

# District Reconfiguration Options

January 14, 2019

**Grosse Pointe Public School System**

## **Strategic Plan**

Promote Innovation → Maximize Potential → Embrace Community

# Presentation Outline

- Parameter Discussion
- Historical Discussion of Enrollment
- Reconfiguration Factors Considered
- Reconfiguration Options Considered
- Recommended Next Steps

# What This Presentation Is

- A comprehensive review of options for GPPSS given the direction from the BOE to consider District reconfiguration
- A step in the creative process that is intended to be open to options, rather than be closed to options
- This report takes into account various macro level concepts such as building capacity and projected enrollment

# What This Presentation Is Not

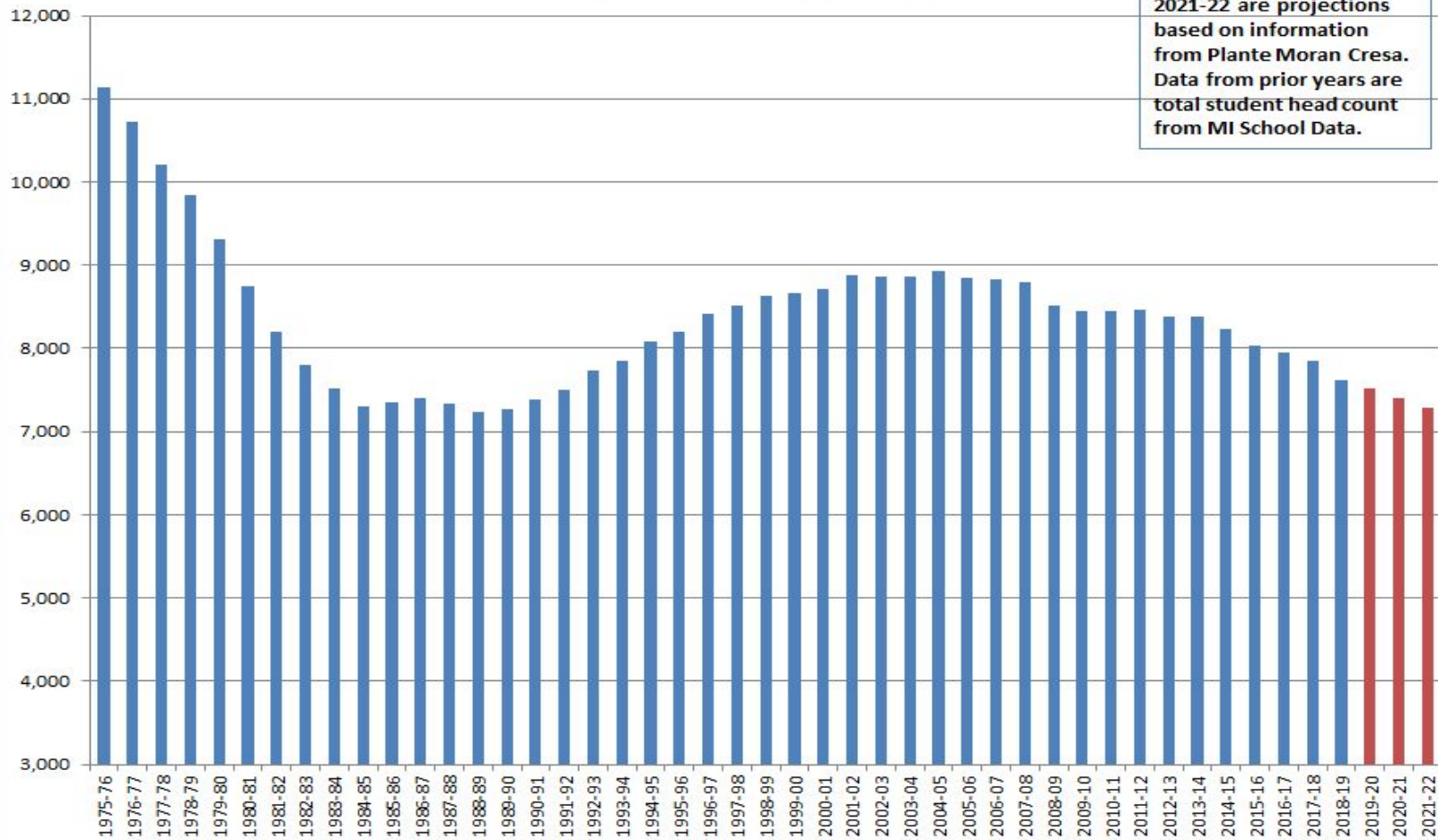
- A formal proposal
- A document that will list any school by name
- An attempt to prioritize schools within a level against one another
- A detailed plan that includes itemized costs
- Advocating for Schools of Choice

# Enrollment Overview

- A comprehensive enrollment review was provided at the November 26, 2018 Board of Education Meeting
- Overall enrollment has been declining for the past 15 years
- Total student enrollment is projected to continue to decline as demographic trends continue to impact all districts including GPPSS

## GPPSS Enrollment History

Note: Data for 2019-20 - 2021-22 are projections based on information from Plante Moran Cresa. Data from prior years are total student head count from MI School Data.



# Participants in this Process

Per direction from the BOE, administration has worked for the past month to design this review. This review has been compiled by central office administration using existing data from the Blue Ribbon Facilities Committee work and the GPPSS Strategic Plan.

# Factors Considered

When creating and analyzing the following options, administration used the following assumptions:

- GPPSS will continue to serve various programs within the District including
  - K-12 education for general education students
  - Birth-age 26 education for students with special needs and
  - Provide the community a fee based Pre-K Tuition program
- Current GPPSS and Plante Moran CRESA enrollment projections
- No change in High School boundaries
- GPPSS will not participate in Schools of Choice
- Administration placed a value on expanding educational options and opportunities as a result of reconfiguration



# Factors Considered (Continued)

When creating and analyzing the following options administration used the following assumptions:

- GPPSS will continue to utilize both GPN and GPS as high schools
- Reducing fixed costs is an intended result of these options
- GPPSS would keep the footprint of current facilities intact
- GPPSS would not be building or acquiring new facilities
- When determining building capacity and cost savings, materials from the Blue Ribbon Committee work of 2017 would serve as the basis for broad assumptions
- District transportation will not be considered
- Plans that included annual operational savings of less than \$1,000,000 were not considered

# Factors Not Currently Considered in this Review

When creating this report the following items were not specifically considered, however, future work in this area will need consider the following regarding specific buildings and/or the impact of reconfiguring/closing schools:

- Land value
- Use for one-time savings from a building closure
- Impact on bond planning of a building closure/repurposing
- Historical building status
- Community use of facilities
- Status of Elworthy Field
- Pool Usage

However,

- In 2018, property assessments for Barnes and the Administration Building (389) were presented to the Board of Education
- Next steps regarding these properties would be a formal RFP to professionally appraise and market Barnes and 389

# Reconfiguration Options

On each option slide the following is provided:

- A name and number for the option
- A brief description of the option
- Configuration of the district in terms of grades and buildings that would be required to enact the option
- An estimate of the amount of annual savings if the option was adopted
- Pros and cons
- A recommendation from administration regarding viability for further study

# Current District Configuration

Each option is compared to our current GPPSS configuration as follows:

- 9 Elementary Schools (ES)
- 3 Middle Schools (MS)
- 2 High Schools (HS)
- 1 Early Childhood Center (ECC)
- 1 Administration Office Building (389)

# New Definitions

Some of the options presented in this presentation use the following two terms defined below:

- Large Elementary School: A large elementary school is defined as an elementary school that houses 500-700 elementary students
- Gravity School: A gravity school is a school that provides a specific program or approach to education that would be open to students on a district-wide basis. Gravity schools would not have a neighborhood defined attendance area. Gravity schools could include concepts such as STEM, year-round schooling, multi-age, STEAM, humanities or another focus.

# Option #1 - General Reduction

Description: Maintain the current grade configuration (K-5, 6-8 and 9-12) while reducing buildings and reconfiguring buildings as available

New footprint: 7 ES (2 large), 2 MS, 2 HS and 1 ECC

Closed facilities: 3 ES and 389

Pros:

- Cost savings in excess of \$2,000,000
- Maintains current grade configuration

Cons:

- Creates large middle schools that exceed the identified capacity of at least one of the MS facilities
- Does not provide new opportunities for GPPSS students

# Option #2 - Reconfigure and Reduce

Description: Convert ES to a K-6 configuration with MS moving to a 7-8 configuration

New footprint: 8 ES (2 large), 2 MS, 2 HS and 1 ECC

Closed facilities: 2 ES and 389

Pros:

- Cost savings in excess of \$1,500,000

Cons:

- Creates two small middle schools (~550 students)
- Creates several ES that are relatively small (~300 students)
- Does not necessarily provide new opportunities for GPPSS students

Questions:

- Impact on 6th grade curriculum and pedagogy

# Option #3 - Reconfigure and Create a Service Center

Description: Convert ES to K-6, MS to 7-8, close a MS and create a comprehensive service center that houses ECC and central office in the repurposed MS

New footprint: 9 ES, 2 MS, 2 HS and 1 Service Center

Closed facilities: ECC center and 389

Pros:

- Cost savings in excess of \$1,300,000
- Maintains 9 current ES
- Expands the opportunity for early childhood programming

Cons:

- Creates two small middle schools (~550 students)
- Does not necessarily provide new opportunities for GPPSS students

Questions:

- Impact on 6th grade curriculum and pedagogy



# Option #4 - Eliminate MS Option

Description: Change the grade configuration to K-6 and 7-12. 4 ES schools would be large (in excess of 500 students)

New footprint: 6 ES (4 large), 2 HS and 1 ECC

Closed facilities: 6 ES and 389

Pros:

- Financial savings in excess of \$3,000,000 annually
- Maximized efficiency
- Greatest number of facility closings

Cons:

- Impact on neighborhood school concept
- Inclusion of MS age students within HS
- No peer districts use this configuration

# Option #5 - Reduce Footprint and Create 1 Gravity School

Description: Maintain current K-5, 6-8, and 9-12 grade configuration adding a special purpose, or Gravity School, that attracts students across the district configured 3-8

New footprint: 6 ES, 1 Gravity School, 2 MS, 2 HS and 1 ECC

Closed facilities: 3 ES and 389

Pros:

- Financial savings in excess of \$2,000,000 annually
- Creates a location for innovation and alternate programming for grade 3-8 students
- Maintains the current grade configuration

Cons:

- Most students would not experience new opportunities
- Impact on neighborhood school concept

# Option #6 - Reduce Footprint and Create 2 Gravity Schools

Description: Reconfigure grades to include K-4, 5-8, 2 Gravity Schools (grades 3-8), and 2 HS

New footprint: 5 ES, 2 Gravity Schools, 2 MS, 2 HS and 1 ECC

Closed facilities: 3 ES and 389

Pros:

- Financial savings in excess of \$2,000,000 annually
- Creates two location for innovation and alternate programming for grade 3-8 students
- Increases the amount of time students spend at the MS level increasing participation and engagement
- Would allow for more curriculum options for 5th grade students
- Would allow for a greater literacy and early childhood focus at the ES level
- All grade K-8 students would experience impacted and improved instruction

Cons:

- Impact on neighborhood school concept
- Requires significant work regarding curriculum and pedagogy

# Option #7 - Maintain Current Configuration While Eliminating ECC and 389 Facilities

Description: Retain the current ES, MS and HS. This plan could also include maintaining a separate ECC and 389 center or the closure of those facilities.

New footprint: 9 ES, 3 MS & 2 HS

Closed facilities: TBD

Pros:

- No impact on current attendance patterns and boundaries
- Maintains current facilities

Cons:

- Operational savings of \$0 - \$200,000
- Programming for children ages 0-5 would be dispersed throughout the district in the event of the ECC closure
- A location for administration would need to be determined if 389 is closed

# Other Options Reviewed - Not Viable

In addition to the previously noted options, administration considered, but disregarded each of the following reconfiguration plans:

- Education Centers - Creating some version of K-2, 3-4, 5-6, 7-8 and 9-12 centers across the district.
- Early Childhood Education Centers - Create some version of EC - 1, 2-5, 6-8 and 9-12 configuration.
- 8th-9th Grade Center - Move all HS students to one facility for grades 8-9 and the other facility for grades 10-12.

Each of the above was determined to be not viable due to facility constraints or student needs.

| Option                               | Configuration                                  | Estimated Number of Facilities Closed | Feasible Relative to Facilities | Approximate Cost Savings |
|--------------------------------------|--|---------------------------------------|---------------------------------|--------------------------|
| #1 General Reduction                 | ECC, K-5, 6-8 & 9-12                           | 3 ES and 389                          | TBD                             | \$2,000,000              |
| #2 Reconfigure and Reduce            | ECC, K-6, 7-8 & 9-12                           | 2 ES and 389                          | Yes                             | \$1,500,000              |
| #3 Reconfigure with Service Center   | K-6, 7-8, 9-12 and an ECC/Admin service center | ECC and 389                           | Yes                             | \$1,300,000              |
| #4 Eliminate MS                      | ECC, K-6 & 7-12                                | 7 ES and 389                          | Yes                             | \$3,000,000              |
| #5 Reduce Footprint Create 1 Gravity | ECC, K-5, 6-8, 1 3-8 Gravity School and 9-12   | 3 ES and 389                          | Yes                             | \$2,000,000              |
| #6 Reduce Footprint Create 2 Gravity | ECC, K-4, 5-8, 2 3-8 Gravity Schools & 9-12    | 3 ES and 389                          | Yes                             | \$2,000,000              |
| #7 Maintain As Is                    | ECC,K-5, 6-8 & 9-12                            | Potentially ECC and 389               | Yes                             | \$0 - \$200,000          |

# Recommended Next Steps

Assuming that the Board of Education wishes the District to continue this work administration is recommending the following general steps:

1. Reconvene the Blue Ribbon Committee
2. The Blue Ribbon Reconfiguration Committee would provide the Board and the community a report by April 30th
3. Administration/Board of Education would host a series of town hall meetings to discuss the report with the community during April/May 2019
4. The BOE would recommend a Reconfiguration Plan with options in June 2019

The following slides contain details regarding the above steps.

# GPPSS Reconfiguration Committee - Timeline

The following will be the timeline for the organization and work of this committee:

- January 15th - January 30th - Committee membership finalized
- February 1st - March 30th - Committee meetings led by a professional facilitator
- April 8th - GPPSS Reconfiguration Report provided to the BOE
- April 9th - May 30th - Community town hall meetings and feedback
- June 2019 - The BOE to consider the recommendations from the committee
- June 2019 - The BOE would recommend a Reconfiguration Plan with options



# GPPSS Blue Ribbon Reconfiguration Committee - Charge

The GPPSS Blue Ribbon Reconfiguration Committee is charged with the following:

*Propose a reconfiguration plan for facility usage and grade configuration to be implemented in GPPSS starting no earlier than the **2020-21 school year**. This plan should consider all relevant factors identified by the committee including meeting the target of substantial structural financial savings. However, the best interest of students and **focusing on expanding opportunities for all students while maintaining excellence** shall be at the center of the committee's work. The plan should be specific including naming facilities and options.*