

ELLENSBURG SCHOOL DISTRICT NO. 401
KITITITAS COUNTY, WASHINGTON

HEARING ON ALTERATIONS TO SPECIFIC EXPENDITURES
FROM DISTRICT BONDS AND STATE OF WASHINGTON FINANCING ASSISTANCE

7:00 P.M., SEPTEMBER 18, 2019

PRE-MARKED EXHIBITS

1. Certificate of Brian Aiken regarding Notice of Public Hearing.
2. Presentation regarding Decision to Move Construction of Two New Schools to Mt. Stuart Elementary School Property.
3. RCW 28A.530.020.
4. Resolution No. 06.10.18 (2018 Bond Election Resolution).
5. Resolution No. 07.03.19 (2019 Alterations Resolution).
6. Presentation Presented to Board of Directors September 5, 2019.
7. Garco Construction Project Budget Status at 50% Design Development Phase.
8. OAC Services Decision Paper dated August 30, 2019.
9. Affidavit of Publication of Notice of Public Hearing.
10. Comments Received by Ellensburg School District and Board of Directors Since Posting Notice of Public Hearing

CERTIFICATE

I, BRIAN AIKEN, Executive Director of Business Services of Ellensburg School District No. 401, Kittitas County, Washington (the "District"), hereby certify as follows:

1. Written notice of the public hearing held on September 18, 2019, at 7:00 P.M., in the auditorium at Valley View Elementary School, 1508 E. 3rd Avenue, Ellensburg, Washington, to receive public testimony and consider whether certain State or local circumstances should cause additional alterations to the specific expenditures of the District's debt financing and also of State of Washington financing assistance (the "Notice"), was given by advance publication in a newspaper of general circulation within the District.

2. At least 24 hours prior to the public hearing, the Notice was also:

a. Given to all members of the Board by mail, fax, electronic mail or by personal delivery;

b. Posted on the District's website;

c. Prominently displayed at the main entrance of the District Office; and

d. Given to the local newspaper of general circulation that has on file with the District a written request to be notified of special meetings and to any others to which such notices are customarily given by the District.

3. The Notice was also posted throughout the District, as is customary for similar notices given by the District.

4. A true and complete copy of the Notice is attached hereto as Appendix 1 and by this reference incorporated herein.

IN WITNESS WHEREOF, I have hereunto set my hand this 18th day of September, 2019.

ELLENSBURG SCHOOL DISTRICT NO. 401
KITTITAS COUNTY, WASHINGTON



BRIAN AIKEN

Executive Director of Business Services

APPENDIX 1

Copy of Notice of Public Hearing

**ELLENSBURG SCHOOL DISTRICT NO. 401
KITITAS COUNTY, WASHINGTON**

NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY GIVEN that the Board of Directors (the "Board") of Ellensburg School District No. 401, Kittitas County, Washington (the "District") will hold a special meeting on September 18, 2019, starting at 7:00 PM, or as soon thereafter as possible, in the auditorium at Valley View Elementary School, 1508 E. 3rd Avenue, Ellensburg, Washington 98926. The purpose of the special meeting is to conduct a public hearing to: (a) consider whether certain state or local circumstances should cause alterations to the specific expenditures from the proceeds of the District's general obligation bonds and State of Washington financing assistance originally authorized in Resolution No. 06.10.18, as amended by Resolution No. 07.03.19, to permit the District to construct the two new elementary schools as Grades K-2 and 3-5, on or near the existing site of Mount Stuart Elementary School (the "Alterations"); and (b) receive public testimony. If the Board determines that the Alterations are in the best interests of the District, the Board may, at a future public meeting, adopt a new resolution or amend Resolution No. 06.10.18, as amended by Resolution No. 07.03.19, approving the Alterations.

All residents of the District wishing to be heard should appear at the public hearing and present their views. Alternatively, or in addition, interested residents may submit their views in writing and deliver them to: Ellensburg School District Office, 1300 East 3rd Avenue, Ellensburg, WA 98926, on or before the date of the public hearing. Copies of Resolution Nos. 06.10.18 and 07.03.19 will be posted or linked on the District's website at <https://www.esd401.org/> or may be obtained by contacting Matt Cziske, Administrative Assistant to Superintendent, at 509.925.8010.

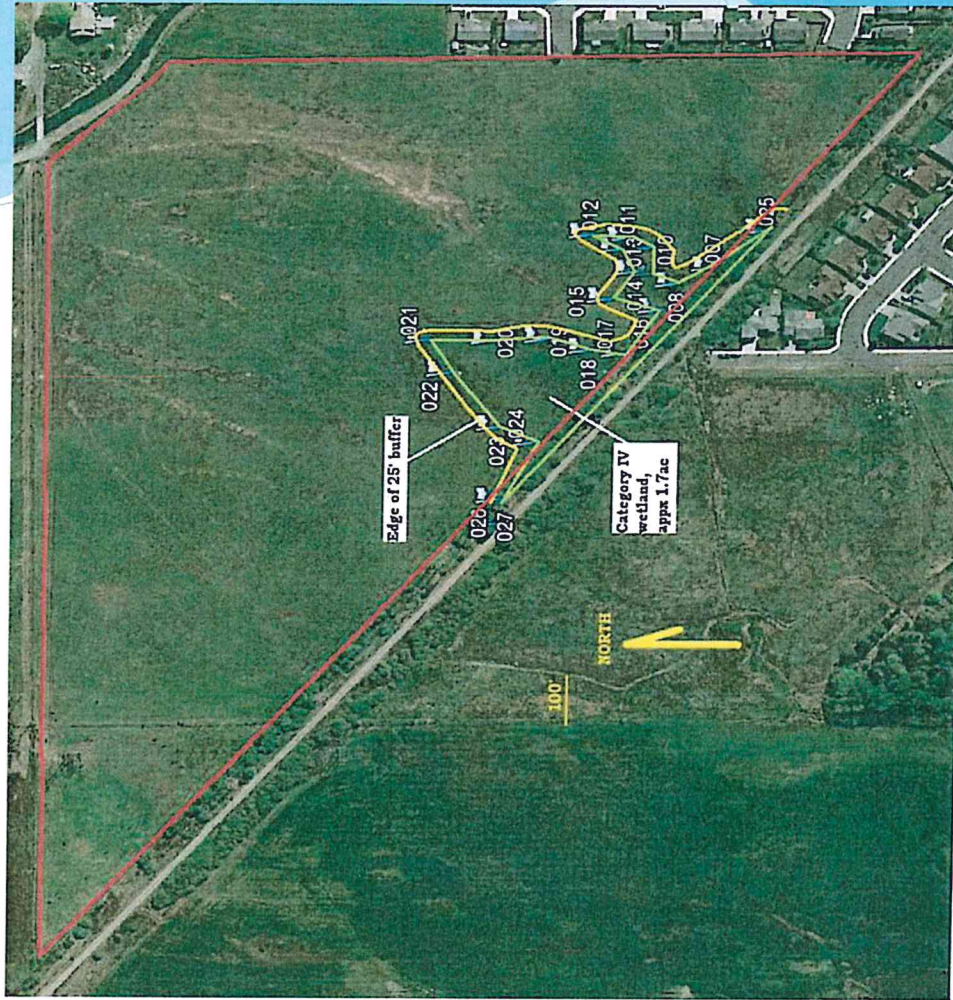
ELLENSBURG SCHOOL DISTRICT NO. 401
KITITAS COUNTY, WASHINGTON
/s/ Tosha Woods
President of the Board of Directors

PUBLISH: Daily Record: September 14 & 16, 2019

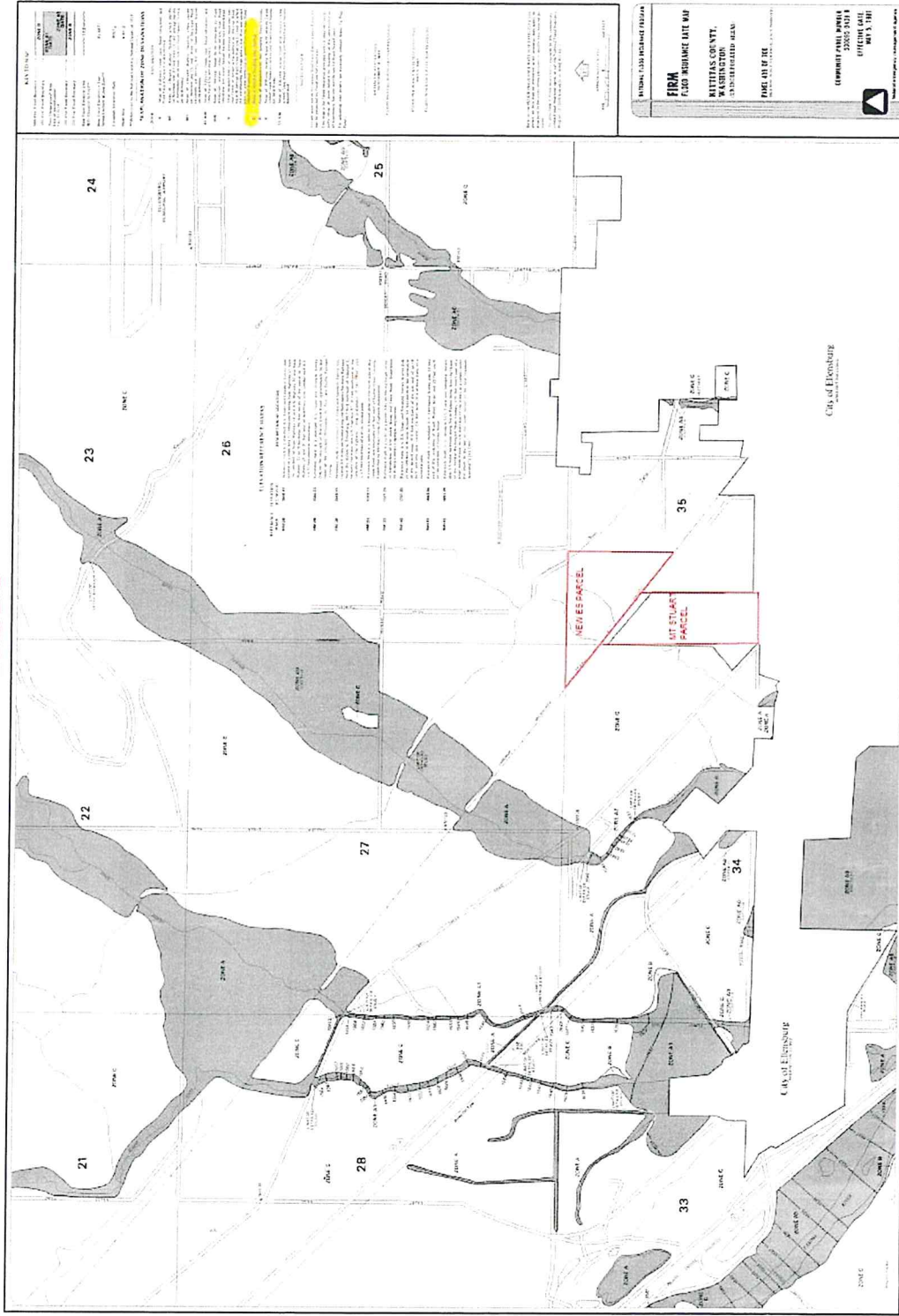
Pre-Purchase Critical Area Report June, 2018

- The District hired Sewall Wetland Consulting, Inc. prior to land purchase
- The site appeared to have an altered hydrologic pattern caused by
 - Long-term flood irrigation
 - Possible subsurface drainage
 - Ditches
 - The influence of Town Canal
- It is probable that if the seasonal irrigation water were shut off, some or all, of the area called wetland would not meet wetland hydrology criteria
- Both the Washington State Dept. of Ecology Eastern Washington Wetlands Rating form and the City of Ellensburg Municipal Code, indicate the parcel is a Category IV wetlands, with a 25 foot buffer measured from the wetland edge

(Reference Sewall Wetland Consulting, Inc. Critical Area Report - Parcel #11711)



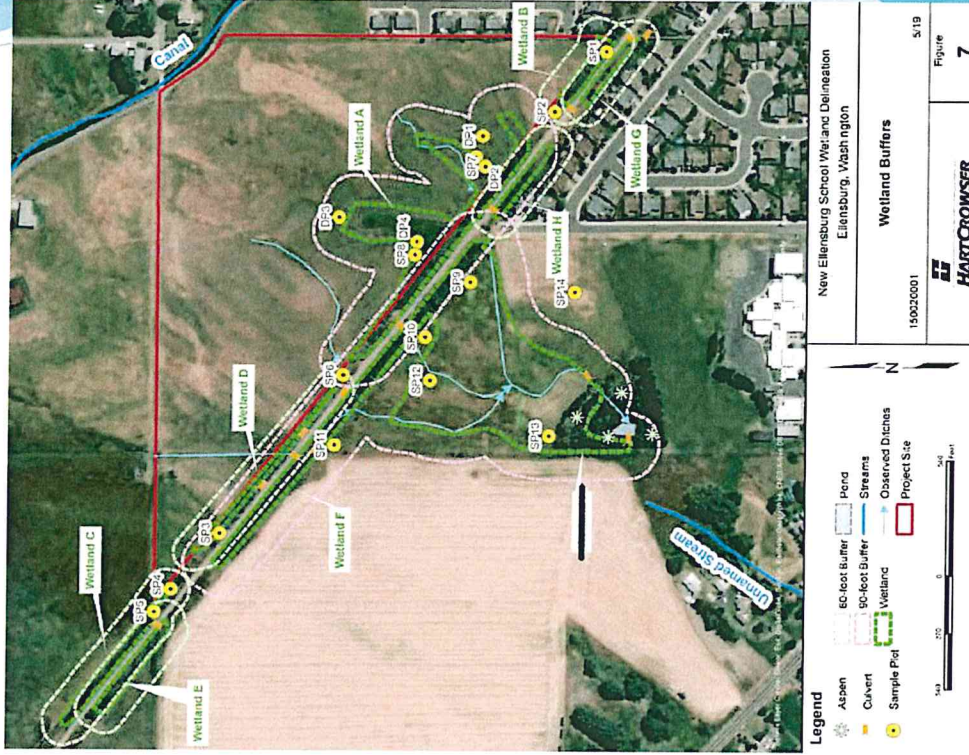
SOURCE: FEMA WETLAND



Highlight =
 "Zone C: Areas of minimal flooding. (No shading)"

Dept. of Ecology Reclassification May, 2019

- In May, 2019 the Dept. of Ecology reclassified a portion of the Mt. Stuart property, as well as the land to the north of the Palouse to Cascades (John Wayne) Trail to Category III
- Reclassification changed the buffer from 25 feet to 90 feet



City of Ellensburg Requirements July, 2019

Prior to the purchase of the property, officials from the District met with officials of the City of Ellensburg to discuss potential requirements.

- Half street improvements along Cora St. from the trail to the intersection of Helena Ave.
- Half street improvements along Helena Ave. from the canal west to the Cora St. intersection

The District set aside \$2.4 million in the budget for the above improvements.

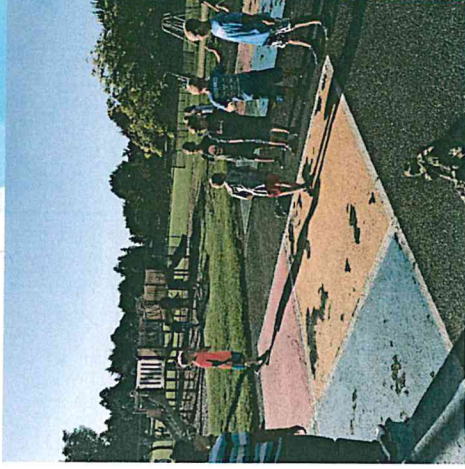
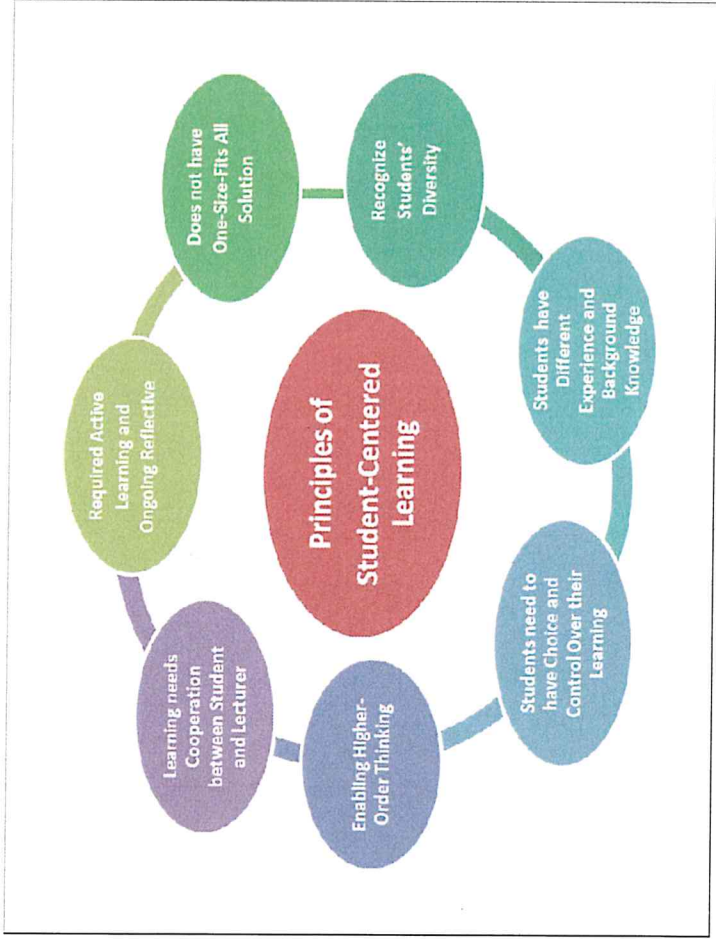
In July, 2019 the City of Ellensburg provided Pre-Development comments and requirements for constructing a school building on Parcel #11711 (Winegar property). The improvements listed expanded the requirements causing the budget to become approximately \$6 million dollars over.

- Public Works - At the District's expense
 - Sewer extended from Helena Ave. across the entire proposed parcel
 - Full street improvements along Cora St. (curbs, gutters, sidewalks, street lighting, permanent signage, asphalt, markings, gravel base, storm drainage, and other items consistent with PW Development Standards)
 - Half street improvements along Helena Ave. from Water St. to the far west property line
 - Full bridge/culvert over the canal on Helena Ave.
 - Conveyance of several irrigation ditches on the property
- Gas Division - At the District's expense
 - Extend 4" PE main from the west end of Helena Ave. to Cora St.
- Energy Services Light Dept. - At the District's expense
 - New underground distribution, duct and vault system extension and loop of 3-phase high voltage from north on Cora St. and east on Helena Ave. to Water St.
 - Extend current underground distribution, duct and vault system
 - From Water St. to Cora St. if a boundary line adjustment were performed
 - If no adjustment, the extension required would be to the western extent of the property line



Experiential- Student Centered Learning at Mt. Stuart Site: Potential K-2, 3-5 Schools

▶ Student Centered Education

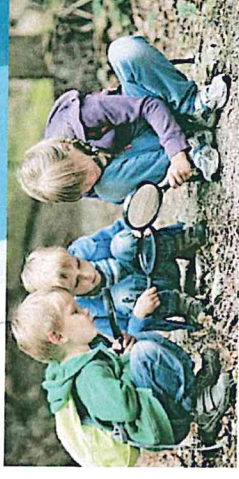


Outdoor Education Opportunities Available to more Children

Benefits Could Include:

- ▶ 1. Students are more attentive and, therefore, have a better recollection of the information that was shared.
- ▶ 2. Consistent exposure to nature decreases stress and anxiety, helps elevate mood, and helps with emotion.
- ▶ 3. Outdoor environments naturally inspire children to be more physically active.
- ▶ 4. Exposure to bright sunlight found in nature is also healthy for vision. Bright sunlight is necessary for the eyes to develop properly, lowering the risk of nearsightedness.
- ▶ 5. In outdoor settings, children are more motivated to work together in groups, which can improve their social skills. They learn to manage conflicts, communicate, and cooperate with their peers in a more effective manner.
- ▶ 6. Outdoor learning provides children with hands-on experiences in nature. Most children learn better by using their senses. Outdoor environments provide the perfect place to do this.

▶ <https://www.learningliftoff.com/the-surprising-benefits-of-outdoor-learning/>



Upcoming PD for Staff



Project Learning Tree—Outdoor STEM Learning

October 26, 2019 / 9:00 a.m. — 3:30 p.m.

[#EnviroEd](#) [#STEM](#) [#PLT](#)

Are you interested in engaging your students outdoors through hands-on locally relevant classroom materials?

Join Pacific Education Institute in this engaging one-day workshop designed to increase knowledge, skills, and tools to create impactful field experiences for students. Facilitators will guide and assist teachers in adapting resources and activities to successfully implement in their own classroom and outdoor spaces.

Participants will receive:

- *Project Learning Tree's: PreK-8 Environmental Activity Guide*
- Multi-disciplinary, hands-on lessons aligned with state and national academic standards (including the Next Generation Science Standards and 3-Dimensional instruction)
- 6 Washington State approved STEM clock hours

RCW 28A.530.020

Bond issuance—Election—Resolution to specify purposes.

(1) The question whether the bonds shall be issued, as provided in RCW 28A.530.010, shall be determined at an election to be held pursuant to RCW 39.36.050. If a majority of the votes cast at such election favor the issuance of such bonds, the board of directors must issue such bonds: PROVIDED, That if the amount of bonds to be issued, together with any outstanding indebtedness of the district that only needs a simple majority voter approval, exceeds three-eighths of one percent of the value of the taxable property in said district, as the term "value of the taxable property" is defined in RCW 39.36.015, then three-fifths of the votes cast at such election must be in favor of the issuance of such bonds, before the board of directors is authorized to issue said bonds.

(2) The resolution adopted by the board of directors calling the election in subsection (1) of this section shall specify the purposes of the debt financing measure, including the specific buildings to be constructed or remodeled and any additional specific purposes as authorized by RCW 28A.530.010. If the debt financing measure anticipates the receipt of state financing assistance under chapter 28A.525 RCW, the board resolution also shall describe the specific anticipated purpose of the state assistance. If the school board subsequently determines that state or local circumstances should cause any alteration to the specific expenditures from the debt financing or of the state assistance, the board shall first conduct a public hearing to consider those circumstances and to receive public testimony. If the board then determines that any such alterations are in the best interests of the district, it may adopt a new resolution or amend the original resolution at a public meeting held subsequent to the meeting at which public testimony was received.

[1996 c 48 § 1; 1990 c 33 § 478; 1984 c 186 § 11; 1970 ex.s. c 42 § 9; 1969 ex.s. c 223 § 28A.51.020. Prior: 1909 c 97 p 324 § 2; RRS § 4942; prior: 1897 c 118 § 118; 1890 p 46 § 2. Formerly RCW 28A.51.020, 28.51.020, 28.51.050, part.]

NOTES:

Purpose—1984 c 186: See note following RCW 39.46.110.

Severability—Effective date—1970 ex.s. c 42: See notes following RCW 39.36.015.

101

ELLENSBURG SCHOOL DISTRICT NO. 401
KITTITAS COUNTY, WASHINGTON

BONDS TO CONSTRUCT A NEW ELEMENTARY SCHOOL
AND EXPAND AND RENOVATE SCHOOLS

RESOLUTION NO. 06.10.18

A RESOLUTION of the Board of Directors of Ellensburg School District No. 401, Kittitas County, Washington, providing for the submission to the voters of the District at a special election to be held on November 6, 2018, in conjunction with the State General Election to be held on the same date, of a proposition authorizing the District to issue general obligation bonds in the principal amount of no more than \$59,500,000, for the purpose of paying costs of constructing a new elementary school and expanding and renovating Mount Stuart and Lincoln Elementary Schools, the principal of and interest on such bonds to be payable from annual excess property tax levies; designating the District's Executive Director of Business Services, and bond counsel to receive notice of the ballot title from the Auditor of Kittitas County, Washington; authorizing a request for a Certificate of Eligibility from the State Treasurer pursuant to chapter 39.98 RCW; designating the Secretary to the Board and/or the District's Executive Director of Business Services, as the District officials authorized to file with the State Treasurer, on behalf of the District, the request for a Certificate of Eligibility; and providing for other matters properly related thereto, all as more particularly set forth herein.

ADOPTED: JUNE 13, 2018

This document prepared by:

*FOSTER PEPPER PLLC
618 West Riverside Avenue, Suite 300
Spokane, Washington 99201
(509) 777-1602*

Mr. White
the D.

ELLENSBURG SCHOOL DISTRICT NO. 401
KITTITAS COUNTY, WASHINGTON

RESOLUTION NO. 06.10.18

A RESOLUTION of the Board of Directors of Ellensburg School District No. 401, Kittitas County, Washington, providing for the submission to the voters of the District at a special election to be held on November 6, 2018, in conjunction with the State General Election to be held on the same date, of a proposition authorizing the District to issue general obligation bonds in the principal amount of no more than \$59,500,000, for the purpose of paying costs of constructing a new elementary school and expanding and renovating Mount Stuart and Lincoln Elementary Schools, the principal of and interest on such bonds to be payable from annual excess property tax levies; designating the District's Executive Director of Business Services, and bond counsel to receive notice of the ballot title from the Auditor of Kittitas County, Washington; authorizing a request for a Certificate of Eligibility from the State Treasurer pursuant to chapter 39.98 RCW; designating the Secretary to the Board and/or the District's Executive Director of Business Services, as the District officials authorized to file with the State Treasurer, on behalf of the District, the request for a Certificate of Eligibility; and providing for other matters properly related thereto, all as more particularly set forth herein.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF ELLENSBURG SCHOOL DISTRICT NO. 401, KITTITAS COUNTY, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Ellensburg School District No. 401, Kittitas County, Washington (the "District"), takes note of the following facts and hereby makes the following findings and determinations:

(a) Overcrowding (including enrollment demands and State of Washington K-3 class size reduction and full day kindergarten initiatives), deteriorating and educationally outdated infrastructure and school facilities, student safety and security needs and the needs of our educational programs require the District to: construct a new elementary school; expand and renovate Mount Stuart Elementary (including constructing an addition for classrooms and renovating annex for special education); and expand and renovate Lincoln Elementary (including constructing additions for classrooms and gymnasium), all as more particularly defined and described in Section 2 herein (collectively, the "Projects").

(b) The District lacks sufficient money with which to pay costs of the Projects.

(c) To pay costs of the Projects, it is necessary and advisable that the District issue and sell unlimited tax general obligation bonds in the principal amount of no more than \$59,500,000 (the "Bonds"), or such lesser maximum amount as may be legally issued under the laws governing the limitation of indebtedness or required to carry out and accomplish the Projects.

(d) The District is authorized pursuant to Article VII, Section 2(b) of the Washington Constitution and laws of the State of Washington, including Revised Code of Washington ("RCW") 28A.530.010, RCW 28A.530.020, RCW 39.36.050 and RCW 84.52.056, to submit to

the District's voters at a special election, for their approval or rejection, the proposition of whether the District shall issue the Bonds to pay costs of the Projects and levy annual excess property taxes to pay and retire the Bonds.

(e) The best interests of the District's students and other inhabitants require the District to carry out and accomplish the Projects as hereinafter provided.

Section 2. Description of the Projects. The Projects to be paid for with proceeds of the Bonds, including interest earnings thereon ("Bond Proceeds"), are more particularly defined and described as follows:

(a) Construct a new elementary school, on a site owned by the District and located near the corner of Helena Avenue and Cora Street, all as deemed necessary and advisable by the Board.

(b) Expand and renovate Mount Stuart Elementary School, including, but not limited to: (1) constructing an addition for classrooms; (2) renovating the annex for special education programs and services; and (3) making other capital improvements, all as deemed necessary and advisable by the Board.

(c) Expand and renovate Lincoln Elementary School, including, but not limited to: (1) constructing additions for classrooms and gymnasium; (2) renovating the existing building; and (3) making other capital improvements, all as deemed necessary and advisable by the Board.

(d) Acquire, construct and install all necessary furniture, equipment, apparatus, accessories, fixtures and appurtenances in the foregoing, all as deemed necessary and advisable by the Board.

(e) Pay incidental costs incurred in connection with carrying out and accomplishing the Projects described above pursuant to RCW 39.46.070. Such incidental costs shall be deemed part of the Projects and shall include, but not be limited to: (1) costs related to the issuance, sale and delivery of the Bonds; (2) payments for fiscal and legal costs; (3) costs of obtaining ratings and bond insurance; (4) costs of printing, advertising, establishing and funding accounts; (5) payment of interest due on the Bonds for up to six months after completion of construction; (6) necessary and related engineering, architectural, planning, consulting, inspection, permitting and testing costs; (7) administrative and relocation costs; (8) site acquisition and improvement costs; (9) demolition costs; (10) costs related to demolition and/or deconstruction of existing school facilities to recycle, reclaim and repurpose such school facilities and/or building materials; (11) costs of on-site and off-site utilities and road improvements; and (12) costs of other similar activities or purposes, all as deemed necessary and advisable by the Board.

The Projects, or any portion or portions thereof, shall be acquired or made insofar as is practicable with available Bond Proceeds, together with any other money of the District legally available therefor, and in such order of time as shall be deemed necessary and advisable by the Board. Subject to Section 6 of this resolution, the Board shall allocate the Bond Proceeds, together with any other money of the District legally available therefor, between the various parts of the Projects so as to accomplish, as near as may be, all of the Projects. The Board shall determine the exact order, extent and specifications for the Projects. The Projects are to be more fully described in the plans and specifications to be filed with the District.

Section 3. Calling of Election. The Auditor of Kittitas County, Washington, as *ex officio* Supervisor of Elections (the "Auditor"), is requested to call and conduct a special election in the District, in the manner provided by law, to be held therein on November 6, 2018, in conjunction with the State General Election to be held on the same date, for the purpose of submitting to the District's voters, for their approval or rejection, the proposition of whether the District shall issue the Bonds to pay costs of the Projects and levy annual excess property taxes to pay and retire the Bonds.

If the proposition is approved by the requisite number of voters, the District will be authorized to issue, sell and deliver the Bonds in the manner described in this resolution, spend the Bond Proceeds to pay costs of the Projects, and levy annual excess property taxes to pay and retire the Bonds. The Bond Proceeds shall be used, either with or without additional money now available or hereafter available to the District, for capital purposes only, as permitted by law, which shall not include the replacement of equipment.

Section 4. Authorization to Issue the Bonds. The Bonds authorized may be issued as a single issue, as a part of a combined issue with other authorized bonds, or in more than one series, all as deemed necessary and advisable by the Board and as permitted by law. Further, the Bonds may be issued, as deemed necessary and advisable by the Board, as taxable bonds, tax-exempt bonds and/or any other type of bonds that are now or in the future may be authorized under applicable state and federal law.

Each series of the Bonds shall be issued as fully registered bonds; shall bear interest payable as permitted by law; shall mature within 21 years from the date of issuance of such series of the Bonds (but may mature at an earlier date or dates as fixed by the Board); shall be paid by annual property tax levies sufficient in amount to pay both principal and interest when due, which annual property tax levies shall be made in excess of regular property tax levies without limitation as to rate or amount but only in amounts sufficient to meet such payments of principal and interest as they come due; and shall be issued and sold in such manner, at such times and in such amounts as shall be required for the purpose for which each series of the Bonds are to be issued, all as deemed necessary and advisable by the Board and as permitted by law. The life of the Projects to be financed with the Bond Proceeds shall exceed the term of the respective series of Bonds that finance such Projects. The Board hereby authorizes and directs the Secretary to the Board (the "Secretary") and/or the District's Executive Director of Business Services (the "Executive Director") to determine for each series of Bonds whether such series should be sold by negotiated or competitive sale, and with respect to such series of Bonds that are to be sold by competitive sale, to: (a) specify a date and time of sale of such Bonds; (b) give notice of that sale; (c) determine any bid requirements and criteria for determining the award of the bid; (d) provide for the use of an electronic bidding mechanism if the Secretary deems electronic bidding to be beneficial to the District; and (e) specify other matters in his or her determination necessary, appropriate or desirable to carry out the sale of the Bonds. Notwithstanding the foregoing, the amount, date, denominations, interest rates, payment dates, final maturity, redemption rights, price, and other terms and conditions of the Bonds (or parameters with respect thereto) shall be hereafter fixed by one or more resolutions of the Board authorizing the issuance, sale and delivery of such series of Bonds, which resolutions may delegate to a District officer or employee the authority to fix any of the foregoing, all as deemed necessary and advisable by the Board and as permitted by law.

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Pending the issuance of any series of the Bonds, the District may issue short-term obligations pursuant to chapter 39.50 RCW to pay for any portion of the costs of the Projects. Such obligations may be paid or refunded with the Bond Proceeds.

If the District receives voter approval to issue the Bonds in the manner described in this resolution, the Board authorizes and directs the Secretary and/or the Executive Director to: (a) review and "deem final" (within the meaning of Rule 15c2-12 of the Securities and Exchange Commission), if necessary and upon such official's satisfaction, any preliminary official statement prepared in connection with the sale of each series of the Bonds by the District; (b) authorize the "deemed final" preliminary official statement to be distributed prior to the date any underwriter or purchaser bids for, purchases, offers or sells each series of the Bonds; and (c) acknowledge in writing any action taken pursuant to clauses (a) and (b) of this paragraph.

Section 5. Intent to Reimburse. The Board declares that to the extent, prior to the date the Bonds, or other bonds or obligations (which includes the Bonds, or other bonds or obligations, issued as tax-exempt bonds) are issued to pay costs of the Projects, the District makes capital expenditures for the Projects from money that is not (and is not reasonably expected to be) reserved, allocated on a long-term basis or otherwise set aside by the District under its existing and reasonably foreseeable budgetary and financial circumstances to pay costs of the Projects, those capital expenditures are intended to be reimbursed out of the Bond Proceeds, or proceeds of other bonds or obligations, issued in an amount not to exceed the principal amount of the Bonds provided by this resolution.

Section 6. Sufficiency of Bond Proceeds. If Bond Proceeds are more than sufficient to carry out and accomplish the Projects (the "Excess Bond Proceeds"), the District shall use the Excess Bond Proceeds to retire and/or defease a portion of the Bonds or other outstanding bonds of the District, all as determined by the Board. In the event that the Bond Proceeds, together with any other money of the District legally available therefor, are insufficient to carry out and accomplish all of the Projects, the District shall use the Bond Proceeds and other available money for paying the cost of that portion of the Projects that is deemed by the Board most necessary and in the best interest of the District.

Section 7. Use of State Financing Assistance. It is anticipated that the District may receive money from the State of Washington as state financing assistance under chapter 28A.525 RCW with respect to the Projects (the "State Financing Assistance"). The State Financing Assistance shall be used, when and in such amounts as it may become available, to carry out and accomplish the Projects. If the State Financing Assistance is more than sufficient to carry out and accomplish the Projects (the "Excess State Financing Assistance"), the District shall use the Excess State Financing Assistance to retire and/or defease a portion of the Bonds or other outstanding bonds of the District, all as determined by the Board.

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Section 8. Form of Ballot Title. Pursuant to RCW 29A.36.071, the Kittitas County Prosecuting Attorney is requested to prepare the concise description of the aforesaid proposition for the ballot title in substantially the following form:

PROPOSITION 1

ELLENSBURG SCHOOL DISTRICT NO. 401

BONDS TO CONSTRUCT A NEW ELEMENTARY SCHOOL AND EXPAND AND RENOVATE SCHOOLS

The Board of Directors of Ellensburg School District No. 401 adopted Resolution No. 06.10.18, concerning a proposition to relieve overcrowding and improve educational opportunities. This proposition would authorize the District to: construct a new elementary school; expand and renovate Mount Stuart Elementary (including constructing an addition for classrooms and renovating the annex for special education); expand and renovate Lincoln Elementary (including constructing additions for classrooms and gymnasium); issue no more than \$59,500,000 of general obligation bonds maturing within 21 years; and levy annual excess property taxes to repay the bonds, all as provided in Resolution No. 06.10.18. Should this proposition be:

Approved.....
Rejected.....

Section 9. Authorization to Deliver Resolution to Auditor and Perform Other Necessary Duties. The Secretary or the Secretary's designee is directed to: (a) present a certified copy of this resolution to the Auditor no later than August 7, 2018; and (b) perform such other duties as are necessary or required by law to submit to the District's voters at the aforesaid special election, for their approval or rejection, the proposition of whether the District shall issue the Bonds to pay costs of the Projects and levy annual excess property taxes to pay and retire the Bonds.

Section 10. Notices Relating to Ballot Title. For purposes of receiving notice of the exact language of the ballot title required by RCW 29A.36.080, the Board hereby designates (a) the Executive Director (Brian Aiken), telephone: 509.925.8014; fax: 509.925.8025; email: brian.aiken@esd401.org; and (b) bond counsel, Foster Pepper PLLC (Jim McNeill), telephone: 509.777.1602; fax 800.533.2284; email: jim.mcneill@foster.com, as the individuals to whom the Auditor shall provide such notice. The Secretary is authorized to approve changes to the ballot title, if any, deemed necessary by the Auditor or the Kittitas County Prosecuting Attorney.

Section 11. Authorization to Request Participation in Washington State School District Credit Enhancement Program Authorized. The Board hereby finds and determines that, if the District receives voter approval to issue the Bonds in the manner described in this resolution, it will be in the best interests of the District's taxpayers to request the State of Washington's guaranty for payment of the Bonds under chapter 39.98 RCW, the Washington State School District Credit Enhancement Program. Accordingly, the Board hereby requests the State Treasurer to issue a

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Certificate of Eligibility to the District pledging the full faith, credit and taxing power of the State of Washington to guarantee the payment, when due, of the principal of and interest on the Bonds pursuant to chapter 39.98 RCW and the rules promulgated thereunder by the State Finance Committee. The Board designates the Secretary and/or the Executive Director as the District officials authorized to file with the State Treasurer, on behalf of the District, the request for a Certificate of Eligibility.

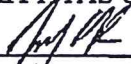
Section 12. General Authorization and Ratification. The Secretary, the Executive Director, the President of the Board, other appropriate officers of the District and bond counsel, Foster Pepper PLLC, are severally authorized and directed to take such actions and to execute such documents as in their judgment may be necessary or desirable to effectuate the provisions of this resolution. All actions taken prior to the effective date of this resolution in furtherance of and not inconsistent with the provisions of this resolution are hereby ratified and confirmed in all respects.

Section 13. Severability. If any provision of this resolution shall be declared by any court of competent jurisdiction to be invalid, then such provision shall be null and void and shall be separable from the remaining provisions of this resolution and shall in no way affect the validity of the other provisions of this resolution, of the Bonds or of the levy or collection of the taxes pledged to pay and retire the Bonds.

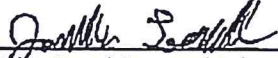
Section 14. Effective Date. This resolution shall become effective immediately upon its adoption.

ADOPTED by the Board of Directors of Ellensburg School District No. 401, Kittitas County, Washington, at a regular open public meeting thereof, held this 13th day of June, 2018, the following Directors being present and voting in favor of the resolution.


ELLENSBURG SCHOOL DISTRICT NO. 401
KITTTITAS COUNTY, WASHINGTON



President and Director



Vice President and Director



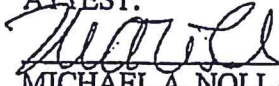
Director



Director



Director

ATTEST:


MICHAEL A. NOLLAN
Secretary to the Board of Directors

CERTIFICATE

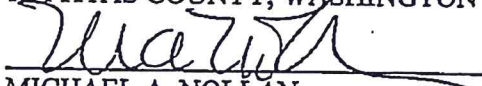
I, MICHAEL A. NOLLAN, Secretary to the Board of Directors of Ellensburg School District No. 401, Kittitas County, Washington (the "District"), hereby certify as follows:

1. The foregoing Resolution No. 06.10.18 (the "Resolution") is a full, true and correct copy of the Resolution duly adopted at a regular meeting of the Board of Directors of the District (the "Board") held at the regular meeting place thereof on June 13, 2018, as that Resolution appears on the minute book of the District, and the Resolution is now in full force and effect; and

2. A quorum of the members of the Board was present throughout the meeting and a sufficient number of members of the Board present voted in the proper manner for the adoption of the Resolution.

IN WITNESS WHEREOF, I have hereunto set my hand this 13th day of June, 2018.

ELLENSBURG SCHOOL DISTRICT NO. 401
KITTITAS COUNTY, WASHINGTON


MICHAEL A. NOLLAN
Secretary to the Board of Directors

ELLENSBURG SCHOOL DISTRICT NO. 401
KITTITAS COUNTY, WASHINGTON

RESOLUTION NO. 07.03.19

A RESOLUTION of the Board of Directors of Ellensburg School District No. 401, Kittitas County, Washington, finding, declaring and directing that certain state and local circumstances should cause alterations to the specific expenditures from the District's general obligation bonds and State of Washington financing assistance originally authorized in Resolution No. 06.10.18; and providing for related matters.

ADOPTED: MARCH 13, 2019

This document prepared by:

*FOSTER PEPPER PLLC
618 West Riverside Avenue, Suite 300
Spokane, Washington 99201
(509) 777-1602*

ELLENSBURG SCHOOL DISTRICT NO. 401
KITTITAS COUNTY, WASHINGTON

RESOLUTION NO. 07.03.19

A RESOLUTION of the Board of Directors of Ellensburg School District No. 401, Kittitas County, Washington, finding, declaring and directing that certain state and local circumstances should cause alterations to the specific expenditures from the District's general obligation bonds and State of Washington financing assistance originally authorized in Resolution No. 06.10.18; and providing for related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF ELLENSBURG SCHOOL DISTRICT NO. 401, KITTITAS COUNTY, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Ellensburg School District No. 401, Kittitas County, Washington (the "District") takes note of the following facts and makes the following findings and determinations:

(a) On June 13, 2018, the Board adopted Resolution No. 06.10.18, providing for the submission to the District's voters at a special election held in conjunction with the State General Election on November 6, 2018 (the "2018 Election"), of a ballot proposition authorizing the District to issue its general obligation bonds in the principal amount of no more than \$59,500,000 (the "Bonds") to pay costs to "construct a new elementary school; *expand and renovate Mount Stuart Elementary (including constructing an addition for classrooms and renovating the annex for special education)*; expand and renovate Lincoln Elementary (including constructing additions for classrooms and gymnasium)" (emphasis added) (collectively referred to herein as the "Projects").

(b) Resolution No. 06.10.18, which was incorporated by reference in the ballot proposition, further defined the Projects in Section 2(b) as "Expand and renovate Mount Stuart Elementary School, including, but not limited to: (1) constructing an addition for classrooms; (2) renovating the annex for special education programs and services; and (3) making other capital improvements, all as deemed necessary and advisable by the Board."

(c) At the 2018 Election, the District's voters approved the Bonds (the "Bond Authorization"). Pursuant to the Bond Authorization, the District issued the first series of the Bonds on February 26, 2019, utilizing \$50,000,000 of the Bond Authorization (the "First Series of Bonds"), leaving \$9,500,000 of the Bond Authorization unissued (the "Remaining Bonds"). The proceeds of the First Series of Bonds and the Remaining Bonds, including interest earnings thereon and any original issue premium deposited into the District's Capital Projects Fund, are collectively referred to as the "Bond Proceeds."

(d) Section 7 of Resolution No. 06.10.18 provides that the District may receive money from the State of Washington as state financing assistance under chapter 28A.525 RCW with respect to the Projects (the "State Financing Assistance"). The State Financing Assistance must be used, when and in such amounts as it may become available, to carry out and accomplish the Projects.

(e) RCW 28A.530.020(2) provides that “[i]f the school board subsequently determines that state or local circumstances should cause any alteration to the specific expenditures from the debt financing or of the state assistance, the Board shall first conduct a public hearing to consider those circumstances and to receive public testimony. If the board then determines that any such alterations are in the best interests of the district, it may adopt a new resolution or amend the original resolution at a public meeting held subsequent to the meeting at which public testimony was received.”

(f) Based on review and analysis, District consultants presented information and recommendations to the Board on January 23 and February 13, 2019, as to whether state and local circumstances should cause alterations to the specific expenditures from Bond Proceeds and State Financing Assistance, which materials are on file with the District and incorporated by this reference (the “Recommendation”).

(g) As detailed in the Recommendation, since the adoption of Resolution No. 06.10.18 and the 2018 Election, the following state and local circumstances have occurred related to the specific expenditures from Bond Proceeds and State Financing Assistance (collectively, the “State and Local Circumstances”):

(i) District consultants have identified a variety of advantages to flexibility of project delivery and schedule (design/construct/occupy) and programmatic opportunities related to constructing a new replacement Mount Stuart Elementary School in lieu of expansion and renovation.

(ii) Construction market conditions indicate the District will achieve a substantial cost savings under the accelerated project delivery schedule related to constructing a new replacement Mount Stuart Elementary School in lieu of expansion and renovation.

(iii) Existing site and off-site improvement costs related to the expansion and renovation of Mount Stuart Elementary School have increased more than anticipated, resulting in a lower overall cost to construct a new replacement Mount Stuart Elementary School in comparison to expansion and renovation.

(h) In view of the foregoing and after research and analysis, the Recommendation proposed, after satisfaction of the public hearing requirements contained in RCW 28A.530.020, that the District:

(i) *Alter* the specific expenditures from Bond Proceeds and State Financing Assistance, all as originally authorized by Resolution No. 06.10.18, to permit the District to use Bond Proceeds and State Financing Assistance to pay costs to construct a new replacement Mount Stuart Elementary School, on or near its existing site, in lieu of expansion and renovation (the “Alteration”).

(ii) *Amend* Resolution No. 06.10.18 to reflect the Alteration; provided that, the District may still use the Bond Proceeds and State Financing Assistance as originally authorized by Resolution No. 06.10.18.

(i) Pursuant to RCW 28A.530.020(2), the Board determined by Resolution No. 05.02.19, adopted by the Board on February 13, 2019, to: (i) after providing adequate public notice, conduct a public hearing on February 27, 2019 (the "Public Hearing") to consider whether the State and Local Circumstances should cause the District to carry out the Alteration; and (ii) take under advisement any such testimony concerning whether the Board should, at a future public meeting of the Board, adopt a new resolution or amend Resolution No. 06.10.18 to approve and order the Alteration, in such manner as shall be found appropriate, taking into account the State and Local Circumstances and any public testimony presented at the public hearing.

(j) Notice of the Public Hearing was given by advance publication in *The Daily Record*, a newspaper of general circulation within the District.

(k) The Public Hearing was held on February 27, 2019, wherein the District's Executive Director of Business Services (i) described the State and Local Circumstances and the Alteration and (ii) introduced into the record the Recommendation and certain exhibits. Further, the public was given the opportunity to speak, and all who wished to speak were heard.

(l) In addition to the Recommendation, the exhibits and other evidence received at the Public Hearing, the Board has also considered the following objectives with respect to the Alteration: (i) addressing urgent and necessary improvements to school facilities; (ii) improving the quality of the educational programs offered by the District; (iii) achieving efficiency in the construction, maintenance and operation of District facilities; (iv) promoting the best interest of the District, its students and the community; and (v) such other criteria as the Board may determine appropriate.

Section 2. Alteration Approved and Ordered. After due consideration, and being fully informed and advised, the Board finds and declares that it is in the best interest of the District, its students and the community, that the specific expenditures from the Bond Proceeds and State Financing Assistance originally authorized by Resolution No. 06.10.18 should be and they are hereby altered to permit the District to use the Bond Proceeds and State Financing Assistance to carry out and accomplish the Alteration as defined herein.

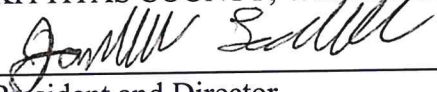
It is hereby ORDERED that Resolution No. 06.10.18 is amended to incorporate the Alteration into the Projects. Except as so amended, Resolution No. 06.10.18 shall remain in full force and effect, and the District may still use the Bond Proceeds and State Financing Assistance as originally authorized by Resolution No. 06.10.18.

Section 3. General Authorization and Ratification. The Secretary to the Board, the President of the Board, the District's Executive Director of Business Services, other appropriate officers of the District and the District's special counsel, Foster Pepper PLLC, are severally authorized and directed to take such actions and to execute such documents as in their judgment may be necessary or desirable to effectuate the provisions of this resolution. All actions taken prior to the effective date of this resolution in furtherance of and not inconsistent with the provisions of this resolution are ratified and confirmed in all respects.

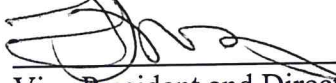
Section 4. Effective Date. This resolution takes effect from and after its adoption.

ADOPTED by the Board of Directors of Ellensburg School District No. 401, Kittitas County, Washington, at a regular open public meeting held this 13th day of March, 2019, the following Directors being present and voting in favor of the resolution.

ELLENSBURG SCHOOL DISTRICT NO. 401
KITTITAS COUNTY, WASHINGTON




President and Director



Vice President and Director




Director



Director

Director

ATTEST:



JINGER HABERER
Secretary to the Board of Directors

CERTIFICATION

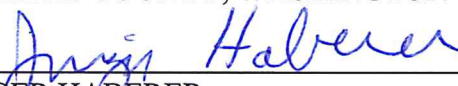
I, JINGER HABERER, Secretary to the Board of Directors (the "Board") of Ellensburg School District No. 401, Kittitas County, Washington (the "District"), hereby certify as follows:

1. The foregoing Resolution No. 07.03.19 (the "Resolution") is a full, true and correct copy of the Resolution duly adopted at a regular meeting of the Board held at its regular meeting place on March 13, 2019, as that Resolution appears on the minute book of the District, and the Resolution is now in full force and effect.

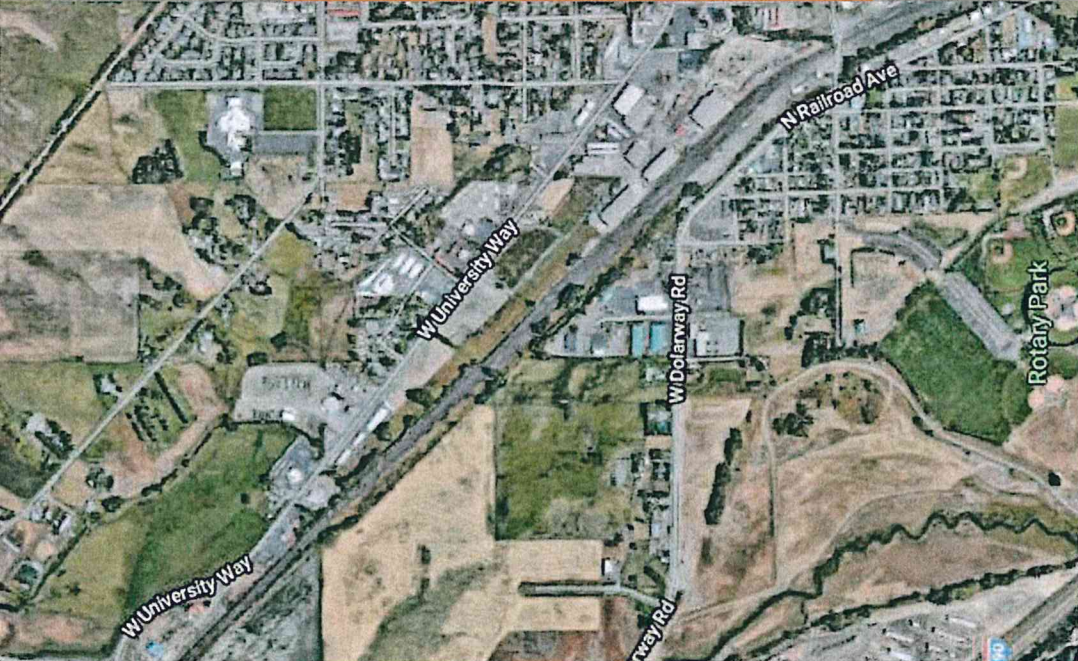
2. A quorum of the members of the Board was present throughout the meeting and a sufficient number of members of the Board present voted in the proper manner for the adoption of the Resolution.

IN WITNESS WHEREOF, I have hereunto set my hand this 13th day of March, 2019.

ELLENSBURG SCHOOL DISTRICT NO. 401
KITTITAS COUNTY, WASHINGTON



JINGER HABERER
Secretary to the Board of Director



Ellensburg School District

School Board Meeting

September 5, 2019



VE STUDY



Mt. Stuart Elementary Replacement New Elementary School Value Engineering Workshop Report

Ellensburg School District
Ellensburg, WA



Mt. Stuart Elementary Replacement (rendering by Integrus Architecture)

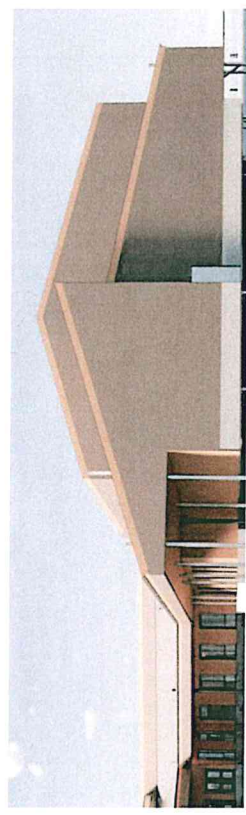
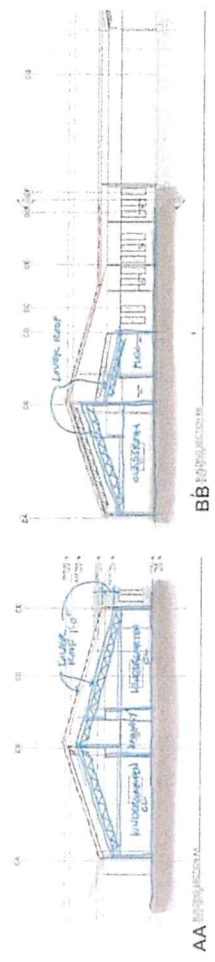
VE STUDY

PROPOSED VE ITEMS

- Classroom Clerestories
- Classroom Window arrangement
- Building Height Reduction
- Gym & Commons Organization
- Site Development Cost Reduction













Concept Section Lowering the Building by 1 Foot

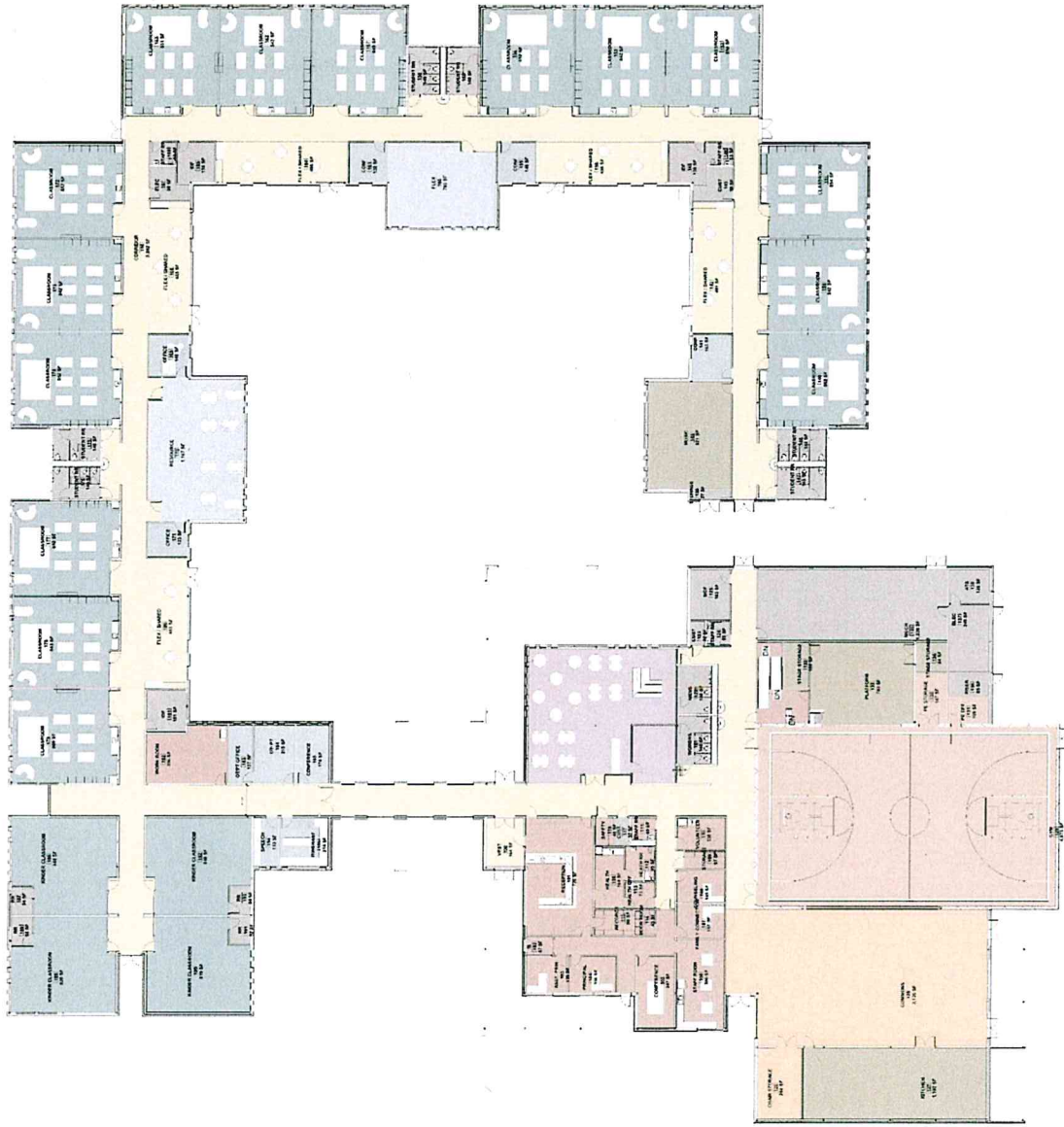


New Elementary

Plan

DEPARTMENT LEGEND











-  General Classrooms
-  Classroom Support
-  Special Use Classrooms
-  Performing Arts
-  Administration
-  Library
-  Phys Ed
-  Commons
-  Kitchen/Support
-  Circulation

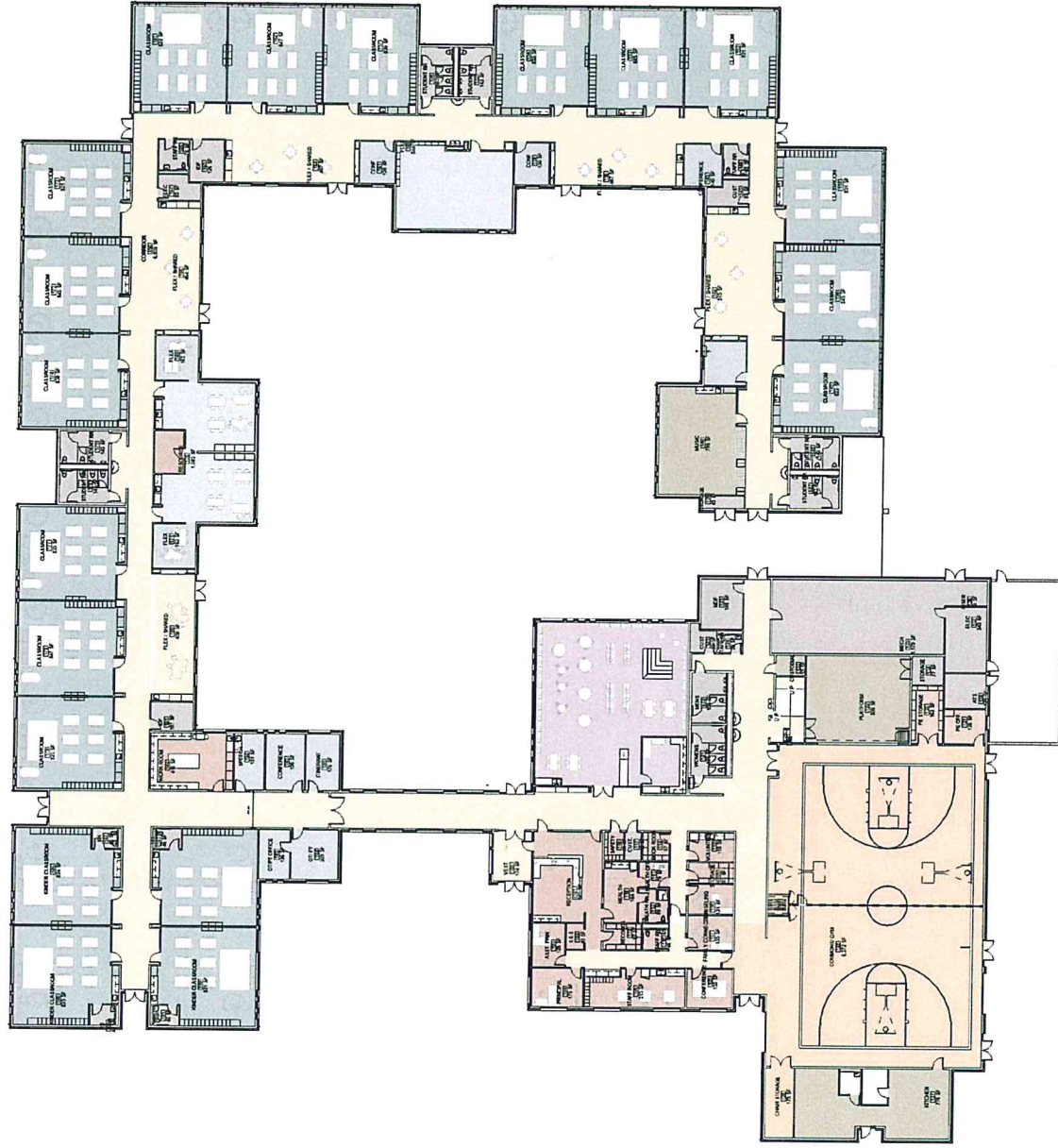


New Elementary

Plan

DEPARTMENT LEGEND

-  General Classrooms
-  Classroom Support
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-  Library
-  Phys Ed
-  Commons
-  Kitchen/Support
-  Circulation



Mount Stuart

Plan

DEPARTMENT LEGEND

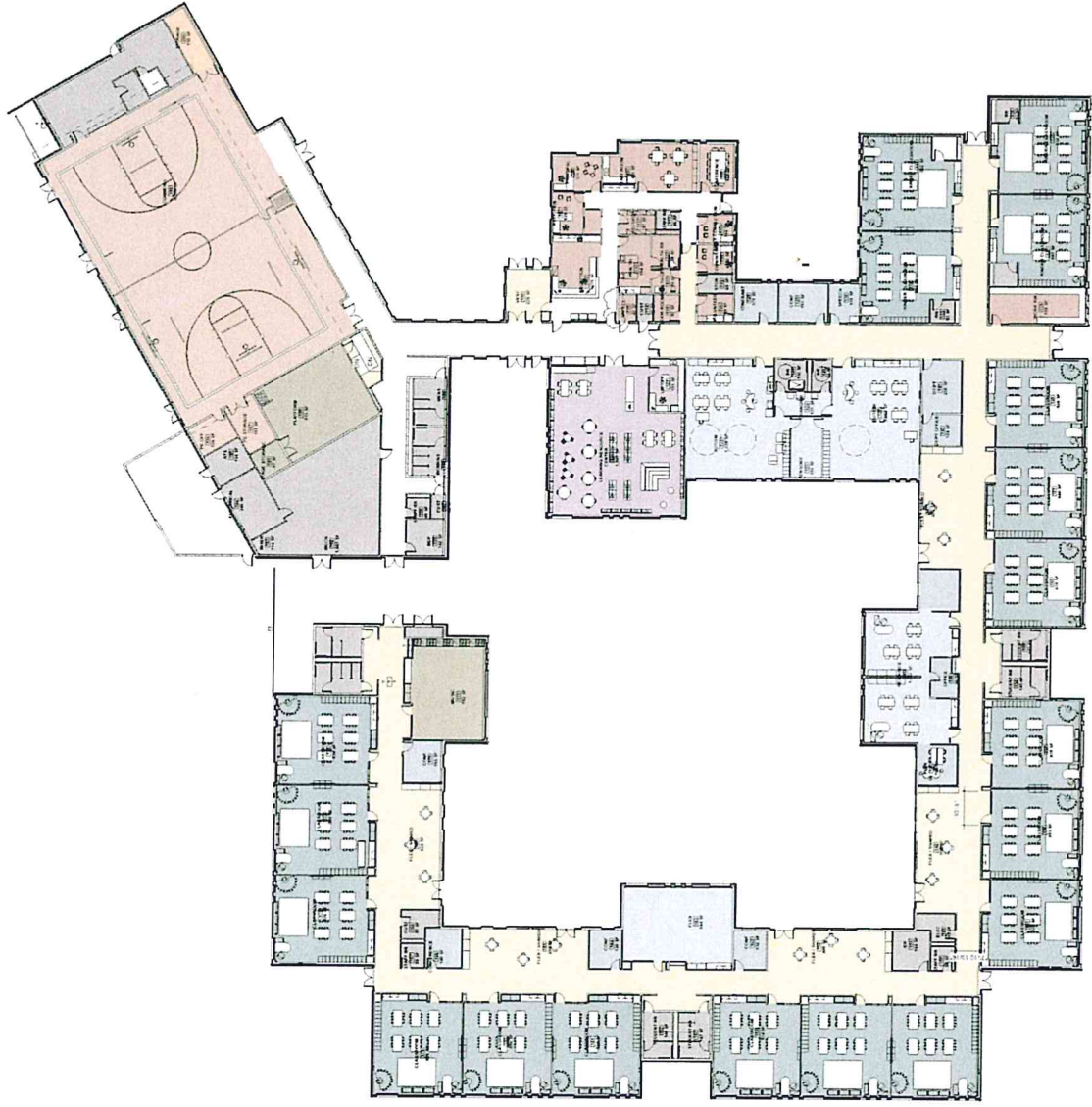
- General Classrooms
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- Kitchen/Support
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Mount Stuart

DEPARTMENT LEGEND

- General Classrooms
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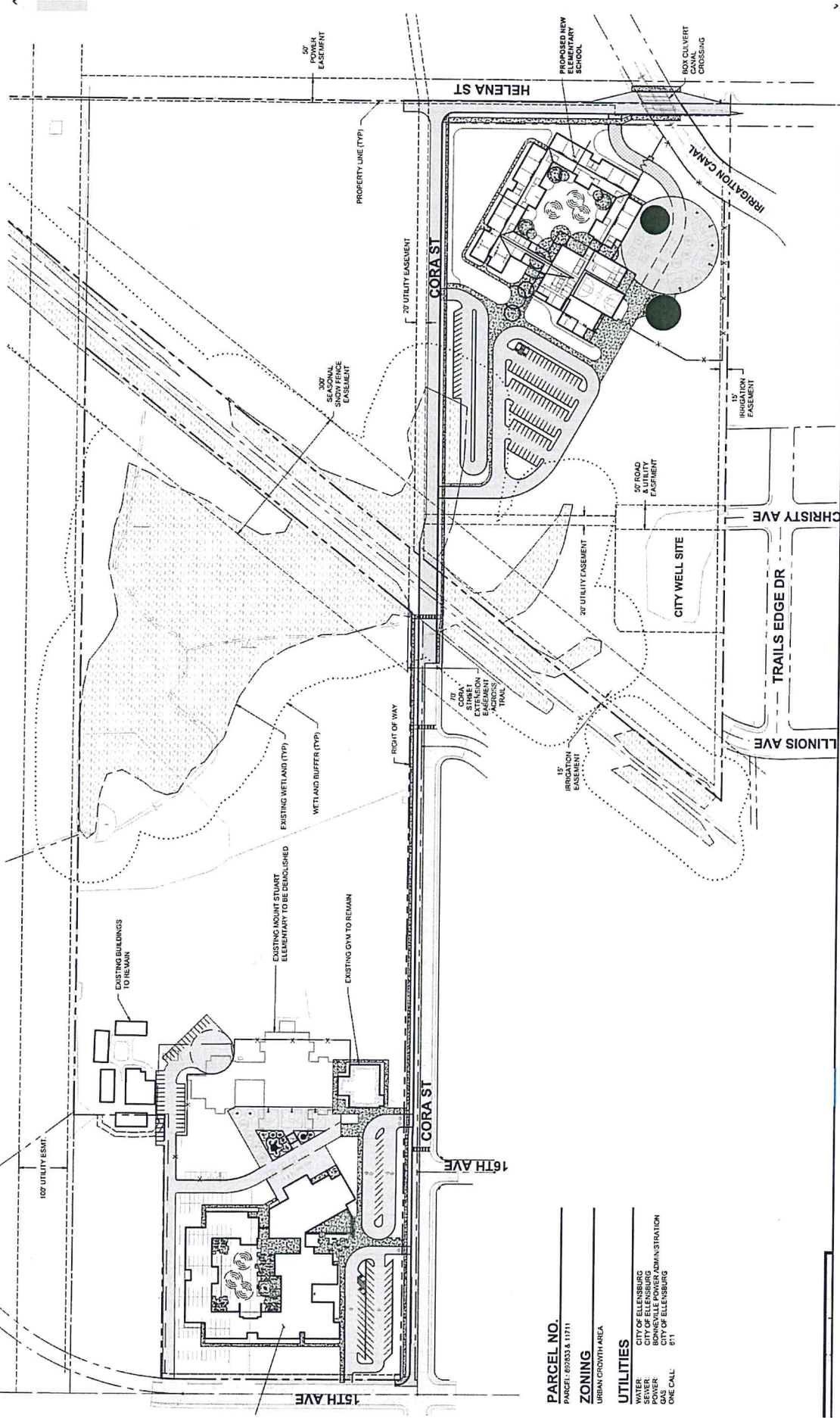


Program Summary

<Arch_ROOM AREA PROGRAMMING DIFFERENTIAL SCHEDULE_PG1>

A	B	C	D	E	F	G	H	I	J	K
ROOM NO	ROOM NAME	PROGRAM AREA	ACTUAL AREA	DIFFERENCE	PERCENTAGE	UNDER 10%	UNDER 5%	WITHIN 5%	OVER 5%	OVER 10%
100	VEST		154 SF			No	No	Yes	Yes	No
101	RECEPTION	500 SF	725 SF	-125 SF	137.50%	No	No	Yes	Yes	Yes
102	IS		47 SF			No	No	Yes	Yes	No
103	ASST. PRIN	150 SF	139 SF	11 SF	72.73%	No	Yes	Yes	No	No
104	PRINCIPAL	160 SF	156 SF	4 SF	66.25%	No	Yes	Yes	No	No
105	CONFERENCE	240 SF	247 SF	-7 SF	103.68%	No	No	Yes	No	No
106	STAFF ROOM	50 SF	365 SF	-365 SF	233.33%	No	No	Yes	Yes	Yes
107	FAMILY CONNECTION	150 SF	157 SF	-7 SF	104.67%	No	No	Yes	No	No
108	COUNSELING	150 SF	145 SF	5 SF	96.33%	No	No	Yes	No	No
109	STORAGE		67 SF			No	No	Yes	Yes	No
110	VOLUNTEER	150 SF	138 SF	12 SF	91.60%	No	Yes	Yes	No	No
111	STAFF RR	50 SF	49 SF	1 SF	98.00%	No	Yes	Yes	No	No
112	HEATH RR	80 SF	55 SF	25 SF	68.75%	No	Yes	Yes	No	No
113	HEALTH OFF		73 SF			No	No	Yes	Yes	Yes
114	BOOK ROOM		45 SF			No	No	Yes	Yes	Yes
115	RECORDS	100 SF	90 SF	10 SF	90.00%	No	Yes	Yes	No	No
116	HEALTH	200 SF	164 SF	36 SF	82.00%	No	Yes	Yes	No	No
117	CUST		37 SF			No	Yes	Yes	No	No
118	SAFETY	50 SF	45 SF	5 SF	90.00%	No	Yes	Yes	No	No
119	LIB OFF	240 SF	231 SF	9 SF	96.43%	No	Yes	Yes	No	No
120	LEARNING RESOURCE CENTER	1,650 SF	1,552 SF	98 SF	93.76%	No	Yes	Yes	No	No
121	WOMENS	300 SF	145 SF	155 SF	48.33%	No	Yes	Yes	No	No
122	MENS		145 SF			No	Yes	Yes	No	No
123	CUST		33 SF			No	No	Yes	Yes	No
124	STAFF RR		52 SF			No	No	Yes	Yes	No
125	MDF	180 SF	183 SF	-3 SF	101.66%	No	No	Yes	No	No
126	CH-GR STORAGE		284 SF			No	No	Yes	No	No
127	KITCHEN	1,000 SF	1,152 SF	-152 SF	115.20%	No	No	Yes	Yes	Yes
128	COMMONS	3,000 SF	3,135 SF	-135 SF	104.50%	No	No	Yes	Yes	Yes
129	GYM	4,200 SF	4,973 SF	-773 SF	118.40%	No	No	Yes	Yes	Yes
130	PE STORAGE	250 SF	147 SF	103 SF	58.80%	No	Yes	Yes	No	No
131	PE OFF		100 SF			No	Yes	Yes	No	No
132	PLATFORM		783 SF			No	No	Yes	Yes	No
133	STAGE STORAGE		105 SF			No	No	Yes	Yes	No
134	STAGE STORAGE	1,000 SF	84 SF	916 SF	8.40%	No	Yes	Yes	No	No
135	MECH	240 SF	1,222 SF	-982 SF	55.00%	No	No	Yes	Yes	Yes
136	RISER		95 SF			No	No	Yes	Yes	No
137	ELEC	245 SF	245 SF	0 SF	100.00%	No	No	Yes	Yes	No
138	ATIS		126 SF			No	No	Yes	Yes	No
139	STORAGE		27 SF			No	No	Yes	Yes	No
140	MUSIC	850 SF	671 SF	179 SF	79.06%	No	No	Yes	No	No
141	CONF	150 SF	153 SF	-3 SF	102.00%	No	No	Yes	Yes	No
142	FLEXI/SHARED	450 SF	451 SF	-1 SF	100.22%	No	No	Yes	Yes	No

SITE DEVELOPMENT CHALLENGES



PARCEL NO.
PARCEL: 82923 & 11711

ZONING
URBAN GROWTH AREA

UTILITIES
WATER: CITY OF ELLENBURG
SEWER: BONNEVILLE REGIONAL ADMINISTRATION
POWER: CITY OF ELLENBURG
GAS: CITY OF ELLENBURG
ONE CALL: 811

VE SITE PROPOSAL

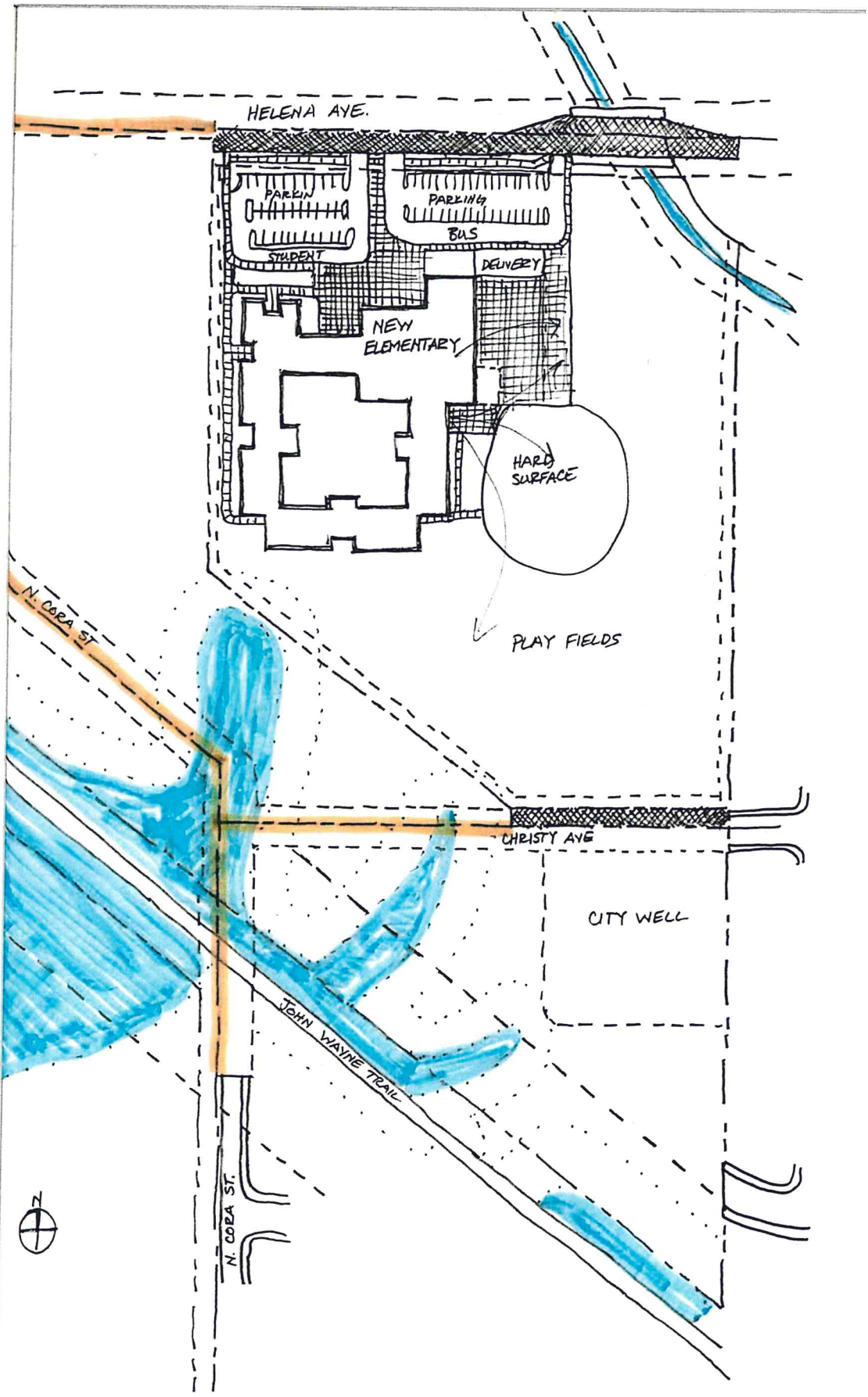
Concept Layout of both Schools on the Mt. Stuart Site



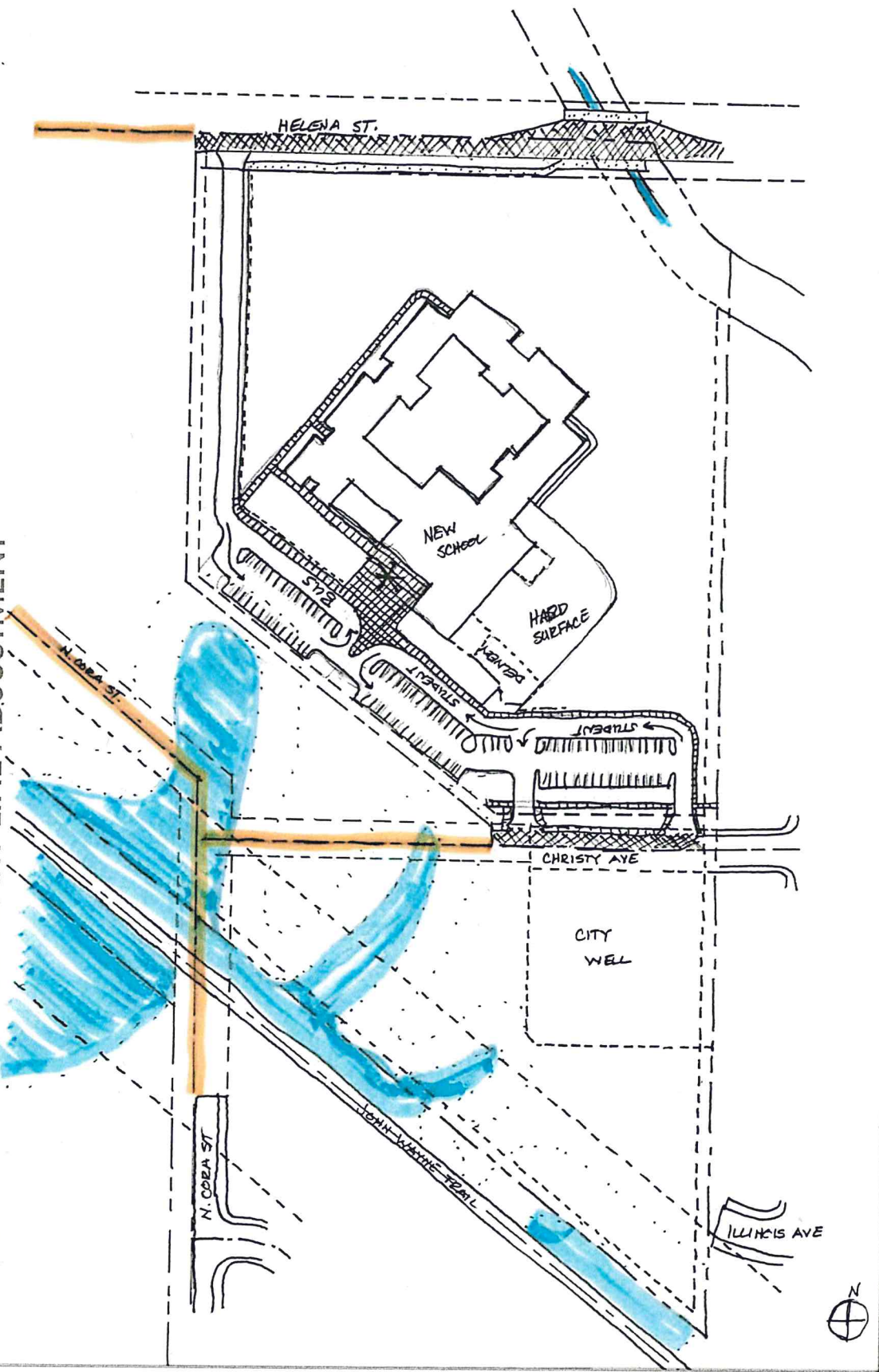
NEW ELEMENTARY - BOUNDARY LINE ADJUSTMENT



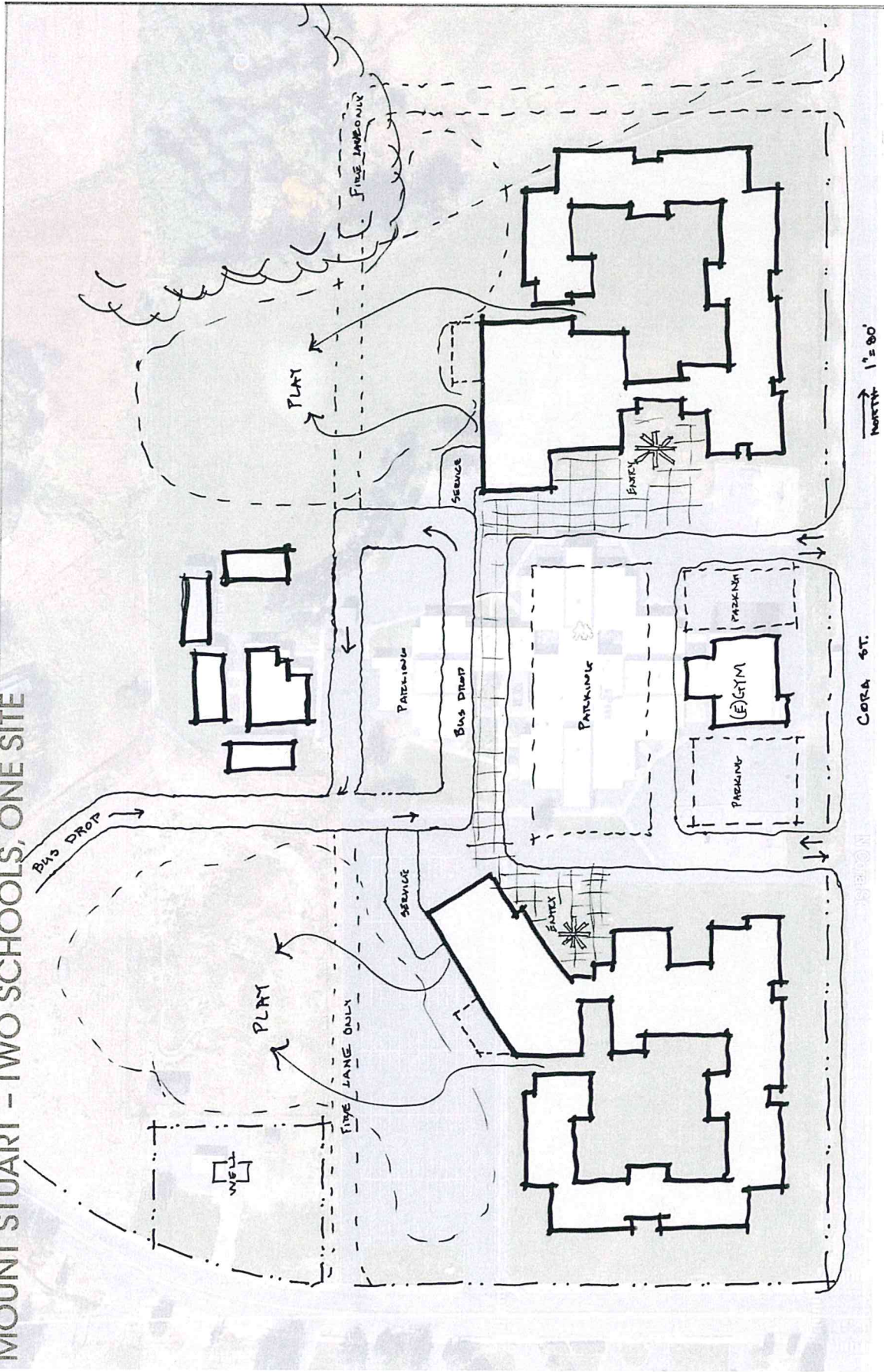
NEW ELEMENTARY - BOUNDARY LINE ADJUSTMENT



NEW ELEMENTARY - BOUNDARY LINE ADJUSTMENT



MOUNT STUART - TWO SCHOOLS, ONE SITE



MOUNT STUART - TWO SCHOOLS



MOUNT STUART - TWO SCHOOLS



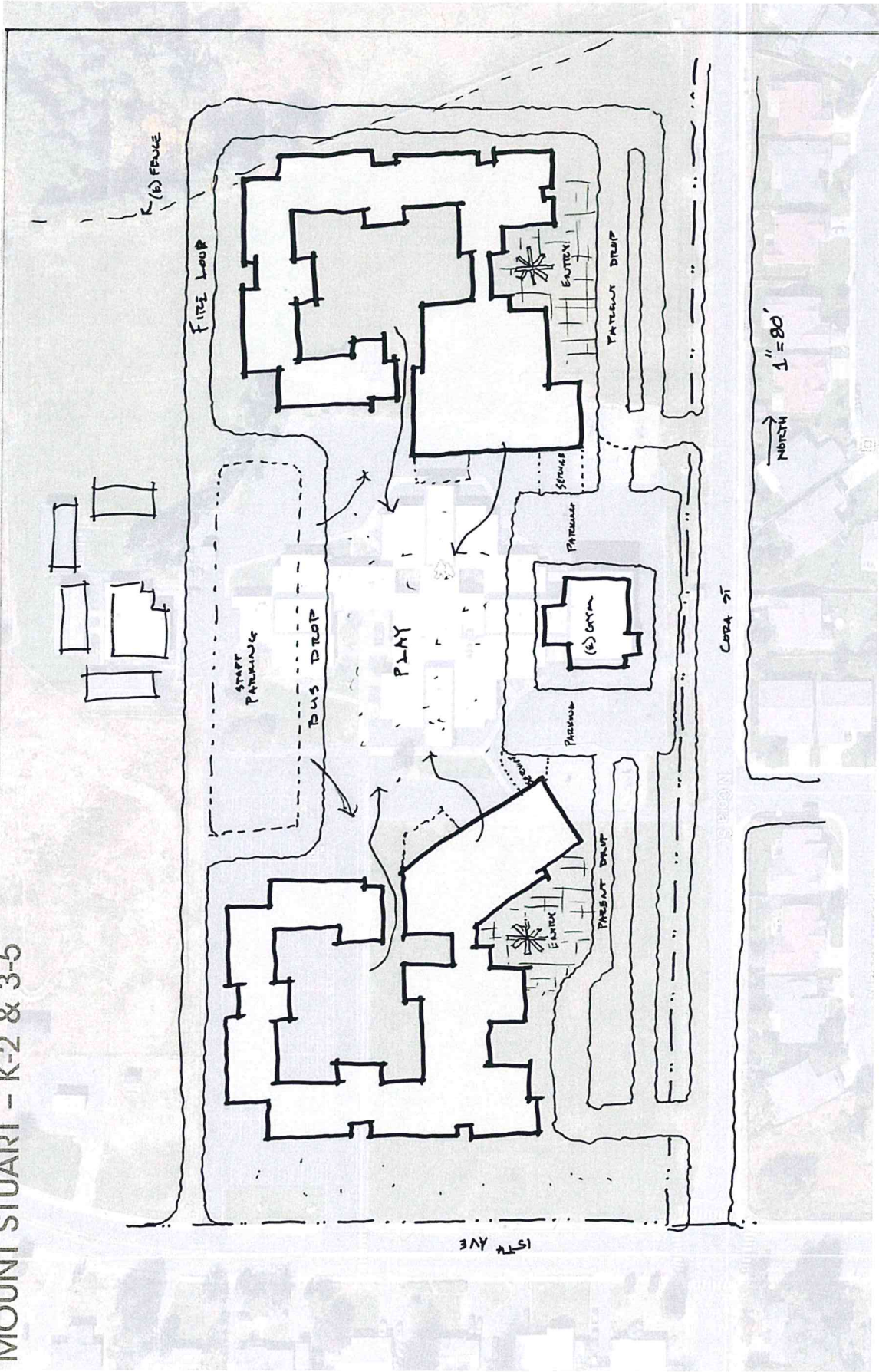
MOUNT STUART - TWO SCHOOLS



MOUNT STUART - TWO SCHOOLS



MOUNT STUART - K-2 & 3-5



MOUNT STUART - K-2 & 3-5



MOUNT STUART - K-2 & 3-5



MOUNT STUART - K-2 & 3-5



MOUNT STUART - K-2 & 3-5





Project Budget Status - 50% Design Development Phase

Mt. Stuart Elementary

Budget (MACC)	\$16,346,589
<u>50% DD Estimate</u>	<u>\$19,806,504</u>
Under/(Over) Budget	(\$3,459,915)

New Elementary

Budget (MACC)	\$16,646,282
<u>50% DD Estimate</u>	<u>\$19,484,622</u>
Under/(Over) Budget	(\$2,838,340)

Total Budget (MACC)	\$32,992,871
<u>50% DD Estimate</u>	<u>\$39,291,126</u>
Under/(Over) Budget	(\$6,298,255)

Value Engineering Options + Bldg Optimization	\$2,797,378
Under/(Over) Budget	(\$3,500,877)

Developing Both School on Mt. Stuart Site – Cost Savings

New Elementary Off-Site Improvements	\$1,960,000
Wetlands Mitigation	\$400,000
Earthwork/Utility & Site Efficiencies	\$150,000 - \$300,000
<u>Add'l Alternative Foundation Support</u>	<u>(\$400,000)</u>
Total Potential Savings	\$2,210,000
Under/(Over) Budget after Savings	(\$1,290,877)

DECISION PAPER

August 30, 2019

1. Purpose: Consideration to approve the design concept of placing the two new elementary schools on the Mt Stuart property. One school will be constructed south of existing Mt Stuart, and one school will be constructed to the north of existing Mt Stuart. Shared parking, or shared playfields would occupy the space where existing Mt Stuart resides.
2. References:
 - a. Ellensburg School District 2018 Bond Program.
 - b. Conceptual sketches by Integrus Architecture
 - c. 50% DD Reconciled estimates
 - d. Value Engineering Workshop report
3. Facts:
 - a. Dept. of Ecology determined the wetland classification was higher than originally anticipated. This increased the size of the wetlands, and the buffer around the wetlands.
 - b. A pre-development meeting was held with the city of Ellensburg, and the comments received from the various departments increased the amount of work that was anticipated during pre-bond planning. This included additional street development and improvements off site, water line, sewer, gas, electrical distribution, and fiber optic.
 - c. The geotechnical consultant dug many test pits and wells with monitors on the site north of the P to C trail. After many months of monitoring ground water, it was found that water was at, or just below surface. This would increase the work required in regards to soils and excavation.
 - d. The soils condition north of Mt Stuart are more suitable to build on than the soils north of the trail
 - e. The additional costs associated with the new school site to the north of the trail have been developing during the design process. The increased cost and scope were not known at the time of bond planning, and therefore were not costs included in bond estimate.
4. Discussion:
 - a. The combined 50% DD estimates put the project(s) approx. \$6million over budget.
 - b. At 50%DD, both schools were over the desired square footage.
 - c. Additional site costs and utility costs are adding approx. \$4million to the budget
 - d. Moving the schools to one site will reduce costs significantly.



- e. The schools are now both under the desired square footage which reduced costs.
 - f. Many items in the value engineering report are now incorporated into the design which is helping reduce costs. None of the VE items impact program space.
 - g. Placing both schools on one site reduces costs to within 5% over budget. This is an acceptable range at the DD phase. Integrus, Garco, and OAC will continue to find efficiencies to get both schools within budget.
5. Recommendation: The Ellensburg School District authorizes proceeding with design of the two new schools on the existing Mt Stuart site.

Enclosures

DAILY RECORD/KITTITAS PUB
C/O IDAHO STATE JOURNAL RECEIV

PO BOX 1570
POCATELLO ID 83204
(509) 925-1414

Fax(509) 925-5696

Advertising Memo Bill

09/2019		ELLENSBURG SCHOOL DISTRICT #40	
281.48			
.00	.00	.00	.00
1	09/17/19	24966	TNSTD. 24966

ELLENSBURG SCHOOL DISTRICT #401 ATTN: ACCOUNTS PAYABLE 1300 E 3RD AVE ELLENSBURG WA 98926	Amount Paid:
	Comments:
	Ad #: 1944774

Please Return Upper Portion With Payment

DATE	ADVERTISING REFERENCE	DESCRIPTION	QUANTITY	RATE	AMOUNT	PAID	BALANCE
09/14/19	1944774 LEG1	N/PUB HEARING ALTERATI ELLENSBURG SCHOOL DIST 09/14,16 DR DRWN/LEG1 PO# A GARRETT-GORDON	2X	5.48	10.96	12.75	279.48
							281.48

Statement of Account - Aging of Past Due Amounts

0.00	0.00	0.00	0.00	281.48
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DAILY RECORD/KITTITAS PUB

(509) 925-1414

* UNAPPLIED AMOUNTS ARE INCLUDED IN TOTAL AMOUNT DUE

1944774	09/2019	24966	24966	ELLENSBURG SCHOOL DISTR
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AFFIDAVIT OF PUBLICATION

State of Washington, County of Kittitas, ss: The undersigned being first duly sworn on oath, deposes and says: That he/she is the representative of The Daily Record, a daily newspaper. That said newspaper is a legal newspaper and has been approved as a legal newspaper by order of the superior court in the County in which it is published and it is now and has been for more than six months prior to the date of the publications hereinafter referred to, published in the English language continually as a newspaper in Ellensburg, Kittitas County, Washington, and it is now and during all of said time printed in an true copy of

ELLENSBURG SCHOOL DISTRICT #401

N/PUB HEARING ALTERATIONS

is published in regular issues (and not in supplement form) of said newspaper once a week for a period of 2 consecutive week(s), commencing on the following days.

09/14/2019 09/16/2019

All dates inclusive and that such newspaper were regularly distributed to its subscribers during all of said period. That the full amount of the fee charged for the foregoing publication is the sum of \$281.48 the rate of \$12.75 per column inch for each insertion.

Michelle Bonner

Subscribed to me this 17 day of September in the year of 2019.

Jeanette Moody *Jeanette Moody*

Printed Name
Notary Public in and for
The State of Washington
(SEAL)

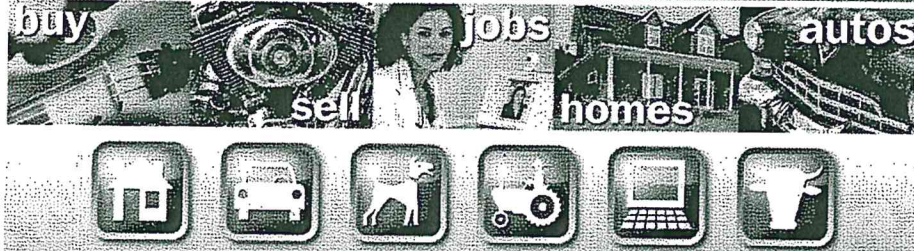
Signed Name



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ELLENBURG SCHOOL DISTRICT NO. 401 KITTITAS COUNTY, WASHINGTON
NOTICE OF PUBLIC HEARING
NOTICE IS HEREBY GIVEN that the Board of Directors (the "Board") of Ellensburg School District No. 401, Kittitas County, Washington (the "District") will hold a special meeting on September 18, 2010, starting at 7:00 PM, or as soon thereafter as possible, in the auditorium at Valley View Elementary School, 1508 E. 3rd Avenue, Ellensburg, Washington 98926. The purpose of the special meeting is to conduct a public hearing to: (a) consider whether certain state or local circumstances should cause alterations to the specific expenditures from the process of the District's general obligation bonds and State of Washington financing assistance originally authorized in Resolution No. 06.10.18, as amended by Resolution No. 07.03.19, to permit the District to construct the two new elementary schools at Grades K-2 and 3-5, on or near the existing site of Mount Stuart Elementary School (the "Alterations"); and (b) receive public testimony, if the Board determines that the Alterations are in the best interests of the District, the Board may, at a future public meeting, adopt a new resolution or amend Resolution No. 06.10.18, as amended by Resolution No. 07.03.19, approving the Alterations.

All residents of the District wishing to be heard should appear at the public hearing and present their views. Alternatively, or in addition, interested residents may submit their views in writing and deliver them to: Ellensburg School District Office, 1300 East 2nd Avenue, Ellensburg, WA 98926, on or before the date of the public hearing. Copies of Resolution Nos. 06.10.18 and 07.03.19 will be posted or linked on the District's website at <http://www.esd401.org> or may be obtained by contacting Matt Czapka, Administrative Assistant to Superintendent, at 509 925 8010.

ELLENBURG SCHOOL DISTRICT NO. 401 KITTITAS COUNTY, WASHINGTON
Matt Czapka
President of the Board of Directors

PUBLISHED: Daily Record, September 14 & 16, 2010

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September 18th, 2019

Ellensburg Board of Directors
1300 East Third Ave.
Ellensburg, WA 98926

Dear Board of Directors,

I am writing this letter in regards to your proposed idea with constructing a K-2 and 3-5 elementary school on the Mount Stuart property. I am pleased to say that this is a horrible idea! Although your idea sounds "cool" and "innovative" in your minds, in the real world your idea does an offensive disservice to the students and families of Mount Stuart Elementary. This idea is NOT what is best for the students at Mount Stuart Elementary.

Your idea of a K-2 and 3-5 buildings intentionally deprives students of consistency with trusted educators. Once trust has been established, students are off transitioning to another school in the middle of their elementary journey where they need to figure out who to trust all over again. The population at Mount Stuart Elementary is not the same as the population at the other two elementary schools. A majority of students at Mount Stuart have been dealt a bad hand early in life. By having a K-2 and 3-5 building, you are dealing another bad hand and FORCING these students at a young age to leave trusted educators and transition in third grade to a new building - YET you don't force students at Valley View or Lincoln to have to leave their trusted educators after second grade and transition to another building. You will allow students at Valley View and Lincoln to continue developing their positive relationships with mentors and role models over the course of six years. Why would you purposefully deny that for Mount Stuart students? You will contribute directly to the inequity gap!!! Why the discrimination? Why deliberately take away the opportunity for Mount Stuart students to develop a life changing positive relationship with trusted educators over the course of six years???

When you separate the upper grades from the lower grades, you also deny younger students role models from the upper grades. Students in grades 3-5 at Mount Stuart actually help younger students with their reading through "Reading Buddy" programs. Younger students look up to fourth and fifth graders and aspire to be in the Choir, Safety Patrol, Robotics Club, Kid Wind Club and other leadership positions.

The staff at Mount Stuart Elementary has created a close family like camaraderie that allows them to focus on students. This strong staff didn't happen overnight. It took years and the right people in place. The culture at Mount Stuart has transformed dramatically over the past few years. Grade level teams are consistent. Culture is positive. Staff are eager to provide opportunities for our students. And this isn't over...there is more great things that are happening and will happen at Mount Stuart. However...your K-2 and 3-5 building idea will undo all of this hard work and will rip this apart.

Your idea of two schools sharing a principal and a nurse is absolutely ridiculous! You cannot be serious right?! Who in their right mind thinks that will work? The only motivation behind two schools sharing a principal and nurse is purely financial - there is nothing in that idea that is centered on students. In fact, your idea of sharing a principal and nurse again deprives

students at Mount Stuart of consistency that you are not depriving students at Valley View or Lincoln. YOU are putting student lives at risk! This should NOT be about saving money - it should be about what is best for OUR students.

The board is wanting to "experiment" with this idea at Mount Stuart..."experiment" with a vulnerable population in the district. What part of that is okay? What part of that is best for students? It quite frankly is appalling and disgusting. The district's consistent disrespectful treatment of Mount Stuart for years is shameful, embarrassing and illogical. This K-2 and 3-5 building idea is a proof that the best interest of Mount Stuart students is not a district priority. Your idea of a K-2 and 3-5 building seems rushed. Seems like an idea to "save face" because you can no longer use a \$750,000 piece of land. Please spend more time in the classroom. Please spend more time at Mount Stuart. Please spend more time with Mount Stuart students. Please spend more time with Mount Stuart families. Please spend more time understanding the needs of those students. When you do...you will find out that these are students and not lab rats to be experimented with. When you do...you will find that these students are just as deserving for the same opportunities as students at Valley View and Lincoln.

Please re-think your idea because it is not a good one. In your minds, it sounds cool. In reality, YOU don't have to live with or deal with the consequences. YOU don't have to deal with the logistics of sharing a playground. YOU don't have to deal with behavior issues at two schools. YOU don't have to worry about being at the right school at the right time when there is a medical emergency. YOU don't understand that the families with stability in their life will move their student to Valley View or Lincoln because they DON'T want their children's elementary education interrupted half way through. What YOU didn't think about is that this will continue to increase the inequity population at Mount Stuart. At the beginning of the year, Dr. Haberer had an illustration about equity and equality with students standing on boxes reaching for apples. Essentially, your K-2 and 3-5 plan is to take the boxes away from the Mt. Stuart students and give them to the Valley View and Lincoln students. Is this what is best for students at Mount Stuart?? Do you even care??? Because your actions show that you only care about half of the elementary students in our district.

Please make the right decision with Mount Stuart students in mind. What did they ever do to you to be treated inhumanely?

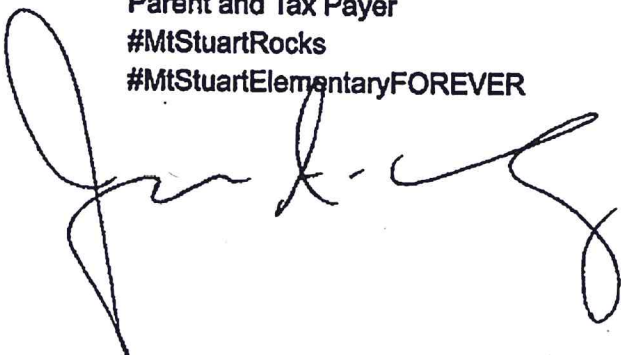
Jason Eng

705 W. 15th Ave.

Parent and Tax Payer

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A large, stylized handwritten signature in black ink, appearing to read 'Jason Eng', is written over the typed name and address.

September 17th, 2019
Dear ESD Board Member,

My name is Jamie Hurter and I am a 5th grade teacher at Mt. Stuart Elementary School, a coach for Morgan Cross Country, a community member, and a mom of a future ellensburg student. I am living my dream as a teacher. I absolutely love working at Mt. Stuart, I love my kids and their families, and fellow teachers, who have become my friends. My colleagues and supervisors know me to be flexible, honest, and dedicated to the students first. My entire viewpoint is from one who works with 150 students each day, and I see and experience the effects of top down decisions. I also see the big picture, and I care about the pros and cons of proposals. I ask that you please seriously consider the following points when determining the structure of the new Mt. Stuart and the new elementary school. I understand this is a long letter, but please take the time to read this.

I believe that it would not be best for students if we restructured two out of the four elementary schools into a K-2, 3-5. My biggest concern is with the proposals and ideas that have been presented; sharing Administrators (principals) and major support staff (nurses) between buildings, and sharing a playground among the two schools. I am in support of utilizing the nature area to its fullest capacity, as two K-5 schools can. I support collaboration among teachers who teach the same grade level, as teachers from two K-5 schools can. I welcome change and challenges and new opportunities, as long as it is not at the expense of students and the teachers that spend 180 days with them.

Each elementary has a full time principal and vice principal (new this year for Mt. Stuart and Lincoln to have full time Vice Principals), for very important reasons. My principal, Dan Patton, and my Vice Principal, Kathi Keefer, are needed every moment by our staff of over 30 and student body of close to 500. Beyond their administrative tasks that take part outside of our building, they are involved in everything that happens in our school. I have heard the possibility discussed of sharing administration. This could not be farther from what we need as schools. In my moments of most need, Dan is there. For example, two years ago, when a student had a rageful outburst that required me to evacuate my classroom and teach in the hallway, Dan came immediately to talk the student down without endangering himself or others. Situations like this, as intense, or less, require administration to be readily available to help. This is in the middle of their administrative duties such as evaluations or district directives. As we have all experiences, one person in a job that should be for two, is an impossible, inefficient task that commonly results in burnout and turnover. Please do not put our principals, teachers and students in this position.

Sharing a nurse would again be to the same detriment to our students, for the safety of those who have high medical needs, this would not be a good idea. We also have many students who get sick every day. Without the proper support for these students, we are asking for bad things to happen. Currently one person handles 500 kids and their medical needs, decreasing this and expecting one nurse to serve 1000 students K-5 among two schools is preposterous. Who is next? Sharing Counselors? We have so much data to show we actually need more emotional and social support staff, rather than adding more students to their current full load. If you are looking to ignite anxiety for a teacher, tell them they are to do their job,

without the proper support and resources--people, beyond what they already are experiencing right now.

Playgrounds are a place for students to learn to socialize and have fun together. Unfortunately it can be a place where kids experience childhood difficulties such as bullying and getting along with friends. We do everything in our power to keep this from happening, we employ new recess programs and PBIS strategies, we train our support staff, we teach lessons about character, no matter who is watching. The current ratio of paraprofessional to students is not ideal, and attempting to schedule the two different schools on the same playground at different times is not possible. There are many restrictions to meet minutes with learning certain subjects, time for lunches for each grade level, staggered at just the right time, appropriate space, and staff hours. Imagine how difficult it would be having 8 kindergarten classes out for recess at one time. I also heard the architect mention that the reason for designing the playground as a joint space was to save pavement, create more parking spaces. To me, this is not a good enough reason. Please consider having complete separate playgrounds, where students can create community with their peers they spend the day with, with more manageable numbers.

Unfortunately, past experiences with "plans" for new things have not happened the way they have been promised. This equals mistrust. Broken promises that Connections students would feed back into their original school, now they are beginning to come to Mt. Stuart. We have heard ideas about having the developmental preschool feed into Mt. Stuart. We have had many Special Education and General Education students who have extreme behaviors at our school. Time after time we have had students transfer to our school from another elementary, with IEPs or behavior issues, how can this be Okay? We give endlessly to our students and our jobs, but how sad that we cannot trust what our administration promises to us? Or trust that they do care about equity in the district that they say they do? We will love and accept all our kids, despite feeling supported the way we know we and the students deserve.

At the beginning of the year meeting with the entire district's staff, Superintendent Haberer presented the idea that one of ESD's focus is equity. There was a picture shown of students reaching an apple tree, with several different boxes to stand on based on their height. We believe in this idea whole-heartedly as teachers. We know some of our kids come to school with ACES and need extra support. Come meet our students, come meet our families, look at the socioeconomic status of all three elementaries, come hear the stories from our students about the types of challenges they have already faced in life, come talk to our counselor about the amount of CPS reports we have, see what we see, let your heart be moved and your eyes brought to tears like ours. We want to see that support in the form of effort put forth by the district to draw boundaries. Giving families choice has created, over the years, very different supports and programs at each school. How can there be allowances for some principals to say no to student transfers, while the others must say yes, because someone must say yes, even when our class sizes are larger than others in the district?

At the last board meeting, when Superintendent Haberer was presenting the idea of the "Mt. Stuart Complex", the word "experiment" was used. I know several teachers who heard this word, and felt that our worth as a school unit should be higher than an experiment. If we have no boundaries, many parents will not want to send their students to the "experimental" schools

that are structured completely different than the rest of the district. This large of a change fosters instability, along with all the other changes being made. We have two districts near us that have used these models: Selah and Wahluke. Selah changed their entire district's structure to this model in order for it to succeed. I taught in Wahluke when we restructured back to three K-5 schools in 2016, from a K-1, 2-4, and a 5-6. What we discovered and experienced was too many transitions. My main concern for this model is forcing students to transition another time during their elementary years. Kinder and 5th are hard enough transitions. I am a 5th grade teacher, every year I deal with students with high anxiety about going to the middle school, because of the unknowns. Think about how a 2nd grader would handle this. Another major flaw with this model is regarding the state standards of learning from 2nd grade to 3rd grade. This is a HUGE transitional year for both reading and math. There are major shifts within the kinds of learning kids are doing, and separating these grades physically will only create a dissonance between them. For math the students begin multiplication, the base for all future math learning. If we are talking about creating more opportunities for teachers to collaborate, and have vertical alignment (K-5 smooth learning transitions for all curriculum), then separating 2nd and 3rd grade is the wrong move. This will further the gap between these two grade levels that teachers are already working hard to close, created by state standards. This could negatively impact student learning.

Why fix something that isn't broken? We already have some major changes ahead of us, that have already caused anxiety for families (many of us teachers have kids who will be in elementary at the heart of these changes). Once the new Mt. Stuart is built, we will all move to that building. This sounds simple, but even this change can ignite worry among a parent, just because it is different. Then once the new school is built, Lincoln will be temporarily housed there-this is going to be extremely hard for those families to accept this as normal. Then once Lincoln is finished, they will move back. During all of this, there could be changes among administrations in each of the elementaries, if we continue the pattern of the last few years. Not only would restructuring be a change, but splitting up a staff that just got to a point where we work so well together. This staff is unique, we are more than people who teach together. We cry together, we laugh, we share our personal lives together, this is hard to come by. This is what you want in a school, teachers who work well together, teach well together!

Please do not make the mistake of justifying restructuring only two out of four elementaries to something new, just to try to convince the public that having two schools on the same site is a good idea. Please do not misread this as an attractant to parents, this will be a detractor. Using the nature area is not dependant on having a K-2, 3-5. This is still possible and a great idea for two K-5 schools. Please poll the public, get their input. Get the word out in advance and invite parents to a board meeting with more than a day's notice. Please show that you want to serve the community who voted for you. Thank you for your time. Feel free to contact me, I would be willing to talk in person.

Sincerely,
Jamie Hurter
5th Grade Math Teacher
Mt. Stuart Elementary

September 18, 2019

Dear Ellensburg School Board:

My name is Kelly Montgomery, and I teach second grade at Mount Stuart Elementary. I have been teaching for ten years and have a Master's Degree in Education with an emphasis in Teaching English as a Second Language. Having taught in both an intermediate building (grades two-four) and a traditional K-5 model, helped families experiencing homelessness, abuse, and transitioning to a new country, I feel that I have some insight into what is best for students. Thank you for taking the time to read my thoughts and ideas regarding the construction of the two elementary schools.

Superintendent Haberer shared a great example of equity that involved three students reaching for the same apple but needing different supports in order to reach their goal. This really resonated with me because it goes right along with my teaching philosophy and everything I know to be best practices in teaching. Equal is not equitable. Some students need more supports or different supports than others. As a Mt. Stuart teacher and parent of a future Mt. Stuart Eagle, I was discouraged when I heard the news of sharing a campus and a playground between the new school and the new Mt. Stuart. I wrote to the board last week to express my opinion and then found out soon after about the possibility of sharing school personnel, as well. This was deeply saddening.

This brings about the idea of equity. According to the OSPI Diversity Report, Mt. Stuart has a higher number of English Language Learners, foster kids, low-income families, and homeless students than the other two elementary schools, more than double in some cases. To provide equal support would not be equitable. To provide less than equal support would be even worse.

Those who are a part of the Mt. Stuart family understand what makes it so special. I count myself blessed to work with such talented and caring staff and to serve the population of students that we do. Those who are a part of this family also know about the incredibly high numbers of ACEs that many students deal with on a daily basis. They know how many students come to school without food, clean clothes, or a safe living situation. These students need more than half a principal, nurse, and playground.

My fear is that stable families will not choose to have their children in a less than equitable situation, perpetuating the have and have nots in our community. I believe that the only way to create a truly equitable school district is to use boundary lines and to provide each elementary school with appropriate staffing. Thank you for your time and consideration.

Sincerely,



Kelly Montgomery

Public Comment Sign up

Public Hearing

PLEASE PRINT

DATE: September 18, 2019

NAME:

PHONE:

- | | | |
|-----|------------------------|-------------------------|
| ✓ ① | Bill Lorenz | |
| ✓ ② | Kristen Eng | (509) 899-4314 |
| ✓ ③ | Jennifer Lund | 509) 929-4580 |
| ✓ ④ | Jamie Rosen | 206 225-4962 |
| ⑤ | Kelly Moore | 509-929-2044 |
| ✓ ⑥ | Toniéka Kokjer | (206) 660-4033 |
| ✓ ⑦ | Jillian DeBritz | (509) 301-4539 |
| ✓ ⑧ | Cynthia Hilburn | (509) 899 4449 |
| ✓ ⑨ | Kelly Moore | 509-929-2044 |
| ✓ ⑩ | Cathy Savidge | 509-859-3698 |
| ✓ ⑪ | PAT KELLER | 899 9490 |
| ✓ ⑫ | Allyson Rogan-Klyve | 603-252-8444 |
| ✓ ⑬ | Denise Martin | (253) 6865558 |
| ⑭ | Jason Eng | 925-8400 |
| ⑮ | Mark Grassel | 834-9355 |
| 14 | Ang Wichterman | 509-929-1766 |
| 15 | Paul Coppin | 509-979-1166 |
| 16 | Terry Martin | 509-899-2243 |
| | JOHN HARRIS | 933-1194 |

GUEST REGISTER

Public Hearing

PLEASE PRINT

DATE: September 18, 2019

NAME:

Malarie Benfield	
Kristen Eng	JOHN HARRIS
Dan Patton	Jessica Mullings
Jennifer Land	Jenny Murphy
Samantha Spencer	Shanna Simonsen
Sandy Goudge	Megan Sullivan
Jeff Jurgensen OAC Services	Kelly Rotter
Donna Grassel	Denise Martin
Kelly Moore	Eric Asmus
Jamie Rosen	Cooper Martin
Cory Deitz	Katrina Caldwell
Jillian Deitz	Mark Grassel
Amanda Ring	Heather Burnham
Jamie Hurter	
Kelly Montgomery	
Lori Edie	
Kristy Dwyght	
Katherine Malcolm	
Jahine Graves	

Good evening, My name is Tonieka Kokjer I teach 4th Grade at Mt Stuart. I have been teaching for 15 years, 13 of those have been at Mt Stuart. In my professional opinion and personal opinion having worked in districts with both the traditional K-5 model and in the grade span model of K-2 and 3-5 these are poor ideas and separating the teaching staff(a family, our Mt Stuart Family) is a horrible and unnecessary idea. My own children attended and are currently attending Mt Stuart. I want my children in the same school with the same teachers giving them high fives and encouragement through these formable years. Little ones need to see bigger kids to look up to. Siblings need to attend school in the same building and pass each other in the halls. Reading buddies and schoolwide assemblies K-5 are important, traditions are important, younger students look forward to the activities that the older students get to do. We have students in our building that need the consistency from Kindergarten to fifth grade in structure and familiar faces. Those same kids need to show their progress from year to year and be recognized for their growth socially, emotionally and academically, I have had students come to Mt Stuart in dire circumstances and I have been able to connect with them in some way year after year and when they finally reach 4th grade I am able to say "Remember way back when you weren't able to make good choices, look how far you have come, I am so proud of you!" These moments won't continue if you indeed try to experiment with our Mt Stuart families and children. That will be a very sad day. Please hear our voices. Thank you for your time.

Ellensburg Board of Directors
1300 E. 3rd Ave.
Ellensburg, WA 98926

To the Ellensburg School District Board of Directors:

As the parent of a Mt. Stuart Elementary student, I refuse to sit back and remain silent any longer. I must express my abject disappointment and frustration with the news coming from last week's board meeting regarding your interest to split Mt. Stuart Elementary into two schools, K-2 and 3-5, to form one massive complex. The K-2 and 3-5 building model is COMPLETELY WRONG to support the student population of Mt. Stuart Elementary.

I am appalled to hear the ESD Board and Administration would consider Mt. Stuart Elementary students, staff, and families ideal candidates for this "experiment". The language used in last week's board meeting is infuriating to me as a mother and a local educator. I ask you, is Mt. Stuart the perfect school for an "experiment" because of its higher population of English language learners, low-income families, students of color, and students in Foster Care? We all know the truth. Mt. Stuart is different than the other two elementary schools in the Ellensburg School District. The student population is different. It just is. That is fact. Where is your regard for the equitable treatment of these students?

Keep Mt. Stuart Elementary intact as a K-5 school. Build another elementary school on the same property. A separate elementary school. With its own name, its own K-5 teachers, and its own legacy to forge in the years to come. These two schools MUST have their own playgrounds, principals, counselors, and nurses. Do NOT try to cut costs and force these two schools to share invaluable resources. This is, quite simply, reckless mismanagement. This foolish decision will prove to be detrimental on many levels.

To Dr. Harberer: Ma'am, I ask you to please listen to the staff of Mt. Stuart Elementary. They are the experts; they know their student population best. Believe them, it IS different than the other two elementary schools. They know the K-2 and 3-5 model will negatively impact their student population because families will be split between buildings and students will be forced to transition more frequently. Please ask them questions and listen to their responses.

To the Members of the Board: I ask you to please STEP UP. As elected officials, who ultimately represent the children of our community, please listen to these teachers, parents, and community members. They are advocating for our children by fighting to keep the K-5 model intact and not widen the existing inequity gap between schools. Won't you follow suit? Mt. Stuart Elementary students need you to represent them!

To the Ellensburg community: Raise your voice. Speak up. Do not let these elected officials sit and think their “experiment” is a wise decision or a right fit for our community. Ask them the hard questions such as, “Why is this conversation not happening surrounding Lincoln or Valley View?” or “What are you going to do with all the families who want to transfer out of your “mega school?” or “How are you going to handle the forcible transfer of students and teachers from Lincoln and Valley View to fill the new elementary school?” Fellow community members do not be fooled. This issue affects everyone; our entire community and the entire school district. Not just Mt. Stuart students, staff, and families.

Fairness does not mean everyone gets the same thing. Fairness means everyone gets what they need in order to be successful. That is Equity 101. Mt. Stuart Elementary students, staff, and families need their school to stay together. We demand equity for the Eagles!

Respectfully,

Kristen Eng
Mt. Stuart Elementary parent and ESD taxpayer
902 E. 1st Ave.
Ellensburg, WA 98926

Note from Jamie: Kelly Moore, Kelly M, see below...if you are ok with all these points be attributed to all of us?????

My address is 2342 Fairview Rd. Ellensburg, WA 98926

My name is Cynthia Hilburn. I teach fifth-grade at Mt. Stuart Elementary School and this is my 30th year of teaching. I have a masters of science in reading and literacy and national board certification. Initially, and without much thought, I responded to the survey about the split k-2 and 3-5 school with support, however I have since critically examined the issue and come to the conclusion that this decision would not benefit current students at Mt. Stuart nor other elementary student in Ellensburg. Looking through the lens of equity and diversity all children and their families deserve the opportunity to participate in a school family where each child is known: home culture, life experiences, and families. Each child is unique.

Ellensburg School District Board and Leadership you have made an amazing first step by paying highly qualified and experienced teachers a competitive and commendable wage showing your commitment and desire for students to receive the best education possible. Reutzel and Cooter, (2015, p. 12) state the the most impactful "ingredient in the recipe for every child's reading success is an effective classroom teacher."

After multiple meetings to discuss the issue of creating a k-2 3-5 split campus several staff members have agreed that this is not a reasonable option for Ellensburg Children.

Concerns with the idea of a K-2 & 3-5:

Creating unneeded transitions for students: emotional, social, academic

- Kinder and 5th are hard enough transitions
- In a k-5 school parents enter kindergarten with trepidation and leave fifth-grade with a second family of support for their child/children and for their families!
- State standard major shifts from 2nd to 3rd for the kinds of learning reading and math.
- Collaboration can still happen among two K-5 schools, better vertical alignment will happen in a K-5 (K-5 smooth learning transitions for all curriculum)
- Teachers are already working hard to close this gap, created by state standards.
- Hassle for parents with kids at both schools - so parent attendance and involvement will likely decline

When children come to school with trauma experiences, special considerations must be made to ensure the most successful learning environment possible

- Our kids are the most fragile population - highest ELL numbers, many kids with trauma (ACES scores) and anxiety - we should not be subjecting them to an additional transition that other kids across town do not have to do
- k-5 experience that offers consistent adult relationships throughout their learning from the Music and PE teachers to the librarian and principal; from the lunch lady to the recess supervisors; and from all the teachers.

The things that the younger kids look forward to doing will no longer be in front of them.

A teacher's own son (a 5th grader this year) waited years for the chance to:

- Sing in the Mt. Stuart Choir (4th and 5th grade only)
- Participate in Robotics - (4th and 5th grade only) Each year the new banners from the teams that made Championships and Finals are hung each year! He LOVES these and wants one for his team now!
- Participate in Kid Wind (4th and 5th)
- Participate in the PBIS Video made by 4th grade (incoming 5th grade) students. This is a new tradition we are starting at Mt. Stuart.

Other K-5 programs would cease:

- Book Buddies and other mentoring programs. My first graders have LOVED their 5th grade reading buddies over the years! That will be impossible to achieve in a K-2, 3-5 Model.
- Pairing with older students to read and do math is so engaging for younger students and such an opportunity for older students to take on a leadership role, especially for those quieter or introverted students.

- Leadership through patrol

We do not agree with the idea of sharing principals, nurses, and a playground. This could not be farther from what we need.

- Currently have have a full time VP in addition to our full time principal. One person in a job that should be for two, is an impossible task results in burnout and turnover.
- Currently one nurse handles about 500 kids and their medical needs, expecting one nurse to serve 1000 students K-5 among two separate schools is preposterous. Most doctors in our community see about 12 patients per day. The Mt. Stuart nurse sees 30 or more students in a day - he triages, treats and/or sends children home.
- If you are looking to ignite anxiety for a teacher, tell them they are to do their job, without the proper support and resources (in this case people), beyond what they already are experiencing right now.
- I also heard the architect mentioned that the reason for designing the playground as a joint space was to save pavement, & create more parking spaces. To me, this is not a good enough reason to create social problems and issues with scheduling.
- MSE kids deserve EQUITY with their peers at Lincoln & VV -- this means a K-5 school with its OWN playground (just like the other schools) According to the OSPI Diversity Report, Mt. Stuart has a higher number of English Language

Learners, foster kids, low-income families, and homeless students than the other two elementary schools, more than double in some cases. To provide equal support would not be equitable. To provide less than equal support would be even worse.

We give endlessly to our students and our jobs, but we are not sure that we can trust what our administration promises to us, when words or ideas with heavy weight are thrown around as if they are simple solutions.

Please read all the letters that have been sent to you for more details. Please reconsider your ideas, poll the public, get their input, get the word out in advance and invite parents to a board meeting with more than two day's notice. Show that you want to serve the community who voted for you. If nothing else, please refer to the public polls, surveys, and input from parents that was already collected when preparing for the current bond to be passed. They did not want a 'mega school.'

The success of every student is our goal. Please do not lose sight of our children's best interests.

	Mt. Stuart	Lincoln	Valley View
Low-Income	63.3%	39.8%	37.5%
English Language Learners	14.6%	11.5%	6.9%
Students in Foster Care	2%	0.4%	1.3%
Homeless	1.6%	0.4%	0.4%

MOVING MATTERS: THE CAUSAL EFFECT OF MOVING SCHOOLS ON STUDENT PERFORMANCE

Amy Ellen Schwartz

Maxwell School of Citizenship
and Public Affairs
Syracuse University
Syracuse, NY 13244
amyschwartz@syr.edu

Leanna Stiefel

Robert F. Wagner Graduate
School of Public Service
and Institute for Education
and Social Policy
New York University
New York, NY 10012
leanna.stiefel@nyu.edu

Sarah A. Cordes

(corresponding author)
College of Education
Temple University
Philadelphia, PA 19122
sarah.cordes@temple.edu

Abstract

Policy makers and analysts often view the reduction of student mobility across schools as a way to improve academic performance. Prior work indicates that children do worse in the year of a school move, but has been largely unsuccessful in isolating the causal effects of mobility. We use longitudinal data on students in New York City public elementary and middle schools to isolate the causal effects of school moves on student performance. We account for observed and time-invariant differences between movers and non-movers using rich data on student sociodemographic and education program characteristics and student fixed effects. To address the potential endogeneity of school moves arising from unobserved, time-varying factors, we use three sets of plausibly exogenous instruments for mobility: first-grade school grade span, grade span of zoned middle school, and building sale. **We find that in the medium term, students making structural moves perform significantly worse in both English language arts (ELA) and math, whereas those making nonstructural moves experience a significant increase in ELA performance.** In the short term, there is an additional negative effect for structural moves in ELA. These effects are meaningful in magnitude and results are robust to a variety of alternative specifications, instruments, and samples.

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1. INTRODUCTION

Policy makers and analysts often view the reduction of student mobility across schools as a way to improve academic performance. Indeed, the preponderance of existing research indicates that children do worse in the year of a school move (Rumberger 2003, 2015; GAO 2010), although in many respects the empirical base for this conclusion is lacking. Much of the existing work is best viewed as correlational rather than causal, with the observed lower performance of movers confounding the impact of mobility with unobserved determinants of moves. Moreover, most current work tends to ignore many nuances of school moves, despite the likelihood that the impact will depend on the timing and context of the move. Perhaps most importantly, moves that are *structurally* mandated when a student reaches the terminal grade of his current school and that take place only in the summer, are likely to have different effects than *non-structural* moves which are made because of residential relocations, family dissolution, acceptance into preferred programs, and so forth, and which can occur either in the summer or middle of a school year. With one notable exception, much of the prior research fails to separate structural from nonstructural moves, ignoring their very different genesis and potential difference in impacts. Conversely, research that examines them separately—focusing on one and ignoring the other—is also problematic because the two types of moves are likely related, as parents consider both prior and anticipated mobility when making decisions about whether to change schools. Thus, studying one type of move to the exclusion of the other will not fully illuminate the effects of either type of move and may yield biased impact estimates. Finally, existing mobility research focuses on short-term impacts—typically on performance in the year of the move—providing little insight into medium-term effects that may affect learning several years later. If the medium-term effects of mobility on student performance are negative (positive), changes in policy may well be warranted to reduce (increase) mobility and/or to ameliorate the effects. If, however, short-term effects do not persist, then policy efforts may be better focused on facilitating adjustment and acclimation.

In this paper, we use longitudinal data on students in New York City (NYC) public elementary and middle schools to isolate the causal effects of school moves on student academic performance. Using student-level regression models, we account for observed and time-invariant differences between movers and non-movers with rich demographic data on student sociodemographic and education program characteristics as well as student fixed effects. To address the potential endogeneity of school moves arising from unobserved, time-varying factors, we use three sets of plausibly exogenous instruments for mobility in order to provide sufficient sources of exogenous variation for our multiple endogenous school move variables.

First, we exploit the relationship between grade span and mobility. Drawing on Rockoff and Lockwood (2010) and Schwerdt and West (2013), we construct instruments for mobility (both structural and nonstructural) using the **grade span of a student's first-grade school**. The underlying intuition is as follows. School grade span implies a future transition point at which a student *must* move to another school. This ultimately shapes decisions about the timing of both structural *and* nonstructural moves because parents balance the costs and benefits of making a move at a non-mandated time versus allowing their child to remain in the school until the next mandated move. The implication

is that the grade span of a student's first-grade school can serve as an instrument for later mobility, both structural and nonstructural.

Second, we use the **grade span of a student's zoned middle school** with the reasoning that parents may be more likely to have their child make a structural move if there is a seamless transition between elementary and zoned middle schools (i.e., a student in a K–5 elementary school zoned for a grades 6–8 middle school), whereas they may be more likely to have their child make a nonstructural move if there is overlap in the grades offered by a student's zoned middle school and his current school (i.e., a student in a K–6 elementary school is zoned for a grades 6–8 middle school).¹

Third, we use indicators of **the sale of the building in which a student lives**, and focus our analysis on the roughly 80 percent of public school students who live in renter households. Because building sale reflects characteristics or decisions of a building's *owner*, the timing of sale is plausibly random for *renters* living in those buildings. Thus, the sale creates an exogenous, unanticipated shock to residential stability that may induce school mobility as families relocate to housing farther away from their child's current school. To be clear, students in rental housing are, on average, more likely to be disadvantaged and experience housing instability than students in owner-occupied housing, so that our empirical work will shed light on the impacts of mobility for a large population of urban students.²

Our paper adds to the growing literature on student mobility by (1) directly addressing the endogeneity of mobility using student fixed effects and three different sets of credible instrumental variables to derive causal estimates of mobility's effects; (2) estimating the differential impact of mobility across timing and context, distinguishing between summer and mid-year moves, and (within the category of summer moves) further distinguishing structural from nonstructural moves, and articulated moves (made into the new school's lowest grade served) from nonarticulated moves (made into the middle of the grade span); (3) examining the medium-term impacts of mobility on student performance at the end of middle school; and (4) estimating the effects of mobility on students in rental housing in a large urban school district. Drawing together the separate literatures on mobility (i.e., nonstructural moves) and grade span (i.e., structural moves), we explore and exploit the relationship between structural and nonstructural moves, past moves and anticipated moves, and housing and schools, in order to shed new, nuanced insight into the impact of mobility on academic performance.

To preview the results, we find that mobility has significant and heterogeneous effects in both the short and medium term. In the medium term, students making structural moves perform significantly *worse* in both English language arts (ELA) and math, whereas those making nonstructural moves experience a significant *increase* in ELA

1. There is a wide variety of grade spans in NYC, including many where an elementary school is not perfectly aligned with a zoned middle school. A little over 35 percent of students in our sample attended a first-grade school whose terminal grade was not aligned with the zoned middle school's lowest grade (see table A.3 in the online appendix, which is available on the *Education Finance and Policy* Web site at www.mitpressjournals.org/doi/suppl/10.1162/EDFP_a_00198).

2. A large share of renters is also found in other large U.S. cities. For example, in the Miami metropolitan area 63 percent of family households are renters; in Los Angeles, it's 55 percent. These numbers understate the share of public school students in renter households if children of owner-occupants disproportionately attend private schools.

performance only. In the short term, there is an additional negative effect for structural moves in ELA but not math, whereas nonstructural moves have no additional short-term effect in either subject. Finally, our findings suggest that articulated moves, made to start a destination school in its lowest grade, are driving the positive effect of nonstructural moves for ELA. Thus, our estimates indicate that the type of mobility most commonly ignored in the literature (structural) has long-term negative consequences for both math and ELA performance, and articulated, nonstructural moves have significant positive consequences for ELA. These effects are meaningful in magnitude and the results are robust to a variety of alternative specifications, instruments, and samples. Importantly, they speak to the effects of mobility among some of the most vulnerable populations of students—those living in rental housing who are disproportionately poor and underperforming.

The rest of the paper is organized as follows. Section 2 provides a review of the literature, followed by a framework for understanding mobility in section 3. Section 4 describes the identification strategy and empirical models, and data are discussed in section 5. Results are presented in section 6. We conclude with a discussion and consideration of implications for policy and future research.

2. PREVIOUS LITERATURE

Early literature is practically unanimous in finding that school moves are associated with dips in academic performance. (See Mehana and Reynolds 2004 for a meta-analysis of quantitative studies from 1975 to 1994; Reynolds, Chen, and Herbers 2009 for a meta-analysis of quantitative studies from 1990 to 2008; and Rumberger 2015 for a more recent overview of the mobility literature.) These findings, however, are based primarily on cross-sectional data, lack refinement in their measurement of mobility, omit controls for important covariates, and are not based on an empirical approach that addresses unobserved student and family characteristics that lead to some school moves. Thus, the results are best viewed as correlational, establishing that students who move also tend to have lower performance.

The next generation of studies takes a more nuanced approach, using longitudinal data to more finely characterize moves, explore the number of moves made over a student's academic career, and control for a multitude of family and individual characteristics, including pre-move academic performance. These studies suggest there may be greater heterogeneity in the impact of mobility than described by previous work, finding that reductions in performance are cumulative with the number of moves. In a study of Baltimore's first through fifth graders, Alexander, Entwisle, and Dauber (1996) find that controlling for student background and first-grade test scores, there is a significant negative relationship between the number of school moves and fifth grade reading (but not math) performance. In their study of Chicago low-income, black seventh graders, however, Temple and Reynolds (2000) find that both math and reading scores decline with each additional move even when controlling for student characteristics and kindergarten performance.

A second set of longitudinal studies uses nationally representative data (NELS:88) collected by the National Center for Education Statistics to analyze the relationship between mobility and high school students' performance and graduation outcomes. These

data include richly detailed characteristics of students and their families as well as information on school and residential moves. These studies find that moves involving both residential and school changes are associated with large reductions in math (but not reading) performance (Pribesh and Downey 1999) and also with a decreased probability of graduation (Rumberger and Larson 1998; Swanson and Schneider 1999). Swanson and Schneider (1999) find that the relationship varies with the timing of the move, with early moves (before tenth grade) having a positive association with math score gains between tenth and twelfth grades and late moves (between grades 10 and 12) having a negative association. Critically, this generation of longitudinal studies does not distinguish mid-year mobility, include student fixed effects to minimize the influence of unobserved characteristics associated with moving, or address possible endogeneity of moves. Further, because the data are drawn from high school students, these studies focus almost exclusively on nonstructural mobility.

In the most recent wave of longitudinal studies, researchers include student fixed effects to mitigate potential bias due to unobserved time invariant differences between movers and non-movers. Hanushek, Kain, and Rivkin (2004) model annual gains in math scores using three cohorts of Texas elementary school students to examine the relationship between various types of *nonstructural* moves made within and across districts and regions in Texas. Using a single aggregated measure of mobility, they find a negative and significant coefficient on gain scores, but estimates are sensitive to the specification of the model and to controls for school quality.³ Most relevant to our study, they find that within-district moves decrease score gains on the order of 0.024 to 0.088 standard deviation (SD), but this study fails to consider the impacts of *structural* mobility, such that the comparison group is composed of both movers and non-movers.

In another study, Grigg (2012) uses longitudinal data on elementary and middle school students in Metropolitan Nashville Public Schools to examine the relationship between various kinds of moves (between-year compulsory, between-year noncompulsory, within-year compulsory, and within-year noncompulsory) and achievement growth. Exploiting a policy change that created an exogenous shock to the timing of structural moves, Grigg finds that all types of moves are associated with lower achievement growth in the year immediately following the move. Furthermore, the findings suggest that the move itself, net of other factors, may influence achievement. Although the Grigg study makes a substantial contribution to the literature by exploring whether impacts of school mobility vary by the timing and context of the move and includes student fixed effects to lessen bias from time-invariant differences between movers and non-movers, it does not directly address the endogeneity of school moves arising from unobserved, time-varying factors. This suggests that the findings, particularly those regarding the impacts of between-year noncompulsory moves, may be biased.

Most school mobility literature focuses exclusively on nonstructural moves, yet there is a separate body of work on the relationship between grade span and academic achievement that focuses almost exclusively on structural moves. In the grade span literature, authors consistently find that academic performance dips as students move

3. Specifically, they find that students who move within a district have lower gains in math achievement than students who change districts. Students who change districts, but stay within a geographic region, also have lower gains but the magnitude of the estimated effect is smaller.

from lower schools (elementary schools) to upper-level schools (i.e., middle or junior high schools; see Rockoff and Lockwood 2010; Schwartz et al. 2011; and Schwerdt and West 2013, for recent examples). More generally, Schwartz et al. (2011) find a negative relationship between school transitions—whether structural or nonstructural—and academic performance.⁴

Taken together, these findings indicate that both nonstructural and structural moves may matter for student performance. Thus, although the grade span and mobility literatures have been remarkably separate in considering these different moves, fully understanding the effects of student mobility likely requires simultaneous consideration of structural and nonstructural moves, which we do here.

3. A FRAMEWORK FOR MOBILITY: WHY DO STUDENTS MAKE NONSTRUCTURAL MOVES AND HOW DOES MOBILITY AFFECT PERFORMANCE?

Why Do Students Make Nonstructural Moves?

Students make nonstructural moves for either voluntary reasons, where the timing and destination of the move are chosen by the family, or involuntary reasons, where the timing and destination are largely determined by shocks to the household (see Grigg 2012 and Rumberger 2015 for detailed discussion of typology of moves).

To understand why parents and families would *choose* to move, we draw on an economic approach to parent (family or student) decision making. In this approach, parents decide whether (and when) to move their student from one school to another by weighing the present value of the costs and benefits of available schooling options. Parents choose to move their child from school A to school B if the gain in the student's performance (or utility, human capital, etc.) is sufficient to offset the costs of moving.⁵ In our discussion below, we focus on the mobility decision made at the family level, and therefore focus on costs to mobile students and their parents. There are also costs of mobility to schools (i.e., processing and acclimating new students) and to classmates (i.e., negative consequences of exposure to high levels of churn in their schools and classrooms), which we do not consider here.

Costs of moving arise from a variety of sources including the following: (1) *administrative* costs, which might include filling out new forms, providing documentation, and taking placement exams; (2) *logistical* costs, which might include making arrangements for transportation, after-school activities, and so on; and (3) *psychic* costs, which might arise from adjusting to new routines, adapting to a new physical space, and so forth. In addition, there may be a loss of *social capital* among both students and parents, which is likely to decrease student performance. For example, school mobility may disrupt a student's peer network, and at the same time reduce parents' information about school policies and culture. After the disruption of peer networks, mobile

4. There are, of course, many other forms of induced mobility: school closings, school reorganizations, student reclassifications into special education, student suspensions, program closings, and so forth, and many of these have a separate literature. These forms of induced mobility are far less common than the other forms of mobility that are the focus of this paper, however, thus we do not review them here.
5. The model we outline is primarily for expository purposes. There is extensive work in the school choice literature that examines the topic of how parents choose schools and whether they choose high-performing schools (see, e.g., Kleitz et al. 2000; Hastings and Weinstein 2008; Rich and Jennings 2015).

students may be more likely to associate with lower-performing and/or more deviant peers (Phelan, Davidson, and Yu 1998; South and Haynie 2004; Haynie, South, and Bose 2006; Dupere et al. 2015) and suffer both socially and psychologically (Rumberger et al. 1999; Dupere et al. 2015). Finally, there may be a cost due to differences between the academic programs and curricula in the old and new schools (*curricular mismatch*), which could also affect performance. As an example, if two schools cover mathematical topics differently, students who move may find themselves either over or underprepared for the material being taught at the destination school.

Potential benefits are also myriad—the new school may offer a higher achieving peer group which in turn may increase a student’s own performance (Hanushek et al. 2003) or a curriculum better matched to a student’s learning (or just one that is more preferred). It may offer access to better transportation, after-school options, and so on. The disruption to peer groups and friendship networks may, indeed, be a good thing if, for example, the student had been bullied or fallen in with a bad crowd at the origin school. Thus, mobility may, in principle, yield net positive effects on student performance.⁶

Because the costs and benefits of mobility depend upon the length of time a student spends (or would spend) in each alternative school, this suggests that parents will consider both prior and anticipated future moves when making their decision. Put simply, the benefit of attending a better school is likely to be increasing in the number of years a student attends that school and the cost of remaining in a worse school will similarly increase with the number of years he stays in that school.⁷ Thus, the probability that a student will move to a better school is increasing in the number of years until the next structural move at both the origin and destination schools. As an example, parents will be more likely to move their child from a mismatched or low-quality K–5 elementary school at the end of third grade than at the end of fourth grade because the fourth grader will enjoy the benefits of any new school for less time than the third grader will, other things constant. Similarly, parents will also consider the grade span of nearby middle schools. For example, parents will be more likely to move their children at the end of fifth grade than at the end of fourth grade if the closest middle school starts in grade six because moving their child in fourth grade would result in multiple moves over a short period of time.

Under this framework, students will make voluntary nonstructural moves if and only if parents decide that the benefits of the move ultimately outweigh the costs. That is, if they expect their child to be better off even after the disruption of a nonstructural move. Therefore, one would expect children making such voluntary, nonstructural moves to perform better or no differently than their peers, on average. Conversely, involuntary moves will tend to be precipitated by unforeseen events where parents are unable to weigh the costs and benefits of a mobility decision, such that these involuntary

6. It should be noted that mobility is also likely to affect not only the mobile student but also his peers. Examining the spillover effects of mobile students on their nonmobile peers is beyond the scope of this paper but has been investigated by others (see, e.g., Whitesell, Stiefel, and Schwartz 2016).

7. Similarly, the benefits and costs of moving to a new school will depend upon the number of years until the next mandated structural move out of that school—that is, the number of years a student will be able to attend the new school until the next structural move mandated at that school. The shorter the time until an anticipated structural move in the next school, the shorter the period to amortize the cost of the move to the new school.

structural moves might well harm performance. The implication is that effects of mobility are likely to be heterogeneous, with some moves improving student outcomes and others proving harmful. Although the mobility literature does acknowledge this potential heterogeneity (Rumberger 2015), as noted previously, there is only one other study of which we are aware that attempts to empirically differentiate the impacts of mobility across timing and context (Grigg 2012).

How Might Mobility Affect Performance?

Given that every move is accompanied by a different set of costs and benefits, the effect of mobility on performance is likely to depend, at least in part, on the context of the move. Structural moves may be less costly than nonstructural moves if schools provide supports or processes to ease transitions (e.g., orientation programs, freshman social events) and/or design instruction to stem losses in student performances due to curricular mismatch. Similarly, articulated nonstructural moves (made to start in the destination school on time) may be less costly than nonarticulated moves (where students join a new school in the middle of its grade span). Following a similar logic, involuntary nonstructural moves made in response to a shock may be more harmful than voluntary nonstructural moves where parents are able to optimize the timing and context.

In the end, decisions about whether, and when, to move schools are clearly complicated, reflecting multiple motivations that are beyond the scope of this paper to specifically identify. Rather, we draw the following key insights from our conceptual framework, which informs our empirical efforts to estimate causal effects of moves: (1) the effects on performance are likely to vary with the timing and context of mobility; (2) structural and nonstructural moves are related to one another and should be considered simultaneously, rather than in isolation; (3) anticipated mobility shapes the likelihood of mobility in any year and, because both the terminal grade of a student's first-grade school and the entry grade of a student's middle school determine anticipated future mobility, they also predict mobility each year; and (4) unanticipated mobility is related to changes in life circumstances, such as changes in housing.⁸ We use these insights in the empirical strategy below.

4. EMPIRICAL STRATEGY

The primary challenges to identifying the causal effects of school moves on student performance are that (1) movers are likely to be different from non-movers and (2) moves may be endogenous. We propose, in turn, solutions to each of these challenges.

First, movers are likely to be different from non-movers in many ways. For example, households/children who move may be more ambitious and forward-looking (potentially leading to upwardly biased estimates) or more irresponsible and transient (potentially leading to downwardly biased estimates). To address this, we use student fixed effects to capture time-invariant differences between students and families, such as

8. Although changes in housing are likely related to school moves, the focus of this particular analysis is on the impact of *school* mobility. We examine the impacts of residential mobility and concurrent residential and school moves in other work (see Cordes, Schwartz, and Stiefel 2017 and Cordes et al. 2016).

general propensity to move schools, supplemented by a variety of time-varying student characteristics.

Second, mobility may reflect factors that change over time, including those that relate directly to schooling (e.g., fit or opportunity) and those that relate only indirectly (e.g., housing or employment). Without accounting for these factors, any observed relationship between mobility and student performance may be spurious, reflecting changes in life circumstances rather than the impact of mobility per se. We address this concern with instrumental variables. In particular, we use three alternative sets of instruments representing three different sources of variation: a set based upon the grade span of a student's first-grade school, a set based on the entry grade of a student's zoned middle school, and a set based on the sale of the building where a student lives, which are credibly exogenous for our sample of students living in rental housing.

As described earlier, the grade span variables will predict both structural and non-structural moves—the terminal grade of a student's first-grade school will be highly correlated with the year in which that student makes a structural move. It will also capture, in some part, the potential net benefit (or net cost) of making a nonstructural move and, thus, the probability of making a nonstructural move in any given year. Similarly, the grade span of a student's middle school is correlated with the year in which a student will make a structural or nonstructural move. If the entry grade of a student's middle school is one grade higher than the terminal grade of his elementary school, this will increase the probability that a student makes a structural move. Conversely, if the entry grade of a student's zoned middle school is the same as the terminal grade of his first-grade school, he might be more likely to make a nonstructural move in order to begin middle school on time. Put differently, the likelihood of a nonstructural move increases when grade spans of elementary and middle schools overlap than if they align.

For these instruments to be valid, it is only required that shocks to student achievement are not anticipated by families, conditional on student controls and fixed effects, and are therefore not reflected in the choice of grade configuration of either a student's first-grade elementary school or the middle school of that student's first-grade ZIP code. Similar instruments have been used in other work examining the impacts of grade configuration and middle school entry grade (see Rockoff and Lockwood 2010; Schwerdt and West 2013).

The building sale variables will predict nonstructural moves, as they capture shocks to family housing that may precipitate more unanticipated, reactive moves made with little regard to schooling per se. Because our analysis focuses on a sample of students living in rental units, and building sale reflects the characteristics of *owners*, this should meet the exclusion restriction.⁹

Long-term Effects of Mobility on Academic Performance

We begin with a simple difference-in-difference analysis to compare the medium-term performance of summer and within-year movers to that of their stable peers. To do so,

9. To eliminate concerns that building foreclosure or sale is related to characteristics of tenants in *small* rental buildings, we also perform a robustness test, including the exclusion of students who live in buildings that house two to four families (2–4 family buildings).

we estimate models that link the performance of student i in academic year t to a series of variables capturing his school mobility as well as a vector of individual characteristics and a series of fixed effects. Our baseline model can be written as:

$$Y_{it} = \gamma \text{PostSummer}_{it} + \theta \text{PostMidYr}_{it} + \beta X_{it} + \alpha_i + \alpha_t + \alpha_g + \epsilon_{it}, \quad (1)$$

where Y_{it} represents performance on standardized tests in ELA or math, given in grades 3 through 8, PostSummer takes a value of 1 if student i made a summer move in year t and remains 1 in all years after, PostMidYr takes a value of 1 if student i attends a different school in March or June of year t than in October of that same year and remains 1 in all years after, X_{it} represents a set of time-varying student characteristics, including English proficiency, poverty status, and so on, α_i are student fixed effects, α_t are year effects that capture common macro factors such as changes in New York City Department of Education (NYCDOE) personnel and policies that affect all public students, and α_g are grade effects that capture differences in policies, programs, and other idiosyncrasies specific to students in a particular grade.¹⁰ As is usual, α , β , γ , and θ are vectors of parameters to be estimated and ϵ is an error term. In this model, γ captures the average yearly post-move impact on the academic performance of mobile students compared with their stable peers.¹¹ We first estimate these models using ordinary least squares (OLS) with robust standard errors and student fixed effects.¹² We then turn to instrumental variables (IV) models.

Instrumental Variables

We begin with a set of variables that captures the number of years until the student reaches the terminal grade of his first-grade school (*YearsPre*) or after (*YearsPost*), and a dummy variable that takes a value of 1 in the year a structural move is anticipated (*Terminal*).¹³ In an alternative specification, we include the squares of *YearsPre* and *YearsPost* as instruments; in another, we use a nonparametric form, replacing *YearsPre* and *YearsPost* with a full set of terminal grade indicator variables interacted with student grade, φ_{gT} , where g is student i 's current grade and T is student i 's first-grade school terminal grade. To summarize, our first set of instruments uses the grade span of a student's first-grade school to predict school mobility, exploring different functional forms. In the analysis below, we show results from both the quadratic and nonparametric terminal grade span specifications.

Our second set of instruments mirrors the first, using the entry grade of a student's zoned middle school (as of first grade) rather than the terminal grade of his first-grade school. To be specific, we identify a student's zoned middle school as the middle school located closest to the centroid of his first-grade residence ZIP code. We then construct a set of variables capturing the number of years until the student reaches the entry grade

10. We can include both grade and year effects because we have multiple cohorts of students, each of which is in different grades in different years.
11. This comparison group of stable students includes not only those who never move, but also those who will move in the future but have not yet made a move.
12. Notice that our models include student fixed effects rather than lagged test scores. Similar results are obtained in a value-added specification.
13. Note that *YearsPre*, *YearsPost*, and *Terminal* are perfectly collinear within-student and so in models containing student fixed effects, we omit *YearsPost*.

of that middle school (*YearsPreMS*) or after (*YearsPostMS*), and a dummy variable that takes a value of 1 in the year that the student's current grade is equal to the entry grade of his zoned middle school (*Entry*).¹⁴ In an alternative specification, we include the squares of *YearsPreMS* and *YearsPostMS* as instruments; in another, we replace *YearsPreMS* and *YearsPostMS* with a full set of entry grade indicator variables interacted with the student's current grade, η_{gE} , where g is student i 's current grade and E is the entry grade of student i 's zoned middle school. As with the first-grade terminal grade instruments, in the results below we show results using both the quadratic and nonparametric forms of middle school entry grade.

Our third set of instruments exploits building sale for students living in rental housing. We create indicators for whether a student's rental housing building in t was sold between $t - 2$ and $t - 1$, interacting this variable with a set of building type dummies (2-4 family, 5-plus family, and other building type) to allow for different effects across building types, as building sale is likely to be more immediately disruptive for families in buildings with fewer residential units. We use these indicators as instruments following the logic that building sale might induce residential, and hence school, mobility, but because the student's family is a renter and not an owner, the sale will be unrelated to student performance except through its effect on mobility.

Heterogeneity in Medium-term Impacts: Structural and Nonstructural Moves

We next turn to exploring the heterogeneity in impacts, separating moves into structural and nonstructural moves:

$$Y_{it} = \gamma_S PostStruct_{it} + \gamma_N PostNonStruct_{it} + \theta PostMidYr_{it} + \beta X_{it} + \alpha_i + \alpha_t + \alpha_g + \epsilon_{it}, \quad (2)$$

where *PostStruct* is an indicator equal to 1 if a student made a structural move in year t and equal to 1 in all subsequent years, *PostNonStruct* is an indicator equal to 1 if a student made a nonstructural move in year t and equal to 1 in all subsequent years, and all other variables are as previously defined.¹⁵

Parsing Short-term and Medium-term Effects

Thus far, we have estimated the medium-term impact on academic performance from moving schools, but what remains unclear from these models is whether the entire impact occurs in the year of the move or whether mobility has lasting effects on performance. We next turn to parsing the short-term and medium-term effects of mobility by estimating the following:

$$Y_{it} = \gamma_{PS} PostStruct_{it} + \gamma_{PN} PostNonStruct_{it} + \gamma_S Structural_{it} + \gamma_N NonStruct_{it} + \theta_{PM} PostMidYr_{it} + \theta_M MidYr_{it} + \beta X_{it} + \alpha_i + \alpha_t + \alpha_g + \epsilon_{it}, \quad (3)$$

14. Note that *YearsToMS*, *YearsPostMS*, and *Entry* are perfectly collinear within-student. Thus in models containing student fixed effects, we omit *YearsPostMS*.

15. For students making multiple structural or nonstructural moves, *PostStruct* and *PostNonStruct* take a value of 1 in the year of the first such move. This is a relatively small fraction of our sample, however, with only 4 percent of students making more than one structural move and 7 percent making more than one nonstructural move.

where *Structural* is an indicator equal to 1 if a student makes a structural move in year t and equal to zero in all years after, *NonStruct* is an indicator equal to 1 if a student makes a nonstructural move in year t and equal to zero in all years after, and all other variables are as defined in equation 2.¹⁶ In these models, the coefficients on the *Structural* and *NonStruct* reflect any *differential* impacts of mobility experienced in the year of the move itself. That is, the total effect of structural mobility in the year of the move is represented by $\gamma_{PS} + \gamma_S$ and the total effect of nonstructural mobility in the year of the move is $\gamma_{PN} + \gamma_N$. If the main effects of mobility are short-lived, then we would expect large and significant coefficients on *Structural* and *NonStruct* and small, possibly insignificant coefficients, on *PostStruct* and *PostNonstruct*. Other models further differentiate *Nonstructural* moves to include *Articulated* moves, which take a value of 1 when a student joins the destination school in the lowest grade served, and *NonArticulated* moves, which take a value of 1 when a student enters the destination school in the middle of a grade span.

5. DATA, MEASURES, AND DESCRIPTIVE STATISTICS

Data and Measures

We use richly detailed student-level administrative data from the NYCDOE for three cohorts of eighth grade students living in rental units (i.e., excluding students in single-family homes, condos, and cooperatives, who number slightly more than 23,000) and making standard academic progress (SAP) from first grade through middle school, allowing us to construct a complete school mobility history. These cohorts are defined as those students in eighth grade in academic years 2008–10 who progressed through grades annually (e.g., in first grade in 2002, second grade in 2003, third grade in 2004 ... and eighth grade in 2009). These SAP students represent over 80 percent of all students who are continuously enrolled since first grade.¹⁷ We exclude those students who enter NYC public schools after first grade or exit before eighth grade because we are unable to observe mobility patterns or performance during years in which these students were not enrolled in NYC public schools. We focus our analysis on students in grades 5–8 in order to include information on building sale. Overall, the sample has more than 88,000 unique students (or about 29,000 students per cohort) attending roughly 1,044 different schools.

Student-level data include information on gender, race/ethnicity, nativity, poverty (measured as eligibility for free or reduced-price lunch or attendance in a universal free meal school), English proficiency, home language, receipt of special education services,

16. For students making multiple structural or nonstructural moves, *Structural* and *NonStruct* take a value of 1 in each of the years that the student makes such a move.

17. The SAP students are a particularly attractive group of students to study for at least three reasons. First, there is a long history of their mobility, with potential for heterogeneity in types of moves and for large numbers of moves, and consistent longitudinal data on their schools and performance. Second, SAP students remain in one school district (NYC), thus removing the possibility of confounding effects of policies, practices, and cultures that differ across districts. Third, SAP students exclude students who have experienced significant changes in their academic placements—such as classification into self-contained, full time (“ungraded”) special education programs—which might obscure the impact of mobility and complicate the interpretation of conclusions. The result is that SAP students are slightly higher achieving at any point in time than the cross section of NYC students which may mean that any estimated effects sizes are lower than would be found for other students. See online Appendix table A.1 for characteristics of other NYC students who are not included in the sample.

residence borough, and performance on standardized ELA and math exams administered statewide in grades 3–8. Test scores are measured in z-scores, which are standardized to have a mean of zero and a standard deviation of 1 across all students for each grade–year combination. Each student has a unique identifier enabling us to follow him over time during his tenure in NYC public schools. These data also include information on the school attended at three points of the academic year (October, March, and June), allowing us to identify students changing schools in the summer (June to October) and during the academic year (October to March or March to June). We use this information to construct mobility measures.

For academic years 2005–10, NYCDOE data also contain student address information, which we link to information on building characteristics and property transactions to identify students living in rental units and construct our sale instruments.¹⁸ We focus on renters for four reasons. First, we expect renters as a group to be more mobile and therefore we are particularly interested in the effects of school mobility on this population. Second, compared with students in owner-occupied housing, renters are disproportionately more likely to be poor (82 versus 56 percent), less likely to be white (13 versus 36 percent), and tend to be lower performing. Therefore, this is the group of students for whom mobility is most likely deleterious. Third, while the building sale instruments meet the exclusion restriction for students living in rental housing, they are almost certainly endogenous for students in owner-occupied units. Focusing on students in rental housing allows us to examine the impacts of unanticipated school mobility, which is understudied in the current literature. Finally, because the majority of NYC public school students (79.6 percent) are renters, this group provides insight about most of the public school student population in NYC. Our main analysis includes students living in any rental unit in year t , but we also estimate with two alternative samples: students who are always renters and excluding students in small (2–4 family) rental buildings where sale could be endogenous.

Descriptive Statistics

Despite popular notions of “typical” elementary school configurations, the timing of mandated moves actually varies significantly in NYC; there is simply no single standard grade span for elementary schools. Although the majority of students in our sample (63.5 percent) attended a K–5 school in first grade, a substantial fraction (19.1 percent) attended a K–6 school, 7.9 percent attended a K–8 school, and the remaining 9.5 percent of students attended a school with some other grade configuration. Taken from another perspective, 58.0 percent of the schools attended by first graders in our sample are K–5, 22.2 percent are K–6, 8.8 percent are K–8, and the remaining 11 percent of schools serve other grade spans. Therefore, although the vast majority of students will make at least one structural move before grade 8, there is variation in the timing of when such moves occur. Similarly, there is quite a bit of variation in when students enter middle school. For example, whereas 76.5 percent of students are zoned for a middle school that begins in sixth grade, 14 percent are zoned for a middle school that begins in

18. We define “owner occupied units” as all single-family homes, condos, and cooperatives. This is a conservative definition of “owner occupied,” as some families living in condos are renters. Without unit-level data, however, we are unable to separate owner-occupants from renter-occupants in condo buildings.

Table 1. Eighth Grade Student Characteristics by Mobility History, Renters Only

	Summer Moves			Mid-year Moves	
	None (1)	One (2)	Two plus (3)	None (4)	Any (5)
Female	0.53	0.53	0.53	0.53	0.52
Asian	0.08	0.17	0.13	0.16	0.12
Black	0.40	0.27	0.34	0.29	0.38
Hispanic	0.39	0.42	0.45	0.42	0.42
White	0.12	0.14	0.08	0.13	0.08
Foreign born	0.08	0.10	0.11	0.10	0.11
Limited English proficient	0.02	0.02	0.02	0.02	0.02
Non-English at home	0.36	0.47	0.43	0.47	0.38
Poor	0.85	0.80	0.84	0.81	0.86
Graded special education	0.06	0.05	0.07	0.05	0.08
Test scores					
5th grade ELA	0.005	0.193	0.034	0.160	-0.031
8th grade ELA	0.146	0.240	0.095	0.218	0.025
5th grade math	0.020	0.262	0.073	0.224	-0.017
8th grade math	0.132	0.226	0.051	0.206	-0.073
Average # summer moves	0.00	1.00	2.24	1.22	1.65
Average # structural moves	0.00	0.87	1.05	0.87	0.83
Average # nonstructural moves	0.00	0.13	1.19	0.35	0.82
Average # mid-year moves	0.13	0.09	0.30	0.00	1.25
Grade span of 4th grade school					
K to 8+	0.59	0.05	0.06	0.09	0.09
K to 4	0.00	0.04	0.06	0.04	0.05
K to 5	0.17	0.73	0.62	0.67	0.63
K to 6	0.17	0.16	0.16	0.16	0.18
All others	0.07	0.02	0.10	0.04	0.05
Observations	5,829	57,403	23,533	76,134	10,631
Percent of total	6.7%	66.2%	17.1%	87.7%	12.3%

Notes: Mobility history includes all moves made between grades 1–8. Summer moves are made between June and October. Mid-year moves are made between October and June. Poverty is defined by eligibility for free or reduced-price lunch, or attendance in a universal free meal school. Foreign-born students have birthplaces outside the United States. Graded special education students include those receiving full- or part-time services. Test scores are measured as z-scores (mean zero and standard deviation one for all tested students by grade and year).

fifth grade and another 9 percent are zoned for middle schools with other entry grades (see table A.2 in the online appendix). This variation in grade span is consistent with significant variation in both the timing and number of moves made by NYC public school students over the course of their schooling career. Furthermore, this variation is important for our identification strategy, which leverages these differences in grade configuration to predict student mobility.

As expected, there are significant differences between movers and non-movers (table 1). Students who never make a summer move are overwhelmingly enrolled in K–8 schools in fourth grade, disproportionately black (40 percent), poor (85 percent), and relatively low scoring (0.005 ELA and 0.020 math, grade 5; and 0.146 ELA and 0.132 math, grade 8), and those making only one summer move are almost entirely enrolled in K–5 or K–6 schools in fourth grade, disproportionately Asian (17 percent), white (14

percent), and high scoring (0.193 ELA and 0.262 math, grade 5; and 0.240 ELA and 0.226 math, grade 8).¹⁹ Furthermore, of the 66.2 percent of students who make only one summer move, the overwhelming majority make a structural move (87 percent) rather than a nonstructural move (13 percent). That is, students with relatively low levels of mobility appear less likely to make voluntary moves. Students making more than one summer move have characteristics associated with traditionally at-risk students: higher shares of black (34 percent), Hispanic (45 percent), and poor (84 percent) students, and lower performance on ELA and math exams in both fifth and eighth grades. Moreover, students who make two or more summer moves also make more mid-year moves than their peers who make zero or one summer move (0.30 compared with 0.13 and 0.09, respectively) and make roughly equal numbers of structural and nonstructural moves. Students who make at least one mid-year move are the lowest scoring of all groups (−0.031 ELA and −0.017 math, grade 5; and 0.025 ELA and −0.073 math, grade 8) and are disproportionately black (38 percent) and poor (86 percent). The majority of mid-year movers also experience at least one summer move during their academic careers (for relationship between summer and mid-year mobility, see table A.3 in the online appendix). Thus, movers and non-movers differ in a variety of ways.

6. RESULTS

Difference-in-Difference Results

We begin with a simple summary analysis of the medium-term relationship between mobility and academic performance, comparing movers with their stable peers. These models are most similar to what has been estimated in the previous literature and therefore serve as a good starting point for the discussion. As shown in the first two columns of table 2, students who make summer moves earn lower scores in both ELA (0.041) and math (0.072) in the years following a move, as do mid-year movers (0.031 and 0.045 in ELA and math, respectively), controlling for student characteristics and prior performance only.²⁰ Introducing student fixed effects and moving to the difference-in-difference results (columns 3 and 4) substantially increases the magnitude of the coefficients: Summer movers perform 0.079 lower in ELA and 0.118 lower in math, and mid-year movers perform 0.039 lower in ELA and 0.131 lower in math than their stable peers. The finding that the negative relationship between mobility and performance is *larger* with the inclusion of student fixed effects suggests that movers as a whole are slightly better performing than non-movers (which is consistent with the descriptive results in table 1).

Disentangling structural and nonstructural moves (columns 5 and 6) suggests that there are likely heterogeneous medium-term effects of mobility: Students who make structural moves perform almost twice as poorly as students who make nonstructural moves, and this result is statistically significant. Even so, these results indicate that

19. Note, all z-scores are above zero because the sample is restricted to those students who are continuously enrolled and making standard academic progress—a group that tends to be higher performing, on average. Therefore, we expect that any estimated effects sizes for this group are lower than would be found for other students.

20. Although direct comparisons with Hanushek, Kain, and Rivkin (2004) are difficult because the outcome in their models is gain scores whereas our outcome is in levels, our results are of the same sign and similar magnitude to theirs, where they find a decrease in gain scores of between 0.024 and 0.088 SDs among within-district movers.

Table 2. OLS Results, Relationship Between Mobility and Performance, ELA and Math Exams, Renters Only

	ELA (1)	Math (2)	ELA (3)	Math (4)	ELA (5)	Math (6)
Post-summer move	-0.041*** (0.003)	-0.072*** (0.003)	-0.079*** (0.004)	-0.118*** (0.004)		
Structural					-0.100*** (0.004)	-0.159*** (0.004)
Nonstructural					-0.053*** (0.007)	-0.076*** (0.006)
Post mid-year move	-0.031*** (0.003)	-0.045*** (0.003)	-0.039*** (0.011)	-0.131*** (0.011)	-0.000 (0.012)	-0.078*** (0.012)
Student characteristics	Y	Y	Y	Y	Y	Y
Student fixed effects	N	N	Y	Y	Y	Y
Observations	342,685	343,832	342,685	343,832	342,685	343,832
Unique students	88,241	88,254	88,241	88,254	88,241	88,254
R ²	0.480	0.590	0.743	0.801	0.743	0.802

Notes: Robust standard errors in parentheses. Post-summer move is equal to 1 in all years after a student moves schools between June and October. Post-summer move is equal to 1 in all years after a student moves schools between October and June. Summer moves made after the completion of a terminal grade are structural moves. Summer moves made after the completion of a non-terminal grade are nonstructural moves. All models include controls for poverty, English proficiency, home language, participation in special education services, grade, residence borough, and year. Models in columns (1) and (2) also control for gender, race, and prior test scores. Models in columns (3) through (6) include student fixed effects. Sample excludes students living in single family homes, condos, or coops in year t .

*** $p < 0.01$.

all else equal, both types of mobility have a negative relationship with student performance. As previously noted, however, there are reasons to believe these results do not fully account for the endogeneity of school mobility. We therefore turn to IV estimates, which are our preferred specification. In the results that follow, although we control for mid-year mobility, we do not report the results because no instruments suitable for the identification of this variable are available and we cannot interpret the coefficient estimates as causal.²¹

What Predicts Mobility?

Before turning to the estimates from the IV models themselves, by examining results from the first stage model we first consider whether and to what extent our proposed instruments actually predict student mobility. If, as described in our conceptual framework, structural and nonstructural mobility are related, we should see evidence that grade span is a significant predictor of both types of moves.

As shown in table 3, columns 1 and 3, the probability of making a structural move is strongly predicted by both elementary and middle school grade span. The probability that a student makes a structural move decreases with *YearsPre* (but at a decreasing rate) and *YearsPost*, and increases by 12.3–12.5 percentage points at *Terminal*. That is, a student is significantly more likely to make a structural move in the year after completing the terminal grade of his first-grade elementary school and significantly less likely to have made a structural move in any other year. For middle school entry grade, the probability

21. Although building sale was predictive of mid-year mobility in the first stage, the point estimates and the F of the excluded instruments were quite small and deemed insufficient for identification.

Table 3. First-stage Instrumental Variable Results, Summer Moves, ELA Exams

	ELA		Math	
	Post Structural (1)	Post Nonstructural (2)	Post Structural (3)	Post Nonstructural (4)
First-grade terminal grade				
YearsPre	-0.129*** (0.022)	0.002 (0.014)	-0.126*** (0.022)	0.001 (0.014)
YearsPre ²	0.073*** (0.003)	-0.015*** (0.003)	0.073*** (0.003)	-0.014*** (0.003)
Terminal (= 1 if current grade is terminal grade)	0.123*** (0.010)	-0.016*** (0.005)	0.125*** (0.010)	-0.017*** (0.005)
YearsPost ²	-0.033*** (0.002)	0.003*** (0.001)	-0.033*** (0.002)	0.003*** (0.001)
Middle school entry grade				
YearsPreMS	-0.177*** (0.035)	0.045*** (0.014)	-0.177*** (0.035)	0.046*** (0.014)
YearsPreMS ²	0.072*** (0.013)	-0.027*** (0.009)	0.072*** (0.013)	-0.027*** (0.009)
Entry (= 1 if current grade is entry grade)	0.006 (0.012)	0.006** (0.003)	0.006 (0.012)	0.007** (0.003)
YearsPostMS ²	0.002 (0.002)	-0.001 (0.001)	0.002 (0.002)	-0.001 (0.001)
Building Sale				
Sale of 2-4 family building	0.011*** (0.004)	0.016*** (0.003)	0.012*** (0.004)	0.015*** (0.003)
Sale of 5+ family building	-0.003 (0.005)	-0.002 (0.002)	-0.004 (0.005)	-0.001 (0.002)
Sale of other building type	-0.008 (0.010)	0.005 (0.007)	-0.008 (0.011)	0.004 (0.006)
Observations	342,685	342,685	343,832	343,832
Unique students	88,241	88,241	88,254	88,254
F excluded (11, 8,150)	203.26	23.40	205.79	23.33
Prob > F	0.000	0.000	0.000	0.000
R ²	0.849	0.912	0.849	0.912

Notes: Robust standard errors, clustered by first-grade school by cohort, in parentheses. Coefficients displayed are for the excluded instruments. Model also includes controls for poverty, English proficiency, participation in special education services, whether a student made a mid-year move, grade, residence borough, year, and student fixed effects.

** $p < 0.05$; *** $p < 0.01$.

of making a structural move decreases with *YearsPreMS* at a decreasing rate. Structural moves are weakly predicted by the sale of 2-4 family homes.

Nonstructural moves are predicted by all sets of instruments (columns 2 and 4). For example, the probability that a student makes a nonstructural move decreases 1.6-1.7 percentage points at *Terminal* and increases with *YearsPreMS*, at a decreasing rate. That is, a child is less likely to make a nonstructural move the closer he is to the terminal grade of his elementary school and is more likely to make a nonstructural move if he has a longer time until he is eligible to attend his zoned middle school. Again, this is consistent with our intuition that parents are less likely to make a nonstructural move to a school where their child would be nearing the terminal grade (and have to make another move soon) and are more likely to make a nonstructural move if their child will not be eligible to attend the nearby middle school for multiple years. Finally, the probability of a nonstructural move increases 1.5-1.6 percentage points with sale of a

2–4 family building, which is consistent with renters experiencing unanticipated shocks when owners sell buildings.

Overall these estimates show that our three sets of instruments are significant predictors of both structural and nonstructural moves. Many coefficients are individually significant, and the F statistics are large (all greater than 20). We find similar results using other specifications of grade span and a more parsimonious set of instruments, excluding middle school entry grade.²²

IV Results

As shown in table 4, once we account for the endogeneity of moves, a very different picture of mobility emerges. Structural moves continue to have a significant negative impact on performance in the years after the move, decreasing performance by 0.096–0.113 in ELA and 0.182–0.200 in math, depending on the parameterization of the grade span instruments. This is similar to but slightly larger than the results with student fixed effects alone. In contrast to the fixed effects results, however, IV results show nonstructural moves have no significant medium-term impact in either ELA or math. Thus, it seems that estimates of the impact of nonstructural mobility from the student fixed effects models may be biased due to the endogeneity of nonstructural mobility. In particular, the compliers who are contributing to the estimated effect in the IV model are likely to be making more “strategic” moves based on the cost–benefit logic described previously, such that OLS estimates did not accurately capture the impact of nonstructural mobility for this group.

These estimates conflate the short- and medium-term effects of mobility, however. Although it could be that all effects of mobility are due to the disruption in the year of the move itself, it is also possible that effects of mobility due to changes in curriculum or peers take longer to materialize and are therefore only observed in the medium term, or it could be that mobility had both short-term and medium-term effects. To gain a further understanding of *when* mobility matters relative to the year of the move itself, we parse the short-term and medium-term effects of mobility. As shown in table 5, we see that structural moves have significant negative impacts on student performance for both ELA and math in the medium term, and an additional negative impact on short-term ELA performance.²³ In ELA, students perform an additional 0.052–0.059 worse in the year of the move itself with small negative effects in the years following the move. In math, there is no differential impact in the year of the move itself but students perform significantly worse in all years following a structural move (0.176–0.186). By contrast, nonstructural moves appear to have lasting positive effects in ELA (0.156–0.275) with no additional impact experienced in the year of the move itself. Nonstructural moves have no significant impact on math performance, however. Thus, these estimates provide consistent evidence that structural moves harm student math and ELA performance in the medium-term, and nonstructural moves appear to have a positive effect in ELA in

22. First-stage results from alternative grade span specifications and a more parsimonious set of instruments are available from authors upon request. Note that because there are only two endogenous variables in this model (structural and nonstructural moves), only two sources of exogenous variation are needed, thus including the third set is not required for estimation.

23. First-stage IV estimations for the results in table 5 are shown in tables A.4 (ELA) and A.5 (math) in the online appendix.

Table 4. Instrumental Variable Results, Effects of Structural and Nonstructural Moves, ELA and Math Exams

	ELA		Math	
	(1)	(2)	(3)	(4)
Post-summer move				
Structural	-0.113*** (0.017)	-0.096*** (0.014)	-0.200*** (0.023)	-0.182*** (0.019)
Nonstructural	0.020 (0.091)	0.043 (0.069)	0.089 (0.125)	-0.025 (0.089)
Instruments				
Building sale	Y	Y	Y	Y
Terminal and entry grade				
Quadratic	Y	N	Y	N
Nonparametric	N	Y	N	Y
Observations	342,685	342,685	343,832	343,832
Unique students	88,241	88,241	88,254	88,254

Notes: Robust standard errors, clustered by first-grade school and middle school by cohort, in parentheses. Post-summer move is equal to 1 in all years after a student moves schools between June and October. Summer moves made after the completion of a terminal grade are structural moves and summer moves made after the completion of a nonterminal grade are nonstructural moves. All models include controls for poverty, English proficiency, home language, participation in special education services, mid-year moves, building type, residence borough, grade, and year. Models in columns (1) and (3) use the number of years between a student's grade in t and the completion of the terminal grade of his first-grade school ($YearsPre$) and this number squared, the number of years between the beginning of a student's grade in year t and the completion of the grade after the terminal grade of a student's first-grade school ($YearsPost$), and an indicator equal to one in the summer following the completion of the terminal grade of a student's first-grade school ($Terminal$) as grade span instruments. These models also include the number of years between a student's grade in t and the entry grade of his closest ZIP code ($YearsPreMS$) and this number squared, the number of years between a student's current grade and when he would have entered the lowest grade of his middle school ($YearsPostMS$), and an indicator equal to one in the summer before a student would enter the closest middle school if he started on time ($Entry$). Models in columns (2) and (4) use a vector of indicators that are the interaction between a student's current grade and the terminal grade of his first-grade school (φ_{gT}) and a vector of indicators that are the interaction between a student's current grade and the entry grade of his closest middle school (ν_{gE}). All models use the interaction between an indicator of whether a student's current building of residence was sold between $t - 2$ and $t - 1$ and an indicator for the building type as instruments for school moves.

*** $p < 0.01$.

the medium-term. Furthermore, these results highlight the importance of separating the short-term versus medium-term impacts of mobility, as table 4 masks the result that the impacts of nonstructural mobility may take longer to appear.

Articulated versus Nonarticulated Moves

As noted in our conceptual framework, nonstructural moves include a set that is voluntary and strategic (likely to improve performance) and another set that is involuntary and unplanned (likely to harm performance). Although we have no direct data on parental motivation, we further probe the hypothesis that strategic moves are likely to differ from unplanned moves by dividing nonstructural moves into (1) articulated moves, made to allow a student to begin his next school on time, which are arguably more likely to reflect strategic behavior, and (2) nonarticulated moves, where a student joins the new school mid-grade span, which are arguably more likely to be made in

Table 5. Instrumental Variable Results, Short-Term and Medium-Term Effects of Structural and Nonstructural Moves, ELA and Math Exams

	ELA		Math	
	(1)	(2)	(3)	(4)
Post-summer move				
Structural	-0.033 (0.024)	-0.047*** (0.018)	-0.186*** (0.034)	-0.176*** (0.024)
Nonstructural	0.275** (0.109)	0.156* (0.083)	0.115 (0.149)	-0.040 (0.107)
Move in year <i>t</i>				
Structural	-0.059*** (0.019)	-0.052*** (0.015)	0.022 (0.022)	-0.001 (0.015)
Nonstructural	-0.005 (0.113)	-0.024 (0.067)	0.242* (0.127)	0.074 (0.071)
Instruments				
Building sale	Y	Y	Y	Y
Terminal and entry grade				
Quadratic	Y	N	Y	N
Nonparametric	N	Y	N	Y
Observations	342,685	342,685	343,832	343,832
Unique students	88,241	88,241	88,254	88,254

Notes: Robust standard errors, clustered by first-grade school and middle school by cohort, in parentheses. Post-summer move is equal to 1 in all years after a student moves schools between June and October. Summer moves made after the completion of a terminal grade are structural moves and summer moves made after the completion of a nonterminal grade are nonstructural moves. Move in *t* is equal to 1 in the year that a student makes a particular type of move and 0 in all other years. All models include controls for poverty, English proficiency, home language, participation in special education services, mid-year moves, building type, residence borough, grade, and year. Models in columns (1) and (3) use the number of years between a student's grade in *t* and the completion of the terminal grade of his first-grade school (*YearsPre*) and this number squared, the number of years between the beginning of a student's grade in year *t* and the completion of the grade after the terminal grade of a student's first-grade school (*YearsPost*), and an indicator equal to one in the summer following the completion of the terminal grade of a student's first-grade school (*Terminal*) as grade span instruments. These models also include the number of years between a student's grade in *t* and the entry grade of his closest ZIP code (*YearsPreMS*) and this number squared, the number of years between a student's current grade and when he would have entered the lowest grade of his middle school (*YearsPostMS*), and an indicator equal to one in the summer before a student would enter the closest middle school if he started on time (*Entry*). Models in columns (2) and (4) use a vector of indicators that are the interaction between a student's current grade and the terminal grade of his first-grade school (φ_{gt}) and a vector of indicators that are the interaction between a student's current grade and the entry grade of his closest middle school (η_{gE}). All models use the interaction between an indicator of whether a student's current building of residence was sold between $t - 2$ and $t - 1$ and an indicator for the building type as instruments for school moves.

* $p < 0.1$; *** $p < 0.01$.

reaction to some sudden change in circumstance. Using multiple specifications, we find results consistent with these predictions (see table 6). Articulated moves appear to have large, positive, medium-term effects in ELA (0.173–0.229) and no effects in math. Further, students experience no differential impact in the year of the articulated move itself. Nonarticulated moves, by contrast tend to have little significant effect on performance (and in fact many of the coefficients are large and negative, although insignificant). This suggests that there is a particular set of nonstructural moves (articulated moves) that is likely to be beneficial to student performance, and, importantly, this is the set of moves most likely to reflect strategic behavior on the part of parents.

Table 6. Instrumental Variable Regression Results, Robustness, Articulated versus Nonarticulated Moves, ELA and Math Exams

	ELA		Math	
	(1)	(2)	(3)	(4)
Post-summer move				
Structural	-0.046*	-0.048***	-0.136***	-0.177***
	(0.027)	(0.018)	(0.048)	(0.024)
Non-structural				
Articulated	0.229**	0.173**	0.063	0.022
	(0.102)	(0.084)	(0.170)	(0.113)
Nonarticulated	-0.128	-0.236	2.590***	-0.564
	(0.611)	(0.386)	(0.998)	(0.466)
Summer move in year <i>t</i>				
Structural	-0.072***	-0.051***	0.062*	-0.000
	(0.023)	(0.015)	(0.034)	(0.015)
Nonstructural				
Articulated	-0.202	-0.036	0.888**	0.052
	(0.212)	(0.073)	(0.347)	(0.076)
Nonarticulated	0.281	0.145	-0.584**	0.226
	(0.202)	(0.162)	(0.284)	(0.168)
Instruments				
Building Sale	Y	Y	Y	Y
Terminal and entry grade				
Quadratic	Y	N	Y	N
Nonparametric	N	Y	N	Y
Observations	342,685	342,685	343,832	343,832
Unique students	88,241	88,241	88,254	88,254

Notes: Robust standard errors, clustered by first-grade school and middle school by cohort, in parentheses. Post-summer move is equal to 1 in all years after a student moves schools between June and October. Summer moves made after the completion of a terminal grade are structural moves and summer moves made after the completion of a nonterminal grade are nonstructural moves. Move in year *t* is equal to 1 in the year that a student makes a particular type of move and 0 in all other years. All models include controls for poverty, English proficiency, home language, participation in special education services, mid-year moves, building type, residence borough, grade, and year. Models in columns (1) and (3) use the number of years between a student's grade in *t* and the completion of the terminal grade of his first-grade school (*YearsPre*) and this number squared, the number of years between the beginning of a student's grade in year *t* and the completion of the grade after the terminal grade of a student's first-grade school (*YearsPost*), and an indicator equal to one in the summer following the completion of the terminal grade of a student's first-grade school (*Terminal*) as grade span instruments. These models also include the number of years between a student's grade in *t* and the entry grade of his closest ZIP code (*YearsPreMS*) and this number squared, the number of years between a student's current grade and when he would have entered the lowest grade of his middle school (*YearsPostMS*), and an indicator equal to one in the summer before a student would enter the closest middle school if he started on time (*Entry*). Models in columns (2) and (4) use a vector of indicators that are the interaction between a student's current grade and the terminal grade of his first-grade school (ψ_{gt}) and a vector of indicators that are the interaction between a student's current grade and the entry grade of his closest middle school (η_{gE}). All models use the interaction between an indicator of whether a student's current building of residence was sold between *t* - 2 and *t* - 1 and an indicator for the building type as instruments for school moves.

p* < 0.1; *p* < 0.05; ****p* < 0.01.

Other Considerations and Robustness Tests

We explore the robustness of our results by controlling for school quality, trends in performance before moves, and alternatives to our renter sample. Results are qualitatively unchanged. The results from alternative specifications discussed below use the

Table 7. Robustness Checks, Instrumental Variable Specifications, School Quality, and Move Pre-trends

	ELA			Math		
	Main results (1)	School Quality (2)	Pre-trends (3)	Main results (4)	School Quality (5)	Pre-trends (6)
Post-summer move						
Structural	-0.047*** (0.018)	-0.042** (0.017)	-0.037* (0.021)	-0.176*** (0.024)	-0.140*** (0.023)	-0.148*** (0.029)
Nonstructural	0.156* (0.083)	0.121 (0.082)	0.249 (0.167)	-0.040 (0.107)	-0.063 (0.102)	-0.257 (0.196)
Summer move in year t						
Structural	-0.052*** (0.015)	-0.039** (0.015)	-0.052*** (0.016)	-0.001 (0.015)	0.031** (0.014)	0.016 (0.015)
Nonstructural	-0.024 (0.067)	0.000 (0.069)	-0.054 (0.065)	0.074 (0.071)	0.077 (0.067)	0.126* (0.072)
1 Year Prior to						
Structural move			0.029 (0.017)			0.058*** (0.020)
Nonstructural move			0.141* (0.075)			-0.039 (0.085)
Instruments						
Building sale	Y	Y	Y	Y	Y	Y
Terminal & entry grade						
Nonparametric	Y	Y	Y	Y	Y	Y
Observations	342,685	342,685	342,685	343,832	343,832	343,832
Unique students	88,241	88,241	88,241	88,254	88,254	88,254

Notes: Robust standard errors, clustered by first-grade school and middle school by cohort, in parentheses. Post-summer move is equal to 1 in all years after a student moves schools between June and October. Summer moves made after the completion of a terminal grade are structural moves and summer moves made after the completion of a nonterminal grade are nonstructural moves. Move in t is equal to 1 in the year that a student makes a particular type of move and 0 in all other years. All models include controls for poverty, English proficiency, home language, participation in special education services, mid-year moves, building type, residence borough, grade, and year. All models use a vector of indicators that are the interaction between a student's current grade and the terminal grade of his first-grade school and a vector of indicators that are the interaction between a student's current grade and the entry grade of his closest middle school. All models use a vector of indicators that are the interaction between a student's current grade and the terminal grade of his first-grade school (ψ_{gt}) and a vector of indicators that are the interaction between a student's current grade and the entry grade of his closest middle school (η_{gE}). School quality is the regression adjusted average ELA performance in that school-grade the prior year. Pre-trends are captured through a series of indicators controlling for one year pre-move.

* $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$.

nonparametric grade span specifications as instruments for mobility, although results using the quadratic grade-span specification are qualitatively similar (see table A.6 in the online appendix). Further, although the results discussed below focus on structural and nonstructural moves, results regarding articulated and nonarticulated moves are similarly robust (see tables A.7 and A.8 in the online appendix).

School Quality

It is possible that moves are disproportionately made to better (or worse) schools, in which case our estimate of the impact of mobility may, in part, reflect changes in school quality such that isolating the impact of mobility (as distinct from improvements in school quality) requires controlling for these changes. Thus, we add a measure of school quality to our regression models (see table 7, columns 2 and 5). Specifically, we use the average, regression-adjusted value added for each school/grade in the previous year

Wed Sep 18, 2019

To: Ellensburg School District Board

Fm: Pat Kelleher 6530 Wilson Creek Road Ellensburg.

Re: Public Hearing comments on Bond for School Construction

With the passage of the \$59,500,000 Bond and \$73,950,000 being spent for School Construction, I would like The District to address these questions and concerns.

1. The renovation of Lincoln Elementary School is currently \$25,209,367 vice the \$22,500,000 requested in the Bond. \$2,709,367 over budget.
2. None of the "schools" have 23 classrooms as outlined in the Bond supporting documentation.
3. The proposed plan locks out all \$7,000,000 of state assistance "earned" for Valley View until k-8 enrollment exceeds 2,926 students. Current enrollment k-8 is 2,286 (2018)
4. Changes to plans are not being shared with the public. The last Executive Committee Minutes posted to the Ellensburg School District website was for a meeting held June 19, 2019. Over three months ago.
5. Bus arrival on the new Mt Stuart Campus is not getting the attention it deserves
6. The Mt Stuart residual gym of 6,537 feet should be demolished
7. The District has provided no evidence that a k-2 and 3-5 will provide any change in Student Performance or Attendance.

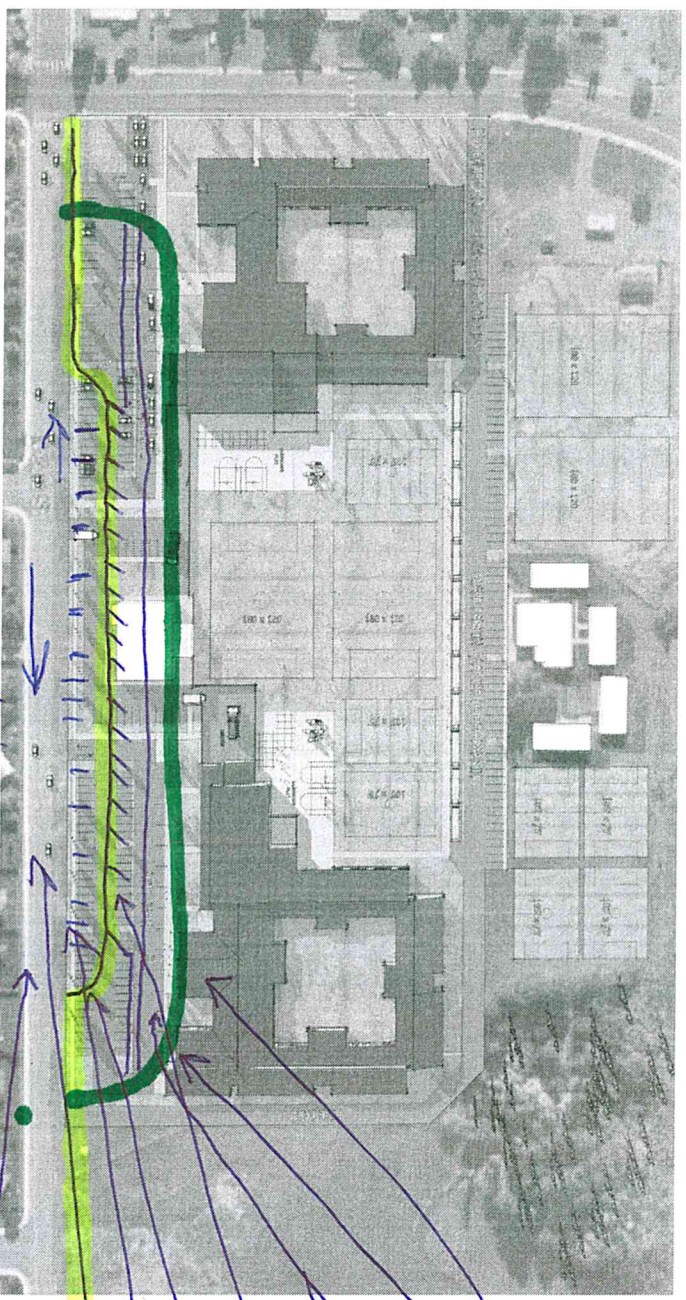
Attached

Washington State Summary for Valley View, Mt Stuart and Lincoln

Site plan with bus zone and parking

The District is looking at various options, including the opportunity for the K-2/3-5 elementary model to be placed at the Mt. Stuart Elementary campus due to the close proximity of the two buildings with a shared playfield, thereby creating a campus of one school divided among two buildings. The children would be attending one campus, not transitioning from a lower level school in one part of town to an entirely different upper level school in a different part of town.

There are many districts throughout the state and nation utilizing the K-2/3-5 elementary school model with great success. This is an opportunity for the District to explore the option, and whether to continue to seek input from our community.



- SIDEWALK
- TWO LANE BUS
- FENCE
- GREEN STRIPS
- 60° PARKING (60 STRIPS)
- SIDE WALK
- 90° PARKING (60 STRIPS)
- TWO WAY STREET
- ~~SIDE WALK~~
- SIDE WALK

MAKING DROP OFF



Washington State Summary Valley View Elementary School

1508 E 3rd
Ellensburg, WA 98936-0000

509.925.7316

Enrollment*

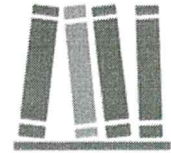
550



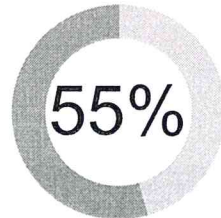
7% English Learners
37% Low Income

Student Performance*

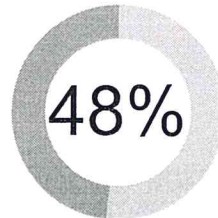
How are we doing getting students to their learning goals?



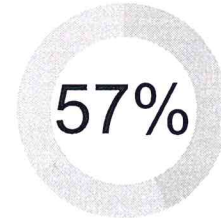
English Language Arts



Math

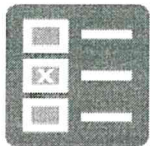


Science



Met grade level standards on state administered tests

How engaged are our students?



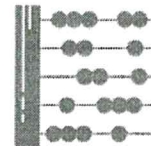
89%

Have Regular Attendance



22%

Have High English Language Arts Growth



31%

Have High Math Growth

About Our Teachers and Classrooms



36

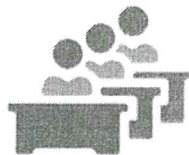
Number of Teachers

61%

Have Master's Degree or Higher

15.1

Average Years Experience



15.4

Number of Students per Teacher

Finances

How much money do we spend on each student?

\$10,018

Staff Salary & Benefits



\$2,184

Non-Personnel Costs

All information is for the 2017-18 school year, unless marked with an * to indicate 2018-19. To see more from the Washington State Report Card, visit WashingtonStateReportCard.OSPI.k12.wa.us/ReportCard/ViewSchoolOrDistrict/101777
If you have questions or comments, contact ReportCardRedesign@k12.wa.us





Washington State Summary

Mt. Stuart Elementary

705 W. 15th
Ellensburg, WA 98926-0000

509.925.8404

Enrollment*

501



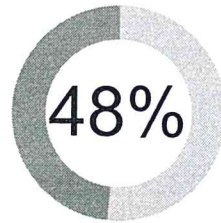
15% English Learners
63% Low Income

Student Performance*

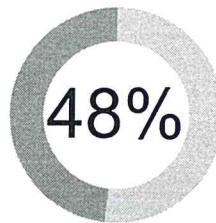
How are we doing getting students to their learning goals?



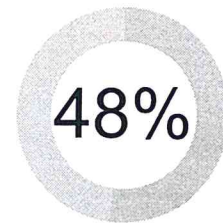
English Language Arts



Math

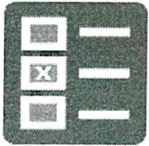


Science



Met grade level standards on state administered tests

How engaged are our students?



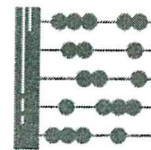
82%

Have Regular Attendance



46%

Have High English Language Arts Growth



38%

Have High Math Growth

About Our Teachers and Classrooms



34

Number of Teachers

53%

Have Master's Degree or Higher

12.9

Average Years Experience



14.5

Number of Students per Teacher

Finances

How much money do we spend on each student?

\$10,158

Staff Salary & Benefits



\$2,184

Non-Personnel Costs

All information is for the 2017-18 school year, unless marked with an * to indicate 2018-19. To see more from the Washington State Report Card, visit WashingtonStateReportCard.OSPI.k12.wa.us/ReportCard/ViewSchoolOrDistrict/101775
If you have questions or comments, contact ReportCardRedesign@k12.wa.us





Washington State Summary

Lincoln Elementary



200 S. Sampson
Ellensburg, WA 98926-0000



509.925.8050

Enrollment*

503



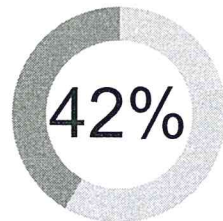
12% English Learners
40% Low Income

Student Performance*

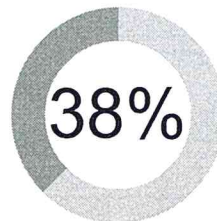
How are we doing getting students to their learning goals?



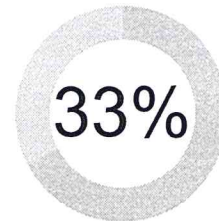
English Language Arts



Math



Science



Met grade level standards on state administered tests

How engaged are our students?



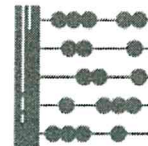
81%

Have Regular Attendance



36%

Have High English Language Arts Growth



38%

Have High Math Growth

About Our Teachers and Classrooms



33

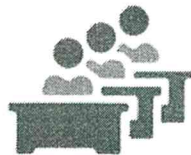
Number of Teachers

76%

Have Master's Degree or Higher

16.1

Average Years Experience



15.5

Number of Students per Teacher

Finances

How much money do we spend on each student?

\$9,465

Staff Salary & Benefits



\$2,184

Non-Personnel Costs

All information is for the 2017-18 school year, unless marked with an * to indicate 2018-19. To see more from the Washington State Report Card, visit WashingtonStateReportCard.OSPI.k12.wa.us/ReportCard/ViewSchoolOrDistrict/101773
If you have questions or comments, contact ReportCardRedesign@k12.wa.us

