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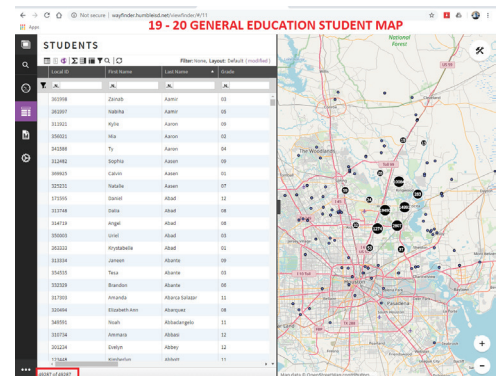steve.silence@humbleisd.net

History

This was something that started back with the flood we had in 2017 and our quick actions to help evacuate people and then quickly reroute the entire district for school opening amid devastation. Transportation caught the attention of our Administration on how we were able to provide fast and accurate information as requested. When they saw the student population mapped **(see GEN ED MAP)** their eyes were open, and then the "can we do this?" questions began.

This led to Transportation providing student population information for our new Centennial Elementary School, slated to open in 2020-2021.
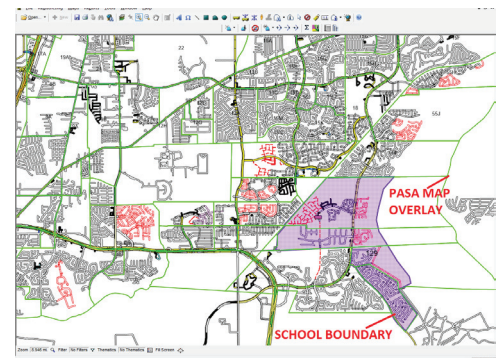
During this process our numbers were compared to the PASA report. This is a company contracted to compile information on student population and forecast future trends. They use everything from surveys to door to door canvassing. They talk to builders, City and County agencies, etc. They have our area broken down in their own sections as shown by the green lines in the **Map Features Needed attachment**. We were able to get the information and create a cosmetic layer for our maps.

In planning for the new school, Dual Language and Spanish Immersion Programs needed to be addressed. This resulted in a parent survey that was sent across the district. The results were not easy to read in the spreadsheet form, so we were asked to map the data for them. The problem here was that there was no student data in the survey sent out, only parent responses and information.
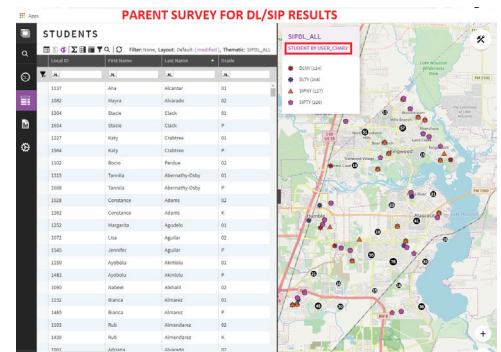
We accomplished this by creating each parent response as a student, enrolling them in one of four schools created for this project. This was of course done in a copied database used for testing. The results were broken down to Dual Language This Year 9DLTY), Dual Language Next Year (DLNY), Spanish Immersion Program This Year (SIPTY), and Spanish Immersion Program Next Year (SIPNY). **DL_SIP Map** shows this.

GEN ED Map

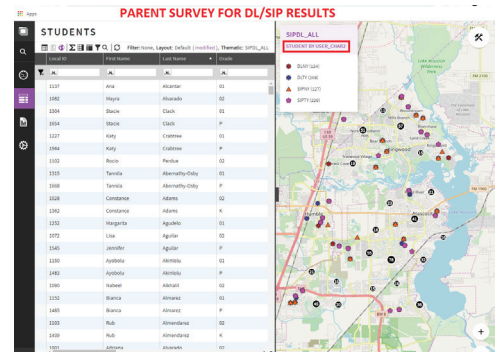**Map Features Needed**

DL_SIP Map

Today, COVID-19 Crisis

Now seeing the history here is what we have done during this crisis. Our administration rushed to provide meals for our students that normally have free and reduced lunches. They chose food preparation and distribution sites based on school cafeteria kitchen size. They then performed a one-week trial. This showed they had some problem areas, namely low turnout at some sites.

Transportation was then called into the planning meeting as they first wanted to look at running routes in a trail area to deliver food. Once they saw on the map the size of the operation they were asking for, they then asked for suggestions. We identified by filtering the lower income students and mapping out a couple of key locations to try. One of the locations that was in the school area that had been serving 50 lunches a day, served 780 lunches on the first day. This was based on word of mouth only, due to lack of time for media announcement. This one site has grown to where we now have district officers onsite to keep order due to the crowd size.

Another project that is still going on today is getting devices and the Internet to students that do not have access. This again started with surveys. These were done by phone, Internet, and community visits. These responses were then given to us to try to map out the student locations of needs. Part of this is shown below in the **Internet Map attachment**.

DL_SIP Map

This was done by working in Excel by adding the replies, keying on the student ID # to the student data. This brought our student list to less than 6,000 from our 48,000+ students. After cleaning up the records (spelling, etc.) we imported the results adding the survey answers into user character fields **(see Students Tab attachment).** We then created filters that could be applied, and Thematic rendering as well. This allows the planners of this project to interpret the survey information into map data. We then can use Viewfinder and create a distribution list by Geo Searching the information as needed.

Recap

When we did not have student data included, we made new students based on included parent information in a new database. We used user defined character information to catalog the survey results. This works better with fewer direct answers, preferably from survey selection answers. Once we have compiled it into an Excel spreadsheet we do the import function into the new database.

Students Tab

The second solution where we do have student information, we do it this way. We take the survey results and clean everything up such as spelling. We then compare the information to our student information in Excel. We combine the results only for the students that replied. We then create the import file in Excel. Then we perform the import function using this new file. We then build filters and Thematic themes to present the information as requested by Administration.