



School Boundaries Update

October 17, 2022

Goals & Objectives



Provide for the opening of Sadberry Intermediate in accordance with Board Policy FC (Local)



Ensure the equitable distribution of programs and students across all grade levels in accordance with FC (Local)



The School Boundaries Oversight Committee will work in alignment with the decision principles detailed in FC(LOCAL) to review and provide feedback and suggestions regarding attendance boundary recommendations.

School Boundary Early Planning

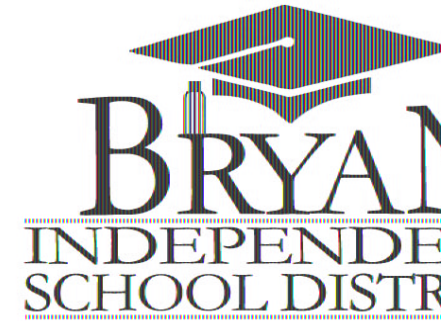
Bond Election 2020

- **Sadberry Intermediate**
 - Philosophical decision to lower the enrollment for this grade range from 1200 per campus to 600-800 students. This would allow for a more scaffolded approach to school size exposure for students.
- **Haliburton Auxiliary Complex**
 - Allows for the relocation of the current Maintenance and Transportation facility to allow for the opening of Sadberry Intermediate.
- **RHS Addition**
 - Addition of 14 classrooms currently in progress, anticipated completion December 2022.



Collaborative Process for Determining School Boundaries

- PASA Demographics
- Cooperative Strategies
- Bryan ISD Administration
- School Boundaries Oversight Committee
- Bryan ISD Stakeholders



Stakeholder Engagement & Timeline

September

- ✓ School Board Updates
- ✓ District Educational Improvement Committee
- ✓ Faith Based Leadership Team
- ✓ Parent Leadership Team
- ✓ Superintendent Advisory Council
- ✓ School Boundaries Oversight Committee
- ✓ Teacher Advisory Council

October

- ✓ School Board Updates
- ✓ School Boundaries Oversight Committee Meetings
- ✓ Principal Focus Group - Programs
- ✓ Parent Focus Group - Programs
- ✓ Teacher Focus Group - Programs
- ✓ DEIC Focus Group - Programs

November

- School Board Updates
- Survey of School Boundary Options
- School Boundaries Oversight Committee
- Stakeholder Focus Groups
- Teacher Advisory Council
- Parent Leadership Team



December-January

- School Board Recommendations
- School Boundaries Oversight Committee
- Faith Based Leadership Team
- Superintendent Advisory Council
- District Educational Improvement Committee

Stakeholder Focus Groups

Principals, Parents, Teachers, DEIC

Nationwide Teacher Shortage

- August 2022 research study on the reports of teacher shortages across the nation. The researchers found that there are at least 36,000 vacant positions along with at least 163,000 positions being held by uncertified teachers, both of which are conservative estimates of the extent of teacher shortages nationally.
 - <https://www.edworkingpapers.com/sites/default/files/ai22-631.pdf>
- TEA has launched a Teacher Vacancy Task Force to address the staffing shortages stemming from the pandemic.
 - <https://tea.texas.gov/texas-schools/health-safety-discipline/covid/teacher-vacancy-task-force-overview>
- Colleges report a continued downward trend in students enrolling in teaching programs. Transitional teacher-preparation programs saw a 35% decline between 2009 and 2019. This trend has continued to worsen due to the pandemic and the number of students seeking to be teachers has continued to decline.
 - <https://www.edweek.org/teaching-learning/fewer-people-are-getting-teacher-degrees-prep-programs-sound-the-alarm/2022/03>

Proactive Planning

- Through the District of Innovation (DOI) legislation, Bryan ISD has filled approximately 80 teacher vacancies with college-degreed staff that do not currently hold a teacher certification.
 - Bryan ISD has seen success with DOI teachers in the areas of Career and Technical Education, World Language and Dual Credit for several years. This was expanded to other courses during the summer of 2022.
 - Approximately half of these teachers are enrolled in an alternative teacher certification program.
- Due to federal regulations and rules, Pre Kindergarten, Bilingual Education, and Special Education teaching positions must hold a teacher certification and may not be filled by a teacher under the DOI provision.
- Board Policy FC(Local)
 - Minimize use of temporary classrooms that cause a school to operate at a level greater than the identified capacity
 - Alternative Student Enrollment Options:
 - Consider current classroom utilization and programs such as prekindergarten, bilingual education classes, special education classes, and programs of choice at the school
 - If necessary, administration may initiate:
 - Limiting transfers, which may include choice students, in or out of the school consistent with Board policy;
 - Moving programs to or from the school

Feedback on the Number of Teachers/Grade

- Consideration for how many teachers are at the same grade level providing the same instructional services (English-Speaking Classroom; Dual Language Classroom, Transitional Bilingual Classroom).
- Consolidation of services allows for
 - students to build community,
 - build strong relationships and language,
 - allows teacher planning specific to the unique needs of students, and
 - allows for various classroom options for students that best meet needs.
- Feedback from all Focus Groups was supportive of ensuring there are at least 2 Teachers providing the same instructional services at each grade level on a campus.

Feedback on the Consolidation of PreK Services

- Full-Day Program, students must qualify or pay tuition (Low-Income, Bilingual Services, or Special Education)
- Previously a ½ day program at Bonham, Crockett, Fannin, Kemp-Carver, Jones, Bowen
- In 2019, state law shifted this to a full day program and now each campus houses its own PreK classrooms.
- Current PreK Seats Available and additional teachers that could fill teacher vacancies:
 - 120 Pre K - Bilingual; approximately 5 Teachers and 5 IAs
 - 237 Pre K English; approximately 10 Teachers and 10 IAs
- Campuses with fewer than 2 teachers per grade level
 - Branch, Crockett, and Neal
- Feedback from Stakeholder Focus Groups was mixed, and more feedback is needed

Feedback on the Consolidation of Dual Language Services

- Requires student application and assessment. Students are tested prior to Kindergarten (Oral Language Proficiency Test) to determine their strength in both English and Spanish.
- Classrooms are composed of approximately 50% English Speakers and 50% Spanish Speakers.
- Current Schools: Johnson, Henderson, and Crockett.
- Current Dual Language Seats Available and additional teachers that could fill teacher vacancies
 - Kindergarten: 21 seats available; 1 Teacher possibly
 - 1st: 39 seats available; 1-2 Teachers possibly
 - 2nd: 22 seats available; 1 Teacher possibly
 - 3rd: 25 seats available; 1 Teacher possibly
 - 4th: 11 seats available; 0 Teachers
- Feedback from Stakeholder Focus Groups was supportive, but more feedback is needed.

Feedback on the Consolidation of Transitional Bil. Services

- Grades K-6: If the home language survey indicates a language other than English during the enrollment process, students are assessed using the oral language proficiency test and the Language Proficiency Assessment Committee (LPAC) determines services.
- Schools: Bonham, Branch (added in 2017-18), Crockett, Fannin, Henderson, Jones, Kemp-Carver, Navarro, Neal, Long, Rayburn (added in 19-20)
- Based on the current number of students needing services by grade and number of Bilingual Certified teachers required we would need a minimum of 78 teachers.
 - Currently, we employ 119 Transitional Bilingual teachers in grades PK-6.
- Campuses with fewer than 2 Transitional Bilingual teachers per grade level
 - Branch: PreK (limited space)
 - Crockett: PK, K, 1, 2, 3, 4 (limited space due to Dual Language)
 - Henderson: 1
 - Kemp-Carver: 4
 - Navarro: K, 3
 - Neal: PK, 1
- Feedback from Stakeholder Focus Groups was supportive, but more feedback is needed.

Current Boundaries

Projected Enrollment

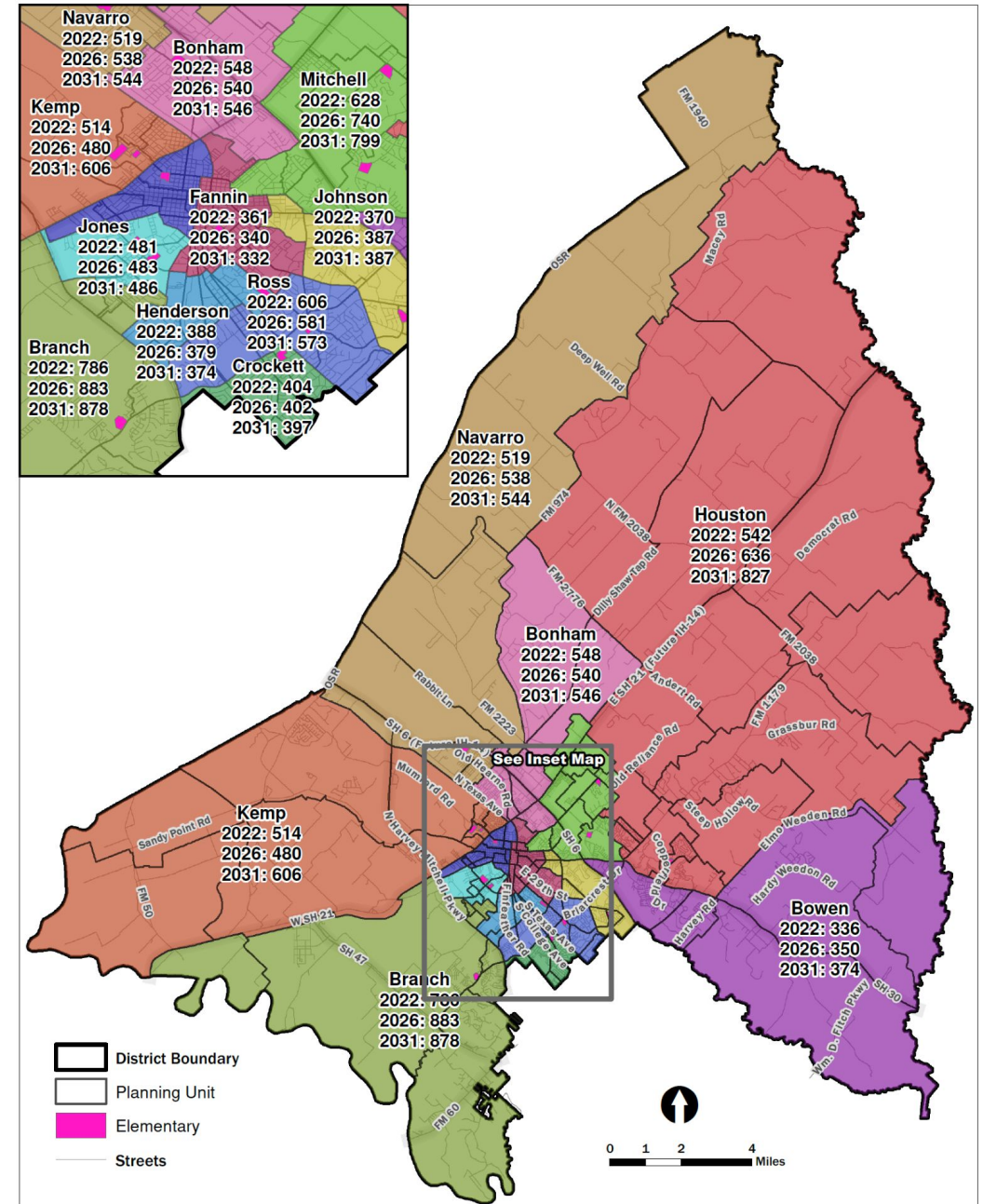
PASA Demographics

- Projected enrollment by campus based on current school boundaries
- Net Transfers
 - The impact on enrollment after considering all students transferring to or from a campus.
 - Program transfers play a large role in this impact.
- Projected Percent Utilization
 - Assumes that all programs will remain where they are currently located.

Cooperative Strategies Observations

- Branch, Henderson, and Johnson are the most overutilized facilities
- Bowen, Kemp-Carver, and Neal are the most underutilized facilities

EE-4th Geocoded Students by Current Attendance Zone
Bryan ISD

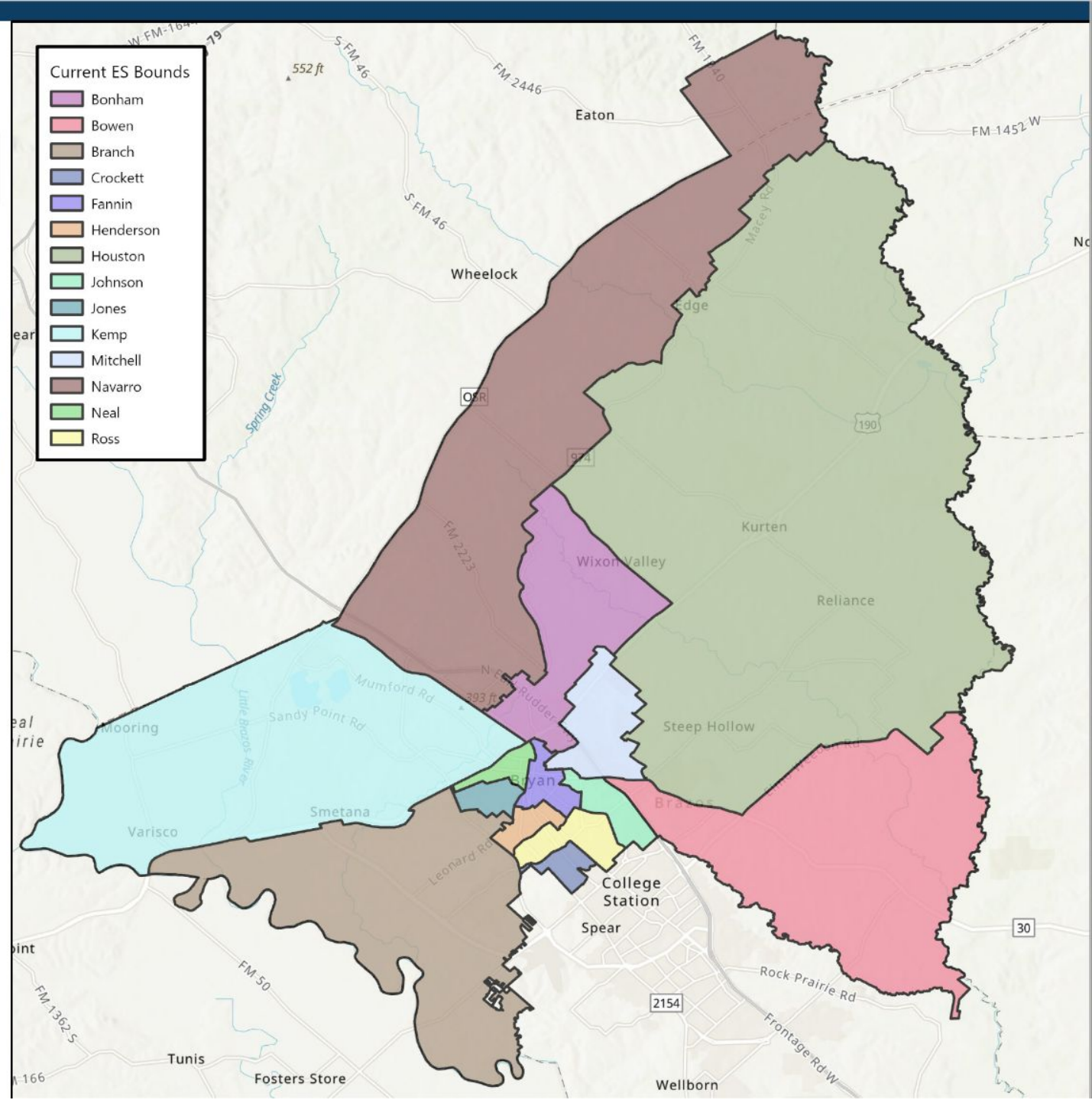


CURRENT ES STATUS

| School | Capacity | Current | | | | | | | | | |
|-----------|----------|------------------------|----------------------|---------------------|---------------------|---------------|----------------------|-------------------|------|-------------------|-----|
| | | 22/23 EE-PK Enrollment | 22/23 K-4 Enrollment | Net E.B. Enrollment | Net D.L. Enrollment | Net Transfers | Net 22/23 Enrollment | 22/23 Utilization | SES% | Hispanic/Latino % | EB% |
| Bonham | 812 | 60 | 321 | 148 | 0 | (7) | 522 | 64% | 70% | 64% | 32% |
| Bowen | 535 | 39 | 299 | 0 | 0 | 8 | 346 | 65% | 52% | 35% | 2% |
| Branch | 693 | 73 | 448 | 154 | 0 | (61) | 614 | 89% | 64% | 48% | 17% |
| Crockett | 693 | 39 | 188 | 77 | 117 | 7 | 428 | 62% | 71% | 60% | 26% |
| Fannin | 594 | 47 | 209 | 138 | 1 | (4) | 391 | 66% | 72% | 57% | 25% |
| Henderson | 574 | 55 | 162 | 155 | 174 | 17 | 563 | 98% | 74% | 67% | 35% |
| Houston | 693 | 53 | 409 | (3) | 0 | (8) | 451 | 65% | 35% | 30% | 5% |
| Johnson | 594 | 36 | 236 | 1 | 266 | 1 | 540 | 91% | 50% | 40% | 4% |
| Jones | 772 | 62 | 208 | 209 | 2 | 65 | 546 | 71% | 77% | 75% | 40% |
| Kemp | 911 | 79 | 272 | 148 | 0 | (8) | 491 | 54% | 74% | 60% | 32% |
| Mitchell | 693 | 58 | 418 | (7) | 0 | (11) | 458 | 66% | 54% | 39% | 11% |
| Navarro | 693 | 67 | 274 | 105 | 0 | (21) | 425 | 61% | 67% | 61% | 30% |
| Neal | 535 | 43 | 146 | 123 | 0 | 55 | 367 | 69% | 73% | 72% | 42% |
| Ross | 673 | 85 | 426 | (4) | 2 | 45 | 554 | 82% | 70% | 44% | 14% |
| ES Total | 9,465 | 796 | 4,016 | 1,244 | 562 | 78 | 6,696 | 71% | 64% | 59% | 22% |

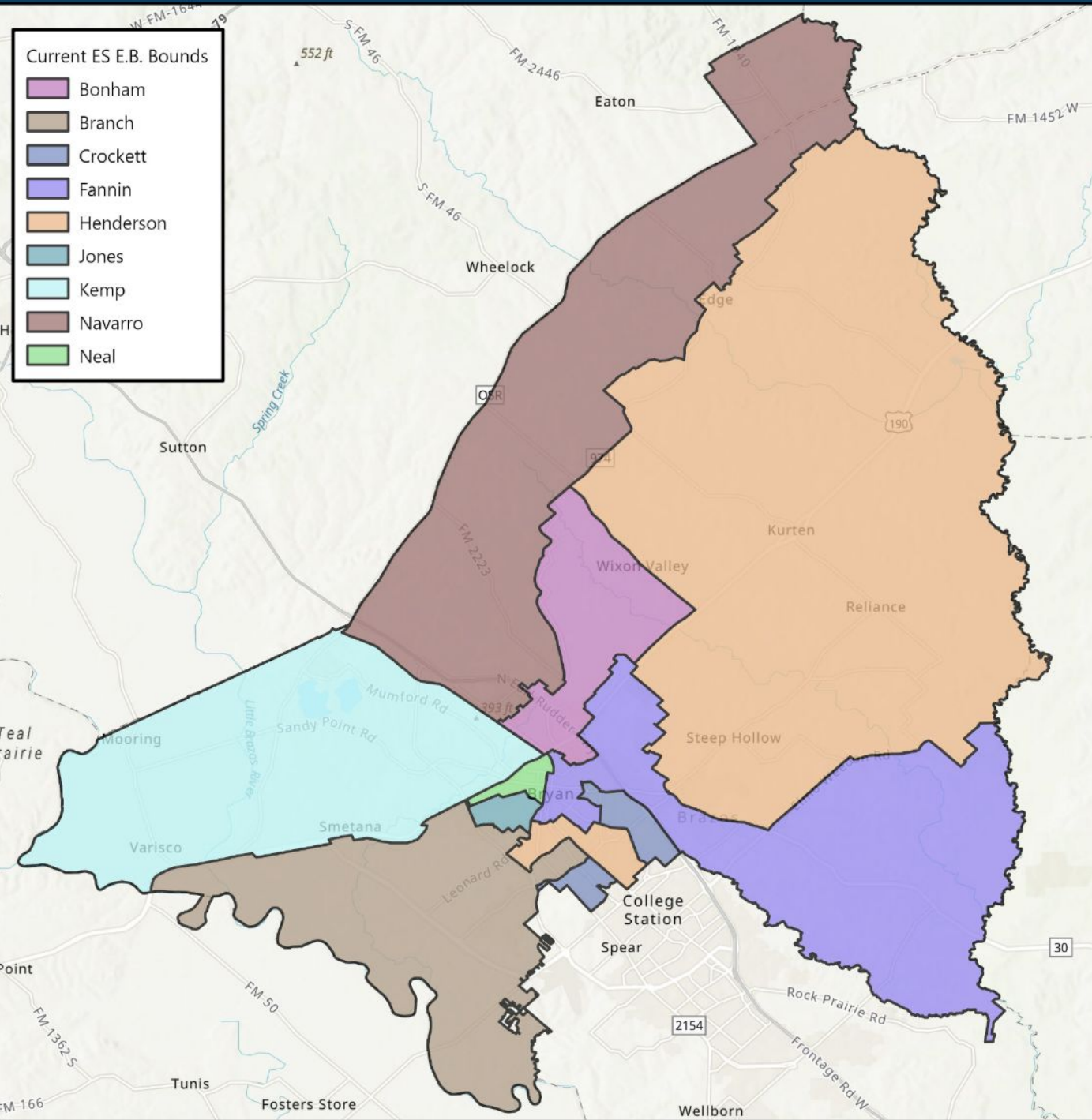
Observations:

- Branch, Henderson, and Johnson are the most utilized facilities
- Crockett, Kemp-Carver, and Navarro are the least utilized facilities
- Jones and Neal have the highest SES, Hispanic/Latino, and emergent bilingual percentages
- Dual Language currently offered at Crockett, Henderson, and Johnson
- Jones, Neal, and Ross receive the highest transfers in who are not associated with E.B. or D.L.



CURRENT EB STATUS

| Elementary School of Attendance (Grades EE-4) | | | | | | | | | | | | | |
|---|------------|------------|-----------|------------|------------|----------|------------|------------|----------|------------|------------|----------|--------------|
| ES Attendance Boundary | Bonham | Branch | Crockett | Fannin | Henderson | Johnson | Jones | Kemp | Mitchell | Navarro | Neal | Ross | Total |
| Bonham | 164 | | | | 2 | | 5 | 4 | | | 7 | | 182 |
| Bowen | | | | 5 | 1 | | | | | | | | 6 |
| Branch | | 107 | 1 | 2 | 4 | | 3 | 1 | | | 1 | | 119 |
| Crockett | | | 79 | 1 | 3 | | 3 | 1 | | | 1 | | 88 |
| Fannin | | 3 | 2 | 75 | 2 | | 1 | 1 | | 1 | 4 | | 89 |
| Henderson | | | | 7 | 111 | | 7 | 1 | | | 3 | 1 | 130 |
| Houston | 2 | | 1 | | 21 | | 1 | | | 1 | | | 26 |
| Johnson | | | 1 | 6 | 2 | | 3 | | | | | | 12 |
| Jones | | 1 | 1 | 1 | | | 179 | | | | 1 | | 183 |
| Kemp | 3 | | | | 3 | 1 | 5 | 157 | | 1 | 2 | | 172 |
| Mitchell | 2 | | | 50 | 3 | | 5 | | 1 | | 1 | 2 | 64 |
| Navarro | 7 | | | 3 | 1 | 2 | 1 | 2 | | 130 | 3 | 1 | 150 |
| Neal | | | 1 | 1 | 1 | | 8 | 2 | | | 123 | 2 | 138 |
| Ross | | 54 | 1 | 2 | 17 | | 11 | 1 | | | | | 86 |
| ES Total | 178 | 165 | 87 | 153 | 171 | 3 | 232 | 170 | 1 | 133 | 146 | 6 | 1,445 |



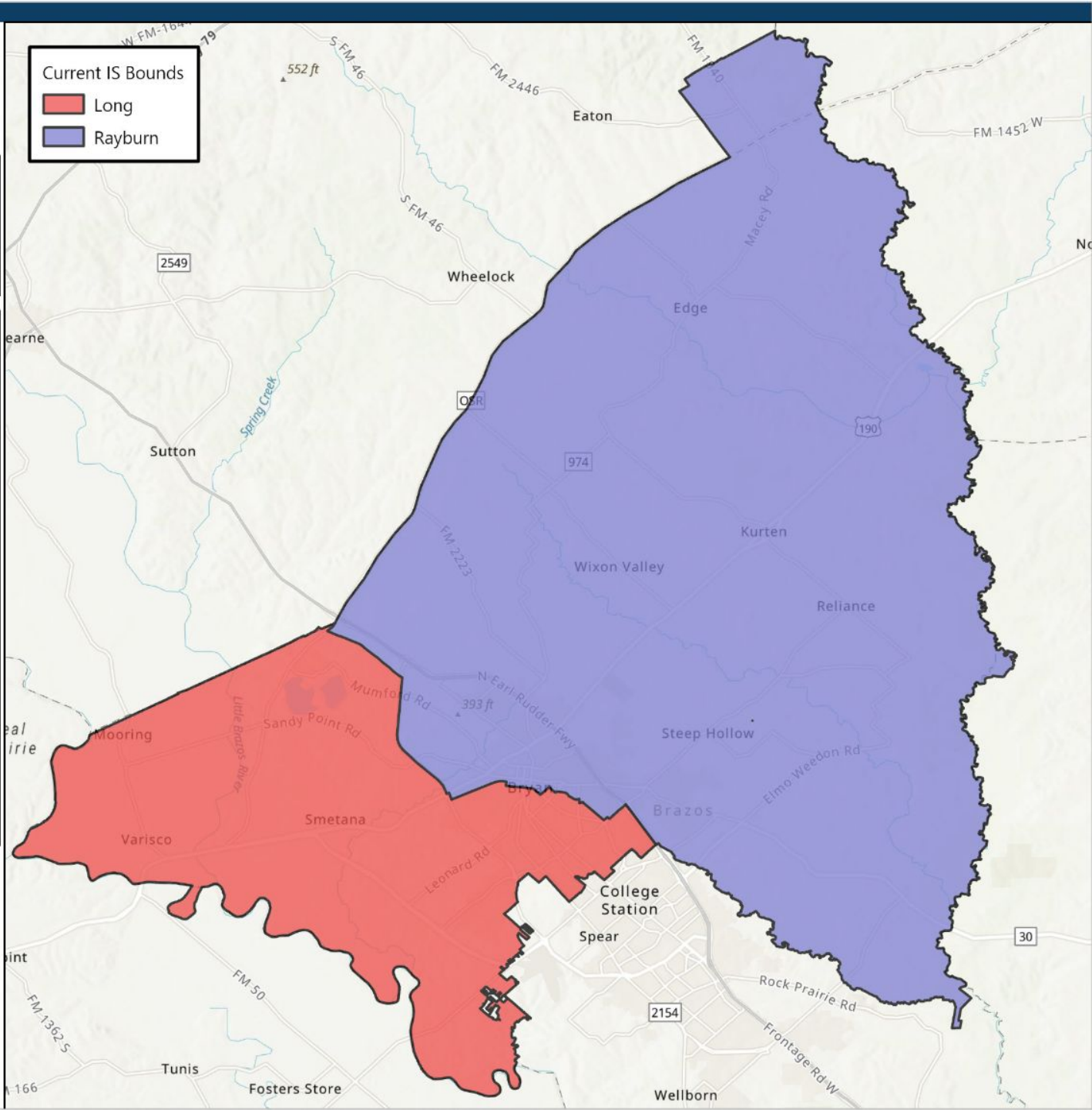
Observations:

- Jones, Bonham, Kemp, and Navarro have the highest boundary E.B. enrollment
- Ross has highest boundary E.B. enrollment without program at school
- 22% of E.B. students do not attend program of residence school

CURRENT IS STATUS

| Current | | | | | | | | | | |
|-----------------|--------------|--------------|------------|------------|-----------|--------------|-------------|------------|-------------------|------------|
| | 22/23 | 22/23 | Net E.B. | Net D.L. | Net | Net 22/23 | 22/23 | SES% | Hispanic/Latino % | EB% |
| School | Capacity | Enrollment | Enrollment | Enrollment | Transfers | Enrollment | Utilization | | | |
| Long | 1,465 | 695 | 289 | 82 | (64) | 1,002 | 68% | 66% | 64% | 24% |
| Rayburn | 1,386 | 887 | 208 | 0 | 78 | 1,173 | 85% | 57% | 58% | 22% |
| IS Total | 2,851 | 1,582 | 497 | 82 | 14 | 2,175 | 76% | 61% | 61% | 23% |

| Current | | | | | | | | |
|-------------|------|---------|----------|--------|--------|-------|--------|--|
| ES Boundary | Long | Rayburn | Sadberry | Austin | Davila | Bryan | Rudder | |
| Bonham | 0% | 100% | 0% | 0% | 100% | 0% | 100% | |
| Bowen | 0% | 100% | 0% | 100% | 0% | 100% | 0% | |
| Branch | 100% | 0% | 0% | 100% | 0% | 100% | 0% | |
| Crockett | 100% | 0% | 0% | 100% | 0% | 100% | 0% | |
| Fannin | 60% | 40% | 0% | 60% | 40% | 60% | 40% | |
| Henderson | 100% | 0% | 0% | 100% | 0% | 100% | 0% | |
| Houston | 0% | 100% | 0% | 30% | 70% | 30% | 70% | |
| Johnson | 62% | 38% | 0% | 78% | 22% | 78% | 22% | |
| Jones | 100% | 0% | 0% | 100% | 0% | 100% | 0% | |
| Kemp | 47% | 53% | 0% | 21% | 79% | 21% | 79% | |
| Mitchell | 0% | 100% | 0% | 0% | 100% | 0% | 100% | |
| Navarro | 0% | 100% | 0% | 0% | 100% | 0% | 100% | |
| Neal | 10% | 90% | 0% | 10% | 90% | 10% | 90% | |
| Ross | 100% | 0% | 0% | 100% | 0% | 100% | 0% | |



Observations:

- Based on current attendance boundaries, Fannin, Johnson, Kemp, and Neal attendance areas are split between Long IS and Rayburn IS

Next Steps

- School Boundaries Oversight Committee will work with Cooperative Strategies to design sample options for community feedback and input.
 - These options are simply opportunities to collect feedback and it is highly unlikely that any one option would be taken in its entirety.
 - It is likely that the resulting boundaries will be a combination of components of these scenarios along with new ideas that are brought forward through this process.
- The community survey is tentatively scheduled for November 7-18, 2022.
- Various focus groups will be held during the week of November 14-18, 2022.
 - To sign up for a focus group, complete the survey and there will be an option to sign up for a focus group (via Zoom).
 - Additional information will be provided for those that would like to participate in a focus group but do not use Zoom. The district will assist in the facilitation of the Zoom connection at a district building.



Questions