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Rebuilding Stronger Reorganization Plan Committee

6/23/2022

MY VOICE | MY IPS

Objectives

- **Today will be successful if committee members:**
  - Align around a shared statement of **what we most value**
  - **Pivot our focus** from the data story to potential solutions
  - Provide feedback on **potential solutions,** and understand **the tradeoffs**
  - Have a clear picture of **what comes next** in the process

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

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What we heard

"Strong programs give students incentives to come to school and be successful in school."

"Data shows neighborhood schools with low enrollment have less offerings."

"Is there an opportunity to ensure choice enrollment demographics depict a more equitable picture of the actual demand?"

"How do we replicate the choice school experience?"

What we've heard

Summary

Every child in Indianapolis must have what it takes to grow, and succeed. What does that mean? Three things:

1. **Excellent, more equitable choices for learning, including academics, athletics, and arts, that are accessible to more students**. Rigorous, challenging, culturally representative curriculum. An orderly, safe, fair learning environment. A commitment to learn from every school model that works well for kids.
2. **Supports that see every child as a whole child** with a full range of human needs, not just an academic learner. Wraparound supports that every family can access.
3. **Warm, safe, well-kept buildings** that promote learning, including inviting outdoor spaces.

In your table groups, discuss the following questions:

- Does this capture what we most value?
- What would you change?

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Rebuilding Stronger

We can do hard things together.

We can do *anything*.

But we can't do *everything*.

The plan for today

Quick review: Where we've been, what you said

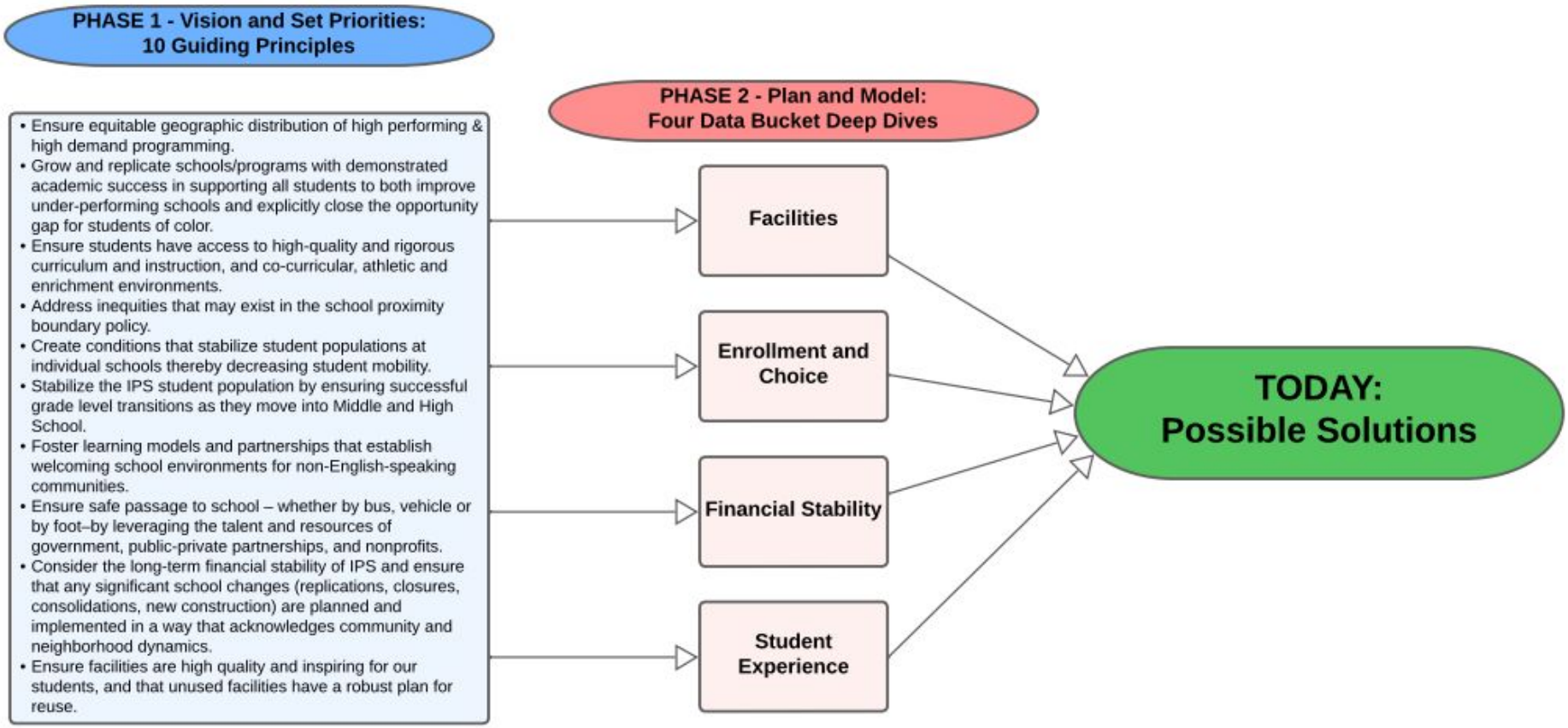
- Facilities
- Enrollment and Choice
- Financial Sustainability
- Student Experience

Where we are now:

- June 23: Bringing it all together
- Pivot from our data story to potential solutions

Bringing it all together

Moving to solutions



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Facilities

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Data Review

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	77%	76	$15,360
Northeast Quad Total/Average	14,199	6,908	49%	71	$19,961
Southwest Quad Total/Average	7,998	6,382	80%	75	$20,313
Southeast Quad Total/Average	14,486	7,206	50%	78	$16,186
District Total/Average	46,652	28,133	60%	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 31,387.*

[Key trends]

- Low average utilization rate with many buildings with low utilization
  - Underutilization has consequences: small schools spend ~$1,500 per pupil more than non-small schools, mainly on staffing, which leaves limited additional dollars for enrichment
- Low composite score with many buildings with low building composite score
  - It would cost ~$466 million to bring all district buildings to a condition of “good” or better

Committee Reactions

"Too many schools have low utilization."

"Good number of buildings are underutilized; seems like there would be an opportunity to redistribute and take advantage."

"What is the effect of underutilized schools on the broader community?"

"If we know small schools cost more per pupil to operate, why do they remain open?

"To what extent will the district consider consolidating small schools with under 50% utilization?"

"Poor school conditions, coupled with utilization, makes strong objective case for consolidation."

Enrollment and Choice

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Data Recap

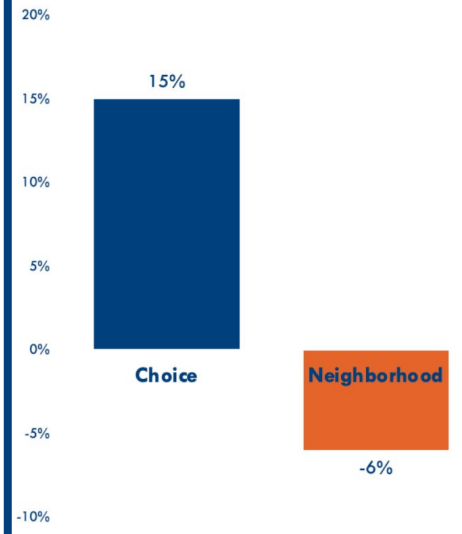
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K–8 Enrollment

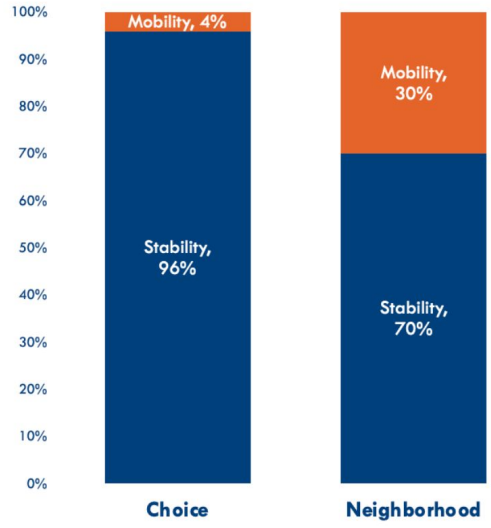
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Mobility Impacts

Enrollment Growth
3-Year Trend



Enrollment Stability
3-Year Trend



[Key trends]

- Choice enrollment increasing, neighborhood enrollment decreasing
- Choice stability high, neighborhood stability low
- High demand choice schools are serving fewer students of color over time because of sibling and proximity priority

Enrollment and Choice

Committee Reactions

"How do we replicate the choice school experience?"

"Large disparity between choice and neighborhood."

"Proximity boundary drives access to specific schools."

"Will IPS change sibling/proximity policies, given that they appear to exacerbate existing inequities?"

"District focus on choice schools with promotion/marketing/attention. Less on neighborhood as an option which leads to lower awareness as option."

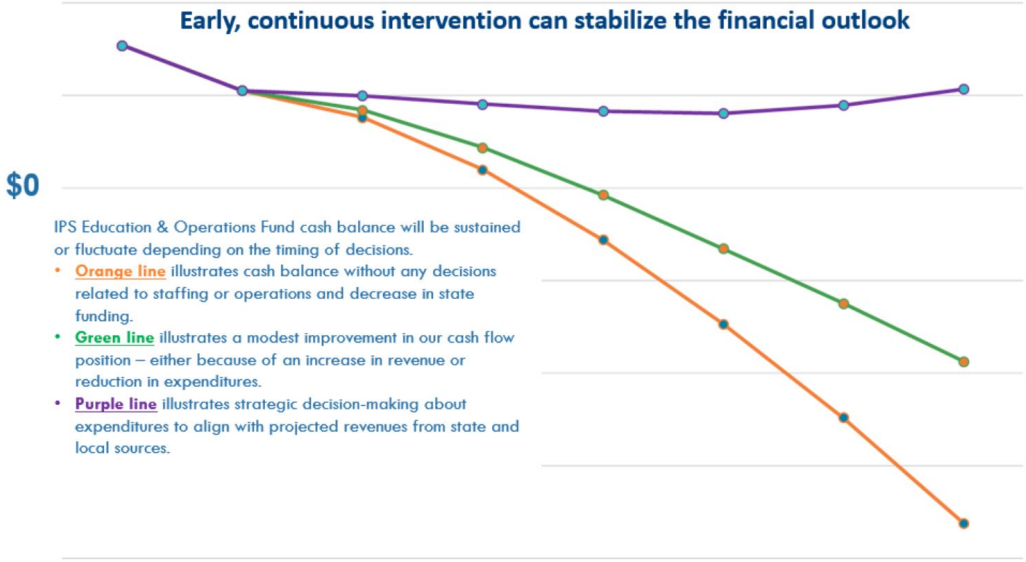
"If there is an increase in choice schools – will that impact the appetite/ luster for them?"

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Fiscal Sustainability

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Summary



[Key trends]

- IPS must make bold, strategic decisions to ensure financial sustainability over time.

- Doing nothing is not an option - we will go into the red.

Committee Reactions

"IPS is NOT receiving the resources it needs – schools, students and families are not receiving what they need."

"District will go bankrupt without intervention and/or referendum."

"We see the difference in the smaller schools v. larger schools and the programs and funding are different – small school teachers are stretched further."

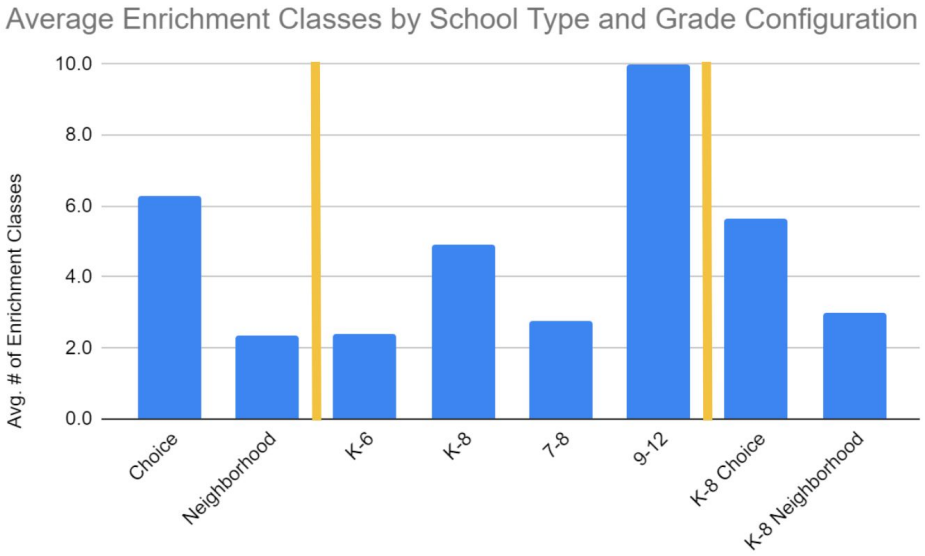
"Funding [from the state] becoming more equal and less equitable."

"Will we be able to not only sustain the district but also produce an equitable system?"

Student Experience: Enrichment Programs

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In-Day Enrichment Classes



[Key trends]

- IPS spends more on ensuring all schools can operate and therefore has less to focus on equity and enhancing student experience.
- This disproportionately impacts students of color, who are more likely to attend small schools.
- Larger schools tend to have more enrichment offerings while smaller schools have fewer because their resources are focused on essential staffing needs.

Student Experience

Committee Reactions

"Strong programs give students incentives to come to school and be successful in school."

"Data shows neighborhood schools with low enrollment have less offerings."

"Enrichment opportunities beneficial EARLY to build skills/programs over time."

"How do we partner to bring community enrichment opportunities into under-resourced schools?"

"World language should not be considered an enrichment program but a core subject, especially in a district that is about 30% Latino. Multilingualism is a necessity for competition in a global economy."

"Does it have to be about choice v. neighborhood? Can't we just offer more enrichment programs at neighborhood schools?"

Potential Solutions

Now, it's time to bring our actions, our plans, our budget into line with our values.

Potential Solutions

Topline: We need to make critical investments, and that means we also need to identify ways to better align our resources to our values and priorities.

We can do anything…

- ➔ More great schools
  - ◆ Replicate/expand higher-quality, high-demand programs and offerings
- ➔ More resources in all schools

But we can't do everything:

- ➔ Grade reconfiguration
- ➔ School consolidation

And it has to be equitable:

- ➔ Eliminate Proximity Boundary
- ➔ Enrollment Zones

Potential Solutions

More Great Schools

- **What it is:** Replicate and expand high-demand, higher-performing programs.
- **What it does:** Increases enrollment across IPS and meets demand for high-quality programs in more neighborhoods and for more students.
- **Why it's on the table:** This is a way to provide more equitable access to high-demand and higher-quality schools in more neighborhoods.
- **What it looks like:**
  - Increase seats in our higher-performing schools
  - Increase number of high-demand schools
  - Focus on geographies in the East, West and South sides of the city, where few choice program options have existed

Potential Solutions

Grade Reconfiguration

- **What it is:** Shift from our current approach (a mix of K-6s, K-8s, and 7-8s) to K-5s and 6-8s.
- **What it does:** Increases school size in the process.
- **Why it's on the table:** This is a way to provide more excellent, robust offerings in all schools, particularly in the middle grades.
- **What it looks like:**
  - Expands seats at existing high-demand, higher-performing schools
  - A robust and rigorous – both academically and beyond – middle school experience
  - Ability to invest more of our available resources in every classroom
  - Multiple teachers per grade level, leading to vibrant peer collaboration

Potential Solutions

School Consolidation

- **What it is:** Closing or merging schools with very poor facility conditions, low overall utilization, and/or a very low and limiting student capacity.

- **What it does:** Increases the number of at-scale schools and educates more students in better-quality facilities.

- **Why it's on the table:** This is a way to move more students into warm, safe, well-kept buildings that promote learning.

- **What it looks like:**
  - Provide more excellent, robust offerings in all schools
  - A robust and rigorous – both academically and beyond – for students who would now attend larger, better-funded schools
  - We invest more of our available resources in every classroom
  - Multiple teachers per grade level, leading to vibrant peer collaboration

Potential Solutions

Enrollment Zones

- **What it is:** Divide district into geographic zones, and families have a choice of schools within their zone.

- **What it does:** Reduce mobility at neighborhood schools and maintain stability at choice schools.

- **Why it's on the table:** Increases equity and increases enrollment — more students have access to excellent schools.

- **What it looks like:**
  - Extends choice school successes to more families
  - Increases access to higher-demand, higher-performing schools for more students
  - Offers more stability for students: a student doesn't have to change schools within the zone — even if their address changes

Potential Solutions

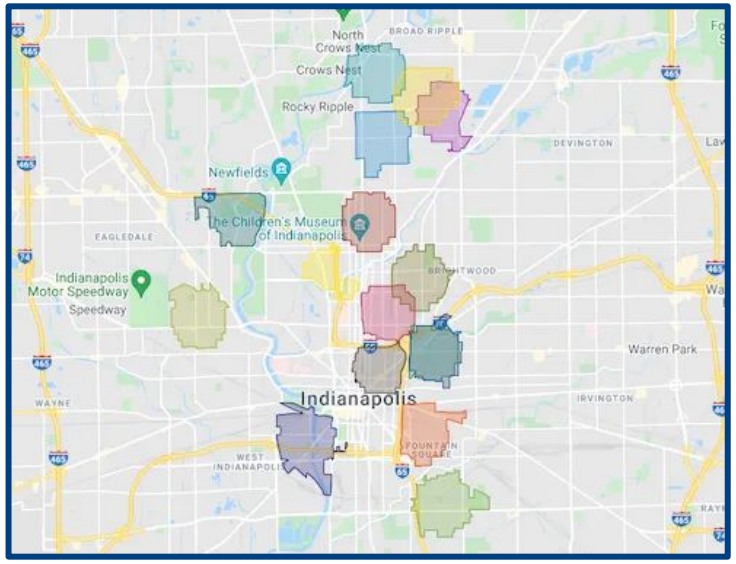
Eliminate Proximity Priority

- **What it is:** Remove proximity priority from lottery logic, giving all students in a given zone an equal chance of earning a seat at a preferred school.

- **What it does:** Increases access for more students to excellent schools.

- **Why it's on the table:** This is a way to make our system more equitable.

- **What it looks like:**
  - Ensures that IPS' highest demand schools are no longer filled exclusively by the families living within .5 mile of the school
  - Increases access to high-demand schools for students of color
  - Reminder: coupled with grade reconfiguration, there will be more seats at higher-performing schools



Feedback on Possible Solutions

After reviewing these potential solutions - reflect on the following questions in your table groups:

- What do you have questions/wonderings/worries about?
- What have we not included that we should have included?

Feedback on Possible Solutions

Whole group share out:

- What do you have questions/wonderings/worries about?
- What have we not included that we should have included?

What comes next

What's next:

- Will release draft plan end of August
- Hold additional committee meeting in September to review and gather feedback
- Board votes in October