

# REINVENTING IPS HIGH SCHOOLS

*Facility Recommendations to Strengthen Student Success in Indianapolis Public Schools*



June 28, 2017

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## i. Executive Summary

**As the IPS Board and Administration continue to improve Indianapolis' largest school district, a reinvention of the high school experience is needed to build upon recent success and ensure the best possible learning environment for all students. This improved high school experience includes efforts to enhance academic options, grow extracurricular activities, increase the number of athletic offerings, and create pride in the school community. These efforts are achievable through more efficient operations of secondary facilities in the district.**

Facilities — both schools and administrative buildings — are one of the most expensive cost centers in the district's operating budget, and IPS currently manages nearly 70 facilities over 80 square miles. Even though IPS' high school enrollment has declined from 25,172 in the mid-1960s to 5,352 today, the district still operates seven of the 10 high schools from the 1960s. Some IPS high schools now have enrollments as low as 400 students, compared to an average enrollment for all Indiana high schools of 825 students. In total, IPS high schools are only 37% occupied, and the district spends \$6.2 million annually on utilities and maintenance alone.

To address this imbalance, the IPS Board and Administration called for the creation of a Facilities Utilization Taskforce to study the use of buildings in the district and make recommendations on their future. The IPS Strategic Plan, a community-built roadmap for districtwide success, suggested further improvements and enhancements in the areas of Teaching and Learning; Efficient Operations; and Family and Community. Specifically, the Strategic Plan outlined the following initiatives to improve student achievement:

- **1.1.2** – Expand Innovation Network Schools to provide a wider range of high-quality choice options for families.
- **1.2.1** – Determine and define budget flexibility options for all schools.
- **1.4c.1** – Expand career pathway opportunities that align offerings with labor demand and student interest.
- **1.4.1** – Pursue opportunities to nurture students' interests and abilities through innovative course offerings and creative scheduling.
- **1.6a** – Implement a middle grades research-based revisioning plan that addresses students' academic and developmental needs.
- **1.6b** – Create an attractive and comprehensive magnet redesign and strategic expansion plan to address need, interest and student achievement.
- **1.6.1** – Implement creative strategies to establish high schools that provide wide-ranging, attractive and competitive academic and extracurricular offerings.
- **2.4** – Establish a facilities utilization committee to recommend opportunities for supporting programmatic needs and growing student achievement by 2016.

For the past 10 months, the IPS Administration, guided by the Facilities Utilization Taskforce, has analyzed the district's ability to improve and enhance these areas of student achievement by evaluating the operational efficiency of its secondary and administrative buildings. Through the effort, IPS engaged community groups and stakeholders in the difficult but necessary conversation regarding high school closures.

The following report details the Administration's recommendations to the IPS Board regarding:

- The high schools recommended to remain open and the high schools recommend to be closed based on Taskforce analysis, community meetings and input, and other key considerations.
- The academic programs the district will implement in the high schools recommended to remain open.
- The high school choice/assignment model for each school recommended to remain open.
- Reuse options for high school facilities recommended to be closed based on Taskforce analysis, community meetings and input, and other key considerations.

At the April 2017 IPS Board Work Session, the Taskforce presented its recommended number of high schools to close for the 2018-19 school year.

The Board and the Administration hosted 21 community, student, and staff meetings throughout the months of May and June to explain the Taskforce's report and gain feedback and suggestions. The district engaged with nearly 3,000 meeting attendees and received more than 2,000 verbal, handwritten, and online stakeholder comments.

District leaders also participated in a Facebook Live Community Town Hall Meeting hosted by FOX59 and have fielded several questions via social media platforms.

At each of the community meetings to discuss the high school reinvention effort, stakeholders raised many important questions and issues of concern. These concerns were taken into consideration when developing the district's recommendations, and this report later addresses many of these concerns in detail. **IPS is committed to full transparency as the Board considers these recommendations and pursues implementation.**

Through several stakeholder and Board meetings, recommendations from the Taskforce, and internal analysis, the Administration recommends that IPS operate Arsenal Technical, Crispus Attucks, George Washington and Shortridge High Schools under an all-choice model in the 2018-2019 school year. These high schools will allow the district's utilization rate in secondary buildings to increase from 34% in the 2017-18 school year to 69% in 2018-19, while creating a superior academic environment and saving \$7 million annually in high school costs to reinvest into the classroom. This figure includes \$4.35 million in classroom resources and \$3 million in utility and operations costs. Further, the all-choice model will allow any student to attend any high school and any academic program that best fits the student's interests and needs.

The Administration recommends that Arlington, Broad Ripple and Northwest no longer operate as high schools. John Marshall will become a middle school in 2017-18. Although Howe and Manual high schools are still being operated by turnaround partners, once returned to the district, the IPS Administration recommends the district not operate these buildings.

**For These Facilities, the Administration Recommends:**

<p><b>Arlington</b></p>	<ul style="list-style-type: none"> <li>• Creating a 500-seat middle school for 7th- and 8th- graders, pending Indiana State Board of Education Approval.</li> <li>• Moving staff from Forest Manor to Arlington.</li> <li>• Moving transportation from John Marshall to Arlington.</li> <li>• Exploring the use of Arlington’s athletic facilities for IPS and non-IPS schools.</li> <li>• Exploring opportunities for evening high school to give additional opportunities and flexibility for working students.</li> </ul>
<p><b>Broad Ripple</b></p>	<ul style="list-style-type: none"> <li>• Implementing a process to sell Broad Ripple; the potential sale price is \$6-8M.</li> </ul>
<p><b>John Marshall</b></p>	<ul style="list-style-type: none"> <li>• Continuing to work with the Glick Family Foundation, the city and other community partners to identify a viable reuse.</li> </ul>
<p><b>Howe</b></p>	<ul style="list-style-type: none"> <li>• Not operating the building once it is returned to IPS operations from turnaround status, pending Indiana State Board of Education Approval.</li> </ul>
<p><b>Manual</b></p>	<ul style="list-style-type: none"> <li>• Not operating the building once it is returned to IPS operations from turnaround status, pending Indiana State Board of Education Approval.</li> </ul>
<p><b>Northwest</b></p>	<ul style="list-style-type: none"> <li>• Implementing a 600-seat middle school for 7th- and 8th- graders.</li> <li>• Transitioning the Newcomer Program’s 325 students to Northwest from Gambold, allowing both the Newcomer Program to expand at Northwest and Enlace Academy to expand at Gambold.</li> <li>• Moving operations functions from IPS Facilities Maintenance Department (“FMD”) at 16th and the Monon to Northwest.</li> <li>• Exploring the ability to implement an early learning center to serve the growing west-side population</li> </ul>
<p><b>Facilities Maintenance Department</b></p>	<ul style="list-style-type: none"> <li>• Moving staff and functions from the FMD to Northwest and Francis Bellamy.</li> <li>• Selling/leasing FMD; the potential sale price is \$3M-5M. Require any developer to dedicate units for teacher housing.</li> </ul>
<p><b>Forest Manor</b></p>	<ul style="list-style-type: none"> <li>• Moving staff from Forest Manor to Arlington High School.</li> <li>• Selling Forest Manor.</li> </ul>

IPS is committed to being a good steward of taxpayer resources. By addressing our underutilized high schools, we will be better positioned to fulfill that mission. Once these recommendations are fully implemented, the district will have transitioned from 12 school and administrative facilities — with a 37% utilization rate in the schools — to **six school and administrative facilities with a 69% combined utilization rate** in the schools. What’s more, the dispositions of the Broad Ripple, John Marshall, Forest Manor and Facilities Maintenance Department assets are projected to garner up to **\$13 million in one-time revenue and create operating savings of \$1.7 million annually.**

Overall, the district expects to **save \$4 million annually on high school expenditures** from its general fund. The money that will be generated by eliminating redundant functions through school consolidation. The district also expects the high school reinvention effort of operating only four high schools will save **\$3 million annually on high school expenditures** from its operations, maintenance and capital funds. Additionally, the district anticipates realizing revenue from the sale or lease of buildings by 2019. By right-sizing the number of high schools IPS operates, the district will be better positioned to enhance academics, increase teacher resources, strengthen student support and improve student safety. The IPS Administration continues to pledge to be transparent about decisions made regarding the high schools, and once closing plans are finalized, the district will act swiftly to outline options for repurposing any buildings so that affected communities can plan for what comes next. The IPS Board and Administration remain committed to ensuring that schools identified for closure are meaningfully repurposed so they can continue their legacy as assets in their communities.

The high school reinvention effort will also enable the district to make much-needed changes to dramatically grow the number of college- and career-ready graduates in IPS, fueling the critical talent pipeline for employers and our city. To that end, the Administration recommends each of the four schools slated to remain open host the following Career-Themed Academies, which will focus on preparing students for college and career success and are an outgrowth of the early success the district has seen since bolstering its career and technical education (CTE) offerings. These Academies are just now in the planning and implementation phase, so enrollment projections are speculative. Further, a high school's capacity could change depending on the capital needs in the selected high school. The Administration will work closely with students, families, and IPS teachers and counselors to create more solid projections in coming months.

School	Projected 2018-19 Enrollment	Capacity	Utilization %
<b>Arsenal Tech</b>	<b>1,900</b>	<b>3,000</b>	<b>63%</b>
Career Technology Center	525		
Math & Science + Law & Public Policy	350		
New Tech	450		
Construction & Engineering Academy	325		
Military Academy	250		
<b>Crispus Attucks</b>	<b>925</b>	<b>1,375</b>	<b>67%</b>
Teaching, Learning & Leading Academy	175		
Health Sciences Academy	750		
<b>George Washington</b>	<b>1,050</b>	<b>1,900</b>	<b>55%</b>
IT Academy	300		
Advanced Manufacturing, Engineering & Logistics Academy	200		
Business & Finance Academy	550		
<b>Shortridge</b>	<b>1,100</b>	<b>1,475</b>	<b>75%</b>
IBDP + IBCP	550		
VPA + Entertainment Management + Humanities	550		
<b>Total</b>	<b>4,975</b>	<b>7,750</b>	<b>69%</b>

## ii. Introduction

Enhancing a student's high school experience is the overall goal for the IPS Board and Administration. All students should be provided a range of academic programs and options to succeed throughout his or her K-12 career and should be prepared for the "3E's" — to be **Enrolled, Enlisted** or **Employed** upon graduation. A positive high school experience also includes growing extracurricular activities, increasing the number of athletic offerings, and creating pride in the school community.

IPS has been working to improve the district under new leadership, and these efforts have resulted in better student outcomes. In the four years of the current IPS administration, graduation rates have increased by over eight points, and today, 95% of IPS' high school graduates have strong postsecondary plans for success.

IPS has an opportunity to build on this success and dramatically improve the high school experience for students. While IPS has seen dramatic improvement throughout the district in academics, operations and financial management, the district's facilities remain one of the largest and most inefficient cost-centers, especially at the high school level. By streamlining the number of schools in operation, the district will be able to direct additional resources to each school, offer more courses, provide additional tutoring and offer enhanced extracurricular opportunities for students.

As detailed in Board and community meetings throughout the last six months, the status quo is not viable for IPS. For the 2017-18 school year, IPS high schools will only be 34% occupied. This low utilization rate, combined with aging high schools, prevents IPS from investing all necessary resources in the classroom and does not create the best possible academic environment for students.

Low utilization in high schools is not a new issue for the district, but now is the time to act. From 1950 through 2010, Center Township in Marion County lost 200,000 residents, many of whom likely had school age children, according to data records. This large loss of school-age students — along with several impactful historical events and policy decisions — dropped IPS' enrollment from 109,000 in 1967 to approximately 30,000 today. In 1968-69, IPS had 26,107 high school students in 11 high schools. As of next year, IPS will have 4,976 high school students throughout seven facilities.

Below are the projected high school enrollment and utilization percentages for 2017-18, as of May 25, 2017. The method by which IPS projected enrollment for most grades is called cohort survival analysis (CSA). It is acknowledged as one of the best ways to project school enrollment and is used in many districts across the country, including Denver, Cleveland, and Boston — three large urban school districts that have successfully implemented student-based budgeting.

Enrollment figures used for 2017-18 projections are based on final fall average daily membership (ADM) counts and exclude self-contained Special Education and alternative education students. As such, they might differ slightly from what principals are most familiar with and trends they might see in the district's current student information management system.

School	HS Projected Enrollment (as of 5/25/17)	Capacity	High School Utilization %
Arlington	681	2,175	32%
Arsenal Tech	1,797	3,000	60%
Broad Ripple	591	2,400	24.6%
Crispus Attucks	699	1,375	50.8%
George Washington	326	1,900	17.2%
John Marshall	N/A	N/A	N/A
Northwest	553	2,125	25%
Shortridge	329	1,475	22.3%
<b>Totals</b>	<b>4,976</b>	<b>14,450</b>	<b>34.4%</b>

Population loss in the urban core has had a direct impact on the enrollment of IPS students. Even today, if IPS were to attract every single high school student within its boundary — regardless of if that student currently attends a charter, private or other district school — there would still not be enough high school students to fill IPS’ high school facilities.

Once the district right-sizes its facilities, more resources will be available through better utilization of its high schools. These additional resources will be invested in programs already proving to be successful in the district, more educational opportunities (such as additional AP and Honors courses), and increased extracurricular activities for students to receive the best possible high school experience. More directed resources will also be used to retain, improve and attract teachers and administrators to the district. Further, right-sizing facilities will reduce operations and utility costs for taxpayers while increasing safety and security in all schools.

The recommendations presented by the IPS Administration in this report are the culmination of nearly a dozen community meetings and opportunities for public comment, as well as 10 months of analysis by the IPS Facilities Utilization Taskforce.

Throughout this process, community engagement was critical to formulating the recommendations of the Administration. During five in-person community meetings and one community meeting broadcast on Facebook Live, IPS officials had the opportunity to hear from hundreds of interested students, parents, stakeholders and residents. Further, the Board offered public testimony at multiple regularly-scheduled meetings throughout this period. All feedback received at the community meetings, Board testimony, as well as comments received through phone calls, emails, or other channels from the community, were considered in the creation of this report’s recommendations.

In addition to these vital community conversations, the IPS Strategic Plan called for the creation of a Facilities Utilization Taskforce to recommend strategic opportunities for supporting program needs and student achievement through better use of district facilities.

The Taskforce undertook 10 months of data analysis, research, and discussions to assist the Administration in the creation of these recommendations. The recommendations detailed in this report offer the best balance of the



criteria considered by the Administration and Taskforce and discussed in community meetings. These criteria included, but were not limited to:

Academic environment	Annual utility and operational costs
Appropriateness for Academy model	Facility condition and deferred maintenance costs
Historical significance	Per-pupil costs
Geographic, district and Board proximity	Transportation costs, length of routes and viability of transportation alternatives
Proximity to other quality districts and charter schools	Reuse of buildings, neighborhood characteristics and impact
Neighborhood growth and development	Parking
Outstanding bonds	Athletic facilities

The community meetings and Facilities Utilization Taskforce work helped guide the Administration’s analysis and recommendations for this report, which details:

- The Administration’s recommendations on which high schools to remain operational for 2018-19 and those schools recommended for closure based on the Taskforce analysis, community meetings and engagement, and other considerations.
- The Administration’s proposed high school choice and assignment model (e.g., boundary, all-choice, hybrid) for each school recommended to remain open.
- The Administration’s proposed academic programs to implement in high schools that are recommended to remain open.
- The Administration’s identified reuse options for high school facilities recommended for closure based on the Taskforce’s analysis and other considerations.

**Community engagement will continue to be integral to this process, and IPS is committed to being transparent and open to input from all interested parties before making decisions about our high schools.**

The district is committed to ensuring stakeholders are informed, engaged, listened to and understood throughout this process. IPS will continue to maintain open communication channels for interested parties to share their views.

Moving forward, the Board will allocate time for public comment on the proposals at the Board’s June, July, and August meetings. In September, the Board will vote on the recommendations made by the Administration in this report.

### iii. School Profiles



#### a. Arlington High School

District 2 (Serving students in Indianapolis zip codes 46226, 46218, 46205, 46220 and 46208)

Academic Information			
	SY 14-15	SY 15-16	SY 16-17
Letter Grade	F*	F	TBD
Graduation Rate	40.5% (non-IPS)	74.5%	80%**
Enrollment	317	348	386
Attendance Rate	N/A	92.6%	N/A
Suspensions	N/A	316	283***
Expulsions	N/A	6 (middle/high)	4 (middle/high)***
Arrests		53	16**
Scholarships	n/a	\$1,063,250.00	\$1,428,840**
Mobility	N/A	117%	96%
Academic Offerings	<b>Advanced Placement Courses: 4</b> <b>Honors Courses: 4</b> <b>Dual-Credit Courses: 1</b> <b>Diploma Types:</b> General, Core 40, Academic Honors, Technical Honors		

\*Arlington High School was operated by EdPower and not IPS during the 2014-15 school year. Though the Indiana State Board of Education returned the school to IPS' operation for the 2015-16 school year, Arlington remains under state intervention.

\*\* Estimated Graduation Rate \*\*\* Through the end of April 17

Facility Information			
Year Built	1961	Acreage	30
Projected SY 17-18 Enrollment	681	Square Footage	383,997
Capacity	2,175	Insurance Value	\$61,259,099
Projected Utilization Rate	32%	Outstanding Bonds	\$42,778,970
Operating Cost	\$881,285	Bond Payoff Date	2029
Deferred Maintenance	\$12,969,688	Annual Transportation Costs	\$553,650
Facility Condition Score	Average	Average Miles to School for Students	3.61
Athletic Facilities	Average	Total Parking Spaces	390

#### Arlington High School Neighborhood Impact

Arlington High School is in the Devington Neighborhood, which has an 84% minority population with a median household income of \$34,900. The unemployment rate of residents is 18% and the neighborhood has a poverty rate of 20%. The neighborhood experiences 34.3 violent crimes per 1,000 people, ranking 60th-best out of 99 neighborhoods. The Arlington area has many apartment complexes, with the most notable being The Meadows. The Meadows has one charter high school within the neighborhood. The apartments are mixed-income units. Previously a hot-spot for crime and blight, The Meadows is currently undergoing a revitalization with new economic investments.

Arlington High School serves several communities and families on the east side of Indianapolis while operating a neighborhood food pantry and serving as a collaborative partner with Indiana Black Expo. The impact of the partnerships we have are critical in the development and success of our community such as: Str8Up Mentoring for male and female students dealing with conflict and academic assistance (tutoring twice a week); Dream Alive with mentoring, character building, and field experiences for a large population of our students; The Power of 10 Mentoring for our female students (beauty and self-esteem); Save Our Sisters Mentoring for our female students (character building and self-esteem), along with numerous other mentoring programs. Arlington is also partnered with the Center for Policies and Law Initiative (CPLI) to assist students in dealing with trauma both at school and at home. The Arlington Alumni Association has been a very integral part of assisting our students and families and being involved in making Arlington a success. These partnerships have had a profound and positive affect on the success of our students and enable families to advocate for their children.

## b. Arsenal Technical High School

Located in District 1 (IPS' only choice school that serves students from across the district and those from a neighborhood boundary including Indianapolis zip codes 46202, 46201, 46206, 46203, 46282, 46204, 46225, 46218, 46205 and 46208)



Academic Information			
	SY 14-15	SY 15-16	SY 16-17
Letter Grade	D	D	TBD
Graduation Rate	66.6%	74.1%	73.7%*
Enrollment	1,831	2,078	1,960
Attendance Rate	89.2%	86.5%	N/A
Suspensions	641	881	641**
Expulsions	4	6	9**
Arrests	67	79	17**
Scholarships	\$6,027,633.00	\$9,510,667.00	\$9,235,704**
Mobility	60%	59%	54%
Academic Offerings	<b>Advanced Placement Courses:</b> 17 <b>Honors Courses:</b> 16 <b>Dual-Credit Courses:</b> 29 <b>Programming:</b> Career and Technology Center, Math & Science Academy, New Tech High and Law & Public Policy <b>Diploma Types:</b> General, Core 40, Academic Honors, Technical Honors		

\* Estimated Graduation Rate  
 \*\* Through the end of April 17

Facility Information			
Year Built	1912	Acreage	78
Projected SY 17-18 Enrollment	1,797	Square Footage	866,757
Capacity	3,000	Insurance Value	\$139,582,325
Projected Utilization Rate	60%	Outstanding Bonds	\$75,000,985
Operating Cost	\$2,212,471	Bond Payoff Date	2032
Deferred Maintenance	\$7,734,837	Annual Transportation Costs	\$1,438,859
Facility Condition Score	Average	Average Miles to School for Students	6.25
Athletic Facilities	Average	Total Parking Spaces	480

### Arsenal Technical High School Neighborhood Impact

Arsenal Technical High School is located just outside the heart of Downtown Indianapolis and is comprised of 20 different neighborhoods with 40,000 residents. It's a community that possessing the spirit and know how to make the Near Eastside a great place to live, work and play. Arsenal Tech's neighborhood has a 43% minority population with a median household income of \$27,600. The unemployment rate of residents is 17% and the neighborhood has a poverty rate of 38%. The neighborhood experiences 80.9 violent crimes per 1,000 people, ranking 89th-best out of 99 neighborhoods. Arsenal Tech is the largest school in the IPS district, serving almost 2,000 students. It has the largest active alumni association in the country. This year, Arsenal Tech celebrated the graduation of its 103rd class. Tech offers the nostalgia of a converted Civil War arsenal and the beauty of 77 cultivated acres. Academic choice program offerings include Math & Science, Law & Public Policy, Career & Technology, New Tech, and Titan Academy, which serves approximately 900 neighborhood students. Arsenal Tech has partnerships with The Legacy Center, health agencies, religious organizations, mentoring groups, law firms, universities and many more. Arsenal Tech also offers 18 varsity athletic teams, two club sports teams, cheerleading and a dance team. In addition to athletic activities, Arsenal Tech offers numerous after-school clubs as well as JROTC, band and orchestra. The school also produces three full musicals per year, one being a staff musical.



## c. Broad Ripple High School

Located in District 3 (An IPS choice school that serves students from across the district)

Academic Information			
	SY 14-15	SY 15-16	SY 16-17
Letter Grade	B	C	TBD
Graduation Rate	88.5%	88.8%	97.6%*
Enrollment	502	582	635
Attendance Rate	95.0%	93.8%	N/A
Suspensions	185 (middle/high)	189	80**
Expulsions	0 (middle/high)	1 (middle/high)	0 (middle/high)**
Arrests	4	8	5**
Scholarships	\$2,213,864.00	\$3,320,085.00	\$3,762,592**
Mobility	14%	12%	14%
Academic Offerings	<b>Advanced Placement Courses: 13      Honors Courses: 9      Dual-Credit Courses: 1</b> <b>Programming:</b> Visual and Performing Arts, Humanities <b>Diploma Types:</b> General, Core 40, Academic Honors, Technical Honors		
* Estimated Graduation Rate ** Through the end of April 17			
Facility Information			
Year Built	1923	Acreage	15
Projected SY 17-18 Enrollment	591	Square Footage	374,913
Capacity	2,400	Insurance Value	\$59,089,665
Projected Utilization Rate	25%	Outstanding Bonds	\$21,657,096
Operating Cost	\$729,563	Bond Payoff Date	2028
Deferred Maintenance	\$15,529,351	Annual Transportation Costs	\$1,102,482
Facility Condition Score	Average	Average Miles to School for Students	7.39
Athletic Facilities	Average	Total Parking Spaces	184
Broad Ripple High School Neighborhood Impact			
<p>Broad Ripple Village is one of seven areas designated as a cultural district in Indianapolis. Located about six miles north of Downtown Indianapolis, Broad Ripple was established in 1837 as an independent municipality and annexed by the City of Indianapolis in 1922. The neighborhood has a reputation for being socially, economically and ethnically diverse. Broad Ripple's position as a cornerstone of Indianapolis' youth culture and nightlife is a result of its thriving bar scene and the nearby presence of Butler University. Broad Ripple High School, one of the earliest Indianapolis Public Schools, is located within the Village. The Broad Ripple Neighborhood has a 7% minority population with a median household income of \$89,300. The unemployment rate of residents is 3% and the neighborhood has a poverty rate of 8%. The neighborhood experiences 19.3 violent crimes per 1,000 people, ranking 18th-best out of 99 neighborhoods.</p> <p>Broad Ripple High School serves as a collaborative partner with several community entities. The Broad Ripple Arts Center, for example, is a strong partner for students' 2D and 3D visual art experiences. Music for All is one of the largest music education entities in the world. In addition to the Bands of America contests, the organization hosts one of the largest adjudicated music festivals at Broad Ripple High School. During 2017-18 at the Music for All Indianapolis Festival, more than 1,000 student musicians in the areas of band, choir and orchestra engaged in an adjudicated performance and clinic experience. The Broad Ripple Farmers Market has acted as a commerce hub for many of our local community farmers and businesses. The farmers market is held in the rear parking lot at the school. Broad Ripple High School is host to several arts-related community events and serves as the go-to location for certain faith-based events. Jazzy Strings hosts a summer camp for string musicians at various age levels each June. The American Pianists Association uses Broad Ripple High School as an artist- in-residence site for its competition winners and has its laureates perform a movement of a piano concerto with the Broad Ripple High School Orchestra. Blaze Sports is the agency that sponsors a semi-pro basketball team and uses space at Broad Ripple High School for practices and games.</p>			



## d. Crispus Attucks High School

Located in District 5 (An IPS choice school that serves students from across the district)

Academic Information			
	SY 14-15	SY 15-16	SY 16-17
Letter Grade	A	C	TBD
Graduation Rate	95.8%	97.2%	100%*
Enrollment	540	647	745
Attendance Rate	93.8%	95.0%	N/A
Suspensions	219 (middle/high)	95	107**
Expulsions	1 (middle/high)	4 (middle/high)	0 (middle/high)**
Arrests	6	9	1**
Scholarships	\$4,308,550.00	\$5,188,775.00	\$6,994,193**
Mobility	11%	8%	15%
Academic Offerings	<b>Advanced Placement Courses: 7</b> <b>Honors Courses: 4</b> <b>Dual-Credit Courses: 1</b> <b>Programming: Medical</b> <b>Diploma Types: General, Core 40, Academic Honors, Technical Honors</b>		

\* Estimated Graduation Rate

\*\* Through the end of April 17

### Facility Information

Year Built	1929	Acreage	15
Projected SY 17-18 Enrollment	699	Square Footage	247,955
Capacity	1,375	Insurance Value	\$35,866,893
Projected Utilization Rate	50%	Outstanding Bonds	\$13,485,664
Operating Cost	\$591,743	Bond Payoff Date	2032
Deferred Maintenance	\$3,515,661	Annual Transportation Costs	\$1,218,028
Facility Condition Score	Below Avg.	Average Miles to School for Students	5.53
Athletic Facilities	Below Avg.	Total Parking Spaces	229

### Crispus Attucks High School Neighborhood Impact

Crispus Attucks High School is in the Downtown Indianapolis Neighborhood, which has a 35% minority population with a median household income of \$50,300. The unemployment rate of residents is 6% and the neighborhood has a poverty rate of 26%. The neighborhood experiences 77.2 violent crimes per 1,000 people, ranking 84th-best out of 99 neighborhoods.

Crispus Attucks High School operates a neighborhood food pantry and serves as a collaborative partner with 100 Black Men (located onsite), which offers mentoring and support programming to students. The school also partners with the Center for Leadership Development, which offers an extensive menu of academic enrichment, college planning, and social and emotional support programming for teens. Crispus Attucks has a unique impact in the community as it is a local and national historical landmark and is alma mater to several African-American leaders across various industries, professional sports and entertainment. The school was once the designated Indianapolis high school for African-American students. Crispus Attucks has a large, proud, engaged and vocal alumni base and was recently the subject of a widely acclaimed documentary called "Attucks: The School That Opened a City." The Crispus Attucks Boys Basketball Team won the 2017 state championship, an amazing feat that continues to be celebrated statewide.



## e. George Washington High School

Located in District 4 (Serving students in Indianapolis zip codes 46221 and 46222)

Academic Information			
	SY 14-15	SY 15-16	SY 16-17
Letter Grade	D	D	TBD
Graduation Rate	55.0%	65.4%	65.7%*
Enrollment	848	513	463
Attendance Rate	85.3%	85.2%	N/A
Suspensions	1,206 (middle/high)	118	162**
Expulsions	5 (middle/high)	15 (middle/high)	11 (middle/high)**
Arrests	37	18	15**
Scholarships	\$723,150.00	\$950,514.00	\$2,126,078**
Mobility	209%	75%	81%
Academic Offerings	<b>Advanced Placement Courses: 8</b> <b>Honors Courses: 5</b> <b>Dual-Credit Courses: 7</b> <b>Diploma Types: General, Core 40, Academic Honors, Technical Honors</b>		

\* Estimated Graduation Rate

\*\* Through the end of April 17

Facility Information			
Year Built	1927	Acreage	16
Projected SY 17-18 Enrollment	326	Square Footage	300,471
Capacity	1,900	Insurance Value	\$48,040,992
Projected Utilization Rate	17%	Outstanding Bonds	\$26,411,799
Operating Cost	\$688,710	Bond Payoff Date	2032
Deferred Maintenance	\$10,527,916	Annual Transportation Costs	\$646,766
Facility Condition Score	Below Avg.	Average Miles to School for Students	2.35
Athletic Facilities	Below Avg.	Total Parking Spaces	183

### George Washington High School Neighborhood Impact

The Near Westside is bounded by 16th Street to the north, Tibbs Avenue to the west, Washington Street to the south, and White River to the east. It includes three historically distinct neighborhoods: Haughville, Stringtown, and Mt. Jackson. Although the Near Westside experienced a difficult history in terms of economic development and crime, the area is on the rebound. Central State, a closed mental health hospital, has been redeveloped into a thriving neighborhood and is drawing new residents. The former GM Stamping Plant is also set for major development on the Near Westside. Slated to become Downtown's technology district on the northwest side of the city, 16 Tech is being developed to meet the specific needs of those in the life sciences and information technology sectors, drawing high paying jobs and new services to the area. The Near Westside has 55% minority population with a median household income of \$24,200. The unemployment rate of residents is 17% and the neighborhood has a poverty rate of 41%. The neighborhood experiences 42.9 violent crimes per 1,000 people, ranking 64th-best out of 99 neighborhoods.

George Washington has an elaborate web of more than 70 community partners, including: four neighborhood associations, the Near West/River West Steering Committee, three community centers, IUPUI, Eskenazi Health, Local Initiatives Support Corporation (LISC), City of Indianapolis, Eli Lilly and Co., Ingredion, Indianapolis Power & Light, and two community development corporations. Strategic community-school partnerships have, over the years, created an authentic college-going culture. These partnerships include the Urban League, Center for Leadership Development, La Plaza, the Indiana Commission for Higher Education, Eli Lilly Mentors, IUPUI, and the school's nationally-recognized (in 2015) Dollars for Scholars scholarship program, which provides postsecondary funding for 100% of graduating seniors. The community also benefits from school-community partnerships centered at George Washington, including an Indy Parks-managed pool, the IUPUI-led fitness center, and the community-supported Teen Clinic. Additionally, the school is a key partner with Near Westside neighborhoods in implementing Quality of Life plans.

## f. John Marshall Middle School

Located in District 2 (Beginning SY 2017-18, serving only middle school students in Indianapolis zip codes 46235, 46219, 46226 and 46218)



Academic Information			
	SY 14-15	SY 15-16	SY 16-17
Letter Grade	D	D	TBD
Graduation Rate	72.7%	63.4%	54.7%*
Enrollment	569	595	498
Attendance Rate	87.9%	86.1%	N/A
Suspensions	778 (middle/high)	235	158**
Expulsions	13 (middle/high)	14 (middle/high)	9 (middle/high)**
Arrests	39	15	14**
Scholarships	\$673,714.00	\$1,009,400.00	\$1,024,900**
Mobility	95%	83%	85%
Academic Offerings	<b>Advanced Placement Courses: 5      Honors Courses: 7      Dual-Credit Courses: 3</b> <b>Diploma Types: General, Core 40, Academic Honors, Technical Honors</b>		
* Estimated Graduation Rate			
** Through the end of April 17			

Facility Information			
Year Built	1968	Acreage	43
Projected SY 17-18 Enrollment		Square Footage	342,062
Capacity	1,650	Insurance Value	\$48,133,658
Projected Utilization Rate		Outstanding Bonds	
Operating Cost	\$665,124	Bond Payoff Date	
Deferred Maintenance	\$44,891,906	Annual Transportation Costs	
Facility Condition Score	Below Avg.	Average Miles to School for Students	
Athletic Facilities	Below Avg.	Total Parking Spaces	444

### John Marshall Middle School Neighborhood Impact

John Marshall Middle School is in the Far Eastside Neighborhood, which has a 74% minority population with a median household income of \$35,800. The unemployment rate of residents is 16% and the neighborhood has a poverty rate of 29%. The neighborhood experiences 30.5 violent crimes per 1,000 people, ranking 57th-best out of 99 neighborhoods.

While John Marshall will become a middle school for 2017-18, it is committed to maintaining its partnerships within the Far Eastside Community. John Marshall has benefited from strong community partners and advocates, such as the Community Alliance of the Far Eastside, Inc. (CAFÉ), as well as Rock of Faith and Fervent Prayer Churches. John Marshall has also maintained strong business partnerships with Kroger and the Glick Foundation who have both worked tirelessly to support its students and families. In addition to community and business partnerships, the school has hosted church meetings and dance group performances within its facilities. As a member of the Far Eastside, John Marshall also provides a food bank for its community.



## g. Northwest High School

Located in District 5 (Serving students in Indianapolis zip codes 46202, 46222, 46254, 46224 and 46208)

Academic Information			
	SY 14-15	SY 15-16	SY 16-17
Letter Grade	D	D	TBD
Graduation Rate	62.1%	73.0%	75.3%*
Enrollment	789	744	708
Attendance Rate	91.9%	92.3%	N/A
Suspensions	746 (middle/high)	174	211*
Expulsions	11 (middle/high)	11 (middle/high)	6 (middle/high)**
Arrests	30	18	4**
Scholarships	\$1,617,690.00	\$1,994,060.00	\$2,548,710**
Mobility	98%	94%	87%
Academic Offerings	<b>Advanced Placement Courses: 6</b> <b>Honors Courses: 5</b> <b>Dual-Credit Courses: 1</b> <b>Diploma Types: General, Core 40, Academic Honors, Technical Honors</b>		

\* Estimated Graduation Rate

\*\* Through the end of April 17

Facility Information			
Year Built	1963	Acreage	40
Projected SY 17-18 Enrollment	553	Square Footage	322,487
Capacity	2,125	Insurance Value	\$53,002,586
Projected Utilization Rate	25%	Outstanding Bonds	\$4,479,914
Operating Cost	\$802,158	Bond Payoff Date	2028
Deferred Maintenance	\$14,724,345	Annual Transportation Costs	\$517,763
Facility Condition Score	Average	Average Miles to School for Students	2.95
Athletic Facilities	Average	Total Parking Spaces	422

### Northwest High School Neighborhood Impact

Northwest High School is in the Eagledale Neighborhood, which has a 76% minority population with a median household income of \$28,900. The unemployment rate of residents is 12% and the neighborhood has a poverty rate of 32%. The Eagledale Neighborhood experiences 21.9 violent crimes per 1,000 people, ranking 51st-best out of 99 neighborhoods. Northwest High School is a hub for the Northwest Indianapolis community. The school is located at the intersection of West 34th Street and Moller Road on the Northwest side of Indianapolis. As such, the school is situated in an area of the greater Indianapolis community that serves a diverse population of refugees, immigrants, and high-, middle-, and low-income residents.

Northwest High School houses a food pantry for members of the local community. Northwest community partners include Catholic Charities and Delta Sigma Theta, which uses space in the school for Prom Closet, an effort to ensure all young ladies can experience elegance when attending prom. Social services are extended to the community through the Midtown Community Mental Health Center and the Marion County Juvenile Probation satellite offices, which are in the school. Team Teague uses the school's athletic facilities to provide mentoring for young athletes through basketball programs. Northwest also partners with the Indianapolis Metropolitan Police Department (IMPD). This collaboration provides mentoring for young males through their OK, GREAT and Community Policing programs, which bring IMPD officers into the school daily to connect with the students of the community. The school provides space for the programs and storage for IMPD equipment.





## h. Shortridge High School

Located in District 3 (An IPS choice school that serves students from across the district)

Academic Information			
	SY 14-15	SY 15-16	SY 16-17
Letter Grade	C	B	TBD
Graduation Rate		88.9%	88%*
Enrollment	372	371	358
Attendance Rate	-	N/A	N/A
Suspensions	-	0	6**
Expulsions	-	0	0**
Arrests	-	0	0
Scholarships	-	\$4,257,134.00	\$3,222,646**
Mobility	17%	14%	24%
Academic Offerings	<b>International Baccalaureate Courses: 39    Advanced Placement Courses: 3</b> <b>Honors Courses: 9</b> <b>Programming: International Baccalaureate High School</b> <b>Diploma Types: General, Core 40, Academic Honors, Technical Honors, IB</b>		
<i>* Estimated Graduation Rate</i> <i>** Through the end of April 17</i>			

Facility Information			
Year Built	1927	Acreage	9.35
Projected SY 17-18 Enrollment	329	Square Footage	296,107
Capacity	1,475	Insurance Value	\$47,747,398
Projected Utilization Rate	22%	Outstanding Bonds	\$15,501,379
Operating Cost	\$511,090	Bond Payoff Date	2032
Deferred Maintenance	\$11,851,375	Annual Transportation Costs	\$758,637
Facility Condition Score	Above Avg.	Average Miles to School for Students	4.96
Athletic Facilities	Above Avg.	Total Parking Spaces	67

### Shortridge High School Neighborhood Impact

Shortridge High School is in the Mapleton/Fall Creek Neighborhood, which has a 77% minority population with a median household income of \$32,600. The unemployment rate of residents is 16% and the neighborhood has a poverty rate of 25%. The neighborhood experiences 23.6 violent crimes per 1,000 people, ranking 54th-best out of 99 neighborhoods.

Shortridge High School, founded in 1864, is Indiana's oldest public high school and is currently home to the International Baccalaureate (IB) program. The IB is internationally recognized by colleges and universities for the rigor of the curriculum and its success in preparing students to succeed in college. Shortridge is also home to a Life Skills program for students who are cognitively or mentally delayed. The school is IPS' highest-performing school on state testing and the most diverse high school. Butler University has partnered with Shortridge as a Butler Lab School, which helps prepare emerging teachers enrolled in the College of Education to take part in real-time, real-life teaching opportunities. The school employs a nationally and internationally award-winning faculty. Shortridge has an active alumni association that supports the school's efforts and partners with Nine13 Sports and Pro Act, which are both located on the Shortridge campus.

## iv. Innovation High Schools

### Innovation High School Offerings

The high school reinvention effort, as detailed in this report, is one part of IPS' broader strategy to provide students and families with world-class, excellent high school options. Innovation Network Schools operate with the authority to make decisions about all aspects of their school — both academic and operational — and are held accountable by the school district for agreed upon student outcomes.

The purpose of Innovation Schools is to allow IPS — and schools within the district — the additional flexibility to make decisions based on the specific needs of a school's student body. Innovation Network Schools are an important part of IPS' mission to ensure an excellent school in every neighborhood. To continue building on our mission of offering parents high-quality options, IPS will add three additional Innovation High School options in 2017-18: Purdue Polytechnic High School, Herron High School, and Riverside High School. The schools offer unique learning models that further expand the choices available to IPS families.

Purdue Polytechnic High School (PPHS), launching with a ninth-grade class of 150, developed from the efforts of Purdue University to positively impact the K-12 landscape. While the district is proud of the work of both the Math & Science and Career Technology Center choice offerings, as well as our New Tech program, PPHS provides another strong pathway to STEM education. The school offers industry-focused experiential learning in 9th and 10th grades, followed by courses and internship opportunities in 11th and 12th grades, which will allow students to spend time on the Purdue University campus, as well as with leading STEM industry partners.

Herron High School, an established classical liberal arts school, has been nationally recognized as a top high school in the state and country. Riverside High School, Herron's second campus, will launch in fall 2017. Students at Herron and Riverside benefit from four years of Latin instruction, coursework steeped in historical thought and critical inquiry, and a substantial number of AP offerings across disciplines.

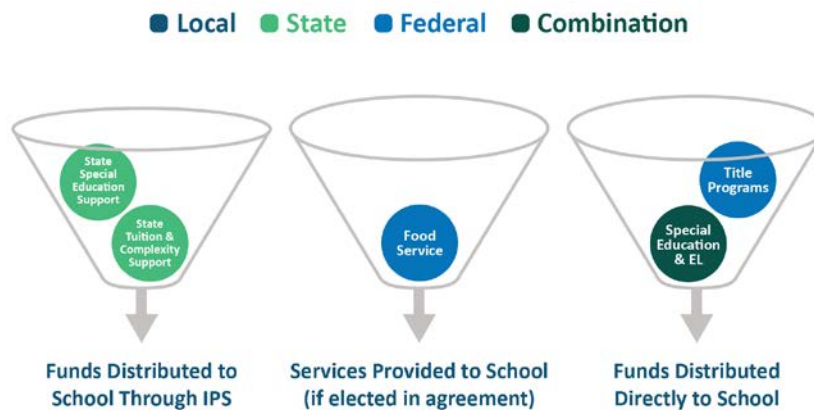
There's power in the district's partnerships with these charter schools as newly classified IPS Innovation Charter Schools. Each can offer enrollment preferences to students who live in a defined geographic area. Traditionally, stand-alone charter schools are not able to offer this preference; therefore, the schools often report they are not able to be as connected to and anchored in the community as they wish to be. These arrangements allow schools and communities to be more connected to one another — a relationship that adds value to the district, as well as the city at large.

Ultimately, the expansion of Innovation Network partnerships within the district allows the city to address the fundamental task of ensuring every neighborhood has access to a high-quality school. By leveraging the resources and lessons learned from both the traditional public and public charter sectors, district and city leaders can continue to create the conditions for collaboration, sharing best practices, and problem solving to serve the entire community well.

## Innovation School Funding

IPS passes through the average per-pupil funding it receives from the state to Innovation Schools as outlined in the school’s Innovation Network Agreement. In addition, federal funding for Title programs and Special Education — as well as funding for which only charter schools are eligible — is distributed directly to the Innovation School. IPS retains state funding to offset the costs and expenses it incurs for the school or equity purposes. While Innovation Network Schools do not receive local dollars, they may benefit from district services that are purchased on large scale with local funds. The graphic and table below (color-coded by type of funding source) provide two examples of the funding flow and distribution for an Innovation High School. Purdue Polytechnic High School, Herron High School, and Riverside High School will operate in facilities not owned or operated by IPS.

### Example: Innovation High School Funding Flow



### Example: Innovation High School Funding Distribution

Allocation Source	\$ Per Pupil	Students	Dollars	
Tuition Support	\$5,088	349	\$1,775,712	} Per Pupil Agreement
Complexity Index Support	\$1,883	349	\$653,167	
Special Education Support – Level 1	\$500	10	\$5,000	
Special Education Support – Level 2	\$2,300	3	\$6,900	
Special Education Support – Level 3	\$8,800	1	\$8,800	
Equity Retainer	(\$900)	349	(\$314,100)	
<b>Total:</b>			<b>\$2,135,479</b>	

Restricted Funds (not comprehensive)		Locked Resources (not comprehensive)		
Title I Allocation	\$124,238	Custodial Services	(\$120,338)	} Services & Operations per Agreement
Title II/III Allocation	\$16,799	Food Services	(\$218,695)	
<b>Total:</b>	<b>\$141K</b>	Transportation Services	(\$400,695)	
		Facilities Maintenance	(\$500,695)	
		<b>Total:</b>	<b>(\$1.2M)</b>	

## v. Early/Middle College

For the 2018-19 school year, the Administration is exploring the creation of middle and early colleges at Marian University, Ivy Tech Community College and IUPUI. The early colleges will provide exceptionally challenging educational opportunities that support academic development at the highest standards. Through early connections between high schools, colleges and beyond, the early colleges will be designed to awaken and mature the creative, social and academic abilities of students. The schools will offer a fast-paced curriculum where students will take honors and advanced placement courses in 9th and 10th grades and college courses with undergraduate students taught by college professors in Grades 11 and 12. **Students will graduate with a high school diploma and up to two years of college courses.**

### Early College

- Onsite learning at a local college campus
- Exceptionally challenging, fast-paced curriculum
- 9<sup>th</sup> & 10<sup>th</sup> Grades: students take honors and advanced placement courses
- 11<sup>th</sup> & 12 Grades: students take college courses with undergraduate students taught by college professors
- **Students will graduate with a high school diploma + up to two years of college courses**
- Location TBA

### Middle College

- Onsite learning at a local college campus
- Academically rigorous learning environment
- **Students can receive a high school diploma + college credits**
- Location TBA

The IPS middle colleges will provide the college experience for students who are seeking or need a different educational experience than the traditional setting. **The middle colleges will also provide an academically rigorous learning environment where students can receive a high school diploma and college credits.**

## vi. Administrative Buildings



Facilities Maintenance Department (FMD)



Forest Manor Professional Development Center

### a. Facilities Maintenance Department (FMD) Building

Facility Information			
Year Purchased	1967	Acreage	3.7
Square Footage	106,825	Insurance Value	\$15,032,005
Functions	IPS Facilities Maintenance Department is located at 1129 East 16th Street. The site sits on 3.84 acres and has a total of four buildings that include facility management operations, school police and other operations functions.		

### b. Forest Manor Professional Development Center

Facility Information			
Year Purchased	1973	Acreage	17
Square Footage	205,000	Insurance Value	\$30,692,935
Functions	Forest Manor, located at 4501 E. 32nd Street, is a former school that currently serves as the location for IPS administrative offices and professional development trainings. The building also hosts large meetings for the district and Indiana Department of Education. Administrative functions include offices for staff of English as a Second Language (ESL), Special Education, transformation zone, student services and academic coaches.		

## **vii. Implementation of Recommendations**

The Administration strongly believes these facility recommendations will increase student achievement, better support teachers with more tools and resources, and ensure good stewardship of taxpayer dollars. However, the Administration also does not take lightly the potential short-term impacts these recommendations might have on students, families, staff and the community.

IPS is committed to full transparency as the Board considers these recommendations and pursues implementation. The district will also continue its effort to ensure stakeholders are informed, engaged, listened to, and understood throughout this process.

At each of the community meetings to discuss the high school reinvention effort, stakeholders raised many important questions and issues of concern. To continue the district's commitment to transparency, the Administration seeks to acknowledge and address some of these concerns in this report.

### **Teachers and Staff**

The impact of school closures on teachers and staff was one of the most common questions received at the community meetings. More broadly, stakeholders were interested in retaining the best teachers, increasing performance of lower-rated teachers, and attracting new teachers into the district.

The Administration believes that right-sizing its facilities will open up district resources to grow teacher compensation, provide more professional development for teachers, and create a more collegial workplace for all staff. What's more, the Administration hopes to grow enrollment through interest in new Academies that are discussed later in this report. Additional teachers and staff would be needed for this effort; however, for the immediate future, the Administration will work to ensure each teacher in the district has the appropriate skills, resources and tools to be an effective educator.

On September 29, 2017, a senior leader from the Academics Division and from Human Resources will visit each high school to meet with school staff and share detailed information, including next steps and timelines. The district staff will also be available to answer questions regarding all personnel decisions.

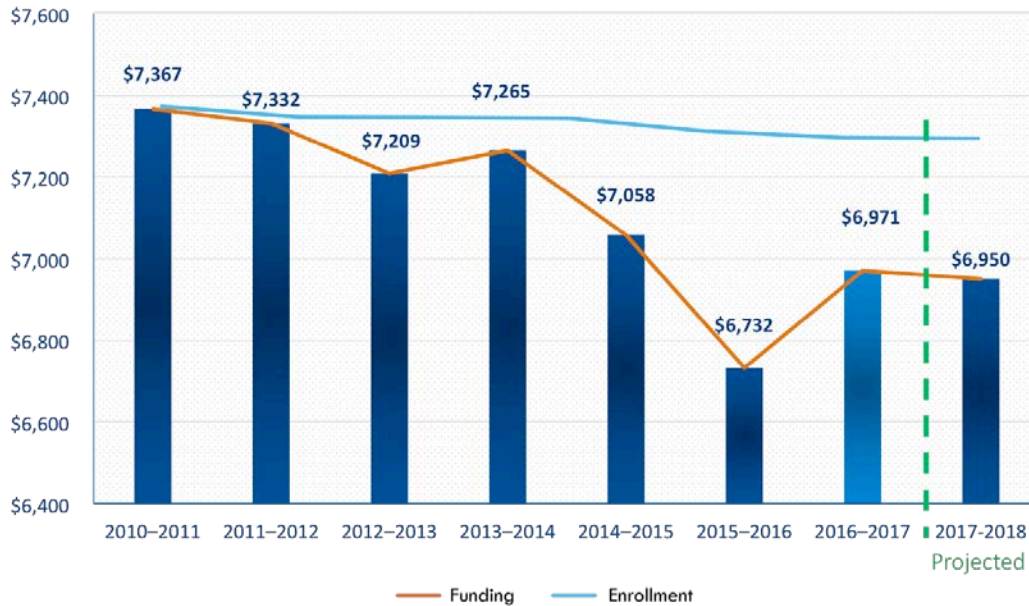
### **Use of Savings from Consolidation**

Based on projections, operating only four high schools will save IPS \$4 million annually in its general fund from high school expenditures and \$3 million annually from operations, utilities and capital funds at the high schools. Community stakeholders were interested in how these savings would be utilized in the district. The good news is that these resources will be reinvested into the classroom, teacher talent retention and attraction, and proven programs that generate success for IPS students and staff.

This funding is helpful, but it is not newfound money. Investing in successful programs is an extensive undertaking on many fronts, especially financially, and IPS currently operates at a structural deficit. This means that IPS has been utilizing its Rainy Day Fund and other non-sustaining funds to implement the programs that have been generating success throughout the district.

The requirement to use the Rainy Day Fund is necessitated by the drastic reductions in state funding — cuts that have created the structural gap in IPS' budget. As demonstrated in the graph below, despite consistency in IPS' enrollment, state funding has dramatically declined since the 2010-11 biennium budget, forcing IPS to utilize its reserves.

### Historical Perspective: State Fund Budget \$ Per Pupil



Despite the drop in state funding, IPS continues to invest in successful programs, and no program can be successful without talented teachers. So, the Board and Administration made an intentional effort to invest in teacher talent throughout the district. For 2015-16 and 2016-17, the Administration raised teacher salaries and benefits by **\$22.2 million while keeping health care costs neutral**.

Therefore, the savings created by school closings will assist in funding the budget gap and will allow IPS to continue investing in our teacher talent and in currently operating programs that have proven successful for IPS students and teachers.

### Culture and Safety Concerns

Driven in part by previous experiences with busing and other school consolidations, several community stakeholders had concerns about the potential negative impact on the culture of a school and safety issues that can arise from collocating students from different neighborhoods. The Administration is very aware of these concerns and has a heightened sensitivity to them due to the feedback at the neighborhood meetings. The Administration believes there are several situational differences now than during previous collocation attempts that should lead to a smoother, safer implementation of these recommendations.

The first is that the district will be operating high schools under an all-choice Academy model. This allows students to choose the high school and program they want to attend based on their interests and skills. Choice gives students a vested stake in their education and creates a different environment for students than just being told where to attend school. Further, it is highly unlikely that all students from a neighborhood will choose the same school and same program. This approach is likely to diffuse neighborhood tensions — unlike historic efforts, which were based on geography.

Second, by creating savings from right-sizing facilities, the district will have additional resources to invest in the quality of life of the school, including staffing resources to have more coverage in a building and implementing successful programs, such as Peace Learning Center, to help students learn to work together. Student safety also will improve as the empty wings of underutilized high schools are filled and greater supervision of all facilities is possible.

The Administration is dedicated to creating a welcoming and safe educational environment for our students and staff to succeed, and a new configuration of schools will only enhance our ability to fulfill this mission.

### IPS Facilities Utilization Taskforce

Some community members expressed concerns regarding the IPS Facilities Utilization Taskforce. The Taskforce consisted of 16 members — eight from IPS and eight selected from the community based on their perspective and expertise — with a combined relevant experience of 223 years. The Taskforce consisted of cross-sector experts to assist the district in its analysis, including legal, financial and bonds, engineering and construction, reuse of facilities, and community redevelopment.

The Taskforce had a finite role in this process. The charge to the Taskforce was to analyze the district's secondary and administrative buildings, population demographics and trends, and historical enrollment analysis and trends to recommend how many high schools the district should continue to operate. This recommendation was made to the Board in April.

### Students Leaving IPS or Dropping Out

Another concern repeated by stakeholders at the community meetings was the fear that IPS students who are impacted by school closures will attend high schools in surrounding districts or drop out of high school altogether. If a school on the edge of a district closes, a student may be more apt to attend a surrounding district or charter school instead of traveling to another high school in IPS, because that IPS high school could potentially be further away than the district school. An even worse scenario is that a student drops out if that student's neighborhood school is closed.

For the former concern, the Administration and Taskforce weighed the proximity of existing high schools to other district and charter schools. These recommendations weigh the pros and cons of having schools near other district or charter high schools and is detailed below.

For the latter, the Administration is dedicated to ensuring every student is aware of all their high-quality educational options. For this, the Administration will need to launch a large-scale marketing and communications campaign so all students and families understand the high school transition and the benefits of the reinvented high school experience in IPS. The Administration also pledges to work closely with students and families to make transportation fully accessible and to alleviate any other logistical challenges so students are able to attend the high school of their choice. IPS has planned to allow a full year between the announcement of school closings and implementation so there is ample time to communicate with parents, students, alumni and other key stakeholders.

### Special Education

**Special Education was one of the top issues discussed during the community meetings and impacts some of our most vulnerable students. All IPS students with disabilities will continue to be served in the least restrictive environment aligned to their Individualized Education Plan (IEP) or 504 Plan.** In addition, IPS will also maintain the district practice of ensuring students are as close to the student's home as possible when in self-contained, Special Education classrooms. Some students may have shorter transportation times due to adjustments made through consolidation of programs now spread throughout the district.

IPS will maintain all Special Education services at the remaining high schools and will explore options for enhancements as well. For instance, Special Education staff such as speech-language pathologists and job coaches will spend more time at a given high school instead of traveling to serve multiple high schools, as is common in IPS currently.



## viii. Recommendation Criteria

The Administration — through internal analysis, community feedback, and Taskforce work — had to balance several criteria when making this report’s recommendations. Below is the overall scoring rubric which balances the evaluation criteria for each IPS facility. Additional information about each specific criterion follows.

School	Academy Model	Geographic Proximities	Proximity to Quality Districts & Charters	Ability to Sell	Reuse	Bonds	Operation Costs
Arlington	4	5	5	6	6	2	5
Arsenal Tech	1	1	1	2	2	1	3
Broad Ripple	6	6	6	8	8	4	7
Crispus Attucks	2	2	2	3	4	6	1
George Washington	7	4	4	1	1	3	4
John Marshall	8	8	8	7	3	1	8
Northwest	5	7	7	5	7	7	6
Shortridge	3	3	3	4	5	5	2

School	Transportation Cost & Time	Building Condition	Area Growth & Development	Parking	Athletic Facilities	Totals	Rank
Arlington	5	5	7	4	3	57	5
Arsenal Tech	4	2	4	1	1	23	1
Broad Ripple	6	7	2	6	4	71	7
Crispus Attucks	1	1	1	5	7	36	2
George Washington	3	3	3	7	5	45	3
John Marshall	8	8	8	2	8	77	8
Northwest	7	6	6	3	2	67	6
Shortridge	2	4	4	8	6	49	4

### Academy Model

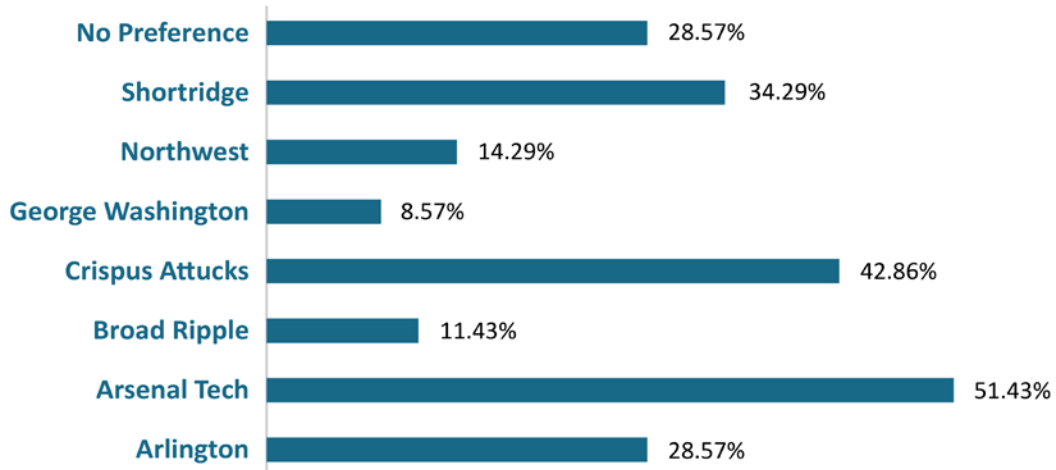
The appropriateness of a high school to host multiple Academies is of critical importance for the future of IPS. The IPS Strategic Plan dictates that 100% of graduating students should be **Enrolled** in a 2- or 4- year institution, **Enlisted** in the military, or **Employed** at a livable wage at graduation. To ensure the success of every student, the Administration is implementing Career-Themed Academies in schools throughout the district, and every high school must have appropriate space and amenities to host the needed Academies.

The IPS Administration has been working with business, university and other partners to establish high school Career-Themed Academies in each of the high schools that will remain open in 2018-19. These partners are from sectors that have been identified as high-growth sectors — meaning these sectors will need skilled employees over the next several years. The Academies are intended to compliment these sectors and the expected employment need by giving IPS students the needed skills, network and internship opportunities with these partners to fill positions in these sectors in the future.

IPS envisions a network of high schools, each with multiple Academies and corresponding pathways that give opportunities for all students to take college and career-aligned course work. As the district moves toward implementation of the Academies, the Administration is developing a plan to reimagine the space in which 21st-century college- and career-aligned learning takes place. All high schools need adequate space and amenities to host the new Academies.

The Administration asked sector partners to identify the school or schools they were most excited to work with based on geography, history working with the school, and other considerations. The Administration received 35 total responses, with 29% of respondents having no preference. Arsenal Tech, Crispus Attucks, and Shortridge had the highest interest from our sector partners detailing a preference.

## Sector Committee High School Preferences (Combined)

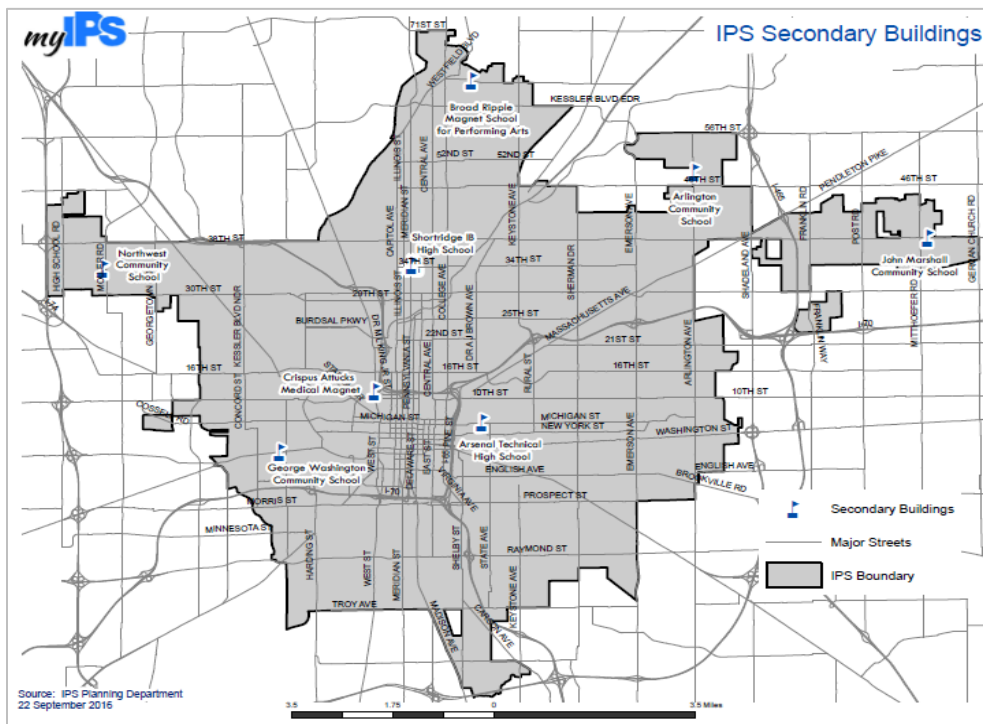


For the purposes of the Taskforce’s review, the size, layout, functionality, and ability to be configured to host Academy needs were all central to the ranking of the schools.

The proposed Academies for each high school and projected enrollment are detailed further in Section xi.

### Geographic Proximity Within District

The Administration and Taskforce analyzed and balanced the geographic locations of the schools throughout the 80 square miles of IPS. There were two main schools of thought when doing this geographic analysis.



The first is the model that consolidates high schools to the core of the district. This model is preferable because it increases efficiencies for operations and transportation, especially under an all-choice Academy model, and limits competition from surrounding schools. However, it could leave the far edges of the district without a high school in the community.

The second model would have a high school for each side of town (north, south, east and west). This allows each side of the district to maintain a high school. However, such a model would drastically increase the cost of transportation and length of bus ride for students under an all-choice Academy model. For example, a child from the far west side could choose an Academy on the far east side, meaning transportation costs for the ride would increase and the student would be on the bus for a longer amount of time.

The Administration recommends the first model. From an academic perspective, if high schools were operated just because they were on a specific side of town, students would likely just default to that neighborhood school and not proactively make a choice for an Academy that interests them, as most of their friends would be at the school in that student's area. Operationally, a consolidated core creates savings and efficiencies and increases flexibility for transportation, facilities maintenance, food service and general operations.

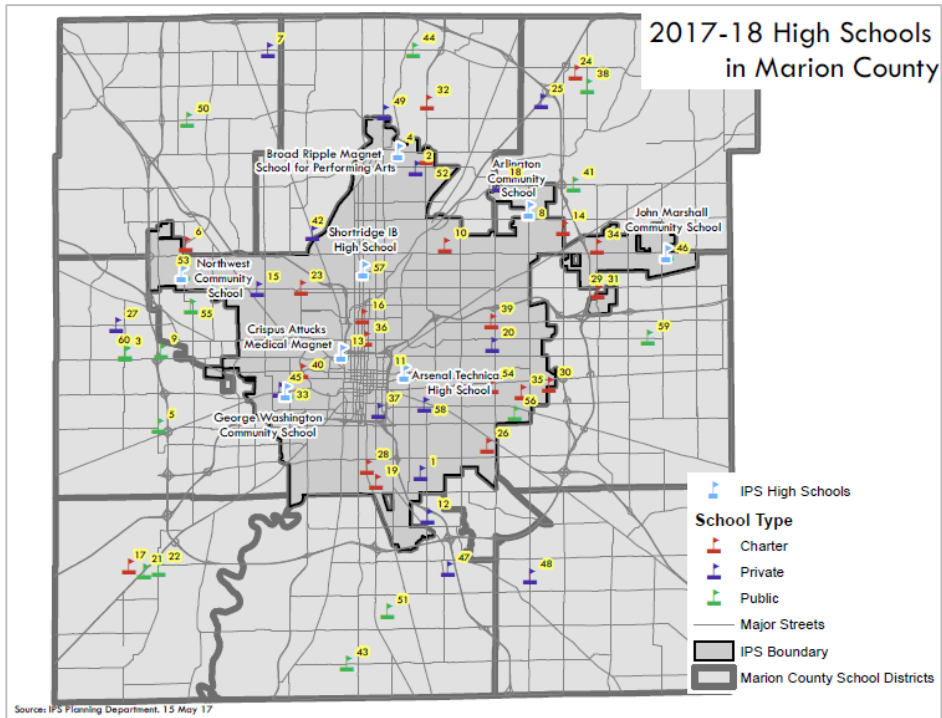
### **Proximity to Quality District and Charter Schools**

Proximity to other district or charter schools was an important criterion for the Administration and Taskforce in its analysis to retain and attract new students to IPS.

If a high school is close to the boundary of another district or charter school, that increased competition from the surrounding district or charter could pull students from IPS to the district or charter school. It may also be difficult for an IPS school near the boundary or close to a charter school to attract new students away from the district or charter.

One of the main goals is to continue to retain and attract new students at the high school level. To do this, the Administration and Taskforce believe the best option is to retain schools that are not near other district or charter schools.

A map of all Marion County high schools for 2017-18 is shown below. Based on this analysis, the high schools in the core of the IPS district face the least amount of competition from surrounding district schools or charter schools within IPS' boundary.



### Ability to Sell

The Administration and Taskforce studied the ability of each building to be sold for two reasons. First, the Administration understands the schools in the community are anchors for neighborhoods. Should a building close, the Administration does not want the building to remain vacant or to become a blight on the community. The Taskforce echoed this concern, which was why a guiding principle of the Taskforce was to ensure that any building that may close must have a valid reuse plan that is beneficial to the community.

Second, the Administration is committed to putting as much money as possible back into the classroom. Any sale of a building is one-time revenue that can help fill the district's current budget deficit and allow IPS to reinvest in successes for the classroom. Further, selling a building also saves the district annual funding allotted for the costs of utilities, insurance and daily maintenance and operation.

The Administration and Taskforce discussed the possible sale of specific buildings with neighborhoods, community redevelopment groups, educational institutions and developers. The Administration has put forth recommendations on which buildings could be sold based on the Taskforce discussions and guidance. However, the Administration will continue to engage neighborhood groups, the city and all other interested partners throughout the process, should any school be offered for sale.

The district has already had much success in the disposition of underutilized assets. Since September 2015, the district has sold eight buildings, generating one-time revenue of more than \$3 million and annual savings of \$300,000 from utilities, operations and maintenance. The district also has two properties currently pending sale that are expected to generate \$13.65 million once the deals close.

## Ability to Reuse

Based on feedback from the community meetings hosted by the Board and Administration, reuse of a closed facility is top of mind — and rightfully so — for many residents in the potentially impacted neighborhoods.

Further, comments at the community meetings and other communications from stakeholders emphasized the need for the district to analyze all of its administrative buildings in addition to secondary schools. For example, the district houses its Facilities Maintenance Department at 16th and the Monon and has a professional development office in Forest Manor Professional Development Center.

**Community members and stakeholders at the meetings regularly discussed the district moving administrative functions into high schools instead of closing schools, allowing the district to then sell the administrative building and not the high school.**

**The Administration and Taskforce took this feedback to heart; therefore, the ‘ability to reuse’ criterion is different than the ‘ability to sell’ criterion. The reuse option gives the district additional flexibility so that if administrative functions can be consolidated into a school, the district can then sell the administrative buildings instead of the school. Based on community feedback, the Administration and Taskforce found that the community prefers the reuse option over the sale of a school when available.**

## Bonds

The review of existing bonds on a school may be one of the most difficult issues to understand, but it is absolutely necessary when discussing potential closure and sale of a building. Working with legal and financial consultants, the Administration and Taskforce had to quantify the amount of bonds on a facility and the underlying collateral for those bonds.

If a building has existing bonds, the district must work with the bond trustee to shift the bonds to different collateral before a building can be sold. The Administration and Taskforce had to consider the amount of the bonds on a building, when the bonds could be paid off, and whether alternate collateral exists in the district to support shifting the pending bonds to this alternate collateral.

**The outstanding bonds for each school are:**

Based on the bond amounts, the Administration and Taskforce had to strategically balance the ability of a building to sell, the sale price and the amount of bonds. Closing four schools and selling them was not a viable option as there likely would not be sufficient alternate collateral to support this. By retaining schools as administrative buildings, the district supports the community feedback received and increases flexibility to manage the district’s bond portfolio.

School	Total Outstanding Bond Amount
Arlington	\$42,778,970
Arsenal Tech	\$75,000,985
Broad Ripple	\$21,657,096
Crispus Attucks	\$13,485,664
George Washington	\$26,411,799
John Marshall	N/A
Northwest	\$4,479,914
Shortridge	\$15,501,379

**Operational Costs**

**IPS is committed to being a good steward of taxpayer resources. By addressing our underutilized high schools, we will be better positioned to fulfill that mission and drive**

**positive outcomes for students, families and the community.** Improving operational efficiency and allocating dollars in alignment with our strategic objectives has been a central tenant of the Administration. This principle is embedded within IPS’ Strategic Plan and has been demonstrated successfully through automation, increased contracting and disposal of unnecessary assets throughout the enterprise.

Thus, the Administration and Taskforce studied the operational costs of the buildings as a key criterion of the recommendation. Operational costs are detailed in the chart below. “Everyday Cost” includes daily maintenance and operations. “Total Annual Operations Cost” is the sum of utility and everyday costs. For “Total Operations Cost Per HS Pupil,” the data takes the annual cost to run a school divided by the school’s projected enrollment for 2017-18.

School	Utility Cost (annual)	Everyday Cost (annual)	Total Annual Operations Cost	Total Operations Cost Per HS Pupil
Arlington (681)	\$515,285	\$366,000	\$881,285	\$1,294.10
Arsenal Tech (1,797)	\$1,357,579	\$854,892	\$2,212,471	\$1,231.20
Broad Ripple (591)	\$409,487	\$320,076	\$729,563	\$1,234.46
Crispus Attucks (699)	\$385,679	\$206,064	\$591,743	\$846.56
George Washington (326)	\$418,674	\$270,036	\$688,710	\$2,112.60
John Marshall	\$368,976	\$296,148	\$665,124	
Northwest (553)	\$418,938	\$383,220	\$802,158	\$1,450.56
Shortridge (329)	\$335,758	\$175,332	\$511,090	\$1,553.47
<b>Totals (annual)</b>	<b>\$4,210,376.00</b>	<b>\$2,871,768.00</b>	<b>\$7,082,144.00</b>	<b>\$1,289.59</b>

### Deferred Maintenance

The Administration and Taskforce also gathered and analyzed data related to the condition of each of the buildings. **This analysis is critical because the Administration does not want to make a recommendation to keep a building open if that building is not currently in an appropriate condition or if the building has a high amount of deferred maintenance that the district would have to invest a lot of financial resources in to fix.**

The chart below details the estimated deferred maintenance for each building if the building were to continue to operate as a school.

School	Estimated Deferred Maintenance
Arlington	\$12,969,668
Arsenal Tech	\$7,734,837
Broad Ripple	\$15,529,351
Crispus Attucks	\$3,515,661
George Washington	\$10,527,916
John Marshall	\$44,891,906
Northwest	\$14,724,345
Shortridge	\$11,851,375
<b>Totals</b>	<b>\$121,745,059.00</b>



## Transportation Costs and Route Times

In addition to building operations costs and building conditions, the Administration and Taskforce also studied the impact on transportation. Impact means both the cost to provide transportation and the length of routes for students, as well as the ability to provide better service for extracurricular activities.

The table below details the current transportation costs for the school, the cost per pupil based on projected 2017-18 enrollment, the distance from the center of the district, and the average distance for students currently attending a school. It is important to note that Arsenal Tech, Broad Ripple, Crispus Attucks, and Shortridge all have choice programs and transport students from all over the district to the school, impacting both cost and average distance to the school for students.

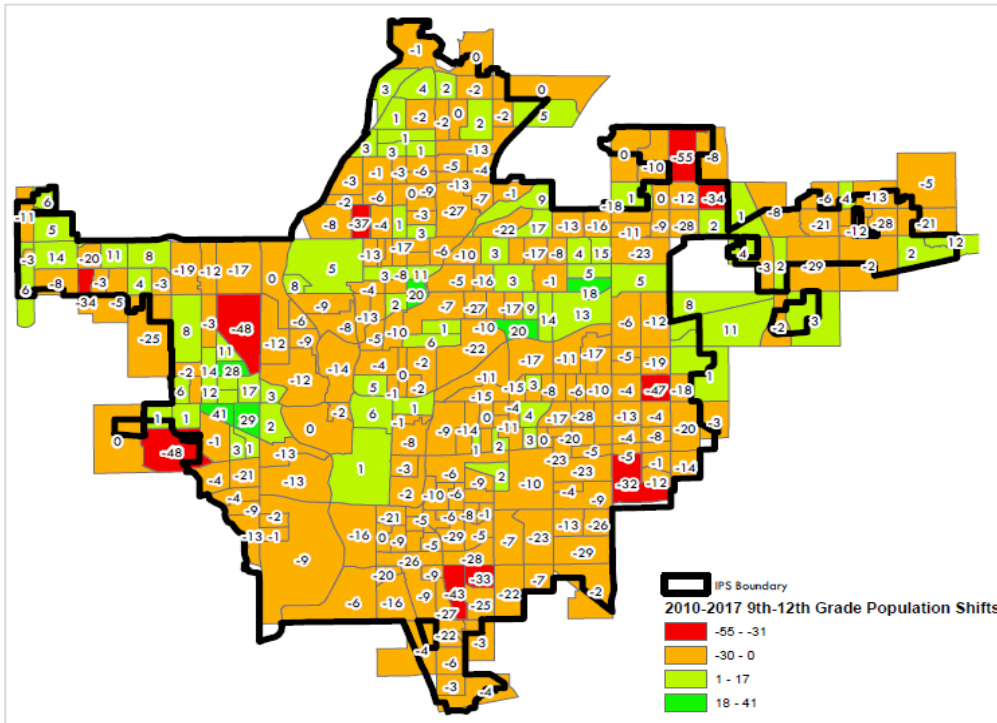
School	Transportation Cost (annual)	Transportation Cost Per HS Pupil	Distance from School to Center of District (miles)	Average Distance to School for Attendees (miles)
Arlington (681)	\$553,650	\$813.00	4.8	3.61
Arsenal Tech (1,797)	\$1,438,859	\$800.70	1.3	4.52
Broad Ripple (591)	\$1,102,482	\$1,865.45	5	7.39
Crispus Attucks (699)	\$1,218,028	\$1,742.52	2	5.53
George Washington (326)	\$646,766	\$1,983.94	4.3	2.35
John Marshall	\$697,906		7.6	3.89
Northwest (553)	\$517,763	\$936.28	7.1	2.95
Shortridge (329)	\$758,637	\$2,305.89	2.4	4.96
<b>Totals</b>	<b>\$6,934,091.00</b>	<b>\$1,253.25</b>	<b>4.31</b>	<b>4.4</b>

## Population Trends, Area Growth and Development

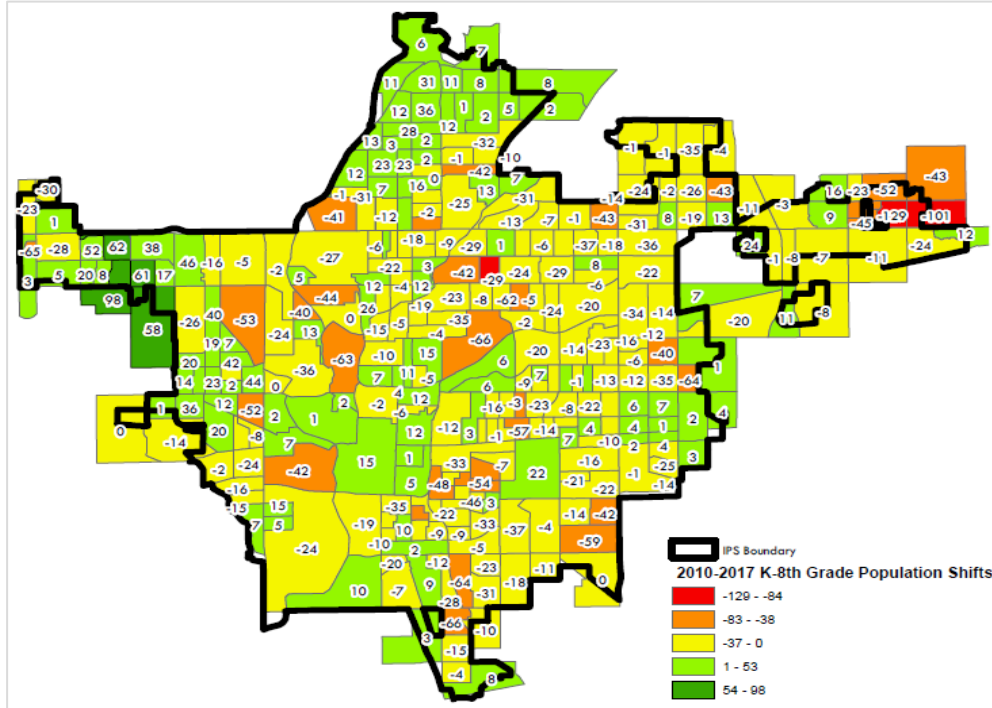
As detailed in the April Taskforce report, Indianapolis continues to see population growth from unprecedented investment in economic development and housing. While most of this investment is centered Downtown, there are several areas of Indianapolis that are still growing. Further, Indianapolis' population continues to shift based on cultural trends, including the large growth of the Hispanic population on the west side of IPS' district.

Following are two maps that illustrate the shift in IPS' enrollment from 2010 until this year. The first map shows the change in enrollment for 9th- to 12th-grade IPS students and the second displays the enrollment shifts for the K to 8th-grade population.

Enrollment Shifts for Grades 9-12



Enrollment Shifts Grades K-8



## Parking

As high schools have the potential to expand enrollment with the right-sizing of facilities, the Administration and Taskforce analyzed the number of parking spaces at each school to ensure that any enrollment growth could accommodate for additional staff and any students who may drive to school.

School (capacity)	Number of Parking Spaces
Arlington (2,175)	390
Arsenal Tech (3,000)	480
Broad Ripple (2,400)	184
Crispus Attucks (1,375)	229
George Washington (1,900)	183
John Marshall (1,475)	444
Northwest (2,125)	422
Shortridge (1,475)	67

To the left is the list of parking spaces at each school.

## Athletic Facilities

**Successful athletic programs are a critical component of a school's culture and the overall high school experience. The current athletic programs in IPS high schools have a significant ability to improve through high school consolidation and improved resource targeting.**

Student athletic participation within Indianapolis Public Schools is relatively low. According to a 2014 National Federation of State High School Associations report, nationally 55% of high school students compete in athletics. In IPS, less than 20% of students participate. Poor participation in athletics has proven to negatively impact schools.

Increased participation improves graduation rates and leads to higher GPAs, better school attendance and fewer discipline issues. Better athletic programs and more athletic resources will allow the district to engage students to increase participation and implement a full slate of athletic offerings that is not possible today.

**To the right is the current assessment of athletic facilities in the district:**

School	Athletic Facility Condition
Arlington	Average
Arsenal Tech	Average
Broad Ripple	Average
Crispus Attucks	Below average
George Washington	Below average
John Marshall	Below average
Northwest	Average
Shortridge	Above average

## ix. High Schools to Remain Operational

**Based on the Administration’s balancing of the above criteria, feedback received through community engagement, and the work of the Facilities Utilization Taskforce, the Administration recommends Arsenal Tech, Crispus Attucks, George Washington, and Shortridge remain as the operating high schools in IPS for 2018-19.** Operating only these four high schools will save the district over \$7 million annually. It’s money that can be reinvested back into classroom resources. This configuration will provide 7,750 high school seats and increase IPS’ high school utilization to 69%. This configuration will have the ability to serve the district even if the district experiences large enrollment growth over the next decade.

An analysis of each of the buildings to remain operational is detailed below.

### a. Arsenal Tech

As the highest ranked building of any high school, Arsenal Tech’s location, size, and facilities are all amenities needed to implement the new Academy model in IPS. Tech’s campus and multiple buildings are ideal to host multiple Academies, proven by the successful Academies already in existence at the school. The central location of the school also limits competition from other districts or charters and increases efficiency for operational services. Arsenal Tech has the highest enrollment and utilization of any IPS high school; therefore, the closure of the school would impact the greatest number of students. **Additional criteria supporting Arsenal Tech continuing to operate as a high school include:**

- **\$75,000,000** in outstanding bonds limits the district’s ability to sell the site.
- **3,000-seat capacity** allows the district to accommodate any future enrollment growth.
- Generally efficient operations and **cost per pupil will decrease as enrollment increases.**
- **Minimal deferred maintenance** compared to other schools;
- Low cost per pupil for transportation, **only 1.3 miles from the geographic center** of the district.
- **Population growth in area is expected** from growth in Downtown.
- **Highest number of parking spaces** of any school.
- **Good athletic facilities**, especially from the Super Bowl Legacy Project.
- **Campus size and location** in the regional center would make **redevelopment or reuse difficult.**

### b. Crispus Attucks

Steeped in historical significance, Crispus Attucks ranked second overall in the Administration’s analysis and balancing of criteria. Attucks’ central location and proximity to Downtown businesses and institutions like IUPUI, IU Health, Eskenazi Hospital, and others makes the school ideal for the Academy model. Attucks currently hosts the medical choice program in partnership with IU Health.

As with Arsenal Tech, the central location limits competition from other schools. While Attucks is a desirable property to redevelop, there are multiple political and redevelopment issues that would exceed the benefit of selling the school. **Additional criteria supporting Crispus Attucks continuing to operate as a high school include:**

- Low cost of utilities and operations, and **lowest-cost school to operate per student.**
- **Lowest amount of deferred maintenance or work** that would have to be done to continue to operate as a school.
- Located **two miles from the center of the district** and the school already operates transportation for current choice programming at the school.
- **Population growth** and developments downtown (such as 16 Tech, GM Stamping Plant and Stadium Village) **will benefit the school.**

The Administration will still have to address some issues with retaining Crispus Attucks, including that it is the smallest high school in IPS. The school also has less-than-average athletic facilities, including only one gym. Currently, the Crispus Attucks auxiliary gym space houses the Crispus Attucks Museum. The Administration hopes to work with strong partners in the area to create new athletic opportunities in the coming years.

### c. George Washington

George Washington ranked third in the overall scoring matrix. George Washington is centrally located and is included in a transformation zone for additional district resources. The school's location is also beneficial due to the development taking place on the west side, including Central State, GM Stamping Plant, 16 Tech and the Stadium Village. Further, the west side is seeing a huge growth in population, making a high school on the west side critical.

George Washington is also home to a large Hispanic population, an issue that was discussed at great length during the west-side community meeting. Closing the school would make it very burdensome on many of these students to continue their education; many students and parents cannot drive or are reluctant to do so, likely increasing the number of students dropping out of school. **Additional criteria supporting George Washington continuing to operate as a high school include:**

- **Third-highest amount of bonds creates issues** with disposing of property.
- Comparatively **low cost of deferred maintenance.**
- An existing bus line to **assist with transportation for students who participate in choice programs.**
- **Least likely building to sell**, as detailed by Taskforce conversations.

While George Washington has many positive aspects, the school will have challenges that will need to be addressed by the Administration during the transition. The school has the highest cost per student to operate, but this will decrease as more students are enrolled in the school. The school has subpar athletic facilities and the small number of parking spots will need to be addressed as more staff and students are added to the building.

### d. Shortridge

Shortridge ranked fourth overall by the Administration. Shortridge is centrally located in the district, has a strong culture and good academic performance. The school's proximity to Downtown businesses and institutions allows the school to create strong partnerships to benefit students through networking, internships and other experiences.

**Additional criteria supporting Shortridge continuing to operate as a high school include:**

- **Lowest operation and utility costs** in the district.
- **\$15 million of outstanding bonds** limit ability to sell building and flexibility with overall real-estate portfolio.
- **Third-lowest amount of deferred maintenance among the district's high school buildings.**
- **2.4 miles from the center of the district** and on a main public transportation route, benefitting the efficiency of transportation for the school.
- **Population growth downtown** and on the Near Northside will continue to **expand the area's population.**

Shortridge, as with the previous high schools, too has issues the Administration must be committed to addressing in the future. Shortridge is the second smallest school, has the fewest number of parking spaces and has less-than-average athletic facilities.

## x. Model to Operate High Schools

The Administration recommends that the high schools operate under an all-choice model, allowing any student to choose the best academic environment for that student. This model allows a student living anywhere within the IPS district the ability to choose the high school and Academy he or she wishes to attend. What's more, students perform better at the district's current schools of choice compared to district neighborhood schools — in part because they can choose the option that best meets their needs and interests.

The district is committed to an all-choice model to give every student the needed skills to be **Enrolled, Enlisted or Employed** at the time that student graduates. The Administration's principals, counselors and teachers will have to work diligently to ensure every student is aware of the new Academies and programs in the schools and will have to work closely with students to encourage and incentivize students to actually make a choice to enroll in a program.

A district transition team consisting of representatives from Special Education, School Counseling, Social Work, English as a Second Language, Parent Involvement, Athletics and Public Relations will be created to provide guidance and direction from multiple areas. The district transition team will also support transition teams at each school. School transition teams will provide support to the students and the parents at their school. Parent and community advisory groups will support the district and school-level transition teams.

### Transition Team Structure for High School Revisioning

<b>Purpose:</b>	<b>Oversee the high school transition during SY 2017–18</b>
<b>Components:</b>	<b>District Transition Team, School Transition Teams, District Advisory Committees District Transition Team, School Transition Teams, District Advisory Committees</b>
District Transition Team	Deputy Superintendent for Academics, Chief Strategist, IPS Police, District Athletic Director, Parent Involvement Coordinator, Special Education Officer, English as a Second Language (ESL) Coordinator, Student Services Officer, and Student Services Director
School Transition Team	Principal, Athletic Director, Parent Involvement Educator, representatives from Special Education, ESL and Counseling Departments, School Social Worker, students and parents
District Student Advisory	Student representatives from each school's Transition Team
District Parent Advisory	Parent representatives from each school's Transition Team
District Community & Legacy Preservation Advisory	Community representatives from school's neighborhood, Alumni

## xi. Academies in High Schools

### Preparing Students for Success after Graduation

Indianapolis Public Schools is redesigning its entire high school model around Career-Themed Academies focused on preparing students for college and career. **By 2020, we expect every high school student in IPS – approximately, 5,000 young people – to have either chosen a career pathway (in the case of juniors and seniors), be actively engaged in researching the best-fit pathway (in the case of our younger high schoolers), or be enrolled in one of IPS’ existing, high-performing choice programs. Through this new vision for high school in IPS, our goal is to ensure every graduate is successfully Enrolled in college or career training, Enlisted in the military, or Employed at a livable wage.**

### Impact on Student Outcomes

The Career-Themed Academy model is an outgrowth of the early success we’ve seen with bolstering our career and technical education (CTE) offerings. From a dramatic increase in postsecondary enrollment for students taking at least one CTE course (63% to 95%), to a graduation rate that is nearly 14 percentage points higher than the traditional IPS graduation rate – we believe we have a body of evidence to support this new direction, along with a team committed to executing this vision. IPS’ CTE successes include:

- i. Enrollment Growth:** 1,138 to 1,871
- ii. Dual-Credit Enrollment:** 190 to 380
- iii. Internships:** 5 to over 90
- iv. Postsecondary Placement:** 63% to 95%
- v. Graduation:** 83% to 91%
- vi. Industry Certifications:** 84% to 91%

### What are Career-Themed Academies?

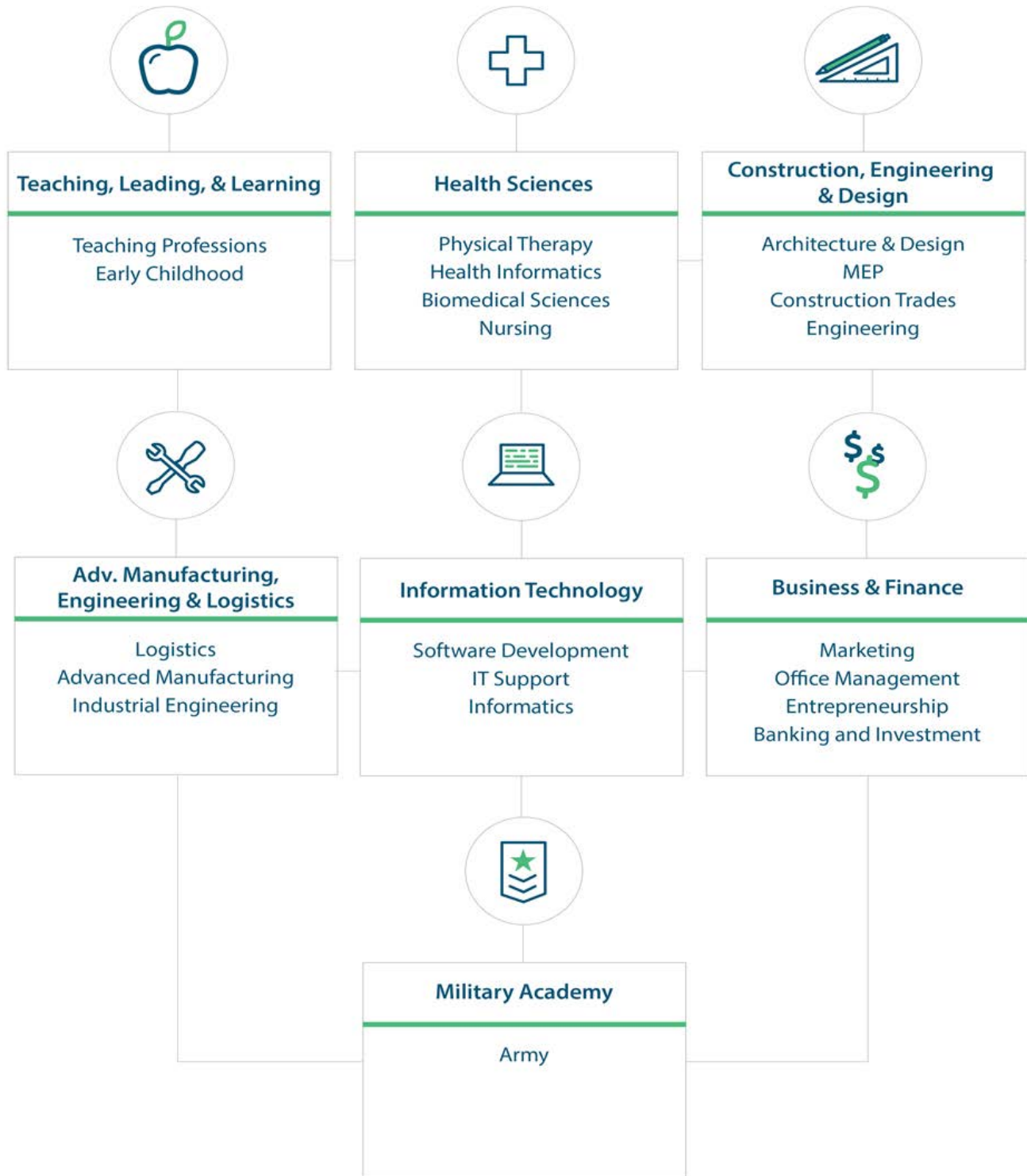
*Career-Themed Academies enable students to achieve their educational and career goals.*

- Elective career-themed courses aligned to industry demand
- Career-themed projects in academic classes
- Continuum of experiential work-based learning (e.g., on-the-job training)
- Opportunities for students to earn credentials

8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<p><b>School Based</b> College &amp; Careers Course Academic courses (Math, ELA, Science, etc.)</p> <p><b>Work Based</b> JA Jobspark Career Interest Inventory Explore Colleges</p>	<p><b>School Based</b> College &amp; Careers Course Academic courses (Math, ELA, Science, etc.)</p> <p><b>Work Based</b> Job Site Tour College Visit Goal Setting</p>	<p><b>School Based</b> Introductory Career Course Academic courses (Math, ELA, Science, etc.)</p> <p><b>Work Based</b> Job Shadow College Visit Guest Speaker Industry Field</p>	<p><b>School Based</b> 1st year Career Course Academic courses (Math, ELA, Science, etc.)</p> <p><b>Work Based</b> Job Shadow -College Visit Guest Speaker Financial Literacy Mentorships</p>	<p><b>School Based</b> 2nd year Career Course Academic courses (Math, ELA, Science, etc.)</p> <p><b>Work Based</b> Internships Co-op Capstone Project Financial Literacy Soft Skill Training</p>

## Academies and Pathways

IPS Career-Themed Academies will be organized around seven sectors, which were determined based on high-demand/low-supply career fields, student interest and employer and postsecondary input.





## Employer and Postsecondary Partners

Sector Committees comprised of top employers and post-secondary partners in Central Indiana are working together to determine school and work-based experiences, as well as secondary and post-secondary outcomes for each respective sector.



## High School Choice Offerings by School for 2018-19

**By reinventing IPS high schools, we not only will create better opportunities for students, but also a stronger talent pipeline for employers and a more vibrant and thriving city.**

“We have momentum with post-secondary preparation and must build upon our progress as we address our gaps in performance with more deliberate and personalized learning. The IPS high school experience will no longer be defined by where students live but by what they want to become. **We will now offer our young people an unprecedented 45 academic program options – an exciting opportunity to own their learning and future.**”

Dr. Lewis D. Ferebee, IPS Superintendent

IPS is redesigning its entire high school model around student choice, which includes career-themed Academies, an extension of the district’s career and technical education (CTE) offerings. The Academy model focuses on preparing students for college and career and is designed in close collaboration with local employers and post-secondary institutions. The new Academy model falls under the vast menu of choice academic options the district will offer high school students in 2018-19. IPS is proud and to offer 45 exciting choice options for students, as illustrated in the following tables.

School	Choice Option	Pathway (if applicable)	
Arlington Middle	Evening High School		
Arsenal Tech	Career Technology Center	<ul style="list-style-type: none"> <li>Animal Science</li> <li>Automotive Collision Repair</li> <li>Automotive Service Technology</li> <li><b>Certified Nursing Assistant</b></li> <li>Computer Network Technology</li> <li><b>Computer Science</b></li> <li>Cosmetology</li> </ul>	<ul style="list-style-type: none"> <li>Culinary Arts</li> <li>Dental Careers</li> <li>Fire &amp; Rescue</li> <li>Graphic Imaging Technology</li> <li>Pharmacy</li> <li>TV Broadcasting</li> <li>Welding Technology</li> </ul>
		<ul style="list-style-type: none"> <li>Athletic Training</li> </ul>	
	Military Academy		
	Construction Engineering & Design Academy	<ul style="list-style-type: none"> <li>Architecture</li> <li><b>Engineering (Project Lead the Way)</b></li> </ul>	<ul style="list-style-type: none"> <li>Construction Trades</li> <li>Mechanical, Electrical &amp; Plumbing</li> </ul>
	Law & Public Policy		
	New Tech High		
Math & Science			
Crispus Attucks	Health Sciences Academy	<ul style="list-style-type: none"> <li>Biomedical Sciences (Project Lead The Way)</li> <li><b>Certified Nursing Assistant</b></li> </ul>	<ul style="list-style-type: none"> <li>Health Informatics</li> <li>Physical Therapy</li> </ul>
	Teaching, Learning & Leading Academy	<ul style="list-style-type: none"> <li>Teaching Professions</li> </ul>	<ul style="list-style-type: none"> <li>Early Childhood</li> </ul>
George Washington	Advanced Manufacturing, Engineering & Logistics Academy	<ul style="list-style-type: none"> <li>Advanced Manufacturing</li> <li>Engineering</li> <li>Logistics</li> </ul>	
	Information Technology Academy	<ul style="list-style-type: none"> <li>Software Development</li> <li>Informatics</li> <li>IT Support</li> </ul>	
	Business & Finance Academy	<ul style="list-style-type: none"> <li>Business Operations</li> <li>Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>Finance &amp; Banking</li> <li>Marketing</li> </ul>

School	Choice Option	Pathway (if applicable)
Shortridge	Visual & Performing Arts	<ul style="list-style-type: none"> <li>• Visual &amp; Performing Arts</li> <li>• Entertainment Management</li> <li>• TV Broadcast</li> </ul>
	Humanities	
	International Baccalaureate Diploma Program	
	International Baccalaureate Career-related Program	<ul style="list-style-type: none"> <li>• International Baccalaureate Career-related Program</li> <li>• <b>Computer Science</b></li> <li>• <b>Engineering (Project Lead The Way)</b></li> </ul>
Herron	<b>Classical Liberal Arts</b>	
Riverside	<b>Classical Liberal Arts</b>	
Purdue Polytechnic	STEM	
TBA	Early/Middle College (Exploring options with Butler University, Marian University, IUPUI and Ivy Technical Community College)	

### Special Education

Special Education was one of the top issues discussed during the community meetings and impacts some of our most vulnerable students. All IPS students with disabilities will continue to be served in their least restrictive environment aligned to each student’s Individualized Education Plan or 504 Plan.

In addition, IPS will also maintain the district practice of ensuring students are as close to the student’s home as possible when in self-contained Special Education classrooms such as Life Skills. Some students may have shorter transportation times due to adjustments made through consolidation of programs now spread throughout the district.

IPS will maintain all Special Education services at the remaining high schools and will explore options for enhancements as well. For instance, Special Education staff such as speech-language pathologists and Life Skills job coaches will spend more time at a given high school instead of travelling to serve multiple high schools in our current state.

## Preparing Students for High School: The Middle School Experience

Middle school Grades 7 and 8 will provide a supportive environment that helps students navigate their intellectual, social and emotional development. Key components are interdisciplinary teaming, varied instruction, exploratory programs and transition programs. As students transition from elementary to high school, their learning will take place in small learning communities or interdisciplinary teams. The teaming model will provide opportunities for adults to serve as positive role models, develop engaging and emotionally relevant curriculum and engage students in the decision-making process of their learning. Varied instruction includes actively engaging students in problem-solving, emphasizing collaboration, cooperation and community.

Additionally, students will have access to a more diverse group of elective/special courses and exploratory opportunities to support early career exploration. Finally, transition programs will focus on creating a smooth transition from elementary to middle school and from middle school to high school.

Buildings	2018-19 Enrollment	Capacity	Utilization %
<b>Arsenal Tech</b>	<b>1,900</b>	<b>3,000</b>	<b>63%</b>
Career Technology Center	525		
Math & Science + Law & Public Policy	350		
New Tech	450		
Construction & Engineering Academy	325		
Military Academy	250		
<b>Crispus Attucks</b>	<b>925</b>	<b>1,375</b>	<b>67%</b>
Teaching, Learning & Leading Academy	175		
Health Sciences Academy	750		
<b>George Washington</b>	<b>1,050</b>	<b>1,900</b>	<b>55%</b>
IT Academy	300		
Advanced Manufacturing, Engineering & Logistics	200		
Business & Finance Academy	550		
<b>Shortridge</b>	<b>1,100</b>	<b>1,475</b>	<b>75%</b>
IBDP + IBCP	550		
VPA + Entertainment Management + Humanities	550		
<b>Total</b>	<b>4,975</b>	<b>7,750</b>	<b>69%</b>

## xii. Reuse Options for Closed High Schools

While the decision to no longer operate schools as high schools is never easy, it is a decision that must be made. The Administration's recommendations are intended to minimize the impact on teachers, staff and families, while retaining as many buildings as possible, even if a building will no longer operate as a high school.

These reuse recommendations are based on feedback at community meetings and the due diligence done by the Taskforce, but the recommendations are just a first step. The Administration will continue to work with neighborhood groups and the city to ensure appropriate reuse options are implemented.

### a. Arlington

The Administration is very cognizant of the many transitions the Arlington community has been through in the past few years, including turnaround status with a new operator, then that operator leaving and IPS now operating the building on a day-to-day basis. The Administration knows more disruption is difficult, but believes the long-term outcomes will be worth the short-term troubles.

The Administration saw the community support firsthand during the community meeting in the neighborhood. There was a strong outpouring from students, stakeholders and alumni. The Administration is committed to continuing to work with these groups during this transition to provide the best service possible to all students.

The Administration recommends Arlington serve as a 500-seat middle school, filling a critical need for the east side with the closure of John Marshall. The location of the school at the boundary of a district and its close proximity to competing districts and charter schools made it difficult for Arlington to remain a high school. There would be challenges attracting and retaining students and being cost-effective with transportation and operations. However, a middle school is a strong fit for the building and the community.

In addition to the 500-seat middle school, the Administration recommends Arlington also house the current Forest Manor staff and functions to more fully utilize the building. Relocating this staff will also allow IPS to consolidate an administrative building into a school and allow the district to maintain a larger presence in the Arlington community, an issue that was discussed several times at the community meeting. This recommendation would also include moving transportation offices and functions from John Marshall to Arlington, as John Marshall would not serve any IPS functions in the future.

Finally, the Administration recommends exploring the use of Arlington for a night high school, which would be a new opportunity in IPS. The Administration recognizes many of its high school students work full-time jobs. The Administration endeavors to provide these students with the flexibility needed to ensure they are continuing their education.

The Administration believes this proposed recommendation has many benefits. The district will fill the void for middle school students on the east side, while at the same time potentially opening a new night school for our working students, maintaining a large presence in the community, and creating savings by consolidating functions into one building instead of operating two. This option also retains Arlington in the district's portfolio as students from the turnaround Academies are returned to IPS and in case additional high schools should be needed in the future. This recommendation further adds flexibility for the district's management of bonds, with Arlington having \$42,778,970 worth of outstanding bonds. Approval from the Indiana State Board of Education is required to fully implement the recommendations for Arlington.

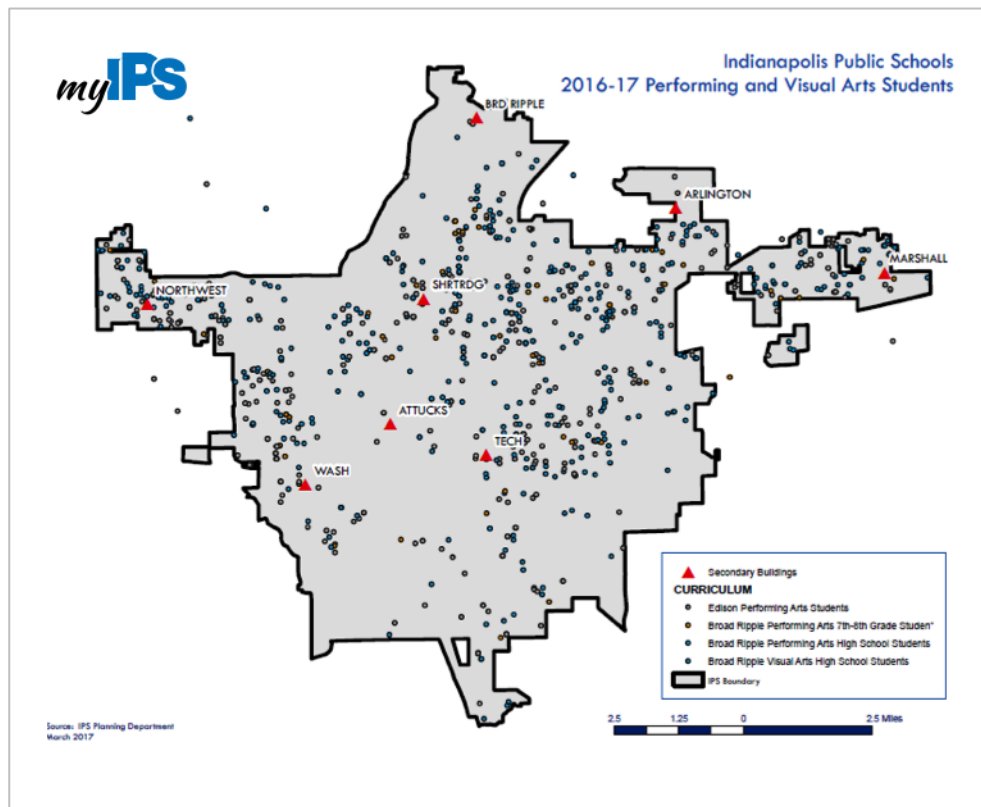
## b. Broad Ripple

The Administration recommends Broad Ripple be closed and sold. Broad Ripple has a rich history and a strong culture, but the data dictates this difficult recommendation be made. The school is located at the edge of the district, making it difficult to attract and retain students.

Further, despite the popularity of the Visual and Performing Arts Academy (VPA), most students who attend Broad Ripple do not live in proximity to the school. As demonstrated in the table and map below, most VPA students live within the center of the district. More than half of VPA's students (343) live within 1.5 miles of Arsenal Tech, George Washington or Shortridge. Thus, it does not make financial or practical sense to have the VPA Academy housed at the far northern boundary of the district, as transportation costs and run times increase dramatically.

While enrollment for IPS has increased with students living in the Broad Ripple area, as indicated in the previous maps, these students are choosing other IPS programs and not VPA at Broad Ripple, forcing these students to travel long distances from Broad Ripple as well.

Number of VPA Students Within 1.5 Miles of School			
Year	Arsenal Tech	Washington	Shortridge
2011-12	56	54	200
2012-13	79	43	191
2013-14	93	47	161
2014-15	74	57	180
2015-16	96	94	182
2016-17	105	77	161



As detailed in the recommendation above, the Administration recommends VPA move to Shortridge due to Shortridge's location, proximity to the Edison School of the Arts feeder program, Downtown Indianapolis arts community partners, and more efficient transportation.

In addition to better practical considerations for students and families, Broad Ripple has the best potential for sale given the economic and housing development occurring in the surrounding area. The sale would likely **garner \$6-8 million of one-time revenue for the district**. While the Administration will have to work through the charter law and \$21,657,096 of outstanding bonds, Broad Ripple is the only school facility the Administration is recommending for outright sale, increasing implementation flexibility for the district.

### c. John Marshall

The Administration recognizes the vulnerable nature of the population on the far east side and is committed to working with the community and stakeholders to discover a viable reuse for the school based on the current recommendation to close the school.

John Marshall was the worst ranked school through the criteria analysis. The school sits on the far side of the district, has seen a drop in enrollment in IPS from the area, and would create transportation challenges under an all-choice model. In addition, the facility has the **highest deferred maintenance at over \$44 million** and would need remediation of significant asbestos.

With the Administration's recommendation to maintain Arlington as a middle school, students and families on the east side will still have a neighborhood school, and IPS is still committed to this area of town.

The Administration is dedicated to working with community partners, including neighborhood groups, elected officials, and the Glick Family Foundation, to ensure a viable reuse to add to the community.

### d. Northwest

Northwest had many favorable criteria for the Administration to consider. The growth of the population on the west side, athletic facilities and the number of parking spaces were all positives.

But the location of the school created other issues that could not be overcome from the Administration's analysis. The school's proximity to other districts and charter schools creates challenges for attracting and retaining students in IPS. Further, the 7.1 miles from the center of the district is the second farthest, making it difficult and costly for transportation and other operations. The location also makes an all-choice academic model difficult, as students would be more likely to default to the neighborhood school and not choose an appropriate Academy for the student.

However, given the growth on the west side, the Administration recommends retaining Northwest as a 600-seat middle school. Most of the west-side K-8 schools are at or over capacity, and a middle school of this caliber would help alleviate some of these capacity challenges.

The school also offers an additional benefit of being able to host the Newcomer Program that is currently located at Gambold. Enlace Academy is also located at Gambold, and both Enlace and Newcomer are expanding rapidly. By relocating the Newcomer Program and its projected 325 students to Northwest, Newcomer and Enlace can continue to expand to serve their populations.

The Administration recommends relocating the Facilities Maintenance Department (FMD) mill and other FMD functions to Northwest to increase the school's utilization and free the FMD building for sale.

Further, due to Northwest’s low bond debt (\$4,479,914), retaining the building gives the district greater collateral flexibility in its overall real-estate portfolio.

### e. Facilities Maintenance Department (FMD)

IPS FMD is located at 1129 E.16th Street and has operated on the site since the early 1920s. The site sits on 3.84 acres and has a total of four buildings that include facility management operations, school police and other operations functions.



The Administration recommends sale of this site. The East 16th Street corridor is beginning a housing and economic development boom. As momentum continues east on 16th Street, along with FMD’s location adjacent to the Monon Trail, the site is expected to garner \$3-5 million through sale.

The Administration recommends FMD move some operations to Northwest and some operations to Bellamy. Collocating FMD at existing schools will reduce the district’s number of buildings, save on annual operations and utility costs, and can generate millions of dollars in one-time revenue through a sale. Further disposing of the site will save the district \$104,640 annually in utilities. The site also does not have outstanding bonds and is not subject to the charter school law, making disposal much easier.

### f. Forest Manor Professional Development Center

Forest Manor, located at 4501 E. 32nd Street, is a former school that currently serves IPS administrative offices and professional development trainings, and hosts large meetings for the district and the Indiana Department of Education. Administrative functions include offices for staff of English as a Second Language (ESL), Special Education, transformation zone, student services, and academic coaches.



While the services and staff are absolutely necessary for the success of students in IPS, the Administration recommends the office space for these functions be relocated from Forest Manor to Arlington, collocating with the 500-seat middle school.

As Forest Manor was previously closed as a school in 2007, the Administration recognizes the sensitivity in the community that ceasing operations at the location may again bring about. Finding a reuse of the building is vital for the Administration.

The Administration recommends general sale of the building through a formal procurement process. The district would save \$270,165 per year on utilities currently being paid for Forest Manor.

Forest Manor does not have any bonds and is not subject to the charter school law, thus it is easier to dispose of than a school. Further, by collocating Forest Manor in a school, the district is trading two buildings for one, benefitting the overall portfolio.



## **g. Howe and Manual**

As current turnaround Academies, IPS owns the high schools but does not operate the schools on a day-to-day basis. Howe's turnaround Academy contract is set to expire after SY 2017-18 and Manual's contract expires after SY 2019-20. If the schools are returned to IPS for daily operation after the termination of the contracts, the Administration recommends that the district not operate either of the schools as a high school.

For SY 2016-17, Howe has 357 high school and 184 middle school students. Manual has 696 high school students for SY 2016-17.

Upon termination of the contracts, these high school students will have the ability to select any IPS Academy program in the district to continue their education. Middle school students will have the ability to attend either Northwest or Arlington's middle school, depending upon where that student lives. They can also apply to an IPS middle school choice program.

Approval from the Indiana State Board of Education is required to fully implement the recommendations for Howe and Manual high schools.

### xiii. Conclusion

**IPS strives to be a point of pride for the City of Indianapolis. These much-needed changes to the district's high schools will allow IPS to fulfill that objective. With fewer high schools, the district can continue its work to revitalize public education in Indianapolis.**

IPS leadership is working to dramatically improve district outcomes for students by attracting top teaching talent, empowering principals to make key decisions, partnering with high-quality nonprofits to offer additional school options and providing additional academic choice school opportunities. By combining these efforts with a reinvention of high schools, the district can drive positive outcomes for students, families and the community. More efficient operations of the district's high school and administrative facilities is critical to this work.

By only operating Arsenal Tech, Crispus Attucks, George Washington and Shortridge for SY 2018-19, IPS can dramatically enhance the high school experience. This four-high school configuration will save the district \$4 million annually from current high school general fund expenditures and \$3 million annually from current high school operations, maintenance and capital-fund expenditures.

These savings will be reinvested into the classroom to sustain successful academic programs, implement the high school Academies and provide expanded extracurricular activities. All of this work is to ensure the **"3 E's"** – every student is **Enrolled, Enlisted** or **Employed** upon graduation.

Through 21 stakeholder meetings, the Administration received comments and feedback from students, parents, employees and neighborhood stakeholders. These remarks — along with the hundreds received online, through emails, or via phone calls — were all taken into account to create the recommendations in this report.

The diligent work over 10 months from the Facilities Utilization Taskforce also detailed the opportunity that exists by using our resources more efficiently. The Taskforce's work also made abundantly clear that the status quo was not viable for the future of IPS.

Based on community input and the data analysis from the Taskforce, the Administration recommends IPS operate Arsenal Tech, Crispus Attucks, George Washington and Shortridge as high schools, and that the additional reuse recommendations be implemented for SY 2018-19.

In the four years of the current IPS administration, graduation rates have increased more than eight points, and today 95 percent of IPS' high school graduates are successfully entering college or a promising career. It's time to build upon this momentum and prepare many more students to graduate ready for college and career so they can obtain a good job and live a good life. By undertaking thoughtful planning and ongoing community engagement efforts, the Administration is confident that the district will be able to most effectively harness the right combination of facilities, resources and opportunities for students, parents, teachers and the community.