



Proposed School Closure, Consolidation, and Reorganization Plan

February 27, 2014

Background: Why Schools Were Reviewed

CT2 (REGULATION)

SCHOOL WITH DECLINED OR LOW ENROLLMENT

The procedures for evaluating and making a recommendation for a school with declined enrollment are as follows:

ANNUAL REVIEW OF ENROLLMENT DATA

On an annual basis, each chief school officer (CSO) and school improvement officer (SIO) will review the snapshot enrollment (last Friday in October) of schools under his or her supervision. Special attention should be given to any comprehensive school currently receiving a small school subsidy (elementary schools under 500, middle schools under 750, and high schools under 1000).

Background: How Schools Were Identified for Proposal

LOW ENROLLMENT	
Elementary School	< 500
Middle School	< 750
High School	< 1,000

- Schools were reviewed in October, when the PEIMS snapshot enrollment was received.
- Based on low enrollment, 54 schools were placed on an initial list to evaluate

Background: How Schools Were Identified for Proposal

*Schools meeting the following criteria were **removed** from the list:*

- Start-up schools still in the process of developing their program
- Small by design
- Close to the thresholds of 500/750/1,000
- Showing enrollment gains

Background: How Schools Were Identified for Proposal

Other circumstances:

- Some schools had attendance zones that were slated for an immediate student-producing housing increase in the very near future.
- In some cases, there was not a solution/alternative due to limited capacity in nearby schools, natural and manmade barriers, distance to nearby schools with capacity, program uniqueness, etc.

Background: How Schools Were Identified for Proposal

After the list was reduced:

Schools were then looked at in a broader context; evaluating the entire surrounding community to determine which option(s) were the most advantageous for students, parents and the district overall.

Background: How Schools Were Identified for Proposal

After the list was reduced:

Several neighborhoods were evaluated and maps were created for the potential attendance boundary adjustments.

Ultimately, we were left with five viable recommendations:

- Jones
- Dodson
- Port Houston
- Fleming
- NQ Henderson

Gathering Feedback from School Communities

- HISD held community meetings at affected schools
- Hundreds of community members participated in these meetings

Campus	Attendance
Dodson	119
Henderson	101
Jones	95
Port Houston	416
Fleming	220

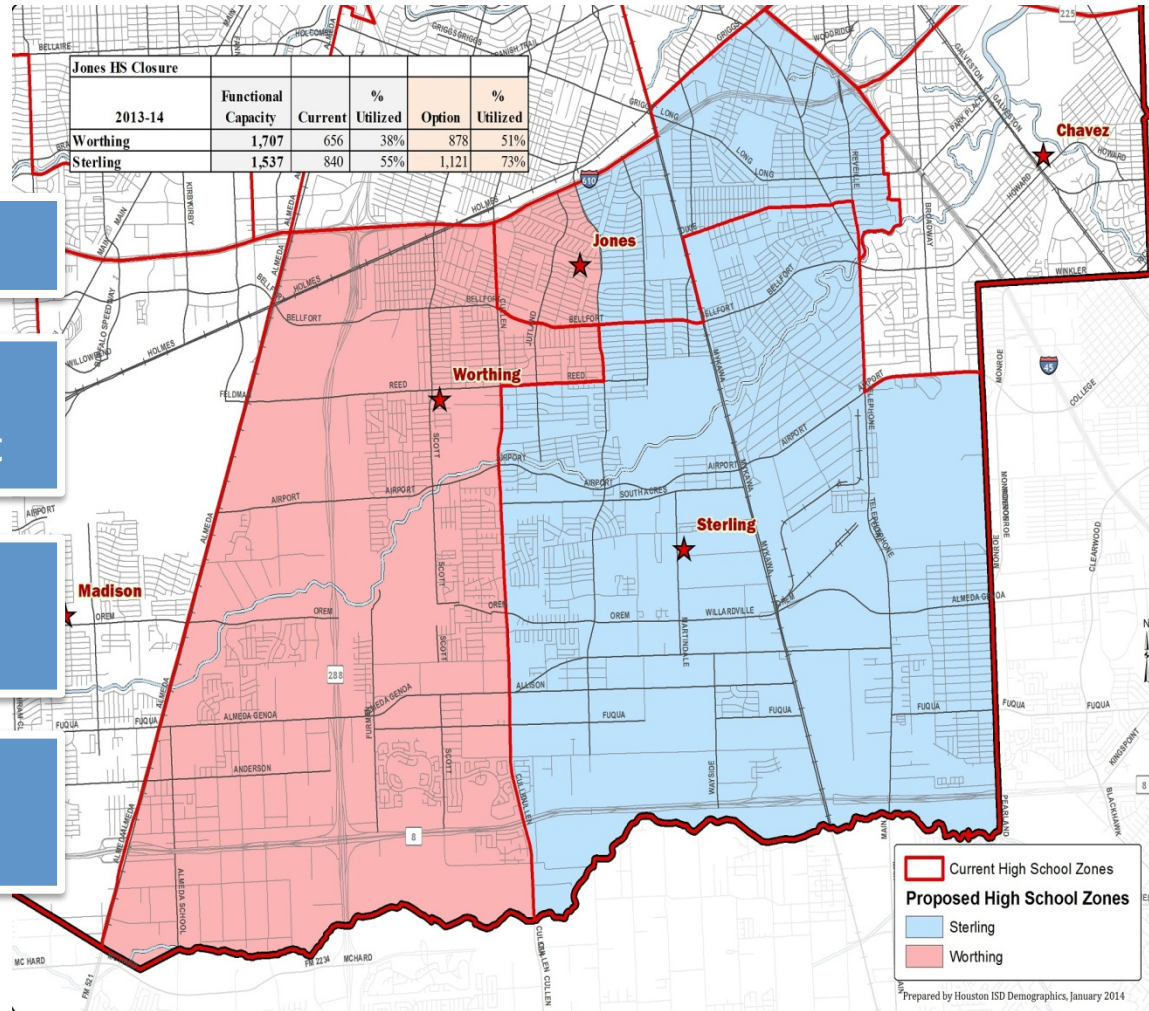
Overview: Data and Trends

Low enrollment

High numbers of students transfer out

Lack of academic progress

Programs are not attracting students



Feedback Highlights: Jones High School

1. PROGRAMS – Why isn't HISD offering programs to attract students to Jones?
2. FUTURE OF BUILDING – If the school is closed, how are you going to repurpose the building?
3. VOCATIONAL PROGRAMS – Why haven't vocational programs been brought into the school to make it more attractive?
4. MARKETING – What is HISD doing to market the school to make it more attractive to families, including Hispanics?
5. EQUITY – Why is HISD using so many resources to improve Worthing and Sterling but doing nothing at Jones?

Options

Keep campus open

- Leave Jones High School open and fund it at the current level of funding.

OR

- Leave Jones High School open and require the school to function without additional funding due to its size (removal of the Small School Subsidy).

NOTE: Options that leave Jones HS open will require of review of the architectural plans for nearby high schools (Sterling, Madison, etc.) that would potentially use the Jones HS facility as swing space during construction.

Options

Close/rezone campus

- Continue with proposed closure and rezone Jones HS students to Sterling HS and Worthing HS.
- Use the Jones HS facility to house South Early College HS until the new facility is complete then use it as swing space for other construction projects.

Other Considerations

- Rezone incoming ninth grade students to Sterling HS and Worthing HS.
- Allow the Jones HS facility to house South Early College HS along with the current 10th-12th-grade students.
- Athletics and other extra-curricular activities would be eliminated.
 - Students may participate at their zoned campus.

Other Considerations *(Continued)*

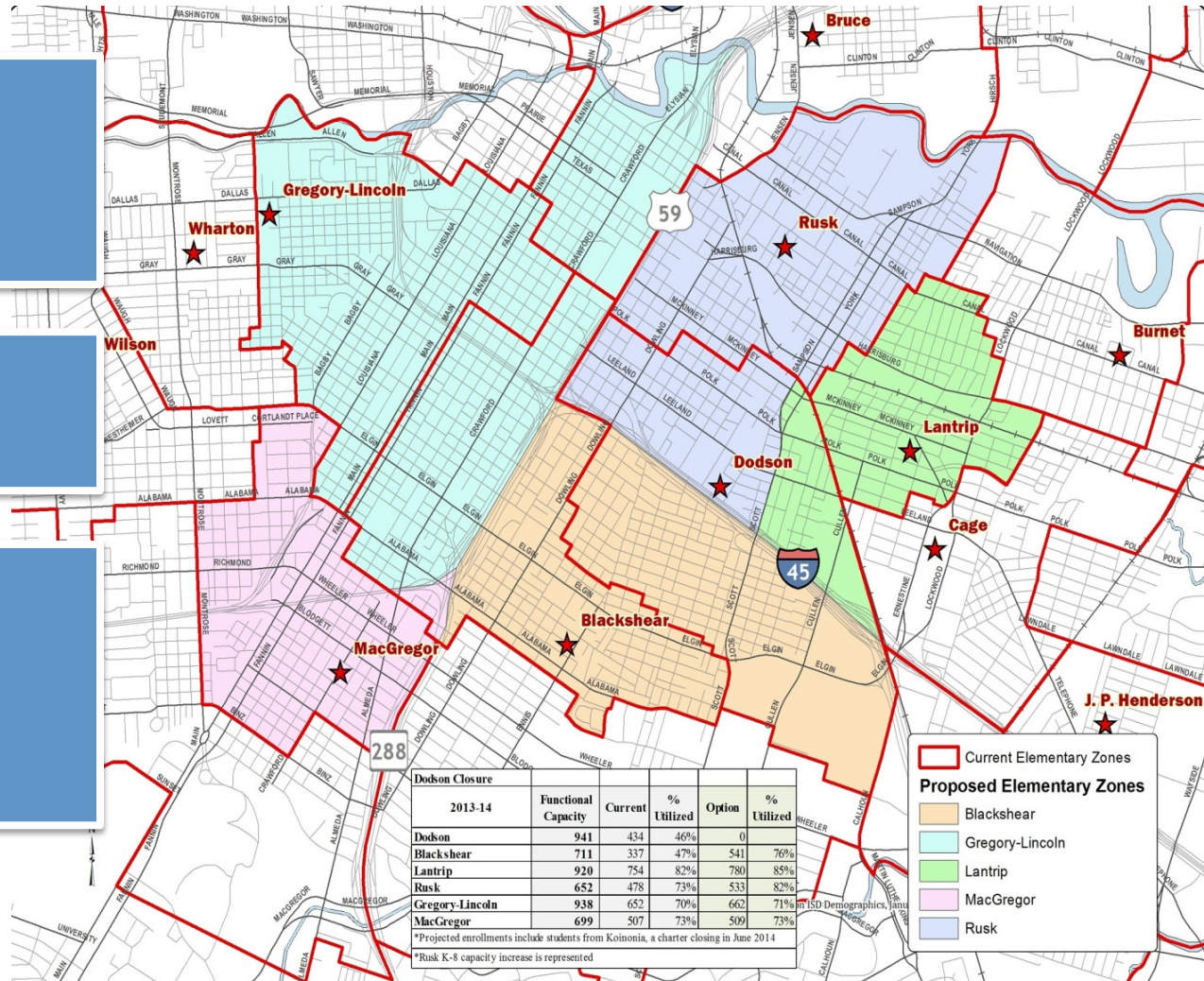
- In 2-3 years, use the Jones HS facility as swing space for other construction projects.
- When the facility is no longer needed for swing space, renovate the facility to house a career training high school (similar to Barbara Jordan HS) for students in the southern part of the district.
- Consider adding 4-6 Futures Academy pathways to new career training high school.

Overview: Data and Trends

Changes in housing patterns

Declining enrollment

Excess capacity in surrounding schools



Feedback Highlights: Dodson Montessori

1. MONTESSORI – What will happen to the Montessori program?
2. ACADEMIC SUCCESS – Why is their school, which is showing more success academically than some schools their children would be sent to, being closed instead of one of the others?
3. TRANSPORTATION – What is being done about transportation for students from the neighborhood who would be sent to other schools?
4. JOBS – Concern about the future with HISD of the educators and support staff.
5. FUTURE USE – Curiosity and concern about future of the campus – swing space, ultimate use of the property.

Options

Keep campus open

- Leave Dodson ES open and fund it at the current level of funding.

OR

- Leave Dodson ES open and require the school to function without additional funding due to its size (removal of the Small School Subsidy).

Options

Close/rezone campus

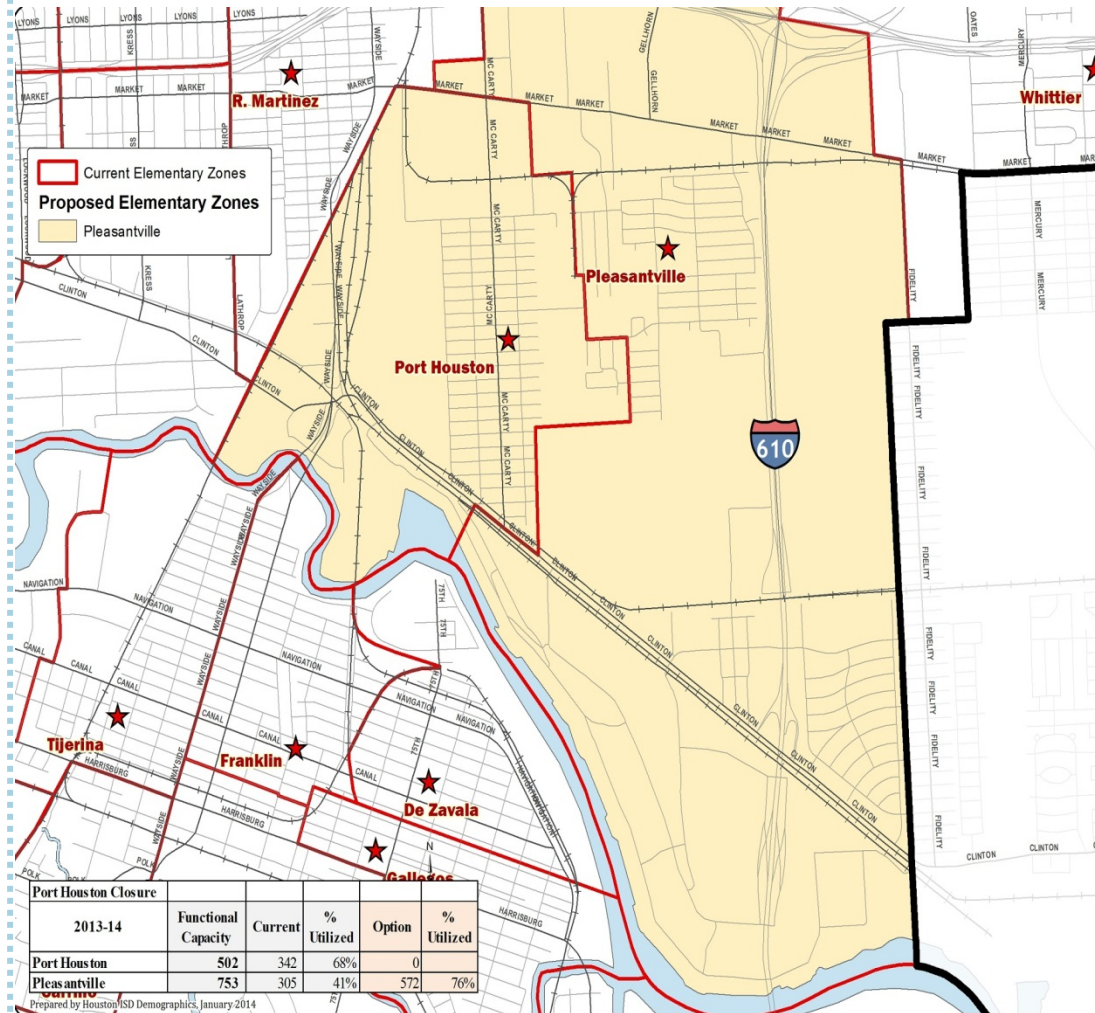
- Continue with proposed closure and rezone Dodson ES students to Blackshear ES, Rusk PK-8, and Lantrip ES.
- Use the Dodson ES facility to house the Energy Institute HS and Law Enforcement and Criminal Justice HS until the new facilities are complete.

Other Considerations

Montessori program

- Move the Montessori program from Dodson ES to Blackshear ES, along with the materials and trained teachers. Allow all students currently in the magnet program to attend Blackshear ES with appropriate transportation.
- Relocate special education classes and programs from Dodson ES to Blackshear ES and other nearby schools to serve students.
- Once Dodson ES is no longer needed as swing space consider repurposing the facility as a new energy or law enforcement middle school magnet program.

Overview: Data and Trends



Residential housing is being replaced by industrial land use

Port Houston is close to a school with larger capacity

Low enrollments at both campuses

No new housing anticipated

Feedback Highlights: Port Houston Elementary

1. **TRANSPORTATION:** Parents and community members raised concern over transportation to/from school for parents and students who do not own a vehicle.
2. **COMMUNITY INVOLVEMENT:** Parents said the school provides a physical location for the community to gather to be involved in their children's lives, take part in extracurricular activities, and learn about parenting.

Feedback Highlights: Port Houston Elementary

Continued:

3. **SCHOOL PERFORMANCE:** Parents do not understand why a high-performing school is included in the proposal.
4. **HISD CLOSURE PROCESS:** Parents want to know how the closure proposal was developed, what process was followed, and whether the criteria for closing schools is public.
5. **FUTURE OF THE BUILDING:** What will HISD do to repurpose the building?

Options

Keep campus open

- Leave Port Houston ES open and fund it at the current level of funding.

OR

- Leave Port Houston ES open and require the school to function without additional funding due to its size (removal of the Small School Subsidy).

Options

Close/rezone campus

- Continue with proposed closure and rezone Port Houston ES students to Pleasantville ES.
- Work with the City of Houston to ensure safe walking routes to Pleasantville ES or provide district transportation.

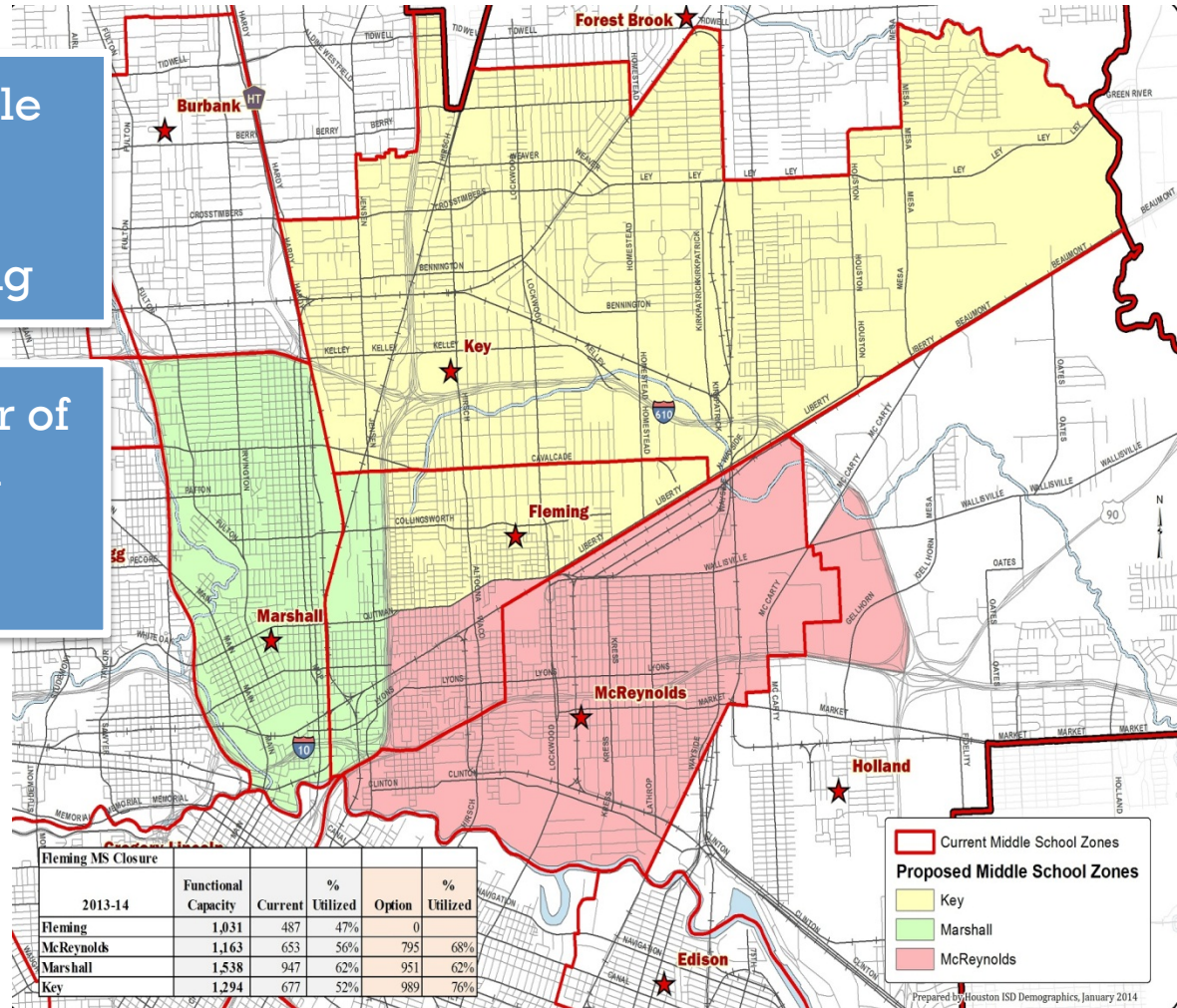
Other Considerations

- Move REACH from Furr HS to Port Houston – establish it as a stand-alone alternative high school for recovered dropout students.
- Create a stand-alone maritime academy for high school students.

Overview: Data and Trends

Decrease in available housing in neighborhood surrounding Fleming

Decrease in number of students who live in the Fleming attendance zone



Feedback Highlights: Fleming Middle School

1. **TRANSPORTATION:** How will the changes affect transportation? Parents were confused and want answers as to transportation after they are rezoned.
2. **GENTRIFICATION:** Parents believe the ultimate goal is to work with the city to move minorities/ lower-income out.
3. **HISTORICAL SIGNIFICANCE:** Parents/alumni are attached to the school and want to keep it open because they say it was the first magnet school.

Feedback Highlights: Fleming Middle School

Continued:

4. **PERSONAL SIGNIFICANCE:** Parents are attached to the school and want to keep it open because they have a personal history, fond memories of the school.
5. **OTHER SCHOOLS CLOSING:** Parents suspect other schools will close that they have not heard about.

Options

Keep campus open

- Leave Fleming Middle School open and fund it at the current level of funding.

OR

- Leave Fleming Middle School open and require the school to function without additional funding due to its size (removal of the Small School Subsidy).

Options

Close/rezone campus

- Continue with proposed closure and rezone Fleming Middle School students to Key MS, McReynolds MS and Marshall MS.

Other Considerations

- Repurpose the school as the HISD Professional Development Training Center.
- Create a stand-alone health and medical science academy “Baylor-like” for middle school students .

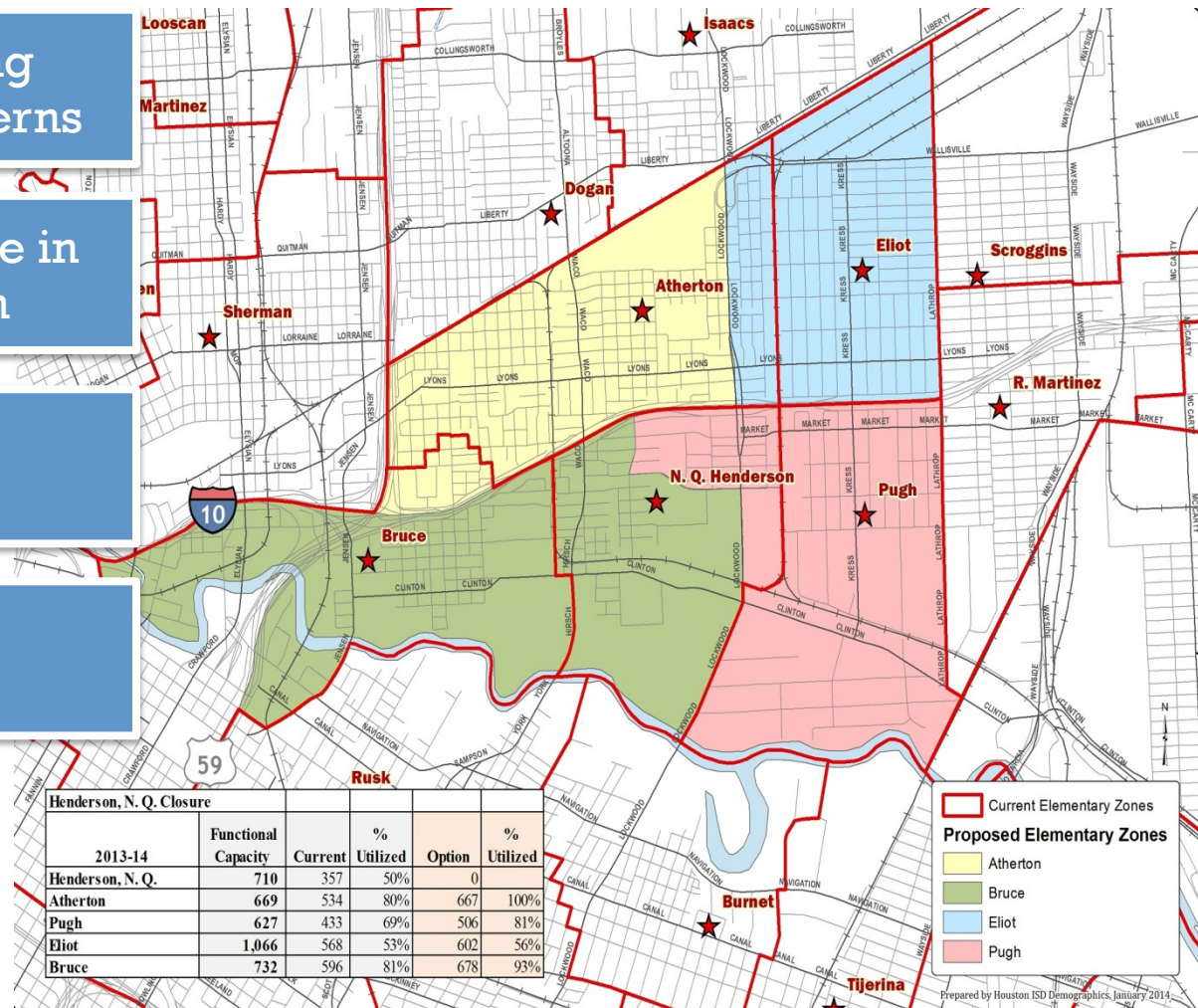
Overview: Data and Trends

Changes in housing development patterns

Continual decrease in student population

Low enrollment at Pugh, Henderson

Lack of special programs



Feedback Highlights

NQ Henderson Elementary

1. HISTORIC SIGNIFICANCE – Why not keep a school for the history and what it means to the community?
2. SCHOOL SIZE – Why create “mega” schools? Some schools should be smaller?
3. ENROLLMENT – Why not invest in Henderson and ship kids from the other schools there rather than ship Henderson kids to Pugh or Bruce
4. GENTRIFICATION – Is this part of a larger plan involving the city and the new townhomes being built? Why are all the schools that are closing in minority, poor areas?
5. TRANSPORTATION – How will kids get to school? Is it safe to have kids walking busy intersections or across railroad tracks?

Options

Keep campus open

- Leave NQ Henderson ES open and fund it at the current level of funding.

OR

- Leave NQ Henderson ES open and require the school to function without additional funding due to its size (removal of the Small School Subsidy).

Options

Close/rezone campus

- Continue with proposed closure and rezone NQ Henderson ES students to Bruce ES and Pugh ES.
- Adjust attendance boundaries for Atherton ES and Eliot ES.

Other Considerations

- Create a Twilight High School to serve students in the Wheatley and surrounding attendance zones.
- Create a day care/early childhood center to serve students and the community.

Response to Transportation Concern Voiced by Community

HISD will provide transportation for students affected by any school closure, and who are outside the standard 2-mile radius, for one year as the City of Houston works to improve walking paths.

Funding

Reduce or eliminate Small School Subsidy.

Regulation on Vacant Facilities

According to HISD regulations, any facility that remains vacant and not in use for more than 18 months will be considered for demolition.