



COLUMBUS CITY SCHOOLS  
2018 FACILITIES TASK FORCE

# School Work Group Initial Screening Presentation

Presented May 25, 2018

# REMEMBERING OUR ROLES

## FACILITIES TASK FORCE

Review data and make recommendations on schools and administrative buildings for closing or changing attendance boundaries and/or grade configurations.

Provide recommendations that have a statement of rationale.

Recommendations will be based on overall balance and objectivity of factors listed in Board Policy 7105.

Issue draft report to the Board of Education by the end of August. Final report by October.

## INTERNAL WORK GROUPS

Provide the Facilities Task Force with understanding of current District environment.

Recommend process for screening based on national best-practice, local historical work, and District subject-matter expertise.

Provide qualitative and quantitative data based on criteria listed by Board Policy and requested by Task Force.

Offer opportunities for public input and provide community access to information reviewed by Task Force.

# PROPOSED TIMELINE

<b>APRIL 12</b>	2018 Facilities Task Force Organizational Meeting	<b>X</b>
<b>APRIL 27</b>	School Work Group proposes and Task Force approves recommended criteria for initial screening of schools.	<b>X</b>
<b>MAY 10</b>	Administrative Site Work Group proposes and Task Force approves recommended criteria for initial screening of administrative sites.	<b>X</b>
<b>MAY 25</b>	School Work Group shares school-specific data on initial screening of all schools. Task Force has first opportunity to review Phase 1 data.	
<b>JUNE 14</b>	Administrative Site Work Group shares site-specific data on initial screening of all administrative buildings. School Work Group gives an update on Phases 2 and 3.	
<b>JUNE 29</b>	Continue discussion on the administrative site recommendations and follow up outstanding questions on data for schools.	



School Work Group  
Presentation Part I

# **Phase 2 and Phase 3 Screening Simulation**

# SCREENING FACTORS BY PHASES

BREAKING DOWN FACTORS LISTED IN BOARD POLICY 7105

- Qualitative Data is no longer measured in simple numbers or yes/no answers.
- Qualitative and Impact Data requires experience or expertise to gauge its measure.
- Focus is on identifying significant values and determining how extreme.

## PHASE 2 QUALITATIVE DATA

- A. Educational Program
- C. Safety and Access
- F. Diversity
- G. Accessibility
  - I. Future Use
- J. Circumstance
- M. Location and Site Characteristics
- O. Other Variables

## PHASE 3 IMPACT DATA

- D. Relocation
- E. Burden
- L. Space to Accommodate Choice of Community Schools
- N. Ability to Maintain Feeder Patterns
- O. Other Variables

# CRITERIA CLARIFICATION



## A. EDUCATIONAL PROGRAM (PHASE 2)

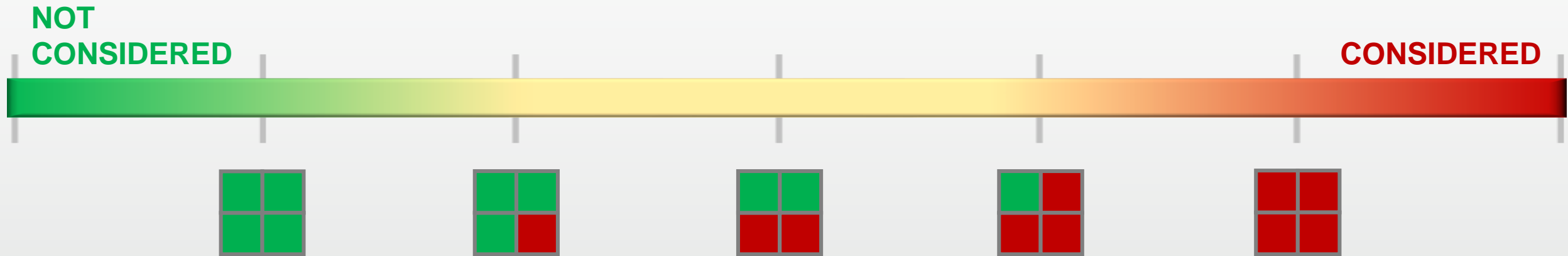
- “Efficacy of educational programming at a building, accommodation of the planned educational program in the schools remaining open.”
- Factor examines specialized educational programming at building and ability of specific school or other schools in the District to effectively continue such programming.
- Efficacy: whether the building is being utilized for its intended program and the extent to which the program is being implemented with fidelity throughout the building.
- Possible Questions:
  - Is building that’s currently utilized for special programming properly equipped to deliver program with integrity?
  - Does specialized program impact enrollment or capacity/utilization within building in way not considered during Phase I?
  - Is program being implemented as planned?
  - Are other buildings able to deliver program in similar or more effective manner?

# CRITERIA CLARIFICATION

## F. DIVERSITY (PHASE 2)

- “Impact on socioeconomic status and race and ethnicity in the schools.”
- Factor examines any shifts in diversity profile that may occur by closing a building.
- Possible Questions:
  - What impact does this closure or consolidation have on receiving schools’ demographics, including racial diversity, socioeconomic diversity, and need for specialized services?
  - Would school closure result in receiving schools exceeding 25% cap for specialized services?
- **RECOMMENDATION:** Move to PHASE 3 Impact Analysis

# PHASE 2 / PHASE 3 SIMULATION



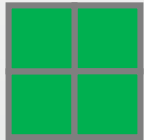
PHASE 1 RESULTS DETERMINE STARTING PLACE ON THE  
"AMBER SCALE"



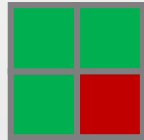
# PHASE 2 / PHASE 3 SIMULATION

NOT  
CONSIDERED

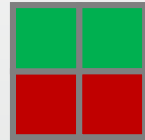
CONSIDERED



Elementary A  
Elementary D  
Elementary R  
Elementary J  
Elementary L  
Elementary W



Elementary G  
Elementary H  
Elementary K  
Elementary Y



Elementary B  
Elementary I  
Elementary M  
Elementary N  
Elementary Q  
Elementary V  
Elementary X



Elementary C  
Elementary O  
Elementary E  
Elementary U



Elementary F  
Elementary P  
Elementary S  
Elementary T  
Elementary L  
Elementary Z

# PHASE 2 / PHASE 3 SIMULATION

NOT  
CONSIDERED

CONSIDERED

Elementary A  
Elementary D  
Elementary R  
Elementary J  
Elementary L  
Elementary W

Elementary G  
Elementary H  
Elementary K  
Elementary Y

Elementary B  
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Elementary M  
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Elementary X

Elementary C  
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Elementary E  
Elementary U

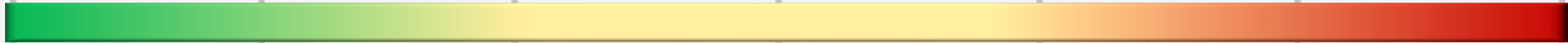
Elementary F  
Elementary P  
Elementary S  
Elementary T  
Elementary L  
Elementary Z

PHASE 2 BEGINS BY LOOKING FOR **EXTREME SITUATIONS** DESERVING OF RECOGNITION BASED ON CRITERIA.

# PHASE 2 / PHASE 3 SIMULATION

NOT  
CONSIDERED

CONSIDERED



Elementary A  
Elementary D  
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Elementary J  
Elementary L  
Elementary W

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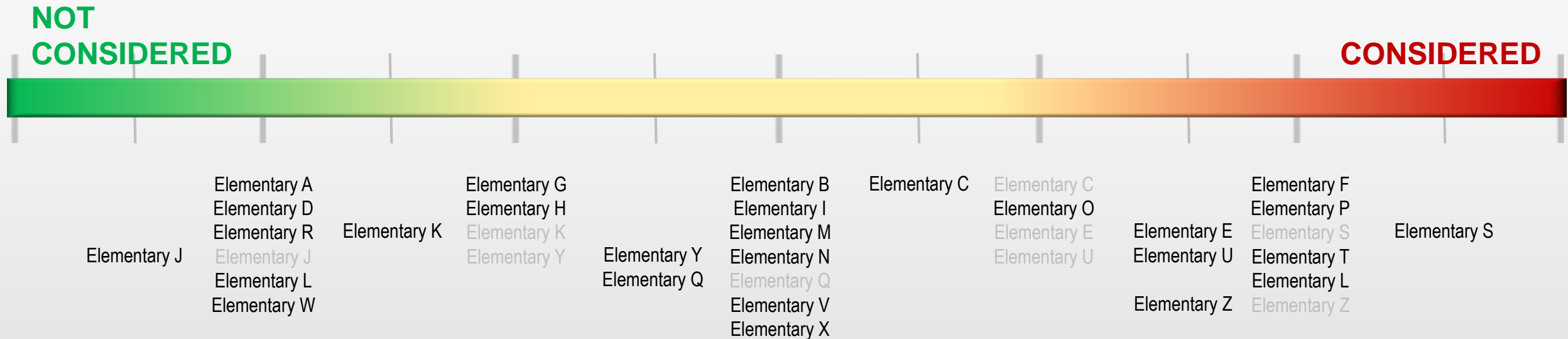
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Elementary S  
Elementary T  
Elementary L  
Elementary Z

ARE THERE ANY SCHOOLS IN WHICH THE “**EDUCATIONAL PROGRAM**”  
WEIGHS **SIGNIFICANTLY** ON THE BUILDING’S SITUATION.

# PHASE 2 / PHASE 3 SIMULATION



BASED UPON SIGNIFICANT “**EDUCATIONAL PROGRAM**” MEASURES,  
SOME SCHOOLS HAVE MOVED ON THE AMBER SCALE.

THE PROCESS THEN REPEATS FOR EACH CRITERIA IN PHASE 2.

# PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

	ENROLLMENT	UTILIZATION	CONDITION	TRANSFER IN/OUT
Elementary C	305	96%	Legacy	39%/41%
Elementary O	331	120%	Legacy	92%/51%
Elementary E	350	81%	FMP	45%/63%

# PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

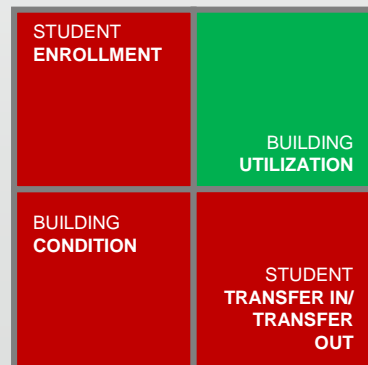
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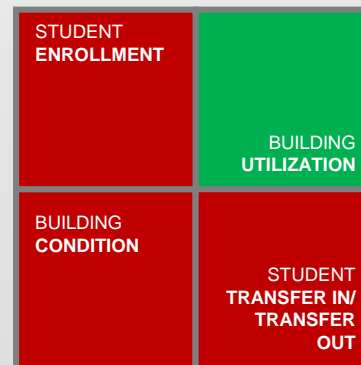
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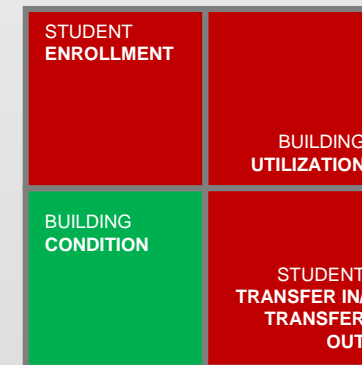
Elementary C



Elementary O

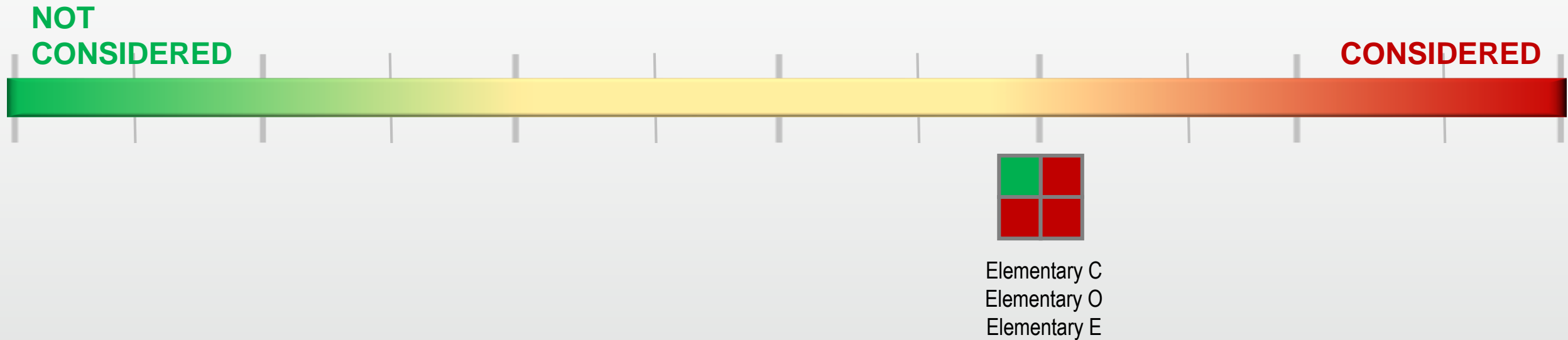


Elementary E



# PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...



BASED ON THE **PHASE 1 COMPOSITE**, ALL THREE SCHOOLS START IN SAME POSITION.

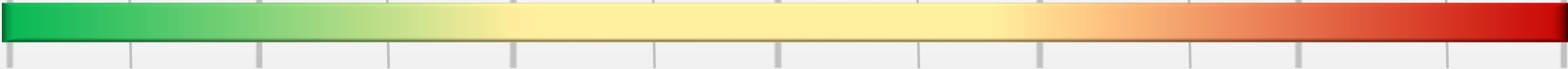


# PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

**NOT  
CONSIDERED**

**CONSIDERED**



Elementary C

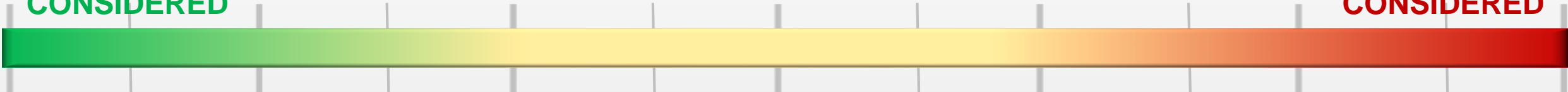
Elementary C is one of our older neighborhood elementary schools at which generations of students have enjoyed typical elementary programming. It's not a very large building, with only one story. The layout of the parking lot makes it difficult for buses to maneuver and difficult for staff to park. The neighborhood has limited sidewalks. While there is a new playground, there is no green space or even a park nearby. To serve the surrounding neighborhood, a local non-profit uses a space near the gym to distribute food.

# PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

NOT  
CONSIDERED

CONSIDERED



Elementary C is one of our older neighborhood elementary schools at which generations of students have enjoyed typical elementary programming. It's not a very large building, with only one story. The layout of the parking lot makes it **difficult for buses** to maneuver and **difficult for staff** to park. The neighborhood has **limited sidewalks**. While there is a new playground, there is **no green space** or even a park nearby. To serve the surrounding neighborhood, **a local non-profit uses a space** near the gym to distribute food.


Elementary C

Educ. Program

Safety/Access  

Accessibility

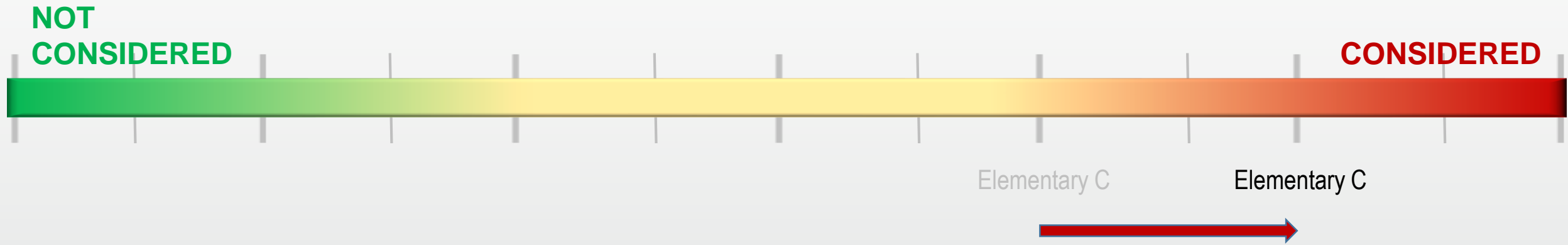
Future Use

 Circumstance

Location/Site 

# PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...



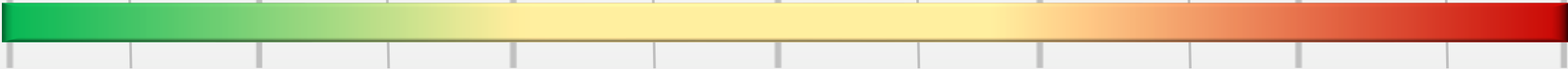
BASED ON INITIAL **PHASE 2 CRITERIA** (“OTHER” NOT INCLUDED), ELEMENTARY C MOVED ALONG THE AMBER SCALE AND DESERVES MORE CONSIDERATION AT THIS TIME.

# PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

**NOT  
CONSIDERED**

**CONSIDERED**



Elementary O

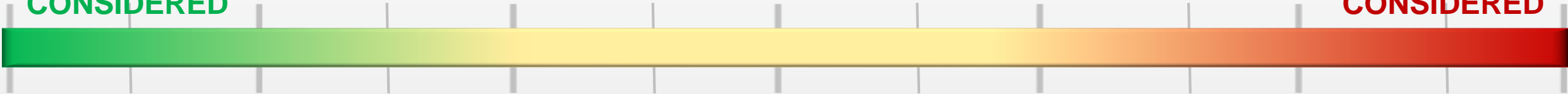
Elementary O is also one of our alternative elementary schools that was re-envisioned to be a STEM school. Because of the age of the building and lower enrollment, the STEM component has waned. The building is a little bigger and has classroom space on the second floor - which is not easily accessible to students with physical disabilities. There is a revitalization effort in the neighborhood which has increased development (and property values), but it's also caused increased traffic which has made the roadway in front of the building dangerous for students who walk to school.

# PHASE 2 / PHASE 3 SIMULATION

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
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Elementary O

Educ. Program 

Safety/Access 

Accessibility 

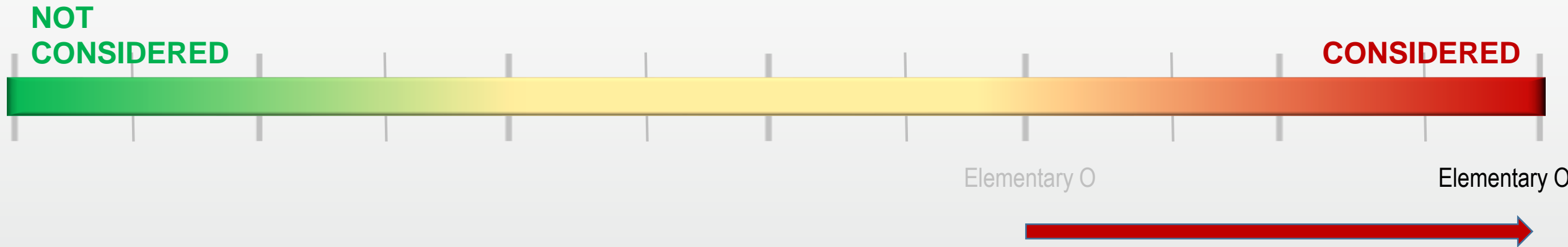
Future Use 

Circumstance

Location/Site

# PHASE 2 / PHASE 3 SIMULATION

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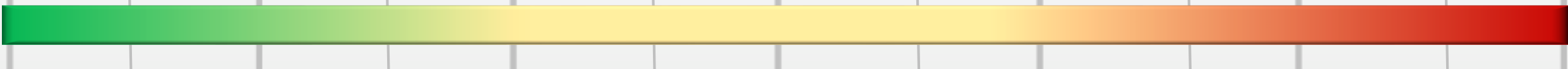
BASED ON INITIAL **PHASE 2 CRITERIA** (“OTHER” NOT INCLUDED), ELEMENTARY O SIGNIFICANTLY MOVED ALONG THE AMBER SCALE AND DESERVES MORE CONSIDERATION AT THIS TIME.

# PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

**NOT  
CONSIDERED**

**CONSIDERED**



Elementary E

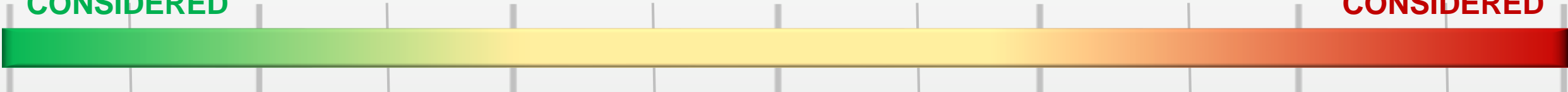
Elementary E has been an older, traditional neighborhood school, but it was rebuilt thanks to a voter-approved bond package. The school reopened in 2013, which means the building meets all ADA requirements to accommodate students with disabilities. Before the reopening, the school lost many neighborhood students to the School Choice Lottery, but enrollment is trending up. Recognizing some of the challenges in the neighborhood, the principal has partnered with several community organizations to offer social and emotional support to students and their families.

# PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

NOT  
CONSIDERED

CONSIDERED



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Elementary E

Educ. Program

Safety/Access

Accessibility ←

Future Use ←

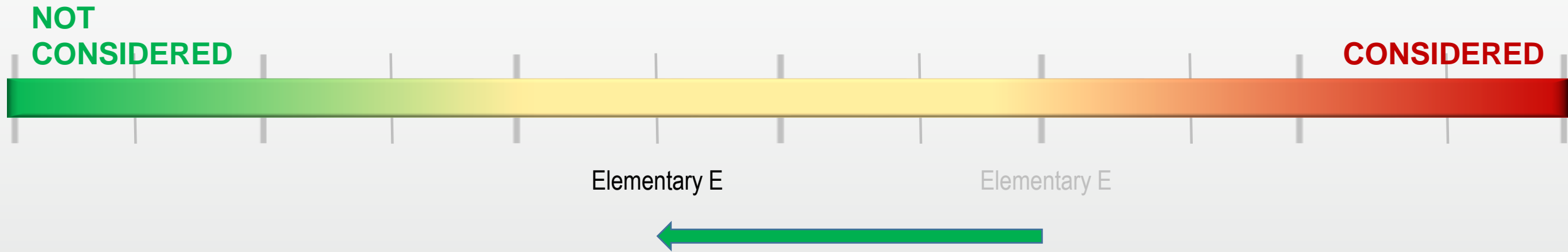
Circumstance ←

Location/Site



# PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...



BASED ON INITIAL **PHASE 2 CRITERIA** (“OTHER” NOT INCLUDED), ELEMENTARY E MOVED ALONG THE AMBER SCALE AND IS LESS LIKELY TO NEED MORE CONSIDERATION AT THIS TIME.

# PHASE 2 / PHASE 3 SIMULATION

SO WHAT ABOUT PHASE 3...

NOT  
CONSIDERED

CONSIDERED

SCHOOL WORK GROUP WILL IDENTIFY WHICH PHASE 3 MODIFIERS ARE APPLIED AND INTENSITY OF THE MODIFICATION, BASED ON EXPERIENCE AND EXPERTISE, TO **THOSE SCHOOLS CLOSEST TO OR WITHIN THE “RECOMMENDED ZONE.”**

# PHASE 2 / PHASE 3 SIMULATION

SO WHAT ABOUT PHASE 3...

**NOT  
CONSIDERED**

**CONSIDERED**

Elementary C

Elementary O

## PHASE 3 IMPACT CRITERIA

RELOCATION

BURDEN

DIVERSITY

SPACE TO ACCOMMODATE

CHOICE

MAINTAIN FEEDER PATTERNS

# PHASE 2 / PHASE 3 SIMULATION

SO WHAT ABOUT PHASE 3...

NOT  
CONSIDERED

CONSIDERED

Elementary O

## PHASE 3 IMPACT CRITERIA

RELOCATION

BURDEN

DIVERSITY

SPACE TO ACCOMMODATE  
CHOICE

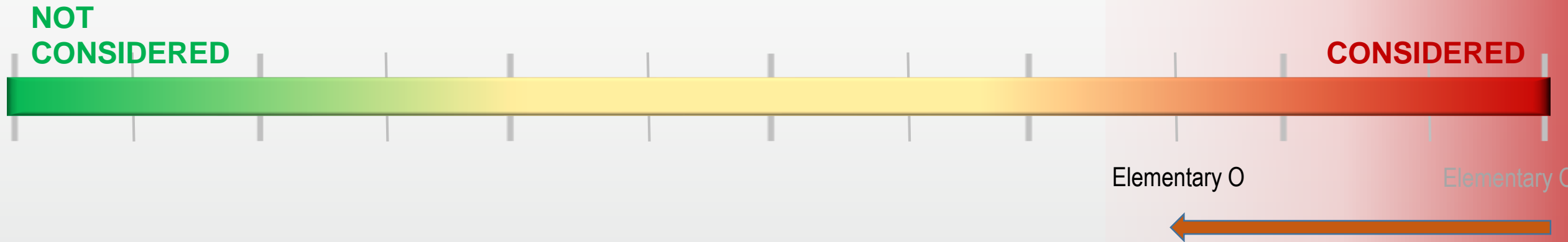
MAINTAIN FEEDER PATTERNS

### IMPACT ALERT:

If Elementary O is closed and its enrollment is relocated and divided across the two other schools in this area of town, there is not enough classroom space at the two remaining schools to place all of Elementary O's student population.

# PHASE 2 / PHASE 3 SIMULATION

SO WHAT ABOUT PHASE 3...



BASED ON **PHASE 3 CRITERIA** (“OTHER” NOT INCLUDED),  
ELEMENTARY O IS NOW LESS LIKELY TO BE  
CONSIDERED FOR CLOSURE **BECAUSE OF THE IMPACT  
OF RELOCATION.**

# PHASE 2 / PHASE 3 SIMULATION

SO WHAT ABOUT PHASE 3...

NOT  
CONSIDERED

CONSIDERED



Elementary C

## PHASE 3 IMPACT CRITERIA

RELOCATION

BURDEN

DIVERSITY

SPACE TO ACCOMMODATE  
CHOICE

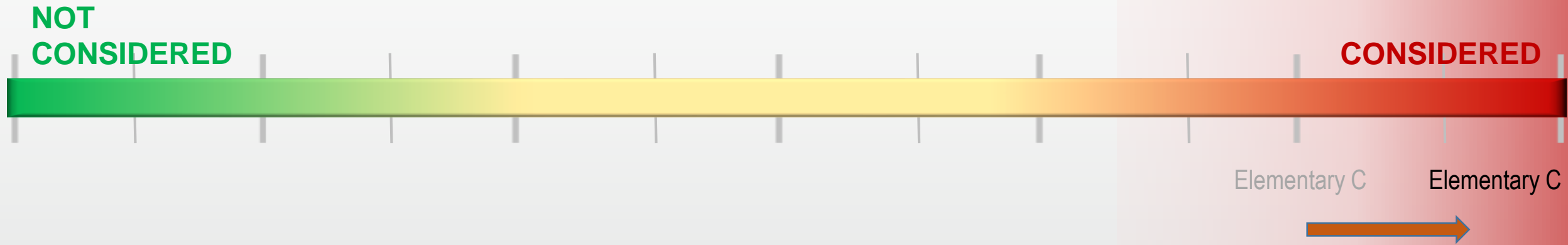
MAINTAIN FEEDER PATTERNS

### NO IMPACT ALERT:

If Elementary C is closed, there is room to relocate enrollment without significant burden to neighboring schools or to options of educational programming in the region. Nearby schools are also willing to offer space to Elementary C's community partners.

# PHASE 2 / PHASE 3 SIMULATION

SO WHAT ABOUT PHASE 3...



BASED ON **PHASE 3 CRITERIA** (“OTHER” NOT INCLUDED),  
ELEMENTARY O SHOULD BE CONSIDERED AS A POSSIBLE  
RECOMMENDATION FOR **CLOSURE OR CHANGE**.

# PHASE 2 / PHASE 3 SIMULATION

## REMINDER:

- Not all 110 buildings will move on the Amber Scale in Phase 2.
- Not all criteria will be applied in Phase 2 - only those with significant values/situations.
- A building that finishes Phase 1 closer to “Not Considered” might still be Considered or Recommended at end of Phase 2.
- Phase 3 Impact criteria will only be examined for buildings most likely to be Recommended for change/closure (close to or within the “Recommended Zone”).





**TASK FORCE DISCUSSION**

**Phase 2 and Phase 3  
Screening Process  
("OTHER" NOT INCLUDED)**



**TASK FORCE VOTE #1**

**Vote to Approve Phase 2  
and Phase 3 Criteria**  
(“OTHER” NOT INCLUDED)



School Work Group  
Presentation Part I

# **Phase 2 and Phase 3**

## **Determining Other Criteria**

# OTHER CRITERIA FOR CONSIDERATION

BOARD POLICY 7105 ALLOWS FOR CONSIDERATION OF “**OTHER VARIABLES**” IN MAKING RECOMMENDATIONS FOR CLOSURE OR FOR CHANGE IN ATTENDANCE / CONFIGURATION.

PRIORITY GIVEN TO OTHER VARIABLES THAT OFFER A **QUALITATIVE MEASUREMENT OR IMPACT DIRECTLY ASSOCIATED WITH PHYSICAL BUILDING OR ITS CONDITION** AS OPPOSED TO PERFORMANCE, PROGRAM, OR PERSONNEL.

## PHASE 2 QUALITATIVE DATA

- A. Educational Program
- C. Safety and Access
- F. Diversity
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## PHASE 3 IMPACT DATA

- D. Relocation
- E. Burden
- L. Space to Accommodate Choice of Community Schools
- N. Ability to Maintain Feeder Patterns
- O. Other Variables

# OTHER CRITERIA FOR CONSIDERATION

## RECOMMENDATIONS FROM SCHOOL WORK GROUP ON OTHER VARIABLES

OTHER VARIABLES TO CONSIDER
Residential Trends
Lottery/Choice Waitlist
Unique Grade Band Design
Event Accommodation
District Options and Limitations
Work Order/FAMIS
Academic Growth (PHASE 3 IMPACT ONLY)

OTHER VARIABLES CONSIDERED BUT NOT INCLUDED	
Discipline	Non-Academic Barriers
Local Report Card	Neighborhood Safety
School Leadership	Access to Technology
Employee Satisfaction	Change in Location
	Disaster Shelter

# OTHER CRITERIA FOR CONSIDERATION

## RECOMMENDATIONS FROM SCHOOL WORK GROUP ON OTHER VARIABLES

OTHER VARIABLE	REASON NOT TO INCLUDE
Discipline	Subject to change based more on staffing and/or programming at a building and less on building condition.
Local Report Card	Inconsistencies in state measurements make Local Report Card unreliable data source. Subject to change based on staffing and/or programming.
School Leadership	Subject to change based on staffing and/or programming.
Employee Satisfaction	Subject to change based more on staffing and/or programming at a building. Satisfaction based on building condition covered in other criteria.




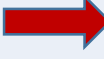
# OTHER CRITERIA FOR CONSIDERATION

## RECOMMENDATIONS FROM SCHOOL WORK GROUP ON OTHER VARIABLES

OTHER VARIABLE	REASON NOT TO INCLUDE
Neighborhood Safety	Public policy would promote the need for schools and education in neighborhoods confronting higher-than-average crime rates.
Non-Academic Barriers	Columbus City Schools does not discriminate based upon sex, race, color, national origin, religion, age, disability, sexual orientation, gender identity/ expression, ancestry, familial status, or military status.
Access to Technology	Conditions affecting access to technology are wide-ranging and do not offer a significant qualitative measurement across a large enough number of buildings.
Disaster Shelter	No significant qualitative measurement across large enough number of buildings.

# OTHER CRITERIA FOR CONSIDERATION





## RECOMMENDATIONS FROM SCHOOL WORK GROUP ON OTHER VARIABLES

OTHER VARIABLE	DATA TO BACK QUALITATIVE / IMPACT MEASUREMENT	SCORING EXAMPLES
Residential Trends	Factor examines size and location of expected changes in identified population subsets which would be most impacted by school closure or change and District's ability to accommodate such change.	<p> Neighborhood data shows expected growth in housing aimed at families with school-aged children.</p> <p> Neighborhood data shows expected elimination of housing options.</p>
Lottery/ Choice Waitlist	Factor examines the number of students on the waitlist for a specific lottery/choice school and the capacity of the building to accept additional students. This includes any additional support a building might need to meet demand.	<p> School has enough staff to accept more students off the waitlist, but building is too small to add classes.</p> <p> School has enough room to accept more students, but there is not enough staff to cover additional students.</p>







# OTHER CRITERIA FOR CONSIDERATION

## RECOMMENDATIONS FROM SCHOOL WORK GROUP ON OTHER VARIABLES

OTHER VARIABLE	DATA TO BACK QUALITATIVE / IMPACT MEASUREMENT	SCORING EXAMPLES
Unique Grade Band Design	Factor examines design of buildings and compares grade band configuration with FMP Survey Data which showed greater public support for traditional feeder patterns and PK-8 configurations and showed less public support for PK-6 and 7-12 configurations.	<p> Building was designed for PK-8 and has recently added Pre-K to expand it's PK-8 enrollment.</p> <p> Building was designed as 9-12 High School but 7-8 grades were added as part of previous reconfigurations.</p>
Event Accommodation	Factor examines potential of facilities to host athletics, professional development, community forums or District-level events with ample parking, seating, and ease of access to accommodate large groups.	<p> Larger parking lot and athletic facilities allow for hosting of City League Championship events.</p> <p> Small auditorium and limited parking make it difficult to host building-level events such as concerts and plays.</p>

# OTHER CRITERIA FOR CONSIDERATION

## RECOMMENDATIONS FROM SCHOOL WORK GROUP ON OTHER VARIABLES

OTHER VARIABLE	DATA TO BACK QUALITATIVE / IMPACT MEASUREMENT	SCORING EXAMPLES
District Options and Limitations	Factor examines impact on a school's enrollment based on the unique options or limitations placed on student enrollment, including School Choice, secondary-school seat reservations, Career Center placement, and recent relocations of schools.	<p> In it's old space, the school was limited on enrollment because of size. Now with a new building, there is room for more students (capacity).</p> <p> The school's enrollment number includes a significant number of students who are assigned to the building as a "home school", but they attend all-day career classes away from the building.</p>
Work Orders/ FAMIS	Factor examines the number, type, scale, frequency, cost, and urgency of work orders placed in the District's Facility Administration and Maintenance Information System (FAMIS).	<p> Very few maintenance requests are placed in FAMIS.</p> <p> Repeated requests are made to fix windows or ceilings, and repairs are more costly and less effective each time.</p>







# OTHER CRITERIA FOR CONSIDERATION

## RECOMMENDATIONS FROM SCHOOL WORK GROUP ON OTHER VARIABLES

OTHER VARIABLE	DATA TO BACK QUALITATIVE / IMPACT MEASUREMENT	SCORING EXAMPLES
<p>Academic Growth</p> <p>PHASE 3 IMPACT ONLY</p>	<p>Instead of focusing on current academic performance (Local Report Card), “Academic Growth” examines the ability of school to meet projected learning and growth goals on key academic measures, as set by the District.</p> <p>As a criteria in the Phase 3 Impact Analysis, consideration would be given to the potential impact on a student’s anticipated academic growth in a relocated building.</p>	<p>← Closure of a school that has met learning and growth would result in relocation of students to a school which has not met District-set goals on growth in reading and math.</p>

# OTHER CRITERIA FOR CONSIDERATION

RECOMMENDATIONS FROM TASK FORCE ON OTHER VARIABLES

OTHER VARIABLE	DATA TO BACK QUALITATIVE / IMPACT MEASUREMENT	SCORING EXAMPLES
		 
		 
		 



**TASK FORCE DISCUSSION**

# **Phase 2 and Phase 3 Other Criteria**



**TASK FORCE VOTE #2**

**Vote to Approve the List  
of “Other” Criteria**