



School Boundaries Board Update

January 17, 2023

Purpose



- To provide for the development of school boundaries for the opening of Sadberry Intermediate in August of 2023 with 5th graders.
- To balance elementary school enrollment where necessary to prevent overutilization and underutilization of schools.

Stakeholder Engagement & Timeline

September (initial awareness and preliminary feedback)

- ✓ School Board Updates
- ✓ District Educational Improvement Committee (DEIC)
- ✓ 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
- ✓ Expanded Stakeholder Focus Groups - Programs and Options
- ✓ District Leadership Team Focus Group - Programs and Options

www.bryanisd.org/schoolboundaries

[Update Center](#) • [School Boundaries](#)

School Boundaries

SCHOOL BOUNDARIES

The School Boundaries Oversight Committee represents an array of stakeholders and is comprised of parents, community members, two members of the Board of Trustees, campus staff, and district staff. This committee works in alignment with the decision principles detailed in Board Policy FC(LOCAL) to review and provide feedback and suggestions regarding attendance boundary recommendations.

More specifically, the committee will provide feedback on the development of school boundaries for the opening of Sadberry Intermediate and will work to ensure the equitable distribution of programs and students across all grade levels in accordance with Board Policy FC (Local).

TIMELINE OVERVIEW

September 2022

- 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 2022

- School Board Updates
- School Boundaries Oversight Committee Meetings
- Principal Focus Group - Programs
- Parent Focus Group - Programs
- Teacher Focus Group - Programs
- DEIC Focus Group - Programs
- Expanded Stakeholder Focus Groups - Programs and Options
- District Leadership Team Focus Group - Programs and Options

November 2022

- School Board Updates
- School Boundaries Oversight Committee
- Focus Groups at campus and community locations
- Teacher Advisory Council
- Parent Leadership Team

December 2022

- School Boundaries Oversight Committee
- Survey of School Boundary Options (December 5-16, 2022)
- Stakeholder Focus Groups (November 12-16, 2022)
- Faith-Based Leadership Team
- Superintendent Advisory Council
- District Educational Improvement Committee
- School Boundary Recommendations to the School Board

January 2023

- School Boundaries Oversight Committee
- District Educational Improvement Committee
- School Boundary Recommendations to the School Board

February 2023

- Communication to Parents regarding 2023-2024 School Boundaries

March - August 2023

- Various opportunities for schools and families to connect and participate in events to ensure a smooth transition for the 2023-2024 school year.

PRESENTATIONS

[Board Update - School Boundaries 9-6-22](#)

[Board Update - School Boundaries 10-3-22](#)

[Board Update - School Boundaries 10-17-22](#)

Stakeholder Engagement & Timeline

November

- ✓ School Board Updates
- ✓ Parent Focus Groups at Campus Locations
- ✓ School Boundaries Oversight Committee
- ✓ Teacher Advisory Council
- ✓ Parent Leadership Team

December

- ✓ Survey of School Boundary Options
- ✓ Continued Stakeholder Focus Groups
- ✓ School Boundaries Oversight Committee
- ✓ Faith Based Leadership Team
- ✓ Superintendent Advisory Council
- ✓ District Educational Improvement Committee

January

- ✓ School Boundaries Oversight Committee
 - Boundary Recommendations to the School Board

February

- Communication to Parents: 2023-2024 School Boundaries

March - August

- Opportunities for families and students to connect and participate in events to ensure a smooth transition.



In addition to the Board Updates on School Boundaries and the website, the district has invited all parents, community members, and staff members to be part of this process through focus groups.

*Thus far over **1,300** have participated in a one or more informational or feedback sessions and/or the survey.*

Identified Needs

1. Neal is an underutilized campus.
2. Branch is an overutilized campus.
3. Henderson is an overutilized campus.
4. Johnson is an overutilized campus.
5. Increase the number of Emergent Bilingual Early Exit students at Crockett.
6. Prepare school boundaries for Sadberry, Rayburn, and Long.*

Community Survey of Possible Boundary Options

Option 1 Overview

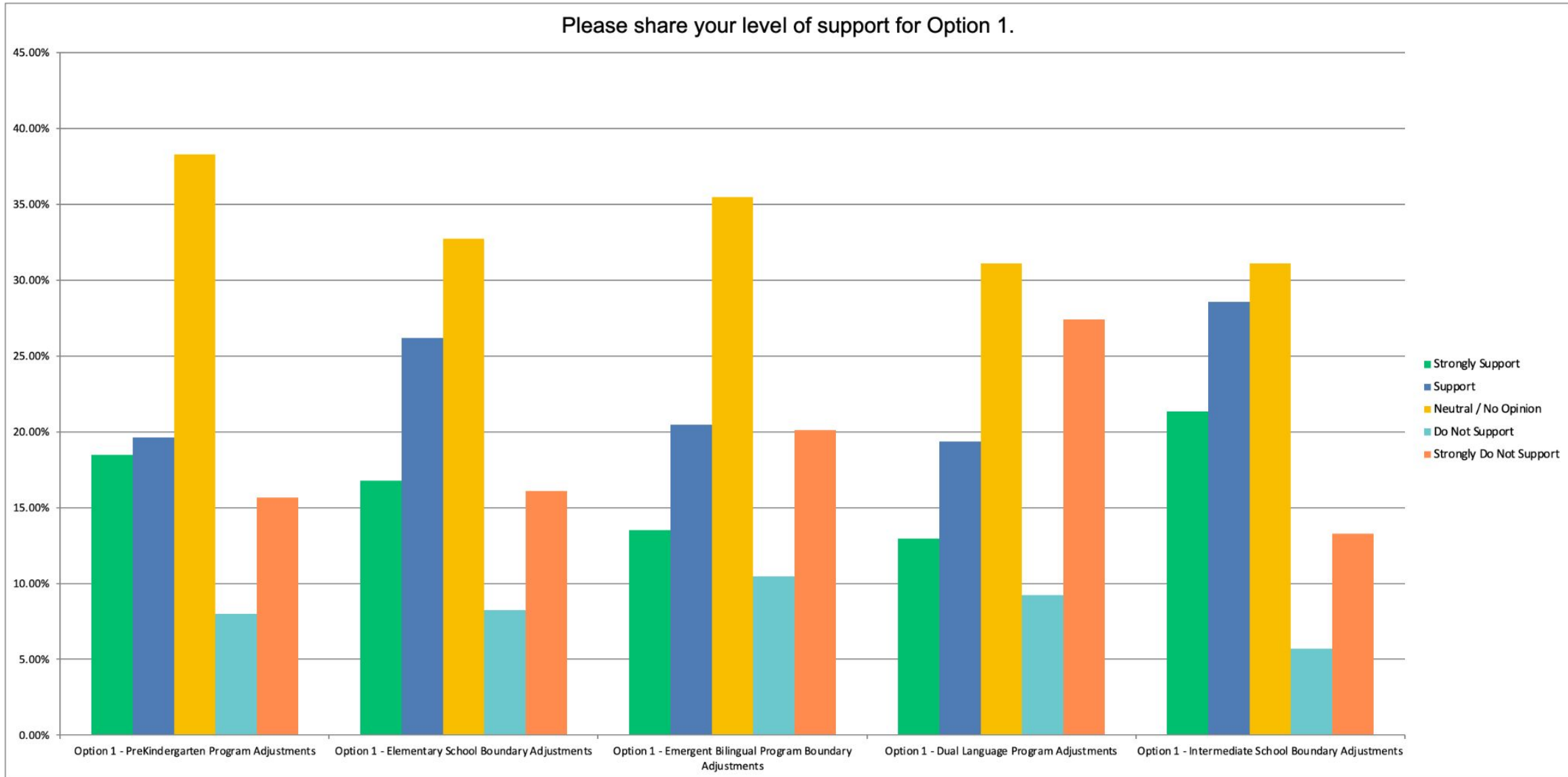
- PreKindergarten
 - Johnson's PreK attends Bowen
- Elementary School Boundary Adjustments
 - Minor adjustments from Branch to Jones
 - Minor adjustments from Fannin to Neal
 - Minor adjustments from Branch to Kemp
 - Minor adjustments from Houston to Mitchell
- Emergent Bilingual Program Boundary Adjustments
 - Crockett's Emergent Bilingual students shift to Henderson
 - Minor adjustments to Fannin and Neal; Branch and Jones
- Dual Language Program Adjustments
 - Henderson's Dual Language students shift to Crockett
- Intermediate School Boundary Adjustments
 - Creation of Sadberry Intermediate boundary
 - Minor adjustments from Long to Rayburn



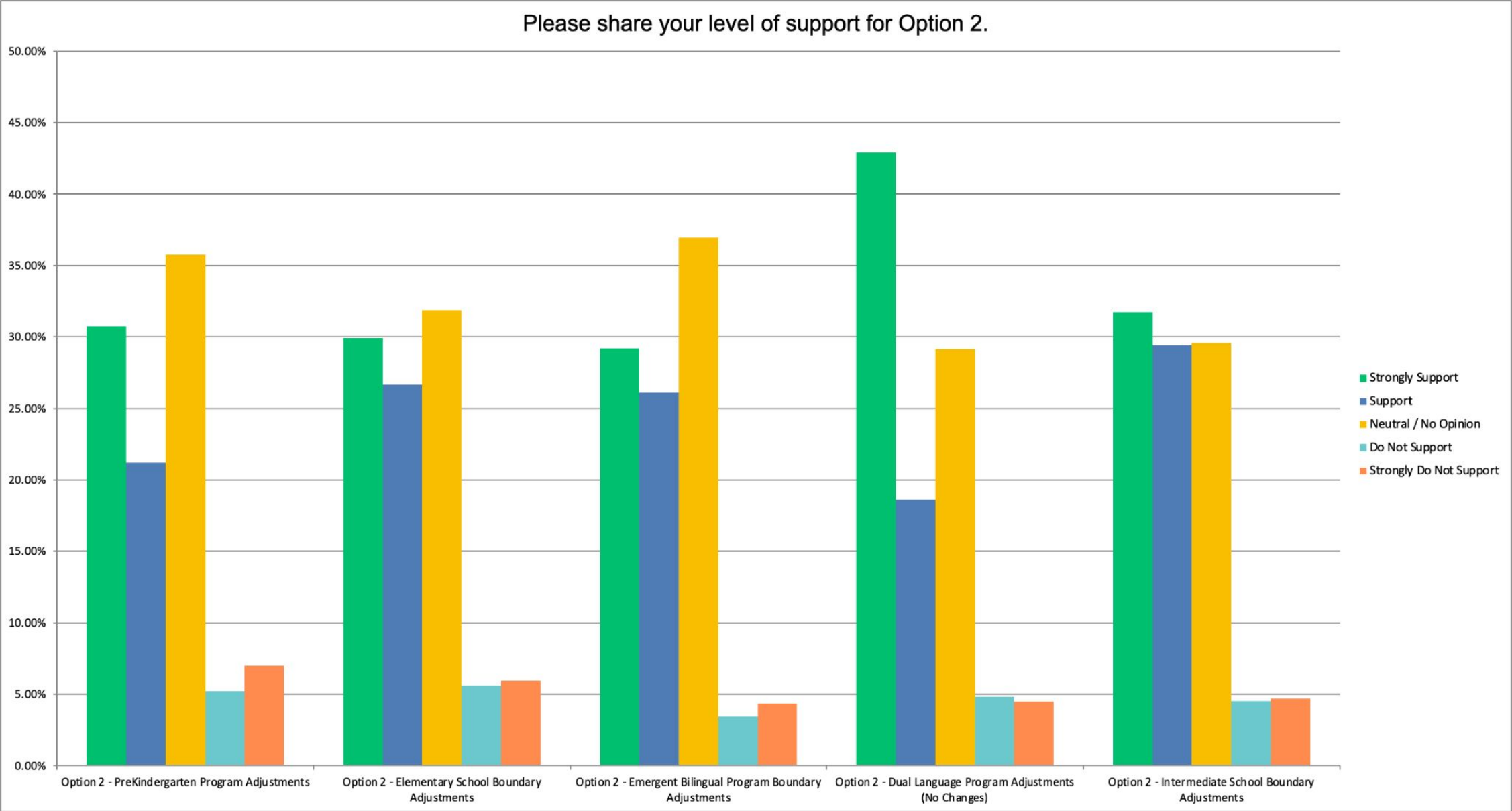
Option 2 Overview

- PreKindergarten
 - Johnson's PreK attends Bowen
- Elementary School Boundary Adjustments
 - Minor adjustments from Branch to Jones
 - Minor adjustments from Fannin to Neal
 - Minor adjustments from Branch to Kemp
 - Minor adjustments from Houston to Mitchell
 - Minor adjustments from Henderson to Fannin
- Emergent Bilingual Program Boundary Adjustments
 - Minor adjustments from Branch to Crockett; from Fannin to Neal; from Branch to Jones
- Dual Language Program Adjustments
 - None, all Dual Language programs remain at their current campuses.
- Intermediate School Boundary Adjustments
 - Creation of Sadberry Intermediate boundary
 - Minor adjustments from Long to Rayburn and Rayburn to Long

Option 1 Feedback



Option 2 Feedback





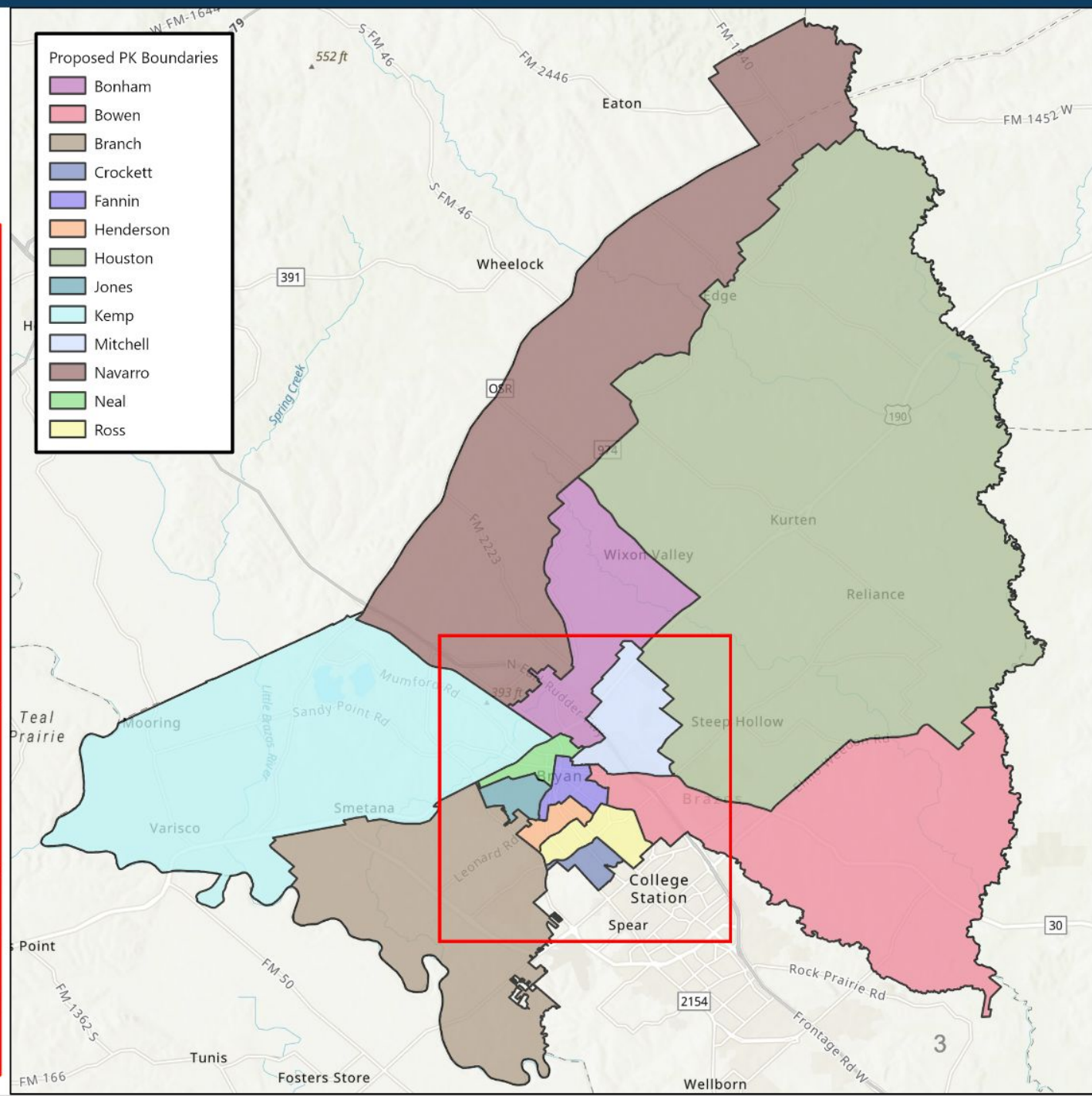
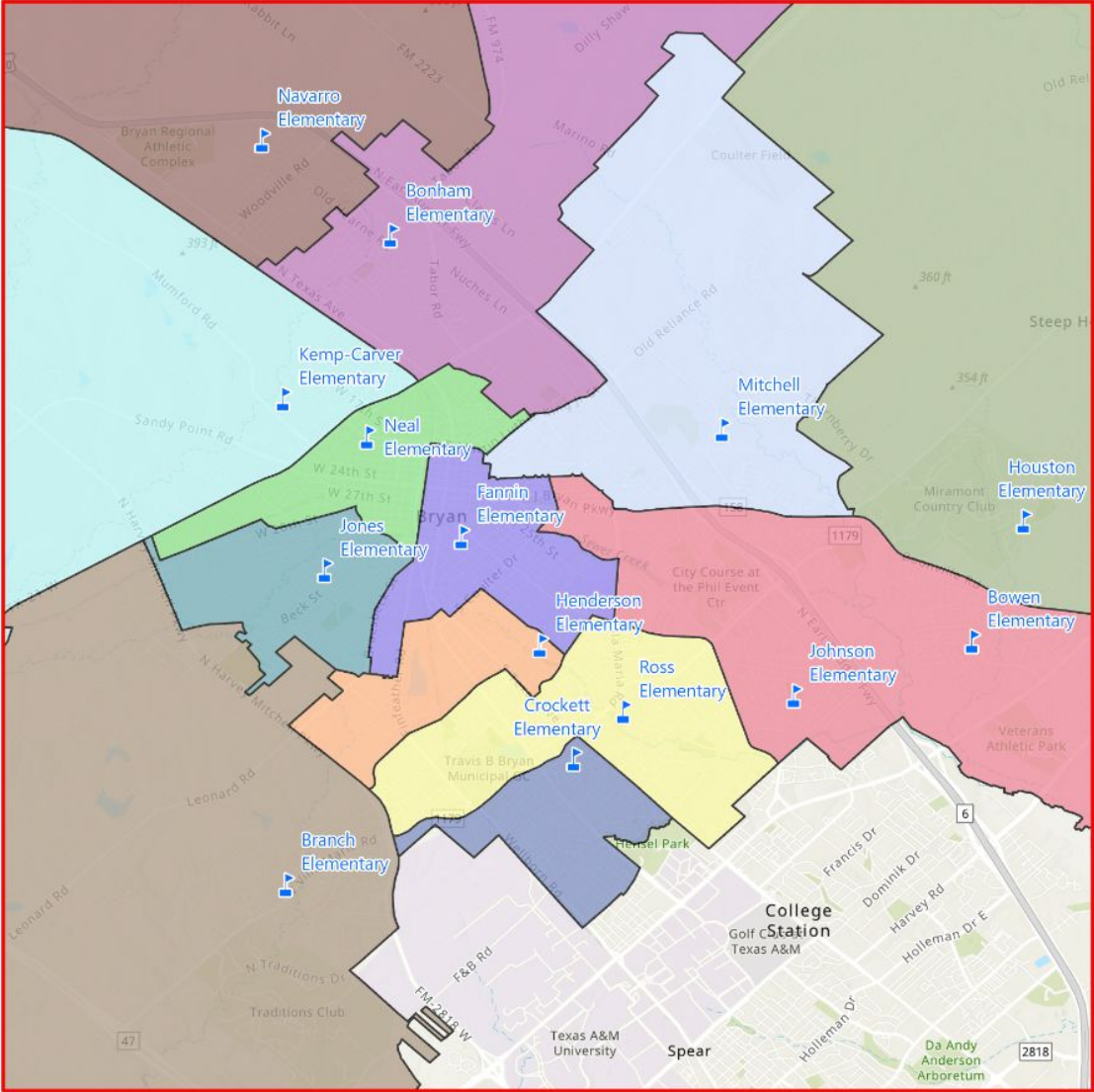
Elementary and Intermediate School Boundary Recommendations

The following recommendations were developed in accordance with FC(Local) by engaging the full community through a multitude of focus groups and a district-wide survey. These recommendations were developed by the School Boundaries Oversight Committee comprised of parents, community members, and staff.

Boundary Recommendation Overview

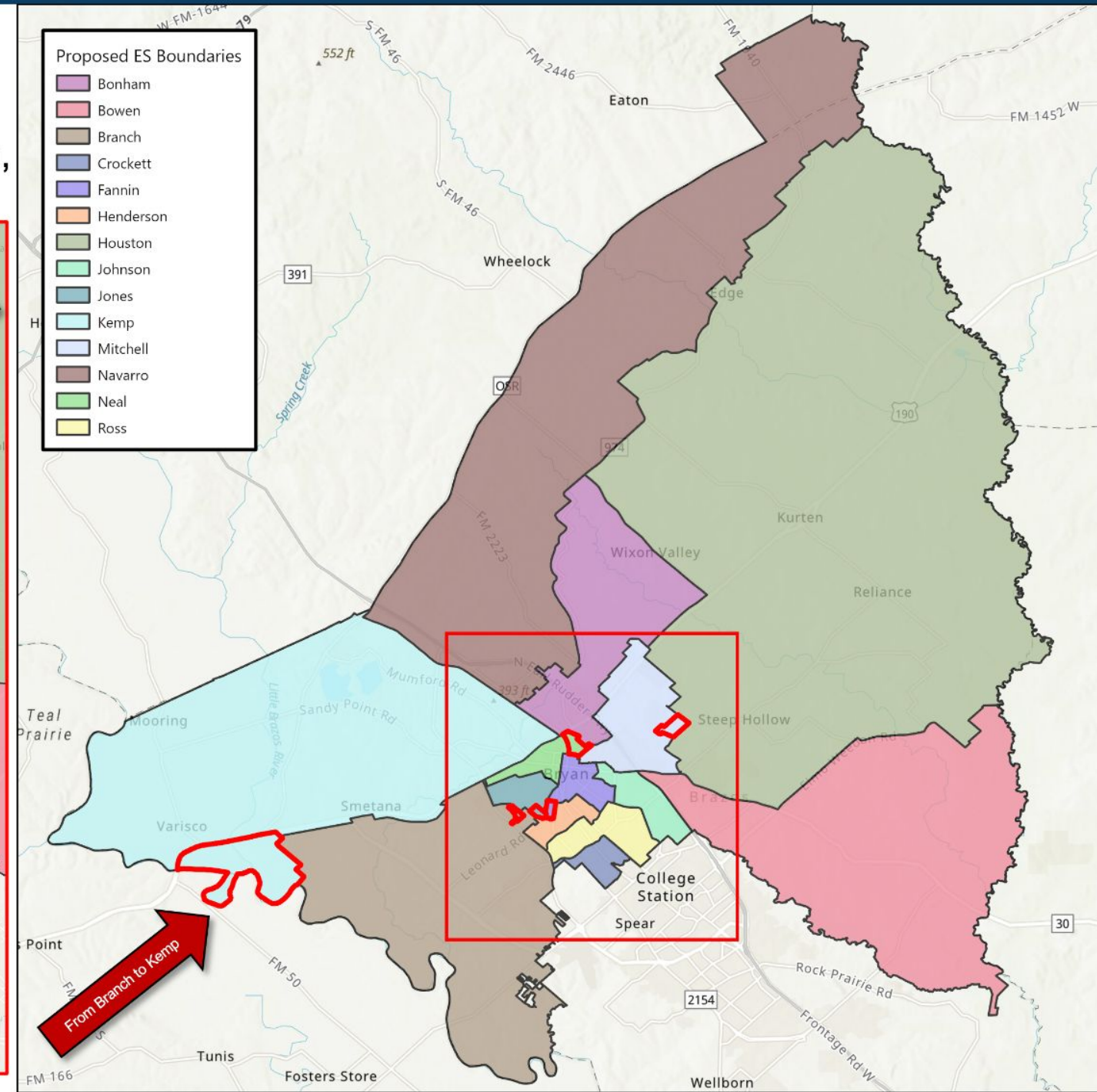
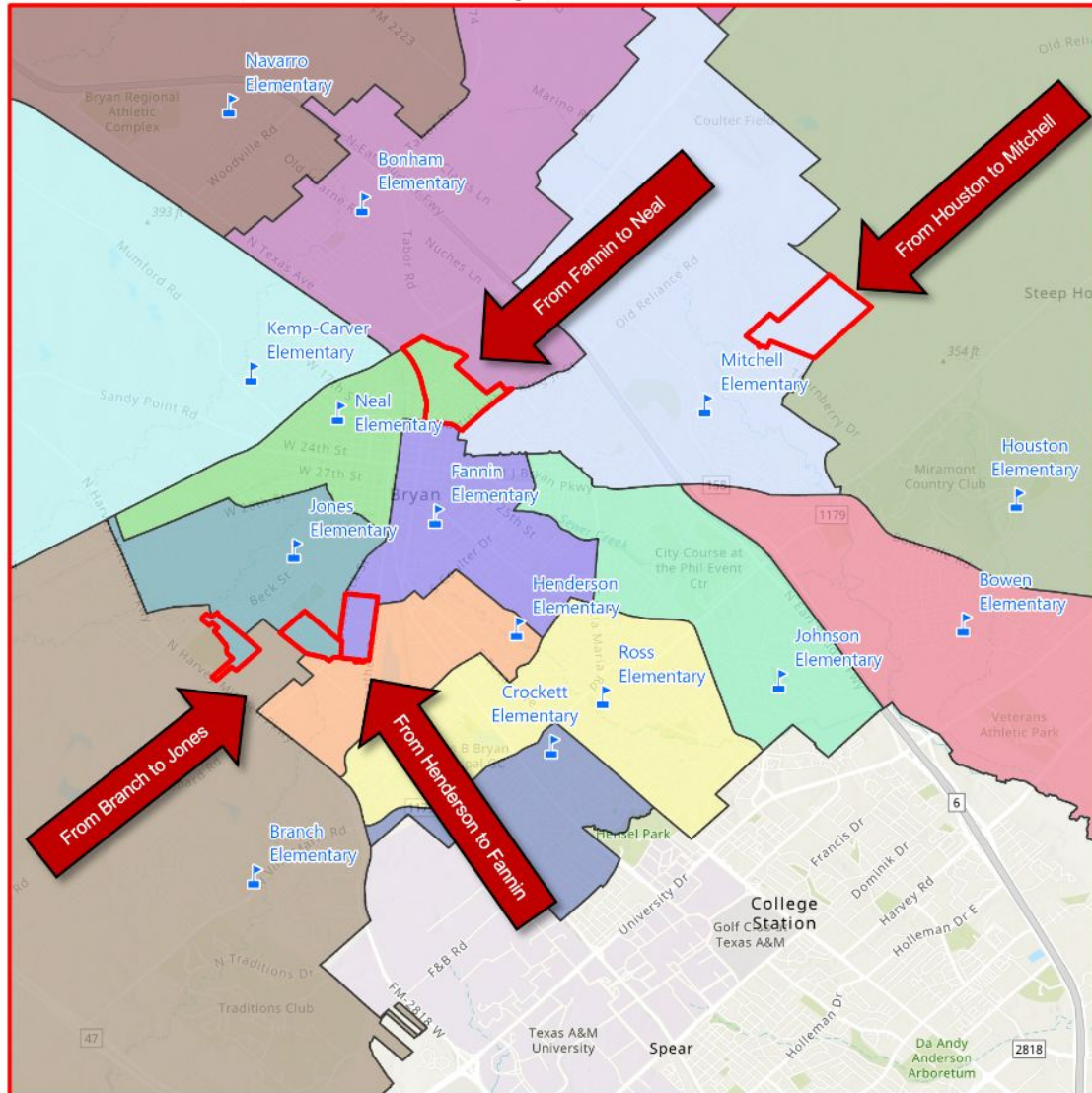
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- Dual Language Program Adjustments
 - None, all Dual Language programs remain at their current campuses.
- Intermediate School Boundary Adjustments
 - Creation of Sadberry Intermediate boundary
 - Minor adjustments from Long to Rayburn and Rayburn to Long

- Johnson PK → Bowen PK



Recommendation ELEMENTARY SCHOOL

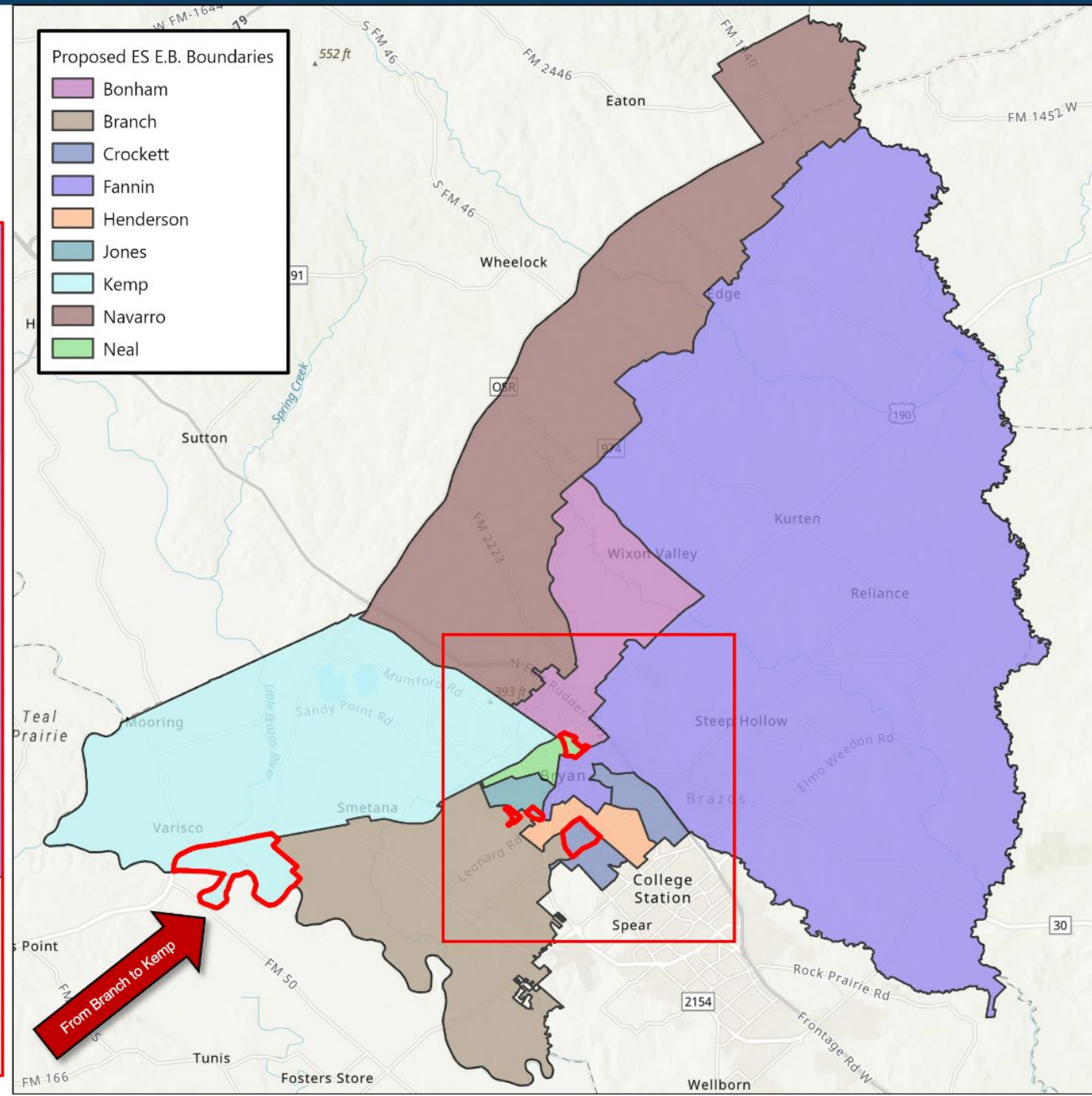
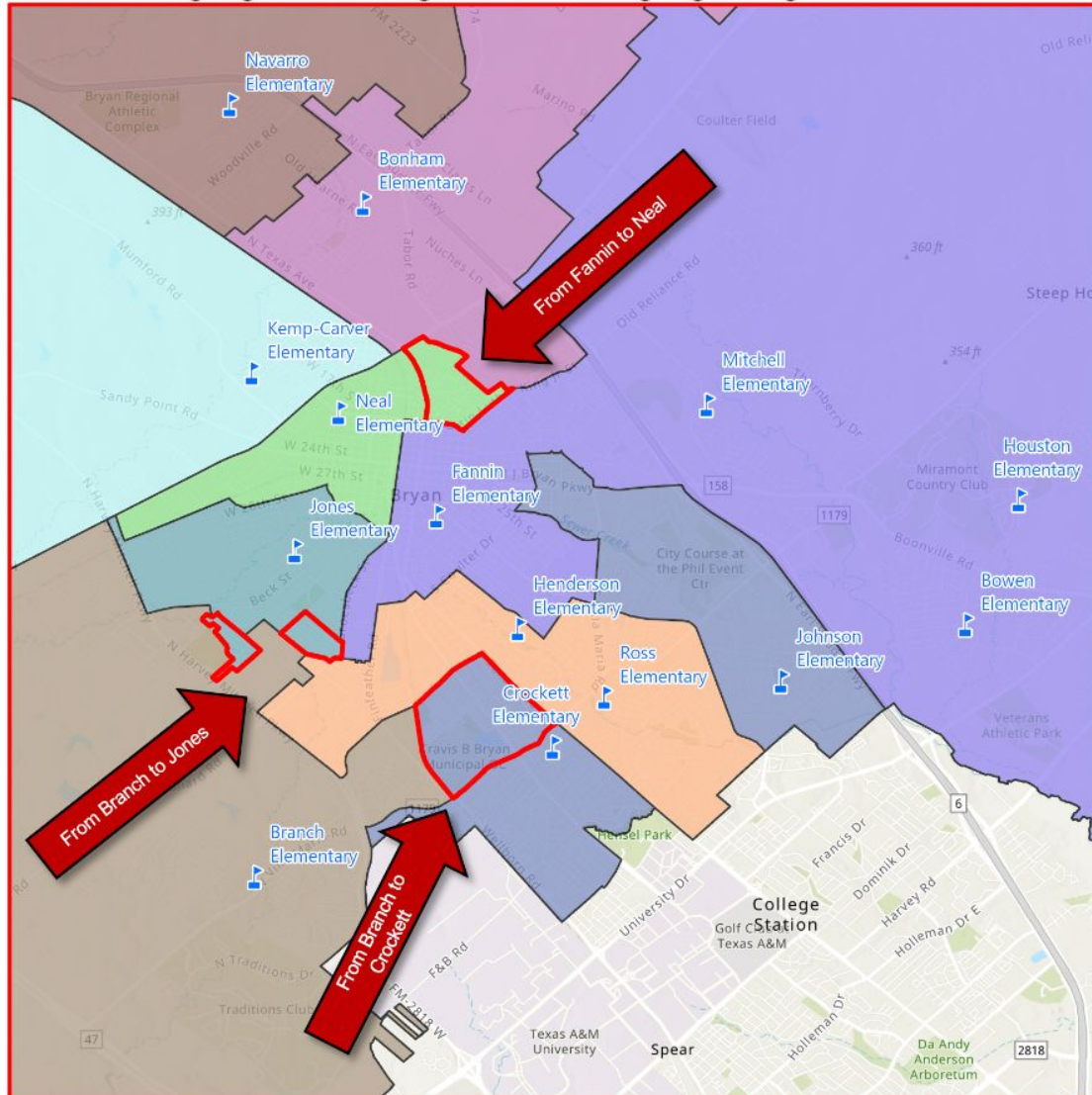
- Minor adjustments to Branch, Fannin, Henderson, Houston, Jones, Kemp, Mitchell, and Neal



Recommendation

EMERGENT BILINGUAL & DUAL LANGUAGE

- Emergent Bilingual Early Exit boundaries: Minor adjustments between Branch and Crockett; Fannin and Neal; Branch and Jones
- Dual Language: No Changes to Dual Language Program Locations



Recommendation

ELEMENTARY SCHOOL

STUDENT BODY COMPOSITION

Current												
School	Capacity	EE-PK Enrollment	K-4 Enrollment	EE-PK E.B. Enrollment	K-4 E.B. Enrollment	Net D.L. Enrollment	Net 22/23 Enrollment*	22/23 Utilization	SES	Hispanic/ Latino %	Black %	White %
Bonham	812	30	321	30	148	0	522	<div><div>64%</div></div>	<div><div>70%</div></div>	<div><div>72%</div></div>	<div><div>9%</div></div>	<div><div>16%</div></div>
Bowen	535	39	299	0	0	0	346	<div><div>65%</div></div>	<div><div>52%</div></div>	<div><div>38%</div></div>	<div><div>19%</div></div>	<div><div>36%</div></div>
Branch	693	62	448	11	154	0	614	<div><div>89%</div></div>	<div><div>64%</div></div>	<div><div>53%</div></div>	<div><div>24%</div></div>	<div><div>18%</div></div>
Crockett	693	29	188	10	77	119	430	<div><div>62%</div></div>	<div><div>71%</div></div>	<div><div>64%</div></div>	<div><div>20%</div></div>	<div><div>9%</div></div>
Fannin	594	32	209	15	138	0	390	<div><div>66%</div></div>	<div><div>72%</div></div>	<div><div>67%</div></div>	<div><div>24%</div></div>	<div><div>7%</div></div>
Henderson	574	39	162	16	155	177	566	<div><div>99%</div></div>	<div><div>74%</div></div>	<div><div>77%</div></div>	<div><div>12%</div></div>	<div><div>9%</div></div>
Houston	693	50	409	3	(3)	0	451	<div><div>65%</div></div>	<div><div>35%</div></div>	<div><div>32%</div></div>	<div><div>2%</div></div>	<div><div>61%</div></div>
Johnson	594	34	236	2	1	266	540	<div><div>91%</div></div>	<div><div>50%</div></div>	<div><div>45%</div></div>	<div><div>13%</div></div>	<div><div>36%</div></div>
Jones	772	39	208	23	209	0	544	<div><div>70%</div></div>	<div><div>77%</div></div>	<div><div>88%</div></div>	<div><div>9%</div></div>	<div><div>2%</div></div>
Kemp	911	57	272	22	148	0	491	<div><div>54%</div></div>	<div><div>74%</div></div>	<div><div>67%</div></div>	<div><div>21%</div></div>	<div><div>8%</div></div>
Mitchell	693	50	418	8	(7)	0	458	<div><div>66%</div></div>	<div><div>54%</div></div>	<div><div>43%</div></div>	<div><div>23%</div></div>	<div><div>28%</div></div>
Navarro	693	39	274	28	105	0	425	<div><div>61%</div></div>	<div><div>67%</div></div>	<div><div>70%</div></div>	<div><div>13%</div></div>	<div><div>14%</div></div>
Neal	535	20	146	23	123	0	367	<div><div>69%</div></div>	<div><div>73%</div></div>	<div><div>83%</div></div>	<div><div>15%</div></div>	<div><div>2%</div></div>
Ross	673	75	426	10	(4)	0	552	<div><div>82%</div></div>	<div><div>70%</div></div>	<div><div>50%</div></div>	<div><div>28%</div></div>	<div><div>16%</div></div>
ES Total	9,465	595	4,016	201	1,244	562	6,696	<div><div>71%</div></div>	<div><div>64%</div></div>	<div><div>59%</div></div>	<div><div>17%</div></div>	<div><div>19%</div></div>

* Inclusive of in/out student transfers not shown in table

Proposed Option 2													
School	Capacity	EE-PK Enrollment	K-4 Enrollment	EE-PK E.B. Enrollment	K-4 E.B. Enrollment	Net D.L. Enrollment	Net 22/23 Enrollment*	22/23 Utilization	SES	Hispanic/ Latino %	Black %	White %	
Bonham	812	30	321	30	152	0	526	65%	70%	72%	9%	16%	
Bowen	535	73	299	0	0	0	380	71%	53%	39%	18%	36%	
Branch	693	53	371	14	108	0	485	70%	61%	51%	23%	20%	
Crockett	693	29	188	13	115	119	471	68%	71%	64%	20%	9%	
Fannin	594	32	204	27	173	0	432	73%	72%	73%	17%	8%	
Henderson	574	33	143	16	107	177	493	86%	75%	73%	15%	9%	
Houston	693	47	406	0	0	0	445	64%	35%	32%	2%	61%	
Johnson	594	0	236	0	0	266	503	85%	49%	44%	13%	36%	
Jones	772	48	283	25	193	0	614	80%	77%	82%	13%	3%	
Kemp	911	57	274	22	150	0	495	54%	74%	67%	21%	8%	
Mitchell	693	53	421	0	0	0	463	67%	53%	43%	23%	28%	
Navarro	693	39	274	28	122	0	442	64%	67%	70%	13%	14%	
Neal	535	26	170	26	124	0	401	75%	73%	79%	18%	2%	
Ross	673	75	426	0	0	0	546	81%	70%	50%	28%	16%	
ES Total	9,465	595	4,016	201	1,244	50	6,696	71%	64%	59%	17%	19%	

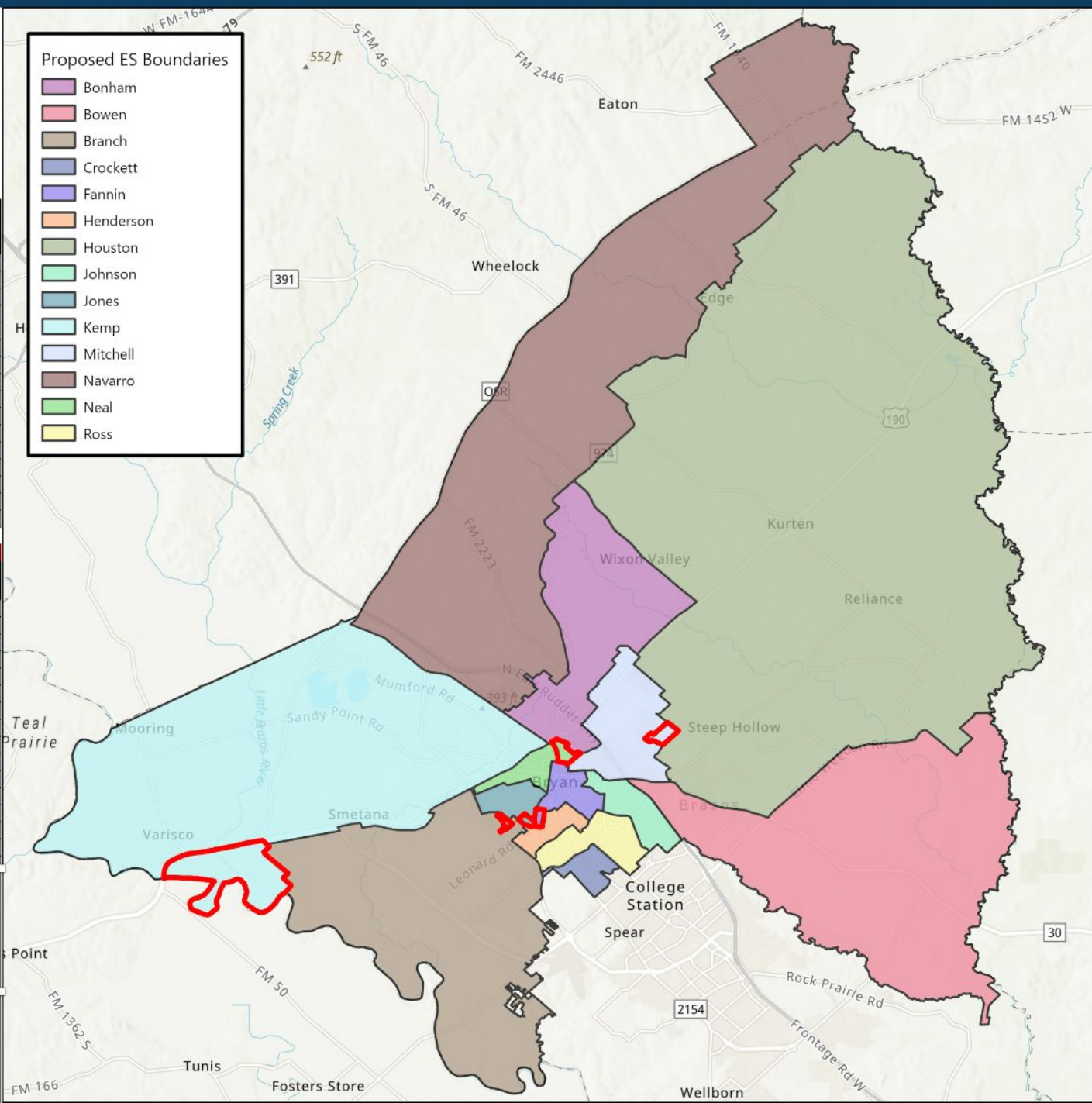
* Inclusive of in/out student transfers not shown in table

PreKindergarten: Johnson's PreK attends Bowen

Elementary School Boundary Adjustments: Minor adjustments from Branch to Jones; from Fannin to Neal; from Branch to Kemp; from Houston to Mitchell; from Henderson to Fannin

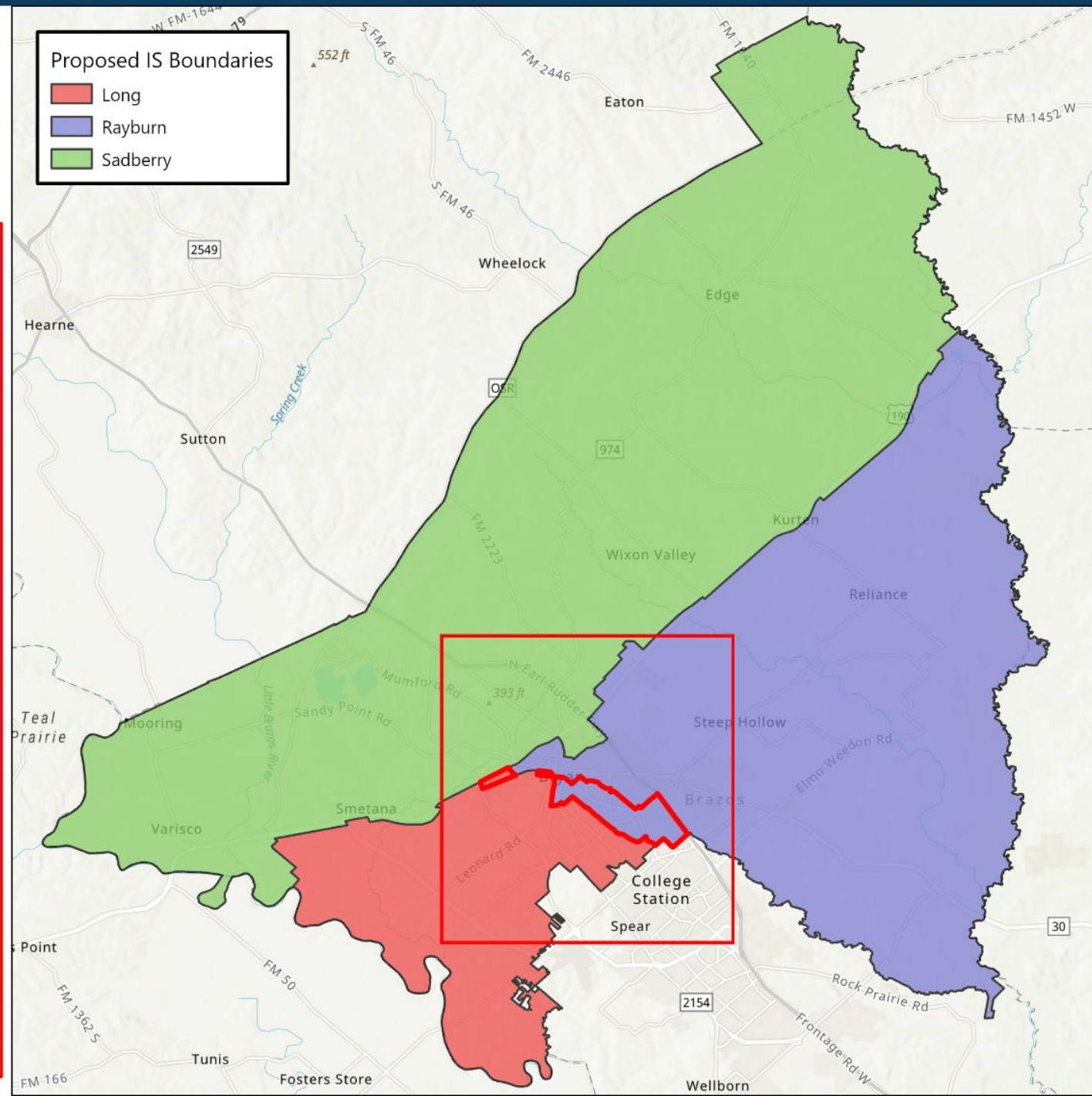
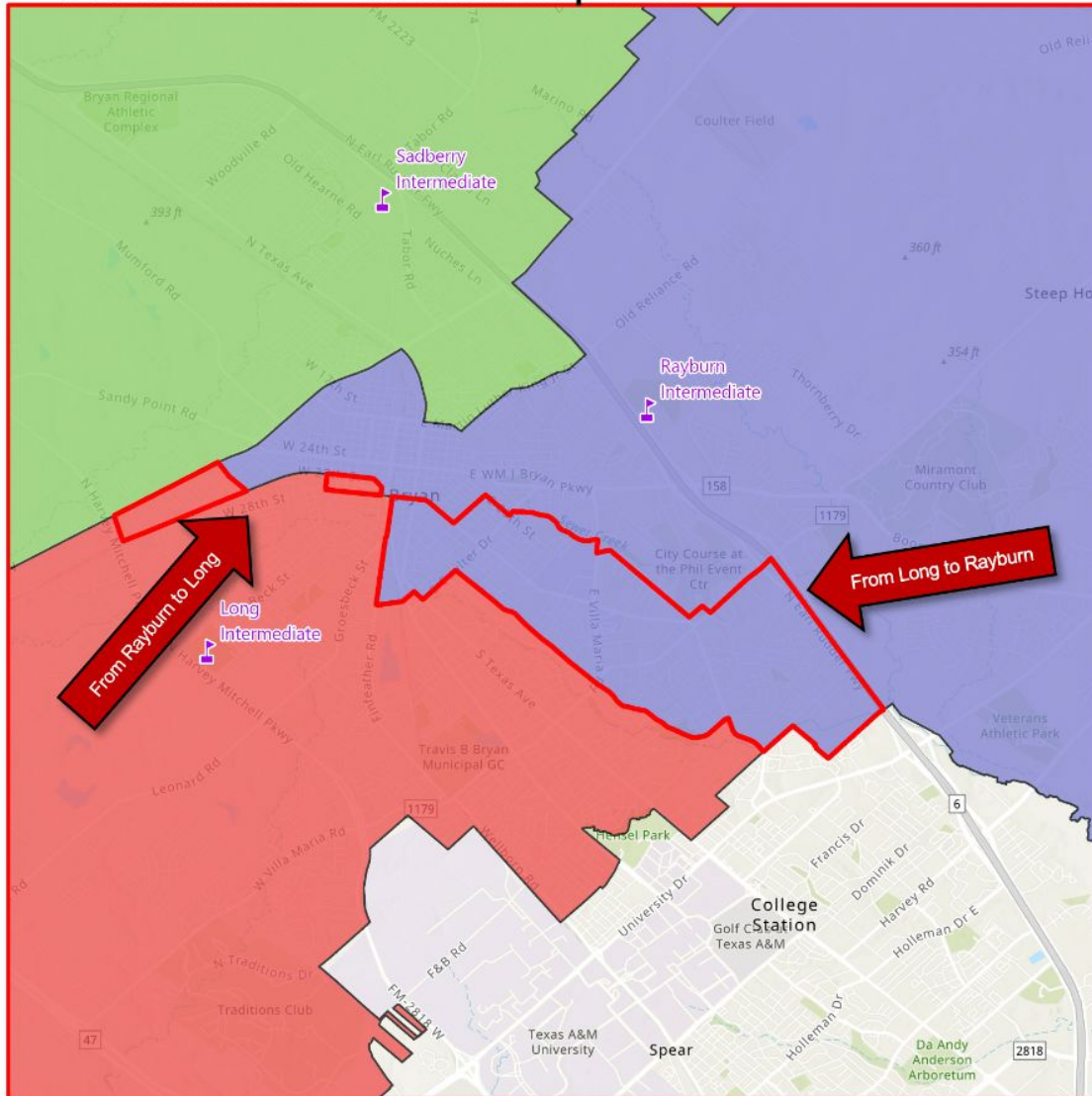
Emergent Bilingual Program Boundary Adjustments: Minor adjustments from Branch to Crockett; from Fannin to Neal; from Branch to Jones

Dual Language Program Adjustments: No changes to the location of Dual Language programs.



Recommendation INTERMEDIATE SCHOOL

- Emergent Bilingual Early Exit at all three intermediate school campuses



Recommendation

INTERMEDIATE SCHOOL

STUDENT BODY COMPOSITION

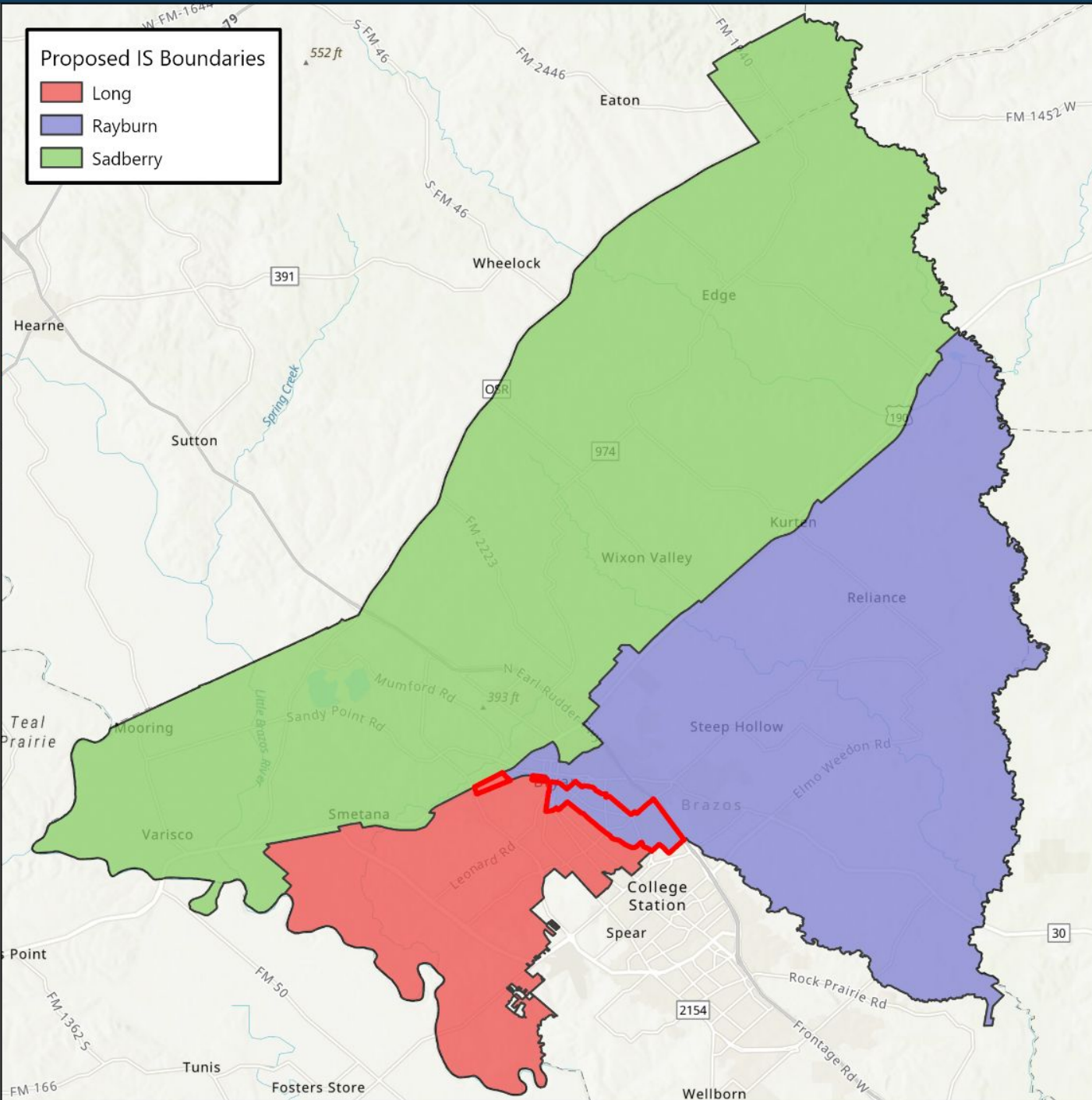
Current											
School	Capacity	5-6 Enrollment	Net E.B. Enrollment	Net D.L. Enrollment	Net 22/23 Enrollment*	22/23 Utilization	SES%	Hispanic/Latino %	Black %	White %	
Long	1,465	695	289	82	1,002	68%	66%	64%	21%	12%	
Rayburn	1,386	887	208	0	1,173	85%	57%	58%	18%	21%	
IS Total	2,851	1,582	497	82	2,175	76%	61%	61%	19%	17%	

* Inclusive of in/out student transfers not shown in table

Proposed Option 2											
School	Capacity	5-6 Enrollment	Net E.B. Enrollment	Net D.L. Enrollment	Net 22/23 Enrollment*	22/23 Utilization	SES%	Hispanic/Latino %	Black %	White %	
Long	1,465	502	213	82	797	54%	70%	69%	21%	8%	
Rayburn	1,386	678	112	0	804	58%	51%	47%	20%	29%	
Sadberry	800	402	172	0	574	72%	64%	69%	17%	12%	
IS Total	3,651	1,582	497	82	2,175	60%	61%	61%	19%	17%	

* Inclusive of out of district transfers in only.

Proposed Option 2			
ES Boundary	Long	Rayburn	Sadberry
Bonham	0%	0%	100%
Bowen	0%	100%	0%
Branch	100%	0%	0%
Crockett	100%	0%	0%
Fannin	15%	85%	0%
Henderson	100%	0%	0%
Houston	0%	81%	19%
Johnson	0%	100%	0%
Jones	100%	0%	0%
Kemp	0%	0%	100%
Mitchell	0%	100%	0%
Navarro	0%	0%	100%
Neal	22%	64%	14%
Ross	55%	45%	0%



Implementation of Revised School Boundaries

- Board Policy FC(Local): A student who is entering PK through grade 9 shall be reassigned to the new attendance boundary to attend the grade level he or she is entering, unless the student is attending the campus on an approved advanced academics program transfer.
 - However, students entering grade 4, 6, or 8 may remain at their current campus but shall not be eligible for District-provided transportation, and siblings at other grades within the school shall be reassigned to the new attendance boundary school. **(Parents must complete a student transfer request during the transfer window)**

Bryan ISD
021902

SCHOOL ATTENDANCE AREAS

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 shall be committed to distributing programs, designing school attendance areas and feeder patterns, and employing alternative student enrollment options in a manner that best utilizes District facilities and meets the students' needs.

A student shall be assigned to a school attendance area in which he or she resides. The Superintendent or designee shall approve or deny a student's intradistrict transfer upon review of a transfer application. [See FDB]

Attendance Areas

Individual school attendance areas shall be defined by the Board upon recommendation of the Superintendent. The Board shall be committed to a student-centered approach when defining school attendance areas. School attendance areas shall be kept as stable as possible. However, adjustments or changes shall be made whenever the District determines that there is a need to balance student loads or to distribute programs among schools for efficient use of facilities or when it is determined to be in the best interests of the students involved.

The purpose of establishing attendance areas shall be to:

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

Definitions

For purposes of this policy:

- "Capacity" refers to the maximum functional capability of the school building for a particular school and student population, adjusted by a scheduling factor, taking into account the number of core seats in the building and not counting temporary buildings on site.
- "Scheduling factor" shall mean a numeric multiplier that adjusts capacity according to whether the school serves elementary or secondary grade levels and considers the school's

DATE ISSUED: 9/6/2022
LDU 2015.12
FC(LOCAL)-X

1 of 5

Family Notification & Outreach

Pending the Board's consideration of the school boundaries recommendations.

- February 2023
 - Communication to parents and families regarding school boundary adjustments for elementary and intermediate schools.
- March - August, 2023
 - Opportunities for families and students to connect and participate in events at the current and future school to ensure a smooth transition.



