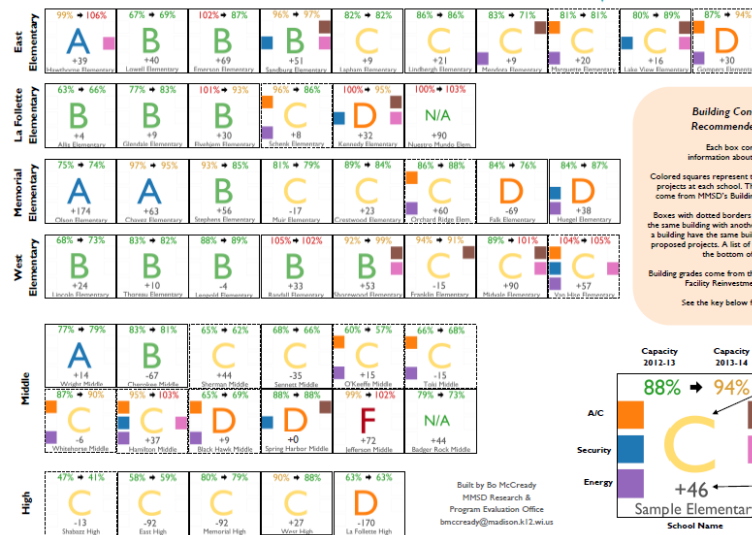




## Facility Planning Update September 15, 2014



**Building Condition and Recommended Projects**

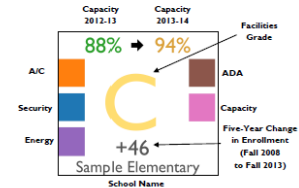
Each box contains key information about each building.

Colored squares represent the category of proposed projects at each school. These proposed projects come from MMSD's Building Services department.

Boxes with dotted borders indicate schools sharing the same building with another school. Schools sharing a building have the same building grade and the same proposed projects. A list of these schools appears at the bottom of this page.

Building grades come from the Fall 2013 report of the Facility Reinvestment Committee.

See the key below for more details.



Shared Buildings	Sherman-Shabazz Marquette-O'Keefe	Gompers-Black Hawk Schenk-Whitehorse	Orchard Ridge-Toki Van Hise-Hamilton
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Built by: Bo McCready  
MMSD Research & Program Evaluation Office  
bmccready@madison.k12.wi.us

# Facility Planning Calendar

- January Enrollment & Capacity Presentation
- March Quarterly Retreat – Facility Presentation
- June Special BOE Update
- July Operations Workgroup
- August Operations Workgroup
- **September Operations Workgroup**
- October Operations Workgroup
- November Operations Workgroup
- December Operations Workgroup

See Detailed  
Planning  
Calendar in  
Meeting Packet



# Goals For This Meeting

- ✓ **Report on Attendance Boundaries**
- ✓ **Offer Specific School Recommendations**
  - ✓ **Capacity Issues**
  - ✓ **Accessible Schools**
  - ✓ **Renovations / Facility Condition Index**
- ✓ **Community Input Plan**
- ✓ **Board Discussion and Direction**

# Five Elementary Schools with Most Significant Capacity Limitations

**Sandburg**

**Hawthorne**

**Kennedy**

**Van Hise / Hamilton**

**Midvale**

***Can Boundary Changes Alleviate the Problem?***



# Elementary School Attendance Boundary Report

- Potential Boundary Changes to Alleviate Capacity Concerns
- Apply the ‘Six Considerations’ for Attendance Boundary Changes
- Report Examines Multiple Attendance Boundary Scenarios

MADISON METROPOLITAN SCHOOL DISTRICT



RESEARCH & PROGRAM EVALUATION OFFICE

## Potential Boundary Changes to Alleviate Capacity Concerns

In the Madison Metropolitan School District, several schools are around or above 100% of their calculated K-12 student capacity and well above the ideal operating level of 90% of capacity. As a result, MMSD administration has recommended facilities improvements to alleviate capacity concerns, but others have suggested that boundary changes may be an alternative option.

The Research & Program Evaluation Office was asked to explore the feasibility of moving students from the schools that are relatively full where facilities improvements were recommended to other schools that are relatively less full. In this report, we explore six hypothetical moves of this nature.

### Six Considerations

In 2007, MMSD adopted six considerations to use when redrawing boundary lines. These considerations are:

1. **Reasonable Bus Routes** - Every attempt will be made to keep bus routes no more than 45 minutes in duration one way.
2. **Five-Year Rule** - No area will be required to change schools, as a result of boundary line changes, more than once during a five-year span.
3. **Grandfather 4<sup>th</sup> and 5<sup>th</sup> Grade** - Grandfathering 4<sup>th</sup>- and 5<sup>th</sup>-grade students will be considered when boundary lines are redrawn, and every effort will be made to allow 5<sup>th</sup> graders to remain at their school.
4. **Desirable School Size** - School size of two sections per grade level to a maximum of 650 students is desirable. However, whenever possible, school sizes of approximately 450 students will be created.
5. **Avoid Low-Income Concentrations** - Every attempt will be made to avoid creating schools with high concentrations of low-income families. Creating large schools (over 500 students) with high densities of students from low-income households will be avoided whenever possible.
6. **Keep Neighborhoods Intact** - Efforts will be made to keep geographically and historically defined neighborhoods together and to consider the proximity of students to a school when redrawing boundary lines. Every effort will be made to protect the ability of students to walk to school, rather than needing to be



# Elementary School Attendance Boundary Report

**Findings:** In these specific instances, attendance boundary changes to alleviate capacity concerns **fail** for the following reasons:

- Do Not Keep Neighborhoods Intact
- Will Concentrate Low Income
- Do Not Produce Desirable School Size / Move the Over-Crowding Problem Rather than Solves the Over-Crowding Problem
- Increase Reliance on Transportation

**Conclusion:** Boundary Changes are More Appropriate in Long Range Context

# High Level Facility Planning Strategy

## **A) Identify Selected Facility Needs for Action Now**

Limited in Scope and Financial Impact

Focus on Improvements at Existing School Sites

Create a Recurring Cycle of Improvements and Financing

Establish Conditions for Successful Long-term Master Facility Planning

## **B) Create and Maintain a Long-range Master Facility Plan**

Comprehensive Planning Scope

Driven by Instructional Planning & Demographic Projections

Coordinated with City & County Long-range Planning

In-Depth Evaluation of Existing Facilities & Life Cycle Cost

Developed along with Long-term Capital and Debt Service Planning

Create a 10-year Outlook Master Plan Updated Every Two Years

## Specific Recommendations

# Sandburg Elementary



**Proposal**

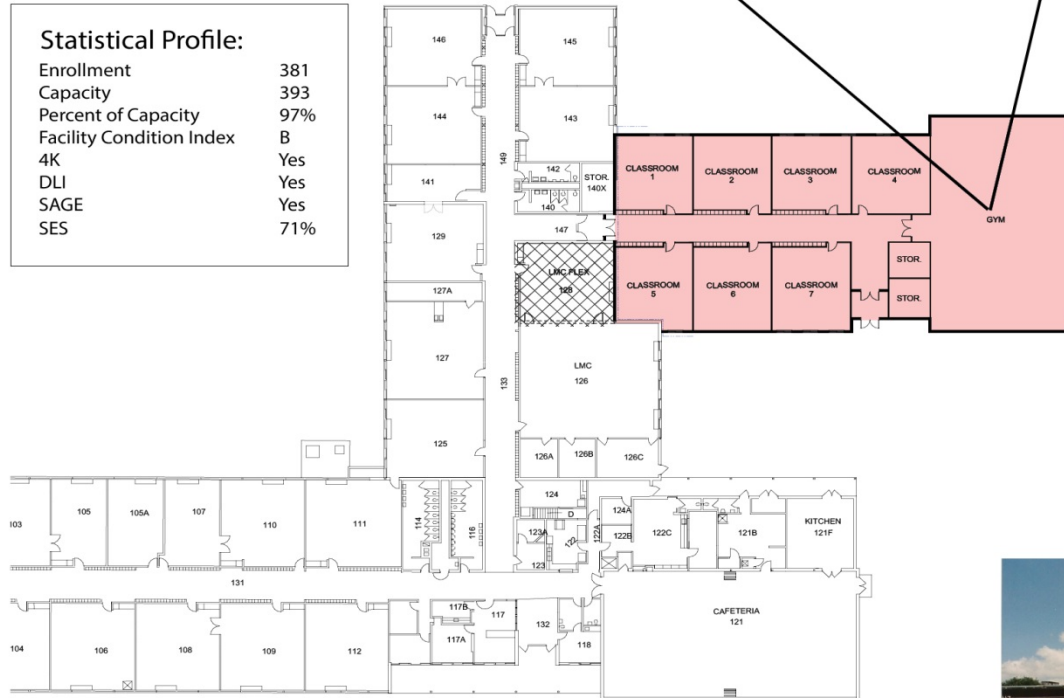
- Improvements are needed to address capacity concerns. Adding a new gymnasium would result in a single purpose gym and also a single purpose cafeteria. Much greater programming flexibility compared to existing gym/cafeteria. Also propose to add seven classrooms to provide much needed space for basic sections.



Stock Photo

**Statistical Profile:**

Enrollment	381
Capacity	393
Percent of Capacity	97%
Facility Condition Index	B
4K	Yes
DLI	Yes
SAGE	Yes
SES	71%



**Key**

- ADA accessibility remodel
- Addition for capacity increased
- Security upgrade
- Renovation

**Project Description**

- Add (1) gym
- Add (7) classrooms
- Remodel existing space for (1) computer lab

**Principal Comments**

"Lunch is in the classrooms, Music is on a cart, two classes of second-graders are in one room, we shut down the library for 1/2 of each day to function as a classroom space, and there are doubled-up rooms and small storage spaces being used for instruction all over the building - and our programs (DLI) and enrollments are growing. Our space needs for instruction and storage are dire, and I appreciate the serious consideration the Board is giving to the referendum."

**Other Information:**

The combination of SAGE, DLI, and 4K add to capacity challenges. This school has a portable classroom which has been in place for many years.

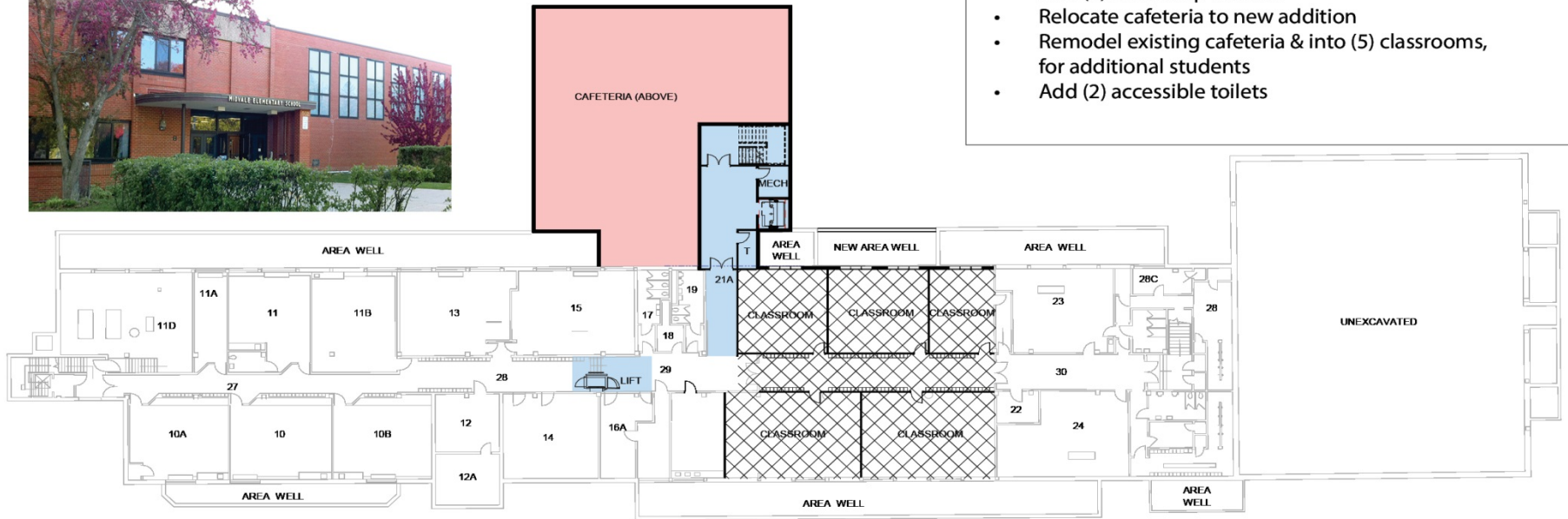


## Specific Recommendations

# Midvale Elementary

**Proposal**

- Improvements are needed to address accessibility and capacity concerns. Add a 3-stop elevator to provide accessibility. Adding a new cafeteria would allow conversion of the existing cafeteria into five additional classrooms. This would improve the flow of students through the school and put the cafeteria adjacent to the playground.



**Key**

- ADA accessibility remodel
- Addition for capacity increased
- Security upgrade
- Renovation

**Project Description**

- Add (1) three stop elevator
- Relocate cafeteria to new addition
- Remodel existing cafeteria & into (5) classrooms, for additional students
- Add (2) accessible toilets

**Other Information:**

Un-pairing of Midvale and Lincoln would tend to reverse gains made in balancing these schools. Moving a grade from Midvale to Lincoln was considered but appears to simply move the capacity crunch from Midvale to Lincoln. This school had a section of 4K removed due to space limitations.

**Statistical Profile:**

Enrollment	445
Capacity	442
Percent of Capacity	101%
Facility Condition Index	C
4K	Yes
DLI	Yes
SAGE	Yes
SES	61%

**Principal Comments**

"Our current building is not sufficient to support close to 500 students and numerous staff serving them. The proposed addition will provide the needed space for instructing students with reasonable class sizes, and providing intervention. It will reflect the high standard to which we hold our students and staff, by ensuring the supports they need to learn and teach."



## Specific Recommendations

**Hamilton / Van Hise**

**Proposal**

- Improvements are needed to address capacity concerns. There are seven classrooms used for library within Van Hise / Hamilton. Propose to build a centrally located library to serve both schools (much like the centrally located gym). This would allow seven rooms to be converted back to classroom use, while providing a new library area.



**Other Information:**

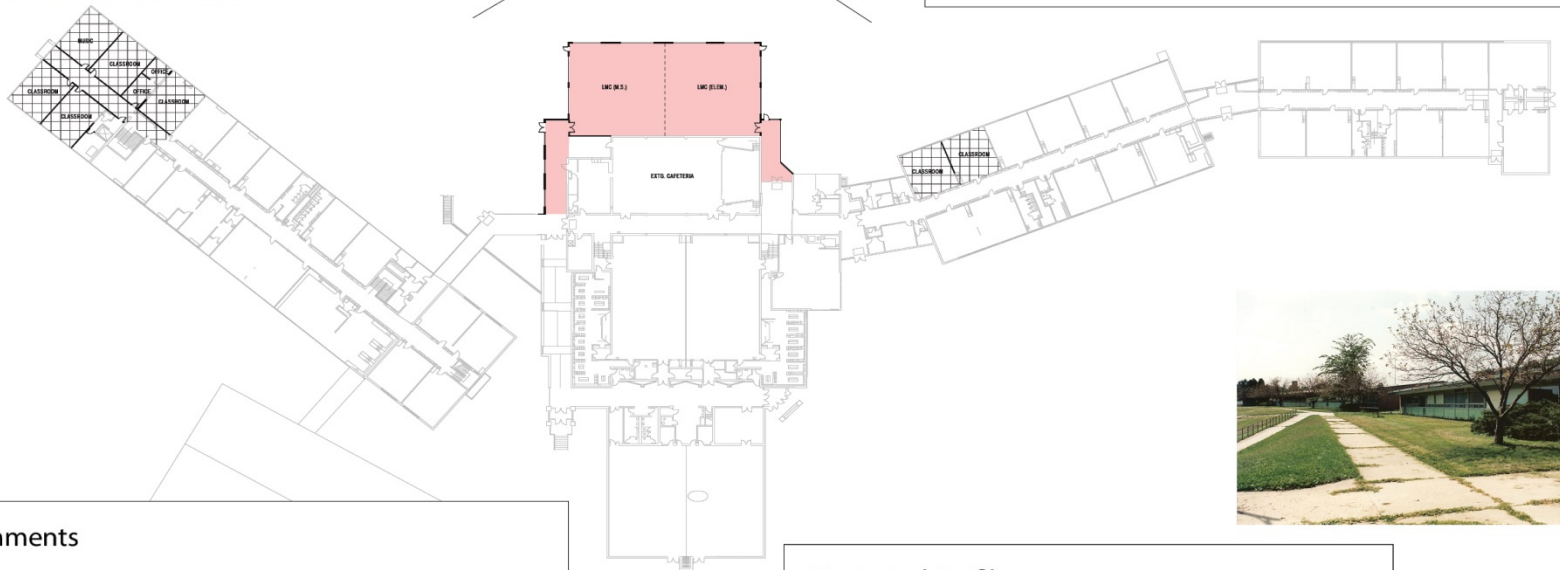
Very limited support spaces in these schools. Hamilton intra-district transfers in are being monitored.

**Key**

- ADA accessibility remodel
- Addition for capacity increased
- Security upgrade
- Renovation

**Project Description**

- Relocate elementary and middle school LMCs
- Back feed classrooms and support spaces into vacated areas



**Principal Comments**

"We need this. We must be able to deliver high quality instruction to our students based on their needs, not our limited space."

"Our current shared building is not sufficient to support close to 1,280 students and numerous staff serving them. The proposed addition will provide the needed space for instructing students with reasonable class sizes, providing intervention, meeting with families and engaging students in technology and literacy learning in a LMC space that meets the standards of today's expectations for success in life beyond school."

**Statistical Profile:**

	Van Hise	Hamilton
Van Hise / Hamilton Enrollment	398	794
Capacity	380	774
Percent of Capacity	105%	103%
Facility Condition Index	C	C
4K	No	DNA
DLI	No	DNA
SAGE	No	DNA
SES	20%	19%



## Specific Recommendations

# Hawthorne Elementary

**Proposal**

- Improvements are needed to address capacity concerns. Propose to build a new gymnasium and classroom space. Existing gymnasium to be converted into new cafeteria.

**Statistical Profile:**

Enrollment	375
Capacity	354
Percent of Capacity	106%
Facility Condition Index	A
4K	Yes
DLI	No
SAGE	Yes
SES	74%

**Other Information:**

This is the most crowded of the MMSD elementary schools. Had to remove a section of 4K due to lack of space. FCI grade of "A" is due to 2013 renovation.



**Key**

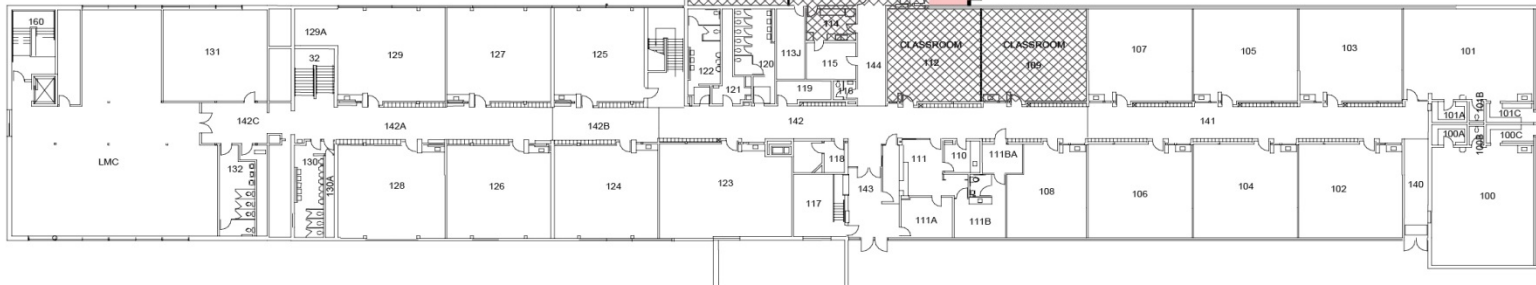
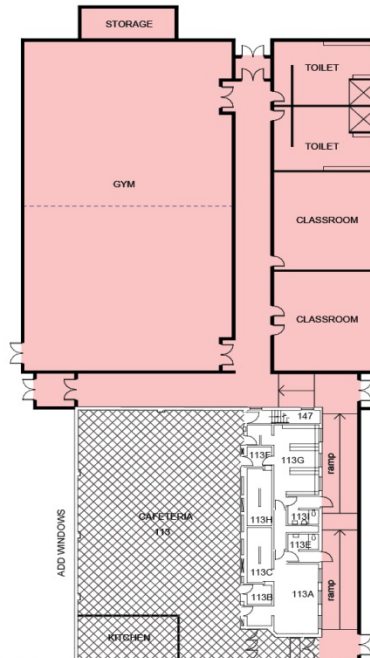
- ADA accessibility remodel
- Addition for capacity increased
- Security upgrade
- Renovation

**Project Description**

- New addition including gym and classroom space
- Add new toilet rooms for gym space
- Remodel current gym to new cafeteria space
- Remodel classrooms spaces

**Principal Comments**

- "This proposed change for Hawthorne
- meets the need for additional classroom space, keeping grade level instructional teams in close proximity to each other
  - honors the great FMPS Adopt-A-School partnership with DEMCO by maintaining a recent \$80,000 library transformation in Hawthorne's LMC
  - offers a vital opportunity for Hawthorne to gather safely as a school-wide community and a wider Hawthorne neighborhood community in a regulation size gym"



## Specific Recommendations

# Kennedy Elementary



**Proposal**

- Improvements are needed to address accessibility and secure entrance concerns. This provides the opportunity to gain four classrooms (two new, two converted from the main office). Propose to build a new, identifiable secure front office with 3-stop elevator tower, which would include 2 new classrooms.

**Statistical Profile:**

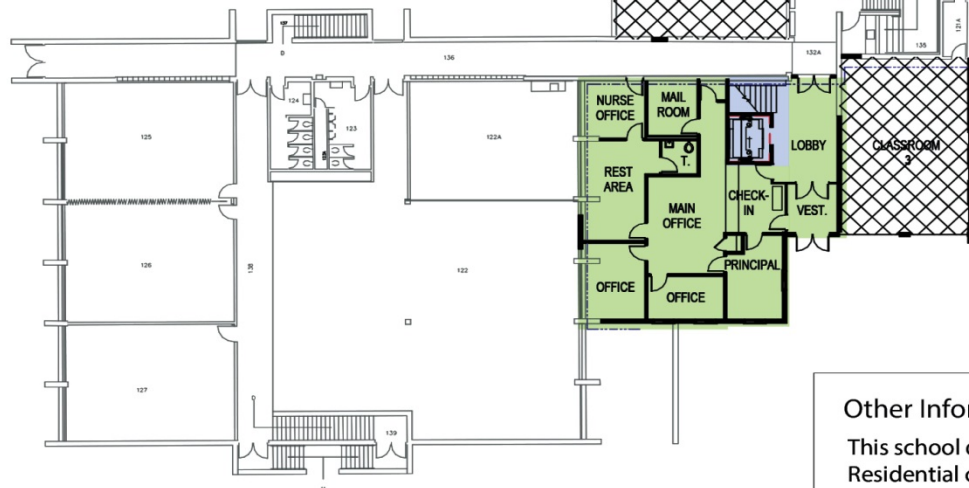
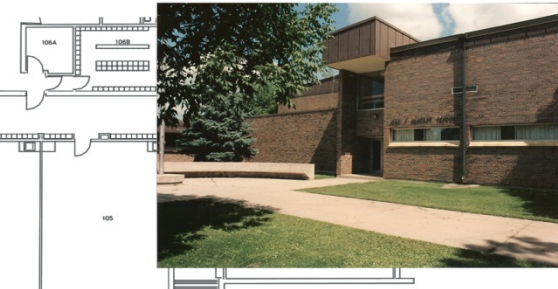
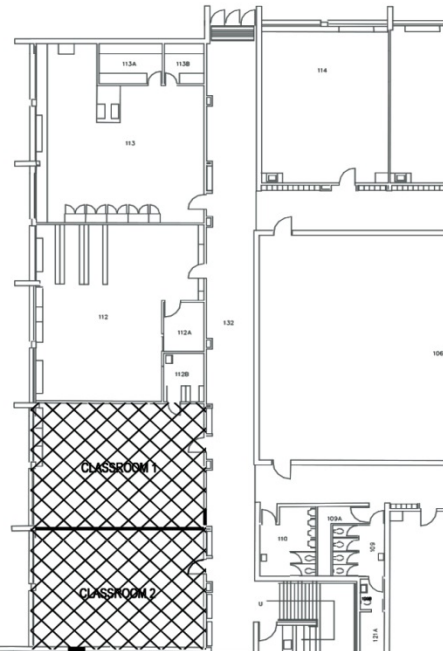
Enrollment	573
Capacity	603
Percent of Capacity	95%
Facility Condition Index	D
4K	No
DLI	No
SAGE	No
SES	40%

**Key**

- ADA accessibility remodel
- Addition for capacity increased
- Security upgrade
- Renovation

**Project Description**

- Add (1) three stop elevator
- Add (1) teacher workroom
- Add (2) accessible toilet rooms
- Relocate main offices at secured main entrance addition
- Remodel existing space for (2) classrooms, for additional students



**Principal Comments**

"At John F. Kennedy Elementary School, we are committed to serving our entire school-community, in ways which are inclusive, welcoming, and equitable. This commitment extends to all of our students, staff, families, and community members, including some who may have physical disabilities (need for an elevator) as well as all who live in our expansive attendance area (need for additional space). The proposed renovations will be critically important in removing barriers which prevent us from reaching our goals. Thank you!"

**Other Information:**

This school does not host 4K due to space limitations. Residential construction is expected in this attendance area.



# Elementary Program Considerations

## ✓ **Hosting 4K:**

*Increases capacity to host 4K at MMSD school sites*

## ✓ **Hosting DLI:**

*Ensure capacity for DLI at designated schools*

# Project Cost Summary – Preliminary Estimate

*Estimates Will Change as Plans Change!*

School	Capacity Gain	Secure Entrance	ADA Retrofit	Rennovation	Total
Franklin			1,153,570		1,153,570
Hamilton Van Hise	2,534,610				2,534,610
Hawthorne	1,772,440				1,772,440
Kennedy	323,136	950,400	627,264		1,900,800
Lake View			379,535		379,535
Midvale	2,109,520		527,380		2,636,900
Sandburg	3,167,520				3,167,520
Shorewood			950,844		950,844
Spring Harbor		715,433	368,556		1,083,989
<i>Frank Allis</i>		218,189	1,963,701		2,181,890
<i>Lowell</i>			1,123,180		1,123,180
<i>Randall</i>			740,451		740,451
<i>Mendota</i>			831,097	3,000,000	3,831,097
<i>Huegel</i>				2,500,000	2,500,000
<i>Planning Allowance</i>					1,000,000
<b>Total</b>	<b>9,907,226</b>	<b>1,884,022</b>	<b>8,665,578</b>	<b>5,500,000</b>	<b>26,956,826</b>



# Community Input on Facilities

- Community Forum      World café-style conversation
- Focus Groups      Representative of Community
- Survey      Email to parents and MSCR patrons
- Presentation      District-wide parent group
- General Feedback      Online forum and postcard

# Community Input on Facilities

## Community Forum

- ✓ A world café-style conversation
- ✓ In a community location
- ✓ Begin with presentation by MMSD Leadership
- ✓ Discussion of key questions among 75-100 people
- ✓ Feedback collected to identify themes



# Community Input on Facilities

## Focus Groups

- ✓ Professional moderator
- ✓ 4 Groups of 4-6 people
- ✓ From MMSD parents and MSCR lists
- ✓ Reflecting the racial, ethnic and socioeconomic demographics of each high school attendance area.

# Community Input on Facilities

## Survey

- ✓ Administered via email - Survey Monkey
- ✓ Email to all MMSD parents and MSCR patrons
- ✓ Two-week survey period

# Community Input on Facilities

## Presentation

- ✓ FACE facilitated district-wide parent group meeting
- ✓ With PTO's, parent-empowerment groups, and other informal parent groups
- ✓ Information sharing, Q&A
- ✓ Parents share info across their networks



# Community Input on Facilities

## General Feedback

- ✓ Creates awareness, starts conversation
- ✓ Cards placed at community centers & gathering places
- ✓ Online maintains the conversation throughout the process

# Schedule for Community Input

September	October	November
<p>Week of 9/15 <b>Identify focus group moderator</b> <b>Secure forum date</b></p>	<p>Week of 10/6 <b>Parent group presentation</b> <b>Focus groups begin</b></p>	<p>11/17 <b>Report</b> <b>Presented to</b></p>
<p>Week of 9/22 <b>Launch web feedback forum</b></p>	<p>Week of 10/13 <b>Community forum</b> <b>Focus groups continue</b> <b>Close survey</b></p>	<p><b>Operations Work Group</b></p>
<p>Week of 9/29 <b>Distribute feedback cards</b> <b>Launch survey</b></p>	<p>Week of 10/20 <b>All data to Research Dept. for analysis and reporting</b></p>	



# Next Steps in Planning Process

- **Refine the Project Scope**
- **Further Development of Plans and Project Budget**
- **Begin Public Input Process**
- **Further Development of Detailed Capital and Debt Structure**
- **Final Action by December Operations Meeting**

See Detailed  
Planning  
Calendar in  
Meeting  
Packet



## Potential Boundary Changes to Alleviate Capacity Concerns

In the Madison Metropolitan School District, several schools are around or above 100% of their calculated K-12 student capacity and well above the ideal operating level of 90% of capacity. As a result, MMSD administration has recommended facilities improvements to alleviate capacity concerns, but others have suggested that boundary changes may be an alternative option.

The Research & Program Evaluation Office was asked to explore the feasibility of moving students from the schools that are relatively full where facilities improvements were recommended to other schools that are relatively less full. In this report, we explore six hypothetical moves of this nature.

### Six Considerations

In 2007, the Board of Education adopted six considerations to use when redrawing boundary lines. These considerations are:

1. **Reasonable Bus Routes** - Every attempt will be made to keep bus routes no more than 45 minutes in duration one way.
2. **Five-Year Rule** - No area will be required to change schools, as a result of boundary line changes, more than once during a five-year span.
3. **Grandfather 4<sup>th</sup> and 5<sup>th</sup> Grade** - Grandfathering 4<sup>th</sup>- and 5<sup>th</sup>-grade students will be considered when boundary lines are redrawn, and every effort will be made to allow 5<sup>th</sup> graders to remain at their school
4. **Desirable School Size** - School size of two sections per grade level to a maximum of 650 students is desirable. However, whenever possible, school sizes of approximately 450 students will be created
5. **Avoid Low-Income Concentrations** - Every attempt will be made to avoid creating schools with high concentrations of low-income families. Creating large schools (over 500 students) with high densities of students from low-income households will be avoided whenever possible.
6. **Keep Neighborhoods Intact** - Efforts will be made to keep geographically and historically defined neighborhoods together and to consider the proximity of students to a school when redrawing boundary lines. Every effort will be made to protect the ability of students to walk to school, rather than needing to be transported.

### Other Factors to Consider

Beyond the six considerations, there are several other factors to consider when contemplating boundary changes. First, changes to student demographics beyond low-income concentrations are important, including the effect on the student population in terms of race/ethnicity, special education status, and English language learners.

In addition, we should also remember that redrawing boundary lines at the elementary level may not only affect the elementary school a child attends, but also the middle and high school (i.e., their feeder pattern). As such, the ideal state is to have minimal disruption in that feeder pattern, while still moving students in ways that deal with capacity concerns.

Boundary change discussions should also keep in mind that students and families do have options that allow them to not attend their neighborhood school, including open enrollment, internal transfer, and charter schools. Therefore, deciding to move an attendance boundary does not guarantee that students who previously attended their neighborhood school would continue to do so with the new boundaries.

Finally, there are important political considerations that play into boundary changes. These decisions are likely to elicit strong and often emotional responses from many groups at the original school, the destination school and all others impacted by the decision. Therefore, these decisions should not be taken lightly, and boundary changes should only be made when incredibly compelling evidence exists to support that choice. This is especially important given the upcoming long-range facilities plan, which may provide more comprehensive solutions than boundary changes at this time.



## Report Structure

This report includes a one-page analysis of each of the six hypothetical moves proposed to alleviate crowding:

1. Moving students from **Sandburg to Mendota**
2. Moving students from **Midvale to Thoreau**
3. Moving students from **Van Hise to Thoreau**
4. Moving students from **Hamilton to Cherokee**
5. Moving students from **Hawthorne to Lowell**
6. Moving students from **Kennedy to Allis**

Each analysis includes a description of the proposed move (including map); implications of the move on capacity, student demographics, feeder patterns, and other areas; and implications of the move for four of the six considerations. We do not include either the five-year rule or grandfathering in the analyses, as none of the proposed moves violate these considerations.

It is important to note that there are countless hypothetical scenarios for boundary changes, ranging from simple exchanges between two schools (such as those highlighted here) to more complicated scenarios that require redrawing boundaries that affect multiple school sites. As such, it's extremely impractical for any report to be comprehensive, but instead should illustrate some viable options.

## Synopsis

Of the hypothetical attendance boundary changes discussed in this report, only one (Hamilton to Cherokee) did not violate any of the relevant considerations for boundary changes. Of course, there are an infinite number of possible boundary changes and student moves, but the examples provided in this report, which we chose to be as reasonable as possible and representative of a typical proposal, illustrate why moving existing neighborhoods from relatively full to relatively less full schools often poses significant problems.

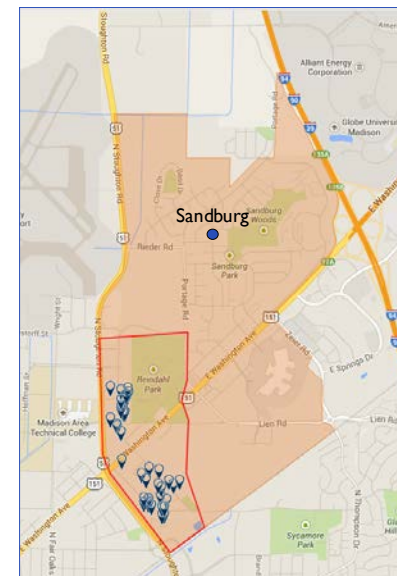
In addition, as the 'six considerations' framework suggests, every potential boundary change has complex political implications for the students and families that would be moved, as well as the students and families at both affected schools. Schools often become crowded as a result of significant demand among community members to send their children to those schools; as such, moving neighborhoods away from high-demand schools is likely to face significant opposition. Past boundary change proposals in MMSD have been highly contentious, and future boundary change proposals are likely to be contentious as well. Added transportation costs are also a factor. We estimate an increase in yellow bus transportation costs ranging from \$200,000 to \$350,000 per year. The range is dependent upon our ability to combine and coordinate the new routes while maintaining or reducing existing routes.

As such, we believe that the upcoming long-range facilities plan will include solutions that are more comprehensive, less politically controversial, and less challenging for MMSD students and families than changing school attendance boundaries. Boundary changes should only be considered with incredibly compelling evidence that the boundary change is the right way to alleviate capacity concerns, and given the significant issues raised by the hypothetical and illustrative examples in this report, reaching that standard of compelling evidence will be extremely difficult.



### Sandburg to Mendota

For this report, we calculated the likely implications of moving 76 students in the southwestern part of the Sandburg attendance area, east of Stoughton Road, to Mendota. The map to the right illustrates the area we considered, with the red outline showing the boundaries containing the 76 students and the larger orange shading showing the entire Sandburg attendance area.



#### Implications

	Enrollment			Demographics				
	Total	Capacity	% of Capacity	White	Students of Color	FR lunch	Special Ed	ELL
Sandburg Now	381	393	97%	29%	71%	71%	13%	50%
Sandburg with Subtractions	305	393	78%	31%	69%	69%	13%	48%
Mendota Now	279	393	71%	27%	73%	76%	18%	10%
Mendota with Additions	355	393	90%	26%	74%	77%	16%	20%

By moving these students, Sandburg would go from 97% capacity to 78% capacity. The percent of students of color, students receiving free/reduced lunch, and special education students would change little. However, the ELL population at Mendota would double from 10% to 20%. Sandburg and Mendota both fall into the Sherman Middle – East High feeder pattern, so the move would not impact students’ future enrollments.

While the capacity, enrollment, and feeder implications appear relatively minor, the transition for students could be dramatic. As an Early Adopter school for technology and a dual language immersion school, Sandburg has distinctive programming occurring that is not present at Mendota.

#### Considerations

Reasonable Bus Routes?	Desirable School Size?	Avoids Low Income Concentrations?	Keeps Neighborhoods Intact?
Bus ride times to Mendota would be less than 30 minutes. Extra transportation expense would be incurred to 2 create specialized routes.	Yes – Both schools would remain below the 450 student enrollment mark.	Yes – Percentages would stay relatively constant.	No – Moving this section of Sandburg to Mendota requires busing students through at least two other attendance areas, as these schools do not share attendance area borders.

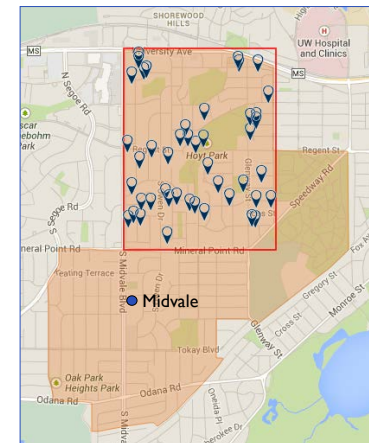
#### Summary

Moving students from Sandburg to Mendota would free up capacity at Sandburg and not significantly shift student demographics, except for the increase in ELL students at Mendota. The move only violates one of the four considerations examined here. The transition between schools with very different existing programs could be dramatic for students and families. Also, Mendota is an early start school while Sandburg is a late start, which has an impact on family schedules.



### Midvale to Thoreau

For this report, we calculated the likely implications of moving 51 students in the northern part of the Midvale attendance area, north of Mineral Point Road, to Thoreau. The map to the right illustrates the area we considered, with the red outline showing the boundaries containing the 51 students and the larger orange shading showing the entire Midvale attendance area.



#### Implications

	Enrollment			Demographics				
	Total	Capacity	% of Capacity	White	Students of Color	FR lunch	Special Ed	ELL
Midvale Now	445	442	101%	29%	71%	62%	11%	51%
Midvale with Subtractions	394	442	89%	22%	78%	69%	12%	56%
Thoreau Now	389	472	76%	52%	48%	47%	12%	27%
Thoreau with Additions	440	472	93%	55%	45%	42%	11%	25%

By moving these students, Midvale would go from 101% capacity to 89% capacity, while Thoreau would go from 76% to 93% capacity, above the target of 90% or below. The percent of students of color and students receiving free/reduced lunch at Midvale would each increase 7 percentage points. Midvale and Thoreau are both in the West attendance area.

#### Considerations

Reasonable Bus Routes?	Desirable School Size?	Avoids Low Income Concentrations?	Keeps Neighborhoods Intact?
Bus ride times into Thoreau would be less than 30 minutes. Extra transportation expense would be incurred to create 2 specialized routes.	Yes – Both schools would remain below the 450 student enrollment mark.	No – The share of low-income students at Midvale would increase from 62% to 69%.	No – The Midvale and Thoreau attendance areas are contiguous, but busing these students to Thoreau would still take them through the Midvale attendance area.

#### Summary

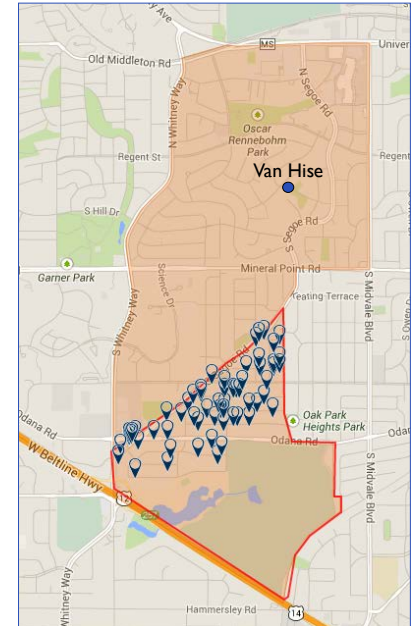
This move would alleviate capacity concerns at Midvale but move Thoreau above ideal operating capacity. In addition, low-income students and students of color would become more highly concentrated at Midvale, and moved students would have to pass Midvale to reach Thoreau. Both schools are late start schools.

### Van Hise to Thoreau

For this report, we calculated the likely implications of moving 80 students in the southern part of the Van Hise attendance area, south of Segoe Road, to Thoreau. The map to the right illustrates the area we considered, with the red outline showing the boundaries containing the 80 students and the larger orange shading showing the entire Van Hise attendance area.

#### Implications (Excluding the Midvale to Thoreau Scenario)

	Enrollment			Demographics				
	Total	Capacity	% of Capacity	White	Students of Color	FR lunch	Special Ed	ELL
Van Hise Now	398	380	105%	58%	42%	20%	11%	28%
Van Hise with Subtractions	318	380	84%	57%	43%	18%	13%	28%
Thoreau Now	389	472	82%	52%	48%	47%	12%	27%
Thoreau with Additions	469	472	99%	54%	46%	43%	11%	27%



By moving these students, Van Hise would go from 105% capacity to 84% capacity. However, Thoreau would increase from 82% to 99% of capacity. The percent of students of color, students receiving free/reduced lunch, special education students, and ELL students would change little. Both schools feed to West High, although Van Hise feeds to Hamilton Middle while Cherokee feeds to Thoreau Middle.

#### Considerations

Reasonable Bus Routes?	Desirable School Size?	Avoids Low Income Concentrations?	Keeps Neighborhoods Intact?
Bus ride times into Thoreau would be less than 30 minutes. Extra transportation expense would be incurred to create 2 specialized routes.	Yes – Thoreau would increase in size significantly but would be close to the 450 student target.	Yes – Percentages would stay relatively constant.	No – Moving this section of Van Hise to Thoreau requires busing students through at least one other attendance area, as these schools do not share attendance area borders.

#### Summary

This move would alleviate capacity concerns at Van Hise but bring Thoreau to 99% of capacity, thus shifting a capacity issue from one location to another. In addition, Van Hise and Thoreau do not have contiguous boundaries, so students would pass through at least one other attendance area moving from Van Hise to Thoreau. Both schools are late start schools.

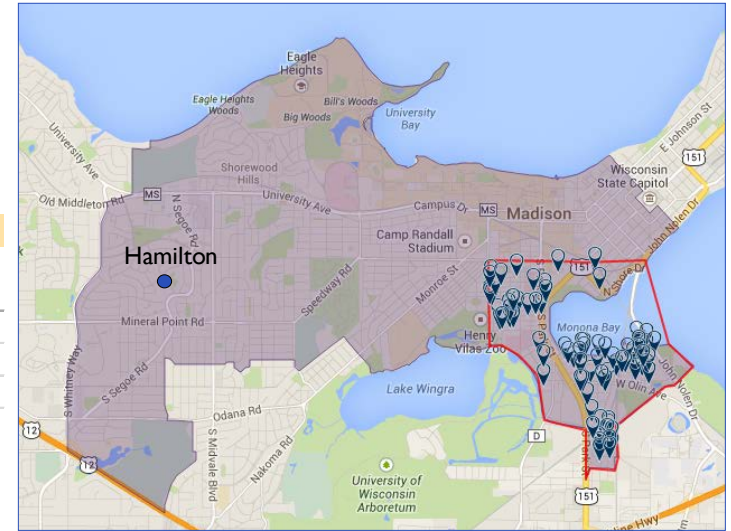


### Hamilton to Cherokee

For this report, we calculated the likely implications of moving 98 students in the southeastern part of the Hamilton attendance area to Cherokee. The map to the right illustrates the area we considered, with the red outline showing the boundaries containing the 98 students and the larger orange shading showing the entire Hamilton attendance area.

#### Implications

	Enrollment			Demographics				
	Total	Capacity	% of Capacity	White	Students of Color	FR lunch	Special Ed	ELL
Hamilton Now	794	774	103%	67%	33%	18%	12%	15%
Hamilton with Subtractions	696	774	90%	68%	32%	15%	12%	15%
Cherokee Now	509	630	81%	35%	65%	61%	18%	30%
Cherokee with Additions	607	630	96%	40%	60%	57%	17%	28%



By moving these students, Hamilton would go from 103% capacity to 90% capacity but Cherokee would go from 81% to 96% capacity, well above the ideal operating capacity. The demographic implications of this move would be minimal and both middle schools feed to West High.

#### Considerations

Reasonable Bus Routes?	Desirable School Size?	Avoids Low Income Concentrations?	Keeps Neighborhoods Intact?
There is no existing yellow bus service into Hamilton (middle school). May have to create this service or work with Metro to create the service into Cherokee. Bus ride times would be less than 45 minutes.	Yes – School size considerations as adopted by MMSD did not apply to middle schools.	Yes – Percentages would stay relatively constant.	Yes – The Hamilton and Cherokee attendance areas are contiguous so busing these students to Cherokee would not be problematic. This area also falls into only the Franklin/Randall elementary attendance area.

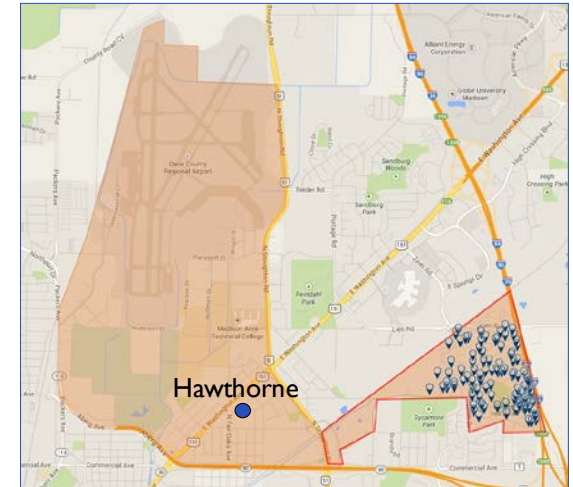
#### Summary

This move does not violate any of the relevant boundary change considerations. However, this move would bring Cherokee to 96% of capacity, well above the ideal of 90%.



### Hawthorne to Lowell

For this report, we calculated the likely implications of moving 164 students in the eastern part of the Hawthorne attendance area, east of Stoughton Road, to Lowell. The map to the right illustrates the area we considered, with the red outline showing the boundaries containing the 164 students and the larger orange shading showing the entire Hawthorne attendance area.



#### Implications

	Enrollment			Demographics				
	Total	Capacity	% of Capacity	White	Students of Color	FR lunch	Special Ed	ELL
Hawthorne Now	375	354	106%	21%	79%	74%	9%	43%
Hawthorne with Subtractions	211	354	69%	22%	78%	82%	8%	39%
Lowell Now	314	452	60%	54%	46%	51%	13%	18%
Lowell with Additions	478	452	106%	43%	57%	55%	12%	28%

By moving these students, Hawthorne would go from 106% to 69% of capacity, but Lowell would go from 60% to 106% of capacity, simply moving a capacity issue from one location to another. In addition, the share of ELL students at Lowell would increase from 18% to 28%, and the percent of low-income students at Hawthorne would increase from 74% to 82%. Hawthorne and Lowell each fall within the East attendance area.

#### Considerations

Reasonable Bus Routes?	Desirable School Size?	Avoids Low Income Concentrations?	Keeps Neighborhoods Intact?
Bus ride times into Lowell would be approximately 40 minutes. Extra transportation expense would be incurred to create 3 specialized routes.	No – Hawthorne would decrease to 211 students, becoming the smallest elementary school in MMSD.	No – The percent of low-income students at Hawthorne would increase from 74% to 82%, making Hawthorne the lowest-income elementary school in MMSD.	No – Students bused from this area to Lowell would pass through at least one other attendance area.

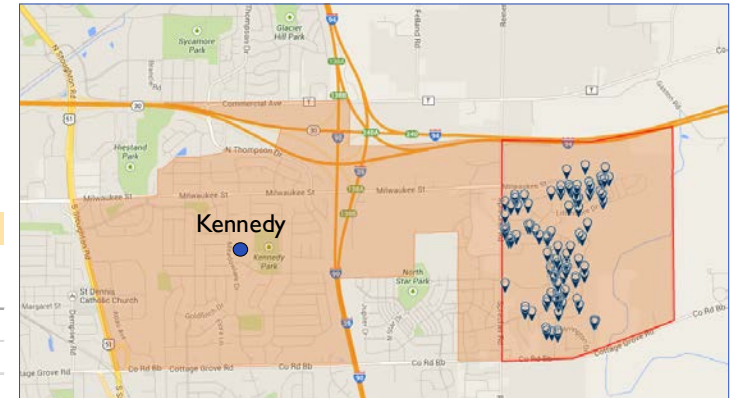
#### Summary

This move would alleviate capacity concerns at Hawthorne but bring Lowell to 106% of capacity, thus moving a capacity concern from one location to another. In addition, Hawthorne would become the school with the highest concentration of low-income students in the district as a result of the move, and students would be bused through at least one other attendance area moving from Hawthorne to Lowell.



### Kennedy to Allis

For this report, we calculated the likely implications of moving 127 students in the eastern part of the Kennedy attendance area, east of Sprecher Road, to Allis. The map to the right illustrates the area we considered, with the red outline showing the boundaries containing the 127 students and the larger orange shading showing the entire Kennedy attendance area.



#### Implications

	Enrollment			Demographics				
	Total	Capacity	% of Capacity	White	Students of Color	FR lunch	Special Ed	ELL
Kennedy Now	573	603	95%	60%	40%	41%	8%	14%
Kennedy with Subtractions	446	603	74%	57%	43%	48%	10%	14%
Allis Now	388	590	66%	24%	76%	76%	17%	33%
Allis with Additions	515	590	87%	36%	64%	62%	14%	28%

By moving these students, Kennedy would go from 95% capacity to 74% capacity and Allis would go from 66% to 87% capacity. The percent of low-income students at Allis would decrease from 76% to 62% and the percent of students of color at Allis would decrease from 76% to 64%. Other demographic implications are minimal.

#### Considerations

Reasonable Bus Routes?	Desirable School Size?	Avoids Low Income Concentrations?	Keeps Neighborhoods Intact?
Bus ride times to Allis would be less than 30 minutes. Extra transportation expense would be incurred to create specialized route.	No – Allis would be well over the 450 student target, although Kennedy would move much closer to this target.	Yes – Although the percent of low-income students at Kennedy would increase from 41% to 48%, this is still below the district average.	No – Students bused from Kennedy to Allis would be bused through at least one other attendance area.

#### Summary

The demographic implications of this move are not problematic and both schools would reach an acceptable enrollment level relative to capacity. However, students moving from Kennedy to Allis would be bused through at least one other attendance area, and Allis would increase to 515 students, well above the district’s stated target of 450 students per school. Both schools are late start schools.

MMSD Facility Planning Schedule  
Operations Work Group, September 15, 2014

	September		October		November		December		January		February		March		April	
	BOARD	STAFF	BOARD	STAFF	BOARD	STAFF	BOARD	STAFF	BOARD	STAFF	BOARD	STAFF	BOARD	STAFF	STAFF	
<b>Facility Plan Development</b>	Review & Provide Feedback on Preliminary (Schematic) School Plans, which Focus on Elementary Capacity; Respond to Staff Recommendation on School Attendance Boundaries	Prepare Preliminary (Schematic) Plan (Staff and PRA Architect) for Board Review; Provide Attendance Boundary Report by Research Dept.	Receive Updated Full Project Plans, Including Elementary Capacity, Accessibility Improvements, & Renovations; Offer Reactions, Suggestions	Site Specific Plans updated based on technical input (engineering) and program input (Instructional/operational); Consultation with City Planning	Review Present Near Final Project Plans, Including Elementary Capacity, Accessibility Improvements, & Renovations; Offer Reactions, Direction, Shape the Plan	On-going Consultation with City of Madison Planning Department regarding City Requirements, Approval Processes	Receive, Evaluate, Modify Final Plan Set - Key Decision Point Regarding April 2015	Seeking action by the Board at this Meeting to approve the Plan Set		Architect to Develop with Detailed Plan Set (Construction Documents) for Bidding in April; Develop Plan to Expedite the Work		Architect to Develop with Detailed Plan Set (Construction Documents) for Bidding in April; Develop Plan to Expedite the Work	Monitor Development of Detailed Plan Set (Construction Documents) for Bidding in April; Develop Plan to Expedite the Work	Architect to Develop with Detailed Plan Set (Construction Documents) for Bidding in April; Develop Plan to Expedite the Work		If Referendum is Approved, Bid Project Immediately
<b>Financial Planning</b>	Monitor Ongoing Updates to 'Total Project Cost Schedule' as Presented by Staff	Update 'Total Project Cost' Schedule; Develop multiple options (amortization schedule options) for a project financing plan with Board (financial advisor)	Offer Guidance & Direction on Various Financing Options & Taxpayer Impact Estimates	Include Financial Materials for Board in October, but Major Financial Focus Would Occur in November	Review and Assess Recommended Financial Plan, along with Estimated Taxpayer Impact	Request Board Direction on Financial Plan, with Final Recommendation presented in December	Review and Select Final Financing Plan / Adoption by Board	Seeking action by the Board at this Meeting to accept the Financing Plan								If Referendum is Approved, Seek Project Financing
<b>Community Input</b>	Board Reactions & Response to Proposed Community Input Recommendation	Begin Public Input Process: Set Up Forums, Launch Web Feedback, Launch Survey; Emphasize Immediate Recommendations versus Long-term Planning Effort	Invited to Attend Parent Group Presentations; Focus Group Meetings; Survey Process Continues	Gather Public Information, provide to Research Dept. for Analysis and begin Draft Report to Board (present in November); Post Update to MMSD Website	Take In and Evaluate Community Input based on Report from Research Department	Present Public Input Report in November to Allow Nov-Dec timeframe for acting upon community input on facility recommendations	Review and Final Public Input for Review for by Board of Education		Review, Approve Staff Recommendation for Communications Plan	Design Communication & Engagement Strategy; Social Media, Website; School Tours, Referendum Info Events	Receive Update on Communication & Engagement Strategy; Social Media, Website; School Tours, Participate in Referendum Info Events; Provide Leadership Voice on Referendum Rationale		Monitor Communications Plan, Provide Leadership Voice on Referendum Rationale	Execute Communication & Engagement Strategy; Social Media, Website; School Tours, Referendum Info Events	Prepare Communication Plan Depending on Outcome of Referendum	
<b>Staff Engagement</b>	Monitor, Keep Informed of Staff Engagement	For Each School impacted by the Plan, meet with Principal, describe plan elements and planning process; Update in Principal Newsletter	Monitor, Keep Informed of Staff Engagement	Detailed meetings with Specific Schools; General Updates in Principal Newsletter and Staff Newsletter	Monitor, Keep Informed of Staff Engagement	Detailed meetings with Specific Schools; General Updates in Principal Newsletter and Staff Newsletter	Monitor, Keep Informed of Staff Engagement	Detailed meetings with Specific Schools; General Updates in Principal Newsletter and Staff Newsletter				Regular Updates Provided thru Principal Newsletter and Staff Newsletter, MMSD Web		Regular Updates Provided thru Principal Newsletter and Staff Newsletter, MMSD Web	Prepare Internal Communication Plan Depending on Outcome of Referendum	
<b>Legal Considerations for Referendum Planning</b>			Receive Research, Preparation by MMSD Legal team regarding Board actions needed if an April 2015 referendum is sought	MMSD Legal team preparation regarding Board actions needed if an April 2015 referendum is sought	Receive Update regarding Board actions needed if an April 2015 referendum is sought	Update the Board regarding actions needed if an April 2015 referendum is sought	Board Action to Adopt an Authorizing Resolution for an April 2015 school bond referendum	Prepare Authorizing Resolution as Directed by Board		Identify Publication / Notice Requirements, Legal Obligations Required of MMSD		Brief the Board on Publication / Notice Requirements, Legal Obligations Required of MMSD		Identify Publication / Notice Requirements, Legal Obligations Required of MMSD	Vote	
<b>Assembling Project Team, Expediting the Work</b>				Explore Options to Expedite the Work - Report Steps Needed for Earliest Possible Occupancy and Later Occupancy; Prepare Information for Board	Evaluate the cost / benefit of Expediting the Construction Schedule - Review Steps Needed for Earliest Possible Occupancy and Later Occupancy	Draft Report for Board Exploring Options to Expedite the Work - Report Steps Needed for Earliest Possible Occupancy and Later Occupancy; Prepare Information for Board		As Directed by Board, Execute Specific Actions, Such as Bids, RFPs, Early Permit Applications, etc. Required to Expedite the Project		As Directed by Board, Execute Specific Actions, Such as Bids, RFPs, Early Permit Applications, etc. Required to Expedite the Project		As Directed by Board, Execute Specific Actions, Such as Bids, RFPs, Early Permit Applications, etc. Required to Expedite the Project		As Directed by Board, Execute Specific Actions, Such as Bids, RFPs, Early Permit Applications, etc. Required to Expedite the Project	As Directed by Board, Execute Specific Actions, Such as Bids, RFPs, Early Permit Applications, etc. Required to Expedite the Project	