Enrollment Rationale for Study

Projected

14,121 13,277 13,071 11,498

Predicted

14,102 13,335 12,844 10,998

Actual

2011 2015 2016 2021

Hanover

DeJong-Healy

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Enrollment Rationale for Study

- 9 buildings with under 50% enrollment
- 24 Vacant properties
- 4 Vacant buildings
- 5 buildings in need of major repairs
  - Thurgood ($695,470)
  - Meadowdale HS ($735,000)
  - Ludlow 1 & 2 ($2,430,000)
  - Valerie ($2,014,900)
Enrollment Rationale for Study

- 7 buildings with over $200K repair and maintenance needs
  - Belmont ($259,900)
  - Ponitz ($288,000)
  - Stivers ($220,000)
  - Dayton Boys ($219,000)
  - ILC ($382,000)
  - Louise Troy ($215,400)
  - Wright Bro. ($217,000)
Process Used

Internal data was gathered from:

- Enrollment Reports
- Student Discipline Data
- Survey Results

- Internal Building/Maintenance Assessments
- Withdrawal Trends
- Human Resource Reports
- Survey Results
Process Used

Information was gathered from the following groups:

- Education (report card data & enrollment trends for Ohio)
- External Sources
- Community Meetings facilitated by trained Mediators
- Parent Meetings facilitated by Central Office
- Task Force
- 20 Member Task Force (business community, NAACP, DPS)

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What priorities do you have for your child’s school?

Community Trends
- High quality teachers and administrators
- Safety and security
- Class size
- Sense of community
- Equity
- Regular dialogue

Parents  Teachers  Community Members  Staff
What is most important to you about the school your child attends?

**Community Trends**
- Keeping the building open
- Consistency
- Adequate staffing
- Building culture
- Plan for continuity
- Accessibility to get to the building
- Student/Teacher ratio
- Reduce substitute teachers
- Wrap around services

**Community Members**
- Parents
- Teachers
- Community Members
- Staff
What do you hope the district will consider?

**Community Trends**
- Transportation issues
- Neighborhood schools
- Loss of students
- Jobs
- Is there sincerity or has the decision been made?

- Negative impact on the community
- Value of every student
- Transparency
- Be brave-repurposing buildings
- Counselors

Parents  Teachers  Community Members  Staff
What do you fear most?

Community Trends
- Is this the right move with data?
- The unknown
- Staff changes
- Not getting enough information

- Overloading classrooms
- Vacant schools
- Safety
- Losing students and staff

Parents  Teachers  Community Members  Staff
What would you recommend?

**Community Trends**
- Clean/safe environment
- Opportunities for parent/teachers to interact
- Calmness and order
- Smaller classes
- Cultural diversity

- More elective opportunities
- More welcoming environment for parents
- Work as a team
- Keep siblings together
What would an idea school look like?

**Community Trends**
- Rigorous curriculum
- Great communication
- Small classes
- Positive relationships with parents and students
- Consistency

**Additional Features**
- Districtwide training & support for teachers
- Comprehensive curriculum
- More after/before school programming
- Harmony

**Groups**
- Parents
- Teachers
- Community Members
- Staff
As a district, how could we make this transition as smooth as possible for your family?

Community Trends
- How do we bring students back?
- Early notice of change
- Transparency
- Long term vision
- Staff training for changes before the beginning of the year
- Open communication
- Make summer tours available
What suggestions or ideas should the superintendent consider before recommending anything to the BOE?

Task Force Responses

- Opportunities for repurposing
- Academic performance and excellence
- Equitable resources
- Transportation implications
- Balance in shifting students
- Least harmful/most helpful
- Consider systemic impact
What are your concerns about any building or any potential closing?

Task Force Responses
- Effect on students and teachers
- Impact cost of vacant property
- Transportation and budget impact
- Permanent closings needs elasticity to respond to unanticipated changes
- Strong viable reuse of vacant structures
What factors do you consider to be the most critical factors about the buildings?

**Task Force Responses**

- Academic performance
- Cost to operate
- Equity of instruction
- Characteristics of buildings that add impact to academic performance
Other information that needs to be shared?

Task Force Responses

- Academic equity - resource allocations
- All issues should be driven to achieve academic performance and excellence
- Not driven by trying to keep buildings open
- Student success
- Uses of structures
- Programs supported
- Impact on the community - what works research
Key Decision Considerations

**Academics**
- Academic Performance
- Excellence
- Equitable resources
- Students’ success
- Systematic impact

**Curriculum**
- Instructional equity
- High quality staff
- Rigorous & comprehensive curriculum
- Programs (before/after school & electives)

**Students**
- Safety and security
- Student/teacher ratio
- Building culture/climate
- Transportation
- Recruiting

**Community**
- Community impact
- Accessibility to buildings
- Transparency & Consistency
- Open & timely communication
- Engaging/interacting with parents/

**Cost**
- Budgetary impact (repairs & low enrollment)
- Repurposing buildings for elasticity to respond to changes

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## Rightsizing Recommendations

### Working Document

**March 13, 2018**

<table>
<thead>
<tr>
<th>FY 2019/ Fall 2018</th>
<th>FY2020/Fall 2019</th>
<th>FY2021/Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Move 100 Meadowdale students back to closest school. Students are identified that live closer to another building and will be notified.</td>
<td>2. Monitor recruitment efforts/results of WOW, Dayton Boys’ Prep, and Meadowdale HS. If needed, close additional building.</td>
<td>2. Implement Belmont and Thurgood changes</td>
</tr>
<tr>
<td>5. Use Valerie as a Demonstration School/Marzano</td>
<td>5. Add an assistant principal to each</td>
<td>5. Close high school if deemed necessary</td>
</tr>
<tr>
<td>6. Plan activities for students, parents, staff before end of school to help transition.</td>
<td>6. Focus the curriculum and offerings on MS</td>
<td></td>
</tr>
<tr>
<td>7. Move modular units to Kiser to increase opportunity for building classroom preschool space.</td>
<td>7. Add Algebra IA/I and Spanish to each</td>
<td></td>
</tr>
<tr>
<td>1. Move all 7-8 grade students into Wogaman, Edwin Joel Brown and Wright Brothers (except Stivers)</td>
<td>1. Begin review of Belmont HS</td>
<td></td>
</tr>
<tr>
<td>2. Add another assistant principal to each</td>
<td>2. External evaluation on Thurgood Marshall STEM focus</td>
<td></td>
</tr>
<tr>
<td>3. Add a counselor/social worker to each</td>
<td>3. Implement Dunbar and MHS changes</td>
<td></td>
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<tr>
<td>- Focus the curriculum and offerings on MS</td>
<td>4. Determine if a high school needs to be closed. Consider Belmont, Thurgood, Dunbar, and Meadowdale on determined criteria including programming, achievement levels, accessibility, equity, enrollment, costs of operation, costs of repairs, etc. This works in tandem with all high school planning listed above.</td>
<td></td>
</tr>
<tr>
<td>- Add Algebra IA/I and Spanish to each</td>
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<tr>
<td>- Add Choral/General director to each</td>
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<td>- Add after school options like Chess Club, Poetry Club, etc. to each</td>
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<td>- Increase STEM opportunity. Project Lead the Way.</td>
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**Ideas:** Meadowdale HS becomes Gifted Hub and AP Center (CCP also); second Urban teacher academy and Urban Horticulture programming or in March 2019 add numerous CTE programs for fall 2020

Dunbar- truly early college with students graduating with an Associate degree; application to attend Dunbar based on academic achievement in K-8 and ACT EXPLORE scores

| 1. Move 4 Kindergartens out of Rosa Parks |  |  |
| 2. Put additional Preschool Classes there |  |  |

| 1. Close Ludlow 1 |  |  |
| 2. Move Central Office to Ludlow |  |  |
| 3. ILC moves to Ludlow 2 |  |  |
| 4. Repurpose Jackson Center Psychologists, OT, PT and related services located in service building |  |  |

| 1. Recruit for Dayton Boys’ Prep (opportunity for 1 year to increase enrollment or find another solution for building usage) |  |  |
| 2. Revitalize the focus of the building (Sports Medicine, Pre Med, Health/Fitness, etc.) |  |  |
| 3. Parent/Community recruit for WOW enrollment (opportunity for 1 year to increase enrollment to above 65%). Suggestion- door to door campaign of those who live in neighborhood – target those who go to charters and visit to recruit back. |  |  |
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<td>• Review locations of High Schools across district. Consider locations of buildings and accessibility of students in each quadrant. Determine if a high school closure is warranted in year 2 or 3 of plan.</td>
<td>• Expand curriculum/instruction work to additional buildings. • Evaluate progress of model classrooms/academic achievement.</td>
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<td>• Begin curriculum/instruction work on Gradual release and rigorous curriculum implementation. • Create model classrooms for teachers and administrators to visit.</td>
<td>Intensive effort to sell vacant properties and vacant buildings.</td>
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<td>Properties not sold – offer to community for garden development/park development/ etc. Proposals approved by BOE prior to use</td>
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2018-19 Rightsizing Recommendations

1. Move Valerie to Meadowdale Prek-6 *(change building name to Valerie)*

2. Move 7th and 8th graders *(except Stivers students)* to the middle schools

3. Move Ludlow 1 staff to Ludlow 2

4. Move ILC to Ludlow 2