Boundary Committee

Boundary Change Proposals
January 26th, 2022
Agenda

● Review enrollment/projections
● Review additional scenarios
  ○ Broken Arrow and Pinckney
  ○ Updated LMCMS
  ○ ESOL: Hillcrest
    ■ Transportation focus
  ○ Single elementary buildings: New York, Broken Arrow, Woodlawn, Pinckney
● Explore building demographics with various scenarios
● Explore grade centers: K -2, 3-5, 6, 7, 8, 9-10, and 11-12
Projections

01. Explore historical data
   - Elementary relatively stable over from K-5
   - Growth in seen in 7th and 9th grades on average
   - On average, 57 students added from 1-12th grade

02. Estimate Kindergarten conversion rate from county births
   - Births are decreasing in the county
   - Conversion rates average about 61%
   - Based future conversion on 64% to limit outlier influence

03. Project Ranges
   - Project incoming Kindergarten class based on birth conversion
   - Move all prior grades forward one grade for upper projection
   - Base future grades on Kindergarten start point and average loss/gain

Estimate Kindergarten conversion rate from county births
- Births are decreasing in the county
- Conversion rates average about 61%
- Based future conversion on 64% to limit outlier influence
Enrollment by K-8 Buildings for the last 10 years

Current School Year

Count of Local Student ID

7,130 7,249 7,345 7,546 7,502 7,366 7,429 7,457 7,322 6,696

Boundary Changes

- Three committees suggested boundary changes: Elementary, Middle, and ESOL
- Explored Elementary first based on multiple criteria
  - Buildings that will require significant investment or has had the least amount of recent investment
  - Size: smaller sizes will fit easier into larger buildings
  - Future capacity
- Explored Middle next but was limited to only one option due to size constraints
- ESOL: Hillcrest was the named option due to busing
Boundary Scenarios

- Elementary Schools selected to base scenarios
  - Broken Arrow was selected based on needed improvements and least amount of improvements as well as size
  - Woodlawn was selected based on size
  - New York was selected based on size
  - Pinckney was selected based on size

- Middle School selected to base scenarios
  - Liberty Memorial Central Middle School base on size and capacity (only possible option)
Boundary Scenarios: Broken Arrow and Pinckney

- Moving students from Broken Arrow and Pinckney
  - Broken Arrow students with shift to Schwegler Elementary (space in Schwegler will be created through other boundary shifts in adjacent schools)
  - Pinckney students shift to New York, Cordley, Hillcrest, and Woodlawn (space in those buildings will be created through other boundary shifts in adjacent schools)

- Initially did not explore because of boundary shifts but wanted to present the option
Boundary Scenarios: Updated LMCMS

- Updated Middle School selected to base scenarios
  - Liberty Memorial Central Middle School base on size and capacity (only possible option)
- Broken Arrow students with shift to Schwegler Elementary (space in Schwegler will be created through other boundary shifts in adjacent schools)
- Billy Mills would expand into Broken Arrow to include most of Liberty Memorial students
Boundary Scenarios: Hillcrest

- Moving students from Hillcrest into 4 Cluster sites
- Factors weighing into the maintenance of our inclusive model of instruction and support for students that are culturally & linguistically diverse [CLD] include, but are not limited to the following:
  - Providing students that are CLD with equitable access grade-level content
  - Normalizing a biography-driven CLD student experience (i.e. avoiding stigmas)
  - Ensuring family and community support that is reflective and inclusive of its CLD families.
  - Maximizing support staff impact.
  - Maintaining our staff ability to have a high impact through board-approved ESOL staffing ratios comparable to surrounding districts
Boundary Scenarios: Hillcrest

- ESOL BPEC concluded that making all LPS sites will not result in a cost savings for the district.
  - Given the current distribution of certified staff and circumstances/dynamic needs ELs present, the shift would negatively impact the priorities listed above.
  - Current ESOL staffing, even when shifted, could not adequately or effectively meet student, family, and school needs.
  - Alternatives can certainly be further be explored via a program review; however, for the purpose and goals requested of ESOL BPEC, making all elementary sites ESOL does not result in cost savings for LPS.
Boundary Scenarios: Hillcrest

● Moving students from Hillcrest into 4 Cluster sites
  ○ ESOL students from Hillcrest would move into Sunflower, Schwegler, Cordley, and Sunset Hill
  ○ Some Sunset Hill students would move to Quail Run to provide space, and some Quail Run students would need to move to Langston Hughes to provide space
  ○ Transportation needs would decrease from about 78 student qualifying to only 25 students qualifying
  ○ Additional student would move to Pinckney with some Pinckney students moving to
Boundary Scenarios: Singletons

- Moving students from Broken Arrow
  - Move students from Quail Run to Langston Hughes
  - Move students from Sunflower to Quail Run
  - Move students from Schwegler to Sunflower
  - Move all of Broken Arrow into Schwegler
Boundary Scenarios: Singletons

- Moving students from Woodlawn
  - Move students north of Locus and Maple to Pinckney
  - Move students south of Locus and Maple to New York
  - Move some New York students to Cordley
Boundary Scenarios: Singletons

- Moving students from Pinckney
  - Move students to New York, Hillcrest, Woodlawn, and Deerfield
  - Move some students from Hillcrest to Sunset Hill (non-ESOL)
Boundary Scenarios: Singletons

- Moving students from New York
  - Move students to Pinckney and Cordley
  - Move some students from Cordley to Schwegler
Boundary Scenarios: Demographics

- Explore demographics of each move through Tableau
## Boundary Scenarios: Grade Centers

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Questions?