



Preparing for the Future



Graduates of Tomorrow

Responsible Individuals

Complex Thinkers

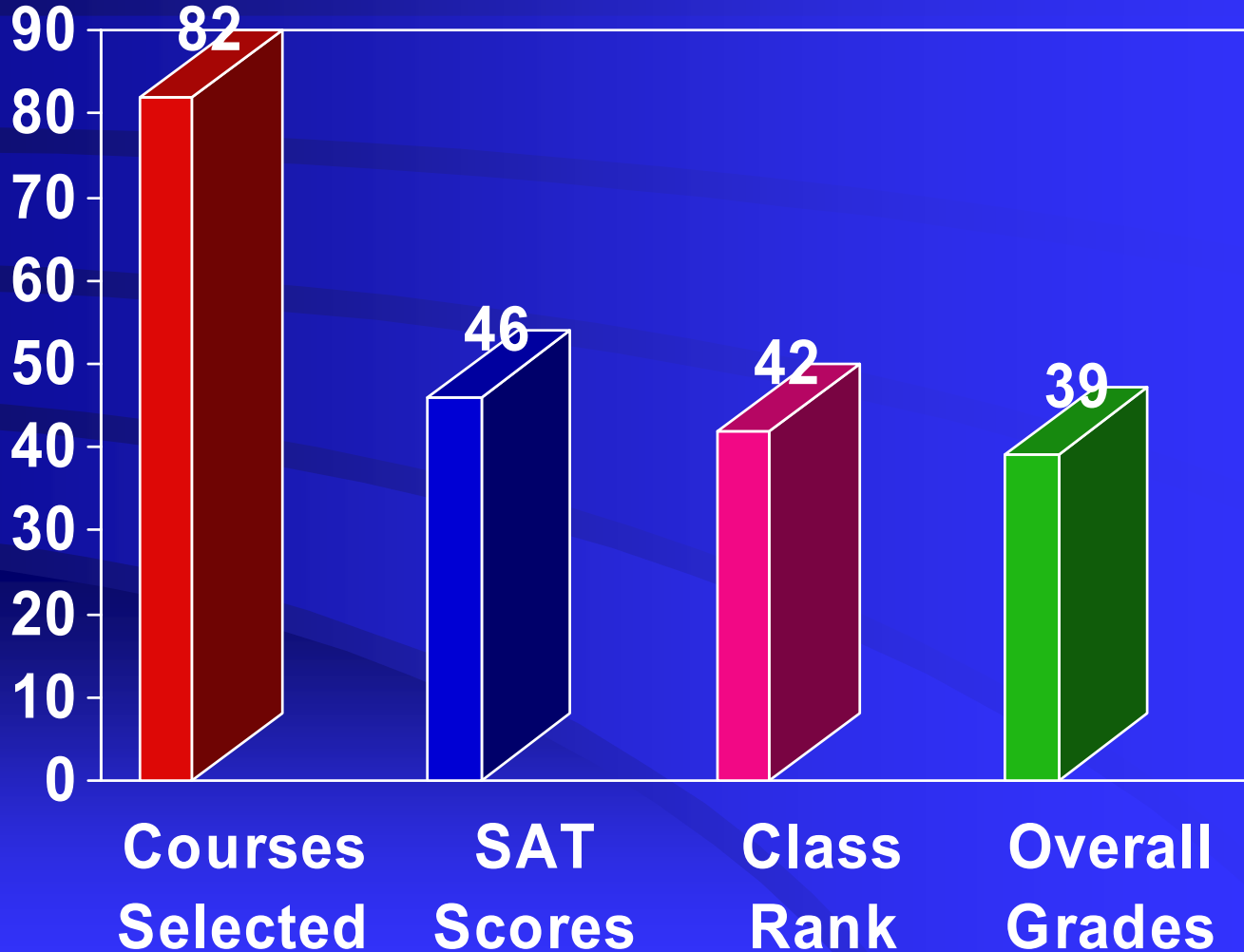
Competent Learners

Effective Communicators

- .Model productive citizenship
- .Demonstrate character
- .Appreciate diversity
- .Function as team members
- .Solve problems critically
- .Understand and apply systems thinking
- .Continue to pursue and integrate knowledge
- .Utilize technology
- .Produce quality products
- .Read with understanding
- .Interact through listening and speaking

What Matters Today in College Admissions

1994 NACAC Survey College Admissions Officials



Middle School Curriculum Requirements

Grades 6 - 8

- 
- English Language Arts
 - Mathematics
 - Science
 - Social Studies
 - Fine Arts
 - Health
 - Physical Education
 - Technology
 - Languages Other than English

Planning the future means

Making an informed decision concerning the selection of a high school graduation plan



**Minimum Graduation
Program**

**Recommended
High School Program**

**Distinguished
Achievement Program**

There are differences in the types of courses a student would take based on the graduation plan a student chooses.

Minimum Graduation Program
(22 credits)

This plan is the minimum number of credits required to graduate from high school.

Recommended High School Program
(24 credits)

Distinguished Achievement Program
(24 credits)

Research has shown that the challenging courses offered in these programs will prepare you to be successful in the real world after graduation.

Recommended High School Program



The **Recommended High School Program** (24 credits) helps ensure that all Texas high school students have the skills and knowledge necessary to succeed in the real world after graduation. This program encourages students to set targets beyond the minimum graduation requirements and allows students to pursue their own interests in a variety of college preparatory courses.

Distinguished Achievement Program



In the **Distinguished Achievement Program** (24 credits) students must complete advanced measures at the college or professional level that are assessed by outside evaluators. Measures can include AP courses and college-or professional-level courses.

<h1 style="text-align: center;">Minimum Graduation Program</h1> <p style="text-align: center;"><i>Usually does not include advanced courses</i></p>	<h1 style="text-align: center;">Recommended High School Program</h1> <p style="text-align: center;"><i>Includes advanced courses</i></p>	<h1 style="text-align: center;">Distinguished Achievement Program</h1>
English (4 credits)	English (4 credits) <i>English I, II, III, IV</i>	Same as RHSP
Mathematics (3 credits including Algebra and Geometry)	Mathematics (3 credits) <i>Algebra I, Algebra II, Geometry</i>	Same as RHSP
Science (2 credits)	Science (3 credits) <i>Selected from 4 specified areas</i>	Same as RHSP
Social Studies (2.5 credits)	Social Studies (3.5 credits) <i>World History, U.S. Government, World Geography, U.S. History</i>	Same as RHSP
Economics (.5 credit)	Economics (.5 credit)	Same as RHSP
Academic Elective (1 credit)	Language Other than English (2 credits)	Plus Level III
	Fine Arts (1 credit)	Same as RHSP
Physical Education (1.5 credits)	Physical Education (1.5 credits)	Same as RHSP
Health Education (.5 credit)	Health Education (.5 credit)	Same as RHSP
Speech (.5 credit)	Speech (.5 credit)	Same as RHSP
Technology Applications (1 credit)	Technology Applications (1 credit)	Same as RHSP
Electives (5.5 credits)	Electives (3.5 credits) selected from the list of courses specified in 74.41 (f) Chapter 110-128.	2.5 credits

Additional Requirements

Advanced Placement Measures

DAP requires 4

• **Gifted/Talented Education -
Advanced, Pre AP and AP
Courses**

4 Original research/project

• **Additional Mathematics
Requirements**

4 Test data

• **ESL and Bilingual Compliance**

4 College Courses

• **Special Education**

• **504 and At-Risk**

Chapter 74 Requirements

- **English Language Arts I - IV**
- **Mathematics - Algebra I, Algebra II, Geometry, Precalculus, and Math of Models with Applications**
- **Science - IPC, Biology, Chemistry, Physics and all science courses must have 40% lab**
- **Social Studies - U.S. History, World History, US Government, and World Geography**
- **Economics**
- **Physical Education - Foundations of Personal Fitness and at least two course selected from Adventure/Outdoor Education, Aerobic Activities, Individual Sports, or Team Sports**
- **Health Education**
- **Speech - Communications Applications**

Chapter 74 Requirements

Continued

- **Fine arts - courses selected from at least two of the four areas - Art I-IV, Music I-IV, Theater I-IV, or Dance I-IV**
- **Languages Other Than English - Levels I-III of the Same Language**
- **Technology Applications - at least four courses selected from Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications**
- **Career and Technology Education - courses from at least three of the eight areas - Agricultural Science and Technology Education, Business Education, Career Orientation, Health Science Technology Education, Family and Consumer Sciences/Home Economics, Technology Ed./Industrial Tech, Marketing, Trade and Industrial Technology Education**

SMALL SCHOOLS RESEARCH

ERIC Digest - "The Advantages of Small Schools" by *Bruce Barker*
"School Size, School Climate, and Student Performance" by *Kathleen Cotton*

Personal Relationships


- . Interpersonal relations between and among students, teachers, parents, and administrators are more positive
- . Strong support from parents and community
- . Closer working relationships
- . Greater sense of belonging


Teachers


- . Know students better
- . Closer to student families
- . Attitudes toward their work and their administrators are more positive



Students

 **Morale and self-concepts are higher**

 **Extracurricular participation is much higher and varied and students derive greater satisfaction from the activities**

 **Attitudes toward school in general and toward particular school subjects are more positive**

.Social behavior , as measured by truancy, discipline problems, violence, theft, substance abuse, and gang participation is more positive

.Attendance is higher

.Smaller percentage of drop outs

.More opportunities for leadership

Curriculum and Instruction

- .Academic achievement is at least equal and often superior to large schools
- .More learner-centered
- .Grouping and instructional strategies associated with higher student performance are easier to schedule
- .Students take more responsibility for their own learning; their learning activities are more often individualized, experiential, and relevant to the world outside of school
- .Smaller class size



CAN LOVEJOY OFFER EQUITY IN EDUCATION

- Resources

- .Teacher Scheduling

- .Budget Considerations - example:
German/Auto Mechanics

- Student Scheduling

- Technology Opens Doors

- Cooperative Agreements

- Per Pupil Expenditures

Other District Comparisons

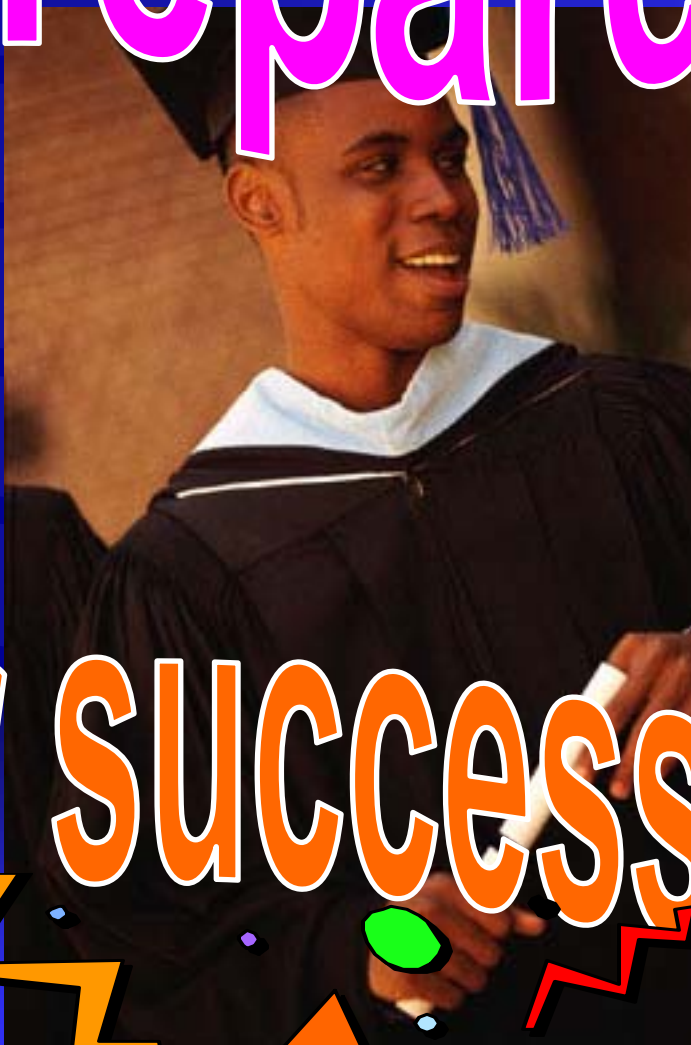
School	Number of Students
Pleasant Grove	1934
Argyle	1110
Childress	1199
Prosper	1077
Rains	1442
Whitesboro	1558
Atlanta	1924

**The choice
is yours...**



Remember **the choices you** make now will help your children prepare for the real world and the future.

Prepare today



for success tomorrow

LOVEJOY ISD/ALLEN ISD DECISION

Why Is A Change Needed?

- **Enrollment projections indicate a need for additional secondary facility capacity. Lovejoy growth impacts the Allen ISD comprehensive planning. Not just a secondary issue.**
- **Secondary building needs will impact bond capacity and the ability to address issues such as Full Day Kindergarten in Allen ISD.**
- **The current tuition based financial arrangement will end after 2003/04 causing a significant loss of operating revenue to Allen ISD and Lovejoy ISD.**

Goal

Design a decision making process that educates the Board and the Lovejoy ISD Community and gathers public input as to which course of action provides the best education for our children in the future.

Lovejoy ISD's Additional Process

- Sent a letter of information to all Lovejoy constituents.
- Developed a separate address on website to receive community input: www.lovejoyisd.net and [Click here to email your input concerning building or consolidating.](#)
- Input Committee of 40 to meet October 29, 2002 and November 7, 2002 - This committee will receive information, then develop input, feedback, and reflections to be presented to the Lovejoy ISD Board.

Decision Making Timeline

- **Summer 2002 - Joint Administrative Meetings**
- **September 16 - Joint School Board Meeting**
- **September 24 - Focus Group of 100**
- **October 7 - Joint Board Meeting**
- **October 22 & 24 - Public Hearings**
- **October 29 & November 7 - Lovejoy ISD Input Committee of 40 meets**
- **December 9 - Joint School Board Meeting**

Consolidation or Separation?

The Big Questions

- **What are enrollment projections?**
- What is the financial impact of both options?
- How would districts be consolidated?
- What would size, configuration, and costs be for the separation model?
- What would the timeline and transition model be for separating the school districts?
- What would the academic program be for Lovejoy secondary schools?

LOVEJOY ISD ENROLLMENT FORECASTS

LOVEJOY ISD - September 2002 Preliminary Enrollment Forecasts

					Elementary									
Historic Growth	No Year	Total Enrollment	%age Increase	Absolute Increase	Year	Based on Last 10 Years	Absolute Increase	Based on Last 8 Years	Absolute Increase	Based on Last 6 Years	Absolute Increase			
	13	479			2002-03	885	118	885	118	885	118			
	12	506	5.6%	27	2003-04	960	75	970	85	981	96			
	11	504	-0.4%	-2	2004-05	1,040	80	1,062	92	1,085	105			
	10	541	7.3%	37	2005-06	1,098	58	1,135	73	1,175	89			
	9	534	-1.3%	-7	2006-07	1,172	74	1,226	91	1,287	112			
	8	559	4.7%	25	2007-08	1,237	64	1,305	79	1,386	100			
	7	610	9.1%	51	2008-09	1,335	99	1,422	117	1,533	146			
	6	601	-1.5%	-9	2009-10	1,412	77	1,519	97	1,658	125			
	5	637	6.0%	36	2010-11	1,493	81	1,623	104	1,793	135			
	4	710	11.5%	73	2011-12	1,579	86	1,734	111	1,939	146			
	3	749	5.5%	39	2012-13	1,670	91	1,852	118	2,097	158			
	2	767	2.4%	18	2013-14	1,766	96	1,978	126	2,268	171			
	1	885	15.4%	118										
					Ave. Annual Forecast Increase		5.8%		6.8%		8.2%			
Ave. 12 Yrs. Growth			5.4%											
Ave. 10 Yrs. Growth			5.8%											
Ave. 8 Yrs. Growth			6.9%											
Ave. 6 Yrs. Growth			8.1%											
					Secondary									
					Year	7	8	9	10	11	12	Total	Absolute Increase	%age
					2001-02	118	139	105	113	106	93	674		
					2002-03	123	139	149	125	118	106	760	86	112.8%
					2003-04	130	130	144	158	124	113	798	38	105.0%
					2004-05	142	137	135	152	156	119	841	43	105.3%
					2005-06	175	150	142	142	151	150	910	70	108.3%
					2006-07	178	186	155	150	141	145	955	44	104.9%
					2007-08	212	188	192	164	149	135	1,041	86	109.0%
					2008-09	193	225	195	203	163	143	1,121	80	107.7%
					2009-10	239	204	232	206	201	156	1,240	119	110.6%
					2010-11	259	253	211	246	204	193	1,366	127	110.2%
					2011-12	279	274	262	223	244	196	1,478	112	108.2%
					2012-13	302	296	283	277	221	234	1,613	135	109.1%

Projected District Totals

	Allen	Lovejoy	Combined
02/03	12,288	880	13,168
03/04	13,261	951	14,212
04/05	14,348	1,027	15,375
05/06	15,434	1,083	16,517
06/07	15,959	1,641	17,600
07/08	16,518	1,908	18,426
08/09	16,897	2,323	19,220
09/10	17,520	2,482	20,002
10/11	18,109	2,647	20,756
11/12	18,530	2,797	21,327
12/13	19,094	2,967	22,061
13/14	19,374	3,120	22,494
14/15	19,795	3,286	23,081

Excludes PK, Early Childhood, Headstart and out-of-district transfer students

Lovejoy ISD Enrollment Forecast

- **Saturation Study Findings**
 - Using Land Use Estimates from Cities, County, NCT-COG, and City Master Plan Data from Lucas and Fairview, Lovejoy ISD can expect between 5,000 and 7,000 (K-12) Students
- **Elementary Grades Enrollment Range (K-6): 2,800-3,800**
- **Secondary Grades Enrollment Range (7-12): 2,200-3,200**

Consolidation or Separation?

The Big Questions

- What are enrollment projections?
- **What is the financial impact of both options?**
- How would districts be consolidated?
- What would size, configuration, and costs be for the separation model?
- What would the timeline and transition model be for separating the school districts?
- What would the academic program be for Lovejoy secondary schools?

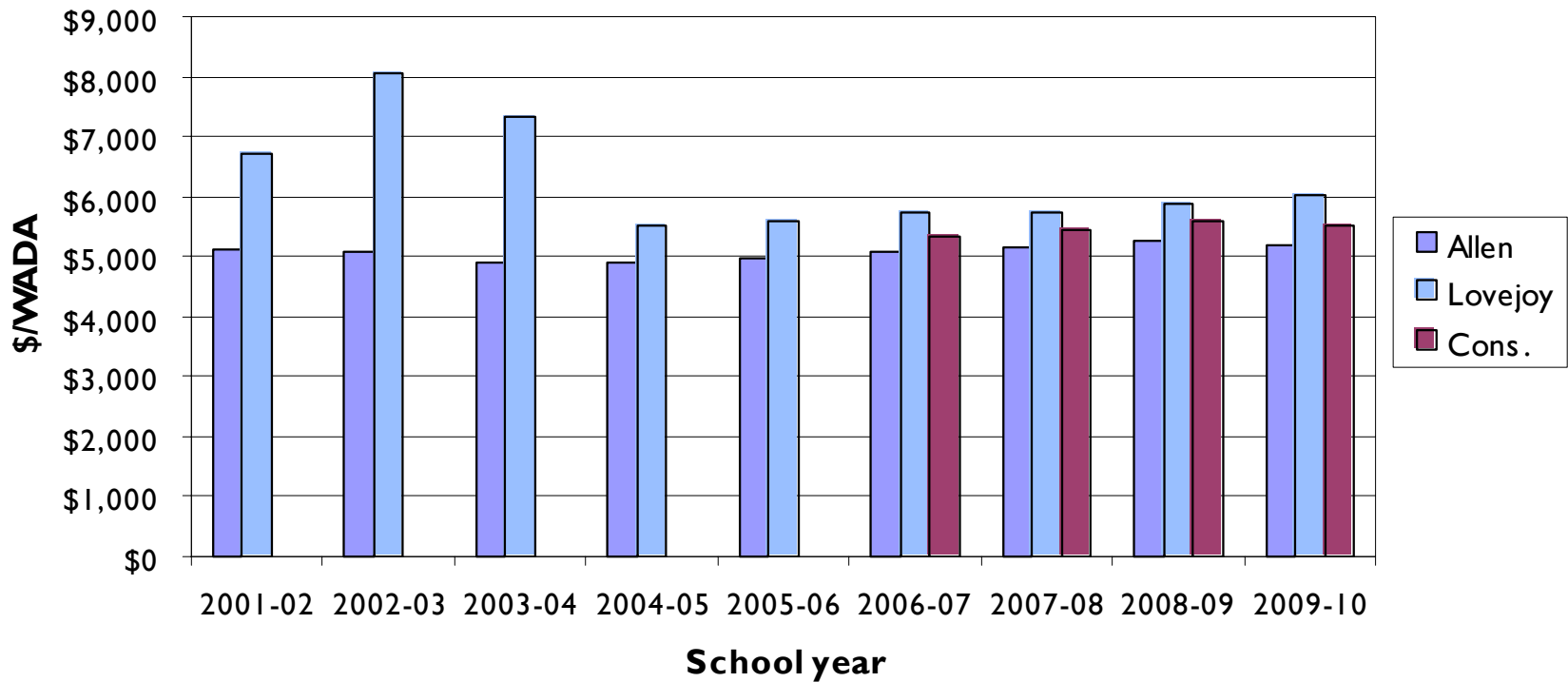
Fiscal Analysis

- **Moak, Casey & Associates, LLP conducted a financial study for consolidation and separation of Allen and Lovejoy.**
- **Hardcastle amendment (tuition agreement) expires after 2003-04.**
- **Study is based on the current school finance system with 3% increases in funding elements.**
- **\$1.50 M&O rates assumed for forecast period.**

AISD/LISD Revenue Projections/Wada (M & C)

School Year	Allen	Lovejoy	Cons.
2001-02	\$ 5,100	\$ 6,700	
2002-03	\$ 5,100	\$ 7,400	
2003-04	\$ 4,900	\$ 7,300	
2004-05	\$ 5,000	\$ 5,500	
2005-06	\$ 5,000	\$ 5,500	
2006-07	\$ 5,100	\$ 5,400	\$ 5,300
2007-08	\$ 5,200	\$ 5,600	\$ 5,400
2008-09	\$ 5,300	\$ 5,800	\$ 5,600
2009-10	\$ 5,200	\$ 5,800	\$ 5,500

Revenue Comparisons Per WADA Including a Consolidated District



Fiscal Observations

- **The consolidation model slightly surpasses the separation model as the most favorable for Allen.**
- **The separation model slightly surpasses the consolidation model as the most favorable for Lovejoy.**
- **Board and community preferences are key.**

Lovejoy ISD Revenue Projections

- **Per Pupil M&O Revenue will be similar to Allen ISD.**
- **Revenue and school funding will be tight regardless of whether Lovejoy consolidates or separates.**

Consolidation or Separation?

The Big Questions

- What are enrollment projections?
- What is the financial impact of both options?
- **How would districts be consolidated?**
- What would size, configuration, and costs be for the separation model?
- What would the timeline and transition model be for separating the school districts?
- What would the academic program be for Lovejoy secondary schools?

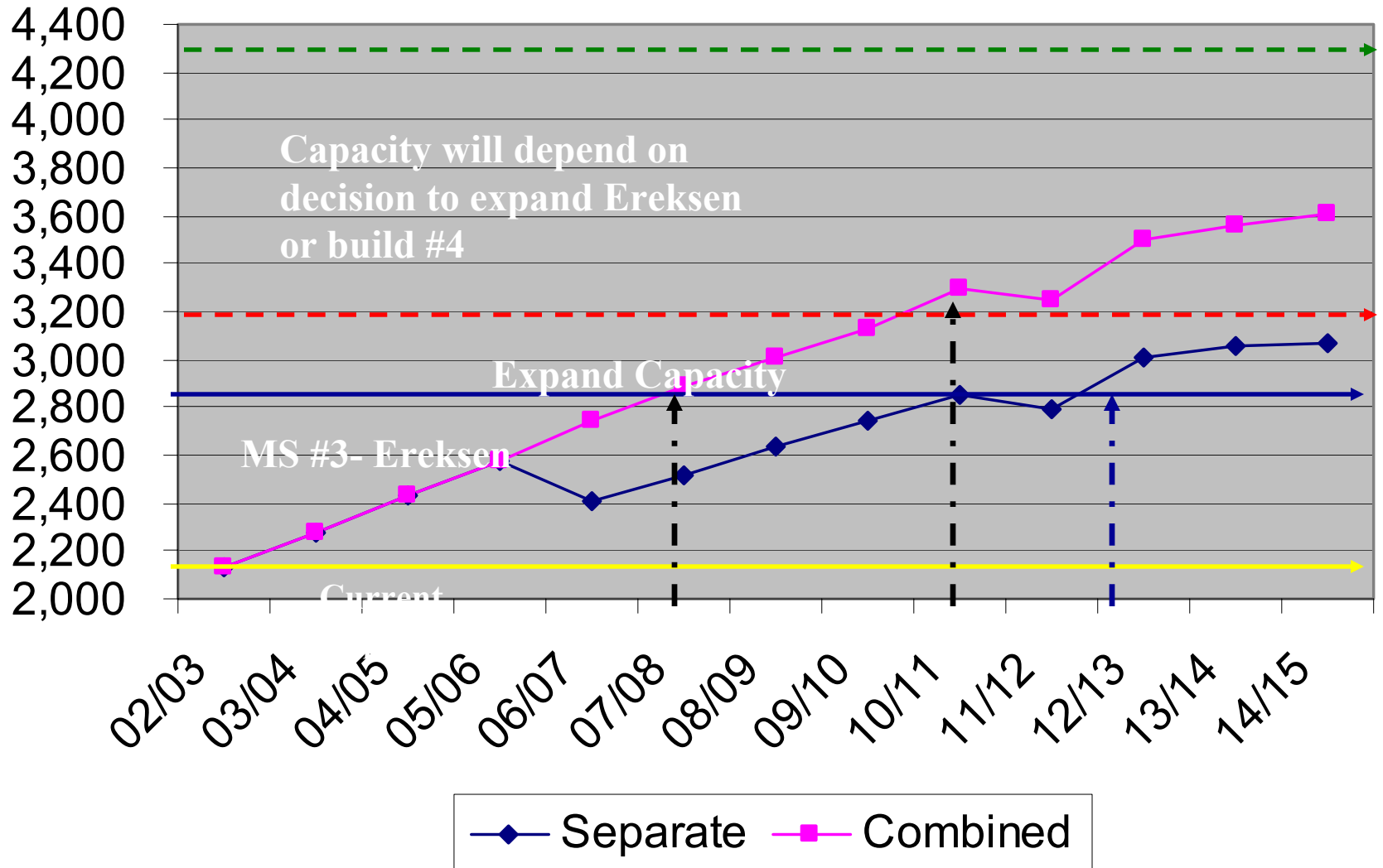
Consolidation Facts

- **Both District's Board of Trustees must call an election to be held on the same election day.**
- **Majority must vote "For" consolidation in both districts for the measure to pass.**
- **Consolidation cannot be considered again for 3 years.**
- **Governance-Based on district size. Since Allen is 5 times larger, each Allen Board member would complete their term of office. Lovejoy Board would be dissolved.**
- **Consolidation becomes effective as of July 1, following a successful election.**

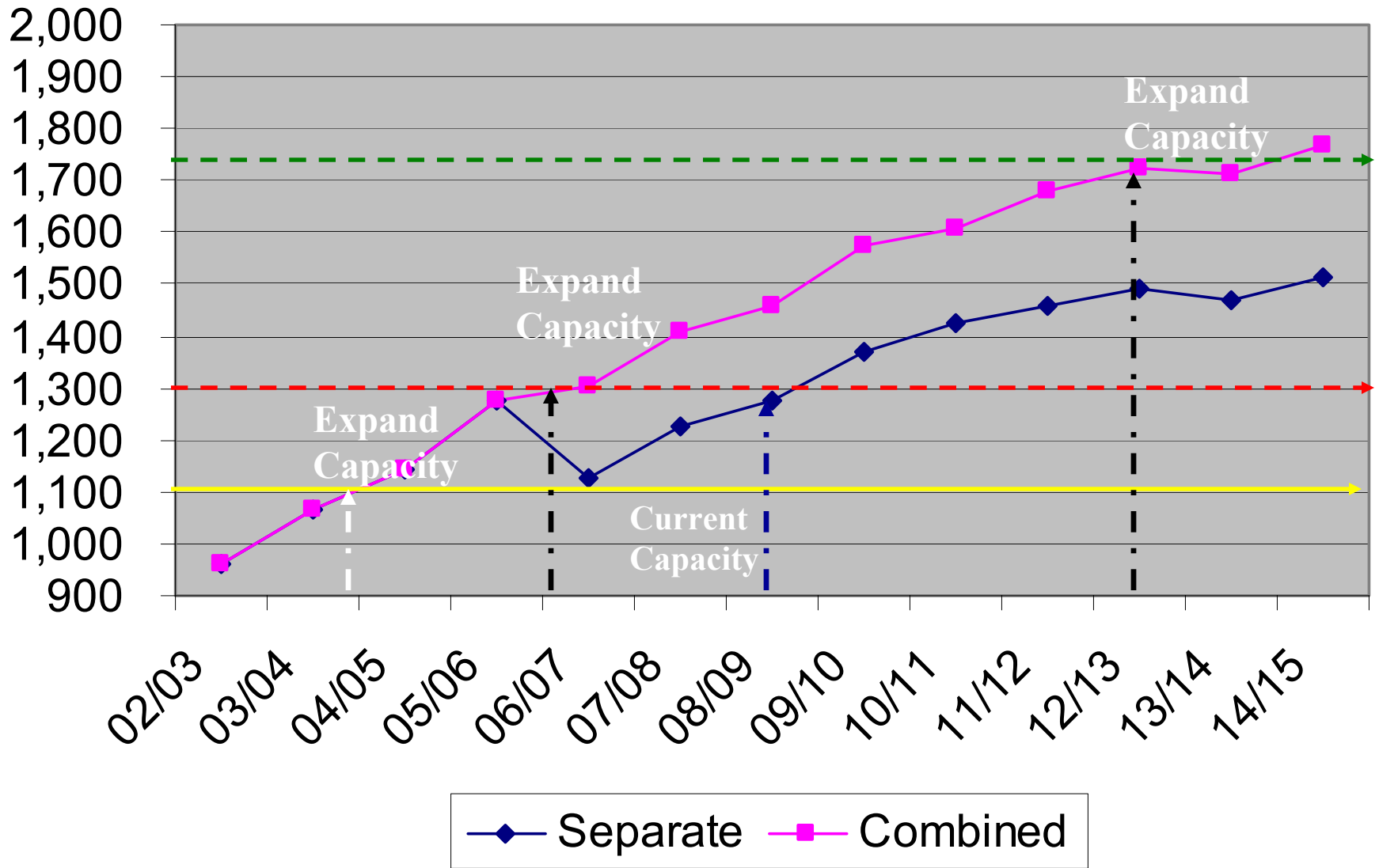
Assumptions For Concept Models Part 1

- **Consolidation will require a two high school campus configuration**
- **Assumed consolidation to occur in 2004 / 2005**
- **Additional secondary campus(es) assumed to open 2007/2008**
- **Assumes middle school campus to open in 2009 / 2010**

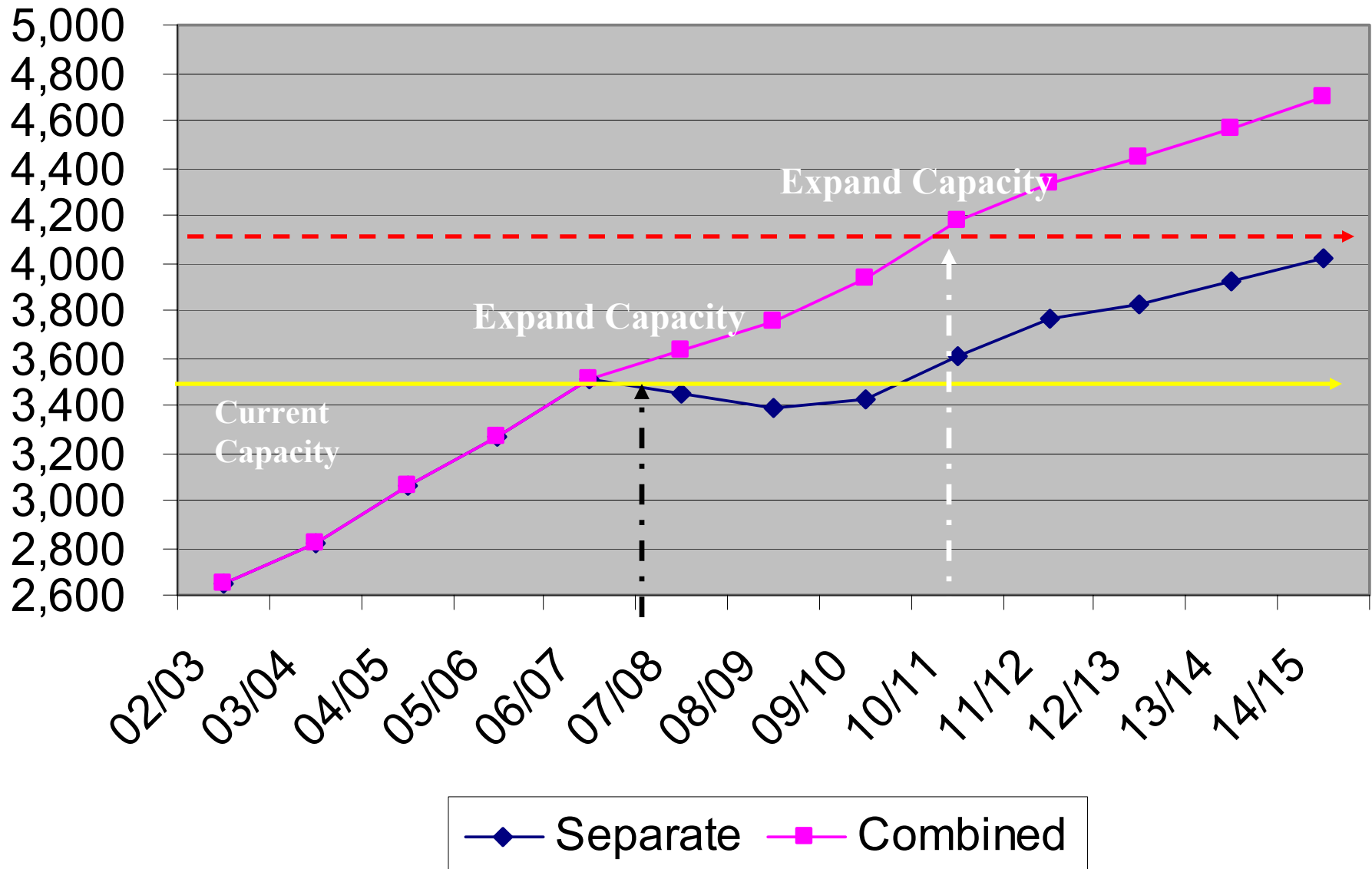
Grade 7-8 Projections Based on Current Comp. Plan



Grade 9 Projections Based on Current Comp. Plan



Grade 10-12 Projections Based on Current Comp. Plan



Concept Model Conclusions

- **Concepts are only examples and not intended to define specific direction.**
- **Enrollment growth will require additional campuses for the next 10 years.**
- **Community-based study will define the secondary instructional configuration.**
- **Tax rates are expected to remain in the \$1.90 to \$2.00 range depending upon the rate of bond sales.**
- **All concept models pass the \$0.50 debt test.**

Consolidation Concept Models

- **Two Grade 9-12 Campuses**
- **Two Grade 10-12 Campuses**
- **One Grade 9-10 and One Grade 11-12 Campus**
- **Two 9th Grade Campuses and Two Grade 10-12 Campuses**

Consolidation or Separation?

The Big Questions

- What are enrollment projections?
- What is the financial impact of both options?
- How would districts be consolidated?
- **What would size, configuration, and costs be for the separation model?**
- What would the timeline and transition model be for separating the school districts?
- What would the academic program be for Lovejoy secondary schools?

Lovejoy ISD Separation General Assumptions

- **Schools Would be Structured K-5, 6-8, and 9-12**
- **Five Elementary Schools**
- **Two Middle Schools**
- **One High School**
- **Start out as 3A, Grow to Large 4A**
- **Commitment to Community Use, Especially as it Supports the Instructional Program and District Students**

Lovejoy ISD K-12 Enrollment/Facility Worksheet

Year	Facility	Proj. Enr	Cap.	% of Cap.	Facility Need	Bonds Needed By:
2002-03	K-6	880	1,200	73.3%		
2003--04	K-6	951	1,200	79.3%		
2004-05	K-6	1,027	1,200	85.6%		
2005-06	K-6	1,083	1,200	90.3%		
2006-07	K-5	963	1,200	80.3%		
2007-08	K-5	1,041	1,200	86.8%		
2008-09	K-5	1,100	1,200	91.7%	Open Elem. # 3	Jan. 2007
2009-10	K-5	1,163	1,800	64.6%		
2010-11	K-5	1,229	1,800	68.3%		
2011-12	K-5	1,299	1,800	72.2%		
2012-13	K-5	1,373	1,800	76.3%		
2013-14	K-5	1,440	1,800	80.0%		
2014-15	K-5	1,512	1,800	84.0%		
2006-07	6-9 (HS-MS)	678	1,000	67.8%	Open High School	Spring 2003
2007-08	6-10 (HS-MS)	867	1,000	86.7%		
2008-09	9-11 (HS)	561	1,000	56.1%		
2009-10	9-12	714	1,000	71.4%		
2010-11	9-12	752	1,000	75.2%		
2011-12	9-12	795	1,000	79.5%		
2012-13	9-12	849	1,000	84.9%		
2013-14	9-12	891	1,000	89.1%		
2014-15	9-12	935	1,000	93.5%		
2008-09	6-8 (MS)	577	700	82.4%	Open Mid School # 1	Aug. 2006
2009-10	6-8	605	700	86.4%		
2010-11	6-8	667	700	95.3%		
2011-12	6-8	703	950	74.0%	Expand Mid. Sch.	Aug. 2009
2012-13	6-8	743	950	78.2%		
2013-14	6-8	780	950	82.1%		
2014-15	6-8	815	950	85.8%		
*Enrollments based on low est. of growth						

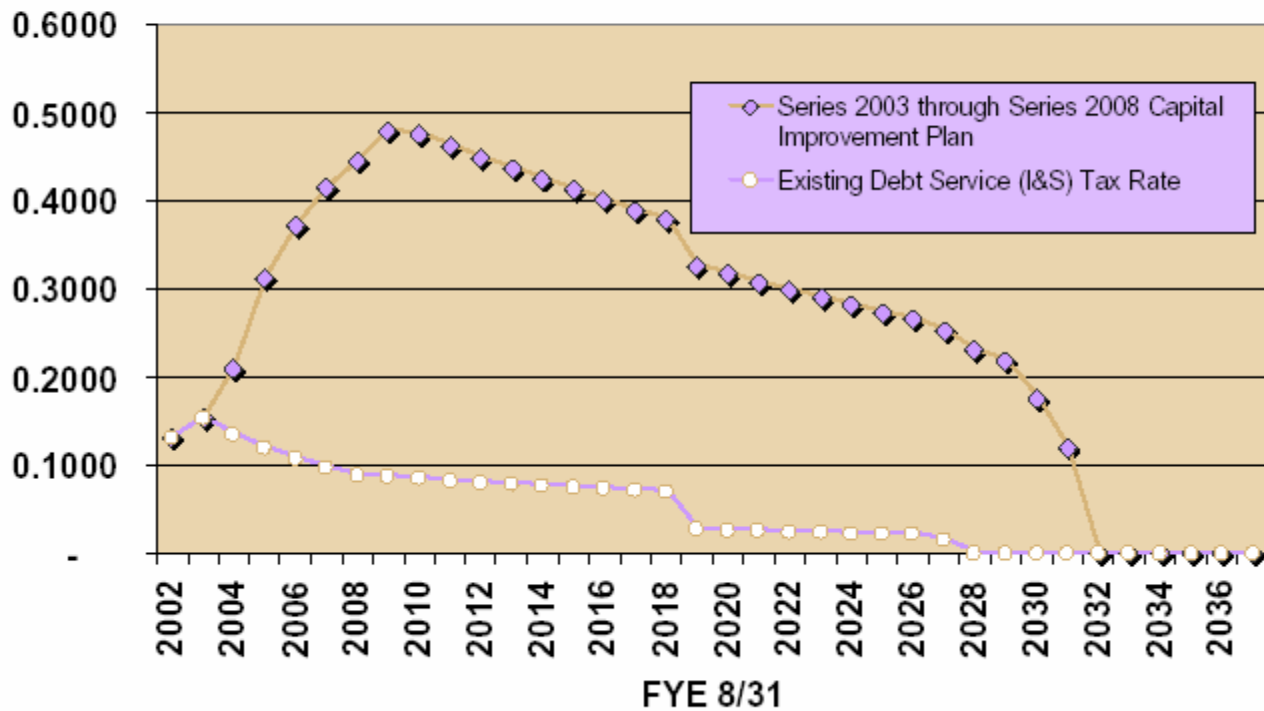
Lovejoy ISD

Construction Costs

- Projections indicate that construction for a high school of 1000 students will cost approximately \$30 million
- At the end of transition, estimated middle school construction costs will be approximately \$20 million
- A third elementary will be required between 2008 and 2009 and will cost approximately \$11 million

Projected CIP Tax Rate Impact

Debt Service Tax Rate



Lovejoy ISD

Bond Election Information

- **If the Board of Trustees decides to separate, a bond election will be called in the Spring of 2003.**
- **Bonds for high school, middle school, and elementary would require a total tax rate in the \$1.90 range (M&O plus Debt Service).**

Consolidation or Separation?

The Big Questions

- What are enrollment projections?
- What is the financial impact of both options?
- How would districts be consolidated?
- What would size, configuration, and costs be for the separation model?
- What would the timeline and transition model be for separating the school districts?
- **What would the academic program be for Lovejoy secondary schools?**

WHAT COULD A TRANSITION PLAN LOOK LIKE IF THE DISTRICTS DECIDE TO SEPARATE?

A transition plan would make every effort to provide a smooth, seamless flow from Allen ISD to Lovejoy ISD. If a bond election passed in the spring of 2003, a middle school/high school facility could be ready by fall of 2006.

One scenario would be that the first year of operation in 2006-2007, Lovejoy would open with 6th, 7th, 8th, and 9th grades in the new facilities. The 9th grade of 2006-07 would be the first senior class to graduate in the spring of 2010.

The goal of any plan would be to have the least disruption possible for students.

Probable Transition (Separation)

- Separation (begin 2006-07).
- Lovejoy passes bond election and builds a high school/middle school facility to open in 2006-07.
- Lovejoy 6-7-8-9 students attend new facility.
- Grade levels will be added in 2007-08, 2008-09, 2009-10.

School Year	Grade												
2002 - 2003	k	1	2	3	4	5	6	7	8	9	10	11	12
2003 - 2004	1	2	3	4	5	6	7	8	9	10	11	12	
2004 - 2005	2	3	4	5	6	7	8	9	10	11	12		
2005 - 2006	3	4	5	6	7	8	9	10	11	12			
2006 - 2007	4	5	6	7	8	9	10	11	12				
2007 - 2008	5	6	7	8	9	10	11	12					
2008 - 2009	6	7	8	9	10	11	12						
2009 - 2010	7	8	9	10	11	12							
2010 - 2011	8	9	10	11	12								
2011 - 2012	9	10	11	12									
2012 - 2013	10	11	12										
2013 - 2014	11	12											
2014 - 2015	12												

Students attending LISD Schools Students remaining in AISD

Secondary Consultant

Pam Martin

What would the academic program be for Lovejoy secondary schools?