

# Rebuilding Stronger Reorganization Plan Committee

## Principal Small Group Discussion Notes

April 18, 2022

*On April 18th, IPS held an optional session for building and district leaders to engage with the FOS data. Below are direct quotes from exit surveys. District staff has answered their questions or asks for further information below in purple.*

### What do you notice about the data?

- There is inequity in the types of schools in each quadrant; there are several schools in the south and east that are underutilized. We do not have any high schools rated "good/green" in overall building composite score. Fewer buildings in the southwest--higher building utilization
- Utilization: Significant number underutilized on East side, especially South East side. Choice schools have the highest utilization of space. Northwest & Southwest quads are in the best shape. Lowest cost per student. Composite score and cost for potential student..
- For K-6/K-8, east side schools have a great number of schools with inefficient use of space and a higher number of schools that are in good or new/like new on the composite. HS/MS follow a similar pattern.
- Southeast schools underutilized; newest buildings are well dispersed around city; inequitable access to middle school options on the south side
- Lower capacity schools are east of the city, Choice schools are in the more affluent area of the city
- Low building utilization on the Southeast quad. Lack of choice/magnet programs in the Southeast quad.
- Composite scores create more of an average across the four quadrants. There are more "good" buildings in the area with lower utilization.
- For K-6/K-8, east side schools have a great number of schools with inefficient use of space and a higher number of schools that are in good or new/like new on the composite. HS/MS follow a similar pattern.
- Building composite scores are distributed more evening across the quadrants.

### What does this data make you wonder?

- Are some school programs in wrong buildings? Do we need to close some buildings? How do innovation schools factor into this? Do we need to reconfigure grade levels in buildings? Do choice programs need to have a clear middle school and high school option? Do choice programs need to explore "grade centers"?
- How could we condense some of these populations into fewer schools? How could we provide middle school and high school options in each quadrant? Would it make sense to streamline school models and have all K-5, 6-8, 9-12 rather than a mix of K-6 and K-8?
- Does the avg year built have to do with the condition? Some that are older are in good condition. Why is there such a difference between the two sides of town. How can the

middle schools be effectively combined like academies in one building because we have mult that are underutilized (3/4 - all except Harshman).

- What were the metrics behind creating K-6/K-8 buildings in the past? What was in the decision? What is the formula for determining capacity?
- Why haven't more schools closed in the southeast area because of low capacity and usage?
- Where are the students attending school in the Southeast quad?
- What do we do with a school that has a high utilization but a low composite score?
- Why are boundaries middle schools located to the north of the city and none on the south?
- How do we ensure equitable access to programming and what is the most cost effective way to do this?
- Why are more choice programs located in higher socio-economic status areas?
- How do we ensure that each building has great programming so that students have great schools in their community?

### **What additional information or questions do you have after viewing the data?**

- What is the plan for buildings that are under utilized and in poor (red) condition?
  - The district hasn't yet made a plan to address building utilization or condition. We will take feedback from sessions like this one to inform our thinking.
- What is the plan for buildings that are green and under utilized?
  - The district hasn't yet made a plan to address building utilization or condition. We will take feedback from sessions like this one to inform our thinking.
- How much savings would closing certain buildings yield?
  - There are a few factors to consider here, and each would be different for different buildings. For example, no longer doing deferred maintenance repairs is a kind of future-savings, as are utilities costs. There are also assumed savings related to personnel changes if a building closes.
- We are interested in more information about the individual building needs that influenced the cost per student to bring schools up to "good" status.
  - In the MGT study from 2020, they assessed the components of each facility (roof, HVAC, grounds, plumbing, exterior finishes, etc.), and then calculated the cost to do the needed work on each component in order to bring the score up to "new." We then divided that overall total cost by the number of "available seats" within the facility, whether they are currently occupied or not.
- Where are the special programs located--is there a plan to offer each type of special program in each quadrant?
  - We do have an inventory of where special education programs are located across the district. While the quadrants presented in this data set are not likely to be significant in the future plan, we are mindful of ensuring equitable distribution of programs across our district and ensuring access that serves students well.
- What do stenographers predict about the population in the next ten years?
  - The demography study that we had done in 2020 indicate a relatively flat student population over the next ten years.

**Given the information you've heard today, what are some things that the district should explore in our reorganization plan?**

- Transportation shifts, relocation of buildings, replication of programming are a few.
- Possible moving of choice programs; possible reconfiguring of grade levels PK-5/6-8?
- middle school academies