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Possible Criteria for Elementary School Conversion to a 45/15 Multi-Track Calendar:

Growth and Planning Department

- A. Does the school community want to convert to the 45/15 calendar? (This could be indicated through the existing process approved by the Board of Education or some quicker simpler process.)
- B. Would conversion of this school enable the Board of Education to remove a cap on enrollment or return spot nodes to the base assignment area of the school?
- C. Does the school have sufficient projected membership to organize at least one class at each grade level on each track?
- D. How much capacity (space for new students) will be gained through conversion of a school? Does the capacity gain provide space for special needs students? Can the capacity gain be optimized through adjustment of mobile/modular classrooms?
- E. Is the student population growing in the base area of the school? Will the capacity gained through conversion be utilized without reassignment or movement of mobile classrooms?
- F. How many students residing in the base area of the school currently attend year-round schools through the application process and how many students from the base area applied to year-round but were not selected? If students return to their base school after conversion, how much capacity gain is created in the existing optional year-round school?
- G. Does the school facility have obstacles that would inhibit or restrict effective multi-track programming? For example, are there physical obstacles to the movement of materials on carts between classrooms? If so, can those obstacles be addressed through minor facilities modifications such as construction or reconfiguration of ramps or sidewalks? Will renovation plans or poor air-conditioning create poor learning conditions?
- H. Is there a traditional calendar school that could be made available to parents who can't make the year-round calendar work for their family?
- I. Will conversion to a year-round calendar require reassignment of some of the school's base area because of the large number of students that might return from existing year-round schools? If so, how much reassignment is required?
- J. Does the school have a year-round middle school feeder option or can such an option be created? How much reassignment would be associated with creation of a middle school feeder option?
- K. Will conversion of this school and any necessary related student reassignment have a negative impact on the district's efforts to maintain healthy school assignments?
- L. Will conversion of this school have a negative impact on the school's ability to accommodate transfer students?

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Example of one version of a possible staff decision matrix for identification of schools:

Example of one way point values could be applied to conversion criteria: - 3 = very negative consequences - 2 = moderately negative consequences - 1 = slightly negative consequences 0 = does not apply or mixed consequences + 1 = slightly positive consequences + 2 = moderately positive consequences + 3 = very positive consequences	Point Values
Evidence of desire to convert	
Impact on elimination of capping and spot nodes	
Sufficient projected membership	
Capacity gain	
Ability to utilize capacity gain without relocating mobile classrooms or changing student assignment boundaries	
Evidence of year-round interest from prior magnet school applications	
Level of reassignment required because of return of YR students to base school if school is converted	
Adequacy of storage space and ability to move materials on carts from classroom to classroom on multi-track calendar	
Availability of a traditional calendar school for parents wishing to apply for a traditional calendar assignment	
Amount of reassignment necessary because of current YR students returning to their base school after conversion	
Availability of a middle school multi-track feeder for this elementary school	
Projected healthy schools impact from conversion	
TOTAL:	

Each of the criteria **could be** evaluated by Growth Management staff, utilizing rubrics. For example, the rubric for “Capacity gain” might be:

- No initial year capacity gain and no projected capacity gain = -3 points
- No initial capacity gain but some projected gain within two years = -2 points
- Initial or projected capacity gain of only 1 classroom = -1 points
- Initial or projected capacity gain of 2-3 classrooms = +1 points
- Initial or projected capacity gain of 4-5 classrooms = +2 points
- Initial or projected capacity gain of 6 or more classrooms = +3 points

Point values for each criterion could vary depending upon the relative importance of the criterion. Capacity Gain might be worth 3 points while Healthy Schools Impact might be worth 5 points and Evidence of Prior Interest might only be worth 1 point.