as their 2018/19 attendance areas

## **Committee Final Recommendation Support:**

- ❑ Move Forward ES Concept 2
- ❑ Move Forward Feeder Option 1 and Feeder Option 3
- ❑ Board consideration for a task force to further explore a Feeder Option and Building Alignment



# Committee 19/20 Elementary Results

## Waukee Community School District: Elementary Concept 2

School	Capacity	Current	2019/20	2020/21	2021/22	2022/23	2023/24
1. Brookview Elementary	725	664	686	697	707	721	725
2. Eason Elementary	675	653	652	629	621	614	610
3. Grant Ragan Elementary	750	811	559	620	660	671	687
4. Maple Grove Elementary	750	674	692	712	717	727	736
5. Radiant Elementary	750	0	357	416	480	551	630
6. Shuler Elementary	750	703	715	723	737	725	744
7. Walnut Hills Elementary	750	657	673	665	656	663	650
8. Waukee Elementary	750	759	667	680	705	726	751
Vince Meyer	225	0	121	146	132	145	139
9. Woodland Hills Elementary	750	585	640	685	741	784	854
<b>Total (K-5)</b>	<b>6,875</b>	<b>5,506</b>	<b>5,762</b>	<b>5,972</b>	<b>6,156</b>	<b>6,327</b>	<b>6,526</b>

Source: RSP & Associates 2018/19 Projection Model and Waukee Community School District



Over School Capacity

- ❑ Current are 18/19 “reside” students
- ❑ Radiant ES boundary allows for future growth in the area
- ❑ Walnut Hills ES boundary was shifted to accommodate for opening of Radiant ES
  - ❑ To Walnut Hills: Verona Hills, Chayse Landing (In 2015 the committee recommended to attend Walnut Hills)
  - ❑ To Radiant: Meredith Heights, Walnut Trace, Calvert Meadows (In 2015 the committee recommended to attend Grant Ragan)
- ❑ Utilizes Vince Meyer for Waukee ES 5<sup>th</sup> grade until ES #10 comes online in 22/23
- ❑ Woodland Hills ES capacity concerns will be addressed when ES #10 comes online in 22/23

# Committee Secondary Feeder

## Listed below are the larger “Take Aways” for the secondary feeder conversation:

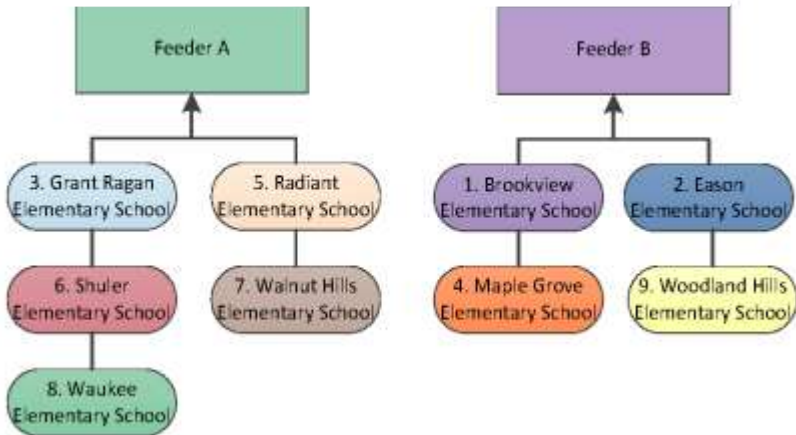
- ❑ No Consensus for any of the three Feeder Options
- ❑ Votes were taken for which feeder option was more preferred – No Consensus **(40.0%, 42.5%, 17.5%)**
- ❑ Votes were taken for which feeder option was not preferred – No Consensus **(45.0%, 17.5%, 37.5%)**
- ❑ Votes were taken to just compare Feeder Option 1 to combining Feeder Option 2 &3 – Consensus **(37.5% , 62.5%)**
  - Combined Option 2 and 3 because they were similar – Option 3 better addressed Board Criteria
  - More conversation took place
- ❑ Votes were taken to prioritize each of the three feeder options **(33%, 33%,34%)**
- ❑ After conversation about secondary building capacity the committee asked for Feeder Option 1 and Feeder Option 3 to be moved forward for the Board to consider **(52.4% and 47.6%)**

## Listed below are the larger “Take Aways” for the building alignment conversation:

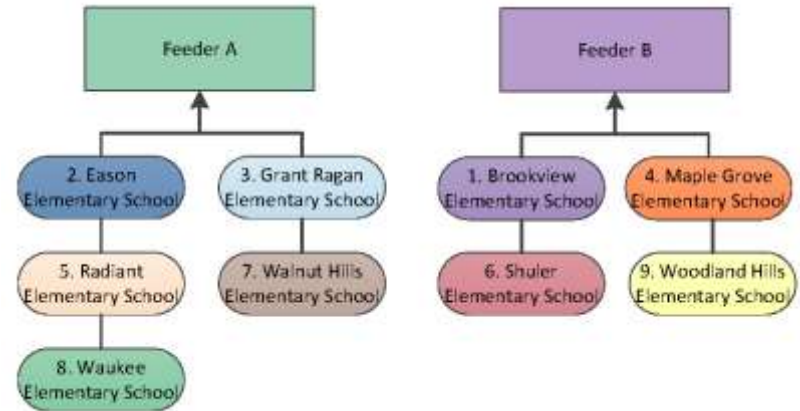
- ❑ No Consensus for any of the Building Alignments
- ❑ Challenge is that in some of the Feeder Options, one building alignment may work better than the other dependent upon the Feeder Option chosen
- ❑ Majority of committee felt the secondary building did not necessarily have to be within the defined attendance area

# Feeder Options Diagram

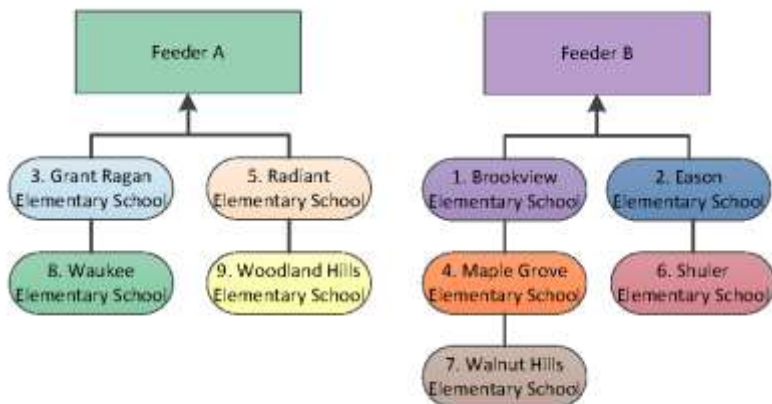
## Feeder Option 1



## Feeder Option 3



## Feeder Option 2



School	Current	Option 1	Option 2	Option 3
1. Brookview Elementary	Feeder B	Feeder B	Feeder B	Feeder B
2. Eason Elementary	Feeder B	Feeder B	Feeder B	Feeder A
3. Grant Ragan Elementary	Feeder A	Feeder A	Feeder A	Feeder A
4. Maple Grove Elementary	Feeder B	Feeder B	Feeder B	Feeder B
5. Radiant Elementary		Feeder A	Feeder A	Feeder A
6. Shuler Elementary	Feeder A	Feeder A	Feeder B	Feeder B
7. Walnut Hills Elementary	Feeder A	Feeder A	Feeder B	Feeder A
8. Waukee Elementary	Feeder A	Feeder A	Feeder A	Feeder A
9. Woodland Hills Elementary	Feeder B	Feeder B	Feeder A	Feeder B

Source: RSP & Associates - October 2018

### NOTES:

Current Feeder A Building attend is Waukee MS, Prairieview MS

Current Feeder B buiding attend is Waukee South, Timberline MS

# Secondary Criteria Evaluation

Criteria	Current	Option 1	Option 2	Option 3
Complete Feeder	Yes	Yes	Yes	Yes
Balanced Demographics	Partial	Partial	Partial	Partial
Median Household Income	Within \$10,000	Within \$10,000	Within \$20,000	Within \$1,000
Median Home Value	Within \$30,000	Within \$30,000	Within \$15,000	Within \$10,000
Single-Family/Multi-Family Diversity	Almost 50%	Almost 50%	Within 10%	Over 30%
Projected Enrollment/Building Utilization	No	No	No	No
6-7 Year Exceeds		2020/21	2019/20	2020/21
8-9 Year Exceeds		2021/22	2019/20	2021/22

Source: RSP & Associates - October 2018

**NOTES:**

By 2021/22 the district is forecasted to need more secondary 6-7 space

By 2022/23 the district is forecasted to need more secondary 8-9 space

Exceeds; are over building utilization for both secondary schools

[This information is not on the large maps](#)

**Other Information:**

- District Median Household Income: \$100,176
- District Median Home Value: \$260,575
- Each Option would need additional secondary capacity in the near future
- Option 2 (19/20) would require additional secondary capacity sooner than Option 1 (20/21)


# ES Boundary Concept 2: Feeder Options

## Feeder Option 1

Waukee Community School District: ES Concept 2

School	Capacity	Current	2019/20	2020/21	2021/22	2022/23	2023/24
Feeder A (6-7)	1,000	893	967	1,004	1,051	1,113	1,163
Feeder B (6-7)	1,000	831	840	889	937	937	940
Feeder A (8-9)	1,000	797	863	968	1,032	1,066	1,114
Feeder B (8-9)	1,000	729	818	866	874	920	967
Feeder A (10-12)	2,000	0	0	0	1,317	1,443	1,558
Feeder B (10-12)	1,800	2,088	2,183	2,317	1,190	1,281	1,332
<b>Total (6-7)</b>	<b>2,000</b>	<b>1,724</b>	<b>1,807</b>	<b>1,894</b>	<b>1,988</b>	<b>2,050</b>	<b>2,103</b>
<b>Total (8-9)</b>	<b>2,000</b>	<b>1,526</b>	<b>1,681</b>	<b>1,834</b>	<b>1,906</b>	<b>1,986</b>	<b>2,081</b>
<b>Total (10-12)</b>	<b>3,800</b>	<b>2,088</b>	<b>2,183</b>	<b>2,317</b>	<b>2,507</b>	<b>2,723</b>	<b>2,890</b>

Source: RSP & Associates 2018/19 Projection Model and Waukee Community School District

 Over School Capacity

## Feeder Option 3

Waukee Community School District: ES Concept 2

School	Capacity	Current	2019/20	2020/21	2021/22	2022/23	2023/24
Feeder A (6-7)	1,000	893	954	1,002	1,058	1,089	1,132
Feeder B (6-7)	1,000	831	853	892	930	961	971
Feeder A (8-9)	1,000	797	886	967	1,022	1,065	1,126
Feeder B (8-9)	1,000	729	795	867	884	921	955
Feeder A (10-12)	2,000	0	0	0	1,337	1,463	1,558
Feeder B (10-12)	1,800	2,088	2,183	2,317	1,171	1,260	1,332
<b>Total (6-7)</b>	<b>2,000</b>	<b>1,724</b>	<b>1,807</b>	<b>1,894</b>	<b>1,988</b>	<b>2,050</b>	<b>2,103</b>
<b>Total (8-9)</b>	<b>2,000</b>	<b>1,526</b>	<b>1,681</b>	<b>1,834</b>	<b>1,906</b>	<b>1,986</b>	<b>2,081</b>
<b>Total (10-12)</b>	<b>3,800</b>	<b>2,088</b>	<b>2,183</b>	<b>2,317</b>	<b>2,507</b>	<b>2,723</b>	<b>2,890</b>

Source: RSP & Associates 2018/19 Projection Model and Waukee Community School District


 Over School Capacity

## Feeder Option 2

Waukee Community School District: ES Concept 2

School	Capacity	Current	2019/20	2020/21	2021/22	2022/23	2023/24
Feeder A (6-7)	1,000	893	723	759	821	897	944
Feeder B (6-7)	1,000	831	1,084	1,135	1,167	1,153	1,159
Feeder A (8-9)	1,000	797	654	767	807	836	900
Feeder B (8-9)	1,000	729	1,027	1,067	1,099	1,150	1,181
Feeder A (10-12)	2,000	0	0	0	1,014	1,148	1,262
Feeder B (10-12)	1,800	2,088	2,183	2,317	1,494	1,575	1,628
<b>Total (6-7)</b>	<b>2,000</b>	<b>1,724</b>	<b>1,807</b>	<b>1,894</b>	<b>1,988</b>	<b>2,050</b>	<b>2,103</b>
<b>Total (8-9)</b>	<b>2,000</b>	<b>1,526</b>	<b>1,681</b>	<b>1,834</b>	<b>1,906</b>	<b>1,986</b>	<b>2,081</b>
<b>Total (10-12)</b>	<b>3,800</b>	<b>2,088</b>	<b>2,183</b>	<b>2,317</b>	<b>2,507</b>	<b>2,723</b>	<b>2,890</b>

Source: RSP & Associates 2018/19 Projection Model and Waukee Community School District

 Over School Capacity

- ❑ Displays secondary school capacity in relation to enrollment projections
- ❑ Each of the options have secondary capacity concerns at varying school years

***These feeder options follow the alignment as shown on Page 27 of the presentation***

# Feeder and Building Alignment

## 19/20 Boundary Concept 2

	Feeder Option 1			Feeder Option 2			Feeder Option 3		
	Alignment 1	Alignment 2	Alignment 3	Alignment 1	Alignment 2	Alignment 3	Alignment 1	Alignment 2	Alignment 3
Waukee MS (6-7)	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A
Waukee South MS (6-7)	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B
Prairieview School (8-9)	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A
Timberline School (8-9)	FeederB	FeederB	FeederB	Feeder A	Feeder A	Feeder A	FeederB	FeederB	FeederB
Waukee High School (10-12)	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A
Future High School (10-12)	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B

## Notes

- ❑ Table depicts if buildings based on alignment and feeder option are located within the *physical* boundaries
- ❑ **Alignment 1** splits along LA Grant pkwy
- ❑ **Alignment 3** current (6-7,8-9) pairing, swaps HS grouping

# Part Four: Moving Forward

Visualizing Success



# Next Steps

## **BOE Meeting: Monday December 10, 2018**

### **Preliminary Agenda:**

- Approve New Attendance Areas

## **RSP Recommendation**

- Form a Committee Task Force
  - All Feeder Options
  - All Building Alignments

## **Keep Up with Latest Boundary Process Information**

- <https://2ndhs.waukeeschools.org/boundaries/>



