

KELLOGG MIDDLE SCHOOL CONTEXT

- **OH Planning conducted a preliminary cost estimate for a renovation project of Kellogg in Fall 2015 which focused on bringing the school up to an occupiable state on par with existing schools but with significant code and systems upgrades required to reopen.**
- **DBRAC recommendations were delayed until the Spring 2016 and work on Kellogg did not move forward.**
- **May 2016, Kellogg begins entering the conversation around the next Bond measure for potential inclusion in that Bond. Discussions around benefit of building a new school vs. renovation start as the Bond would provide more capital for the project.**
- **May 2016 sees significant health and safety issues and concerns emerge in the District. Discussions around renovation at Kellogg focus on the gap of significant health and safety upgrades in the renovation concept the District had promoted in 2015**

DEVELOPMENT SCENARIO COMPARISONS

Renovation Scenario

- **Summary:** This renovation scenario will combine programmatic improvements that address PPS' educational goals for new middle schools in the District with major building systems rehabilitation.
- **Advantages:**
 - Re-use of existing building infrastructure saves significant District resources in budget, at about 40% the cost (roughly \$20-22m vs. roughly \$43-45m), and schedule, at about 75% the timeline, compared with tearing down and replacing the existing building. We can open one year earlier under this scenario.
 - Renovation of existing building saves a long-time community resource and updates it for use as a new southeast middle school facility
 - Renovation of existing building is a more sustainable solution than tearing down and replacing the existing building
- **Disadvantages:**
 - The current facility has major health and safety issues not all of which would be permanently addressed via a renovation at \$20m. If we were to address those Environmental Health and Safety issues in the building the cost would go up to \$30-\$32m.
 - Re-use of existing building will inevitably lead to unforeseen conditions that can negatively impact the project budget and schedule
 - Renovation necessarily requires prioritization of systems upgrades in order to fit project budget
 - A renovated 100-year-old building will have a significantly shorter lifespan as a new facility

Replacement Scenario

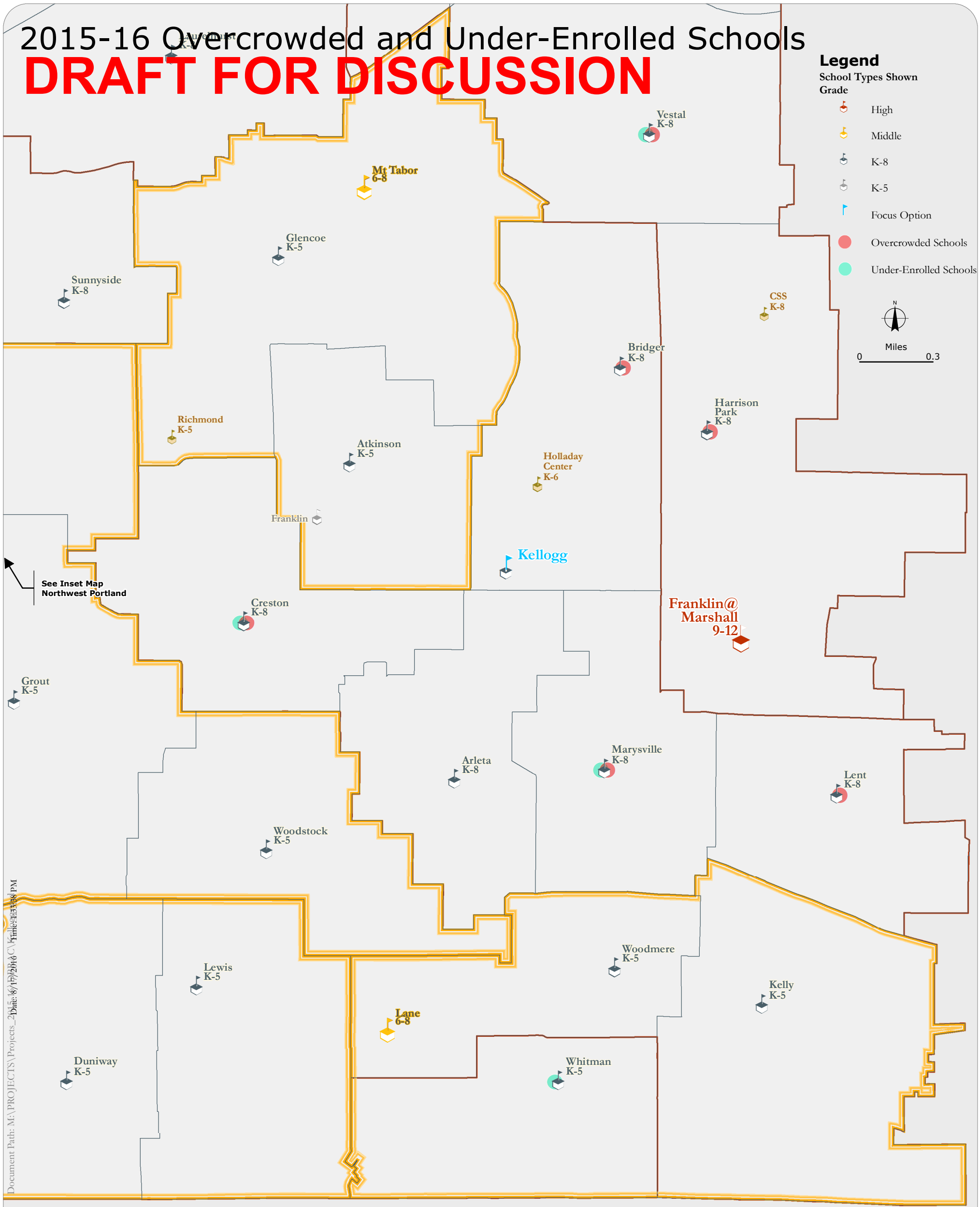
- Summary: This replacement scenario will include the removal of the existing building and construction of a new facility designed around the programmatic and educational goals for new middle schools in the District.
- Advantages:
 - A replacement scenario offers greater opportunities than renovation to reimagine and redefine middle school education in the District; a new building will provide educational spaces that are more flexible than existing facilities, allowing for greater collaboration between students and teachers within the school, and broader partnerships with the surrounding community
 - A replacement scenario with ground-up new construction, avoids the project impacts of unforeseen building conditions that occurs with renovation
- Disadvantages:
 - A replacement scenario costs about 60% more and takes about 25% more time to complete than renovation, resulting in a one year delay for middle school migration in that area and thus opening in 2020.
 - A replacement scenario would require bond funding and be contingent on voter approval of such funds.

Risks and Decisions:

- The District cannot afford to borrow the full \$40-45m on top of the borrowing for health and safety issues.
- In order to meet a 2019 (renovation) or 2020 (new construction) opening date we need to hire an Architect now.
- Architect will need direction on which way to go. If we go with new construction and Bond fails, the funds invested in drawing new construction are wasted (at least partially) until a funding source can be identified and we may still have to redraw if there are code or other changes.
- FAM needs direction on which way the Board wants to go renovation/new

2015-16 Overcrowded and Under-Enrolled Schools

DRAFT FOR DISCUSSION



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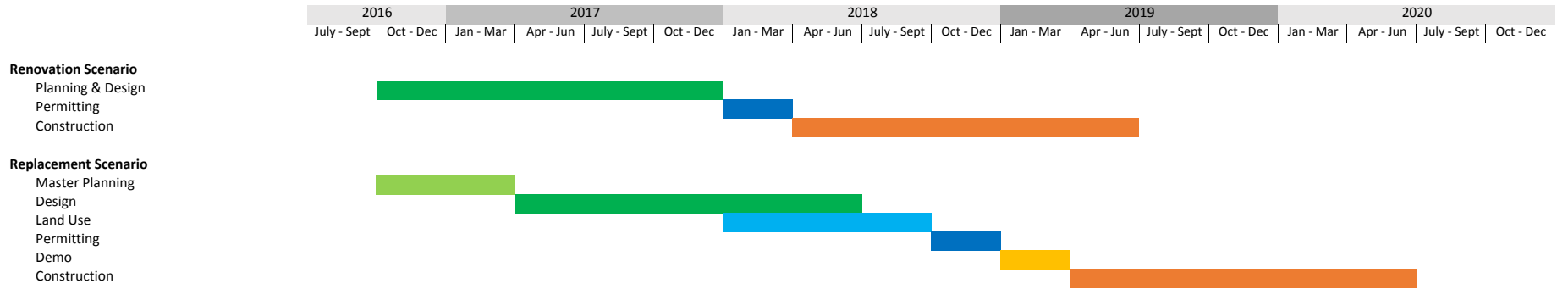
School	Grade Structure	Enrollment		Utilization‡		Avg Enrollment Per Grade			% In Poverty	% Racially Historically Underserved	Special Programs	Probable strategies to address enrollment challenges through 2019 without Kellogg			
		2015-16	2019-20	2015-16	2019-20	2015-16	2019-20	Non-formula FTE				Modular classrooms	Boundary change	Program move	
Arleta	K-8	456	459	93.1%	94.0%	50.7	51.0	36.6%	23.0%	(2) SpEd Classrooms	x			x	
Atkinson	K-5	435	419	89.5%	89.3%	72.5	69.8	23.2%	59.9%	DLI Spanish, 1-strand	x				
Bridger	K-8	476	536	104.7%	117.0%	52.9	59.6	40.1%	59.8%	DLI Spanish 1-2 strands	x	x			
Creston	K-8	392	426	106.1%	110.9%	43.6	47.3	33.7%	24.7%	CRP, Head Start	x			x	
Glencoe	K-5	500	479	79.2%	76.2%	83.3	79.8	14.8%	14.2%		x				
Harrison Park	K-8	729	734	108.4%	109.5%	81.0	81.6	59.7%	43.5%	(1) SpEd Classroom	x	x			
Kelly*	K-5	610	549	93.8%	87.2%	101.7	91.5	48.9%	5.1%	DLI Russian, 2-strands, Head Start	x			x	
Lent	K-8	564	530	99.4%	96.3%	62.7	58.9	54.1%	84.4%	DLI Spanish 1-strand	x				
Marysville	K-8	390	421	98.4%	102.8%	43.3	46.8	50.3%	36.7%	MECP Classroom	x	x		x	
Vestal	K-8	412	446	96.5%	101.4%	45.8	49.6	51.7%	35.9%	(2) SpEd Classrooms	x	x	x		
Whitman	K-5	271	246	62.8%	57.4%	45.2	41.0	53.9%	38.0%		x		x		
Woodmere	K-5	312	277	82.3%	75.3%	52.0	46.2	51.9%	38.1%	(1) SpEd Classroom, MECP Classroom	x		x		
Woodstock	K-5	496	515	75.6%	80.1%	82.7	85.8	19.6%	2.5%	DLI Chinese, 2 strands	x			x	

*Kelly houses a large Head Start Program along with a neighborhood and Russian Immersion program. We are researching the utilization to ensure it accurately reflects the current crowding at that school.
 ‡ 2019-20 utilization based on estimates of % underserved students and equity allocations.
 Bold Red Text indicates estimated utilization above 105%
 Highlighted Text indicates high poverty school above 90% utilization

KELLOGG MIDDLE SCHOOL

DEVELOPMENT SCENARIO TIMELINES

Note: these schedules are preliminary and for comparison purposes only; final schedule will be determined once more project information known



Kellogg Rebuild Scenario: Preliminary Enrollment Balancing Implications in Southeast Schools

In March 2016, Superintendent Smith designate Kellogg Middle School for 2018 re-opening as part of a multi-year initiative to return to a mostly K-5/middle school structure across east side schools. The opening year may shift to 2020 in order to allow for new construction of Kellogg.

Kellogg is an important factor in relieving numerous enrollment issues that exist in Southeast schools, as shown in the attached map and chart. Several schools have more teachers than classrooms, and do not have space for additional teachers provided through Title I and other resources. Additionally, some schools, primarily K-8s, lack sufficient enrollment to generate enough FTE to meet all core instructional requirements, and have to rely on non-formula or equity FTE to fill that gap. These issues are expected to worsen without intervention over the next five years.

Overcrowding and Under-enrollment Concerns in Southeast Schools near Kellogg (2015-16 data)

Crowding above 105% (non-Title I schools)	Crowding above 90% (Title I schools)	Enrollment below 50 students per grade level
Creston K-8	Bridger K-8	Creston
	Harrison Park K-8	Marysville K-8
	Kelly K-5	Vestal K-8
	Lent K-8	Whitman K-5
	Marysville K-8	
	Vestal K-8	

Converting several K-8s into K-5 schools and re-opening Kellogg would relieve overcrowding and improve staffing efficiency, so that non-formula and equity FTE could be reinvested in strategies to improve achievement outcomes. It would also allow space to expand access to immersion for emerging bilingual students and provide more space for Pre-K programs.

Given that Kellogg may not be available for students until 2020, staff conducted preliminary analysis of two questions:

1. Is there sufficient space in Southeast to address K-8 enrollment imbalances without Kellogg?

There are 18 active neighborhood schools in Southeast serving grades K-8:

Bridger	Hosford	Mt. Tabor
Buckman	Kelly	Sellwood
Creston	Lent	Vestal
Glencoe	Lewis	Whitman
Grout	Llewellyn	Woodmere
Harrison Park	Marysville	Woodstock

Across these schools there are 588 classrooms available for instruction (not including classrooms set-aside for Pre-K and Special Education programs). Current enrollment results in 538 teachers. By 2019, growing enrollment will result in the need for classroom spaces for 545 teachers.

2015 (actual): 538 Teachers/588 Classrooms = 91% Regional Classroom Use

2019 (forecast): 545 Teachers/588 Classrooms = 93% Regional Classroom Use

The regional classroom use shown above does not include classrooms for teachers and support staff allocated through Title I, ESL and other funding sources.

Almost all classrooms across Southeast are being used for instruction now. Schools with surplus classrooms are generally not located close to overcrowded schools. Relieving overcrowding without Kellogg may be possible, but would require massive boundary and special program changes and would not necessarily address under-enrollment issues. Transportation costs and split feeder patterns (elementary-to-middle and middle-to-high) would likely increase, and the region would have virtually no spaces remaining to adapt to enrollment shifts or new program opportunities.

2. What short-term actions are feasible to address enrollment challenges while Kellogg is under construction?

Potential strategies are needed to mitigate overcrowding and under-enrollment in Southeast schools prior to re-opening Kellogg. Generally, the longer Kellogg is off-line, the more urgent and costly the short-term solutions.

The most probable strategy to address the impact of low enrollment on school programs is to continue allocation of non-formula FTE so that all students have access to core classes.

Modular classrooms could be installed on some campuses to add sufficient space for short-term overcrowding relief. Further research is needed to determine appropriate school sites and funding sources.

Some specialized programs could be shifted to other locations either within PPS or to other nearby districts, including MECP early education classrooms and the Russian Immersion program. However, these changes would reduce access to valuable programs for PPS students in Southeast.

Finally, there are some locations where small boundary line shifts could ease enrollment imbalances, such as between Whitman and nearby schools. However, since broad changes will be needed when Kellogg opens, it may be prudent to make all boundary changes at the same time.

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