



Blue Ribbon Committee District Update

January 31, 2019

Grosse Pointe Public School System

Strategic Plan

Promote Innovation → Maximize Potential → Embrace Community

Blue Ribbon Committee District Update - Presentation Outline

- Review of the BOE Declining Enrollment Resolution
- GPPSS Enrollment Presentation
- District Reconfiguration Options
- Charge to the Blue Ribbon Committee

Blue Ribbon Committee District Update - Declining Enrollment Resolution

- Approved by a 7-0 Vote of the BOE on June 18, 2018
- Established various 'triggers' that would require administration to provide the BOE a plan within 30 days regarding how to address declining enrollment

Blue Ribbon Committee District Update - Declining Enrollment Resolution Triggers

The triggers included in the resolution centered on the following factors:

- Changes to overall student enrollment
- Changes to student enrollment by level (ES, MS and HS)
- Change in student enrollment relative to enrollment projections
- Student enrollment relative to district and building capacity
- Changes to funding from the state
- Changes to the retirement rate

After the completion of the Fall 2018 count administration determined that a trigger had been met as a result of the fall count.

GPPSS Student Enrollment Presentation

Grosse Pointe Public School System
November 26, 2018

Purpose of Presentation :

- Provide Board of Education and community data regarding actual enrollment in GPPSS
- Inform 2019-20 budget development process

Data Notes:

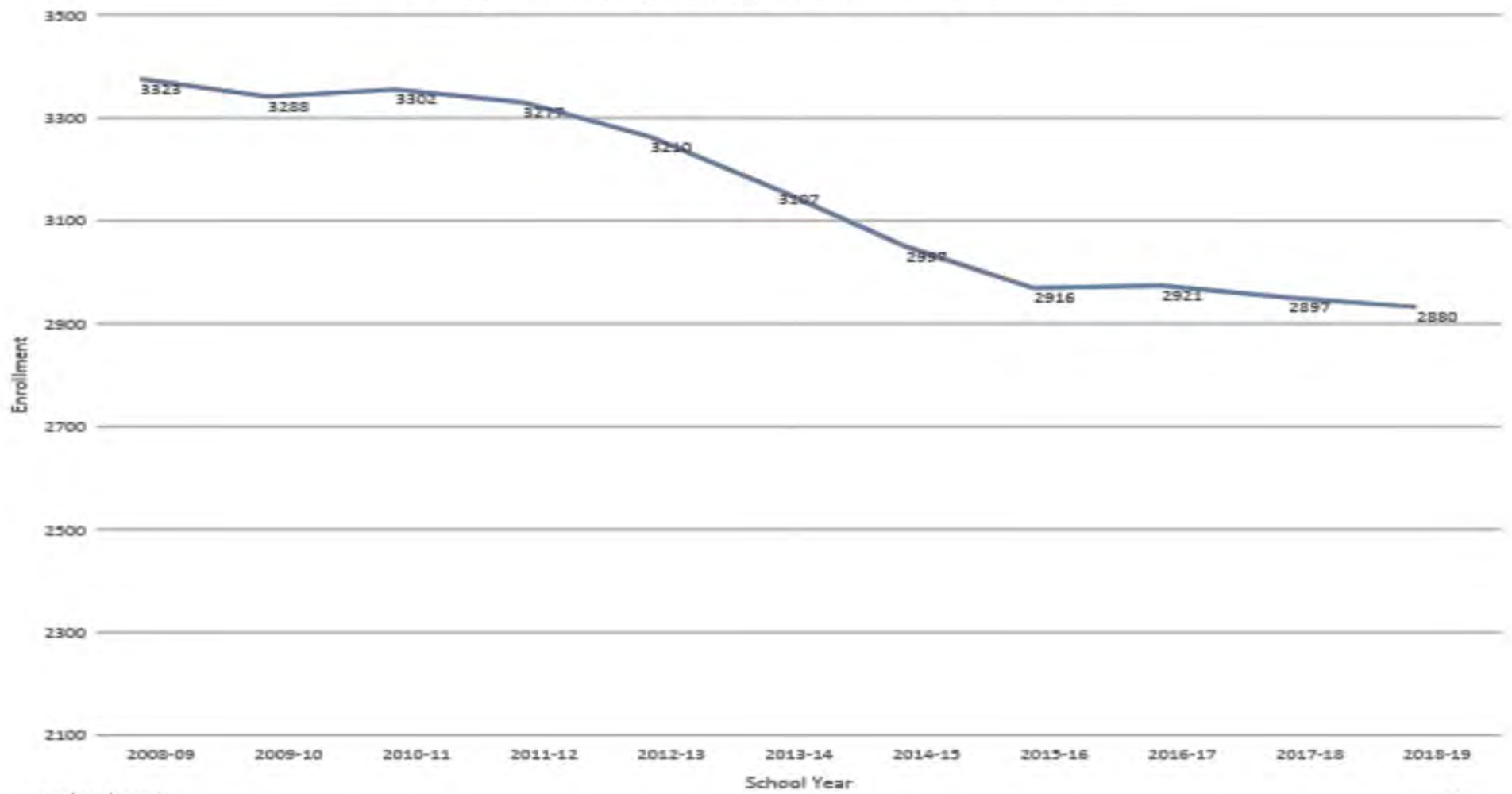
- All data from the 2008-09 school year through the 2018-19 school year is taken from the Fall Student Housing Report
- Young Five's enrollment is included in all data
- Conclusions in this report were discussed with Plante Moran CRESA

Report Structure:

- Elementary Enrollment Data
- Middle School Enrollment Data
- High School Enrollment Data
- District Enrollment Data
- Statewide and Private/Parochial Data

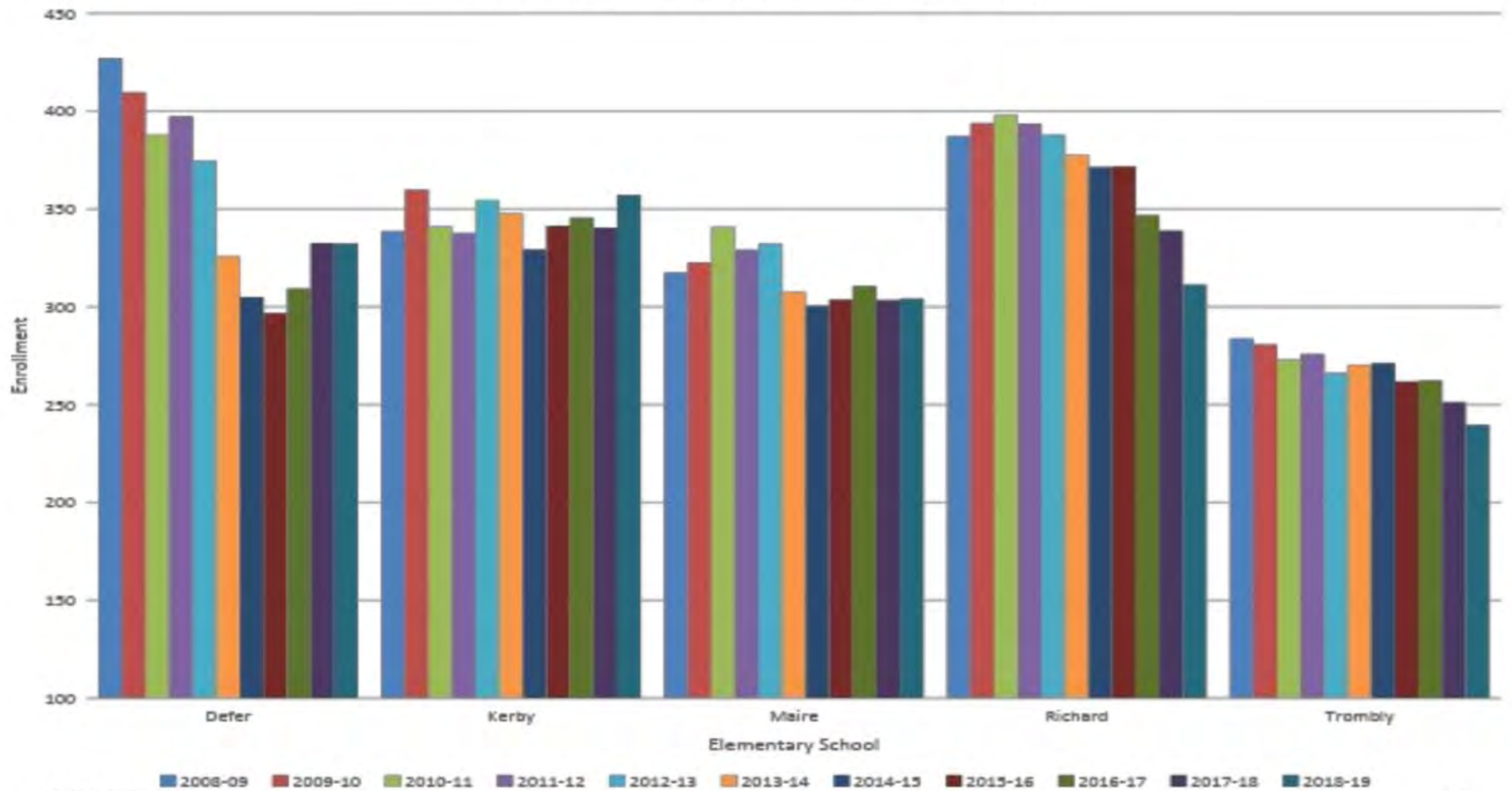
ELEMENTARY SCHOOL ENROLLMENT

GPPSS Elementary Historical Enrollment Enrollment



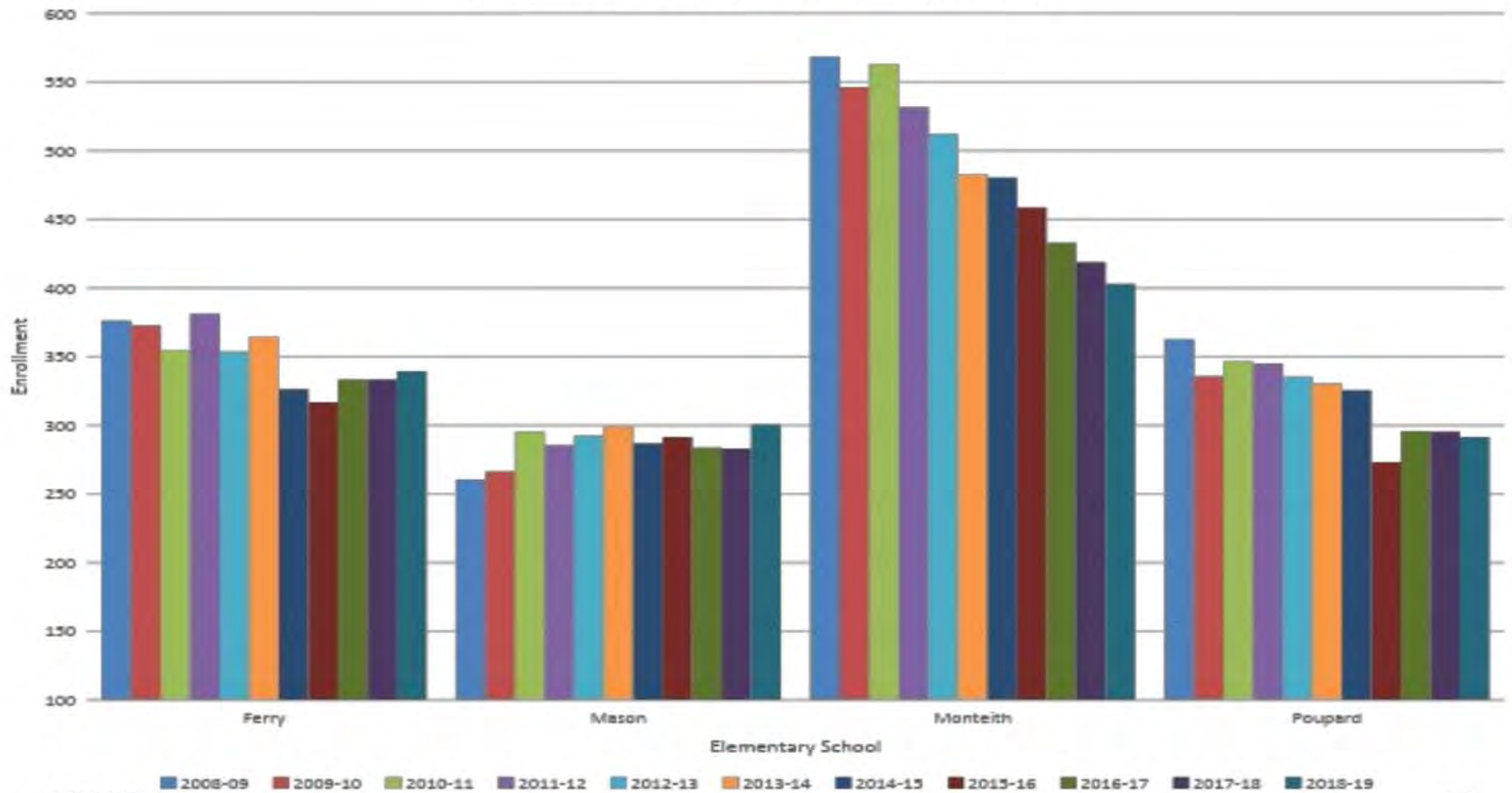
11/26/2018

South End Elementary Enrollment by Building



11/26/2018

North End Elementary Enrollment by Building



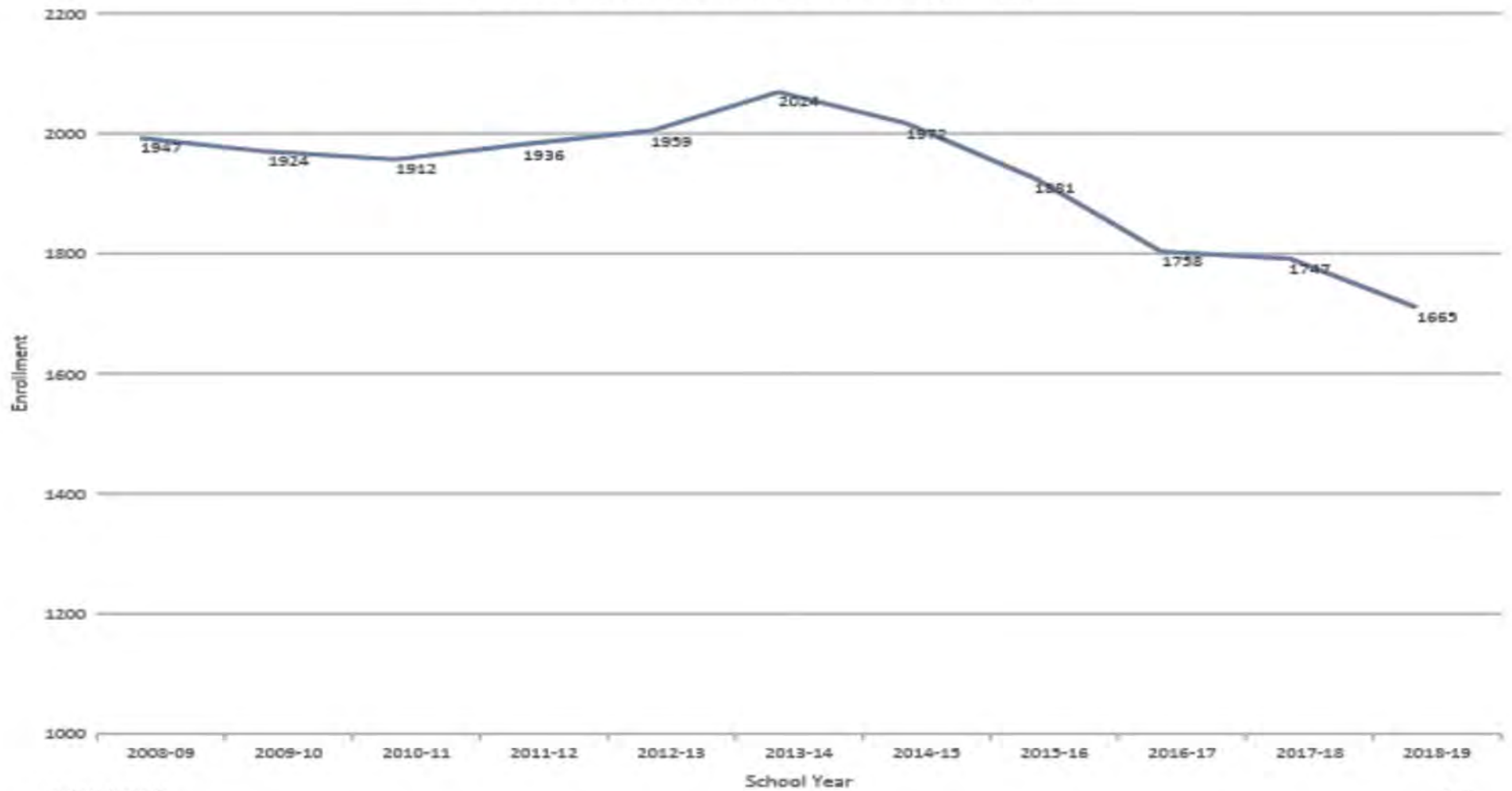
11/26/2018

Elementary Building Enrollment Percentage Change

Building	2008-09	2018-19	Percentage Change
Defer	427	332	-29%
Ferry	376	339	-11%
Kerby	339	357	5%
Maire	318	304	-4%
Mason	261	301	13%
Monteith	569	403	-41%
Poupard	363	291	-24%
Richard	387	311	-24%
Trombly	284	240	-18%
Total	3323	2880	-15%

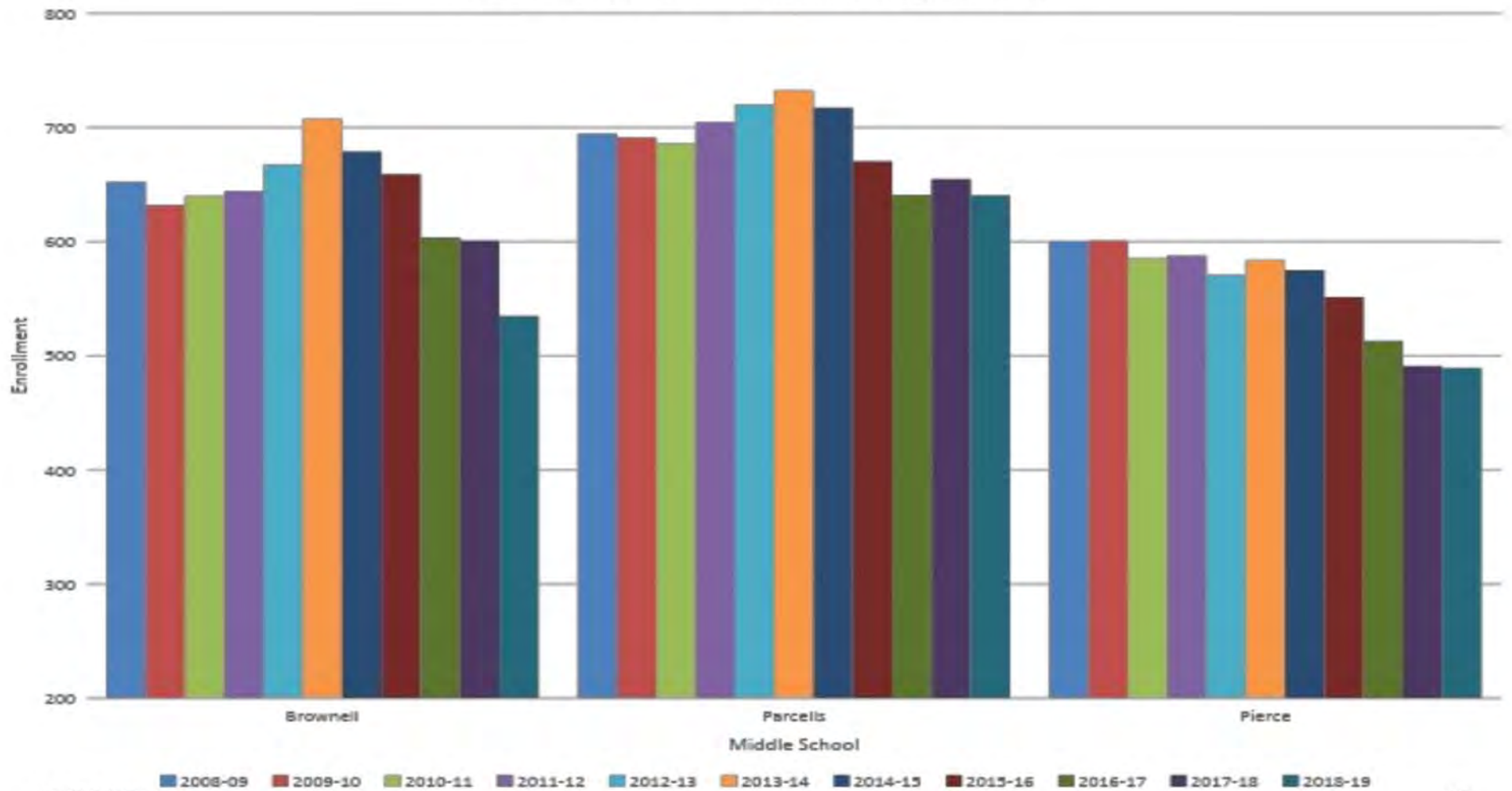
MIDDLE SCHOOL ENROLLMENT

GPPSS Historical Middle School Enrollment



11/26/2018

GPPSS Middle School Enrollment by Building



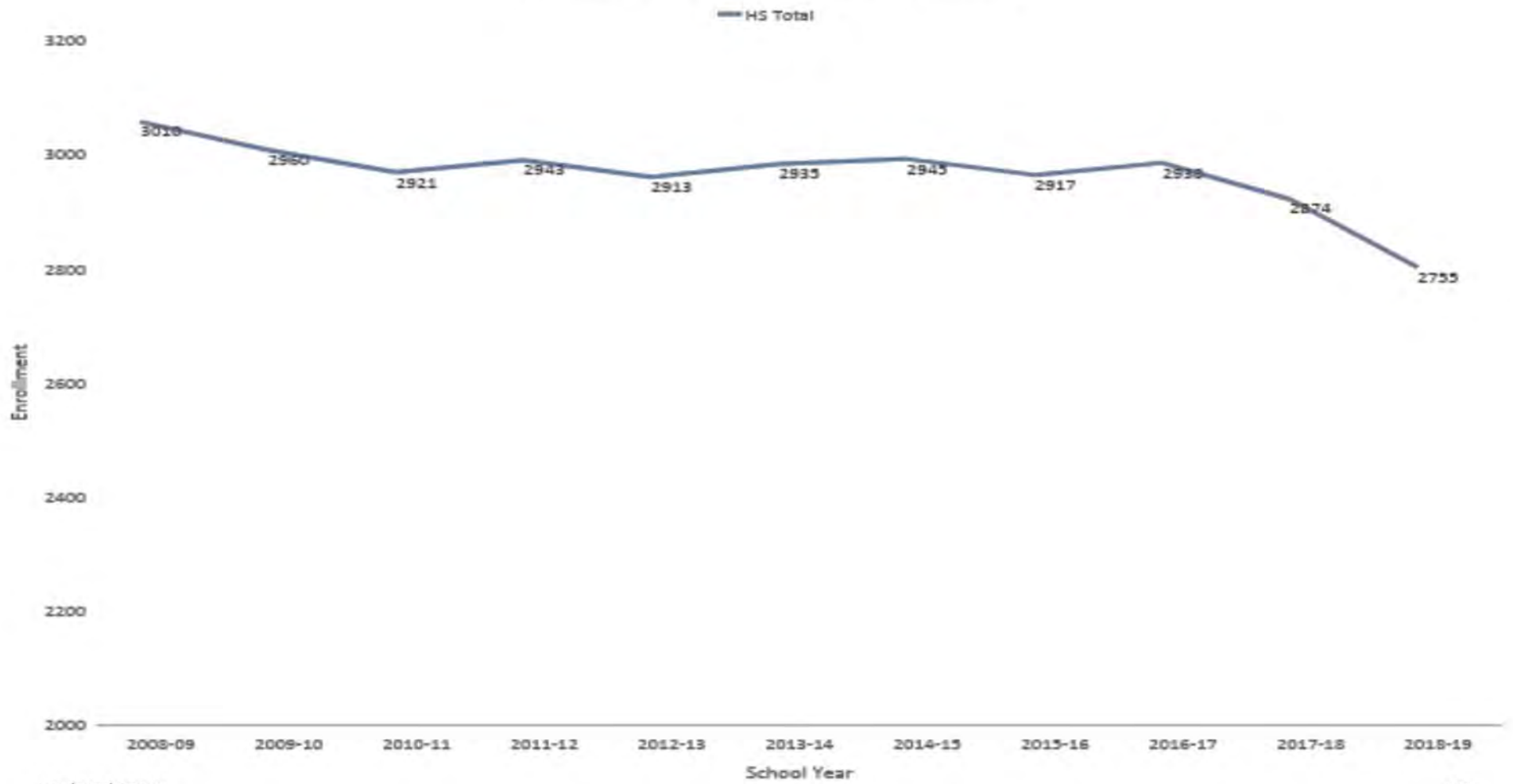
11/26/2018

Middle School Building Enrollment Percentage Change

Building	2008-09	2018-19	Percentage Change
Brownell	652	535	-22%
Parcells	695	641	-8%
Pierce	600	489	-23%
Total	1947	1665	-17%

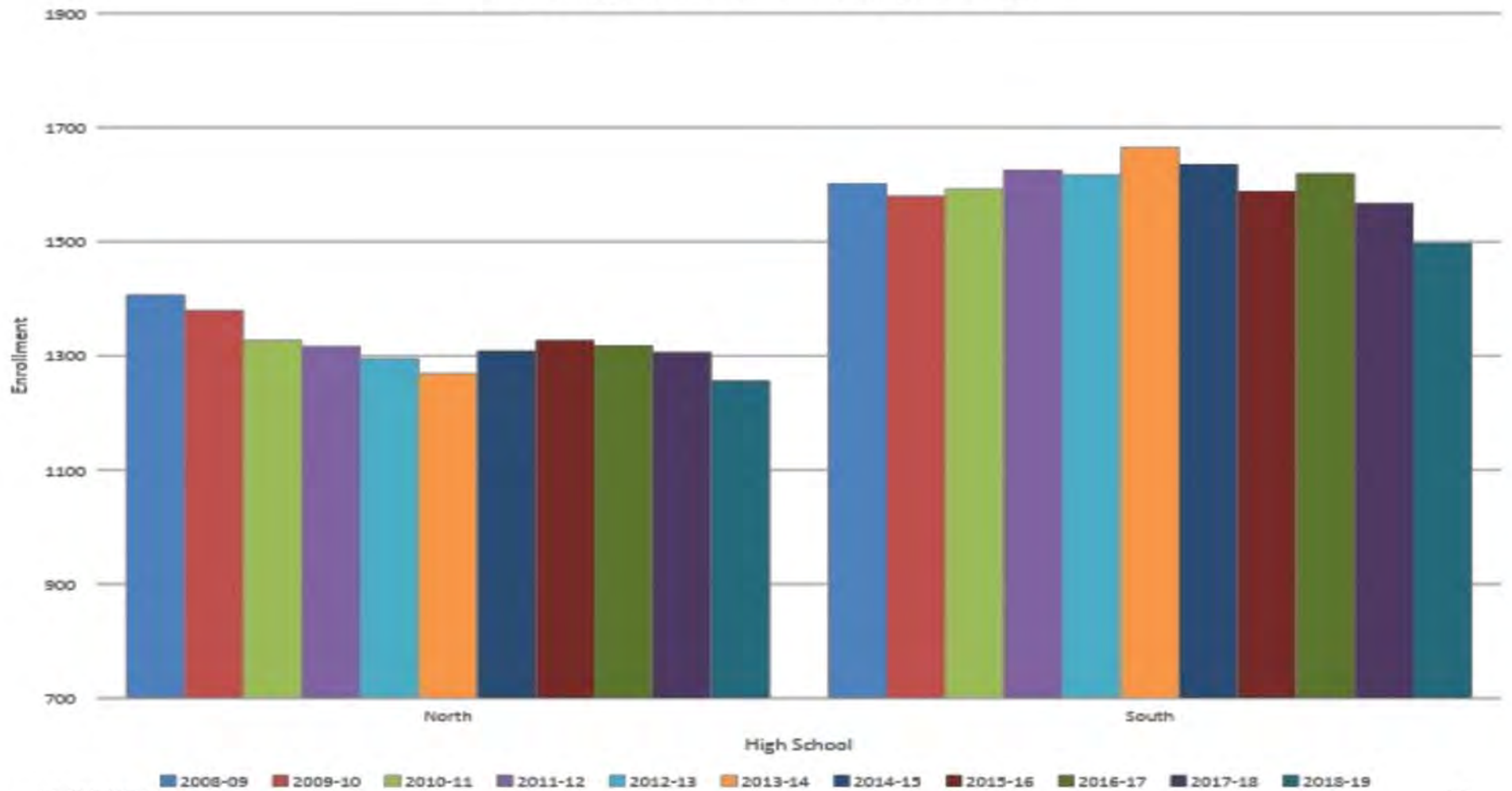
HIGH SCHOOL ENROLLMENT

GPPSS Historical High School Enrollment



11/26/2018

GPPSS High School Enrollment by Building



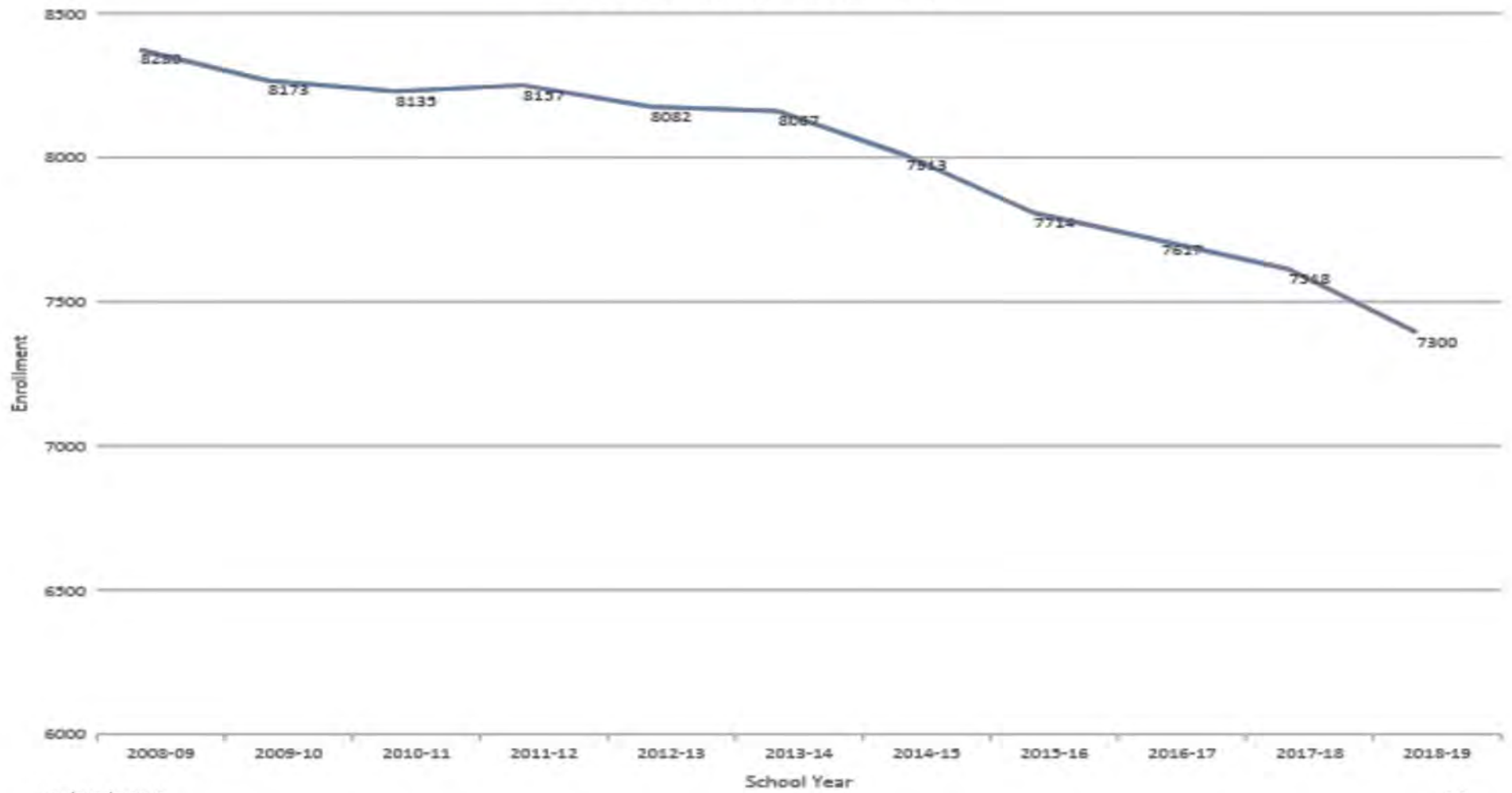
11/26/2018

High School Building Enrollment Percentage Change

Building	2008-09	2018-19	Percentage Change
North	1407	1256	-12%
South	1602	1499	-7%
Total	3010	2755	-9%

TOTAL DISTRICT ENROLLMENT

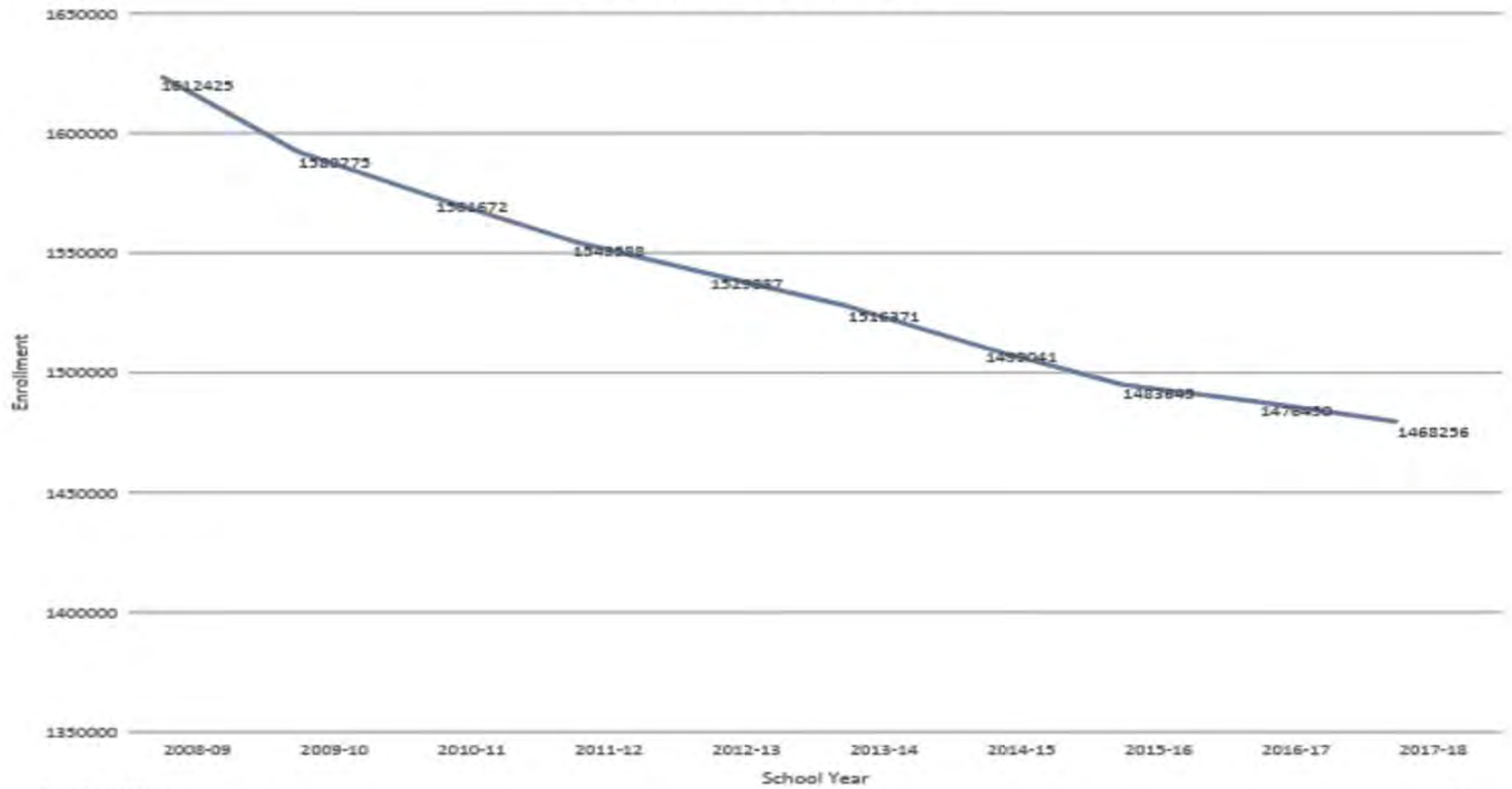
GPPSS Historical Enrollment



11/26/2018

STATEWIDE AND PRIVATE/PAROCHIAL ENROLLMENT

Statewide K-12 Enrollment



11/26/2018

Local Private/Parochial Enrollment

School	2009-10	2016-17	Percentage Change
Liggett	563*	604	7%
St. Clare	182	147	-21%
St. Joan	525	391	-26%
St. Paul	454	316	-31%
Star of the Sea	336	236	-30%

Data retrieved from
MISchoolData.org

* = 2010-11 data

Analysis

- Statewide enrollment continues to decline
- GPPSS enrollment continues to decline
- Elementary decline appears to be flattening
- The number of students living in GPPSS who are eligible to attend continues to decline
- Per Plante Moran CRESA the District 'capture rate' continues to remain steady

8th/9th Grade Student Gain/Loss

8th/9th Grade Student Gain/Loss

8th Grade Student Loss June - September					9th Grade Student Gain June - September			
	Loss Count	% of total 8th grade	8th grade Enrollment End of June			Gain Count	% of total 9th grade	9th Grade Enrollment End of Sept
2016	41	5.87	699		2016	105	13.62	771
2017	33	5.16	639		2017	90	12.89	698
2018	62	10.10	614		2018	100	15.13	661

8th/9th Grade Student Gain/Loss

8th Grade Student Loss June - September - Reason for Loss					
	Loss Count	Other Public School	Private School	Out of State	Other
2016	41	16	16	4	5
2017	33	17	10	5	1
2018	62	34	22	5	1



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

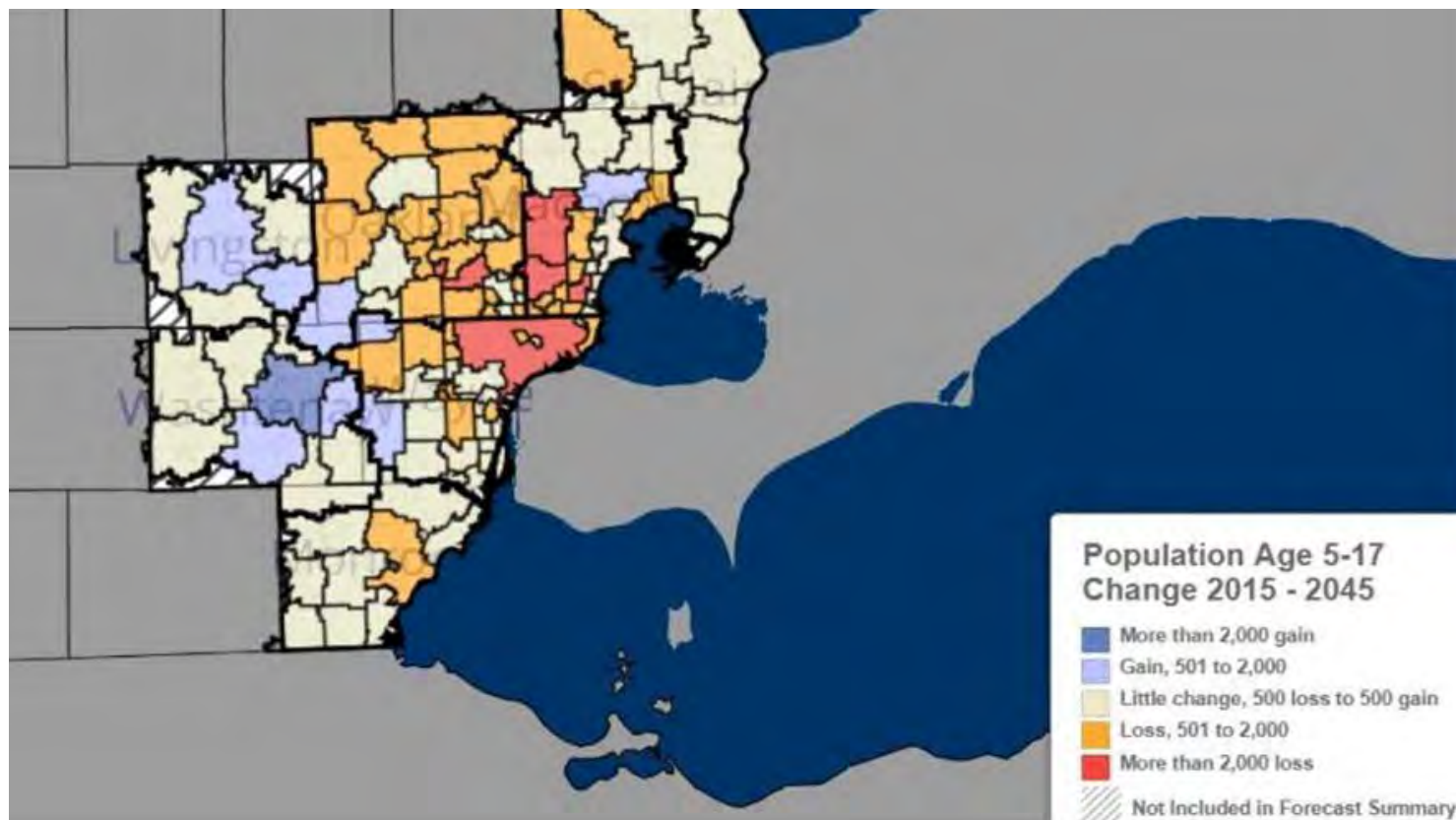
Enrollment Overview

Southeast Michigan Council of Government (SEMCOG) recently released a [Quick Facts](#) report detailing its 2045 forecast of school-age population in Southeast Michigan that predicts a continued drop in school-age population.

Some highlights:

- School-age population has been declining since the early 2000's. The region has seen a 15% decline in 15 years (2000-2015).
- The number is forecast to drop another 10% by 2025.
- The impact has been seen in elementary and middle schools over the past 15 years. Going forward, the impact will be more prevalent in high schools and post-secondary education.
- At the individual school-district level, all but 12 of the 112 school districts in the region are forecast to experience declines in school-age children between now and 2025.
- By 2026, the senior population (65+) will outnumber children in Southeast Michigan.

Enrollment Overview

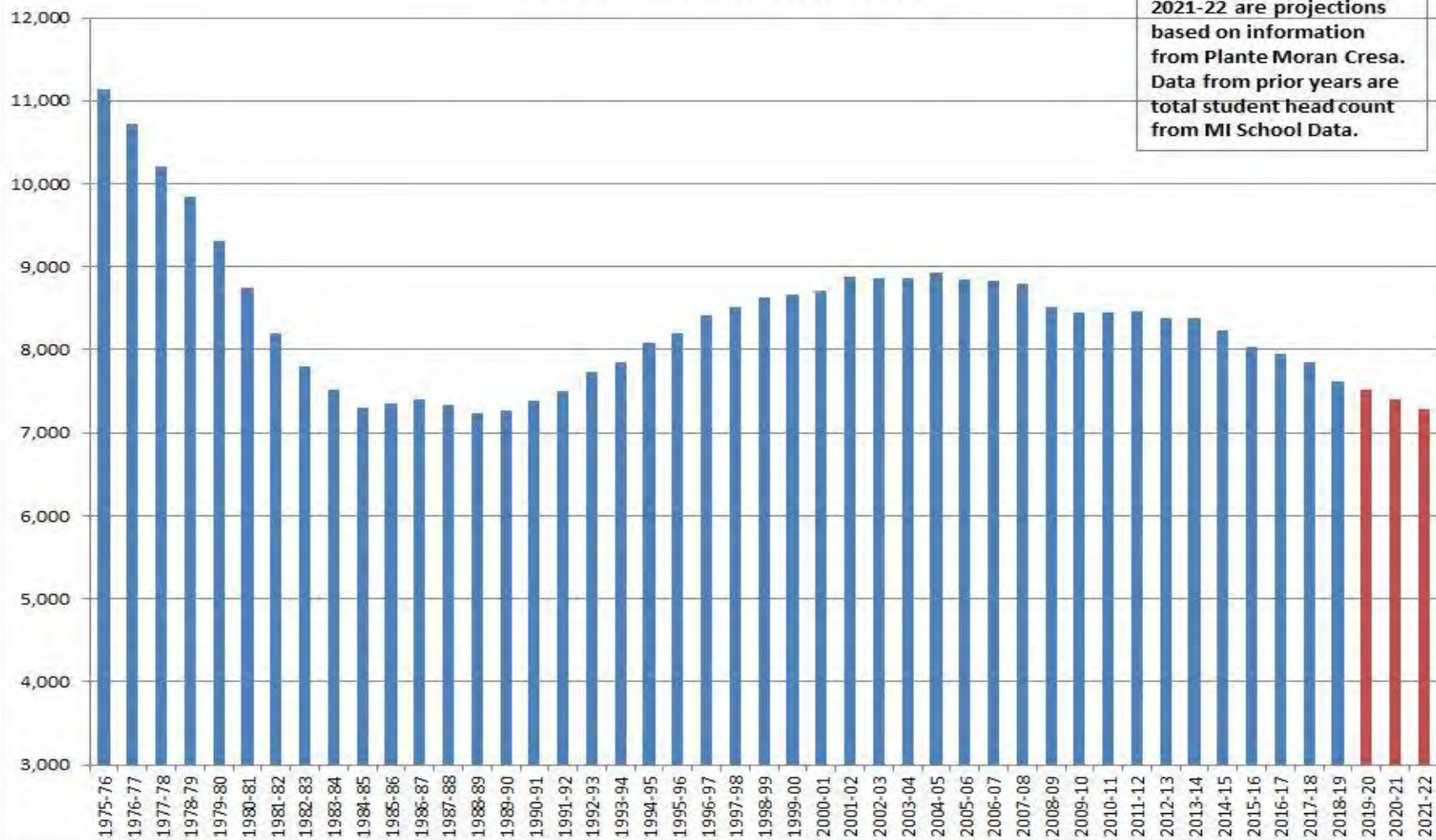


Enrollment Overview

<u>GPPSS Boundary Demographic Trends</u>				
	<u>2010</u>	<u>2018</u>	<u>2023</u>	<u>Difference (5-years)</u>
Population within GPPSS Boundary	51,005	50,169	52,002	+ 1,833
Total Households (Occupied)	20,717	20,175	21,125	+ 949
Median Household Owner Age	55.0	56.5	56.9	+0.4 years
Median Household Income	\$90,109	\$109,503	\$134,532	+\$25,029
# of student per Household	13,592	22,065	27,262	+13,670
<u>2018-19 Demographics</u>				
% of Households with School Age Children		41.1%		
Average # of K-12 children per housing unit		0.45		
Enrolled in Public School (K-12)		81.30%		
Enrolled in Private School (K-12)		18.70%		

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
- Impact on neighborhood school concept

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
- Impact on neighborhood school concept

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 identifying facilities and options.*