REIMAGINING EDUCATION.
REINVIGORATING SCHOOLS.

Facility Planning Committee
DES MOINES PUBLIC SCHOOLS

DMPS

Subcommittee – Student Experience Focus

February 20,2024

Boundary Criteria - Alphabetical

Contiguous Attendance Areas
All portions of the boundary are physically adjacent, no disconnected islands within the boundary.

Demographic Considerations
Boundaries that seek some level of balanced socioeconomic indicators.

Duration of Boundaries
Boundaries that anticipate future changes in enrollment and seek to make the boundary last as long as possible using forecasted data.

Feeder System Considerations
Boundaries that attempt to keep entire elementary schools together as they move to a middle school.

Fiscal Considerations (Capital Costs)
Ensure boundary changes minimize the need for additional construction projects until overall enrollment growth dictates.

Fiscal Considerations (Operational Cost)
Boundaries that are planned to maximize district resources.

Neighborhoods Intact
Boundaries that ensure subdivisions are maintained in a school's attendance area.

Projected Enrollment/Building Utilization
Boundaries that focus on balancing enrollment, so each building is utilized efficiently while not projected to exceed functional capacity for several years.

Students Impacted by Boundary Change
Boundaries that minimize the number of current students that have to change schools.

Transportation Considerations
Boundaries that consider transportation logistics including bus route efficiency and length of time students spend on bus.

The BOE will be asked to establish to prioritize the Boundary Criteria.

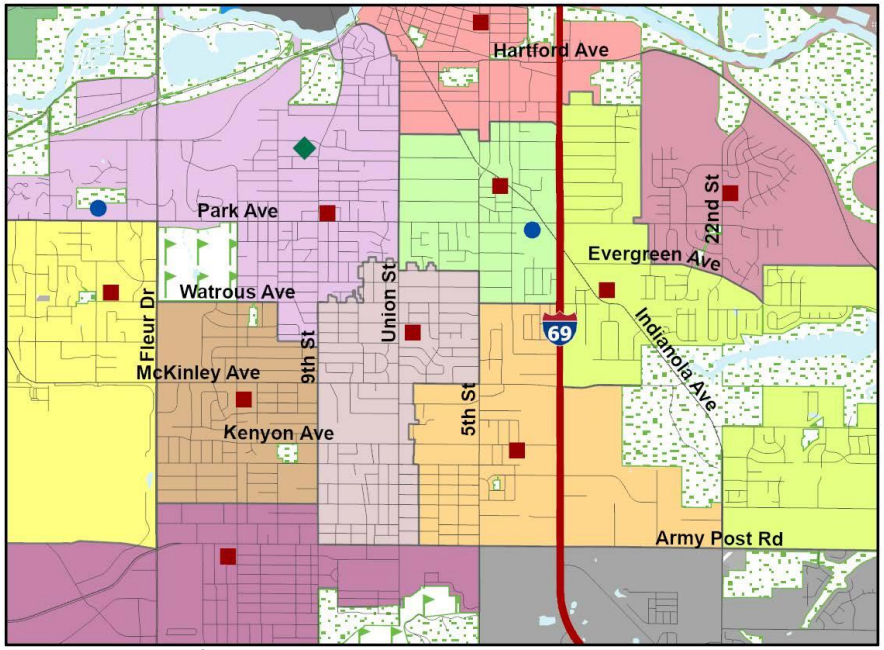
EXAMPLE

Contiguous Attendance Areas

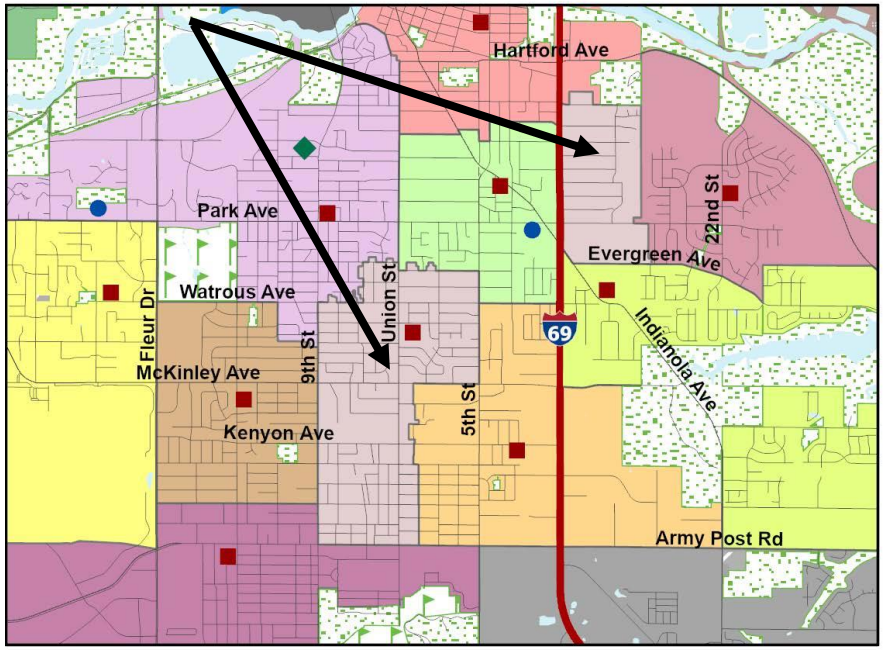
Goal – attendance areas follow natural features that make visual sense in the community

- When it is possible, contiguous attendance areas should be maintained
- Compact grouping of planning areas should be maintained
- All areas of the district should be assigned to an elementary attendance area

Contiguous



Non-Contiguous



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Demographic Considerations

Goal – demographic diversity should be balanced among our schools

- Demographic diversity could be examined to minimize overloading any school with any one variable
- These variables could *potentially* include:
  - Census household salary average
  - Home values
  - Student ethnicity
  - Housing products type
  - Student programming needs

Demographic Student Data	Students	Asian	African American	Hawaiian or Pacific	Hispanic or Latino	Multi-Racial	Native American	White
Brubaker Elementary	301	0%	2%	0%	84%	1%	0%	12%
Capitol View Elementary	280	5%	5%	0%	81%	0%	0%	9%
Carver Elementary	231	4%	5%	0%	81%	2%	0%	7%
Cattell Elementary	124	0%	2%	0%	86%	1%	0%	11%
Cowles Montessori School	382	5%	[illegible]	0%	58%	3%	0%	19%
Downtown Elementary	121	4%	2%	0%	79%	2%	0%	12%
Edmunds Elementary	224	7%	14%	0%	64%	4%	0%	11%
Findley Elementary	228	4%	0%	0%	55%	2%	0%	39%
Garton Elementary	220	2%	2%	0%	68%	5%	0%	24%
Greenwood Elementary	137	0%	0%	0%	41%	1%	0%	58%
Hanawalt Elementary	414	7%	0%	0%	85%	0%	0%	6%

Source: Des Moines Public Schools and RSP, 2023/24

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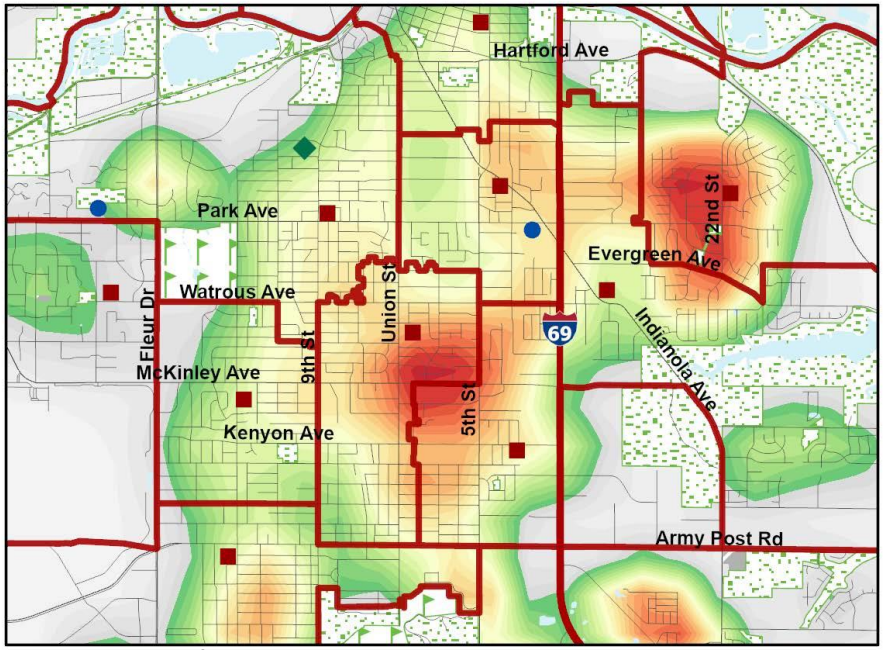
Duration of Boundaries

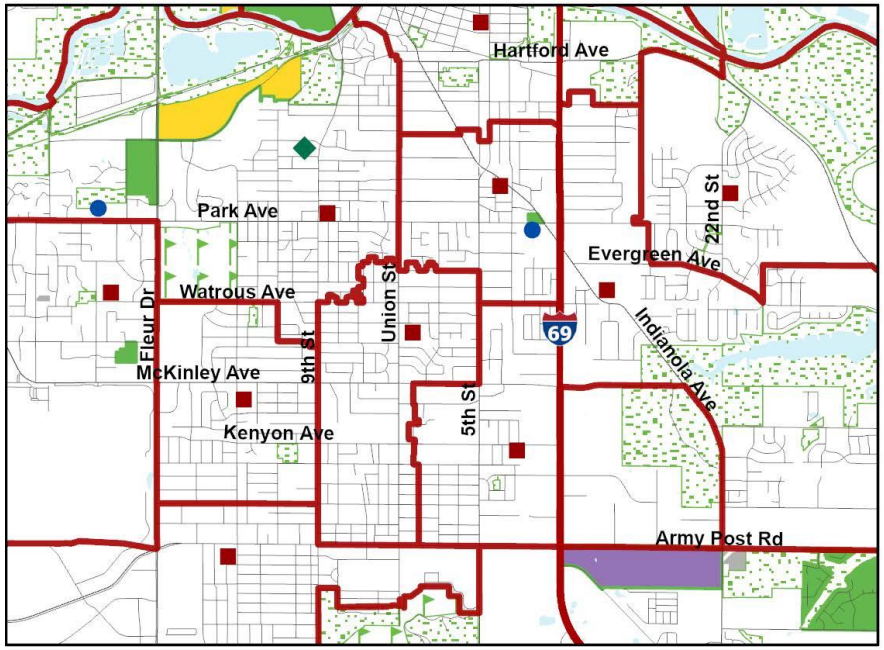
Goal – attendance areas remain the same for as long as possible

- This factor addresses the ability of an attendance area to accommodate the anticipated enrollment for a projected period of time
- Where possible, attendance areas should be stabilized to limit the number of future boundary changes. Boundaries should be planned to last for a significant period of time (utilize potential growth)
- Variables to consider: Current student density (left map) and residential growth areas (right map)

Student Heat Map



Growth Areas Map



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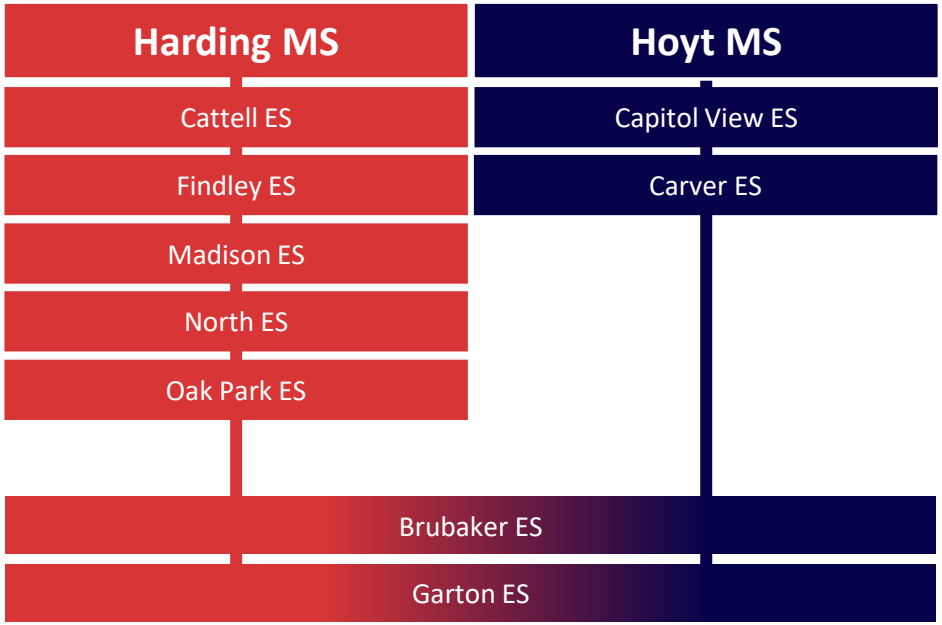
Feeder System Considerations

Goal – ensure as many schools have students move from one grade level to maximize student connectivity with their peers.

- Where possible, create boundaries between elementary and middle schools to have as many schools as possible as each level advance students as one group to the next educational level.
- Avoid small numbers of students being moved from a large group when transitioning from elementary to middle school to high school.

In Complete Feeder Example



Complete Feeder Example

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Fiscal Capital Considerations

Goal – for no additional expenses on brick-and-mortar projects

- Consider the impacts on capital costs
- Ensure boundary changes minimize the need and/or effectively eliminates the need for additional construction projects
- Factors to include:
  - New facility construction
  - Building additions and/or remodeling
  - Mobile classrooms/demountable wall relocations
  - Other capital costs

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Fiscal Operational Considerations

Goal – for no additional expenses on staffing for each school

- Where possible, boundaries should be planned to maximize district resources in a fiscally responsible manner and take advantage of economics of scale
- Ensure boundary changes minimize the need for more staffing to ensure class size follows district policy
- Factors to include:
  - Staffing requirements
  - Educational program needs
  - Other operational costs

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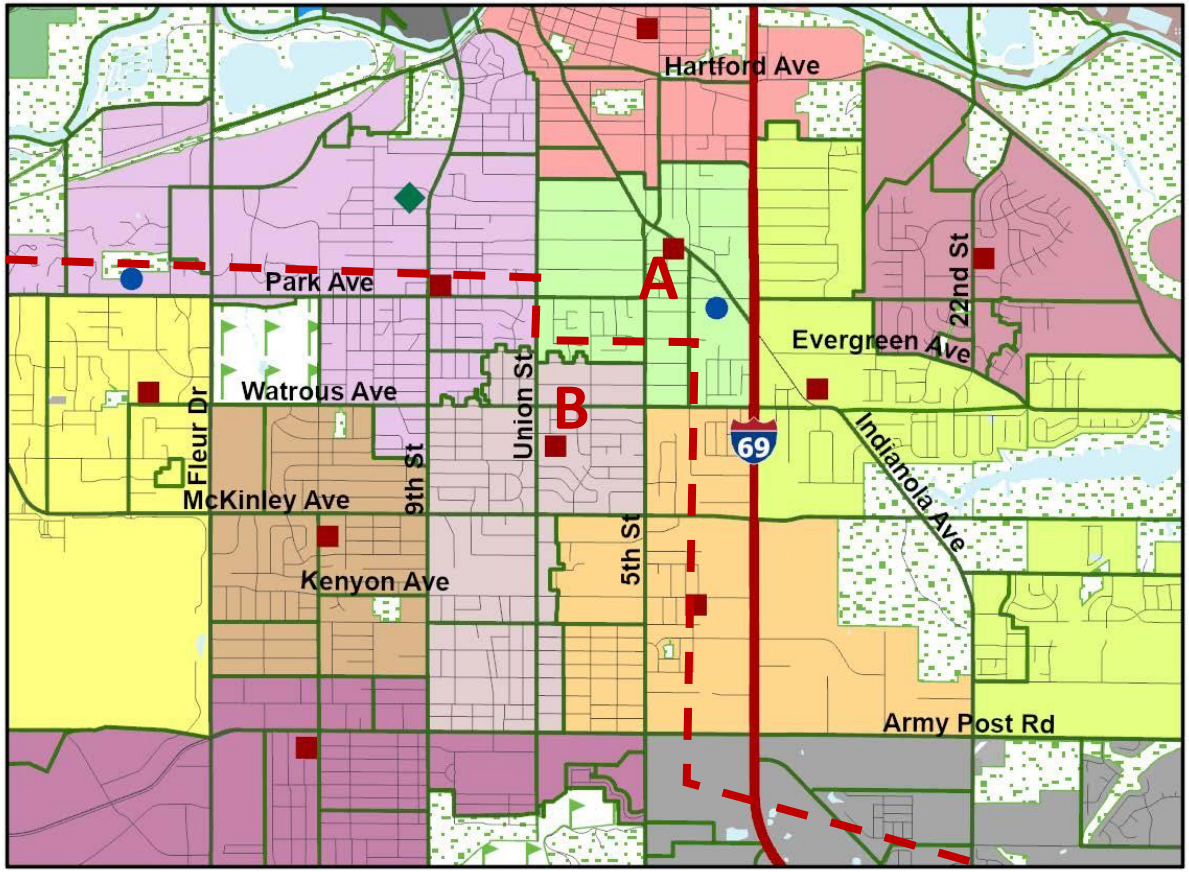
Neighborhoods Intact

Goal – each planning area attend the same schools

- Where possible, planning areas should not be split between two schools



Green lines represent a complete neighborhood (planning area)

*Splitting a planning area would be represented as the **dashed Red line labeled A and B** resulting in that planning area attending two different schools*

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Projected Enrollment

Goal – balanced, logical enrollment that works within the confines of school capacities

- Considers building utilization, student enrollment, staffing needs and the educational program(s)
- Where possible, attendance boundaries should be created to anticipate the projected enrollment and the program/current capacity of the building
- Efficient building utilization should attempt to maximize student population without exceeding capacity

Des Moines School District Enrollment Projections By School (Based on Student Reside)

School	District Capacity	Enrollment Type (Past)	Past School Enrollment				Projections Based on Residence				
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Findley Elementary		Reside/Attend	240	251	244	229					
K to 5th	384	Reside	333	346	312	298	269	272	265	271	276
Feeder: North HS		Attend	306	311	304	284	276	276	269	275	280
Garton Elementary		Reside/Attend	427	422	410	379					
K to 5th	720	Reside	637	618	620	599	548	551	555	565	565
Feeder: East HS and North HS		Attend	497	474	455	429	437	441	445	455	455
Greenwood Elementary		Reside/Attend	157	166	195	211					
K to 5th	528	Reside	259	254	292	280	265	261	275	273	258
Feeder: Rosevelt HS		Attend	21	220	272	307	259	250	264	262	247
Hanawalt Elementary		Reside/Attend	275	287	271	253					
K to 5th	480	Reside	32	3	316	300	267	255	245	239	238
Feeder: Rosevelt HS		Attend	340	3 4	3 3	317	302	282	272	266	265
Hillis Elementary		Reside/Attend	267	245	58	234					
K to 5th	576	Reside	360	338	5	318	300	313	307	312	309
Feeder: Hoover HS and Roosevelt HS		Attend	313	292	305	291	279	293	287	292	289
Howe Elementary		Reside/Attend	215	251	237	247					
K to 5th	336	Reside	329	383	351	353	317	326	317	308	304
Feeder: Lincoln HS		Attend	270	305	296	303	298	294	285	276	272
Hubbell Elementary		Reside/Attend	331	343	334	296					
K to 5th	480	Reside	416	418	411	374	336	340	341	335	344
Feeder: Rosevelt HS		Attend	420	415	407	383	368	363	364	358	367
Jackson Elementary		Reside/Attend	329	338	360	400					
PK-5 *(PK added in 2023/24)*	552	Reside	503	503	518	536	539	536	534	525	526
Feeder: East HS and Lincoln HS		Attend	387	386	406	495	494	458	456	447	448

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Students Impacted (SIBC)

Goal – minimize how many students are impacted by the new attendance areas

- SIBC determines the number of students that will be impacted by a boundary change
  - Data is able to show total students impacted and students impacted by grade level
- Where possible, minimize the number of existing students impacted by a boundary change
- Consideration should be given the number of students affected by a potential boundary change, specifically how many students from one particular school could be affected.

	Concept Reside:										
Students Impacted in Boundary Change (SIBC) *Current Reside:*	Brubaker Elementary	Capitol View Elementary	Carver Elementary	Cattell Elementary	Cowles Montessori School	Downtown Elementary	Edmunds Elementary	Findley Elementary	Garton Elementary	Greenwood Elementary	Hanawalt Elementary
Brubaker Elementary			23								
Capitol View Elementary											
Carver Elementary									150		
Cattell Elementary											
Cowles Montessori School	60										
Downtown Elementary											
Edmunds Elementary											
Findley Elementary											
Garton Elementary											
Greenwood Elementary											
Hanawalt Elementary						75					

Reading left to right indicates an impact on students from their current boundary to the concept boundary.

For example: There 23 students currently reside in Brubaker that would now reside in Carver in this concept example.

Source: Des Moines Public Schools and RSP, 2023/24

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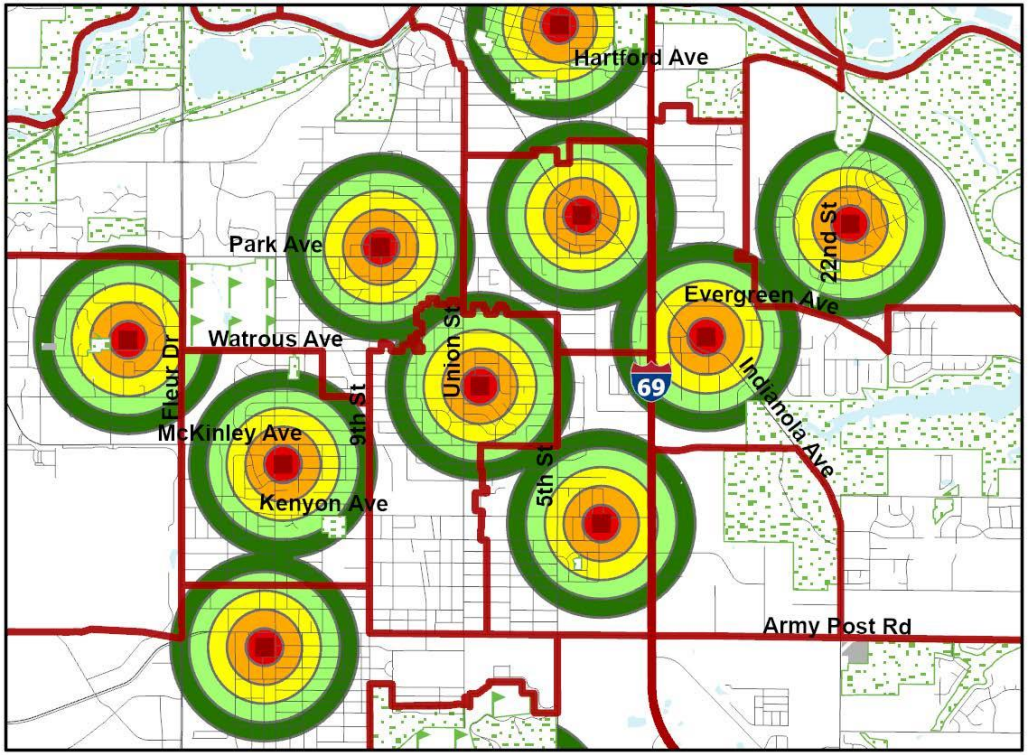
EXAMPLE

Transportation Considerations

Goal – attendance areas do not require additional bussing expenses and does not result in unreasonable time for a student on a bus

- Proximity to school is an indicator of travel time, need to account for actual travel times
- While students may not necessarily attend the closest school; distance, transportation time, and routing should be considered, and minimized where possible, in formulating attendance boundaries



Colored rings indicate proximity to each school:

- **Red: within .1 miles**
- **Orange: within .2 mile**
- **Yellow: within .3 miles**
- **Green: within .4 miles**
- **Dark Green: *within .5 miles***

Rings may overlap creating spaces between schools that are equidistant from different schools.

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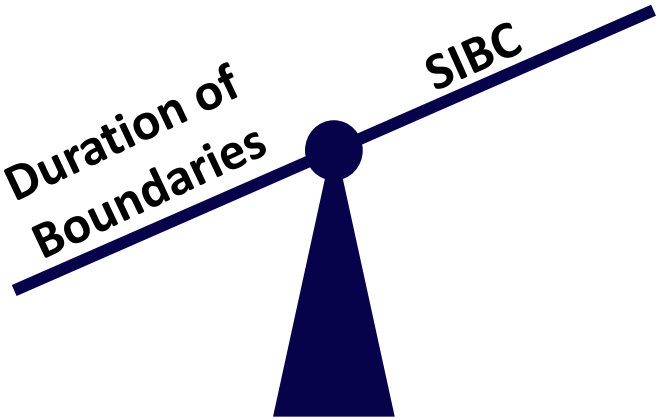
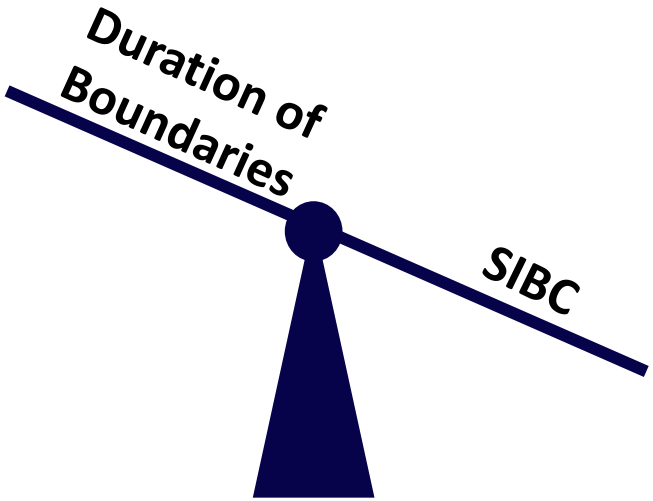
Contradicting Boundary Criteria

- In some cases, the Boundary Criteria may contradict one another
- A solution that may enhance one of the boundary criteria may work against a different one

For example: Duration of Boundaries vs Students Impacted in Boundary Change



Creating a boundary that impacts the least amount of students possible may not be as durable or long-lasting



Creating a long-lasting boundary that is as durable as possible may impact many students

This is why establishing a **PRIORITIZED LIST OF BOUNDARY CRITERIA** is important. In cases of contradictory criteria, a prioritized list will help the recommendation meet board objectives.