

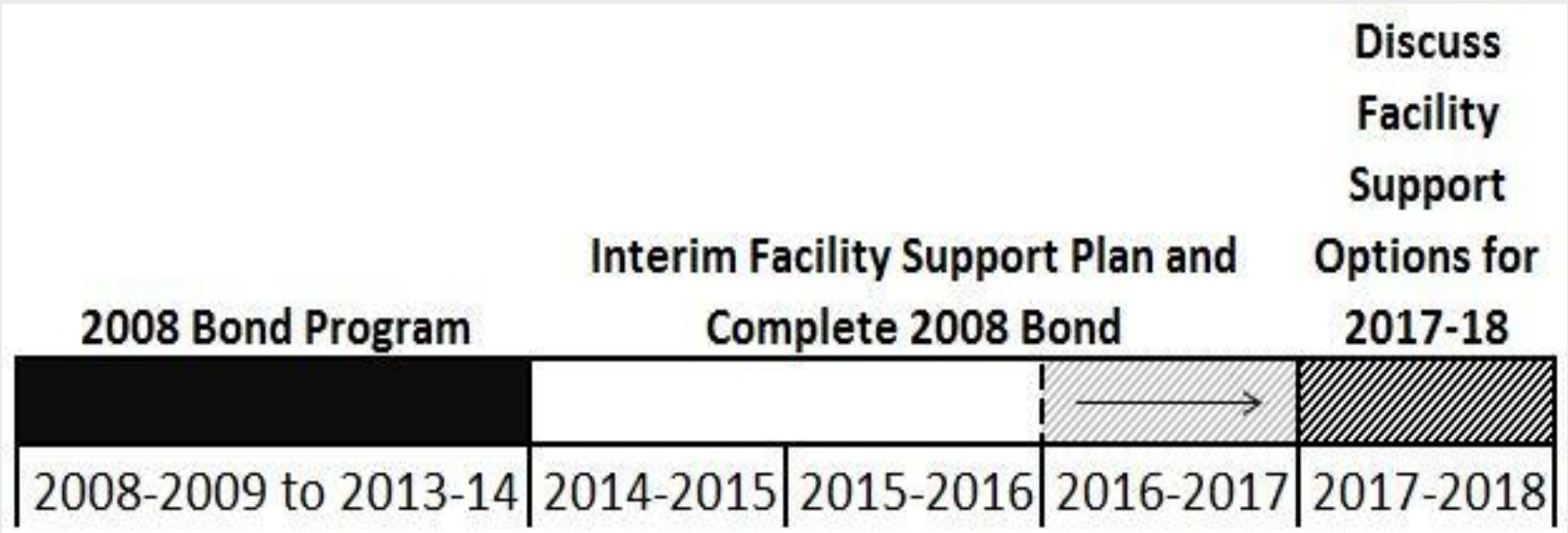
Community Engagement Survey Results

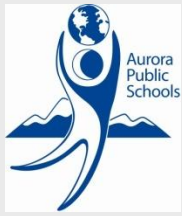
Purpose of the Presentation

- Provide status summary on the process to address enrollment growth and academic program needs through the 2016-17 school year
- Present survey results from APS stakeholders
- Next steps



Interim Facility Support Timeline – Revised





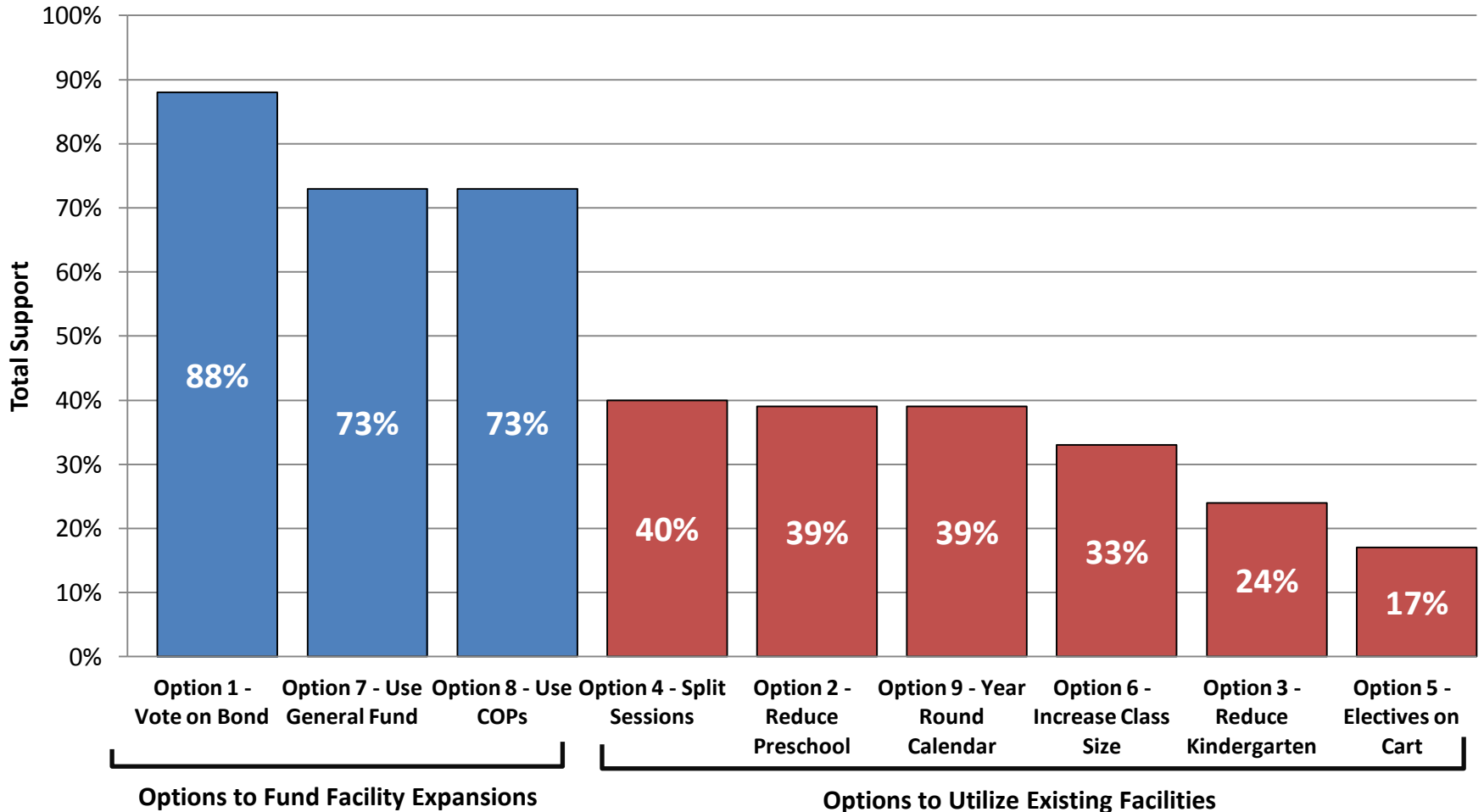
Summary of the Process to Address Enrollment and Capacity Needs

- December 17, 2013
 - BOE approved five specific recommendations to address enrollment vs. capacity challenges, including authorizing Certificates of Participation to build Edna and John W. Mosley P-8
- June 3, 2014
 - BOE approved interim facility support plan
- October 21, 2014
 - BOE approved 2008 bond program adjustments
- November 18, 2014
 - BOE approved P-8 attendance area recommendation
- January 20, 2015
 - BOE provided update on interim facility support plan including nine additional options to address capacity challenges
 - BOE given presentation on the feasibility of a year-round calendar
 - BOE directed staff to engage the community on the nine options
- August 18, 2015
 - BOE provided update on interim facility support plan and community survey results on nine options to address capacity challenges



Community Survey Results

Options Ranked by Total Support



Telephone Survey Results

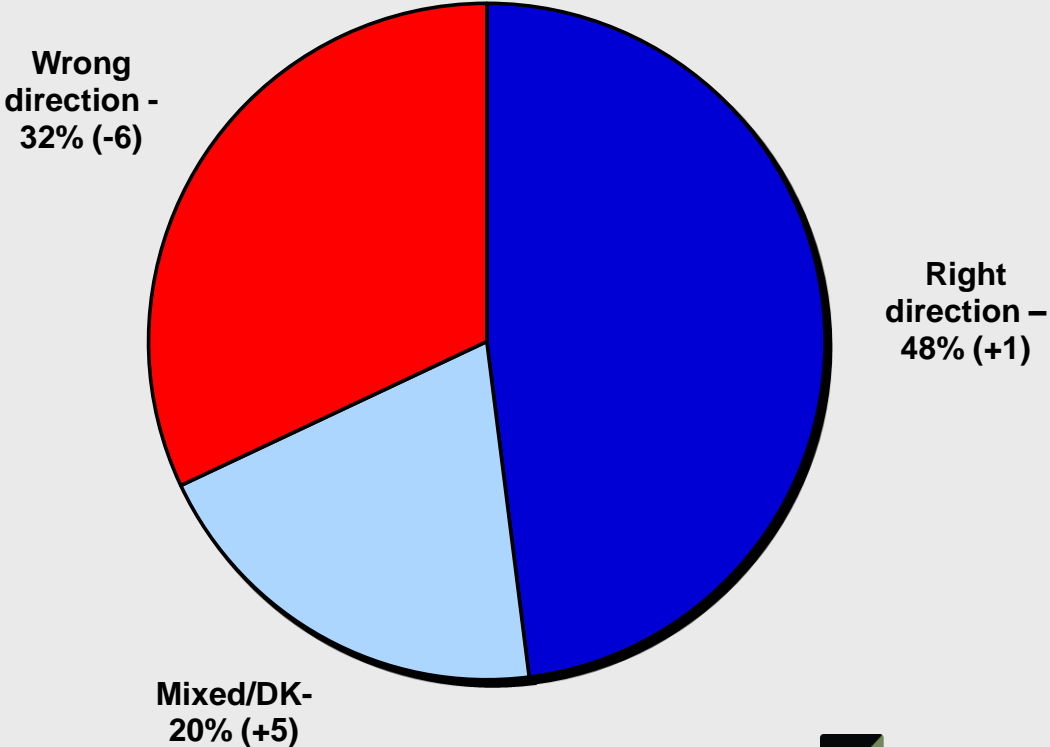
September 2015

- Sample Size: n=500
- Eligibility: Likely November 2016 General Election Voters
- Margin of Error: 4.3%
- Interview Method: Telephone. Landline 70%; Cell 30%
Spanish Language Interviews: 8%
- Interview Dates: September 8-16, 2015

T1: General Voter Mood: Aurora Area Direction.

First of all, considering general conditions like the economy and quality of life, do you feel things in the Aurora area are heading more in the right direction or in the wrong direction?

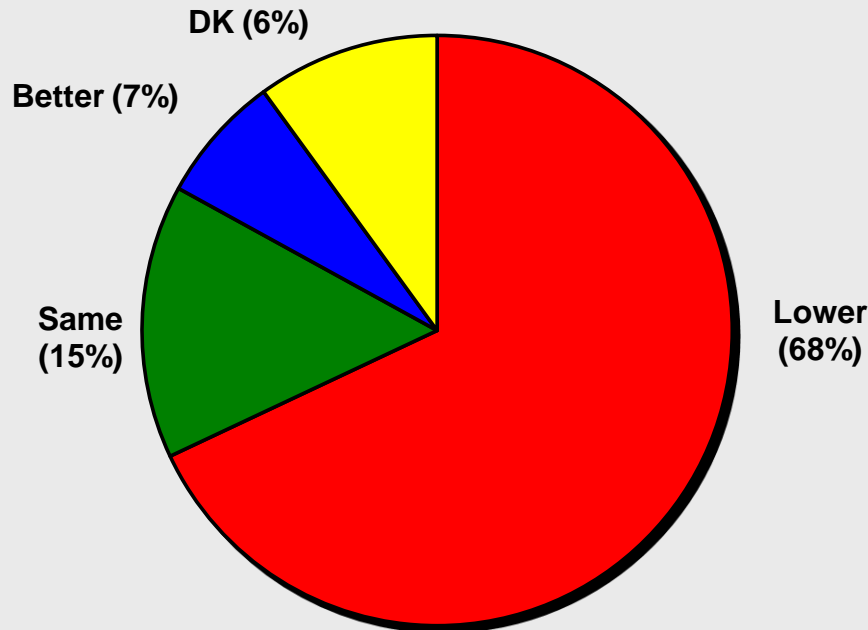
(Trend from 2008)



T2: How Aurora Perceived by Cherry Creek and Denver.

Changing subjects, what is your opinion of how folks in the neighboring areas of Denver and Cherry Creek view Aurora generally?
Do you think they see Aurora as...?

- As about the same as where they live.
 - As having a better quality of life.
- OR--
- As having a lower quality of life.

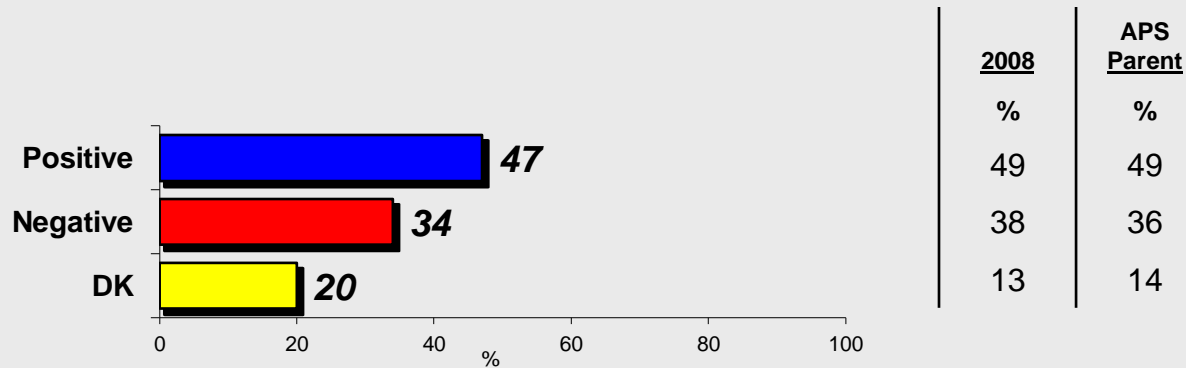


“Lower” Highest with:

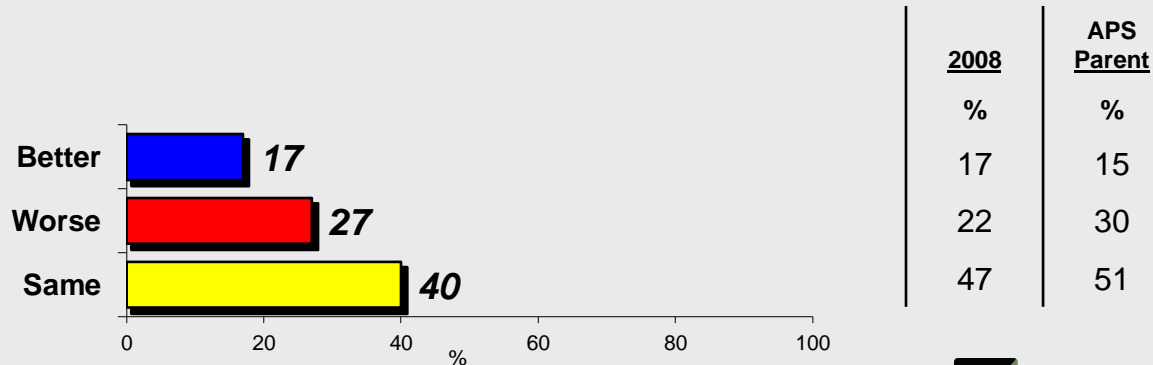
- 18-39 79%
- Republicans 76%
- Women 75%
- Adams Co. 74%

T3: Rating of Overall APS Quality.

Quality: In general, how would you rate the quality of public schools in the Aurora Public School District where you live -- excellent, good, not so good, or poor?

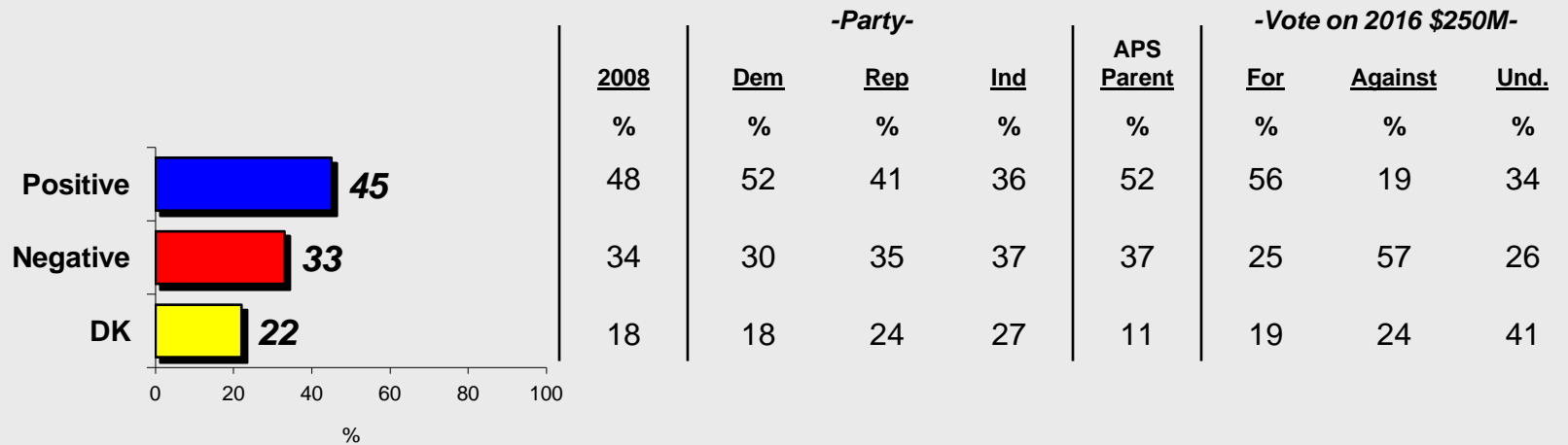


Trend: And do you think that in the last three to five years the quality of public schools in the Aurora Public School District has gotten better, gotten worse, or staying about the same?



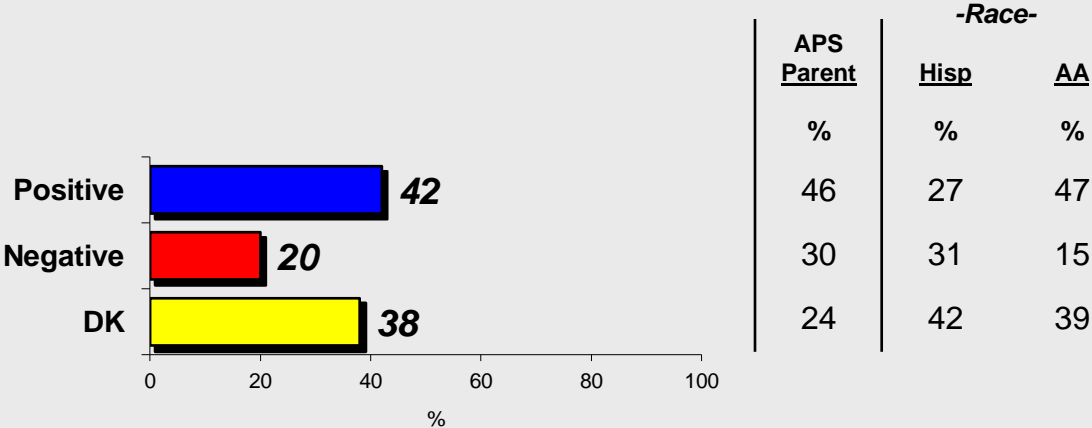
T4: Rating of APS for Spending Last Bond Money.

Seven years ago, in 2008, Aurora Public School District voters approved a bond package to pay for improvements to Aurora schools. How well do you think the school district performed in using that money in an effective and efficient manner -- excellent, good, not so good, or poor?



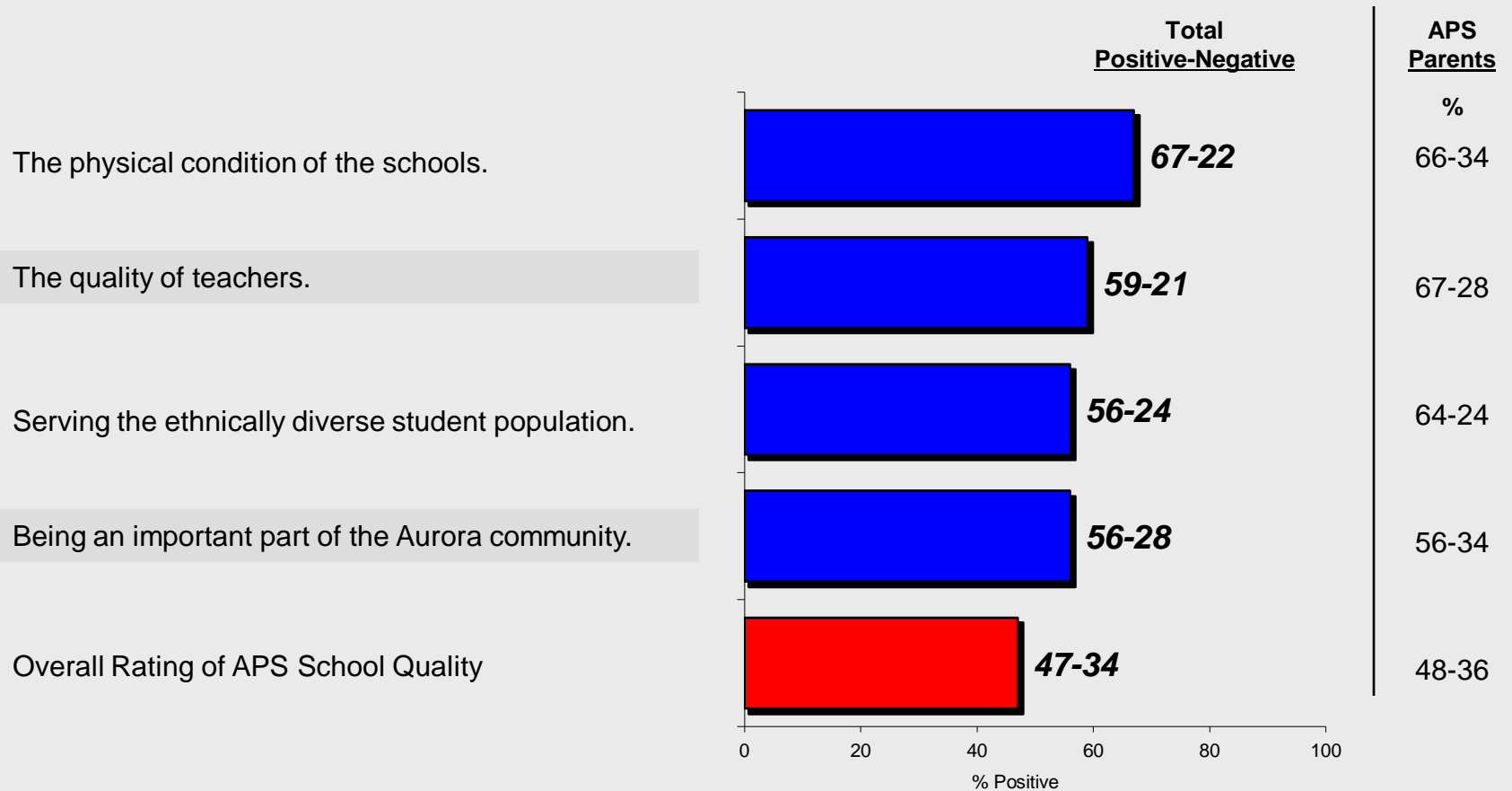
T5: Job Rating of Superintendent Rico Munn.

And how would you rate the job the new Aurora Public School District Superintendent Rico Munn is doing – excellent, good, not so good, or poor?



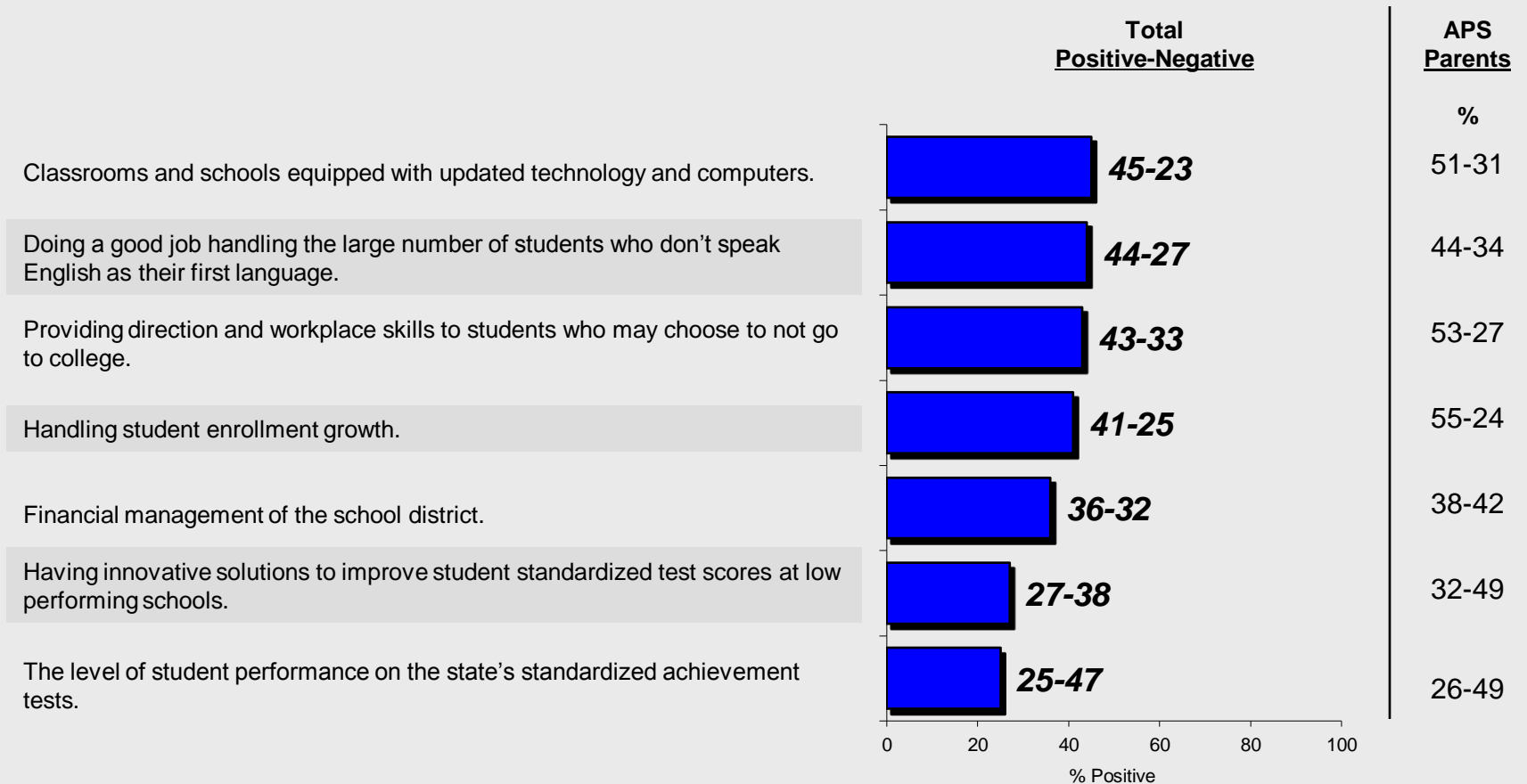
T6: Performance Ratings of APS. (1/2)

Next, rate each of the specific aspects of the schools in the Aurora Public School District where you live as either excellent, good, not so good, or poor.



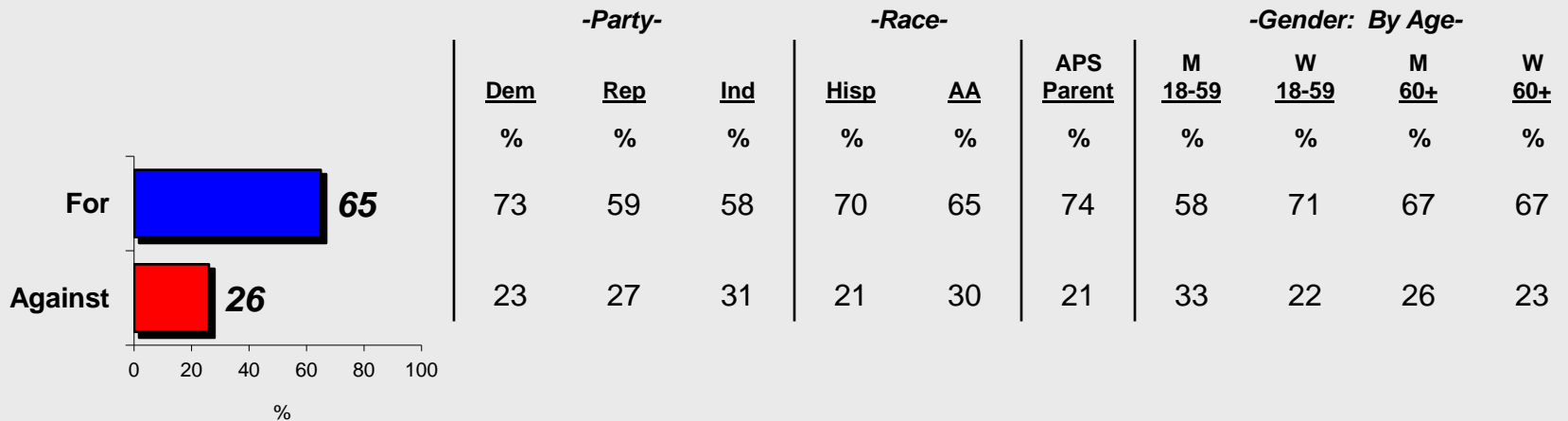
T6: Performance Ratings of APS. (2/2)

Next, rate each of the specific aspects of the schools in the Aurora Public School District where you live as either excellent, good, not so good, or poor.



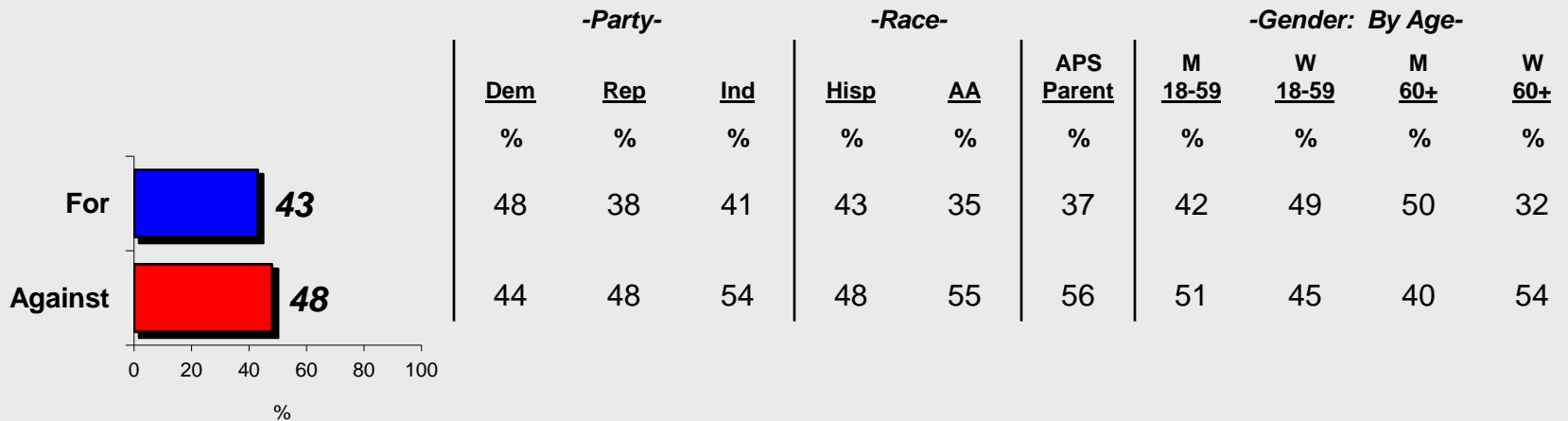
T7: Ballot Vote: \$250 Million School Bond.

On the November 2016 ballot there may be a \$250 million Bond package for Aurora Public Schools to build two new schools, remodel and update classrooms, pay for school building maintenance and repairs, install new security entrances at elementary schools, and purchase updated classroom technology. This Bond will increase property taxes by \$0.65 per month for every \$100 thousand of home value. Would you vote FOR or AGAINST this \$250 million Aurora Public Schools Bond?



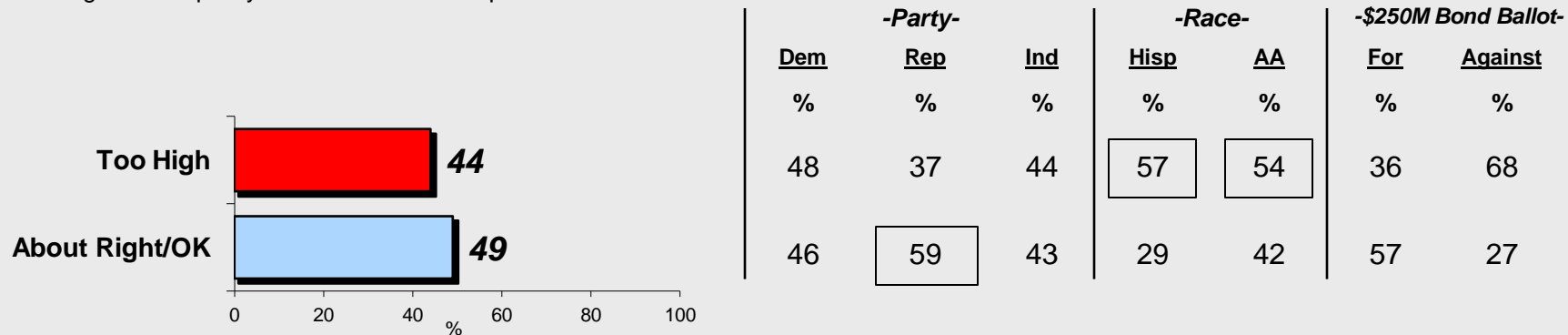
T8: Ballot Vote: \$350 Million School Bond.

Knowing that a bigger Bond means being able to do more projects for the Aurora Public Schools, would you vote FOR or AGAINST a \$350 million Bond that would increase property taxes by \$2.30 per month per \$100 thousand of home value?

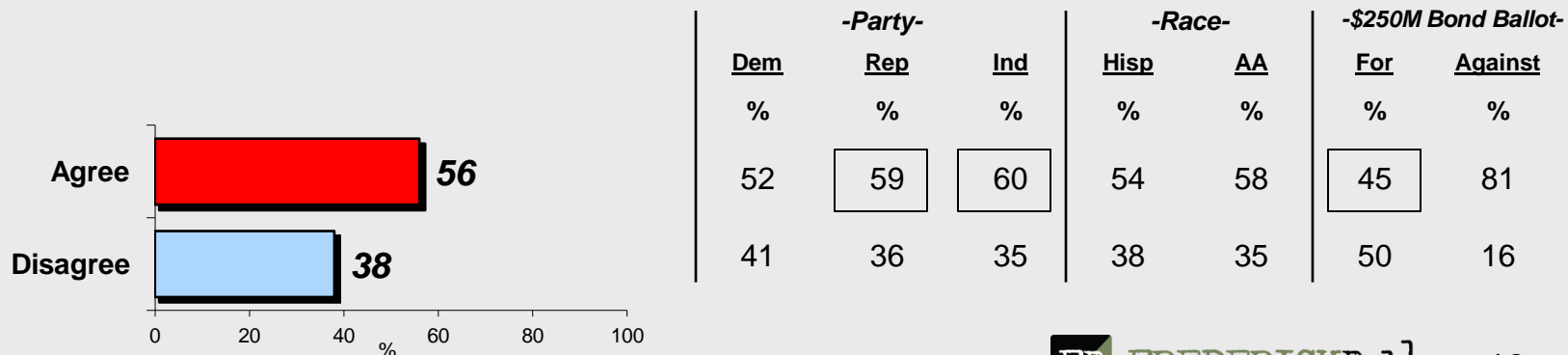


T9: Voter Tax Mood.

Current Level of Taxes: Do you think the overall level of property taxes you pay are much too high, somewhat high, about right, or probably a little low given the quality and level of services provided?

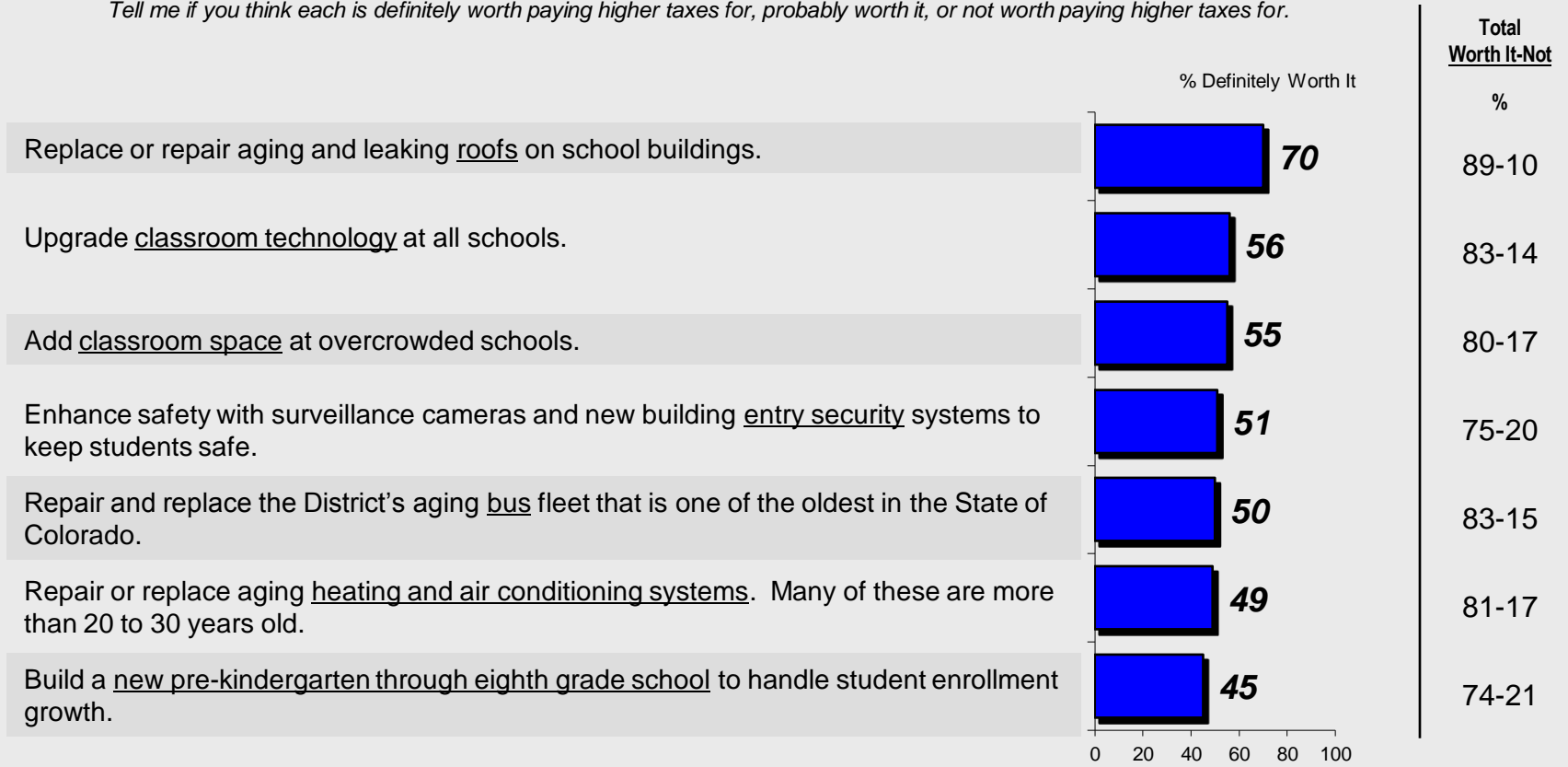


“Enough Taxes”: Opponent Attack Test: Do you strongly agree, somewhat agree, somewhat disagree or strongly disagree with this statement that opponents to a school Bond might make... “With property values and property assessments up, the Aurora Public Schools will be getting plenty of new tax money... we don’t need to raise school taxes any higher.”



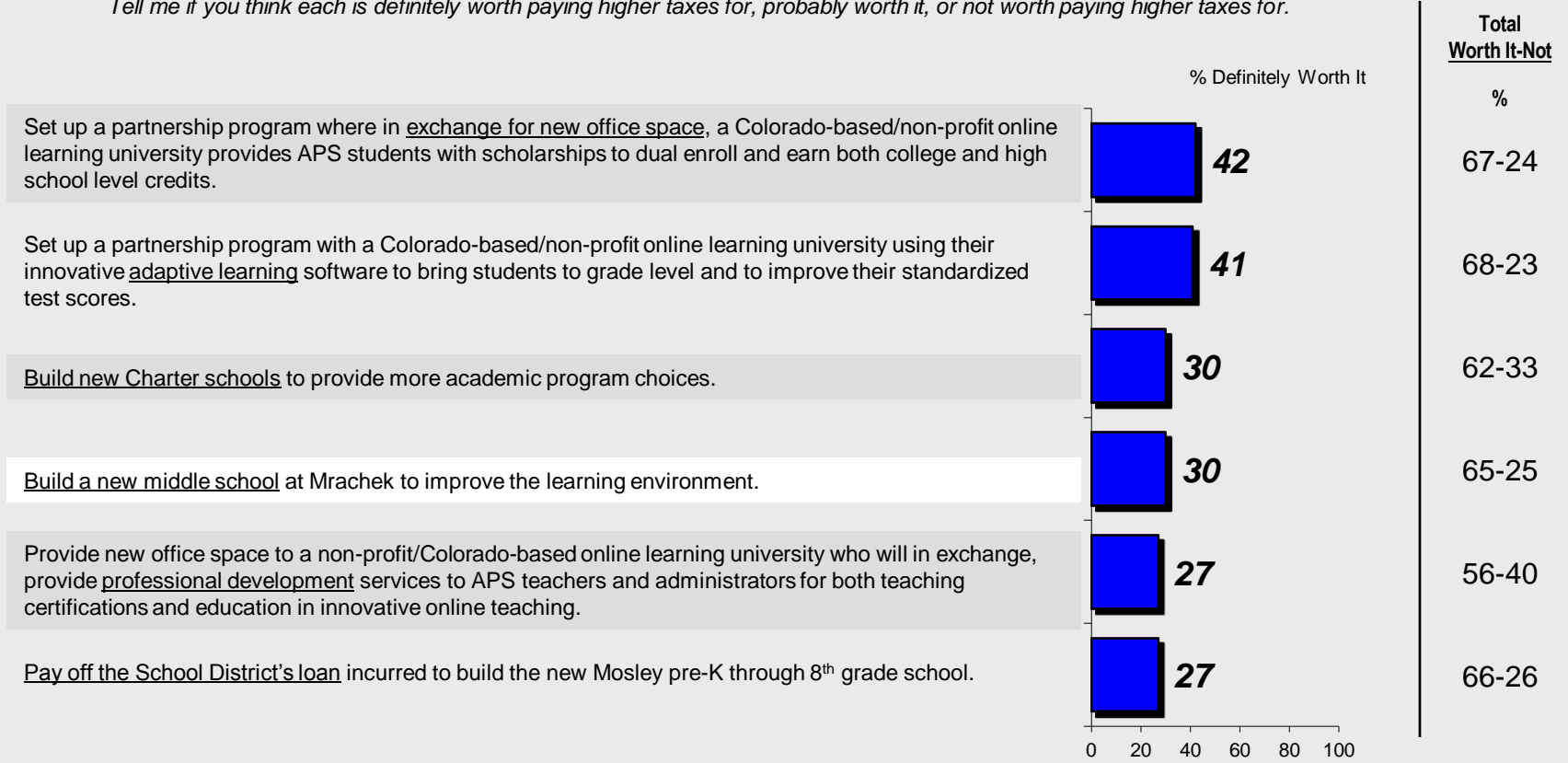
T10: Test of Specific Potential Bond Components – “Worth Paying Higher Taxes.” (1/2)

Next, I want to ask you about some of the specific projects and programs that might be funded by the proposed school Bond.
Tell me if you think each is definitely worth paying higher taxes for, probably worth it, or not worth paying higher taxes for.



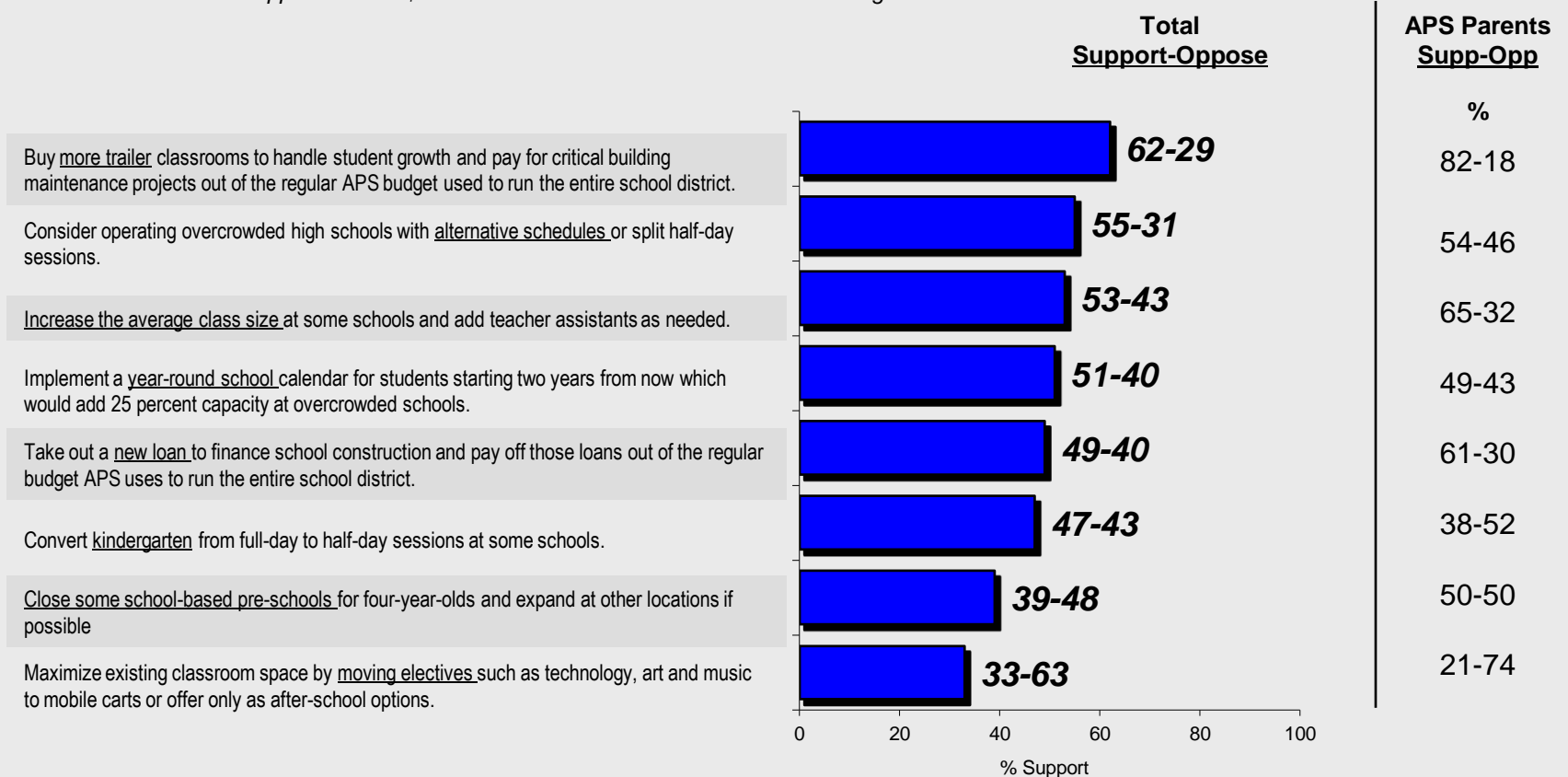
T10: Test of Specific Potential Bond Components – “Worth Paying Higher Taxes.” (2/2)

*Next, I want to ask you about some of the specific projects and programs that might be funded by the proposed school Bond.
Tell me if you think each is definitely worth paying higher taxes for, probably worth it, or not worth paying higher taxes for.*



T11: Test of Alternatives to Bond – Support for Program Cuts.

Tell me if you *SUPPORT* or *OPPOSE* having APS take each of the following actions as an alternative to asking voters to approve a new \$250 million Bond to handle student enrollment growth.



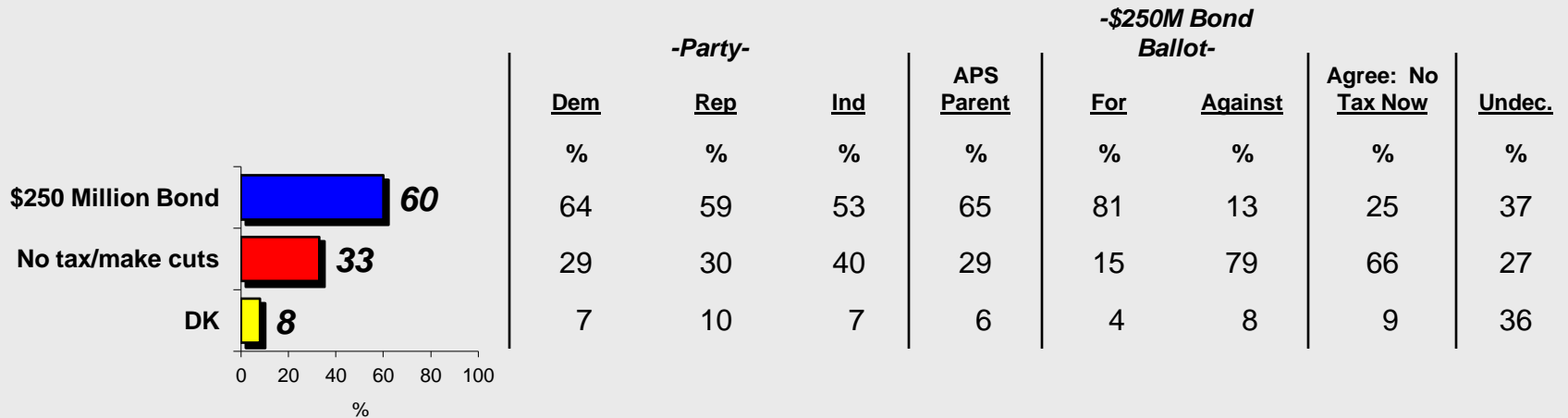
T12: Bottom Line Informed Preference: \$250 Million Bond vs. Cuts.

So lastly, bottom line, having heard all the information from this poll and knowing that property taxes in Aurora are already going up due to rapidly rising home values... which option to handle student growth and aging buildings in the Aurora Public School District do you prefer?

- Option A: Approve a new \$250 million Bond that increases property taxes by 65 cents per month per \$100 thousand of home value.

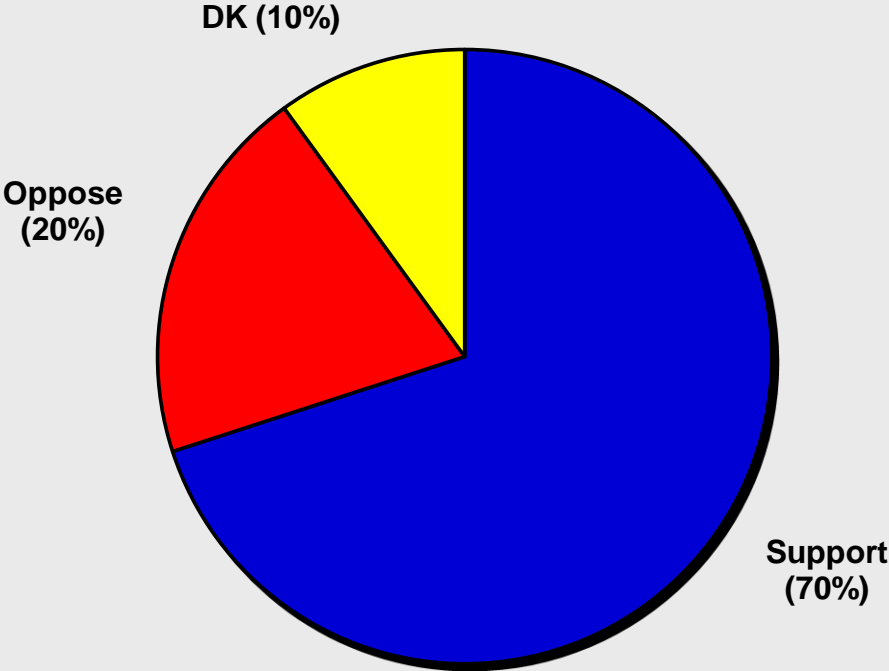
--OR--

- Option B: Keep tax rates where they are and take one of the other options to cut back on school services.



T13: Shaping the Future Initiative.

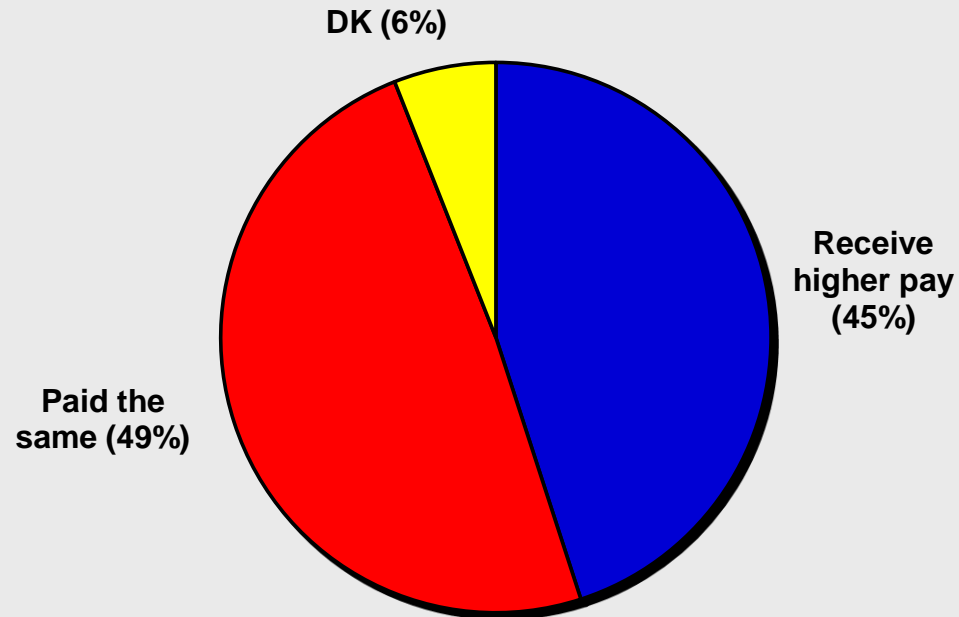
As part of its effort to improve student achievement, the Aurora Pubic School District is launching a “Shaping the Future” in initiative that will challenge each student to develop personal life career goals, then take the courses and training to achieve the necessary skills to gain credentials in the chosen field. Do you support or oppose this Shaping the Future initiative?



T14: Teacher Pay Policy.

Which is closer to your opinion about pay for recruiting and retaining teachers to work in Aurora's hard-to-staff at-risk schools?

- Teachers in these schools should receive higher pay as an incentive to stay and work with at-risk students.
- OR--
- Teachers in all Aurora public schools should be paid the same because the work has equal value everywhere.



Survey Results Implications

1. Room to expand knowledge of APS and support for APS operations.
2. Important to communicate both a) the success of 2008 Bond implementation – physical plant accomplishment and good fiscal management – and b) the need for the next Bond.
3. Thus far, the rising property value assessments are a positive factor... mainly because it reduces additional new taxes in a \$250 million Bond to a widely acceptable level. However, the “lots of new tax revenue already” side of this equation is a big potential threat to Bond ballot support.
4. Voters are most interested in supporting a Bond to: fix leaking roofs; fix/upgrade HVAC; add classroom space; enhance technology; improve school security; and replace/maintain an aging bus fleet... prudent investments to address specific problems.
5. Student performance (standardized test scores) and “innovation” to address this are important issues that create a potential negative environment if not addressed.
6. A potential powerful motivating theme relates to perceptions of the APS community by “the neighbors.”

Next Steps

- At the **October 6, 2015** Board of Education meeting, district leadership will make recommendations to the Board of Education regarding options to address future capacity challenges and academic program needs
- APS will continue to inform stakeholders about the process and opportunities to provide feedback at upcoming Board meetings and work sessions
- At the **October 20, 2015** Board Work Session, the Board will discuss and invite feedback from stakeholders regarding the recommendations presented on October 6
- At the **October 20 or November 10, 2015** Board of Education meeting, the Board will give the Superintendent direction to address future capacity and academic program needs through at least the 2021-22 school year
- Fall and winter State of the District Speakers Bureau to further engage the community regarding the ongoing work to accelerate learning for every APS student every day

Appendix

Year Round Education Summary

- Primarily used as a strategy to expand capacity in crowded schools
 - Extend building capacity by approximately 25%
 - Decrease need for additional mobile classrooms
- Aurora Public Schools has a history of using 4-track year round
 - Mid 80's / Through Approximately 2000
 - Seven elementary schools phased in and out of YRE
 - Two middle schools phased in and out of YRE



Impact Analysis on Facilities Options

Split Sessions

Currently, there is not significant research supportive of or against the implementation of split sessions in K-12 education.

Reductions to Preschool and Kindergarten

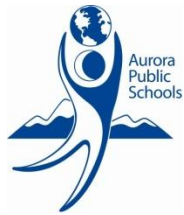
Reviewing the educational landscape, a host of academic and professional researchers have explored reductions to preschool and kindergarten schooling. While proponents of the half day approach often cite children's' shorter attention span and opportunities for increased parental involvement in student development, research commonly ties improved achievement (especially among at-risk and low-income students) to full day programs (Hahn et al., 2014;). Across the collective research, caution was expressed as reduced contact hours have the potential to result in additional challenges among, poor, minority, and special needs populations (Cooper et al., 2010). Overall, full-day kindergarten and preschool is tied to improved academic achievement, as well as contributing to health equity among low-income and minority populations (Hahn et al., 2014).



Impact Analysis on Facilities Options

Year-Round School Calendar (180 day schedule)

The impact of the year-round school calendar on student achievement has presented mixed findings. While various studies applying year-round school calendars have reported gains in academic achievement for at-risk, low performing students, conflicting studies found little to no significant improvements from the year-round approach. In a study of more than 345,000 public schools, the results found that year-round school student achievement was statistically similar to traditional schools (Department of Education, n.d.). An additional Ohio State study found no significant improvement in reading and mathematics scores when transitioned to year-round schooling, though potential advantages were noted, the overall results were largely neutral (Department of Education, n.d.).



Impact Analysis on Facilities Options

Year-Round School Calendar (expanded schedule)

For several years, the academic evidence suggests that student achievement within year-round academic calendars was largely equal, or even improved when compared to traditional calendars. These positive impacts, when often seen as particularly positive when focused on disadvantaged populations (McMillen, 2001). The expanded time afforded to students is consistently linked to improvements in academic scores (both grades and assessments) through the coverage of additional material and greater depth, improved reinforcement and connection of material (Farbman, 2012). Across the research, expanded academic calendars yielded positive academic and developmental results among the student populations incorporated.



Impact Analysis on Facilities Options

Increasing Class Size

Despite the large body of research available, the impact of class size on academic achievement conclusions are very tentative as to the positive and negative effects. While more extreme cases are commonly linked to positive (less than 10-15 students per class) or negative (more than 35-40 student per class), the research is largely neutral in the evaluation of class sizes between these thresholds (Chingos & Whitehurst, 2011). Most notably, research indicates that advantages to reduced class size is more prevalent in early grades, especially among high-poverty or at-risk populations (Krasnoff, 2014). The research reinforced the notion that negative impacts of class size increases were only evident when classes exceed the mid- to upper-30s (Krasnoff, 2014).

Moving electives to a cart

Similar to split sessions, there is not currently significant research supportive of or against the implementation in K-12 education.

Certificates of Participation

- Certificates of Participation (COPs) are a financing alternative to bonds
 - COPs have been used by the district to remodel Aurora Central High School
 - COPs have different legal limitations than bonds
 - Could be structured to pay interest only for first five years, keeping payments low
 - Annual payments could range from \$1.3 M to \$2.8 M, depending on market conditions
 - When economy recovers, district may ask for voter approval to issue bonds to pay off COPs