



# COOPERATIVE STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

JEFFERSON CITY SCHOOLS  
BOUNDARY ADVISORY COMMITTEE #1

OCTOBER 19, 2021

► ATTENDANCE AREA CHANGES  
PROCESS

**Demographic  
Studies**

**Boundary  
Advisory  
Committee**

**Data Review  
& Analysis**

**Scenario  
Analysis**

**Community  
Transparency**

**Board  
Discussion  
& Action**

► ENROLLMENT STRATEGY PLANNING  
THE PROCESS

## Demographic Studies

- Enrollment Projections by residence of student
- Allows us to capture enrollment trends geographically
- 2020 Census Datasets

## ► ENROLLMENT STRATEGY PLANNING

### THE PROCESS

#### **Boundary Advisory Committee**

- **2 Representatives from each elementary school boundary, 3 school-level staff members, 2 at-large member**
  - **Every school is represented by boundary & parent affiliation**
- **Remain objective throughout the process**
- **Consider the needs of all students within the District**
- **Draw initial boundary scenarios**
- **Review community feedback, use this to assist in crafting final recommendation**



## ► ENROLLMENT STRATEGY PLANNING

### THE PROCESS

#### **Data Analysis & Review**

- **Current & Projected enrollment**
- **Transfers in/out**
- **Student demographics, including socio-economic status**
- **Closest school analysis**
- **Travel time & walkability**

Demographic  
Studies

Boundary  
Advisory  
Committee

Scenario  
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Discussion  
& Action

## ► ENROLLMENT STRATEGY PLANNING

### THE PROCESS

- Options are intended to encourage feedback and generate conversation
- Options will have different levels of effectiveness, longevity, and impact
- Boundary advisory committee will create options, district & consultant will review and determine which to bring to the community

## Scenario Analysis

Community  
Transparency

Board  
Discussion  
& Action

► ENROLLMENT STRATEGY PLANNING  
THE PROCESS

- **Project website**
- **Community meetings** (WEEK OF NOV 15, EXACT DATES/LOCATIONS TBD)
- **Feedback collected will be used by boundary advisory committee to craft recommendation**

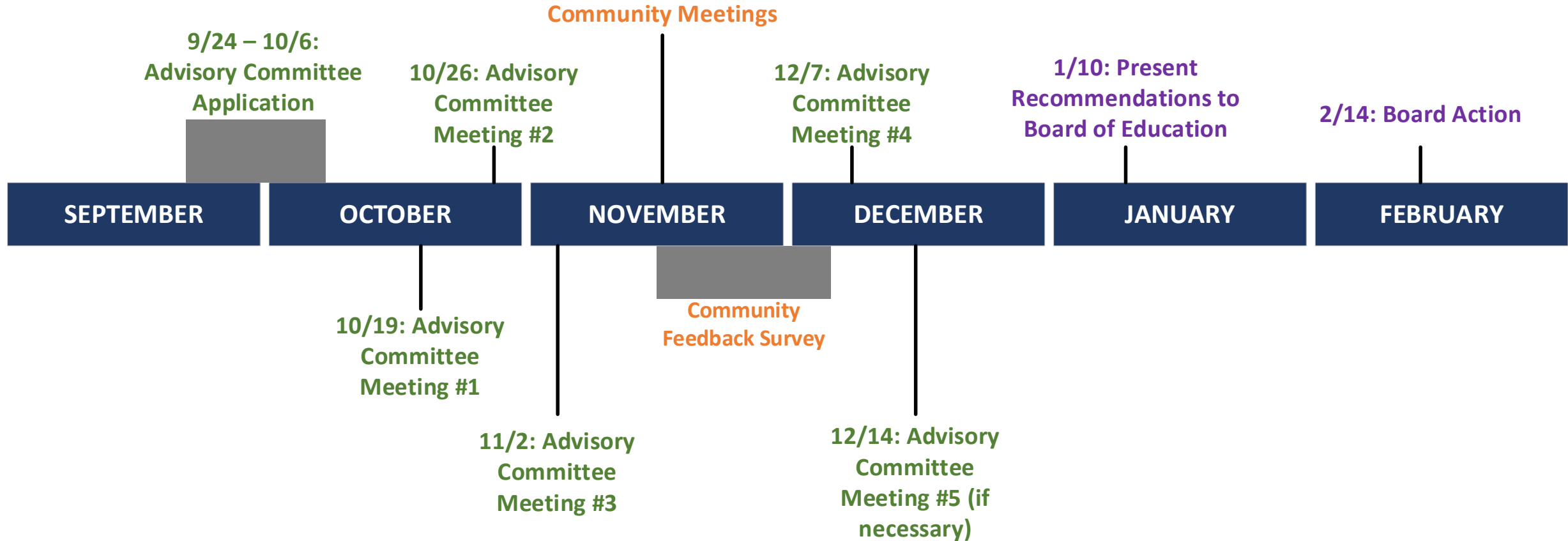
**Community  
Transparency**

► ENROLLMENT STRATEGY PLANNING  
THE PROCESS

- Committee's recommendation will be vetted through Superintendent
- Based on current timeline:
  - January 2022: Recommendation presented to Board
  - February 2022: Board Action

**Board  
Discussion &  
Action**

► ENROLLMENT STRATEGY PLANNING  
TIMELINE





A row of yellow school buses is parked in a grassy field. The buses are yellow with black stripes and have "SCHOOL BUS" written on the front. They are parked in a line, receding into the distance. The foreground is a lush green field with many small yellow wildflowers. The sky is a deep blue with scattered white, fluffy clouds. The entire image is framed by a thin white border.

# ATTENDANCE AREA CHANGES

GUIDELINES & CRITERIA

## ► GUIDELINES

### POLICY JC

### To the greatest extent possible:

- Minimize disruption of student's established learning programs.
- Keep siblings in the same elementary, middle or high school, whenever possible.
- Provide an overall balance of student enrollment related to facility size, taking into account future growth patterns.
- Provide a reasonably balanced socio-economic relationship in all schools.
- Provide the most cost effective, efficient and feasible means for student transportation, taking into account travel time.
- Keep neighborhoods in the same attendance area, whenever possible.
- Maintain patterns so that elementary/middle/high school attendance areas stay with the same cohort as they progress through school levels, whenever possible.
- Follow natural boundaries and utilize existing physical boundaries such as major roadways or other geographical features to delineate boundaries, whenever possible.

The district will consider two factors to help determine proposed attendance area adjustments or student transfers and what process to use:

- The number of schools involved in the proposed change.
- The number of students and people impacted by the proposed change.



## ► GUIDELINES

### CONSIDERATIONS

#### **Considerations:**

- There is no prioritization of guidelines.
- Some may be in direct contradiction of others.
- The intent is to provide a measurable way to compare options to each other.

#### **Why are boundaries necessary?**

- Prevent and eliminate overcrowding
- Allow for future growth
- Keep distances traveled by students reasonable
- Allow campuses to house students safely and provide adequate services to all students



## ► GUIDELINES

### LESSONS LEARNED

- These criteria are not going to be all things to all people
- No matter what happens or how much we communicate, some members of the community are going to take some facet of the criteria and say “because this option doesn’t 100% align with this one piece of the criteria, your option is invalid”
- This is not a fun process for communities, considerations should be given to the longevity of a plan.
  - Example: if we have an option that moves a very low number of students, but we know that we are going to have to do this process again in 2 years, is that considered a success?

A row of yellow school buses is parked in a grassy field. The buses are yellow with black stripes and have "SCHOOL BUS" written on the front. They are parked in a line, receding into the distance. The foreground is a lush green field with many small yellow wildflowers. The sky is a deep blue with scattered white clouds. The entire image is framed by a thin white border.

# BOUNDARY ADVISORY COMMITTEE

ROLES & RESPONSIBILITIES

## ► BOUNDARY ADVISORY COMMITTEE

### ROLES & RESPONSIBILITIES

#### Role of the Committee

- Keep an objective view and consider the needs of ALL STUDENTS
- Develop attendance area options and recommendations in coordination with consultants and District Staff
- Inform the community about the process
- Attend all meetings

**Please remember:** You are representing your school communities, as well as the larger JC Schools community. You agreed to leave personal agendas at home when applying for this committee.

**DO NOT:** Solicit feedback on behalf of this group

#### Role of the Community

Provide feedback on concepts and options presented by the District, consultant, and committee



► B O U N D A R Y   A D V I S O R Y   C O M M I T T E E

N O T E S

- **Socioeconomically diverse schools** have more positive outcomes for ALL students
  - Higher average test scores
  - Greater likelihood for college enrollment
  - Higher graduation rates
- **School Assignment & Race**
  - Brown v. Board of Education
    - Outlawed racial segregation in public schools
  - Parents Involved in Community Schools v. Seattle School District No. 1 & Meredith v. Jefferson County Board of Education
    - Cannot assign students to schools on the basis of race

A photograph of a classroom with a teacher standing at the front and several students in the foreground with their hands raised. The teacher is a woman with dark hair, wearing a light-colored blouse. The students are seen from behind, with their arms raised high. In the background, a chalkboard displays mathematical equations:  $2x^2 - 3x + 5 = 10$ ,  $5 + 7(1 - 3) / (4 - 2) = 12$ , and  $2x^2 - 3x + 5 = 10$ . The text "BACKGROUND DATA" is overlaid in large, white, serif capital letters.

# BACKGROUND DATA

ATTENDANCE AREA CHANGES

## ► BACKGROUND DATA

### UNDERSTANDING

**Enrollment** – The number of students attending a school.

Live = students that reside within the boundary

Attend = students attending that facility, regardless of residence

**Capacity** – The number of students a facility can serve, this is a fluid number that is impacted by programs within each building.

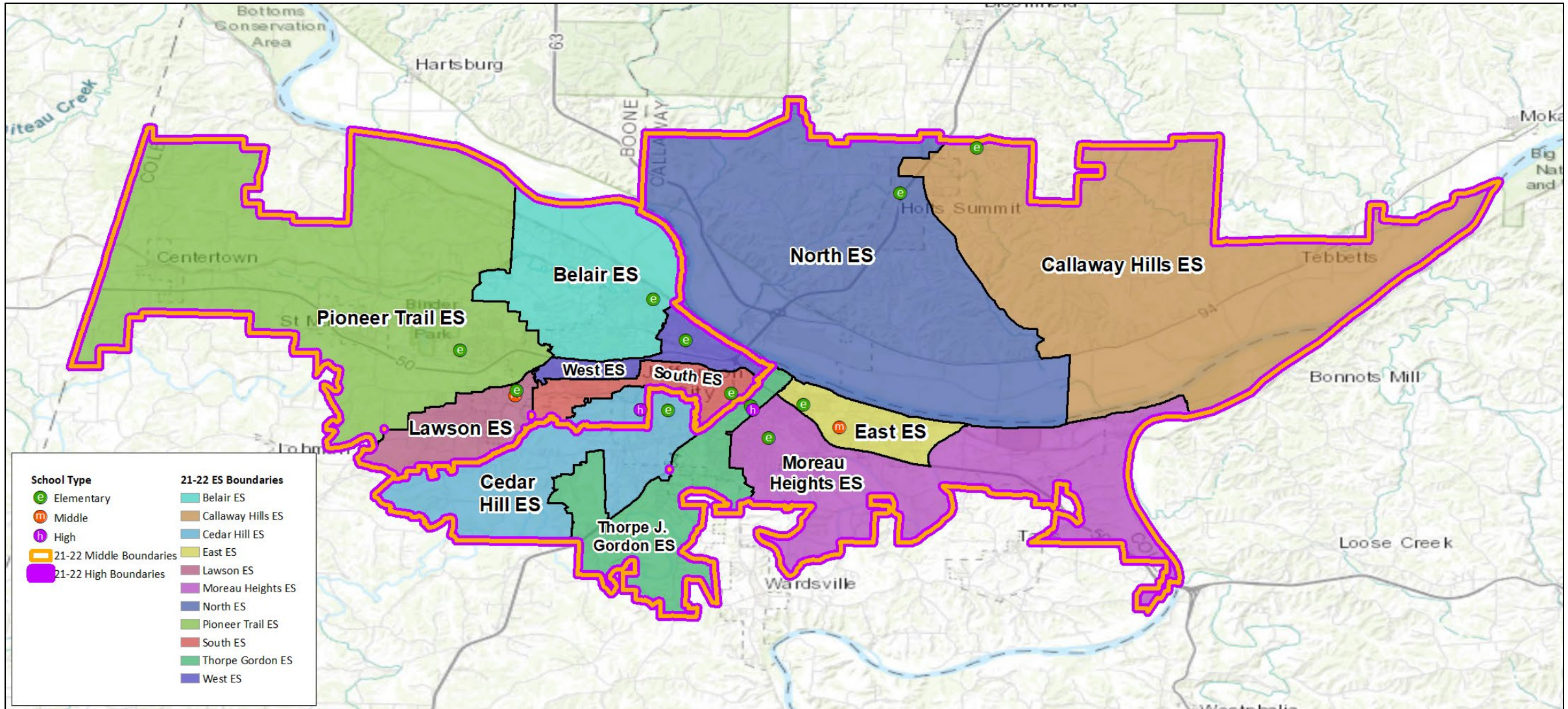
**Utilization** – Number of students divided by the capacity of the building

**Low SES %** – The percentage of students coming from lower socio-economic backgrounds, measured using student-level free/reduced lunch data

**Planning Unit** – an arbitrary subset of a boundary that is used to aggregate data to quickly illustrate the impacts of potential boundary changes.

## ► BACKGROUND DATA

### 21-22 ATTENDANCE AREAS



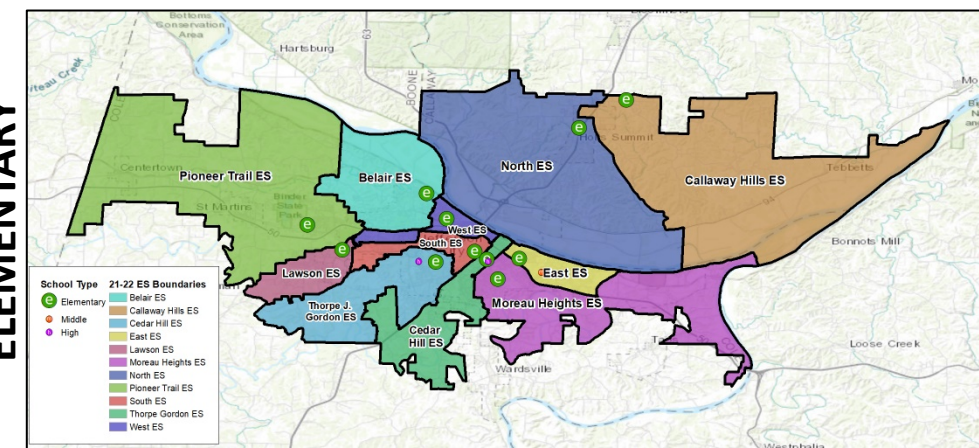


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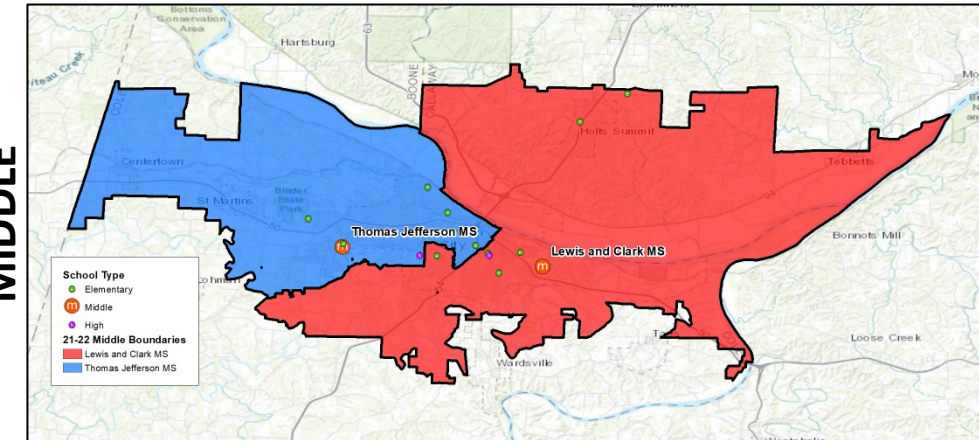
## 21-22 ATTENDANCE AREAS

School	Capacity	Live Enrollment	Live Utilization	Live Low SES %
Belair Elementary School	431	433	100%	46%
Callaway Hills Elementary School	298	238	80%	99%
Cedar Hill Elementary School	429	322	75%	41%
East Elementary School	387	266	69%	99%
Clarence Lawson Elementary School	471	385	82%	56%
Moreau Heights Elementary School	437	291	67%	62%
North Elementary School	451	413	92%	42%
Pioneer Trail Elementary School	538	501	93%	51%
South Elementary School	340	261	77%	95%
Thorpe Gordon Elementary School	340	300	88%	96%
West Elementary School	409	296	72%	61%
<b>ELEMENTARY SUBTOTAL</b>	<b>4,531</b>	<b>3,706</b>	<b>82%</b>	<b>64%</b>
Lewis & Clark Middle School	972	868	89%	59%
Thomas Jefferson Middle School	972	1,050	108%	52%
<b>MIDDLE SUBTOTAL</b>	<b>1,944</b>	<b>1,918</b>	<b>99%</b>	<b>56%</b>
Capital City High School	1,864	1,456	78%	44%
Jefferson City High School	1,878	1,228	65%	46%
<b>HIGH SUBTOTAL</b>	<b>3,742</b>	<b>2,684</b>	<b>72%</b>	<b>45%</b>

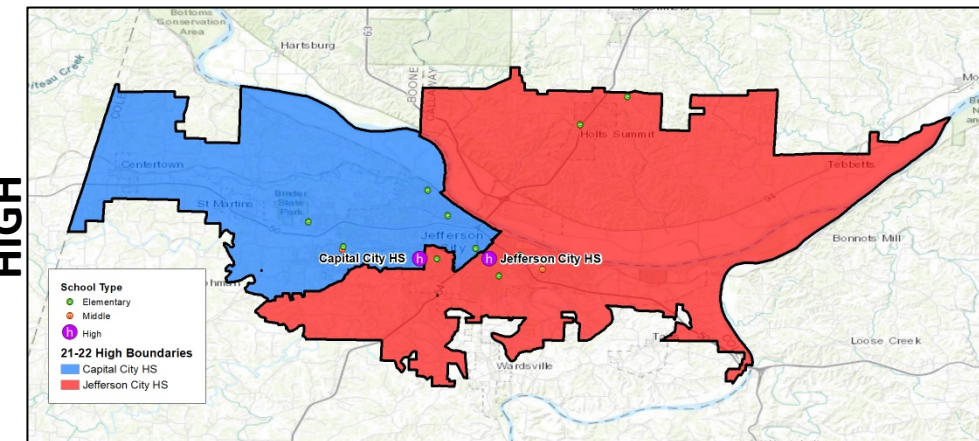
### ELEMENTARY



### MIDDLE



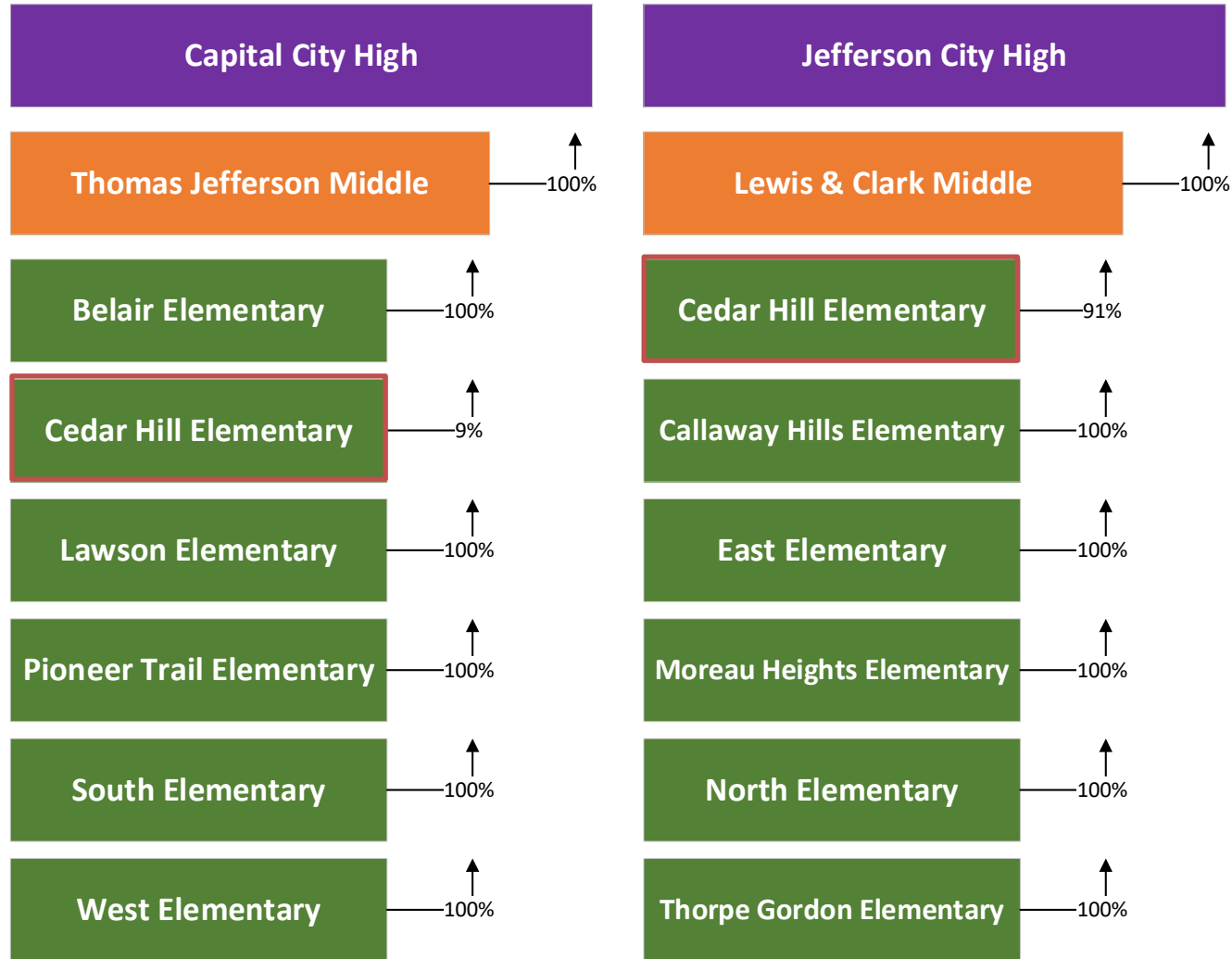
### HIGH



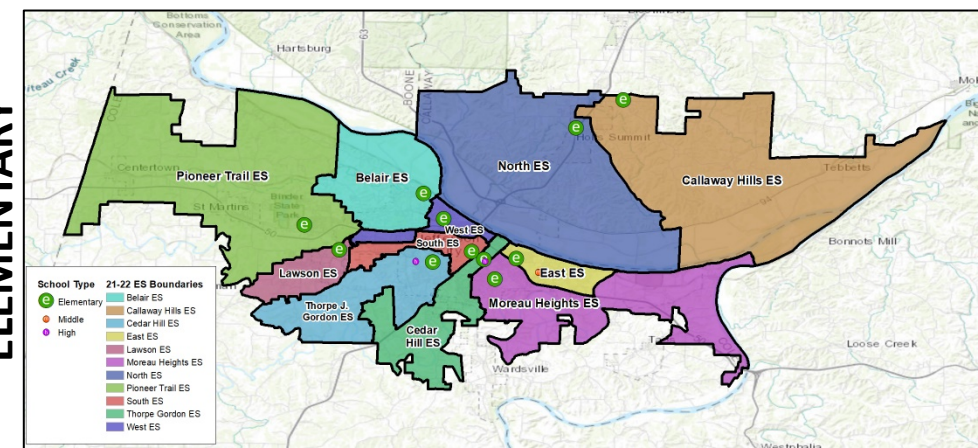


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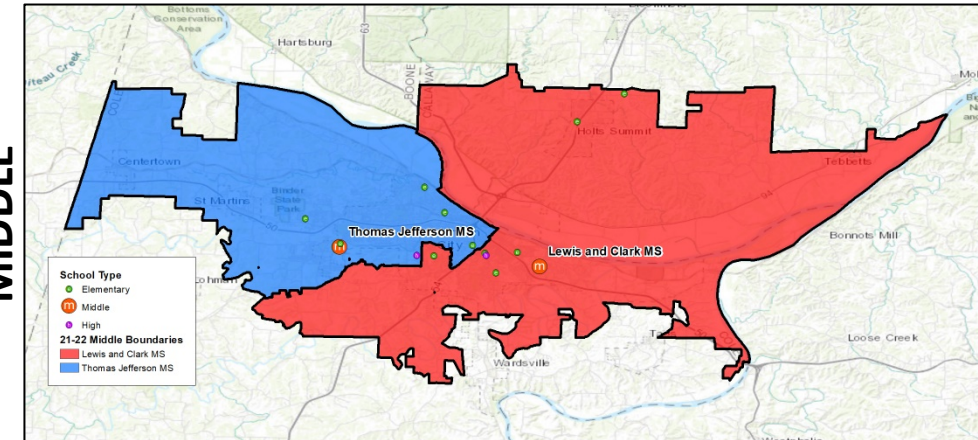
## FEEDERS



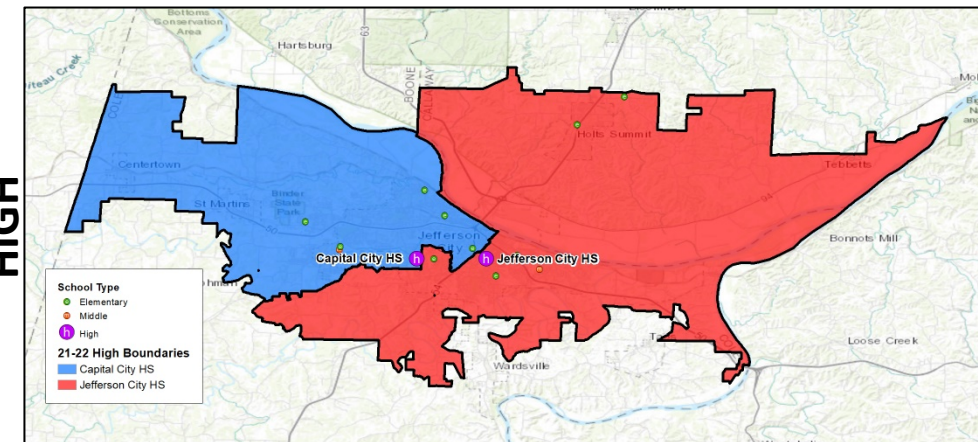
## ELEMENTARY



## MIDDLE



## HIGH



## ► BACKGROUND DATA

## LIVE/ATTEND ANALYSIS

2021-22 Live/Attend Analysis Elementary School (K-5)		Attend												Transfer Out	% Transfer Out
		Belair Elementary School	Callaway Hills Elementary School	Cedar Hill Elementary School	East Elementary School	Clarence Lawson Elementary School	Moreau Heights Elementary School	North Elementary School	Pioneer Trail Elementary School	South Elementary School	Thorpe Gordon Elementary School	West Elementary School	TOTAL		
Live	Belair ES	421	-	-	1	1	3	1	3	2	-	1	433	12	3%
	Callaway Hills ES	-	227	-	2	4	1	-	-	1	3	-	238	11	5%
	Cedar Hill ES	2	-	315	-	2	-	-	-	2	-	1	322	7	2%
	East ES	-	-	-	257	5	3	-	-	-	1	-	266	9	3%
	Lawson ES	-	-	3	-	376	2	-	3	-	-	1	385	9	2%
	Moreau Heights ES	-	1	1	1	1	286	-	1	-	-	-	291	5	2%
	North ES	-	5	-	-	4	1	403	-	-	-	-	413	10	2%
	Pioneer Trail ES	7	-	3	-	7	3	1	474	3	-	3	501	27	5%
	South ES	-	-	1	1	3	2	-	-	250	3	1	261	11	4%
	Thorpe Gordon ES	3	-	4	-	6	2	-	1	5	279	-	300	21	7%
	West ES	1	-	-	14	3	4	-	2	1	-	271	296	25	8%
	Out of District/Unmatched	1	9	1	2	1	1	2	2	1	2	3	25	-	-
	TOTAL	435	242	328	278	413	308	407	486	265	288	281	3,731 K-5 Students		
Live & Attend	421	227	315	257	376	286	403	474	250	279	271				
Transfer In	14	15	13	21	37	22	4	12	15	9	10				
% Transfer In	3%	6%	4%	8%	9%	7%	1%	2%	6%	3%	4%				

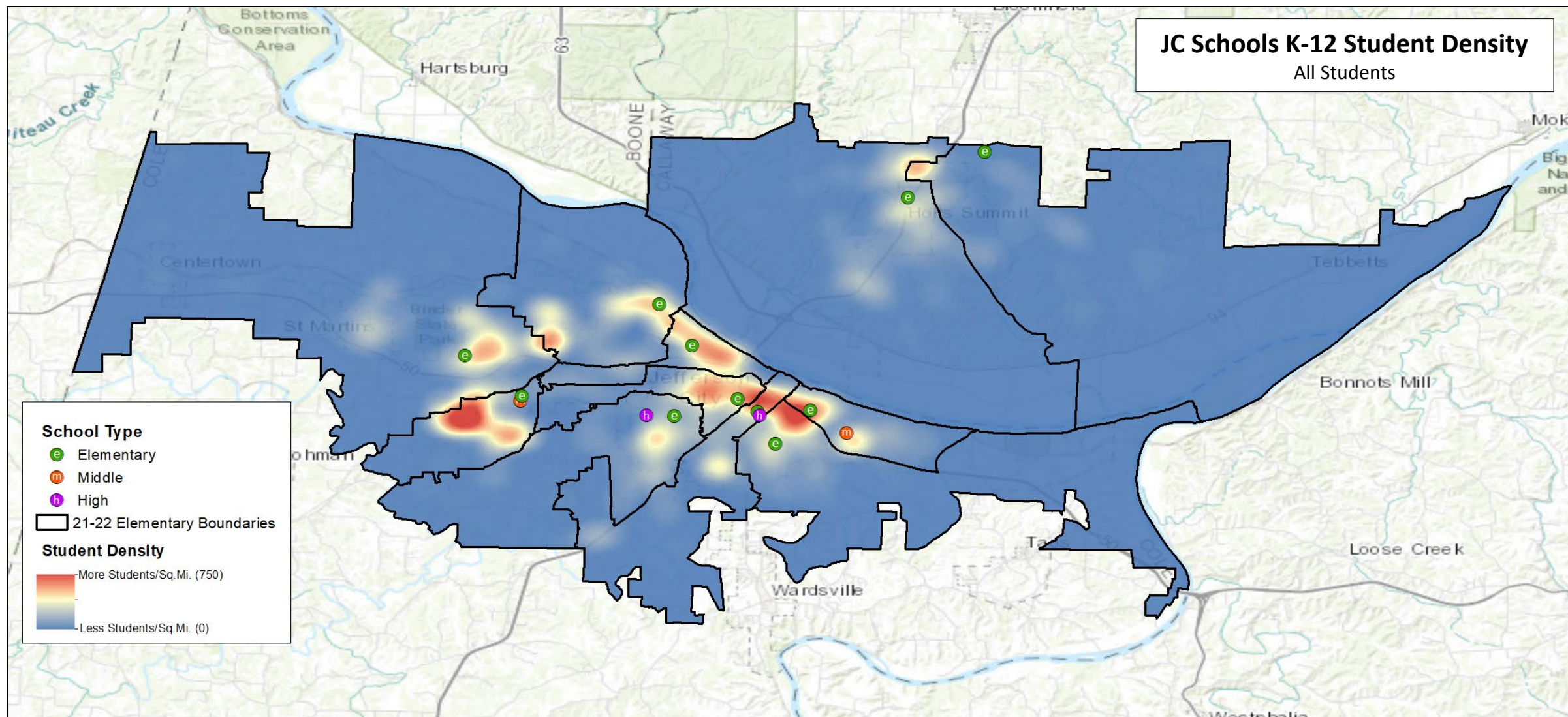
2021-22 Live/Attend Analysis Middle School (6-8)		Attend			Transfer Out	% Transfer Out
		Lewis & Clark Middle School	Thomas Jefferson Middle School	TOTAL		
Live	Lewis and Clark MS	856	12	868	12	1%
	Thomas Jefferson MS	18	1,032	1,050	18	2%
	Out of District/Unmatched	8	3	11	-	-
	TOTAL	882	1,047	1,929 6-8 Students		
Live & Attend		856	1,032			
Transfer In		26	15			
% Transfer In		3%	1%			

2021-22 Live/Attend Analysis High School (9-12)		Attend			Transfer Out	% Transfer Out
		Capital City High School	Jefferson City High School	TOTAL		
Live	Capital City HS	1,383	73	1,456	73	5%
	Jefferson City HS	54	1,174	1,228	54	4%
	Out of District/Unmatched	5	21	26	-	-
	TOTAL	1,442	1,268	2,710 9-12 Students		
Live & Attend		1,383	1,174			
Transfer In		59	94			
% Transfer In		4%	7%			



## ► BACKGROUND DATA

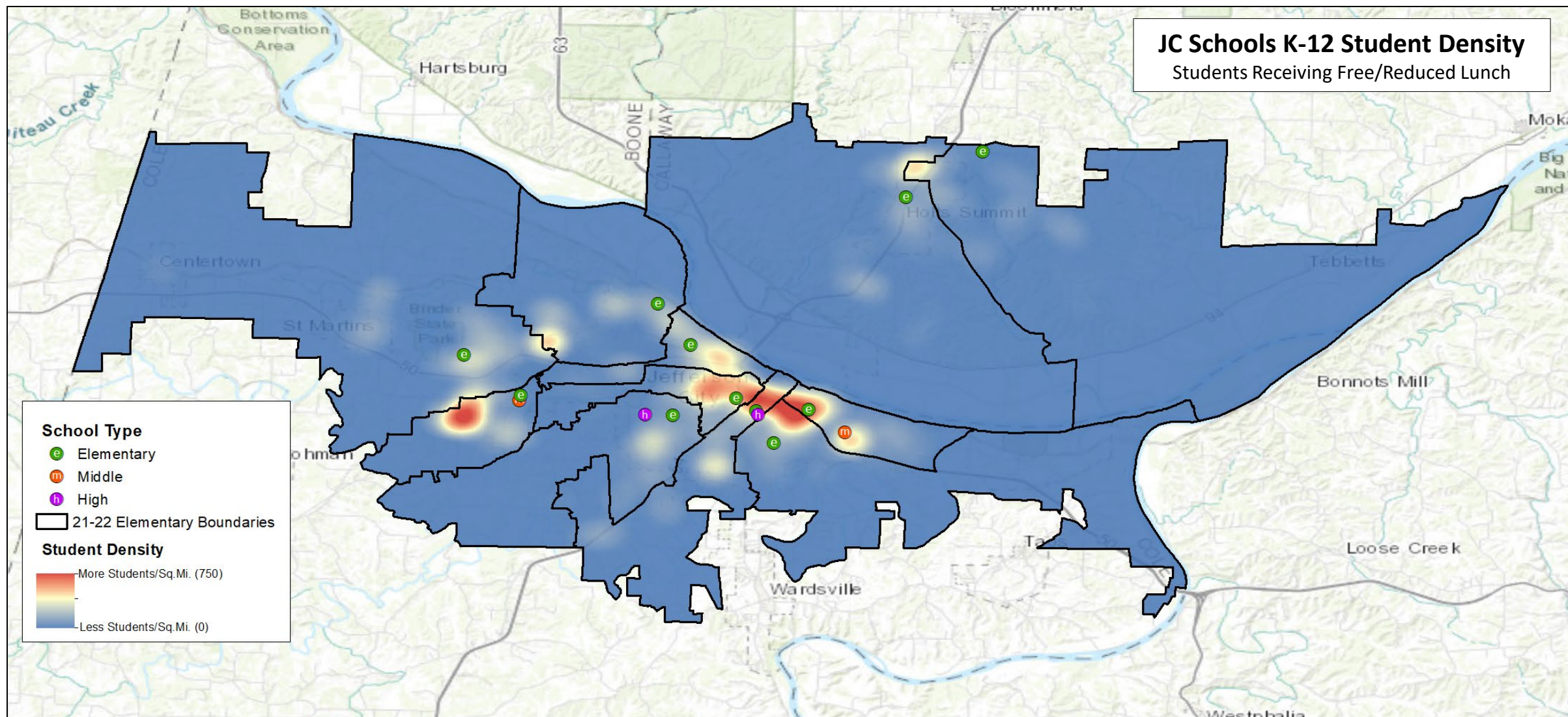
### DENSITY MAPS





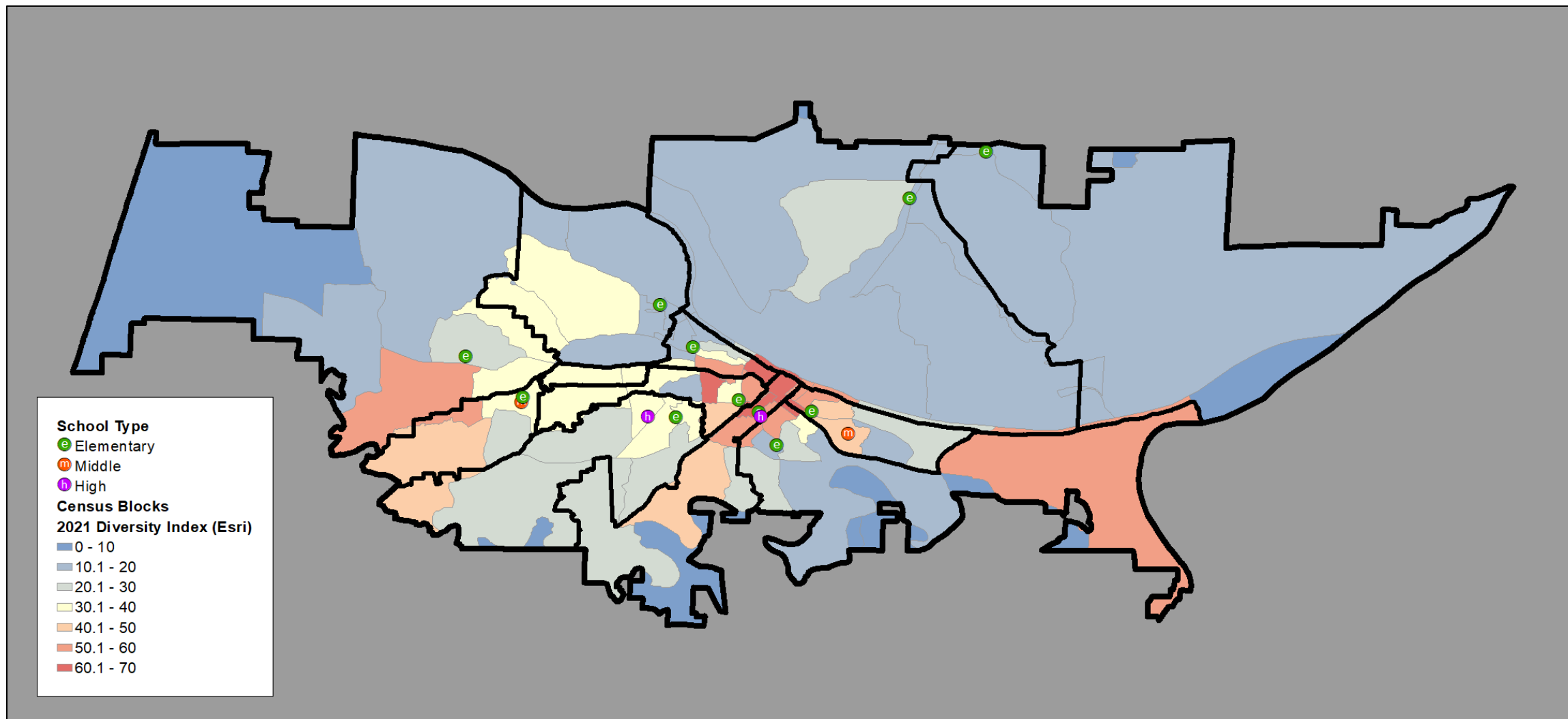
## ► BACKGROUND DATA

### DENSITY MAPS



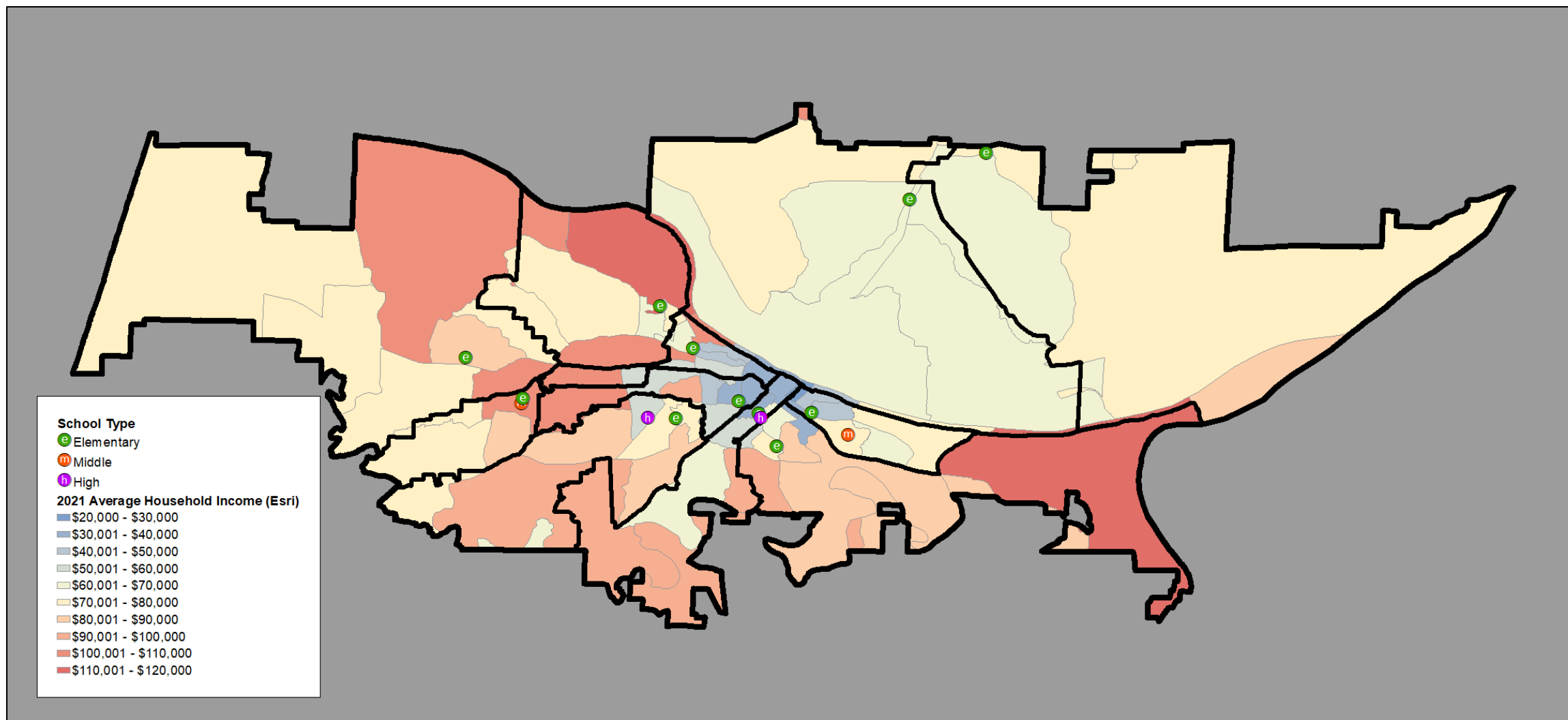
# ► BACKGROUND DATA

## 2020 CENSUS DEMOGRAPHICS



# ► BACKGROUND DATA

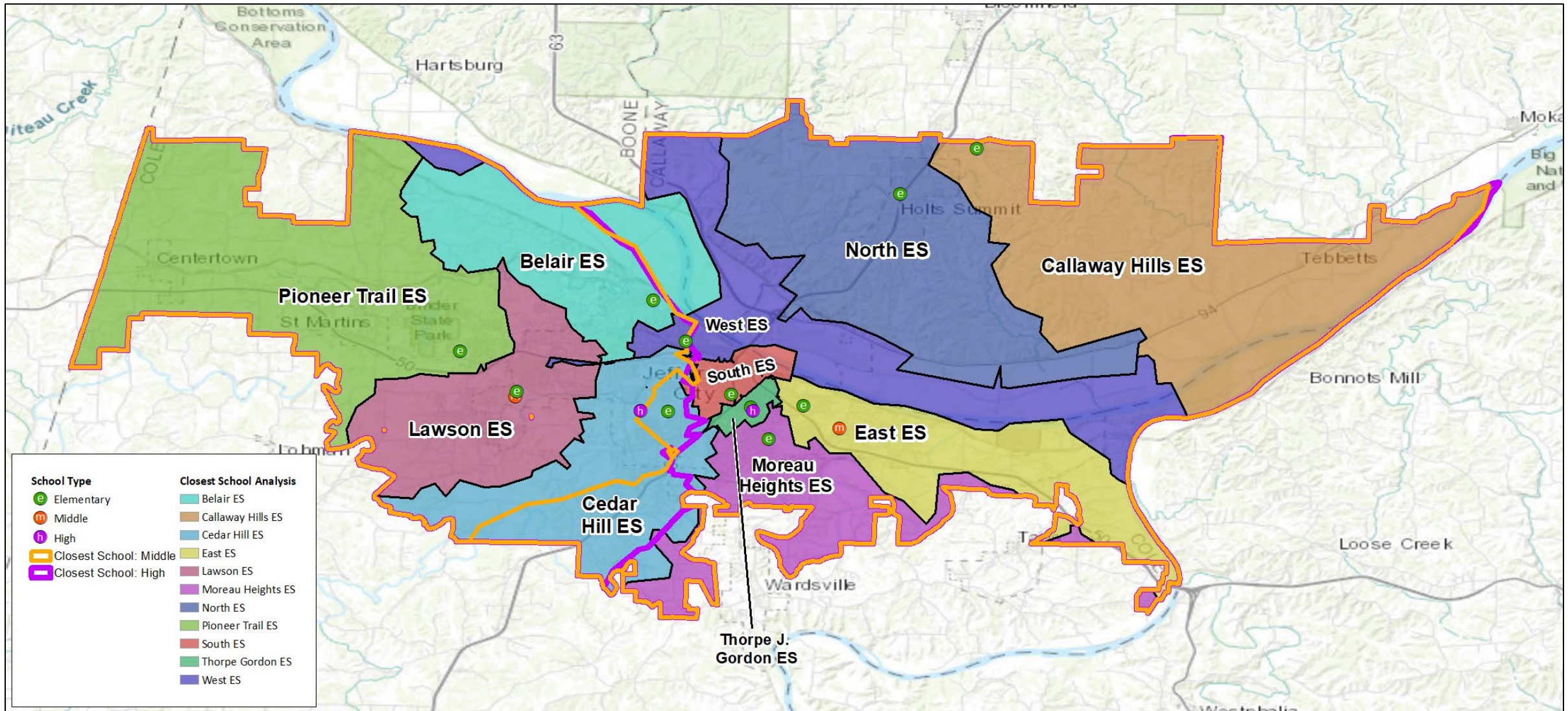
## 2020 CENSUS DEMOGRAPHICS





## ► BACKGROUND DATA

### CLOSEST SCHOOL ANALYSIS



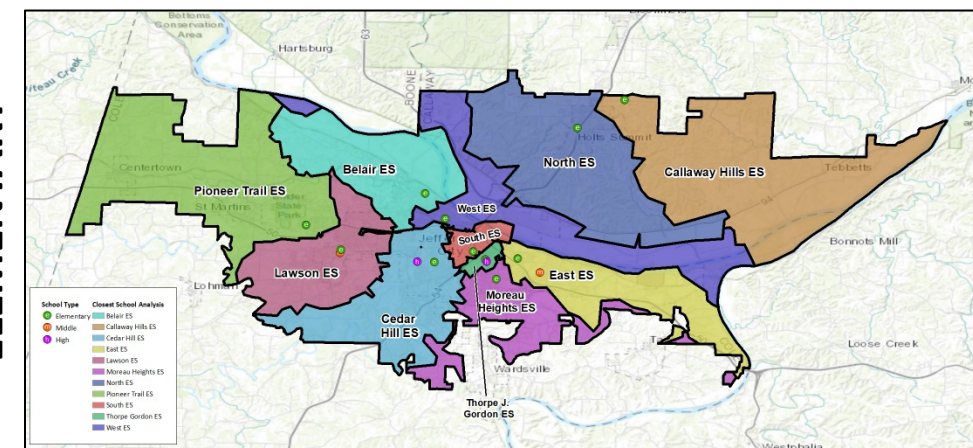


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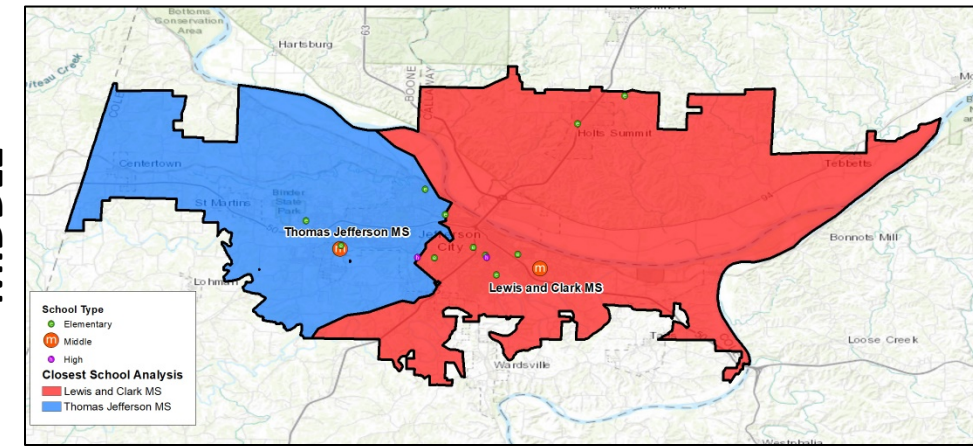
### CLOSEST SCHOOL ANALYSIS

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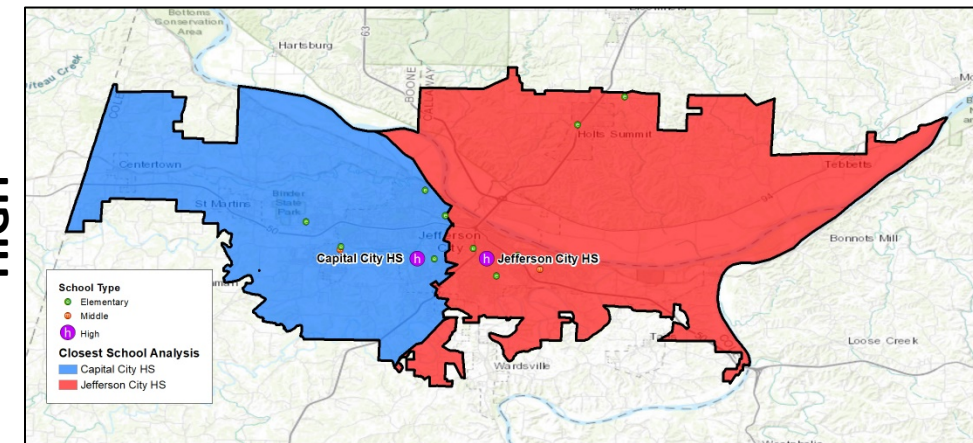
ELEMENTARY



MIDDLE



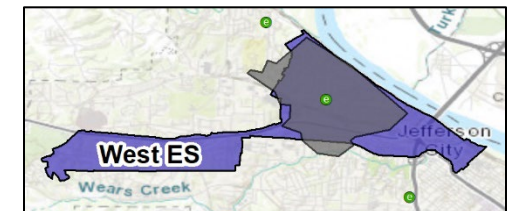
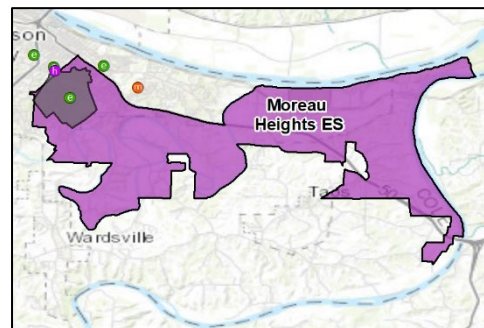
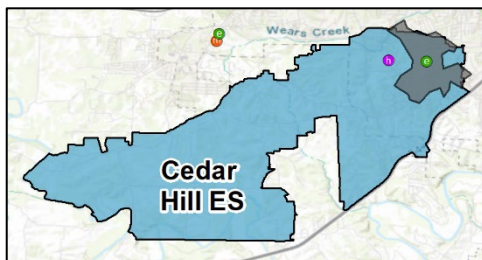
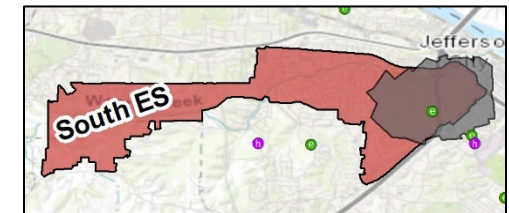
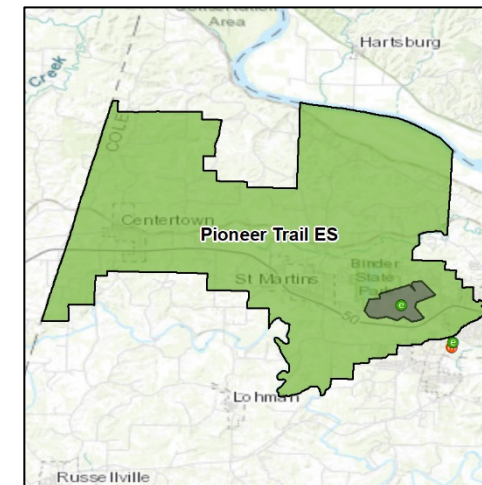
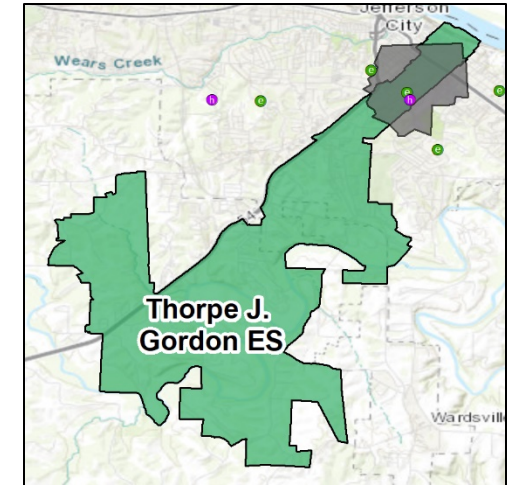
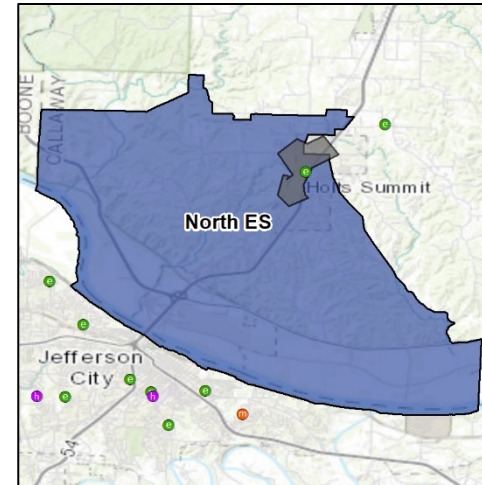
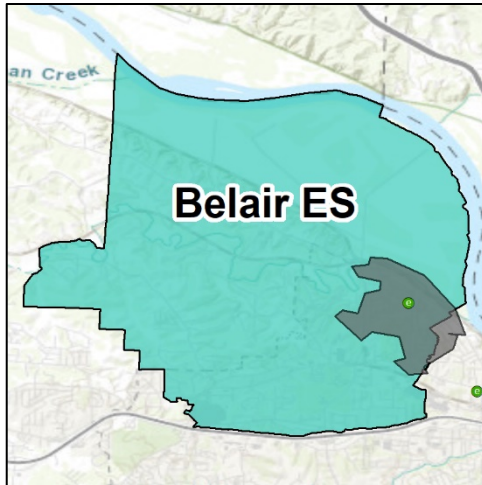
HIGH





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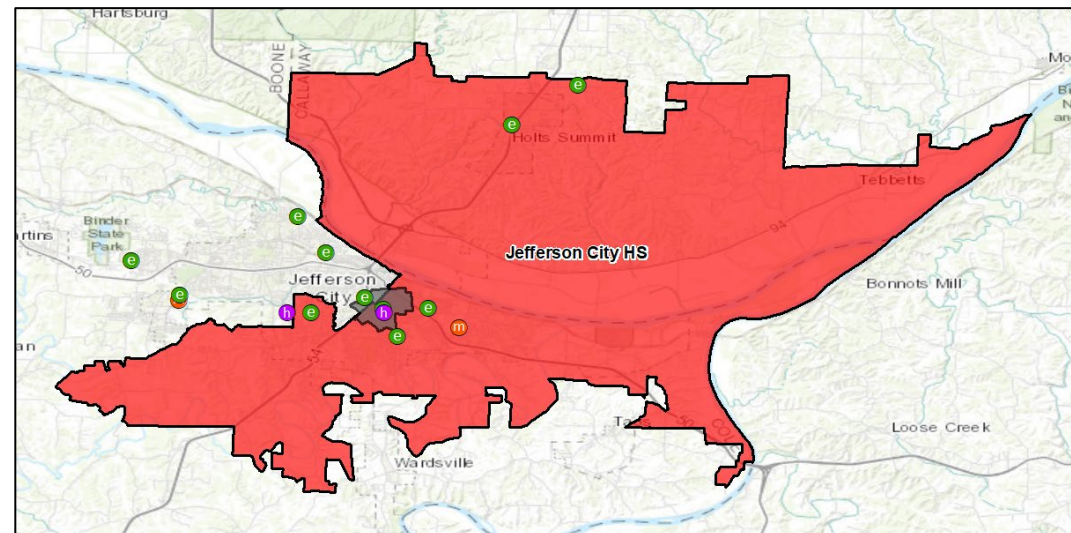
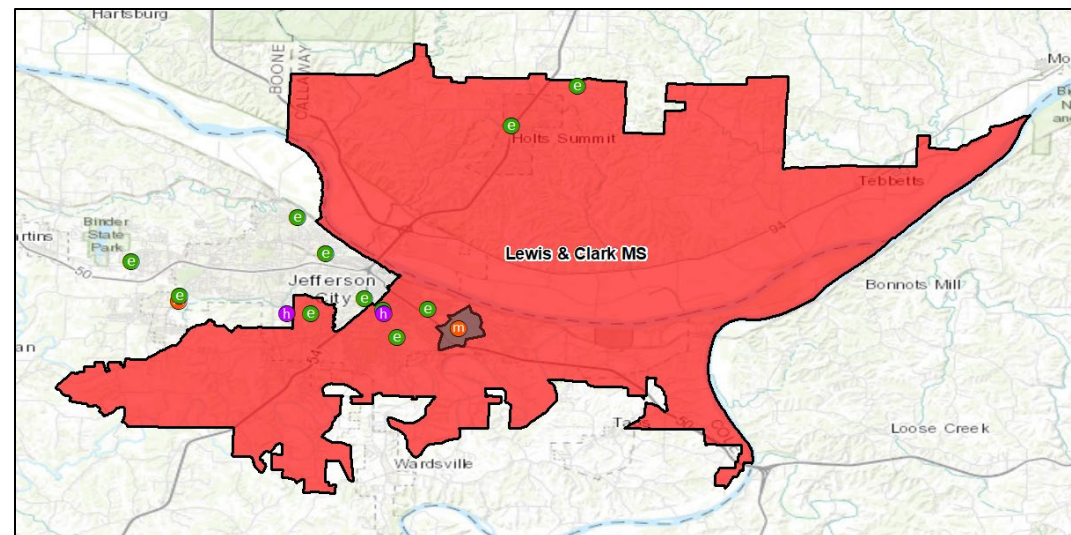
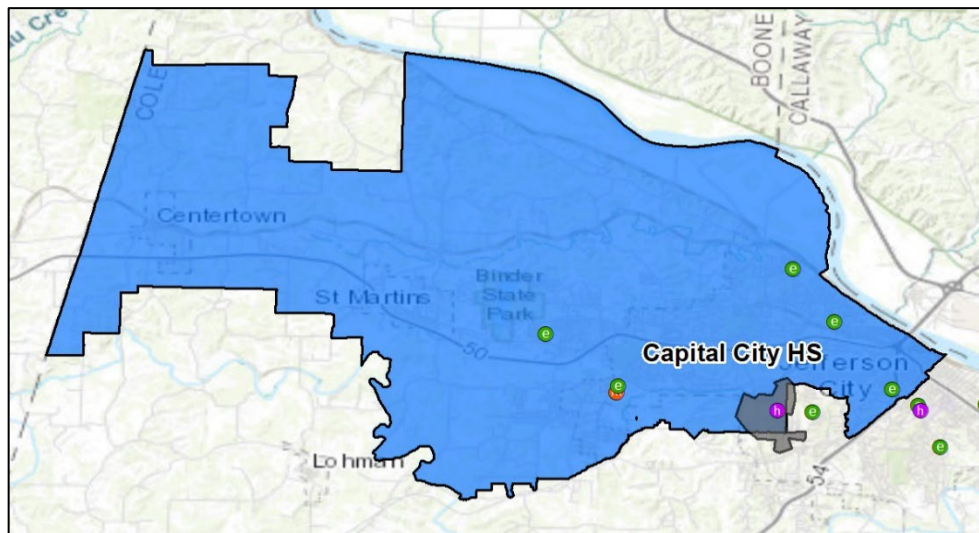
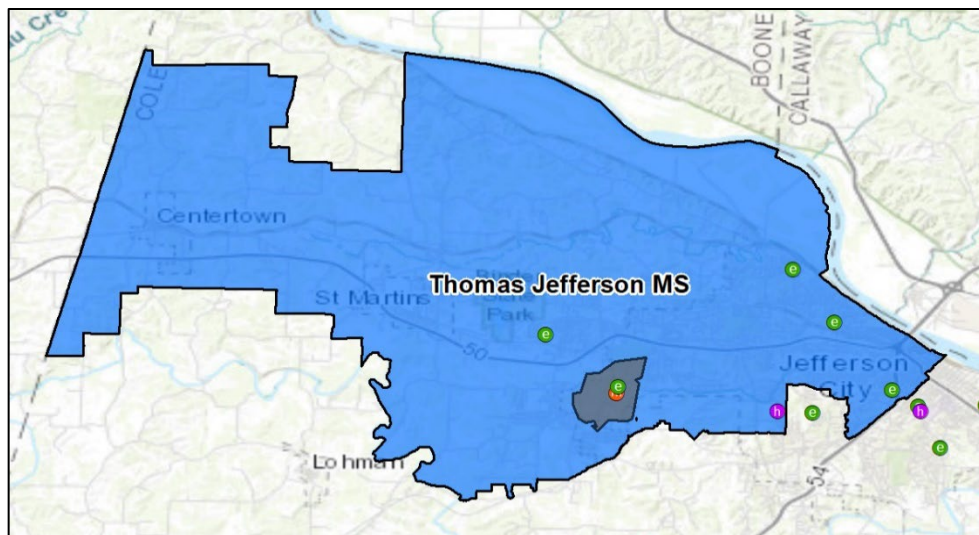
### 1 MILE WALK ZONES





## ► BACKGROUND DATA

### 1 MILE WALK ZONES





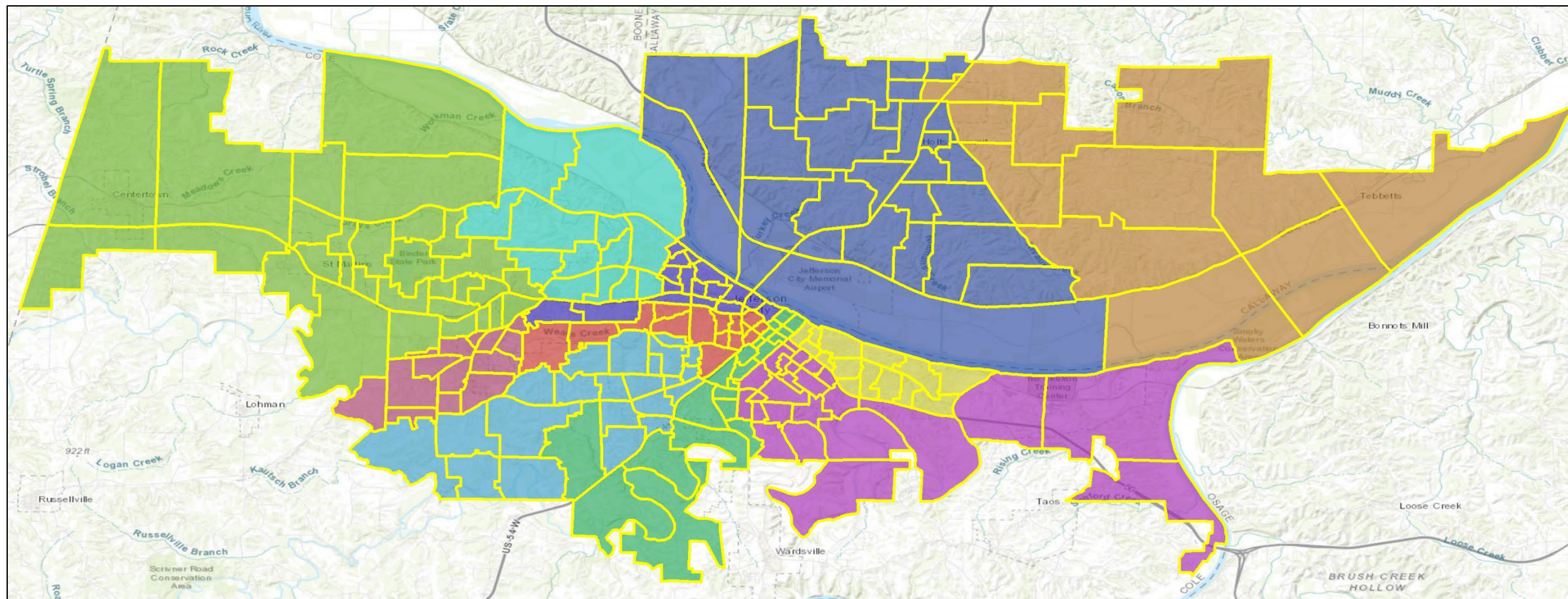
A photograph of a classroom scene. A male teacher with glasses, wearing a light blue shirt and a patterned tie, stands at the front of the room. He is pointing towards the students with his right hand and holding a tablet in his left. Several students are seated at their desks, and many of them have their hands raised, indicating they want to ask a question or answer. The classroom has a whiteboard in the background with some writing on it, and colorful letters 'M' and 'A' are visible on the wall to the right. The word 'QUESTIONS?' is overlaid in the center of the image.

QUESTIONS?



# ► BACKGROUND DATA

## PLANNING UNITS





# COOPERATIVE STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

**THANK YOU**

WE APPRECIATE YOUR TIME