

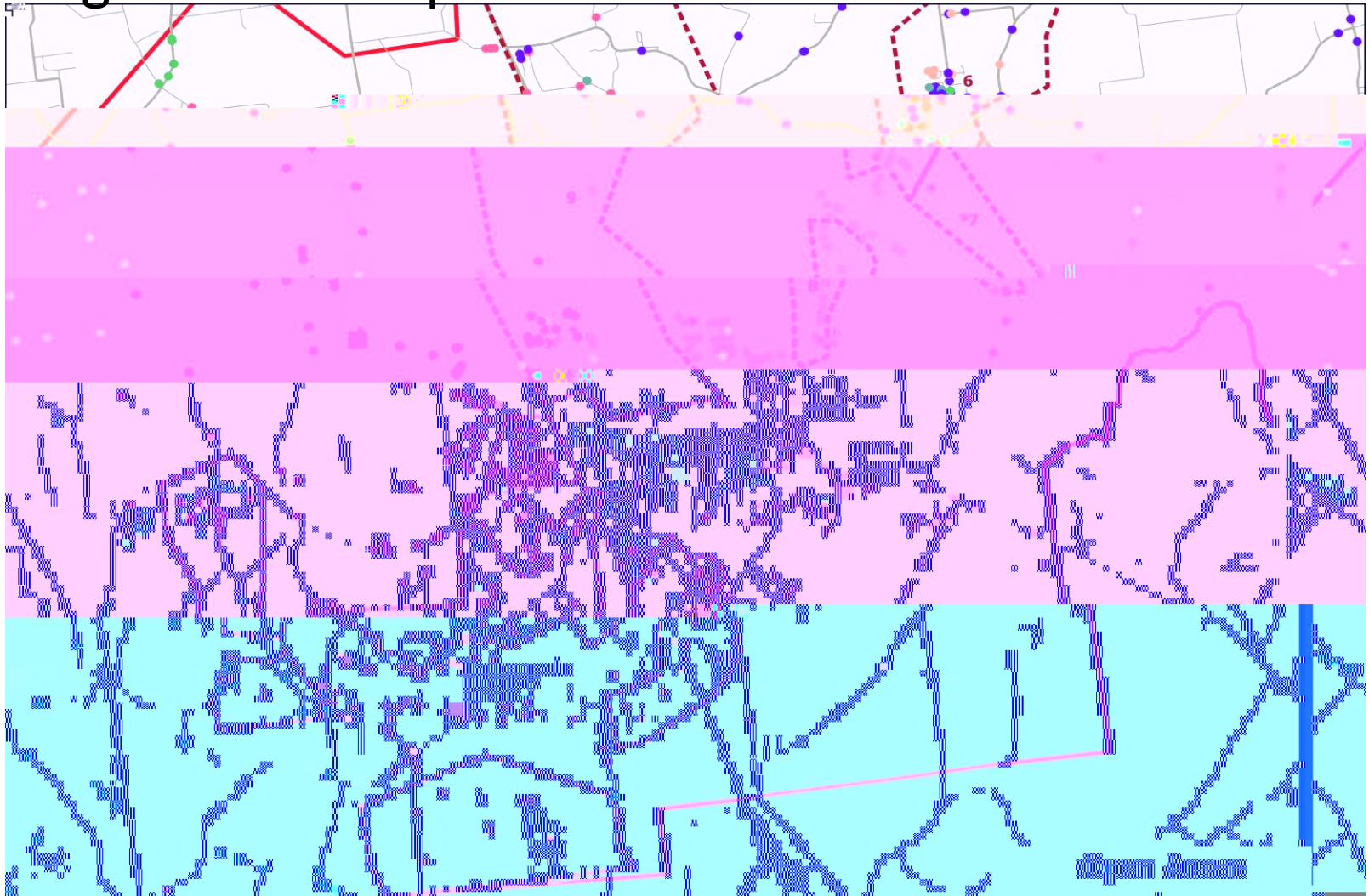
Redistricting Committee
Recommendation to the Board of
School Directors and Community

January 8, 2015

Introductions

- Redistricting Committee Members
 - Beth Basile
 - Steve Brandt
 - Jim Ficarra
 - June Hunt
 - Ali Johnson, Chairperson
 - Dawn Kline
 - Patrick McCandless
 - Jodi Pickering
 - Becky Smith
- Consultant
 - Robert Schoch

Current Problem: Map of Elementary Student Assignments in Open Areas



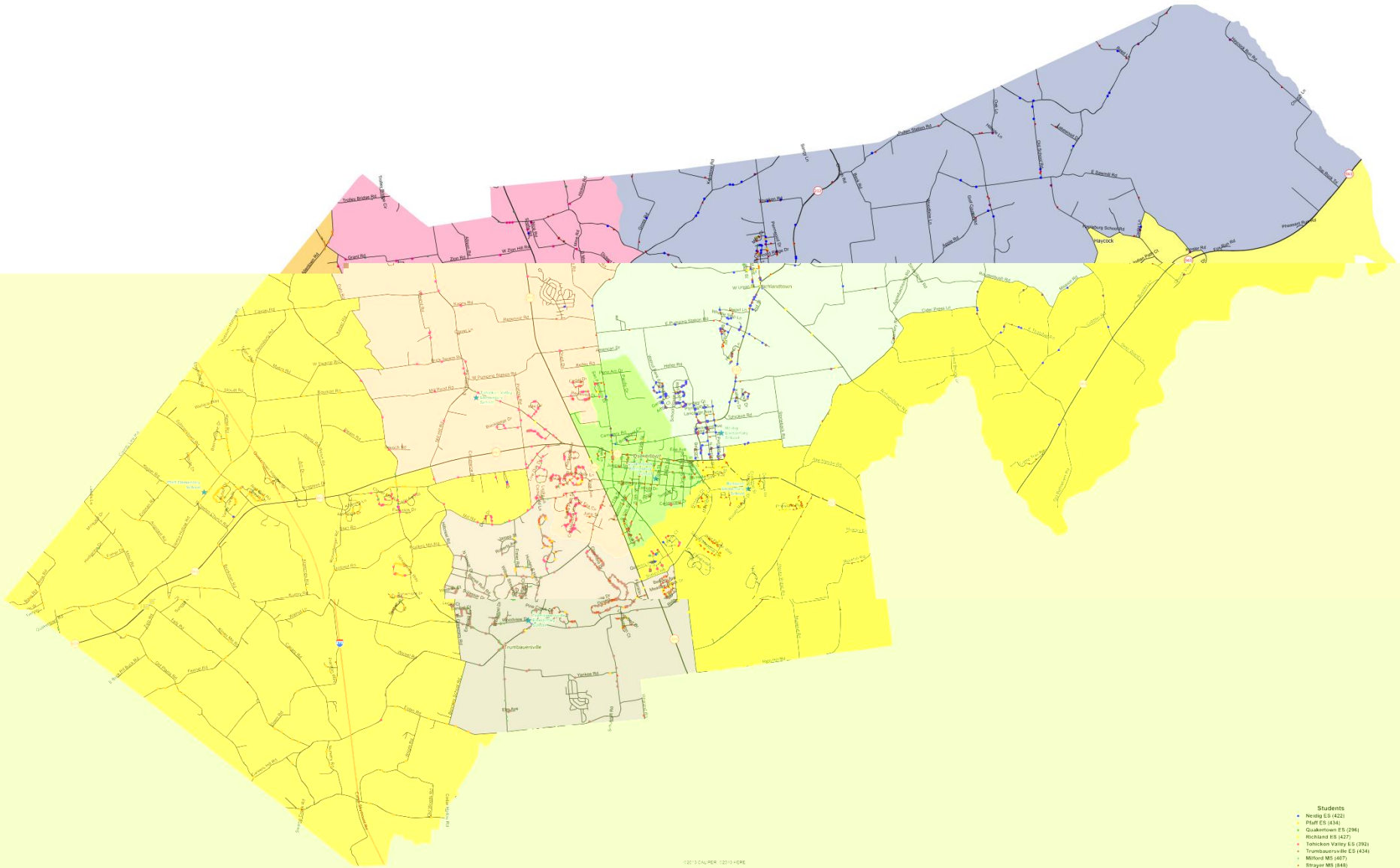
Recommendation One: Establishing Firm Boundaries for Elementary and Middle Schools

- The primary objective established by the School Board and confirmed by the Redistricting Committee priorities was to assign students from a neighborhood to the same school.
- Each Open Area was reviewed for the number of students at each grade level assigned to each school.
- Other objectives pertinent to the specific neighborhood were applied resulting in a map with fixed boundaries for each elementary school as shown on the following slide.
- The final recommendation resulted after reviewing six map options.

Establishing Middle School Boundaries

- The existing Middle School boundary requires students from Tohickon Valley ES and Trumbauersville ES to be assigned to both middle schools.
- The Redistricting Committee established an objective to have consistent feeder patterns from elementary to middle schools.
- Once elementary boundaries were established, it was possible to see if this objective could be met along with the objective of having balanced middle school class sizes and teams of 130 to 140 students per grade level.
- The Redistricting Committee recommends that Pfaff ES and Tohickon Valley ES feed Milford MS.

Proposed Elementary Boundaries



Defining the Problem and Challenges

- Elementary
 - Students in the same neighborhood are assigned to numerous elementary schools
 - See map-each colored dot represents an elementary student with different colors for each school
- Middle School
 - Recent population shifts have resulted in imbalanced class sizes (Milford MS at 20/class and Strayer MS at 24/class)
 - The ideal team teaching size is 130 to 140 students per grade level team (Milford MS has one team per grade level and Strayer MS has two teams per grade level)

Evaluation of Middle School Feeder Pattern from Pfaff ES and Tohickon Valley ES

- Based on new elementary boundaries for Pfaff ES and Tohickon Valley ES, the combined approximate enrollments at the Milford MS will be as follows compared to an ideal team size of 130 to 140:
 - Current 5th grade entering 6th next year- 128
 - Current 4th grade entering 6th in two years- 150
 - Current 3rd grade entering 6th in three years- 169
 - Current 2nd grade entering 6th in four years- 161
 - Current 1st grade entering 6th in five years- 130
- If the implementation schedule is a two year transition:
 - Current 5th grade entering 6th next year- 136
 - Current 4th grade entering 6th in two years- 138
- Conclusion: Both objectives (consistent feeder pattern and balanced team/class size) can be met in 3 of 5 years if the recommended elementary boundary map implementation is transitioned over two years as discussed in the next recommendation.
 - Other staffing options may be available in years when the ideal size of 140 is exceeded by 21 or 29 students.

Recommendation Two: Implement New Boundary Maps in Two Year Transition

- Once the map with fixed boundaries is established, there are several implementation alternatives:
 - All at once in the next school year, 2015-16
 - Transition at one grade level a year-incoming Kindergarten students at elementary and incoming 6th grade students at middle school
 - Transition over shorter period
- Committee considered advantages and disadvantages of implementation alternatives
- Recommended implementation alternative:
Transition in two years

324 Students Affected by Option 7 Boundary Map and Two Year Transition

Grade Level in Next Year, 2015-16	Students Redistricted
<i>Kindergarten, not moved since new to school</i>	83
First	106
Second	117
Third	<u>101</u>
Total Moved if Two Year Transition	324
<i>Fourth, allowed to stay at current school or move</i>	94
<i>Fifth, allowed to stay at current school or move</i>	105

Notes:

- Of 83 Kindergarten students, 38 have K-4th grade siblings, 19 of which attend different schools now
- Significant variation in numbers between grade levels (94 in 4th and 117 in 2nd)

In Summary This Means

- Elementary
 - Current 3rd or 4th graders do not have to move, they can stay at their current school
 - Current Kindergarten, 1st, 2nd graders have to move to new school along with new Kindergarten students
- Middle School
 - Current 6th or 7th graders do not have to move, they can stay at their current school

Recommendation Three: Making Future Adjustments to Balance Class Size

- Adjustments may be necessary because of:
 - New residential developments not known at this time
 - More rapid development than expected at this time
 - Population shifts due to birth rates that vary by area
 - Changes to the ratio of public, nonpublic, and charter school students due to either opening or closing of nonpublic/charter schools

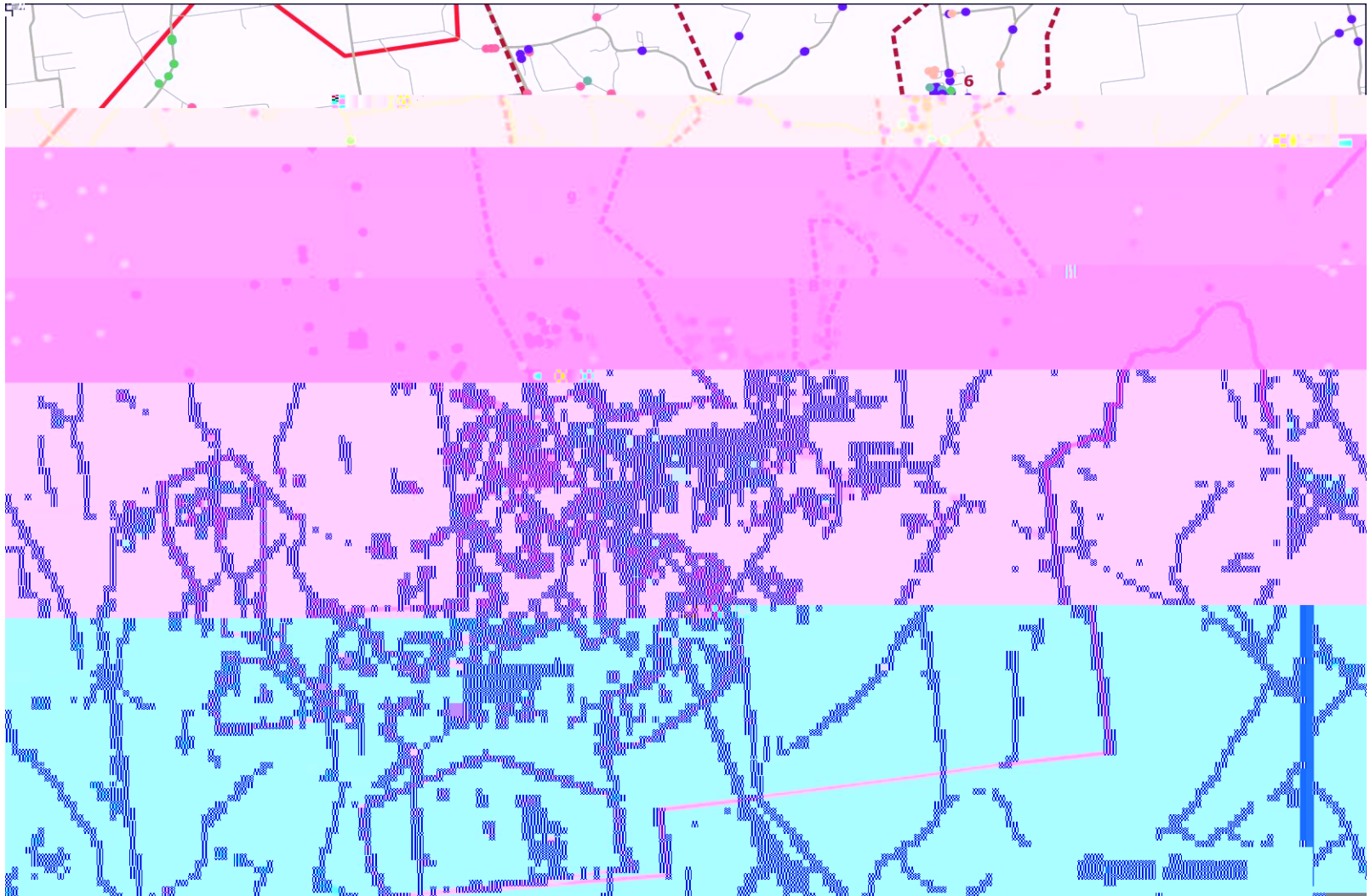
Parameters to Use When Making Any Future Adjustments

- Review options to move a teacher from one school to another to balance class size rather than students
- Students not be moved more than once during elementary or middle school
- Assign entire neighborhoods to same school

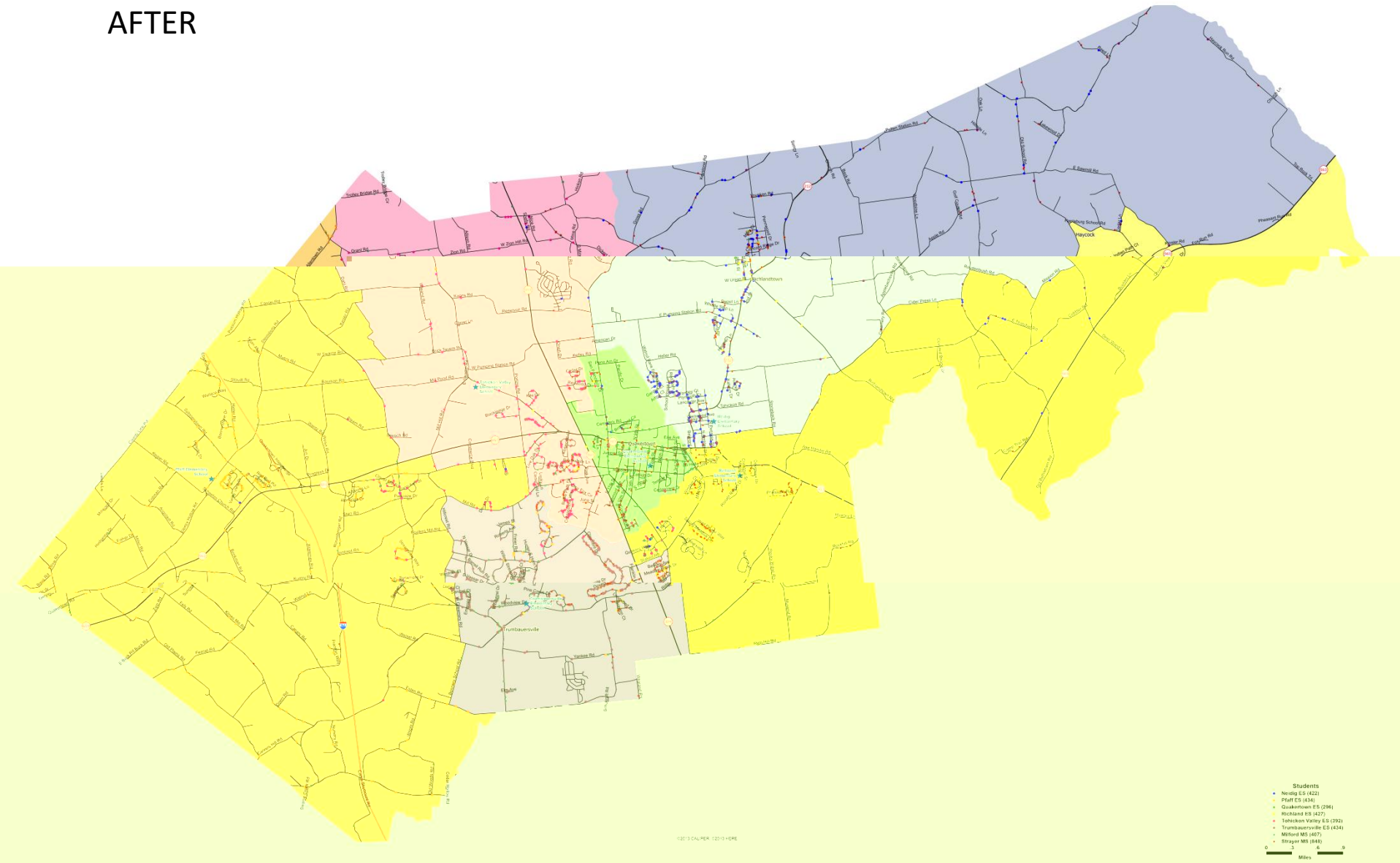
Conclusion

- **Contrasting the Before/After Maps**
 - **Elementary School**
 - Before-10 Open Areas meant no fixed boundaries
 - After-Fixed boundaries
 - **Middle School**
 - Before-Students from Tohickon Valley ES and Trumbauersville ES were sent to both middle schools
 - After-Milford MS would receive all students from Tohickon Valley Es and Pfaff ES

Map of Elementary Student Assignments in Open Areas BEFORE



Proposed Elementary Boundaries AFTER



Conclusion

- Objectives Met by Recommended Future Boundary Map
 - Sent neighborhoods to the same school by eliminating Open Areas
 - Minimized the number of students moved by assigning neighborhood to the school with the majority of students now
- Objectives Met by Recommended Two Year Transition Plan
 - Minimized the number of students moved as the two grades of older students are allowed to stay at the same school until they graduate from that level
 - Balanced class sizes by recommended adjustment methods and parameters
- Other Benefits Achieved
 - Established consistent feeder patterns from elementary to middle school that meet ideal teaming sizes in most years
 - Provided more space for enrollment or program growth in eastern schools
 - Increased the longevity of the new boundaries through knowledge of population shifts and proposed residential growth
 - Increased the longevity of the new boundaries through a recommended adjustment method
 - Avoided adding transportation cost, while providing shorter rides for many students now that they live closer to their assigned school

* **CommUnity Keynotes:**