

DRAFT

BUILDING A BETTER ST. LOUIS CITY SCHOOL SYSTEM COMPONENTS

OPPORTUNITIES and OPTIONS

SLPS School Consolidation Considerations for 2021 and
Beyond





I. CONSOLIDATION CRITERIA

Criteria Matrix...

CONSOLIDATION CRITERIA SCORING MATRIX		
Criterion	Point Value (Weight)	X =
1. Enrollment/ Demand	25	<ul style="list-style-type: none"> a. Total Saint Louis Public School (SLPS) students in the school boundary area b. Percent of SLPS students in school boundary area who chose this school c. Percent of SLPS enrolled who live in the school boundary area who did not choose this school d. Percent enrolled who live outside the school boundary area who choose this school e. Review of the five years of student enrollment (2014 – 2019)
1. Building Condition	20	<ul style="list-style-type: none"> a. The 2019 Facilities Capital Action Plan (FCAP) provides: <ul style="list-style-type: none"> i. The year the school was built ii. The gross square footage iii. The building condition (Excellent, Good, Fair, Poor) iv. The grade levels v. A project description of the concerns vi. An estimated cost to address the project description vii. The building system that is impacted
1. Capacity	25	<ul style="list-style-type: none"> a. School evaluations based on building or classroom utilization compared to the total building capacity, e.g., how many students enrolled compared to how many school was built to hold. The percent of utilization will vary based on the school grade configuration: <ul style="list-style-type: none"> i. Elementary grades (PreK-5) – Expectation is 75% or higher utilization ii. Middle grades (6-8) – Expectation is 65% or higher utilization iii. Senior high grades (9-12) – Expectation is 65% utilization or higher utilization
1. Impact on Neighborhood	15	<ul style="list-style-type: none"> a. Data or specific support from the City of St. Louis' Office of Development b. Data or specific support from Developers or specific support from Elected Officials will be evaluated c. The population changes from the last 10 years d. The impact of the school closure to the overall neighborhood, e.g., would keeping the school open make a difference?
1. Other Special Program Considerations	15	<ul style="list-style-type: none"> a. Unique special programs approved by the Board of Education of the City of St. Louis and supported by special equipment or grants b. Innovative programs designed to develop and test new instructional models c. Special programs designed to support our most vulnerable student populations



II. SCHOOL CONSOLIDATION UPGRADES

“Upgrade Rule”
which is designed to support families and children impacted by school consolidation and ensure their satisfaction in the process...

SLPS will support families in closing and consolidating schools by doing the following:

1. Give families personal treatment and support in the enrollment and school match process.

Students from closed or consolidated schools will have preferences in selecting Magnet, Choice or Neighborhood schools. Families will be able to apply to at least three schools and will be guaranteed a seat in one of the three schools. At all levels, all entrance or social requirements if required must still be met. Eighth graders will transition normally in the traditional way.

2. Provide each family with a Transition Advisor. Families need guidance that puts their needs first ahead of the school system’s needs. The transition advisor would assist families in the following ways:

- Help secure a spot in the student’s school of choice
- Monitor the admission timelines and keep the parent informed
- Provide families with clear comprehensive information about schools
- Connect families with necessary resources and school leaders
- Speak the families’ language both literally and figuratively
- Continue to provide support for families and students when they arrive in their new schools.

In addition, the upgrade in student experience will include an upgrade in services or resources to all schools—those actively involved in the reset and those not directly involved in the reset. The level or amount of resources provided to schools will vary based on the number of schools that are consolidated and the needs at each school receiving transitioning students. This list includes some of the considerations that will be made:

- Full-time counselor or social worker
- Full-time school nurse
- Compensation equity
- Increased school budget allocations
- Additional electives available to students
- Full-time family community specialist (Title 1 schools)



III. EQUITY LENS AND APPROACH

Equitable means ensuring that *all* students have access to educational rigor, resources and supports designed to maximize academic success and social-emotional well-being...

Equity Index: Create an equity index to determine which schools need what levels of support.

☐ Indicators:

- ☐ Academic data, targeted and comprehensive – Academics**
- ☐ Percent of population in transition/homeless – Student Support Services**
- ☐ ZIP code – Student Records**
- ☐ Percent of population qualifying for free or reduced lunch – Food and Nutrition Services**
- ☐ School population demographics, e.g., ELLs, SPED, students of color – Student Records**
- ☐ Staff turnover rates – Human Resources**
- ☐ Mobility rates – Student Support Services, Student Records**

☐ Process:

- ☐ Categorize schools by quartiles for each indicator above: bottom, mid-low, mid-high, high**
- ☐ Calculate an equity index score based on all indicators for each school**

☐ Tier supports based on the quartiles



IV. BUILDING REVITALIZATION COLLABORATIVE

**Saint Louis
Public Schools
Building
Revitalization
Collaborative
(BRC)...**



THREE QUESTIONS

- 1. Are there enough students to support the schools we presently have in the District/City?**
- 2. Where do we keep schools/programs if the answer to number one is No?**
- 3. What do we do with the excess School Buildings if/when we close schools?**



QUESTIONS?