Question Parking Lot

PollEv.com/PerkinsE125



Fall 2024 Town Halls

Long Range Facilities Master Plan

MILWAUKEE PUBLIC SCHOOLS

PERKINS EASTMAN

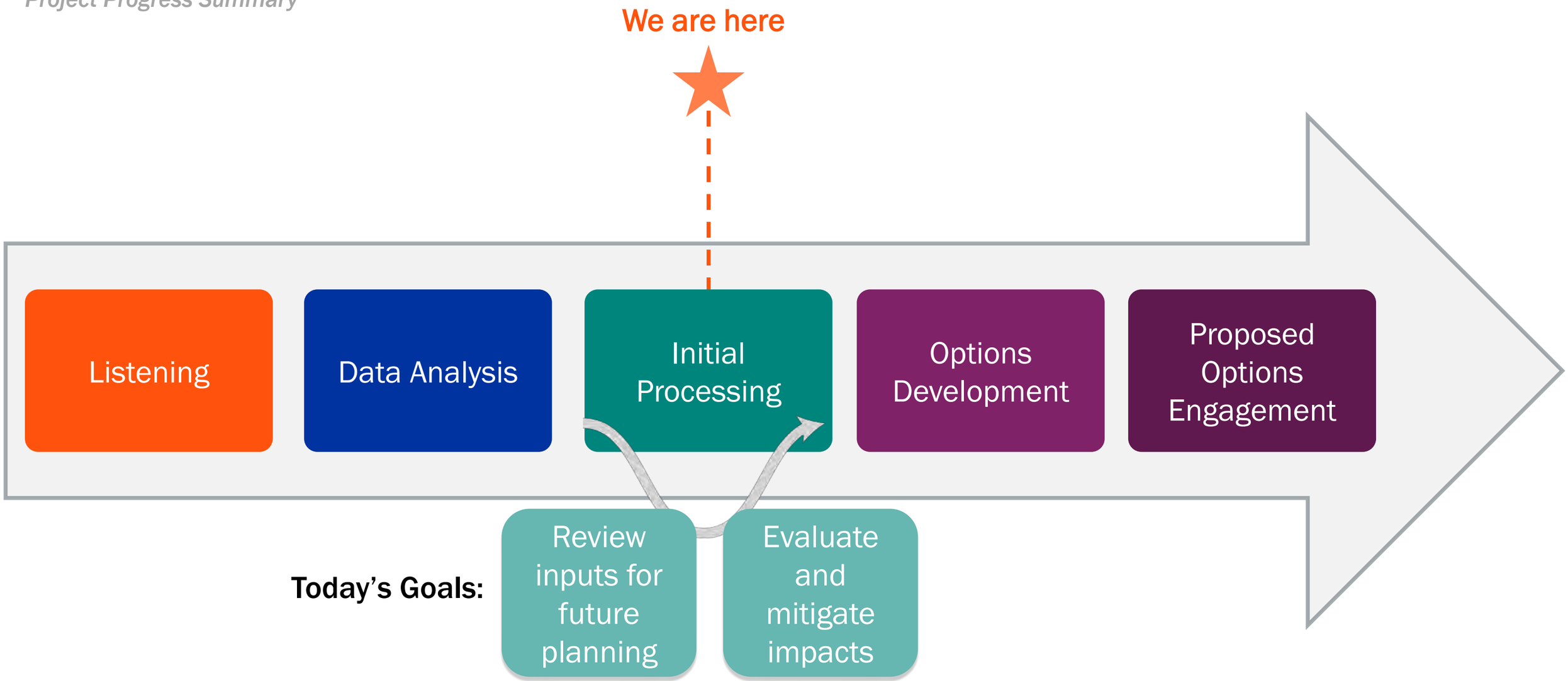
Agenda

1. Project Progress Summary (15 min.)
2. Framework Development Overview (25 min.)
3. Breakout Activities + Q&A (45 min.)
4. Next Steps (5 min.)



Project Timeline: Where We Are

Project Progress Summary



Project Progress Summary: What We Have Heard



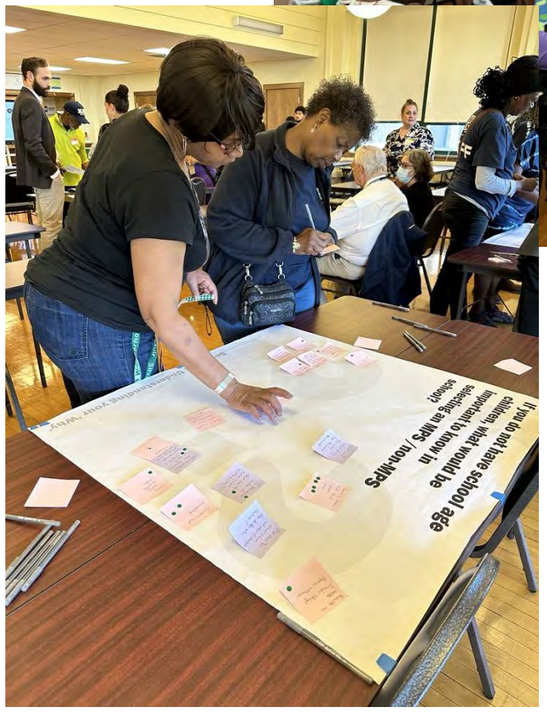
What We Have Heard: Project Engagement

Project Progress Summary

Our process has been informed by the project's multi-modal engagement strategy, including:

- Virtual surveys
- Town Hall meetings
- MPS departmental leadership interviews
- Student workshops
- Summer event engagement







What We Have Heard: Programming & Academics

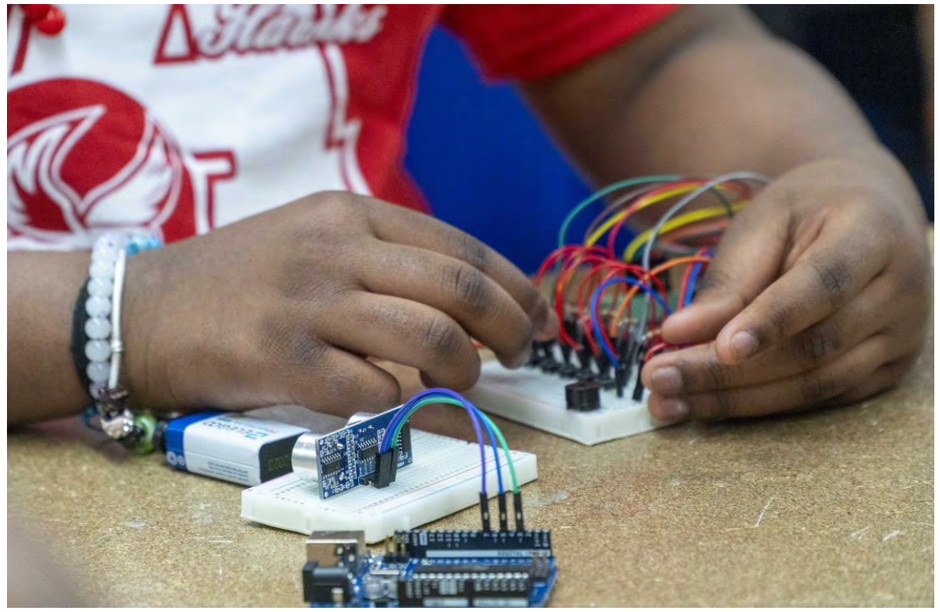
Project Progress Summary

- **Appreciation of** specialty programs, such as Career & Technical Education pathways and Arts programs

- **Concerns about** too many students and/or not enough classroom staff to support all students and a lack of course availability at schools

- **Desire for** expanded or additional programs and services, such as early childhood, student mental health services and extracurriculars





What We Have Heard : Building Quality & Amenities

Project Progress Summary

- **Appreciation for** athletics spaces and specialized learning spaces (e.g., science technology labs, arts classrooms)

- **Concerns about** the age of buildings and lack of modern amenities (e.g., restrooms, A/C) and outdated or undersized classrooms

- **Desire for** improved or expanded outdoor student spaces (e.g., playgrounds, fields/courts)





What We Have Heard: Community Connections

Project Progress Summary

- **Appreciation for** integration with the community through partnerships, shared services, and joint uses of space

- **Concerns about** equal access to certain programs and services, inconsistent availability throughout the city

- **Desire for** openness around and collaboration on MPS priorities, initiatives and challenges faced



Project Progress Summary: What We Have Learned

What We Have Learned: Research & Data Analysis

Project Progress Summary

In addition to stakeholder engagement, our process has been informed by what we have learned through exploring:

- **People** – students and families
- **Places** – school buildings and city
- **Programs** – school types and programming



What We Have Learned: MPS Building Portfolio

Project Progress Summary

MPS has a large and aging building portfolio.

144
School Campuses

15M
SQFT

17 Schools
1882-1898
Pre 20th Century

22 Schools
1902-1917
Pre WW1

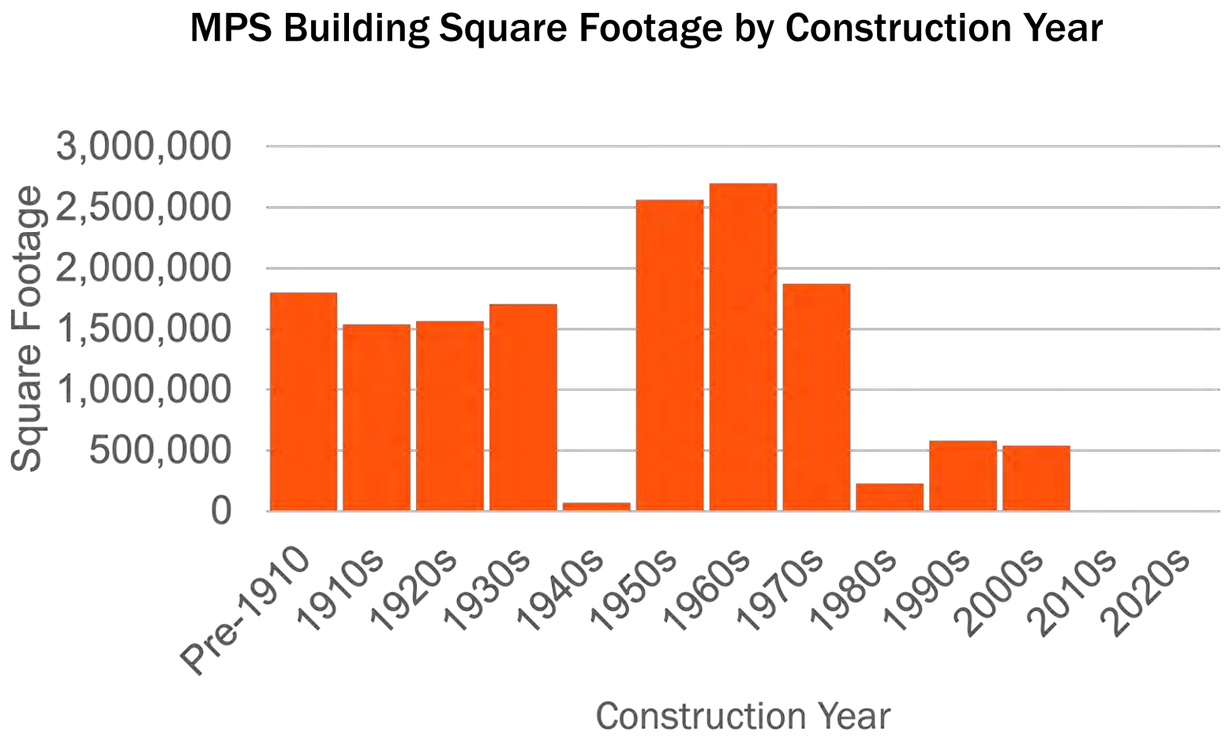
27 Schools
1922-1940
Pre WW2

6 Schools
1988-1992
6-8 Middle School Model

10 Schools
1970-1979
NW Expansion of Milwaukee

57 Schools
1950-1968
Post WW2 Expansion

5 Schools
2000-
5 Schools Neighborhood School Initiative



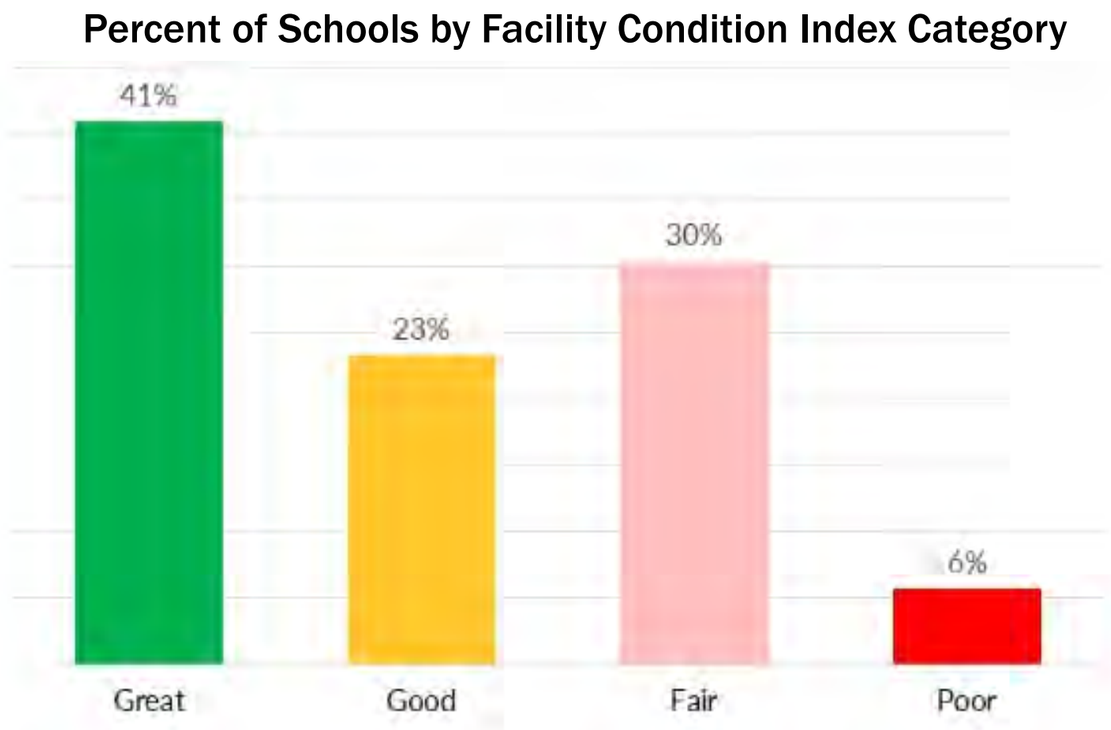
What We Have Learned: Building Condition

Project Progress Summary

While the buildings are aging, MPS buildings are well maintained.

FCI Score Categories

Great:	0 to 0.05
Good:	0.05 to 0.1
Fair:	0.1 to 0.3
Poor:	0.3 & above

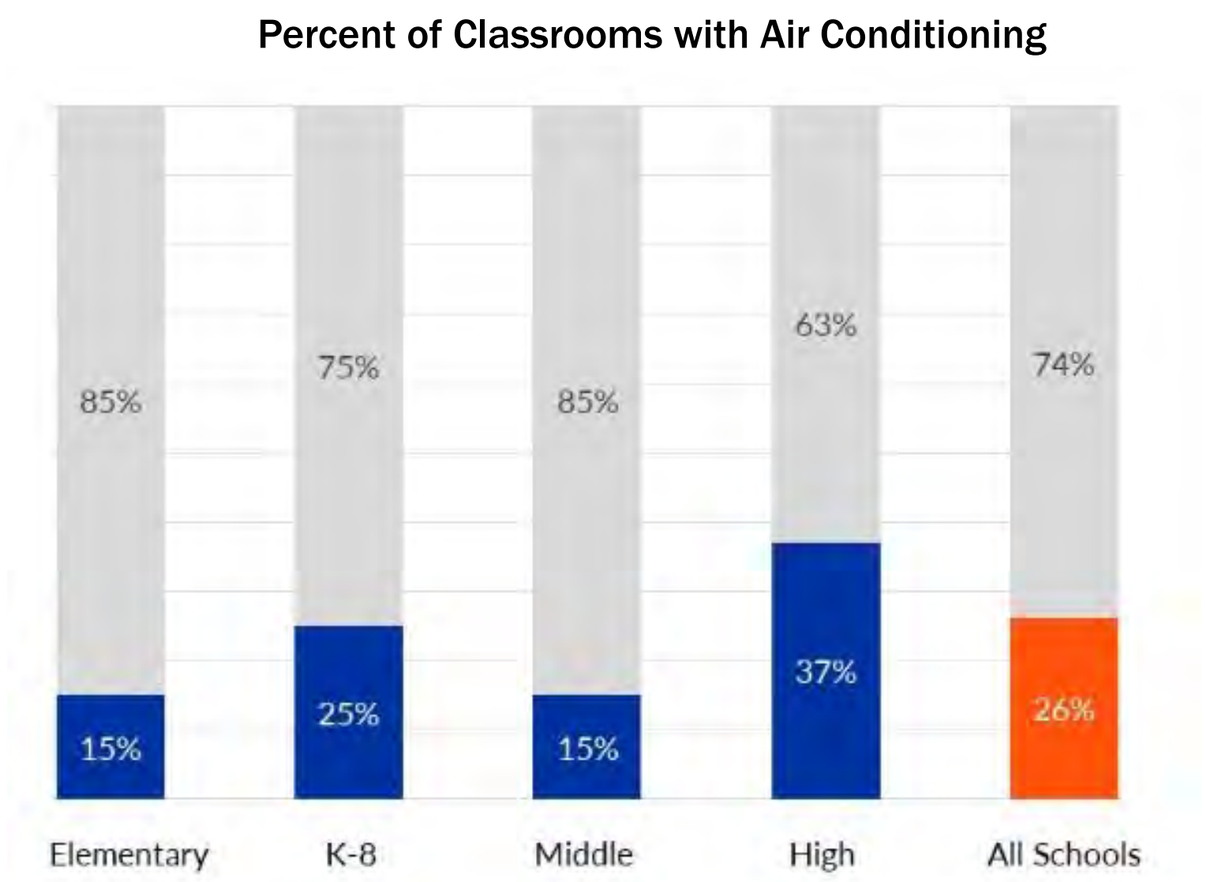


$$\text{Facility Condition Index (FCI)} = \frac{\text{Cost to Correct Deficiencies}}{\text{Current Facility Replacement Value}}$$

What We Have Learned: Building Condition

Project Progress Summary

About 1/4 of all MPS classrooms have air conditioning



What We Have Learned: Building Age & Condition

Project Progress Summary



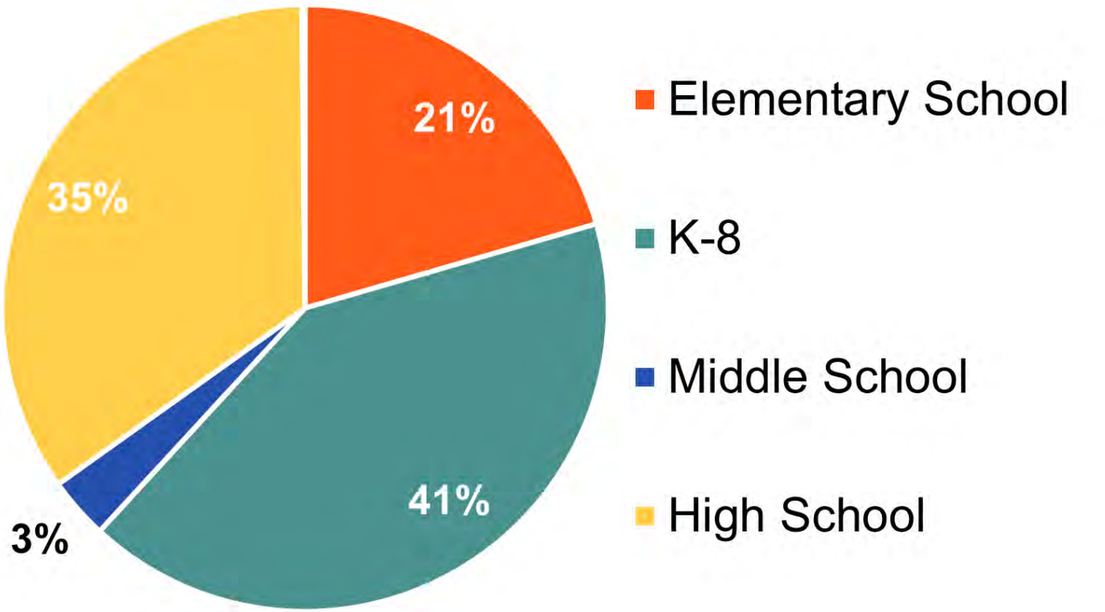
Why is this important?

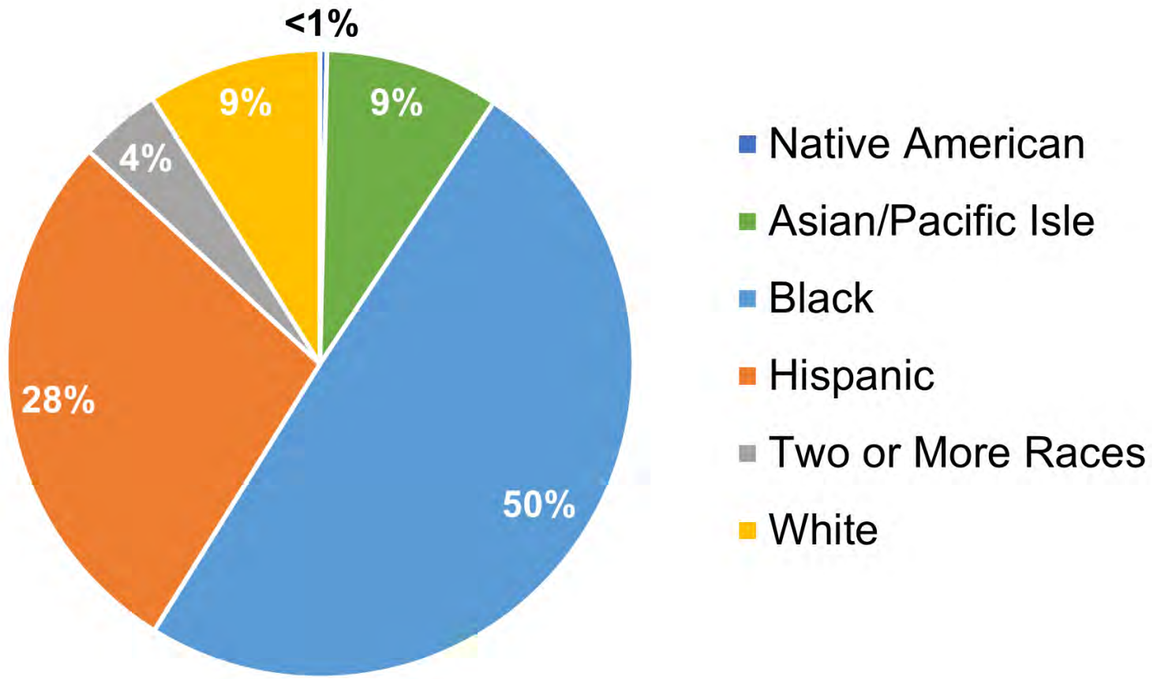
Older buildings are often not conducive to modern teaching and learning and are costly to repair and maintain. Buildings lacking air conditioning can impact teaching and learning.

What We Have Learned: Student Demographics

Project Progress Summary

68,864 students enrolled in MPS schools in SY23-24

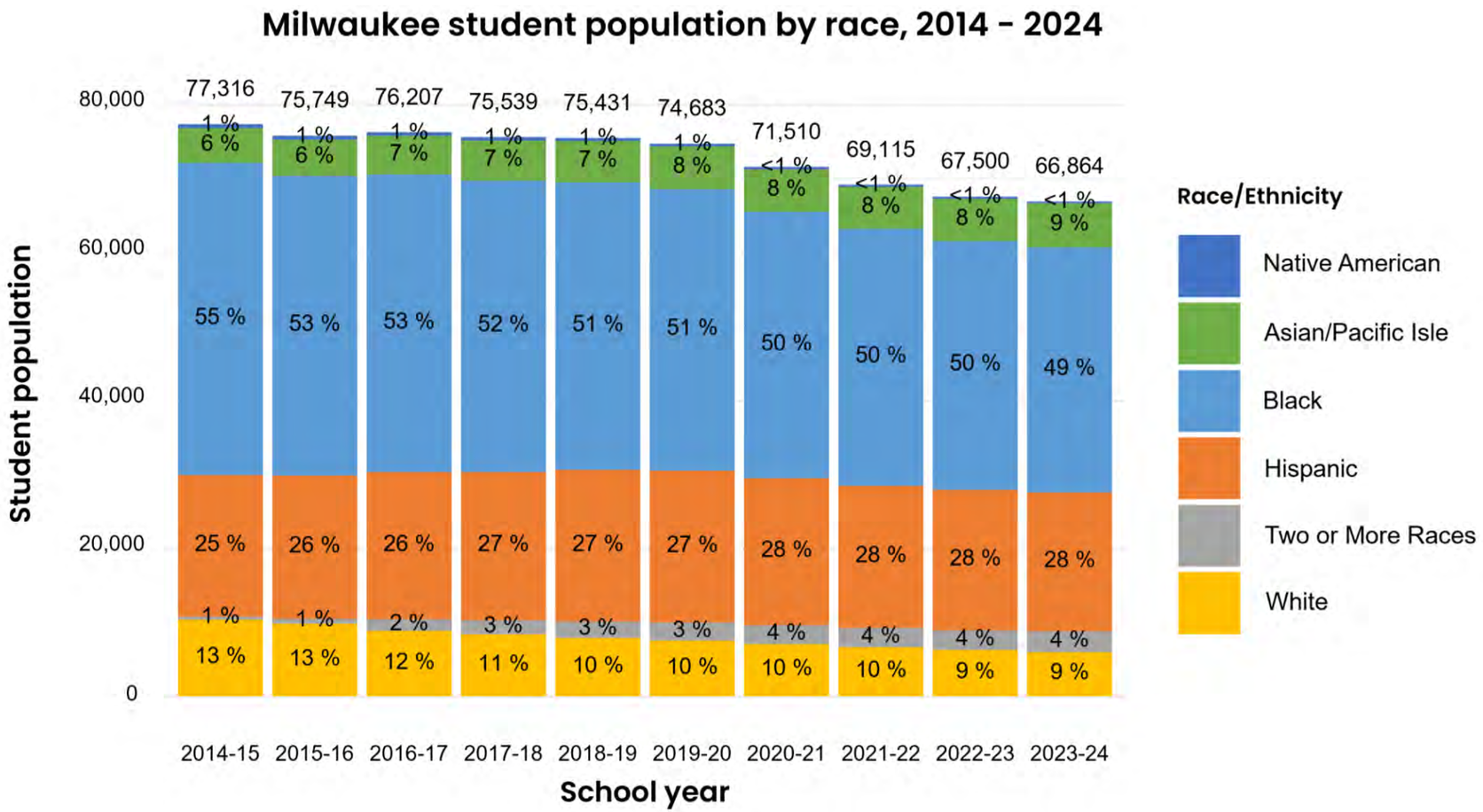




What We Have Learned: Enrollment Trends

Project Progress Summary

Consistent with national trends for urban school districts, MPS enrollment has decreased by 14% over the last 10 years



Why is this important?

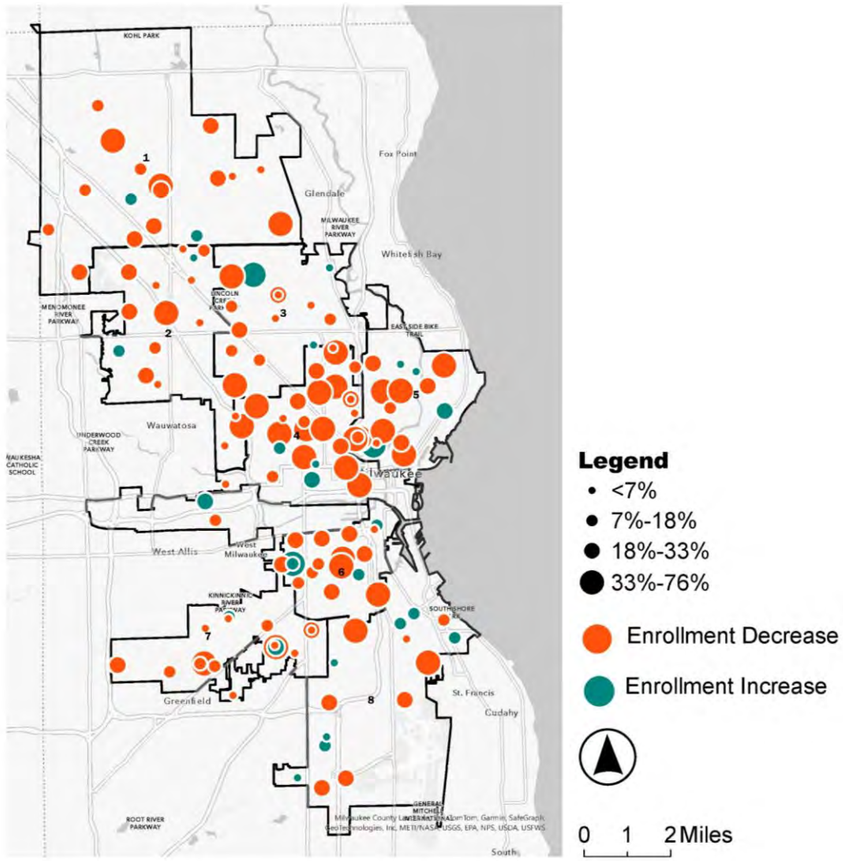
Enrollment decline impacts school utilization, funding, staffing levels and resource allocation. All of these can have negative impacts on the student experience.

What We Have Learned: School-Level Enrollment Changes

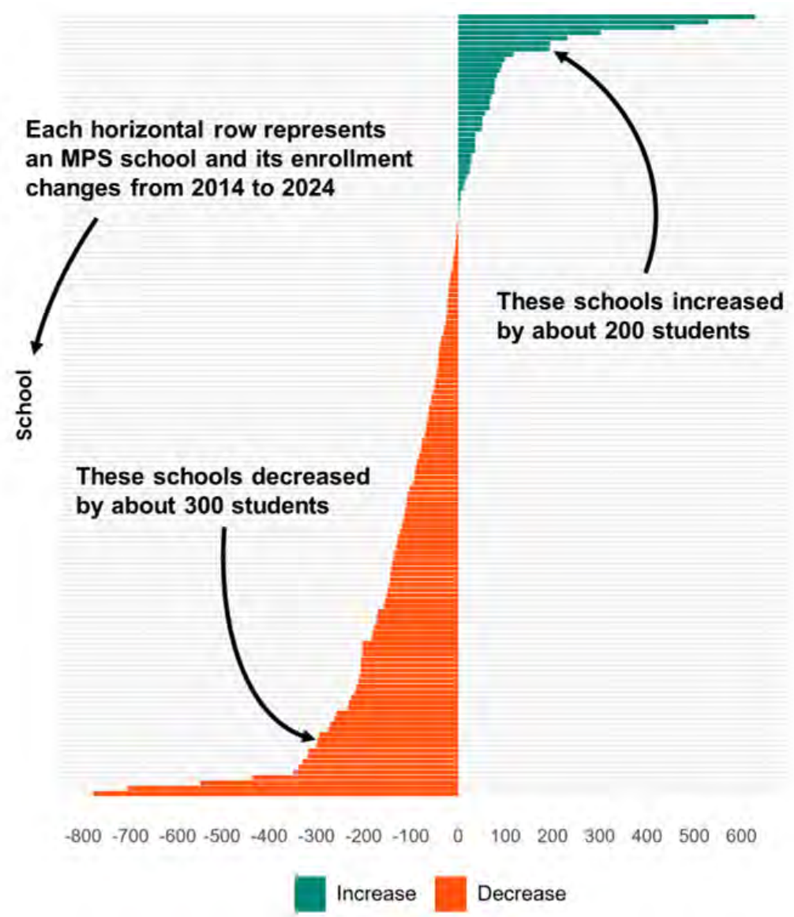
Project Progress Summary

Nearly 2/3 of all MPS schools lost enrollment between 2014 and 2024

Enrollment Change Intensity by Location, 2014 to 2024



Student Population Changes by School, 2014 to 2024



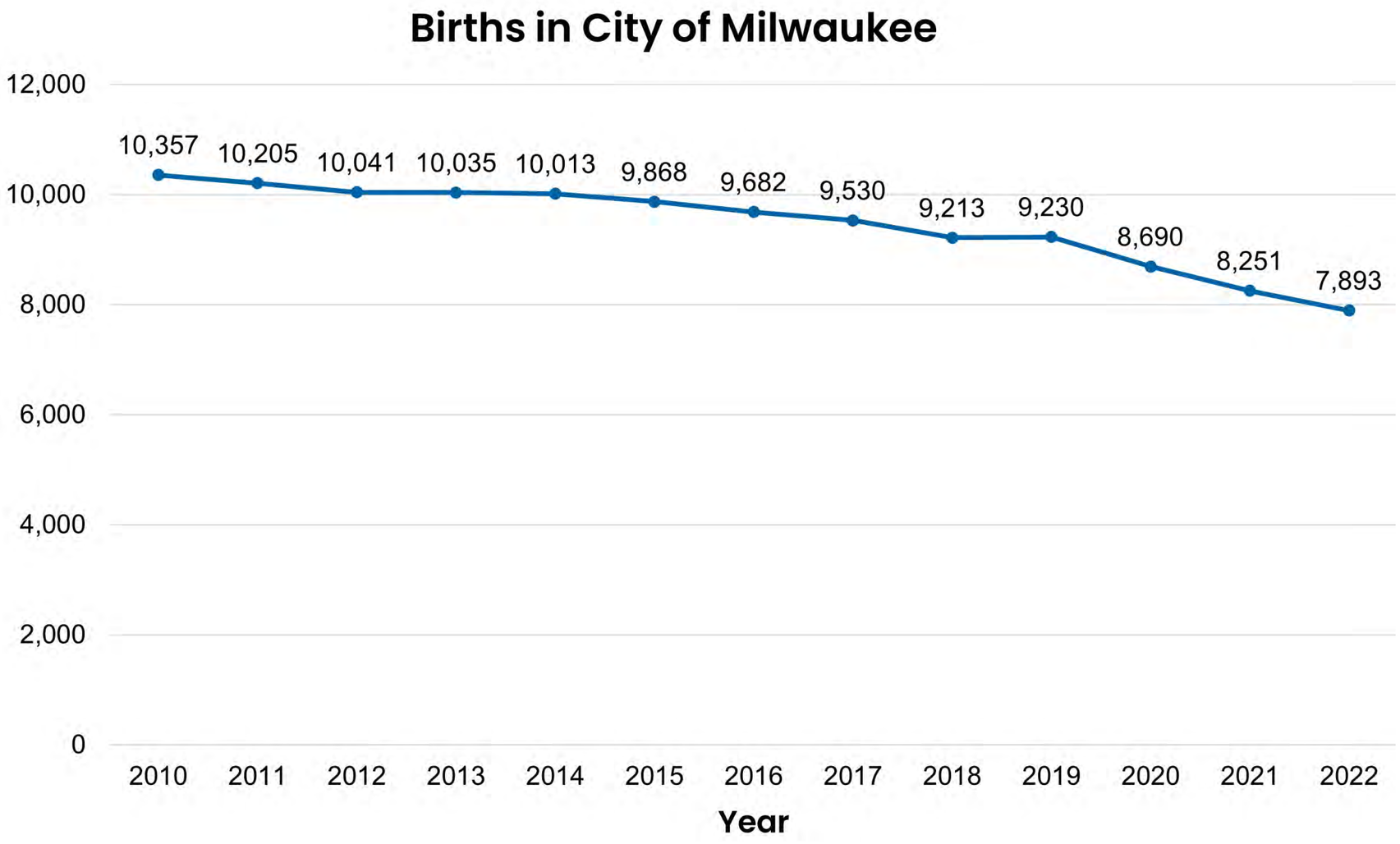
Why is this important?

Enrollment decline appears to be system-wide and not tied to geography. School program and reputation may be a driver for enrollment in some schools that have shown growth.

What We Have Learned: City Birth Data

Project Progress Summary

Consistent with national trends, the number of births in Milwaukee declined by 24% from 2010 to 2022.



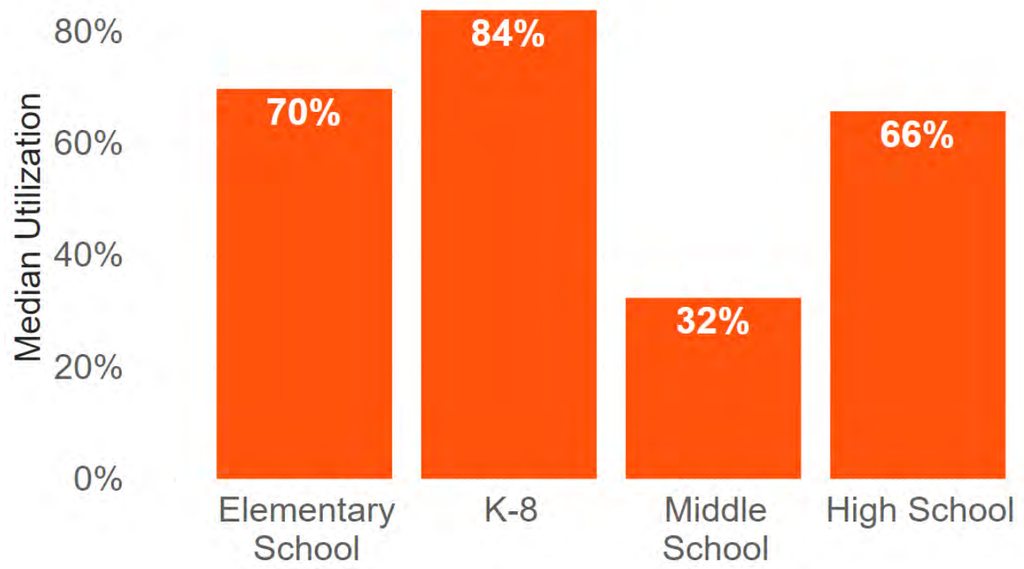
Why is this important?

Births are the primary driver for future school enrollment. Declining births indicates that enrollment decline is likely to continue in the future unless there is movement into the district or higher capture & retention rates to balance out the potential loss.

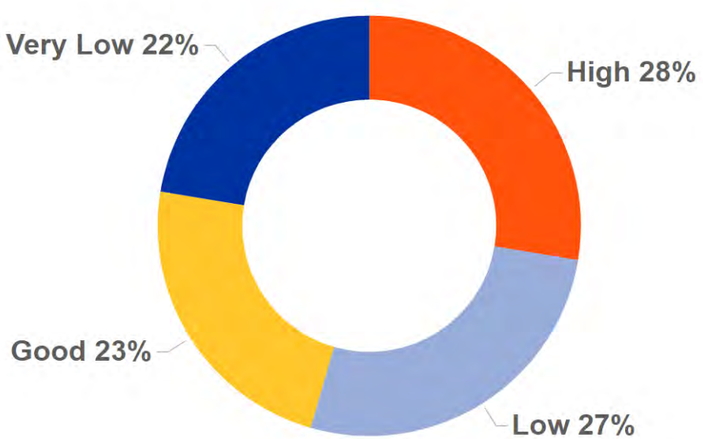
What We Have Learned: Building Utilization

Project Progress Summary

Median Building Utilization by School Type



MPS District-Wide Building Utilization



Why is this important?

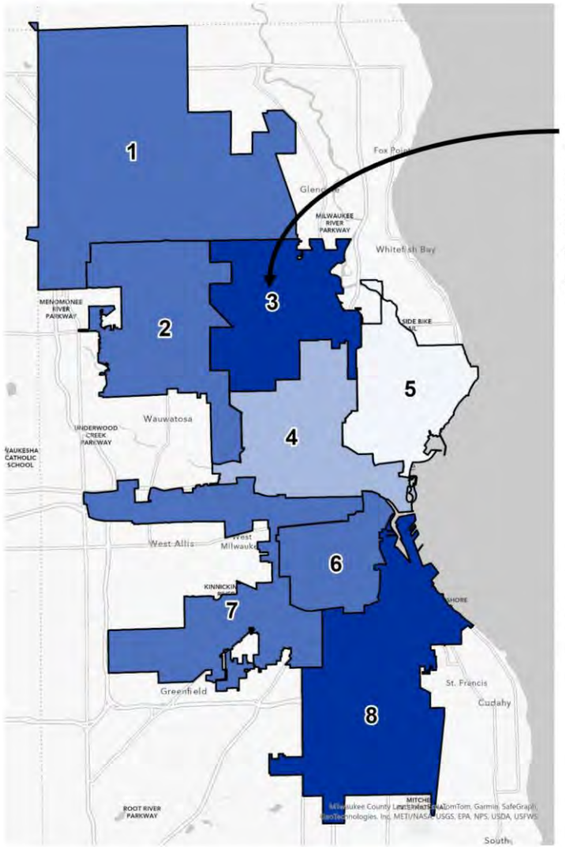
Utilization imbalance creates operational and educational challenges. It is difficult to fund, staff, and offer robust programming at underutilized schools. Overutilized schools often lack space for enrichment programs and the amount of space per student is impacted.

What We Have Learned: Geographic Analysis of Utilization

Project Progress Summary

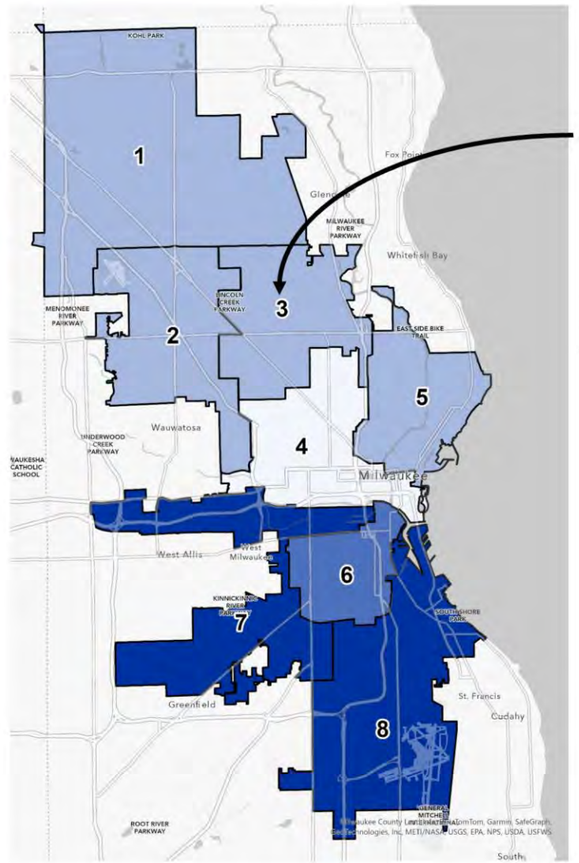
Many MPS students are not attending the schools closest to where they live

Student-to-Building Utilization Ratio (by School Board District)



If all MPS students living in SBD-3 attended an MPS school in SBD-3, the utilization rate would be >100%.

Enrollment-to-Building Utilization Ratio (by School Board District)



The actual utilization rate is 50%-75%, because MPS students living in SBD-3 are attending MPS schools farther from home.

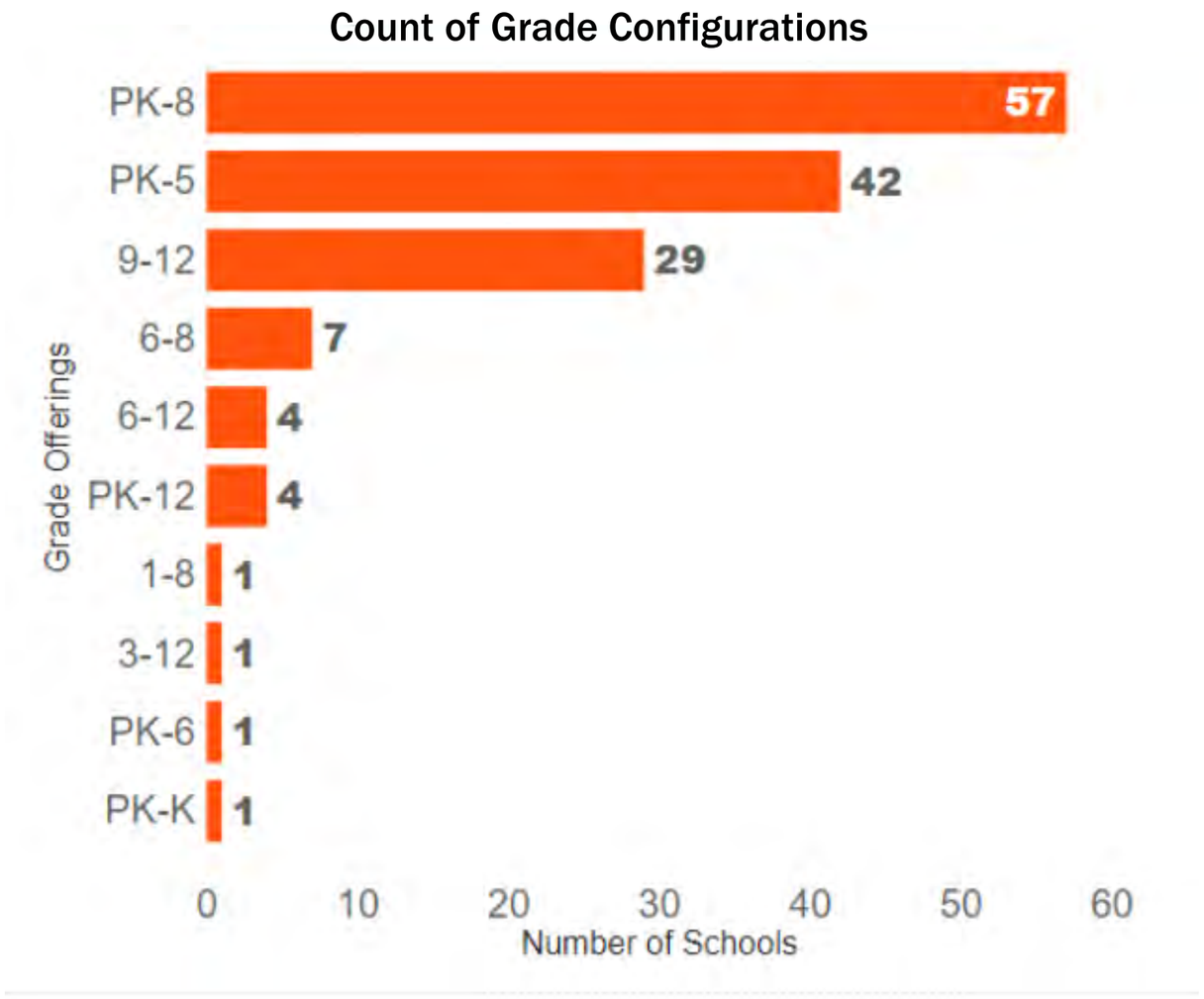
Why is this important?

The enrollment patterns create building utilization disparities between north and south Milwaukee. Understanding policies and strategies to mitigate disproportionate impacts will be critical.

What We Have Learned: Program Offerings

Project Progress Summary

MPS offers 10 different grade configurations, but most of the schools are PK-8, Elementary and High School and 13 specialty programs across the portfolio



Specialty Programs

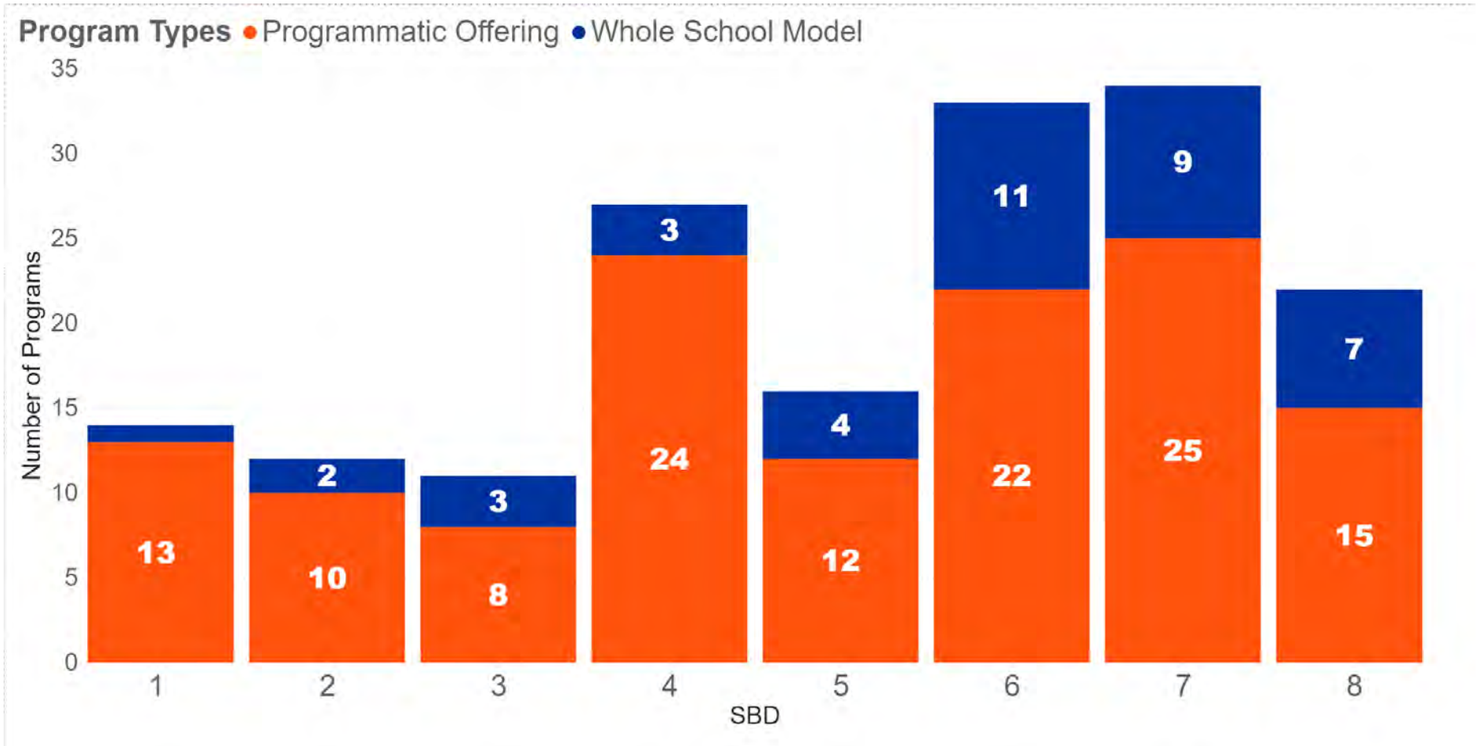
- Advanced Placement
- Arts Focus
- Bilingual
- College Support Programs
- Community Schools
- Career & Technical Education
- Dual Enrollment
- English as a Second Language (ESL)
- Gifted & Talented
- International Baccalaureate (IB)
- Language Immersion
- Montessori
- Project Lead The Way (PLTW)

What We Have Learned: Specialty Program Access

Project Progress Summary

There are fewer specialty programs offered in the north side of MPS

Access to Specialty Programs by School Board District



Why is this important?

The academic program is a main driver for school choice and the imbalance across the city may be a driver for north to south student movement and enrollment patterns. Academic programs often require a critical mass of students to be able to support them financially.

Framework Development: Guiding Principles Review

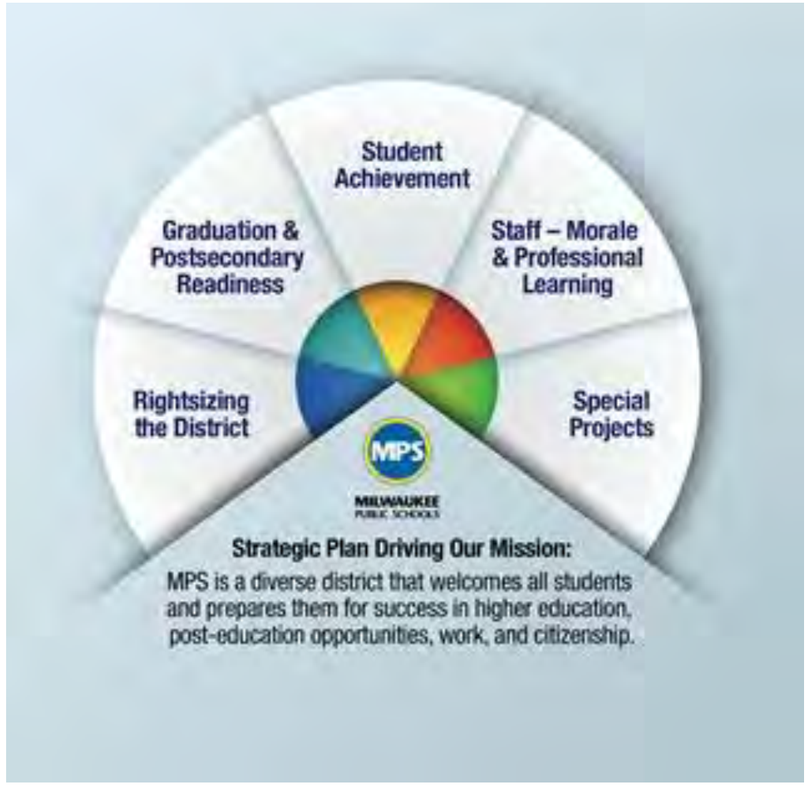
Step 1: Guiding Principles Review

Framework Development Overview

- Guiding Principles help the team stay focused on the ‘why’ before the ‘how’

- They are intended to ensure clear understanding and communication of intent throughout the LRFMP

- The Guiding Principles were developed through an analysis of the MPS Strategic Plan goals and stakeholder engagement input





Step 1: Guiding Principles Review

Framework Development Overview

Guiding Principles

1. Rightsizing to address over and under utilization issues
2. Improve access to high quality programming
3. Minimize disproportionate impacts
4. Equitable resource allocation
5. Appropriately staffed schools
6. Improve access to high quality buildings with appropriate spaces
7. Ensure long-term financial sustainability
8. Strengthen the role of schools as community hubs

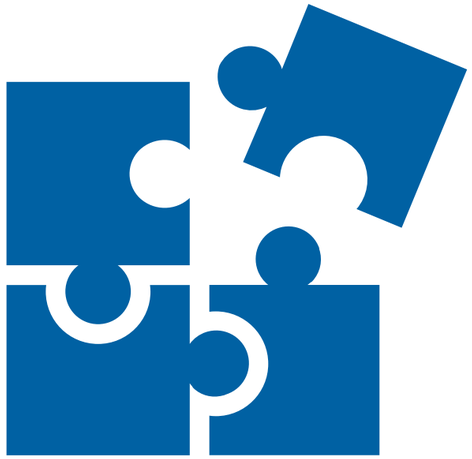


Framework Development: Primary Data Inputs

Step 2: Primary Data Inputs

Framework Development Overview

Through research, data analysis, and engagement, we identified 4 common critical data points across all schools:

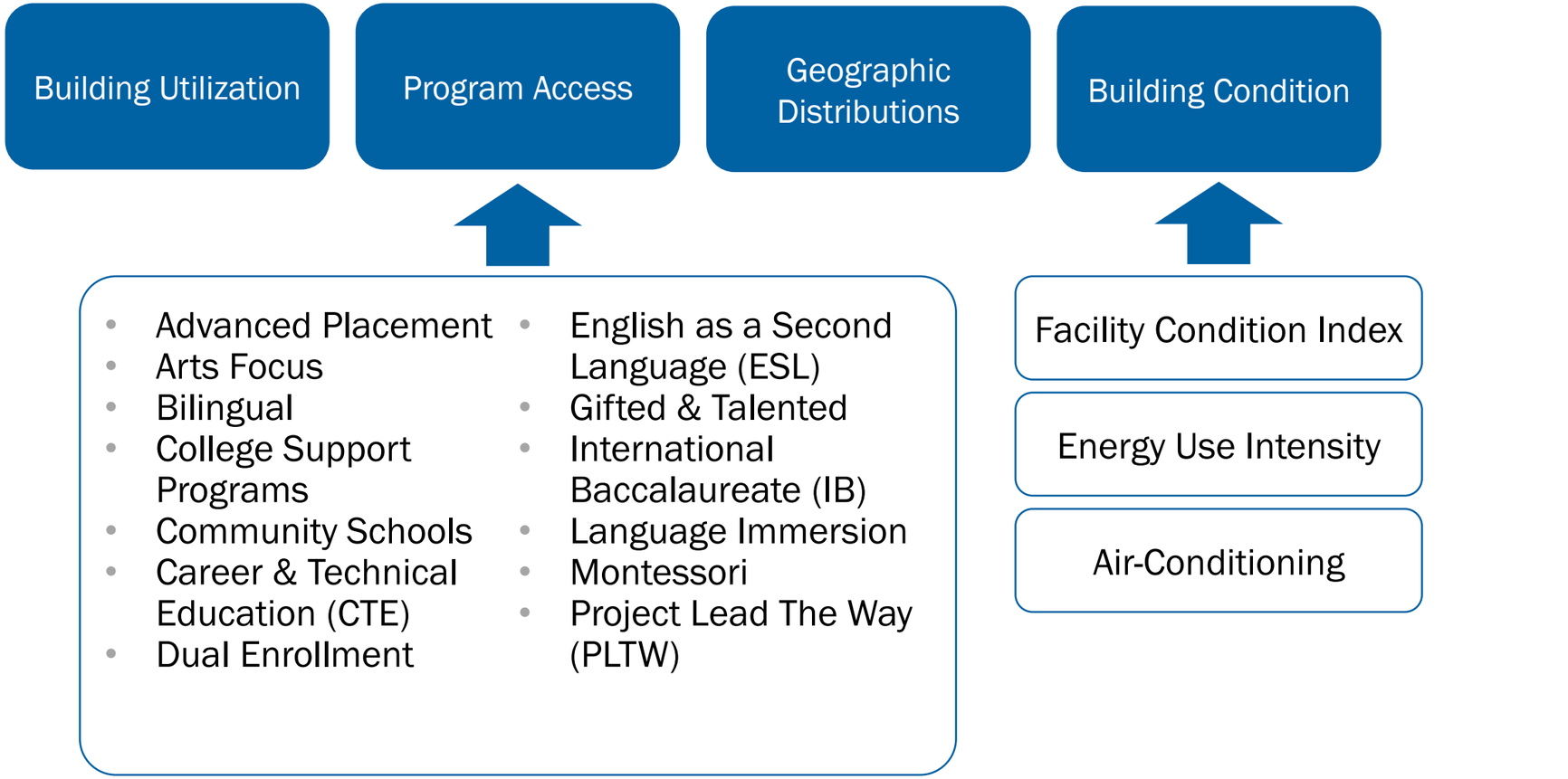


1. **Building utilization**
   - How many students are in a school compared to how much student space is available.
2. **Program access**
   - How many specialty programs are available beyond core curriculum.
3. **Building condition**
   - The quality of the school building, factoring in maintenance costs and amenities.
4. **Geographic distributions**
   - What areas of the city these circumstances exist relative to one another.



Step 2: Primary Data Inputs

Framework Development Overview





Framework Development: Strategy Candidate Groups

Step 3: Strategy Candidate Groups

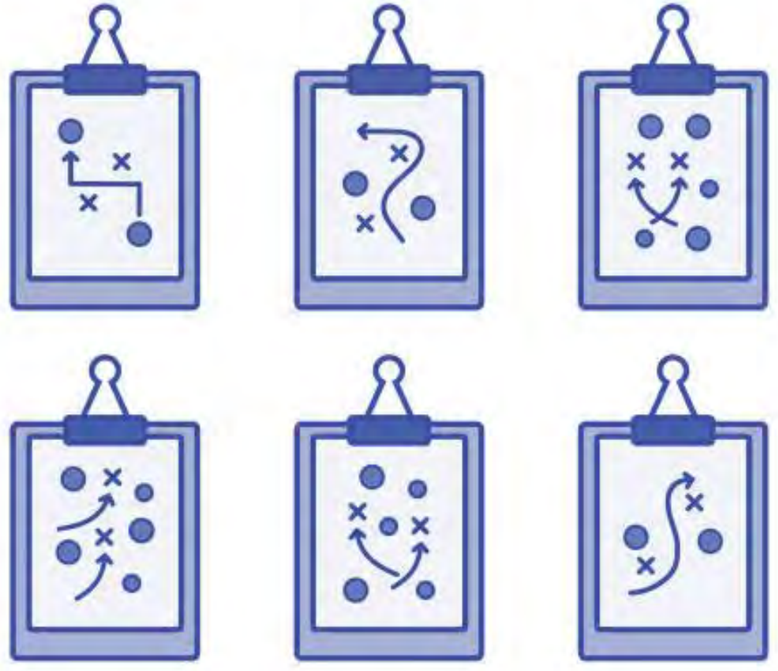
Framework Development Overview

- Through exploring a wide range of potential interventions, we created seven different strategy candidate groups

- These strategy candidate groups reflect an initial data-driven sorting and do not represent final school-specific decisions

- This data-driven sorting of schools creates viable candidate groups for the following strategy types: optimization, enhancement, continuation, expansion





Step 3: Strategy Candidate Groups

Framework Development Overview

Optimization	Enhancement	Continuation	Expansion
Closure/Merger	Building & Programmatic Investments	Ongoing Monitoring & Evaluation	Building Addition
	Building Investment		
	Programmatic Investment		
	Site-Specific Evaluation of Alternative Options		



Framework Development: Preliminary Sorting Tree

Step 4: Preliminary Sorting Tree

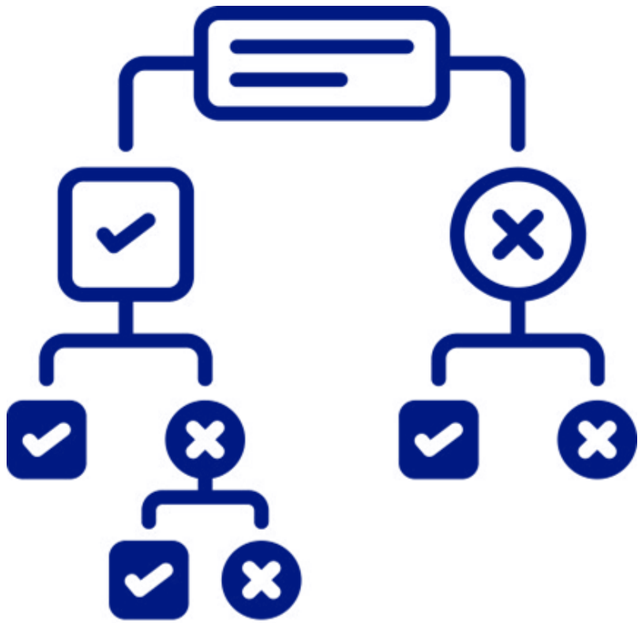
Framework Development Overview

- We developed a flow chart tool designed to sort each school into its strategy candidate group

- This preliminary sorting tree uses information from the primary data inputs to identify the appropriate strategy candidate group

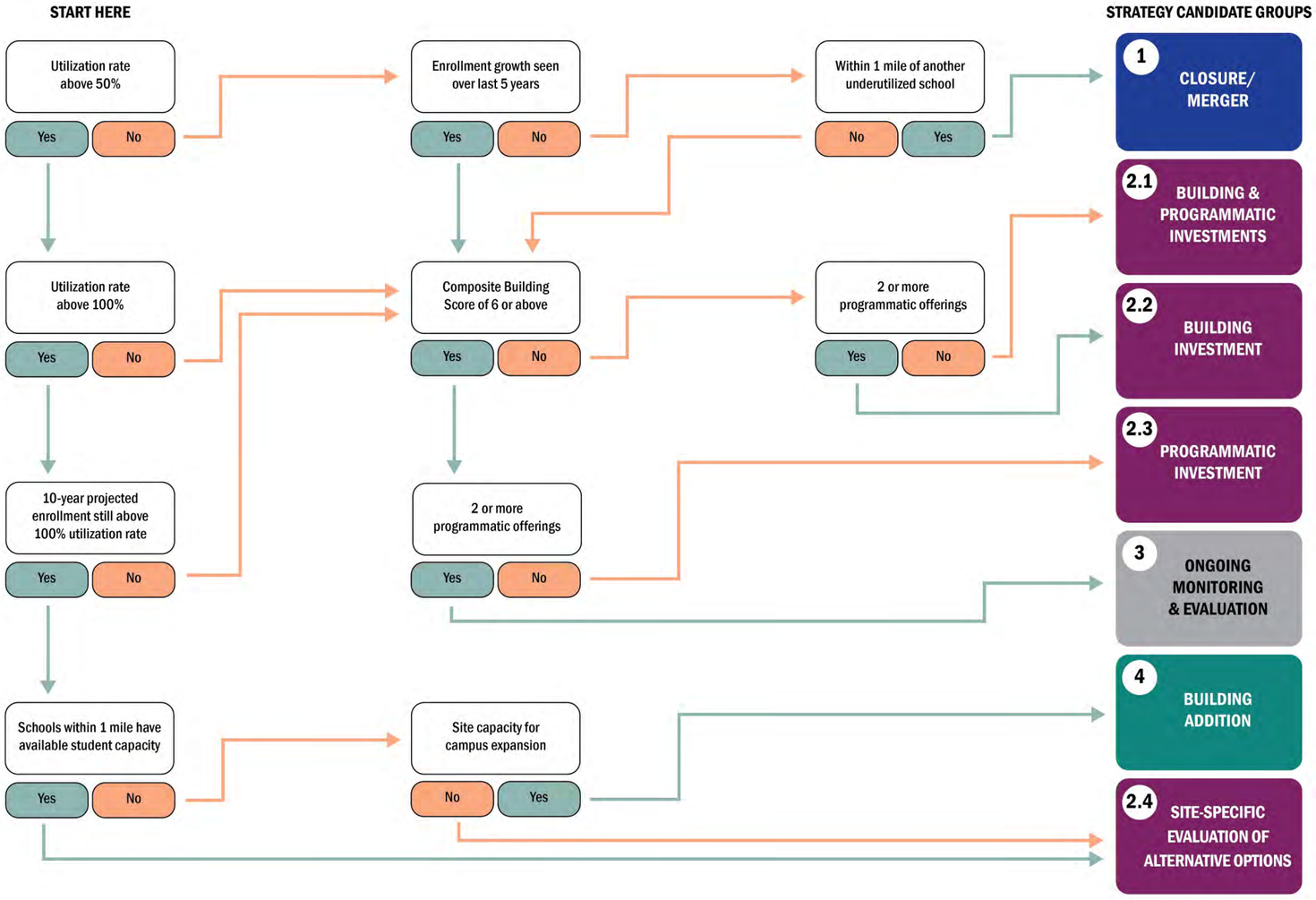
- This data-driven sorting of schools does not represent final school-specific decisions but instead identifies potential candidates





Step 4: Preliminary Sorting Tree

Framework Development Overview



Guiding Principles Review → Primary Data Inputs → Strategy Candidate Groups → Preliminary Sorting Tree

START HERE

Utilization rate above 50%

Yes / No

Enrollment growth seen over last 5 years

Yes / No

Within 1 mile of another underutilized school

No / Yes

Utilization rate above 100%

Yes / No

Composite Building Score of 6 or above

Yes / No

2 or more programmatic offerings

Yes / No

10-year projected enrollment still above 100% utilization rate

Yes / No

2 or more programmatic offerings

Yes / No

Schools within 1 mile have available student capacity

Yes / No

Site capacity for campus expansion

No / Yes

STRATEGY CANDIDATE GROUPS

1 CLOSURE/ MERGER

2.1 BUILDING & PROGRAMMATIC INVESTMENTS

2.2 BUILDING INVESTMENT

2.3 PROGRAMMATIC INVESTMENT

3 ONGOING MONITORING & EVALUATION

4 BUILDING ADDITION

2.4 SITE-SPECIFIC EVALUATION OF ALTERNATIVE OPTIONS

Strategy Candidate Group 1:
Closure/Merger

How can this strategy improve MPS?

Closing a school helps address enrollment imbalances, ensuring district resources are used more efficiently. Merging two schools into a single building optimizes space by closing the second building and consolidating resources.

By concentrating students in fewer, well-resourced schools, access to quality programming improves, and staffing is better aligned with student needs.

It allows the district to focus on maintaining high-quality facilities and strengthening schools as community hubs.

GROUP 1 – SCHOOL CHARACTERISTICS

- Utilization rate below 50%
- 5-year declining enrollment trend
- Within 1 mile of another underutilized school

GUIDING PRINCIPLES ALIGNMENT

1. Rightsizing to address over and under utilization issues
2. Improve access to high quality programming
3. Minimize disproportionate impacts
4. Equitable resource allocation
5. Appropriately staffed schools
6. Improve access to high quality buildings with appropriate spaces
7. Ensure long-term financial sustainability
8. Strengthen the role of schools as community hubs

Strategy Candidate Group 2.1:
Building & Programmatic Investments

How can this strategy improve MPS?

Investment in school buildings and academic programming improves access to diverse curriculum and engaging and supportive learning environments through equitable resource allocation.

Upgraded facilities and enhanced educational offerings help schools meet student needs and support student growth, strengthen community connections, and ensure long-term sustainability.

GROUP 2.1 – SCHOOL CHARACTERISTICS

- One of the following utilization rate statuses:
  - Below 50% but growing enrollment trend over last 5 years
  - Below 50% but not within 1 mile of another underutilized school
  - Below 100% or projected to be below 100% within next 10 years
- Composite Building Score of 5 or below
- Less than 2 specialty program offerings

GUIDING PRINCIPLES ALIGNMENT

1. Rightsizing to address over and under utilization issues
2. Improve access to high quality programming
3. Minimize disproportionate impacts
4. Equitable resource allocation
5. Appropriately staffed schools
6. Improve access to high quality buildings with appropriate spaces
7. Ensure long-term financial sustainability
8. Strengthen the role of schools as community hubs

Strategy Candidate Group 2.2:
Building Investment

How can this strategy improve MPS?

Investment in school buildings improves access to engaging and supportive learning environments through equitable resource allocation.

Upgraded facilities help schools meet student needs, strengthen community connections, and ensure long-term sustainability.

GROUP 2.2 – SCHOOL CHARACTERISTICS

- One of the following utilization rate statuses:
  - Below 50% but growing enrollment trend over last 5 years
  - Below 50% but not within 1 mile of another underutilized school
  - Below 100% or projected to be below 100% within next 10 years
- Composite Building Score of 5 or below
- 2 or more specialty program offerings

GUIDING PRINCIPLES ALIGNMENT

1. Rightsizing to address over and under utilization issues
2. Improve access to high quality programming
3. Minimize disproportionate impacts
4. Equitable resource allocation
5. Appropriately staffed schools
6. Improve access to high quality buildings with appropriate spaces
7. Ensure long-term financial sustainability
8. Strengthen the role of schools as community hubs

Strategy Candidate Group 2.3:
Programmatic Investment

How can this strategy improve MPS?

Investment in academic programming improves access to diverse curriculum through equitable resource allocation.

Enhanced educational offerings help schools better meet student needs, support student growth, and ensure long-term sustainability.

GROUP 2.3 – SCHOOL CHARACTERISTICS

- One of the following utilization rate statuses:
  - Below 50% but growing enrollment trend over last 5 years
  - Below 50% but not within 1 mile of another underutilized school
  - Below 100% or projected to be below 100% within next 10 years
- Composite Building Score of 6 or above
- Less than 2 specialty program offerings

GUIDING PRINCIPLES ALIGNMENT

1. Rightsizing to address over and under utilization issues
2. Improve access to high quality programming
3. Minimize disproportionate impacts
4. Equitable resource allocation
5. Appropriately staffed schools
6. Improve access to high quality buildings with appropriate spaces
7. Ensure long-term financial sustainability
8. Strengthen the role of schools as community hubs

Strategy Candidate Group 2.4:
Site-Specific Evaluation of Alt. Options

How can this strategy improve MPS?

An evaluation of alternative options allows for the identification of tailored interventions for the schools that do not fit neatly into one of the other categories.

This ensures that schools with the most complex situations still receive support through customized solutions based on their unique circumstances and challenges.

By considering alternative strategies, the district can address specific needs while still aligning with overall goals for equitable resource allocation and student success.

GROUP 2.4 – SCHOOL CHARACTERISTICS

- Utilization rate above 100% and projected to remain above 100% for next 10 years
- One of the following capacity statuses:
  - Capacity for students at schools within 1 mile
  - No capacity for students at schools within 1 miles and no site capacity for expansion

GUIDING PRINCIPLES ALIGNMENT

1. Rightsizing to address over and under utilization issues
2. Improve access to high quality programming
3. Minimize disproportionate impacts
4. Equitable resource allocation
5. Appropriately staffed schools
6. Improve access to high quality buildings with appropriate spaces
7. Ensure long-term financial sustainability
8. Strengthen the role of schools as community hubs

Strategy Candidate Group 3:
Ongoing Monitoring & Evaluation

How can this strategy improve MPS?

Maintaining successful schools as-is allows a district to focus its resources where they are most needed.

Preserving what is already working ensures stability and continuity in high-performing schools, which can serve as models for others.

GROUP 3 – SCHOOL CHARACTERISTICS

- One of the following utilization rate statuses:
  - Below 50% but growing enrollment trend over last 5 years
  - Below 50% but not within 1 mile of another underutilized school
  - Below 100% or projected to be below 100% within next 10 years
- Composite Building Score of 6 or above
- 2 or more specialty program offerings

GUIDING PRINCIPLES ALIGNMENT

1. Rightsizing to address over and under utilization issues
2. Improve access to high quality programming
3. Minimize disproportionate impacts
4. Equitable resource allocation
5. Appropriately staffed schools
6. Improve access to high quality buildings with appropriate spaces
7. Ensure long-term financial sustainability
8. Strengthen the role of schools as community hubs

Strategy Candidate Group 4:
Building Addition

How can this strategy improve MPS?

A building addition expands the capacity of schools that are operating at or beyond their limits, creating more space for students and improving the learning environment.

This ensures students have access to quality facilities and the necessary resources to support their success.

By expanding well-utilized schools, a district can better meet student needs and strategically plan for long-term growth.

GROUP 4 – SCHOOL CHARACTERISTICS

- Utilization rate above 100% and projected to remain above 100% for next 10 years
- No capacity for students at schools within 1 mile
- Site capacity for campus expansion

GUIDING PRINCIPLES ALIGNMENT

1. Rightsizing to address over and under utilization issues
2. Improve access to high quality programming
3. Minimize disproportionate impacts
4. Equitable resource allocation
5. Appropriately staffed schools
6. Improve access to high quality buildings with appropriate spaces
7. Ensure long-term financial sustainability
8. Strengthen the role of schools as community hubs

Framework Development: Secondary Data Inputs

Step 4: Secondary Data Inputs

Framework Development Overview

- More precise, strategy-specific data will help inform a priority sorting of schools within each strategy candidate group

- This secondary data may include both quantitative (e.g., classroom sizes) and qualitative (e.g., community safety) inputs

- These data inputs will directly guide proposed options and where they fall on the 10-year timeline





Step 4: Secondary Data Inputs

Framework Development Overview

Strategy Candidate Group 4: Building Addition
Example Secondary Data Inputs

- Utilization rates of candidate school and nearby schools
- Projected enrollment
- Availability of specialty classrooms (e.g., art/music/science)
- Student demographics (e.g., % of economically disadvantaged)
- Current building amenities (e.g., elevator)
- Outdoor amenities (e.g., athletic fields/courts)



Framework Development: Candidate Prioritization



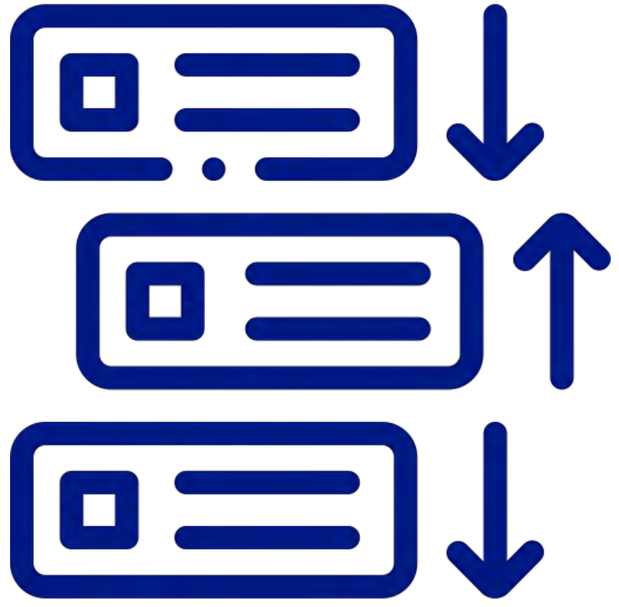
Step 6: Candidate Prioritization

Framework Development Overview

- Using the secondary data inputs, schools will be equitably prioritized within strategy candidate groups to determine where needs are greatest

- Not all schools in a strategy candidate group will receive that specific intervention, and some schools may change strategy candidate groups over time as circumstances change

- This prioritization process will help determine which strategies to use at what point over the 10-year project timeline





Step 6: Candidate Prioritization

Framework Development Overview

Strategy Candidate Group Example Prioritization

1-3 years	School 1
	School 2
	School 3
4-6 years	School 4
	School 5
	School 6
7-10 years	School 7
	School 8
	School 9

Guiding Principles Review → Primary Data Inputs → Strategy Candidate Groups → Preliminary Sorting Tree → Secondary Data Inputs → Candidate Prioritization

Framework Development: Guiding Principles Check

Step 7: Guiding Principles Check

Framework Development Overview

Guiding Principles

1. Rightsizing to address over and under utilization issues
2. Improve access to high quality programming
3. Minimize disproportionate impacts
4. Equitable resource allocation
5. Appropriately staffed schools
6. Improve access to high quality buildings with appropriate spaces
7. Ensure long-term financial sustainability
8. Strengthen the role of schools as community hubs



Breakout Activities + Q&A

Group Discussion: Minimizing Disproportionate Impacts

Breakout Activity 1

How can we minimize impacts on disadvantaged and/or underserved communities?

Example ideas:

- **Pairing closure/merger strategies with investment strategies in the same community to balance impacts**
  - *Example: if one school closes, a nearby school receives a significant investment*
- **Exploring alternate use options for closure/merger candidates to maintain or improve community amenities**
  - *Example: if two schools merge, the vacant school becomes a recreation center*
- **Target programmatic investments to balance specialty program access and reduce student travel needs across the district**
  - *Example: Add new International Baccalaureate program to central region of district*

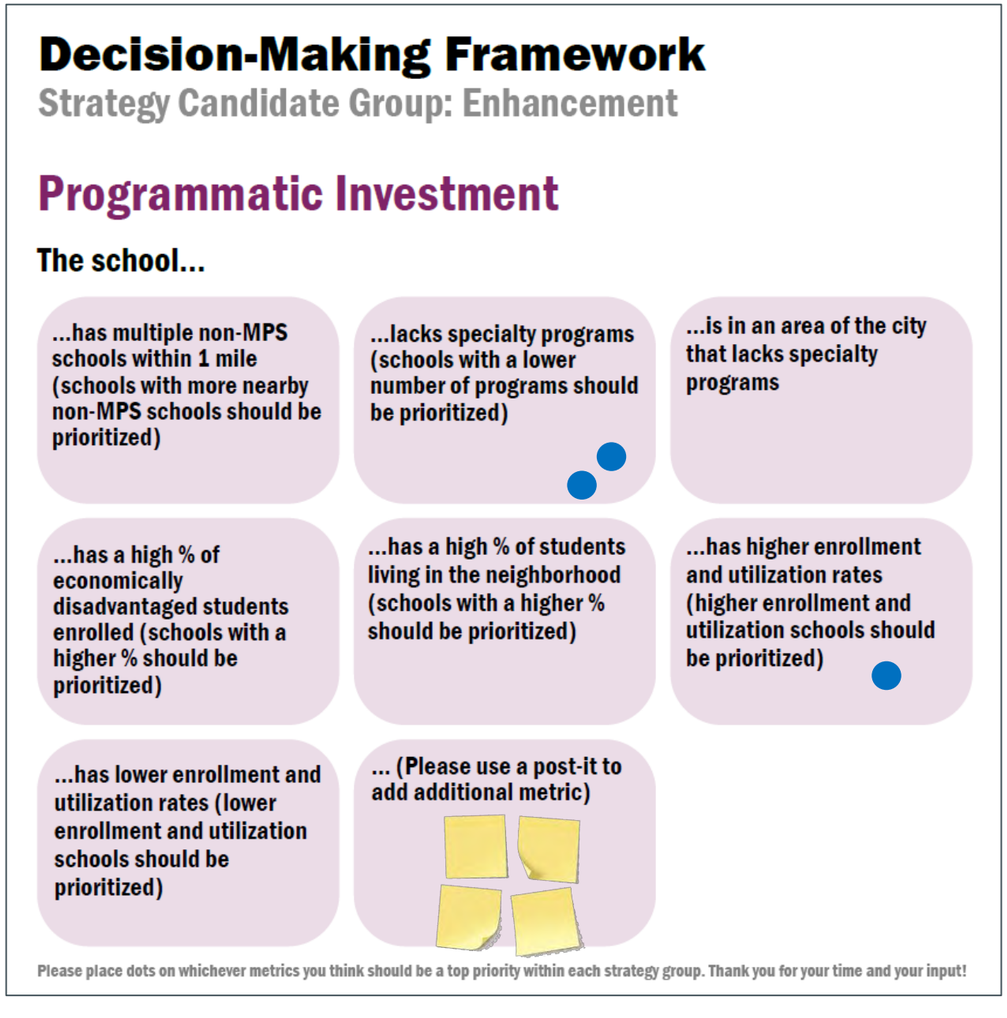
Gallery Walk: Secondary Data Inputs Review

Breakout Activity 2

What factors are most important to consider when prioritizing schools as strategy candidates?

Guiding Principles Review → Primary Data Inputs → Strategy Candidate Groups → Preliminary Sorting Tree → **Secondary Data Inputs** → Candidate Prioritization → Guiding Principles Check

1. Review the Strategy Candidate boards
2. Using 2 dots per board, identify which factors you believe are most important
3. Use post-its to add additional thoughts



Next Steps

Next Steps

Project Stakeholders

1. Share what you heard today and invite people to the upcoming town halls
2. Visit project website and subscribe for updates
3. Participate in the upcoming survey

Project Team

1. Analyze new stakeholder feedback from town halls, student workshops, and survey
2. Complete LRFMP final report for presentation to MPS leadership and Milwaukee Board of School Directors



Question Parking Lot

PollEv.com/PerkinsE125

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