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Rebuilding Stronger Reorganization Plan Committee

3/17/2022

MY VOICE | MY IPS

Objectives

- **Today will be successful if committee members:**
  - Understand the purpose of this committee and their role
  - Have a clear picture of the current IPS facility landscape
  - Spend time sharing reflections/wonderings in reaction to the IPS facility data

Reminders

- **All committee meetings are open to the public**
- **Meetings are recorded and put on the IPS website**
- **On *myIPS.org* - you can find:**
  - recorded meetings
  - “one-pager” with key points/summary
  - survey questions for community members

Agenda

- **Rebuilding Stronger (5 min)**
- **Purpose of the Committee (5 min)**
  - What it is and What it isn't
- **How we got Here? (15 min)**
  - Article discussion
- **Define the Challenge: Data Deep Dive (60 min)**
  - Break into small groups and review IPS facilities data
- **Next Steps (5 min)**

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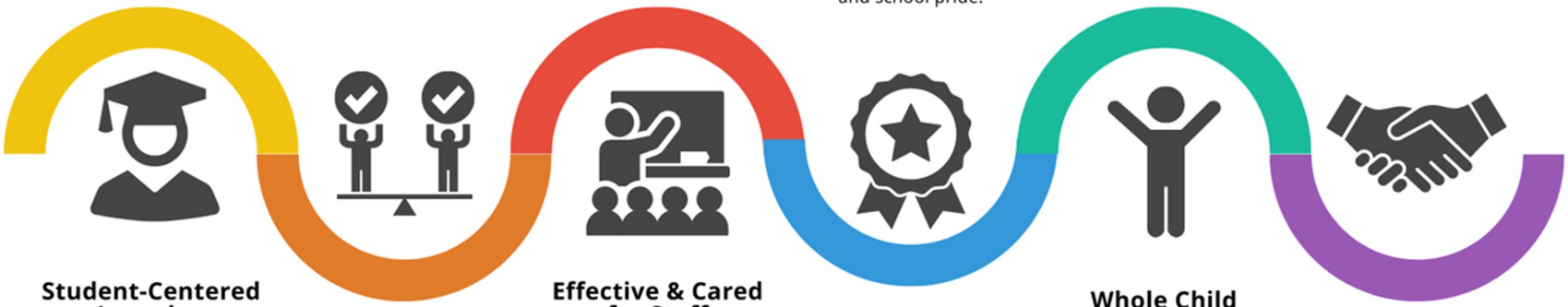
Rebuilding Stronger

Rebuilding Stronger

"We want a school that no one would see as a risk, or a sacrifice, or a trade-off. A school that any family would be delighted to send their children to because everything about that school communicated to their child their inherent value and worth. All that. ***In every neighborhood and every school in Indianapolis Public Schools."***

Dr. Aleesia Johnson, State of the District 2021

Community Vision - Equitable & Excellent



Guiding Principles

Ensure facilities are high quality and inspiring for our students, and that unused facilities have a robust plan for reuse.

Our Planning Process

Phase	Action	Tentative Timeline
1: Vision and Set Priorities	We will **engage the community** to imagine the IPS we want in the future.	Fall 2021
2: Plan and Model 	Taking **input gathered during visioning**, the IPS Board will provide the administration with the attributes that should inform long-range planning. The IPS administration will begin to draft an **initial reorganization plan with continued feedback from stakeholders.**	Winter/Spring 2022
3: Refine and Finalize	The IPS administration **will bring a draft reorganization plan to the community for feedback.** Revisions to the plan are possible **based on feedback received** and updated drafts are shared.	Spring/Summer/Fall 2022
4: Board Takes Action	The IPS Board takes formal action on a **finalized reorganization plan**.	Fall 2022

What is a Reorganization Plan?

- Aligned to our current **Strategic Plan Priority 4: Operate and Fund Strategically**
- **The reorganization plan will** provide an outline of potential facility, programmatic and academic changes and a proposed timeline for implementation over the next 3+ years
- The plan will take into account stakeholder feedback/perspective and be responsive to student experience, facility, financial, and enrollment trends
- The IPS Administration **will present this plan to the Board of School Commissioners in October 2022**.

Purpose of the Committee

Purpose of the Committee

The committee's purpose is as follows:

- Serves in an **advisory capacity** to the IPS administration
- **Reviews/discusses findings of internal and third-party assessments** on facilities, demography patterns, school performance, enrollment patterns, academic programming, etc.
- **Assists the administration** in connecting the data and findings from assessments to the Rebuilding Stronger Community Vision and Guiding Principles
- **Provides feedback on key planning considerations and draft scenarios** for the reorganization plan

Ask: Spread the word to your networks!

Purpose of the Committee

	
• Provide general reactions to data trends and variables. • Come alongside the IPS Administration and bring a diverse set of perspectives to highlight the realities/trade-offs in the data. • Gain a deeper understanding of the variables that inform a planning process.	• You will not be asked to provide a formally endorsed recommendation for the reorganization plan.

How We Got Here

How We Got Here

Our Collective History

- **Our Community Vision: Equitable & Excellent**
- **IPS Core Value: Racial Equity**
  - We pursue our social justice mission by building diverse classrooms and teams, deploying our resources to ensure historically disadvantaged students get the opportunities they need to succeed, and ensuring our classrooms and work environment respects the dignity of all.
  - In order to do this - we have to acknowledge/discuss our collective history
- **Last Meeting:**
  - Watched and discussed *"Attucks: The School That Opened a City" (WFYI)*
- **Today:**
  - Pre-Read: *How racial bias helped turn Indianapolis into one city with 11 school districts* Link Here
  - **Discussion Questions:**
    - What were your initial reactions or thoughts to the pre-read?
    - How can we utilize the lessons of history to inform our mindset throughout this process?

Defining the Challenge

We know we need structural changes — time for that is now while we have the time to discuss as a community, have a thoughtful conversation that involves everyone.

Let’s start with the facts.

Defining the Challenge

Four Key Data Buckets

The IPS story is organized around four key buckets of data:

1. **Facilities:** how are our facilities being used and what condition are they in?
2. **Enrollment and Choice:** do students have access to the variety of schools and programs offered?
3. **Financial Sustainability:** how do we make our budget sustainable for the long-term?
4. **Student Experience:** what is the academic and extracurricular experience of a student in IPS?

Where we are going

Starting today, we will spend one session focusing on each of the buckets below:

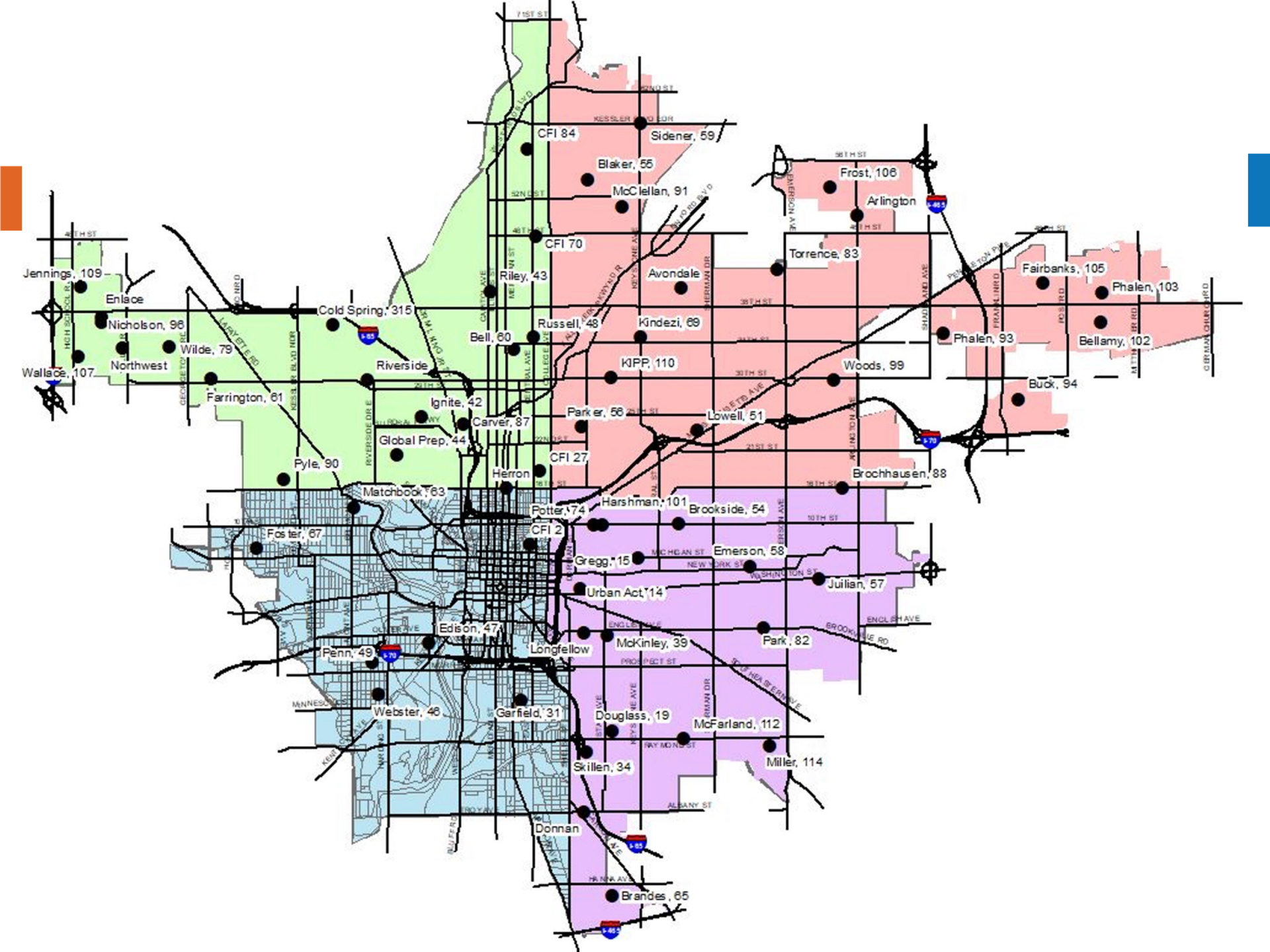
1. **Facilities**
2. **Enrollment and Choice**
3. **Financial Sustainability**
4. **Student Experience**

By the late spring/early summer we will bring it all together to begin focusing on opportunities.

Your data materials today will be both this slide deck and the Facility Optimization Study (FOS) handout.

We plan to present the Facility Data Story both as **districtwide stats**, and **also by quadrants**.

- Quad-ing the data allows us to share, discuss, and compare information in a more localized way.
- Generally, we've divided the district north and south by College Ave. and east and west by 16th St.


CFI 84
Sidener, 59
Blaker, 55
McClellan, 91
CFI 70
Riley, 43
Avondale
Frost, 106
Arlington
Torrence, 83
Fairbanks, 105
Phalen, 103
Bellamy, 102
Jennings, 109
Enlace
Nicholson, 96
Wilde, 79
Northwest
Wallace, 107
Cold Spring, 315
Bell, 60
Russell, 48
Kindezi, 69
Phalen, 93
Riverside
KIPP, 110
Woods, 99
Buck, 94
Farrington, 61
Ignite, 42
Carver, 87
Parker, 56
Lowell, 51
Global Prep, 44
CFI 27
Pyle, 90
Herron
Brochhausen, 88
Matchbook, 63
Harshman, 101
Potter, 74
Brookside, 54
Foster, 67
CFI 2
Gregg, 15
Emerson, 58
Juilian, 57
Urban Act, 14
Edison, 47
McKinley, 39
Park, 82
Penn, 49
Longfellow
Webster, 46
Garfield, 31
Douglass, 19
McFarland, 112
Miller, 114
Skillen, 34
Donnan
Brandes, 65

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Facilities - Terms and Trends

Where does this data come from?

- IPS contracted with MGT to conduct a **Facilities Optimization Study (FOS)** of all IPS owned buildings beginning in January, 2020, and culminating in August, 2020.
  - The building and site condition assessments were conducted by a trained architect, engineer, or auditor who walked the building with a site engineer.
  - The academic readiness and technology readiness assessments were conducted by a trained educator who walked each site with the principal/designee.
  - Following discussion with district staff, the scores were weighted to create a **Combined Score** that makes it easier to develop priorities across all the assessments.
  - MGT also worked with district staff to develop a capacity formula for buildings that takes current educational use into account.

How are our facilities scored in the MGT assessment?

Each building has an overall composite score. This is most telling, but made up of four sub-scores:

1. **building condition**: all physical elements of the building such as the roof or HVAC *(weighted at 50% of composite score)*
2. **academic readiness:** how well the facility supports teaching and learning
3. **technology readiness:** technology infrastructure
4. **grounds score:** all exterior elements of the facility including pavements, fencing, playgrounds, and all athletic facilities

- **Each building also has a flexibility score:** the ease in which a building could serve another grade configuration. This is not factored into the overall rating.

Other key terms as we dig in to the data:

- **grade configuration:** current grades served in the building
- **choice/neighborhood:** how students are assigned and have access to schools.
  - choice schools are offered via Enroll Indy lottery system and no student has a guaranteed seat
  - neighborhood schools are assigned based on address. Any student who lives in that school's boundary can attend.
- **target capacity:** the ideal enrollment capacity for a building, not the maximum enrollment capacity. Target capacity is about 80-85% of a building's max capacity and is more conducive to instruction.
- **cost per potential student:** total cost to bring a school to a score of "new" based on the FOS study divided by the target capacity
- **utilization rate**: fall enrollment divided by the target capacity of the facility

Assessment Scale

90+	**New or Like New:** The building and/or a majority of its systems are in very good condition and only require preventive maintenance; only a few, if any, systems have reached their expected life-cycle age. The total replacement cost of any "expired" systems is less than 10% of the current replacement value of the facility.
80-89	**Good:** The building and/or a majority of its systems are in good condition and only require routine maintenance; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is between 10 and 20% of the current replacement cost of the facility.
70-79	**Fair:** The building and/or some of its systems are in fair condition based on age and operations; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is between 20 and 30% of the current replacement cost of the facility.
60-69	**Poor:** The building and/or a significant number of its systems are in poor condition and require major repair, renovation, or replacement; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is between 30 and 40% of the current replacement cost of the facility.
BELOW 60	**Unsatisfactory:** The building and/or a majority of its systems should be replaced due to risk of system failure, inefficient operation and increased maintenance requirements; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is greater than 40% of the current replacement cost of the facility.

Historical Bond Issues & Scope

What investments have been made

- **Years 2002 – 2012**: Focus on completing as many facility needs as possible within one location (did not touch all schools):
  - Air Conditioning
  - Mechanical, Etc
- **Years 2013 – 2017**: Spend the capital on the most urgent needs (roof replacements) + focus on technology for all.
- **Years 2018 – 2019**: HS Reinvention at all High Schools
- **Years 2019 – 2020** (aligned with 2018 safety and security referendum)
  - All schools get equitable investments of Safety & Security

Note: Building improvements have a life cycle of 15-20 years

Current Overall Picture

When it comes to the **overall composite score**,

- 31% (21 buildings) of our schools are in **"good" condition** while 21% (14 buildings) of our schools are in **poor or worse condition**.
  - Since 2020 we've improved the score of 18 of our buildings through various building improvements.
- It would cost an estimated **~$466 million** to bring **all district buildings** to a condition of **"good" or better**.
  - For context, this is equivalent to:
    - the district's annual operating budget of ~$500 million
    - the entire annual Capital Projects budget for 9 years
    - not having yellow bus transportation services for students for 12 years
- The average age of the district's buildings is 61 years, which is similar to that of other urban school districts nationwide.

- IPS has made significant investments in our technology infrastructure, which shows up in the data.
  - 90% (60 buildings) of our facilities are “good,” “new,” or “like new” when it comes to **technology readiness**.

- For **academic readiness,**
  - 57% (38 buildings) of our schools are “good” or better.
  - This means that just over half have the learning environment, space size, location, and the appropriate storage and equipment for an ideal learning environment.

Building Condition and Grounds Trends

- When it comes to **building condition**,
  - 20% (13 buildings) of our schools' building condition is "good."
  - we have **no** schools that are "new or like new."
  - that means that 80% (54 buildings) of our schools' building condition is "fair" or worse.
    - 42% (28 buildings) of are "poor" or "unsatisfactory."
- For **grounds conditions,**
  - 10% (7 buildings) are "good" or better
    - only 1 school is "new or like new."
  - 90% (60 buildings) are "fair" or worse.
    - 60% (40 buildings) are "poor" or "unsatisfactory."

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Facilities - Small Group Data Review

We're going to have you reflect on the data grouped into three buckets:

1. The **target capacity**, **fall 2021 enrollment**, and **2021-2022 utilization rate** (see slides 33-34 and the FOS handout)

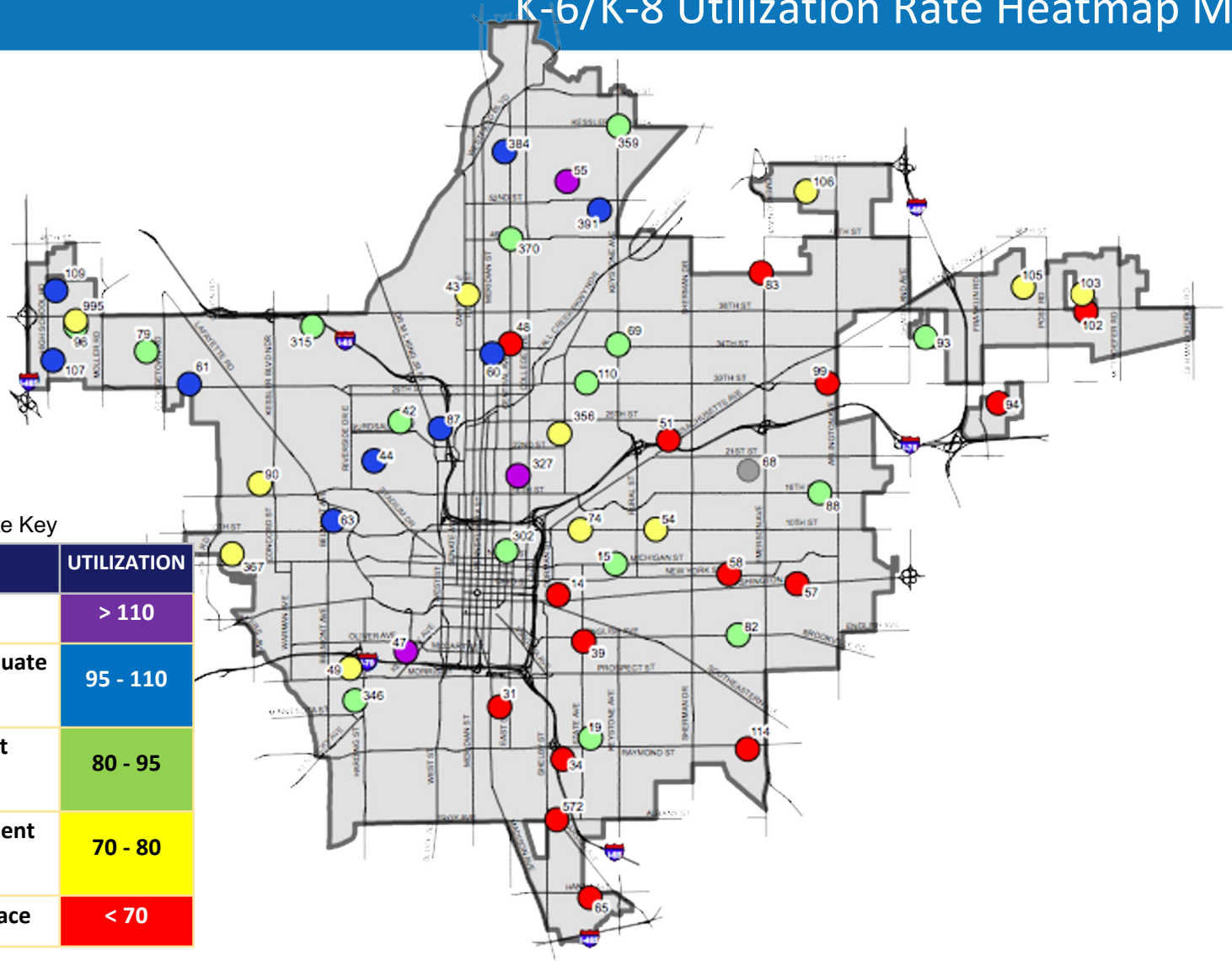
1. The **composite score** and the **cost per potential student** (see slides 35-36 and the FOS handout)

1. The entire dataset by **geographic quadrants** and **districtwide** (see slide 37 and the FOS handout)

While reviewing the three data buckets, reflect on the following questions:

- What do you notice about the data?
- What does the data make you wonder?
- What additional information or questions do you have after reviewing the data?

K-6/K-8 Utilization Rate Heatmap Map

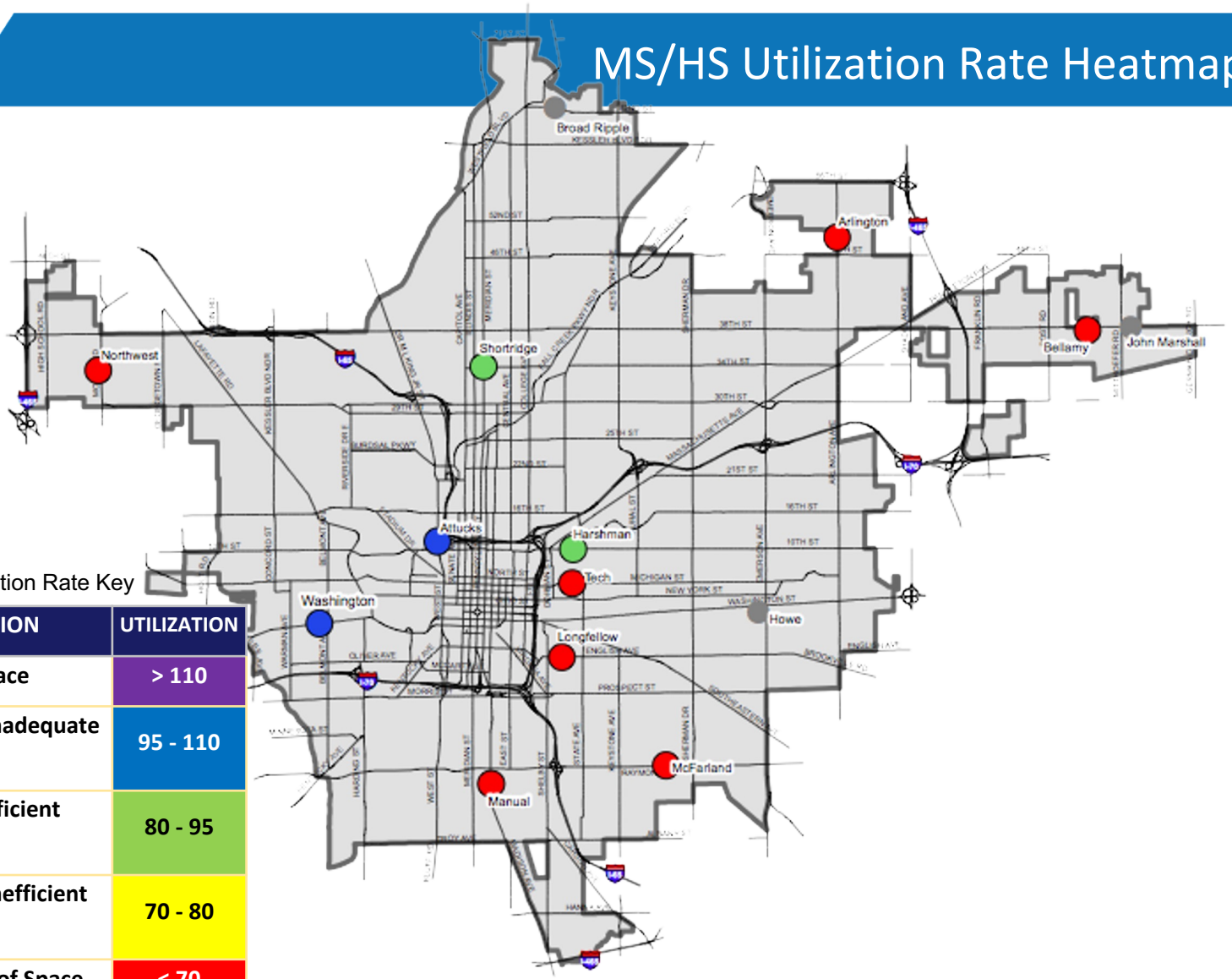


Utilization Rate Key

DESCRIPTION	UTILIZATION
Inadequate Space	> 110
Approaching Inadequate Space	95 - 110
Adequate & Efficient Space	80 - 95
Approaching Inefficient Use of Space	70 - 80
Inefficient Use of Space	< 70

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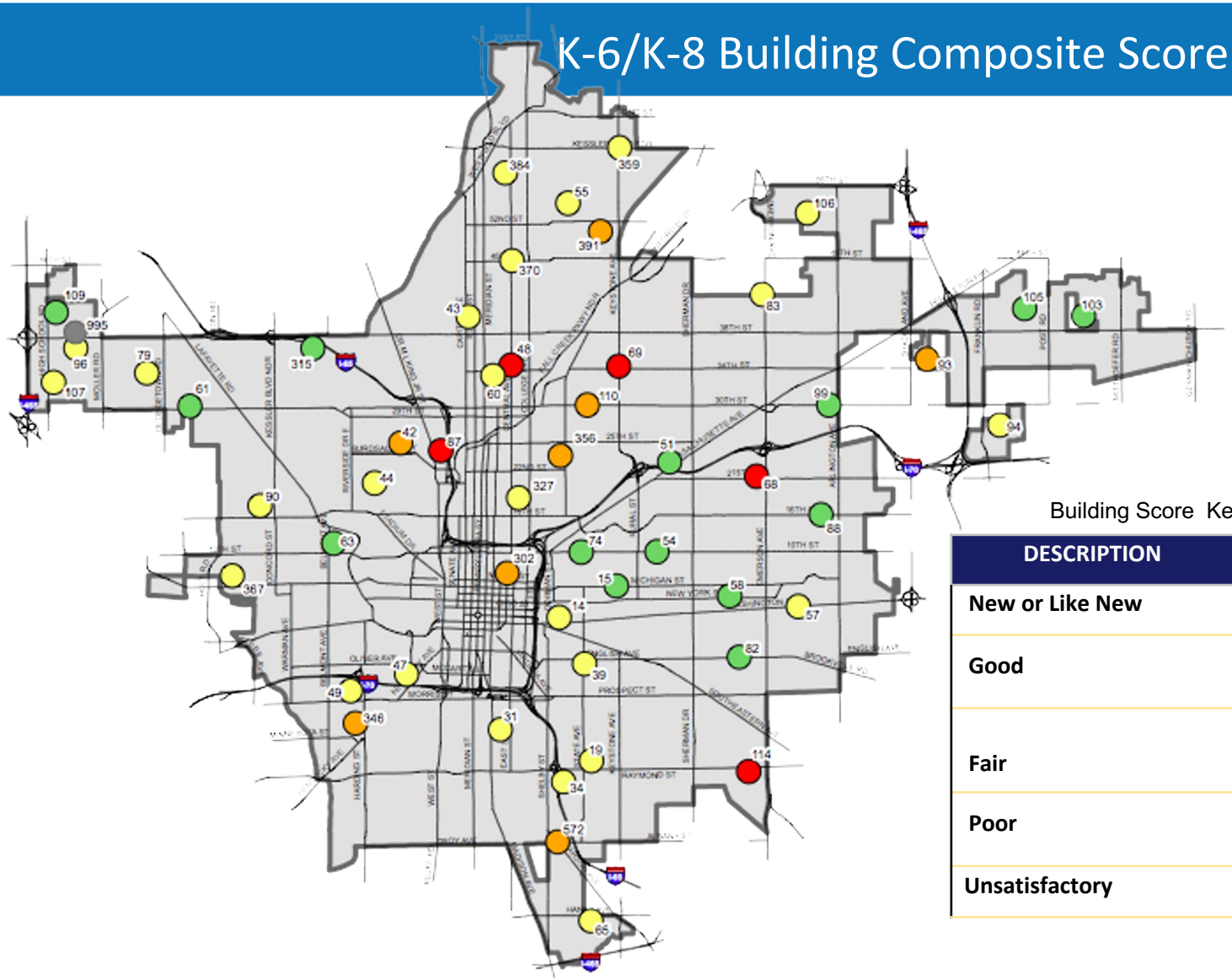
MS/HS Utilization Rate Heatmap Map



Utilization Rate Key

DESCRIPTION	UTILIZATION
Inadequate Space	> 110
Approaching Inadequate Space	95 - 110
Adequate & Efficient Space	80 - 95
Approaching Inefficient Use of Space	70 - 80
Inefficient Use of Space	< 70

K-6/K-8 Building Composite Score Map

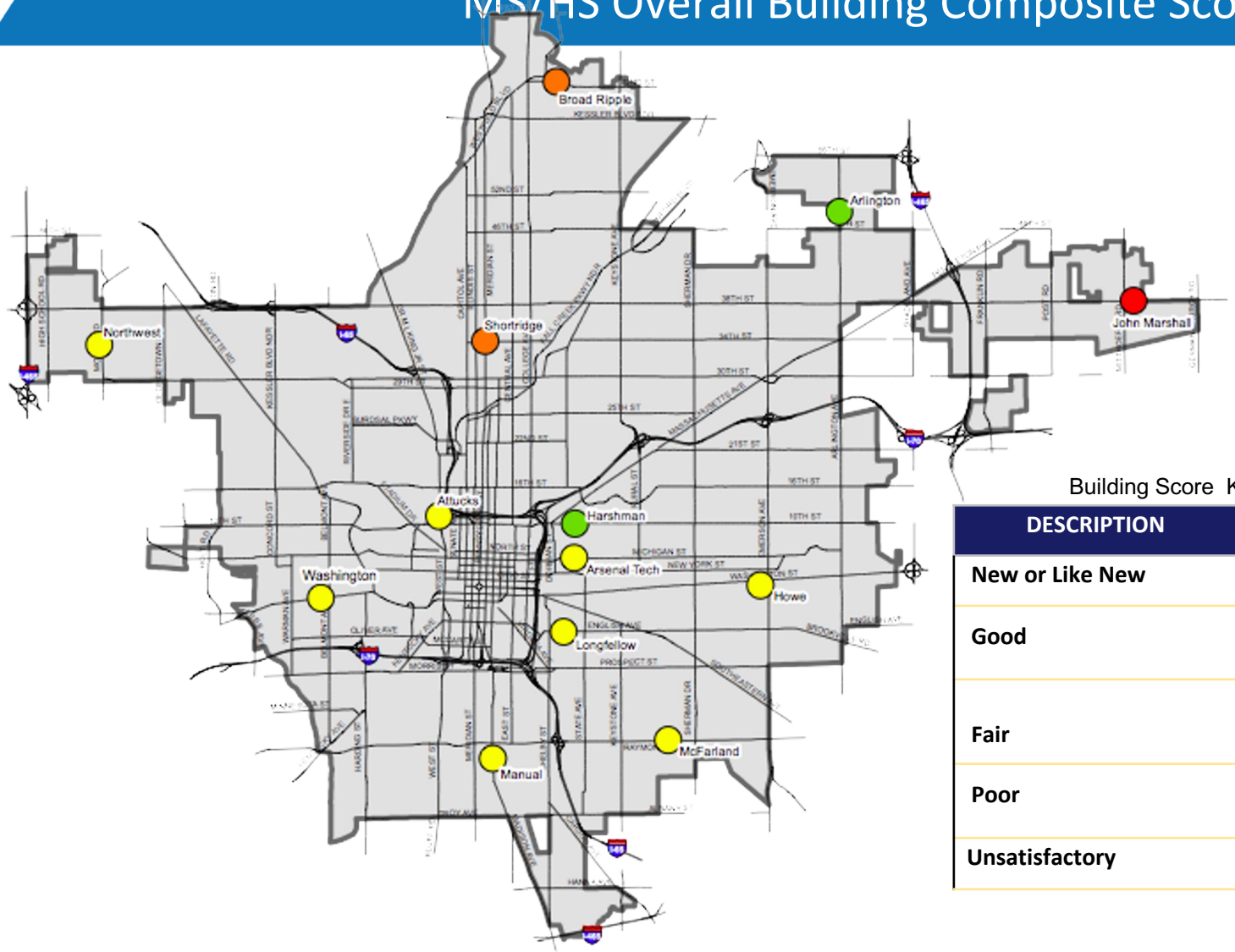


Building Score Key

DESCRIPTION	Score
New or Like New	90+
Good	80-89
Fair	70-79
Poor	60-69
Unsatisfactory	Below 60

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MS/HS Overall Building Composite Score Map



Building Score Key

DESCRIPTION	Score
New or Like New	90+
Good	80-89
Fair	70-79
Poor	60-69
Unsatisfactory	Below 60

The data by **geographic quadrants** and **district-wide:**

Geographic Area	Target Capacity	Fall 2021 Enrollment*	2021-2022 Utilization	Composite Score	Cost per Potential Student
Northwest Quad Total/Average	9,969	7,637	80%	76	$15,360
Northeast Quad Total/Average	14,199	6,908	68%	71	$19,961
Southwest Quad Total/Average	11,028	6,382	78%	75	$21,043
Southeast Quad Total/Average	14,486	7,206	53%	78	$16,186
District Total/Average	46,652	28,133	69%	75	$17,707

**Note: the fall 2021 enrollment numbers in this table (28,133) only include schools that are in an IPS building. The IPS fall 2021 total district enrollment inclusive of all schools regardless of building and school type was*

Debrief and Share Out

- Each group will be invited to share:
  - one thing they noticed about the data
  - one thing they are wondering
  - one question/additional info needed

Closing

Next Steps

- **Next Meeting:**
  - Thursday, April 14th
  - 6-7:30PM
  - Francis W. Parker School 56
- **Submit your bio and picture**
- **Andrew will email pre-read and any additional updates at least one week in advance**

Appendix

Guiding Principles

- Ensure equitable geographic distribution of high performing & high demand programming.
- Grow and replicate schools/programs with demonstrated academic success in supporting all students to both improve under-performing schools and explicitly close the opportunity gap for students of color.
- Ensure students have access to high-quality and rigorous curriculum and instruction, and co-curricular, athletic and enrichment environments.
- Address inequities that may exist in the school proximity boundary policy.
- Create conditions that stabilize student populations at individual schools thereby decreasing student mobility.
- Stabilize the IPS student population by ensuring successful grade level transitions as they move into Middle and High School.
- Foster learning models and partnerships that establish welcoming school environments for non-English-speaking communities.
- Ensure safe passage to school – whether by bus, vehicle or by foot–by leveraging the talent and resources of government, public-private partnerships, and nonprofits.
- Consider the long-term financial stability of IPS and ensure that any significant school changes (replications, closures, consolidations, new construction) are planned and implemented in a way that acknowledges community and neighborhood dynamics.
- Ensure facilities are high quality and inspiring for our students, and that unused facilities have a robust plan for reuse.

- PreK-6/PreK-8 Schools
  - None of them are “new or like new” on **weighted building condition.**
  - 43% (29 buildings) of our schools are either “fair” or worse” on **academic readiness.**
  - Only 11% (8 buildings) good or better on **grounds.**
    - 60% (40 buildings) were “poor” or “unsatisfactory.”
  - Our elementary schools have the largest range in **composite** scores (50 to 85), but a slightly higher average than our high schools.

- Middle Schools
  - All were somewhere in the middle – “good” or “fair” on **weighted building condition.**
  - All were “fair” or better for **academic readiness.**
  - 40% (27 buildings) scored “poor” for **grounds.** Only 1 of 5 scored “good.”
  - Our middle schools have the narrowest range of composite scores (74 to 84) and also the highest average at 79.

- High Schools*
  - All high schools scored “poor” for **weighted building condition.**
  - 6 of 8 scored “poor” or “unsatisfactory” on **grounds,** and none were rated “new or like new.”
  - 88% (7/8) of the high schools scored “good” and the other “fair” in terms of **academic readiness.**
  - Our high schools have the lowest average composite score at 70.

* Includes our 4 operating high schools plus Howe, Manual, Broad Ripple, and John Marshall