

DIFFERENTIATION SUMMARY

Version 3

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 |
| Fit w/ Mission, Beliefs, Strategic Objectives Strategy #2: <i>"We will do whatever it takes to ensure our structures and systems align with our beliefs, mission and strategic objectives. Result for 2009-10 yr.: Facility Study is complete and the School Board has approved a utilization plan for education and financial benefits."</i> | Yes | Yes | Yes |
| Potential Implementation Schedule | <ul style="list-style-type: none"> - Phase I could be as early as Fall 2010 - Auxiliary bldg changes could take a number of years | <ul style="list-style-type: none"> - Phase I could be as early as Fall 2011 - Auxiliary buildings unknown | <ul style="list-style-type: none"> - Phase I could be as early as Fall 2011 - Auxiliary bldg changes could take a number of years |

EQUITY

| Differentiation Summary | “6th 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) |
|--|--|--|--|
| Attendance Center Closure | (1) Elementary | (4) Elementaries | (2) Elementaries |
| Attendance Boundaries | (3) Boundaries for K-5 (1) Boundaries for 6-12 | (2) Boundaries for K-7 (1) Boundaries for 8-12 | (2) Boundaries for K-4 (1) Boundaries for 5-12 |
| Diversity / Demographic Balance | – Improved (opportunity) Note: District studying admission policy changes for PSI | – Improved (if boundary is changed) Note: District studying admission policy changes for PSI | – Improved (if boundary is changed) Note: District studying admission policy changes for PSI |
| Projected Potential Free and Reduced Students | – Elem. #1 42.0% – Elem. #2 38.2% – Elem. #3 29.5% – PSI 9.2%* *Note: District studying PSI admission policy change to potentially change this % | – K-7 #1 34.0% – K-7 #2 31.1% – PSI 9.2%* *Note: District studying PSI admission policy change to potentially change this % | – K-4 #1 36.8% – K-4 #2 32.5% – PSI 9.2%* *Note: District studying PSI admission policy change to potentially change this % |
| Projected Potential Minority | – Elem. #1 47.6% – Elem. #2 46.7% – Elem. #3 38.9% – PSI 24.8% | – K-7 #1 42.1% – K-7 #2 38.6% – PSI 24.8% | – K-4 #1 45.0% – K-4 #2 40.0% – PSI 24.8% |
| Project Potential E.L.L. | – Elem. #1 16.0% – Elem. #2 13.5% – Elem. #3 12.7% – PSI 0% | – K-7 #1 13.0% – K-7 #2 11.4% – PSI 0% | – K-4 #1 15.6% – K-4 #2 12.7% – PSI 0% |

FINANCIAL

| Differentiation Summary | “6 th Grade Up” (9-12/6-8/K-5) | “8-12/K-7 (Variation)” (8-12/PK-7) | -12 Two Elem. Variation (8-12/5-7/K-4) |
|------------------------------------|--|--|--|
| Operating Savings | Aux. Staff: \$410,000 Utilities, etc.: \$120,000 Est. \$530,000/Yr | Aux. Staff: \$335,000-375,000 Utilities, etc.: \$195,000 (Note: Assumes adding assist. princ. or similar at PK-7) Est. \$530,000-570,000/Yr | Aux. Staff: \$410,000 Utilities, etc.: \$120,000 Est. \$530,000/Yr |
| Operational Inefficiencies | <ul style="list-style-type: none"> - Elementaries have 186 available student capacity - Jr. High has 159 available student capacity - Achieves 91% of potential Elementary capacity - Achieves 79% of Secondary capacity | <ul style="list-style-type: none"> - Elementaries have 117 available student capacity - 7th Grade divided into 2 sites - Achieves 96% of potential Elementary capacity - Achieves 87% of Secondary capacity | <ul style="list-style-type: none"> - Elementaries have 93 available student capacity - H.S. has 244 available student capacity - Achieves 95% of potential Elementary capacity - Achieves 88% of Secondary capacity |
| Transportation Implications | <ul style="list-style-type: none"> - Cost neutral - Less Elementary walkers (varies depending on which Elementary chosen) | <ul style="list-style-type: none"> - Potential increase (potential cost: \$135,000; 7th grade adds 3 busses) - Less walkers | <ul style="list-style-type: none"> - Potentially increase - Transportation option (potential savings: \$45,000; Note: Assumes 5-12 same bell times, transported together) (potential cost: \$135,000; Note: Assumes 5-7 bells match PSI) |
| Capital Costs | Relocate Lenox: \$0-725,000 6 th to Jr. High: \$0-250,000 Tenants: TBD Total \$0 – \$975,000 | Renov. Jr. High: \$1,697,000 Renov. Central: \$597,000 Renov. Elem for SPI K-7: \$0-2,675,000 Sr. Center Reloc.: \$0-540,000 Reloc. CE from Central: \$0-2,150,000 Tenants: TBD Total \$2,294,000 – \$7,119,000 | 5/6 to Jr. High: \$0-500,000 Elem. Addn's: \$2,106,000 Tenants: TBD Total \$2,106,000 – \$2,606,000 |
| Building Divestiture | Elliot 74,222 SF Central 183,524 SF Total 257,746 SF | Elliot 74,222 SF Elem. #1 63,227-78,447 SF Elem. #2 63,227-78,447 SF Total 257,644-288,089SF | Elliot 74,222 SF Elem. #1 63,227-78,447 SF Total 200,676-231,116 SF |