



North Allegheny

SCHOOL DISTRICT

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Demographics and Feasibility Study Update



October 24, 2012

Presentation Outline

- ☞ Following the Phase II Demographic and Feasibility presentation by Mr. Jon Thomas on August 22, 2012, the District Administration has continued to study the recommendation to close Peebles Elementary School.
- ☞ Tonight's presentation will focus on the following topics:
 - Summary of building capacities, enrollment trends, and the NA Unit Capacity concept;
 - Review of the educational programming at the elementary level at North Allegheny;
 - Update of building floor plans and the iterative process used to analyze instructional delivery;
 - Criteria and process used to “model” redistricting scenarios in the event that a small elementary school is closed;
 - Responses to frequently asked questions by various stakeholders; and
 - Communication plans and next steps.

NA Unit Capacities

- ∞ As outlined in Phase 2: Volume 4 – Part 3 – Page 4, the class size multiplier for K-2 was 25 and 3-5 was 30.
- ∞ This approach results in a maximum capacity of 4890 based on available rooms and spares.
- ∞ Since the maximum is not feasible for a variety of reasons, a percentage loading was outlined resulting in a target capacity of 4500.
- ∞ If a small elementary school is removed (e.g., Peebles), the available target capacity is 3960.
- ∞ In reality, the District would operate at a percentage of this target since it would be unrealistic to believe that each class would be at 25 or 30 (e.g., 90% of 3960 is 3564). The concept of spare classrooms will be discussed later in this presentation.
- ∞ For contextual purposes, the Third Day Enrollment in grades K-5 for 2012-2013 is 3530.

Current Utilization Compared to Target

- Part of this work is based on assumptions. If we agree with the 90% target capacity, then our current operating efficiency is:

School	Target Capacity	Current Enrollment	Percentage of Target
BWE	540	398	74%
FES	540	515	95%
HES	540	335	62%
IES	540	405	75%
MES	900*	715	79%
McK	900*	788	88%
PES	540	374	69%

*The targets are 97% at MES and 94% at McK due to size efficiencies.

Projected Utilization Compared to Target

Part of this work is based on assumptions. If we believe the cohort survival analysis and enrollment projections based on live birth statistics by attendance area, here is the projected data for 2015/2016 (Vol. 4 – Part 2 – Pages 2 and 3):

School	Target Capacity	Projected Enrollment	Percentage of Target
BWE	540	384	71%
FES	540	477	88%
HES	540	323	60%
IES	540	415	77%
MES	900*	659	73%
McK	900*	705	78%
PES	540	315	58%

*The targets are 97% at MES and 94% at McK due to size efficiencies.

Mathematical vs. Practical Enrollment

- ☞ Prior to reviewing the floor plans for each elementary school, we determined primary and intermediate grade level loading target to forecast actual class sizes for primary and intermediate levels
- ☞ For the small elementary schools, the grade level target is 85 students for a total of 510 (i.e., 94% of target).
 - $K - 2 = 85 / 4 = 21.5$ students per class
 - $3 - 5 = 85 / 3 = 28.3$ students per class
- ☞ For the large elementary schools, the grade level target is 140 students for a total of 840 (i.e., 93% of target).
 - $K - 2 = 140 / 6 = 23.3$ students per class
 - $3 - 5 = 140 / 5 = 28.0$ students per class

Potential School Closure

- ✎ Given this analysis, the Administration believed that additional work was necessary.
- ✎ The preliminary findings were:
 - The mathematical capacity exists to close a small elementary school if each remaining school operates at a high(er) percentage of their target capacity [i.e., $(4 \times 510) + (2 \times 840) = 3720$].
 - The mathematical class sizes in this scenario fit with District standards and expectations with a small number of excess seats.
 - Importantly, spare classrooms also exist in the schools when operating with the NA Unit Capacity design for extra capacity.
- ✎ The most critical question facing the District is the confidence to ensure that the quality of educational program can still be delivered if a small elementary school is closed.

Class Size Guidelines vs. Actuals

- ☞ In the mid-1990s, the following class size guidelines – not maximums – were established:

K	1	2	3	4	5
25	25	25	30	30	30

- ☞ For the 2012-2013 school year, the following class size average actuals exist across the District:

K	1	2	3	4	5
21.5	22.7	23.8	25.4	25.7	27.5

- ☞ Out of 145 total elementary sections, there are now eight (8) sections at 30 or above (i.e., three at 30; four at 31; and one at 32). We have nine (9) other classrooms at 29.

Elementary Program

A brief overview of the existing educational program is critical for context:

- ✎ Regular Classroom Programming
 - K – 2: Emphasis on CA and Math with limited “switches”
 - 3 – 5: Increased emphasis on all academic subjects with increased “switches”
- ✎ Special Area Rotations (i.e., Library, Art, Music, Health/PE, and Integrated Arts)
- ✎ Special Education (i.e., Learning Support, Emotional Support, Autistic Support, Life Skills Support, Speech, and Hearing Support)
- ✎ English as a Second Language – Magnet at MES and McK
 - Small group instruction during Communication Arts
 - Monitor program for students who have newly exited the program
- ✎ Elementary Student Assistance Program [ESAP]
 - Small group interventions
 - Based upon measurable behavioral or academic objective(s)
 - Data reviewed by ESAP team to determine plan’s success

Elementary Program

∞ GOAL

- 90 minute GOAL class each week
- 45 minute Independent Option [IO] each week (grades 2-5)

∞ Communication Arts Support

- K-2 four 30 minute small group sessions each week
- 3-5 three 30 minute small group sessions each week

∞ Band (fourth and fifth grade)

- 30 minute small group instrumental lesson each week
- 45 minute large group ensemble practice each week

∞ Orchestra (third, fourth, and fifth grade)

- 30 minute small group instrumental lesson each week
- 45 minute large group ensemble practice each week

Building Lay-out Analysis: An Iterative Process

- ∞ Building tours with Building Principals to verify building maps and current utilization
- ∞ Map review with Director of Facilities to compare the proposed utilization with available spaces
- ∞ Map review with Assistant Superintendent of Special Education and Pupil Services and Supervisor of Special Education to review program needs and utilization
- ∞ Map review with Building Principals to review proposed scenarios and ensure opportunities for substantive feedback
- ∞ Three buildings are illustrated on the following slides to demonstrate the process and outcomes (i.e., BWE, MES, and IES). These buildings were selected as a representative sample of small and large schools and to demonstrate the “ripple” effect of a school closure on the remaining schools.
 - The other buildings are included at the end of the presentation for informational purposes.

Building Floor Plans

- ✎ A floor plan analysis was completed for each of the seven elementary schools.
- ✎ In each case, the existing educational program was studied and placed into that respective floor plan.
- ✎ The design for small schools included four classrooms each for K-2 and three classrooms each for grades 3-5.
- ✎ The design for large schools included six classrooms each for K-2 and five classrooms each for grades 3-5.
- ✎ At most schools, spare classroom(s) exist.
- ✎ Community residents can review floor plans by appointment through the Office of Communication and Development.

Bradford Woods Elementary

- ∞ The design for small schools includes four classrooms each for K-2 and three classrooms each for grades 3-5.
- ∞ If this design was implemented, preliminary conclusions at BWE include:
 - Two spare classrooms exist in the event that two grade levels required an extra section beyond the design;
 - DART would move to MES;
 - Minor modifications may become necessary at some point to ensure the proper implementation of Communication Arts Support;
 - These changes become necessary as a contingency for expanded enrollment.
- ∞ This design approach – including the contingencies – is intended to provide all elements of the existing educational programming.
- ∞ Community residents can review floor plans by appointment through the Office of Communication and Development.

Franklin Elementary

- ∞ The design for small schools includes four classrooms each for K-2 and three classrooms each for grades 3-5.
- ∞ If this design was implemented, preliminary conclusions at FES include:
 - Two spare classrooms exist in the event that two grade levels required an extra section beyond the design;
 - Currently one of the spare classrooms is being utilized this year for a fourth section of third grade.
- ∞ This design approach – including the contingencies – is intended to provide all elements of the existing educational programming.
- ∞ Community residents can review floor plans by appointment through the Office of Communication and Development.

Hosack Elementary

- ∞ The design for small schools includes four classrooms each for K-2 and three classrooms each for grades 3-5.
- ∞ If this design was implemented, preliminary conclusions at HES include:
 - One spare classroom exists in the event that one grade level required an extra section beyond the design;
 - Minor modifications become necessary to ensure the proper implementation of Special Education programs;
 - This change becomes necessary as a contingency for expanded enrollment.
- ∞ This design approach – including the contingencies – is intended to provide all elements of the existing educational programming.
- ∞ Community residents can review floor plans by appointment through the Office of Communication and Development.

Ingomar Elementary

- ∞ The design for small schools includes four classrooms each for K-2 and three classrooms each for grades 3-5.
- ∞ If this design was implemented, preliminary conclusions at IES include:
 - Two spare classrooms exist in the event that two grade levels required an extra section beyond the design;
 - Minor modifications become necessary to ensure the proper implementation of Learning Support and Communication Arts Support;
 - These changes become necessary as a contingency for expanded enrollment.
- ∞ This design approach – including the contingencies – is intended to provide all elements of the existing educational programming.
- ∞ Community residents can review floor plans by appointment through the Office of Communication and Development.

Marshall Elementary

- ☞ The design for small schools includes six classrooms each for K-2 and five classrooms each for grades 3-5.
- ☞ If this design was implemented, preliminary conclusions at MES include:
 - Four spare classrooms exist in the event that four grade levels required an extra section beyond the design;
 - DART would move to MES;
 - These changes become necessary as a contingency for expanded enrollment.
- ☞ This design approach – including the contingencies – is intended to provide all elements of the existing educational programming.
- ☞ Community residents can review floor plans by appointment through the Office of Communication and Development.

McKnight Woods Elementary

- ∞ The design for small schools includes six classrooms each for K-2 and five classrooms each for grades 3-5.
- ∞ If this design was implemented, preliminary conclusions at MCK include:
 - Three spare classrooms exist in the event that three grade levels required an extra section beyond the design;
 - Minor modifications become necessary at some point to ensure the proper implementation of Communication Arts Support and ESAP;
 - These changes become necessary as a contingency for expanded enrollment;
 - In addition, the potential to build out four additional spare classrooms exists in the area of McKnight closest to Lowes.
- ∞ This design approach – including the contingencies – is intended to provide all elements of the existing educational programming.
- ∞ Community residents can review floor plans by appointment through the Office of Communication and Development.

Peebles Elementary

- ☞ The design for small schools includes four classrooms each for K-2 and three classrooms each for grades 3-5.
- ☞ If this design was implemented, preliminary conclusions at PES include:
 - No spare classrooms exist in the event that a grade level required an extra section beyond the design;
 - Minor modifications become necessary to ensure the proper implementation of the Hearing Impaired and Learning Support programs;
 - These changes become necessary as a contingency for expanded enrollment.
- ☞ This design approach – including the contingencies – is intended to provide all elements of the existing educational programming.
- ☞ Community residents can review floor plans by appointment through the Office of Communication and Development.

Modeling Scenarios

- ✎ Given the work completed above, the next step of the process involves an exploration of redistricting scenarios.
- ✎ The purpose of this work is to increase the enrollment at each remaining school closer to the capacity target:
 - Small Elementary School = 510
 - Large Elementary School = 840
- ✎ The Director of Transportation and Operations is now engaged in this process to develop three redistricting scenarios.
- ✎ We will be working with Mr. Jon Thomas of Thomas and Williamson to model revised attendance areas with the cohort survival analysis and live birth database.

Preliminary Redistricting Criteria

- ∞ As an initial framework, redistricting criteria were developed. The Administration also completed a document review of the 1998 and 2006 redistricting experiences.
- ∞ Preliminary criteria include:
 - Maintain the quality and design of educational programming at each school (see Slides 9-10).
 - Create realistic boundaries for each elementary and middle school maintaining the integrity of as many neighborhoods as possible.
 - Ensure that enrollment allows the schools to operate closer to their target efficiency.
 - Avoid re-assigning more students than necessary to accomplish an effective redistricting.
 - Recalculate the cohort survival and live birth analysis process given the boundary changes to predict enrollment as accurately as possible through 2022.
 - Develop a transition plan that addresses the needs of students that are moved to a different school.

Estimated Utilities Costs and Potential Staff Reductions

- ∞ As requested by the Peebles Community, the breakdown of the various aspects of the operation of Peebles based on past actuals and current staffing:
 - Utilities = Approx. \$72,000
 - Custodial Supplies & Maintenance Repairs = Approx. \$51,500
 - Three Custodians (Salary & Benefits) = \$153,000
 - Total = \$276,500

- ∞ These numbers are primarily based on the actual expenditures in the 2010/11 school year except for the custodial staffing costs that reflect the 2012/13 wages.

- ∞ Total staff reductions will be projected after scenarios are finalized.

Fiscal Realities

- ✎ Across the Commonwealth, budgetary limitations for public school districts have been and will continue to be the top area of focus.
- ✎ School districts are facing unprecedented challenges based on several primary factors:
 - **Act 1** – Local control restricted to the index and exceptions.
 - **Mandated PSERs Increases** – From 2010/2011 through 2013/2014, contributions have increased from 5.64% (approximately \$3.8M) to 16.75% (approximately \$11.1M) respectively. The rate is scheduled to peak in the 2017/2018 school year at 26.8% (approximately \$20M).
 - **Salary/Benefit Increases** – Contracted and market-driven increases.
 - **Unfunded and Underfunded Mandates** – Examples include charter and cyber-charter schools, special education, gifted education, and services for private/parochial schools.
 - **Overall Economic Conditions** – Changes in labor and housing markets have had an impact on revenues.

Fiscal Realities

- ∞ The District has implemented a series of cost saving and/or revenue producing ideas in recent years that include, but are not limited to:
 - Reduction of approximately 90+ staff over the past two years
 - Offered an ERIP to eligible professional/administrative staff
 - Implemented wage concessions and/or freezes across employee groups
 - Reduction and/or elimination of school-based programs
 - Reductions in operating expenses through the annual zero-based budgeting process
 - Reduction or delay in capital improvement projects and bus purchases
 - Increases in class size across all levels and adjustments to elective courses
 - Implementation of a student participation fee
 - Increase in parking pass fees for NASH students
 - Development of an advertising policy and increased revenue from various forms of advertising
 - Renewed energy and effort by the North Allegheny Foundation to increase fundraising
- ∞ Strategic efforts to address these financial challenges will continue into the foreseeable future.

Communication

- ☞ Board Meeting Reports and Updates
- ☞ North Allegheny Website
 - Demographic and Feasibility Study Presentations
 - North Allegheny School Board Minutes
 - Community Blog
- ☞ Stakeholder Involvement and Input
 - Peebles Elementary School Meetings
 - Staff meeting
 - PFA meeting
 - Hosack Elementary PFA Meeting
 - Superintendent's Coffees
 - Superintendent/Parents Liaison Committee (SPLC)
 - Elementary Advisory Committee (EAC)

Next Steps

- ✎ November Update
 - Redistricting scenarios
 - Potential closure timeline
- ✎ Enrollment and Facilities Report
- ✎ Potential Staffing Impact and Savings
- ✎ Transportation Impact and Other Considerations (e.g., route changes, possible outsourcing, staffing, etc.)
- ✎ Operational Impact
- ✎ Asset Utilization
- ✎ Cost-benefit Analysis with a school closure



Questions/Comments