

ARLINGTON INDEPENDENT SCHOOL DISTRICT
Financial Futures Committee
March 5, 2013
6:30 pm, Mac Bernd Professional Development Center

WELCOME.....Dan Malone
Chairperson

OVERVIEW OF FACILITIES ASSESSMENT.....Casey Morris
Jacobs Project Management

REPORT ON RECOMMENDATIONS FROM 2012-13 FFC.....Tony Pompa
Chair, Board FFC Liaison Committee

COMMITTEE DISCUSSION.....Dan Malone
Cindy Powell



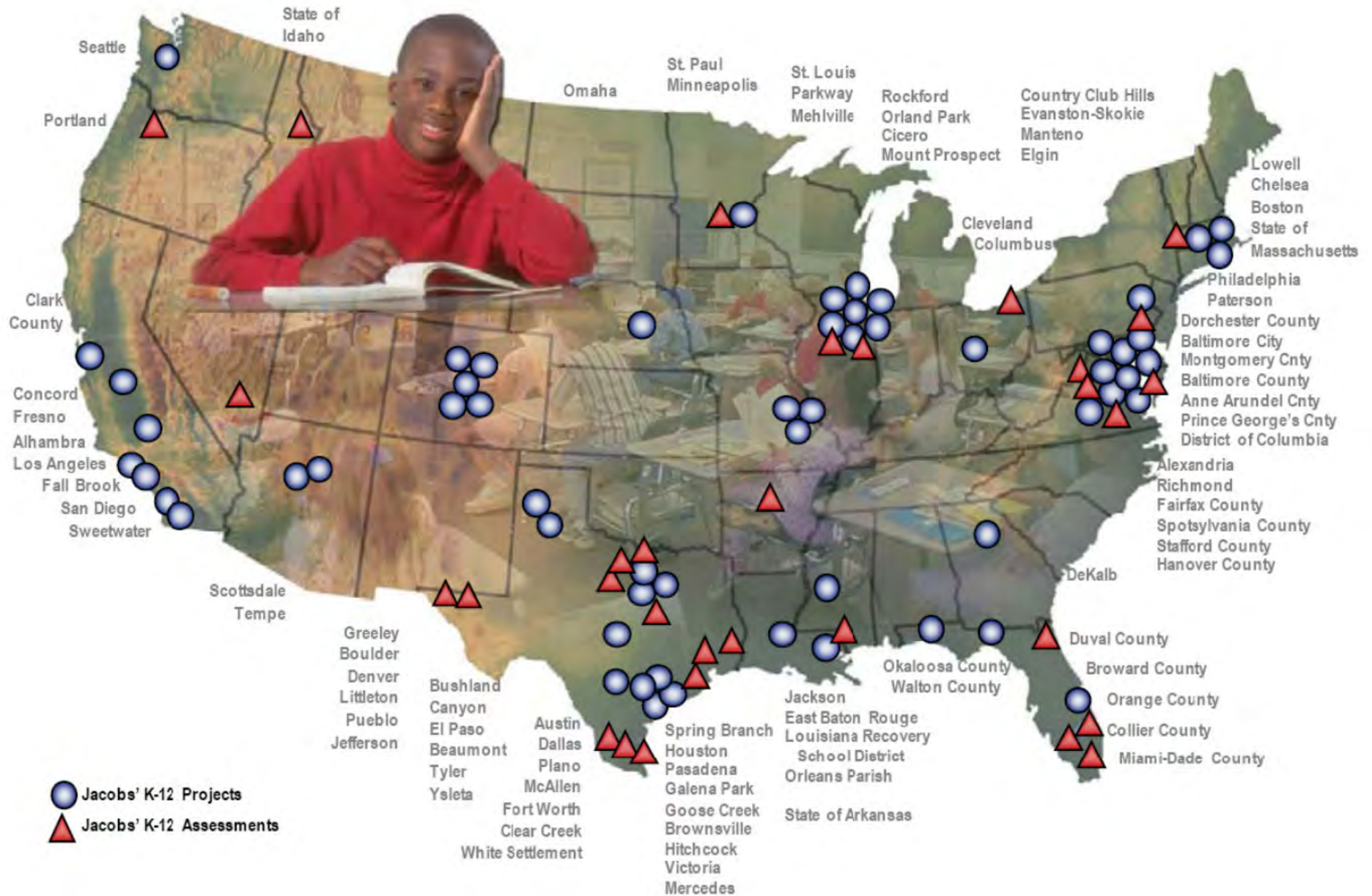
Arlington ISD

JACOBS[®]



interview for

Facilities Assessment Project



11,700 out of 98,700 (1 in 10 schools!)

Experience as a TEAM...



K-12 = our core business

local expertise

national experience & best practices



in 21st Century Instructional Spaces

tools & technologies

community engagement & support

comprehensive detail assessment



**Quality Assurance /
Quality Control**
Nina Wollman



Project Executive
Sam Wilson, REFP

Project Manager
Casey Morris



**M=A=P=S™ Database
Implementation**
Mark Mehlberger



**Educational Standards /
Community Outreach**
Tracy Richter

**Long Range Capital
Planning**
Sam Wilson

**Project Implementation
Planning**
Ron Holleyhead, AIA, IIDA,
REFP, NCARB, LEED AP

ADA Assessment
Ken Otten



**Building Condition
Assessment**
Jessica Caffey, PE



**Educational Adequacy
Assessment**
Eric Sheppard

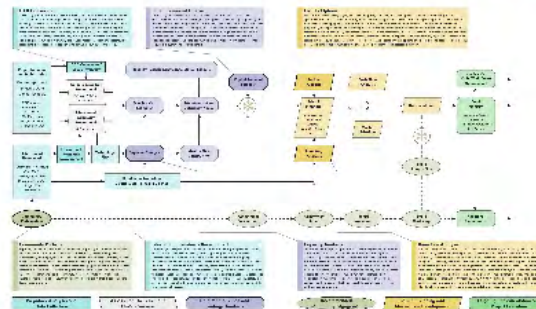
**ADA Assessment Teams
(3)**

BCA Field Teams (3)
Architectural / MEP /
Roofing / Civil / Structural

EAA Field Teams (4)



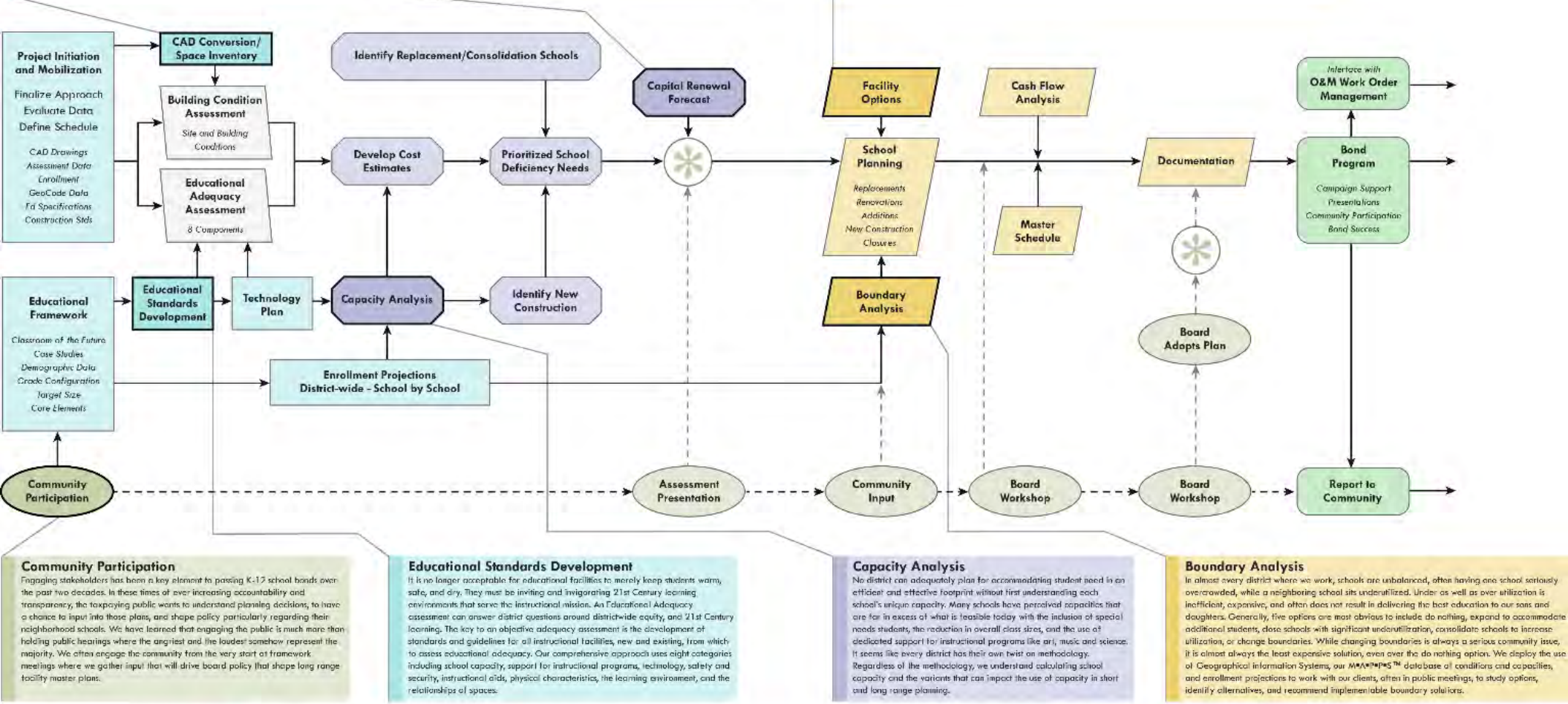
SCOPE DESCRIPTION



CAD Conversion
 Converting paper-based or scanned site and floor plans to vector-based CAD files is a critical first step in management of a large K-12 facilities portfolio. Jacobs routinely converts archive plans to AutoCAD and links those drawings at the room level to the database for updating over time. This provides for accurate space measurement, an online space inventory, and can be a resource for first responders in an emergency. Perhaps most critically it also provides accurate information regarding room numbers, room use, and square footages, which are paramount to calculating defensible school capacities under just about any methodology.

Capital Renewal Forecasting
 Forecasting the renewal of building systems as they reach the end of their serviceable life is important to budget development as well as capital planning. All building systems eventually require replacement, some sooner than others, and some multiple times throughout a building's life. Our assessment process, in addition to current deferred maintenance deficiencies, gathers the age and condition of major building systems so that we can accurately calculate remaining life from our expected life tables. This data can then be used to forecast anticipated capital required at systems near replacement.

Facility Options
 Tied directly to community engagement and long range planning, the development of facility options can provide opportunities to reduce overall footprint, better utilize existing schools, and lower district operating expense. However, to be effective, developing these options requires a base level of information that includes school-by-school enrollment projections, a comprehensive understanding of facility condition and capital renewal needs at each location, the cost of correcting deficient conditions, and school capacity. With this information, there are almost always more than one option for addressing district needs at any given location, including renovation, expansion, new construction, replacement construction, consolidation, repurposing, and in some cases closure. While some of these options are a challenge to propose, credible and defensible data is the cornerstone to arriving at a purposeful if not palatable solution.



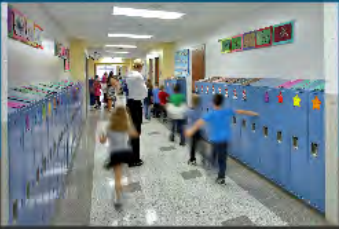
Community Participation
 Engaging stakeholders has been a key element to passing K-12 school bonds over the past two decades. In these times of ever increasing accountability and transparency, the taxpaying public wants to understand planning decisions, to have a chance to input into those plans, and shape policy particularly regarding their neighborhood schools. We have learned that engaging the public is much more than holding public hearings where the angriest and the loudest somehow represent the majority. We often engage the community from the very start at framework meetings where we gather input that will drive board policy that shape long range facility master plans.

Educational Standards Development
 It is no longer acceptable for educational facilities to merely keep students warm, safe, and dry. They must be inviting and invigorating 21st Century learning environments that serve the instructional mission. An Educational Adequacy assessment can answer district questions around district-wide equity, and 21st Century learning. The key to an objective adequacy assessment is the development of standards and guidelines for all instructional facilities, new and existing, from which to assess educational adequacy. Our comprehensive approach uses eight categories including school capacity, support for instructional programs, technology, safety and security, instructional aids, physical characteristics, the learning environment, and the relationships of spaces.

Capacity Analysis
 No district can adequately plan for accommodating student need in an efficient and effective footprint without first understanding each school's unique capacity. Many schools have perceived capacities that are far in excess of what is feasible today with the inclusion of special needs students, the reduction in overall class sizes, and the use of dedicated support for instructional programs like art, music and science. It seems like every district has their own twist on methodology. Regardless of the methodology, we understand calculating school capacity and the variants that can impact the use of capacity in short and long range planning.

Boundary Analysis
 In almost every district where we work, schools are unbalanced, often having one school seriously overcrowded, while a neighboring school sits underutilized. Under as well as over utilization is inefficient, expensive, and often does not result in delivering the best education to our sons and daughters. Generally, five options are most obvious to include do nothing, expand to accommodate additional students, close schools with significant underutilization, consolidate schools to increase utilization, or change boundaries. While changing boundaries is always a serious community issue, it is almost always the least expensive solution, even over the do nothing option. We deploy the use of Geographical Information Systems, our MAPINFO™ database of conditions and capacities, and enrollment projections to work with our clients, often in public meetings, to study options, identify alternatives, and recommend implementable boundary solutions.





WORK PLAN & SCHEDULE

EDUCATIONAL ADEQUACY PROCESS



Educational Adequacy Reviews

Focuses on what is missing in the instructional environment

Jacobs pioneered standards-based adequacy 15 years ago

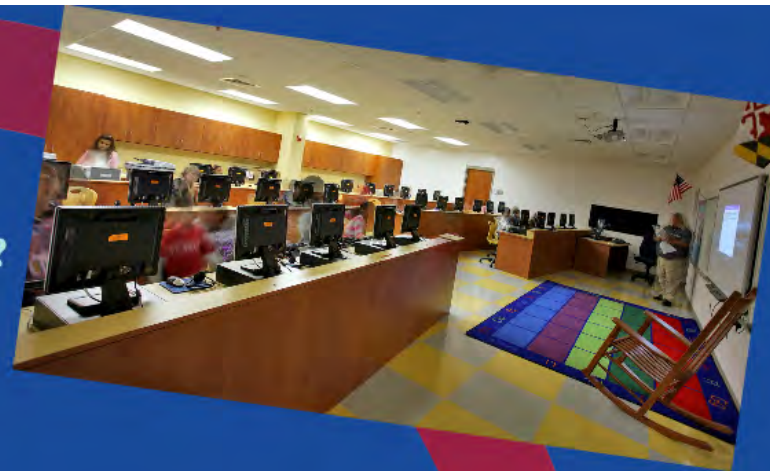
- 8 Categories
- School, Building and Room Level Criteria
- Over 100 Different Elements
- May Account for 15-20% of Cost to Renovate Schools

Surveys performed with handheld computers

- Compare Against Standards
- Results in Deficiencies and Rating



capacity?



support for programs?

technology supporting the classroom?

best option for security & supervision?

proper instructional aids & tools for teaching?



environment supports learning?

physical characteristics of facilities?



relationships of spaces?



Plan for Planning

- approved process
- form committees
 - visioning
 - partnering



Data Collection

- trends in education
- demographics
- programs



Community Dialogue Educational Framework

- school size
 - grade configuration



Ed Adequacy Assessment

- capacity
- support spaces
- instructional aids



Develop Options

- growth & expansion
- repurposing
- modernization



Final Report

- recommendations
 - enrollment
 - capacity
 - phasing



Q&A

Method for Calculating Capacity

- Capacity analysis is complex
- Desire for calculated capacity to "test" right sized on current school programs vs. need for a calculable capacity that supports long term planning
 - Uniformly applied approach (simple) vs. approach that incorporates special situations at each school
 - Classroom capacity vs. site constraints



Demographic & Enrollment Trends

We believe enrollment projections must be integrated with capacity, condition and cost to develop a reliable long range plan. Understanding where students will likely live 5 years from now says a lot about facilities needs.

- Data from many sources
- Historic enrollments
 - Housing data
 - Birth data
 - Census data
 - Regional and local



M.A.P.P.S.™

- CAD File Linked for Space Inventory
- Educational Adequacy Standards
- Enrollment Projections with GIS
- Facility Condition Assessment
 - Educational Adequacy
 - Current Building Condition
 - Life Cycle Forecast
- Capacity and Utilization
- Long Range Capital Plan
- Database for Ongoing Management of Data

Community Engagement & Input

- We sustain a fundamental belief in community engagement.
- We typically engage throughout the planning process
 - Early engagement to establish standards
 - Planning dialogues to guide decisions
 - Steering committee comprised of actual base community members



Community Engagement & Input

- We employ tools to meet project needs:
- SNAP (Scanline) forms for large groups
 - Questionnaires for smaller groups
 - Online surveys for wider public participation



Workflow for Ongoing Management



Educational Adequacy Reviews

- 11,718 of 98,000 Public Schools Nationwide – We have performed Educational Adequacy Reviews of:
- Houston ISD, 250 Schools
 - Portland Public Schools, 100 Schools
 - Arkansas Schools, 1,200 Schools
 - Cleveland MSD, 130 Schools
 - Ft. Worth ISD, 130 Schools
 - Orange County Public Schools, 120 Schools
 - St. Paul Public Schools, 70 Schools
 - El Paso ISD, 200 Schools
 - Austin ISD, 110 Schools

Approach Differentiators

- Linked AutoCAD – site and floor plans
- Detail Line Item Differentiators with Quantities and Units of Measure
- Not Uniform
- Time on Site with Professionals
- HE typically 10 hours total vs. 4 hours
- We have Standards-Based Educational Adequacy
 - Not a subjective score
 - Central Cost Estimating with Master Deliverables for Analysis
 - Data-Driven to see work with Objectivity, Consistency and Quality
 - Not a scoring approach

Condition Data - Cost Estimating

- Scope & estimates for proposed modifications
- Largest K12 portfolio nationwide
 - Largest K12 estimating database nationwide
 - Within 3% accuracy
 - Both micro and macro scale detail and roll-up capabilities leading to extremely high percentage of successful referendums

Sprint Start

- Our First 30 Days Plan for Planning
- Establish clear goals and objectives
 - Define roles and responsibilities
 - Identify decision makers
 - Confirm budget schedule
 - Develop daily schedule
 - Clarify client expectations

- Collect and process all available data
- Conduct educational trends comparison

Initiate standards, requirements, capacity and educational adequacy

Thank you for this opportunity!

**ARLINGTON INDEPENDENT SCHOOL DISTRICT
2012-13 FFC Recommendations**

Recommendation #	Description	Vote (Y-N-A)	Cost	Board Action	Study further	Strategic plan	Due Date	Strategic Plan Goal #	Strategic Plan Implementation Year	Status
21	Embrace full commitment to technology across AISD and become a leader in the use of technology at all levels as part of the strategic plan.	14-0-0	Unable to estimate			X		1 & 4	1	Strategic Plan-Instructional Model
28, 29 & 30	Design a Virtual Classroom program which includes design and implementation of virtual class curriculum with a goal of being a premier provider. (Set it up as an Enterprise fund and pay selected teachers a portion of revenue. Include success metrics.)	36-1-1	\$ 570,000.00		X		12.31.12			Strategic Plan-Instructional Model
20	Develop a plan to increase teachers with multiple certifications which includes creating incentives to do so. (Jamie add core)	11-1-2	Unable to estimate	x						Strategic Plan-Competitive Compensation
23	Appoint a subcommittee made up of Board members, residents, administrators and teachers to work with administration in establishing virtual curriculum	12-0-2	No Cost	x						Strategic Plan-Instructional Model
31 & 32	Conduct an annual review of class relevance, participation and efficiency (Consider through Sunset program)	26-0-2	Unable to estimate	x						Course Selection Protocol
4 & 6	Conduct market salary study to evaluate AISD's market competitiveness in CTM's, LAN Techs, and AP's salaries and adjust salaries accordingly.	30-5-3	Unable to estimate		x		Sept. 1			Strategic Plan-Competitive Compensation
13	Across the board raises (No recommendation made as to how much to raise salaries)	15-1-1	1% = \$3 Million	x						Done. 2% Raise included in 2012-13 Budget
37	Recommend the Board implement a performance-based pay program	11-2-1	Unable to estimate			x		3	2	Strategic Plan-Competitive Compensation
38	Hire a Human Resources Consultant to assist with performance pay implementation over a 2-3 year period.	11-2-1	Unable to estimate	x				3	1	Strategic Plan-Competitive Compensation
3	Add receptionists back to Jr. High Schools	17-1-1	\$ 268,936.00	x						Discussed; not approved
12	Reinstate guidance tech paraprofessionals (Consider campus operational efficiency study)	9-0-5	\$ 1,654,416.00	x						Done. Test Facilitators/ Guidance Techs added to 2012-13 Budget
9	Adopt achievement metric for performance evaluation	9-2-2	\$ 25,000.00			X		10	1	Strategic Plan-Competitive Compensation / Evaluation Strategy
10	Study teacher absences on Monday/Friday and holidays and amend DEC (Local) if necessary	8-5-1	Unable to estimate		x		Sept. 1			Study Further
11	Create master facilities plan	14-0-0	\$ 600,000.00			x		4	1	Strategic Plan- Facilities Assessment
14 & 18	Adopt a campus based annual savings campaign including an energy usage policy that would raise the average temperature by one degree and share savings with the campuses	14-0-0	Unable to estimate		x	x	Sept. 1	4	2	Study Further
15	Require all coaches and extra-curricular staff to possess the necessary licensing to operate the vehicle being used to transport students to and from events that they are coaching/proctoring. The District should set a goal to have teaching staff conduct at least 75% of the driving for extra curricular events.	10-3-1	\$38,184.00; (\$131,040.00)	x						Discussed; not approved



Arlington Independent School District

Strategic Plan Metrics



28 Measures (Metrics)


**1,441
Indices**




28 Measures (Metrics)

104 Summary Indices

	Measure	Data to be Reported	Number of Indices
7. Four-year HS Graduation Rate	<ul style="list-style-type: none"> • Percent of Class of 2012 graduated on time <ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ Hispanic ▪ White ▪ Asian ▪ Pacific Islander ▪ American Indian ▪ Two or More Races ▪ Economically Disadvantaged ▪ LEP ▪ Special Education • Percent of Class of 2013 graduated on time <ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ Hispanic ▪ White ▪ Asian ▪ Pacific Islander ▪ American Indian ▪ Two or More Races ▪ Economically Disadvantaged ▪ LEP ▪ Special Education 	Number of Indices: 22 Recommended Two Indices: <ul style="list-style-type: none"> • Percent of Class of 2012 that graduated on time – All Students; later, compared to state (AEIS) and nation • Percent of Class of 2013 that graduated on time – All Students; later, compared to state (AEIS) and nation 	




Measure	Summarizing Indices
1. Performance on STAAR and EOC at grades 3 through HS in core subject areas	Forty Indices: <ul style="list-style-type: none"> Percent passing by Subject – All Students and Econ Disadvantaged Percent Advanced by Subject – All Students and Econ Disadvantaged Overall differences from state
2. Performance on reading (DRA2/EDL2) and mathematics (DMA) assessments - Grades K-1	Four Indices: <ul style="list-style-type: none"> Percent on grade level in each grade and subject – All Students
3. Norm Referenced Assessment in Reading, Mathematics and Science at grade 2	One Index: <ul style="list-style-type: none"> Percent on grade level (Stanine 5 and above) in both Reading and Mathematics – All Students
4. Participation and success in rigorous courses across the curriculum (dual credit, Pre-AP, AP/IB, CTE – Grades 7-12)	Five Indices: <ul style="list-style-type: none"> Percent initially enrolled in at least one rigorous course – All Students Passing rate of all students based on initially enrolled in courses overall and by course subject area
5. Participation and success in college admissions/readiness assessments: SAT, ACT, AP, IB, PSAT, Acuplacer	Four Indices: <ul style="list-style-type: none"> Percent of graduating seniors taking a college-bound test – All Students Percent of graduating seniors reaching at least one college ready standard (SAT/ACT) – All Students Percent of students obtaining “3” on at least one AP test Average PSAT scores of sophomores – All Students
6. On track for HS Completion in four years	One Index: <ul style="list-style-type: none"> Percent of all HS students on track to graduate on time – All Students




Measure	Summarizing Indices
7. Four-year HS Graduation Rate	Two Indices: <ul style="list-style-type: none"> Percent of Class of 2012 that graduated on time – All Students; later, compared to state (AEIS) and nation Percent of Class of 2013 that graduated on time – All Students; later, compared to state (AEIS) and nation
8. College ready standard on Algebra II and English III	Two Indices: <ul style="list-style-type: none"> Percent of Class of 2015 meeting college ready standard on both EOCs – All Students and Economically Disadvantaged
9. Students graduating with Recommended or higher graduation plans – AEIS	Two Indices: <ul style="list-style-type: none"> Percent of Class of 2012 with high-level diplomas – All Students Percent of Class of 2013 with high-level diplomas – All Students
10. CT – completion of 6 year plan; student enrollment in CT coursework (college- related and not related)	Six Indices: <ul style="list-style-type: none"> Percent of Class of 2018 with both a CT plan and are enrolled in CTHE coursework (college-related and not related) – All Students Percent of all HS students enrolled in CT courses (college-related and not related) Number of certificates earned Percent of students earning at least one certificate
11. Graduate survey – preparation, career path/military/higher education (development in consultation with Turco and Associates)	Five Indices: <ul style="list-style-type: none"> Percent of Class of 2012 indicating on survey that HS prepared them for post-HS pursuits by college/career pathway – All Students Percent of Class of 2013 indicating on survey that HS prepared them for what they plan to pursue by college/career intended pathway – All Students Percent of major local employers indicating that graduates they employed were well prepared by the district



Measure	Summarizing Indices
12. College enrollment rates and college graduation rates (within 6 years of high school graduation)	Eight Indices: <ul style="list-style-type: none"> Percent of graduating students in classes of the last six years that obtained a bachelor's degree – All Students Percent of students that enrolled in college after graduating from AISD by cohort – All Students Percent entering college who did NOT have to take a remedial course (subject to availability of data)
13. Student engagement in extra/co-curricular activities	One Index: <ul style="list-style-type: none"> Percent of all students enrolled in extra- or co-curricular courses – All Students
14. Instructional practices related to the instructional model	One Index: <ul style="list-style-type: none"> Percent of graduating seniors surveyed that identified classroom experiences as aligned with instructional model – All Students
15. Student attributes of lifelong learners (curiosity, passion for learning, excitement for learning, diverse interests), community service participation, leadership skills	One Index: <ul style="list-style-type: none"> Percent of graduating seniors surveyed that identified their own characteristics that are linked with lifelong learners (in consultation with Gibson Consulting Group – All Students
16. Discipline Offenses	Three Indices: <ul style="list-style-type: none"> Percent of students who committed criminal offenses Percent of students disrupting classroom instruction Compare to city crime rate for comparable group
17. Facilities - including functionality, world class features, technology, use of space, crowding, cleanliness, access, etc. and status compared to facility standards	Four Indices: <ul style="list-style-type: none"> Percent of graduating seniors surveyed indicating that facilities meet standards Percent of parents surveyed indicating that facilities meet standards Percent of teachers surveyed indicating that facilities meet standards Percent of campus and district staff surveyed indicating that facilities meet standards



Measure	Summarizing Indices
18. Number of campuses granted specified levels of autonomy	Two Indices: <ul style="list-style-type: none"> Number and percent of campuses given some autonomies for the 2013-14 school year (based on corresponding performances in the 2012-13 school year)
19. Student perception of a safe, secure and respectful environment	One Index: <ul style="list-style-type: none"> Percent of 2013 graduating seniors indicating the environment was safe, secure and respectful
20. Staff retention rates	One Index: <ul style="list-style-type: none"> Percent of staff in continued employment for the 2012-13 school year
21. Work culture and environment (including safety)	One Index: <ul style="list-style-type: none"> Percent of staff surveyed indicating that the work culture is positive (in consultation with Studer Education)
22. Customer service	One Index: <ul style="list-style-type: none"> Percent of staff surveyed indicating satisfaction with the combined services of departments (in consultation with Studer Education)
23. Customer service standards (district and community)	(To be determined summer and fall, 2013)



Measure	Summarizing Indices
24. Effectiveness of leadership training initiatives	One Index: <ul style="list-style-type: none"> Percent of leadership training participants surveyed indicating that the training was effective
25. Parent satisfaction with engagement, support, and communication	One Index: <ul style="list-style-type: none"> Percent of parents surveyed indicating overall district engagement, support and communication
26. Parent participation and offerings in parent university	Two Indices: <ul style="list-style-type: none"> Percent of all parents participating in parent university program Total number of participant hours/courses
27. School and community partnerships and parent engagement opportunities	Three Indices: <ul style="list-style-type: none"> Number of schools with at least one program to engage parents and community Number of volunteers Average number of volunteer hours (subject to availability of data)
28. Support for school improvement and strategic plan efforts to become a premier school district	One Index: <ul style="list-style-type: none"> Percent of sampled stakeholders' support of the strategic plan