

# Ad Hoc Committee for Elementary Enrollment

Priority Discussion  
May 22, 2017



# Why Are We Looking at Enrollment?

- The Education Committee requested further study of the impact of enrollment on facilities and program delivery
- The School Board President established the Ad Hoc Committee and appointed the following members
  - Virginia Lastner, Chair
  - Roberta Hotinski
  - Todd Kantorczyk
  - Kate Murphy
- The Committee conducted an analysis of the need to rebalance enrollment across all TESD elementary schools



# What is the Enrollment Issue?

- History of District Enrollment K-12
- History of Elementary Enrollment K-4
- 5 Year Elementary Enrollment Projection
- Comparative Enrollment
  - Demographic Study – November 2016 – Sundance Associates



# District Enrollment History K-12

<u>Year</u>	<u>Enrollment</u>	<u>Year</u>	<u>Enrollment</u>
1975	6,497	1996	4,673
1976	6,160	1997	4,854
1977	5,839	1998	5,086
1978	5,544	1999	5,224
1979	5,258	2000	5,386
1980	5,036	2001	5,539
1981	4,790	2002	5,655
1982	4,465	2003	5,726
1983	4,360	2004	5,800
1984	4,310	2005	5,891
1985	4,357	2006	6,013
1986	4,369	2007	6,097
1987	4,023	2008	6,132
1988	4,095	2009	6,290
1989	3,990	2010	6,334
1990	4,022	2011	6,457
1991	4,080	2012	6,487
1992	4,125	2013	6,537
1993	4,257	2014	6,553
1994	4,337	2015	6,575
1995	4,543	2016	6,753

## Points of Note

- Over the 40 years from 1975-2016 there have been peaks and valleys in enrollment with a total net increase of 3.9%
- Enrollment was lowest in 1989 and is currently at its highest point since 1975
- Since 2008 total enrollment has increased by approximately 10%



# Elementary Enrollment K-4 History

History of Elementary October 1 Enrollments (1990-2016)																											
SCHOOL	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Beaumont	219	232	231	210	281	331	358	374	382	411	437	426	440	425	397	421	449	429	455	458	438	437	425	419	387	401	404
Devon	467	506	503	430	374	366	374	386	364	348	352	358	337	362	381	393	409	441	456	523	525	535	526	544	577	592	585
Hillside	397	405	444	379	362	398	398	407	447	470	465	442	442	430	431	437	452	468	460	435	448	451	458	471	472	434	441
New Eagle	455	453	497	411	361	397	411	424	437	448	450	438	425	406	412	405	409	420	431	456	435	438	418	429	415	441	467
Valley Forge	274	286	299	268	359	395	401	430	466	468	462	462	457	450	456	482	471	474	466	454	445	482	509	539	573	558	532
<b>TOTAL</b>	1812	1882	1974	1698	1737	1887	1942	2021	2096	2145	2166	2126	2101	2073	2077	2138	2190	2232	2268	2326	2291	2343	2336	2402	2424	2426	2429

## Points of Note:

- In the 26 years from 1990-2016 elementary enrollment has increased overall
- Elementary enrollment has increased from a low of 1,698 in 1993 to a high of 2429 in 2016, representing a change of 42%
- Since 2008, although enrollment continues to increase, student enrollment has increased unequally among the five elementary schools



# 5 Year Elementary Enrollment K-4 Projections

	Beaumont	Devon	Hillside	New Eagle	Valley Forge	Total
2015 -Actual	401	592	434	440	558	2425
2016 - Actual	404	585	441	468	534	2432
2017	385	600	415	481	500	2381
2018	382	606	421	493	481	2383
2019	371	593	414	504	457	2339
2020	367	592	422	503	472	2356
2021	370	585	418	476	485	2334

Source: Sundance Associates

## Point of Note:

- Although projections indicate a slight decline in overall elementary enrollment over the next five years, the building enrollment disparity among the schools does not appear to be self-correcting



# What is the Possible Impact on Elementary Student Experience?

- The District Educational Program is guided by the Strategic Plan
- The Elementary Blueprint provides an additional framework for the delivery of the Elementary Educational Program
- Impact of projected declining student enrollment will not relieve the stress in already overcrowded buildings



## Tredyffrin/Easttown School District Strategic Plan - Spring 2014

### Mission Statement

To inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student.

**We will continue to develop and support a culture within the school community that promotes personal integrity and social responsibility.**

- To develop a foundation of personal integrity within students at each developmental level.
- To identify and facilitate ways in which students can develop social responsibility within their schools, local, and global communities.

**We will promote emotional, mental, social, and physical well-being by fostering a culture of acceptance and respect.**

- To ensure a safe and welcoming school environment in which every student feels accepted, respected, and supported by peers, faculty, and administration.
- To empower students to overcome academic and personal challenges; and develop the intellectual courage to grow, excel, and innovate.
- To develop students' capacity for resilience, grit, and flexibility that will serve as a foundation for success as life-long learners.

**We will create a framework for learning that develops a capacity for innovation, creativity, and an entrepreneurial spirit.**

- To support academic inquiry by promoting students' abilities to ask deep, meaningful questions and to conduct independent, original research.
- To provide opportunities for students to become skilled with emerging literacies, including but not limited to media literacy, visual literacy, financial literacy, and coding literacy.
- To enhance and expand opportunities for students to develop skills and interests in science, technology, engineering, and mathematics.
- To provide students with learning experiences that are authentic and organized in both traditional and non-traditional ways.

**We will harness the power of technology to advance learning while engaging and empowering students in a connected world.**

- To leverage digital content, tools, and processes to support the development of information fluency skills.
- To educate thoughtful and ethical behavior with technology as digital citizens.
- To develop critical thinking, effective communication, and creativity using technology.
- To facilitate understanding in the selection of appropriate digital tools, the ability to troubleshoot systems and applications, and the transfer of technology skills.

**We will provide professional learning opportunities that foster collaboration, reflective questioning, and the artistry of teaching.**

- To enrich a community of collaboration and open professional exchange.
- To create a professional learning framework in which reflective questioning and dialogue among colleagues are encouraged.
- To facilitate opportunities for professionals across the career spectrum to share their ideas and insights, to cultivate continuous improvement, and to strengthen the practice of all.

**We will create opportunities to interact within and beyond the T/E Community by building partnerships and relationships that develop social skills, enhance experiences, and increase knowledge.**

- To foster partnerships and relationships among students, families, alumni, staff, and school district support groups.
- To foster partnerships and relationships with local community groups, leaders, resources, businesses, and institutions.
- To foster partnerships and relationships with state-wide, national, and global universities, organizations, businesses, and governmental institutions.

**We will anticipate, interpret, and influence legislation and regulations in a manner to achieve our mission.**

- To anticipate, interpret, and communicate legislative and regulatory issues for all T/E stakeholders.
- To influence federal, state, county, and local decision makers in order to positively impact legislation, regulations, and actions affecting the T/E School District.

### Consensus Belief Statements

- We believe that every individual has intrinsic value.
- We believe that each individual has potential.
- We believe that individuals are responsible for their choices and actions.
- We believe that external and internal expectations strongly influence personal growth and achievement.
- We believe that individuals and communities are strengthened by a culture of participation, contribution, and support.
- We believe that lifelong learning is essential for one to flourish in a continually changing world.
- We believe that meaningful growth comes from building on successes, experiencing challenges, and overcoming adversity.

## Points of Note:

### Examples of Impact from Overcrowding . . .

- Increased enrollment may limit flexibility of building space to implement initiatives that develop student interest in science, technology, engineering, arts, and mathematics (STEAM)
- Overcrowding may limit opportunities to provide authentic learning experiences in both traditional and non-traditional ways





# Elementary Blueprint for Instruction

- The Blueprint has formed the foundation for instruction at the elementary school level since the 1960's. It is continually reviewed and enhanced and incorporates initiatives from the Strategic Plan and programs designed to meet the needs of all students.
- Team Structure, Student Grouping, Curricular Programs, Time Allocations
- Examples of Impact from Overcrowding
  - \* Science instruction includes two lab-based classes . . . Some of these labs may need to take place in the core classroom
  - \* Additional core classes may mean that special area classes must be scheduled outside of the regular blocks, potentially disrupting the language arts block
  - \* In order to accommodate increased core classes, more than one special area class may need to take place in a shared space
  - \* Large group and supplemental program experiences already look different due to unequal enrollment and will need to continue look different as disparity continues



# What Space Exists Currently in the Elementary Schools?

- Each Elementary School has between 26 – 28 regular classrooms available
- Each Elementary School has seminar spaces that can accommodate small group instruction or programs (examples: reading/math support, OT/PT, speech, etc.)
- Each Elementary School has the following additional special spaces available:
  - 2 Science Labs
  - 1 Music Room
  - 1 Library
  - 1 Gym
  - 1 Cafetorium
  - 1 Art Room
  - 1 Large Group Room



# Elementary Building Space Utilization

BEAUMONT ELEMENTARY	2016-17	2017-18	2018-19	2019-20
AVAILABLE REG CLASSROOMS	26	26	26	26
Reg Class Core Use	18	18	18	18
Reg Class Non Core Use	6	6	6	6
Remaining Reg Classes	2	2	2	2
AVAILABLE SEMINAR ROOMS	4	4	4	4

DEVON ELEMENTARY	2016-17	2017-18	2018-19	2019-20
AVAILABLE REG CLASSROOMS	27	27	27	27
Reg Class Core Use	25	26	27	26
Reg Class Non Core Use	2*	1*	0*	1*
Remaining Reg Class	0	0	0	0
AVAILABLE SEMINAR ROOMS	9	9	9	9

HILLSIDE ELEMENTARY	2016-17	2017-18	2018-19	2019-20
AVAILABLE REG CLASSROOMS	26	26	26	26
Reg Class Core Use	20	20	20	20
Reg Class Non Core Use	6	6	6	6
Remaining Reg Classes	0	2	0	0
AVAILABLE SEMINAR ROOMS	5	5	5	5

NEW EAGLE ELEMENTARY	2016-17	2017-18	2018-19	2019-20
AVAILABLE REG CLASSROOMS	26	26	26	26
Reg Class Core Use	20	22	22	23
Reg Class Non Core Use	6	4	4	3
Remaining Reg Classes	0	0	0	0
AVAILABLE SEMINAR ROOMS	8	8	8	8

VALLEY FORGE ELEMENTARY	2016-17	2017-18	2018-19	2019-20
AVAILABLE REG CLASSROOMS	28	28	28	28
Reg Class Core Use	23	24	21	21
Reg Class Non Core Use	4	4	4	4
Remaining Reg Classes	1	0	3	3
AVAILABLE SEMINAR ROOMS	7	7	7	7

## Point of Note:

- The need for core classroom space may exceed availability in at least one school

\* = Projected Classrooms used as Science Labs



# Elementary School K-4 Major Renovations/Additions

School	Year Completed
Beaumont	1994, 2002
Devon	1994
Hillside	1994
New Eagle	1994, 2015
Valley Forge	1994, 2002



# What Have We Done in the Past to Address Enrollment Fluctuations?

## ▪ Declining Enrollment in the early 1980s:

- 3 schools closed (Berwyn, Paoli, Strafford)
- Redistricted as schools closed

## ▪ Increasing Enrollment from the 1990's to present:

- Redistricted as a result of imbalance among building enrollments (most recently in 1993-94)
- Changed attendance boundaries for new development (2014)
- Additions to all District schools
- Reconfigured internal footprint of all buildings as needed
- Realignment of grades at all levels as junior high changed to middle school



# What are Possible Actions Moving Forward to Address Building Enrollment Disparities

- Maintain Status Quo
- Build a New School
- Expand Current Facilities
- Redistrict



# Maintain Status Quo

Monitor whether or not the enrollment trends continue

## Pros

- Would involve no cost or change in attendance boundaries at this time

## Cons

- While projections indicate there is room to accommodate all students in the medium term, some modification of program delivery would likely be required in overcrowded elementary buildings



# Build a New School

Add a 6<sup>th</sup> elementary school

## Pros

- Would provide flexibility in use of building footprint (more small group space)
- Could accommodate more growth than currently projected

## Cons

- Would involve significant cost
- Would involve some redistricting
- Minimal 3 year timeline to occupancy
- May need to acquire land increasing the timeline





# Expand Current Elementary K-4 Facilities

Consider the possibility of further additions to schools

## Pros

- No redistricting of students

## Cons

- Institutionalizes unequal distribution of school populations
- May require a change in the delivery of the Elementary Blueprint
- Would involve costs
- Minimal 2 year timeline



# Redistrict

Consider adjusting attendance boundaries to balance distribution of K-4 students

## Pros

- Could be implemented in less than 2 years
- May be achieved without redrawing boundaries for all elementary schools
- Could ensure adequate space to provide uniform student experience across the District's elementary schools

## Cons

- Some families will move to a new home school
- Possible costs from transportation or other ancillary services
- May impact feeder pattern to the middle schools



# What Principles Informed the Committee's Decision to Recommend Redistricting?

- The implementation of the Elementary Blueprint for Instruction should be equitable and consistent across all five elementary schools
- The Elementary Blueprint for Instruction should not be modified as a response to the imbalance in student enrollment
- Based on the most recent demographic study, the elementary enrollment for the coming five years can be projected with about +/- 5% certainty and does not appear to correct the current building enrollment disparities
- Redistributing students to schools that have capacity is a cost effective solution and would allow for flexibility in responding to future enrollment experience.



# Criteria to be Considered for Balancing Elementary School K-4 Population

- Numbers of students – target range for schools 450-500 students
- Minimize disruption – with possible option for 4<sup>th</sup> grade “homesteading”
- Transportation routes – time on bus, rostering
- Contiguous neighborhoods
- Proximity to attending schools
- Reasonably shaped attendance areas



# Which Schools Should Be Involved in Redistricting?

- Projected Enrollment for 2017-18:

Beaumont = 385

Devon = 600

Hillside = 415

New Eagle = 481

Valley Forge = 500

- Target Range of students After Redistricting = 450-500 students

- Beaumont, Devon, and Hillside all fall outside of the target range, therefore, the Committee recommends these schools be involved in the redistricting plan



# Composition of Elementary Redistricting Committee

- External Facilitator
- Parents from Affected Schools
- Administrative Staff
- Consultants as needed (Demographer, Transportation Supervisor, etc.)

## Selection of Parent Volunteers

- Parent Volunteer Application available on website from May 23 to June 2
- Parent volunteers randomly selected and notified Monday June 5



# Timeline for Redistricting

- May 22, 2017 – Present redistricting option to School Board
- May 2017 – Solicit parent volunteers for Elementary Redistricting Committee
- June 2017 – First meeting(s) of Elementary Redistricting Committee
- Fall 2017 – Weekly meetings of the Elementary Redistricting Committee to develop plan along with periodic community updates
- December 2017 – Redistricting plan presented to School Board
- January 2018 – School Board votes on redistricting plan
- Spring 2018 – Administration implements transition plan with schools and families
- August 2018 – New attendance boundaries take effect
- August 2018 and beyond - Continue to monitor enrollment trends

