



VI-A

**STATE COLLEGE AREA SCHOOL DISTRICT
BOARD of SCHOOL DIRECTORS**

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TO: Board of Directors

FROM: Amber Concepcion and Penni Fishbaine

DATE: July 19, 2013

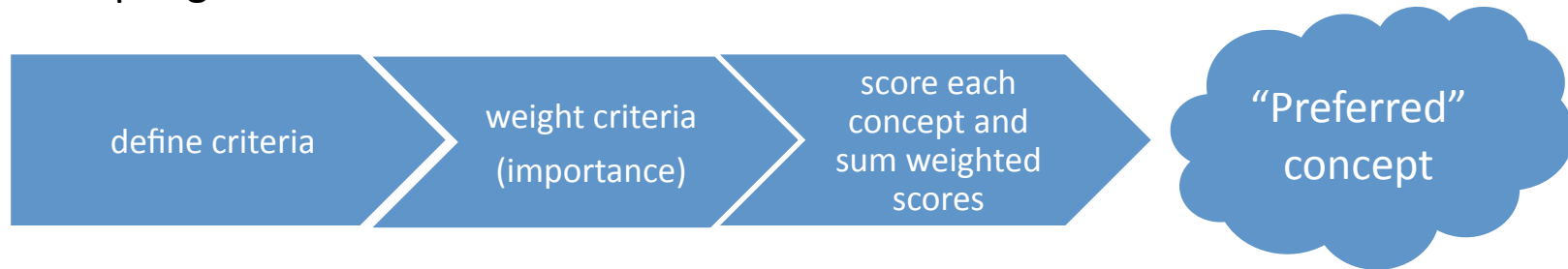
RE: Downselect process, part 2

Attached is the downselect process. Just as a refresher, Ms. Concepcion will provide a recap of the downselect process, part 2, for moving forward toward the final high school concept/option. We will be happy to answer any further questions Monday night.

Developing the downselect process

“what and why?”

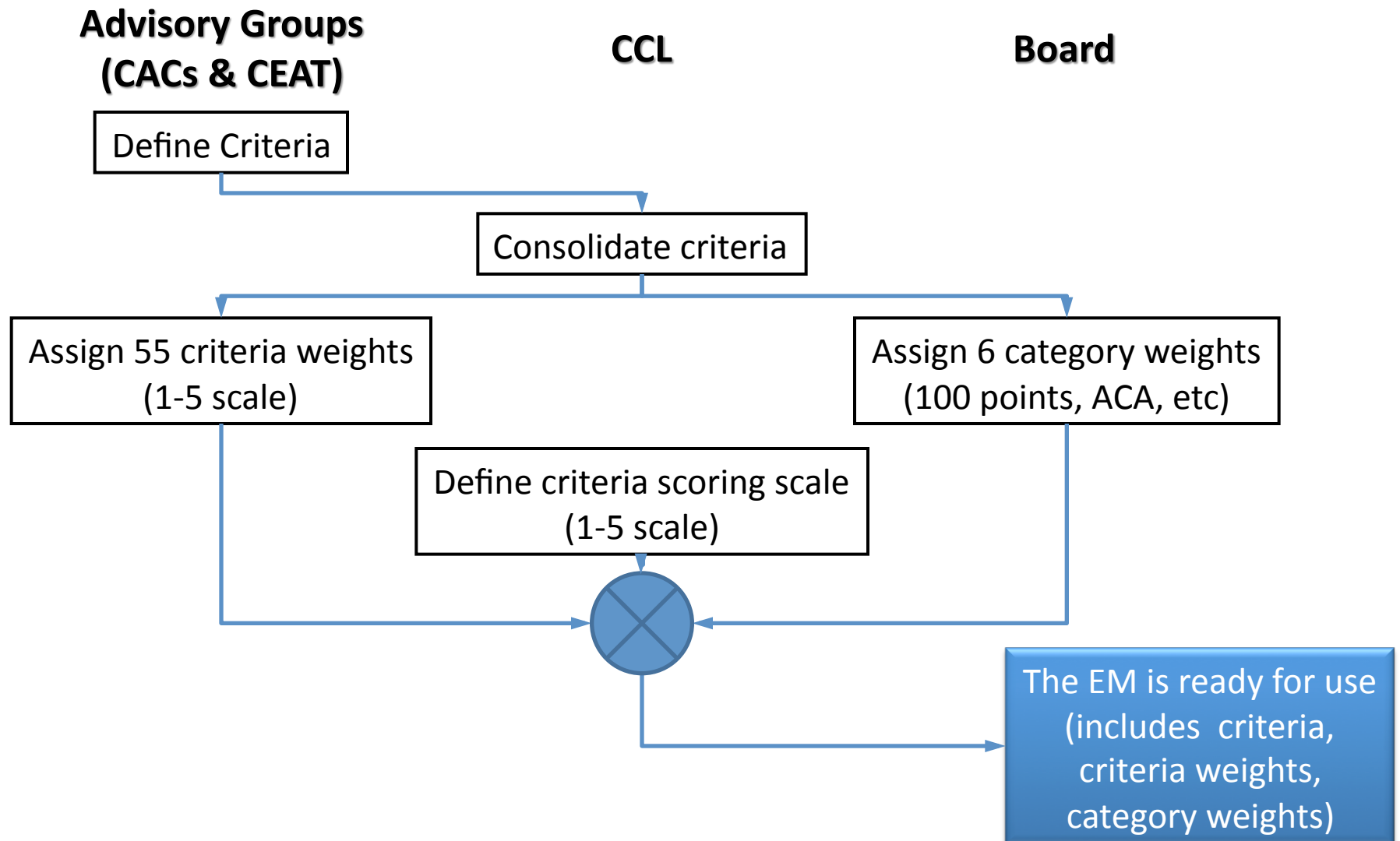
- Goal: Provide a tool to systematically evaluate the concepts (and future options)
- The design team recommended a logical, common process to evaluate each concept against the others



- An excellent beginning, but the process needed refinement
 - Is the list of criteria complete?
 - Is there enough fidelity to help board decision-making?
 - How should the criteria be weighted?
 - What about cost?
- We are following the design team’s recommended process and optimizing it to meet our particular needs

Downselect process using an Evaluation Matrix

“how?” (Part 1-building the EM)



Glossary

- **Evaluation Matrix**

Used to evaluate any of the *concepts* (e.g., A-F)

Could be used to evaluate future *options* that are developed from a concept (e.g., D1, D2, D3)

- **Viable concept**

>50% of survey respondents indicate a preference (sum of strongly support, support, & slightly support from Q6)

Only viable concepts are scored

- **Criteria:** 55 factors used to evaluate concepts or options; grouped into six categories

Criterion weight

- Importance of each criterion *within a category*
- Provided by advisory groups

Criterion score

- 1-5 scale for each of the 55 criteria
- Determined by board members for each viable concept

Criterion-weighted score: criterion score x weight

- **Category:** site & location, safety & security, construction, cost educational model, environment & sustainability

Category weight

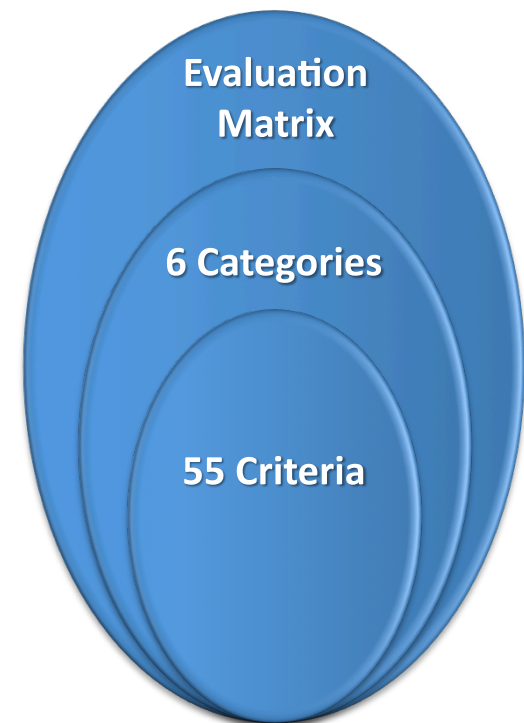
- Importance of the *entire category* to the overall score
- Determined by board members

Category total: Sum of category scores (unweighted)

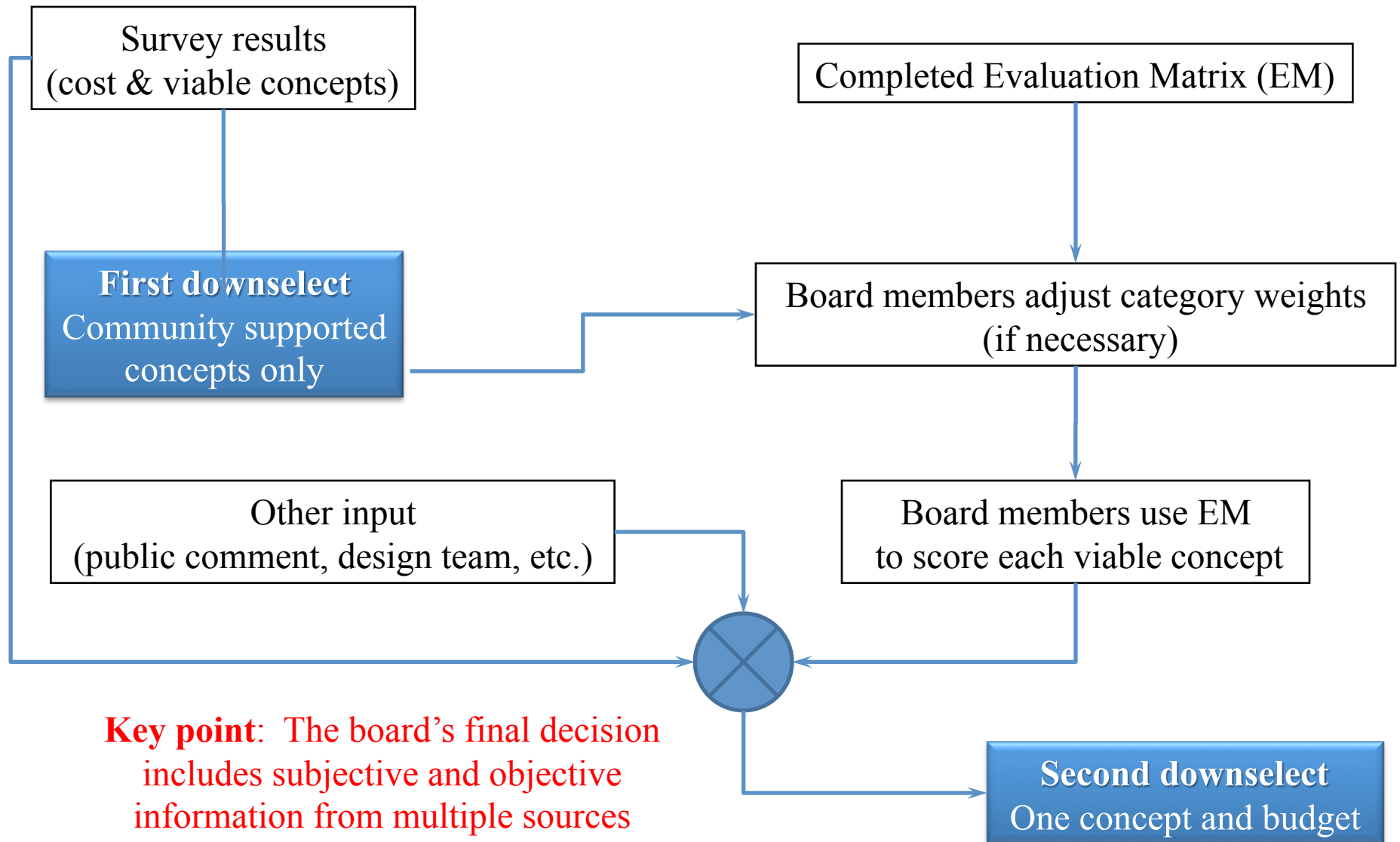
Category-weighted total: category total x category weight

- **Total score (for each viable concept)**

sum of category-weighted totals (1-100)



Downselect process (Part 2): decision-making



Timeline

“when?”

- June 20 – July 12: Refine downselect process (criteria weighting)
- July 8: Endorse downselect process
- July 15: Work session - Receive and discuss survey results from SSRS
- July 22: Action Item - Discuss and vote first downselect
- **July 29:** Last date for board members to submit questions in preparation for August 12 meeting
- August 12: Board Meeting Info/Discussion Item - Discuss preliminary results from concept evaluation in preparation for second downselect; include design team
- August 13: Community forum on viable concepts
- August 26: Discussion item – educational model and educational specifications
- September 9: Action item - Vote second downselect & establish budget
- September 11: Community forum on educational model

Revised 22-July-2013

Board members' homework for downselect 2 *“where?”*

1. You will receive an EM for each viable concept
Preloaded with criteria weights
2. Fill in your six category weights (total = 100)
3. Score each criterion for each viable concept
Spreadsheet will calculate category subtotals and total score
Project design team will be present for discussion on
August 12, 2013 Board Meeting
4. Report total score for each viable concept

Scoring mechanics – each viable concept

“who?”

provided by
advisory groups

determined by
board members

scored by board
members

provided by
advisory groups

Criteria		Category Weight	Criterion Score 1=low 5=high	Criterion Weight 1=unimportant 5=extremely important	Criterion Weighted Score
A - Safety & Security		15			
A1	Reduce the frequency of students, staff and faculty crossing a major thoroughfare			1	0
A2	Reduce the number of access points to building(s)			2	0
A3	Reduce the number of unsupervised areas				0
A4	Improve traffic control - eliminate mixing of car and bus traffic				0
A5	Eliminate unauthorized building and campus access			5	0
A6	Reduce foot traffic through parking lots during the school day			1	0
A7	Reduce student access to vehicles during the school day			2	0
A8	Minimize the response time of onsite and offsite security professionals			3	0
A9	Provide secure outside spaces (eating, playing, learning)			4	0
A10	Shorten sight lines in hallways			5	0
			CATEGORY TOTAL		0
			CATEGORY WEIGHTED TOTAL		0.0

Example information only; weights TBD

Σ category-weighted totals = Score for each concept/option