

# District Configuration

Pitman Board of Education Meeting

10/9/2019



# School configuration

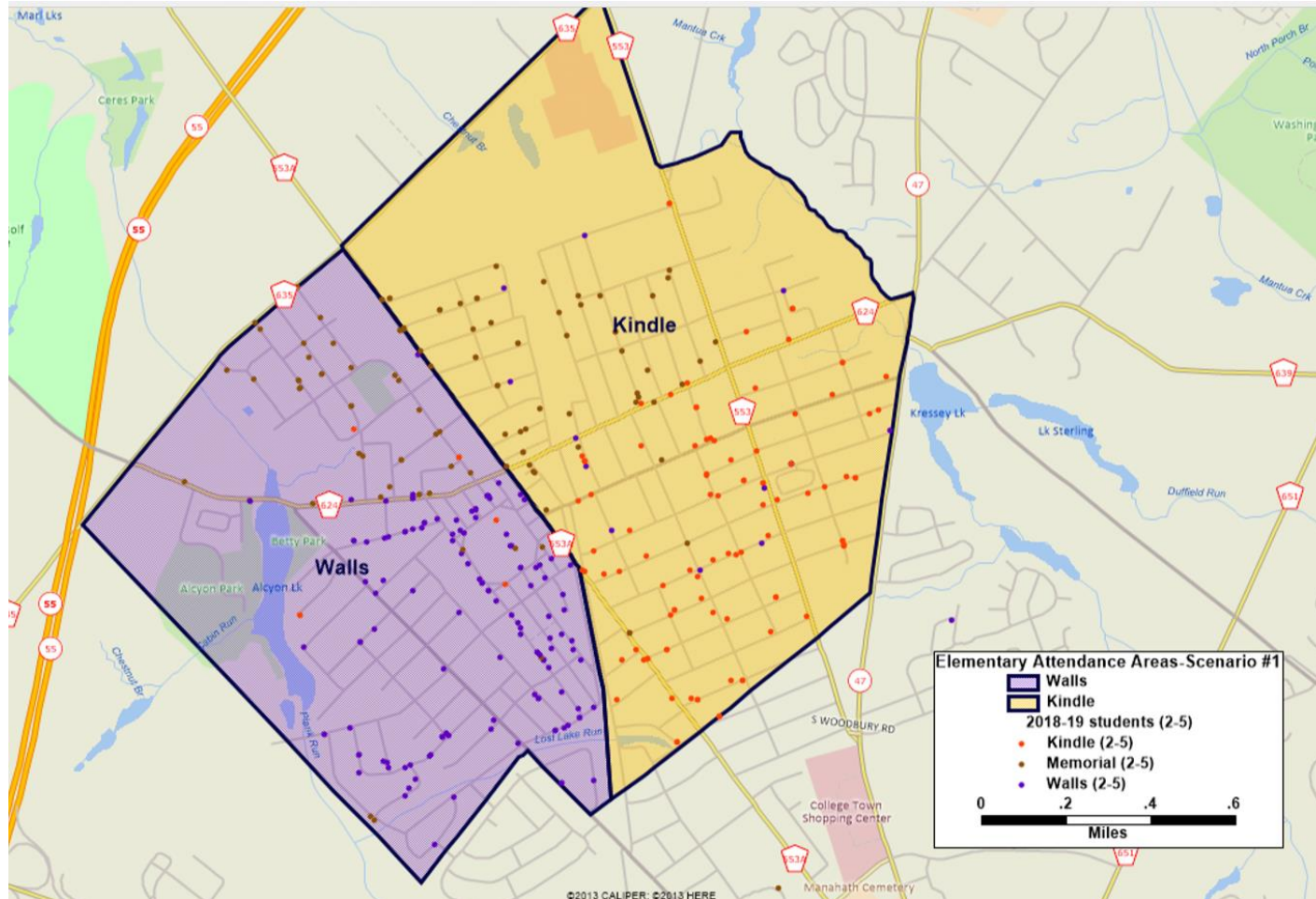
- ▶ Fall 2017 - district adopts five year Strategic Plan
  - ▶ Core values = safety; small size; community commitment/engagement with schools; positive reputation of district
  - ▶ Context of limited funding, declining enrollment, aging school buildings, etc.
  - ▶ Strategic Goals developed within the above context, but with an eye towards enhancing programs and offerings to better meet future needs of students
- ▶ Summer 2018 - State budget agreement includes Senate Bill 2 (school aid reform) - seven year-phase out of adjustment aid to school districts like Pitman
  - ▶ Result: projected loss of \$1.4 million+ in aid to the district by 2024-25
- ▶ Fall 2018 - **preliminary** proposal: grade-level schools (preK-5<sup>th</sup>) by 2019-20
  - ▶ Later **withdrawn**; committee convened to examine various configuration models
- ▶ Spring/Summer 2019 - Pitman Schools Advisory Committee
  - ▶ Mission: balance fiscal/enrollment realities with best instructional practices and student achievement
- ▶ September 2019 - PSAC issues final report
  - ▶ recommends hybrid configuration model by 2020-21
    - ▶ Early Childhood Center at Memorial (grades pre-K through 1<sup>st</sup>)
    - ▶ Two neighborhood elementary schools at Kindle and Walls (grades 2<sup>nd</sup> through 5<sup>th</sup>)

# My recommendation

- ▶ I formally propose the PSAC recommended model (Early Childhood Center @ Memorial; neighborhood schools @ Kindle and Walls), with some potential modifications (implementation for 2020-21 school year)
  - ▶ Possible phase-in of grade 1 (2021-22) - TBD
  - ▶ Proposed boundary: Broadway from Lambs Road to Laurel Avenue, then following RR tracks (West Jersey Avenue) towards Glassboro border
- ▶ Next steps:
  - ▶ Public comment and questions
  - ▶ BOE will consider formal recommendation and schedule vote at upcoming BOE meeting.



# Revised Boundaries - Two Neighborhood Schools



# ECC Model - Projected Enrollment (2020-21)

## No Modifications

	Memorial (ECC)	Kindle (2-5)	Walls (2-5)
PreK 3/4 (2 each)	40 (est.)		
Kindergarten (5)	85		
Grade 1 (5)	100		
Grade 2 (4)		54	38
Grade 3 (3-4)		26	48
Grade 4 (4)		46	54
Grade 5 (4)		41	35
<b>Total (29/30 sections)</b>	<b>225 (14)</b>	<b>167 (7-8)</b>	<b>175 (8)</b>

## Potential modification (grade 1)

	Memorial (ECC)	Kindle (1-5)	Walls (1-5)
PreK 3/4 (2 each)	40 (est.)		
Kindergarten (5)	85		
Grade 1 (6)	28	33	27
Grade 2 (4)		54	38
Grade 3 (3-4)		26	48
Grade 4 (4)		46	54
Grade 5 (4)		41	35
<b>Total (29/30 sections)</b>	<b>153 (11)</b>	<b>200 (9-10)</b>	<b>202(10)</b>

# ECC Model - Projected Enrollments (2021-24)

2021-22

2022-23

2023-24

	Memorial (ECC)	Kindle (2-5)	Walls (2-5)
PreK 3/4 (2 each)	40 (est.)		
Grade K (4-5)	88		
Grade 1 (4-5)	89		
Grade 2 (4)		46	55
Grade 3 (4)		54	39
Grade 4 (3-4)		25	47
Grade 5 (4)		47	54
<b>Total (27/30 sections)</b>	<b>217 (14)</b>	<b>172 (7-8)</b>	<b>195 (8*)</b>

	Memorial (ECC)	Kindle (2-5)	Walls (2-5)
PreK 3/4 (2 each)	40 (est.)		
Grade K (5)	103		
Grade 1 (4-5)	92		
Grade 2 (4)		35	54
Grade 3 (4)		46	56
Grade 4 (4)		52	38
Grade 5 (3-4)		26	47
<b>Total (28/30 sections)</b>	<b>235 (13-14)</b>	<b>159 (7-8)</b>	<b>195 (8*)</b>

	Memorial (ECC)	Kindle (2-5)	Walls (2-5)
PreK 3/4 (2 each)	40 (est.)		
Grade K (4-5)	94		
Grade 1 (5)	108		
Grade 2 (4)		39	53
Grade 3 (4)		35	55
Grade 4 (4)		45	55
Grade 5 (4)		56	38
<b>Total (27/28 sections)</b>	<b>242 (13-14)</b>	<b>172 (8)</b>	<b>201 (8*)</b>

# Why change configuration?

- ▶ Unbalanced enrollments across three locations (inequity)
- ▶ Inefficiency in staffing, programming, and facilities use
  - ▶ duplication of programs (special education, etc.)
- ▶ Status Quo = Less efficient financially
- ▶ School configuration changes are part of district's response to significant funding challenges
  - ▶ Projected state aid reductions to Pitman schools (2020 through 2025)
    - ▶ 2020-21 = \$330K
    - ▶ 2021-22 = \$410K
    - ▶ 2022-23 = \$385K
    - ▶ 2023-24 = \$240K
    - ▶ 2024-25 = \$75K

# Why this model?

- ▶ Strengths of ECC
  - ▶ Control balance of class enrollments in the earliest grade levels
  - ▶ More opportunities for targeted grouping to better support at-risk students, G&T population, etc.
  - ▶ Consistency of programming (equity) with a clearer, age-based focus
    - ▶ Instructional program
    - ▶ Social/emotional needs of younger students
    - ▶ Child care program (Panther Club) - narrower age range, opportunity to expand extended day coverage for pre-K students
  - ▶ Early intervention opportunities - may reduce future costs (special ed, other interventions)
  - ▶ Potential for investment in programs
    - ▶ Specialized programs for students with special needs (e.g. autism spectrum) - keeps students in house, saves \$
    - ▶ Pre-K expansion



# Why this model?

- ▶ Strengths of neighborhood schools
  - ▶ Retains aspects of community identity, buy-in and support (district/community values)
  - ▶ Eliminates one additional school transition vs. grade-level configuration
    - ▶ Research: Fewer transitions supports higher student achievement
  - ▶ Better control/balance of class size and resources (2 schools vs. 3)
  - ▶ Better alignment of programming (2 schools vs. 3) - includes state mandated testing
- ▶ Other Advantages
  - ▶ Fewer single grade-level sections; restores opportunities for departmentalized instruction
  - ▶ Stability - mitigates annual “reshuffling” of teachers across grade-levels and buildings
  - ▶ Special education - expanded opportunity for co-teaching model programming (less restrictive, greater mainstreaming of students)
- ▶ Projected savings (2020-21 and beyond) = minimum \$120,000/year vs. status quo (staffing/programs)

# Potential Concerns to Be Addressed

- ▶ Arrival/dismissal procedures and schedule at ECC (Memorial)
  - ▶ Some facilities adjustments - playgrounds, etc.
  - ▶ Families with younger children at multiple sites
  - ▶ Other concerns
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- ▶ Response: Transition Committee (various stakeholders)



# Why Not Other Options?

- ▶ Other models evaluated by PSAC
  - ▶ 5 models: status quo; redistricting; grade-level; 2 hybrid models
  - ▶ Criteria used: finance, facilities, research of elementary grade spans, demographic projections (enrollment)
    - ▶ PSAC case for ECC is compelling - efficient, preserves aspects of neighborhood schools, creates consistency in early childhood program
    - ▶ Case for other options less compelling - generated comparable savings, but created additional challenges, or left challenges unresolved.
    - ▶ While grade-level model creates efficiencies, it does so at the cost of community values, has additional transition (impact on student achievement) and creates greater logistical challenges.



# Why Not Other Options?

- ▶ Other models not evaluated by PSAC
  - ▶ MS and HS configuration - inadequate space for programming for 6-7 grade levels at one site at this time
    - ▶ These options will be reviewed going forward to determine future feasibility; potential for grade 7-12 campus TBD
    - ▶ Elementary reconfiguration - generates greater efficiency/savings more quickly
  - ▶ PSAC Finance sub-committee offered additional recommendations re: potential cost savings and revenues



# Details of Implementation

- ▶ If adopted this fall, Transition committee formed (parents, staff, others)
  - ▶ Police - transportation logistics (drop off, pick up)
  - ▶ Consultation with other districts with ECC model
  - ▶ Review of building schedules
  - ▶ Identify and plan for facilities needs
  - ▶ Examine and plan allocation of personnel and resources (budget development)
  - ▶ Communication plan for families, staff, community (timelines, etc.)
  - ▶ Other factors

