

Reorganize. Revitalize. Renew.

Community Dialogues Regarding DCPS Proposal



Reorganize

- Focus resources and structure schools to support successful programs

Revitalize

- Provide schools with staffing necessary to achieve goals

Renew

- Create innovative programs that offer students challenging academic and life-enriching opportunities

Reorganize. Revitalize. Renew.

The Foundation for Change



- February 2006 – DCPS Master Education Plan described the need to right-size the system, align grade configurations and feeder patterns, and offer new programs across the city. This proposal provides a path towards achieving all three goals.
- April 2006 – DCPS Board of Education resolved to close 3 million square feet of space.
- December 2006 – DCPS Facility Master Plan proposed specific buildings to be closed and consolidated over 15 year period.

Reorganize.

Rightsize and realign



- **Rightsize the DCPS school facilities inventory**
 - Reduce the number of buildings with low and declining enrollment and underutilized space
 - Move successful school programs to buildings better able to support high quality education
- **Realign grade configurations and create logical, coherent feeder patterns**
 - Fully enroll middle schools and former junior high schools by moving all 6th grades to middle schools
 - Create PK-8 schools in low density planning areas with underutilized elementary schools
 - Feed elementary schools to related middle schools
 - Feed middle and PS-8 schools into related comprehensive and large magnet high schools

Why Reorganize?

Focus resources on students



- With 49,000 students, DCPS is operating enough building space to accommodate 85,000.
- We have 101 elementary schools, but could meet our need - and still leave room to grow - with 86 elementary schools.
- Middle schools and former junior high schools are not viable without 6th graders.

Revitalize.

Comprehensive Staffing Model



Where we are today:

Many DCPS schools are unable to support what we believe should be basic components of a comprehensive school program – art, music, PE, counseling. Without adequate administrative staff, principals are unable to focus on supporting instruction.

Where we want to be:

By concentrating resources in fewer school buildings, we can provide students with the full complement of academic, enrichment, wellness, and administrative staff necessary to support a comprehensive program.

Where We Are Today:

Inadequate staffing at many schools



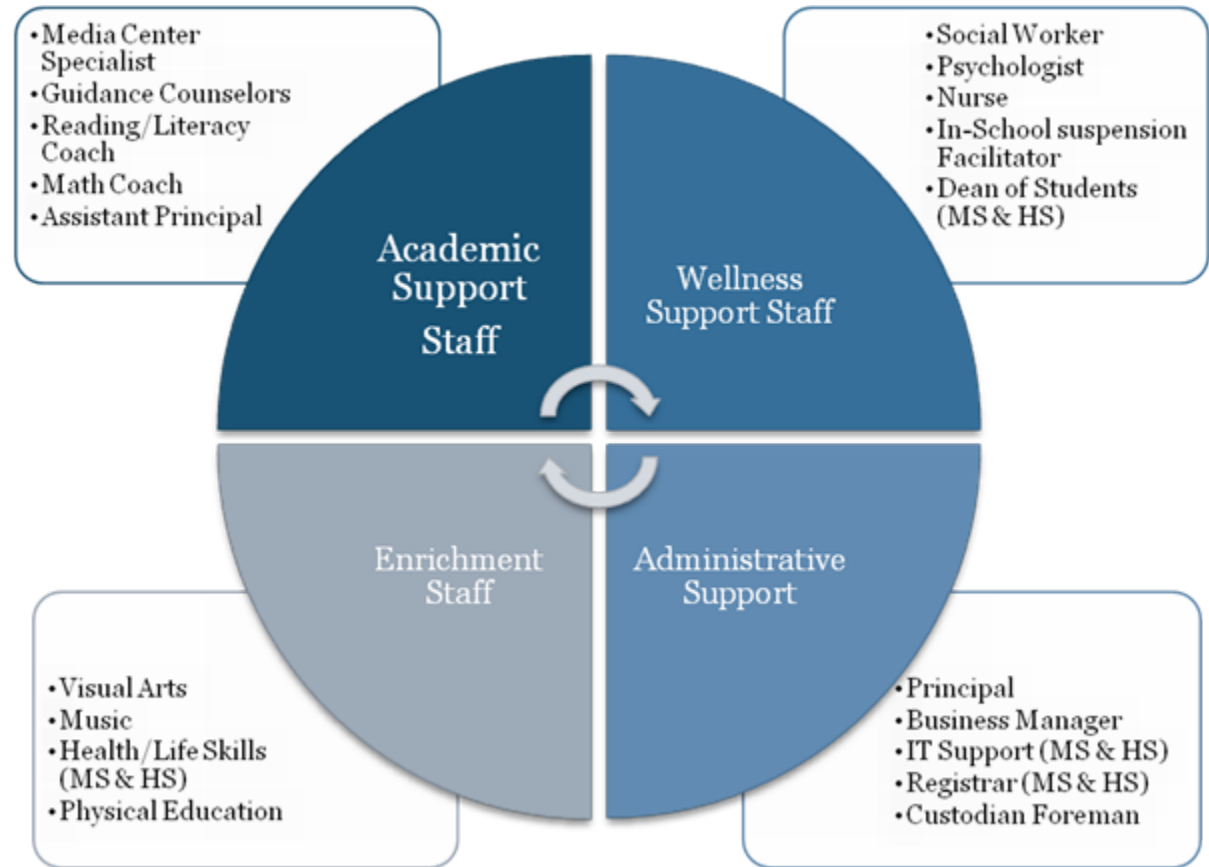
Ward		1	2	3	4	5	6	7	8
		Number of schools with staff							
Art	Full-time	7	5	6	4	8	7	9	13
	Part-time	4	1	0	4	4	4	5	3
	None or less than 1/3 time	3	6	4	9	10	9	8	9
Librarian	Full-time	6	7	9	7	6	11	8	13
	Part-time	7	5	0	10	11	8	13	11
	None or less than 1/3 time	1	0	1	0	5	1	1	1
Music	Full-time	9	4	4	6	10	6	6	17
	Part-time	1	2	0	3	3	0	10	3
	None or less than 1/3 time	4	6	6	8	9	14	6	5
Phys Ed	Full-time	9	5	5	8	7	8	9	16
	Part-time	3	2	0	5	3	3	4	1
	None or less than 1/3 time	2	5	5	4	12	9	9	8
Total Schools		14	12	10	17	22	20	22	25

Where We Want to Be: Staffing for achievement

GOALS:

- Provide each school with Art, Music, PE, and media specialists/librarians
- Ensure schools have a team of practitioners to help students & families with socio-emotional needs
- Free up principals' time to focus on instruction
- Provide additional academic support to students

Comprehensive Staffing Model



Renew.

Innovative Programs



With resources more efficiently concentrated, and every school on its way to providing a comprehensive baseline program, DCPS proposes to offer new specialized programs, equitably distributed across the city.

1. Early Childhood Programs
2. Inclusive & Integrated Special Education Programs
3. Gifted and Talented Programs
4. Fine Arts Programs
5. High-Tech Programs
6. Science, Technology, Engineering, Math (STEM) Programs

Criteria for Proposed Rightsizing

Primary Criteria

Enrollment decline between 2002-2006 greater than the 5-year DCPS median change:

- Elementary – 21% decline
- Middle/Junior High – 29% decline
- Comprehensive Senior High - 14% decline
- Specialty Senior High – 7% increase

Total 2006 enrollment less than the DCPS median:

- Elementary: less than 272 students in grades PS-5
- Middle/Junior High: less than 334 students (before moving 9th graders to HS)
- Senior High less than 825 students

Application of these joint criteria generated 33 ES and 7 MS/JHS as candidates for closing, co-location or consolidation.

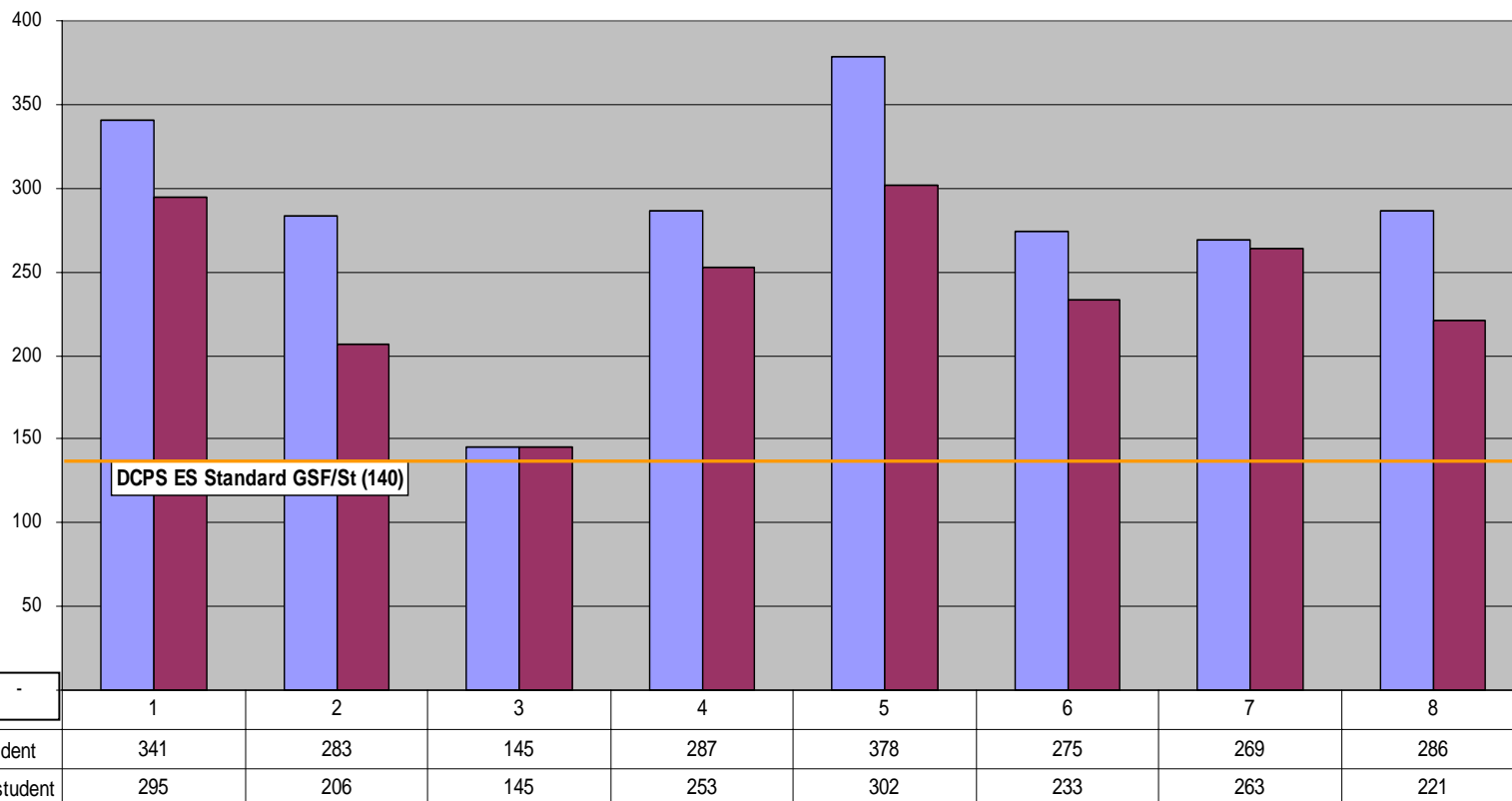
Secondary Criteria

Application of additional factors removed schools from the initial list and informed alternative choices and configurations:

- Geographic isolation
- Student growth projections, based on population growth and on new or planned housing
- Neighborhood and school-level enrollment patterns, along with capacity of likely receiving schools
- Characteristics of likely receiving schools – building size; the presence of a gymnasium, auditorium, and/or outside play space; resource to the community
- Safety and walkability for elementary school children; accessibility of schools to major public transportation
- Growth potential of DCPS as a result of system-wide improvement
- Characteristics of individual programs

Current and Proposed Capacity by Ward

Square Footage per Student by Ward



Schedule of Community Dialogues

Meeting Focus	Dates & Times	Wards	Planning Areas	Locations
Community Dialogue #1: <ul style="list-style-type: none"> • Understanding the basic proposal and how it was developed • Communicating concerns and questions 	December 10 6 - 8pm	1, 2, 3, 6	F, D, G	Tubman ES 3101 13 th Street, NW
	December 11 7:30 -9:30pm*	4, 5	H, E	Noyes ES 2725 10 th St, NE
	December 12 6 - 8pm	7, 8	C, B, A	Patterson ES 4399 South Capitol Terr, SW
Community Dialogue #2: <ul style="list-style-type: none"> • Learning about the programmatic and budget implications of the proposal • Communicating concerns and questions 	December 17 6-8pm	1, 2, 3, 6	F, D, G	Francis JHS 2425 N St, NW
	December 18 6 - 8pm	4, 5	H, E	Barnard ES 430 Decatur St, NW
	December 19 6 - 8pm	7, 8	C, B, A	Plummer ES 4601 Texas Ave, SE
Community Dialogue #3 <ul style="list-style-type: none"> • Flagging implementation issues that could alter the final decision and/or impact the process for moving forward • Communicating concerns and questions 	January 9 6 - 8pm	1, 2, 3, 6	F, D, G	Miner ES 601 15 th St, NE
	January 10 6 - 8pm	4, 5	H, E	Emery ES 1720 1 st St, NE
	January 11 6 - 8pm	7, 8	C, B, A	Hart MS 601 Mississippi Ave, SE

For more information, including this and other documents, visit: www.k12.dc.us or www.dc.gov