

Hoover City Schools

Proposed 2015-2016 Realignment Summary



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1 Introduction

The following proposal is the recommendation of the Superintendent and District Administration, with the input of its educational planning and rezoning consultant, Aho Architects, LLC, to rezone and realign Hoover City Schools to best utilize its existing facilities, accommodate growth in student population, and achieve the positive benefits of a diverse student body. This plan has been developed iteratively with input received from hundreds of Hoover City Schools stakeholders. It seeks to meet District objectives while reflecting the voice of the community. Even in its current form, the plan presented herein is intended to be subject to additional review and comment, and refined if necessary, before the Board of Education will be asked to vote on it.

1.1 Why Is Realignment Necessary?

Since Hoover City Schools' last major realignment of school attendance zoning a decade ago, continued growth of more than two thousand three hundred students (+20%), and natural shifts in that student population over time, have begun to stress the capacities of some elementary schools and to unbalance their demographics compared to district-wide figures. For instance, enrollment projections suggest that Deer Valley Elementary will exceed optimal building capacity in the near future.

Foreseeing this, the Superintendent and District Administration have, over the past several months, undertaken a planning process to develop a recommendation to the Board of Education for realigning student population with school capacities. This effort is intended not only to address the near-term projected needs, but also to best position the District to accommodate projected long-term growth, and to the greatest extent possible, achieve a stable attendance zoning for built-out neighborhoods.

Any construction of new schools necessitates rezoning, and any realignment or rezoning of school attendance is subject to the review of the United States Department of Justice and approval by the Federal Court. This is because Hoover Schools, having originally separated from Jefferson County Schools which was subject to a desegregation arrangement, inherits that requirement. Hoover City Schools and its community support racial/cultural and economic diversity. We see it as a positive component of public education. This community value has been reaffirmed through the numerous community meetings which were part of the realignment planning process.

The current realignment and rezoning process is therefore seen as an opportunity to rebalance the student composition of Hoover's schools, not merely because this is a compulsory external requirement,

but also because it supports the Hoover Schools community's values related to diversity and positioning all schools and all students to be successful.

By embarking on the realignment planning process now, Hoover City Schools has the opportunity to “do it right”, to be proactive, and to afford itself and its constituent families as much time as possible to prepare for plan implementation. When done properly, as we have sought to do, rezoning can be characterized as “preventative maintenance”. Realigning student population before schools become overcrowded or segregated is akin to rotating and balancing the tires of one's car. Doing so addresses uneven wear and prolongs the life of the tires, protecting one's investment. To extend the metaphor, proactive and periodic tire maintenance may also prevent a catastrophic blow-out (the equivalent of running out of room for students or facing Justice Department intervention).

1.2 Student Population Shifts Occurring Over the Past Decade:

- There are approximately 2,360 more Hoover City Schools students today than there were a decade ago.
- The percentage of non-Caucasian students has increased from approximately 25% to 40%.
- The proportion of Hoover City Schools students residing in multi-family dwelling unit (MDU) communities has increased.
- A larger number of Hoover City Schools students now qualify for free or reduced-price lunch (a measure of relative poverty used frequently in the education world).
- As housing stock matures, and Hoover “builds-out”, the majority of new students are coming from areas west of Interstate 65. This trend is expected to continue in the future, based on City development projections.

1.3 Key Objectives of Realignment

The Superintendent and District Administration have the following key objectives for the rezoning process and the realignment plan it produces. Based on community input and feedback received thus far, these objectives appear to align well with the community's values and desires for its school system.

1.3.1 Optimize Use of Existing Facilities Before Constructing New Ones

Prior to constructing additional schools, it is strongly believed that Hoover City Schools should make use of space available in its existing facilities. This is good stewardship of resources and demonstrates fiscal responsibility, which has been among the most frequent and strongly-expressed beliefs of the community. As luck and a degree of foresight (credit is due to past rezoning plans) would have it, Hoover City Schools has significant spare capacity in Trace Crossings Elementary School (TCES) which can effectively accommodate approximately 900 – 1,000 students. TCES currently has approximately 440 K-4 students and is located in the Brocks Gap Intermediate (BGIS) and Robert F. Bumpus Middle School (RFBMS) secondary school feeder pattern. This secondary school feeder pattern is shared by Deer Valley Elementary School (DVES) and South Shades Crest Elementary School (SSCES). DVES is projected to reach or exceed optimal capacity in the near term.

1.3.2 Position All HCS Schools to be Successful

The responsibility of the Administration to position all Hoover City Schools and their students to be successful is fundamental. In order to achieve this objective, diversity and balance, adequate school size (so that the same range of quality academic and extracurricular opportunities exist at each school), measures to encourage and facilitate parent participation and support, and similar factors related to rezoning/realignment have been considered. This objective involves allocating resources equitably, and when necessary, intervening with support to achieve success.

1.3.3 Develop a Plan with a Long Life

The most recent major rezoning effort has served Hoover City Schools for a decade. Prior to that, rezoning occurred on a two- to three-year cycle with rapid growth and new schools coming on-line. Rezoning by definition means a change of the status quo. It makes sense to minimize the frequency of disruption to the greatest extent possible while still developing a responsible realignment plan.

1.3.3.1 Minimize Frequency of Disruption

To be sure, rezoning by its very nature is a disruptive process. As such, it is something everyone involved would like to undertake as infrequently as possible. This fact was emphasized in virtually all community meetings. Heartfelt opinions were expressed, which only makes sense when one considers that rezoning involves people's children (likely their biggest emotional investment) and their homes (likely their biggest financial investment). Developing a plan which is forward-thinking and has an enduring "shelf-life" enables both the District and its families to plan for the future and have a degree of security.

A number of tools, described in a later section of this document, were used to look as far into the future as practicable. Strategies, scenarios, and components of scenarios which produced long term benefits were prioritized over more temporary ones.

1.3.3.2 Allow Uncertainties Related to Growth to Come into Focus

A major consideration of developing a plan with a long time horizon, as well as the objective to use or create capacity in existing facilities before building new ones, is that doing so allows uncertainties related to growth to come into focus. Real estate development, particularly in recent years, is a volatile phenomenon. The realignment plan seeks to defer construction where possible so that we have time to see which single- and multifamily housing developments within Hoover grow and how rapid that growth is. This increases the likelihood that Hoover City Schools will construct new schools where they are most needed by a growing student population. The plan also positions existing building capacity where it is most likely to be needed by housing developments already "on the books".

1.4 Guiding Principles of the Realignment Planning Process

1.4.1 Listen to the Voice of the Community

Community buy-in facilitates the successful implementation of a rezoning/realignment plan. As such, the intent from the beginning was to engage the community in the planning process through a

combination of formal and informal conversations about the plan. It was felt that these conversations would be most productive if an initial draft proposal was first developed by the District Administration. This initial outline of a plan would then be disseminated and feedback sought from the stakeholders potentially affected by it.

It was hoped, and has subsequently proven to be the case, that the District's goals can be achieved with strategic changes affecting a relatively small percentage of students in communities where growth and/or demographic imbalance have occurred or will occur in the future. Communities essentially unaffected by realignment were thereby not obligated to participate in the process and the conversation could focus on areas which were.

Once an initial proposal was outlined and communicated, feedback was received. The plan has now gone through many iterations and refinements to respond wherever possible to the voice of the community. The recommendation put forth in this document has been significantly influenced by the ongoing feedback, and it has effectively been refined by the stakeholders. Even in its current form, the plan presented herein is intended to be subject to additional review and comment before the Board of Education will be asked to vote on it.

A listing of common themes of the community and stakeholder input process is included in the next major section of this document.

1.4.2 Balance Demographics

As noted earlier in the introduction, abiding by the court's desegregation order is a compulsory aspect of rezoning, and it is also a value held by the school system and a response to our stakeholders' feedback. While desegregation aspects traditionally focus on race or ethnicity, the community value placed on diversity extends to include socio-economic, cultural, single- vs. multi-family dwelling, and other characteristics of the Hoover City Schools student population. All of these factors are therefore incorporated in the rezoning and realignment planning process, with the aim of achieving a richly diverse population within each school. The benchmark used in doing this is the overall composition of Hoover City Schools students.

Demographics of the current Hoover City Schools student population:

White	8,310	59.86%
Black	3,435	24.74%
Hispanic	789	5.68%
Asian	919	6.62%
Indian (Native American)	13	0.09%
Pacific Islander	21	0.15%
Multi-Race	395	2.85%
Total	13,882	100.00%
Poverty (Free & Reduced Lunch)	3,675	26.47%

1.5 Summary of the Planning Process To-Date

This process was begun in earnest several months ago. District staff worked to develop an initial version of a realignment proposal as a starting point, with the intent that it would be revised and adjusted based on stakeholder input. Particularly since the initial version was made public in the late summer, a series of stakeholder meetings has been held with district and school-level staff, affected communities, concerned citizens, et al. It is not an understatement to say the proposed plan has undergone significant refinement and adjustment in response to feedback and more in-depth analysis and scenario testing. With the exception of a few scenarios or proposals such as one which re-thought grade configuration, the overall number of students reassigned under the plan has decreased. We appreciate the input of Hoover’s concerned citizens very much. The recommended and proposed plan is better because of their involvement.

2 Common Themes of Community/Stakeholder Input

At this point, hundreds of stakeholders affected by the proposed realignment or earlier versions of it have provided input through a variety of means (emails, calls, the District web site, meetings of various sizes). A number of neighborhood/community-wide gatherings have been held, as well as informal and smaller-scale meetings. Many of these were organized by the citizens themselves, and most were attended by the Superintendent and District Staff.

The comments, concerns, and ideas received were remarkably consistent from group to group, and most were quite similar to those expressed in the 2004-2005 rezoning process. The following is a thematic synopsis of the voice of the community, presented in relative order of estimated importance (determined anecdotally from frequency or emphasis expressed by stakeholders):

- Demonstrate fiscal responsibility

- Disrupt as few students/families as possible
- Proximity and neighborhood/community identity considerations
 - Schools would be close to homes and have a neighborhood identity
 - Minimize travel time between home and school and consider traffic safety/congestion of roads used
 - Enable children to go to school with friends and neighbors
 - Support parental involvement in schools
- Make realignments/zoning changes as infrequently as possible
- Balanced diversity considerations
 - Ensure racial diversity within and among all schools
 - Ensure economic diversity within and among all schools
- Ensure the plan accounts for Hoover’s anticipated future growth
- Be accountable to seek and maintain strong financial support by the City/community
- Equality among all schools considerations
 - Ensure similar educational quality, course offerings, extracurricular offerings, and high test scores in all schools
 - Ensure similar student-teacher ratios in all schools by grade level
 - Ensure good, equitable physical facilities for all schools
- Implementation strategies to minimize negative impacts
 - Consider “grandfathering” and continue to consider special cases
 - When possible, try to make changes at natural breaks such as before Intermediate/Middle School or High School, but try to keep groups of students together whenever possible.

3 Methodology and Tools Used to Develop and Test Scenarios

A variety of data and analysis/modelling tools were used in the development and testing of various scenarios, plan components, and recommendations. The recommended plan presented in this document is the one which best met Hoover City Schools’ objectives and guiding principles as validated through this methodology. Intuitive strategies were always tested with real data and analysis to evaluate their relative success. The basic methodology was to begin with a baseline assumption, then to test it and iterate through a variety of what-if scenarios. A brief description of the tools employed follows.

3.1 Building Capacity Analysis

The theoretical and practical capacities of each of Hoover’s school buildings have been determined. This tool has been developed, used, and perfected by the District for many years with input from facility planners, the district administration, and the administration at the individual schools. It takes into account space use for general classroom instruction as well as other educational and support programs that use classroom space. It should be noted that building capacity is not an exact science since divisors and scheduling parameters do not always allow for perfect utilization. Just as district-wide zoning plans consider student demographics, so do classroom assignments within each school.

3.2 Growth Projections

Historically, population growth in the City of Hoover, and consequently the Hoover City Schools' student population, has been the primary driver of rezoning and realignment needs. Housing development plans already "on the books" within the Hoover city limits underscore the potential for significant growth to continue. Therefore, any rezoning plan must take population growth into account.

3.2.1 Enrollment

The school system tracks enrollment at each of its schools and gathers demographic information about its students. As noted in the introduction, significant growth has occurred in the past decade (2,360+ students / +20%). Enrollment projections are made for each school using grade-level student counts, and a historical factor which projects year-by-year changes into the future (e.g. modified cohort survival methodology). This tabular data is also supplemented by "on the ground" input from school administrators with knowledge of their communities. Trends are also observed and taken into consideration.

3.2.2 Housing Stock/Development

Hoover City Schools uses historical and anticipated housing data to plan for future enrollment growth. Student yields are computed, monitored, and incorporated into this continuous process. This method indicates that typically, Hoover Schools gains a new elementary student for every 4.2 to 4.6 homes constructed. This method's accuracy has been demonstrated over time. Also taken into consideration is the growth of student population resulting from generational changes in neighborhoods such as when "empty nesters" or older residents without children at home sell their homes to young families with school-age or younger children. More mature neighborhoods such as Bluff Park and potentially Russet Woods are examples where there may be little new home construction, but there can be significant student population growth.

Most of the projected population growth through development of new homes is in west and southwest Hoover. Significant developments include the build-out of Ross Bridge, the Preserve, Trace Crossings, Black Ridge, Stadium Trace extension (USS / Zettler), Wilburn Lakes, the Grove, Lakeview, and Lake Cyrus. The rezoning and realignment plan is based on the theoretical future build-out of Hoover. Obviously, the real estate market and development have been quite volatile in recent years, but the plan has taken a safe/conservative approach, using figures on the high side when in doubt.

3.3 Student Geo-Demographic Data

Hoover City Schools has used both demographic data about its students and the geographic location of those students' homes in the development and testing of scenarios.

3.4 Scenario Development and Testing Methods

3.4.1 Scenario Evaluation Criteria Used

As the various scenarios and sub-components of the rezoning and realignment planning process have been created and iteratively refined, we have evaluated them based on their ability to deliver on a number of important criteria. Those criteria, in no particular order are as follows:

- Ability to address Objectives/Goals
- Responsiveness to Stakeholder Interests/Concerns/Values
- Cost to implement
- Number of students affected
- Degree of positive/negative impact on affected students (minor changes better than major ones)
- Projected longevity of the scenario/plan
- Resiliency/ability of the scenario to accommodate future adjustments/tweaks
- Non-monetary operational impacts (staffing, pedagogical, etc.)

3.5 Obtaining Stakeholder Comments

Details about the various community input and comment opportunities were presented above. As they relate to the scenario development and testing methodology, what remains to be said is that the process has been greatly influenced in its details by this feedback. This has been an iterative process where initial draft scenarios have been adjusted, sometimes considerably, in response to the feedback provided by hundreds of engaged Hoover City Schools families and stakeholders.

Our procedure has been to present the current version of the plan or options; answer community questions; collect community comments, concerns, and ideas; and then to model a scenario which responds to that input. The new or modified scenario is then tested to evaluate its success in addressing the criteria noted above. This testing is important because virtually any concern can be addressed, but doing so may -and frequently does- create a ripple effect that can have negative consequences for other parts of the community. It is important to listen to the needs of a given group, but to also keep in mind the District's responsibilities and obligations to all of its constituents. It is wise to remember that most people do not like change, and it is impossible to make everybody happy.

4 Details of the Proposed Realignment

4.1 Recommended Realignment Plan

The following is the Superintendent's and District Administration's recommended plan for realignment of attendance zoning. Only the schools and neighborhoods explicitly listed in the "Narrative Description" below are changed by this plan. Generally, the changes listed below are associated with elementary schools. The current elementary-to-secondary school (intermediate/middle/high) feeder patterns are not altered by this proposal.

For reference, the current secondary school feeder patterns (remaining in effect under this plan) are:

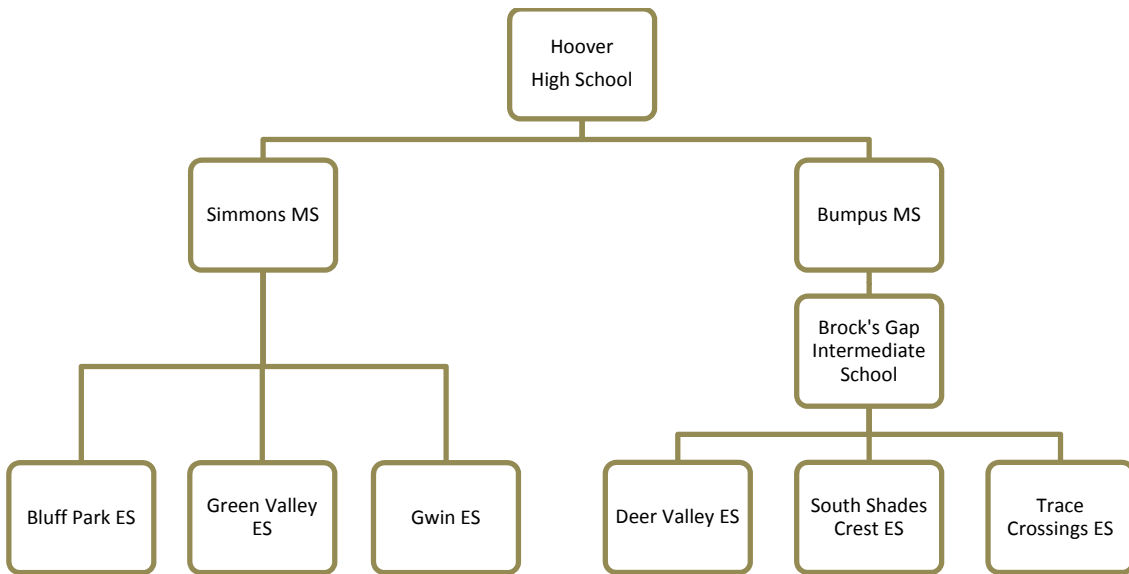


Figure 1: The Hoover High School Feeder Pattern

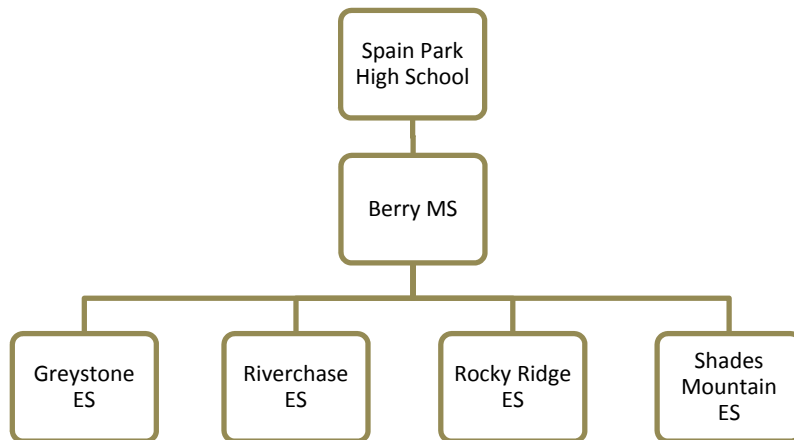


Figure 2: The Spain Park Feeder Pattern

4.1.1 Narrative Description

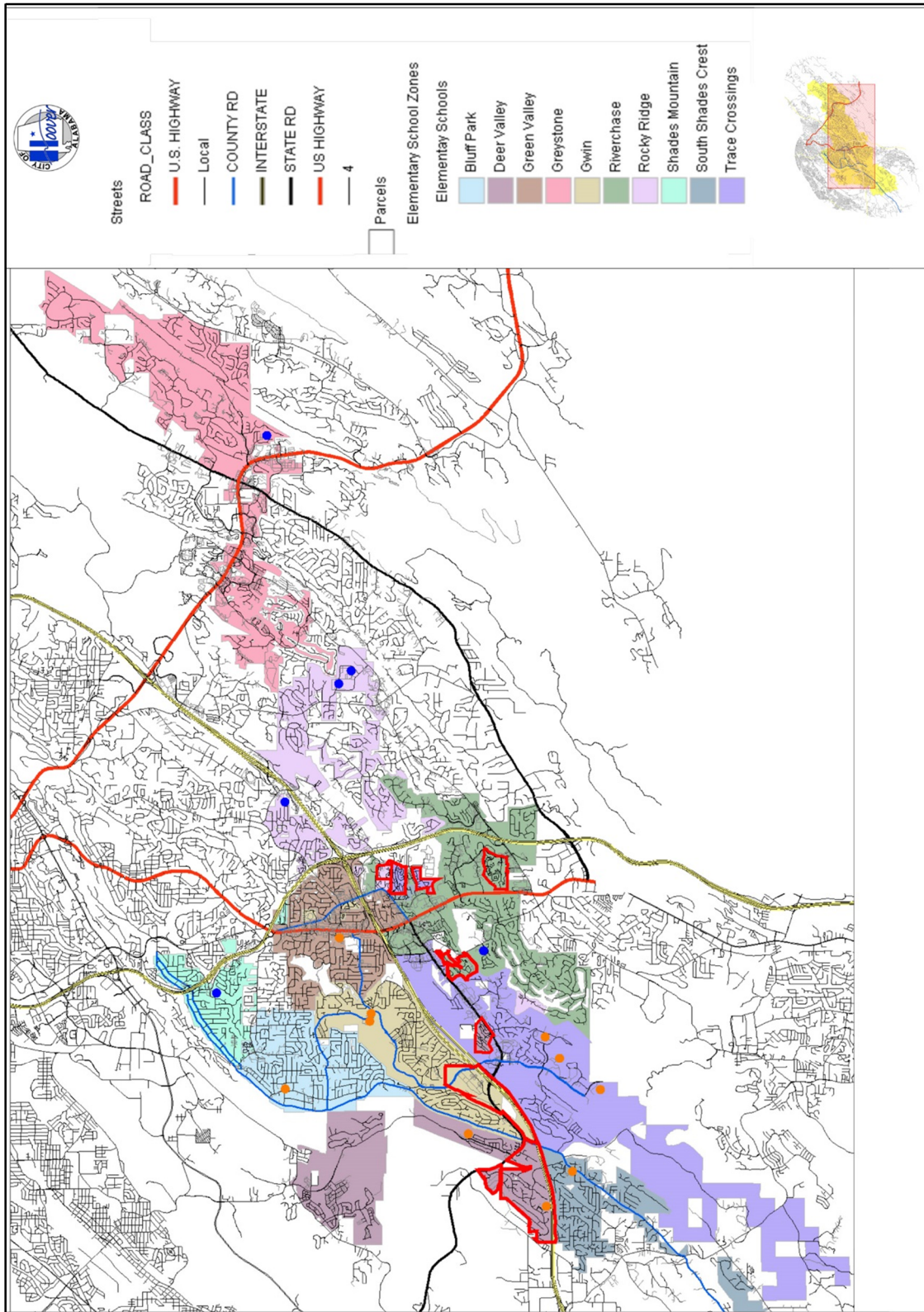
These are the details of the Superintendent's recommended realignment plan (Only the schools and neighborhoods explicitly listed below are changed by this plan):

1. Reassign students in Lake Cyrus area (Attachment 1) from Deer Valley Elementary School (DVES) to Trace Crossings Elementary School (TCES).
2. Reassign Ridge Crossings multi-dwelling units (Attachment 2 - Right) from DVES to TCES.
3. Reassign Landmark at Magnolia Glen multi-dwelling units (Attachment 3 - Middle) from TCES to DVES.
4. Reassign Riverchase Landing multi-dwelling units (Attachment 3 - Bottom) from TCES to South Shades Crest Elementary School (SSCES).
5. Reassign Crowne at Galleria Woods area multi-dwelling units (Attachment 5) from SSCES to TCES.
6. Reassign Grove area oncoming developments (Attachment 2 – Left) from Gwin Elementary School to TCES.
7. Reassign Wood Gardens and Wildwood multi-dwelling units (Attachment 3 - Top) from Rocky Ridge Elementary School (RRES) to Riverchase Elementary School (RCES).
8. Reassign Riverchase Parkway area multi-dwelling units (Riverchase Gardens, Royal Oaks, The Gables Condominiums, Summerchase of Riverchase, Colonial Grand at Riverchase Trails, Sterling Oaks of Riverchase) between Highway 31 and Interstate 65 (Attachment 4) from RCES to Greystone Elementary School (GSES).

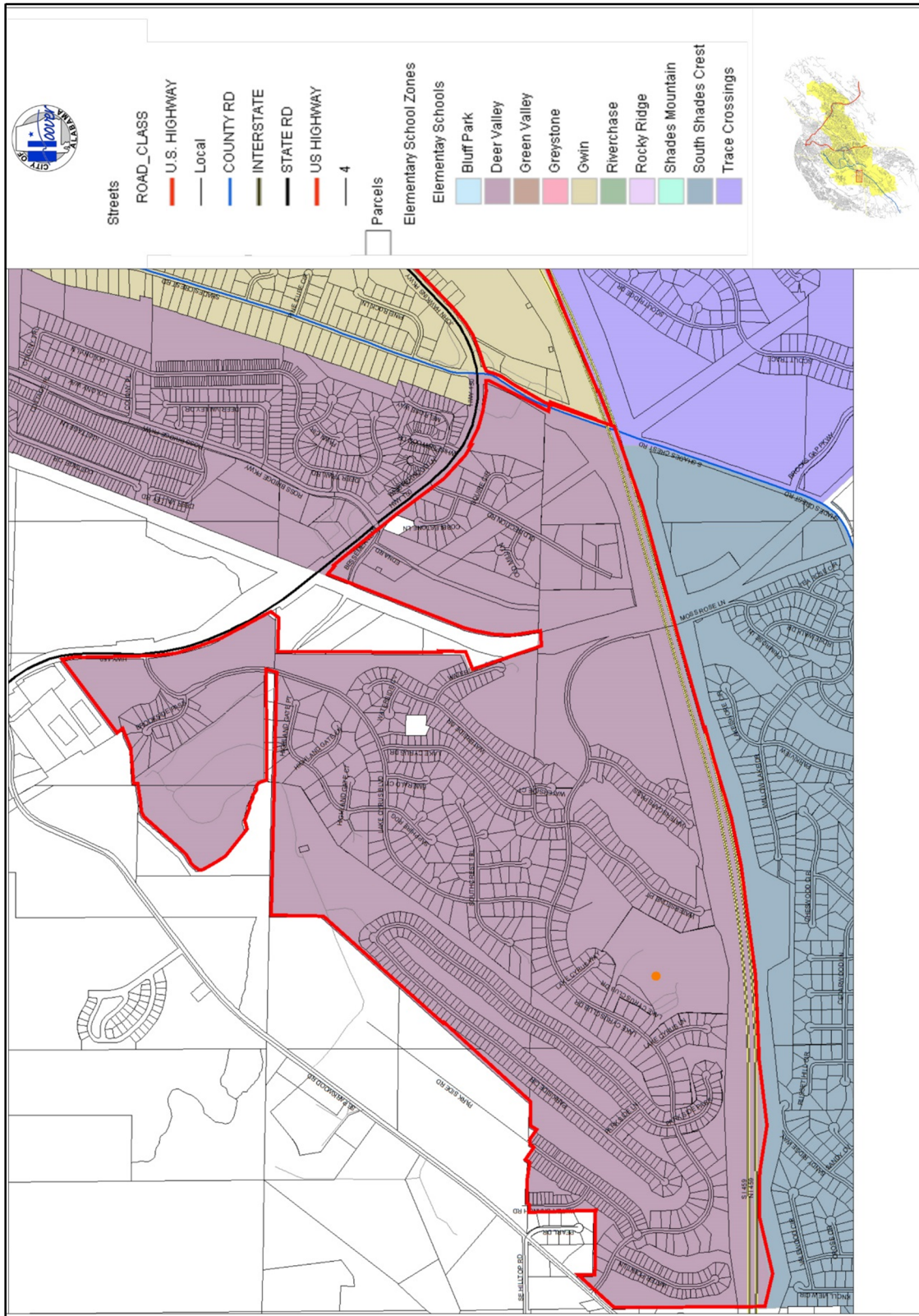
4.1.2 Maps

The maps on the following pages correspond to the attachments listed in the preceding narrative description of the proposed realignment.

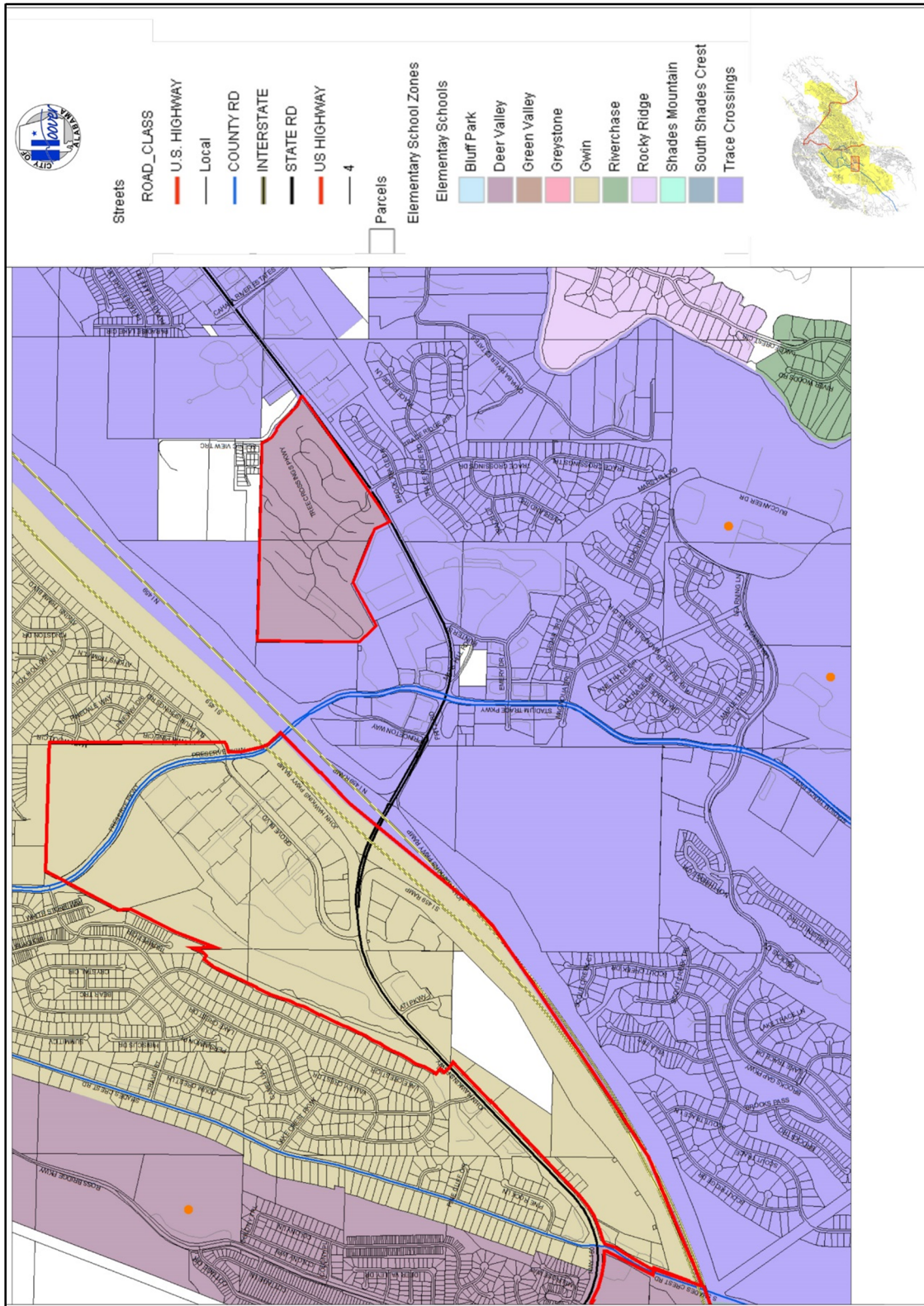
OVERVIEW MAP



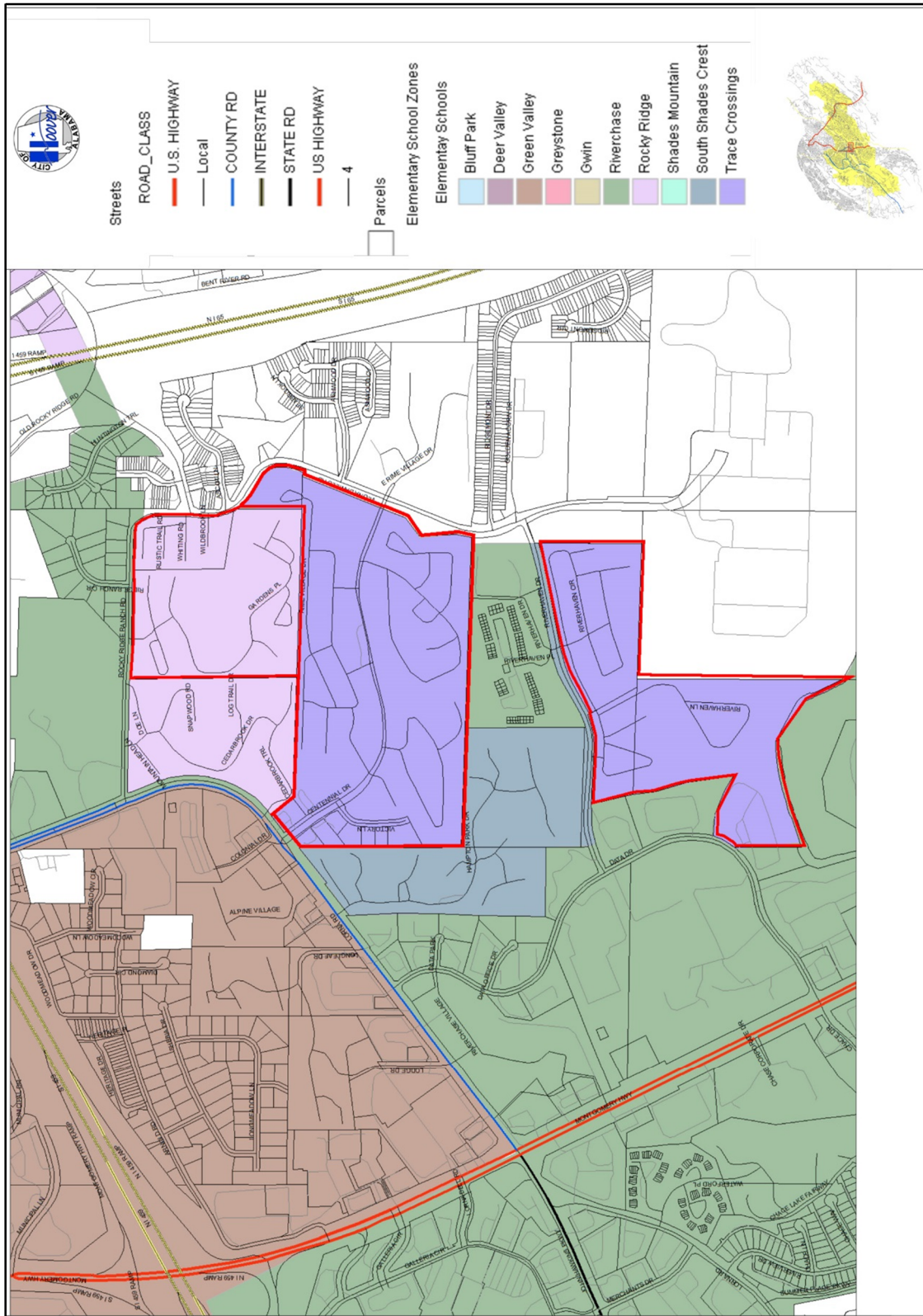
ATTACHMENT 1



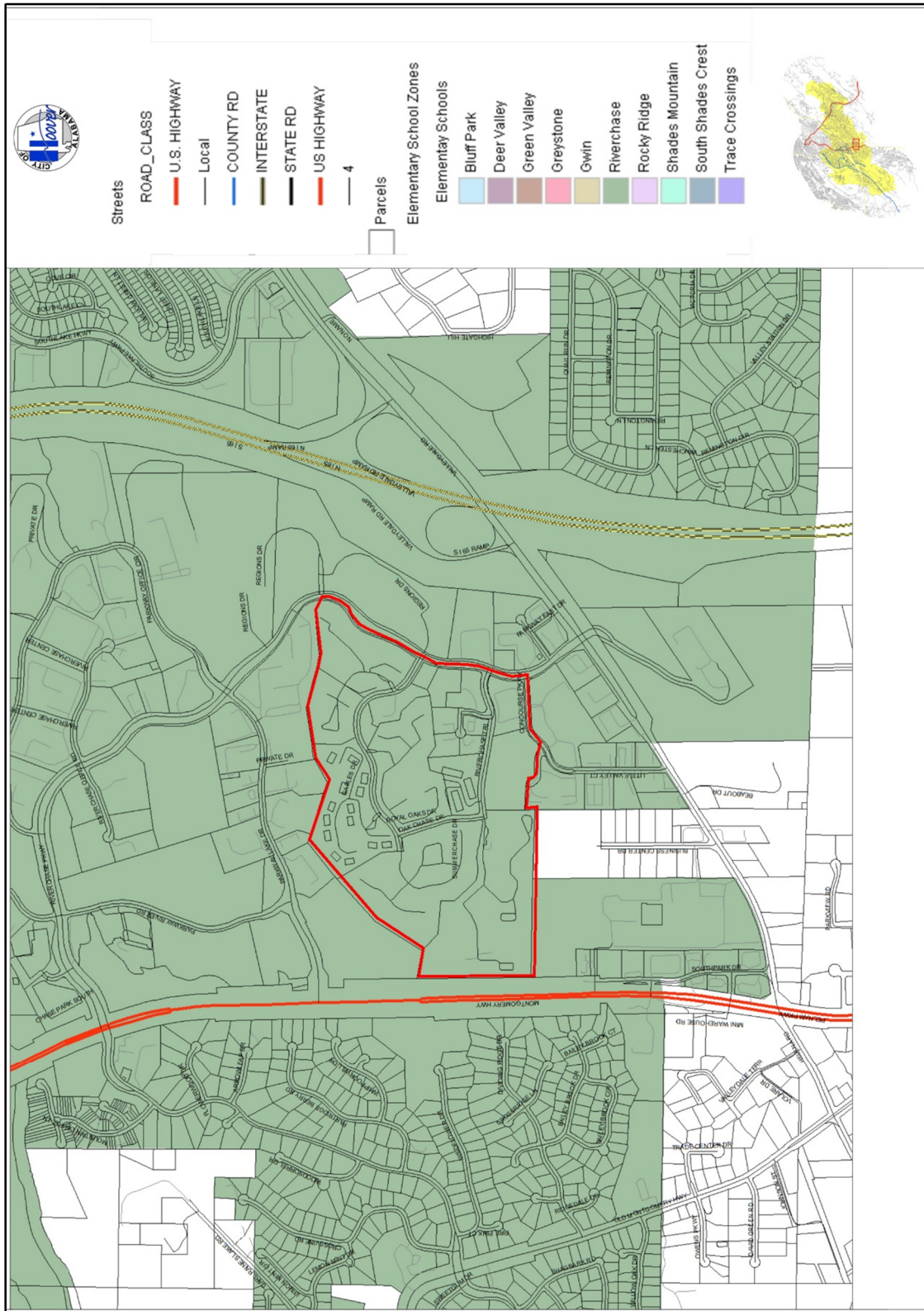
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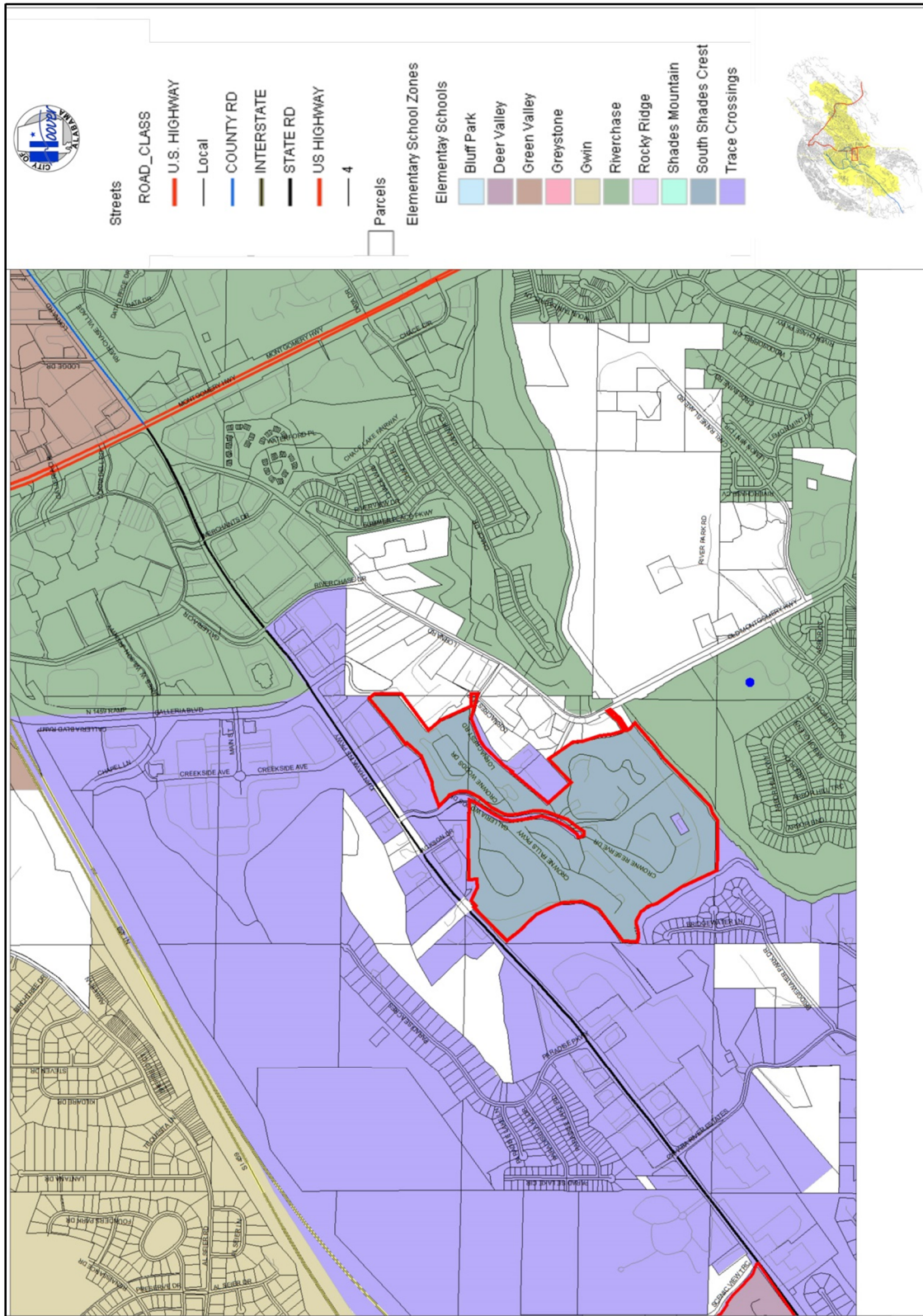
ATTACHMENT 3



ATTACHMENT 4



ATTACHMENT 5



4.1.3 Discussion of Plan Benefits

This plan achieves the desired outcomes and adheres to the guiding principles better than any alternative developed. Our projection is that this plan will affect approximately 838 students. This is significantly less than many alternatives considered, and it represents only 6.04% of the 2014 enrollment of Hoover City Schools. With the exception of the reassignment of Wood Gardens, Wildwood, and Riverchase Parkway area MDUs to improve diversity and classroom space utilization, the plan is limited to the Bumpus Middle School feeder pattern. This feeder pattern is where most of the current and projected future population growth is anticipated. The plan creates spare capacity in Deer Valley Elementary (DVES) to accommodate anticipated future growth.

The plan also defers construction of additional schools to allow future development to come into focus. It makes use of existing spare capacity in Trace Crossings Elementary (TCES) which has been underutilized since the opening of Riverchase Elementary (RCES). TCES becomes a larger school, closer to the size of other elementaries in the area, but also retains significant spare capacity to accommodate future enrollment growth. Essentially, TCES becomes a “shock absorber” to accommodate increases in enrollment, right in the geographic area where we anticipate it will be required.

4.1.4 Pre- and Post- Realignment Details/Statistics

4.1.4.1 Demographics

School Enrollment Simulation Pre- and Post-Realignment (2014 figures)													
Demographics (%)	Greystone ES		Deer Valley ES		Riverchase ES		Rocky Ridge ES		South Shades Crest ES		Trace Crossings ES		System Total
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre- & Post-
Asian	9.5	8.8	13.4	8.7	8.9	8.7	3.7	4.2	9.7	5.6	6.2	17.9	6.6
Black	6.0	13.9	20.4	19.5	23.0	20.6	31.2	28.1	25.4	32.2	41.0	31.0	24.7
Hispanic	1.9	2.8	2.2	10.2	3.4	3.6	12.3	12.3	2.7	2.6	15.6	3.5	5.7
Multi-Race	2.6	3.0	3.1	3.0	2.8	3.0	4.2	3.8	3.5	3.5	3.9	3.8	2.9
Other	-	-	0.2	0.3	1.1	1.1	0.4	0.4	0.5	0.5	0.2	0.2	0.2
White	79.9	71.5	60.7	58.3	60.9	63.0	48.3	51.4	58.3	55.6	33.2	43.6	59.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100
Poverty (Free/Reduced Lunch)	5.8	11.8	13.1	25.6	22.0	24.1	46.3	42.3	23.7	32.4	50.6	19.0	26.5

Figure 4: Detailed Demographic Simulation (%) for Affected Schools Pre- and Post-Realignment

4.1.4.2 Capacities for Growth

The enrollment for each affected school is indicated in the table below. The plan shifts students to create capacity in schools in higher-growth areas and utilizes existing capacity in current school facilities to defer additional school construction. Of particular note is that post-realignment, Trace Crossings Elementary (TCES) has capacity for approximately 460-560 additional students. This “shock absorber” to accommodate future enrollment growth is geographically situated in the area of Hoover where most new housing development is anticipated.

	Projected School Enrollment Pre- and Post-Realignment												
	Greystone ES		Deer Valley ES		Riverchase ES		Rocky Ridge ES		South Shades Crest ES		Trace Crossings ES		System Total
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre- & Post-
Student Enrollment	568	670	838	727	649	611	570	506	630	649	488	580	13,882

Figure 5: Projected Student Enrollment for Affected Schools Pre- and Post-Realignment

4.1.5 Potential mid-to-long term adjustment needs and potential solutions

The recommended plan has been designed to err on the side of safety and to be robust enough to permit some adjustment or “tweaking” if the future deviates from our underlying assumptions. One of the objectives of this planning process was to create a realignment plan with a long “shelf life” to serve Hoover City Schools for the foreseeable future. As noted earlier, certain minor concessions were made in response to strongly-held community opinions, which might shorten the plan’s lifecycle by a year or two. This was believed to be a worthwhile modification of the plan, so long as a strategy could be developed to address those contingencies.

4.1.5.1 BPES Capacity

During the community input process, the Bluff Park community expressed that its neighborhood identity extends to areas not fully contemplated in the initial draft of the realignment. Another, and perhaps more important factor, is that the enrollment at BPES may now be stabilizing more than anticipated at the beginning of this process. Should enrollment return to a higher growth rate, the potential to expand BPES with a classroom addition is an option. Hoover City Schools commissioned a study of expansion options for BPES several years ago.

4.1.5.2 GWES Capacity

The Lake Crest community expressed concern about an earlier proposal which would have reassigned them from Gwin Elementary (GWES) to Trace Crossings Elementary (TCES). It was recognized that such a change was more impactful than just changing their elementary school assignment because it would have also shifted them to a different secondary school feeder pattern (from Simmons MS to Bumpus MS). This change would have also shifted the grade-configuration of these students from a K-5 elementary with a 6-8 middle school, to the K-4 elementary with a 5-6 intermediate (Brock’s Gap IS) and a 7-8 middle school pattern. The magnitude of such a change, particularly for families with multiple children in grades K-8 ultimately led us to an option which didn’t cross feeder patterns or split the neighborhood. With Lake Crest remaining at GWES under the recommended proposal, there exists

some potential for GWES to exceed optimal capacity in the future. This is mostly dependent on the timing of the theoretical build-out of the Preserve neighborhood. The contingency for dealing with this, should it happen, may involve reassignment of some students from Gwin Elementary to Green Valley Elementary (GVES) which is adjacent and in the same feeder pattern. GVES has spare capacity, and there would be some positive impacts with regard to capacity and demographics associated with this change.

As they relate to the recommended realignment plan, the decisions not to change the neighborhood composition of BPES and GWES should be viewed as a response to the community values of disrupting as few students as possible and keeping students together in their current feeder pattern.

4.1.6 Implementation Details (TBD)

Specific implementation details remain to be developed by District Staff. Consideration will likely be given to grandfathering, non-detrimental transfers, and special cases, as has historically been the case. The intent of this document and the Superintendent's recommendation is to provide the general framework for addressing the District's rezoning and realignment needs. Once the Board has approved a plan, central office staff, in close collaboration with the staff in each affected school, will craft an implementation plan and execute it.

4.2 Discussion of Some of the Alternatives Considered

As noted above, there were many iterations and alternative scenarios considered leading up to this recommendation. Ultimately, the recommended scenario is the one which "rose to the top" and was most effective in addressing Hoover City Schools' needs. However, there were a few notable alternatives which arose in the feedback and refinement process which will be presented and briefly discussed.

Alternatives related to assignment of the Bluff Park and Lake Crest neighborhoods were discussed in an earlier section of this document. Another alternative which was put forth by the Lake Cyrus neighborhood, proposed that in lieu of reassigning their approximately 170 students from DVES to TCES, that TCES be reconfigured as a feeder-wide "K-1 Academy" and DVES and SSCES become 2-4 grade elementary schools. While there were certainly some merits to this proposal, we ultimately decided it did not accomplish the rezoning and realignment needs as well as the recommended proposal. It should be noted that by changing from three elementary schools to a feeder-wide K-1 with two 2-4 elementary schools, those two elementary schools would still require rezoning, and a good bit of neighborhood reassignment, in order to align enrollment and student population with the plan objectives. This became a significant negative consequence when the proposal was modeled and studied in greater depth.

It is not the intent of this document to exhaustively present the pros and cons of the Lake Cyrus neighborhood's proposal, but it was seriously considered and its concepts modeled in several variations. Philosophically, the leadership of Lake Cyrus neighborhood felt that a compromise in which everyone in

the Brock's Gap/Bumpus pattern bore some of the burden for the good of the whole, was better than their neighborhood bearing the brunt of changes. Not all of the 170 students' families were united behind this proposal, and there was significant and serious opposition from the rest of the stakeholders that would have been affected by it. To put this into perspective, since it affected the entire feeder pattern including DVES, SSCES, and TCES, the Lake Cyrus proposal would have affected approximately 1,956 students (14.09% of all Hoover City Schools students), whereas the Superintendent's recommended proposal affects approximately 838 students (6.04% of all Hoover City Schools students). The number of affected students and families was far from the only determining factor, but as the earlier discussion of community concerns and values related to rezoning illustrates, it is an important one. We do appreciate the creativity, significant amount of work, and dedication the leadership of the Lake Cyrus neighborhood demonstrated to Hoover City Schools by presenting this option.

5 Next Steps

This recommendation and plan for rezoning and realignment of Hoover City Schools' students is presented for consideration by the Board of Education. The Superintendent is specifically not asking the Board to vote on the proposal at this time. Although a significant amount of community feedback has already been received and has done much to influence the development of this version of the plan, we believe it is healthy to allow some additional time for review and comments. The Superintendent and District Administration will provide further details about the mechanism for receiving and considering additional community/Board/stakeholder input prior to the Superintendent presenting a final version of the realignment plan to the Board for their consideration.

We welcome your questions and comments. Please feel free to contact us at any time. Thank you very much. Respectfully submitted by:

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