EVANSTON/SKOKIE SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

TO: Evanston/Skokie District 65 School Board

CC: Dr. Angel Turner, Superintendent

FROM: Dr. Stacy Beardsley, Asst. Superintendent of Accountability

DATE: September 8, 2025

RE: Preview of School Scorecard Logic

Objective: ___ Information _X__ Discussion ____ Follow-up ____ Decision

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Background:

SDRP Steering Committee Purpose: With a focus on returning to financial sustainability, the District is engaging in phase III of its Structural Deficit Reduction Plan (SDRP). In this operational stage and communicated at the end of SDRP phase II, the District aims to address its current budget deficit of $10-15 million to achieve long-term financial sustainability. Within the SDRP process, the District will also develop a plan to address its aging facilities and evaluate the effects of declining enrollment, with the goal of providing optimal programming for its students. The Steering Committee consists of three subcommittees: Finance, Programs and Facilities.

The Facilities Subcommittee uses data regarding enrollment, facilities, and finance/budget to support the development of a long term facility plan in District 65, including enrolled schools and plans for preventive maintenance and renovations informed by the District sustainability plan, school code, and school board policy.

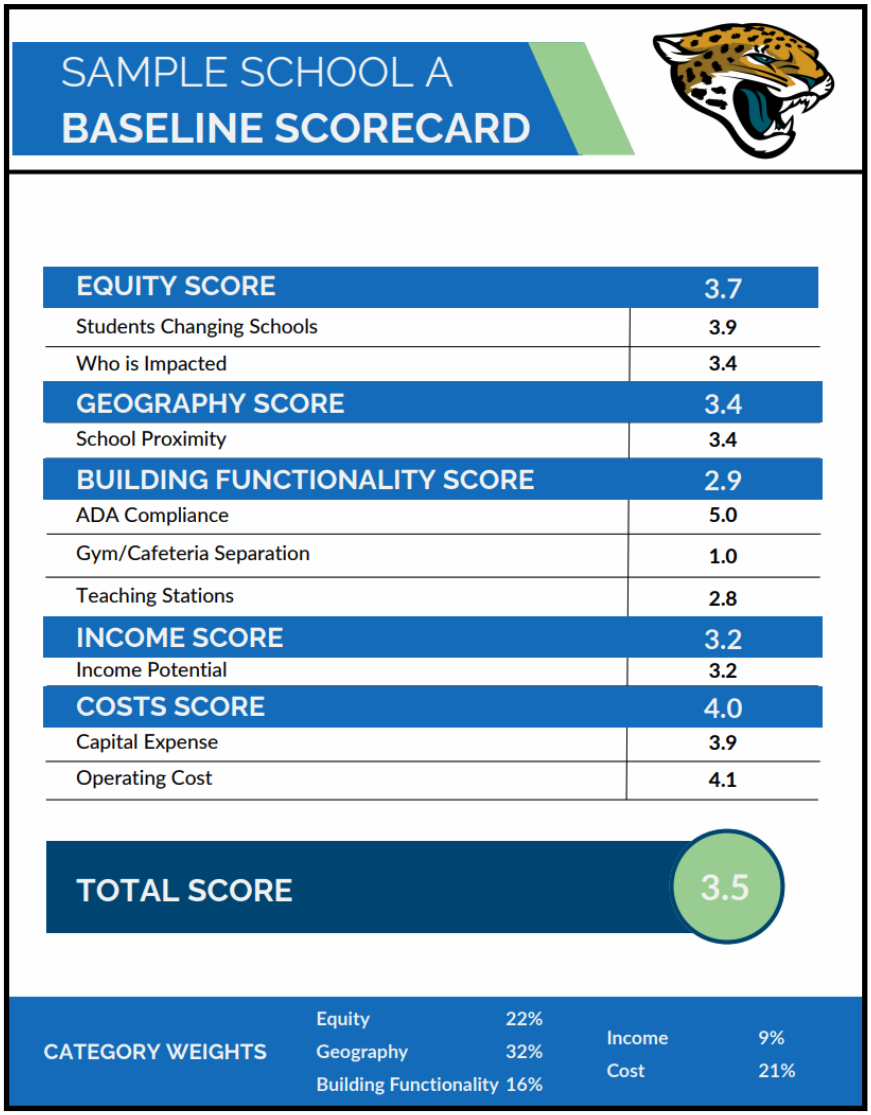
The Facilities subcommittee met six times between April and June to work towards the first deliverable: A report capturing the categories and criteria with weighting to be used for potential school closing(s) and consolidation(s) scenario development. This deliverable was presented to the School Board at the June 23, 2025 meeting. Stakeholder engagement occurred after the June meeting which led to clarification of criteria and improved definition of the scoring and calculations.

Since this time, the District team has been working with the Facilities subcommittee (resumed meeting in August) to develop draft school scorecards using the categories, criteria and

weighting. The school and scenario scorecards are in the process of being finalized and will be shared at the September 29 School Board meeting.

Memo Purpose: The intention of this memo is to share a sample scorecard for an imaginary school and to model for the Board and stakeholders an understanding of the scorecards and their role in the scenario development process.

Baseline Scorecard Sample:



SAMPLE SCHOOL A
BASELINE SCORECARD

EQUITY SCORE	**3.7**
Students Changing Schools	3.9
Who is Impacted	3.4
GEOGRAPHY SCORE	**3.4**
School Proximity	3.4
BUILDING FUNCTIONALITY SCORE	**2.9**
ADA Compliance	5.0
Gym/Cafeteria Separation	1.0
Teaching Stations	2.8
INCOME SCORE	**3.2**
Income Potential	3.2
COSTS SCORE	**4.0**
Capital Expense	3.9
Operating Cost	4.1

TOTAL SCORE 3.5

CATEGORY WEIGHTS				
	Equity	22%	Income	9%
	Geography	32%	Cost	21%
	Building Functionality	16%		

A draft baseline scorecard was initially developed for all K-5 schools, King Arts, and Park. Park was removed from the data set due to its unique features including lower student enrollment, different physical plan requirements, and different staffing models. It was determined that Park should be viewed as a program and managed as a program that District 65 is committed to retaining and ultimately supporting through an improved facility. Park School is being considered as part of SDRP III and capital improvement but that consideration is limited to

improvement of existing facilities or possible relocation to a different facility. Closing the Park program is not a consideration. Any relocation would need to operate on a delayed timeline with engagement with the staff and community to inform capital work. Similar to Park, Rice will be considered as a program and an analysis will determine if the program should remain at the leased facility or be relocated to a different space with capital improvements on a timeline that would ensure facility readiness.

The baseline scorecard shares criteria, category and overall scores for each school using normative values from 1 (least impactful to close) to 5 (most impactful to close). Key considerations or logic for each category are:

- **Equity**: Minimize disproportionate impact on any historically marginalized stakeholder groups.
- **Geography**: Minimize the difficulty of a student getting from home to school.
- **Building**: Building features and amenities fit for current and future needs.
- **Income Potential**: Maximize potential revenue opportunities.
- **Financial Costs**: Maximize operating cost savings, minimize capital expense costs.

Drawing on relevant data identified by the Facilities subcommittee, each criteria receives a normalized score. The criteria normalized score is then averaged with the other criteria scores in a category to develop a category score. Finally, the category scores are weighted and averaged to create an overall school score. Throughout, the range of scores are 1 (least impactful) to 5 (most impactful). Scorecards will be finalized upon the completion of the property assessments and released at the end of September.

The scorecard logic is included in appendix A.

Questions from the community engagement this summer led the facility subcommittee to reach out to a local university data scientist to consult on the use of raw numbers as opposed to ratios. The data scientist recommended conducting a sensitivity analysis of the calculations and weightings. The RAAD team conducted a sensitivity analysis by running 24 different weighting models. The outcome of the sensitivity analysis was shared with the facilities subcommittee and it was noted that there was a strong degree of consistency across models especially at the lower end of the scorecard values.

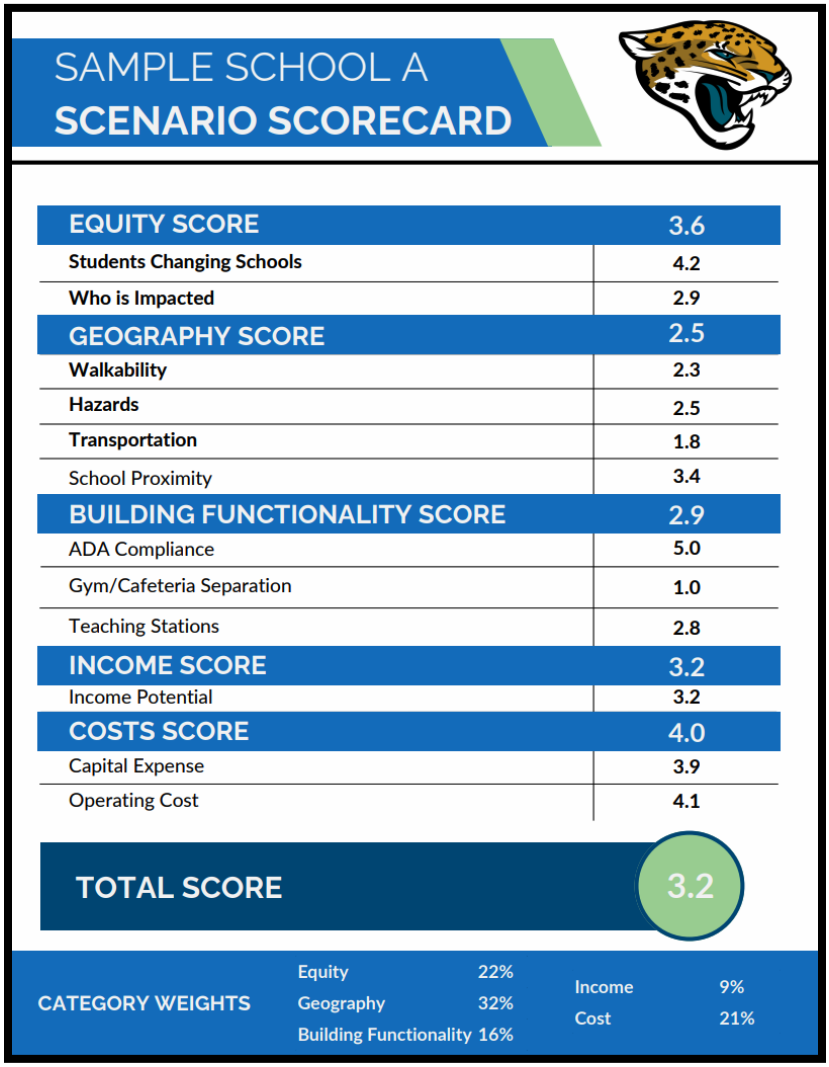
Baseline Scorecard Usage: The baseline scorecard is used to determine where to start in modelling for school closure. The baseline scorecard can inform the selection of one school closure scenarios directly. It is important to note however that when the Facilities subcommittee moves to modelling 2 or more school closures simultaneously, models must consider the interdependence of schools in the model. Specifically, the committee needed to consider how school adjacencies and program placement impact overall school utilization rates or program (traditional monolingual, TWI, ACC, STEP/RISE) specific utilization rates.

These interdependencies lead to using the baseline scorecards as a guide but not necessarily following the values in a hierarchical manner when modelling multiple school closures.

Scenario Specific Scorecard:

The facilities subcommittee is charged with vetting and recommending scenarios for School Board consideration. This work is in partnership with the finance committee and the programs committee. Specifically, the finance committee provides financial impact information (potential closure savings and transportation cost estimates) and the programs committee provides program placement guidance for the scenario development, packaging and presentation.

For each scenario, a scenario specific scorecard is developed. This scorecard provides a normative score for a specific scenario. The scenario score allows for comparison across similar closures (ie. 2 school closure scenarios) using the defined categories and criteria. The sample scenario scorecard below is for a one school closure of Sample School A. The bolded values are the criteria that are scenario specific and are calculated or re-calculated for each scenario. When running a 2 or more school closure scenario, the scorecards will name the scenario and list multiple schools impacted by closure.



Next Steps:

The school scorecards will be finalized after receipt and review of the property assessments and will be released in late September connected with the September 29 Board Meeting.

The facilities subcommittee is using the draft scorecards and the sensitivity analysis to model potential school closure scenarios. The scenarios are being reviewed, vetted and scored with the goal of bringing multiple school closure scenarios for School Board consideration on September 29, 2025.

Appendix A:

Scorecard Logic Overview

This scorecard evaluates elementary schools (including King Arts) for potential closure based on five main categories: Equity, Geography, Building Functionality, Income Potential, and Financial Costs. The system uses a 1-5 scoring scale where **1 = Least Harmful to Close** and **5 = Most Harmful to Close**.

Scoring System

- **1** = Least Harmful to Close
- **5** = Most Harmful to Close

Normalization Function

All raw scores are normalized to a 1-5 scale using this mathematical formula:

For Direct Relationships (where higher raw values should get higher scores):

For Inverse Relationships (where higher raw values should get lower scores):

Direct Relationship: Higher raw values → Higher normalized score (closer to 5)

Inverse Relationship: Higher raw values → Lower normalized score (closer to 1)

Limitations of the Normalization Function

Outlier Sensitivity

The min-max normalization method is sensitive to extreme values (outliers). If one school has exceptionally high or low raw values in any metric, it can compress the normalized scores for all other schools toward the middle of the 1-5 range, potentially reducing the discrimination between schools that are actually quite different.

Category 1: Equity (22% Weight)

Purpose

- Measures the harm of closure based on student displacement and impact on marginalized populations.

Subcategory 1: Percentage of Total District Students (50% of Equity Score)

- **Calculation**: Number of students assigned to each new attendance area ÷ Total district students
- **Normalization**: Direct relationship
- **Logic**:
    - Higher percentage = More students displaced
    - More students displaced = More harmful
    - More harmful = Higher score (5)

Subcategory 2: Proportion of Marginalized Students (50% of Equity Score)

- **Calculation**: Number of marginalized students assigned to each new attendance area ÷ Total students at each school
- **Normalization**: Direct relationship
- **Logic**:
    - Higher proportion = More marginalized students impacted
    - More marginalized students impacted = More harmful
    - More harmful = Higher score (5)

Marginalized Student Definition: Students who meet ANY of these criteria:

- IEP = 'Yes'
- EL = 'Yes'
- Low Income = 'Yes'

Final Equity Score: Average of both subscores

Category 2: Geography (32% Weight)

Purpose

- Measures geographic difficulty of closure based on proximity to alternative schools.

Baseline Geography Calculation

For the original baseline scorecard system

Subcategory: School Proximity (100% of Geography Score)

- **Data Source**: External analysis of school locations and distances
- **Normalization**: Direct relationship
- **Logic**:
    - Higher proximity values = Schools farther apart
    - Schools farther apart = More harmful
    - More harmful = Higher score (5)

Scenario-Specific Geography Calculation

For all scenario-based analysis (including both single and multi-school closures), geography includes four subcategories weighted equally (25% each):

Subcategory 1: Walkability (25% of Geography Score)

- **Calculation**: Percentage of students within 0.75 miles walking distance to their assigned school after closure
- **Data Source**: Walk distance calculations from student addresses to schools
- **Normalization**: Inverse relationship
- **Logic**:
    - Higher percentage walkable = Less harmful
    - Less harmful = Lower score (1)

Subcategory 2: IDOT Hazards (25% of Geography Score)

- **Calculation**: Percentage of students who must cross IDOT-designated hazards within 1.5 miles of school
- **Data Source**: Transportation status analysis with hazard identification
- **Normalization**: Direct relationship
- **Logic**:

    - Higher percentage crossing hazards = More harmful
    - More harmful = Higher score (5)

Subcategory 3: Transportation Needs (25% of Geography Score)

- **Calculation**: Percentage of students requiring bus transportation
- **Data Source**: Transportation status determinations
- **Normalization**: Direct relationship
- **Logic**:
    - Higher percentage needing transport = More harmful
    - More harmful = Higher score (5)

Subcategory 4: School Proximity (25% of Geography Score)

- **Calculation**: Sum of proximity values for schools being closed in the scenario
- **Data Source**: External analysis of school locations and distances
- **Normalization**: Direct relationship
- **Logic**:
    - Higher proximity values = Schools farther apart
    - Schools farther apart = More harmful
    - More harmful = Higher score (5)

Final Geography Score: Average of all applicable subcategories

Category 3: Building Functionality (16% Weight)

Purpose

- Measures building condition and capacity as factors that make closure more or less likely.

Subcategory 1: ADA Compliance (33.3% of Building Score)

- **Data Source**: Accessibility assessments
- **Raw Score Mapping**:
    - '1-50% Accessible' = 1
    - '51-75% Accessible' = 2
    - '76-99% Accessible' = 3
    - 'Fully Accessible' = 4
- **Normalization**: Direct relationship
- **Logic**:

- More accessible = Better facility
- Better facility = Less likely to close
- Less likely to close = Higher score (5)

Subcategory 2: Teaching Stations (33.3% of Building Score)

- **Data Source**: Classroom counts
- **Normalization**: Direct relationship
- **Logic**:
  - More classrooms = Better capacity
  - Better capacity = Less likely to close
  - Less likely to close = Higher score (5)

Subcategory 3: Gym/Cafeteria Separation (33.3% of Building Score)

- **Data Source**: Facility assessments
- **Raw Score Mapping**:
  - 'Yes' (separated) = 1
  - 'No' (not separated) = 0
- **Normalization**: Direct relationship
- **Logic**:
  - Separated facilities = Better
  - Better = Less likely to close
  - Less likely to close = Higher score (5)

Final Building Score: Average of all three subscores

Category 4: Income Potential (9% Weight)

Purpose

- Measures potential income from selling/developing the property.

Calculation

Current Interim Calculation (Until Assessed Values Available)
Raw Score = Zoning Score + Landmark Penalty

Zoning Scores:

- OS Zoning = 0 points (worst)
- R1 Zoning = 1 point
- R2 Zoning = 2 points
- R3 Zoning = 3 points
- R5 Zoning = 4 points
- B1 Zoning = 5 points (best)

Landmark Penalty:

- Historic Landmark = -2 points

- No landmark = 0 points

- **Normalization**: Inverse relationship

- **Logic**:

    - Higher income potential = More likely to close
    - More likely to close = Lower score (1)

Final Calculation Method (Pending Completed Property Assessment): The final calculation will be determined and normalized upon receipt of the reports.

Category 5: Financial Costs (21% Weight)

Purpose

- Measures the financial burden of maintaining/updating the facility.

Subcategory 1: Capital Expenses (50% of Financial Costs)

- **Data Source**: Capital improvement cost estimates
- **Normalization**: Inverse relationship
- **Logic**:
    - Higher costs = More likely to close
    - More likely to close = Lower score (1)

Subcategory 2: Monthly Operating Costs (50% of Financial Costs)

- **Data Source**: Monthly facility operating expenses
- **Normalization**: Inverse relationship
- **Logic**:
    - Higher costs = More likely to close
    - More likely to close = Lower score (1)

Final Financial Costs Score: Average of capital and operating costs

Final Weighted Score Calculation

Total Score = (Equity Score × 0.22) + (Geography Score × 0.32) + (Building Score × 0.16) + (Income Potential Score × 0.09) + (Financial Costs Score × 0.21)