

DIFFERENTIATION SUMMARY

Version 2

EDUCATION

Differentiation Summary	“6 th Grade Up” (9-12/6-8/K-5)	“8-12/K-7 (Variation)” (8-12/PK-7)	“8-12 Two Elem. Variation” (8-12/5-7/K-4)
Education Benefits	<ul style="list-style-type: none"> - Collaboration potential w/ new tenants at Secondaries - Less transitions - Additional opportunities for 6th Grade - Grade organization similar to Metro 	<ul style="list-style-type: none"> - K-7’s allow for longer time at each Learning Center - Less transitions - Additional opportunities for all Elementary learners w/ K-7 - 8th Grade enhanced programming opportunities 	<ul style="list-style-type: none"> - 5th and 6th Grade enhanced programming opportunities - Less transitions - Eliminate 2 Grade buildings which affect belonging - 8th Grade enhanced programming opportunities
Educational Impact	<ul style="list-style-type: none"> - Change for 6th Grade Elementaries less age specific 	<ul style="list-style-type: none"> - Less neighborhood orientation - Less critical mass at middle level - 8th Grade could be an island - Larger H.S. additional support? 	<ul style="list-style-type: none"> - 5th-7th Grades unique grouping - 8th Grade could be an island - Larger H.S. additional support

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<p>Pros: Advisory Committee</p>	<ul style="list-style-type: none"> - Better demographics than existing - Combining one grade earlier - 4/5 together at critical point - Group more developmentally appropriate - More like grades together - Better fit for IB - Staff doing sim. curriculum - Smaller buildings - Maintain exploratory classes at M.S. - Research supports teacher satisfaction/less training - Align better with other Districts - Eliminates 2 grade building - Less disruptive to current programs - Faster implementation - Good staffing efficiency - Fewer student transitions - Lower capital investment - Closer to more efficient capacity, but still room to breath - Gives the option of disposing of 3 buildings - May offer more sports opportunities at Jr. High 	<ul style="list-style-type: none"> - Fewer transitions - Two boundaries could be best for equity - Longer student teacher relationships - K-7 allows for 4 year old or all day K at elementaries - Offers vertical alignment for enrichment - Mentoring older with younger - A K-8 immersion program would be first in area. May draw in outside kids - Greatest divestment of buildings - 8-12 takes care of part of H.S. space problem - Would be efficient for specialists - K-8 immersion opportunity? - Finding appropriate licensed teachers would be relatively easy - Efficient for Special Ed. 	<ul style="list-style-type: none"> - 2 K-4's (2 boundaries) helps with equity - Keeps schools smaller (+/- 540 at elem) - Uses H.S. space - Uses Jr. High space - Room for Pre-K, all day K - Keeps # of grades in building about same - May help with idea that “9th grade counts” - More opportunities for 8th grade - Closes more buildings. Could have significant savings over time. - Efficient in terms of space
<p>Pros: Administration</p>			

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<p>Cons: Advisory Committee</p>	<ul style="list-style-type: none"> - Potential loss of 1 year of immersion - 6th grade curriculum (run as self-contained) - Doesn't address extra high school space - 3 boundaries not as equitable as 2 boundaries - May not save enough money, may re-open discussion in a few years (this issue was discussed in all three groups) 	<ul style="list-style-type: none"> - A lot of capital investment - Large schools, District is used to small sports, etc. (discussed by all three groups) - Some increased administrative costs for large schools - K-8 doesn't address high school much - PSI may have a capital investment to add grades/capacity - PSI transportation cost would go up (more grades) - Struggling students may get lost in large schools - Biggest change/most risks - Reduces critical mass at middle level, less options for programs - Big age spread together (K vs. 8th on bus) - Licensure of teachers different at EL/Mid - Lack of support from teachers organization (informal poll) - Size can be intimidating to parents 	<ul style="list-style-type: none"> - Dramatically altered immersion program. - May loose students out of District. - 5-7 Jr. High may be difficult to program. - Not enough critical mass. - Would have lots of traveling teachers. - 5th and 8th would be better fit with younger rather than older kids. - Not aligned with other Districts - More transitions than other options
<p>Cons: Administration</p>			

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Unique Advantages	<ul style="list-style-type: none"> - Additional opportunities for 6th Grade 	<ul style="list-style-type: none"> - Least number of transitions - Maximizes continuity 	<ul style="list-style-type: none"> - Additional opportunities Grades 5-7
Best for Students			
Fit w/ Mission, Beliefs, Strategic Objectives			
Potential Implementation Schedule			

EQUITY

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Attendance Center Closure	(1) Elementary	(2) Elementaries	(4) Elementaries
Attendance Boundaries	(3) Boundaries for K-5 (1) Boundaries for 6-12	(2) Boundaries for K-4 (1) Boundaries for 5-12	(2) Boundaries for K-7 (1) Boundaries for 8-12
Diversity / Demographic Balance	– Improved (opportunity)	– Improved (if boundary is changed)	– Improved (if boundary is changed)
Projected Potential Free and Reduced Students	<ul style="list-style-type: none"> – Elem. #1 42.0% – Elem. #2 38.2% – Elem. #3 29.5% – PSI 9.2%* <p>*Note: Studying admission policy change to change this %</p>	<ul style="list-style-type: none"> – K-7 #1 34.0% – K-7 #2 31.1% – PSI 9.2%* <p>*Note: Studying admission policy change to change this %</p>	<ul style="list-style-type: none"> – K-4 #1 36.8% – K-4 #2 32.5% – PSI 9.2%* <p>*Note: Studying admission policy change to change this %</p>
Projected Potential Minority	<ul style="list-style-type: none"> – Elem. #1 47.6% – Elem. #2 46.7% – Elem. #3 38.9% – PSI 24.8% 	<ul style="list-style-type: none"> – K-7 #1 42.1% – K-7 #2 38.6% – PSI 24.8% 	<ul style="list-style-type: none"> – K-4 #1 45.0% – K-4 #2 40.0% – PSI 24.8%
Project Potential E.L.L.	<ul style="list-style-type: none"> – Elem. #1 16.0% – Elem. #2 13.5% – Elem. #3 12.7% – PSI 0% 	<ul style="list-style-type: none"> – K-7 #1 13.0% – K-7 #2 11.4% – PSI 0% 	<ul style="list-style-type: none"> – K-4 #1 15.6% – K-4 #2 12.7% – PSI 0%

FINANCIAL

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Operating Savings	<p>\$530,000/Yr</p> <ul style="list-style-type: none"> - Achieves 91% of potential Elementary capacity - Achieves 79% of Secondary capacity 	<p>\$930,000/Yr</p> <ul style="list-style-type: none"> - Achieves 96% of potential Elementary capacity - Achieves 87% of Secondary capacity 	<p>\$530,000/Yr</p> <ul style="list-style-type: none"> - Achieves 95% of potential Elementary capacity - Achieves 88% of Secondary capacity
Operational Inefficiencies	<ul style="list-style-type: none"> - Elementaries have 186 available student capacity - Jr. High has 159 available student capacity 	<ul style="list-style-type: none"> - Elementaries have 117 available student capacity - 7th Grade divided into 2 sites 	<ul style="list-style-type: none"> - Elementaries have 93 available student capacity - H.S. has 244 available student capacity
Transportation Implications	<ul style="list-style-type: none"> - Cost neutral - Less Elementary walkers 	<ul style="list-style-type: none"> - Potential increase (potential cost: \$135,000) - Less walkers 	<ul style="list-style-type: none"> - Potentially efficient / cost effective - Transportation option (potential savings: \$45,000)
Capital Costs	\$0 – \$975,000	\$2,294,000 – \$7,119,000	\$2,106,000 – \$2,606,000
Building Divestiture	<p>Elliot 74,222 SF Central 183,524 SF Total 257,746 SF</p>	<p>Elliot 74,222 SF Elem. #1 63,227-78,447 SF Elem. #2 63,227-78,447 SF Total 257,644-288,089SF</p>	<p>Elliot 74,222 SF Elem. #1 63,227-78,447 SF Total 200,676-231,116 SF</p>