



Forman Closure Report

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Español: formanclosurereport.com/forman_report_es.pdf

Introduction

The purpose of this report is to show that the proposal to close Forman Elementary, recommended by the Long Range Facility Planning (LRFP) committee on May 21, 2024, **goes against the Guiding Principles put in place for the committee by the Board**. While I am a parent of a student that attends Forman, this report is not an appeal to emotion, but a collection of facts and data that show the ways this recommendation goes against these principles.

The work that the LRFP has done in establishing a framework to ensure that PISD's resources are used efficiently with a focus on the long term. A framework that can produce fair and equitable outcomes both now and 10 years from now will be more effective than starting from scratch each time hard decisions like the ones recently proposed by the committee need to be made. This is why this report has no objections to the proposals for the closures of Davis Elementary School, Carter Middle School, and Armstrong Middle School, all of which follow the Guiding Principles and fit the criteria of the LRFP's framework.

The first section of this report analyzes the differences between the recommended closure of Forman Elementary and the recommendations to close 3 other schools in the PISD. It shows that negative impacts are felt by almost 20% of all elementary students in the east cluster, and that those negative effects go against the Board's Guiding Principles and the community feedback gathered by the LRFP.

The second section of this report discusses a unique demographic quality of PISD (when compared to immediately neighboring school districts), and how that affects the economic principle of economies of scale (a principle explicitly mentioned in the Guiding Principles). PISD must make sure that decisions it makes do not end up using this principle to work against disadvantaged students.

Summary

This report details how the proposed plan negatively impacts about 20% of the students in the east cluster. Forman's current enrollment is 525. This plan moves more students than that between non Forman schools.

This report shows that Forman has a demographic profile that is different from some of the schools receiving students from Forman that is not being sufficiently considered. These students need more consideration than adding dual language programs.

East Cluster Rezoning

A necessary and important part of the process of closing a school is defining how to distribute students from the closing school to other schools. The reason this is important is every student that moves from one school to another has a potential to be negatively impacted. This can include longer commutes, moving students from higher quality facilities to lower quality facilities, moving students to schools that have less support for their needs, drastically increasing the walking time, etc.

The most simple method of redrawing these school boundaries is to send students from the closing schools to neighboring schools. This is an effective method because it is simple to evaluate the impacts it has on students. This is the method that has been proposed for Davis Elementary, Carpenter Middle School, and Armstrong Middle School. The proposed redistricting for Forman is very different from the other schools.

Analysis of the Non Forman Closures

The following figures show the changes being proposed, school by school. The thick, solid lines show the borders as they are today. The shaded areas show the proposed boundaries. The maps and boundaries are all from the LRFP's presentation to the Board^[1]. The teal arrows were added for this report to make the changes more apparent. The tail end of each arrow starts in the section being redistricted, and the head end of each arrow points to the school the students are being moved to.

The figure below shows the proposed effects of closing Davis Elementary. 242 students are slated to move east to Harrington Elementary and 81 students are slated to move west to Saigling Elementary. The effects of this move are simple to reason. The entire area for both changes falls within two miles (by shortest public road route), so no buses need to be considered. Walking times for students close to Davis will be negatively impacted, but walking times for students near the edge of the borders will remain roughly the same. There are only two changes, so existing students have a good chance of moving to a new school with some of their friends. All three schools have similar demographics and similar programs^[2].

This plan is simple, so both its positive and negative impacts are simple to assess.

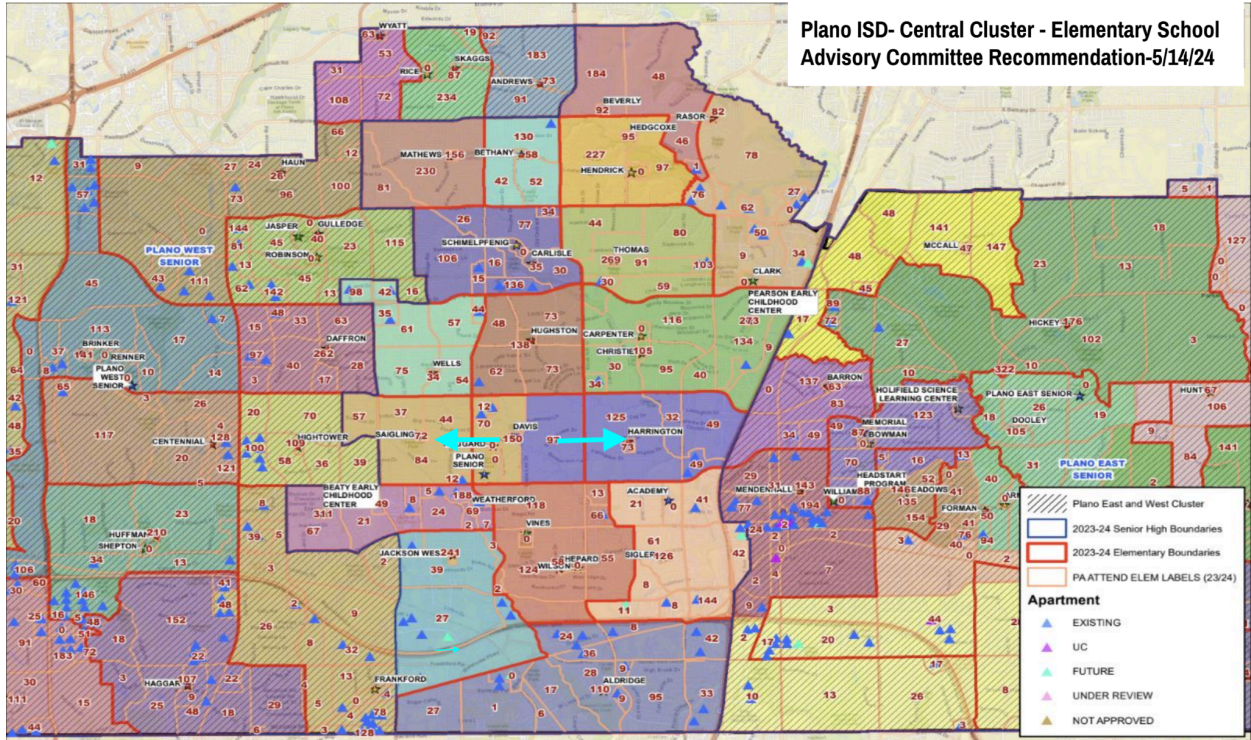


Figure 1

The next image shows the plan for Carpenter Middle School, moving Carpenter’s population to three of the four remaining middle schools. This achieves the goal of balancing the student population through the cluster, and puts Hendrick Middle School at 86% capacity (very close to the committee’s stated goal of 85%^[3]). There are transportation and walking impacts, but those will be similar for any plan here since the areas covered by the middle schools are much larger than the area covered by the elementary schools. This plan also keeps the feeder patterns intact.

Again, this plan is simple, so both its positive and negative impacts are simple to assess.

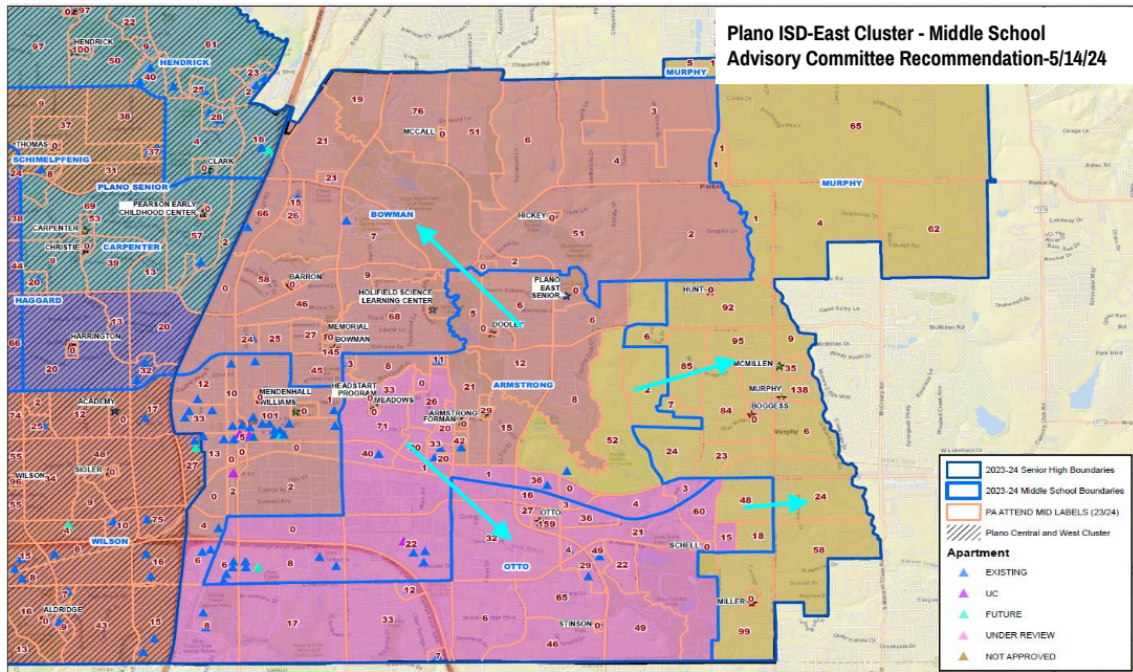


Figure 3

Analysis of the Proposed Forman Closure

The next image shows the proposed plan for Forman.

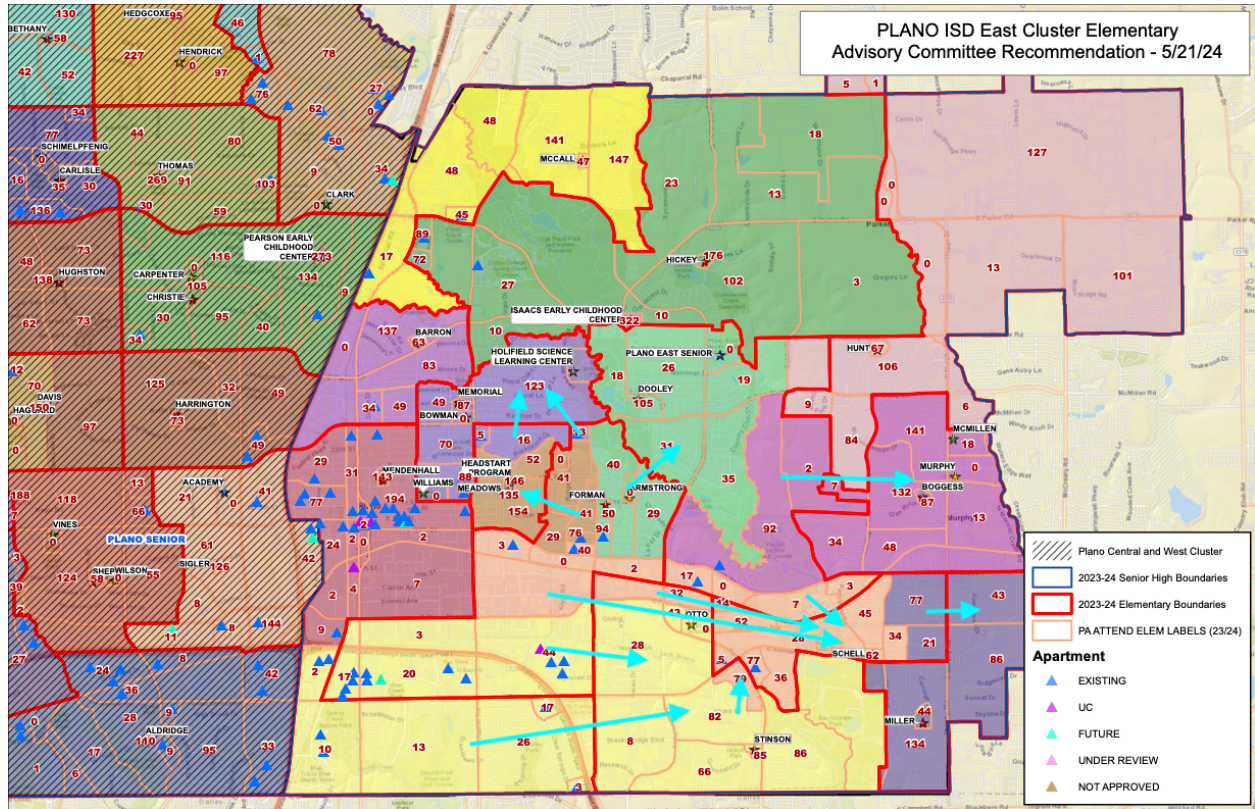


Figure 4

This plan looks distinctly different from the other three. Forman's current students are split between five different schools, only four of which border Forman's current boundaries (no students are moving to Mendenhall). There are seven other migrations that do not directly involve Forman. This is because the main objective of all four school closures is to improve the usage efficiency of PISD's facilities, but the five schools Forman borders (as well as Forman itself) already have a relatively high utilization for the cluster. The three schools with the lowest capacity are all on the East border (Boggess at 57%, Hunt at 59%, and Miller at 42%). These three schools each have a lower capacity than Forman, or any school bordering Forman.

The Seven Non Forman Moves

The only way to achieve the goal of making better use of PISD's facilities in this scenario is to funnel Forman's headcount across the cluster to other schools. This was described verbally in the last PISD Board meeting as a "ripple effect." The two moves into these underutilized schools are moving 99 students from Dooley to Boggess (increasing Boggess' utilization from 57% to 70%) and 93 students from Schell to Miller (increasing Miller's utilization from 42% to 56%). Hunt's utilization remains unchanged at 59%.

The two moves total 192 students from schools that are remaining open to different schools. This represents 3.4% of all the students in the cluster. We can tell from the data provided by the committee that 76 students are moving from Mendenhall to Stinson, another 1.3% of the whole cluster. The number of students affected by the other four moves that do not involve Forman cannot be determined from the data published by the committee. If this number is only 160 (40 students per move) then the amount of students being moved from a school that will still exist to another school would be 7.5%. The average number of students moved in the three is 89.3. If the other four moves have the same average then the number of students affected like this would be 625, or 10.1% of the whole cluster. Again, this is just an estimate. If the four moves total 257 students (64.25 per move), then the total number of students moved between non Forman schools will be greater than Forman's enrollment. The committee should be able to provide numbers for the other four moves.

Moving students between schools in the middle of their elementary tenure has a personal impact that is hard to quantify. However, this isn't the only potential negative impact. Each move should be considered individually for a number of factors. The more moves that are made, the more likely it is that students are negatively impacted.

Some of these potential impacts include (but are by no means limited to):

- Students moving from Dooley to Boggess are moving to a school with a lower facilities score
- Students moving from Schell to Stinson are moving to a school with a lower facilities score
- Students moving from Mendenhall to Stinson are moving to a new demographic profile where they may be underserved
- Students moving from Schell to Miller may no longer be able to walk to school, or may have a longer commute

The Impact on Forman Students

A member of Forman's administration has estimated the school has over 200 independent walkers. 200 students represents 38% of Forman's student body. There is no way to redistrict Forman's students without negatively impacting the commutes of most of these students. The following walk times are sourced from Google Maps.

The impacts are:

- Some students transferring to Meadows will see their walk time increase from 13 minutes to 23 minutes (travel time based on the Plano Del Sol Apartments)
- Some students transferring to Memorial will see their walk time increase from 15 minutes to 33 minutes (travel time based on Shiloh Park Townhomes)
- Some students transferring to Dooley will no longer feasibly be able to walk to school (which currently takes 10 minutes) and will be forced to drive a 6 minute commute (which may put a burden on their families) or bus (which negatively impacts their ability to decide when to commute) (travel time based on Waterford on the Meadow)

- Some students transferring to Schell will no longer feasibly be able to walk to school (which currently takes 17 minutes) and will be forced to drive a 8 minute commute (which may put a burden on their families) or bus (which negatively impacts their ability to decide when to commute) (travel time based on Windsor Place Apartments)

Of the five moves relocating students from Forman to other districts, the students moving to Stinson are the only ones that will not have their commute (either walking, driving, or bussing) negatively impacted or will require bus routes that do not exist today.

Impact of New Buses

According to the National Center for Education Statistics, the amount of money spent per student who bussed to school was \$1152 for the 2018-2019 school year^[4]. PISD does not publish a per student dollar amount, but they do say that they bus over 14,000 students^[5] and the budget for transportation in the PISD budget was \$18,906,287 in 2022-2023^[6]. That would imply a ~\$1,350 / student figure, which is in line with the NCES figure after adjusting for inflation.

Since buses are only offered to students that are more than 2.0 miles from their school (using the shortest possible route on public roads), this proposal will not place any Forman students in a scenario where they used to bus to school but now have a better means of commuting. Students who bus to Forman now (from the Southern part of the area) would likely continue to bus to their proposed new school. There are two areas in this proposal where students who used to live within 2 miles of Forman (and therefore did not have access to a bus) to being more than 2 miles away from their new school (now bus eligible). These areas are the portion assigned to Dooley and the northeastern portion assigned to Schell.

The committee's report makes it possible to tell the number of students in the area assigned to Dooley is 156 (the increase in Boggess' enrollment plus the increase in Dooley's enrollment). The report does not have enough information to derive the number of students that fit this category inside the new Schell area. It is also unknown how many students from these populations will commute by car instead of by bus. The following table shows some scenarios based on possible combinations of these two figures.

	20	30	40	50
10%	\$23,760.00	\$25,110.00	\$26,460.00	\$27,810.00
20%	\$47,520.00	\$50,220.00	\$52,920.00	\$55,620.00
30%	\$71,280.00	\$75,330.00	\$79,380.00	\$83,430.00
40%	\$95,040.00	\$100,440.00	\$105,840.00	\$111,240.00
50%	\$118,800.00	\$125,550.00	\$132,300.00	\$139,050.00
60%	\$142,560.00	\$150,660.00	\$158,760.00	\$166,860.00
70%	\$166,320.00	\$175,770.00	\$185,220.00	\$194,670.00

Application of Guiding Principles

The proposed plan to redraw elementary school boundaries in the east feeder does not meet 4 of the guiding principles put in place by the Board. Slide 32 of the committee's presentation to the board (titled "Part Two - Step 2: Admin Homework") states that the committee "Evaluated each move/adjustment against the Guiding Principles." It does not give any details about what that evaluation process looked like or what concerns were considered during it. There seem to be discrepancies between some of the outcomes of this plan and the intentions of the guiding principles.

Align resources to students' needs and geographies

Removing the ability to walk to school for 200 students in a region with a high percentage of economically disadvantaged families goes against this principle. Some families impacted do not have jobs that are flexible enough to drive students to school or pick them up from school. In this case, the resource they need is a school in a location that is accessible.

Maintain integrity of feeder patterns, if possible

This plan does not maintain the integrity of feeder patterns. There are alternatives to this plan that would maintain integrity to feeder patterns.

Consider transportation times (length of time the student is on a bus)

Any metric for this would show an increase in transportation times. There are alternatives to this plan that would not cause a significant rise in length of time on a bus.

The Board may want to consider amending this principle to not specifically call out buses. Increases in driving commutes and increases in walking times are also impactful to students.

Consider solutions to mitigate any disproportionate impact on economically disadvantaged students

The same points from the "Align resources to students' needs and geographies" section apply here.

Forman Demographics

Definitions

This section frequently uses these two terms defined by txschools.gov.

- **Economically Disadvantaged:** Students that are eligible for free or reduced priced lunches at school or are eligible for other public assistance as reported by districts.
- **Emergent Bilingual/English Learners:** Students whose primary language is one other than English and who are in the process of acquiring English. The terms Emergent Bilingual (EB), English Language Learner (ELL), English Learner (EL), and Limited English Proficient (LEP) are often used interchangeably.

Plano East Cluster Demographics

PISD's elementary schools have a demographic profile that is very uncommon for elementary schools in surrounding districts ("surrounding districts" in this context is each district that borders Plano with the exception of Lovejoy, which is too small, and Dallas, which is far too large). It has two distinct groups. One group has a relatively low percentage of Economically Disadvantaged (ED) students along with a relatively low percentage of Emergent Bilingual/English Learners (EB/EL) students, "group 1". Conversely, the other group has a relatively high percentage of ED students along with a relatively high percentage of EB/EL students "group 2". There is a large gap between the two groups, illustrated in the figure below.

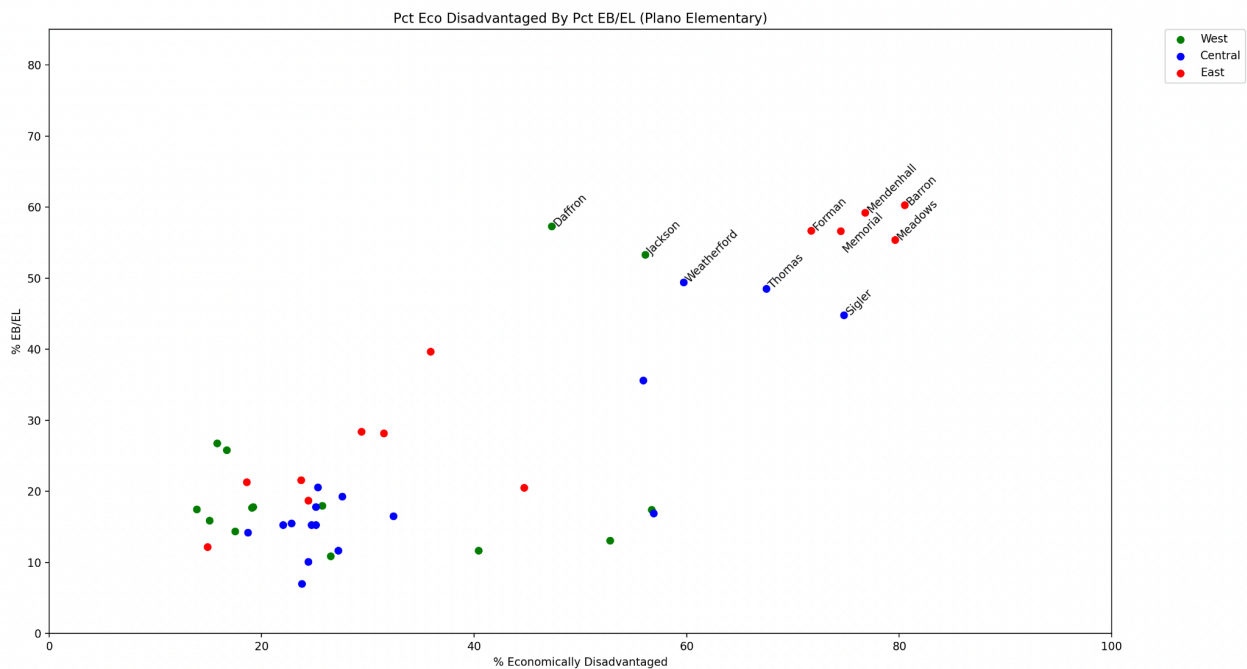


Figure 5

This profile is even more pronounced when just considering the east cluster. There are charts similar to these for surrounding districts available at the end of this report in Appendix A.

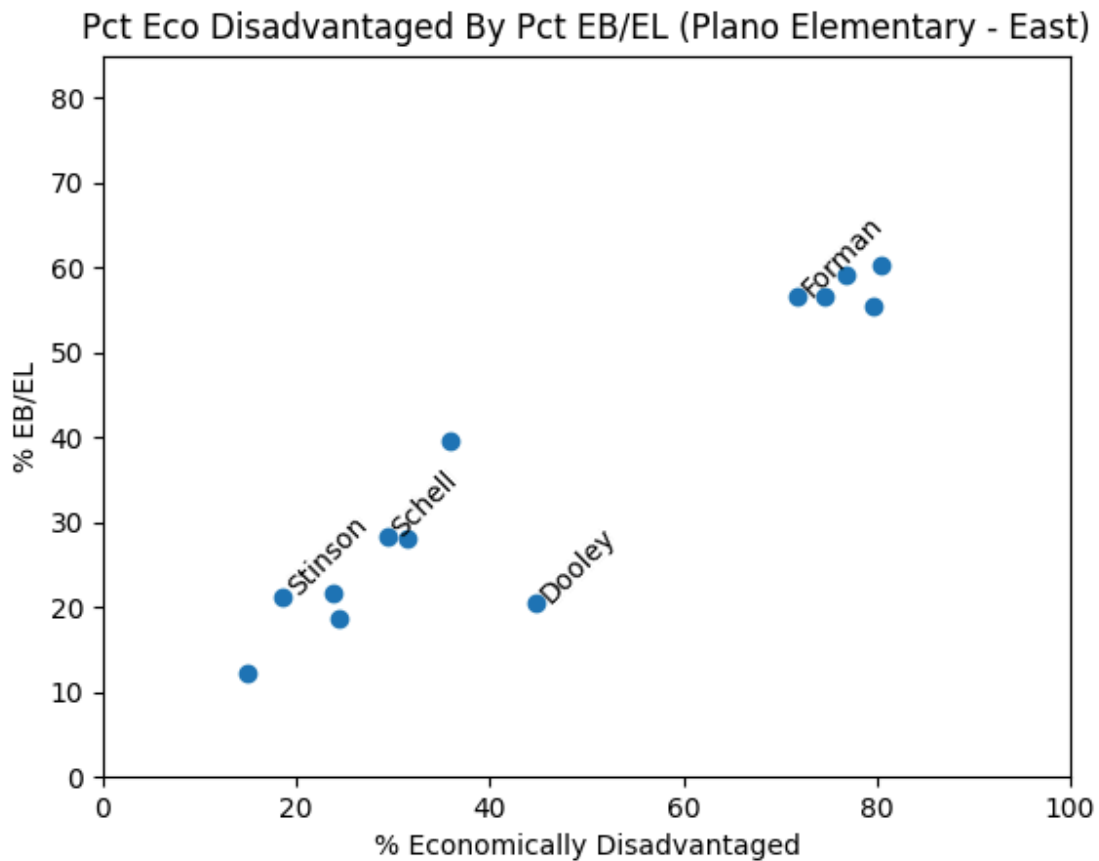


Figure 6

Students that are ED or EB/EL require extra attention and special programs in order to succeed. This includes more than academic programs. The administration of the school, the PTA for this school, clubs, after school programs, etc. all have to take care to give attention to make sure students in these demographics are included in the community.

The best examples available for this are examples of correspondence from the PTAs and the 3 schools that Forman is proposed to send students to that are in group 1 (Dooley, Schell, and Stinson) and voicemails from Forman to its families.

The pictures below are from Forman's PTA's Facebook page and the 3 mentioned above. Links to each PTA are also provided so any reader can see that these are not cherry picked.

- Foreman: <https://www.facebook.com/formanpta/>
- Dooley: <https://dooleyppta.membershiptoolkit.com/>
- Schell: <https://schellpta.membershiptoolkit.com/>
- Stinson: <https://stinsonpta.membershiptoolkit.com/ASEP>

Forman Elementary PTA
February 7, 2023 · 🌐

Spread love by sending a candy gram to a school friends or Teacher! ❤️.... We will deliver them on Valentine's day!....

VALENTINE'S DAY
Candy Gram

The focus of February is love and kindness. Support Forman PTA's Candy Gram Fundraiser. To purchase a Candy gram, PTA will be selling them during lunch time February 8th, 9th, and 10th for \$2 each. Spread love by sending a candy gram to a school friend or a teacher! PTA will deliver them to class on Valentine's Day.

Para el mes de febrero, el enfoque es el amor y la bondad. Apoye la recaudación de Fondos Candy Gram de Forman PTA. Para comprar un Candy Gram, el PTA los venderá durante la hora del almuerzo el 8, 9 y 10 de febrero a \$2 cada uno. Difunde el amor enviando un Candy Gram a un compañero/a del salón o maestra/o. PTA los entregará a la clase el día de San Valentín.

FEBRUARY 8, 9 & 10TH
10:15 AM - 1:15 PM
FORMAN CAFETERIA
CASH ONLY (EFECTIVO SOLAMENTE)
EXACT CHANGE PLEASE! (CAMBIO EXACTO POR FAVOR)

June Welcome Party at the Dooley Playground with Escobear Shaved Ice

Saturday June 8 @ 10am
Proceeds from your Shaved Ice purchase benefit Dooley PTA

WELCOME PARTY WITH ESCOBEAR SHAVED ICE

DOOLEY PLAYGROUND PRESENT & INCOMING DRAGONS WELCOME!

SATURDAY, JUNE 8 10:00 AM - 12:00 PM

Support Dooley when you shop at Kroger

ADD DOOLEY TO COMMUNITY REWARDS IN YOUR KROGER APP

FOR MORE INFORMATION

Order your 2024-2025 School Supplies!

SCHELLE ELEMENTARY PTA
2024-2025 School Supply Sale
Save Over 40% on Supplies Compared to Other Online Retailers

Grade Level 2024-2025	Qty	Price	Total
K		\$88	
1st		\$92	
2nd		\$75	
3rd		\$70	
4th		\$85	
5th		\$88	
Grand Total \$			

Order Securely Online Until Sunday, June 2nd
www.educationalproducts.com/shoppacks
Enter the school ID **SCH054** (3 letters & numbers)
Sales tax is applied at checkout online.

OR
Return this order form along with your check or cash payment to school by **May 21, 2023**.
Checks Payable to: Schelle Elementary PTA

School supplies will be delivered to the students on the first day of school.

For questions, please contact:
Analise Montiel - president@schellpta.org
Jessica Barnes - treasurer@schellpta.org

Scan QR code and Order Today!

Teacher Approved · No Crowds · No Guesswork · School-Year Product Quality Guarantee

After School Enrichment Programs

ARTIST'S PASSPORT

COURSE REGISTRATION INFORMATION
In Person - Held at Sison Elementary
Artist's Passport: Travel the World through Art
For ages 5 - 12 years

Cost: \$104 (includes all art supplies)
Dates: Wednesday 02/07/24 - Wednesday 06/20/24
Classes offered once a week every Wednesday from 3:00 pm - 4:00 pm

Crayola Artist's Passport
Embark on an around-the-world cultural adventure - explore far-off places and learn about the people who live there, from the Americas to Polynesia, from the cosmopolitan to the countryside.
Kids experiment with a variety of art techniques, and use Crayola® art materials to create their masterpieces.

REGISTER ONLINE:
<https://www.dallas.imagineartsacademy.com>
Contact: Julie Jennings
Email: julie.jennings@gmail.com

- Classes take place at the school from 3:00 pm - 4:00 pm
- Classes meet once per week for 8 classes every Wednesday
- Class is not held on scheduled school holidays 02/13
- Children aged 5 - 12 may be in the same classroom due to our inquiry-based learning approach
- Class size is limited and registrations are accepted on a first-come, first-served basis
- Please ask your child's teacher to remind them to go to their Crayola Imagine Arts Class
- After class students will be dismissed from the front entrance of school via dismissal method noted on registration form at 4:10 pm
- It should be understood that a student whose behavior becomes disruptive and endangers the rights of other students in the class, may be withdrawn from class

Crayola Imagine Arts Academy of NW Dallas
(469) 315-7199 | info@imagineartsacademy.com
<https://www.dallas.imagineartsacademy.com>

Drama Kids
INSPIRATION

JOIN US FOR OUR
SPRING PLAY SEASON!

Last Call for 2023-2024 Yearbooks

The PTA has a few extra copies of the yearbook for sale. These are available first come, first serve.

Forman provides both English and Spanish communications in other avenues as well. All fliers that are passed out in school are either double sided and split in half with English and Spanish. Every in person PTA meeting and school event has all presentations done one paragraph at a time; first in one language and then the other. All voicemails to recorded phone calls to families are done first in English and then in Spanish. Some of these are linked below. There are no publicly available resources from Dooley, Schell, or Stinson for any of these, but the committee should have the resources available to find out if families moved from Forman to these schools would have the same ability to participate in these events.

Voicemails:

- formanclosurereport.com/voicemail_1.mp3
- formanclosurereport.com/voicemail_2.mp3
- formanclosurereport.com/voicemail_3.mp3

Economies of Scale

Economies of scale is an economic principle which says that as more money is spent on a process, it tends to get more efficient and cost less. A way to think about it in the context of a school district is if you have 500 students and build a suitable playground for them for some amount of money (\$500,000 for example), it would be much harder to achieve the same quality of playground for the same 500 students if they were split up into smaller groups (5 groups of 100 students, and \$100,000 each for a playground). The same applies to libraries, computer labs, gyms, cafeterias, etc.

Economies of scale is absolutely a real thing, and this is absolutely an applicable context for it. The LTFP committee does a good job explaining this in the recorded community presentation^[7].

However, this economic principle also applies to programs that underserved demographics need to succeed. The high level picture that the total % capacity each campus provides only works when relevant cohorts in those schools are the same.

A way of thinking about this is to reconsider the playground example from above. Imagine a student moving from the school with 500 students to another school with 750 students. In theory, this provides more efficiency, and the student that transferred should have a bigger, better playground. But because of the demographics in this new school, only 15% of the students like to use playgrounds at recess. The other 85% of students enjoy some other activity that takes most of the funding.

Application of Guiding Principles

Expand opportunities for student learning through economies of scale and expand choice offerings through streamlined locations

This section of the report describes how this principle is being applied completely in reverse for underserved students. Economies of scale will provide them some benefits that span demographics (a better gym, a better cafeteria, etc.), but it will reduce their access to programs essential to their education and their ability to participate in the community.

Align resources to students' needs and geographies

The above applies, but there is another point here worth mentioning. Slide 62 of the committee's presentation to the Board (titled "Program Updates for all Clusters") has a point where it says that the committee's recommendation is to "Add dual language programs as needed to better serve students." This is the sole attempt of the proposition to address the issue of moving students from a facility with robust EB/EL programs to facilities with less adequate programs.

If the Board allows this catchall, retroactive response recommendation to satisfy this and other Guiding Principles, then those principles may as well not exist. This will become boilerplate language at the end of any presentation that completely circumvents the guardrails the principles are meant to establish.

Maintain equity of resource deployment across all campuses

Same as above

Consider solutions to mitigate any disproportionate impact on economically disadvantaged students

Same as above.

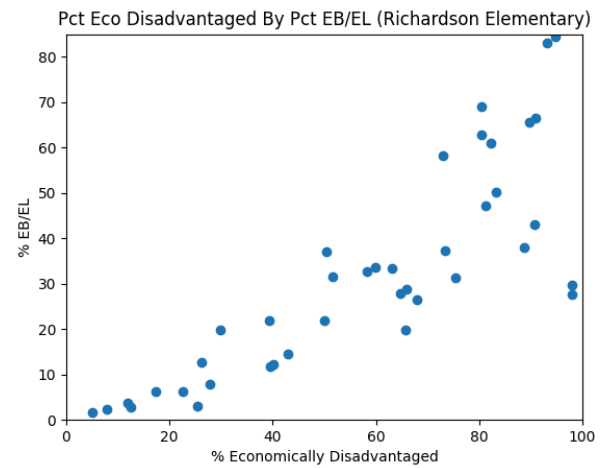
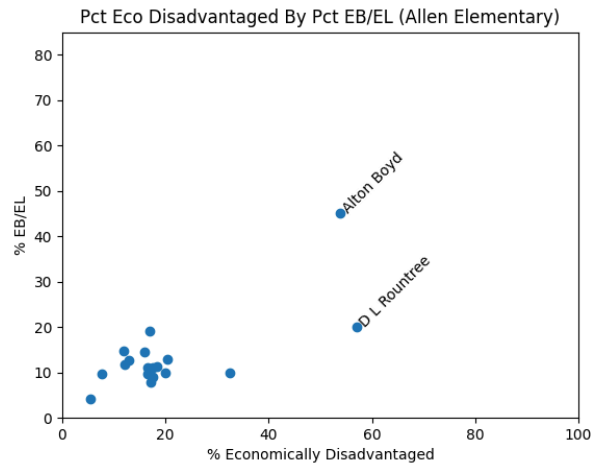
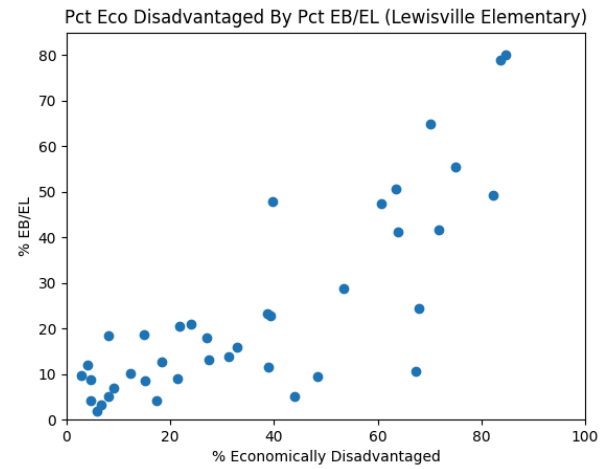
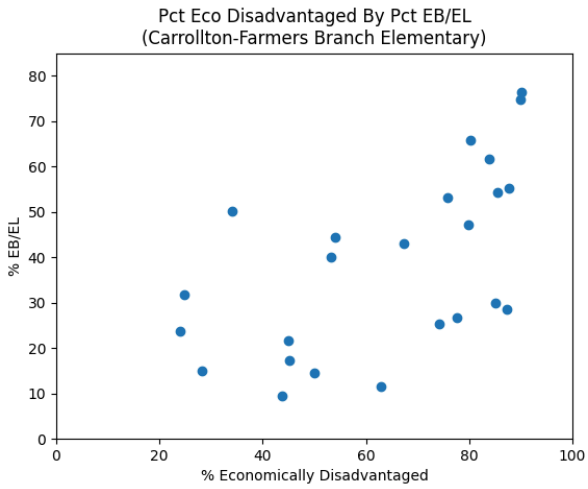
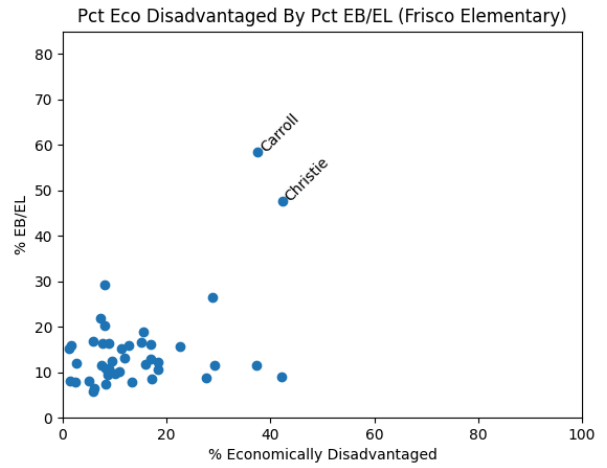
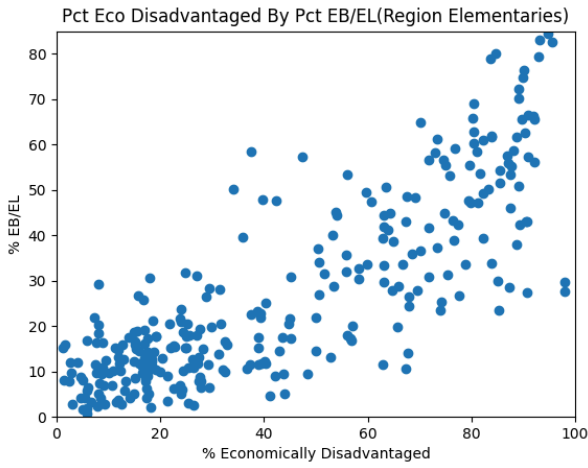
Conclusion

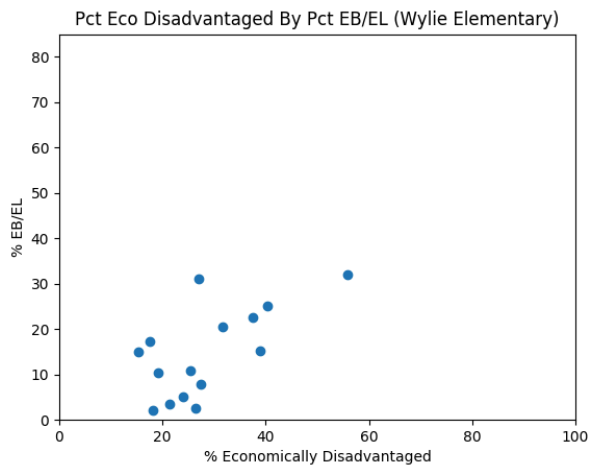
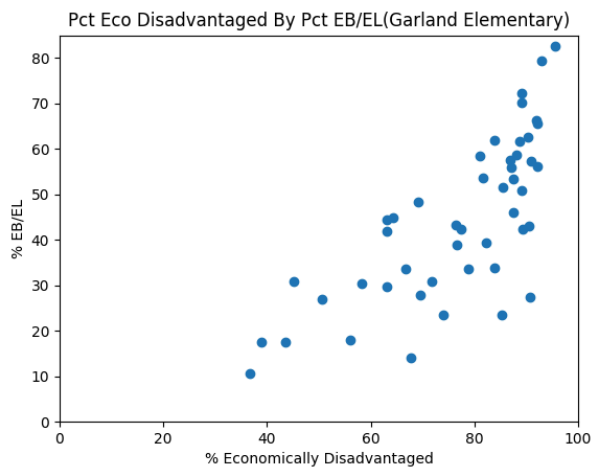
The board should not accept the proposal to close Forman Elementary on the grounds that the proposal does not follow the Guiding Principles, does not incorporate community feedback, and has a negative impact on more students than necessary.

Not accepting this proposal should not be seen as a failure of the LRFP. Similarly, criticism of this specific proposal should not be seen as criticism of the LRFP. This is the LRFP's first attempt at applying the Efficiency Framework to recommend possible school closures. There is an opportunity here for the LRFP to analyze this outcome and improve its process.

It is beyond the scope of this report to try to amend the application of the Efficiency Framework, but becoming familiar with the data necessary to make this report has given the author insights that may be helpful to the LRFP committee in future efforts to increase PISD's efficiency of utilization for its facilities.

Appendix A





References

1. Long Range Facility Planning Committee (2024, May 21). Why Long-Range Facility Planning?
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