



SDRP III - Category, Criteria and Weighting

Community Engagement
June 2025



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

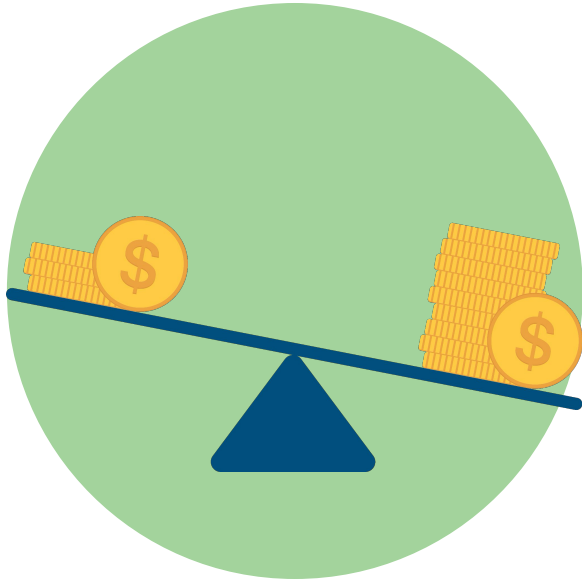
Every Child, Every Day, Whatever it Takes



**Creating a bright
future for current
and future
generations of
District 65 learners**



Why consider the need for consolidation/closures?



**Ensuring long-term
Financial Stability**



**Buildings in Need of
Significant Repairs and
Improvements**



**Declining Student
Enrollment and
Underutilized Schools**

Why are we considering the need for consolidation/closures?



\$189 Million
operating budget

\$20 Million
in operational reductions over
the past two years

\$10-15 Million
in estimated additional
reductions necessary for FY27

2.3% Expense Growth
expenses outpace revenues on
an annual basis (*structural deficit*)



18 School Buildings
(+Foster) with 1.2M sq ft of
building space

8 Square Miles
D65 Attendance Boundaries

79 Years Old
(average building age)

\$188 Million
in recommended facility
repairs/improvements

Poor or Very Poor
building conditions



6,193 Students
declining enrollment for the
next 10 years (aging population)

65% Occupancy
school building occupancy

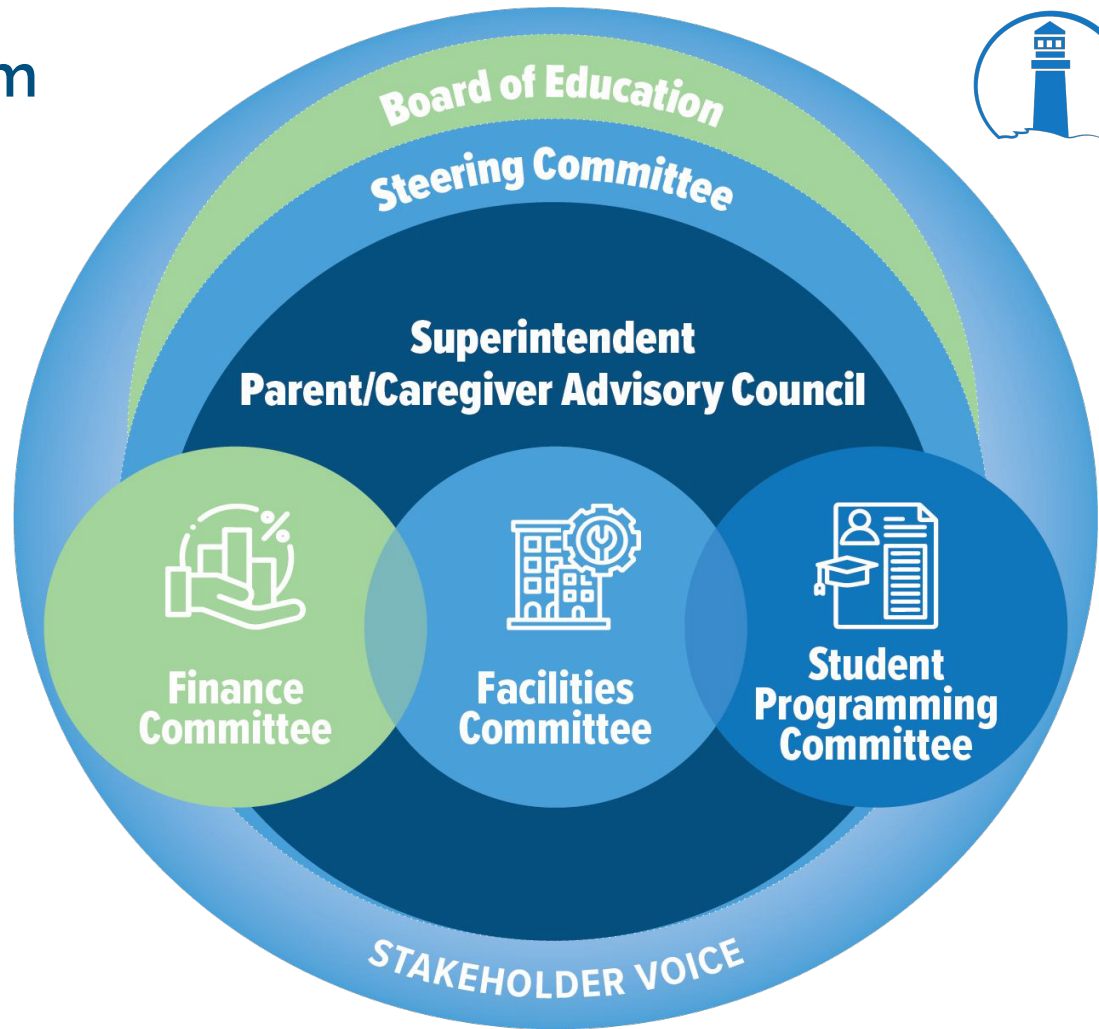
Decreasing # of Youth
2020 Census indicates a
decreasing # of youth under 13

79.3% Enrollment Average
D65 returns to pre-pandemic
student enrollment

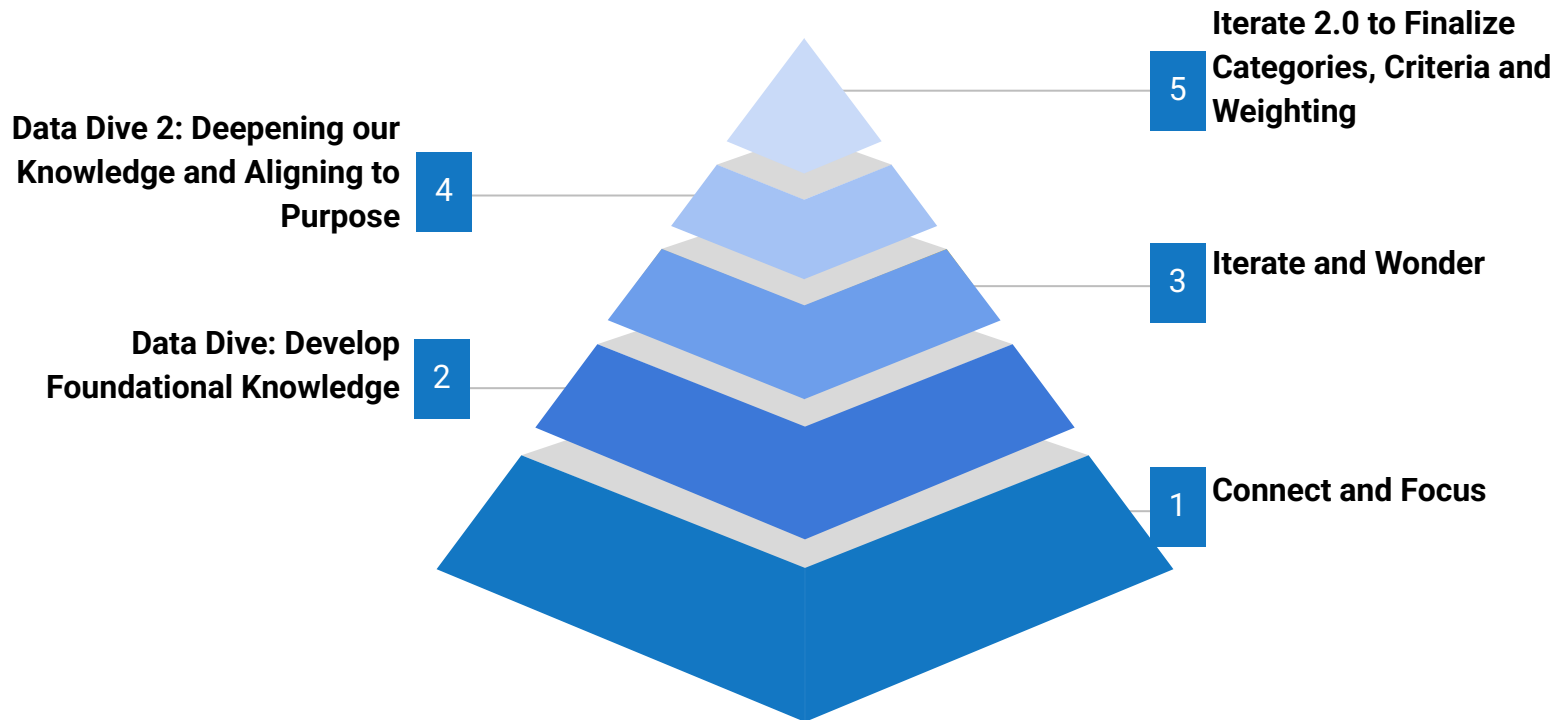
SDRP Phase 3 Ecosystem



- All school closure and consolidations decisions are that of the Board.
- Ensure checks and balances
- Open application processes for both SPAC and SDRP committees.
 - 16 schools represented on SPAC.
 - 45 parents/caregivers, community members, and staff on SDRP
- All aspects are rooted in stakeholder voice and input.



Facility Subcommittee Process





District 65

Categories and Criteria

Share 3 categories

- Clarifying questions

Share 2 categories & weights.

- Clarifying questions

Small table conversation and chart creation

- Record on chart paper -
Satisfied/Not Satisfied
- Post on wall

Group discussion



Minimize disproportionate impact on any historically marginalized stakeholder groups

Number of students changing schools = # of students/# of District students

Scale of 1 to 5 across the range of data.

Who is impacted?

Of the students who are moving to a new school:

- = # of Black students moving/# of students moving
- = # of Latino students moving/# of students moving
- = # of FRL students moving/# of students moving
- = # of IEP students moving/# of students moving
- = # of EL students moving/# of students moving

Scale of 1 to 5 across the range of data.

* **Note:** Based on 2024 demography information with Foster school.
Change considerations should draw on future structure not past/current structure.



Minimize the difficulty of a student getting from home to school

Walkability

(scenario dependent)

= # students within “walkable” distance of newly assigned school/total students in school (SDRP Facilities recommending 0.75 miles)

Scale of 1 to 5 across the range of data.

IDOT Hazards

(scenario dependent)

= # of students who must cross an IDOT hazard/total number of students in school (within the 1.5 mile state guideline)

Scale of 1 to 5 across the range of data.

Transportation needs and cost

(scenario dependent)

= % of students that would qualify for transportation (ISBE Guidelines)

Scale of 1 to 5 across the range of data.

Geographic proximity of adjacent schools

= Average distance the three closest adjacent schools

Scale of 1 to 5 across the range of data.

Building Functionality



Building features and amenities fit for current and future needs

**Current ADA
Compliance/Equitable
Accessibility**

**= % accessible by
quartiles**

Scale of 1 to 5 across
the range of data.

**Are the cafeteria and gym
separate spaces?**

Yes or No

**# of teaching stations
/classrooms for use**

**=count of teaching
stations from MFP**

Scale 1-5

1. 15 or less
2. 20 or less
3. 25 or less
4. 30 or less
5. 31 or more



Clarifying Questions

A question asked to clear up ambiguity or misunderstanding, ensuring both the speaker and listener are on the same page.



Maximize potential revenue opportunities

Income potential

Real Estate Assessment
(Sample items for consideration)

- Architectural/Historic Landmark Status limiting use
- Zoning

= Calculation TBD

Income Potential

- Landmarks
- Zoning

Scale of 1 to 5 across
the range of data.



Maximize operating cost savings, minimize capital expense costs

**Capital expenses
for updates**

= Calculation TBD

- Expense for updates

Scale of 1 to 5 across
the range of data.

**Monthly facility
operating costs**

= Normalized cost

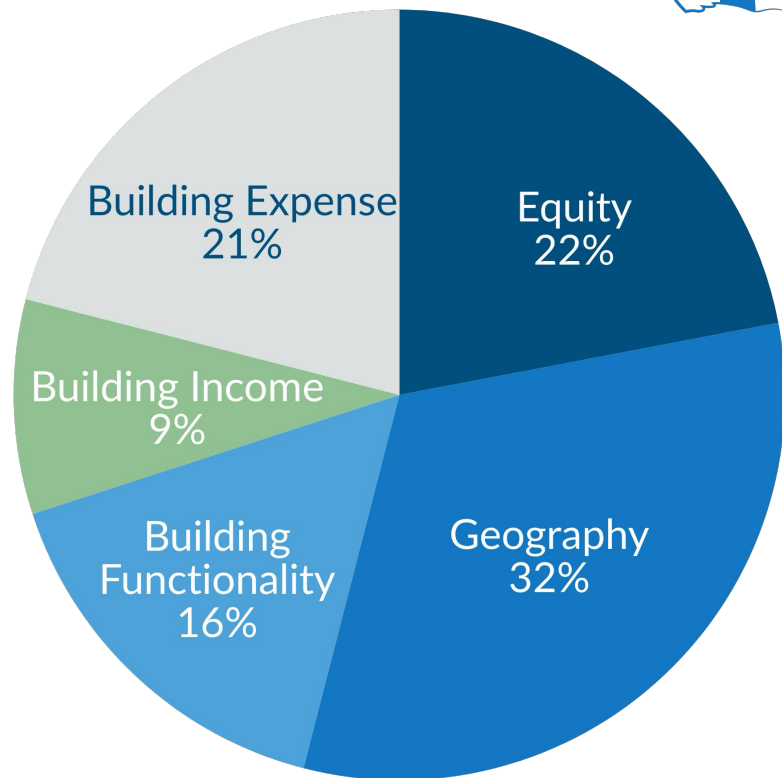
- Facility Operating Cost -
Normalized

Scale of 1 to 5 across
the range of data.

Category Weighting



Category	Weight
● Equity	22%
● Geography	32%
● Building Functionality	16%
● Building Income	9%
● Building Cost	21%





Clarifying Questions

A question asked to clear up ambiguity or misunderstanding, ensuring both the speaker and listener are on the same page.



Small Group Activity

Create a T-Chart with a bottom space to
capture questions

Satisfied	Not Satisfied
Questions	



Gallery Walk & Discussion



Looking Forward

JUNE
24

Community Conversation
Kingsley Elementary
2300 Green Bay Road, Evanston
6:00pm

JUNE
25

Community Conversation
Dr. Jorge and Luz Maria Prieto
Community Center
430 Asbury Ave., Evanston
9:30am - (childcare available)

June:

- In-Person Engagement to Share the Categories and Criteria and Hear Feedback
- 6/24-7/7 - Stakeholder Survey

July/August:

- Develop school scorecards
- Begin modeling scenarios using the outputs from the school scorecards to identify schools for modeling.
- Engage with the Facility Subcommittee to test and gather feedback on data sheets and scenarios.

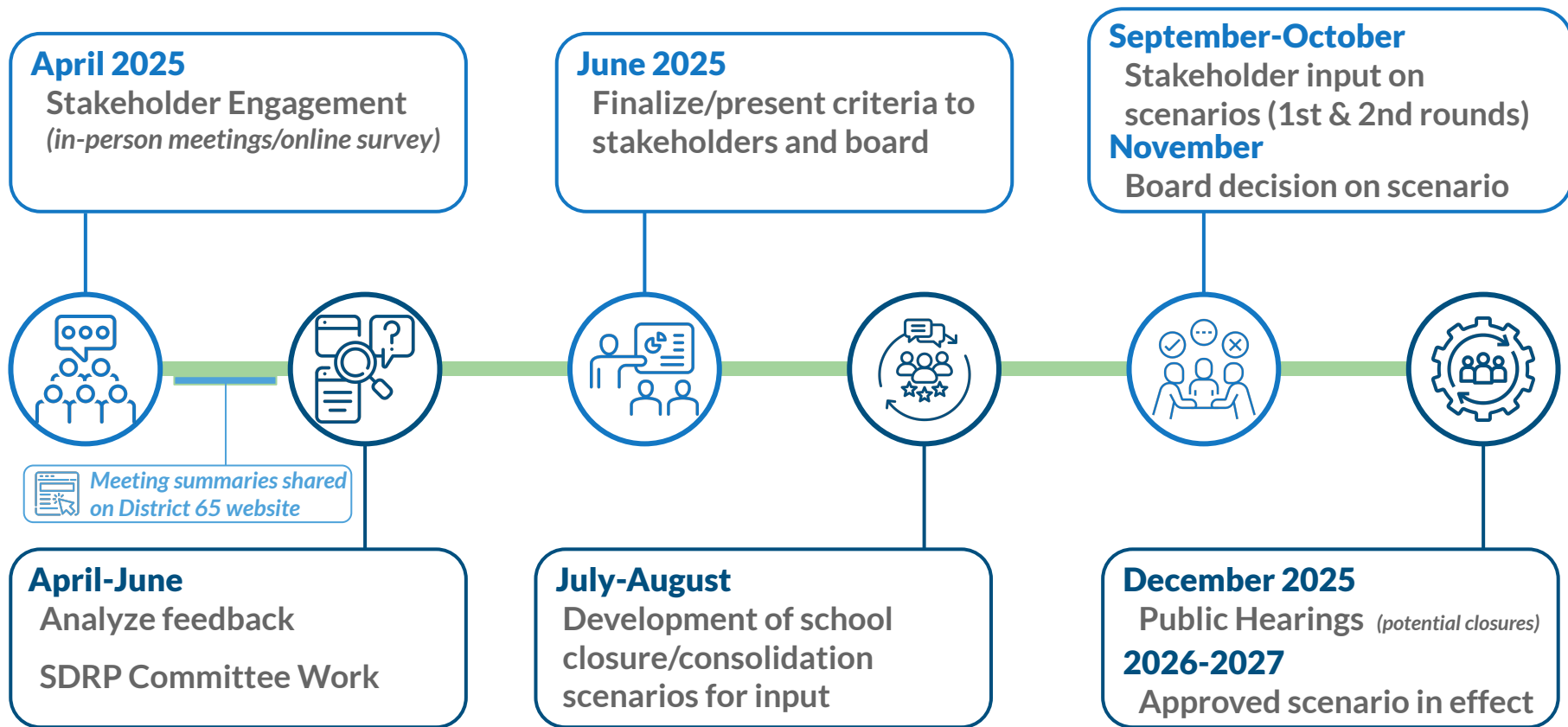
September:

- Present scenarios to the School Board and community in late September.



SDRP Phase 3: Timeline

Structural Deficit Reduction Plan Timeline





Thank you!

Please complete the exit ticket.

